Northern Adult Basic Education (NABE) Program
Annual Report 2016-2017

AURORA COLLEGE

Community and Extensions Division

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 Extension 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 Khimji, Sheila Wiltzen and other staff)

- the Student Services Division at Aurora College (Jeff O'Keefe, Larry VanBeek, 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 Northern Adult Basic Education [NABE] Program Evaluation Consultant)

- Carlyle Hogan of Carlyle Hogan Consulting

- Robert Thwaites of Seward Consulting

- representatives from Program Partners and Stakeholders:

  o the NWT Aboriginal Skills and Employment Training Strategy (ASETS), including the Akaitcho Territory Government, Dehcho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, NWT Metis Nation, Sahtu Dene-Metis Council, and the Tlicho Government
  o non-governmental organizations, including the NWT Literacy Council and Skills Canada 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, as well as on the 43 additional indicators developed by the College to measure the success of the program.

2016/17 Activities and Results

Sixteen (16) different NWT NABE Program activities were undertaken in 2016/17. These activities were guided by the ten priorities of the NWT NABE Program Strategy and Workplan that were developed in the first year of NABE programming in 2011/12.

The ten priorities include: increasing the capacity of the Adult Literacy and Basic Education (ALBE)[1] 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, 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.

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[1] 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 throughout the rest of Canada. The terms are used interchangeably in this report.

The performance results for the NWT NABE Program for 2016/17 were positive. Twenty-seven (27) of the 29 outputs were either fully completed or were positive. All four immediate outcomes were positive. All eight of the intermediate outcomes were positive. Thirteen (13) of the 16 Final Outcomes that could be reported were positive. Overall, 91% (52 of 57) of the outputs and outcomes that could be reported in 2016/17 were either fully completed or were positive.

Table ES.1 shows the results for the 15 CanNor Indicators.

Table ES.1: Results for CanNor Indicators For The 2016/17 Academic Year

#	Description	Results
1	Number and type of ABE products or services approved	1*
2	Number and type of ABE products or services approved	16
3	Number of Adult Basic Educators	4.6 FT
4	Greater studying opportunities and learning continuity (e.g. extended hours, school years, more locations)	26
5	Number of ABE students served	671
6	Number of training programs for adult learners	37
7	Number of Aboriginal educators	64
8	Number of local residents hired as educators	51
9	New or enhanced ABE materials and curriculum put into use in ABE system	3
10	Number of program participants (working age adults) acquired jobs	Not Available**
11	Number of program participants (working age adults) advanced to occupational training	13
12	Number of program participants (working age adults) completed trades certification	0***
13	Number of program participants (working age adults) advanced to post-secondary training	177
14	Number of ABE students who successfully complete ABE	352
15	Number of students who go on to job training	199

Please note: * In 2015/16, data for Indicator #1 was changed to reflect the Contribution Agreement between Aurora College and CanNor (rather than the total number of individual NWT NABE Program Projects) so that reporting for this indicator is standardized across the NWT, Yukon and Nunavut.

****Data for indicator #10 is not available for 2016/17 – though a survey of former students was conducted in 2015/16 to see how many acquired jobs after completing their ALBE and Access programs.

***** For indicator #12, 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 four-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, 2015/16 and 2016/17 are not yet finished those trades programs – and therefore cannot be counted for a few more years.

Several of the 2016/17 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:

- The maintenance of the 4.6 Full-time positions in the ALBE system has improved overall system capacity.

- The transfer of responsibility for ALBE curriculum development (from ECE to the College) is important because it empowers the primary deliverer to develop and maintain responsive curriculum that they will pilot and implement. This arrangement allows for continuous quality improvement of curriculum development.

- The pilots of the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP) are important because they will gather relevant student-success data to guide future program implementation. Both programs are designed to help adult learners be more successful in the transition to College post-secondary training.

- The Curriculum Portal Site is important because it brings together – for the first time – a centralized location for staff to download curriculum and resources for ALBE and Access programs. The portal makes it easier and more efficient for CAEs and ALBE Instructors to access current materials – especially given the decentralized nature of the College program delivery system.   In addition, to ensure the use of consistent curriculum, new version control protocols have now been established and are now being monitored on a monthly basis.

- Linkages between 2016/17 NWT 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 *Drumbeat of Success: the NWT NABE Program 2012-2016* is important because it will summarize – in an easily accessible format – the successes and best practices from 4-plus years of NABE programming. These best practices will serve as the blueprint for moving forward with enhanced ALBE and Access programming in the NWT.

- The College – through its successful collaboration with partners – was able to have the NWT NABE Program extended from March 31st 2017 to March 31st 2020.

- The *Introduction to Northern Leadership* course piloted in 2016/17 was a huge success. The course was delivered in 6 communities (Fort McPherson, Deline, Whati, N'Dilo/Dettah, Fort Providence, and Fort Simpson). A total of 48 adult learners enrolled in the course, with an overall completion rate of 90%.

Annual Analysis of SRS Data

As part of its annual reporting process, the College undertakes an analysis of College Student Record System (SRS) data. The overall intent of the analysis is that it provides for informed and evidence-based program and policy decision making. In 2016/17, this was accomplished by focusing on twelve years of College SRS data: six years of data prior to the NABE funding coming online (2005/06 to 2010/11), and six years of data with NABE funding (2011/12 to 2016/17). This pre/post comparison allows for the measurement of the impact of the NABE investments in the NWT ABE system.

Several important findings emerged from the analysis of the 2005/06 to 2016/17 data. The trends in the years with NABE funding have been towards:

- increased enrollments – which are up 19% since 2011/12
- decreased dropouts – which are down 27% since 2011/12
- increased completions – which are up 60% since 2011/12
- increased progressions of former ALBE and Access students into other training at the College – which are up 52% since 2011/12

Additionally other key findings were identified:

- ALBE students at the Community Learning Centres (CLCs) are having academic success in the new Literacy and Essential Skills (LES) courses introduced since the NABE funding began:
  - students are completing the LES courses at higher rates (82%) compared to other ALBE courses (56%)
  - fewer students are dropping out of the LES courses (4%) compared to other ALBE courses (17%)
- there are important differences between the profiles of ALBE students at the CLCs and ALBE students at the campuses, as well as between the profiles of ALBE and Access students. These differences have important policy implications for the delivery of the ALBE and Access programming at the College.
- the results show that the overall trend for 13 of the 15 quantitative indicators examined has been positive

In summary, the NABE funding is having a positive impact on Aurora College ABE 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 *Skills 4 Success* and are consistent with the research conducted by the Conference Board of Canada for the Labour Market Framework and Needs Assessment. This can be seen in several areas, including:

- essential skills programming at Aurora College (i.e. the eight LES courses developed and implemented since 2012/13)
- preparing students for in-demand occupations requiring college training – including a total of 946 former ALBE and Access students who progressed since 2011/12 to post-secondary and apprenticeship training programs for those in-demand occupations
- preparing students for employment – including 56% of former ALBE and Access students from 2013/14 and 2014/15 who acquired a job after leaving the College
- 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

The main intent of this report is for accountability purposes for the funding provided by CanNor for the NWT NABE Program. Specifically, section 3 provides details of program activities for 2016/17. The analysis presented in section 4 shows progress towards the achievement of the NABE program outputs, as well as immediate, intermediate and final outcomes.

Additionally, the report provides for informed and evidence-based program and policy decision making. The analysis outlined in section 5 provides the College and ECE with the most up-to-date information on current trends in the ALBE and Access 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 and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

Additionally, the report will ensure that the new data collection, analysis and reporting processes that the College has developed over the past six years to measure success and track student progress to further training is continually updated to reflect ongoing requirements, including the new Student Information System (SIS) that is being implemented for the College. Finally, this report should also allow the College to communicate the many successes the program is having so far, help build the case for sustained funding of the program after March 31st, 2020, and assist with College strategic and business planning.

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 ensures 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 was approximately $9.1M and covered the period from early 2012 to March 31st, 2016. A strategy and a 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.[2] The NWT NABE Program was extended for 2016/17 (at a reduced amount of $1.32M), and then further extended from 2017/18 to 2019/20 at $1.68M annually.

A strategy and workplan for the NWT NABE Program for 2016-2017 was developed in early 2016. That plan was an extension of the *2012 – 2016 NWT NABE Program Strategy and Work Plan* that guided the implementation of the program over the first four years. Additionally, the 2015/16 annual consultation with NABE partners and stakeholders provided further clarity surrounding 2016/17 activities. This included to:

1. continue NABE partnerships
2. continue to develop and implement the Literacy and Essential Skills (LES) courses
3. continue to implement the redesigned Access programs
4. emphasise sound program and financial management
5. continue data collection, reporting and accountability practices

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 2016-2017 (which forms the background/context for the annual report)
- 2016/17 NWT NABE activities and financial information
- 2016/17 NWT NABE results (including an analysis of those results)

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

- next steps

A summary of the 2016/17 NWT NABE Program workplan is included as Appendix I. The NWT NABE Program Performance Measurement Framework (PMF) for 2016/17 is included as Appendix II. Indicators required by CanNor are included as Appendix III. Results of the *Survey of NWT NABE Program Staff, Partners and Stakeholders* on 2016/17 activities are included as Appendix IV. The actual survey is included as Appendix V.

Throughout the report, linkages between 2016/17 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 16 different NABE activities, Adult Literacy and Basic Education (ALBE)[3] data from the College's Student Records System (SRS), and the results of the annual survey of staff, program partners and other stakeholders on 2016/17 NWT NABE activities.

There is one limitation to the results presented in this interim 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 four-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 four-year trades programs in 2013/14, 2014/15, 2015/16 and 2016/17 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 program activities in 2016/17.

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[3] **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 2016/17

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.[4]

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. Students' prior learning and experience is valued and honoured
4. Support students so they can succeed

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

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[5]

2.3 Priorities

Ten priorities inform where NABE Program funding was allocated in the 2016/17 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.[6]

A detailed workplan for the NABE Program for 2016/17 is outlined in Section 3. Activities are grouped according to which of the 10 priorities they support. A summary of the plan is outlined in Appendix I.

Many activities continued from the four previous years. As a general rule, activities were designed and piloted, implemented, evaluated, then incorporated where applicable. For example, program and course outlines are updated to reflect any changes and published in the Aurora College Academic Calendar and on the website. These processes allow for the evidence to be marshalled so that the successful elements of the program can be sustained after 2020.

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[5] ibid, p.13-14.
[6] 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.[7]

3. NWT NABE ACTIVITIES FOR 2016/17

This section outlines activities from the ten priority areas noted above. Financial information on the 16 activities undertaken in 2016/17 is also provided.

Please note 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. That reduced amount was also allocated for 2016/17; therefore not all activities funded in those previous years could be funded in 2016/17.

3.1 Capacity of ALBE Program Delivery

Activity 1.1: Increase Adult Educator positions at CLCs and Campuses across the NWT.

Adult Educators (AEs) are the strength of the ALBE Program in the NWT. They are responsible for delivering a full range of literacy, academic, and skills-based programming at the Community Learning Centres (CLCs) and the three College campuses.

Prior to the College receiving NABE funding, the College had approximately 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 is to establish Community Adult Educator (CAE) and Campus-based ALBE instructor positions in targeted locations across the NWT where demand for ALBE is high.

From 2012/13 to 2015/16, approximately six positions were added. Due to the decreased funding beginning in 2015/16, some of these positions had to be scaled back for 2016/17 (i.e., from 6 to 4.6 positions). Table 3.1.1 shows where the 4.6 positions were maintained for 2016/17.

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[7] Ibid, p.iv

Table 3.1.1: Additional Instructional Positions Maintained With NABE Funding in 2016/17 – Communities and Campuses

	Pre-NABE Funding	Post NABE Funding	Increase in Position(s)
Community Learning Centres:			
Hay River Reserve	0.70	1.0	0.30
Lutsel K'e	0.70	1.0	0.30
Aklavik	1.0	2.0	1.0
Campuses:			
Fort Smith	4.60	5.60	1.0
Inuvik	3.90	4.9	1.0
Yellowknife	4.45	5.45	1.0
Total Increase in Positions			**4.6 FT**

Please note: the Community Learning Centre in Lutsel K'e has been temporarily closed to support youth who are now taking K-12 classes in the CLC. The CLC building will not be available for ALBE classes until 2018 when the school renovation is complete.

With the reduced budget, the funding formerly allocated to the Tree of Peace Friendship Centre and the Native Women's Association of the NWT (from 2012/13 to 2015/16) could not be maintained.

3.2 Holistic, Culturally Appropriate Curriculum and Resources

Activity 2.2 Sustainable management of ALBE curriculum (an in-kind contribution by the College).[8]

As of October 2016, Aurora College assumed full authority and responsibility from ECE for the sustainability of ALBE curriculum development in the Northwest Territories. Additionally, the College has also secured associated base funding for this activity. This new strategic initiative is led by the Vice President Community and Extensions, the Chair, School of Developmental Studies, and the Manager, Curriculum Development. The following activities were undertaken in 2016/17:

- An ALBE Program review was completed with staff and partners through three regional in-services (Activity 5.3). The next steps for the academic team is to analyze the input and design new program outcomes and a School of Developmental Studies program map by May 2017.
- A 4-Year ALBE Curriculum Development Framework and Work Plan was initiated.
- A new Manager, Curriculum Development position was created and filled.

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[8] Activity 2.2 was added to the 2016/17 workplan after it was submitted to CanNor in the spring of 2016. Activity 2.2 ("Sustainable management of ALBE curriculum") replaced the more narrowly focussed activity 2.1 ("Continue to develop ALBE curriculum").

- The ALBE curriculum for English 130 and 140 was reviewed and new curriculum was developed. The courses are scheduled to be piloted in fall of 2017.

During the summer of 2016, Aurora College was invited to submit a proposal to deliver a federally funded program aimed at assisting older workers (55-64 years of age) to access employment. Funds were received in October 2016, and Community & Extensions staff worked on the development of the overall program and new courses which had to be ready for a January 2017 program start date. A *Targeted Initiative for Older Workers* (TIOW) communications package was developed over the fall and used to guide publicizing the program and recruitment. The College liaised with the NWT Seniors' Society and also utilized local seniors' organizations to promote the program.

The TIOW program outline and new TIOW course outlines were drafted and approved for the winter delivery. The program is built on the course *Ready to Work NWT* and includes a new computer course, a short work placement, as well as some basic safety training. Participants in this program received an opportunity to develop employability skills, explore career options in the NWT, and learn about Canadian and GNWT labour practices and supports. Efforts have been made to tailor this program to the needs of older workers. For example, the computer course has been designed to include a tablet, which will be given to the students, so that they can become familiarized with touch screen technologies. Other efforts include looking at alternative ways, such as volunteerism, to engage the labour market.

In 2016-17, the College piloted the TIOW Program with great success. The program started January 9, 2017, in Yellowknife, Inuvik and Hay River. A total of 25 students enrolled in the program, 80% of which completed all of their courses.

The participants provided positive feedback noting that they had gained employability skills but also enjoyed the course structure and activities. There is no guarantee that there will be ongoing funding for the TIOW Program. The College is performing formative and summative evaluations of this year's pilot, which can be used to improve the program if delivered by the College in the future. Negotiations with ECE staff have already begun to ensure that if ECE receives funding for TIOWs programming, that the College could submit a multi-year proposal to deliver programming from 2017 to 2020.

Aside from staff time, no NABE funding was expended on this activity in 2016/17.

3.3 PLAR Process

<u>Activity 3.2: Continue to support PLAR/ARM (an in-kind contribution by the College).</u>

The College continues to deliver the Prior Learning Assessment and Recognition (PLAR) Portfolio Development course in the ALBE program. Learners complete the course and put together a PLAR portfolio that they may submit to ECE for review and consideration under the Adult Recognition Model (ARM). Adult learners work through the PLAR process to achieve their *NWT Senior Secondary School Diploma*. In 2016/17, the PLAR Portfolio Development course was delivered to eight students in two locations (the Yellowknife campus and the Thebacha campus). Three of the eight students (38%) successfully completed the course.

In June 2017, the College celebrated two graduates who completed their high school diplomas at the Yellowknife/North Slave Campus.

Aside from staff time, no NABE funding was expended on this activity in 2016/17.

3.4 Student Supports

<u>Activity 4.1: Standardize and streamline assessment placement processes.</u>

The goal of this activity is to standardize placement assessment tools & processes, guidelines and policy for English (Reading and Writing) and Math. The College is developing placement testing for entry into their Developmental Studies, post-secondary and trades programs. A college-wide standardized placement assessment and intake process and placement tools would help students express clear goals that would bolster their motivation for participation. The goals become the road maps for students and include career and learning plans along with the instruction and the support services students need to reach their goals. This kind of assessment is a critical first step for learner commitment.

During 2016/17, the following activities were completed:

- An options paper for English Reading Assessment was completed. The paper included a reading placement evaluation grid, environmental scan, literature review, list of current adult reading placement tools for College-wide use, and a Western Canada college and university reading placement inventory.
- Standardized self-study packages for College-wide Math 110-150 were drafted (and will need to be pilot tested before being finalized).

- Current ALBE Mathematics placement examinations were reviewed, and redesigned placement examinations to better meet the needs of students for 21st century learning were drafted (and will need to be pilot tested before being finalized).

Aside from staff time, no NABE funding was expended on this activity in 2016/17.

3.5 Adult Educator Supports

Activity 5.3: Maintain the third day of regional in-services.

Three regional in-service events were held between the fall of 2016 and the winter of 2017. The events were held at the Yellowknife/North Slave Campus November 15-17, 2016, at the Aurora Campus December 13-15, 2016, and at the Thebacha Campus January 24-26, 2017.

The College delivers these regional in-service events as part of its ongoing professional development (PD) for staff. 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:

- "Blue Sky Mapping" of the School of Developmental Studies – which is a collaborative exercise designed to engage participants in the process of the development of holistic outcome statements for the ALBE and Access programs resulting in a program map with a vision for the future[9]
- a presentation was delivered by one of the College faculty highlighting research findings on the benefits of using aboriginal literature with adult aboriginal learners in terms of literacy and learning engagement. The key findings revealed that using aboriginal literature:
  - helped the learners connect to aboriginal role models;
  - enhanced engagement and collaboration among the learners:
  - provided a better understanding of aboriginal history; and
  - strengthened cultural identity.
- a facilitated discussion on implementing instructional strategies to indigenize Math and English lessons

The regional in-services support NABE Activity 2.2 (sustainable management of ALBE curriculum), as well as the GNWT's *Skills 4 Success Initiative*.

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[9] The Blue Sky Map was done as an in-kind contribution by the College on Days 1 and 2, with a summation of the work that was completed on Day 3.

A total of 51 participants attended the three regional in-service events.

3.6 ALBE System Supports

6.1 Maintain program management services.

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 was filled in 2013, and continued through 2016/17.

6.2 Maintain financial management services.

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 NWT NABE Program. 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 transferred from Fort Smith to Yellowknife during the 2016/17 fiscal year

The position was filled in 2013, and continued through 2016/17.

3.7 Innovative Program Design and Delivery

Activity 7.2: Continue pre-ALBE programming (an in-kind contribution by the College).

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.

In 2016/17, the course was delivered in five communities (Deline, Fort Good Hope, Hay River, Jean Marie River and Tulita) to a total of 24 students. Seventy-two percent (72%) of the students successfully completed the course.

Aside from staff time, no NABE funding was expended on this activity in 2016/17.

Activity 7.3: Continue to modularize the ALBE curriculum (an in-kind contribution by the College).

From February 2016 to June 2017, the College continued to pilot the modularized Math curriculum 110 – 120. A total of 94 students – across eight communities – took part in the pilots. Seventy percent (70%) of the students completed the modules they were enrolled in.

Aside from staff time, no NABE funding was expended on this activity in 2016/17. ALBE curriculum development in the NWT is now governed by Aurora College, see Activity 2.2 (above).

Activity 7.4: Maintain development and implementation of literacy and essential skills (LES) courses.

Annual consultations with NABE Program partners, including ASETS were conducted January 10 – 11, 2017. Partners reiterated continued support for the development, pilot and evaluation of two new short courses that are in alignment with the *NWT's Labour Market Forecast and Needs Assessment* completed by the Conference Board of Canada. During 2016/17, the following activities were completed:

- Revised versions of all seven LES courses developed between 2012 and 2016 were finalized
- One print-based copy and one electronic copy of each completed course was provided to 22 CLCs
- All seven courses were uploaded to the Aurora College School of Developmental Studies Curriculum Portal Site (Activity 7.5)
- Research, consultation, development of two new LES courses was completed (*Introduction to Supply Chain Management* and *Introduction to Northern Leadership*)
- From January 9 – February 24, 2017, the *Introduction to Northern Leadership* course was piloted in five communities (Fort McPherson, Fort Province, Fort Simpson, Ndilo/Dettah and Whati) to 48 students. Ninety percent (90%) of the students completed the course.

- An evaluation of *The Introduction to Northern Leadership* course was completed, the course materials were updated and finalized accordingly.

<u>*Activity 7.5: Finalize the School of Developmental Studies Curriculum Portal Site*</u>[10]

In February 2017, the curriculum portal site for the School of Developmental Studies was launched to over 70 ALBE stakeholders at Aurora College, Department of Justice ALBE Instructors, non-governmental organization (NGO) ALBE Instructors, Yukon College and Nunavut Arctic College. The portal includes a total of 55 courses and 1462 files.

The new portal:

- Streamlines processes for academic delivery.
- Improves coordination between and among divisional staff.
- Provides an interactive database accessible to authorized users at any time.
- Provides the ability to download curriculum and modularized resources.
- Enables monitoring of user activity automatically through system generated reports.
- Enhances versioning control of documents to ensure they are consistent and up-to-date.
- Enables Aurora College to meet the *Memorandum of Understanding with Nunavut Arctic College and Yukon College on the NABE Program,* on the sharing of resources.

3.8 Partnerships

<u>*Activity 8.2: Maintain Annual Partner Consultation*</u>

Collaboration with training partners and stakeholders is being maintained. The annual partnership meeting includes discussion of successes and challenges from the previous fiscal year – as well as obtaining input on proposed initiatives for the next year. Results are used by all parties in respective strategic planning processes. The sixth annual update and engagement meeting was held January 10 – 11, 2017 with the following NABE Partners:

- Aboriginal Skills and Employment Training Strategy (ASETS) Representatives of the Akaitcho Territory Government, Dehcho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, Northwest Territory Metis Nation, Sahtu Dene Council, and Tlicho Government;
- NWT Literacy Council
- GNWT Department of Education, Culture and Employment
- GNWT Department of Justice

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[10] Activity 7.5 was added to the 2016/17 workplan after it was submitted to CanNor in the spring of 2016.

The messages during this engagement session reiterated those from past sessions: that partners have recognized that meaningful collaboration has led to a synergy that makes the partnership far more effective than the individuals would create working alone; progress continues to be made, even with reduced resources; and that there is a need to maintain and build on the momentum and sustain the program in some form. This was undertaken by engaging our NABE partners on sustainability of future programming.

During the two days, four main themes came to the forefront:

1. The positive impact of NABE and the Literacy and Essential Skills (LES) courses:
    a. NABE is changing students' lives and giving hope
    b. student success is on the rise, with increased enrolments and a decrease in those who drop out
    c. there is an increased use of the CLCs
    d. students are finding reduced barriers to learning and participation in courses
2. Linkage between the LES courses and the *Skills4Success* job forecast:
    a. the courses are preparing learners for the jobs identified in *Skills4Success*, ECE's 10-year strategic framework
    b. new courses, such as *Introduction to Norther Leadership*, are filling a demand in the communities
    c. there is a continued need to build pathways or stepping stones for learners, to build on existing courses (laddering)
3. Partnerships are working – among NABE partners and beyond:
    a. NABE partnerships have provided a good model to follow for other partnerships.
    b. broader partnerships have developed since NABE began, within the NABE partnership and extended to partners beyond NABE
4. Success in promotion and communication:
    a. Aurora College and partners are exploring innovative ways to promote NABE and LES course success, e.g., attending conferences, student success stories, attending Aboriginal leadership assemblies

3.9 Pan-Territorial Approach

Activity 9.1: Maintain Pan-Territorial Engagement.

The NABE Program is a Pan-territorial initiative – with activities being undertaken in all three northern territories (the NWT, Nunavut, and the Yukon). The Colleges held their final meeting for 2016/17 in Vancouver from February 22 – 23, 2017. Agenda items included a review of respective third quarter reports, presentations by each College on updates of their work plans; along with current status of curriculum portals, ALBE Reviews, summative evaluations, and sustainability of NABE or other similar programs.

On March 22, 2017, the Federal Government announced the extension of the NABE Program and included the following information in the published budget:

> "The Northern Adult Basic Education Program is designed to provide residents in the three territories with targeted training so that they can participate more fully in the labour market. To support the delivery of adult basic education services by local colleges, Budget 2017 proposes to provide $14.7 million over three years starting in 2017–18 to extend and enhance the Northern Adult Basic Education Program."

Over the coming months, the three Northern colleges will be working with CanNor on the renewal of funding agreements.   Aurora College will submit an application a new three year NWT NABE Strategy and Work Plan based on a number of key reference documents.

3.10 Accountability and Evaluation

Activity 10.1: Maintain Program Evaluation Services.

The Evaluation Consultant is primarily responsible for evaluating and reporting on NWT NABE Program activities funded by the College from 2012/13 to 2015/16. The consultant was hired in December of 2012, and continued through 2016/17.

The services provided include:

- participating in the annual NWT NABE Partnership and Stakeholders Consultations
- undertaking an annual survey of staff, partners and stakeholders to report on NWT NABE Activities
- preparing the *NWT NABE Program Interim Annual Report* which is submitted to CanNor as required

- preparing the *NWT NABE Program Final Annual Report* which is submitted to CanNor as required
- developing/updating any evaluation tools/surveys – such as the evaluation form used to gather staff feedback on the annual orientation or professional development (PD) events
- analysing the data from the orientations and PD events – as required (the results of which are included as part of each year's annual report)
- providing ongoing evaluation advice and support as needed on all NABE Program Activities (such as assistance with the University and College Access Program (UCAP) and Occupations and College Access Program (OCAP) Pilots Evaluation Plan

Additionally, the Evaluation Consultant prepared the initial drafts of a report highlighting NABE successes (*The Drumbeat of Success: NABE Highlights 2012-16*), which summarizes the first four years of the NWT NABE Program. The report is being finalized in 2017.

Activity 10.2: Maintain SRS Data Analysis Services.

Aurora College has multiple reporting requirements relating to the NWT NABE Program. This includes reporting on quantitative indicators from the College Student Record System (SRS): 1) required annually by CanNor; 2) required annually by ECE (for ALBE and Access programs accountability); and 3) required to track quantitative measures of student academic success for the UCAP and OCAP Access programs which are being piloted from 2016/17 to 2018/19.

Due to those multiple reporting requirements – each which use different data-sets and consider varying timeframes in their analysis – the College has hired a Consultant to prepare three separate reports:

1. the *Analysis of ALBE and Access SRS Data Report* for CanNor
2. the *ALBE and Access Accountability Report* for ECE
3. the *Access Pilots Annual Report* for Aurora College and ECE

The timing of the Aurora College academic year and deadlines for reporting to CanNor are such most of the work related to the SRS data is completed over the summer and into the fall of 2017. This is because ALBE courses end in June – but the results of those courses are not usually entered into the SRS until late July of each year.

Analysis of ALBE and Access SRS Data Report

The timeframe for the analysis is an equal number of years pre-NABE and years with-NABE funding. In 2016/17, data from 2005/06 to 2016/17 was analysed (i.e., six years pre-NABE funding and six years

with-NABE funding).

The focus of the anaylsis was on the impacts pre-NABE compared with the years with-NABE funding: e.g. differences in enrollments, withdrawals, drop-outs, completions, progressions to other College training, etc. The *Analysis of ALBE and Access SRS Data Report* was released in the fall of 2017.

ALBE, Access and TIOW Accountability Report

A second, separate report was developed using the SRS data. The main focus is on indicators required by ECE for ALBE, Access and TIOW programs accountability.

The timeframe for the data analysis was the 2016/17 academic year. However, to provide context, some additional data was examined. For example, significant changes to the ALBE program came on-stream in 2012/13 with the introduction of the Literacy and Essential Skills (LES) courses. So it made sense to provide some analysis of data from a few years prior to and after those changes so that the College and ECE can discern trends over time. Similarly, there were significant changes to the Access programs (with the tightening of eligibility requirements in 2014/15) and the piloting of the new UCAP and OCAP Access programs (in 2016/17). So a similar trend analysis was undertaken.

Primarily, the data prepared for the *Annual ALBE, Access and TIOW Accountability Report* focused on the student level: numbers of enrollments, withdrawals, dropouts, completions and progressions – all by program (ALBE, Access or TIOW) by year. Some data at the course level was provided, including: 1) the most enrolled-in courses (e.g. Math 120, English 120, etc.); 2) course enrollments by subject (e.g. Math, English, Science, etc.); and 3) course enrollments by level (e.g. 110, 120, 130, etc.). Analysis by program, and between CLCs and campuses was included. The *ALBE and Access Accountability Report* was released in the fall of 2017.

Access Pilots Annual Report

The third report that will be prepared is the *Access Pilots Annual Report*. The focus of this report is on SRS indicators of student academic success in the new UCAP and OCAP Access Programs as contained in the *Aurora College UCAP and OCAP Access Programs Performance Measurement Framework (PMF)*. This includes reporting and analysis of enrollments, withdrawals, drop-outs, completions, etc. within the two programs (and between the two programs). Other data relating to the pilots PMF – including survey and other qualitative data collected by College staff – will also be included in the annual report, so that the full story of student success is told each year re the access pilots. Additionally, beginning in 2017/18, the College will compare the academic success of former UCAP and OCAP students to that of direct entry students in parent programs such as Nursing, Office Administration, etc.

The timeframe for the data analysis in this report will be an equal number of years pre-UCAP/OCAP compared to the years that UCAP/OCAP are running. The *Access Pilots Annual Report* will be available in the fall of 2017. The data analysed for these reports will be used when the Access Program Pilots are evaluated in 2018/19.

Finally, in regards to the status of a new Student Information System (SIS), the GNWT issued a Request for Proposals which identified a leading proponent for the provision of a new system. College and GNWT officials are now working on finalizing a contract with the proponent.

Activity 10.4: Continue Implementing Re-designed Access Programs (an in-kind contribution by the College).

The College continues to implement change management activities for the two redesigned Access Programs to ensure strategic alignment with value delivery – that the programs deliver the promised benefits and that these benefits translate into value for students and stakeholders. The two new programs include the UCAP and OCAP Access programs.

In 2016/17, an Evaluation Plan for the Pilots of the UCAP and OCAP Programs was developed. The plan includes a program Logic Model, Performance Measurement Framework (PMF), and a Pilot Evaluation Framework.

The Logic Model shows how the program activities lead to the achievement of program outputs and outcomes (immediate, intermediate and final). The PMF ensures that data is tracked so that program achievement can be monitored and reported on annually. The PMF also ensures data will be available to answer the questions posed in the Pilot Evaluation Framework. ECE has indicated that the pilot evaluation will include reporting on the success rate of students completing OCAP and entering post-secondary studies. The Pilot Evaluation Framework includes that indicator – as well as many other indicators that the College wants to track to measure program success (such as the number of students who successfully complete the first year of their post-secondary studies).

Additionally, the Vice President, Community and Extensions and the Chair, School of Developmental Studies are implementing a 3-year pilot of two new Access Programs. The pilot includes the delivery of six new specialty Access courses that have been designed, as well as the regular ALBE curriculum. These two new access programs will help students develop the skills and knowledge necessary to succeed in Aurora College post-secondary programs and in the workplace.

The pilots will run from the fall of 2016 to the spring of 2019.

Two Thebacha Campus instructors received a *2017 Board of Governors Award for Innovation and College Improvement.* The award was given for an outstanding team approach that provided excellent academic and personal support for the OCAP students.

Aside from staff time, no NABE funding was expended on this activity in 2016/17.

3.11 Financial Information

The entire $1.32M budget was expended in 2016/17. Slight over-expenditures in some areas (e.g. staff costs to increase the number of instructors at the campuses) were equally offset by slight savings in other areas (e.g. costs to maintain the 3rd day of the regional in-services).

A summary of 2016/17 NWT NABE Program budgeted amounts, actual expenditures and variances are included in Table 3.11.1.

Table 3.11.1: NWT NABE Program 2016/17 Budget and Expenditures

Priority	Activity #	Description	Budget	Actuals	Variance
1	1.1	Increase Adult Educator positions at Campuses	411,764.00	438,375.92	-26,611.92
		Increase Adult Educator positions at CLCs	226,257.00	220,430.00	5,827.00
2	2.2	Sustainable Management of ALBE Curriculum	0.00	0.00	0.00
3	3.2	Continue PLAR/ARM Process	0.00	0.00	0.00
4	4.1	Assessment/Placement Process	117,507.00	78,000.00	39,507.00
5	5.3	Maintain 3rd Day of Regional In-services	45,000.00	26,493.38	18,506.62
6	6.1	Maintain NABE Program Manager	133,080.00	163,468.26	-30,388.26
	6.2	Maintain NABE Senior Finance Officer	60,000.00	67,036.02	-7,036.02
7	7.2	Continue Foundations For Success courses	0.00	0.00	0.00
	7.3	Continue to Modularize ALBE Curriculum	0.00	0.00	0.00
	7.4	Continue to Develop & Implement LES Courses	198,950.00	210,745.08	-11,795.08
	7.5	Finalize Curriculum Portal Site	7,050.00	7,459.43	-409.43
8	8.2	Maintain Annual Partner's Consultation	19,000.00	24,368.13	-5,368.13
9	9.1	Maintain Pan-Territorial Engagement	5,500.00	9,157.06	-3,657.06
10	10.1	Maintain Evaluation Services	45,000.00	45,000.00	0.00
	10.2	Maintain SRS Data Analysis Services	53,000.00	55,102.68	-2,102.68
	10.4	Continue Implementing Redesigned Access Programs	0.00	0.00	0.00
		TOTAL PROGRAM EXPENDITURE	1,322,108.00	1,345,635.96	(23,527.96)

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 2016/17

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.[11] NWT NABE activities generated 29 outputs in 2016/17.

Table 4.1.1: 2016/17 NWT NABE Program Outputs

Activities	Outputs	Output Indicators	Results
1.1 Increase Adult Educator (AE) positions at CLCs and Campuses across the NWT	1.1 AE positions increased at CLCs and Campuses across the NWT	1.1 # of AEs (C)	4.6 AE positions were maintained across the NWT
2.2 Sustainable management of ALBE curriculum	2.2 Holistic, culturally appropriate curriculum and resources are developed	2.2.a # of activities undertaken	4 activities undertaken: 1) ALBE Program review completed; 2) Four-Year ALBE Curriculum Development and Workplan initiated; 3) new Manager of Curriculum Development position created and filled: 4) English 130 and 140 curriculum reviewed and redesigned.
		2.2.b # of new or enhanced materials and curriculum put into use in the ALBE system (C)	3 new or enhanced materials and curriculum introduced: one LES course was piloted (*Introduction to Northern Leadership)*; and 2 modularized courses were piloted (Math 110 and 120).
3.2 Continue to support PLAR/ARM	3.2 PLAR/ARM supported	3.2.a # of students who use ARM to obtain Grade 12 Diploma	2 students
		3.2.b # of students who complete the PLAR Portfolio Development course	3 students

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

Table 4.1.1: 2016/17 NWT NABE Program Outputs (continued)

Activities	Outputs	Output Indicators	Results
4.1 Standardize and streamline assessment placement processes	4.1 Assessment placement processes standardized and streamlined	4.1 # of activities undertaken	3 activities undertaken: 1) English Reading Assessment options paper completed; 2)standardized self-study packages for Math 110-150 drafted; 3) ALBE Math placement examinations reviewed, redesigned placement examinations drafted.
5.3 Maintain third day of regional in-services	5.3 Third day of regional in-services maintained	5.3.a # of in-services 5.3.b # of staff attending	3 in-services were undertaken A total of 51 staff attended the 3 in-services
6.1 Maintain program management services	6.1 Program management services maintained	6.1 Program Manager hired	The Program Manager was hired in February of 2013 and was in place until March 31st 2017.
6.2 Maintain financial management services	6.2 Financial management services maintained	6.2 Senior Finance Officer hired	The Senior Finance Officer was hired in April 2013 and was in place until March 31st 2017.
7.2 Continue pre-ALBE programming	7.2 Pre-ALBE programming continued	7.2.a # of *Foundations For Success* courses delivered in NWT communities 7.2.b # of participants	5 24
7.3 Continue to modularize ALBE curriculum	7.3 ALBE curriculum is continually modularized	7.3.a # of courses modularized 7.3.b # of courses piloted	0 2 courses were piloted (Math 110 and 120)
7.4 Maintain development and implementation of LES courses	7.4 LES courses developed and implemented	7.4 .a # of courses developed 7.4.b # of courses piloted	2 courses developed *(Introduction to Northern Leadership; Introduction to Supply Chain Management)*. 1 (*Introduction to Northern Leadership)*
7.5 Finalize the School of Developmental Studies curriculum portal site	7.5 Curriculum portal site finalized	7.5.a portal launched 7.5.b # of courses available on the site 7.5.c # of users	The portal was launched Feb 3, 2017. 60 courses are available on the portal 71 different staff used the portal between Feb 3 and June 30, 2017

Table 4.1.1: 2016/17 NWT NABE Program Outputs (continued)

Activities	Outputs	Output Indicators	Results
8.2 Maintain annual partner consultation	8.2 Annual partner consultation completed	8.2.a # consultations completed	2 days of consultations completed (January 10 - 11, 2017).
		8.2.b. annual consultation report completed	Completed in February 2017.
9.1 Maintain Pan-territorial engagement	9.1 Pan-territorial engagement is maintained	9.1 # meetings completed	2 face-to-face Pan-territorial meetings were held: May 30 - 31, 2016 in Ottawa, ON and Feb 22-23 2017, in Vancouver, BC.
10.1 Maintain Evaluation Services	10.1 Program evaluation services maintained	10.1.a Credentialed Evaluator hired	The Consultant was hired in December of 2012 and will be in place until March 31st 2017.
		10.1.b. Interim Annual Report completed	Completed in June 2017
		10.1.c Final Annual Report completed	Completed in November 2017
10.2 Maintain SRS Data Analysis Services	10.2 SRS data analysis services maintained	10.2.a Annual SRS Data Analysis Report completed	Completed in November 2017
		10.2.b Annual ALBE + Access Accountability Report completed	Completed in November 2017
		10.2.c Annual Access Pilots SRS Data Report completed	Available December 2017
10.4 Continue Implementing Redesigned Access Programs	10.4 Redesigned Access programs implemented	10.4 # of implementation activities undertaken	2 activities undertaken: 1) Evaluation Plan for the UCAP and OCAP Pilots developed; 2) first year of three-year UCAP and OCAP Pilots completed at the three Campuses.

4.2 Immediate Outcomes

Immediate outcomes are the fundamental short-term changes that are a direct result of program activities and/or outputs.[12] NWT NABE activities and outputs generated four immediate outcomes in 2016/17.

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[12] Ibid, p. 12.

Table 4.2.1: 2016/17 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 enhancements
	1.2 Satisfaction levels of AEs with increased availability of ABE services	100% of respondents to the survey (N = 11) indicated they were either very satisfied, satisfied or somewhat satisfied
	1.3 Satisfaction levels of AEs with greater studying opportunities and learning continuity	92% of respondents to the survey (N = 11) 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 = 12) indicated they were either very satisfied, satisfied or somewhat satisfied

4.3 Intermediate Outcomes

Intermediate outcomes are the fundamental medium-term changes that are a direct result of program activities and/or outputs.[13] NWT NABE activities and outputs generated eight intermediate outcomes in 2016/17.

Table 4.3.1: 2016/17 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)	671
	1.2 % increase in # of ALBE students served (C)	Increase of 19% (or 101 students per year) in the years with NABE
	1.3 # of training programs for adult learners (C)	37 programs offered: 28 ALBE programs (22 at CLCs, 3 at the campuses, 3 Literacy Outreach); 6 Access programs at the campuses; 3 TIOWS programs.
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)	6
	2.2 # of local residents hired as educators (C)	51
	2.3 satisfaction levels of AEs with in-services	98% of respondents to the survey (N = 43) were either very satisfied, satisfied or somewhat satisfied
	2.4 satisfaction levels of AEs with quality of new resources	91% of respondents to the survey (N = 9) indicated they were either very satisfied, satisfied or somewhat satisfied

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[13] Ibid, p. 12.

Table 4.3.1: 2016/17 NWT NABE Program Intermediate Outcomes (continued)

Intermediate Outcomes	Intermediate Outcome Indicators	Results
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 **(continued)**	2.5 satisfaction levels of AEs with partnerships	100% of respondents to the survey (N = 21) 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.

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.[14] NWT NABE activities and outputs generated 17 long-term outcomes in 2016/17.

Table 4.4.1: 2016/17 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)	352
	1.2. % increase of ALBE student completion rate	Increase of 60% (or 115 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 17% (or 5 students per year) in the years with NABE
	1.5 # of program participants advancing to post-secondary training (C)	177
	1.6 % increase in program participants advancing to post-secondary training	Increase of 118% (or 98 students per year) in the years with NABE
	1.7 # of participants who advance to job training (C)	199
	1.8 % increase in program participants advancing to job training[1]	Increase of 21% (or 29 students per year) in the years with NABE

Note: Data from the TIOW Program is included in these results because the program is delivered within the College's School of Developmental Studies – which also delivers the ALBE and Access programs. Additionally, one of the core courses of the TIOW Program is *Ready to Work NWT* (which is one of the LES courses).

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[14] Ibid, p. 12.

Table 4.4.1: 2016/17 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)**	1.9 # of program participants completing trades certification (C) [2]	0
	1.10 % increase in trades program completions[3]	No change between pre-NABE years and years with NABE
	1.11 # of program participants enrolling in trades programs[4]	22
	1.12 % increase in trades program enrollments	Increase of 110% (or 11 students per year) in the years with NABE
	1.13 total # of participants who advance past ALBE and Access[5]	411
	1.14 % increase in total # of participants who advance past ALBE and Access	Increase of 52% (or 134 students per year) in the years with NABE
	1.15 # students who withdraw from ALBE/ Access/TIOW	60
	1.16 % decrease in students who withdraw from ALBE/ Access/TIOW	Decrease of 27% (or 35 students per year) in the years with NABE
	1.17 # of program participants acquiring jobs (C)[6]	Not Available

Notes: 1) 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. **2)** 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 four-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. **3)** The results for the two indicators relating to completions of Trade certification should be viewed with caution as they are incomplete. **4)** Data only reflects 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)** Since 2016/17 was the first year that the TIOW Program was delivered in the NWT, the progression of those students to other College training could not yet be measured. **6)** Data is not available for 2016/17 – though a survey of former students was conducted in 2015/16 to see how many acquired jobs after completing their ALBE and Access programs.

4.5 Analysis

The performance results for the NWT NABE Program for 2016/17 were positive. Twenty-seven (27) of the 29 outputs were either fully completed or were positive. All four immediate outcomes were positive. All eight of the intermediate outcomes were positive. Thirteen (13) of the 16 Final Outcomes that could be reported were positive. Overall, 91% (52 of 57) of the outputs and outcomes that could be reported in 2016/17 were either fully completed or were positive.

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:

- The maintenance of the 4.6 Full-time positions in the ALBE system has improved overall system capacity.

- The transfer of responsibility for ALBE curriculum development (from ECE to the College) is important because it empowers the primary deliverer to develop and maintain responsive curriculum that they will pilot and implement. This arrangement allows for continuous quality improvement of curriculum development.

- The pilots of the UCAP and the OCAP Access programs are important because they will gather relevant student-success data to guide future program implementation. Both programs are designed to help adult learners be more successful in the transition to College post-secondary training.

- The Curriculum Portal Site is important because it brings together – for the first time – a centralized location for staff to download curriculum and resources for ALBE and Access programs. The portal makes it easier and more efficient for CAEs and ALBE Instructors to access current materials – especially given the decentralized nature of the College program delivery system.   In addition, to ensure the use of consistent curriculum, new version control protocols have now been established and are now being monitored on a monthly basis.

- Linkages between 2016/17 NWT 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 *Drumbeat of Success: the NWT NABE Program 2012-2016* is important because it will summarize – in an easily accessible format – the successes and best practices from 4-plus years of NABE programming. These best practices will serve as the blueprint for moving forward with enhanced ALBE and Access programming in the NWT.

- The College – through its successful collaboration with partners – was able to have the NWT NABE Program extended from March 31st 2017 to March 31st 2020.

- The *Introduction to Northern Leadership* course piloted in 2016/17 was a huge success. The course was delivered in 6 communities (Fort McPherson, Deline, Whati, N'Dilo/Dettah, Fort Providence, and Fort Simpson). A total of 48 adult learners enrolled in the course, with an overall completion rate of 90%. The LES courses are important because they have tremendous community buy-in, and completion rates are much higher than the other ALBE courses.

The course received recognition in the March 7th sitting of the Legislative Assembly of the NWT via the Members' Statement from Michael Nadli, MLA for the Dehcho:

<u>Member's Statement on Fort Providence Youth Centre Proposal</u>

Mahsi, Mr. Speaker. Mr. Speaker, students in the Northern Community Leadership Program at the Aurora College Community Learning Centre in Fort Providence have taken on an interesting new project.

The *Introduction to Northern Leadership* course was jointly developed by Aurora College and the NWT Literacy Council, and is being piloted this year in six communities across the territory, including Fort Providence. Students learn how to better engage with their communities, and then build on that knowledge to develop leadership skills and practices. The six-week course helps students to foster leadership qualities within themselves and how to use those qualities to make their communities a better place.

Today, I would like to share what the program participants have brought to my attention. Today, I will be sharing their views on the need for a youth centre in Fort Providence.

Mr. Speaker, the community of Fort Providence is in dire need of a youth centre. Our community has not had an activity centre for the youth since 2012, when one was run by the friendship centre. This lack has led to many youth being involved in illegal and substance abuse-related activities in the community.

Presently, the school and the friendship centre offer their programs only once or twice a week. A hundred youth were surveyed, and since Fort Providence has roughly 160 residents between the ages of 10 and 14, I would say that was a pretty good sample. These youth identified they would like an accessible space open in the evening and on weekends.

Mr. Speaker, having a youth centre would get the youth involved in recreational, life skills, and pre-employment programs. This space would foster leadership opportunities, increase the youth's self-esteem and confidence, as well as giving them a sense of responsibility and belonging. It would also promote physical activity and, in turn, all this would help to make the youth more respectable community members.

Mr. Speaker, I would encourage the Minister of Municipal and Community Affairs and the Minister Responsible for Youth to support this community initiative and assist the community in making this vision come to life. Mahsi, Mr. Speaker.

The following selected quotes from different NWT NABE Program staff, partners and stakeholders (from this year's annual NABE survey) highlight other aspects of the success of the program:

"The funding for an additional AE position has been crucial to the success of learners of varying levels in our community. The position has been used to deliver higher level courses that both adult learners and high school students can access. As a result, students can and have entered college programs with required math, science and English courses - bypassing the need to do several years of upgrading once out of high school. In the fall term of 2016 alone, the two adult educators were able to compensate for staffing challenges at the high school through the delivery of 6 higher level courses to the high school students – all while continuing to deliver ALBE and NABE/short courses".
****

"The NWT NABE programs have been a great success in our communities. Demand for these courses is very high with community members regularly asking when we will be delivering more".
****

"The NABE program creates opportunities for many students in the north. Some students may not be clear on what their future looks like and beginning to take courses often expands their thinking for the future".
****

"Students attending the campus based programs benefit tremendously from the individualized instructor attention. The additional AEs mean students are able to leverage much greater instructor contact outside of the class time. For many, this becomes their first positive and collaborative experience with education".
****

"It is so important to maintain funding for adult educators in the north. This allows programs to increase programming offered on Campus and at the CLCs. The increase in funding directly impacts our northern learners and their accessibility to education. Easy access to education increases learners' academic knowledge and confidence. These combined aspects lead the NWT toward a more prosperous economic and social future through the education of local citizens".
****

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 *2016/17 Analysis of ALBE, Access and TIOW SRS Data*, the focus was on twelve years of data: six years of data prior to the NABE funding coming online (2005/06 to 2010/11), and six years of data with NABE funding (2011/12 to 2016/17). The calculation of completion rates in the report was consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30).*

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

- overall student enrollments and completions are increasing in the years with NABE funding
- students are having academic success in the new LES courses introduced since the NABE funding began
- fewer students are dropping out of their programs in the years with NABE funding
- there are important differences in the profiles of ALBE students at the CLCs compared to those at the campuses
- 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, Access and TIOW Programs in the pre-NABE years (2005/06 to 2010/11) and the years with NABE funding (2011/12 to 2016/17). There was a 19% increase in the six-year average of enrollments between the two periods (from 537 students per year to 638 students per year). This translates into an additional 101 students per year enrolling in the ALBE, Access and TIOW programs in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant (t = -2.493; p = .032).

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

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 19%
Average # of Student Enrollments	537	45.7	638	54.3	(or 101 students per year)

The increased enrollments occurred primarily at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. Enrollments increased at the CLCs by 37% in the four years since the LES courses were introduced compared to the previous four years. This translates into an additional 107 students per year enrolling at the CLCs in the 2013/14 to 2016/17 period – as shown in Table 5.1.2. This increase was statistically significant (t = -4.294; p = .005).

Table 5.1.2: Average Number of Student Enrollments at CLCs – Pre-LES Years and Years With LES Courses (2009/10 to 2016/17)

	Pre-LES Years (2009/10 – 2012/13)		Years With LES (2013/14 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 37%
Average # of Student Enrollments	286	42.2	393	57.8	(or 107 students per year)

Table 5.1.3 shows the average number of student completions in the ALBE, Access and TIOW Programs in the pre-NABE years and the years with NABE funding. There was a 60% increase in the six-year average of completions between the two periods (from 192 students per year to 307 students per year). This translates into an additional 115 students per year completing all of their courses in the ALBE, Access and TIOW Programs in the 2011/12 to 2016/17 period.

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

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 60%
Average # of Student Completions	192	38.5	307	61.5	(or 115 students per year)

The increased completions occurred primarily at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. Completions increased at the CLCs by 164% in the four years since the LES courses were introduced compared to the previous four years. This translates into an additional 133 students per year completing all of their courses at the CLCs in the 2013/14 to 2016/17 period – as shown in Table 5.1.4.

Table 5.1.4: Average Number of Student Completions – Pre-LES Years and Years LES Courses (2009/10 to 2016/17)

	Pre-LES Years (2009/10 – 2012/13)		Years With LES (2013/14 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 164%
Average # of Student Completions	81	27.3	214	72.7	(or 133 students per year)

5.2 Students Are Having Academic Success in the New LES 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 eight Literacy and Essential Skills (LES) courses: *Introduction to Office Skills*, *Introduction to Early Learning and Child Care*, *Start Your Own Small Business*, *Small Business Funding and Marketing*, *Ready to Work NWT, Construction Labourer Basics*, *Introduction to Retail and Customer Service*, and *Introduction to Northern Leadership*. Since these courses are focused on students at the 120 level, they are delivered primarily at the CLCs.[15]

There was a statistically significant difference in completions in the LES courses compared to all other ALBE courses (t = -14.724; p = .000). Table 5.2.1 shows that students completed the LES courses at higher rates (82%; N = 742) compared to all other ALBE courses (56%; N = 1,819) in the 2013/14 to 2016/17 period.

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[15] Ninety-seven percent (97%, N = 924) of student enrollments in LES courses between 2013/14 and 2016/17 were at the CLCs.

Table 5.2.1: Student Completions in LES Courses vs Other ALBE Courses (2013/14 to 2016/17)[16]

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Course Completions
	Number	Percent	Number	Percent	Increase of student rate of completions by 26%
# of Student Completions	1,819	55.9	742	82.1	

Table 5.2.2 shows that although the overall completion rate was very high, there was some variation between the eight different LES courses.

Table 5.2.2: LES Course Completion Rates (2013/14 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Intro to Northern Leadership	48	0	0	5	10.4	43	89.6
Small Business Funding and Marketing	45	0	0	5	11.1	40	88.9
Ready to Work NWT	245	4	1	28	11.7	212	88.3
Construction Labourer Basics	114	0	0	18	15.8	96	84.2
Start Your Own Small Business	107	4	0	19	18.4	84	81.6
Intro to Office Skills	208	20	5	41	22.4	142	77.6
Intro to Retail and Customer Service	91	2	0	23	25.8	66	74.2
Intro to Early Learning and Child Care	94	11	1	23	28.0	59	72.0
Total	952	41	7	162	17.9	742	82.1

Additionally, there was a statistically significant difference in withdrawals in the LES courses compared to all other ALBE courses ($t = -11.947$; $p = .000$). Table 5.2.3 shows that fewer students were withdrawing (or dropping out) of the LES courses (4%: N = 41) compared to other ALBE courses (17%; N = 823) in the 2013/14 to 2016/17 period.

Table 5.2.3: Student Withdrawals From LES Courses vs Other ALBE Courses (2013/14 to 2016/17)

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Withdrawals
	Number	Percent	Number	Percent	Decrease rate of withdrawals by 13%
# of Student Withdrawals	823	16.9	41	4.3	

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[16] Please note: Tables 5.2.1 and 5.2.2 deal with course level data.

5.3 Fewer Students Are Dropping Out of Their Programs

Figure 5.3.1 shows the average number of students dropping out from their ALBE or Access programs in the pre-NABE years (2005/06 to 2010/11) and the years with NABE funding (2011/12 to 2016/17).

Figure 5.3.1: Average Number of ALBE and Access Students Dropping Out of Their Programs – Pre-NABE Years and Years With NABE Funding
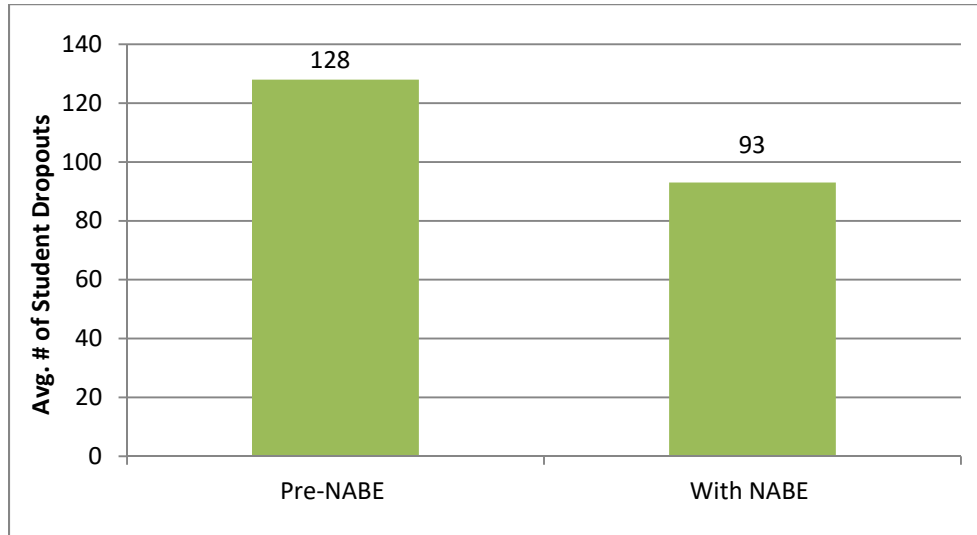
There was a 27% decrease in the six-year average of dropouts between the two periods (from 128 students per year to 93 students per year). In other words, 35 fewer students per year dropped out of the ALBE and Access programs in the last six years.

5.4 There Are Important Differences In the Current Profiles of ALBE Students at the CLCs and ALBE Students at the Campuses

During the six years with NABE funding, the profiles of CLC-based ALBE students and campus-based ALBE students have become very different. Table 5.4.1 highlights these differences.

Table 5.4.1: Different Profiles of ALBE Students at the CLCs and Campuses (2011/12 to 2016/17)

Criteria	CLC ALBE Students	Campus ALBE Students
Years Before Start at College	18	13
Student Type	Part-time	Full-time
Level of Courses Taken	Lower Levels (110-130)	Upper Levels (140-160)
Completion Rates of Courses	64%	55%
Progression	To Job Training	To Post-Secondary Training

Campus-based ALBE students were more likely to have spent less time out of the K-12 system before starting back at the College compared to their CLC counterparts. Campus-based ALBE students were also significantly more likely to be enrolled full-time time (t = -11.989; p = .000) and to enroll in courses that are at the 140-160 level (t = 36.548; p = .000). CLC-based ALBE students have higher course completion rates than their campus-based counterparts – primarily because of the high completion rates in the LES courses. Campus-based ALBE students were significantly more likely to progress beyond their programs to take Post-Secondary Training, while CLC-based ALBE students were more likely to progress beyond their program to take short, employment focused training (i.e., Job Training) (F = 293.641; p = .000).

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

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

During the six years with NABE funding, the profiles of ALBE and Access students have become very different. Table 5.5.1 highlights these differences.

Table 5.5.1: Different Profiles of ALBE and Access Students (2011/12 to 2016/17)[17]

Criteria	ALBE Students	Access Students
Average Age	31	27
Education Level	Some High School	Completed High School
Years Before Start at College	16	9
Student Type	Part-time	Full-time
Number of Courses Enrolled In	3	6
Level of Courses Taken	Lower Levels (110-130)	Upper Levels (140-160)
Completion Rates of Courses	61%	71%
Progression	To Job Training	To Post-Secondary Training

The average age of Access students (M = 27) is significantly lower than that of ALBE students (M = 31) (t = 9.439; p = .000). 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 focused training (i.e., Job Training).

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[17] M = Mean or average

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 52% increase in the six-year average of enrollments between the two periods (from 259 students per year to 393 students per year). This translates into an additional 134 students per year enrolling in all types of training programs beyond ALBE and Access in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = -3.083$; $p = .012$).

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 (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	
Average # of Student Enrollments	259	39.7	393	60.3	Increase of 52% (or 134 students per year)

Figure 5.6.1 shows that this increase in student enrollments in programs beyond ALBE and Access was in Post-Secondary, Apprenticeship and Job Training programs.

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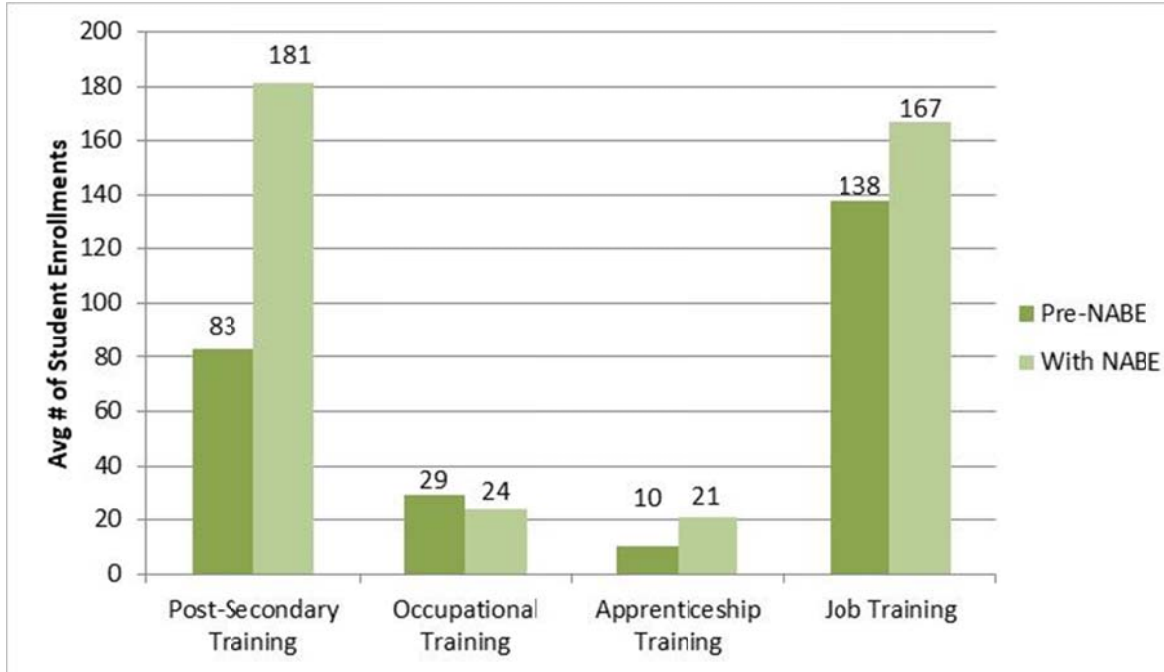
Please note: many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control.

Additionally, the students progressing beyond ALBE and Access to further training at the College are having academic success in those training programs.

Table 5.6.2 shows student completions 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 43% increase in the six-year average of completions between the two periods (from 192 students per year to 275 students per year). This translates into an additional 83 students per year completing all of the courses in all types of training programs beyond ALBE and Access in the 2011/12 to 2016/17 period.

Table 5.6.2: Average Number of Student Completions in All Types of Training Beyond ALBE and Access – Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 43%
Average # of Student Enrollments	192	41.1	275	58.9	(or 83 students per year)

Figure 5.6.2 shows that this increase in student completions in programs beyond ALBE and Access was in all four types of training programs.

Figure 5.6.2: Average Number of Student Completions by Type of Training – Pre-NABE Years and Years With NABE Funding
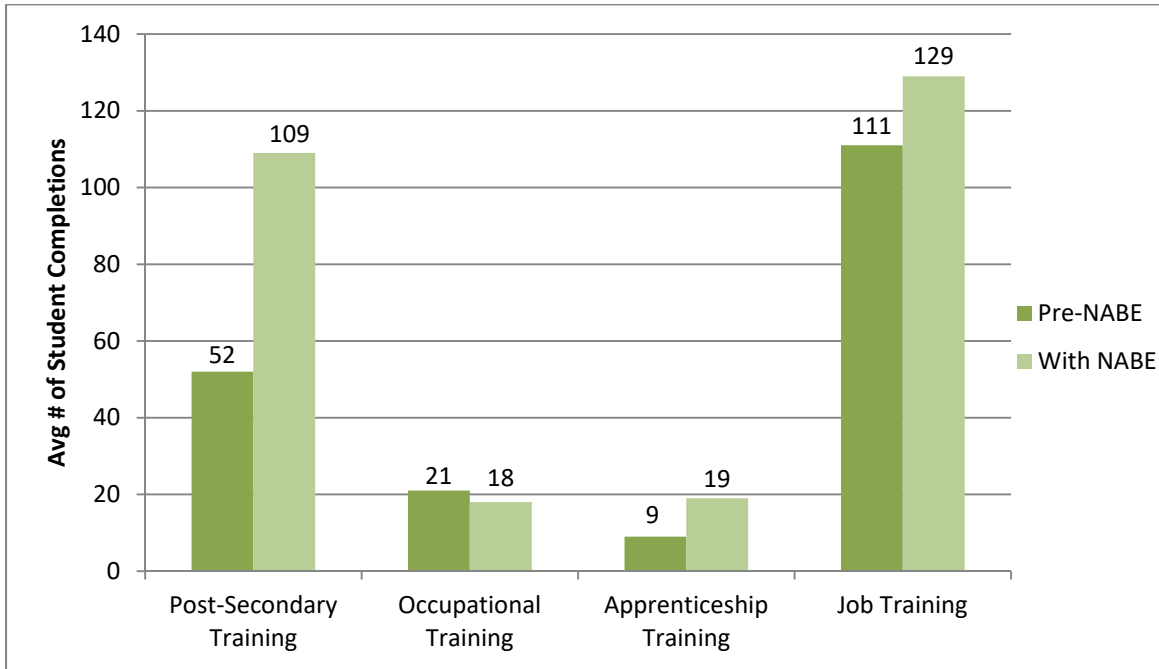
Please note: Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38.

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). 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). In 2015/16, the analysis of five years of data pre-NABE and five years of data with NABE was released (i.e., the 5 x 5 report). The analysis for six years of data pre-NABE and six years of data with NABE (i.e., the 6 x 6 report) was released this fall.

Table 5.7.1 shows trends since 2013/14 for the six CanNor indicators, as well as for nine other key NWT NABE Program indicators. The results show that the trend for 13 of the 15 indicators examined has been positive.

For example, in the 2013/14 data there was a 2% increase in ABE enrollments (i.e., 13 students) in the years with NABE funding compared to the pre-NABE years. The 2014/15 data showed that the increase between the years with NABE funding and the pre-NABE years had risen to 14% (or 78 students per year). The 2015/16 data showed that the increase was maintained at 14% (or 79 students per year). In 2016/17, the increase was 19% (101 students). When subtracting the differences between 2016/17 (19%, 101 students) and 2013/14 (2%, 13 students), overall enrollments in ABE programs increased by 17% (or 88 students per year) in the years with NABE funding.

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

Table 5.7.1: Overall Changes in Indicators Between 2013/14 and 2016/17

CanNor Indicator	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
5 - Number of ABE students served	↑ 2% (13 students/yr)	↑ 14% (78 students/yr)	↑ 14% (79 students/yr)	↑ 19% (101 students/yr)	17% (88 students/yr)
14 - Number of students who successfully complete ABE	↑ 27% (54 students/yr)	↑ 50% (96 students/yr)	↑ 52% (96 students/yr)	↑ 60% (102 students/yr)	33% (61 students/yr)
13 - Number of program participants (working age adults) advanced to post-secondary training	↑ 57% (67 students/yr	↑ 65% (71 students/yr)	↑ 86% (84 students/yr)	↑ 118% (98 students/yr)	61% (31 students/yr)
11 - Number of program participants (working age adults) advanced to occupational training	↓ 20% (3 students/yr)	↓ 12% (4 students/yr)	↓ 13% (4 students/yr)	↓ 17% (5 students/yr)	3% (2 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	↓ 43% (27 students/yr)	↓ 0.4% (6 students/yr)	↑ 10% (15 students/yr)	↑ 21% (29 students/yr)	64% (56 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.

Table 5.7.1 (continued): Overall Changes in Indicators Between 2013/14 and 2016/17

Other Key Indicators	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
Enrollments at CLCs	↑ 10% (27 students/yr)	↑ 28% (78 students/yr)	↑ 27% (73 students/yr)	↑ 37% (107 students/yr)	27% (80 students/yr)
Completions at CLCs	↑ 47% (36 students/yr)	↑ 107% (77 students/yr)	↑ 108% (81 students/yr)	↑ 164% (133 students/yr)	117% (97 students/yr)
Number of ALBE and Access students dropping out of their programs[2]	↓ 15% (20 students/yr)	↓ 15% (20 students/yr)	↓ 24% (31 students/yr)	↓ 27% (35 students/yr)	12% (15 students/yr)
Number of former students progressing on to all types of training[3]	↑ 8% (25 students/yr)	↑ 22% (68 students/yr)	↑ 36% (103 students/yr)	↑ 52% (137 students/yr)	44% (112 students/yr)
Number of former students completing all courses in all types of training beyond ALBE/Access	↓ 0.4% (1 student/yr)	↑ 19% (42 students/yr)	↑ 32% (67 students/yr)	↑ 43% (83 students/yr)	43% (82 students/yr)
Completions in Post-Secondary Training	↑ 45% (34 students/yr)	↑ 53% (37 students/yr)	↑ 79% (48 students/yr)	↑ 110% (57 students/yr)	65% (23 students/yr)
Completions in Occupational Training[4]	↓ 8% (2 students/yr)	↓ 8% (2 students/yr)	↓ 17% (4 students/yr)	↓ 14% (3 students/yr)	6% (1 student/yr)
Enrollments in Apprenticeship Training	↑ 30% (4 students/yr)	↑ 46% (6 students/yr)	↑ 67% (8 students/yr)	↑ 110% (11 students/yr	80% (7 students/yr)
Completions in Job Training	↓ 28% (36 students/yr)	↔	↑ 12% (14 students/yr)	↑ 16% (18 students/yr)	44% (54 students/yr)

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

Notes: 2) 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). 3) 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). 4) 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. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38. 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 may differ slightly from those presented previously in the 2013/14, 2014/15 and 2015/16 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.[18] 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.[19]

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 NWT's 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.[20]

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 Post-secondary 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".[21] This definition

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[18] GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast.p.*1.
[19] GNWT. (2015). *Skills 4 Success 10-Year Strategic Framework. p.*3.
[20] Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment. p.*2.
[21] Munro, Daniel, et al. (2014). *Skills - Where Are We Today? The State of Skills and PSE in Canada*. Ottawa: The

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.

The College (in partnership 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 2016/17, eight LES courses were developed, piloted and delivered across NWT communities. The eight LES courses include: *Introduction to Office Skills*, *Introduction to Early Learning and Child Care*, *Start Your Own Small Business*, *Small Business Funding and Marketing*, *Ready to Work NWT, Construction Labourer Basics*, *Introduction to Retail and Customer Service*, and *Introduction to Northern Leadership*. Nine-hundred and fifty-two (952) students have enrolled in the courses since 2013/14.

As noted above in section 5.2, learners are having success in the LES courses. This includes:

- completing the LES courses at significantly higher rates (82%; N = 742) compared to all other ALBE courses (56%; N = 3,616) in the 2013/14 to 2016/17 period
- significantly fewer students withdrawing (or dropping out) of the LES courses compared to other ALBE courses in the 2013/14 to 2016/17 period: 4% for the LES courses, 17% for other ALBE courses

6.2 Preparing Students for In-Demand Occupations Requiring Post-Secondary and Apprenticeship 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).[22]

Conference Board of Canada.

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

Results from the NWT NABE Program show that former ALBE and Access students are progressing beyond their programs into various types of training, including: Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training.[23]

Section 5.6 (above) shows that more students are progressing beyond ALBE and Access in the years with NABE funding compared to the pre-NABE years. The progressions are primarily in Post-Secondary, Apprenticeship and Job Training programs. Within the Post-Secondary Training category, as Figure 6.2.1 shows, the increase in student enrollments in the years with NABE funding was evident in diploma, certificate and degree programs.

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

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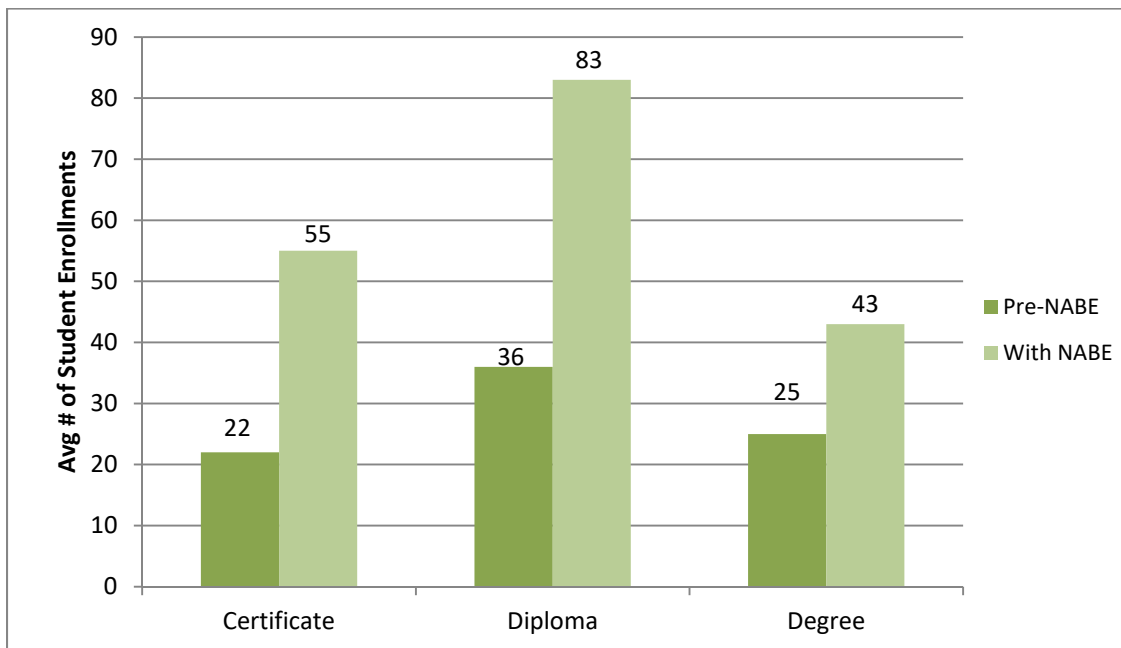
[23] Post-Secondary Training includes all certificate, diploma and degree programs. Occupational Training includes students in 12-14 week long programs that provide students with the knowledge and skills they need to pursue employment in various areas, such as "Camp Cook", "Building Trades Helper", "Introduction to Underground Mining", etc. Additionally, Occupational Training includes programs that train and prepare students to find apprenticeship level work in trades such as Carpentry, Electrical, Plumber/Gasfitter, etc. Job Training is primarily short, employment focused courses – such as Driver Education Training, Firearms Safety, First Aid, etc. These short courses are popular with students because many of them need to be completed prior to being hired for a job.

Table 6.2.1 shows that a total of 1,086 students progressed beyond ALBE and Access into certificate, diploma and degree programs in the 2011/12 to 2016/17 timeframe. Over three-quarters of those students (79%; N = 858) enrolled in training programs for occupations noted as being in-demand in the NWT.[24]

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 2016/17)

	Number	Percent
BACHELOR OF SCIENCE IN NURSING*	170	15.7
BUSINESS ADMINISTRATION*	165	15.2
EARLY CHILDHOOD DEVELOPMENT*	127	11.7
SOCIAL WORK*	102	9.4
ENVIRONMENT & NATURAL RESOURCES TECH	90	8.3
BACHELOR OF EDUCATION*	84	7.7
OFFICE ADMINISTRATION*	84	7.7
PERSONAL SUPPORT WORKER*	81	7.5
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	45	4.1
ENVIRONMENTAL MONITOR TRAINING	45	4.1
TRADITIONAL ARTS	32	2.9
COMMUNITY HEALTH REPRESENTATIVE*	29	2.7
CONTAMINATED SITE REMEDIATION COORD.	10	0.9
SUPPLY MANAGEMENT*	10	0.9
NORTHERN LEADERSHIP DEV INDUSTRY FOCUS	6	0.6
MASTER OF NURSING; NURSE PRACT. PHC*	2	0.2
TEACHER EDUCATION PROGRAM (TEP)*	2	0.2
CERTIFICATE IN ADULT EDUCATION*	1	0.1
POST GRAD CERT IN REMOTE NURSING*	1	0.1
Total	1,086	100

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

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

Additionally, as Table 6.2.2 shows, a total of 124 students progressed beyond ALBE and Access into Apprenticeship Training in the 2011/12 to 2016/17 timeframe. Just under half of those students (45%; N = 56) enrolled in apprenticeship programs for occupations noted as being in-demand in the NWT.[25]

Table 6.2.2: Total Number of Students Progressing Beyond ALBE and Access to Apprenticeship Training For In-Demand Occupations (2011/12 to 2016/17)

	Number	Percent
HEAVY EQUIPMENT OPERATOR	61	49.2
APPRENTICESHIP ELECTRICAL*	21	16.9
APPRENTICESHIP CARPENTRY*	19	15.3
APPRENTICESHIP PLUMBER/GASFITTER*	9	7.3
APPRENTICESHIP HEAVY EQUIPMENT TECH*	7	5.6
APPRENTICESHIP HOUSING MAINTAINER	7	5.6
Total	124	100.0

Please note: Apprenticeship programs for in-demand occupations are noted with an *

Overall, a total of 946 former ALBE and Access students have progressed to training for in-demand occupations in the NWT in the 2011/12 to 2016/17 timeframe (when combining the Post-Secondary Training and Apprenticeship Training categories).

6.3 Preparing Students For Employment

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.

When the NABE Program was implemented, CanNor designed a set of 15 indicators to track progress on program outcomes – including outputs, immediate outcomes, intermediate outcomes and final outcomes. The College was able to report on 14 of the 15 indicators – the one exception being the inability to report on the number of former ALBE and Access students who had found jobs since finishing their programs. The only way to gather data for that indicator was through a survey – so the *2015/16 Aurora College Survey of Former ALBE and Access Students* was conducted. This 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 approach taken for the delivery of the survey was to do a census (or complete coverage) of former students from the 2013/14 and 2014/15 academic years. This is because the students in the ALBE and Access programs are highly mobile and it would be difficult to track down former students from

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[25] Ibid., p. 19.

2011/12 or 2012/13. Former ALBE and Access students who were still enrolled in other College programming were excluded from the survey because the focus was to see how many former students acquired jobs.

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%.

The 229 respondents were primarily: Aboriginal (95%; N = 218); female (62%; N = 141); over 25 years of age (72%; N = 165); had studied full-time (57%; N = 130); from the smaller NWT communities (78%; N = 171); and had completed some high school before returning to the College to take the ALBE or Access programs (52%; N = 108).

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:

- 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. 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 difficult 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. 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.*[26] A second analysis was then undertaken with ALBE data to provide a baseline for that program.[27] 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. 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).[28] 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).[29] In 2015/16, the analysis of five years of data pre-NABE and five years of data with NABE was released (i.e., the 5 x 5 report).[30] The analysis for six years of data pre-NABE and six years of data with NABE (i.e., the 6 x 6 report) was released this fall.

The *2016/17 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. 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 implementing 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 6.3, 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

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

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

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

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

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

undertaken on an ad-hoc basis as required to fulfill its reporting requirements to CanNor.

7. NEXT STEPS

The main intent of this report is for accountability purposes for the funding provided by CanNor for the NWT NABE Program. Specifically, section 3 provides details of program activities for 2016/17. The analysis presented in section 4 shows progress towards the achievement of the NABE program outputs, as well as immediate, intermediate and final outcomes.

Additionally, the report provides for informed and evidence-based program and policy decision making. The analysis outlined in section 5 provides the College and ECE with the most up-to-date information on current trends in the ALBE and Access 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 and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

Additionally, the report will ensure that the new data collection, analysis and reporting processes that the College has developed over the past six years to measure success and track student progress to further training is continually updated to reflect ongoing requirements, including the new Student Information System (SIS) that is being implemented for the College. Finally, this report should also allow the College to communicate the many successes the program is having so far, help build the case for sustained funding of the program after March 31st, 2020, and assist with College strategic and business planning.

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APPENDIX I: NWT NABE PROGRAM 2016/17 WORKPLAN

NWT NABE Priorities	Activities	Description
1. Increase the capacity of ALBE Program delivery across the NWT.	1.1 Increase Adult Educators positions at CLCs and Campuses across the NWT.	4.6 positions will be located in six communities where demand for ALBE is high. Costs will cover salaries.
2. Ensure holistic, culturally appropriate curriculum and resources are used in the program.	2.2 Sustainable management of ALBE curriculum.	As of October 2016, Aurora College assumed full authority and responsibility from ECE for the sustainability of ALBE curriculum development in the Northwest Territories.
3. Finalize the PLAR process so that students can obtain an ECE-recognized *NWT Secondary School Diploma.*	3.2 Continue to support PLAR/ARM.	Aurora College and ECE will continue to work on a PLAR process that enables learners to achieve an NWT Secondary School Diploma. This activity is carried out as in-kind contribution of the parties. There are no direct costs to the NWT NABE Program.
4. Provide the supports students need to succeed.	4.1 Standardize and streamline assessment placement processes.	Review current ECE ALBE Student Intake Package. Review previous research – including models from other post-secondary institutions, develop a standardized assessment placement process based on the research. Provide assessment that places students in ALBE, Access or Post-Secondary programs.
5. Provide the supports Adult Educators need to succeed.	5.3 Maintain the third day of regional in-services.	Provide professional development for staff on the third day of regional in-services scheduled for November 2016 in Yellowknife, December 2016 in Inuvik, and January 2017 in Fort Smith. Costs will cover facilitation services and travel expenses.
6. Provide the supports the ALBE system needs for success.	6.1 Maintain program management services	The NABE Program Manager position will be maintained and extended to provide program management services on a full-time basis to March 31, 2017.
	6.2 Maintain financial management services	The NABE Program Finance Officer position will be maintained and extended to provide financial management services on a part-time basis to March 31, 2017.

Please note: 1) 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. That reduced amount was allocated for 2016/17 – therefore not all activities funded in those previous years could be funded in 2016/17. **2)** Activities 2.2 and 7.5 were added to the 2016/17 workplan after it was submitted to CanNor in the spring of 2016. Activity 2.2 ("Sustainable management of ALBE curriculum") replaced the more narrowly focussed activity 2.1 ("Continue to develop ALBE curriculum").

NWT NABE Priorities	Activities	Description
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 Continue pre-ALBE programming.	Continue delivery of the Foundations For Success course in communities across the NWT. This activity is carried out as an in-kind contribution of the College. There are no direct costs to the NWT NABE Program.
	7.3 Continue to modularize the ALBE curriculum.	Aurora College and ECE will pilot modularized versions of Math 110 and 120 in 2016-17. This activity is carried out as an in-kind contribution of the parties. There are no direct costs to the NWT NABE Program.
	7.4 Maintain development and implementation of LES courses.	Develop, pilot, evaluate, and revise two short (LES) courses on Introduction to Warehousing and Introduction to Northern Leadership. Costs will cover curriculum development services, salary and wages, materials and supplies, travel expenses, mail/cartage/courier services and administration support.
	7.5 Finalize the School of Developmental Studies curriculum portal site.	Finalize the curriculum portal site. The site is a single, central repository for all digital resources for the School of Developmental Studies Program (i.e., the ALBE program and college Access programs).
8. Build and maintain partnerships to ensure the success and sustainability of the NABE Program.	8.2 Maintain annual partner consultations.	Coordinate an annual meeting with partners during the winter term. Costs will cover facilitation services and travel expenses.
9. Ensure a Pan-territorial approach is taken to program design and delivery.	9.1 Maintain pan-territorial engagement.	Further to the MOU between tri-territorial colleges, provide rotational coordination and participation in two in-person meetings. Costs will cover travel expenses.
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability.	10.1 Maintain program evaluation services.	A Credentialed Evaluator will be maintained to provide evaluation services from April 1, 2016 to March 31, 2017. The costs will cover consulting fees.
	10.2 Maintain SRS data analysis services.	A consultant will be maintained to provide SRS data analysis services from April 1, 2016 to March 31, 2017. The costs will cover consulting fees and travel expenses.
	10.4 Continue implementing the redesigned Access programs.	The College will continue implementing change management activities to ensure successful execution. This activity is carried out as an in-kind contribution of the college. There are no direct costs to the NWT NABE Program other than 3.0 PYs shown in Priority 1.

APPENDIX II: 2016/17 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
1.1 Increase Adult Educator (AE) positions at CLCs and Campuses across the NWT	1.1 AE positions increased at CLCs and Campuses 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) 1.2 Satisfaction levels of AEs with increased availability of ABE services (**Source:** AE Survey re NABE Activities) 1.3 Satisfaction levels of AEs with greater studying opportunities and learning continuity (**Source:** AE Survey re NABE Activities)	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) 1.2 % increase in # of ALBE students served (**Source:** Annual SRS Analysis) 1.3 # of training programs for adult learners (C)	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) 1.2. % increase in ALBE student completion rate (**Source:** Annual SRS Data Analysis) 1.3. # of program participants advancing to occupational training (C) (**Source:** Annual SRS Data Analysis) 1.4. % increase of program participants advancing to occupational training (**Source:** Annual SRS Data Analysis)
2.2 Sustainable management of ALBE curriculum	2.2 Holistic, culturally appropriate curriculum and resources are developed	2.2.a # of activities undertaken 2.2.b # of new or enhanced materials and curriculum put into use in the ALBE system (C)						
3.2 Continue to support PLAR/ARM	3.2 PLAR/ARM supported	3.2.a # of students who use ARM to obtain Grade 12 Diploma 3.2.b # of students who complete the PLAR Portfolio Development course						
4.1 Standardize and streamline assessment placement processes	4.1 Assessment placement processes standardized and streamlined	4.1 # of activities undertaken						
5.3 Maintain third day of regional in-services	5.3 Third day of regional in-services maintained	5.3.a # of in-services 5.3.b # of staff attending						

Please note: 1) 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. **2)** For 2016/17, there are a total of 58 indicators in the PMF: 29 Outputs, 4 Immediate Outcomes, 8 Intermediate Outcomes and 17 Final Outcomes. This number can change from year to year as some activities are completed or new activities are added.

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
6.1 Maintain program management services 6.2 Maintain financial management services	6.1 Program management services maintained 6.2 Financial management services maintained	6.1 Program Manager hired 6.2 Senior Finance Officer hired	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 in-services (**Source:** In-services Evaluation Report) 2.4 satisfaction levels of AEs with quality of new resources* (**Source:** AE Survey re NABE Activities) 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	1.5 # 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)
7.2 Continue pre-ALBE programming	7.2 Pre-ALBE programming continued	7.2.a # of *Foundations For Success* courses delivered in NWT communities 7.2.b # of participants						
7.3 Continue to modularize ALBE curriculum	7.3 ALBE curriculum is continually modularized	7.3.a # courses modularized 7.3.b # of courses piloted						
7.4 Maintain development and implementation of LES courses	7.4 LES courses developed and implemented	7.4.a # of courses developed 7.4 b. # of courses piloted						
7.5 Finalize the School of Developmental Studies curriculum portal site	7.5 Curriculum portal site is finalized	7.5.a portal launched 7.5.b # of courses available on the site 7.5.c. # of users						

*Please note - "new resources" in 2016/17 included the development of two new LES courses (*Introduction to Supply Chain Management and Introduction to Northern Leadership),* the piloting of the *Introduction to Northern Leadership* course, 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
8.2 Maintain annual partner consultation	8.2 Annual partner consultation completed	8.2.a # of consultations completed 8.2.b annual consultation report 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		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) 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)
9.1 Maintain pan-territorial engagement	9.1 Pan-territorial engagement is maintained	9.1 # of meetings completed						
10.1 Maintain program evaluation services	10.1 Program evaluation services maintained	10.1.a Credentialed Evaluator hired 10.1.b Interim Annual Report completed 10.1.c Final Annual Report completed						
10.2 Maintain SRS data analysis services	10.2 SRS data analysis services maintained	10.2.a Annual SRS Data Analysis Report completed 10.2.b Annual ALBE + Access Accountability Report completed 10.2.c Annual Access Pilots SRS Data Report completed						

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
10.4 Continue implementing the redesigned Access programs	10.4 Redesigned Access programs implemented	10.4 # of implementation activities undertaken						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 *2016/17 Analysis of ALBE and Access SRS Data Report* (forthcoming in the fall of 2017).

APPENDIX III: INDICATORS REQUIRED BY CANNOR FOR THE 2016/17 ACADEMIC YEAR

	#	Indicator		Dimension			
			Male	Female	Aboriginal	Non-Aboriginal	Total
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					16
Immediate Outcomes							
Increase in availability of adult basic education services	3	# of adult basic educators	0.75	3.85	0.3	4.3	4.6 FT
	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	279	392	554	117	671
		TOTALS					
Increase in quality of adult basic education services	6	# of training programs for adult learners					37
	7	# of aboriginal educators	21	43	6	58	64
	8	*# of local residents hired as educators*	*17*	*34*	6	45	51
	9	new or enhanced ABE materials and curriculum put into use in ABE system					3

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	NA	NA	NA	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	0
	13	# of program participants (working age adults) advanced to post secondary training	23	154	131	46	177
	14	# of ABE students who successfully complete ABE	148	204	290	62	352
	15	# of whom go on to job training	72	127	146	53	199

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 2016/17 – though a survey of former students was conducted in 2015/16 to see how many acquired jobs after completing their ALBE and Access programs.

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 four-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 four-year trades programs in 2013/14, 2014/15, 2015/16 and 2016/17 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. **Please also note**: the gender and ethnicity dimensions for Indicator # 12 are not available because of the inability of the data collection systems at ECE and the College to "talk to each other". See p 40 of the *2016/17 Analysis of ALBE, Access and TIOW Program Data* for further details.

APPENDIX IV: RESULTS FROM THE 2016/17 SURVEY OF STAFF, PARTNERS AND STAKEHOLDERS ON NWT NABE ACTIVITIES

A total of 60 surveys were sent out to AEs, College staff, NWT NABE partners and other stakeholders in March of 2016. Thirty-one (31) responded, for a response rate of 52%. **The results for this survey are not statistically valid and reliable because the Margin of Error (MoE) for the survey (12%) is too high.**[31] 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.

Please note that in this and the following sections, "N" stands for "number of surveys/responses"; and due to rounding, sometimes percentages do not add up to 100. Additionally, due to the fact that not every respondent answered every question, the Ns can change from question to question.

The majority of staff, partners and stakeholders who responded to the survey (i.e., the "respondents") were from the three regional campuses (65%; N = 20). Fewer respondents were from the Community Learning Centres (CLC's) (29%; N = 9), non-governmental organizations, other GNWT departments, and the Aboriginal Skills and Employment Training Strategy (ASETS) organizations (7%; N = 2)

The majority of respondents were Community Adult Educators (CAEs) and Campus ALBE Instructors (87%; N = 27). Management/Administration respondents (10%; N = 3) and other respondents – including Counsellors, Student Support Coordinators, etc. (3%; N = 1) – made up a smaller portion of the sample.

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[31] Results with an MoE over 8% are too high to be considered as statistically valid and reliable. See DataStar Inc. (2008)."*What Every Researcher Should Know About Statistical Significance*". Located online at: http://www.surveystar.com/startips/oct2008.pdf

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

Table A4.1: Years in Present Position

	Number	Percent
Less Than 1	5	16.1
1 to 3 years	6	19.4
3 to 5 years	6	19.4
5 to 10 years	9	29.0
More than 10 years	5	16.1
Total	31	100.0

Table A-4-2 shows that the majority of respondents were either very satisfied, satisfied or somewhat satisfied with all of the new resources and NABE partnerships.

Table A4.2: 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 2016/17												
1. Piloting of the Math 110 modularized curriculum and resources	1	17	2	33	2	33	1	17	---	---	---	---
2. Piloting of the Math 120 modularized curriculum and resources	1	11	3	33	4	44	1	11	---	---	---	---
3. Piloting of the *Introduction to Northern Leadership* Course	5	83	1	17	---	---	---	---	---	---	---	---
B Partnerships												
B1. the partnerships that support the ALBE program in your community	6	29	10	48	5	24	---	---	---	---	---	---

Respondents also provided comments on improving the new resources:

"My students and I have been noting areas for edits and clarification in the Math 120 resource and look forward to using the resource again when it has been edited. I have also been using the NWT Literacy Council's resource for career development with good results for one of our new courses (Occupational Skills Development for the OCAP program). In addition, sharing resources and ideas with other adult educators (for example Native Women's' Assoc instructors who were also piloting Math 120) is highly beneficial."
****

"I have only used Module 1 of Math 110 &120. The Math 110 resources contain insufficient practice materials in some cases, especially because Math 110 students frequently live with cognitive impairment or learning disabilities that require more learning time. I have had to create additional practice sheets using Excel in a number of cases. Math 120 materials contain some errors and unclear instructions, especially in the place value section. More work should be done on some of the illustrations that try to be northern but miss the point for people living in the outlying communities."
****

"The resources are colorful with examples, some of which I would use on a smart board to introduce a topic and do practice with students, however there are too few examples so needs to be supplemented with additional and more varied problems. Students in 110 need to be solid with their 4 functions."
****

Table A-4-3 shows that the majority of respondents were either very satisfied, satisfied or somewhat satisfied with the enhancement in positions funded by NABE.

Table A4.3: Satisfaction of Adult Educators and Partners with Enhancements in Positions

	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	N	%	N	%	N	%	N	%	N	%	N	%
A. increasing the availability of ALBE services in your community	7	64	2	18	2	18	--	--	--	--	--	--
B. leading to greater studying opportunities in your community	7	64	1	9	2	18	1	9	--	--	--	--
C. leading to greater learning continuity in your community	6	50	3	25	2	17	1	8	--	--	--	--
D. overall, improving ALBE services in your community	8	67	2	17	2	17			--	--	--	--

Respondents also provided comments on the NWT NABE Program in general.

> *"The funding for an additional AE position has been crucial to the success of learners of varying levels in our community. The position has been used to deliver higher level courses that both adult learners and high school students can access. As a result, students can and have entered college programs with required math, science and English courses - bypassing the need to do several years of upgrading once out of high school. In the fall term of 2016 alone, the two adult educators were able to compensate for staffing challenges at the high school through the delivery of 6 higher level courses to the high school students – all while continuing to deliver ALBE and NABE/short courses".*
> ********************

> *"There is a lot of interest in the Northern Leadership program. Please reinstate funding to hire part-time instructors for all NABE deliveries so they can be offered in communities where there is only 1 adult educator*
> ********************

"The NWT NABE programs have been a great success in our communities. Demand for these courses is very high with community members regularly asking when we will be delivering more".
****

"The NABE program creates opportunities for many students in the north. Some students may not be clear on what their future looks like and beginning to take courses often expands their thinking for the future".
****

"Students attending the campus based programs benefit tremendously from the individualized instructor attention. The additional AEs mean students are able to leverage much greater instructor contact outside of the class time. For many, this becomes their first positive and collaborative experience with education".
****

"It is so important to maintain funding for adult educators in the north. This allows programs to increase programming offered on Campus and at the CLCs. The increase in funding directly impacts our northern learners and their accessibility to education. Easy access to education increases learners' academic knowledge and confidence. These combined aspects lead the NWT toward a more prosperous economic and social future through the education of local citizens".
****

APPENDIX V: 2016/17 SURVEY OF STAFF, PARTNERS AND STAKEHOLDERS ON NWT NABE ACTIVITIES

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, developing new resources and curriculum, etc.

Aurora College is seeking your feedback on the 2016/17 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 Richard Feil (**Fax #: 1-867-920-2226).**
2) email the scanned survey or MS Word document to Richard Feil (RFeil@auroracollege.nt.ca) - and don.t worry about messing-up the formatting for the MS Word version.

The survey should **only take about 10 minutes of your time** to complete. **We need your completed response by March 15th, 2017** (so it can be included in the 2016-17 NWT NABE Program Annual Report.

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 2016/17							
1. Piloting of the Math 110 modularized curriculum and resources	6	5	4	3	2	1	0
2. Piloting of the Math 120 modularized curriculum and resources	6	5	4	3	2	1	0
3. Piloting of the *Introduction to Northern Leadership* 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

3. Is there anything that could be done to improve the resources noted in Question #2? **If YES, please indicate which resource and explain how it could be improved.**

_____
_____
_____
_____

4. The following questions are for AEs in Aklavik, Hay River Reserve, Lutsel K'e, and the three regional campuses ONLY. NABE funding has been used to add additional AEs in those communities (or to increase the part time positions).

How satisfied are you with the additional AE positions (or enhancements to part-time positions) in:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Unable To Rate
A. increasing the availability of ALBE services in your community	6	5	4	3	2	1	0
B. leading to greater studying opportunities in your community	6	5	4	3	2	1	0
C. leading to greater learning continuity in your community	6	5	4	3	2	1	0
D. overall, improving ALBE services in your community	6	5	4	3	2	1	0

5. Is there anything else that you would like to add regarding the NWT NABE Program?

_____
_____
_____
_____
_____

Thank you for your input!

APPENDIX VI: LINKAGES BETWEEN NABE ACTIVITIES AND OTHER COLLEGE INITIATIVES

Several of the 2016/17 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 A6.1: 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.