



# Report on Literacy in Annapolis County

A project of the Annapolis County Learning Network with funding from Human Resources Development of Canada

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Annapolis County Learning Network

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## **Executive Summary:**

### **Introductory Notes:**

The purpose of this project was to investigate issues surrounding literacy (or low literacy as the case may be) with a vision for the Annapolis County Learning Network to use the accumulated information in developing an action plan. The action plan would provide an implementation process whereby positive steps could be taken to eliminate or at very least minimize the identified barriers to residents attempting to upgrade their literacy level(s).

In this light, it was necessary to first identify all (or as much as possible), the literature, data and information sources available that dealt with literacy or literacy related issues. The resources available for literature through the internet is mind-boggling. There are literally hundreds of sites through which much information can be obtained. However, most of the facts and figures used in the research for this project was obtained from a relatively few sites. The sites used though, represent basically the authorities on literacy in Canada, and more specifically in Nova Scotia.

It was also important to interface with special interest groups located in the county, as well as neighbouring counties, in order to gain a full understanding of the impacts that these organizations have on the literacy issues and/or the residents in Annapolis County. It was discovered that many outside organizations and their services are intertwined with those of Annapolis County. In addition to providing services and supports to residents of their own county, they often provide services to residents of Annapolis County that may reside on or near the boundaries of the county, such as with the Digby Area Learning Association. And likewise, the Annapolis County Learning Network may do the same for other types of services or for other counties. Organizations such as the Valley Disability Partnership Society, who services all of Kings County also provides assistance to those disabled individuals in the eastern portion of Annapolis County (about half of the County). The point being that organizations outside of the county of Annapolis have significant impact on the programs and services offered.

A very large number of interviews and focus group sessions/presentations were conducted in order to receive as much feedback as possible from organizations, service providers, volunteers, and the general public. As well, sessions were held with current students and instructors within the adult learning environment to obtain their views on present issues and barriers.

### **Findings:**

Perhaps the biggest disappointment was the discovery that the Annapolis County Learning Network after being in existence for approximately 8 years, and helping a large number of adults to succeed, is relatively unknown. Most respondents felt the ALCN should undertake



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an advertising program. Not an unreasonable suggestion, however this did not explain why previous advertising initiatives failed to raise the public's consciousness to date. It appears that if literacy is not an issue for someone, or if individuals do not have a direct connection to the ACLN or its programs, then they are unaware of the need.

The majority of those with an awareness of the Network and/or its programs, or of the current need within the county for literacy upgrading, felt that adult low literacy was in fact an issue of youth low literacy and a result of a failure in our public school system to educate the youth. This sentiment was not meant as an attack on the teaching staff or programs necessarily, although programs were of concern to most people. It was a statement of concern that governments do not (or cannot) fund education to the level necessary. When so many other areas of our society are impacted as a result of low literacy (low education), such as social assistance, crime, and health to name a few, it is of paramount importance that our educational system becomes focused entirely on Learner success, not on graduating people, but on making sure they have a good education. One that will instill a desire to continue learning which will in turn make them self-reliant and thereby reduce (maybe even eliminate) low literacy in adults in future years.

Other issues that people felt needed to be addressed were some of the more conventional barriers such as transportation, childcare, financial matters and some not so conventional barriers like community attitude toward progress and economic development, self-esteem and fear of failing. All those questioned during the course of the research were in agreement that literacy was no longer just reading, writing and arithmetic, but included such other things as social skills, job readiness and interviewing skills, life experience skills, etc.

### **Suggestions/Solutions:**

The following is a brief point-form list of recommendations resulting from the researcher's findings over the course of the project:

- Establish a professional (and permanent) presence in the ACLN by staffing some permanent positions such as assistant coordinator, literacy support worker, educational assistant, and math tutor.
- Establish a mobile literacy unit to promote the ACLN, literacy and deliver programs in remote locations.
- Hire a staff member to locate and obtain permanent or at least ongoing funding (sources).
- Conduct additional research projects to determine literacy issues in select areas of the county such as Milford, Bear River East, Springfield, etc.
- Establish one organization that looks after the total needs of the Learner from beginning to end of their program including all financial aspects as well, but is not seen as being social assistance.
- Establish some sort of arrangement/partnership where Learners can be tested for learning disabilities.



## **Project Description:**

This project was initiated in February 2002 through the Annapolis County Learning Network (ACLN), with funding support from Human Resource Development Canada, with the purpose of conducting research and data collection pertaining to literacy issues affecting the residents of Annapolis County. The overall scope of the project targeted the following areas:

- sourcing literacy documentation,
- locating and documenting literacy programs currently available in Annapolis County,
- identifying gaps in services and supports for current learners, and
- exposing barriers preventing greater participation in literacy programs.

The data collected will be used in the strategic planning of the Annapolis County Learning Network to develop an "Action Plan" designed to combat the gaps/barriers, and address the issues preventing those residents of Annapolis County desiring educational/literacy upgrading from accessing a program.

This plan will ultimately improve the employment prospects for many people in Annapolis County who have been unable to obtain full-time, secure employment, or at best have been limited to low skill, low paying types of work as a result of not having adequate educational credentials for those jobs that are or will become available in the local labour market.

As such, the specific tasks of the Researcher were:

- Locate and review existing documents, literature and resources related to literacy in Annapolis County
- Conduct interviews with representatives from special interest groups in Annapolis County
- Conduct interviews with Annapolis County Employers
- Conduct interviews with employment service providers in Annapolis County
- Conduct interviews with literacy program providers servicing Annapolis County
- Conduct interviews with literacy volunteers in Annapolis County
- Hold focus groups with Learners in Annapolis County
- Hold focus groups in rural communities throughout Annapolis County
- Produce a report that clearly indicates the findings of the research study and makes recommendations for overcoming identified gaps and barriers
- Identify potential partnerships in Annapolis County to address literacy issues
- Distribution of the final report to the various interest groups

The study officially commenced on February 11, 2002.



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### Introduction:

Prior to examining the specific project areas of concern, it is useful to outline a brief history of the Annapolis County Learning Network. The Annapolis County Learning Network was formed in 1994, when the Nova Scotia Community Learning Initiative was introduced. This initiative of the Adult Education Section of the Department of Education and Culture provides grants, resources, and supports for literacy and upgrading programs to various Community Learning Networks across the province whose mandate is to provide programming in their areas.

The ACLN is a community-based organization made up of community partnerships. Members of the Board of Directors of the Network include (or have included) representatives from the Annapolis Valley Regional School Board, Annapolis Valley Regional Library, Black Educators Association, the Native Council of Nova Scotia, the Department of Community Services, Annapolis Valley Health Board, Canada Post Heritage Club, literacy practitioners, literacy volunteers, and adult learners.

The Annapolis County Learning Network has a strategic plan that will allow it to meet its mission. The mission is based on core values that the members of the Network hold about literacy, adult learners and their community. The Network also has a vision of the benefits of its involvement in literacy to Annapolis County. The purpose or mission of the Network is to promote literacy by responsible leadership, advocacy and funding so that seamless, accessible programming can be offered to adult learners in Annapolis County.

#### Annapolis County Learning Network Values

- The Annapolis County Learning Network is guided by core values.
- We believe in the value of literacy.
- We respect the needs of learners and meet them “where they are” in their development.
- We are accountable to learners and funders.
- We believe that all people have the right to access opportunities to become more literate.
- We are community-based

It is the vision of the Annapolis County Learning Network that because it exists, the rate of literacy in Annapolis County will increase dramatically in the years to come. This increase will occur because the Learning Network has reached out to communities and has maximized the use of already existing resources. This outreach has stimulated the involvement of the families of learners and other community members, thereby increasing the level of awareness about the value of literacy. Both government and the private sector have responded with a positive reallocation of funding to literacy programs available to all and learners have a greater desire and ability to participate in the life and work of their communities.



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## **ACLN's Programs:**

The ACLN provides literacy education and upgrading opportunities for adults in Annapolis County. The curriculum follows the Nova Scotia Academic Upgrading Curriculum from the Department of Education and Culture, which is divided into four levels.

The ACLN focuses on adult learners who are not being served by the public school system. The network's programs are free and open to all adult learners, except those individuals who have special learning needs that cannot be accommodated in the current programs. The ACLN will make referrals for these individuals wherever possible. Adults entering a program are assessed to determine which level of programming they fit into, or which type of programming best suits their needs. Learners may move from one level or type of programming to another.

### **Tutor Program**

One-on-one and small group tutoring is available for learners who require basic literacy instruction. A trained volunteer tutor will work with the learner to improve reading, writing, math, and critical thinking skills. Tutoring can happen in a home, a school or library, or any other community facility. The place and the times allocated are based on the needs of the learners and the tutors. Learners may move into a level 1,2 class when ready.

### **Level 1, 2 Classroom**

A classroom program is available to learners who want to work in a more structured environment. The program follows the Nova Scotia School for Adult Learning curriculum for levels 1 and 2. It emphasizes communications math, science, thinking learning skills and human relations. Currently a class is located at the Community Learning Centre in Lawrencetown. Learners work at their own pace and can enter a program whenever a seat becomes available. Classes run on the school year during regular school hours. Learners completing Level 2 may move into the level 3,4 class.

### **Level 3 Classroom**

This program is available only in a classroom environment. It follows the Nova Scotia School for Adult Learning Level 3 curriculum. It emphasizes communications, math, science, thinking and learning skills, computer skills, social studies, and employability skills. The class is located at the Community Learning Centre in Lawrencetown. Learners work at their own pace and can enter a program whenever a seat becomes available. Classes run on the school year during regular school hours. Individuals successfully completing the program can move into the Level 4 programs.

## **Project Procedure:**

### **Existing Documentation:**

In the search to locate and review existing documents related to literacy in Annapolis County, the internet was utilized extensively, and in fact used as a base point for locating literature not available on the internet. Many documents produced by the federal government or through national organizations are relevant to the Annapolis County, particularly in literature dealing with statistical information or analysis. Some of the Internet



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sites that provided significant amounts of information are listed below (A listing of the resources including the description for the organization can be found at Appendix A):

### Web Resources List

ABC Canada Literacy Foundation	<a href="http://www.abc-canada.org">http://www.abc-canada.org</a>
Annapolis County Community Education	<a href="http://www.avrsb.ednet.ns.ca">http://www.avrsb.ednet.ns.ca</a>
Annapolis County Learning Network (ACLN)	<a href="http://www.nald.ca/acln.htm">http://www.nald.ca/acln.htm</a>
Atlantic Provinces Special Education Authority (APSEA)	<a href="http://www.apsea.ca">http://www.apsea.ca</a>
Canadian Network for Third Age Learning (CATALIST)	<a href="http://www.catalist.org">http://www.catalist.org</a>
Department of Education	<a href="http://www.ednet.ns.ca">http://www.ednet.ns.ca</a>
Department of Justice	<a href="http://www.gov.ns.ca/just">http://www.gov.ns.ca/just</a>
Family Literacy Association of NS (FLANS)	<a href="http://www.nald.ca/flans.htm">http://www.nald.ca/flans.htm</a>
Frontier College	<a href="http://www.frontiercollege.ca">http://www.frontiercollege.ca</a>
Human Resources Development Canada (HRDC)	<a href="http://www.hrdc-drhc.gc.ca">http://www.hrdc-drhc.gc.ca</a>
Laubach Literacy of Canada (LLC-NS)	<a href="http://www.nald.ca/llc-ns.htm">http://www.nald.ca/llc-ns.htm</a>
Movement for Canadian Literacy	<a href="http://www.literacy.ca">http://www.literacy.ca</a>
National Adult Literacy Database (NALD)	<a href="http://www.nald.ca">http://www.nald.ca</a>
National Literacy Secretariat (NLS)	<a href="http://www.nald.ca/nls.htm">http://www.nald.ca/nls.htm</a>
Nova Scotia Community Organization Network Directory	<a href="http://www.nsnet.org">http://www.nsnet.org</a>
Nova Scotia Provincial Literacy Coalition (NSPLC)	<a href="http://www.nald.ca/nsplc.htm">http://www.nald.ca/nsplc.htm</a>
Nova Scotia School for Adult Learners (NSSAL)	<a href="http://nssal.ednet.ns.ca">http://nssal.ednet.ns.ca</a>
Saint Leonard's Society of Nova Scotia (SLS)	<a href="http://www.nald.ca/SLS.htm">http://www.nald.ca/SLS.htm</a>
Statistical Profile of Canadian Communities	<a href="http://ceps.statcan.ca">http://ceps.statcan.ca</a>
Statistics Canada	<a href="http://www.statcan.ca">http://www.statcan.ca</a>
The Organization of Adult Students in Transition - TOAST	<a href="http://www.toast.ca">http://www.toast.ca</a>

Although the above listing provides a good cross-section of the sites available on the Internet that are involved in literacy, it is by no means exhaustive. These sites did, however, contribute information in one form or another to this project. The site list order is alphabetical by name and does not reflect order of importance or access.

### Special Interest Groups:

This portion of the research was very important in that it provided information on those organizations currently offering some form of literacy/literacy upgrading to selective groups of people, and the programs being offered by each, however, in order to conduct interviews with the various interest groups located in Annapolis County, it was first necessary to identify the appropriate representative from each group. In some cases it proved beneficial to also interview the responsible individual at the provincial level. The interest groups included are listed below along with information relating to the group (the group information was obtained from that organization's web site, interviews with the organization's representative and literature obtained from the contact person when applicable). Following the narrative for each of the specific interest groups are brief interview synopsis for the representative(s) interviewed in that organization.



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### African Nova Scotians

<http://bea.eastlink.ca/>

The web site for this organization is currently under construction and at this time provides only a list of Regional Educators and an email contact address for the association.

#### Interview - Provincial Coordinator of BEA:

*The representative body for educational aspects of the African Nova Scotian community is the Black Educators Association (BEA). Their mandate is to ensure the African Nova Scotian Learner is able to have the same kind of programs and educational facilities and resources so they can reach their full potential, similar to other Learners within the province. The BEA is responsible for all African Nova Scotian Learners regardless of age and therefore, their clientele can be anyone from the Public School Program to and including the Adult High Schools. The focus of the BEA is not just the conventional literacy topics either — they try to take a holistic approach and address issues with life skills, social skills and job readiness too. Their approach is to establish partnerships with established organizations such as Digby Area Learning Association (DAM) and Nova Scotia Community College (NSCC), or other educational program delivery organizations/associations. The BEA (and Black Learner) have certain resources available to them in the way of a Regional Educator whose responsibility is to help out with resources and some funding for the black youth, and an Adult Education Coordinator with the African Canadian Services Division of the Department of Education. This individual's task is to advocate on behalf of the Black Learner and provide other assistance including some financial help if required.*

### Mi'kmaq

<http://ncns.ednet.ns.ca/>

There are two categories of aboriginal (or indigenous) peoples to be considered, the "Status" aboriginal and the "Non-status" aboriginal.

The federal government recognizes four categories of indigenous people: Status Indians, who are registered on an official roll; Inuit; Metis, people of mixed European and indigenous heritage; and non-Status Indians, people of indigenous descent who are not on the official roll. For administrative purposes, indigenous peoples in Canada are also divided according to band or First Nation. A band is the smallest indigenous political unit; there are 13 First Nations in Nova Scotia.

"Non-status" aboriginal, or those peoples not registered with the Federal Government and living off-reserve, who are represented by the Native Council of Nova Scotia (NCNS). The Native Council of Nova Scotia is a Native advocacy group and is a non-profit association registered under the Societies Act of Nova Scotia with the following as one of several objectives:

"To work with all levels of government, public and private agencies and private industry; to improve social, educational and employment opportunities for Aboriginal people of Nova Scotia."

To this end, the Native Council of Nova Scotia's APTEC (Aboriginal People Training and Employment Commission) has Employment Human Resource Development officers who find and assess Mi'kmaq/Aboriginal clients. They refer these clients to employment, provide training or upgrading, encourage job development, resume writing, job finding clubs and a



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range of other services to help their population gain long term employment. Also, SARSET (Social Assistance Recipient Support for Employment & Training), a pilot project is aimed at assisting off-reserve persons realize their potential as they relate to upgrading, training and employment by over-coming barriers preventing them from achieving their aspirations.

### Interview - APTEC Case Manager:

*We look after the non-status peoples, while the First Nations look after the people that are registered with that band or first nation within the province. Our clients can live anywhere they want but if they're registered with a Band (are in that bands' jurisdiction), don't touch them - as far as funding. APTEC's offerings could be job-search, interview skills, accessing the Internet. APTEC has funding for employment and training. Technically, people who are registered with a Band are supposed to be referred back to that band for service because the Bands also have their own programs. APTEC can fund someone to go and get their Adult High School and in fact has sent a couple through the Community Learning Centre in Lawrencetown. APTEC also partners with other agencies such as DCS and HRDC and tries to get the employers to buy-in too so there are jobs when people get finished their upgrading or training or so they can at least get experiential work terms. A lot of the issues with our clients and literacy involves self-esteem - getting them so they want to succeed in spite of attitudes, etc. There are some in the levels and some in the skills upgrading.*

*So, essentially APTEC does provide some money, but the main focus is in getting the Learner connected to the right program and also to start with career decision making, work through the needs assessment, the skill enhancements, and the job search, and then employment maintenance. The primary barrier to APTEC clients accessing programs is funding and if partnering is not possible it can be almost impossible. Other barriers include Daycare, work experience is another barrier and quite a serious one, students that have a disability, attitudes of some instructors/teachers. Some students are afraid to go back because they remember what it was like the first time they went through.*

"Status" aboriginal, (aboriginal peoples registered with the Federal Government and living on or off a reserve), are represented by the individual First Nation to which they belong. There are three First Nations that have an impact on Annapolis County:

1. Annapolis Valley First Nation is located in King's County, Nova Scotia, ten kilometers southwest of the town of Kentville. The reserve encompasses 34.8 acres of land, but the band also owns 200 acres of woodland in Hants County. As of June, 1998, the total population was 260 - 99 on reserve and 161 living off the reserve. As well, there are thirty-five houses located in the community.
2. Bear River (or Muin Sipu) First Nation is located twenty kilometers northeast of Digby. The land base itself exceeds 1600 acres. In October of 1993 Bear River officially opened their school, along with a swimming pool, playground, and tennis and basketball courts. At present, the total number of homes in Bear River is 42. Currently, the population of the reserve is 252 members, 103 of whom live on reserve, while 149 live off reserve.



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3. Glooscap First Nation (formerly Horton) is a small community located approximately 70 kilometers southwest of Halifax, Nova Scotia. It lies within the boundaries of Hants County, about six kilometers from the town of Hantsport. Horton is made up of 423 acres of land, primarily undeveloped forest. The band has 275 members with approximately half living off reserve. Support staff includes, among others, an education counselor and a community health nurse.

Educational funding for First Nations is arrived at through a process where the council manager/staff determine how many students they have (regardless of age), the type of education or upgrading the students desire along with costs associated with each of these students. The request is then submitted to the Department of Indian Affairs, and the necessary funding is included in the Band's overall funding allotment. It then becomes a band responsibility to disperse those funds accordingly.

### Disabled Persons

<http://www.nsnnet.org/vdp/>

The Valley Disability Partnership Society (VDPS) is a non-profit community based organization comprised of individuals and groups who are working together to promote inclusion and equality of persons with disabilities within the workplace and community. By focusing on cross disability representation, the Society wants to act as a catalyst to coordinate and promote efficient service delivery, equal participation, provide a forum for discussions and empower people to take control and advocate for themselves. By promoting and educating the community, it is hoped that identified and recognized gaps in service provision and delivery for persons with disabilities will be filled. The VDPS will identify where and how to access the necessary resources and promote the appropriate needs and solutions, through the reviewing of various community driven funding proposals. The Society also aims to achieve the recognition and credibility necessary to create equal, viable and efficient partnerships within the community.

Although the Society is based in Kentville and serves primarily the residents of Kings County, they also cover Annapolis County to about Belleisle, however participation by the disabled persons in Annapolis County does not appear to be supportive enough to warrant holding separate meetings/functions in the County.

#### Interview — Coordinator:

*The VDPS doesn't provide any services here yet. The society is in a research phase to determine the needs of the disabled in the area. It's looking to provide services in 2003 and may find that literacy is an issue. In fact, the VDPS is partnering with the Department of Education to have people with disabilities come in and use assistive technology (that was donated), of which part might be literacy. The VDPS is currently conducting a needs assessment, but it's always difficult to get people from Annapolis County involved in the organization, maybe because it's located in Kings and people are not aware that it is to serve Annapolis County residents as well. Part of the problem might be transportation, but even when the meetings are held in Middleton, there is not a strong representation from Annapolis County. There are the alternative transportation (ACAT),*



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*the WVDA and the Revolving Door organizations that operate along similar lines, but they are not the same as the VDPS. Outside of the society not being well known on a larger scale in the valley area, the barriers encountered by the disabled would be the same as those everyone else runs into such as transportation, child care, funding, people that aren't on any list (ie. don't get Community Service or Employment Insurance benefits), and lack of knowledge of programs. However, in addition to the "normal" barriers, it must be remembered that the disabled have an entirely separate set of barriers that would be exclusive to them and no one else in society. Such barriers as having educational materials available in alternate formats like audio tapes, CD's, Braille, having text based documents produced in larger font, having sign language interpreters available, wheel chair accessibility. These are only a few of the many unique barriers that would confront a disabled person, but should provide an understanding of the scope of the problem when trying to establish literacy or educational upgrading programs.*

### **Atlantic Provinces Special Education Authority (APSEA)**

<http://www.apsea.ca>

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial cooperative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland, Nova Scotia, and Prince Edward Island.

The agreement provided for the creation of the Atlantic Provinces Special Education Authority and authorized it to provide educational services, programs, and opportunities for persons from birth to 21 years of age with low incidence sensory impairments. This includes children and youth who are deaf deaf-blind, hard of hearing, blind, or visually impaired and who are residents of Atlantic Canada.

The APSEA Agreement is the only one of its kind in Canada, and as such, may serve as a model for service delivery at a regional level. Operational costs are shared among the four provinces.

### **SOS Children's Village**

#### Interview - Board Chair:

*The SOS Village is not a "Literacy Deliver" per se, it is a unique facility in that it fosters literacy through a stable home environment and goes further to establishing tutoring arrangements for individual clients in its care.*

*Originally the "Village" was a "Long Term Care Facility" for teen-agers - and was set up to be just like a family home - with parents (SOS International had women as a parent and an Aunt). This matriarchal setup didn't work well in Canada because of the regulations. All children in the Village are referred from Family & Children Services or some social agency (funding comes from the agency that refers the child). The village is designed to take children 10 years of age and under, but since Canada's foster care system is very good, this group of kids get placed by foster care and in reality the older kids - the teen-agers come to the Village. These kids are (as a rule) problem kids in the school system, they get suspended, kicked out, etc and so have huge gaps in their education. It's necessary to setup individual programs for them in home schooling. The Village uses private education delivering organization such as Valley Educational Support Services (VESS) to deliver these individual programs. This along with having to maintain staff at the Village such as an executive director, a programming person, a maintenance person, a book-keeper, etc. results in higher costs.*



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*Since the Canadian regulations make it impossible for the Village to operate in the true nature of the SOS concept. This has created a serious problem as funding has been withdrawn by both SOS International as well as SOS Canada. The reality is that the county cuts off funding at age 18 and since funding comes from the referring agency, this translates into the Village having to have a higher per diem rate from the agency. The Department of Community Services indicates that this is too expensive and "long-term care" is no longer required in the County since a study conducted by a Family & Children Services Consultant recommends moving the children out of facilities and back into their communities into foster homes. The foster parents would be trained in different courses and would be paid a per diem. It's not completely clear if this foster care arrangement will work since there does not seem to be sufficient numbers of foster care homes to meet the need however, one thing seems to be certain and that is that the individual educational programs being delivered will stop.*

### **Department of Justice:**

#### Interview - Probation Officer:

*The local Probation Officer was approached with the intent of finding out the literacy issues/impacts as it would relate to offenders in the local area. He advised that they conduct personal interviews with their clients and during this interview, they ask what the highest level of education (a range) the individual has completed. The educational ranges are grade 2 to 5, grade 7 to 9 and high school. Since it is proven fact that low literacy is a contributor to crime, he feels it is to their (and society's) best interest to educate those offenders that do have low literacy. He also felt that the biggest problem - with regard to youth - is lack of motivation. With adults, they tend to get the upgrading (eg. at CLC, etc.) on their own. They're willing to do this on their own. But with youth there are a lot of contributing factors:*

- often, the parents don't have much education (or have low literacy) and are not very supportive of their children attending school, let alone even doing well when they're at school.
- could be single parent families and little supervision taking place.
- the youths living environment is also a major problem with it's own set of factors.
- housing situation may be quite transient - the adults may be living common law and may be together for only a short period of time.
- the conditions in the house may not be conducive - child may be worrying about getting enough to eat or not getting beaten up, etc. so school is not a high priority.
- in general, the child's life may be pretty unstable and volatile.

#### Interview - Assistant Probation Officer:

*Most of the clients of this office suffer from low literacy and this factor is reported to the legal system and taken into account during the process. Many clients are in fact referred to the Learning Centre for upgrading because educated people are not as likely to get involved in crime, since they can find work and stay employed. One distinct problem is that the justice system has no direct sponsorship program to help clients get upgraded. The problems really originate in public school. Kids get pushed through school as a result of lack of resources, they end up on the street looking for employment which they can't find because of inability to read job ads, complete job applications, or successfully get through an interview. In many cases, even though they would have a grade 12 certificate,*



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*employers can tell if they can or cannot read and write. Education is the key to solving so many (if not all) of our societal problems. Some of these people come from broken homes, they live on or below the poverty level so don't have the means to dress as well as others, low self-esteem.*

### **Youth:**

#### **Centre 24/7**

Centre 24-7 is a joint program of the Nova Scotia Youth Centre, the Annapolis Valley Regional School Board and Human Resources Development of Canada. The Centre is an experiential education program that deals with "at risk" youth. It has a capacity for 20 students (12 from the Youth Centre, 8 from community referrals — generally probation, or the school system or even self-referral).

A semestered program of academics, experiential education, life skills (includes a foundations of learning), career development, case management and family involvement is offered along with anger management and substance abuse workshops.

#### *Interview — Teacher:*

*Centre 24/7 takes kids who are involved with many different departments such as Community Services, Mental Health, School. The kids would be aged 15 to 19 but can also be taken aged 14 to 20. Originally "kayak" was involved in the development of this program, so there was some inter-departmental cooperation - the Community Services psychologist and social worker, money for one of the teaching positions came from the School Board. Now, funding comes primarily from the Department of Justice, but Department of Education does pay for some things such as bus passes, telephones, etc. The Centre does not promote itself as offering the levels programs. Clients are assessed through contact with their former school, their records, a Peabody Individual Achievement Test, and a two week observation period so a determination can be made as to where the student is at intellectually; A personal education plan is then developed and even though these are individual plans, it's very typical for the youth to be around the grade 9 level, yet functioning at about a grade 7. Clients are not placed in a "level", but there are youth who were at about a 1B level. These youth are from all over the province, because when they're incarcerated they may be from anywhere in the province, however they have to apply to come to the Centre, they're not sent here by the Courts. The Centre's clients don't turn out to be incapable of school, they simply have huge gaps in their education as a result of being out of school so much through suspensions, expulsions, conflict with the law, etc. Literacy is a huge issue for the Centre because the kids are only there for a relatively short period of time, and they get returned to the school system which is where they failed in the first place, so it amounts to setting them up for another failure. Youth would perhaps be the equivalent of a level 3 when they leave the Center. The school board used to refer or recommend students to facilities like Landmark East, however this opportunity no longer exists. Perhaps the biggest barrier for the Centre is funding, another teacher, and more resources, and there 's no real continuity, no one organization in terms of transferring these youth back down to a school. It seems that for ages 16 to 18 there seems to be almost a void as far as educational alternatives for students - few programs, no funding, no supports, etc.*



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### Landmark East School

Landmark East School is a co-educational residential remedial school for high potential children ages 10 to 18 with a diagnosed learning disability. The school is operated by Landmark East Association, a registered charity. Since opening its doors in 1979, it has served more than 550 students. Formerly, students who attended Landmark East School were funded through provincial Departments of Education and the Atlantic Provinces Special Education Authority (APSEA). With the removal of APSEA administering services for children with severe learning disabilities, parents can no longer access financial assistance through government departments. The annual tuition and residential cost is approximately \$25,000/student. Landmark East School has been committed to helping students with learning difficulties reach their full potential for 17 years. Now that parents can no longer access financial assistance from the government to send their children to Landmark East School, the need for financial support from members of the business community and private individuals is extremely important. Landmark East School has made a significant difference in the lives of a large number of severely learning disabled children over the past 17 years and it is the hope of the facility that children requiring these services can continue to attend the school through the establishment of a Bursary Fund.

### Seniors

<http://www.gov.ns.ca/scs/>

Legislation introduced in 1980 by the provincial government provided for the establishment of the Secretariat. The Act designated the Ministers of Social Services, Health, Municipal Affairs and the Minister charged with the administration of the Housing Act as constituting the Secretariat, with the governor-in-Council having the authority to add other persons. The Ministers of Education & Culture, and Recreation and Fitness were added on August 17, 1982.

The staff of the Secretariat provide a single entry point to Government that can respond to seniors, their issues and concerns.

Educational links are incorporated into this Seniors' website.

### Employers:

Conducting interviews with Annapolis County Employers first necessitated compiling a listing of the businesses located within the county boundaries. Examination of existing lists such as the WVDA Business and Community Directory and the Statistics Canada directory were found to be incomplete, or too fragmented to be of any use. Businesses then had to be qualified as to whether or not they could (and would) participate in literacy issues/programs. A complete list of businesses and organizations in the county has been compiled and can be viewed at the offices of the Annapolis County Learning Network. It should be noted that although the list of Businesses/Organizations for the county appears to be extensive, the vast majority of these do not (and in fact cannot) participate in formal literacy programs for various reasons:

- They are small family, or at most one or two person operations.
- They are of a seasonal nature.
- The companies are not of sufficient size to support educational program funding.



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Also, other organizations that are listed as having literacy/educational programs may in fact be a branch location for a larger (provincial or federal) body, such as is the case for Canada Post and the Royal Bank.

Still other organizations or businesses may not even be listed since they do not have a presence in Annapolis County, but do in fact employ people from the county. This is the case with the Department of National Defence located at Greenwood in Kings County, and although 14 Wing Greenwood does offer educational upgrading, it targets job or professional upgrading through short term courses and/or seminars as opposed to literacy type upgrading.

### Employment Service Providers:

Once the employment service provider organizations were identified and principal contact(s) was determined, interviews were held to determine who their clients were and how they were referred. Also, the organizations were queried as to what literacy/educational upgrading programs if any they were operating or sponsoring clients to attend. Two organizations were found to be the primary employment service providers within Annapolis County.

- Human Resource Development Canada (HRDC): The interviews were carried out at the Middleton site in the Nova Scotia Community College and were actually conducted with a staff member of the Annapolis Valley Work Activity Society (AVWAS). The AVWAS hired staff to work with their clients to overcome barriers to employment. This also proved to be the case with HRDC clients, so a partnership was organized where HRDC pay the salary and AVWAS contribute in-kind. In this way the staff member could refer clients in a number of different directions. They could be referred to the Annapolis Valley Work Centre (AVWC) in Coldbrook, or the CLC in Lawrencetown, or even the Community College.

#### Interview - Employment Counsellor:

*The AVWC is actually a project of the AVWAS. It provides what is referred to as the Foundations program, and also has a Literacy program, which is the Levels I and II. The program is for people 18 years of age and over, who have barriers to employment, and since low literacy is a barrier, a lot of the students have low literacy. The centre also gets a lot of referrals from Workers Compensation and Insurance companies, for people who need personal development or as a result of behavioural and attitudinal problems. These would be classed as employment maintenance problems.*

- Youth Employment Services: On approaching the HRDC office in Middleton, it was discovered that the staff member responsible for youth employment assistance was actually an employee of the NSCC. The program receives funding from HRDC to do things for the youth that are looking for employment.

#### Interview - Coordinator — Youth Employment Services:

*For youth that have a learning disability, funds can be accessed through HRDC to help get them upgraded if literacy is an issue. The type of upgrading is dependent on what exactly the youth wants to do. If they're on EI (or have been on EI in the past*



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*3 years) and are over 21, they can be funded. If under 21, they can still access the public school system at no charge. In reality, the client is assisted in getting back to school (if that's what they want to do), and is then referred to HRDC for funding arrangements, etc. The coordinator of the Learning Centre is also given a notice of a possible new student.*

*A lot of the youth clients are priority youth (ie. don't have grade XII, or they're homeless, or on drugs and alcohol)) and they come in looking for employment. Many are referred by the Department of Justice, but most have literacy needs. Sometimes the low literacy is determined simply by talking and working with them and sometimes the youth know they have a disability and mention it. Some have finished grade XII but still have a low literacy level. Once it's decided that upgrading is necessary and the youth wants this, then a determination of what facility would be the best for the youth to attend is made. This decision is dependent on whether basic literacy (reading & writing) or job skills is the best path for the youth to follow.*

### **Literacy Program Providers:**

Research into literacy program providers for Annapolis County revealed that several organizations worked in a collaborative manner and as such, the actual facility or site might be located outside the county but serve the needs of some residents of Annapolis County. This portion of the research was essential in identifying those organizations currently offering literacy/literacy upgrading and educational upgrading to people within the county. As with the Special Interest Groups, in order to conduct interviews with the literacy providers serving Annapolis County, it was first necessary to identify the appropriate representative from each group and again in some cases it proved beneficial to also interview the responsible individual at the provincial level. The organizations included are listed below along with information relating to the group (the group information was obtained from that organization's web site, interviews with the organization's representative and/or literature obtained from the contact person when applicable).

In order to fully appreciate the relationship between the current providers, it is essential to understand the development of this relationship.

Originally, the Community Learning Centre in Lawrencetown was started by the Annapolis District School Board (ADSB) in 1995, and was intended to provide a means for adults in the county to obtain Public School Program (PSP) programs. The ADSB hired one teacher to deliver programming to these adults. The following year, with the assistance of the Community Learning Initiative funds provided by the Adult Education Section of the Department of Education and Culture, the Annapolis County Learning Network hired additional instructional staff to increase program delivery.

Around this time, amalgamation of the school boards replaced the ADSB with the Annapolis Valley Regional School Board (AVRSB).

The CLC started with PSP's but recognized that that was not what was needed for adult learners totally, so brought in Levels 3 & 4, which in turn lead to bringing in Level 2 and



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even level 1b. Up to this point, Learners could “mix and match” their credit requirements using courses from both the levels and the PSP programs.

Levels 3 and 4 are of course part of the Adult Learning Program with the Nova Scotia Community College and indications are that these levels are to be moved to the local community college site in Middleton. This would of course orphan the Levels 1 and 2 offered by the ACLN unless accommodation were to be made to move these along with the Levels 3 & 4. All levels would then continue to be housed under one roof

This does not, however, address the issue of the School Board’s Adult High School PSP services. If these programs do not move along with the levels programs then the ability for the Learner to work seamlessly between the Levels and the PSP will be lost and will actually give rise to another barrier for the Learner.

The above situation will no doubt result in some resentment between the institutions involved as well as uncertainty for the Learners about their programs and future and the instructors.

### **Annapolis County Learning Network (ACLN)**

<http://www.nald.ca/acln.htm>

The ACLN is one of the primary sources for adult literacy upgrading within the county of Annapolis. Refer to the sections above titled Introduction and ACLN’s Programs.

#### Interview - ACLN Coordinator:

*Most of the Learners are from the Lawrencetown, Middleton areas with some from the Bridgetown region. There are actually more than you would expect from the King’s county area because the ACLN programs are closest for them. This is, in fact one of the recommendations from the Department of Community Services for the ACLN to make the move to the college in Middleton because King’s programs are run differently than in Annapolis - for example Kings has associations that handle targeted groups - each one looking after a very narrow clientele - like the Youth Centre (Centre 24/7) or the Head Injury Association. They do have one program called the ‘Kick-Up” program but it has a huge wait list so is not easy for Learners to get into that program.*

*The drawing area for the clients could be the result of transportation issues - this is only the second year that Kings transit has been running from Bridgetown and east. Now this year they’ve just started from Cornwallis Park, so there may be an increase in numbers of Learners from that area. Also, many people in the Annapolis area go to DALA and if they are HRDC clients, that’s the office that would handle them as well. Transportation has been an issue even since it’s been stopping in Lawrencetown, the timings haven’t been good for the CLC - Learners commented that they would have to leave home at about 06:30 to be on time and then of course they would be very early for the class start time.*

*Another big issue is childcare for Learners. The only licensed facility (and that used by students sponsored by the Nova Scotia Department of Community Services to have their child(ren) in a subsidized daycare) is the Middleton & District Day Care Centre. So, for current students of the Community Learning Centre in Lawrencetown using this daycare as*



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*it is now would have meant getting their child to Middleton and then getting themselves to Lawrencetown. Even though the daycare at the college is not subsidized it is still very convenient because the one that is subsidized is only down the road a short distance and for those students that don't have funding for childcare, they can take advantage of the on-site facility located in the college.*

*The majority of the Adult Learners left school originally at grade 8, or the first grade they completed was grade 8, probably about 75%. But, their actual working level could and most likely is much lower. They are usually working at about 2 grades below what they're supposed to be at (e.g. if they had grade 8 - chances are they really only function at a grade 6 level).*

*A lot of them came from environments that were beyond their control - family situations - very poor families, they may have had to go to work; maybe had to take on responsibilities that kids really shouldn't have to take on. A lot of the girls left school as a result of teen-age pregnancies. The majority of the ladies coming in at 30 to 35 years old left because of a teenage, unplanned pregnancy and are now just getting back to school because they don't have small kids at home now to look after. The irony of this situation is that a lot of these people were doing well when they were in school they just got caught in situations beyond their control. Others say that they simply weren't interested in school at that time.*

*A lot of these people feel they had disabilities that were never diagnosed and so were shoved to the back of the room while the teachers spent their time with the more successful students. There are situations where students have high school diplomas, but are actually working at Level 1, meaning a working level less than grade 6. It was thought this would be the rare exception but in actual fact, the Centre received many calls this year from adults with diplomas. These students are suspected of having a disability. The Learners are asked if they've been tested but the Annapolis County Learning Network doesn't have facilities or funding necessary to conduct testing and then there's nothing really that can be done by the ACLN if a disability is identified perhaps the approach to their learning can be adjusted somewhat, e.g. read the instructions to them or conduct things orally.*

*In the past, a YIC coordinator would arrange work terms for students to gain job experience but, for the people in the levels they're more interested in getting to the next level as opposed to getting job experience. It's been determined that it's more useful to have career days or people come in and talk about their career or job, or one day job shadowing.*

*Some of the barriers experienced by the Centre's Learners are things like the Learner not having support from home, fear of failure, of what they're going to learn or be expected to learn, of being put down. These are all things they had happen to them the first time they went through the regular school system.*

*The move to the college is a very positive change. One of the obvious advantages is that it really helps learners coming in with low self-esteem - A criticism has been that these students are going to have a huge problem walking in that door, because it will be very intimidating, but at this point, the person has made the toughest decision - that of returning to school. They will no doubt be nervous and have some anxiety but certainly no worse than the choice to return to school.*



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*They will be coming to the college for a long-term process which will be far more beneficial in the long run. They may be starting out in upgrading but will be able to plan far beyond the upgrading days, especially they take a college program. There's no further adjustment - they come back to a familiar building. Also, the college offers so many other things - the building alone is a plus, Human Resource Service Centre is located there, even the idea that they are attending the "College" should be an "esteem raising" experience. One of the other things is that the college has a longer history and a brighter future, i.e. it will be there forever - so to speak - as opposed to the Community Learning Centre which was always at risk of closing every year when funding issues arose.*

*It will be a good partnership too - in the past the ACLN partnered with the School Board and now it's a partnership with the college. This arrangement will provide additional benefits since the college is delivering the Level 3 and 4 programs and will be putting ALP (Adult Learning Program) Counselors in place.*

*Losing the PSP programs will affect some of the learners, (a concern of the teachers was that for students at level 3 and/or 4, it combines grade 11 and 12 together and the courses would be very challenging. Most people would want to complete a level each year, and this becomes very difficult if two grades are combined into one year. For some students who aren't planning to go on in a science or math stream, these subjects in the Levels are more difficult, but in the PSP they have a general math so they get the credit and diploma without having to do the harder course), so, this will make a difference to some of the learners.*

*Several things need to be implemented in order for the Learning Network to move forward. First, this was the first year that the ACLN really started to take over full administration of its programs, so it needs another year to put support staff in place, such as a full time office assistant, another literacy support worker, an educational assistant, and a math tutor.*

*Second, there needs to be adequate supports in place in order to be functional as a organization, very important in establishing the ACLN as a professional, permanent and effective body. The Network needs a visible presence at all times.*

*Third, more research projects,*

*And finally, funding - someone in place who can come up with funds - for resources like books, workbooks, etc.*

*These are some of the basic things needed in order for the ACLN to take over it's programs and be responsible for those programs. The ACLN would then become more accountable.*

**Annapolis Valley Regional School Board (AVRSB)**

<http://www.avrsb.ednet.ns.ca>

Community Education is the lifelong learning providers of educational, recreational and vocational opportunities for all ages. It operates from three centres (Annapolis, Kings and Hants Counties), under the direction of the Annapolis Valley Regional School Board. The 'Live & Learn' brochure is produced twice a year for delivery in September and January to all residents of the Annapolis Valley. Courses are offered to the general public during the



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evenings and weekend. Daytime educational training in various areas including Adult High School and Adult Learning Program (ALP) upgrading are offered at the Community Learning Centre (CLC).

The Community Learning Centre is operated jointly (through partnership) by the Annapolis Valley Regional School Board - Community Education Department, the Nova Scotia Community College and the Annapolis County Learning Network, and is located at 10 Middle Road in Lawrencetown. The CLC serves the adult population of Annapolis County by providing a range of academic, literacy, entrepreneurial, computer, and employability programs. Wherever possible an attempt is made to provide these services at minimal or no expense to the participants.

### **Adult High School**

Admission to the school is requisite on the applicant having been out of school for at least one year and is 17 years of age or older. The student may earn a regular high school certificate (18 credits) or if 19 years old or over, a Nova Scotia Diploma for Adults (12 credits).

### **Adult Learning Program**

The Adult Learning Program also provides students with the credits needed to obtain the Nova Scotia High School Diploma for Adults awarded by the Nova Scotia Department of Education. This program is designed for students who have not previously obtained a high school graduation diploma, who are 19 years of age or older, and have been out of public school for at least one year.

Graduates of this program will benefit from features such as: credit for prior learning; self-paced instruction that provides a high level of instructor support allowing students to work at their own pace; the ability to start their program at various times of the year (subject to available seats); a provincially issued diploma, and free tuition for qualified students.

### **Nova Scotia High School Diploma for Adults**

This is a new diploma issued by the Department of Education's School for Adult Learning. This credential will be available for the first time in September 2001.

To graduate with the Nova Scotia High School Diploma for Adults, students must have completed 12 credits from either the Public School Program grades 11 and 12 or the Adult Learning Program Level IV.

Transfer of credits may be obtained from a number of educational institutions including vocational school, colleges, and universities. Credits may also be granted through a process of prior learning assessment and recognition (PLAR).

### **Upgrading Program (Levels 1 to 3)**

Many people come to this program after being out of school for a number of years. This program is designed to work with individuals in gaining the basic math, reading, and writing skills to move forward into secondary level studies.

### **Annapolis Valley Work Activity Society and Annapolis Valley Work Centre**

<http://www.avwas.ednet.ns.ca>

The Annapolis Valley Work Activity Society is a non-profit, registered charity. It was formed in 1986 to address the needs of adults with employment obstacles in the Annapolis Valley. Its membership includes representatives from the areas of local government, business, education, health, corrections and community services.

The mandate of the Society (May 1997) reads as follows:



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"To serve individuals in Annapolis, Kings and West Hants who lack opportunities for employment, or employment enhancement, through the sponsorship and delivery of programs and services tailored to meet their needs"

Since its incorporation in 1986, the Society has steadily grown to become a dynamic and viable community partner. While maintaining loyalty to its mission, the Society, in cooperation with other agencies and service bodies actively sponsors a broad range of programs. Some of these programs are:

### **Annapolis Valley Work Centre**

The Annapolis Valley Work Centre is a non-profit, charitable organization funded by the Department of Community Services, private and municipal donations, and the sale of goods and services. It serves individuals who live in West Hants, Kings or Annapolis County. Enhancing their social and employment skills, the participants are assisted in finding and maintaining employment.

As well, the Centre offers an individualized program plan tailored to specifically meet the needs of each participant.

The Centre's mission is: "Under the authority of the Annapolis Valley Work Activity Society, the Annapolis Valley Work Center provides individualized services to assist clients to overcome attitudinal, social, and educational barriers to employment through the development of skills which will facilitate access to educational, vocational, and employment opportunities within the community".

Program Admission - Candidates for the program must be referred by a community service organization or a professional. Program intakes are held every ten (10) weeks. Admission criteria provides that participants be 18 years or older with an identified social, attitudinal or educational barrier to employment.

Individualized Program - Upon admission to the program the participant and the program staff team work together to help identify personal and work related goals. The Centre uses a variety of methods to help participants achieve their goals, including workshops, interactive learning and work environment, classroom instruction, video and film presentations, community speakers, individual counseling and on the job work experience.

Program Components - The length of an individual's program is determined by their existing skills, goals, and progress. The program is offered in a module format and includes elements of upgrading, personal and social development, general and specific vocational skills and individual counseling.

Foundation - All participants accepted into the program participate in this six week module. It includes a combination of upgrading, social and general work skills with an overall emphasis on personal development. During the foundations module participants will work with staff to develop a comprehensive individualized program plan which reflects their goals.

Train - The emphasis in the Train Module is on the Work Option. Participants may choose one from Woodworking Shop, Basic Office Skills, Janitorial/Maintenance, Educational Services, Food Service

In addition, participants may choose classes in Personal Development and Counselling, Job Development, Educational Upgrading, or Customer Service

Transitional Module - Up to five (5) days a week of community work experience help practice the skills learned during the in-house portion of the program. Host employers provide training, guidance and experience, as well as a future reference. Maximum length of this module is ten (10) weeks.



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Program Completion - Upon completion of the individual program a participant may:

- receive a Certificate of Program Completion, or
- leave with an updated and professionally prepared resume

Financial - A weekly expense allowance is available to program participants. The actual amount is dependent upon attendance.

### Interview - Manager:

*The Work Centre deals with adults who have barriers to employment. These barriers could be educational, social, vocational, and/or attitudinal. Although there are about 50 referring agencies the bulk are from the Department of Community Services in both Kings and Annapolis Counties, as well as Department of Mental Health — some clients are also referred from the Community Learning Centre in Lawrencetown. The clients' education qualification is certainly one of the big barriers (approximately level 2). The program runs 27 weeks -18 weeks in house and about 9 weeks community work experience. Individual programs (the length of the program) are adjustable so clients don't have to re-study things they may have already learned etc. Some of the components include personal and job development, academic upgrading and work skills development. The work skills development provides four work options; Food Services, Basic Office Skills, Wood Working, and Janitorial Maintenance. This is a holistic program so every client takes the four basics and generally picks one of the work options. The program is not continuous intake exactly, every 9 weeks there is an intake of about 18 to 20 participants (for the beginning of a new program). Literacy is an issue for the Centre's clients, approximately 90% would require some form of upgrading. All students attending the Centre already have an identified barrier to employment, whether it is basic literacy skills, social development, or mental health, or perhaps the person has a physical disability. An interesting note is that the Annapolis Valley Work Centre sponsored the Valley Disabled Partnership Society until they became established.*

*The barriers that the Centre's clients are faced with are things like transportation (which is a huge barrier), lack of sufficient programs, finances unless they're a Department of Community Services client — then they're sponsored HRDC is unable to sponsor people to the Work Centre, however, recipients of Employment Insurance are able to attend (if referred), without losing the benefits, but when the benefits run out, there is no additional assistance. It's therefore better if HRDC can refer these individuals early in the EI claim period. For DCS clients, it's different, help is available in all areas - clothing allowance, transportation, child care, etc.*

*Although the job options available are specific, several short term programs - usually funded by HRDC or some other organization have also been conducted (eg. Job Readiness Level 2 program which ran for 5 months; Achieving Aspirations which was working with people with learning disabilities to identify their disability and give them learning and coping strategies).*



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### **Career Resource Centre:**

The Career Resource Centre provides the residents of Kings County, with the resources, services and information to assist them in finding a job, maintaining employment, exploring educational opportunities, or starting a business.

### **Literacy Program:**

The Annapolis Valley Work Activity Society offers a Literacy level 1B Program to the community. This is in conjunction with the Academic Upgrading offered by the AVWC. A participant's Academic Upgrading begins with formal testing across the standard curricular areas such as math, reading, writing, spelling, etc. Based on the learner's skill level and his/her own personal goals, the participants and instructor will together develop an individualized program of learning. Learners also work at their own speed. As material and skills at one level are mastered, participants will move on to new and more difficult work. The program is designed so that participants can work independently, much of the time. One-on-one assistance from the instructor is available when needed. Academic upgrading is provided from basic literacy to GED preparation. All participants have the opportunity to acquire basic computer skills during their stay. Each person can enhance their skills at the level that is most appropriate for them.

### **Community Access Program (CAP):**

CAP, Industry Canada's Community Access program works with rural Canadian communities to take advantage of new communication technologies. CAP's goal is to foster economic, social, and cultural growth in Canada. All CAP sites are community based, with a variety of provincial, territorial, and national partnerships supporting these local initiatives.

### **DALA**

<http://www.dala.digby.ns.ca/>

The Digby Area Learning Association (DALA), was established in 1990 as the Digby District Learning Network, a non-profit organization, dedicated to the provision of literacy and career upgrading opportunities for people in Digby and the surrounding communities. It does in fact service residents from the western boundary of Annapolis County as well since this is the natural direction of travel for shopping and services for people from Annapolis Royal west to the county line. In 1997, **DALA** employed a coordinator to work on a National Secretariat project called "Learning Horizons", The coordinator reviewed a number of studies that had been conducted with reference to the exceptionally low literacy levels in the area and the lack of educational opportunities for adults who wanted to upgrade their education. A rationale was made for the creation of an adult learning centre, hence the **Digby Community Education Centre** was established.

**The Education Centre** provides an adult school setting for people wanting to attain their grade 12 in order to obtain a better job or to go on to College or University. **DALA** also consists of a **Career Resource Centre**, located on the lower level of the Venture Centre in Digby, which assists people with career options and job information.

DALA's structure and offerings in literacy are identical to that of the ACLN in Annapolis County right now. Their facility offers the Public School Program as well as the Levels program and the students are able to "mix and match" their credit requirements from either program.



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### Interview - Executive Director:

*DAM is the successor to the Digby District Learning Network - one of 26 networks in the province (identical to the ACLN). The association draws clients from western Annapolis County and as far down as Weymouth. Currently, DALA in partnership with the NSCC offers the 4 levels, and in partnership with the School Board offers the PSP. The school board provides the actual building (including all expenses and the internet), and two PSP instructors, while the college provides two half-time level 4 instructors; The association itself pays those same two people for their level 3 instruction and there are two CLI funded level 1/2 instructors and an outreach tutor. The tutoring program is actually a series of job creation projects - HRDC funded clients as opposed to volunteers. The volunteer method of tutoring proved to be too difficult and erratic; most of the tutoring occurs with the higher level students helping the lower level students (mostly internal). The outreach tutor mentioned earlier is primarily level 1 and 2 clients who can't get to the DALA building. This individual goes to the client's home or a community site and conducts one-on-one tutoring (usually, but on occasion there have been more). The tutor also spends' about half the time in the DALA building with the level 1 and 2 students on site. The association would like to add a child care centre in order to help those people that can't access DALA for this reason.*

*Although students are encouraged to start the programs in the fall (coincident with the regular school year) , the intake is in fact continuous and some clients will start (and complete 2 or 3 credits in literacy, then come back in the fall. There are so many other factors that have a bearing on literacy such as social skills and development, job readiness, personal development, almost uniformly, level 1 and 2 learners seem to have problems with the soft skills kinds of issues (because of the stage at which they left the formal education system in the past and the history they've had in the meantime), whereas the levels 3 and 4 do not have as pronounced a problem with these issues - there may still be problems but not as great. The problems of this group of Learners lie more in the coping skills and life skills areas. For example most PSP students have recently unsuccessfully exited the secondary school system (suspended, kicked out, quit and/or dropped out, etc.).*

*Level 1 and 2 tend to be older learners who perhaps left school at grade 6 or 9 or 11 when often those were acceptable exit points for people that had to support a family. Now, through lay-offs, etc. these people may find themselves in a position where they need more education (often literacy) to get into a new career, etc.; and the level 3 and 4 learners are quite often those students who have exited the public school system very recently. Also, this group will come in with paper that says they are at one level when in reality they are at a much lower level. The assessment process for the Centre includes a PSP instructor and an ALP instructor - always one of each because the learners move freely between the two programs (depending on the Learners needs). The learner may need to take ALP levels for a while until able to go on to the PSP program. Also, currently the ALP instructors don't offer the full academic level ALP courses. These students may come in through the ALP strain and end up taking certain credits from the PSP instructors.*

*The continuum is very important to the Association (and the Learner) — it 's for this reason that it's so important to have everything housed under one roof- levels 1 to 4 and PSP - this enables the learner to move between the programs, makes it seamless (transparent) and there are no barriers. The other part of this is the continuum of the transition to work hence the Career Centre and other projects with the college.*



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*The biggest barriers that DALA (and it's clients) are confronted with currently are transportation and child care. However, DALA is the lead agency in a group of organizations (17 service providing agencies) in the area called SPIN - Service Providers In action. SPIN hired a research coordinator who moves from project to project and is currently conducting a research project for a daycare facility. Next the coordinator will look at the transportation issue, and so on as issues and/or barriers are exposed In many cases — the various organizations are dealing with the same clients but a different aspect of the client's life or development. SPIN creates a forum where everyone is sitting at the same table. So, problems (or ideas) may be put forward that another organization might handle or took after easily (maybe with "In Kind"). Now all of a sudden, all the organizations are working together to solve community problems - not just problems associated with one group. And, HRDC and DCS are members at that table and look favourably at these kinds of cooperative efforts. Because these organizations are at the table they can keep the group inform when new programs are being put forward -for example there's a huge pot of money available for daycare start-ups.*

*Another barrier, of a more sensitive nature is that of work ethics and attitude, etc. How people approach work in general, the importance of meeting deadlines, etc. Perhaps the best illustration of this is to offer the following Case, one that shows the difference of attitudes. The following story was related to the researcher by a friend named Bob.*

***"The first year Bob returned to Digby after being away for many years, he was sitting on the wharf with a friend that he had gone to school with - but the friend stayed in the Digby area and probably did every type of job under the sun. Bob said to him "Look at that Dave" — they were looking at the back of the town, the tide was in, the fishing fleet was there - it was a beautiful sunny day - "What do you see there?" Dave said "A pile of crap" and Bob responded with "I see opportunity, an endless opportunity".***

### Department of Community Services

<http://www.gov.ns.ca/coms/>

Although the provincial department of Community Services does not provide literacy (or upgrading) programs of its own, it does sponsor some of its clientele into programs within local Community Learning Centres. It also on occasion will run life skills and job readiness programs which are conducted either in-house or by contracting for the service.

For clients referred to the Community Services agency a comprehensive employability survey is conducted that inquires about many different areas of the client's life - goals, motivation, career plans, life situation, child care availability, criminal record that will affect employability, job history, knowledge or ability to job search. An action plan (individual specific) is then designed, of things the client may want to do to address the barriers, for career goals, and utilize their assets.

The Department of Community Services clients no longer have some of the traditional barriers that other people face. Barriers such as childcare and transportation have been eliminated as a result of more money available in the new policy for the Department of Community Services.



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A couple of barriers that still exist for the DCS clients are economics - staying alive while they attend school fill time and the stress and strain on their families. Also, once a client obtains grade XII, (ready to start post secondary - college, etc.), they no longer qualify for assistance. Assistance for finding and resources must be obtained from elsewhere. One definite improvement in the policy is that Community Services can access money to have testing for learning disabilities conducted.

### H.A.L. Consulting

<http://www.halc.ns.ca>

This company formed in the winter of 1994 as a result of the region requiring development of professional manpower. With the closure of CFB Cornwallis, there were many new initiatives to spur industry and commercial business start-ups and these new ventures were serving as indicators that the workforce was ill equipped. HAL Consulting Inc. chose to locate at Cornwallis because the industrial park was strategically situated between the counties of Digby and Annapolis, equally accessible to residents and businesses of both regions. Initially, the company did work with the adult learner, providing training and work-placement services as well as the Levels program, however, provision of levels programs was mandated to the NSCC system and contracting for these services from private industry by organizations such as Employment Insurance and Human Resource Development Canada was no longer permitted. This effectively removed the company from delivery of basic literacy programs.

#### Interview — President:

*HAL originally started operations with a group from HRDC — there were actually three groups of 15 in each group and the program ran for 6 to 8 weeks. Participants in the program had to be chronically unemployed. HAL did lifeskills programs with these people, everything from how to develop a resume through to interview skills and practice interviews. Also examined through discussions, were things like nervousness and loss of self-confidence (could work on confidence building), problem solving and team building. These individuals were then job placed for continued experiential learning with firms who had good expectations of retaining the clients if they were competent. The success rate of this was through the roof. There are people from this original program who are still working at the Pearson Peacekeeping Centre and the Marine Resource Centre, from a group of chronically unemployed people. Targeted Wage Subsidies were also available which helped in getting these people into work.*

*When CFB Cornwallis closed the Cornwallis Park Development Agency contracted HAL to work with the displaced employees of the base (hundreds of people) to put them through a program that addressed issues like "Where are you going from here?" and "How do you do your resume?" - all job readiness stuff and then to place them at the end of the program as well. Originally, a great many people came to work on the base because it was considered to be a good secure job, with good money and a low educational requirement (if the job was doing labourer work, kitchen or house-keeping work and so on). This was employment in which these people believed they would work at until they retired. Then, all of a sudden, they're thrown out of work and have no job finding skills (some would never have been on an interview), and they have low literacy levels.*



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*Add to an already faltering economy, a downturn in the fishery and the fisheries restructuring program, there was a real demand for development of a life-skills program, including literacy upgrading, etc. for a large sector of the local population. HAL Consulting began delivering the Levels program and enjoyed a very high success rate. In part, the success achieved could be attributed to private industry's ability to set rules and regulations that the Learners must obey (eg - a Learner is going to be out for a couple of days sick, then a Doctor's note is required). Learners could spend 20 weeks in a level or could be working in two or three levels at a time. The program did not have a continuous intake — it wouldn't work efficiently and the discipline (self-discipline) issues would manifest themselves in time.*

### **Valley Educational Support Services (VESS)**

Valley Educational Support Services is a tutoring centre designed to support the learning needs of students in the Greenwood to Bridgetown areas. Tutoring is provided in a safe and positive environment that encourages learning, enhances a child's self-esteem, confidence and skills, as well as provides specific subject support. VESS has been established to supplement the services presently being offered by the public school system by assisting students to meet the outcomes established by the Department of Education. In a time of program cutbacks, it is becoming increasingly difficult for schools to meet the individual needs of all students.

Services offered by VESS range from Academic Basic Skills Assessments to determining delays/gaps in skills, individual needs and program goals, to individualized tutoring and Adult upgrading.

### **Nova Scotia Community College (NSCC)**

<http://www.nsc.ca>

The Adult Learning Program encompasses the former Academic Upgrading Program. The Adult Learning Program provides students with the credits needed to obtain the Nova Scotia High School Diploma for Adults awarded by the Nova Scotia Department of Education. This program is designed for students who have not previously obtained a high school graduation diploma. The Adult Learning Program consists of four levels of study. The Nova Scotia Community College is mandated to offer Levels III and IV, however in certain areas such as in Annapolis County, Level III has been delivered at the Community Learning Centre through a partnership with the Annapolis County Learning Network and the Annapolis Valley Regional School Board. Graduates of this program benefit from features such as:

- credit for prior learning
- self-paced instruction that provides a high level of instructor support without holding students back
- the ability to start programs at various times of the year (subject to available seats)
- a provincially issued diploma
- free tuition for qualified students (see Fees and Charges).

### **Admission Requirements**

Students must be 19 years of age or older and out of public school for one full year to qualify for the Adult Learning Program.

### **Nova Scotia High School Diploma for Adults**

This is a new credential issued by the Department of Education's School for Adult Learning. This credential will be available for the first time beginning in September 2001. To graduate with the Nova Scotia High School Diploma for Adults, students must have completed 12



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credits from either the Public School Program (PSP) grades 11 and 12 or the Adult Learning Program Level IV. Equivalency credits may be obtained from a number of educational institutions, including vocational schools, colleges and universities. Credits may also be granted through a process of prior learning assessment and recognition (PLAR). Refer to Appendix B of this report for a copy of the Nova Scotia High School Diploma for Adults - Implementation Handbook.

### **Fees and Charges**

Adults who qualify for the Nova Scotia High School Diploma for Adults pay no tuition fees. Students are eligible to receive this diploma if they are 19 years of age or older, have been out of public school for one full year, and do not already have a Department of Education recognized high school graduation diploma. Students who have an Academic Upgrading Level IV certificate or a General Educational Development (GED) Certificate are also eligible.

There may be additional charges such as fees for books and campus student associations. Students who wish to take the Adult Learning Program Levels III & IV and already have a Department of Education recognized high school graduation diploma (or otherwise do not qualify for the Nova Scotia High School Diploma for Adults) will be charged normal tuition fees.

### **Assessment for the Adult Learning Program**

Following acceptance into the Adult Learning Program, students will be assessed to ensure that they take the courses that meet their educational goals. This assessment will consist of an interview and placement testing. Students will not be required to take equivalent courses already completed in other educational programs unless the intake assessment indicates that they need to have their skills upgraded to be able to successfully complete the learning outcomes in the Level IV courses they need to graduate.

### **Adult Learning Program Level III**

Level III offers courses in four key subject areas: Communications, Mathematics, Social Studies and Science.

### **Adult Learning Program Level IV**

Level IV is the final level and offers courses in Communications, Mathematics, Physics, Chemistry, Career Skills, Global Studies, Computer Fundamentals and Biology. Following completion of Level IV, students are eligible to receive the Nova Scotia High School Diploma for Adults.

### Interview - Director of Access:

*The access programs are more than program delivery, they also include such supports as the ALP Counselors. ALP is "Adult Learning Program ". In fact all programs that are basic adult education on the four levels of literacy are called Adult Learning. The college just does levels 3 and 4, with one exception - a level 2 in the deaf and hard of hearing program that's offered out of Halifax (the Bell road facility). This is the only one in the province. The college was in the levels 1 & 2 but now these are with the Community Learning Initiative's, because the CU's can give a better one-to-one - at least there would be a better ratio. The actual Access Programs spills outside of the traditional literacy fields of Reading, Writing and Arithmetic. For example, there is a program called "Mechanical Foundations" which is access to post-secondary; a "General Arts and Science" at the secondary level. Students require a grade XII as a pre-requisite to these programs. The General Arts and Science program allows people who have taken the wrong credits in high school, or were not focused when*



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*they were in high school (and their marks reflect that), or people who have been out of school and want a refresher before returning to the classroom, to get into a field of interest by providing the academics necessary to succeed A number of electives that are appropriate to the field are also required to be taken by the student. This program would prepare those students to go into a specific course in the college or into any post-secondary environment, depending on the credits acquired.*

*With the Adult Learning programs (Levels 3 & 4) and depending on the credits the student takes in the ALP Level 4, other college programs and in fact programs at other post-secondary institutions are open to these students. PLAR (Prior Learning Assessment Review) can also be applied to ALP, but it likely wouldn't be for whole courses (it would be applied to parts of courses). PLAR is a demonstration of what the Learner knows (of learning, not of experience).*

*The college now has a Learner Performance Chart which goes to the student who is working at a self-pace. The instructor sits down with the student and assesses the progress and establishes goals and projected completion dates, etc. Both the student as well as the instructor keep a copy updated on a common drive so all the instructors can see the chart and know where a student is academically. In this way the student can progress even on days when they can't get to the college, because they have a "Schedule" to work from. The student (adult) takes control/responsibility for their own learning. Students develop the skill/ability to Learn.*

*Winston Churchill said "I always wanted to Learn; but I didn't always want to be taught".*

*For the majority of students to be successful, the program has to be tailored to them individually as much as it can because everyone has different situations in life, different supports at home, etc.*

*A thorough assessment process is conducted by the ALP Counselors. It's been determined that the biggest users of resources in the college are the AU (academic upgrading) now ALP (Adult Learning Program) student, and so the counselors were hired The counselor/student ideal ratio is about 1:75, but because funding is so short in the province, the NSSAL (Nova Scotia School of Adult Learning) is very underfunded for this initiative. Currently, there are 3 sections at Kingstec, 2 at Windsor, Middleton has 2 and Digby has 2 (these are level 3 & 4), and a section has 15 Learners. The valley area has been identified as the most important (as far as staffing the ALP counselor positions). . The attrition last year in the literacy programs was about 30 to 40 % - this year it's at about 10 to 12%, and this is as a direct result of the ongoing counseling.*

### *Interview - STAR Project Coordinator:*

*The college just took on the ALP (Adult Learning Program) this year, so it's new for them. In the past, the College provided level 4 and sometimes the level 3 (at Kingstec). Teachers that are teaching level 4 are college employees and may be teaching anywhere (not necessarily on a college site). There were some external delivery arrangements in the past.*

*The ALP Counselor who would be responsible for the Annapolis County area would also cover Kentville (Kingstec) and the Annapolis Campus (Middleton and Lawrencetown).*



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*These changes came about as an attempt to ensure people end up with a standard diploma from high school. This program graduates people with the same credentials - same as what a person would get in High School, so graduates of this program have many more avenues that they can follow (university, more technical programs at College, etc). This is much different than the GED which is still available, but is designed for the individual who just wants a high school completion equivalency. There is a whole assessment process involved with these Adult Learning Programs - the ALP Counselor's do this assessment, which includes Prior Learning Assessment Review (PLAR).*

### **The Women's Place**

The Women's Place offers employment support, education support, skill enhancement support (computers), however, it's not a formal or structured learning environment. The approach is very casual and designed to help women with some basic instruction in a specific area of need. Staff do one-on-one support, resource and referral servicing for the clients. Although the facility cannot provide financial assistance, there is help by researching funding, doing applications, advocating on the client's behalf with government departments. Also, the Women's Place initiates a lot of referrals to the Learning network. The Centre covers the clients in the area of Weymouth to Kings/Hants boundary and the Fundy Shore to Springfield, with about 1050 people in Annapolis. The Centres are funded by the Department of Community Services.

#### Interview - Coordinator:

*There are several different Womens Centres throughout the province which are all autonomous, but all the centres are involved in some form of literacy. What the Women's Place hears from it's clients and people in general is that literacy is still very much a mystery and there is so much more involved in it. One of the problems for people with Learning Disabilities is they don't get diagnosed early enough (or not at all).*

*Part of the job of the Women's Place - and it is a literacy issue - is informing the women (even with their own learning disabilities) and trying to get supports in place or at least a list of resources to access. The Women's centers have an assembly once a year and compare programs and notes.*

*Some of the barriers confronting the centre's clientele are things like funding, stigma (the center is more than a shelter for battered women nor is it a feminist club). In dealing with women, in a lot of cases the center is also working with children.*

### **Literacy Volunteers:**

Interviews conducted with literacy volunteers in Annapolis County provided invaluable information from those persons directly involved with literacy issues — often at the grass roots level. Board members as well as some of the volunteer tutors were among those polled for their experiences with literacy.

#### Interview: Regional Librarian. A VRL and Board Member of the ACLN:

*The various libraries are really a logical choice for holding certain programs (literacy types, etc.) because they have a presence in every community through a physical location, or through the Bookmobile which goes to communities, schools, day care centres, etc. The library has delivered programs in the summer, like magic shows, puppet shows, crafts, etc but nothing as concrete as a literacy program. Most of the programs run are of a special*



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*interest nature and are usually short in duration. And the programs are more often put on by a contracted source, in other words, library staff does not run them themselves, but hires someone qualified*

*The library would be very open to conducting almost any kind of program, however, facilities are not always conducive to putting on a program, for example, the facilities in Annapolis County are generally small. The regional library does have a literacy collection (although it's getting somewhat dated) that is still valid to a degree. One of the issues is that the people that need the literacy help are not the ones that come to the library. Perhaps, one of the biggest problems is in identifying people that need help with literacy, and being able to reach those people. The library can also help by providing resource material, also with books (lots of books are donated to the library which would normally be sold, if they're surplus), but books could be supplied. Also, there is an abundance of reading material at different levels, magazines, encyclopedia 's etc. And the library could provide space for programs.*

*There appear to be several problems hindering how the library could be utilize4 part of the problem is that the library is not open when these programs would need to be run, or people might be reluctant because there could be a stigma attached (about attending a literacy program). Another part of the problem is the publicity of programs. The publicity of these programs has to be continuous, because f it's not people tend to forget about it. There is a "Super" C@P site located down the hail from the library, and the most successful programs seem to be the ones for the older people.*

*The Western Valley Development Authority provided a significant amount of money to the library in establishing a virtual library which should be coming on line within a few weeks.*

### **Focus Groups:**

#### **Learners:**

The source used for focus groups with Learners in Annapolis County revolved around those learners in the Community Learning Centre in Lawrencetown. A focus group session was held with each of the Learner groups in the Learning Centre, which included a brief explanation of the project and circulation of the Learner's Survey. Although the basic questionnaire (including questions) was derived from the Chaytor Tool Kit, their method of data analysis (utilizing category coding procedures) was not used because matrix construction and examination was not performed for the data investigations. The appendices containing the raw data have, however, been formatted including a column for the category code to facilitate future analysis of the data in a qualitative nature if desired. Groups addressed were:

#### **Foundations** (Refer to raw data compilation in Appendix D of this report)

When asked how they learned of the program at ACLN, the majority of the respondents stated they found out through a friend, while the next largest number found out through a government type service such as Human Resources Development Canada, or Department of Community Services. Very few actually discovered the Centre in printed media such as the telephone book, etc.

The Learners reasons for seeking upgrading varied from simply getting a grade 12 certificate to trying to obtain better employment. Those responding that they wanted a



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grade 12 certificate, may well have had other plans or would in fact formulate other plans upon completion of the grade 12.

Virtually all the Learners surveyed indicated they had had an opportunity to discuss their goals with someone, whether it was a counselor with a specific government department, or as was the case for the majority with a staff member from the Annapolis County Learning Network and/or Community Learning Centre.

All students relayed that they received feedback on their progress through some form of routine assessment and were able to discuss these results with their instructors. This was in the form of a monthly progress report, but also with tests and work comparison techniques. Every student in this group felt the program (at least to date) had helped them to achieve their goals — at least in part. Many indicated that it was still a daily struggle, responding appropriately with “One day at a time”. And, whether they were able to use their new knowledge proved to be somewhat of an intangible for them right now, however, half the students did indicate they were using some aspects.

As far as what new things the students might try now was also difficult for them all to answer but a few indicated they were doing more reading and writing now than they did before. Their reasons for trying (or at least being willing to try) new things ranged from the discovery that they could in fact do these things (sort of adopting a “Can Do” attitude), to just having more self-confidence and self-esteem. For a few, it appeared to be a matter of will power in that they would “do better in life.”

At the time of the survey, these students were still in their respective programs, and were therefore not sure of completion, but they all felt positive about the progress they’d made and were hopeful that completion would be in the near future. It was interesting to note that some of the students were worrying about the eminent move of the Level 3 and 4 programs to the Nova Scotia Community College and wondering if these programs and funding would still exist in the upcoming year. Some students also indicated that their ongoing problems, such as baby-sitting and travel were issues that could prevent them from completing.

Whether they could attend classes on a regular basis drew an affirmative response for the most part but with a few “No’s” where transportation, money, family commitments and health were quoted as the barriers to attendance. With the next question regarding “Supports offered by the program”, it seems obvious that some of the students may not be aware that limited assistance is available for transportation and that some students do have supports provided through agencies external to the ACLN such as the Department of Community Services, etc. However, these supports would only be for those Learners who were clients of these outside organizations. Those students not “sponsored” so to speak would be at a disadvantage in this respect. When further queried as to whether or not the program may have referred them to other types of assistance, the majority of respondents replied “No”, or gave no response at all.

As far as having enough materials for their use, the response was unanimous that the program did provide sufficient materials in such things as Books, Magazines, Newspapers, Letters, the Learners own Stories, Other Learners’ stories, Tutor’s stories, Forms, Labels, Tables and Charts, Audiotapes, Videotapes, Computer Programs, CD Rom, Internet, as well as other types such as dictionaries, thesaurus’ and atlas’.

Approximately half of the Learners surveyed replied that they had not been told about other educational programs or institutions that they may be able to attend, but for those that were, the majority were informed of the Annapolis Valley Work Centres’ programs.



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Not one student responded negatively as far as their feelings about how satisfactory the program was, and in fact all indicated they were more than satisfied and that the program helped them achieve goals and open new opportunities. One respondent expressed concern over the future existence of the program, worried that it may not survive.

When asked for suggestions that could improve the program, most replied that it was good the way it was — no changes were needed, but a few offered suggestions such as: the passing mark is too high, or the costs and more one-on-one teaching, and more classes to choose from.

The final question of whether they would tell others about the program brought a resounding “Yes” response and with many excellent reasons ranging from having learned more at this center than anywhere else, to education is rewarding, to just reaching their goals.

It’s interesting to note that for this group of Learners, their responses for the most part were short sentences often with only a one or two word response, and in many cases, interpretations of what the question was asking may not have been what was actually being asked, but all students in the group were enthusiastic and more than willing to participate in open discussion which facilitated the data collection enormously.

### **Level II** (Refer to raw data compilation in Appendix E of this report)

The majority of these Learners learned of the program in basically one of two ways — from a friend (or past student), or from a government services office/agent. One however was a walk-in at the ACLN looking for information.

These students were quite focused on “Why” (their goals) they were taking the program - they either wanted a better job (*vis-à-vis* higher salary) or saw this as preparation for further study at another institution like the Nova Scotia Community College. All students in this group indicated they had had an opportunity to discuss their goals and interests, however most had done so prior to coming to the ACLN. Most had examined this with a counselor from a government agency such as Human Resource Development Canada or Department of Community Services. A couple had done this at the Community College open house the previous year.

These Learners also re-affirmed that they were able to monitor their own learning progress through monthly progress reports as well as one-on-one discussions with the instructors if desired. All students felt that the program was in fact helping them reach their goals, although they were still in the program and hadn’t completed as of this date.

As to whether or not they are applying to their daily life what they have learned so far in the program, a larger percentage felt they were (to some extent). Even if it was just a boost in their self-esteem, they were cognizant of this improvement. This was evident in the responses to “What things they would try now that they wouldn’t have before”. All the students had definite areas in which they now felt more comfortable. Items such as computer skills, social skills, writing skills are just a few of the tasks these individuals would now undertake. And, the bulk of the students cited more confidence and improved self-esteem as the reasons for this change in their attitude.

Since these Learners are still currently enrolled in the program, it is not easy for them to project with any real certainty that they will complete, they are all hopeful, but at the same time several have an apprehension that they may not have the necessary funding to finish. A few of these people are sponsored (by a government department) and there seems to be some question (at least in the Learners mind) that future funding to enable them to complete the program may be at risk. The Learners believe that the length of the program



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will increase with the changes to the curriculum, and as a result of the longer program duration, it (and they) will no longer qualify for assistance.

Almost all of these Learners were able to attend regularly, but they still had issues (or barriers) with things like transportation, money, family commitments, work, etc.

When asked what supports were provided by the program (to the student), there were only a couple that indicated they received no supports from the program. The rest indicated they did receive help with things like transportation, money, child care, etc. Again, it must be noted that some of these students would be sponsored and would be responding to supports they were receiving from their sponsoring agency. An interesting problem was presented by more than one student with regard to the supports — they were in need of corrective eyewear, but were informed that finding was not available.

The majority of students advised that their program did not refer them to other types of assistance. A few were referred to transportation help and a couple to financial.

All students felt the program provided sufficient material for their use during the course of the program. The students took advantage of much of the material offered such as Books, Magazines, Newspapers, Letters, the Learners own Stories, Other Learners' stories, Tutor's stories, Forms, Labels, Tables and Charts, Audiotapes, Videotapes, Computer Programs, CD Rom, Internet, as well as other types such as dictionaries, thesaurus' and atlas'.

The group was asked whether they had been informed of other educational or training programs that they might be able to take, and a few responded "No", however, most indicated they had been informed of such other possibilities as the Community College, the Work Centre in Coldbrook and even night courses or work shops.

Overall, the students were very satisfied with the program, however they are still currently enrolled and could not give a final answer. They all praised the instructors and their dedication to the students and their success.

An interesting observation when asked for suggestions to improve the Learning Centre's programs was the response by several students that the Centre should remain in it's present location, or remain open. One student indicated a desire for more tutors.

Once again, all participants indicated they would tell others about the school because they felt the program was very good and the instructors were excellent.

A final observation by the author would be that these students were quite animated in what they felt were injustices or unfairness within the system - such things as not knowing if they will be able to complete because of finding (or the lack thereof), whether they will be able to attend in the future if the facility moves to a new location, etc. Also, the responses received on the survey were of good sentence structure and average length, however exhibited limited word usage.

### **Level III** (Refer to raw data compilation in Appendix F of this report)

This group of students learned of the program/ACLN through a variety of sources from finding out from past students and friends to receiving a pamphlet in the mail or being told at their public school. The majority of this group had the same goal of obtaining their high school grade 12 diploma, but one was interested in obtaining a higher paying job and one even had a goal of starting their own business.

As far as discussing their individual goals and interests, most replied that they had, but where this was done varied significantly. For some, it was during the intake interview, others with a teacher in the school, and still others it was conducted by a counselor with an external agency.



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Virtually all of these students confirmed that they too were able to monitor their progress through regular monthly progress reports and some one-on-one interviews with teachers. Most Learners in the group felt they were indeed meeting reaching their goals and if not reaching they were on the path to achieving them. It is an ongoing process and they are still in the program therefore they may not have achieved them all as yet.

Although one student didn't know if they were using anything that they had learned in the program, all of the rest felt they were and cited examples that varied from simply being more comfortable with a computer to actually helping other members of their family with things such as their homework, etc.

The two main areas of things these students felt they would attempt now that they wouldn't have in the past were "Speaking in front of a group (or in public)", and "Using a computer (whether for personal use or for work related tasks)". They basically all felt this change in their outlook was a direct result of having better (or at least improved) skills that enabled them to participate in these new activities.

Most of the students responded that they had not completed the program but this was a result of them still being in the program and working towards completion.

Also, most were able to attend on a regular basis with only a couple responding that either family commitments, transportation, or childcare requirements hindered them.

Overall, this group felt that the program offered such supports as money, transportation, child care and other things such as computer access but again it must be noted that some of the participants would be sponsored by some outside agency and would receive assistance for some of the mentioned supports. So, the supports may not have been provided by the ACLN program. Most respondents did not feel that the program referred them to other types of assistance, a few did but they were the minority in this case. However, all felt the program provided sufficient materials for their use. These students also took advantage of much of the material offered such as Books, Magazines, Newspapers, Letters, the Learners own Stories, Other Learners' stories, Tutor's stories, Forms, Labels, Tables and Charts, Audiotapes, Videotapes, Computer Programs, CD Rom, Internet. Many of these individuals advised they had been informed of other educational programs/facilities such as the Nova Scotia Community College and GED upgrading; etc.

All students expressed that they were indeed satisfied with the program and their progress through the courses and the only suggestions were for more tutoring, and for one individual clearer explanations of what the student is required to do for assignments. They would also all promote the Learning Centre and the courses offered because they felt it was a second chance at a grade 12 or that it was a means to getting a job (or a better job).

These students displayed far more sophistication in their responses and a greater ability for expressing themselves in the written word. Their command of the English language and correct grammatical usage was quite a bit superior to the Learners from the earlier levels.

### **PSP & Level IV** (Refer to raw data compilation in Appendix G of this report)

Although most Learners in these two categories found out about the ACLN and its program through a friend, there was a good mix as far as the sources people had such as government agencies, neighbours and printed media. All of the students here were focused on obtaining their grade 12 diploma in order to go on to further study or obtain higher paying employment.

With one exception, all of these students discussed their career goals, aspirations and



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interests with someone, at sometime during their individual program. It may have occurred with a teacher when they were in the lower levels or during their intake interviews, or with a counselor from their sponsoring agency, or several of these students actually took a course called Careers 4 in which they would have discussed their goals in depth.

Most of the students indicated they learned (worked) in a group environment; however, a couple stated they did both group and one-on-one tutoring. One person remarked that they did neither.

As far as assessing (or at least being involved in the assessment of) their progress, all students stated the process of monthly progress reports and individual interviews (if required) was the process of choice.

All students indicated the program was helping them to achieve their goals, although it was clarified that they were still completing their courses. They did however, all expect to complete the program.

The students were (with a couple of exceptions) agreed that they were already using in their daily lives, what they had learned in their program. Most have applied this new knowledge in helping their children with their school studies, while the others have used it for such tasks as getting work, writing resumes, or just feeling better about themselves as a result of more self-confidence.

The responses to what these people would now try was as diversified as the people themselves. They would now undertake everything from going on to college and university, to applying for new jobs, to writing (stories, poems, etc.), working with strangers, and groups and speaking in front of groups. And, as to why they would try these new things, the most recurrent answer was because they had more self-confidence.

The majority of students interpreted the next question dealing with whether they would finish the program as meaning "finishing in the current year?", and therefore responses were qualified that they would finish, but not this year. Some indicated they had barriers that prevented them from completing in the current year - such obstacles as also having to look after a family, or working part (or full) time as well. However, all students indicated they had attended on a regular basis for the most part.

Once again, regarding supports provided by the program, some sponsored students answered this question from the standpoint of their sponsor organization as opposed to the supports by the ACLN program. Nonetheless, all but three students indicated they had received supports such as transportation, money, childcare, even moral support from instructors and flexibility with an instructor as far as personal scheduling incident was concerned. With a few exceptions, most of the Learners felt the program did refer them to other forms of assistance like financial, childcare, and parenting skills.

And, the student response was unanimous to whether sufficient material was provided by the program. There was a qualification that sometimes there was a shortage of books. These students also took advantage of much of the material offered such as Books, Magazines, Newspapers, Letters, the Learners own Stories, Other Learners' stories, Tutor's stories, Forms, Labels, Tables and Charts, Audiotapes, Videotapes, Computer Programs, CD Rom, Internet.

With the exception of three people, the best part of the group advised they had been informed about other educational programs like community college, university, and workshops.

These students all replied that they were satisfied with the program, but the message conveyed by the comments did not leave the impression that they were overly pleased.



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There were such comments as the program being more organized in previous years, or some students were treated as children, or there was too much material to cover for the time interval of the course. This undertone of dissatisfaction was also evident in responses to suggested improvements in the program.

These suggestions are listed below (paraphrased):

1. That the instructors explain things more clearly.
2. Stability — to know that they will be around next year.
3. Exact due dates so people can finish faster.
4. A program where we could learn a skill or achieve a year prerequisite for another course in another educational setting — ie. Community college.
5. Definitely calculus and the necessary physics course for university.
6. More books — information about the curriculum.
7. Unfortunately, since I do not really find the curriculum adequate, I would wish that it were outlined better.
8. More books needed for some courses.
9. Hands on experience types of programs.

However, even with the misgivings that students expressed, all stated that they would promote the program to other people because it gave them an opportunity to improve their life by getting a grade 12 diploma.

**Instructors:** (Refer to raw data compilation in Appendix I of this report)

The source used for surveying instructors (involved in literacy) in Annapolis County revolved around those instructors in the Community Learning Centre in Lawrencetown. Since the Community Learning Centre was offering these programs when this survey was conducted, and whereas there were several organizations responsible for those program offerings the following dialogue simply refers to the CLC for convenience purposes rather than repeating the name(s) of the various agencies. Those agencies involved were the Annapolis Valley Regional School Board for the PSP (Public School Program), the Nova Scotia Community College for the Level 3 & 4 programs and the Annapolis County Learning Network for Level 1 & 2 as well as tutoring programs.

The instructors felt the most important aspect of the programs were that they were self-paced, in other words the students could progress at a rate that was comfortable with their goals and ambitions, and also reflected their ability. The students benefited as a result of the self-esteem the program built as well. The variety of courses and the applicability of those courses were also offered as an important feature of the program.

All teachers felt the programs were meeting the needs of the Learners, but most cited the self-esteem and confidence building that took place as the reason for this success because it was meeting the individual needs. Still others felt it was due to low teacher/student ratios (ie. Small class sizes), etc.

There was a mixture of opinions regarding whether the program assisted Learners in setting their goals, however, most instructors felt this was not happening, at least not as effectively as it could. There used to be a staff member who performed this task, but now it's been left to the Instructors, and they do what they can, when they can. Some of the students take a course in Careers during their program, but this is usually the Level 4 group.

The instructors advised that the curriculum has courses included that enable Learners to



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look at career paths and goals; such courses as CALM, PAL and the Careers 4 course. Also, the Teachers have a certain amount of flexibility to alter certain components to permit students to achieve a goal in their own way — for example, a student might present an assignment instead of writing.

As far as students being involved in the development of curriculum, most instructors responded “No”, however one that indicated the student did have input referred to topics that would be viewed as curriculum delivery as opposed the actual curriculum content. Another advised that a working group had been established that included students where curriculum direction is determined.

All teachers remarked that the students are encouraged to become involved in other activities besides their school work. There are many opportunities for this with things like Canteen, Yearbook, Graduation, Student Council, etc. Other projects include a bowling fund raiser in the community for the Special Olympics, and taking seminars that may be pertinent to the student.

In being able to reflect the cultures and backgrounds of the students, the teachers felt this was indeed being accomplished through knowledge these adult Learners may have had in life experiences that they were then willing to relate to other students. This topic is also discussed in the Social Studies and Communications courses studied during the program. Some teachers felt this was possible as a result of the small class sizes.

When asked if the program permitted accommodation of different learning styles, the response was unanimous that it did, with several examples of how this was achieved. Those examples are listed below:

- Instructors try various methods and techniques so the learner succeeds in diverse ways.
- It's the mandate of the School Board and the Teacher to accommodate and modify material for the Learners.
- If a student learns visually or by hearing, etc — they are offered choices that are appropriate to them. Destinations programs allows students with SOME disabilities.
- Students can present visually instead of written or orally. Can do video or interview, type submissions too.
- Although I strive to improve the student in all areas I recognize that some may have difficulty in reading and writing or both and allow them to use other methods of communication, etc.
- I use a variety of different teaching methods and strategies

In dealing with initial student assessments, the instructors determined that they placed the student at a level where they would succeed, but they were also useful in obtaining student goals and learning styles, as well as interests and abilities.

The instructors advised that they do follow-up almost on a daily basis while the students are enrolled in a program, however, follow-up after graduation is sadly lacking, in fact it doesn't occur at all unless a student returns to the CLC for a visit. The instructors can then determine through an informal conversation how the student is succeeding. Several of the Instructors expressed an interest in knowing how their students make out after they leave the school and go on to other things.

The instructors all stated that the Learners were advised of other educational opportunities and facilities open to them after completion (or instead of completion) at the Community Learning Centre. Some stated that this was done in the courses the students take, while



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others commented that various calendars for post secondary institutions are available in the Centre, and students are invited and encouraged to attend open houses and seminars. Indicators that the program has been successful prompted several responses from the view of students going on after completion of their programs at the Community Learning Centre, while others asked the success question based on students still continuing in the Centre. For example if there is constant movement of students to new levels or at least doing courses in a new level or students experience individual progress — goals are being met, the students have a sense of accomplishment. The external indicators of success are graduates going on to college or some other educational institution, or feedback from employers and /or sponsors.

The following paragraphs discuss the responses received from the instructors for a group of questions dealing specifically with materials and resources for the educational programs being delivered. As to whether or not there are sufficient materials and resources, several of the teachers commented that although there are never enough resources, what they have does permit them to deliver the program. The most notable deficiencies are resources for such things as English grammar, Class sets of material, student educational software, and workbooks (so each Learner would be able to have their own which they could then write in for the exercises).

Many of the existing resources were felt to be most helpful. A list of those as promoted by the teachers is included below:

- Good texts, Department of Education Learning Resources and Technology
- Materials from ACLN, Books, Videos for Social Studies, Teachers Resource Centre, Annapolis Valley Regional Library Sites. Destinations Computer Program.
- HRDC, Departments' of Housing and Health, other teachers, internet, etc.
- TV/VCR, Computers, Destinations, Maps, Dictionaries, Thesaurus' - could use more. Also need classroom newspapers.
- Invest/Destinations — computer assisted learning program, Computers, Mad Minute Math Exercises.

The only real negative with regard to resources deemed to be least useful were the responses that the curriculum (at least some of the curriculum) was confusing.

Being able to exchange material with other teachers was of course not a problem for in-house exchanges and most of the instructors found they could also find opportunities to accomplish this while attending inservices, while at the annual conference, or through personal contacts.

Some of the Instructors felt they had been given information to permit them to refer the Learners to other programs or supports, while others stated they had not. The comment was made that the CLC partners with many organizations such as HRDC, DCS, NCNS, etc. which would provide avenues of referral if necessary.

In order to help Learners who's needs were not being met by the program, most often the student was referred to the Annapolis Valley Work Centre, or in some cases a modified program would be utilized.

Most instructors felt they had been provided with information regarding pre-requisites for other programs such as at the Community College, while a couple undertook to obtain this information themselves through college calendars, open houses, etc. This material was then kept in the classroom for student use.

Professional development for the instructors of the Learning Centre proved to be a very



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volatile subject. In all instances, the Teachers felt the professional development for them was almost non-existent. Some indicated they attended one seminar per year, or that Levels instructors got together once every couple of years. They may be able to take advantage of inservices, seminars and workshops offered by the Annapolis Valley Regional School Board, if time and the Adult School's schedules permit. Most of this is rare and the instructors stated they did most of their professional development on their own, and at their own expense.

The individual areas of interest for the instructors ranged from professional development in PLAR, to more computer training (in various applications), to just general inservicing in any of their related subject areas. The barriers these instructors have encountered in attempting to upgrade or at least stay current are not surprising. The two biggest, at least the two that were mentioned by virtually every instructor were Money and Not being considered as Professionals at the P-2 Level.

For the most part the Instructors portray a feeling of satisfaction, however, there is concern that the levels are shilling from a skills recognition/development focus to one of fact accumulation. The curriculum is getting lengthier and this poses problems for adult learners whose time is usually at a premium already. When asked for their suggested changes to the program, the Instructors views were as interesting as they were varied and have been included below for easy reference:

- Opportunities for students to be taking subjects at different levels and PSP simultaneously.
- More PD and higher wages for instructors (or preparation time).
- Social Studies curriculum for Level 2, also Level 2 students need a longer program if they are to complete in a reasonable time and have mastery of the subjects
- None — change for the sake of change is not good for these learners — we are going too far and requiring too much for people of this type of ability and expectation.
- Review what is needed to be successful in post-secondary programs.
- There should be a General Program (Get back to the three R's) — also, I think the Science and Social Studies components are far too detailed in content — perhaps they could be used in conjunction with communications.

### **Communities:**

Focus groups in the rural areas and communities of Annapolis County centered around groups that were already established in the community prior to the research project. The following groups participated in a focus group (or at least a form of):

**Women's Institute (Federated Women's Institutes)** - Regional Annual Meeting provided opportunity to address the 4 groups within the County region and 80 surveys were distributed. It was interesting to discover that the Federated Womens Institutes of Canada actually had a literacy awareness program running in cooperation with the Consumers Association of Canada. There is a substantial amount of literature that has been put together, including a workshop kit and a video to help promote literacy among all people. Additional information regarding this initiative can be viewed at the ACLN offices in Middleton. The Women's Institute groups represented at the annual meeting were:

**Margaretville:** The response from this particular group was limited as the bulk of the membership felt the questionnaire was too long and difficult. From the response received, they were aware of such literacy programs as GED, Alternative Education



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and the ACLN Tutoring program and had found out about these primarily through the local newspaper advertisements or as a result of acquaintances taking the specific program. As far as the effectiveness of these programs in meeting literacy needs, it was believed they were a great confidence builder, and therefore very effective for those involved. The main suggestion for improving literacy and program offerings was to do more advertising so residents of the county would know what was going on — what's available — how to participate, etc. The low profile of the programs and the Network seem to be the biggest concerns. It was felt that in their particular area, such programs as educational upgrading, job-readiness and personal development were or should be of the most concern. Suggestions as to reaching those in need of literacy and upgrading programs were forthcoming for utilizing things like the various media for advertising, Department of Community Services, resource centers such as the Women's Place, or other community service clubs and church groups. Organizations that may be able to help in delivery of literacy programs would be the Salvation Army, LIVE Annapolis, or VON Volunteer Program. A final comment was provide that bears repeating verbatim at this point, as it reflects on a problem of lack of follow-up to enquiries by the general public.

"I have a mentally challenged friend —56 years old — who was promised a tutor at least 6 years ago so she could learn to read beyond grade 2 level. She is still waiting but has already given up hope. Many such as she fall through the cracks it seems." Spa Springs: A somewhat better response from this Institute with several people indicating they had knowledge of literacy initiatives in the county. One individual had actually been a student at the Community Learning Centre. It was felt that the programs are very effective, but that more advertising of the Centre is necessary, and the Network could have a staff member contact more of the local community groups. They felt there were many in need of literacy, educational and employment upgrading in their particular area Also some specific requirements for budgeting and cooking was considered to be necessary. They felt organizations like Community Services, churches, and community groups were the best groups to look to for helping with provision of literacy programs. The main concern for this group was that the ACLN was not well know (did not have a high enough profile — many people don't know about it) so the Network must do some advertising.

**Paradise:** Response from this organization was very large indeed, perhaps every member of their group filled out a survey. With but a few exceptions, these people were not aware of literacy programs or organizations in the area, nor were they able to offer an opinion as to the effectiveness of literacy programs or make suggestions on how to improve these programs.

This trend also continued into them having knowledge of the ACLN. A few were aware of the Network, some only as a result of the focus session, but all felt the community and general public were not aware, and therefore wondered about its effectiveness.

As far as the literacy needs in the county, only one of the respondents offered an opinion. This person thought Annapolis County had a lot of people who needed upgrading. A large majority of the members offered the suggestion that advertising was needed in order to reach people in need of literacy upgrading. The suggestion was also made that perhaps "paid tutors" were necessary, and one individual commented that — "So many things have been tried, so I'm not sure how we can reach out."

There were only a couple of responses to the invitation for the respondent to add their additional comments. One person stressed that confidentiality and screening of tutors had



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to be a top priority, and the other individual asked if we shouldn't look at the school system and initiate some programs to solve the problem in the youth.

**Tupperville:** This group had also heard of the ACLN and some literacy programs and initiatives, but it was more as a result of the literacy awareness campaign conducted by the Federated Womens Institute than by a local campaign. They do suggest more advertising as a means of improving the way in which literacy programs are offered and although they are aware, it's not felt that communities in general are informed of the ACLN and its programs. There was some concern expressed that our public school system is letting learners down. Perhaps we need to return to some of the basic services such as "Readers in the School" in order to solve our current problems, and it is absolutely essential that more English and Spelling be taught in our schools. It was suggested that groups like the Women's Institutes, Home Economics Associations, Parent/Teacher groups, and the Nova Scotia Teachers' Union may be good organizations for helping to provide literacy upgrading and programs. It was also mentioned that the retired teachers would be an enormous asset in combating this problem and they can be reached through their association.

Interestingly, they supplied me with the Women's Institute Mission Statement:

**"Learning, Sharing and Improving Quality of Life for All".**

**Farm Women's Association** - Annual Farm Women's Day enabled the distribution of 90 surveys along with promotion of awareness for the Research Project. An appeal was made to have those in attendance get involved. Of the surveys returned, the majority were not aware of literacy programs offered in the area, however, the one that was familiar, knew of the Adult School (through a teacher who is a friend) as well as the Tutoring program from local newspaper advertisements. It was believed that the programs were meeting a need, however no suggestions were forthcoming as far as improving the existing programs. The participants were aware of the existing of the ACLN, but not much beyond that and could not say how they felt the Network was viewed by the general public. The majority also felt the literacy needs in the area were basic reading and writing skills. Methods of reaching those in need of literacy programs gleaned the following suggestions; advertising, monthly good news stories in local papers, eye-catching posters, radio announcements and word of mouth advertising.

**Lawrencetown Lions Club** - A session was held with this group at their monthly dinner meeting at which time a presentation was made regarding literacy in the county and the project findings to date. Many were interested in the statistics pertaining to literacy in the county but admitted to not being very knowledgeable about the matter of low literacy levels. The organization's members were very supportive of the Network and its programs.

**Youth Employment Services** — Although this Youth Focus Session group was relatively small, it was attended by some very bright and forthcoming individuals who were most willing to share experiences and opinions on the literacy issue. In reply to the question whether they were aware of literacy initiatives in the area, they offered that there was a computer literacy program at the Community Learning Centre in Lawrencetown, as well as an Adult High School in Kentville and one in Lawrencetown. They were also familiar with the Alternate High School that at one time occupied space at the Lawrencetown site. These youth had heard of the Annapolis County Learning Network even though they may not have been familiar with all its offerings or services. In fact one of the group members was a former student at the Learning Centre. When queried on their opinion as to how the ACLN is viewed by the youth of the county, the response was that they didn't think many people



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knew about it unless they had had a reason to search out the service, It was felt that the center probably needs to be located in a larger community. Their feelings on what the literacy needs are in the county (for the youth) was met with responses such as:

"I think one problem now is that things like movies and video games have taken away from book reading and that sort of thing - there needs to be some attention (emphasis) placed on the reading skills again - by families."

And

"I think it needs to start at the very beginning, so they want to learn it and understand structures etc. The whole language learning program they're doing now is sometimes a problem, not for those who grasp it really quickly, but for others. I learned by the whole language method and because my parents worked with me at home I came out of it alright, but my cousin who didn't have the same supports was low level right up until he was about 16."

And

"I had a friend who went to Japan to teach English as a second language and her spelling was atrocious and she only discovered this when she got there and had to really work hard to fix her spelling."

The general feeling was that literacy or at least combating low literacy has to start in the home. If there are adults in a home that are low-literacy, they can't be expected to be able to support their children in the best way, so "we" need to upgrade them first - or at least at the same time.

When asked about the barriers they thought existed that prevented people from getting upgraded (if they wanted to), they felt that some parents were likely so pre-occupied with doing what they needed just to survive - feed their kids, keep a roof over their heads, etc. they wouldn't have time to devote to upgrading themselves or even be able to help their children. The youth were quite vocal in one aspect of what they saw as a barrier:

"There have been so many cuts to education both in actual funding as well as resources in general it's not surprising that the system has no room to help youth stay in school. Then, immediately on the heels of hearing about educational cuts, almost in the same breath, we're told about these patronage issues where the friend(s) of some politician just got \$1.5 million dollars for advertising, etc. This tells me that something is wrong in our system. Really, the politicians don't really care about us - about you and me, and they don't do anything - they're ineffective. So, until we have politicians who do want to make a difference nothing will change. I think the youth have lost all faith in our political system and the representatives, so they feel nothing can (or will) be done to really help the education system."

These people further suggested that other things such as proper eyewear - people may not be able to afford proper corrective eyewear - this isn't covered by MSI anymore. Also individuals who don't have a computer at home, are presented with an additional barrier. One of the basic, most fundamental problems is the lack of recognition of learning styles in existing educational programs.

There was also a strong conviction that subjects that were more relevant to an individual's life had to be offered, more of the lifeskills and social skills types of programs.



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**Good Neighbour Club** — This community group covered the areas of Clementsport and Clementsvale, and were very receptive to a presentation made regarding the literacy research project for the county. Questionnaires received from this organization reflected much the same feedback as had been obtained from previous groups, those being that they hadn't been aware of the ACLN or its programs, that more advertising is needed to promote the ACLN, and that organizations that could be approached for help would be churches, community groups, businesses, etc.

Other communities involved in a focus group session were South Milford Community Group, the Seniors Exposition, and Springfield Community Group. Regardless of the group or area, the feedback was identical in virtually every respect.

## **Conclusion and Recommendations:**

### **Conclusions**

The discussions, focus sessions, meetings, and individual interviews conducted over the course of this research project identified many resources, in the area of literacy, that are available to those individuals in the county interested in either upgrading their literacy level, or participating in the delivery of literacy upgrading. What is still unclear is the full extent of need within the Annapolis County, not the fact that the need exists.

It also became obvious (painfully), that the existing Learning Network is not widely known, and that most people, who do not have a direct interest or involvement in literacy, are unaware of the fact that there are literacy problems in the county. And, that there exists solutions for those with low literacy. All too often, the response "Do we have a literacy problem?" was received by the researcher. In many of the surveys received, the respondents suggested (often more than once) that an advertising program should be implemented in order to raise the profile of the Annapolis County Learning Network.

It should be noted that when the research for this project was being conducted, only the statistics (dealing with educational data) from the 1996 Census were available, and therefore the data collected could only be related to material from that census period. A substantial amount of statistical data is available on the Statistics Canada web site that outlines in broad terms the educational information for Annapolis County. The reader must be cognizant of the facts when examining this data. The data obtained during this research might support these statistics numerically, but not qualitatively. For example, when one compares the numbers tabulated in the Census excerpts contained in Appendix J of this report, the overall percentage of persons in Annapolis County with less than grade 9 (public school) is calculated to be approximately 13%. The reader needs to remember that a certain number of the people used to reflect the statistics would be of an age when completion of public school to the grade 6 level was perhaps a significant achievement, and those individuals continued to learn over the years, to an extent where they may have very high literacy levels, but not the academic credentials to support their real level.

It should also be noted that the opposite to this is equally true — that graduates of grade 12 in our public school system have been found to be of a lower literacy level than their grade would indicate, sometimes much lower. These statistical figures however, are useful in



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aiding the establishment of a benchmark or starting point for further, more in-depth research.

The predominant theme that emerged from all the responses received in the discussions, focus sessions, meetings, and interviews was that literacy had to be addressed at the family level. Parents had to be upgraded in order to help themselves as well as their children and also to instill a sense of the importance of education and literacy. Second, our public school system has to be made responsive to Learners — all Learners — in order to keep youth in school and eager to learn so when they get to the end of their public school life, they will be literate. This would eventually reduce, maybe even eliminate, the need for adult literacy upgrading. It is very likely that those who fall through the cracks in our education system today, will surface in our adult education programs tomorrow.

Other concerns expressed with current literacy upgrading programs dealt with barriers such as transportation to and from the necessary facilities. This did not just involve the educational facility, but included the total transportation issue of the Learner - getting their children to a daycare or bus stop, then getting themselves to their school and the return trip at the end of the day. There are also issues that compound the transportation problem regarding situations where the Learner is called away from school during the day for child illness, or having to attend appointments such as medical or dental through the day. These are all normal daily life types of situations that when applied to a Learner can be and usually are, detrimental to their ability to remain focused on studies.

Similar issues arose with respect to childcare as well. Most difficult of course is the case where the childcare facility is not located in the same community as the school for the adult learner. This can often be the situation since childcare space is at a premium. The Learner may be forced to deliver their child to a facility located in a neighbouring town because space is not available at the daycare center in the community where they attend classes, or if they happen to be sponsored in an educational program, and part of the sponsorship includes daycare, this may require the Learner to deliver their child to a subsidized facility, and this facility could be in a different town.

Funding was an issue that came forward regardless of the target audience, and it was believed by most that because it touched (or at least affected) so many other issues related to adult upgrading, it was in fact the most important barrier to be resolved. Many felt there should be funding available to help anyone that needs literacy/educational upgrading, after all, something in our system failed these individuals when they were originally in school. And, this funding should be all-inclusive - there's not much value in providing financial help to pay for transportation, supplies, childcare, etc. if the individual is not provided for in such manner that they can keep themselves alive while doing this upgrading. In other words, funding needs to also address issues related to housing, groceries, bill payment, etc. if the Learner is to be provided an obstacle free path to literacy upgrading and self-sufficiency. It is also not responsible to expect people to resort to social services. There needs to be some avenue other than Department of Community Services by which people can access educational assistance. The belief was commonly held that many people that are in need would not be forthcoming as a result of the stigma attached to receiving "social assistance" benefits. In general, funding concerned with all aspects of a person's life need to be considered in this process.



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Another barrier was that of accessibility for disabled persons. Much still needs to be done in this area in making facilities accessible to all. This does not simply mean providing a building that will allow a disabled person to enter. There is a whole host of issues that serve as barriers to the disabled person, that are in addition to those faced by those of us who are not disabled. Such resources as devices to assist those who may be sight and/or hearing impaired, or techniques for those individuals with memory problems (perhaps as the result of a prior head injury) are tools that would be absolutely necessary for the disabled learner, and are in many cases issues that may never enter the mind of someone who has not been faced with this dilemma.

A further barrier concerned those people requiring literacy help, but were not on a list. To clarify, both HRDC and NSDCS have programs available to their clients. Excellent programs that in many cases eliminate the bulk of the barriers identified, however, these are only available to their clients — people on their list(s). There are significant numbers of people who are not clients of HRDC (are not entitled or have used up their entitlement to employment insurance), nor of NSDCS, however they are as entitled to obtaining the necessary upgrading to become self-reliant, as the people on the lists.

In summation, and based on knowledge of programs currently offered, the primary providers of literacy programs in Annapolis County are:

1. The Annapolis County Learning Network for Levels 1,2 and Tutoring,
2. The Nova Scotia Community College for Levels 3 and 4,
3. And although a certain amount of uncertainty exists as to whether the program will continue (at least in Annapolis County), the Annapolis Valley Regional School Board for PSP (as it relates to adults).

The gaps and barriers identified in relation to literacy upgrading for adults:

1. Most Residents of the county are unaware that help for low literacy is available.
2. Identification of those requiring literacy help is dependent on family members, friends, or community members taking the initiative — primarily 'Word—of-Mouth'.
3. Low self-esteem/confidence/fear of failure prevents the "First" step.
4. Transportation (to educational facility as well as daycare facility).
5. Childcare Services.
6. Financial (including "staying alive" funding).
7. Disability barriers (physical and mental)
8. Persons not on "A List".

## Recommendations

1. A mobile literacy unit should be established that would be used primarily for traveling into the more remote communities in the county to a.) deliver literacy programs to these communities (likely, short term types of programs), and b.) serve as an information center promoting the Annapolis County Learning Network and its college site based programs. The unit best suited should be something in the nature of a "high cube van" (popular as delivery vehicles with retail stores) and equipped



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with computer workstations, TV/VCR, and other types of equipment for the delivery of programs or information. The vehicle would be further enhanced with satellite Internet capabilities and self-contained power source (generator). In this way the mobile unit could function anywhere regardless of remoteness or lack of services available. The large exterior sidewall panels would make excellent billboards or advertising spaces, both for the ACLN as well as sponsoring agencies and companies. A partnering/sponsoring arrangement has already been suggested as a possibility with the local Royal Bank branch, pending submission of a proposal.

2. One body or organization that does the whole thing for an adult learner, from doing an assessment on where they are educationally, to looking after them financially as far as keeping them alive (like Department of Community Services or Human Resources Development Canada programs) — this seems to be one of the major barriers. It's one thing to get some money, but it's really important to get enough. Having that worry on one's shoulders when they're trying to learn can be an extreme burden. Also, counseling and even getting them into employment at the end — sort of "from cradle to grave" so to speak. This would go a long way in helping people get upgraded (and become self-reliant) educationally.
3. An identification of areas where further research could (and should) be conducted — eg. Annapolis Royal to Bear River and Keji to Fundy Shore — this entire block should be a separate in-depth study, one where the researcher was able to actually proceed door-to-door. I believe some of the Board Members felt this is something that would be done during this project, but time constraints did not permit something of this magnitude. What is coming out of the research is that there isn't sufficient need in those areas (e.g. Springfield, South Milford, East Bear River, etc.) to have a separate program. At least individuals and/or community members are not coming forward to identify that there is enough need to run a stand-alone program. This need may in fact be accommodated by a mobile unit as mentioned above, if one could be established.
4. The ACLN needs to initiate the hiring of an individual whose sole responsibility is to locate and obtain funds for literacy from the various government departments, pots of money and obscure funds that are never utilized. This staff member would have to find these funds (and what department is responsible for the administration of them), determine the criteria for accessing the funds, then prepare and submit proposals for obtaining funds. In actual fact, this kind of work is being carried out as time permits by the current ACLN Coordinator, but for the Network to flourish, it needs to have one person dedicated to just this task. Keep in mind, it would also be necessary for this person to locate their own salary in the process (for the next and future years). In fact, this person's salary should be tied to the funding they secure for the Network, as an incentive or commission type of arrangement. With the right person, this could translate into significant funding for the ACLN.
5. The ACLN must also seriously consider the establishment of several other staff positions if it is to be viewed as a professional and serious organization. There should be at the very least, an assistant coordinator whose task is to man the office (and telephones) for a standard work day (ie. 9 to 5, or some such time frame). This



## **Annapolis County Learning Network**

person would also look after typing, filing, and any other normal office duties deemed necessary by the Coordinator. There should also be a coordinator and if not full time, then part time — BUT permanent. There needs to be a professional presence established and maintained, so people calling the network will receive a consistent message that literacy is not a “Part Time” undertaking. Other positions such as a literacy support worker, an educational assistant, and a math tutor are very essential and are really the bare minimum requirements.

6. The network needs some form of process for determining if a Learner has a disability that they may not even know about. The process can be as simple as a suspicion by the interviewing member of the network, who would then initiate a more formal interview with a qualified professional who could then make a determination. In this way students could be matched to tutors who are trained in delivering help in alternate ways. Costs for these services would have to be provided by government or by some sponsoring department of the government or through some partnership arrangement, but it is clear that our society has an obligation to people that have (or may have) an impairment, if we are to continue promoting “Equality” and “Life Long Learning”.



**Annapolis County Learning Network**

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Nova Scotia Department of Education, Community Learning Initiative Grant 2001-2002

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Annapolis County Learning Network

## Appendices



Annapolis County Learning Network

**Appendix A**  
**Web Resources**



## Web Resources List

<http://www.statcan.ca>

### Statistics Canada

Statistics Canada produces statistics that help Canadians better understand their country—its population, resources, economy, society and culture. In Canada, providing statistics is a federal responsibility. As Canada's central statistical agency, Statistics Canada is legislated to serve this function for the whole of Canada and each of the provinces. Objective statistical information is vital to an open and democratic society. It provides a solid foundation for informed decisions by elected representatives, businesses, unions and non-profit organizations, as well as individual Canadians. Refer also to <http://ceps.statcan.ca> - Statistical Profile of Canadian Communities

<http://www.nald.ca/acln.htm>

### Annapolis County Learning Network

Annapolis County Learning Network is a community based organization committed to providing literacy education and upgrading opportunities for adults in the Annapolis County.

<http://www.ednet.ns.ca>

### Department of Education

**The mission** is to provide excellence in education and training for personal fulfillment and for a productive, prosperous society.

**The mandate** of the Department of Education spans the public school system, community colleges, universities, a comprehensive system of adult learning, public libraries, and other programs and services to support lifelong learning.

EDnet is the on-line education gateway to adult learning and innovation. It provides Individuals with lifelong learning opportunities. EDnet is a Wide Area Network (WAN) providing education and related organizations - approved by the Department of Education - with cost effective data communications for connection to the Internet, distance education, and administrative computer applications.

<http://gov.ns.ca/just/>

### Department of Justice

From the document "Nova Scotia Counts - 1996-1997" Educational services for incarcerated young offenders at the Nova Scotia Youth Centre have been improved by hiring teachers and providing accreditation in subject areas taught within the facility. Services to youth and adolescents in the province have improved with the joining of the Departments of Health, Community Services and Education in establishing CAYAC (Children and Youth Action Committee) and by supporting Eastern Region Youth Pilot Project.

<http://nssal.ednet.ns.ca>

### Nova Scotia School for Adult Learners

The Nova Scotia School for Adult Learning Is an administrative body within the Adult Education Division of the Department of Education. It supports the delivery of adult education programs from basic literacy to high school completion by providing funding to



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**Web Resources List**

- Community-based Organizations
- Regional Schools Boards
- Nova Scotia Community College
- Collège de l'Acadie.

These program deliverers, in partnership with the Department of Education, provide adult learners access and support to a continuum of adult education programs, allowing adults to improve their literacy skills and/or earn credits toward the new Nova Scotia High School Graduation Diploma for Adults.

<http://www.avrsb.ednet.ns.ca>

**Annapolis County Community Education**

We are the lifelong learning providers of educational, recreational and vocational opportunities for all ages. We operate from three centres (Annapolis, Kings and Hants Counties) under the direction of the Annapolis Valley Regional School Board.

Our 'Live & Learn' brochure is produced twice a year for delivery in September and January to all residents of the Annapolis Valley. Courses are offered to the general public during the evenings and weekend. We also offer daytime educational training in various areas including Adult High School, Academic Basic Education (ABE, Upgrading), Business Technology, Continuing Care Assistant, and Tourism. Please visit each of our sites to find out more about lifelong learning opportunities in your area.

The Community Learning Centre is operated by the Annapolis Valley Regional School Board, Community Education Department. We are located at 10 Middle Road in Lawrencetown. The CLC serves the adult population of Annapolis County by providing a range of academic, literacy, entrepreneurial, computer, and employability programs. Wherever possible we try to provide these services at minimal or no expense to our participants.

<http://www.nald.ca/flans.htm>

**Family Literacy Association of NS**

The Family Literacy Association of Nova Scotia is a provincial non-profit organization whose members represent a diversity of regional, professional, cultural, and community concerns. The purpose of the Family Literacy Association of Nova Scotia is:

- To promote family literacy throughout the province as a collaborative, multidisciplinary, and developmental process among families, communities, and agencies
- To provide support, resources and training for the development and implementation of family literacy programs throughout Nova Scotia
- To facilitate communication and sharing of information/experience among family literacy providers throughout the province

<http://www.nald.ca/nsplc.htm>

**Nova Scotia Provincial Literacy Coalition**

The NSPLC networks with other Nova Scotia literacy organizations. It promotes continuing education and supports literacy and upgrading programs.

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Web Resources List

<http://www.nald.ca>

**National Adult Literacy Database (NALD)**

The National Adult Literacy Database Inc. (NALD) is a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources and services across Canada. International links are also available.

[http://www.hrsdc.gc.ca/en/gateways/nav/top\\_nav/program/nls.shtml](http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/nls.shtml)

**National Literacy Secretariat (NLS)**

The National Literacy Secretariat (NLS) works to promote literacy as an essential component of a learning society and to make Canada's social, economic and political life more accessible to people with weak literacy skills. It works in partnership with the provinces and territories, other government departments, business and labour, the voluntary sector and non-governmental organizations to build capacity for literacy opportunities across Canada.

<http://www.nald.ca/fulltext/nspart96/intro.htm>

**Nova Scotia Partners in Literacy (NSPL)**

Nova Scotia Partners in Literacy is a listing of projects funded in Nova Scotia, for specific year ranges (In order to locate the appropriate list, a two digit year (eg. 96 for 1996-1997) is inserted in the URL address on the end of "nspart" ), by the National Literacy Secretariat (NLS) and Human Resources Development Canada (<http://www.hrdc-drhc.gc.ca>) - Community Profiles - HRDC, and is intended to be a source of information on resources and projects to support the literacy community in the province.

<http://www.abc-canada.org>

**ABC Canada Literacy Foundation**

ABC CANADA Literacy Foundation is a national registered charitable organization committed to promoting literacy to the general public and to the private sector. They are a partnership of business, labour, educators and government. They focus on public awareness programs and create and conduct national literacy awareness campaigns, provide promotional support to local literacy groups and conduct research to further the development of a fully literate Canadian population.

<http://www.literacy.ca>

**Movement for Canadian Literacy**

MCL is a national non-profit organization representing literacy coalitions, organizations and individuals from every province and territory. Since 1978 MCL has worked to

- inform the federal government and the general public about issues related to adult literacy in Canada;
- provide a national forum for provincial and territorial literacy organizations to work together to ensure that every Canadian has access to quality literacy education;
- strengthen the adult student/learner voice in Canada;
- support the development of a strong movement of people and organizations involved with adult literacy education.

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**Web Resources List**

<http://www.nald.ca/lc-ns.htm>

**Laubach Literacy of Canada**

Laubach Literacy of Canada is a charitable organization committed to raising national literacy awareness. This organization also provides trained tutors for people to improve their basic skills in reading, writing, speaking, listening, numeracy and other life skills.

<http://www.frontiercollege.ca>

**Frontier College**

Frontier College is a Canada-wide, volunteer-based, literacy organization. We teach people to read and write and we nurture an environment favorable to lifelong learning. Since 1899, we have been reaching out to people wherever they are and responding to their particular learning needs. We believe in literacy as a right and we work to achieve literacy for all.

<http://www.catalist.org>

**Canadian Network for Third Age Learning (CATALIST)**

CATALIST is a bilingual, Canadian Network of organizations that foster third age learning through shared knowledge, expertise, research, and resources. The network serves to encourage and enhance learning opportunities for all Canadian seniors.

<http://www.toast.ca>

**The Organization of Adult Students in Transition — TOAST**

TOAST provides adults with the opportunity to pursue either high school courses, academic Upgrading, or essential skills training in an academic environment, with the objective of providing them the necessary qualifications/certification to obtain and retain employment.

<http://www.slsns.ns.ca/>

**Saint Leonard's Society of Nova Scotia**

This is an independent and non-profit organization which assists in the re-establishment of offenders and released offenders into society.

<http://www.nsnet.org>

**Nova Scotia Community Organization Network Directory**

NSNET Community Organization Network links citizens with disabilities and or health challenges of all ages in Nova Scotia to resources and services that promote active inclusive healthy independent living in our communities.



Annapolis County Learning Network

## **Appendix B**

**Nova Scotia School for Adult Learners**



## **Nova Scotia School for Adult Learning**

### **What is the School for Adult Learning?**

In November 2000, the Nova Scotia Department of Education announced the creation of the Nova Scotia School for Adult Learning. The School for Adult Learning is an administrative body within the Adult Education Section of the Department of Education. It is part of a major new adult learning initiative aimed at creating a more coordinated system for adults seeking to upgrade their literacy and numeracy skills and/or complete their high school or secondary education.

Funding for this initiative is provided by the Departments of Education and Community Services, and Human Resources Development Canada.

### **What are the Goals of the School for Adult Learning?**

The School will work in partnership with existing program delivery organizations such as School Board Adult High Schools, Nova Scotia Community College, Collège de l'Acadie and community-based learning organizations to meet the following goals:

Develop a coordinated, articulated system and continuum of educational programs that meet the learning needs of adults from basic literacy to high school graduation.

Ensure that adults have improved accessibility to and mobility among educational programs within the province, and that the learning achieved is recognized and transferable among programs and provinces.

Ensure that quality standards for program delivery are met and that programs reflect adult learning principles.

Provide adult learners the opportunity to acquire a new credential, the Nova Scotia High School Diploma for Adults and its French equivalent, the diplôme défini d'études secondaires pour adultes, which recognizes learning from both public school and adult learning programs, as well as that obtained through prior learning.

### **Why was the School for Adult Learning Created?**

Current research indicates that literacy and numeracy skills are essential components in building healthy, sustainable communities and a competitive workforce. Jobs requiring little formal education and low literacy levels are rapidly decreasing. Many of the jobs in the information society and global economy require, as an absolute minimum, a high school completion.

Nova Scotians require access to a continuum of learning opportunities so that they can obtain the skills, knowledge and credentials required to participate fully in the home, the workplace and the community.



In 1999, the Department of Education launched the Adult Basic Education Initiative to address the need for a better coordination of literacy and upgrading programs for adults. It confirmed that while a variety of program deliverers (community groups, colleges and school boards) served the needs of adults in Nova Scotia, there were historically few formal linkages between these organizations. This often resulted in a lack of clarity regarding each program's mandate and limited opportunities for partnerships, student referrals and transitions between organizations. There was a need for a coordinating body which would liaise with deliverers and supporting government partners to achieve improved collaboration and communication.

The initiative also identified the need to find ways of formally recognizing or certifying the learning achieved by adults, particularly at the higher educational levels. The initiative established a curriculum review process to identify and articulate the learning outcomes of two previously distinct programs, the Nova Scotia Adult Learning Program (offered primarily by colleges) and the Public School Program (offered by School Boards). It recommended the creation of a new "common" credential which would connect these two programs and allow credits to be transferred between both systems.

- Please note: the Adult Learning Program (ALP) is the new name given to the program formerly referred to as the Nova Scotia Academic Upgrading Program. The former Academic Upgrading Program is being revised and expanded to meet high school graduation standards.

## **What is the Nova Scotia High School Diploma for Adults?**

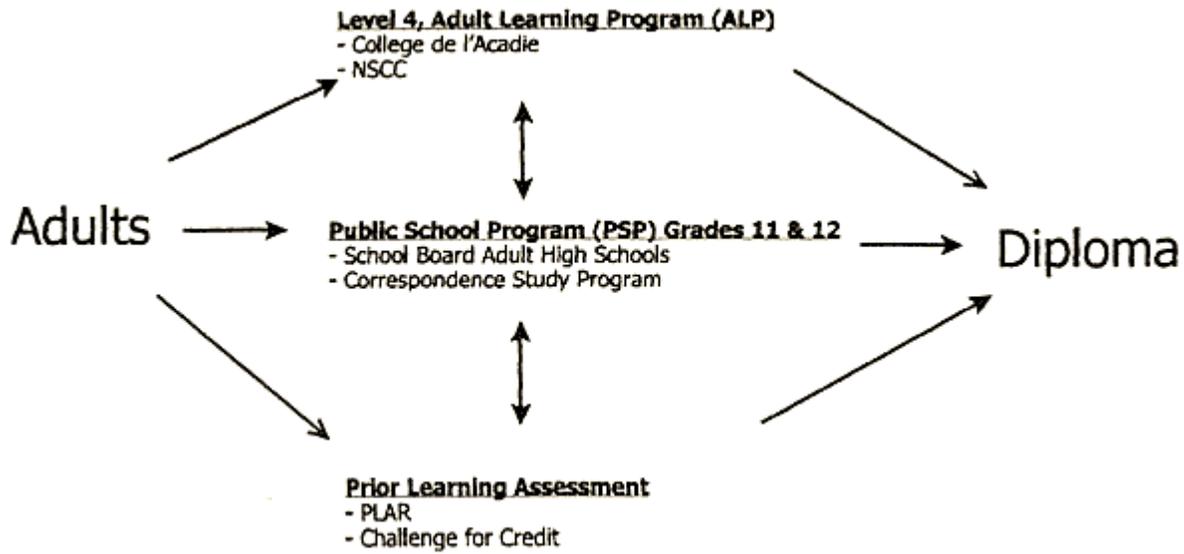
The *Nova Scotia High School Diploma for Adults* (NSHSDA) is a new credential endorsed by the Department of Education designed to meet the needs of adults who do not have a recognized high school diploma and who wish to acquire the skills necessary for further education, training, and employment.

The Diploma will be available on September 1, 2001. It is an alternative but equal credential to the high school diploma. It is based on a 12 credit system and recognizes credits obtained from two learning programs:

- Public School Program (PSP), Grades 11 and 12 credits
- Level 4 Adult Learning Program (ALP) credits.

Equivalency credits from a variety of educational institutions will also be considered. In recognition of the learning that adults have obtained through their life experiences, a prior learning assessment and recognition (PLAR) process will be offered.

The new Diploma will replace the existing Level 4 Certificate offered by colleges, and will provide more credit flexibility for adults than the current High School Diploma.



The GED certificate will remain an alternative credential for adults seeking high school equivalency. It is awarded to adults who successfully complete a series of five tests and is not based on the completion of credits.

### **Who will be Eligible for the Diploma?**

All adults 19 years of age or older and out of public school for at least one year, who do not have a high school graduation diploma are eligible for the Diploma.

### **How will the School for Adult Learning Carry out its Goals?**

The Department of Education through the School for Adult Learning has initiated a multi-phase action plan to develop the necessary communication, coordination and counselling strategies to strengthen the program delivery system for adult Nova Scotians, and to implement the new diploma. Although the School will coordinate the entire learning continuum, in this first year, priority will be given to the higher educational levels providing credits for the Nova Scotia High School Diploma for Adults.

This implementation process involves the following:

- completing the curriculum revisions to the French and English Adult Learning Program to ensure that they meet the standards for the Nova Scotia High School Diploma for Adults;
- establishing policies, procedures, eligibility and credit requirements related to the Nova Scotia High School Diploma for Adults;
- consulting with and informing key partners about the new Diploma and initiating collective planning procedures and partnerships between deliverers.

To accomplish its tasks, the School has adopted three main strategies for consultation and communication purposes.

## Inter-Agency Committee and Task Teams

The Department has established a number of task teams and working groups made up of educational stakeholders and funding agencies to develop policy and program recommendations for the School. Overseeing the work of the task teams is a Provincial Advisory Committee made up of representatives from the Departments of Education and Community Services, Human Resources Development Canada, Nova Scotia Community College, College de l'Acadie, School Boards and the Nova Scotia Provincial Literacy Coalition. This committee provides a voice for organizations that find and deliver programs and will make recommendations to the Department.

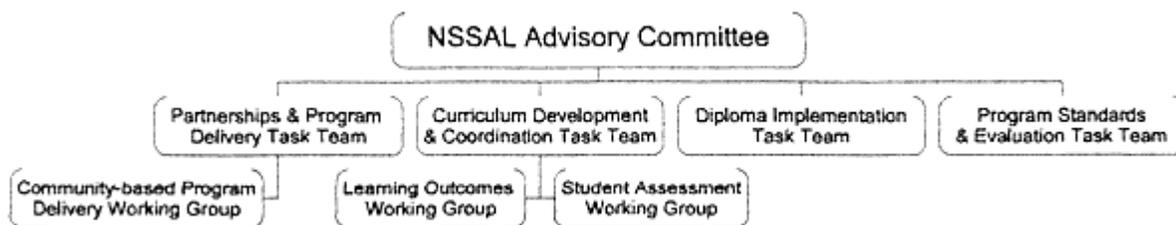
## Stakeholder Consultations

The Department has provided presentations and held consultations with numerous key stakeholders. These include, but are not limited to, management and faculty of the NSCC and the College de l'Acadie, School Board personnel, Community Learning Networks, Community Learning Initiative Advisory Committee, and the Nova Scotia Provincial Literacy Coalition.

A series of eight Learner Focus Groups are being held across the province with students enrolled in college, school board and community programs. The intent is to gather information on the needs and concerns of adults as they relate to returning to learning and fulfilling their educational goals.

## Regional Planning Process

The Department has created regional planning teams in seven regions of the province comprised of representatives of key funding agencies and program deliverers. The teams



will work together to:

- ensure that the interests and concerns of the multiple delivery partners and supporting government departments are represented;
- provide better coordination of the programs and services to adult learners.
- build on the existing infrastructure in each area and allow the existing resources be used more effectively;
- provide a forum for these stakeholders to share information, identify gaps and overlaps in programs, coordinate their services and develop a comprehensive delivery plan;
- increase the awareness of program options for adults among those who will be referring and counseling adults in the system.



## **What Programs are Supported by the School?**

The School will work primarily with the existing delivery organizations to ensure that adults throughout the province have the opportunities they require to meet their needs, from basic literacy instruction to high school completion.

### **Basic Literacy and Levels 1, 2 and 3 Adult Learning Program**

The community-based learning organizations, such as the Community Learning Networks and Learning Centres, will continue providing one-to-one tutoring and classroom-based programs, ALP Levels 1 and 2. These organizations provide foundational programs for adults who wish to acquire the adult Diploma or GED certificate, or who for their own purposes seek to improve their literacy and numeracy skills. Level 3 ALP programs may be delivered in community-based programs providing that Department standards are met, the program is endorsed through the regional planning process and there is no competition with another Department-endorsed deliverer.

The NSCC and the Collège de l'Acadie will continue to provide Level 3 programs.

### **Credits for the Nova Scotia High School Diploma for Adults**

Credits for the diploma program will be provided primarily by the publicly educational institutions, namely: Nova Scotia Community College, Collège de l'Acadie and School Boards.

The colleges will deliver credits through their Adult Learning Program, Level 4 and the Études générales Niveau 4.

Regional School Boards will deliver Public School Program (PSP) credits through their Adult High School structures.

## **Will there be Costs to Adult Learners?**

Community-based organizations do not traditionally charge fees to adult learners. Colleges and school boards, however, have assigned fees to their upgrading and high school programs for adults. New funding provided by the School for Adult Learning and possible regional support from funding partners will serve to defray the tuition fees usually charged to adults. In other words, adults who meet the eligibility requirements of the diploma and are in programs funded by the School or other partners will pay no tuition. However, there may be other costs such registration and book fees.

## **What are the Next Steps?**

The Department is working closely with its numerous partners on the implementation of the diploma and the establishment of regional planning mechanisms. The following lists some of the projects underway:



## Annapolis County Learning Network

1. *A Handbook for the Implementation of the High School Diploma for Adults* for delivery organizations, counselling organizations, and post-secondary receiving institutions will be ready for distribution in May. (Diploma Implementation Task Team)
2. Regional planning framework for regional teams which will include the identification of program gaps and overlaps, the development of regional communication strategies, the development of referral protocols. (Regional Teams and Partnership and Program Delivery Task Team)
3. Guidelines for a standardized intake process for programs preparing students for and delivering the credits for the Diploma. They will be ready for use by delivery organizations in May. (Student Assessment Working Group)
4. Revised and new curriculum for the Adult Learning Program will be ready for implementation in September 2001. This work is being completed through joint curriculum projects of the Department of Education, the Nova Scotia Community College and the Collège de l'Acadie. (Curriculum Development and Delivery Task Team and Francophone Advisory Committee). Professional development plans will be established for college faculty and community-based deliverers using the Adult Learning Program.
5. Communication plans and information strategies are being developed for potential students, programs deliverers, counselling organizations, business and labour, universities and funding bodies regarding the School for Adult Learning and the Nova Scotia High School Diploma for Adults. (Diploma Implementation Task Team).

*Adult Education Section  
Department of Education  
June 14, 2001*



Annapolis County Learning Network

**Appendix C**  
**Student Survey**



Annapolis County Learning Network Student Questionnaire

Student's Name (if you wish) \_\_\_\_\_

Date Completed: \_\_\_\_\_

Location: \_\_\_\_\_

Program:  ALP Level \_\_\_\_\_  PSP \_\_\_\_\_

Students Learning:

1. How did you hear about the program? \_\_\_\_\_

2. What goals did you have before you started the program? \_\_\_\_\_

3. Were you given a chance to talk about your goals and interests?
 No  yes

If Yes, how and when did this take place? \_\_\_\_\_

4. Did you learn in a group or through one-on-one tutoring?

5. Were you given a chance to assess your own learning and progress?
 No  Yes

If Yes, how did this occur? \_\_\_\_\_

6. Did the program help you meet your goals?
 No  Yes

If no, why not? \_\_\_\_\_
If Yes, how did this occur? \_\_\_\_\_

7. How have you used what you have learned in the program? \_\_\_\_\_

8. What kinds of things would you try now that you would not try before you started the program? \_\_\_\_\_

9. Why are you willing to try these things now? \_\_\_\_\_



10. Were you able to finish the program?

- Yes     No

If No, why not?

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11. Were you able to attend the program on a regular basis?

- Yes     No

11a. If no, what prevented you from attending the program on a regular basis?  
(check all that apply:)

- transportation
- money
- childcare
- program hours
- work
- family commitments
- lack of family support
- health
- other \_\_\_\_\_

12. What supports did the program provide? (check all that apply)

- transportation
- financial
- child care
- things to help you (computers, glasses, hearing aids, seating supports)
- none
- other \_\_\_\_\_

13. What types of assistance did the program refer you to? (check all that apply)

- transportation
- financial
- child care
- personal counseling
- things to help you (computers, glasses, seating supports)
- parenting skills
- none
- other \_\_\_\_\_

14. Did the program have enough materials for you to use?

- No     Yes

15. What kinds of materials did the program provide for your use? (check all that apply)

- books
- magazines
- newspapers
- letters



- my own stories
- other learners' stories
- my tutor's stories
- forms
- labels
- tables and charts
- audiotapes
- videotapes
- computer programs
- CD Rom
- Internet
- other\_\_\_\_\_

16. Were you told about other educational and training programs you might be able to go to?

- No     Yes

If Yes what were they?

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---

### Program Future

1. Overall, how satisfied were you with the program? Please explain

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---

2. What changes to the program would you like to see?

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---

3. Would you tell other people about this program? if yes why? If no, why not?

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Annapolis County Learning Network

## **Appendix D**

### **Foundations**



Student Questionnaire
Program: Foundations

Students Learning:

Table with 3 columns: Survey #, Question #1 How did you hear about the program?, Category Code. Rows include: 1 Family Services, 2 From a Friend, 3 Paper, 4 Community Services, 5 HRDC, 6 Phone Book, 7 From a Friend, 8 From a Friend, 9 From a Friend.

Table with 3 columns: Survey #, Question #2 What goals did you have before you started the program?, Category Code. Rows include: 1 Attend NSCC for Cosmetology, 2 Get Grade 12, 3 Upgrade writing skills, 4 Get Grade 12, 5 Full time work and good paying job, 6 Want my CCR (Home Care), 7 Get Grade 12, 8 Better Job and Wages, 9 Get Grade 12.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #3 Were you given a chance to talk about your goals and interests? If Yes, how and when did this take place?, Category Code. Contains 9 rows of survey data.

Table with 3 columns: Survey #, Question #4 Did you learn in a group or through one-on-one tutoring?, Category Code. Contains 9 rows of survey data.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #5 (Were you give a chance to access your own learning and progress? If Yes, how did this occur?), and Category Code. Rows 1-9 contain responses like 'Yes - taking tests', 'Yes - Comparing previous work to current work', etc.

Table with 3 columns: Survey #, Question #6 (Did the previous program help you meet your goals? In no, why not? If Yes, how did this occur?), and Category Code. Rows 1-9 contain responses like 'Yes', 'Yes - Gave me confidence, LD Testing, Computer, Calculator in Math, progress in reading ability', etc.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #7 How have you used what you have learned in the program?, Category Code. Rows 1-9 contain student responses such as '-', 'Yes - in everyday life', 'I haven't', 'Yes', 'Not yet', 'A lot more thinking'.

Table with 3 columns: Survey #, Question #8 What kinds of things would you try now that you would not try before you started the program?, Category Code. Rows 1-9 contain student responses such as '-', 'Reading and writing on my own', 'Write more stories, speak better and work well with others', 'Nothing', 'Willing to try many new things'.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #9 Why are you willing to try these things now?, Category Code. Rows 1-9.

Table with 3 columns: Survey #, Question #10 Were you able to finish the program? If No, why not?, Category Code. Rows 1-9.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #11 (Were you able to attend the program on a regular basis? If no, what prevented you from attending the program on a regular basis? Transportation, Money, Child care, Program hours, Work, Family commitments, Lack of Family support, Health, Other), and Category Code. Rows 1-9 contain survey responses.

Table with 3 columns: Survey #, Question #12 (What supports did the program provide? Transportation, Money, Child care, thinGs to help you (computers, glasses, hearing aids, seating supports), None, Other), and Category Code. Rows 1-9 contain survey responses.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #13 (assistance types), and Category Code. Rows 1-9 contain survey responses like 'TMCPcGPs', 'O - LD Testing...', 'N', 'G', and 'N'.

Table with 3 columns: Survey #, Question #14 (enough materials), and Category Code. Rows 1-9 contain survey responses, all of which are 'Yes'.

**Student Questionnaire  
Program: Foundations**

Survey #	<b>Question #15 What kinds of materials did the program provide for your use?</b> Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet, Other	Category Code
1	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, Internet	
2	Books, my own Stories, Other Learner's stories, my Tutor's stories, tables and Charts, Videotapes, Computer programs, Internet, Other (Interactive Software)	
3	Books	
4	Books, Letters, my own Stories, Other Learner's stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, CD Rom, Internet, Other (Dictionaires)	
5	Books, Forms, Videotapes, Computer programs, Other (Atlas, Dictionary, Thesaurus)	
6	Books, Magazines, Newspapers, my own Stories, Other Learner's stories, Forms, Videotapes, Computer programs, CD Rom, Internet, Other (Atlas)	
7	Books, Magazines, tables and Charts, Computer Programs, Internet	
8	Books, Magazines, Newspapers, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, Internet, Other (Atlas, Dictionary, Thesaurus)	
9	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Audiotapes, Videotapes, Computer programs, Internet, Other (Atlas, Dictionary, Thesaurus)	



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #16 Were you told about other educational and training programs you might be able to go to? If Yes, what were they?, Category Code. Rows 1-9.

Table with 3 columns: Survey #, Question #17 Overall, how satisfied were you with the program? Please explain., Category Code. Rows 1-9.



Student Questionnaire
Program: Foundations

Table with 3 columns: Survey #, Question #18 What changes to the program would you like to see?, Category Code. Contains 9 rows of survey data.

Table with 3 columns: Survey #, Question #19 Would you tell other people about this program? If yes, why? If no, why not?, Category Code. Contains 9 rows of survey data.



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**Appendix E**  
**Level 2**



Students Learning:

Survey #	Question #1 How did you hear about the program?	Category Code
1	Friends	
2	Friends	
3	DCS	
4	Past Students	
5	HRDC	
6	DCS	
7	HRDC	
8	Friends	
9	CLC	

Survey #	Question #2 What goals did you have before you started the program?	Category Code
1	None	
2	To Service day-by-day	
3	Become Hotel Manager	
4	Get Steady job, good pay	
5	Get Better job	
6	Become Social Worker	
7	Get Frade 12 and good job to support daughter	
8	Get Grade 12 and go to NSCC	
9	Upgrading	



Survey #	Question #3 Were you given a chance to talk about your goals and interests? If Yes, how and when did this take place?	Category Code
1	Yes - at my interview	
2	Yes - talked with HRDC counsellor	
3	Yes - before school with DCS	
4	Yes - at my interview	
5	Yes - with my HRDC counsellor	
6	Yes - with Middleton NSCC last year	
7	Yes - with Middleton NSCC last year	
8	Yes - at my interview	
9	Yes - with my HRDC counsellor	

Survey #	Question #4 Did you learn in a group or through one-on-one tutoring?	Category Code
1	Group	
2	Group	
3	Both	
4	Both	
5	Both	
6	Both	
7	Both	
8	Both	
9	Group	



Survey #	Question #5 Were you give a chance to access your own learning and progress? If Yes, how did this occur?	Category Code
1	Yes - In class the teacher goes around and asks everyone	
2	Yes - monthly progress report	
3	Yes - every month with one of the teachers	
4	Yes - monthly progress report and when you have your interview	
5	Yes - monthly progress report	
6	Yes - monthly progress report	
7	Yes - monthly progress report	
8	Yes - monthly progress report	
9	Yes - monthly progress report	

Survey #	Question #6 Did the previous program help you meet your goals? In no, why not? If Yes, how did this occur?	Category Code
1	Yes & No - not finished yet	
2	Yes - by improving my skills	
3	No - Haven't completed yet	
4	Yes - I'm bettering my skills	
5	Yes - so far to date	
6	Yes - still working towards it	
7	Yes - meet my goal when I get my Grade 12	
8	Yes - still working towards it	
9	Yes - Helping me get there	



Survey #	Question #7 How have you used what you have learned in the program?	Category Code
1	-	
2	Yes - by finding a better paying job	
3	Yes - using the computer (Internet)	
4	Yes - Day to Day life skills and work	
5	Nil	
6	I have more self-esteem now	
7	I have lots of self-esteem to get what I want out of life	
8	Yes - some courses have helped with personal situations	
9	I am able to write notes better	

Survey #	Question #8 What kinds of things would you try now that you would not try before you started the program?	Category Code
1	Using the computer and reading hard books	
2	Writing essays, activities in CALM PAL	
3	Browsing the Internet, looking for info	
4	More challenging and complicated tasks	
5	Writing a story	
6	Computer skills	
7	Computer skills	
8	Applying for other courses	
9	Try new things	

Survey #	Question #9 Why are you willing to try these things now?	Category Code
1	I had a chance to used and get used to the computer and also have read a lot	
2	More confidence	
3	Now I'm able to look for information a lot faster	
4	I'm better trained	
5	Feel more confident in myself	
6	More self-esteem	
7	More self-esteem	
8	More confidence to try new things	
9	To educate myself	

Survey #	Question #10 Were you able to finish the program? If No, why not?	Category Code
1	Still enrolled	
2	Not sure if I can be sponsored by HRDC for the whole program	
3	May take another year to complete	
4	Still enrolled but hopefully	
5	Still enrolled but hopefully - funding is an issue - HRDC sponsored and funds may not be there	
6	N/A	
7	HRDC told me next year I may have to pay 1/2 the tuition cost and they may not pay for a lot of what they do now. I'm a single mother and cannot work and go to school at the same time. I can't afford day care as well.	
8	N/A	
9	Still enrolled	



Survey #	Question #11 Were you able to attend the program on a regular basis? If no, what prevented you from attending the program on a regular basis? Transportation, Money, Child care, Program hours, Work, Family commitments, Lack of Family support, Health, Other	Category Code
1	No	
2	Yes	
3	Yes	
4	Yes & No - MW	
5	Yes	
6	Yes	
7	Yes, but maybe not next year - funding	
8	Yes	
9	Yes	

Survey #	Question #12 What supports did the program <i>provide</i> ? Transportation, Money, Child care, thinGs to help you (computers, glasses, hearing aids, seating supports), None, Other	Category Code
1	T	
2	TM	
3	N	
4	N	
5	TMO (Need new glasses but didn't try because another student was turned down)	
6	TMCO (School supplies)	
7	TMCO (needed glasses to do work but was told there's no funding)	
8		
9	TC	



Survey #	Question #13 What types of assistance did the program <i>refer</i> you to? Transportation, Money, Child care, Personal care, thinGs to help you (computers, glasses, hearing aids, seating supports), Parenting skills, None, Other	Category Code
1		
2	TM	
3	N	
4	N	
5	T	
6	N	
7	O (HRDC told me to go to DCS)	
8		
9	TMC	

Survey #	Question #14 Did the program have enough materials for you to use?	Category Code
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
6	Yes	
7	Yes	
8	Yes	
9	Yes	



Survey #	Question #15 What kinds of materials did the program provide for your use? Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet, Other	Category Code
1	Books, Magazines, Newspapers, Forms, laBels, tables and Charts, Videotapes, Computer programs, CD Rom, Internet	
2	Books, Magazines, Newspapers, Videotapes, Computer programs, Internet	
3	Books, Magazines, Newspapers, Videotapes, Computer programs, Internet	
4	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, CD Rom, Internet	
5	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, Forms, tables and Charts, Audiotapes, Videotapes, Computer programs, Internet	
6	Books, Newspapers, Forms, tables and Charts, Audiotapes, Videotapes, Computer programs, Internet	
7	Books, Magazines, Newspapers, Letters, my own Stories, Forms, tables and Charts, Videotapes, Computer programs, Internet	
8	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
9	Books, Magazines, tables and Charts, Audiotapes, Videotapes, Computer programs, Internet	



Survey #	Question #16 Were you told about other educational and training programs you might be able to go to? If Yes, what were they?	Category Code
1	Yes - Adult school in Kentville <i>(this is probably the AVWAS)</i>	
2	Yes - Middleton NSCC	
3	Yes - Courses I can take to complete my goal of Hotel Manager	
4	Yes - GED night school and community workshops	
5	Yes - GED	
6	No	
7	No	
8		
9	Yes - NSCC	

Survey #	Question #17 Overall, how satisfied were you with the program? Please explain.	Category Code
1	I'm satisfied with the way it was before	
2	I'm very pleased with the program - Teachers are very helpful	
3	Excellent the teachers help me understand and complete my projects. Everyone is a happy family	
4	Not finished but working at a pace & will finish soon	
5	Very satisfied, instructors were very helpful, covered all areas	
6	Very satisfied, I am learning a lot of new things to help me further my goals	
7	I'm not satisfied because last year I finished level 1 and did a lot of level 2 and this year they put me back in level 1 and I had to repeat all of it.	
8	I think the program is great - the teachers make coming here fun	
9	Satisfied	



Survey #	Question #18 What changes to the program would you like to see?	Category Code
1	I would like the school to stay in Lawrencetown	
2	Would like to see the school stay open	
3	None	
4	Make the curriculum the same each year and keep it that way	
5	Nil	
6	None	
7	More tutors	
8	The CLC shouldn't move to NSCC in Middleton	
9	None	

Survey #	Question #19 Would you tell other people about this program? If yes, why? If no, why not?	Category Code
1	Yes - it is a good program	
2	Yes - good environment, helpful teachers	
3	Yes - the programs taught are understandable and well explained	
4	Yes - good program	
5	Yes - program opened my eyes - I know there is a place in the workplace for me	
6	Yes - the program teaches a lot of skills needed to find a career	
7	Yes - They offer a lot of programs and the teachers help a lot	
8	Yes - it will make your future better	
9	Yes - I like the school and the instructors are very supportive	



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## Appendix F

### Level 3



Students Learning:

Survey #	Question #1 How did you hear about the program?	Category Code
1	Past Students	
2	From friends	
3	Department of Social Services	
4	Pamphlet in the mail	
5	Pamphlet in the mail	
6	AWEC	
7	From a friend	
8	Knew about it for awhile	

Survey #	Question #2 What goals did you have before you started the program?	Category Code
1	Own my own business	
2	Get high school diploma	
3	Get high school diploma	
4	Get high school diploma	
5	Get high school diploma	
6	Graduate	
7	Get a good paying job	
8	Get high school diploma	



Survey #	Question #3 Were you given a chance to talk about your goals and interests? If Yes, how and when did this take place?	Category Code
1	Yes - After I started, with one of my instructors	
2	Yes - with Nicolle Belliveau at NSCC	
3	Yes - Fill out goal sheets throughout the year in school	
4	No	
5	Yes - in the interview, also in the classroom	
6	Yes	
7	Yes - with one of my teachers (in February)	
8	Yes - in the interview	

Survey #	Question #4 Did you learn in a group or through one-on-one tutoring?	Category Code
1	Both	
2	Both	
3	Both	
4	Both	
5	Both	
6	Both	
7	Both	
8	Both	



Survey #	Question #5 Were you give a chance to access your own learning and progress? If Yes, how did this occur?	Category Code
1	Yes - Monthly progress report	
2	Yes - Monthly progress report	
3	Yes - Monthly progress report	
4	Yes - Monthly progress report	
5	Yes - Monthly progress report	
6	Yes - Monthly progress report	
7	Yes - Monthly progress report (let me work at my own pace to ensure I did good job)	
8	Yes - By keeping track of the work you have done	

Survey #	Question #6 Did the previous program help you meet your goals? In no, why not? If Yes, how did this occur?	Category Code
1	No - Haven't finished the program yet	
2	Yes and No. Yes in that my goal was level 3 and I completed that this year. No in that I asked for more help in Math and got very little	
3	Yes - Went from level 2 to level 3b (Sep01 to May02)	
4	Yes - Working at a slow pace and getting help when needed	
5	Yes - Working towards goal	
6	Yes	
7	Yes - Because I'm getting my work done a lot faster than I usually do	
8	Yes - By keeping track of the work you have done	



Survey #	Question #7 How have you used what you have learned in the program?	Category Code
1	Haven't used anything yet but it has made me more aware of the importance of the program	
2	More knowledge in most subjects	
3	Learned a lot	
4	Yes - Understanding the computer more	
5	Improvement in reading and writing skills	
6	On the job	
7	I don't know	
8	I have helped my husband with computer skills and my children with other learning activities	

Survey #	Question #8 What kinds of things would you try now that you would not try before you started the program?	Category Code
1	Speaking to a group of people	
2	Not as afraid of the computer anymore	
3	Public Speaking	
4	Using a computer on a regular basis	
5	More confidence in speech (working with public)	
6	Talking in front of a group	
7	Getting a job using computers	
8	I guess I'm more daring to try just about anything	



Survey #	Question #9 Why are you willing to try these things now?	Category Code
1	Because of the skills program	
2	Because it is so interesting	
3	Educated on the subject	
4	Feel more comfortable around the computer	
5	Have improved skills	
6	Because of the skills I have learned	
7	Because I know how to use a computer now	
8	To explore and try new things because it's fun to learn new stuff	

Survey #	Question #10 Were you able to finish the program? If No, why not?	Category Code
1	No - Not yet	
2	No - Not yet	
3	Yes - still enrolled so not yet	
4	No - Not yet	
5	Working towards finishing	
6	Yes	
7	No - Not yet	
8	No - Not yet	



Survey #	Question #11 Were you able to attend the program on a regular basis? If no, what prevented you from attending the program on a regular basis? Transportation, Money, Child care, Program hours, Work, Family commitments, Lack of Family support, Health, Other	Category Code
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	No -F	
6	Yes	
7	Yes	
8	No - TCF	

Survey #	Question #12 What supports did the program <i>provide</i> ? Transportation, Money, Child care, thinGs to help you (computers, glasses, hearing aids, seating supports), None, Other	Category Code
1	M	
2	T	
3	G	
4	TC	
5	G (computers)	
6	TG	
7	G	
8	O - Flexibility for me to come 3 out of 5 days	



Survey #	Question #13 What types of assistance did the program <i>refer</i> you to? Transportation, Money, Child care, Personal care, thinGs to help you (computers, glasses, hearing aids, seating supports), Parenting skills, None, Other	Category Code
1	N	
2	N	
3	N	
4	TCP	
5	N	
6	TPG	
7	G	
8	N	

Survey #	Question #14 Did the program have enough materials for you to use?	Category Code
1	Yes	
2	-	
3	Yes	
4	Yes	
5	Yes	
6	Yes	
7	Yes	
8	Yes	



Survey #	Question #15 What kinds of materials did the program <i>provide</i> for your use? Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet, Other	Category Code
1	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
2	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
3	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
4	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
5	Books, Magazines, Newspapers, Letters, my own Stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, Internet	
6	Books, Magazines, Newspapers, Letters, Other Learner's stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, CD Rom, Internet	
7	Newspapers, Forms, laBels, tables and Charts, Videotapes, Computer programs, CD Rom, Internet	
8	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	



Survey #	Question #16 Were you told about other educational and training programs you might be able to go to? If Yes, what were they?	Category Code
1	Yes - NSCC	
2	No	
3	No	
4	Yes - Given other places to continue if moving away to another area	
5	Yes - NSCC and GED	
6	Yes	
7	Yes - NSCC	
8	No	

Survey #	Question #17 Overall, how satisfied were you with the program? Please explain.	Category Code
1	I am satisfied with the overall program	
2	It has been a good learning experience	
3	Really satisfied because I've learned a lot	
4	Yes - Being able to work our own pace helps a lot	
5	Satisfied with programs	
6	Completely satisfied	
7	Pretty satisfied because I'm working at reasonable pace, getting done as fast as I can	
8	I am still working and I am very pleased with the program	



Survey #	Question #18 What changes to the program would you like to see?	Category Code
1	None	
2	More tutoring for my math	
3	To explain what to do more clearly - Usually you're given the work and told to do it	
4	More one-on-one help	
5	-	
6	N/A	
7	None	
8	None yet	

Survey #	Question #19 Would you tell other people about this program? If yes, why? If no, why not?	Category Code
1	Yes - It gives you a second chance to get your diploma	
2	Yes - Because it has been a good learning experience	
3	Yes - Because everyone needs a grade 12 to get a job	
4	Yes	
5	Benefit for future jobs, self-esteem	
6	-	
7	Yes - Because if it can help me, it can help anybody	
8	Yes - Because it has helped me a lot and I believe it can help many others	



Annapolis County Learning Network

## **Appendix G**

### **Level 4 & PSP**



Students Learning:

Survey #	Question #1 How did you hear about the program?	Category Code
1 PSP	From a friend	
2 PSP	From a friend	
3 PSP	DCS and neighbours	
4	Family member who is enrolled	
5	From a friend	
6	Through DCS case worker	
7	From friends	
8	From the monitor newspaper	
9	From a friend	
10	Through HRDC	
11	From a family friend	
12	From my brother	
13	From HRDC	
14	From family	



Survey #	Question #2 What goals did you have before you started the program?	Category Code
1	Getting grade 12	
2	Not working for minimum wage	
3	To obtain my grade 12	
4	To finish grade 12 English	
5	Policing, Firefighting, university, get grade 12	
6	To complete grade 12 high school	
7	Getting a job	
8	To graduate June 2002	
9	Grade 12 diploma	
10	To finish high school	
11	Get grade 12 diploma	
12	Graduate/college/get a job I enjoy	
13	Get a grade 12 and go to NSCC	
14	Grade 12+	



Survey #	Question #3 Were you given a chance to talk about your goals and interests? If Yes, how and when did this take place?	Category Code
1	No	
2	Yes - At interview throughout 1st and 2nd years	
3	Yes - With the Instructors and during the Careers 4 course	
4	Yes - When I was interviewed	
5	Yes - When I was interviewed	
6	Yes - During conversation with Caseworker and Community College setting	
7	Yes - With teachers since I have been here	
8	Yes - With my teachers at the start of the year	
9	Yes - At Lawrencetown campus	
10	Yes - During my enrollment	
11	Yes - Meeting with Instructor	
12	Yes - During Careers course	
13	Yes - When I was interviewed	
14	Yes - Both worker and when I was interviewed	



Survey #	Question #4 Did you learn in a group or through one-on-one tutoring?	Category Code
1	Yes	
2	Group	
3	Group	
4	Group	
5	Group	
6	Group	
7	Group	
8	Group	
9	Neither	
10	Group	
11	In a group in a classroom atmosphere	
12	Both	
13	In group at school	
14	Classroom atmosphere - Teacher	



Survey #	Question #5 Were you give a chance to access your own learning and progress? If Yes, how did this occur?	Category Code
1	Yes - Talking to the instructor	
2	Yes - Monthly progress report	
3	Still in progress of completion	
4	Yes - Discussed work with teacher	
5	Yes - Testing that occurred before the interview	
6	Yes - Monthly progress report	
7	Yes - By letting me work at my own pace	
8	Yes - Did it personally	
9	No	
10	No	
11	Yes - Meeting with instructor	
12	Yes - Monthly progress report	
13	No	
14	Yes - Monthly progress report	



Survey #	Question #6 Did the previous program help you meet your goals? In no, why not? If Yes, how did this occur?	Category Code
1	Yes - I got my grade 12	
2	Yes - It helped me make new and better goals - eg. University	
3	Not ye - Haven't completed the program yet	
4	Yes - Helps me stay on track to complete grade 12 English	
5	Yes - I'm earning my grade 12 credits	
6	Yes - Through the program - I'm able to pursue my goal of finishing high school with the courses taken	
7	Yes - So far	
8	Yes, but not fully. I will have to take calculus and advance physics because the CLC does not offer these two important subjects	
9	I am not finished the program	
10	Yes - By providing me with adequate assistance when needed	
11	Yes - I'm getting closer to obtaining my grade 12	
12	Yes - I am in the process of completing my grade 12 so I can move on to college.	
13	Yes - It will when I am finished.	
14	No - Not yet, just started in January	



Survey #	Question #7 How have you used what you have learned in the program?	Category Code
1	To get work	
2	Computer skills (typing)	
3	To help my kids with their homework	
4	Resume writing, writing	
5	-	
6	Yes	
7	It has made me feel more confident about myself	
8	Develop certain skills	
9	Not yet	
10	Yes	
11	Help my children with their homework	
12	I help my children and other children in the areas they need	
13	To better myself and help others	
14	Many times at home with teenage school boys	



Survey #	Question #8 What kinds of things would you try now that you would not try before you started the program?	Category Code
1	To get my AVCC in Middleton	
2	University	
3	Writing - stories, poems	
4	Working with strangers in groups	
5	Willing to put my name into the jobs mentioned above	
6	Computer and mathematical skills	
7	To go and apply for a job, take other courses	
8	Apply for certain job	
9	I haven't thought about it	
10	N/A	
11	Easier to speak before a group of people	
12	I am more confident on how to do some things - English, math	
13	Speaking in front of the class	
14	Helping kid with homework	



Survey #	Question #9 Why are you willing to try these things now?	Category Code
1	To better myself	
2	I have learned I am intelligent, I have more self-confidence	
3	I have more confidence in my abilities	
4	Because I am used to it now	
5	I can say now I have/am earning my grade 12	
6	Yes	
7	I have a lot more confidence	
8	Needed grade 12	
9	-	
10	-	
11	More confident	
12	I am more motivated	
13	I have more confidence in myself	
14	I know more now than when I started	



Survey #	Question #10 Were you able to finish the program? If No, why not?	Category Code
1	Yes	
2	I will this year. I was supposed to graduate in 2000 but death in the family prevented me, so I returned and will graduate in June	
3	No - It's not over yet	
4	Yes	
5	No - The year hasn't ended as of yet	
6	No - Need more time - Have children and have to attend to other needs of the family	
7	Have not finished yet	
8	Yes	
9	No - Because I haven't completed my credits yet	
10	In process of completing program	
11	No - I have to come back next year to finish program	
12	No - Some of the courses were too long so I'll be returning next year. I work and have children as well	
13	Yes - Just started after Easter	
14	I hope I can	



Survey #	Question #11 Were you able to attend the program on a regular basis? If no, what prevented you from attending the program on a regular basis? Transportation, Money, Child care, Program hours, Work, Family commitments, Lack of Family support, Health, Other	Category Code
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
6	Yes	
7	Yes	
8	Yes	
9	Yes	
10	Yes	
11	Yes	
12	Yes	
13	Yes	
14	Yes & No - Much as I can - O (only when baby gets sick)	



Survey #	Question #12 What supports did the program <i>provide</i> ? Transportation, Money, Child care, thinGs to help you (computers, glasses, hearing aids, seating supports), None, Other	Category Code
1	MC	
2	GO(In 2000, a teacher allowed my son to sit in my last class of the day because I had no childcare)	
3	GO(Moral support from the instructors)	
4	G	
5	MG	
6	TMC	
7	MCG	
8	N	
9	N	
10	N	
11	TMC	
12	TMC	
13	TM	
14	MC	



Survey #	Question #13 What types of assistance did the program <u>refer</u> you to? Transportation, Money, Child care, Personal care, thinGs to help you (computers, glasses, hearing aids, seating supports), Parenting skills, None, Other	Category Code
1	MC	
2	Mps	
3	M	
4	N	
5	-	
6	TMCG	
7	G	
8	N	
9	N	
10	N	
11	TM	
12	TMC	
13	TM	
14	MC	



Survey #	Question #14 Did the program have enough materials for you to use?	Category Code
1	Yes	
2	Yes	
3	Yes	
4	Yes	
5	Yes	
6	Yes	
7	Yes	
8	Yes	
9	No	
10	Yes	
11	No	
12	No	
13	Yes	
14	Yes - Although sometimes not enough books	



Survey #	Question #15 What kinds of materials did the program provide for your use? Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, CD Rom, Internet, Other	Category Code
1	Books	
2	Books, Magazines, Newspapers, Forms, Computer programs, Internet	
3	Books, Magazines, my own Stories, Other Learner's stories, Forms, Videotapes, Computer programs, Internet	
4	Books, Magazines, Newspapers, my own Stories, Other Learner's stories, my Tutor's stories, Forms, Videotapes, Computer programs, Internet	
5	Books, Magazines, Newspapers, Letters, tables and Charts, Videotapes, Computer programs, Internet	
6	Books, Magazines, Newspapers, my own stories, Other Learner's stories, Forms, laBels, tables and Charts, Videotapes, Computer programs, Internet, Other (all materials needed for assignment were met)	
7	Newspapers, Forms, Audiotapes, Videotapes, Computer programs, CD Rom, Internet	
8	Books, Magazines, Newspapers, Letters, my own Stories, Other Learner's stories, my Tutor's stories, Forms, laBels, Videotapes, Computer programs, CD Rom, Internet	
9	Books, Magazines, Newspapers, tables and Charts, Videotapes, Computer programs, Internet	
10	Books, Videotapes	
11	Books	
12	Books, Magazines, Newspapers, Other Learners' stories, Forms, tables and Charts, Videotapes, Computer programs, Internet	
13	Books, Magazines, Forms, laBels, tables and Charts, Audiotapes, Videotapes, Computer programs, Internet	
14	Books, Magazines, Newspapers, tables and Charts, Videotapes, Computer programs, CR Rom, Internet	



Survey #	Question #16 Were you told about other educational and training programs you might be able to go to? If Yes, what were they?	Category Code
1	No	
2	Yes - College and university when I finish	
3	Yes - Creative writing workshop	
4	Yes - college after graduating	
5	Yes - NSCC	
6	Yes - Community college, university	
7	Yes - Community college, university	
8	No	
9	Yes - Community college, university, etc.	
10	No	
11	Yes	
12	Yes - Writer's workshop - I attended	
13	Yes - Child care at the community college	
14	Yes - After grade 12 - able to take a secondary program for a career	



Survey #	Question #17 Overall, how satisfied were you with the program? Please explain.	Category Code
1	I was very pleased with this program because I was able to go back to school with other adults and get my grade 12	
2	The program was much more organized in previous years, but overall I'm satisfied	
3	Yes, the instructors were very helpful. We were treated as adults/equals.	
4	I was fairly satisfied. It offered many things to help me.	
5	Very satisfied - Teachers are very helpful in this program	
6	I am satisfied to the degree that it meets my needs in the high school diploma goal	
7	Very satisfied because it helped give me confidence in myself to do whatever I wanted to do in life	
8	Yes, it was demanding and success heavily depends on one's ability to apply themselves and manage time in an efficient manner	
9	I am not finished the program	
10	Mildly satisfied, not overly impressed with the way that some students are treated as children	
11	Satisfied because you do not feel pressure from having a large work load. Work at own pace	
12	The subject length is too long, there's too much to cover in a short time	
13	Very satisfied because I can learn at my own pace	
14	So far I am very satisfied. We have great teachers, they're very knowledgeable and helpful	



Survey #	Question #18 What changes to the program would you like to see?	Category Code
1	That the instructors explain things more clearly to you	
2	-	
3	Stability - to know that they will be around next year	
4	Exact due dates so people can finish faster	
5	-	
6	A program where we could learn a skill or achieve a year prerequisite for another course in an other educational setting - ie. Community college	
7	-	
8	Definitely calculus and the necessary physics course for university	
9	More books - information about the curriculum	
10	Unfortunately, since I really do not find the curriculum adequate, I would wish that it were outlined better	
11	More books needed for some courses	
12	Hands on experience types of programs	
13	None	
14	-	



Survey #	Question #19 Would you tell other people about this program? If yes, why? If no, why not?	Category Code
1	Yes I would because if they have a chance to get back into school after years of being out, then it would be good for them to get back into it	
2	Yes, entering this program was one of the best decisions I ever made	
3	Yes, I believe education is important	
4	Yes, it gives people a second chance	
5	Yes, I enjoyed going here much more than high school. There was a lot less pressure.	
6	Yes - I would assure them that the program would accommodate their abilities and also, that no pace that they cannot assume will be given them.	
7	Yes, because it helped me in a lot of ways such as confidence and ability	
8	Yes, Finish school and graduate	
9	Yes, so they can study for their diploma	
10	Yes, although I would be sure to point out the weak points in the program	
11	Yes, an excellent opportunity for people who did not finish school.	
12	Yes, I have learned a lot and enjoy being around people who are friendly	
13	Yes, because it is a whole new experience and the instructors are great people	
14	Yes, it is a wonderful opportunity	



Annapolis County Learning Network

## **Appendix H**

### **Instructor Survey**



### Annapolis County Learning Network Instructor Questionnaire

Instructor's Name (optional) \_\_\_\_\_

Date Completed: \_\_\_\_\_

Location: \_\_\_\_\_

Program Taught: \_\_\_\_\_

**The Program**

1. What do you think is most important about this program?

\_\_\_\_\_  
\_\_\_\_\_

2. Overall, do you think this program meets the needs of the learners? Please explain.

\_\_\_\_\_  
\_\_\_\_\_

3. Does the program assist learners in setting their goals? If so, in what ways?

\_\_\_\_\_  
\_\_\_\_\_

4. Can the curriculum be adapted to reflect those goals? If so, in what ways?

\_\_\_\_\_  
\_\_\_\_\_

5. Are learners involved in the development; revision or adaptation of the curriculum?

No  Yes

If so, in what ways?

\_\_\_\_\_  
\_\_\_\_\_

6. Are learners encouraged to become involved in out-of-class activities or projects?

No  Yes

if so, in what ways?

\_\_\_\_\_  
\_\_\_\_\_

7. Does the program provide the necessary flexibility and resources to allow you to reflect the cultures and background of the learner? Please explain.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_



8. Does the program allow you to accommodate different learning styles?

No  Yes

Please Explain.

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### The Assessment

9. How are the results of the initial assessment used in planning the learners' programs?

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10. Do you think appropriate follow-up takes place with the learners?

No  Yes

Please Explain.

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11. Are learners informed of further educational and training opportunities?

No  Yes

Please Explain.

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12. What indications do you have that the program has been successful?

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### Supports and Resources

13. Are there sufficient materials and resources provided? If not, what materials, resources or equipment are you lacking for instructional support?

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14. What materials and resources have you found most helpful?

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15. What materials and resources have you found least helpful?

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16. What opportunities have you been given to consult with or exchange materials with other instructors?

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17. Were you given information to enable you to refer learners to other services or support?

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18. How do you handle the needs of your learners that cannot be met by the program?

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19. Have you been given information about the prerequisites for entry into other programs?

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### Professional Development

20. What opportunities have you had to improve your teaching skills (workshops, seminars, courses)?

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21. In what area would you like future training?

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22. What barriers have you met in trying to access professional development?

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23. How do you provide regular feedback to the program coordinator?

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24. How do you receive feedback from the program coordinator?

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**The Future of the Program**

25. Overall, how satisfied are you with the program? Please explain

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26. What changes to the program would you suggest?

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Annapolis County Learning Network

**Appendix I**  
**Instructor Data**



The Program

Survey #	Question #1 What do you think is most important about this program?	Category Code
1	Student Paced	
2	Students are offered a wide variety of high school credits	
3	Student Paced	
4	The credit courses are perfect for strong Level 2 students — applic to everyday life	
5	The self esteem it builds in the students	
6	Student Paced	

Survey #	Question #2 Overall, do you think this program meets the needs of the learners? Please explain.	Category Code
1	Yes - Low teacher-student ration, intense personal/supportive environment	
2	Yes — the curriculum, resources and small class sizes	
3	Yes - it meets the needs individually	
4	Yes — It is a perfect Mix & Match. Not all PSP would be approp for this level learner — actually few would be	
5	Yes - self-confidence, career, credential building and group work, helping each other etc.	
6	Yes - it meets the needs individually like self-esteem, accomplishment personal growth	

Survey #	Question #3 Does the program assist learners in setting their goals? If so, in what ways?	Category Code
1	Used to be a staff member who did this — now it's up to the teacher and we try.	
2	No	
3	Not sure the program does, but the teachers do. In Foundation and Level, short term goals are set	
4	We do goal setting — specifically for 1. Careers & 2. Personal. Because of situations — eg. EI, DCS, Family, etc. they want to set goals & observe how & when they are achieving.	
5	Intake includes goal setting and I review goals twice a year with every student (using Dept of Ed form for courses in NS Diploma for Adults) — this will change with new Level 4 curriculum	
6	Yes — Learners are encouraged to manage their time daily, weekly and monthly so they can achieve their goals. Also job readiness seminars and career planning seminars.	



Survey #	Question #4 Can the curriculum be adapted to reflect those goals? If so, in what ways?	Category Code
1	Yes, through the Careers 4 levels course	
2	CALM (Career And Life Management) - PSP (Public School Program) course	
3	Yes, people reach goals in different ways, for example — students may present an assignment instead of writing	
4	Yes — students are looking at career paths — learning about jobs through interviewing, job shadowing	
5	Dept of Ed is setting enriched courses as well as current curriculum	
6	Yes - there are credits a student can take that explore career goals (CALM, PAL)	

Survey #	Question #5 Are learners involved in the development, revision or adaptation of the curriculum? If so, in what ways?	Category Code
1	Yes, Teachers are open to suggestions from Learners.	
2	No	
3	Yes —. Students are given choices for assignments — may choose to work with a partner, may choose to watch a video instead of read a classic, and may do oral follow-up instead of written	
4	No - Curriculum is set and outcomes must be met but methods of delivery vary	
5	Yes — this year I set up a Levels Outcome Group which works with officers, committees, terms of reference to determine curriculum direction	
6	No	

Survey #	Question #6 Are learners encouraged to become involved in out-of-class activities or projects? If so, in what ways?	Category Code
1	Yes - Canteen, Yearbook, Graduation, Student Council	
2	Yes - Breakfast Program, Yearbook, Graduation, Student Council	
3	Yes - Breakfast Program, Yearbook, Graduation, Student Council, encouraged to do community surveys, use public libraries, internet, etc.	
4	Yes - My level 2's are participating in a Bowling Fund Raiser, community project for Special Olympics, interview, job shadowing, resume workshops, etc.	
5	Yes — Through interviews, Internet research and newspapers, etc.	
6	Yes — they are encouraged to take seminars, etc such as first aid, whmis, etc and also many students do surveys in their courses that take them out of class.	



Survey #	Question #7 Does the program provide the necessary flexibility and resources to allow you to reflect the cultures and background of the learner? Please explain.	Category Code
1	Small class size allows time to get to know the students, resources provide info	
2	Yes, Small classes make one more aware of cultural backgrounds	
3	Yes, Most learners are adults and have life experience which are used to meet outcomes.	
4	Yes - Most of these learners have held jobs and participated in community activities and they share this and we have speakers in (banking, volunteering, school lunch program, etc)	
5	Within Social Studies I teach the Settlement of NS which explores various cultures	
6	Yes - Topics are always covered in Communications and Social Studies dealing with culture and life styles	

Survey #	Question #8 Does the program allow you to accommodate different learning styles? Please Explain.	Category Code
1	Yes, Instructors try various methods and techniques so the learner succeeds in diverse ways	
2	Yes - It's the mandate of the School Board and the Teacher to accommodate and modify material for the Learners	
3	Yes — If student learns visually or by hearing, etc — they are offered choices that are appropriate to them. Destinations programs allows students with SOME disabilities	
4	Yes - students can present visually instead of written or orally. Can do video or interview, etc.	
5	Yes — although I strive to improve the student in all areas I recognize that some may have difficulty in reading and writing or both and allow them to use other methods of communication, etc.	
6	Yes — I use a variety of different teaching methods and strategies	

**Assessment**

Survey #	Question #9 How are the results of the initial assessment used in planning the learners' programs?	Category Code
1	Initial intake assessment places student where they will have success	
2	Initial assessment places student where they will have success	
3	They're indicators only — most start at level 2 or beginning of level 3 — part of starting them where they will succeed.	
4	From assessment we learn goals, learning styles, areas of interest & ability, disabilities/difficulties and use this to determine best placement, etc.	
5	Intake determines goals and required levels or PSP to meet these goals, also the level at which the learner will be successful.	
6	Student is placed in most appropriate level to start with - they can have different courses in different levels — this is the pro of everything being under one roof	

Survey #	Question #10 Do you think appropriate follow-up takes place with the learners? Please Explain.	Category Code
1	In a small environment — follow-up takes place daily and problems noted immediately — No follow-up after graduation	
2	No - After grad, no further communication established	
3	Yes — We are constantly in touch with our learners to make sure they're not stressed but are challenged and motivated - this is possible in small class size environment.	
4	Yes - We are constantly in touch with our learners individually & as a group - get their suggestions are they on the right track, etc	
5	No - It would be interesting to track our students beyond level completion - did they find jobs, were they successful in post secondary school, do they have suggestions to improve the program, etc.	
6	Yes - We are always evaluating students in a variety of testing procedures (oral, written, etc), also non-quantitative methods are used too — attitude, attendance, work ethic.	

Survey #	Question #11 Are learners informed of further educational and training opportunities? Please Explain	Category Code
1	Yes, in Careers 4 course	
2	Yes — on a one-to-one basis	
3	Yes — Time parameters make this extremely difficult, but students are counseled on an on-going basis. Only for Level I if we think they could benefit from the AVWC program	
4	Yes — students do personal searches via Internet, newspapers, school calendars, etc. as part of CLM/PAL	
5	Yes —job shadow, job placement, info interviews, NSCC open house and calendar and Career Options Book	
6	Yes - NSCC and university calendars are made available, students are invited to open houses and outside speakers come in to promote their programs.	

Survey #	Question #12 What indications do you have that the program has been successful?	Category Code
1	# of grads going on to NSCC or into full time employment (grads visit)	
2	Students succeed and graduate	
3	Constant movement of students to new levels or at least doing courses in a new level	
4	Individual progress - goals being met. Sense of accomplishment in students.	
5	That busy adults continue to attend, meeting outcomes, achieving goals.	
6	Feedback from students, parents, funding, partners, employers, etc.	

**Support and Resources**

Survey #	Question #13 Are there sufficient materials and resources provided? If not, what materials, resources or equipment are you lacking for instructional support?	Category Code
1	Yes	
2	Yes	
3	Never enough resources. English (grammar especially) resources are insufficient, Class sets of appropriate material, learner software needed	
4	TRC has curriculum guides & I use HRDC, Community Leaders as speakers, etc.	
5	Since 1996 we've built up resources from ACLN and AVRSB fluids but we could use Videos for Social Studies, Science, etc. so I don't have to spend so much time searching libraries	
6	There is always a need for resources — workbooks would be very handy in this program.	



Survey #	Question #14 What materials and resources have you found most helpful?	Category Code
1	Good texts, Dept of Ed. Learning Resources and Technology	
2	Texts, Dept of Ed. Learning Resources and Technology	
3	Materials from ACLN, Books, Videos for Social Studies, Teachers Resource Centre, AVRIL Sites. Destinations Computer Program	
4	HRDC, Dept. of Housing and Dept of Health, AVRIL, other teachers, Internet, etc.	
5	TV/VCR, Computers, Destinations, Maps, Dictionaries, Thesaurus' — could use more. Also need classroom newspapers.	
6	Invest/Destinations — computer assisted learning program, Computers, Mad Minute Math Ex	

Survey #	Question #15 What materials and resources have you found least helpful?	Category Code
1	Some of the curriculum is confusing	
2	Confusing curriculum	
3	It's only "Not Helpful" if it's one of very few in resources	
4	N/A	
5	I draw from many sources so won't cancel out any.	
6	-----	

Survey #	Question #16 What opportunities have you been given to consult with or exchange materials with other instructors?	Category Code
1	Once a year conference	
2	Open invitation	
3	There's good opportunity for on-site collaboration with other teachers and we know all the same students	
4	Many opportunities within the school (on-site)	
5	We suggested meeting more regularly but nothing has happened to date. I've attended access/learning twice — this could be a venue.	
6	Talking with teachers during workshops or through personal contacts	



Survey #	Question #17 Were you given information to enable you to refer learners to other services or support?	Category Code
1	No	
2	No	
3	Yes	
4	Yes, but really not applic with this group	
5	We partner with HRDC, DCS, Native Council, Workers Comp, etc. We usually ask for help but sometimes they suggest a need.	
6	N/A	

Survey #	Question #18 How do you handle the needs of your learners that cannot be met by the program?	Category Code
1	May put them through GED or the AVWAS in Coldbrook is an option	
2	Could do a modified program	
3	Refer them to AVWAS/AVWC, or to a tutor program, we struggle on or if sponsored we recommend LD Testing to the sponsor.	
4	As a result of the assessment, this doesn't happen — the students in these programs are very much able to handle them.	
5	We look to open other doors for them, ie AVWAS/AVWC, GED. We also refer for U) Testing and for personal counseling through mental health.	
6	Principal usually refers these students to a different program	

Survey #	Question #19 Have you been given information about the prerequisites for entry into other programs? -	Category Code
1	Yes	
2	Yes	
3	What other programs?	
4	Yes	
5	No — I've done things on my own such as have calendars in my classroom, initiate visits to NSCC and career days at high schools.	
6	Yes — through word of mouth and program calendars	



Survey #	Question #19 Have you been given information about the prerequisites for entry into other programs? -	Category Code
1	Yes	
2	Yes	
3	What other programs?	
4	Yes	
5	No — I've done things on my own such as have calendars in my classroom, initiate visits to NSCC and career days at high schools.	
6	Yes — through word of mouth and program calendars	

Professional Development

Survey #	Question #20 What opportunities have you had to improve your teaching skills (workshops, seminars, courses)?	Category Code
1	One seminar per year	
2	None	
3	Very Little - do most of it on our own. Levels instructors are brought together every couple years	
4	Very Little	
5	Not much, some In-Services in Kentville but most I've done myself.	
6	Workshops and seminars	

Survey #	Question #21 In what area would you like future training?	Category Code
1	PLAR	
2	PLAR	
3	Any subject area I don't already have training in	
4	Keeping current in my specific subject areas	
5	Computer (Graphics for Report Writing — to teach others)	
6	Computer trouble-shooting and upgrading	



Survey #	Question #22 What barriers have you met in trying to access professional development?	Category Code
1	No money	
2	money	
3	None is provided for us — we're not considered professionals at the P-2 level	
4	Very little is provided for us — we're not considered professionals by anyone but our students	
5	Money, time (when and where) and courses (what are they)	
6	Lack of funds and distance	

Survey #	Question #23 How do you provide regular feedback to the program coordinator?	Category Code
1	In electronic communication	
2	Electronic communication	
3	Monthly Progress reports	
4	Co-ordinator has nothing to do with PSP	
5	One-on-One, report/disk	
6	Reports, attendance, etc.	

Survey #	Question #24 How do you receive feedback from the program coordinator?	Category Code
1	Professional Assessment process through NSCC	
2	Electronic communication	
3	Co-ordinator is-on-site - keeps us informed of information pertinent to us and programming.	
4	N/A	
5	One-on-One	
6	They're on-site, so see them directly	

Survey #	Question #25 Overall, how satisfied are you with the program? Please explain.	Category Code
1	Yes, the students self-esteem and achievement are improving	
2	The program is labour intensive for the teacher to prepare modules, and the teacher is paid less than a regular classroom teacher	
3	Quite satisfied — meeting outcomes in subject areas allows modifications as necessary for Learner needs. -	
4	It's terrific being able to mix the levels and PSP. It's practical info that adults can use every day and with their families	
5	I am afraid that the levels are changing from skills recognition/development to fact accumulation. As the curriculum grows, so to does the time required to complete it. Adult Learners do not have a lot of time.	
6	Very Satisfied but feel there should be a General Program (Get back to the Three R's)	

Survey #	Question #26 What changes to the program would you suggest?	Category Code
1	Opportunities to be taking subjects at different levels and PSP simultaneously	
2	More PD and higher wages for instructors or preparation time.	
3	A Social Studies curriculum for Level 2, also Level 2 students need a longer program if they are to complete in a reasonable time and have mastery of the subjects	
4	None — change for the sake of change is not good for these learners — we are going to far and requiring to much for people of this type of ability and expectation.	
5	Review what is needed to be successful in post-secondary programs.	
6	Same as above — also, I think the Science and Social Studies component s are far to detailed in content - perhaps they could be used in conjunction with communications.	

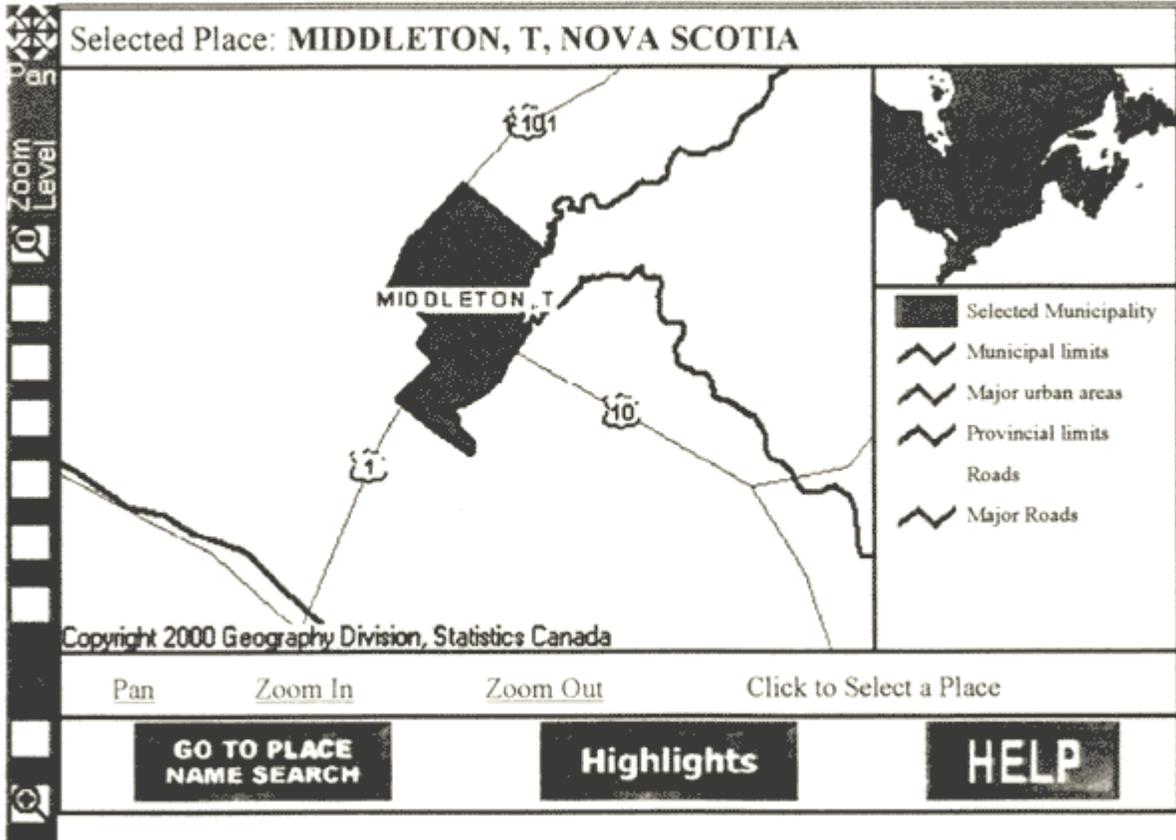
Surveys 1, 3, 5, and 6 were completed by Levels Instructors.  
 Surveys 2 and 4 were completed by PSP Instructors.



Annapolis County Learning Network

## **Appendix J**

### **Census Canada Excerpts**



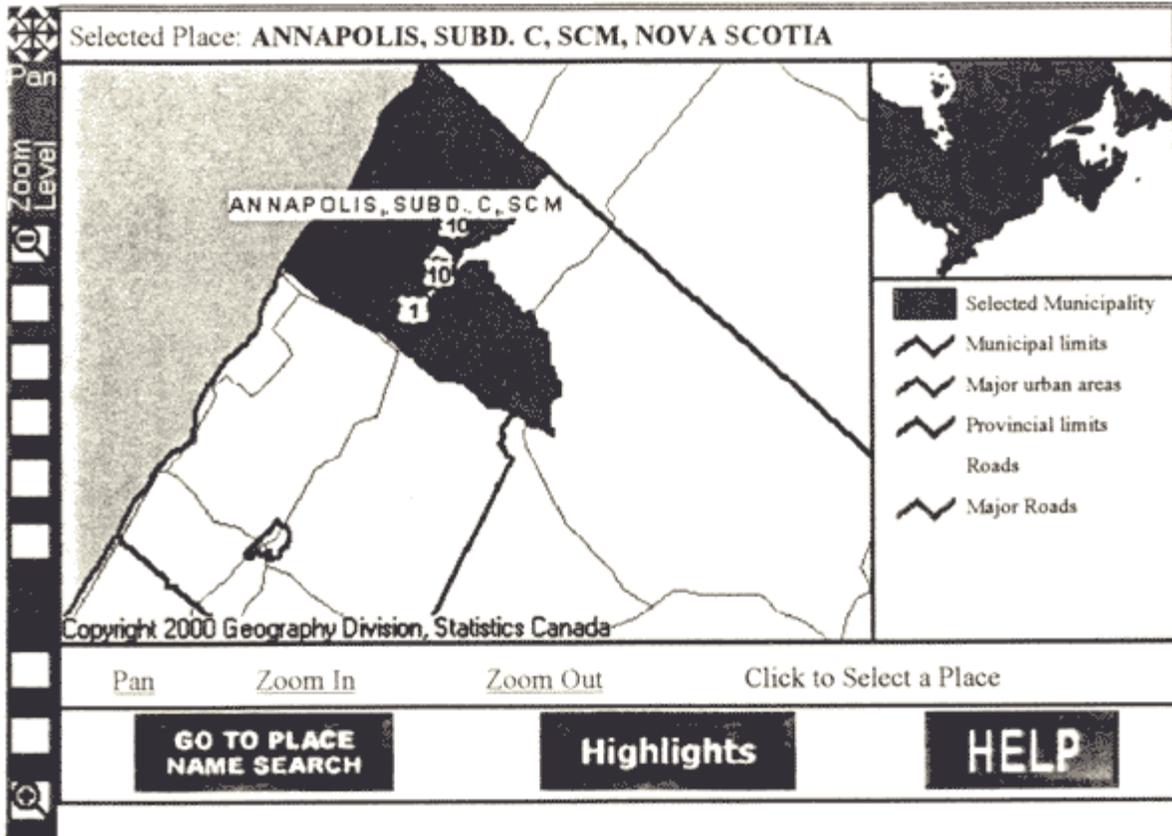
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## Statistical Profile:

### Education Statistics for Middleton (Town), Nova Scotia

Characteristics	Middleton			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	1,250	705	810	719,975	346,770	373,200
Persons without a high school certificate	595	255	340	280,880	137,265	143,615
Persons with a high school certificate	150	90	55	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	75	40	45	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	385	160	230	195,200	95,755	99,445
Persons who have completed university	315	170	145	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	12.9	17.3	9.7	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	62.7	69.1	59.0	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	50.2	54.5	47.2	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	23.5	29.1	19.4	15.8	15.9	15.7

*In order to protect the confidentiality of Canadians, no count less than ten is displayed and individual counts have been subjected to random rounding with the exception of Total Population figures.*



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## Statistical Profile:

### Education Statistics for Annapolis, Subd. C (Subdivision of County Municipality), Nova Scotia

Characteristics	Annapolis, Subd. C			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	4,105	2,030	2,075	719,975	346,770	373,200
Persons without a high school certificate	1,915	990	925	280,880	137,265	143,615
Persons with a high school certificate	400	190	205	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	245	155	95	67,640	34,140	34,495
Persons with trades or non-university certificate or diploma	1,250	565	690	195,200	95,755	99,445
Persons who have completed university	290	125	170	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	11.8	15.7	8.2	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	55.3	53.6	56.5	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	40.4	37.9	42.9	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	7.6	6.4	8.5	15.8	15.9	15.7

*In order to protect the confidentiality of Canadians, no count less than ten is displayed and individual counts have been subjected to random rounding with the exception of Total Population figures.*

Selected Place: ANNAPOLIS, SUBD. D, SCM, NOVA SCOTIA

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Pan    Zoom In    Zoom Out    Click to Select a Place

**GO TO PLACE NAME SEARCH**    **Highlights**    **HELP**

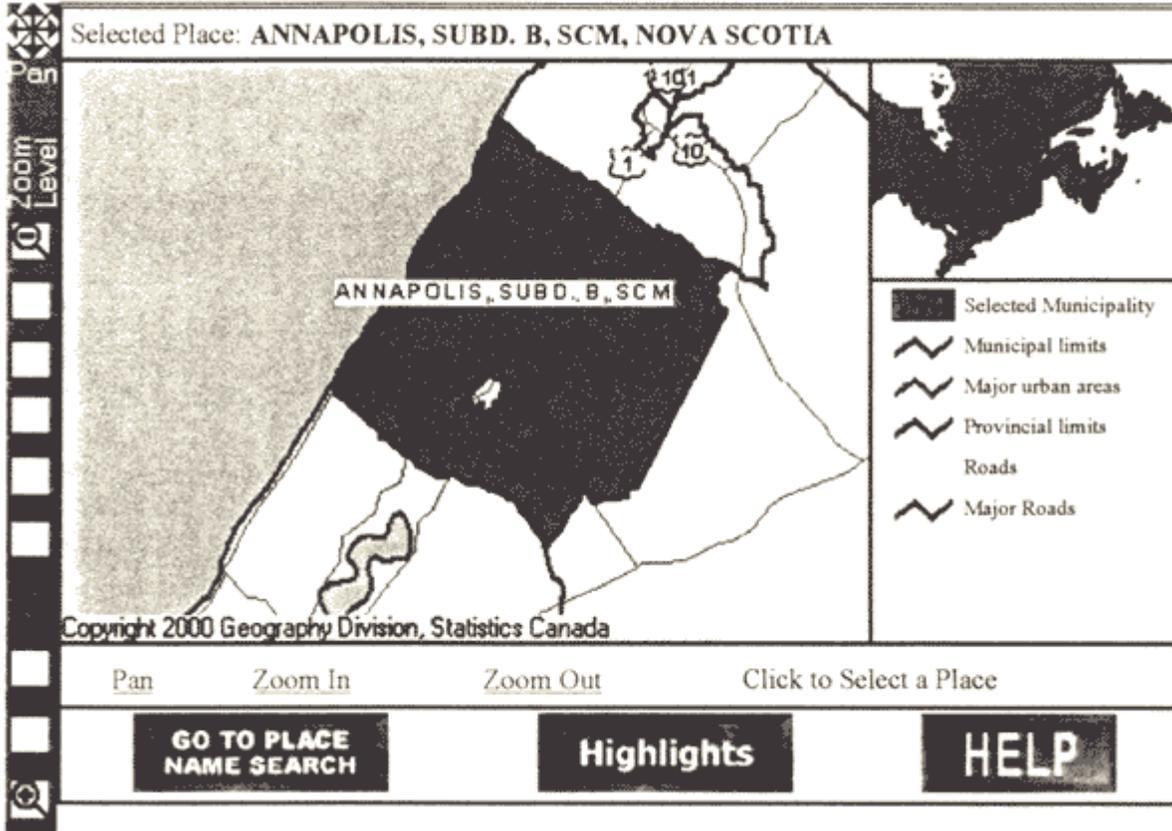
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## Statistical Profile:

### Education Statistics for Annapolis, Subd. D (Subdivision of County Municipality), Nova Scotia

Characteristics	Annapolis, Subd. D			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	2,420	1,210	1,210	719,975	346,770	373,200
Persons without a high school certificate	1,275	660	610	280,880	137,265	143,615
Persons with a high school certificate	265	140	120	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	120	60	55	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	610	280	325	195,200	95,755	99,445
Persons who have completed university	150	60	90	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	20.3	26.1	14.6	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	49.5	47.4	51.9	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	34.7	31.3	38.8	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	6.9	5.7	8.7	15.8	15.9	15.7

*In order to protect the confidentiality of Canadians, no count less than ten is displayed and individual counts have been subjected to random rounding with the exception of Total Population figures.*



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## Statistical Profile:

### Education Statistics for Annapolis, Subd. B (Subdivision of County Municipality), Nova Scotia

Characteristics	Annapolis, Subd. B			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	3,135	1,550	1,590	719,975	346,770	373,200
Persons without a high school certificate	1,445	730	715	280,880	137,265	143,615
Persons with a high school certificate	330	140	185	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	235	100	135	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	800	390	410	195,200	95,755	99,445
Persons who have completed university	325	185	140	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	14.4	16.9	12.5	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	55.7	55.9	55.3	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	39.0	40.6	37.4	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	11.0	12.6	9.9	15.8	15.9	15.7

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Selected Place: **BRIDGETOWN, T, NOVA SCOTIA**

BRIDGETOWN, T

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## Statistical Profile:

### Education Statistics for Bridgetown (Town), Nova Scotia

Characteristics	Bridgetown			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	845	380	460	719,975	346,770	373,200
Persons without a high school certificate	250	80	170	280,880	137,265	143,615
Persons with a high school certificate	80	20	60	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	45	35	15	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	330	165	165	195,200	95,755	99,445
Persons who have completed university	140	75	60	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	10.5	6.1	14.3	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	72.0	83.3	63.6	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	57.3	66.7	48.1	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	14.7	19.7	10.4	15.8	15.9	15.7

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Selected Place: ANNAPOLIS ROYAL, T, NOVA SCOTIA

ANNAPOLIS ROYAL, T

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Selected Municipality  
 Municipal limits  
 Major urban areas  
 Provincial limits  
 Roads  
 Major Roads

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## Statistical Profile:

### Education Statistics for Annapolis Royal (Town), Nova Scotia

Characteristics	Annapolis Royal			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	500	205	290	719,975	346,770	373,200
Persons without a high school certificate	175	60	115	280,880	137,265	143,615
Persons with a high school certificate	25	10	15	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	50	25	25	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	145	55	90	195,200	95,755	99,445
Persons who have completed university	100	55	45	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	5.8	5.6	5.9	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	66.3	72.2	60.8	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	53.5	58.3	49.0	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	22.1	30.6	17.6	15.8	15.9	15.7

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Selected Place: ANNAPOLIS, SUBD. A, SCM, NOVA SCOTIA

ANNAPOLIS, SUBD. A, SCM

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Legend:

- Selected Municipality
- Municipal limits
- Major urban areas
- Provincial limits
- Roads
- Major Roads

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## Statistical Profile:

### Education Statistics for Annapolis, Subd. A (Subdivision of County Municipality), Nova Scotia

Characteristics	Annapolis, Subd. A			Nova Scotia		
	Total	Male	Female	Total	Male	Female
Highest level of schooling for the population age 15 years and over						
Total - All persons age 15 and over <sup>19</sup>	5,395	2,640	2,760	719,975	346,770	373,200
Persons without a high school certificate	2,640	1,320	1,325	280,880	137,265	143,615
Persons with a high school certificate	500	200	300	70,970	30,980	39,985
Persons with some postsecondary education (post secondary not completed)	370	145	225	67,640	33,140	34,495
Persons with trades or non-university certificate or diploma	1,400	745	655	195,200	95,755	99,445
Persons who have completed university	480	230	245	105,280	49,625	55,660
Highest level of schooling for the population age 25 years and over						
% of the population 25 years of age and over with less than grade nine <sup>38</sup>	14.6	18.0	11.6	12.6	14.5	10.9
% of the population 25 years of age and over with a high school certificate or higher <sup>38</sup>	53.2	53.4	53.2	62.9	63.1	62.7
% of the population 25 years of age and over with trades or non-university certificate or diploma or higher <sup>38</sup>	38.3	41.9	34.9	46.0	47.1	44.9
% of the population 25 years of age and over who have completed university <sup>38</sup>	9.6	9.9	9.5	15.8	15.9	15.7

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