



The Drumbeat of Success

Highlights from the NWT Northern Adult Basic Education (NABE) Program 2012-2016



Connecting Communities of Learning





The Drumbeat of Success – Highlights From The NWT

NABE Program 2012-2016

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The colour scheme for this document is inspired by the Northern Adult Basic Education (NABE) logo pictured to the left.

A special thank you to our partners and stakeholders who have contributed to the NWT NABE Program: representatives from the NWT Aboriginal Skills and Employment Training Strategy (ASETS) – including the Akaitcho Territory Government, Dehcho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, NWT Métis Nation, Sahtú Dene-Métis Council, and the Tłı̨chǫ Government; non-governmental organizations – including the NWT Literacy Council, the Tree of Peace Friendship Centre, the Native Women's Association of the NWT; Government of the Northwest Territories (GNWT) partners – including the Department of Education Culture and Employment (ECE), and the Department of Justice; and northern college partners – including Nunavut Arctic College and Yukon College.

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Acknowledgments



October 25, 2017

Dear Partners, Staff, Supporters, and Students

On behalf of Aurora College, I extend our sincere appreciation to our partners, staff, supporters, and stakeholders who contributed to the NWT Northern Adult Basic Education (NABE) Program and the resulting recognition and success.

Five years ago the Government of Canada, Canadian Northern Economic Development Agency (CanNor), created NABE to address the unique challenges faced by Northerners and to ensure that Northerners have improved access to training and are better positioned to participate in the labour market.

From 2012 – 2016, CanNor invested \$9.1M into the Aurora College NABE Strategy and Work Plan. The plan was based on research and developed in consultation with Aboriginal stakeholder organizations, training partners, and students.

We are especially grateful to our students and staff in ALBE and Access programming for the opportunity you have given us to grow with you and for involving us in your educational and career goals.

Mársı | Kinanāskomitin | Thank you | Merci | Hą́ | Quana | Qujannamiik | Quyanainni | Máhsı | Máhsı | Mahsi

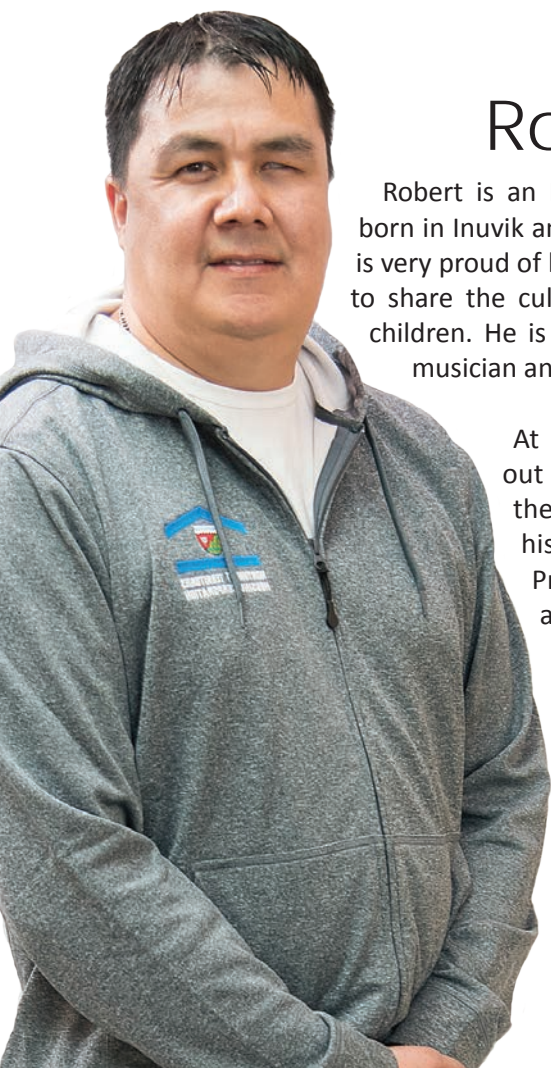
A handwritten signature in black ink, reading "Jane Arychuk".

Jane Arychuk
President, Aurora College



Profile of Student Success

Periodically, throughout this document you will come across a profile or profiles of student success. These short pieces are but a glimpse into the very successful programs supported with NABE funding. These stories also act as a natural separation between the major themes of the 'Drumbeat of Success'. Please enjoy Robert's story below.



Robert Voudrach, Tuktoyaktuk

Robert is an Inuvialuit Beneficiary, who was born in Inuvik and raised in Tuktoyaktuk. Robert is very proud of his Inuvialuit heritage and wants to share the culture he was raised in with his children. He is a member of Music NWT as a musician and singer.

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At a young age, Robert dropped out of high school and entered the work force to provide for his family. He received Inter-Provincial Journeyman status as a carpenter in 2005, following an apprenticeship with the Tuktoyaktuk Local Housing Organization. After more than ten years of working in construction and building

In the summer of 2014 he was hired as a Casual Technical Advisor with the NWT Housing Corporation; in the fall of that year, he returned to the College for the Business Administration Certificate Program. He completed his certificate program in 2015, graduating with honours. Robert was hired into an indeterminate position as Technical Advisor for the NWT Housing Authority's North Slave District Office. Asked about his plans for the future, Robert replied "to continue to develop and serve the Northern people."



Table of Contents

The Northern Adult Basic Education Program.....6

Good Governance

New Program Governance Model10

Strengthened Partnerships12

New Programming

Literacy and Essential Skills (LES) Courses16

Access Programming18

Community Investment

Increased Staffing in the Communities22

Increased Professional Development24

New Infrastructure

SharePoint and Curriculum Portal.....28

Supporting GNWT Priorities

Supporting Skills 4 Success.....32

Summary of Successes34

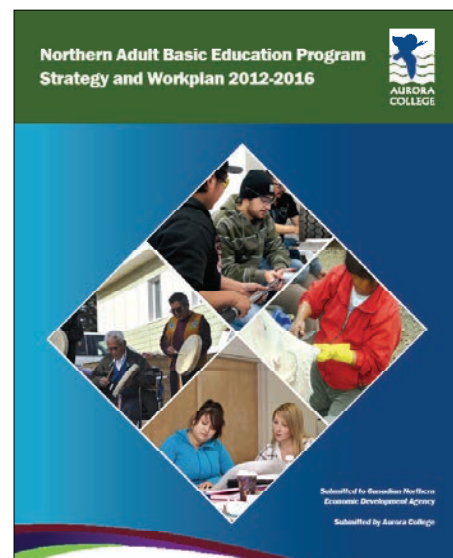
Moving Forward35



The Northern Adult Basic Education Program

The Northern Adult Basic Education (NABE) Program is funded by the Canadian Northern Economic Development Agency (CanNor). NABE is designed to improve access to basic skills upgrades, including improved literacy and numeracy, so that working-age adults are better positioned to participate in the labour market. This program will ensure that more northerners can benefit from local employment opportunities by helping prepare them to either enter the workforce

directly or take vocational training. The Northwest Territories' portion of federal funding is approximately \$9.1M and covers the period from early 2012 to March 31, 2016. A strategy and workplan were developed prior to funding for the 2012/13-2015/16 period flowing to Aurora College (the College). The strategy and workplan were based on research and developed in consultation with Aboriginal stakeholder organizations, training partners, and students.



The strategy and workplan highlighted ten priorities where NABE Program funding was to be allocated over the 2012-2016 timeframe:

1. Increase the capacity of ALBE Program delivery across the NWT.
2. Ensure holistic culturally appropriate curriculum and resources are used in the program.
3. Finalize the Prior Learning and Recognition (PLAR) process so that students can obtain an ECE recognized *NWT Secondary School Diploma*.
4. Provide the supports students need to succeed.
5. Provide the supports Adult Educators need to succeed.
6. Provide the supports the ALBE system needs for success.
7. Implement innovative program design and delivery – including a focus on short, informal courses that integrate literacy, essential skills, workplace skills, and lifeskills for lower-level learners in the smaller communities.
8. Build and maintain partnerships to ensure the success and sustainability of the program.
9. Ensure a Pan-Territorial approach is taken to program design and delivery.
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability.

This report summarizes and highlights the many successes and outcomes that have been achieved in delivering improved Adult Literacy and Basic Education (ALBE) services to NWT learners.



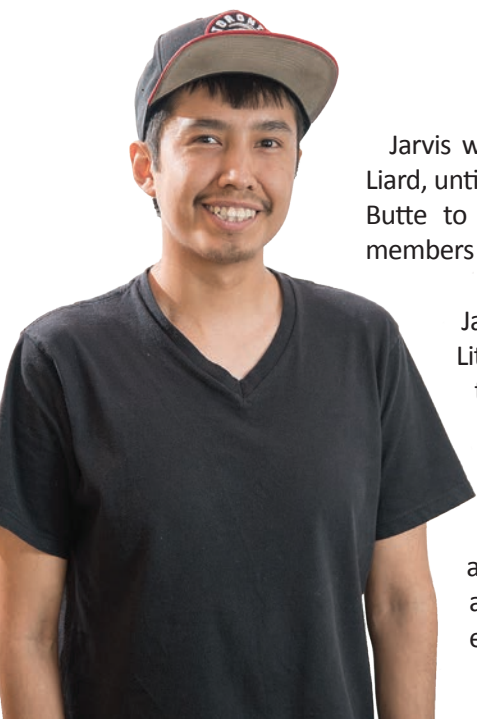
NWT NABE Program Successes

Ninety-two separate projects were undertaken within the NWT NABE Program between 2012 and 2016. Those projects were designed to meet the ten priorities noted earlier. Several of the 92 projects are highlighted in this report to showcase the success of the NWT NABE Program.

Individual student success stories are also presented to show how the program is positively impacting NWT learners. Linkages between the program and broader Government of the Northwest Territories (GNWT) strategic initiatives are also outlined.



Profiles of Student Success



Jarvis Tsetso, Nahanni Butte

Jarvis was born in Fort Nelson and raised in Fort Liard, until his parents moved their family to Nahanni Butte to be closer to his grandparents who are members of the Nahanni Butte Dene Band.

Jarvis completed Aurora College's Adult Literacy and Basic Education (ALBE) Program to upgrade his high school marks, the Construction Labourer Basics course, and the Level 1 Trades Exam. He intends to pursue further education in Information and Technology. "It was an amazing experience with Aurora College and the people it brought to me during my experience," says Jarvis.

Jarvis is now a Mobile Assistant Digital Skills Instructor in the Dehcho Region for the Smart Communities Society. He is a consecutive winner of the NWT Skills Competition in Graphic Design, where he discovered his interest in computers and information technology. Jarvis learned HTML coding, advanced Photoshop editing skills, basic video editing, and java coding. One of his fondest teaching stories involves an Elder in Wrigley who was interested in learning some basic computer skills. Jarvis taught the Elder how to use a touch pad and a mouse and how to navigate Microsoft Word and email. The Elder can now type 15 words a minute and use Microsoft Word.

Maureen Cardinal-Clark, Tsiigehtchic

Maureen was born and raised in Tsiigehtchic and is of Chii Zhit Gwich'in North Slavey descent. Maureen is a recognized NWT artist of traditional arts and fine crafts. She was mentored by Elders in the art of beadwork, embroidery, leatherwork, and quillwork. Her four daughters and three grandchildren provide creative inspiration and are also some of the many recipients of this artisan's work.

Maureen is a lifelong learner who excelled in the Adult Literacy and Basic Education (ALBE) Introduction to Office Skills course, which included a work

placement with the Chief Paul Niditchie School in Tsiigehtchic. The school staff appreciated Maureen's professionalism, dedication, and willingness to assist staff and students. Her training allowed her to secure a position as a Government Services Officer with the GNWT Department of Executive in her home community. Maureen comments on her job with the GNWT, "I really enjoy what I do, mostly public administration for the public at large, helping them to navigate through various government services."



Good Governance

New Program Governance Model

Strengthened Partnerships

At Aurora College, good governance included a new program governance model and strengthened partnerships.



New Program Governance Model

A new governance model was developed to manage the NWT NABE Program. This included two important components:

- development and implementation of a program management structure based on organizational project management best-fit practices
- development of new data collection, analysis and reporting systems

NABE Program Management Structure

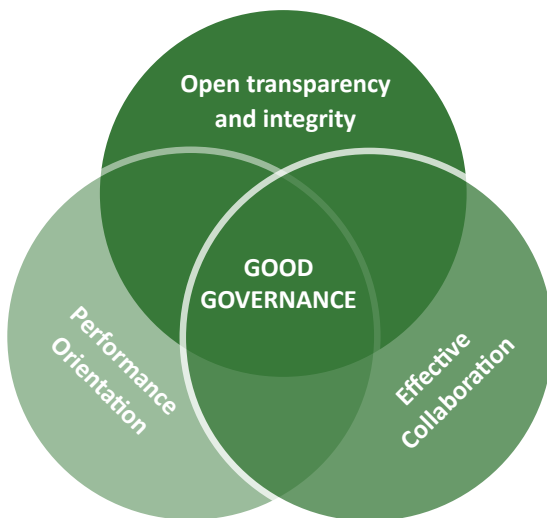
The NWT NABE Program is governed by several levels of accountabilities, roles, and responsibilities including those related to the Government of Canada, Government of the Northwest Territories, and Aurora College. The management structure that was used for the NWT NABE Programs includes several key positions, including the NWT NABE Program Sponsor (Vice President Community & Extensions), the NWT NABE Program Manager, NWT NABE Program Senior Finance Officer, Aurora College Community & Extensions Leadership and Management Team, and other College support services.

Aurora College applied organizational project management best-fit practices in program management, and project management to achieve the goals and objectives of the NWT NABE Strategy and Work Plan, collaborating within a shared governance structure.

“The summative evaluation determined that the overall performance results for the NWT NABE Program are very positive. The program has had a significant impact on increasing availability and quality of services and supports offered and on the use of those services and supports by Aboriginal residents in the smaller NWT communities.”

Dr. Tracy Farmer,
DPRA Canada

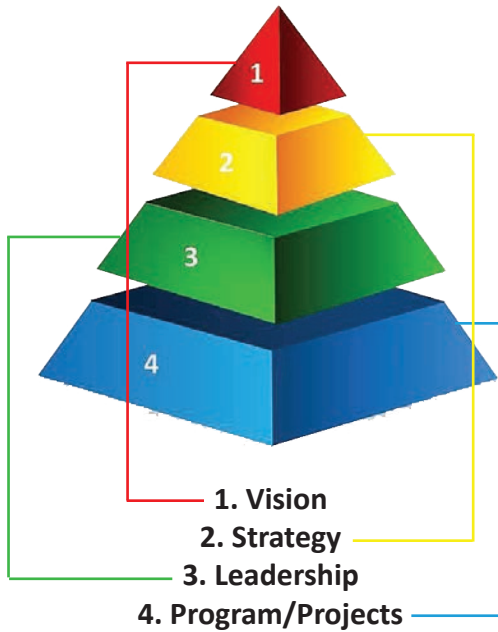
Developing New Data Collection, Analysis, and Reporting Systems to Track Student Academic Success and Progression to Further Training and Employment



Since 2011/12, the College has broken new ground in the collection, analysis, and reporting of ALBE and Access student academic success. The essence of the new process is that it “sums up” course level data to see how students are doing within their programs. Additionally, the new process allows for the tracking of former students to see what other College programming they take after ALBE and Access. This is important as an indicator of the success of students in progressing to certificate, diploma, degree, apprenticeship, and other training at the College.

“Aurora College’s data collection, analysis, and program performance methodology has set a high standard. Your commitment to quality reporting pertaining to performance measurement is evident throughout, and at this state in the evaluation, is considered a best practice by CanNor.”
Shane Kirkpatrick, CanNor Representative, Ottawa, November 2015





The new governance model used to manage the NWT NABE Program has been successful because it has contributed to:

- improved accountability and reporting
- informed evidence-based program and policy decision making

The new data collection, analysis, and reporting systems developed under NABE are important because they provide the quantitative data for informed evidence-based program and policy decision making. These new systems allow for much more in-depth tracking of student success – both within their ALBE or Access programs and beyond their programs into other training at the College.

The Aurora College Board of Governorss Award for Service Quality was presented to the NWT NABE Program Manager in 2016 in recognition of the effectiveness of the new governance model and the successful delivery of 92 separate projects.



Participants at the annual NABE partnership and engagement meeting held in Yellowknife in January 2017.

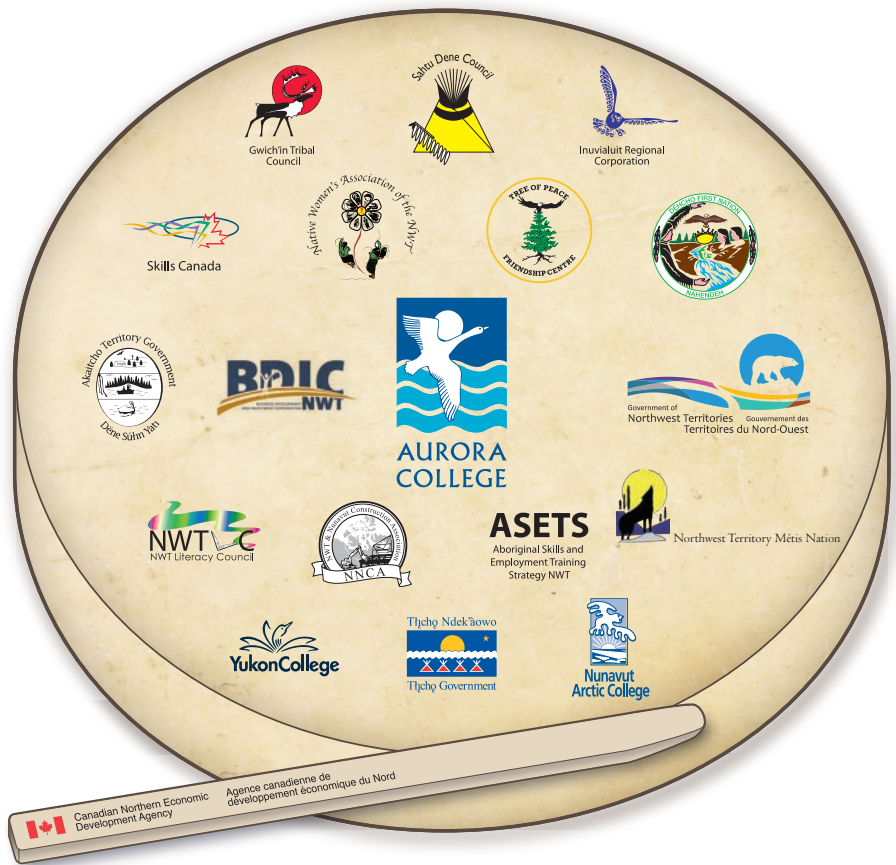


Strengthened Partnerships

Several different types of partnerships have been developed as a result of the NWT NABE Program. These include partnerships at the:

- territorial level
- community level
- regional level
- tri-territorial level

Partners included those indicated in the drum (Right).



Partners were instrumental in:

- developing the ten priorities of the strategy and workplan which guided the program from 2012-2016
- providing input into the design and revision of the LES courses
- providing significant contributions of staff time to curriculum development and revisions
- providing valuable feedback on program activities
- collaborating and celebrating five years of the NWT NABE Program partnership
- working together regionally to provide services that prepare NWT residents for employment
- developing community level partnerships to support work placements
- sharing NABE resources at the tri-territorial level
- collaborating on the delivery of a first ever NABE Symposium





Aurora College, along with its ASETS partners, were chosen for the 2016 NWT Premier's Award for Collaboration.

The partnerships developed through the NWT NABE Program have been successful because they have contributed to:

- strengthened partnerships throughout the NWT
- strengthened partnerships between the three northern Colleges

The NWT NABE Program has strengthened partnerships throughout the NWT. The partnership between Aurora College and the Aboriginal Skills and Employment Training Strategy (ASETS) managers has been especially important as the groups now cooperate much more closely than they did prior to NABE. For example, the ASETS have met separately with the College to discuss long-term strategic planning, and the ASETS now cooperate amongst themselves to a greater degree.

Overall, 84 percent of NWT NABE Program staff, partners, and stakeholders were either very satisfied, satisfied, or somewhat satisfied with the partnerships

created through the program. The partnership between Aurora College and the ASETS won the Premier's Award for Collaboration in 2016.

The NABE Program is also important because it serves as a model for future tri-territorial cooperation. Funding proposals have been put forward to the Government of Canada which follow the NABE model of partnering to share resources.

"Strengthened partnerships within the community have led to increased student success – and increased confidence and higher self-esteem for the students."

"The resources and partnerships are changing the way ALBE is perceived and performed in the NWT for the better."

"Running the LES courses required partnerships with the community organizations. We have developed good working relationships through this process that will last into the future."

Source: NWT NABE Program staff, partners and stakeholders



Erica Abel, Ndilq

Erica is a former Heavy Equipment Operator (HEO) with Ekati Diamond Mine (Dominion Diamond Corporation), a community volunteer, and a nursing student. She was born in Yellowknife and raised by her grandparents, Muriel and Frank Betsina, in the community of Ndilq, and is a member of Yellowknives Dene First Nation (YKDFN). Erica proudly states, "Muriel always encouraged me to do my best and stood by my side through everything. I wouldn't be here today if it weren't for her."

Her academic journey initially began with Aurora College's Heavy Equipment Operator Program; later she took an Access Program to allow her to upgrade her skills and achieve the academic prerequisites for entry into the College's Bachelor of Science in Nursing Program (BSN). Erica has enrolled in the second year

in this program. Her greatest ambition is "to give back to the people of the North by becoming a Registered Nurse and to be a positive and healthy role model for youth and peers. I will never give up, because the only thing I fear is my own past, but that propels me to move forward because I never want to go back to that life style again."

Erica enhances her employability skills through community volunteer work as an adult mentor for the Youth Advisory Society of YKDFN, and as an Indspire Representative for Yellowknife.



Jessica Stewart, Inuvik

Jessica is an Aurora College Alumni and a proud recipient of the 2016 Rise Above & Achieve Award, which recognizes hard work and perseverance. Jessica was born and raised in Inuvik and is a beneficiary of the Inuvialuit Regional Corporation (IRC).

Jessica's education journey with Aurora College started with the Adult

Literacy and Basic Education (ALBE) and Access Programs. In 2017, she graduated from the Office Administration Certificate Program. Jessica states: "Going to school has made me a stronger individual, a stronger mother, a stronger person. It made me feel independent because I do things I haven't thought of doing before, such as getting a job with the IRC."



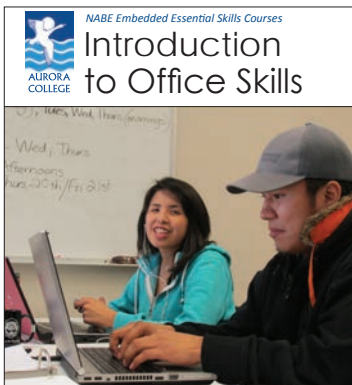
Literacy and Essential Skills (LES) Courses Access Programming

New programming at Aurora College included Access programming and Literacy Essential Skills (LES) courses.



Literacy and Essential Skills (LES) Courses

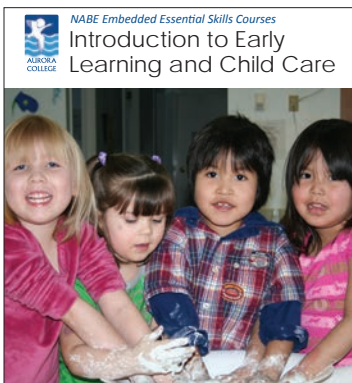
Aurora College (in partnership with the NWT Literacy Council) began developing and delivering essential skills programming using NABE funding in 2012. Partners and stakeholders had identified a need for courses that would support adult learners in the smaller NWT communities. The focus of the courses is on literacy and numeracy development through embedded learning – while at the same time teaching participants the skills for a job. In the NWT, these courses are called Literacy and Essential Skills (LES) courses.



Most LES courses are six weeks long. The intended outcomes of these courses are that participants learn skills that will help them attain and keep a job or start their own small business, and identify continued learning opportunities through the College or other training programs.

Seven LES courses were developed, piloted and delivered across NWT communities. The seven LES courses include:

- Introduction to Office Skills
- Introduction to Early Learning and Child Care
- Start Your Own Small Business
- Small Business Funding and Marketing
- Ready to Work NWT
- Introduction to Construction Labourer Basics
- Introduction to Retail and Hospitality



The first LES courses were delivered in 2013/14. Since that time, a total of 679 learners enrolled in the courses, which were delivered in almost all smaller NWT communities.

The LES courses have been successful because they have contributed to:

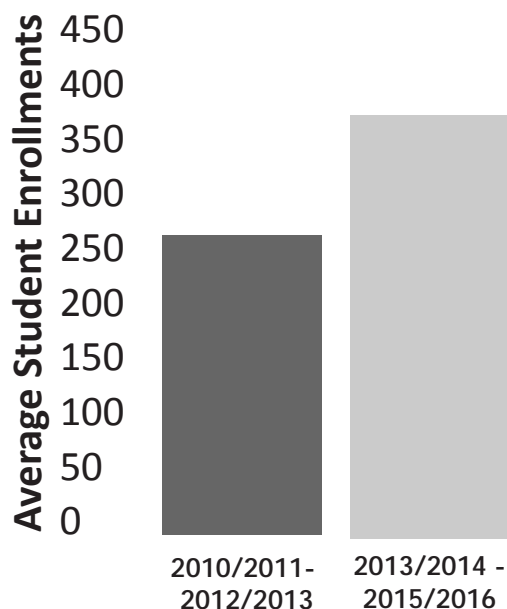
- **increasing ALBE enrolments at the Community Learning Centres (CLCs)**
- **meeting community needs**
- **revitalizing the CLCs**
- **increasing ALBE completion rates in the LES courses**



Increasing enrolments at the CLCs began with the rollout of the LES courses in the 2013/14 academic year. ALBE enrollments increased at the CLCs by 41 percent in the 2013/14 to 2015/16 period compared to the three previous years. What this means is that there are now an average of 115 more students per year enrolled at the CLCs.



Increased ALBE Enrollments at the CLCs



Overall, 99 percent of NWT NABE Program staff, partners and stakeholders were either very satisfied, satisfied, or somewhat satisfied with the new courses. These courses have also been successful because they have responded to needs identified by the smaller communities, and they have helped revitalize the ALBE program in those communities. Additionally, students are having academic success with the new courses, as shown by a 79% completion rate.

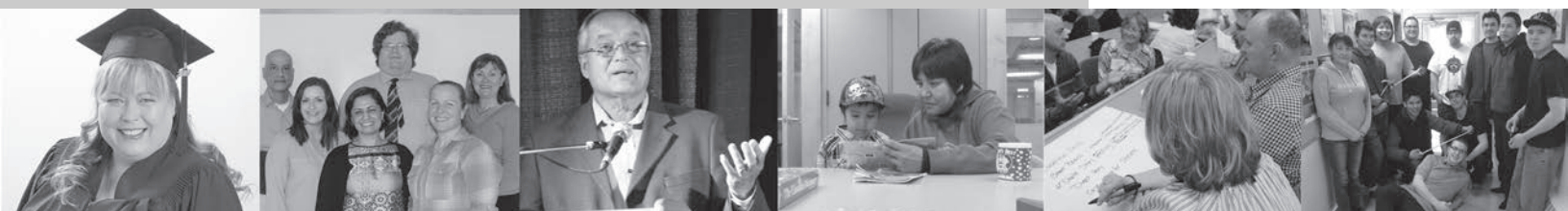
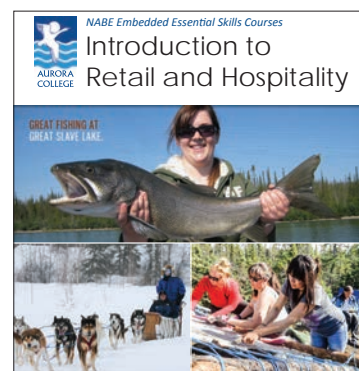
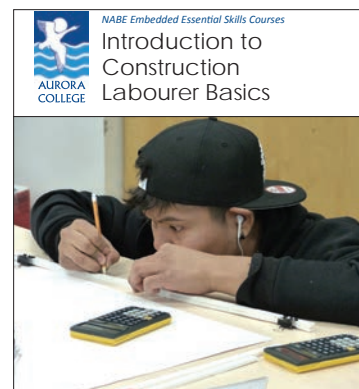
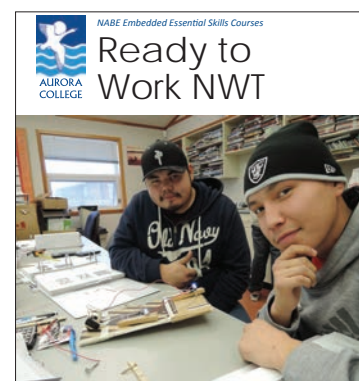
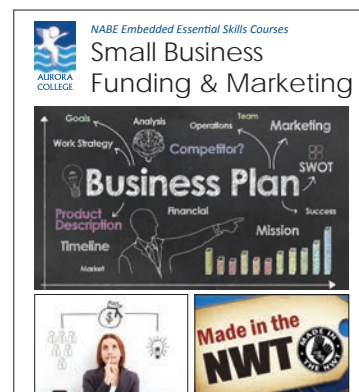
The LES courses have been recognized by the Council of Ministers of Education Canada (CMEC) in their publication 'Tool Kit of Promising Practices' as one of many national promising practices that assist in the alignment of skills and education systems with the needs of the labour market.

"Everyone who participated in the LES courses was very grateful to upgrade their skills within their own community and they were so happy not to leave their families and friends. The benefit to the community has been enormous - improved employment, better skill levels, hope for the future. Thank you for having these courses in our community!"

"The LES courses that I have delivered have been very successful in our communities - in terms of engagement, retention, and positive outcomes. The strategy of embedding literacies within career-specific courses works very well and I very much hope that Aurora College is able to sustain support and delivery of these courses."

"The LES courses have been excellent. They have brought in new students and have allowed students to feel successful. Many students who have a hard time to commit to a long program have been successful in these ones. Feeling successful has motivated many of them to apply for jobs or consider longer programs."

Source: NWT NABE Program staff, partners and stakeholders



New Access Programming

Tailored to the individual needs of NWT students, Aurora College Access programs are designed to prepare students academically for entrance into selected certificate, diploma, degree, and trades programs.

The college streamlined seven former Access programs into two: University and College Access Program (UCAP) and Occupations and College Access Program (OCAP). UCAP provides a combination of prerequisite and college preparation courses to enable students to enter several Aurora College post-secondary programs: Bachelor of Education, Bachelor of Science in Nursing, Social Work Diploma, Business Administration Certificate/Diploma, Environment and Natural Resources Technology Diploma, and to write - category two and three Trades Entrance Exams.

OCAP provides a combination of prerequisite and college preparation courses to enable students to enter the following Aurora College post-secondary programs: Office Administration Certificate/Diploma, Personal Support Worker Certificate, Early Childhood Development Certificate, select industrial training programs, and to write the category one Trades Entrance Exam.

The redesigned Access Programs were nominated for the 2016 Colleges and Institutes Canada Award of Excellence, and were awarded the 2016 Board of Governors' Aurora College Innovation and Improvement Award.

*Alexa Dillon completed the Prior Learning Assessment and Recognition course and achieved her **NWT Senior Secondary Diploma** through the Adult Recognition Model and was a UCAP student (Social Work Stream).*



"The Access Review gave us important information on where we have been and where we are going. We now have baseline data to work with for the future."

"The Access Programs Review was long overdue and will improve program delivery."

Source: NWT NABE Program staff, partners and stakeholders

The new Access Programs have been successful because they have contributed to:

- more streamlined delivery and administration of Access Programs
- filling a gap in existing Access programming (i.e. OCAP)

With the development of UCAP and OCAP, the previous seven Access programs have been reduced to two. This streamlined both the delivery and administration of programming at the College. Additionally, OCAP expands opportunities for many learners who would not have qualified for Access programs prior to the redesign. This includes learners looking to enter the Early Childhood Development, Office Administration, Personal Support Worker, Trades & Apprenticeship Programs - category one trades.



2015/2016 was a successful year for a number of students in the Sahtú region. Five Access students from the region won a total of seven scholarships. Students Allen Kelly Jr. (left) received the *ATCO Continuous Effort Scholarship* and Sharon Menacho (right) received the *Friends of Fred Carmichael Scholarship*.

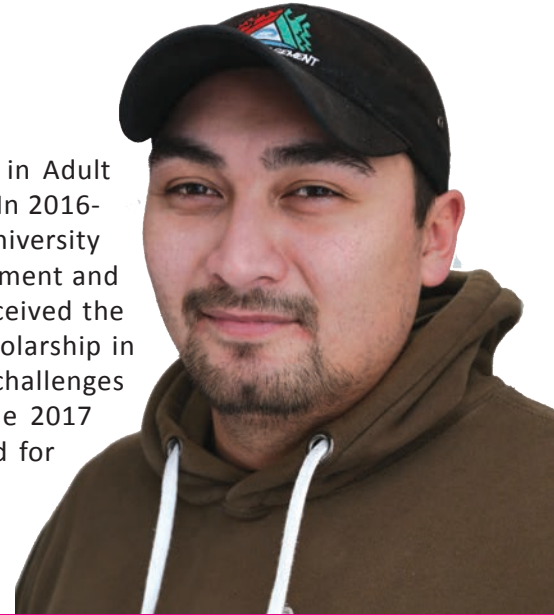


Profiles of Student Success

Scott Atigiyoak, Norman Wells

Scott was born in Yellowknife and raised in Norman Wells and Cambridge Bay and is a member of Nunavut Tunngavik Inc. of Rankin Inlet. Scott enjoys the outdoor work environment and has been involved as a Crew member and Fire Technician with the Government of the Northwest Territories Fire Operations for the last nine seasons. Scott is also a Forest Officer Trainee in Norman Wells, but is interested in expanding his career options.

Scott's educational journey began in Adult Literacy and Basic Education (ALBE). In 2016-17, he successfully completed the University and College Access Program, Environment and Natural Resources pathway. Scott received the 2016 Friends of Fred Carmichael Scholarship in the Sahtu Region for overcoming life challenges and achieving success, as well as the 2017 Council of Federation Literacy Award for NWT.



Cecilia Judas, Wekweètì

Cecilia was born and raised in the community of Wekweètì. This lifelong learner has many academic accomplishments to date, including completing the Adult Literacy and Basic Education (ALBE) Introduction to Early Learning and Child Care course and the Aurora College Early Childhood Development Certificate. After completing her training, Cecilia found a job as a Teacher's Assistant with Alexis Arrowmaker School.

Cecilia is in her third year at University of Alberta's Summer Program at the Canadian Indigenous Languages and Literacy Development Institute (CILLDI). The CILLDI Program trains First Peoples speakers and educators in endangered language documentation, linguistics, language acquisition, second language

teaching methodologies, curriculum development, and language-related research and policy-making. Cecilia is also taking an Introduction to Autism course. Once these are completed, Cecilia would like to pursue a Bachelor of Education Degree.

May 28, 2017, was a special day for Cecilia and her son, Vincent Nasken. As outlined in the CBC news story: "Nasken was one of four students to graduate from Chief Jimmy Bruneau High School in Behchokò, NT. His graduation marked a more meaningful milestone than his own educational feat: Nasken's mother, Cecilia Judas, graduated from the same school nearly two decades ago while she was a single mother." Cecilia's advice for her fellow alumnus son is "This is not the end. This is the beginning," she said. "[Find] your calling."



Community Investment

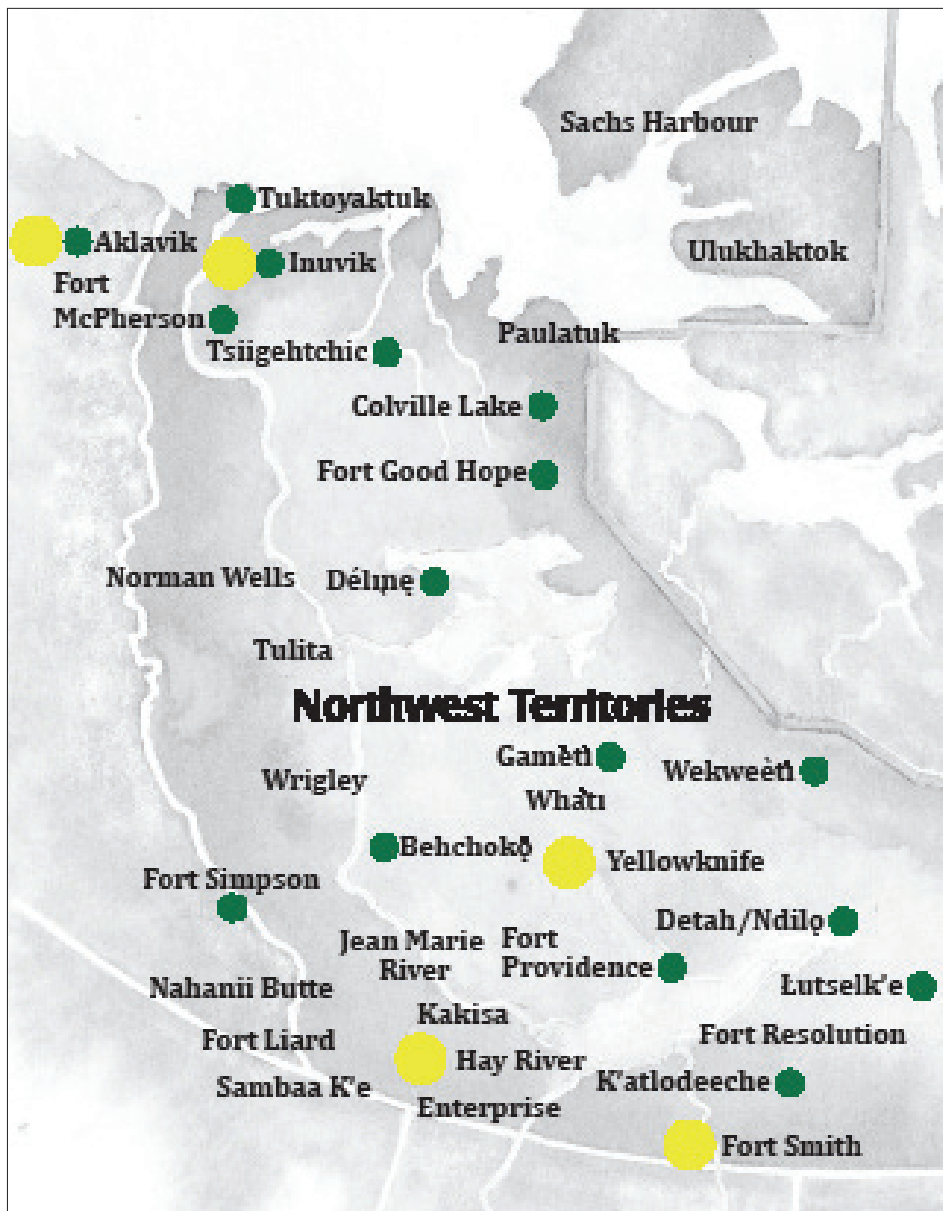
Increased Staffing in the Communities Increased Professional Development

Community investment at Aurora College included increased staffing and increased professional development.



Increased Staffing

2012-2016 NWT increase to Adult Educator Positions



Note: NWT NABE Program funding was also allocated to the Tree of Peace Friendship Centre and the Native Women's Association of the NWT. The organization used the funding to bring the salaries of their Adult Educators closer to those paid by Aurora College.

- Full time Adult Educator Position
- Part-time Adult Educator Position - Community based

Prior to Aurora College receiving NABE funding, there were a total of 41 positions delivering the ALBE Program. However, many of those positions were part-time, especially in the smaller communities. The goal of this activity was to increase Community Adult Educator (CAE) positions across the NWT. This was accomplished by increasing part-time positions in several smaller NWT communities, as well as adding full-time positions in two communities where demand was highest. Additionally, part-time/casual staff were hired with NABE funding to deliver the LES courses. The addition of the full-time and part-time person years to the ALBE system has improved overall system capacity – with 71 percent of those additions in the smaller communities.



"In this community, the extra position has vastly improved the ALBE services. With two instructors, our completion rates have increased 10-fold and it has allowed us to partner with the high school and offer the upper level math, science and English courses our students need."

"In our community, the second position is essential to the running of the CLC. Having an extra instructor does more than double what we can do. By allowing each instructor to work in their specialized area, they are more productive and students are receiving the highest quality of instruction."

"I don't know how we ever functioned without the NABE funding and extra positions before!"

Source: NWT NABE Program staff, partners and stakeholders

The increase of staffing in the communities has been successful because it has contributed to:

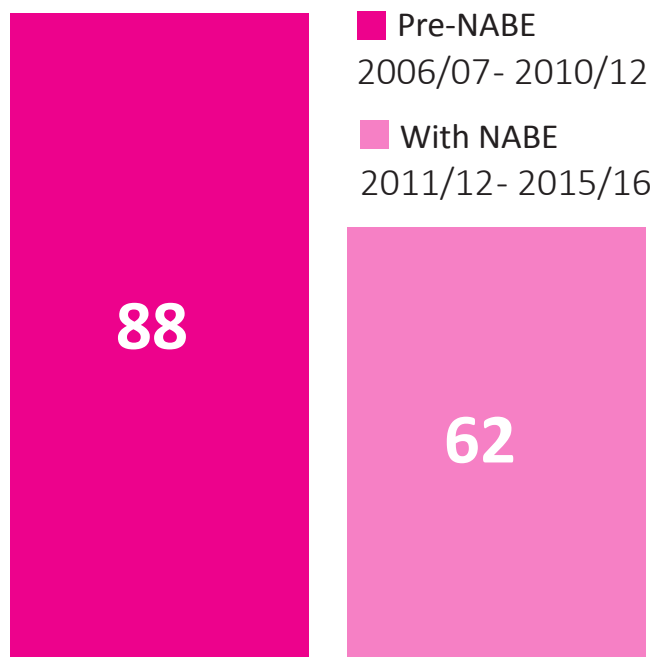
- increased ALBE enrolments at the CLCs
- increased ALBE completions at the CLCs
- decreased ALBE drop-outs at the CLCs

There are now an average of 115 more students per year enrolled at the CLCs, and there has been an increase in students completing their courses due to the increased completion rate of the LES courses in the ALBE program.

Additionally, there has been a 30 percent decrease in the number of student dropouts since 2011-12. What this means is that each year 26 fewer students at the CLCs are dropping out of their ALBE courses.

Overall, 100% of NWT NABE Program staff, partners, and stakeholders were either very satisfied, satisfied, or somewhat satisfied with the additional staff in the smaller communities.

Fewer ALBE Student Drop Outs at CLCs/year



Increased Professional Development

Since 2011/12, Aurora College has used NABE funding to provide additional training for Community Adult Educators (CAEs) and ALBE instructors through six different training activities.

Prior Learning Assessment and Recognition (PLAR)

PLAR allows learners to obtain credit for knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which compares an individual's learning gained from prior education, work, life experiences, and personal study to the learning outcomes in high school courses.

Essential Skills Training

The focus of this training is to allow educators to tie academics to essential skills and develop the competencies, knowledge, skills, and attitudes necessary to work effectively to assess and enhance the essential skills of their students.

PD Funding Top-Up

The NWT NABE Program provided funding to supplement regular Professional Development (PD) funding provided by the College. This 'top-up' funding

allows CAEs and ALBE instructors to access additional PD opportunities.

Fall/Winter In-Services

In 2012/13, 2013/14, and 2015/16, in-service professional development events were delivered for CAEs and ALBE instructors at each of the three regional campuses. Each in-service was three days in length: the first two days were funded by ECE, and NABE funds paid for a third day of in-servicing on NWT NABE Program related topics.

Fall Orientation

Each year, a staff orientation is held for all campus and community staff members at each campus before the beginning of the Fall term. These orientations include sessions that cover operational issues as well as sessions on professional development for staff.

Additional Training Provided to Adult Educators and ALBE Instructors as a Result of NABE Funding

TYPE OF TRAINING	2011/12	2012/13	2013/14	2014/15	2015/16	TOTALS
PLAR	6	10	7	5	4	32
Essential Skills	NA	17	3	3	NA	23
PD Funding Top-Up	NA	22	20	39	NA	81
Fall/Winter In-Service	NA	67	71	NA	47	252
Fall Orientations	NA	150	181	167	NA	189
NABE Symposium	NA	NA	NA	51	NA	51
TOTALS	6	266	282	265	51	870

Note: NA = Not applicable (i.e. NABE funding had not yet come on-stream or was not used for that training activity that year).



The NABE Symposium

A Tri-Territorial Symposium was held April 29 - May 1, 2014 in Whitehorse, YT to bring together adult educators and providers of adult learning from across the three territories. The purpose of the Symposium was to provide a joint professional development forum to share initiatives from each of the three colleges – Aurora College, Yukon College and Nunavut Arctic College.

A total of 74 NWT delegates attended the Symposium: 51 CAEs and ALBE instructors from Aurora College; 23 members of College Senior Leadership, administrative, and support staff; and presenters.

The increased PD funding for CAEs and ALBE instructors has been successful because it has contributed to:

- **greater access to PD for CAEs and ALBE Instructors**
- **development of a broader skills base for CAEs and ALBE Instructors**

The increased PD activities funded by the NWT NABE program are important because they have allowed educators the ability to access ongoing educational opportunities they wouldn't normally be able to access. This is especially true for CAEs in more remote communities where airfares to larger centres eat up the bulk of their PD allotment. Additionally, the increased PD activities have



Signing of NABE Symposium charter by Tosh Southwick (Yukon College), Heather McCagg-Nystrom (Aurora College) and Cindy Cowan (Nunavut Arctic College).

allowed CAEs and ALBE instructors to develop a broader skill-base through PLAR and essential skills training.

Overall, NWT NABE Program staff, partners, and stakeholders were either very satisfied, satisfied, or somewhat satisfied with the increased PD provided to CAEs and ALBE Instructors.

- 98% were satisfied with the PD 'top-up' funding
- 94% were satisfied with the NABE funded portions of the PD in-services
- 86% were satisfied with the orientations
- 96% were satisfied with the NABE Symposium

"The NABE Program has absolutely helped me deliver better instruction to my students, by providing resources and PD opportunities for awareness and use of those resources and facilitating connections among adult educators across the North. Thank you!"

"NABE Symposium 2014 was extraordinary. Bringing together three northern educational forces to pool their best practices by 'Connecting Communities of Learning' was visionary. The days were full, and offered many opportunities to mingle with educators from Nunavut,

Yukon, and the Northwest Territories. Everyone who took to the podium had something to add to the communal experience. Participants came away enriched by the information and excited to try new ideas."

"The NWT NABE Program allows educators to connect, keep their skills up-to-date, and access PD programs they normally couldn't."

Source: NWT NABE Program staff, partners and stakeholders



Profiles of Student Success



Nora Crookedhand, **Detah**

Nora is a family-focused, community-centered, traditional artist, who enjoys playing cards and camping. She was born and raised in Detah and is a member of the Yellowknives Dene First Nation.

Her education journey began with two goals: to get an office job and to start a convenience store in Detah. Through the Aurora College Community Learning Centre Nora completed several Adult Literacy and Basic Education (ALBE) courses to help her with these goals. They included Introduction to Office Skills, Start Your Own Small Business, Small Business Funding and Marketing, and Introduction to Northern Leadership. Nora successfully completed her work placement with the Yellowknives Dene First Nation in Detah and will be continuing her efforts towards starting the first convenience store in her community.

Nancy Kenny, **Déḻṉę**

Nancy is an Aurora College Alumna, a community volunteer with cook-outs, feasts, school, and family activities, and a great story teller. She was born and raised in Déḻṉę where she lives with her fiancé and two daughters. She is a member of the Déḻṉę First Nation. Over the years, her caring personality led her to work in the field of general health care. Nancy has been involved in many health and wellness activities, such as: Elders in Motion Program, the Early Childhood Symposium, 1-2-3 Rhyme with Me Program, Nutrition North Canada Program, and the organization of the annual Déḻṉę Spiritual Gathering. Nancy was also employed as Family Wellness Coordinator in Déḻṉę from 2013-2016.

Her academic journey began with the Adult Literacy and Adult Education (ALBE) Program

in the Community Learning Center in Déḻṉę. She returned to her studies to become a positive role model for her children and begin her path of lifelong learning. In 2016, she moved to Inuvik to enroll in the Personal Support Worker Program, and she graduated in May 2017. Her takeaway from the program was “I have learned more about health, classmates, and different lifestyles. I feel happier learning new things every day; I know what I want and I love to learn. It’s never too late to go back to school. Finish something, after that you will be so proud of yourself.”



SharePoint and Curriculum Portal

New infrastructure at Aurora College included SharePoint and a new Curriculum Portal.



SharePoint and Curriculum Portal



Sharepoint training at Thebacha Campus in Fort Smith, NT.

Two new information sharing and management systems have been developed either with NWT NABE Program funding or because of program-funded research. The two systems include:

- SharePoint
- curriculum portal

SharePoint

Aurora College faculty and staff are distributed across the NWT amongst three campuses in Yellowknife, Fort Smith and Inuvik, and 23 CLCs. The College has a wealth of academic, educational, operational, and professional knowledge and information that needs to be more easily accessible within and across the organization.

Prior to receiving the NABE funding, Aurora College had operated separate servers at each of the three campuses that did not connect to one another. The 23 CLCs were not connected to those servers nor to each other.

Since 2012/13, funds have been allocated under the NABE program to support the development of a strategic resource bank for CAEs and Aurora College staff via Microsoft SharePoint. The site became operational in 2015/16. It contains an administrative section containing forms, templates, procedures, and instructions and was made available to staff at all campuses and CLCs. This was a major step to improving standardized operations across the College.



Curriculum Portal

Aurora College has developed a School of Developmental Studies Curriculum Portal site using the Moodle platform. The portal was established in accordance with the NABE Curriculum Portal Project Plan to enable the sharing of curriculum developed under the NABE Program, and other applicable ALBE and Access programs curriculum and materials.

Between November 2015 and March 31, 2016, a total of 60 courses comprising 719 digital resources were reviewed, updated where applicable, and uploaded into the School of Developmental Studies Curriculum Portal Site where more than 70 authorized users to access as and when they require.

The new information sharing and management systems have been successful because they have contributed to:

- improved sharing of resources (especially for CAEs) streamlined College administrative practices
- improvements that are having College-wide benefits (not just within the ALBE and Access programs)

The School of Developmental Studies Curriculum Portal is important because it fills a gap identified prior to NABE funding: difficulties in sharing resources across the three campuses and the 23 CLCs. The SharePoint platform is important because it allows for more streamlined administrative processes across the entire College. Additionally, it is important to note that the benefits of the SharePoint system are being felt College-wide, not just within the ALBE and Access programs.



ALBE Instructor, Miriam Green, accessing the School of Developmental Studies, Curriculum Portal for approved ALBE curriculum.



Michelle Bourke, **Yellow-**

Michelle was born in Yellowknife and lived in Fort Smith during her early childhood. Today, Michelle is married to her best friend Rick and they have made Yellowknife their home with their two children, Lily-Anne and Johnathan.

Michelle enrolled in an Aurora College Access Program in Yellowknife in 2013. She completed her prerequisites for the Social Work program, achieved her *NWT Secondary School Diploma*, and received two Minister's Awards for academic achievement in one year. Michelle graduated in 2016 with a Diploma in Social Work. She was hired immediately by NWT/NU Worker's Safety and Compensation Commission as a Junior Case Manager.

Michelle says, "I can use the skills I've gained from Aurora College and am doing work that I truly enjoy in a place where I enjoy being. I would not be where I am today if it wasn't for the College and for the Social Work program. I found what I love doing there, and I get to do it every day because I was given a chance to succeed. Aurora College has been instrumental in the success of people in the North. The history here is so complex and for many, tragic. For many, a better life wouldn't be possible without Aurora College. When you come from a small and remote community, or you have a family or other obligations you can't leave, your options are very limited. Aurora College provides people with the opportunity, not just to succeed, but to heal. I am incredibly lucky to be here today."



Jennifer Washie, **Behchokò**

Jennifer completed the ALBE Introduction to Office Skills and Small Business Funding and Marketing courses. She shares, "I'm happy that I did it." Jennifer is now a cashier with the Northern Store in Behchokò. As a cashier, Jennifer assists customers during check-out, answers questions on sales, merchandise, and company policies, and ensures customer satisfaction within a positive work environment. Jennifer notes, "I really enjoy working with people." Being from the community means that she can greet customers by name and help them in either Tłıchq or English as they come in for their groceries.



Supporting GNWT Priorities

Supporting Skills 4 Success

The NWT NABE program supports GNWT priorities like Skills 4 Success.





The GNWT launched the Skills 4 Success (S4S) Initiative in 2015. It's 10-Year Strategic Framework is focused on capitalizing on the skills, knowledge, and talents of the people of the NWT – the number one resource and driving force behind the NWT economy and sustainable communities. The four goals of S4S seek to ensure that the education and training system keeps pace with the changing dynamics of the labour market so that NWT

residents, students, and workers gain the skills required in a 21st century economy and labour market. With these goals in mind, the GNWT engaged the Conference Board of Canada to develop an NWT Labour Market Forecast and Needs Assessment (LMFNA).

The Conference Board of Canada has identified the top in-demand occupations in the NWT over the next 15 years, as well as the skills and educational requirements of those jobs. Approximately 78 percent of those jobs will require some form of post-secondary training (which includes college, apprenticeship, or university training).

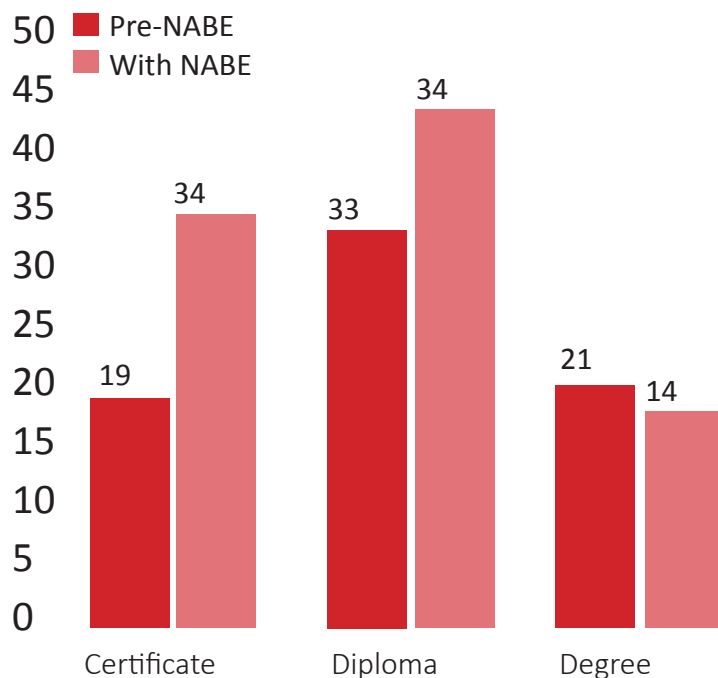
The NWT NABE Program is successful because it has contributed to the goals of S4S and is consistent with the research conducted by the Conference Board of Canada for the Northwest Territories Labour Market Needs Assessment. This can be seen in two areas, including:

- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment

Preparing Students For In-Demand Occupations Requiring Post-Secondary Training

Results from the NWT NABE Program show that former ALBE and Access students are progressing beyond their programs into post-secondary training. Enrolments of former ALBE and Access students in certificate, diploma, and degree programs have increased in the 2011/12 to 2015/16 period (compared to the previous five-year period).

Average Number of Student Enrolments by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding



There was a 26 percent increase in the five-year average of enrolments between the two periods (from 73 students per year to 92 students per year) with most of the increase in certificate and diploma programs.

Number of students moving beyond ALBE and Access

Bachelor Of Science In Nursing*	137	16.3
Business Administration*	132	15.7
Early Childhood Development*	84	10
Social Work*	83	9.9
Personal Support Worker*	69	8.2
Bachelor Of Education*	67	8
Environment & Natural Resources Technology	67	8
Office Administration*	61	7.3
Environmental Monitor Training	34	4
Aboriginal Language & Cultural Instructor	32	3.8
Traditional Arts	32	3.8
Community Health Representative*	13	1.5
Contaminated Site Remediation	10	1.2
Supply Management*	10	1.2
Northern Leadership Development Industry Focus	4	0.5
Teacher Education*	4	0.5
Post Graduation Certificate In Remote Nursing*	1	0.1
TOTAL	840	100%

Percentage of students progressing beyond ALBE and Access

Note: certificate, diploma, and degree programs for NWT in-demand occupations are noted with an asterisk (*).

Preparing Students For Employment

Aurora College broke new ground in 2015/16 by surveying former ALBE and Access students to see whether they had found employment after leaving the College. This project was the first time that former ALBE and Access students were the focus of a major survey.

Fifty-six percent (56% or 127 former students) of respondents acquired a job after leaving the College. Of the 127 respondents who had acquired a job, the majority noted that the jobs they acquired were full-time (56%) and year-round (66%), and that their studies at the College had helped them with the skills needed to do their jobs (78%).

The NWT NABE Program has been recognized by the Council of Ministers of Education Canada (CMEC) in their publication 'Tool Kit of Promising Practices' as one of many national promising practices that assist in the alignment of skills and education systems with the needs of the labour market.

"I think ALBE is a very essential program. It prepared me to be able to go off to college and be comfortable at the college level."

"I appreciate coming to Aurora College. It helped me find a job, and just having work to do was great for me."

"It was an excellent program to prepare myself for the next step in furthering my education."

Source: NWT NABE Program staff, partners and stakeholders



Summary of Successes

NABE Program Activity

Successes

Good Governance

NEW PROGRAM GOVERNANCE MODEL

- improved accountability and reporting
- informed evidence-based program and policy decision making

STRENGTHENED PARTNERSHIPS

- strengthened partnerships throughout the NWT
- strengthened partnerships between the three Northern Colleges

New Programming

LES COURSES

- increased ALBE enrolments at CLCs
- meeting community needs
- revitalizing the CLCs
- increased ALBE completion rates in the LES courses

ACCESS PROGRAMMING

- more streamlined delivery and administration of Access programs
- filling a gap in existing Access programming (i.e. OCAP)

Community Investment

INCREASED STAFFING IN THE COMMUNITIES

- increased ALBE enrolments at CLCs
- increased ALBE completions at the CLCs
- decreased ALBE drop-outs at the CLCs

INCREASED PROFESSIONAL DEVELOPMENT

- greater access to PD for CAEs and ALBE instructors
- development of a broader skills-base for CAEs and ALBE instructors

New Infrastructure

SHAREPOINT AND CURRICULUM PORTAL

- improved sharing of resources (especially for CAEs)
- streamlined College administrative practices
- improvements that are having College-wide benefits (not just within the ALBE and Access programs)

Supporting GNWT Priorities

SUPPORTING SKILLS 4 SUCCESS

- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment



Moving Forward



The original NABE Program was designed to cover the 2012 to 2016 period. Due to the success of the program in the NWT, Nunavut and the Yukon, it was extended for one additional year.

In 2016-2017, Aurora College built on the successes of the previous four years and focussed on the following NWT NABE Program activities:

- piloting the new UCAP and OCAP Access Programs
- continuing to collaborate with program partners and stakeholders
- developing and piloting new LES courses (Introduction to Northern Leadership and Introduction to Supply Chain Management)
- continuing with the investments in staffing

- Finalizing a summative evaluation of the NWT NABE Program
- Maintaining best practices in data collection, analysis and reporting

See the Aurora College website for student success stories and videos. Detailed NWT NABE Program Reports are also available on the Aurora College website at:

www.auroracollege.nt.ca/_live/pages/wpPages/NABESuccessStories.aspx

Aurora College is pleased to announce the federal government, Canadian Northern Economic Development Agency (CanNor) has extended the NWT NABE program from April 1, 2017 to March 31, 2020. The College will received approximately \$1.68 Million per year for three years for an estimated total of five million dollars. Aurora College is excited to continue to lead and manage the NABE program in consultation with our NABE partners, staff, supporters and stakeholders who continue to contribute to the NWT NABE Program.



