Northern Adult Basic Education (NABE) Program Annual Report 2015-2016
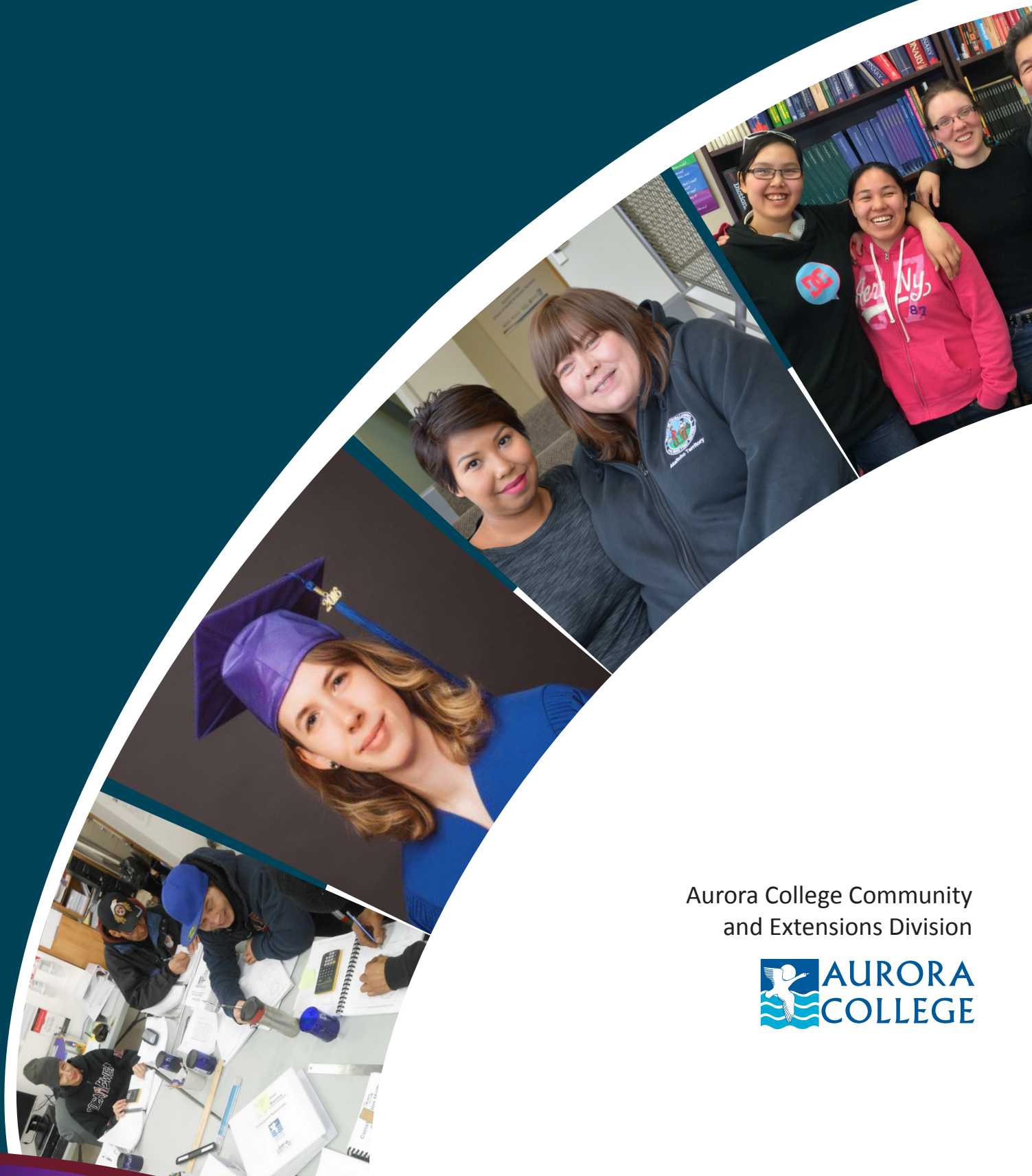
Aurora College Community and Extensions Division

AURORA COLLEGE

ACKNOWLEDGEMENTS

The NWT Northern Adult Basic Education (NABE) Program is a multi-million dollar, multi-year program aimed at improving literacy and numeracy in the NWT, so that working-age adults are better positioned to participate in the NWT labour market.

The success – so far – of such a complex undertaking would not have been possible without the support and many contributions of numerous individuals, including:

- the Office of the President of Aurora College (Jane Arychuk, Heather Meacock, Jayne Murray, Jeff Turner, Dr. Diane Reed and other staff)

- the Community and Extensions Division at Aurora College (Heather McCagg-Nystrom, Angela Canning, Bonita Nowell, Sharon Miron, Katie MacRae, Elaine Harris, Ken Latour, Rosemary Gill, Raymond Savard, Paula Letemplier, Zahra Khimiji, Sheila Wiltzen and other staff)

- the Finance Division at Aurora College (Celestine Evans, Heidi Melenchuk, Kathy Lepine, Leslie Gillis, Gwen Pischinger and other staff)

- the Student Services Division at Aurora College (Jeff O'Keefe, Joan Langevin, Chris Esser and other staff)

- Community Adult Educators (CAEs) and Adult Literacy and Basic Education (ALBE) Instructors across the NWT

- Dr. Bernie Hogan (the NWT NABE Program Evaluation Consultant)

- Carlyle Hogan of Carlyle Hogan Consulting

- Robert Thwaites of Seward Consulting

- Representatives from Program Partners and Stakeholders, including:

  o the NWT Aboriginal Skills and Employment Training Strategy (ASETS), including the Akaitcho Territory Government, Deh Cho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, NWT Metis Nation, Sahtu Dene-Metis Council, and the Tlicho Government

- o non-governmental organizations, including the NWT Literacy Council, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT
  - o the Government of the Northwest Territories (GNWT) Department of Education Culture and Employment (ECE) and the Department of Justice

- NABE college partners from Nunavut Arctic College and Yukon College

EXECUTIVE SUMMARY

Introduction

This report was prepared as part of the reporting by Aurora College (the College) on the Northern Adult Basic Education (NABE) Program. The NABE Program is being funded by the Canadian Northern Economic Development Agency (CanNor), and it 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.

Methodology

The overall intent of this report is that it provides for informed and evidence-based program and policy decision making. This is accomplished by reporting on the 15 indicators CanNor has developed to measure the success of the program, as well as on the 48 additional indicators developed by the College to track program progress.

2015/16 Activities and Results

Seventeen (17) different NWT NABE Program activities were undertaken in 2015/16. These activities were guided by the ten priorities of the NWT NABE Program Strategy and Workplan – which were developed in the first year of NABE programming in 2011/12.

The ten priorities include: increasing the capacity of the ALBE system in the NWT; ensuring holistic culturally appropriate curriculum and resources are used in the program; finalizing the Prior Learning and Recognition (PLAR) process so that students can obtain an ECE recognized NWT Secondary School Diploma; providing supports so that students, CAEs and ALBE instructors, and the system itself can succeed; implementing innovative program design and delivery – including a focus on short, informal courses that integrate literacy and essential skills (LES), workplace skills, and lifeskills for lower-level learners in the smaller communities; building and maintaining partnerships – both within the NWT and with northern partners – to ensure the success and sustainability of the program; and adopting rigorous accountability and evaluation practices to ensure program success and sustainability.

Annual Analysis of SRS Data

Several important findings emerged from the analysis of the 2006/07 to 2015/16 data. The trends over the past five years have been towards:

- increased enrollments
- decreased dropouts
- increased completions
- increased progressions of former ALBE and Access students into other training at the College

Additionally other key findings were identified:

- students are having academic success in the new Literacy and Essential Skills (LES) courses introduced since the NABE funding began
- there are important differences between the profiles of ALBE and Access students (which have important policy implications for the delivery of ALBE and Access programming at the College)
- the results show that the overall trend for 13 of the 14 quantitative indicators examined has been positive

In summary, the NABE funding is having a positive impact on Aurora College ALBE and Access programs – and that impact continues to grow with every year that the NABE funding is in place.

Linkages With Skills 4 Success (S4S) and the NWT Labour Market Framework and Needs Assessment (LMFNA)

Aurora College ALBE and Access Programs are contributing to the goals of S4S and are consistent with the research conducted by the Conference Board of Canada for the LMFNA. This can be seen in several areas, including:

- essential skills programming at Aurora College
- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment
- developing new data collection, analysis and reporting systems to track students from ALBE and Access programs to further training at the College or to employment

Next Steps

This report should be useful to both College and ECE staff involved with the ALBE and Access programming. The data in this report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE, Justice and the NWT Business Development and Investment Corporation), and non-governmental organizations including the NWT Literacy Council, Skills Canada NWT, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT.

The major next step is to use the data contained within this report for College reporting purposes regarding the ALBE and Access programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past five years to measure success and track student progress to additional training is continually updated to reflect ongoing requirements – including the new Student Information System (SIS) that is being selected for the College. Finally, this report should also allow the College to communicate the many successes the program is having so far, as well as help build the case for sustained funding of the program after March 31st, 2017.

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

1. INTRODUCTION

The Northern Adult Basic Education (NABE) Program is being 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 (NWT) portion of federal funding is approximately $9.1M and covers the period from early 2012 to March 31st, 2016. A strategy and workplan were developed prior to funding for the 2012/13 to 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.[1]

On October 9, 2012, CanNor approved the funding request for 2012/13 to 2015/16. On November 13, 2013, the official announcement was made in Yellowknife by the Honourable Leona Aglukkaq, Minister for CanNor, the Arctic Council and Health Canada. A signed contribution agreement for fiscal 2015/16 was received in June 2015.

One of the accountability requirements of the CanNor funding is the development of an annual report on NWT NABE activities.

The main sections of this annual report include:

- a description of the NWT NABE Strategy and Workplan for 2012-2016 (which forms the background/context for the annual report)
- 2015/16 NWT NABE activities and financial information
- 2015/16 NWT NABE results (including an analysis of those results)
- highlights from the 2015/16 analysis of College Student Record System (SRS) data
- linkages with *Skills 4 Success* and the *NWT Labour Market Forecast and Needs Assessment*
- next steps

A summary of the 2015/16 NWT NABE workplan is included as Appendix I. The NWT NABE Program Performance Measurement Framework (PMF) for 2015/16 is included as Appendix II. Federal indicators required by CanNor are included as Appendix III. Results of the 2015/16 Survey of NWT

---

[1] Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*, p. iii.

NABE Activities conducted with staff, program partners and stakeholders are included as Appendix IV. The actual survey is included as Appendix V.

Throughout the report, linkages between 2015/16 NABE Program activities and other College initiatives are outlined – including work to address the recommendations made in the 2010 *Office of the Auditor General of Canada (OAG) Report on Education in the Northwest Territories.* Details of the recommendations from the OAG report are included as Appendix VI.

Several different sources of data were used to prepare this annual report: NWT NABE program administrative data (i.e. budgets, workplans, and meeting notes), final reports from the 17 different NABE activities, Adult Literacy and Basic Education (ALBE)[2] data from the College's Student Records System (SRS), and the results of the annual survey of staff, program partners and other stakeholders on 2015/16 NWT NABE activities.

There is one limitation to the results presented in this report.

Some of the long-term outcome indicators required by CanNor will take at least a few years to develop and report on. For example, one of those indicators is the number of program participants who go on to complete trades certification. The NABE program started in 2011/12, and the first program participants who could have completed ALBE or an Access program would be from that year. If those program participants entered a 4-year trade the next year (2012/13), they wouldn't be eligible to complete their trades training until 2015/16. Former ALBE and Access students who entered 4 year trades programs in 2013/14, 2014/15 and 2015/16 are not yet finished those trades programs – and therefore cannot be counted for a few more years. The results for this indicator should be viewed with caution as they are incomplete.

Despite this limitation, the results presented in this report provide an accurate account of the program in 2015/16.

---

[2] **Please note** that as per ECE's 2000 *Adult Literacy and Basic Education Directive,* the term "Adult Literacy and Basic Education" (ALBE) is used instead of "ABE" in the NWT. ABE is used in Nunavut and the Yukon Territory (and the rest of Canada). Sections of this report relating to Pan-Territorial activities use the term ABE.

2. NWT NABE STRATEGY AND WORKPLAN FOR 2012-2016

This section outlines the goals, objectives and guiding principles for the NWT NABE Program, as well as the priorities for where funding was allocated. The goals and objectives of the program were developed by CanNor. The guiding principles and priorities were developed from input from the stakeholder consultations and research into ALBE programming.

2.1 Goals and Objectives

The overall goal and objectives of the NABE Program are as follows:

Goal

Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training.

Objectives

1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.
2. Increased use of services by the target cohort of adults: enrolment in adult basic education programs, services, and resources, especially by northern Aboriginals and in remote communities.
3. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.[3]

All project activities must support the achievement of these objectives, which in turn will lead to the achievement of the overall program goal.

2.2 Guiding Principles

Ten principles guide the implementation of the NABE Program in the NWT:

1. Increased program delivery capacity
2. Holistic, learner-centred/learner-driven approach
3. Student's prior learning and experience is valued and honoured

---

[3] Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*, p.13.

4. Support students so they can succeed
5. Support Adult Educators so that they can succeed
6. Support the ALBE system so that it is successful
7. Innovative program design and delivery – particularly at the community level
8. Partnership-based program design and delivery
9. A Pan-Territorial approach
10. Accountability and evaluation are essential[4]

2.3 Priorities

Ten priorities inform where NABE Program funding was allocated in the 2015/16 workplan:

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.[5]

A detailed workplan for the NABE Program for 2015/16 is outlined in Appendix I. Many activities carried over from previous years. As a general rule, activities were designed in 2012/13, piloted and implemented from 2013/14 to 2015/16, and then evaluated in 2015/16. The only exceptions were the Literacy and Essential Skills (LES) courses – which were continuously developed, piloted, evaluated and then implemented on an ongoing basis. These processes allow for the evidence to be marshalled so that the successful elements of the program can be sustained after 2016/17.

---

[4] ibid, p.13-14.
[5] ibid, p.14.

The primary focus of all activities is to increase the number of working age adults with basic workplace skills such as literacy and numeracy. Increasing these skills will in turn increase northerners' chances of joining the labour market or entering the vocational training required to enter the labour market.

Additionally, the focus on the ten priorities noted above will revitalize the NWT ALBE Program – and ensure that this is not just "business as usual". The focus on increasing resources to the program, supporting students (particularly lower-level learners), supporting adult educators, and promoting strong administration and accountability practices provides the best foundation for overall NWT NABE Program success.[6]

3. NWT NABE ACTIVITIES FOR 2015/16

This section outlines activities from the ten priority areas noted above. Additionally, the extensive work undertaken by the College to sustain the NWT NABE Program after its original sunset date of March 31st 2016 (which was in addition to the ten priorities) is also detailed. Finally, financial information on the 17 activities undertaken in the 2015/16 workplan is also provided.

3.1 Capacity of ALBE Program Delivery

Activity 1.1: Increase Adult Educator positions in communities across the NWT.

Prior to the College receiving NABE funding, the College had a total of 41 positions delivering the ALBE Program in the NWT. However, many of those positions were Part-time, especially those in the smaller communities. The goal of this activity was to increase Community Adult Educator (CAE) and Campus-based ALBE Instructor positions across the NWT by:

1. increasing Part-time (PT) positions in five smaller NWT communities
2. adding Full-time (FT) positions in two communities where demand was highest
3. adding positions at each of the three campuses (also where demand for ALBE was high)
4. funding two non-governmental organizations that deliver ALBE programming in Yellowknife (the Tree of Peace Friendship Centre and the Native Women's Association of the NWT)

Details on the first three of these enhancements to Full-time positions are included in Table 3.1.1.

---

[6] Ibid, p.iv

Table 3.1.1: Enhancements to Full-Time Positions in 2015/16

	Pre NABE Funding	Post NABE Funding	Increase in Position(s)
Ndilo/Dettah	0.80	1.0	0.20
Hay River Reserve	0.70	1.0	0.30
Lutsel K'e	0.70	1.0	0.30
Wekweeti	0.70	1.0	0.30
Aklavik	1.0	2.0	1.0
Hay River	1.0	2.0	1.0
Fort Smith (ALBE & Access Base)	4.60	5.60	1.0
Inuvik (ALBE & Access Base)	3.90	4.9	1.0
Yellowknife (ALBE & Access Base)	4.45	5.45	1.0
Total Increase in Positions			**6.1 FT**

Please note: the position for the community of Colville Lake was not filled in 2015/16 because the previous staff person retired and there was no one in the community able to fill the position.

The funding for the Tree of Peace Friendship Centre and the Native Women's Association of the NWT was used to top-up the salaries of their Adult Educators (AEs) to bring them closer to the wages paid to AEs at the College.

Additionally, 0.9 Part-time/casual staff were hired with NABE funding to deliver the LES courses in 2015/16. Details on those courses are provided below at Activity 7.4. Details on where the positions were hired to deliver those courses are included in Table 3.1.2.

Table 3.1.2: Enhancements to Part-Time/Casual Positions in 2015/16

	Pre NABE Funding	Post NABE Funding	Increase in Position(s)
Aklavik	0	0.13	0.13
Deline	0	0.17	0.17
Fort Simpson	0	0.12	0.12
Gameti	0	0.15	0.15
Tuktoyaktuk	0	0	0
Fort Providence	0	0	0
Tsiigehtchic	0	0	0
Behchoko	0	0	0
Fort Good Hope	0	0	0
Fort Smith	0	0.33	0.33
Total Increase in Positions			**0.9 PT**

Please note: $29,900 in NABE funding was also provided to the Yellowknives Dene First Nation to deliver two LES courses (*Ready to Work NWT* and *Construction Labourer Basics*) from October to December 2015.

It should be noted that the NWT NABE Program Budget was reduced from an annual average of approximately $2.4M in 2012/13, 2013/14 and 2014/15 to approximately $1.3M in 2015/16. Therefore, not all activities funded in those previous years could be funded in 2015/16. Additionally, several activities in the 2016/17 NWT NABE Program and Workplan (including position enhancements in the communities and funding for non-governmental organizations) may have to be scaled back beginning in 2016/17.

3.2 Holistic, Culturally Appropriate Curriculum and Resources

Activity 2.1 Partner with ECE to develop holistic, culturally appropriate ALBE curriculum and resources.

The Adult Literacy Basic Education (ALBE) Curriculum Committee is overseen by Aurora College and the Government of the Northwest Territories (GNWT) Department of Education, Culture and Employment (ECE). The ALBE English Curriculum Committee met December 1-3, 2015 and February 9-11, 2016 to revise the English 140 curriculum. The ALBE Math Curriculum Committee met March 8-10 2016 to revise the Math Placement tests.

Aside from staff time, no NABE funding was expended on this activity in 2015/16 (i.e. ECE funded this activity via the *NWT Literacy Strategy*).

3.3 PLAR Process

Activity 3.2: Design and implement a pre-approval mechanism for Aurora College PLAR credits to support adult learners obtaining their NWT Secondary School Diploma with ECE.[7]

The Accredited Pathway development process and the ten initial pathways previously developed under the NABE Program have been verbally approved by ECE. In 2015/16, the Adult Recognition Model (ARM) Steering Committee completed the final draft of the "PLAR Student Guide".

Additionally, Aurora College offers the ALBE Prior Learning Assessment and Recognition (PLAR) Portfolio Development Course (080-147) in Yellowknife, Inuvik and Fort Smith. The course is designed to support NWT adult learners, who want to receive a NWT Secondary School Diploma (Grade 12 Diploma) through the ARM. Adult Learners use their portfolios to apply for PLAR credits that count towards their diploma. Adult Learners compile the documentation needed to submit a portfolio of academic and all work and learning experiences. The course is 45 hours and students must be

---

[7] The NWT NABE Program Budget was reduced from an annual average of approximately $2.4M in 2012/13, 2013/14 and 2014/15 to approximately $1.3M in 2015/16. Therefore, not all activities funded in those previous years could be funded in 2015/16. Activities which were not funded (and where no work was undertaken) included activities 3.1, 4.2, 5.2, 6.4, 6.5 and 6.6. Since no work was undertake for some activities, the number of outputs and outcomes varies from year to year.

enrolled in the Aurora College ALBE Program. In 2015/16, four learners completed the course and two were granted their ECE Grade 12 Diplomas.

Aside from staff time, no NABE funding was expended on this activity in 2015/16.

3.4 Student Supports

Activity 4.1: Implement a New Intake and Assessment Process

Aurora College is working with ECE on standardizing assessment placement process tools, guidelines and policy for English (Reading and Writing) and Math. Since 2012, the College and ECE have been working on an analysis of the current intake assessment process. In 2015/15, that analysis was finalized (including consultations with CAEs, ALBE Instructors and Student Services staff).

Aside from staff time, no NABE funding was expended on this activity in 2015/16.

Activity 4.3: With information from the review conducted previously, improve ongoing life skills coaching and counseling support to students in the smaller communities.

A formal and comprehensive *Review of Aurora College Student Services* was completed in October of 2014. Twenty-three recommendations were made, ranging from a continuum of categories of student success activities (i.e. preparations for learning, living success supports, health and well-being, pride of achievement, academic success supports, and transition to work or further learning), to enhancing a student-centered culture, to updating the College's organizational design, to monitoring and evaluation.

The Vice President Student Affairs is now managing the recommendations outlined in the *Review of Aurora College Student Services* (so this activity will no longer be tracked and reported on under the NWT NABE Program).

3.5 Adult Educator Supports

Activity 5.3: Provide a Fall orientation at all three campuses and all three regions (including a cultural orientation). [8]

Three regional in-service events were held in the Fall of 2015. The events were held at the Thebacha Campus October 27-29, the Yellowknife/North Slave Campus November 17-19, and at the Aurora Campus December 15-17, 2015.

The College delivers these regional in-service events as part of its ongoing professional development (PD) for staff. The first two days of each in-service was for paid by ECE, and NABE funding was used to extend the in-services for a third day to cover activities related to the NWT NABE Program. All three events were identical and covered the same topics. On Day 3, the in-service events included:

- an overview of the NWT NABE Program

- an information session on the LES courses which have been developed by the NWT Literacy Council via NABE funding

- a consultation workshop on the Access Programs Redesign (including gathering staff feedback on the Access Programs Logic Model, the intake and screening process, the program outlines, and the speciality course outlines)

A total of 47 participants attended the three regional in-service events.

Activity 5.4: Establish a curriculum and resources bank at each regional campus.

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, the 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.

---

[8] Some NWT NABE Program activities were fully completed in previous years – so they are not reported here. These included activities 5.1, 6.3, 7.1, 8.1, 9.2, 10.2 and 10.3.

Since 2012/13, funds have been allocated under the NABE program to support the development of a strategic resource bank for CAEs via Microsoft SharePoint. This included the establishment of an Aurora College SharePoint Governance Plan to ensure the system is managed and used in accordance with its designed intent, and to prevent it from becoming an unmanageable system.

In 2014/15, the College piloted a number of smaller SharePoint sites covering several operational areas. In the Fall of 2015, an administrative site containing forms, templates, procedures, and instructions crucial to all staff and was made available to staff at all campuses and Community Learning Centers using the Aurora College SharePoint. This was a major step to improving standardized operations across the College. In addition, all staff of Aurora College were provided with basic background information on SharePoint and step-by-step procedures on *How to Connect to SharePoint* using the established site at: https://sharepoint.auroracollege.nt.ca.

SharePoint is now established and operational across Aurora College. The platform is being administered by the College Information Systems and Technology Division (so this activity will no longer be tracked and reported on under the NWT NABE Program).

Although SharePoint has been established across the College, it was determined that it was not an appropriate site for curriculum digital resources, given:

- the volume of different course files (over 60)
- the volume of Adult Educator users (41)
- version control, authorization and reporting requirements
- the list of materials an instructor might need to teach one of the ALBE, Access, or NABE LES courses includes; curricula, course syllabi, pre-tests, unit tests, exams, reference documents, and other resource materials in numerous file formats, such as .doc, .jpeg, .mov, .ppt, and xls and You-tube videos
- all of the resources an instructor might need are in digital form, there is no central physical location for them all, nor is there a centralized database to act as a repository for such materials
- there is currently no usage record essential for quality control.

To address these issues, alternative approaches were considered with the Aurora College Information and Communications Technology Department, which resulted in the Curriculum Portal Site being developed in 2015/16 (see activity 7.4 for further details).

3.6 ALBE System Supports

6.1 Hire a Full-time NWT NABE Program Manager.

The NWT NABE Program Manager is responsible for the planning, implementation, coordination and facilitation of projects and activities related to NWT NABE programs funded by CanNor. This includes projects in the area of program development, program evaluation, and coordination of CanNor funding and third-party projects, proposal writing, contribution agreement writing, and the provision of specialized support for the CanNor project.

The NWT NABE Program Manager is located within the Community and Extensions Division of the College in Yellowknife and reports directly to the Vice President, Community and Extensions. The position contributes to the organization by assisting the Chair, School of Developmental Studies and the Vice President Community and Extensions by facilitating course development projects, coordinating program evaluations, and working collaboratively with the Senior Finance Officer for NABE to ensure all projects are planned, implemented, and completed on time and within financial allocations.

The position was filled in February of 2013, and will be in place until March 31st of 2017.

6.2 Hire a Full-time NWT NABE Program Senior Finance Officer.

The NWT NABE Program Senior Finance Officer (SFO) position is responsible for coordinating, supporting and executing the effective, efficient, financial and accounting services for the multimillion dollar and multi-year NWT NABE Project at the Aurora College. The SFO position works under the general direction of the Comptroller located in the Finance Division at the Office of the President in Fort Smith. The SFO must be knowledgeable in the full accounting cycle and all aspects of financial operation, financial and accounting policies, accounting principles and internal controls.

The position is responsible for the documentation of all financial activities including processing of interim and yearly financial statements and other financial documents of the NWT NABE Project. Responsibilities of the position include the preparation and distribution of all financial reports, coordination and execution of the project audit with the Office of the Auditor General of Canada and maintenance of internal controls.

The position was filled in April of 2013, and will be in place until March 31st of 2017. However, as noted above, with the overall budget decrease for the NWT NABE Program which began in 2015/16, this position may be scaled back to part-time starting in 2016/17.

3.7 Innovative Program Design and Delivery

<u>*Activity 7.2: Implement pre-ALBE (Foundational) programming.*</u>

The *Foundations for Success* course (080-150) is for adult learners in NWT communities who want to return to school. The course is two weeks long and is delivered as half-day or full-day workshops. There are 12 workshops which include: team building, success, goal setting, managing your stress, fitting everything in, career planning, health and wellness, childcare/parenting, study strategies, communication skills, financial literacy, and introduction to computers.

During the course participants can: ease into school and adjust to the everyday life of a learner; work through some of the challenges adult learners face when they return to school; and think about their futures and make some short-and long-term plans for their education, work, and family life.

This course was delivered at the CLCs and (in-part) at the three regional campuses in 2015/16.[9]

<u>*Activity 7.3: Modularize the lower level ALBE curriculum (110-130).*</u>

The modularization of lower level ALBE curriculum is being funded by ECE through the *NWT Literacy Strategy*. The College and ECE are continuing to develop the ALBE curricula in partnership using their existing framework and terms of reference.

Modularizing the ALBE 110 to 130 subject curricula ensures that ALBE students increase their course completion rates. Each subject module has a course registration number, and the students can achieve partial course completion, hopefully motivating them to continue with their education. In 2015/16, nine communities and four Campus programs piloted the Math 110 and Math 120 modularized curriculum and resources.

Aside from staff time, no NABE funding was expended on this activity in 2015/16.

<u>*Activity 7.4: Develop and implement short courses that integrate literacy and workplace essential skills (to increase the number of northerners joining the labour market or entering the vocational training required to enter the labour market).*</u>

Embedded literacy and essential skills (LES), or embedded learning, means integrating skills development into other learning and training activities, especially training for work. Embedded

---

[9] The total number of students completing the course (and the communities where it was delivered) will be available in October of 2016 – once the SRS completion data has been analysed.

teaching and learning combines the development of LES with technical and/or vocational skills. LES can also be embedded into skills for living or lifeskills programs.

Through funding from the NABE Program, Aurora College has contracted the NWT Literacy Council to develop embedded literacy and essential short courses that target the ALBE 120 level. These types of courses teach participants skills for a job, while, at the same time, increasing their literacy and essential skills. Most courses are between five and six weeks long, and the intended outcomes for participants includes learning skills that will help them attain and keep a job or start their own small business, and identifying continued learning opportunities through the College or other training programs.

In 2015/16, the three newest LES courses (*Ready to Work NWT, Introduction to General Labourer,* and *Introduction to Retail and Customer Service)* were piloted in 16 NWT communities and then evaluated. A total of 275 adult learners participated, and completion rates ranged from 81% (*Ready to Work NWT)* to 78% *(Introduction to General Labourer*) to 71% *(Introduction to Retail and Customer Service).* In 2015/16, the Community Learning Centres were nominated for a GNWT *Ministerial Literacy Award* for successfully delivering the new LES courses developed under the NABE Program.

Following the evaluation of the three newest courses, all seven LES courses developed under the NABE Program are being updated based on feedback from College staff. Once completed, the courses will be uploaded into a Moodle portal site for CAEs and campus-based ALBE Instructors to access.

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

From November 2015 – March 31, 2016 a total of 60 courses comprised of 719 digital resources were reviewed, updated where applicable, and uploaded into the NABE Curriculum Portal Site.
The remaining work to finalize this project includes procedures, Information and Communications Technology Department support to complete the population of curriculum digital resources, system testing, and the implementation and deployment phases of this project through staff training. In addition, Aurora College's experience with streaming videos has not been consistent amongst the three campuses and twenty-tree community learning centers. As such one of the issues that will need to be addressed through this work is developing a standard approach for instructors to be provided with USB flash drives of the applicable videos from the division's administrators. Instructors need convenient and timely access to such digital resources if they are to best serve the needs of their students. This work will be finalized in 2016/17 under Activity 7.5

3.8 Partnerships

Activity 8.2: Consult annually with stakeholders and training partners

The fourth annual engagement session with partners was held March 1-2, 2016. The partners consulted included:

- Aboriginal Skills and Employment Training Strategy (ASETS) representatives of the Akaitcho Territory Government, Dehcho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, Northwest Territories Metis Nation, Sahtu Dene-Metis Council, and the Tlicho Government
- Non-governmental organizations (the NWT Literacy Council, the Tree of Peace Friendship Center, and Native Women's Association of the NWT)
- GNWT Departments (ECE and Justice)

There were three key purposes to the consultations: 1) to look back and reflect on the progress and achievement of four years of NABE programming; 2) to recognize and celebrate the partnership and the work, efforts and commitment of the participants; and 3) to look to the future and the possibility of sustainability.

The messages during this engagement session were consistent with past messages: that partners have appreciated the meaningful collaboration and the involvement they have had in the NABE Program; partners believe that progress has been made over the past year under the NABE Program and that there is a need to maintain and build on the momentum and sustain the program in some form; and there is great hope for sustainability of the funding for project development, delivery and evaluation of adult basic education programming. As well, there is a continued belief that the success of adult basic education programming is dependent on building healthy and open partnerships, and all believed that the objectives and activities related to adult basic education cannot be achieved by any one person or organization working alone.

The 2015/16 consultations with partners will be used to develop the 2016/17 NWT NABE Program Strategy and Workplan. Specifically, this included: 1) a continued focus on the development and implementation of the LES courses; 2) maintenance of the program partnerships; 3) continued implementation of the Access Programs Redesign Project; 4) maintenance of program and financial management processes; and 5) a continued emphasis on data collection, analysis and reporting.

The NWT NABE Program Partnership between Aurora College and the NWT Aboriginal Skills and Employment Training Strategy (ASETS) won a *Premier's Collaboration Award* for 2015-16.

3.9 Pan-Territorial Approach

Activity 9.1: Undertake Pan-Territorial Meetings.

The NABE Program is a Pan-Territorial initiative – with activities being undertaken in all three northern territories (the NWT, Nunavut, and the Yukon). In February 2013, the tri-territorial colleges established a terms of collaboration and sharing for the duration of the NABE Program, through a Memorandum of Understanding (MOU) between Aurora College, Nunavut Arctic College and Yukon College on the Northern Adult Basic Education (NABE) Program.   The following objectives continued in 2015/16 to:

- share knowledge, research and course materials with respect to NABE programming, and share relevant material that the other territories may benefit from, while maintaining each institutions copyright and ownership of the material
- cooperate and support each other as appropriate, while carrying out respective mandates
- foster strong working relations by establishing mechanisms and links to share information, course materials, research and advice, taking into account constraints imposed by statutory and common law on the sharing of copy righted material.

In addition to ongoing distance engagement, the tri-territorial colleges schedule two in-person meetings each year. In 2015/16, the colleges held two meetings.

The first meeting was held August 17 – 18, 2015 in Vancouver, where each college provided presentations on 2014/15 highlights and plans for 2015/16. The last quarterly reports were also shared amongst the members. The CanNor final reporting requirements and the upcoming summative evaluation were reviewed in light of the 2012-2016 NABE Program scheduled for conclusion March 31, 2016, along with any sustainability initiatives.

The second meeting was held February 8 – 9, 2016 in Vancouver, where each college provided an executive summary presentation on respective post-implementation reviews (PIR) of their NABE Programs.   Colleges discussed the successes and challenges of their respective NABE Program project management, project deliverables, project budgets and schedules, project teams, stakeholder acceptance, and project successes. The last quarterly reports to CanNor were also shared amongst the Colleges.

3.10 Accountability and Evaluation

Activity 10.1: Hire a consultant to provide evaluation services for the life-span of the NWT NABE Program.

The Evaluation Consultant is the primary position responsible for evaluating and reporting on NWT NABE Program activities funded by the College from 2012/13 to 2015/16. The position was filled in December of 2012, and will be in place until March 31st of 2017.

Since 2012, a strong accountability and reporting system has been developed and implemented for the NWT NABE Program. CanNor developed the original program Logic Model - which serves as the foundation for that accountability and reporting system. Based on that Logic Model, the College developed its own Performance Measurement Framework (PMF) for the NWT NABE Program. The PMF includes 15 indicators that CanNor requires annual reporting on, as well as an additional 48 indicators that the College wanted to track to monitor program success, to continuously improve program quality, and to build the case for sustainability after the NWT NABE Program funding ends in March of 2017.

It should be noted that some of the 48 additional indicators being tracked by the College were suggested by NABE Program partners as important for overall program monitoring. Additionally, the whole NABE evaluation function is important because it has allowed for the sharing of evaluation and accountability best–practices between the College and NABE Program partners.

Data sources for the indicators in the PMF include program files and budgets, surveys of NABE program staff and partners, evaluation reports from various NABE funded activities, and an annual statistical analysis of the College Student Record System (SRS) data that tracks student success both within the ALBE and Access programs and beyond into other College programs. All of this data is used to prepare the annual NABE Program report – which links back to both the program Logic Model and the PMF. For 2015/16, the SRS data analysis will compare 5 years of data from the pre-NABE period with 5 years of data of NABE funding (i.e. the "5 x 5" report). That data analysis will be complete in October of 2016.

And although this accountability and reporting system was developed solely for the NWT NABE Program, it has a strong ALBE focus – and will be used to support the work being undertaken by ECE and the College regarding the broader ALBE Accountability Framework. Particularly, the work undertaken by the College in developing indicators of student success in the PMF and the annual statistical analysis of SRS data will be used for that larger framework. Preliminary work on using the

SRS data to support the ALBE Accountability Framework began in early 2016, while more formal work on that project will be included in the 2016/17 NWT NABE Program Workplan.

Additionally, this accountability and reporting work addresses recommendations #87, #92 and #96 of the 2010 *Office of the Auditor General of Canada (OAG) Report on Education in the Northwest Territories*.[10]

Finally, CanNor has formally recognized Aurora College's NABE reporting and accountability as being a best-practice within the wider NABE program.

New College Student Record System (SRS)

Several NABE activities completed in 2012/13 and 2013/14 noted that the 24 year old SRS is an ongoing challenge and frustration for many divisions of the College. The system cannot produce the data or metrics required to create necessary reports. Information is not easily accessible within the system – so what should be simple tasks becomes complicated and labour intensive. Inadequacies with the SRS have led to delays in processing, inputting and extracting information. These issues with the SRS have made it difficult to meet the reporting obligations of funding partners such as CanNor.

The cost to replace the SRS is anticipated to be a multimillion dollar project. In order to access the funds available, a full Project Proposal for the system replacement was completed in 2013/14. The SRS Replacement Project was forwarded to the GNWT Capital Funding Committee, for funding approval on April 1, 2014. Although the project was not approved at that time, an April 2015 submission from Aurora College and ECE was accepted as a project to move forward for the 2016-17 capital fund.

Key tasks accomplished in 2015/16 on the SRS replacement included the development and sign-off of a Project Charter (to guide the replacement process) and the development a Request For Proposals (RFP) document that will be advertised for vendors to bid for the work of replacing the system. The Vice-President of the Community and Extensions Division at the College sits on that committee.

It should be noted that the deficiencies with the SRS (noted above) led the College to develop a "work-around" so that it could report to CanNor on the 15 indicators – including the pre-post analysis of data outlined above. Both the deficiencies and the work-around were instrumental in moving towards a new College SRS.

---

[10] See Appendix VI for details of the recommendations.

Activity 10.4: Redesign the Access Programs Based on the Review Conducted in 2012/13.

Aurora College offers a number of college preparatory programs known collectively as Access programs. Aurora College Access programs were designed to prepare students academically for entrance into selected certificate, diploma, degree, and trades programs.

A review of the seven Aurora College Access Programs (Nursing Access, Teacher Education Access, Social Work Access, Environmental and Natural Resources Technology (ENRT) Access, Business Administration Access, Trades Access I and Trades Access II) was completed in February of 2014. The Aurora College Access Program Redesign was based on findings from the Access Programs Review and on research from other Access Programs across Canada.

The seven former Access Programs have been streamlined into two new Access Programs: the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP). Six new specialty Access courses have been completed. These courses will help students develop the skills and knowledge necessary to succeed in Aurora College post-secondary programs and in the workplace. Pilots of the programs will begin in the Fall term of 2016, and continue until 2019.

During 2015/16, the College championed the change management activities required to successfully implement and deliver the newly redesigned Access Programs. Change management activities included:

- four meetings of the Working Committee to move the redesign project forward
- development of a draft Logic Model to guide ongoing monitoring, evaluation, and reporting for overall program transparency and accountability
- development and approval of two new Access Program Outlines
- development of six new specialty courses linking Access to Post-Secondary Programs
- development of an admissions and registration process (and forms) for the new Access Programs
- development and implementation of a communications plan for change management and recruitment
- development of tools including:

  o Creation of four videos and three 30-second ads
  o Brochures, posters, quick facts, press release, standard PowerPoint presentation
  o Hosting recruitment events for students
  o Delivering information sessions to a variety of stakeholders

The redesigned Access Programs have been nominated for the 2016 *Colleges and Institutes Canada Award of Excellence*, and have been awarded the 2016 *Board of Governors Aurora College Innovation and Improvement Award*. The Vice-President of the Communities and Extensions Division and the Chair of the School of Developmental Studies (in collaboration with the Access Redesign Working Committee) have led the redesign project for the College.

Activity 10.5: Evaluate Key NWT NABE Activities.

Two key evaluation activities were undertaken in 2015/16:

- a Summative Evaluation of the NWT NABE Program

- a Survey of Former ALBE and Access Students

Summative Evaluation of the NWT NABE Program

One of the commitments made in the *NWT NABE Program 2012-16 Strategy and Workplan* was that a summative evaluation of the program would be undertaken in 2015/16. A Terms of Reference was developed in the Fall of 2015, and an independent contractor was hired to undertake the evaluation from December of 2015 to April of 2016.

Due to the extensive performance measurement data collected on the NWT NABE Program since 2011/12, the summative evaluation was in essence a summation and analysis of that already collected data. The primary data that was analysed and summarized included: annual reports; annual analysis of Student Record System (SRS) data on ALBE and Access program student enrollments, completions, withdrawals and their progress beyond ALBE; annual surveys of NABE Program staff, partners and stakeholders on NWT NABE Program activities; various evaluation results reports (e.g. NABE funded PD activities, NABE funded orientations, LES course evaluations, etc.); and summary financial information on the NWT NABE Program. Additionally, the evaluation contractors attended the March 1-2, 2016 partners meeting in Yellowknife, as well as conducted interviews with key informants with extensive knowledge of the NWT NABE Program.

A draft report was submitted by the contractors and it is being finalized in 2016/17.

Survey of Former ALBE and Access Students

One of the key components of the summative evaluation was the *2015/16 Survey of Former ALBE and Access Students.* When the NABE Program was implemented, CanNor designed a set of 15 indicators that would track progress on program outcomes – including outputs, immediate outcomes, intermediate outcomes and final outcomes. Since 2012, the College was able to report on 14 of the 15 indicators – the one exception being able to report on the number of former ALBE and Access students who had found jobs. The only way to gather data for this indicator was through a survey.

The survey was designed specifically to gather data on how many former ALBE and Access students had found jobs after enrolling in those programs since the CanNor funding began in 2011/12. This included gathering input both from students who have successfully completed those programs – as well as those who may not have completed the programs.

After discussions with College staff, it was agreed that a better response rate would be achieved if a census (or complete coverage) of the 2013/14 and 2014/15 years was undertaken. This is because the students in the ALBE and Access programs are highly mobile – and that it would be difficult to track down former students from three or four years ago. The final survey respondent pool consisted of the 813 former students from the 2013/14 and 2014/15 years.

Two-hundred and twenty nine (229) former students responded to the survey – which represented a response rate of 30%. Fifty-six percent (56%; N = 127)[11] of respondents acquired a job after leaving the College.[12] Of the 127 respondents who had acquired a job, 61% (N = 78) were enrolled in 2014/15, while 39% (N = 49) were enrolled in 2013/14. Additionally, the majority of respondents noted that the jobs they acquired were:

- full-time (56%; N = 71), as opposed to part-time (44%; N = 56)
- year-round (66%; N = 83), as opposed to seasonal (34%; N = 43)

Finally, of those respondents who did acquire a job, the majority (78%; N = 97) reported that their studies at the College had helped them with the skills needed to do their jobs.

---

[11] N = the number of respondents to the survey.
[12] Please note that these 127 former students from 2013/14 and 2014/15 who acquired a job represent only the 30% who responded to the survey: it does not represent the other 70% of former students from 2013/14 and 2014/15, nor does it represent the 100% of former students from 2011/12 and 2012/13. Although the true number of former students who acquired a job after leaving the College is probably higher than what is reported here, the College is more comfortable in reporting evidence-based actual results – rather than making a projection that may or may not be accurate.

It is important to note that this project was the first time that former ALBE and Access students were the focus of a major survey – so Aurora College was breaking new ground in its development and delivery. However, that survey development and delivery created a heavy workload for several key personnel administering the NWT NABE Program, including: the Vice-President of Community and Extensions, the NWT NABE Program Manager, the Chair of Developmental Studies, and the NWT NABE Program Evaluation Consultant. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

3.11 Sustainability and Recognition

Several major activities were undertaken in 2015/16 related to the sustainability of the NWT NABE Program. Additionally, the NWT NABE Program received national recognition for its work.

Sustainability of the NWT NABE Program

Since the Fall of 2014, and with the support of NWT NABE Program partners, the College submitted three different proposals to the Government of Canada in an effort to sustain the NABE Program.

First, the College submitted a concept paper in February of 2015 to the Office of Literacy and Essential Skills (OLES), proposing to expand its existing Aurora College Literacy and Embedded Essential Skills (LES) Model. This expansion would be for $2.5M annually for five years beginning April 1, 2016 – for a total of $12.5M. The College is currently waiting on notification regarding their submission. If they are successful, they will prepare a full proposal for OLES.

Second, the College (along with Yukon College and Nunavut Arctic College) submitted a proposal to CanNor for a Pan-territorial Framework for Industry Training (PFIT) in November of 2014. Although this initiative focuses on industry training to address skills shortages in the mining sector in the Northwest Territories, there is also a strong ALBE/LES focus to the proposal – which would assist with the sustainability of the LES course implementation and delivery. The NWT portion of the funding (just over $20M) would last for five years beginning in April of 2017. In 2015/16, the College began updating its proposal (to reflect a change in government at the federal level) and is currently waiting on notification whether this tri-territorial initiative is proceeding.

Third, collaborative efforts to extend the NABE Program beyond March 31, 2016 were undertaken throughout 2015/16 with CanNor and the other two colleges. This included the development of a full business case to extend the NWT NABE Program by Aurora College, as well as responding to nine different requests for further data to support the extension. These data requests included: 1) data on

the numbers of student enrollments, completions, withdrawals, and progressions on to other College training in the pre-NABE years compared to the years with NABE funding; 2) details on the additional FT and PT positions added to the NWT ALBE system with NABE funding; 3) the number and types of PD training provided to CAEs and Campus ALBE Instructors; 4) descriptions of the new resources/curriculum developed under NABE; 5) descriptions of the communities where course offerings or hours of instruction were extended; and 6) details on ALBE program delivery (including eligibility criteria and whether financial support was available). Additionally, each of the Colleges developed and extensive list of all products developed under NABE.

Finally, in 2015/16 CanNor began its own summative evaluation of the wider NABE Program across all three territories. Independent consultants were hired by CanNor in Ottawa to undertake the evaluation. In support of that evaluation, the College provided further data on the 15 CanNor indicators being tracked (including a summary of all four years of data), as well as developing the interviewee list for the consultants to contact in the NWT.

On March 24, 2016 CanNor advised Aurora College that the NABE Program has been extended until March 31, 2017 at $1.3M – and the College has submitted a new application to CanNor for this one year of funding. The College boosted its Facebook page coverage to highlight the CanNor announcement of extended funding (and reached 4,454 people in the NWT).

National Recognition for the NWT NABE Program

The Council of Ministers of Education, Canada (CMEC) in their publication *Toolkit of Promising Practices*, recognized the NWT NABE Program and the NWT NABE Program LES Courses as two of many national promising practices that Assist in the Alignment of Skills and Education Systems with the Needs of the Labour Market.

As indicated by CMEC, "the toolkit is an opportunity for sharing promising practices amongst provinces and territories and with the many stakeholders leading and supporting our education, training and employment programs. Best practices from education, postsecondary and labour market perspectives within provinces and territories are profiled in this toolkit. The practices are organized into four themes, based on the objectives they seek to accomplish. The themes represent the key areas where provinces and territories have focused some of their efforts to help ensure alignment of education and training systems with labour market needs."

Further details can be found on page 17 – 20 of the full (146 page) publication at:
http://cmec.ca/Publications/Lists/Publications/Attachments/349/Toolkit_jan15-2016_EN.pdf

3.12 Financial Information

The entire $1.32M budget was expended in 2015/16. Slight over-expenditures in some areas (e.g. staff costs to increase the number of AEs in the small communities) were equally offset by slight savings in other areas (e.g. staffing costs to increase the number of ALBE Instructors at the three campuses).

A summary of 2015/16 NWT NABE Program budgeted amounts, actual expenditures and variances are included in Table 3.12.1.

Table 3.12.1: NWT NABE Program 2015/16 Budget and Expenditures

Priority	Activity #	Activity	Budget	Actuals	Variance
1	1.1	NGOs	110,070.00	88,000.00	22,070.00
	1.1	AE's in small communities	281,761.00	313,184.15	-31,423.15
	1.1	AE's at each campus	329,750.00	308,700.75	21,049.25
2	2.1	Curriculum Revisions	0.00	0.00	0.00
3	3.2	PLAR Process	0.00	0.00	0.00
4	4.1	Assessment/Intake Process	0.00	0.00	0.00
	4.3	Life-skills coaching	0.00	0.00	0.00
5	5.3	Orientations (Fall In-services)	37,000.00	8,537.99	28,462.01
	5.4	Resource Bank (Sharepoint)	0.00	0.00	0.00
6	6.1	Manager, NABE	130,100.00	135,701.89	-5,601.89
	6.2	Senior Finance Officer, NABE	112,900.00	108,651.57	4,248.43
7	7.2	Foundations For Success	0.00	0.00	0.00
	7.3	Modularize Curriculum	0.00	0.00	0.00
	7.4	Develop & implement short courses	183,419.00	219,750.40	-36,331.40
8	8.2	Annual partner's consultation	20,000.00	20,258.04	-258.04
9	9.1	Pan Territorial meetings	10,000.00	7,006.41	2,993.59
10	10.1	Ongoing Evaluation Consultant	52,108.00	77,674.50	-25,566.50
	10.4	Access Re-design	0.00	0.00	0.00
	10.5	Summative Evaluation of NABE +	55,000.00	34,642.30	20,357.70
		Survey of Former ALBE/Access Students			
Other		Sustainability and Recognition	0.00	0.00	0.00
			1,322,108.00	1,322,108.00	(0.00)

Please note: these are unaudited figures only. As per the *Aurora College Act*, the College has until the end of September each year to produce its audited financial statements.

4. NWT NABE PROGRAM RESULTS FOR 2015/16

This section of the report provides a summary of activities, outputs, outcomes, indicators and results from the NWT NABE Program Performance Measurement Framework (PMF). The PMF was developed as part of NABE activity 10.1 to outline the reporting requirements for the program annual report. Indicators denoted with a "C" were developed by CanNor. Those indicators are also reported separately in Appendix III.

4.1 Outputs

Outputs are the products or services generated by the activities. They provide evidence that the activity occurred.[13] NWT NABE activities generated 19 outputs in 2015/16.

Table 4.1.1: 2015/16 NWT NABE Program Outputs

Activities	Outputs	Output Indicators	Results
1. Increase the capacity of ALBE Program delivery across the NWT	1.1 Increase Adult Educator (AE) positions across the NWT	# of AEs (C)	6.1 Full-time and 0.9 Part-time/ Casual AE positions added across the NWT
2. Ensure holistic culturally appropriate curriculum and resources are used in the program	2.1 Partner with the ECE to develop holistic, culturally appropriate ALBE curriculum and resources.	# of new or enhanced materials and curriculum put into use in the ALBE system (C)	5 new or enhanced materials and curriculum introduced: 3 of the LES courses (*Ready to Work NWT, Introduction to General Labourer,* and *Introduction to Retail and Customer Service*) were piloted; and 2 modularized courses (Math 110 and 120) were piloted.
3. Finalize the Prior Learning Assessment and Recognition (PLAR) process so that students can obtain an ECE recognized NWT Secondary School Diploma	3.2 Pre-approval mechanism for PLAR credits	# of students who use the Adult Recognition Model (ARM) to obtain Grade 12 Diploma	2 students were granted an ECE Grade 12 Diploma using the ARM
		# of students who complete the PLAR Portfolio Development course	4 students were enrolled in the PLAR Portfolio Development course, and all 4 completed the course

---

[13] Treasury Board Secretariat. (2001). *Guide for the Development of Results-based Management and Accountability Frameworks*, p. 12.

Table 4.1.1: 2015/16 NWT NABE Program Outputs (continued)

Activities	Outputs	Output Indicators	Results
4. Provide the supports students need to succeed	4.1: Standardized assessment placement tools, guidelines and policy for English, Math and Reading	Analysis of current intake assessment process completed	Since 2012, the College and ECE have been working on an analysis of the current intake assessment process. In 2015/15, that analysis was finalized (including consultations with CAEs, ALBE Instructors and Student Services staff).
	4.3: Improve ongoing life-skills coaching and counseling support to students in the smaller communities.	Student Services Review completed	The *Student Services Review* was completed in October of 2015. The Vice President Student Affairs is now managing the recommend-ations outlined in the review (so this activity will no longer be tracked and reported on under the NWT NABE Program).
5. Provide the supports Adult Educators need to succeed	5.3 Orientations for AEs	# orientations # staff attending	Three orientations held (one at each regional campus). A total of 47 College staff attended the orientations.
	5.4 Resource banks at each campus	SharePoint implemented as the resource sharing platform	SharePoint is now established and operational across Aurora College. The platform is being administered by the College Information Systems and Technology Division (so this activity will no longer be tracked and reported on under the NWT NABE Program).
6. Provide the supports the ALBE system needs for success	6.1 NABE Program Manager	Program Manager hired	The Program Manager was hired in February of 2013 and will be in place until March 31st 2017.
	6.2 NABE Program Senior Finance Officer	Senior Finance Officer hired	The Senior Finance Officer was hired in April 2013 and will be in place until March 31st 2017.

Table 4.1.1: 2015/16 NWT NABE Program Outputs (continued)

Activities	Outputs	Output Indicators	Results
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	7.2 Implement pre-ALBE (foundational) programming	*Foundations For Success* delivered in NWT communities	The course was delivered in CLCs across the NWT, and (in-part) at the Campuses.[14]
	7.3 Pilot the Math 110-120 modularized curriculum and resources	# courses modularized and piloted	The modularized Math 110 and 120 curriculums were piloted in 9 NWT communities and at the 3 campuses.
	7.4 Develop, pilot, evaluate and implement short courses	# courses piloted	Three courses (*Ready to Work NWT, Introduction to General Labourer,* and *Introduction to Retail and Customer Service*) were piloted in 16 NWT communities.
		# courses evaluated	The same 3 courses were evaluated.
8. Build and maintain partnerships to ensure the success and sustainability of the program	8.2 Annual Partners and Stakeholders Consultation	# consultations completed	2 days of consultations were completed (March 1-2, 2016).
9. Ensure a Pan-Territorial approach is taken to program design and delivery	9.1 Pan-Territorial Meetings	# meetings completed	2 face-to-face Pan-Territorial meetings were held (Aug 17-18, 2015 and Feb 8-9, 2016), both in Vancouver, BC.
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability	10.1 Evaluation Consultant	Consultant hired	The Consultant was hired in December of 2012 and will be in place until March 31st 2017.
	10.4 Redesign Access Programs	Progress made on the redesign	The Working Committee met four times to move the project forward; Draft Program Logic Model developed; new access Program outlines developed and approved; six speciality courses completed; admissions and registration process (and forms) developed; communications plan developed and implemented (including ads, videos, brochures, posters, presentations etc.)

---

[14] The total number of students completing the course (and the communities where it was delivered) will be available in the Fall of 2016 – once the SRS completion data has been analysed.

Table 4.1.1: 2015/16 NWT NABE Program Outputs (continued)

Activities	Outputs	Output Indicators	Results
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability (continued)	10.5 Evaluate Key NWT NABE Activities	NWT NABE Program Summative Evaluation completed	A draft summative evaluation report was completed in April 2016. The report is being finalized in early fiscal 2016/17.
		Survey of former ALBE and Access students completed	The survey was delivered in December 2015 and the results report completed in March 2016.

4.2 Immediate Outcomes

Immediate outcomes are the fundamental short term changes that are a direct result of program activities and/or outputs.[15] NWT NABE activities and outputs generated four immediate outcomes in 2015/16.

Table 4.2.1: 2015/16 NWT NABE Program Immediate Outcomes

Immediate Outcomes	Immediate Outcome Indicators	Results
1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.	1.1 Greater studying opportunities and learning continuity (C)	Extended studying opportunities in 26 locations across the NWT with the AE Full-time and Part-time enhancements
	1.2 Satisfaction levels of AEs with increased availability of ABE services	100% of respondents to the survey (N = 40) indicated they were either very satisfied, satisfied or somewhat satisfied
	1.3 Satisfaction levels of AEs with greater studying opportunities and learning continuity	100% of respondents to the survey (N = 40) indicated they were either very satisfied, satisfied or somewhat satisfied
	1.4 Satisfaction levels of AEs with improving ALBE in the NWT	100% of respondents to the survey (N = 41) indicated they were either very satisfied, satisfied or somewhat satisfied

---

[15] Ibid, p. 12.

4.3 Intermediate Outcomes

Intermediate outcomes are the fundamental medium-term changes that are a direct result of program activities and/or outputs.[16] NWT NABE activities and outputs generated eight intermediate outcomes in 2015/16.

Table 4.3.1: 2015/16 NWT NABE Program Intermediate Outcomes

Intermediate Outcomes	Intermediate Outcome Indicators	Results
1. Increased use of services by the target cohort of adults: enrollment in adult basic education programs, services, and resources, especially by northern Aboriginals and in remote communities.	1.1 # of ALBE students served (C)	647
	1.2 % increase in # of ALBE students served (C)	Increase of 15% (or 83 students per year) in the years with NABE
	1.3 # of training programs for adult learners (C)	A total of 44 programs were offered: 37 ALBE programs (3 at College campuses, 23 at CLCs, 6 short-term programs in smaller communities, 3 Literacy Outreach Programs, and 2 at NGOs), plus 7 Access programs at the campuses
2. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities	2.1 # of Aboriginal educators (C)	12 (2 male, 10 female)
	2.2 # of local residents hired as educators (C)	114 (46 male, 68 female)
	2.3 satisfaction levels of AEs with orientations	97% of respondents to the survey (N = 36) were either very satisfied, satisfied or somewhat satisfied
	2.4 satisfaction levels of AEs with quality of new resources	98% of respondents to the survey (N = 18) indicated they were either very satisfied, satisfied or somewhat satisfied
	2.5 satisfaction levels of AEs with partnerships	90% of respondents to the survey (N = 29) indicated they were either very satisfied, satisfied or somewhat satisfied

Please note: data for indicators 1.1, 1.2 and 1.3 includes all College ALBE programming (not just NABE funded activities). Pre-post statistical comparisons are used to measure the impacts of the NABE Program investments. Data for indicator 2.1 is self-reported.

---

[16] Ibid, p. 12.

4.4 Final Outcomes

Final outcomes are the fundamental long-term changes that are a direct result of program activities and reflect the ultimate purpose/intent for the program.[17] NWT NABE activities and outputs generated 17 long-term outcomes in 2015/16.

Table 4.4.1: 2015/16 NWT NABE Program Final Outcomes

Final Outcomes	Final Outcomes Indicators	Results
1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.1 # of students who successfully complete ALBE (C)	305
	1.2. % increase of ALBE student completion rate	Increase of 31% (or 63 students per year) in the years with NABE
	1.3. # of program participants advancing to occupational training (C)[1]	13
	1.4. % increase of program participants advancing to occupational training[1]	Decrease of 31% (or 8 students per year) in the years with NABE
	1.5 # of program participants advancing to post-secondary training (C)	181
	1.6 % increase in program participants advancing to post-secondary training	Increase of 26% (or 19 students per year) in the years with NABE
	1.7 # of participants who advance to job training (C)[2]	238
	1.8 % increase in program participants advancing to job training[2]	Decrease of 15% (or 19 students per year) in the years with NABE
	1.9 # of program participants completing Trades certification (C)[3]	1
	1.10 % increase in trades program completions[3]	No Change

Notes: 1) Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. 2) Due to turnover at the Continuing Education Coordinator position in Inuvik in 2011/12 and 2012/13, registrations at the Aurora Campus fell sharply with no Coordinator in place, which reduced overall enrollments in the years with NABE funding. Additionally, these courses are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. 3) The data has significant limitations. This is because the NWT NABE program started in 2011/12, and the first program participants who could have completed the ALBE or Access programs would be from that year. If those program participants entered a 4-year trade the next year (2012/13), they wouldn't be eligible to complete their trades training until 2015/16. Former ALBE and Access students who entered 4 year trades programs in 2013/14, 2014/15 and 2015/16 are not yet finished those trades programs – and therefore cannot be counted for a few more years. The results for these two indicators should be viewed with caution as they are incomplete.

---

[17] Ibid, p. 12.

Table 4.4.1: 2015/16 NWT NABE Program Final Outcomes (continued)

Final Outcomes	Final Outcomes Indicators	Results
1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training (continued)	1.11 # of program participants enrolling in trades programs[4]	25
	1.12 % increase in trades program enrollments[4]	Decrease of 7% (or 1 student per year) in the years with NABE
	1.13 total # of participants who advance past ALBE and Access	457
	1.14 % increase in total # of participants who advance past ALBE and Access	Decrease of 4% (or 9 students per year) in the years with NABE
	1.15 # students who withdraw from ALBE/ Access	60
	1.16 % decrease in students who withdraw from ALBE/ Access	Decrease of 24% (or 31 students per year) in the years with NABE
	1.17 # of program participants acquiring jobs (C)[5]	Not Available

*Please note: 4) Data reflects only enrollments at Aurora College and not Apprentices who take their technical training in southern Canada. Anecdotal evidence from other NABE projects suggests the numbers are higher. 5) Data is not available for 2015/16. A survey of former students was conducted in 2015/16 to see how many former students acquired jobs after completing their ALBE and Access programs. Data for the survey only examined former ALBE and Access students from 2013/14 and 2014/15. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

4.5 Analysis

The performance results for the NWT NABE Program for 2015/16 were positive. All 21 of the outputs were either fully completed or were positive. All four immediate outcomes were positive. All eight of the intermediate outcomes were positive. Eleven (11) of the 16 final outcomes that could be reported were positive.

Overall, 90% (44 of 49) of the outputs and outcomes that could be reported in 2015/16 were either fully completed or were positive.[18]

Several of these outputs and outcomes have been significant in assisting the College to increase the availability and quality of adult basic education services in the NWT, and in increasing the use of those services by the Aboriginal residents in the smaller NWT communities:

---

[18] As noted above in section 3, the number of activities varies from year to year – so therefore the number of outputs and outcomes varies from year to year as well.

- The addition of the 6.1 Full-time and 0.9 Part-time positions to the ALBE system has improved overall system capacity – especially with the additions in the smaller communities to deliver the LES courses.

- Three LES courses developed in 2014/15 *(Ready to Work NWT, Introduction to General Labourer, and Introduction to Retail and Customer Service)* were piloted in 16 NWT communities and then evaluated. A total of 275 adult learners participated, and completion rates ranged from 81% (*Ready to Work NWT*) to 78% (*Introduction to General Labourer*) to 75% (*Introduction to Retail and Customer Service*). These courses are important because they have tremendous community buy-in, and completion rates are much higher than the other ALBE courses (50%).

- The seven former Access Programs have been streamlined into two new Access Programs: the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP). The redesigned programs are important because they should help lower-level learners be more successful in the transition to College post-secondary training.

- The *Summative Evaluation of the NWT NABE Program* is important because it will bring together – for the first time – all of the lessons learned, successes and challenges of 4-plus years of NABE programming. These lessons learned will serve as the blue-print for moving forward with continued enhanced ALBE programming (whether as a separate program or as part of other federal government funding).

- One of the more important achievements of the NWT NABE Program will be the SRS replacement – which will modernize College data collection and reporting processes.

- The *2015/16 Survey of Former Students* is important because it was the first time that former ALBE and Access students were the focus of a major survey – so Aurora College was breaking new ground in its development and delivery. The results showed that 56% of former students surveyed from 2013/14 and 2014/15 acquired jobs after completing ALBE or Access programs.

- The College – through its extensive work with partners – was able to have the NWT NABE Program extended from March 31st 2016 to March 31st 2017.

- Work on the SharePoint Platform was completed in 2015/16, and the platform is now operational within the College across the NWT (i.e. for the first time, all three campuses and the 23 Community Learning Centres are connected electronically). This is important because it will greatly increase the sharing of resources amongst staff, as well as improve administrative

processes within the College.

- The Curriculum Portal Site was developed in 2015/16 under the NWT NABE Program in accordance with the NABE Curriculum Portal Project Plan. The site includes a front page website and a link to the Aurora College Moodle site which can host the content for users that have been granted access to the curriculum digital resources. Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open source course management system. From November 2015 – March 31, 2016 a total of 60 courses comprised of 719 digital resources were reviewed, updated where applicable, and uploaded into the NABE Curriculum Portal Site.

- Linkages between 2015/16 NABE Program activities and other College initiatives have been outlined throughout this report – including work to address the recommendations made in the *2010 Office of the Auditor General of Canada (OAG) Report on Education in the Northwest Territories*. This is important because the College will now be able to provide important quantitative SRS data for the *ECE ALBE Accountability Framework* (which is a direct result of the process developed by the College for its NWT NABE Program reporting).

- The overall impact of the NWT NABE Program has been significant – as various projects within the program have won or been nominated for both territorial and national awards, or nominated as best practices in 2015/16:

    o the NABE Partnership between Aurora College and the NWT Aboriginal Skills and Employment Training Strategy (ASETS), won a *Premier's Collaboration Award*

    o The Council of Ministers of Education Canada (CMEC) recognized the NWT NABE Program and the LES courses as national promising practices

    o the CLCs were nominated for a Government of the Northwest Territories *Ministerial Literacy Award* for the LES course delivery process

    o the redesigned Access Programs have been nominated for the 2016 *Colleges and Institutes Canada Award of Excellence*, and have been awarded the 2016 *Aurora College Innovation and Improvement Award*

    o the *Aurora College Board of Governors 2016 Service Quality Award* was presented to the NWT NABE Program Manager for her work in 2015/16 managing the NABE Program.

    o CanNor has cited the College as having a best practice in terms of data collection, analysis and reporting

The following selected quotes from different NWT NABE Program staff, partners and stakeholders (from this year's annual NABE survey) are representative of the success of the NABE Program so far:

The Literacy and Essential Skills (LES) courses are excellent because they offer a greater variety of programs with the same professional and resourceful material as in the past. I cannot emphasize how impressed I am with what I am using in class when it comes to the LES courses. I was working in student development at Thompson Rivers University, and resources like these would have been awesome for lower level classes; they are a great way to motivate students into furthering their education. New instructors benefit as well because of the resources that are provided to reinforce the student learning.
*****

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

The LES courses have attracted a greater number of participants than regular ABE programming. A much greater percentage of the participants complete the LES programs compared to other programs. Many of the former participants are employed, although not always in the particular field they studied. The community recognizes the success of these courses. People are asking when another course like these will be offered.
*****

The NABE Program has been extremely positive. It has led to increased completions and more students finding work or going on to a certificate or degree program. The LES courses are enjoyable and at the same time, they teach/train students the skills/knowledge that is needed for the workforce.
*****

NABE has extended the course offerings the College can deliver. Community members who are in personal situations that cannot leave their home community now have access to valuable and pertinent job-ready employment-based training programs available and accessible to them for local employment opportunities.
*****

Students have reflected on their own positive outcomes from the LES courses as being 'more than they expected.' For many, these courses exposed them to opportunities and ideas they had not previously been aware of. As their

confidence grew, so did their desire to seek more and to become more self-directed in that pursuit. As an outside observer, I see a very positive outcome in the sheer awakening I see in students as a result of their participation in these programs. That awakening is empowering and this has a cumulative positive impact on their immediate community setting and, by extension, the overall capacity of the territory as a whole.
*****

I found that LES students could take the courses and gain basic work related vocabulary needed to gain employment in the field related to the NABE course. For example, I had a seasoned carpenter take the Construction Labourer Basics course. Although he knew how to build just about everything, he was able to gain much needed English vocabulary to gain employment in his field. Simple things like the names of tools and safety procedures became a huge success for him.
*****

I have spent many years instructing in the ABE system in the NWT. Over those years I became acutely aware of the simmering frustration with the 'invisible' gaps in education, the missing bridges needed to help people redirect from previously unsuccessful educational experiences and to transition into employability domains relevant not only to their interests and capacities, but also to the opportunities and needs of their communities. The NABE program intentionally targets these gaps and creates the opportunity for the NWT to develop and reinforce skill diversity and expertise within the domestic population. NABE is effective, efficient, respects adult learning needs, is portable and flexible, and is being well-respected by the population it is designed to service.

I've had the opportunity over the course of my career to work on similar initiatives in other provinces and jurisdictions, philosophically intended to accomplish these same goals, but I am thrilled to see how well NABE is fulfilling the promise of its intentions. Comparative to iterations I've observed in the past, this program stands out as stellar, miles above the crowd. It is most likely positioned to be the yardstick by which future endeavours are measured and aligned. I am whole-heartedly a proponent that this program be continued and that it be given sufficient support to expand its mandate according to validated demand and ongoing research into statistical trends for future skill and knowledge needs.
*****

5. ANNUAL ANALYSIS OF SRS DATA

As noted above in section 3, each year an analysis of the College Student Record System (SRS) data is undertaken. This analysis is required so that the College can report on the quantitative indicators developed by CanNor to measure the success of the NABE Program. The analysis also provides the College and ECE with the most up-to-date information on current trends, and it allows for informed and evidence-based program and policy decision making.

In the *2015/16 Analysis of ALBE and Access SRS Data*, the focus is on ten years of data: five years of data prior to the NABE funding coming online (2006/07 to 2010/11), and five years of data with NABE funding (2011/12 to 2015/16).

Several key findings were identified when the SRS data was analysed, including:

- overall enrollments and completions in ALBE and Access are increasing in the years with NABE funding
- students are having academic success in the new ALBE courses introduced since the NABE funding began
- fewer ALBE and Access students are dropping out in the years with NABE funding
- there are important differences between ALBE and Access students in terms of enrollments and completions in their programs
- there are important differences in the profiles of ALBE and Access students
- the overall number of students advancing beyond ALBE and Access and into other forms of training is increasing in the years with NABE funding
- the NABE funding is having a positive impact on ALBE and Access programs

5.1 Overall Enrollments and Completions Are Increasing in the Years With NABE Funding

Table 5.1.1 shows the average number of student enrollments in the ALBE and Access Programs in the pre-NABE years and the years with NABE funding. There was a 15% increase in the five-year average of enrollments between the two periods (from 548 students per year to 631 students per year).

Table 5.1.1: Average Number of Student Enrollments in
Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (20011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 15%
Average # of Student Enrollments	548	46.5	631	53.5	(or 83 students per year)

Additionally, there was an important difference in enrollments in the CLCs where extra Full-time Person Years (PYs) were added in the years with NABE funding to better meet student needs. These CLCs included: Aklavik, Colville Lake,[19] N'Dilo/Dettah, Hay River, K'atl'odeeche First Nation (Hay River Reserve), Lutsel K'e, and Wekweeti.[20] See Table 3.1.1 (above) for details on the additional PYs within each of those communities. Table 5.1.2 shows that student enrollments in those communities increased by 44% (from an average of 72 students per year pre-NABE to an average of 104 students per year with NABE).

Table 5.1.2: Average Number of Student Enrollments at CLCs Where
Extra Full-time PYs Were Added – Pre-NABE Years and Years With NABE Funding[21]

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (20011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 44%
Average # of Student Enrollments	72	40.8	104	59.2	(or 32 students per year)

Table 5.1.3 shows the average number of student completions in the ALBE and Access Programs in the pre-NABE years and the years with NABE funding. There was a 31% increase in the five-year average of completions between the two periods (from 205 students per year to 268 students per year).

Table 5.1.3: Average Number of Student Completions in
Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (20011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 31%
Average # of Student Completions	205	43.4	268	56.6	(or 63 students per year)

Additionally, there was an important difference in completions in the CLCs where extra Full-time PYs were added in the years with NABE funding. Table 5.1.4 shows that the number of students completing ALBE and Access courses increased in those communities by 97% (from an average of 29 students per year pre-NABE to an average of 57 students per year with NABE).

---

[19] The additional PY for Colville Lake was for the 2012/13 to 2014/15 years only. The position was not filled in 2015/16 because the previous staff person retired and there was no one in the community able to fill the position.

[20] Full-time PYs were also added at the Aurora, Thebacha and Yellowknife/North Slave Campuses – but those PYs were excluded from this analysis of the impact on CLCs.

[21] The results by community could not be provided because doing so could identify individual Adult Educators within those communities. This also applies to Table 5.2.2 below.

**Table 5.1.4: Average Number of Student Completions at CLCs Where
Extra Full-time PYs Were Added – Pre-NABE Years and Years With NABE Funding**

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (20011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 97%
Average # of Student Completions	29	33.9	57	66.1	(or 28 students per year)

5.2 Students Are Having Academic Success in the New ALBE Courses Introduced Since NABE Funding Began

Students are having academic success in the new ALBE courses introduced into the system since the NABE funding came on-stream. These new courses are the seven Literacy and Essential Skills (LES) courses: *Introduction to Office Skills*, *Introduction to Early Learning and Childcare*, *Start Your Own Small Business*, *Small Business Funding and Marketing*, *Ready to Work NWT, Construction Labourer Basics*, and *Introduction to Retail and Customer Service*.

First, there was an important difference in course completions in the LES courses compared to all other ALBE courses. Table 5.2.1 shows that students completed the LES courses at higher rates (79%; N = 508) compared to all other ALBE courses (50%; N = 4,375). [22]

Table 5.2.1: Student Completions in LES Courses vs Other ALBE Courses – All Communities

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Completions
	Number	Percent	Number	Percent	Increase of student rate of completions by 29%
# of Student Completions	4,375	50.0	508	78.9	

Second, there was an important difference in course completions in the communities where the LES courses were taught – compared to all other ALBE courses taught in those communities.[23] Table 5.2.2 shows that students completed the LES courses at higher rates (79%; N = 509) compared to other ALBE courses (49%; N = 2,304).

Table 5.2.2: Student Completions in LES Courses vs Other ALBE Courses – Select Communities

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Completions
	Number	Percent	Number	Percent	Increase of student rate of completions by 30%
# of Student Completions	2,304	48.7	508	78.9	

---

[22] "N" is "number of students.
[23] This includes all NWT communities except Paulatuk, as well as the communities where the three regional campuses are located (Aurora Campus in Inuvik, Yellowknife/North Slave Campus in Yellowknife and Thebacha Campus in Fort Smith).

5.3 Fewer ALBE and Access Students Are Dropping Out of Their Programs

Figure 5.3.1 shows the average number of students dropping out from their ALBE or Access program in the pre NABE years and the years with NABE funding.

Figure 5.3.1: Average Number of ALBE and Access Students Dropping Out of Their Programs – Pre-NABE Years and Years With NABE Funding
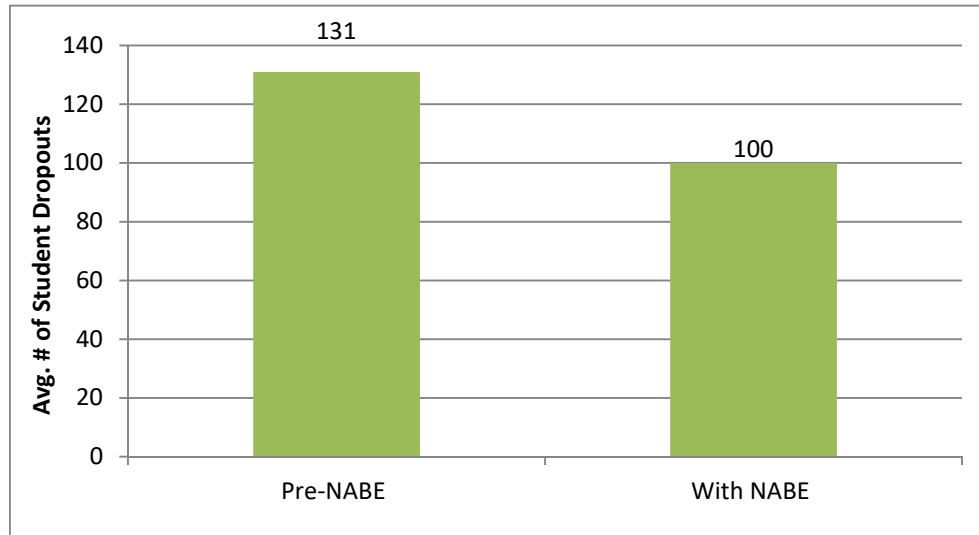
There was a 24% decrease in the five-year average of dropouts between the two periods (from 131 students per year to 100 students per year). In other words, 31 fewer students per year dropped out of the ALBE and Access programs in the last five years.

5.4 There Are Subtle Differences Between the ALBE and Access Programs in Terms of Enrollments and Completions

As noted above in section 5.1, the overall trend for the ALBE and Access programs (combined) is towards increased enrollments and increased completions in the years with NABE funding. However, there are subtle differences between the two programs within these overall trends.

Figure 5.4.1 shows average student enrollments in the ALBE and Access Programs in the pre-NABE years and the years with NABE funding. An average of 422 students per year were enrolled in the ALBE Program from 2006/07 to 2010/11, while 510 students were enrolled per year in the 2011/12 to 2015/16 period. This translates into an increase of 21% (or 88 students per year). Enrollments in Access programs decreased slightly (by 5% or 6 students per year) between the two periods.

**Figure 5.4.1: Average Number of ALBE and Access Student Enrollments –
Pre-NABE Years and Years with NABE Funding**

The majority of the increased ALBE enrollments in the years with NABE funding occurred at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. The decreased enrollments in Access programs were primarily due to the College tightening the eligibility requirements for entry into Access programs – which began in the 2014/15 academic year and which were further tightened for 2015/16.

Figure 5.4.2 shows student completions in the ALBE and Access Programs in the pre-NABE years and the years with NABE funding.

An average of 142 students per year completed all of their courses in the ALBE Program from 2006/07 to 2010/11, while 211 students per year completed all of their courses in the 2011/12 to 2015/16 period. This translates into an increase of 49% (or 69 students per year). The average number of students per year completing all of their courses in Access programs decreased by 10% (or 6 students per year) between the two periods.

**Figure 5.4.2: Average Number of ALBE and Access Student Completions –
Pre-NABE Years and Years with NABE Funding**

The majority of the increased ALBE completions in the years with NABE funding occurred at the CLCs and coincided with the rollout of the LES courses that began in the 2013/14 academic year. As noted in above, when the College tightened the eligibility requirements for entry into Access programs beginning with the 2014/15 academic year, enrollments in Access programs decreased. Other College research has shown that completions are strongly linked with enrollments[24] – so it was not surprising that the Access student completion rate dropped by 10% since that change.

---

[24] Aurora College. (2016). *2015/16 ALBE and Access Programs Accountability Report*. p. 38.

5.5 There Are Important Differences Between the Profiles of ALBE and Access Students

The profiles of ALBE and Access students are very different. Table 5.5.1 highlights these differences.

Table 5.5.1: Different Profiles of ALBE and Access Students (2006/07 to 2015/16)

Criteria	ALBE Students	Access Students
Average Age	30	26
Education Level	Some High School	Completed High School
Years Before Start at College	15	9
Student Type	Part-time	Full-time
Number of Courses Taken	3	6
Level of Courses Taken	Lower Levels (110-130)	Upper Levels (140-160)
Completion Rates of Courses	53%	71%
Progression	To Job Training	To Post-Secondary Training

The average age of Access students (26) is significantly lower than that of ALBE students (30). Additionally, Access students were more likely to have completed High School and have spent less time out of the K-12 system before starting back at the College compared to their ALBE counterparts. Access students were also more likely to be enrolled full-time time, to enroll in more total courses and courses that are at the 140-160 level, and to have completed their courses at higher rates than were ALBE students. Finally, Access students were more likely to progress beyond their programs to take Post-Secondary Training – while ALBE students were more likely to progress beyond their program to take short, employment-focussed training (i.e. Job Training).

These different student profiles have important policy implications for the delivery of the ALBE and Access programming at the College.

5.6 The Overall Number of Students Advancing Beyond ALBE and Access in the Years With NABE Funding Is Increasing Year After Year

Table 5.6.1 shows student enrollments in all types of training (i.e. Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training combined) in the pre NABE years and the years with NABE funding. There was a slight decrease (4%) in the five-year average of enrollments between the two periods (from 236 students per year to 227 students per year).

**Table 5.6.1: Average Number of Student Enrollments in All Types of Training
Beyond ALBE and Access – Pre-NABE Years and Years With NABE Funding**

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (20011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Decrease of 4%
Average # of Student Enrollments	236	50.9	227	49.1	(or 9 students per year)

Figure 5.6.1 shows that an increase in student enrollments in Post-Secondary Training in the years with NABE funding was offset by decreases in the areas of Occupational Training and Job Training – while enrollments in Apprenticeship Training remained relatively unchanged.

**Figure 5.6.1: Average Number of Student Enrollments by Type of Training –
Pre-NABE Years and Years With NABE Funding**[25]
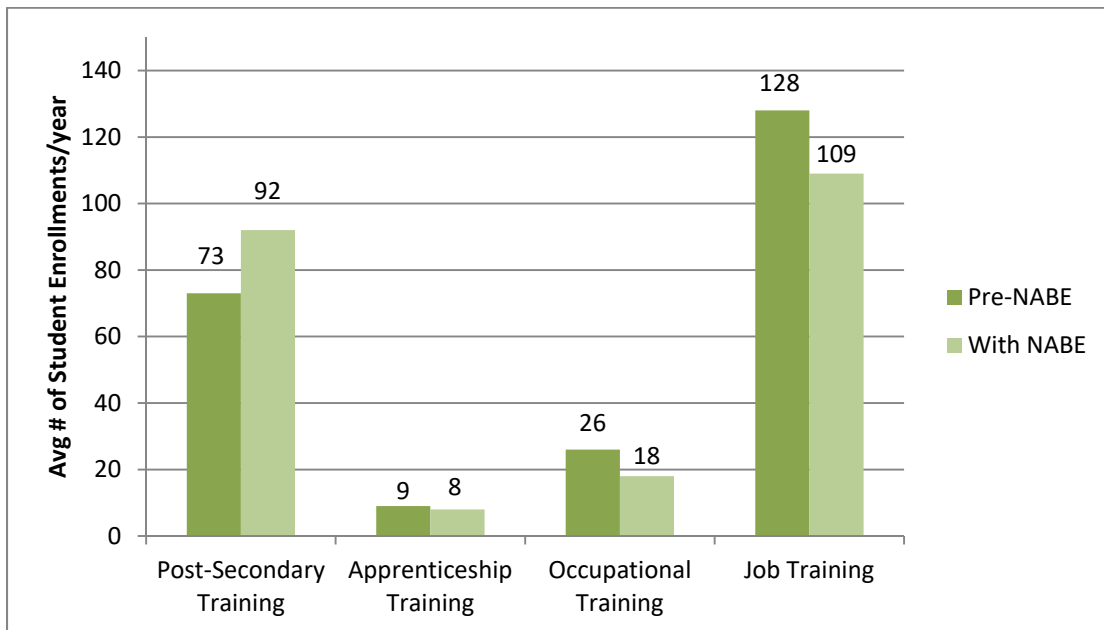
Please note: many of these courses in the Occupational Training and Job training categories are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control.

---

[25] "Employment Training (Short Courses)" are a collection of short courses such as Driver Education Training (for various classes of drivers licenses), Firearms Safety, First Aid, Ready to Work North, Workplace Hazardous Materials Information System (WHMIS), etc. These courses are popular with students because many of them (e.g. First Aid, Driver Education Training, etc.) need to be completed prior to being hired for a job. "Occupational Training Programs" are usually 12-14 week long programs that provide students with the knowledge and skills so they can pursue employment in various areas, such as "Camp Cook", "Building Trades Helper", "Introduction to Underground Mining", "Mineral Processing Operator Pre-Employment Training" and "Pre-Apprenticeship Programs".

However, what is important is that the overall trend for this indicator is towards increasing progressions in the years with NABE funding. As seen below in Table 5.6.1, the 2013/14 SRS data showed that 120 more students per year progressed to programs/courses beyond ALBE and Access in the pre-NABE years compared to the years with NABE funding. By 2014/15, that gap had shrunk by almost half – to 60 students per year. This year's data shows that the gap between the two periods has almost completely closed (to only 9 students per year). What this means is that 111 more students per year are progressing on to programs/courses beyond ALBE and Access in the 2015/16 data compared to the 2013/14 data.

5.7 The NABE Funding is Having a Positive Impact

The first analysis of SRS data with NABE funding in place was released in 2013/14 – and included results for three years of data pre-NABE and three years of data with NABE (i.e. the 3 x 3 report). [26] In 2014/15, the analysis of four years of data pre-NABE and four years of data with NABE was released (i.e. the 4 x 4 report). [27] The analysis for five years of data pre-NABE and five years of data with NABE (i.e. the 5 x 5 report) has been prepared and will be released in the Fall of 2016. [28]

Table 5.7.1 shows annual increases or decreases in the years with NABE funding compared to the pre-NABE years for each of the six CanNor indicators, as well as for eight other key NWT NABE Program indicators.

The results show that the overall trend for 13 of the 14 indicators examined has been positive. [29] For example, in the 2013/14 data, there was a 1% increase (or an increase of 9 students per year) in ABE enrollments in the years with NABE funding compared to the pre-NABE years. The 2014/15 data showed that this increase between the years with NABE funding and the pre-NABE years had risen to 11% (or 60 students per year). The 2015/16 data showed that the increase has risen to 15% (or 83 student per year). Overall, enrollments in ALBE and Access programs increased by 14% (or 74 students per year) between the 2013/14 data and the 2015/16 data.

In summary, the NABE funding is having a positive impact on Aurora College ALBE and Access programs – and that impact continues to grow with every year that the NABE funding is in place.

---

[26] Aurora College. (2014). *NABE Project 10.2: 2013/14 Analysis of ALBE and Access SRS Data (Technical Report*).

[27] Aurora College. (2015). *NABE Project 10.2: 2014/15 Analysis of ALBE and Access SRS Data (Technical Report).*

[28] Aurora College. (2016). *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report*).

[29] The results for the one unchanged indicator – number of former ALBE and Access students completing trades certification – has numerous data and methodological issues associated with it and should be viewed with caution. See the limitation noted above in section 1 for details on those issues.

Table 5.7.1: Overall Change in Indicators From 2013/14 to 2015/16

CanNor Indicator	Changes Between Pre-NABE Years and Years With NABE Funding			Overall Change From 2013/14 to 2015/16
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	
#5 - Number of ABE students served	↑ 1% (9 students/yr)	↑ 11% (60 students/yr)	↑ 15% (83 students/yr)	14% (74 students/yr)
#14 - Number of students who successfully complete ABE	↑ 17% (44 students/yr)	↑ 27% (54 students/yr)	↑ 31% (63 students/yr)	14% (19 students/yr)
#13 - Number of program participants (working age adults) advanced to post-secondary training	↓27% (25 students/yr)	↓ 5% (4 students/yr)	↑ 26% (19 students/yr)	53% (44 students/yr)
#11 - Number of program participants (working age adults) advanced to occupational training	↓ 32% (11 students/yr)	↓ 31% (9 students/yr)	↓ 31% (8 students/yr)	1% (3 students/yr)
#12 - Number of program participants (working age adults) completed trades certification[1]	↔	↔	↔	No Change
#15 - Number of students who go on to job training	↓ 77% (52 students/yr)	↓ 34% (46 students/yr)	↓ 15% (19 students/yr)	62% (33 students/yr)
Other Key Indicators				
Number of former students progressing on to all types of training[2]	↓ 41% (120 students/yr)	↓ 23% (60 students/yr)	↓ 4% (9 students/yr)	37% (111 students/yr)
Number of ALBE and Access students dropping out of their programs[3]	↓ 16% (22 students/yr)	↓ 22%[4] (28 students/yr)	↓ 24% (31 students/yr)	8% (9 students/yr)
Enrollments in ALBE and Access in CLCs where extra FT PYs were added	↑ 11% (18 students/yr)	↑ 30% (23 students/yr)	↑ 44% (32 students/yr)	33% (14 students/yr)
Completions in ALBE and Access in CLCs where extra FT PYs were added	↑ 51% (23 students/yr)	↑ 65% (20 students/yr)	↑ 97% (28 students/yr)	46% (5 students/yr)
Completions in Post-Secondary Training	↓ 31% (19 students/yr)	↓ 11% (6 students/yr)	↑ 17% (8 students/yr)	48% (27 students/yr)
Completions in Occupational Training	↓ 46% (12 students/yr)	↓ 33% (17 students/yr)	↓ 37% (7 students/yr)	9% (5 students/yr)
Enrollments in Apprenticeship Training	↓ 58% (7 students/yr)	↓ 40% (4 students/yr)	↓ 7% (1 student/yr)	51% (6 students/yr)
Completions in Job Training	↓ 50% (52 students/yr)	↓ 27% (26 students/yr)	↓ 12% (11 students/yr)	38% (41 students/yr)

Key: ↑ = increase; ↓ = decrease; ↔ = no change

Notes: 1) Results for Indicator #12 are incomplete due to the numerous data and methodological issues outlined in section 3.3 (Limitations), and should be viewed with caution. 2) This was a new indicator suggested by NWT NABE Program partners in 2014/15 (so results for it were not presented in the 2013/14 report). 3) This was a new indicator suggested by CanNor in 2015/16 (so results for it were not presented in the 2013/14 or 2014/15 reports). Additionally, as outlined above in section 3.2, adjustments were made to the raw SRS data this year so that the comparisons between the pre-NABE years and the years with NABE were more accurate. The result of these adjustments is that the numbers presented in this table differ slightly from those presented previously in the 2013/14 and 2014/15 SRS data reports.

6. LINKAGES WITH SKILLS 4 SUCCESS AND THE NWT LABOUR MARKET FORECAST AND NEEDS ASSESSMENT

The Government of the Northwest Territories (GNWT) launched the Skills 4 Success (S4S) Initiative in 2015.[30] The *Skills 4 Success 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 the Framework 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.[31]

With these goals in mind, the GNWT engaged the Conference Board of Canada to develop an *NWT Labour Market Forecast and Needs Assessment (LMFNA)*. Two main objectives guided the LMFNA project:

- help the GNWT and its stakeholders better understand the characteristics of the NWTs current labour market and resident labour force, and
- help the GNWT and its stakeholders anticipate employer hiring needs under current market conditions and reasonable alternative scenarios up to the year 2030.[32]

Aurora College ALBE and Access Programs are contributing to the goals of S4S and are consistent with the research conducted by the Conference Board of Canada for the LMFNA. This can be seen in several areas, including:

- essential skills programming at Aurora College
- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment
- developing new data collection, analysis and reporting systems to track students from ALBE and Access programs to further training at the College or to employment

6.1 Essential Skills Programs at Aurora College

The Conference Board of Canada's Centre for Skills and Postsecondary Education defines skills as "an ability acquired or developed through education, training, and/or experience which provides a person with the potential to make a useful contribution to the economy and society". [33] This definition

---

[30] GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast.p.*1.

[31] GNWT. (2015). *Skills 4 Success 10 Year Strategic Framework. p.*3.

[32] Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment. p.*2.

[33] Munro, Daniel, et al. (2014). *Skills - Where Are We Today? The State of Skills and PSE in Canada*. Ottawa: The Conference Board of Canada.

incorporates not only expert knowledge or technical skills for specific occupations and activities, but also the broad range of generic employability skills (e.g., personal responsibility, teamwork, communication, creativity, problem-solving, and life skills) and essential skills (e.g., literacy and numeracy). The concept of skill incorporates technical know-how and knowledge, as well as the ability to apply both and succeed on the job.

As noted above in section 2.1, the College (in partnerships with the NWT Literacy Council) began developing and delivering essential skills programming when the NABE funding came online in 2011/12. This programming responded to needs identified by program partners and stakeholders for courses that would support lower-level literacy (i.e. 120) 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.

Between 2011/12 and 2015/16, 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 Childcare*, *Start Your Own Small Business*, *Small Business Funding and Marketing*, *Ready to Work NWT, Construction Labourer Basics*, and *Introduction to Retail and Customer Service*.

Table 6.1.1 shows that between 2011/12 and 2015/16, a total of 679 learners enrolled in the seven LES courses, with 508 (79%) of them completing their course.

Table 6.1.1: LES Course Enrollments, Withdrawals and Completions – by Course (2011/12 to2015/16)

Course	Enrollments		Withdrawals		Completions	
	Number	Percent	Number	Percent	Number	Percent
Construction Labourer Basics	91	13.4	0	0.0	74	81.3
Ready to Work NWT	137	20.2	1	2.9	118	86.8
Small Business Funding and Marketing	45	6.6	0	0.0	39	86.7
Start Your Own Small Business	100	14.7	4	11.4	78	81.3
Intro to Retail and Customer Service	45	6.6	1	2.9	33	75.0
Intro to Office Skills	183	27.0	21	59.9	118	72.8
Intro to Early Learning and Childcare	78	11.5	8	22.9	48	68.6
Totals	679	100.0	35	100.0	508	78.9

As noted above in section 5.1, learners are having success in the LES courses. This includes:

- completing the LES courses at higher rates (79%; N = 508) compared to all other ALBE courses (56%; N = 3,616) in the 2011/12 to 2015/16 period

- within the communities where the LES courses were taught, completing the LES courses at higher rates (79%; N = 508) compared to other ALBE courses taught in those communities (50%; N = 1,247)
- fewer students withdrawing (or dropping out) of the LES courses compared to other ALBE courses: 5% for the LES courses, 10% for other ALBE courses

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

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% of those jobs will require some form of post-secondary training (which includes college, apprenticeship or university training).[34]

Results from the 2015/16 Analysis of ALBE and Access SRS Data show that former ALBE and Access students are progressing beyond their programs into post-secondary training. There was a 26% increase in the five-year average of enrollments of former ALBE and Access students in certificate, diploma and degree programs in the 2011/12 to 2015/16 period (compared to the previous five year period). The increase of 19 students per year in the years with NABE funding was primarily in certificate and diploma programs, as shown in Figure 6.2.1

Figure 6.2.1: Average Number of Student Enrollments by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding

---
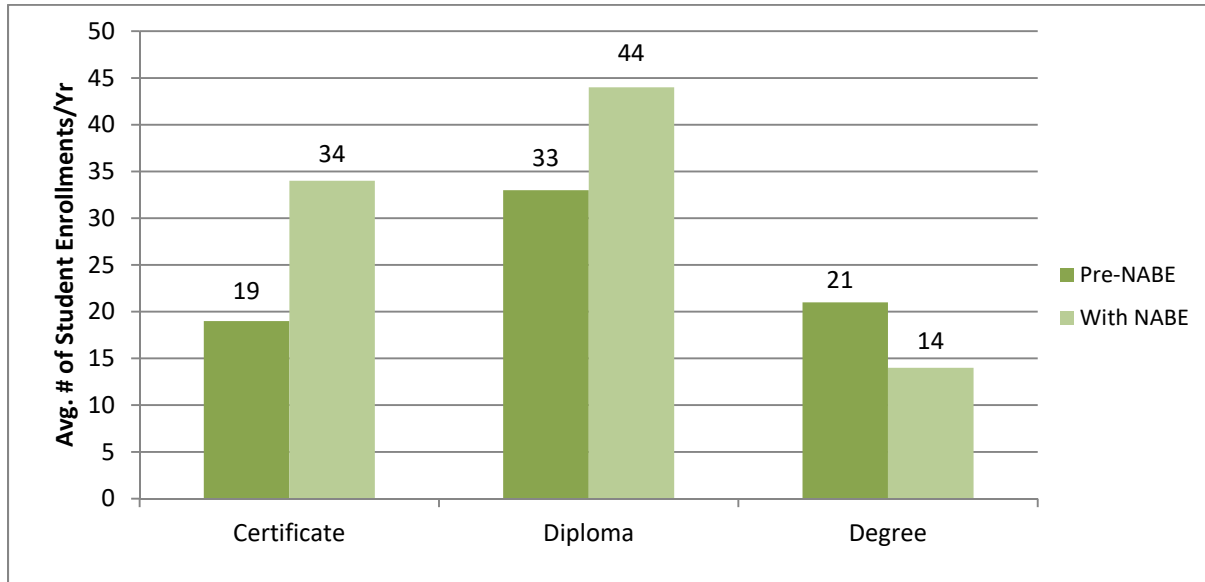
[34] Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment. p.*4.

Table 6.2.1 shows that a total of 840 students progressed beyond ALBE and Access into certificate, diploma and degree programs in the 2011/12 to 2015/16 timeframe. Over three quarters of those students (79%; N = 661) enrolled in training programs for occupations noted as being in-demand in the NWT.[35]

Table 6.2.1: Total Number of Students Progressing Beyond ALBE and Access to Certificate, Diploma and Degree Training For In-Demand Occupations (2011/12 to 2015/16)

	Number	Percent
BACHELOR OF SCIENCE IN NURSING*	137	16.3
BUSINESS ADMINISTRATION*	132	15.7
EARLY CHILDHOOD DEVELOPMENT*	84	10.0
SOCIAL WORK*	83	9.9
PERSONAL SUPPORT WORKER*	69	8.2
BACHELOR OF EDUCATION*	67	8.0
ENVIRONMENT & NATURAL RESOURCES TECH	67	8.0
OFFICE ADMINISTRATION*	61	7.3
ENVIRONMENTAL MONITOR TRAINING	34	4.0
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	32	3.8
TRADITIONAL ARTS	32	3.8
COMMUNITY HEALTH REPRESENTATIVE*	13	1.5
CONTAMINATED SITE REMEDIATION COORD.	10	1.2
SUPPLY MANAGEMENT*	10	1.2
NORTHERN LEADERSHIP DEV INDUSTRY FOCUS	4	.5
TEACHER EDUCATION*	4	.5
POST GRAD CERT IN REMOTE NURSING*	1	.1
Total	840	100.0

Please note: certificate, diploma and degree programs for in-demand occupations are noted with an *

6.3 Preparing Students For Employment

As noted above in section 3, results from the *2015/16 Aurora College Survey of Former ALBE and Access Students* show that Aurora College ALBE and Access programs are preparing students for employment in the NWT.

Fifty-six percent (56%; N = 127) of respondents acquired a job after leaving the College. Of the 127 respondents who had acquired a job, 61% (N = 78) were enrolled in 2014/15, while 39% (N = 49) were enrolled in 2013/14. Additionally, the majority of respondents noted that the jobs they acquired were:

---

[35] GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast.p*.9-11.

- full-time (56%; N = 71), as opposed to part-time (44%; N = 56)
- year-round (66%; N = 83), as opposed to seasonal (34%; N = 43)

Finally, of those respondents who did acquire a job, the majority (78%; N = 97) reported that their studies at the College had helped them with the skills needed to do their jobs.

6.4 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. As noted above in section 2.3, the College had to develop these new processes in order to report on the indicators required by CanNor under the NABE program. If it hadn't, it would have been unable to report on 40% of the indicators that were required.

The essence of the new process is that it "sums-up" course level data to see how students are doing within their program. For the 2015/16 analysis, 24,465 course-level records were collapsed down into records for 5,895 individual students who were registered in the ALBE and Access programs during the 2006/07 to 2015/16 timeframe. This was done through the development of a "Completed All ALBE/Access Courses" variable – which calculated whether each student completed all of their courses from the course level dataset.

The individual student records are then analyzed to examine student success – including enrollments, withdrawals (i.e. dropouts), completions, etc. The main unit of analysis is "student by program by year" (or in other words, "bums in seats"). Additionally, the SRS data allows for the tracking of former students to see what other College programming they take after ALBE and Access. This is important – as it is an indicator of the success of students in progressing to certificate, diploma, degree, apprenticeship and other training at the College.

This new process was first used in 2012 and 2013 to provide the data for the *Review of Aurora College Access Programs.*[36] A second analysis was then undertaken with ALBE data to provide a baseline for that program.[37] The results of those first two research projects were presented at the NABE Symposium in Whitehorse in May of 2014. Both presentations were very well-received. In subsequent years, the analysis was tweaked to provide a pre-post comparison of SRS data so that the impacts of the NABE investments could be quantitatively measured.

---

[36] Hogan, B. (2014). NABE Project 10.4 – *2012/13 Longitudinal Analysis of Student Level Access Programs Data*.
[37] Hogan, B. (2014). NABE Project 10.2 – *2012/13 Longitudinal Analysis of Student Level ALBE Program Data*.

The *2015/16 Analysis of ALBE and Access SRS Data* shows that the NABE funding is having a positive impact on Aurora College ALBE and Access programs – and that that impact continues to grow with every year that the NABE funding is in place. However, without these new data collection, analysis, reporting and tracking processes in place, the College would be unable to provide the evidence that supports those claims.

It should be noted that the new processes could be used to track and report on all College students (not just ALBE and Access students). This is important, as the College can play a role in providing quantitative data that could be used by the GNWT to measure the impact of the S4S initiative. Additionally, the College is now in the process of selecting a new Student Information System (SIS) to replace the SRS. This will modernize College data collection and reporting processes, and should allow for further improvements to be made to the new processes already developed.

Finally, as noted above in section 7.3, the 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. Although the survey showed positive results, the survey development and delivery created a heavy workload for several key personnel administering the NWT NABE Program, including: the Vice-President of Community and Extensions, the NWT NABE Program Manager, the Chair of Developmental Studies, and the NWT NABE Program Evaluation Consultant. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it will be undertaken on an ad-hoc basis as required to fulfill its reporting requirements to CanNor.

7. NEXT STEPS

The overall intent of this report is to provide for informed and evidence-based program and policy decision making for College and ECE staff involved with the ALBE and Access programming. Specifically, section 3 provides details of NWT NABE Program activities for 2015/16. The analysis presented in section 4 shows progress towards the achievement of the NABE program outputs, as well as immediate, intermediate and final outcomes.

The analysis outlined in section 5 provides the College and ECE with the most up-to-date information on current trends in both programs. This includes trends in enrollments, dropouts, completions and progressions beyond ALBE and Access into other College training programs. These results should allow for programming adjustments to be made where necessary.

Additionally, the data provided in Section 6 shows how the ALBE and Access programs are contributing to the goals of the GNWTs *Skills 4 Success* initiative. These results are important because they are consistent with the research conducted by the Conference Board of Canada for the *NWT Labour Market Forecast and Needs Assessment* – especially in regards to students progressing on to post-secondary training for occupations that were identified as in-demand for the next 15 years.

This report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE, Justice and the NWT Business Development and Investment Corporation), and non-governmental organizations including the NWT Literacy Council, Skills Canada NWT, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT.

The major next step is to use the data contained within this report for College reporting purposes regarding the ALBE and Access programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past five years to measure success and track student progress to additional training is continually updated to reflect ongoing requirements – including the new Student Information System (SIS) that is being selected for the College. Finally, this report should also allow the College to communicate the many successes the program is having so far, as well as help build the case for sustained funding of the program after March 31st, 2017.

REFERENCES

Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*. Yellowknife.

Aurora College. (2014). *NABE Project 10.2: 2013/14 Analysis of ALBE and Access SRS Data (Technical Report).* Yellowknife.

Aurora College. (2015). *NABE Project 10.2: 2014/15 Analysis of ALBE and Access SRS Data (Technical Report).* Yellowknife.

Aurora College. (2016). *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report).* Yellowknife. (forthcoming)

Aurora College. (2016). 2015/*16 Survey of Former ALBE and Access Students – Results Report.* Yellowknife.

Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment*. Ottawa.

Department of Education, Culture and Employment. (2000). *Adult Literacy and Basic Education (ALBE) Directive.* Yellowknife.

Government of the Northwest Territories. (2015). *Skills 4 Success 10 Year Strategic Framework.* Yellowknife.

Government of the Northwest Territories. (2015*). Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast.* Yellowknife.

Hogan, B. (2014). *NABE Project 10.2 – 2012/13 Longitudinal Analysis of Student Level ALBE Program Data*. Aurora College. Yellowknife.

Hogan, B. (2014). *NABE Project 10.4 – 2012/13 Longitudinal Analysis of Student Level Access Programs Data*. Aurora College. Yellowknife.

Munro, Daniel, Cameron MacLaine, and James Stuckey. (2014). *Skills - Where Are We Today? The State of Skills and PSE in Canada*. Ottawa: The Conference Board of Canada.

Office of the Auditor General of Canada. (2010). *Education in the Northwest Territories-2010*. Ottawa.

Treasury Board Secretariat. (2001*). Guide for the Development of Results-based Management and Accountability Frameworks.* Ottawa.

APPENDIX I: NWT NABE PROGRAM 2015/16 WORKPLAN

NWT NABE Priorities	Activities	Description
1. Increase the capacity of ALBE Program delivery across the NWT.	1.1 Increase Adult Educator positions in communities across the NWT.	Turn ¼ AE positions into ½ time and turn ¾ AE positions into Full-time in 5 NWT communities Add 2^(nd) AE in Hay River, Aklavik Add 1 AE at each of the 3 campuses Provide additional funding for Native Women's Association and Tree of Peace Add Part-time positions across the NWT to teach LES courses
2. Ensure holistic, culturally appropriate curriculum and resources are used in the program.	2.1 Partner with ECE to develop holistic, culturally appropriate ALBE curriculum and resources.	Work with ECE to revise and update the English 140 curriculum and the Math Placement Tests. Process is led and funded by ECE – there are no NWT NABE Program costs.
3. Finalize the PLAR process so that students can obtain an ECE recognized *NWT Secondary School Diploma.*	3.2 Design and implement a pre-approval mechanism for Aurora College PLAR credits to support adult learners obtaining their *NWT Secondary School Diploma* with ECE.	The Accredited Pathways Steering Committee is undertaking this work.
4. Provide the supports students need to succeed.	4.1: Implement a new intake and assessment process	ECE and Aurora College are working cooperatively to standardize assessment placement process tools, guidelines and policy for English, Math, and Reading this activity – there are no NWT NABE Program costs.
	4.3: With information from the review conducted previously, improve ongoing life-skills coaching and counseling support to students in the smaller communities.	Aurora College is implementing the recommendations from the *Review of Aurora College Student Services* – there are no NWT NABE Program costs.
5. Provide the supports Adult Educators need to succeed.	5.3 Provide a Fall orientation at all three campuses and all three regions (including a cultural orientation).	ECE pays for the first 2 days of the In-services, and NABE funding is used to extend the events for a third day to cover themes relevant to the NWT NABE Program. Costs will cover travel for guest speakers and staff to present and attend.
	5.4 Establish a curriculum and resources bank at each regional campus.	Establish the SharePoint platform as the basis for College distance collaborative work.

Please note: The NWT NABE Program Budget was reduced from an annual average of approximately $2.4M in 2012/13, 2013/14 and 2014/15 to approximately $1.3M in 2015/16. Therefore, not all activities funded in those previous years could be funded in 2015/16. Activities which were not funded (and where no work was undertaken) included activities 3.1, 4.2, 5.2, 6.4, 6.5 and 6.6. **Please also note:** Some activities were fully completed in previous years – so they were not included in the 2015/16 workplan. These included activities 5.1, 6.3, 7.1, 8.1, 9.2, 10.2 and 10.3).

NWT NABE Priorities	Activities	Description
6. Provide the supports the ALBE system needs for success.	6.1 Hire a Full-time NWT NABE Program Manager.	The Program Manager is the primary position responsible for the design, delivery, reporting and evaluation of NWT NABE Program activities.
	6.2 Hire a Full-time NWT NABE Program Senior Finance Officer.	The Senior Finance Officer position is responsible for coordinating, supporting and executing the effective, efficient, financial and accounting services for the NWT NABE Program.
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.	7.2 Implement pre-ALBE (Foundational) programming.	Deliver the *Foundations For Success* course in communities across the NWT.
	7.3 Modularize the lower level ALBE curriculum (110-130).	Pilot the modularized Math 110 and 120 curriculum. Complete drafts of modularized English 110, 120 and 130 curriculum. Process is led by ECE – no NWT NABE Program costs.
	7.4: Develop and implement short courses that integrate literacy and workplace essential skills (to increase the number of northerners joining the labour market or entering the vocational training required to enter the labour market).	Pilot three short courses (*Ready to Work NWT, Introduction to General Labourer,* and *Introduction to Retail and Customer Service*) in 16 communities. Evaluate the pilots and prepare a report. Update all 7 LES courses and finalize each.
8. Build and maintain partnerships to ensure the success and sustainability of the NABE Program.	8.2 Consult annually with stakeholders and training partners.	Provide travel costs for stakeholders and training partners, and costs for the meetings facilitator.
9. Ensure a Pan-Territorial approach is taken to program design and delivery.	9.1 Undertake Pan-Territorial meetings	Face-to-face and teleconference meetings as required.
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability.	10.1 Hire a consultant to provide evaluation services for the life-span of the NWT NABE Program.	Services included: 1) collecting and reporting stakeholder feedback (e.g. Fall In-services); 2) a survey of AEs, College staff and program partners; 3) presenting an update on evaluation activities to partners and stakeholders; 4) an analysis of SRS ALBE and Access data; 5) providing ongoing evaluation advice and support as needed – including preparing data for the NABE extension, and 6) preparing the NWT NABE Program Annual Report for 2015/16.
	10.4: Redesign the Access Programs based on the review completed in 2014.	Implement the recommendations from the review and redesign the program.
	10.5: Evaluate Key NWT NABE Program activities	1) Undertake a Summative Evaluation of the NWT NABE Program. 2) Undertake a Survey of Former ALBE and Access Students to see how many have obtained jobs as a result of their upgrading (so the College can report on CanNor Indicator #10).

APPENDIX II: 2015/16 NWT NABE PROGRAM PERFORMANCE MEASUREMENT FRAMEWORK

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
1. Increase the capacity of ALBE Program delivery across the NWT	1.1 Increase Adult Educator (AE) positions across the NWT	1.1 # of AEs (C)	1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.	1.1 Greater studying opportunities and learning continuity (C)	1. Increased use of services by the target cohort of adults: enrollment in adult basic education programs, services, and resources, especially by northern Aboriginals and in remote communities.	1.1 # of ALBE students served (C) (**Source:** Annual SRS Analysis)	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.1 # of students who successfully complete ALBE (C) (**Source**: Annual SRS Data Analysis)
2. Ensure holistic culturally appropriate curriculum and resources are used in the program	2.1 Partner with ECE to develop holistic, culturally appropriate ALBE curriculum and resources	2.1 # of new or enhanced materials and curriculum put into use in the ALBE system (C)		1.2 Satisfaction levels of AEs with increased availability of ABE services (**Source:** AE Survey re NABE Activities)		1.2 % increase in # of ALBE students served (**Source**: Annual SRS Analysis)		1.2. % increase in ALBE student completion rate (**Source**: Annual SRS Data Analysis)
3. Finalize the PLAR process so that students can obtain an ECE recognized NWT Secondary School Diploma	3.2 Pre-approval mechanism for PLAR credits	3.2.1 # of students who use ARM to obtain Grade 12 Diploma 3.2.2 # of students who complete the PLAR Portfolio Development course		1.3 Satisfaction levels of AEs with greater studying opportunities and learning continuity (**Source:** AE Survey re NABE Activities)		1.3 # of training programs for adult learners (C)		1.3. # of program participants advancing to occupational training (C) (**Source**: Annual SRS Data Analysis)
4. Provide the supports students need to succeed	4.1: Standardized assessment placement tools, guidelines and policy for English, Math and Reading	4.1 Analysis of existing assessment intake process completed						1.4. % increase of program participants advancing to occupational training (**Source:** Annual SRS Data Analysis)
	4.3: Improve ongoing life skills coaching and counseling support to students in the smaller communities	4.3 Responsibility for implementing the recommend-ations from the Student Services Review transferred to Student Services						

Please note: the data source for all indicators is the NWT NABE Program files (unless otherwise indicated). Indicators developed by CanNor are denoted with a (C). Two of the 15 CanNor indicators are not shown here as they deal with internal administration of the NABE Program. **Please also note**: for 2015/16, there are a total of 48 indicators in the PMF: 19 Outputs, 4 Immediate Outcomes, 8 Intermediate Outcomes and 17 Final Outcomes. To see the full NWT NABE Program PMF covering all program activities since 2012, see the *NWT NABE Program Summative Evaluation Results Report*. The full NWT NABE Program PMF includes a total of 63 indicators: 32 Outputs, 4 Immediate Outcomes, 10 Intermediate Outcomes and 17 Final Outcomes.

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
5. Provide the supports Adult Educators need to succeed	5.3 Orientations for AEs 5.4 Resource banks at each campus	5.3 # orientations + # of staff attending 5.4 SharePoint implemented	1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.	1.4 Satisfaction levels of AEs with improving ALBE (**Source:** AE Survey re NABE Activities)	2. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities	2.1 # of Aboriginal educators (C) 2.2 # of local residents hired as educators (C) 2.3 satisfaction levels of AEs with orientations (**Source:** AE Survey re NABE Activities) 2.4 satisfaction levels of AEs with quality of new resources* (**Source:** AE Survey re NABE Activities)	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.5 # of program participants advancing to post-secondary training (C) (**Source**: Annual SRS Data Analysis) 1.6 % increase in program participants advancing to post-secondary training (**Source:** Annual SRS Data Analysis) 1.7 # of participants who advance to job training (C) (**Source**: Annual SRS Data Analysis) 1.8 % increase in program participants advancing to job training (**Source**: Annual SRS Data Analysis)
6. Provide the supports the ALBE system needs for success	6.1 NABE Program Manager 6.2 NABE Program Senior Finance Officer	6.1 Program Manager hired 6.2 Senior Finance Officer hired						
7. Implement innovative program design and delivery….	7.2 Implement pre-ALBE courses 7.3 Modularize English 110-130 curriculum and pilot Math 110-120 modularized curriculum and resources 7.4 Develop, pilot, evaluate and implement short courses	7.2 *Foundations For Success* delivered in NWT communities 7.3 # courses modularized and piloted 7.4 # courses piloted and evaluated						
8. Build and maintain partnerships to ensure the success and sustainability of the program	8.2 Annual Partners and Stakeholders Consultation	8.2 # consultations completed						

*Please note - "new resources" in 2015/16 included the piloting of 3 LES courses (*Ready to Work NWT; Construction Labourer Basics*; and *Introduction to Retail and Customer Service),* and the piloting of the Math 110 and 120 modularized curriculum and resources.

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
9. Ensure a Pan-Territorial approach is taken to program design and delivery	9.1 Pan-Territorial Meetings	9.1 # meetings completed	1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.		2. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities	2.5 satisfaction levels of AEs with partnerships (**Source:** AE Survey re NABE Activities)	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.9 # of program participants completing trades certification (C) (**Source**: ECE CMAS)
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability	10.1 Evaluation Consultant 10.4 Redesign Access Programs 10.5 Evaluate Key NWT NABE Activities	10.1 Evaluation Consultant hired 10.4 Progress made on the redesign 10.5.1 Summative Evaluation of NWT NABE Program completed 10.5.2 Survey of former ALBE and Access students completed						1.10 % increase in trades program completions (**Source**: ECE CMAS) 1.11 # of program participants enrolling in trades programs (**Source**: Annual SRS Data Analysis) 1.12 % increase in trades program enrollments (**Source**: Annual SRS Data Analysis) 1.13 total # of participants who advance past ALBE and Access (**Source**: Annual SRS Data Analysis)

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
								1.14 % increase in total # of participants who advance past ALBE and Access (**Source**: Annual SRS Data Analysis) 1.15 # students who withdraw from ALBE/ Access (**Source**: Annual SRS Data Analysis) 1.16 % decrease in students who withdraw from ALBE/ Access (**Source**: Annual SRS Data Analysis) 1.17 # of program participants acquiring jobs (C) (**Source**: 2015/16 Survey of Former ALBE/Access Students)

Please note: For Final Outcome indicators #1.2, #1.4, #1.6, # 1.8, #1.10, #1.12, #1.14 and #1.16, the % increase/decrease refers to changes between the pre-NABE years and the years with NABE funding. For further details, see the *2015/16 Analysis of ALBE and Access SRS Data Report* (forthcoming in October 2016).

APPENDIX III: INDICATORS REQUIRED BY CANNOR

	#	Indicator	Male	Female	Aboriginal	Non-Aboriginal	Total
					Dimension		
Performance Measurement Strategy Framework							
Activity							
NABEP Project Investments	1	Number and type of ABE products or services approved					1
Outputs							
ABE sevices and products, as approved by program funding	2	Number and type of ABE products or services approved					17
Immediate Outcomes							
Increase in availability of adult basic education services	3	# of adult basic educators					6.1 FT 0.9 PT
	4	*Greater studying opportunities and learning continuity (eg extended hours, school years, more locations)*					26
Intermediate Outcomes							
Increased use of services by target cohort of adults	5	# of ABE students served: College	261	359	496	124	620
		Native Womens	NA	NA	NA	NA	10
		Tree of Peace	NA	NA	NA	NA	17
		TOTALS	261	359	496	124	647
Increase in quality of adult basic education services	6	# of training programs for adult learners					44
	7	# of aboriginal educators	2	10	10	0	12
	8	*# of local residents hired as educators*	*46*	*68*	NA	NA	114
	9	new or enhanced ABE materials and curriculum put into use in ABE system					7

Long Term Outcome							
Improved employment, occupational training, post secondary training (non-occupational) and readiness for employment or occupational training	10	# of program participants (working age adults) acquired jobs					NA
	11	# of program participants (working age adults) advanced to occupational training	9	4	12	1	13
	12	# of program participants (working age adults) completed trades certification	NA	NA	NA	NA	1
	13	# of program participants (working age adults) advanced to post secondary training	19	162	128	53	181
	14	# of ABE students who successfully complete ABE	136	169	241	64	305
	15	# of whom go on to job training	102	136	198	40	238

Please note: The ethnicity dimension for Indicator #7 is self-reported. For indicators #5, #7 and #8, these totals include all College ALBE programming (not just NABE funded activities). Pre-post statistical comparisons are used to measure the impacts of the NABE Program investments.

Data for indicator #10 is not available for 2015/16. A survey of former students was conducted in 2015/16 to see how many former students acquired jobs after completing their ALBE and Access programs. Data for the survey only examined former ALBE and Access students from 2013/14 and 2014/15. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

The data for indicator #12 has significant limitations. This is because the NWT NABE program started in 2011/12, and the first program participants who could have completed the ALBE or Access programs would be from that year. If those program participants entered a 4-year trade the next year (2012/13), they wouldn't be eligible to complete their trades training until 2015/16. Former ALBE and Access students who entered 4 year trades programs in 2013/14, 2014/15 and 2015/16 are not yet finished those trades programs; and therefore cannot be counted for a few more years. The results for this indicator should be viewed with caution as they are incomplete.

APPENDIX IV: RESULTS FROM THE 2015/16 SURVEY OF STAFF, PARTNERS AND STAKEHOLDERS ON NWT NABE ACTIVITIES

Please note: the 2015/16 survey included several questions designed to gather feedback on the impact of the NWT NABE Program since its inception in 2012. This feedback was used for the *Summative Evaluation of the NWT NABE Program* conducted by independent consultants in 2016 (and is not included here). For details of the feedback gathered for that evaluation, see the separate *NWT NABE Program 2015/16 Survey of Staff and Partners: Survey Results Report.*

A total of 74 surveys were sent out to AEs, College staff, NWT NABE partners and other stakeholders in March of 2016. Forty-five (45) responded, for a response rate of 61%. The results for this survey are not statistically significant because the Margin of Error (MoE) for the survey (9%) is too high. In other words, if a similar survey were undertaken with other AE's, College staff, NWT NABE Partners and other stakeholders, these same results may not necessarily emerge.

The largest number of staff, partners and stakeholders who responded to the survey (i.e. the respondents) were from the Community Learning Centres (CLC's) (43%; N = 19) and the three regional campuses (36%; N = 16). Fewer respondents (21%; N = 9) were from non-governmental organizations, other GNWT departments, or the Aboriginal Skills and Employment Training Strategy (ASETS) organizations.[38]

The majority of respondents were Community Adult Educators (CAEs) and Campus ALBE Instructors (81%; N = 35). Management/Administration respondents (14%; N = 6) and other respondents – including Counsellors, Student Support Coordinators, etc. (5%; N = 2) – made up a smaller portion of the sample.[39]

---

[38] One (1) respondent did not indicate where they were located.
[39] Two (2) respondents did not indicate what type of position they occupied.

Table A-4-1 shows that the largest number of respondents were staff who had been in their positions between 5 and 10 years.[40]

Table A-4-1: Years in Present Position

	Number	Percent
Less than 1	3	6.8
1-3 years	9	20.5
3-5 years	11	25.0
5-10 years	14	31.8
More than 10 years	7	15.9
Total	44	100.0

Table A-2 shows that the majority of respondents were either very satisfied, satisfied or somewhat satisfied with all of the new resources and NABE partnerships.

Table A-4-2: Satisfaction of Staff, Partners and Other Stakeholders with New Resources and Partnerships

	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	N	%	N	%	N	%	N	%	N	%	N	%
A. New Resources For 2015/16												
1. Piloting of the Math 110 modularized curriculum and resources (which began Feb 2016)	2	29	3	43	1	14	1	14	--	--	--	--
2. Piloting of the Math 120 modularized curriculum and resources (which began Feb 2016)	1	14	4	57	1	14	1	14	--	--	--	--
3. Implementation of the *Foundations For Success* Course	7	50	3	21	4	29	--	--	--	--	--	--
4. Implementation of the *Introduction to Office Skills* Course	12	67	5	28	1	6	--	--	--	--	--	--
5. Implementation of the *Start Your Own Small Business* Course	8	57	5	36	1	7	--	--	--	--	--	--

---

[40] One (1) respondent did not indicate how long they had been in present position.

	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	N	%	N	%	N	%	N	%	N	%	N	%
6. Implementation of the *Small Business Funding and Marketing* Course	5	63	2	25	1	13	--	--	--	--	--	--
7. Implementation of the *Early Learning and Child Care* Course	7	78	2	22	--	--	--	--	--	--	--	--
8. Piloting of the *Ready to Work NWT* Course	10	56	4	22	4	22	--	--	--	--	--	--
9. Piloting of the *Construction Labourer Basics* Course	6	60	3	30	1	10	--	--	--	--	--	--
10. Piloting of the *Introduction to Retail and Customer Service* Course	7	78	1	11	1	11	--	--	--	--	--	--
B Partnerships												
B1. the partnerships that support the ALBE program in your community	14	48	7	24	5	17	1	3	1	3	1	3

APPENDIX V: 2015/16 SURVEY OF STAFF, PARTNERS AND STAKEHOLDERS ON NWT NABE ACTIVITIES

Please note: the 2015/16 survey included several questions designed to gather feedback on the impact of the NWT NABE Program since its inception in 2012. These questions were used to gather feedback for the *Summative Evaluation of the NWT NABE Program* conducted by independent consultants in 2016 (and are not included here). For details of those questions, see the separate *NWT NABE Program 2015/16 Survey of Staff and Partners: Survey Results Report.*

INTRODUCTION

This survey is designed to gather input from you as a stakeholder with knowledge of the NWT Northern Adult Basic Education (NABE) Program. NABE is the funding from CanNor that covers a wide range of activities designed to improve the ALBE program in the NWT – i.e. increasing the number of AEs or turning part-time positions into full-time positions in certain communities, increasing funding for professional development, developing new resources and curriculum, etc.

Aurora College is seeking your feedback on the 2015/16 NWT NABE activities to see how those various activities are working. **Your input will help improve ALBE programming in the NWT.**

INSTRUCTIONS

Please fill out the survey in one of two ways:

1) print the survey, fill it out and fax it to Leslie Gillis (**Fax #: 1-867-872-4730).**

2) email the scanned survey or MS Word document to Leslie Gillis (LGillis@auroracollege.nt.ca) - and don.t worry about messing-up the formatting for the MS Word version.

The survey should **only take about 15 minutes of your time** to complete. **We need your completed response by March 21st, 2016** (so it can be included in the Summative Evaluation of the NWT NABE Program currently being conducted by DPRA Canada).

Don't worry if you can't answer all of the questions or if some don't apply to you. Whatever feedback you can provide will be useful.

CONFIDENTIALITY

All information will be treated confidentially, and only summary results will be reported so that no one will be able to identify your input.

If you have questions on this survey, please contact Dr Bernie Hogan by phone (1-250-334-4104) or email (northern_research@shaw.ca).

1a Location: Is your position based at A) a Campus ____   B) a Community Learning Centre ____   C) Other   ____
(NGO, Corrections, ASETS, ECE, etc.)

1b Type of Position: Is your position: A) Adult Educator/Instructor ____
  B) Program Management or Administration ___
  C) Other ____ (Counsellor, Student Support Coord., Program Coordinator, etc.)

1c Years in present position?   <1   1-3   3-5   5-10   10+

2. Satisfaction. Please rate only the resources you have used. If you didn't use a resource, or if it is too soon to tell re the Math 110 and 120 modularized curriculum, please indicate **"Unable to Rate"** for your answer.

How satisfied are you with:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Unable To Rate
A. New Resources For 2015/16							
1. Piloting of the Math 110 modularized curriculum and resources (which began Feb 2016)	6	5	4	3	2	1	0
2. Piloting of the Math 120 modularized curriculum and resources which began Feb 2016)	6	5	4	3	2	1	0
3. Implementation of the *Foundations For Success* Course	6	5	4	3	2	1	0
4. Implementation of the *Introduction to Office Skills* Course	6	5	4	3	2	1	0
5. Implementation of the *Start Your Own Small Business* Course	6	5	4	3	2	1	0
6. Implementation of the *Small Business Funding and Marketing* Course	6	5	4	3	2	1	0
7. Implementation of the *Early Learning and Child Care* Course	6	5	4	3	2	1	0
8. Piloting of the *Ready to Work NWT* Course	6	5	4	3	2	1	0

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Unable To Rate
9. Piloting of the *Construction Labourer Basics* Course	6	5	4	3	2	1	0
10. Piloting of the *Introduction to Retail and Customer Service* Course	6	5	4	3	2	1	0
B Partnerships							
B1. the partnerships that support the ALBE program in your community	6	5	4	3	2	1	0

Thank you for your input!

APPENDIX VI: LINKAGES BETWEEN NABE ACTIVITIES AND OTHER COLLEGE INITIATIVES

Several of the 2015/16 NABE activities link with and support other work currently being undertaken by the College – including linkages with recommendation made by the 2010 *Office of the Auditor General of Canada (OAG) Report on Education in the Northwest Territories*.

Table A-6-1: Relevant Recommendations from the OAG Report

Recommendation #	Description
87	The Department of ECE, in consultation with Aurora College, should identify and collect relevant data on the results of training delivered through partnerships; and undertake a more rigorous analysis of the data in order to assess the success of adult and post-secondary education and training programs and undertake improvements to these programs.
92	The Department of ECE, in collaboration with Aurora College, should: • Establish key performance indicators and targets for expected results for ALBE programs; • Review the reporting requirements for the ALBE Directive to ensure that key information is being collected and ensure these reporting requirements are coordinated with those of the literacy strategy; • Monitor adherence to these reporting requirements, and take formal action in cases where are requirements are not met; and • Periodically assess gaps in performance, identify root causes, and establish detailed action plans to help close the gaps.
96	The Department of ECE, in collaboration with Aurora College, should review the performance indicators it reports publicly; and publish these indicators regularly.