



Nova Scotia School  
for **Adult Learning**  
*Success starts here!*

# NSSAL Student Statistical Report

2006–2007

2007–2008

2008–2009

  
**NOVA SCOTIA**  
Labour and  
Workforce Development

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**STRENGTH THROUGH  
Sk!lls&Learning**



# **NSSAL Student Statistical Report**

**2006–2007**

**2007–2008**

**2008–2009**

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It is the strength and success of our extensive partnerships and collaboration that provides Nova Scotian adult learners lifelong opportunities through the Nova Scotia School for Adult Learning.

# Table of Contents

Introduction — Nova Scotia School for Adult Learning (NSSAL) .....	1
NSSAL Service Delivery Partners.....	2
NSSAL Statistical Report .....	4
Overview of the NSSAL Student Information Survey Findings .....	5
Year 2006–2007	
NSSAL Enrolment Data (Table 1).....	8
Highlights of the 2006–2007 Student Data.....	9
Chart 1. Gender Distribution of Adult Learners .....	10
Chart 2. Age Distribution of Adult Learners .....	11
Chart 3. Income Source of Adult Learners .....	11
Chart 4. Last Grade Completed .....	12
Chart 5. Reasons for Attending the Program.....	12
Chart 6. Educational Goals .....	13
Chart 7. Academic Skills Sought.....	13
Chart 8. Supports Needed .....	14
Chart 9. Diversity of Adult Learners .....	14
Sample: NSSAL 2006-2007 Student Profile Form .....	15
Year 2007–2008	
NSSAL Enrolment Data (Table 1).....	18
Highlights of the 2007–2008 Student Data.....	19
Chart 1. Gender Distribution of Adult Learners .....	20
Chart 2. Age Distribution of Adult Learners .....	21
Chart 3. Income Source of Adult Learners .....	21

Chart 4. Last Grade Completed .....	22
Chart 5. Time Since Last Attended School.....	22
Chart 6. Reasons for Attending the Program.....	23
Chart 7. Educational Goals .....	23
Chart 8. Academic Skills Sought.....	24
Chart 9. Supports Needed .....	25
Chart 10. Diversity of Adult Learners .....	26
Sample: NSSAL 2007–2008 Student Information Survey Form .....	27
Year 2008–2009	
NSSAL Enrolment Data (Table 1).....	30
Highlights of the 2008–2009 Student Data.....	31
Chart 1. Gender Distribution of Adult Learners .....	32
Chart 2. Age Distribution of Adult Learners .....	32
Chart 3. Income Source of Adult Learners .....	33
Chart 4. Last Grade Completed .....	33
Chart 5. Time Since Last Attended School.....	34
Chart 6. Reasons for Attending the Program.....	34
Chart 7. Educational Goals .....	35
Chart 8. Academic Skills Sought.....	35
Chart 9. Supports Needed .....	36
Chart 10. Diversity of Adult Learners .....	36
Sample: NSSAL 2008–2009 Student Information Survey Form .....	37
<b>Appendix</b>	
Appendix A – List of NSSAL Service Delivery Partners.....	39

## **Introduction – Nova Scotia School for Adult Learning (NSSAL)**

A cornerstone to literacy and numeracy development is the ongoing commitment of volunteers, practitioners, service delivery partners, and communities. Nova Scotia has responded to the literacy needs of adult learners by working in partnership with communities across the province through the Nova Scotia School for Adult Learning (NSSAL).

The Nova Scotia School for Adult Learning (NSSAL) is a provincial initiative within the Adult Education Division, Skills and Learning Branch, Department of Labour and Workforce Development, established in 2001. Its main function is to coordinate adult learning educational programs, policies, and services which enable adults, 19 years of age and over, to acquire the literacy/essentials skills, knowledge and/or high school credentials required for successful labour market transitions, access to further learning, and the accomplishment of other personal goals.

NSSAL provides program funding, resources, adult learning program curriculum, and works in partnership with program service delivery organizations such as the community learning organizations, Nova Scotia Community College, Université Sainte-Anne, and the regional adult high schools (regional school boards) – see Appendix A. Its main goals include:

1. Developing and maintaining a coordinated continuum of tuition-free adult learning programs that meet the learning needs of adults from basic literacy to high school graduation.
2. Ensuring that adults have improved accessibility to, and mobility among, educational programs within the province, and that the learning achieved is recognized and transferable among programs and provinces.
3. Ensuring that quality standards for adult learning program delivery are met and that these programs reflect exemplary adult learning principles.
4. Providing learners with a recognized high school credential that will allow them access to further education, training, and employment.
5. Improve the social and economic well-being of the province by providing adult Nova Scotians with the skills, knowledge, and credentials required to fully participate in home, community, and workforce.
6. Development of a strong lifelong learning culture.

## **NSSAL Service Delivery Partners**

The Nova Scotia School for Adult Learning's (NSSAL) primary mandate is the coordination of programs and services offering adults access to a continuum of adult basic education programming. The programs range from basic literacy up to and including the completion of credits toward the Nova Scotia High School Graduation Diploma for Adults. This mandate is carried out using a unique partnership model. Each delivery partner welcomes and refers adults using appropriate assessment and counselling services to ensure that adults have the information required to make appropriate choices based on their long-term goals.

Over 140 NSSAL-funded adult learning programs are delivered annually across the province.

### **Community Learning Organizations**

These organizations offer a wide variety of learning opportunities which include one-to-one tutoring, small group, and classroom instruction. Adult learners access culturally relevant upgrading options in rural and urban communities across the province. Many networks are regionally based and develop programs that reflect the needs of their geographic areas. Other programs are designed specially for the province's diverse communities: Acadian, African-Nova Scotian, Deaf, and Mi'kmaq.

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

The Nova Scotia Community College's School of Access receives funding through NSSAL to deliver the Adult Learning Program (ALP) to eligible adult learners through the School of Access at NSCC – ALP Levels III and IV were offered at the following NSCC campus sites: Akerley, Annapolis, Burridge, Cumberland, Halifax, Kingstec, Lunenburg, Marconi, Pictou, Shelburne, Strait, and Truro.

## Université Sainte-Anne

Université Sainte-Anne receives funding through NSSAL to deliver the Francophone Adult Learning Program (Formation générale des adultes), FGA Levels II, III & IV to eligible adults. The FGA program was delivered at the following campus locations: Pointe-de-l'Église, Halifax, Petit-de-Grat, St-Joseph-du-Moine, and Tusket.

## Adult High Schools/Regional School Boards

Six Regional School Boards participate in NSSAL programming. These include the Annapolis Valley Regional School Board, the Cape Breton-Victoria Regional School Board, the Chignecto-Central Regional School Board, the Halifax Regional School Board, the South Shore Regional School Board, and the Tri-Country Regional School Board. The adult high schools deliver the public school curricula.

<b>NSSAL SERVICE DELIVERY PARTNERS</b>		
<b>Service Delivery Organization</b>	<b>Type of Programs Offered</b>	<b>Level of Programming</b>
Community learning organizations	Adult Learning Program Levels I, II, III* * where available/offered	Basic literacy/numeracy
Colleges NSCC	Adult Learning Program Levels III and IV	Higher level literacy/numeracy and high school credits
Université Sainte-Anne	Francophone Adult Learning Program (Formation générale des adultes), Levels II, III, IV	
Adult High School School Boards	Grades 10, 11 and 12 Public School Program (PSP) credits.	

# **NSSAL Statistical Report**

This Statistical Report provides an overview of the adult learners served through NSSAL adult learning programming. It is important to note that the student information survey form, which is distributed to all NSSAL students annually, is completed on a voluntary basis, and the information provided is self-reported. Sometimes, students may choose to skip entire questions on the forms. The statistical data presented here is based solely on information provided by students.

The purpose of this report is to provide student demographic and statistical information. The student data collected is used to inform planning and development of NSSAL programming.

## **Method of Data Collection**

Each year, student information survey forms are provided to NSSAL service delivery partners. Forms were provided to participating community learning organizations, the Nova Scotia Community College, Université Sainte-Anne, and the regional school boards. These organizations were asked to assist learners to complete the survey online (or when not possible, complete an online survey, distribute a student survey form to each adult learner in their programs).

The student information forms are anonymous, and completion of the questions is voluntary. Forms are completed annually by program. The information provided is used for statistical purposes to improve program development and planning.

There are several drawbacks to the anonymity and voluntary nature of the surveys. Data which is self-reported is not verifiable. If students choose to skip over questions, their information will not be captured in the data. The questions on the student information survey form pertain to:

- program
- residence/region
- gender
- age
- supports needs
- income source
- reasons for attending program
- last grade completed
- time since last attend school
- diversity-group identification
- first language
- how they heard about the program.

## Overview of the NSSAL Student Information Survey Findings

The information provided below, compares and highlights the changes, trends, and similarities as reported by respondents.

- For all three years, the majority (60% +) of respondents were female.
- There was a slight increase in 2008–2009 (from 63% to 66%) in the number of respondents who indicated they were under the age of 40.
- There was a slight decrease in the number of respondents who identified that they were receiving some sort of assistance, which was 66% in 2006–2007, to 62% in 2007–2008, and to 64% in 2008–2009.
- Over the last three years, the number of respondents who indicated they had completed grade 10 or less, decreased from 68% to 62% in 2008–2009.
- The types of skills which respondents wanted to improve shifted over the last few years: in 2006–2007, most wanted to improve their reading skills; while in 2007–2008 and 2008–2009, most indicated that they wanted to improve their math skills.
- The number of respondents who indicated they wanted to earn the Nova Scotia High School Graduation Diploma for Adults fluctuated from 44% in 2006–2007, to 63% in 2007–2008, and to 53% in 2008–2009.
- The number of respondents who indicated that they wanted to attend the community college doubled from 22% in 2006–2007 to 44% in 2008–2009.
- Respondents interested in post-secondary studies rose from 5% in 2006–2007 to 36% in 2008–2009.
- Of the respondents who answered the question on supports needed (approximately 12% of survey respondents), most indicated transportation support was the support most needed. The second most common support needed – shifted from childcare to career counseling in 2007–2008 and 2008–2009.
- Between 2006–2007 and 2008–2009, the number of respondents who answered the question on diversity (approximately 20% of survey respondents) and who identified themselves as Aboriginal rose from 32% to 43%; the number who identified themselves African-Canadian remained fairly constant; and the number who identified themselves as Acadian dropped from 31% to 21%.



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# 2006–2007

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In 2006–2007, 438 adult learners earned their high school diploma through NSSAL-supported programs.

## 2006–2007 NSSAL Enrolment Data

Enrolment data is collected from all NSSAL service delivery partners annually. It is important to note that enrolment data between the service delivery partners is difficult to compare. The definition of a “program” can vary from one-to-one tutoring (2 hours per week) to full-time classroom delivery (25 hours per week).

<b>Table 1. 2006–2007 NSSAL Enrolments</b>	
Community literacy programs	1,936
Regional School Boards/Adult High Schools	616
Nova Scotia Community College	1,649
Université Sainte-Anne	23
<b>TOTAL NSSAL Enrolments</b>	<b>4,224</b>

TABLE 1. 2006–2007 NOVA SCOTIA SCHOOL FOR ADULT LEARNING (NSSAL) ENROLMENTS

## Highlights of the 2006–2007 Student Data

In 2006–2007, the Department of Education received data from over 2,796 student information surveys. The adult learners were enrolled in NSSAL programs delivered through the community learning organizations, Nova Scotia Community College (NSCC), or Université Sainte-Anne, and participating regional school boards. This information provides a snapshot of adult learners enrolled in NSSAL-funded programs in 2006–2007. The data collected will be used by the Department of Education to inform future programming.

Highlights include:

- 61% of respondents reported that they were female.
- 61% of respondents who answered the question on age indicated they were under the age of 40.
- 65% of respondents who answered the question on income source identified that they were receiving some sort of assistance.
- 66% of respondents who answered the question on last level of education completed indicated they had completed grade 10 or less.
- 64% of respondents indicated they wanted to improve their writing skills; 61% indicated they wanted to improve their reading skills; and 72% wanted to improve their reading skills.
- 44% of respondents indicated they wanted to earn the Nova Scotia High School Graduation Diploma for Adults, and 22% of respondents indicated they wanted to attend the community college.
- 45% of the 1,266 respondents who answered this question indicated they needed support with transportation; 24% indicated they needed support with childcare; and 15% indicated they required career counseling.
- 34% of the 566 respondents who answered this question self-identified as African-Canadian; 31% identified themselves as Acadian; and 32% identified themselves as First Nations.

## Student Survey Findings for 2006–2007

The following information and charts are based upon the student information received in 2006–2007.

As indicated earlier, the student forms are anonymous, and the information provided is voluntary and self-reported. The data collected is used for statistical purposes to improve programming. The data is based on self-disclosed information from respondents.

### Gender Distribution of Learners

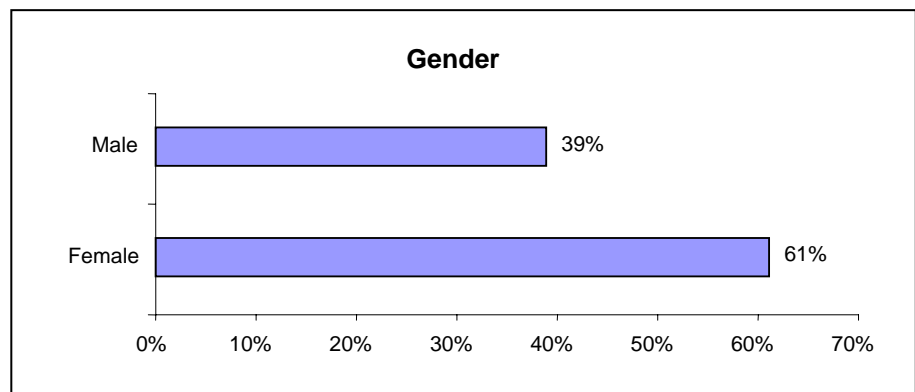
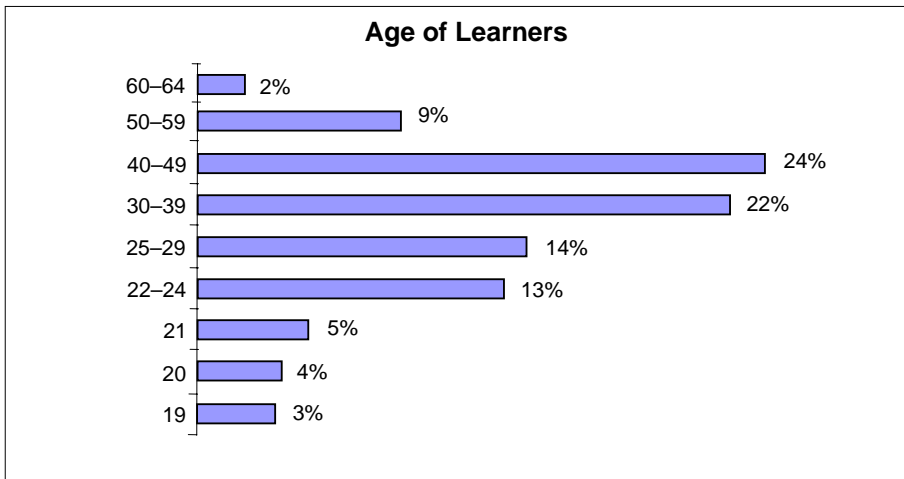


CHART 1. GENDER DISTRIBUTION OF ADULT LEARNERS (N = 2,739)

Learners were asked to identify their gender. As the following chart indicates, in 2006–2007, 61% of respondents identified themselves as female, and 39% of respondents identified themselves as male.

## Age Distribution of Learners



61% of respondents who answered this question indicated that they were under the age of 40.

CHART 2. AGE DISTRIBUTION OF ADULT LEARNERS (N = 2,724)

Learners were asked to indicate their age. As the following chart demonstrates, 61% of respondents who answered this question indicated that they were under the age of 40.

## Income Source of Learners

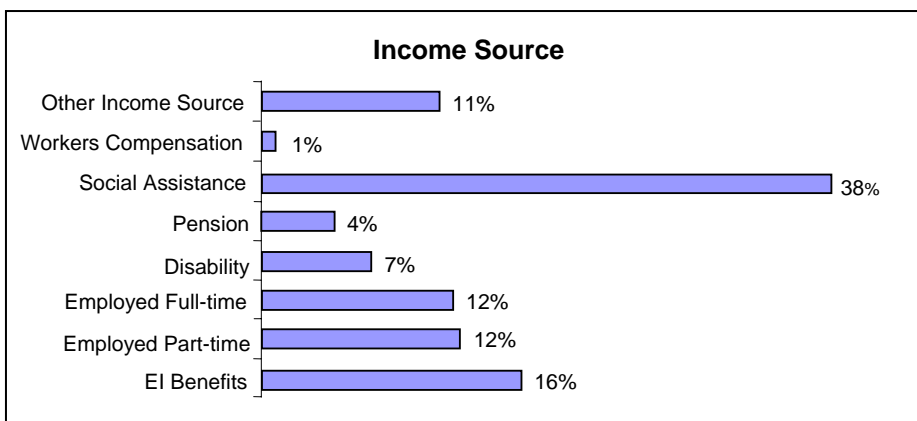


CHART 3. INCOME SOURCE OF LEARNERS (N = 2,684)

Learners were asked to identify their source of income while attending their program. The following chart represents the responses from

participants to the question concerning sources of income. The chart shows that 65% of respondents identified that they received some type of assistance (such as EI benefits, disability, pensions, social assistance or workers' compensation). Of this group, 38% of respondents identified that they received income from Social Services; and 24% of respondents who answered this question identified that they were employed either full time or part time.

## Last Grade Completed

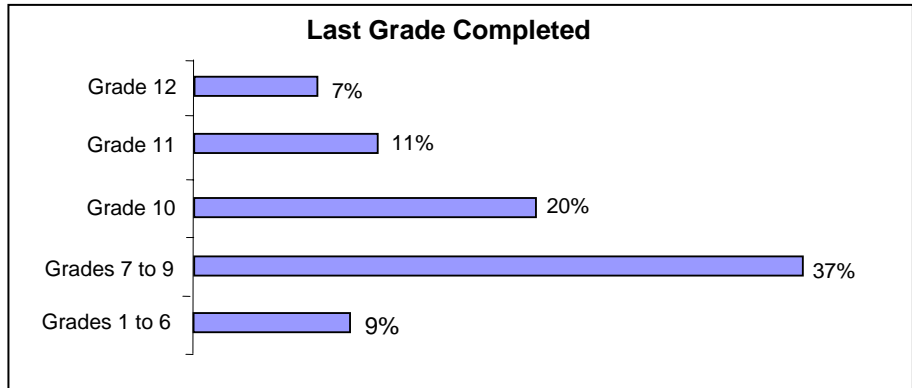


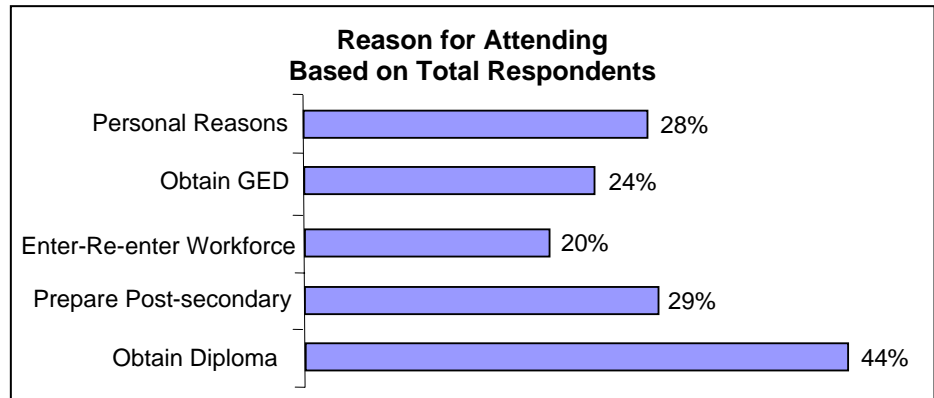
CHART 4. LAST GRADE COMPLETED (N = 2,348)

Learners were asked to identify their level of education completed. The following chart highlights their last school grade completed. When the responses are combined, 66% of respondents have completed grade 10 or less.

66% of respondents  
have completed  
grade 10 or less.

26% respondents  
indicated it had been  
10–20 years since  
they last attended  
school.

## Reasons for Attending the Program



44% of total respondents identified that they wanted to earn the Nova Scotia High School Graduation Diploma for Adults.

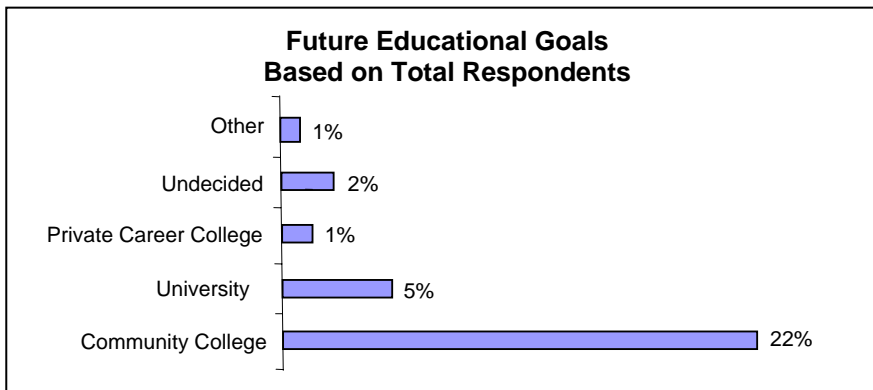
CHART 5. REASONS FOR ATTENDING THE PROGRAM

Learners were asked to identify their reasons for attending the program.

They could select multiple answers from the following categories:

academic reasons for attending the program, educational goals, and employment goals.

The chart above shows that 44% of respondents identified that they wanted to earn the Nova Scotia high school graduation diploma for adults (NSHSGDA), and 29% of respondents identified that they wanted to prepare for post-secondary studies.



### **Reasons for Attending Program – Educational Goals**

CHART 6. EDUCATIONAL GOALS

Learners were asked to identify their educational goals. Learners could select multiple answers.

The chart shows that 22% of respondents indicated they would like to attend the community college.

## Reasons for Attending Program – Academic Skills

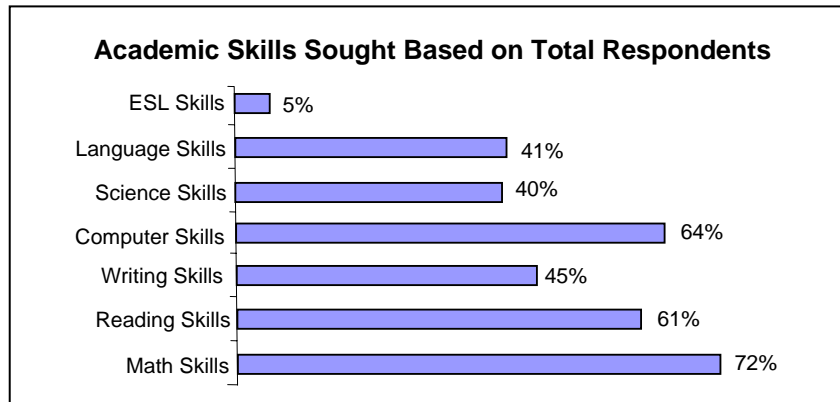


CHART 7. ACADEMIC SKILLS SOUGHT

Learners were asked to identify which skills they wanted to improve – 72% of respondents indicated that they wanted to improve their math skills, and 64% wanted to improve their writing skills.

Over 60% of respondents indicated that they want to improve their math, reading and writing skills.

The chart above identifies that math, reading, and computer skills were the skills learners wanted to improve the most.

## Special Needs/Supports Required

Students identified that transportation and childcare were the two main areas where they needed support.

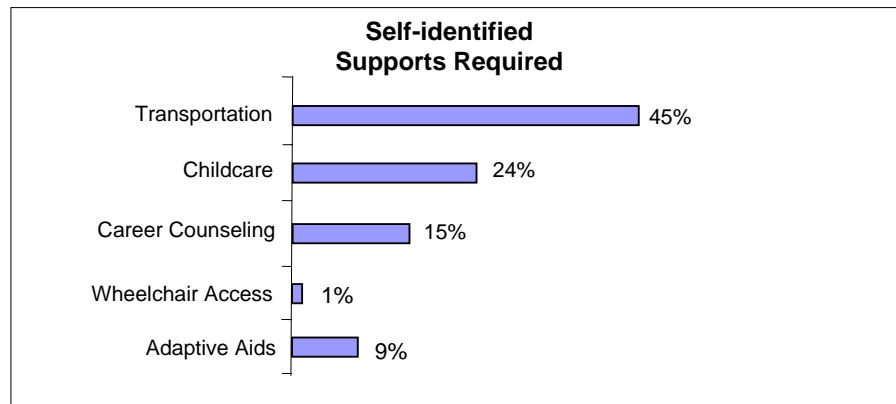


CHART 8. SUPPORTS NEEDED (N = 1,266)

Learners were asked to identify if they were any special needs or supports they felt they needed while attending the program.

This chart below shows that 45% of respondents who answered this question identified that they needed support with transportation, 24% of respondents identified that they needed support with childcare, and 15% of respondents identified that they needed career counseling. Many learners have access to these supports through their sponsoring agencies.

## Diversity of Learners

566 respondents completed the question on diversity.

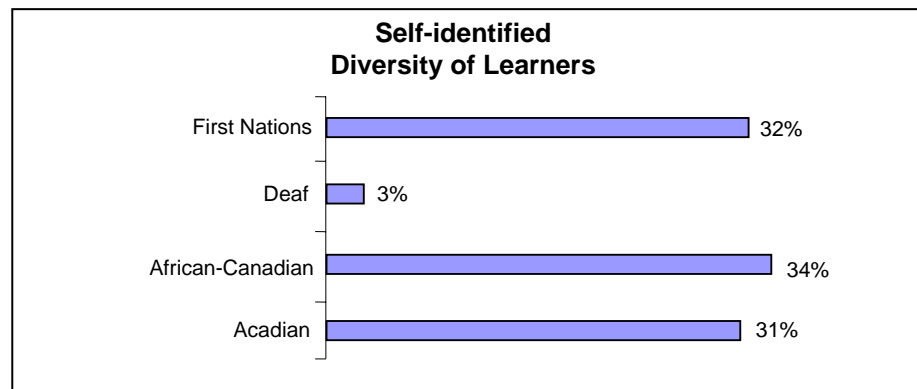


CHART 9. DIVERSITY OF LEARNERS – SELF-IDENTIFIED (N = 566)

NSSAL programs serve adults across the province from diverse backgrounds and with varying needs. To capture this diversity, learners were asked to self-identify if they belonged to any of the following groups: Acadian, African-Canadian, Deaf, First Nations.

This chart depicts the breakdown. A total 566 respondents answered this question, of those; 34% of the respondents who answered this question identified themselves as African-Canadian, and 31% of respondents identified themselves as Acadian, and 32% of respondents identified themselves as First Nations.

- Completion of this form is voluntary.
- All information collected is anonymous and responses will be kept confidential.
- Responses will be compiled by the Department and will be used to learn more about the students who attend NSSAL-funded programs and to help improve our program and services.

**School Information**

1. Are you attending: (check one only)

- NSCC – Campus: \_\_\_\_\_
- Adult High School – Name: \_\_\_\_\_
- Université Sainte-Anne – Campus: \_\_\_\_\_
- Community-Based Learning Organization – Name: \_\_\_\_\_  
Program Name: \_\_\_\_\_

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

**Program Information**

2. What kind of program are you in?

- Classroom-based; or
- One-to-one tutoring

3. On average, how many hours do you spend in class each week?

- None
- Less than 5 hours per week
- 5 to 10 hours
- 11 to 15 hours
- 16 to 20 hours
- 21 to 25 hours
- 25 to 30 hours per week
- More than 30 hours per week

4. On average, how many hours do you spend in one-to-one tutoring each week?

- None
- Less than 5 hours per week
- 5 to 10 hours
- 11 to 15 hours
- 16 to 20 hours
- 21 to 25 hours
- 25 to 30 hours per week
- More than 30 hours per week

5. What level or grade do you spend the most program time in?

- ALP Level I
- ALP Level II
- ALP Level III
- ALP Level IV
- Grade 10 PSP
- Grade 11-12 PSP

6. How long have you been in this level/grade?

- I just started
- Less than 1 year
- 1 to 2 years
- 2 to 5 years
- More than 5 years

7. Were you referred to the program?

- Yes
- No

8. If yes, which organization referred you?

- Department of Education
- Community Services
- Service Canada
- Adult High School
- Community-Learning Organization
- NSCC
- Université Sainte-Anne
- Other: \_\_\_\_\_

**Student Information**

9. How did you first learn about the program?

(check all that apply)

- Advertisements/posters
- Newspaper/newsletters
- Radio/television
- Friends
- Family
- Counsellor
- Website/Internet
- Department of Community Services
- Service Canada
- Community organization
- Library
- Other: \_\_\_\_\_

10. What is your gender?

- Female
- Male

11. Where do you live?

- Annapolis County
- Antigonish County
- Cape Breton County
- Colchester County
- Cumberland County
- Digby County
- Guysborough County
- Halifax Regional Municipality
- Hants County
- Inverness County
- Kings County
- Lunenburg County
- Pictou County
- Queens County
- Richmond County
- Shelburne County
- Victoria County
- Yarmouth County

12. What is your first language?

- English
- French
- Mi'kmaq
- American Sign Language
- Other: \_\_\_\_\_

13. How old are you?

- 18 years and younger
- 19 years
- 20 years
- 21 years
- 22 to 24 years
- 25 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 to 64 years
- 65 years and older

14. What level of education have you completed?

- Grade 1 to 6
- Grade 7 to 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- ALP Level I
- ALP Level II
- ALP Level III
- ALP Level IV
- Other: \_\_\_\_\_

15. Do you consider yourself to be part of any of the following groups? (check at least one)

- Acadian
- African Canadian
- First Nations
- Deaf
- Other: \_\_\_\_\_
- None of the above

16. Do you consider yourself to have a disability?

- Yes
- No

17. If yes, please describe: (check all that apply)

- Learning disability
- Attention Deficit Disorder (ADD)
- Mental health
- Blind/low vision
- Deaf/hard of hearing
- Physical disability

18. Has your disability been diagnosed by a medical professional?

- Yes
- No

19. Do you need any of the following extra supports? (check all that apply)

- Adaptive aids or equipment
- Wheelchair access
- Career counseling
- Childcare
- Transportation
- Other: \_\_\_\_\_

20. What are your main sources of income while attending this program? (check all the apply)

- EI benefits
- Employed part-time (less than 30 hrs/wk)
- Employed full-time (more than 30 hrs/wk)
- Disability pension
- Other pension
- Social Assistance
- Workers' Compensation
- Other: \_\_\_\_\_

**Student Goals**

21. What are your reasons for taking this program? (check all that apply)

- To obtain high school diploma
- To prepare for post-secondary studies
- To enter/re-enter the workforce
- To obtain a GED certificate
- For personal reasons
- Other: \_\_\_\_\_

22. If you plan to take post-secondary studies, what type of program do you plan to take?

- Community College program
- University program
- Private career college program
- Other: \_\_\_\_\_
- Don't know

23. What skills do you want to improve while in the program? (check all that apply)

- Math skills
- Reading skills
- Computer skills
- Writing skills
- Science skills
- Language skills
- ESL skills
- Other: \_\_\_\_\_

24. Any additional comments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to complete this Student Profile Form.  
 If you have any questions about the form or how the information collected will be used, please contact:  
 NSSALsurvey@gov.ns.ca.

Good luck in your studies.

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**2007–2008**

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In 2007–2008,  
407 adult learners  
earned their high  
school diploma through  
NSSAL-supported  
programs.

## 2007–2008 NSSAL Enrolment Data

Enrolment data is collected from all NSSAL service delivery partners annually. It is important to note that enrolment data between the service delivery partners is difficult to compare. The definition of a “program” can vary from one-to-one tutoring (2 hours per week) to full-time classroom delivery (25 hours per week).

<b>Table 1. 2007–2008 NSSAL Enrolments</b>	
Community learning programs	1887
Regional School Boards/Adult High Schools	580
Nova Scotia Community College	1545
Université Sainte-Anne	24
<b>TOTAL 2007–2008 NSSAL Enrolments</b>	<b>4036</b>

TABLE 1. 2007–2008 NOVA SCOTIA SCHOOL FOR ADULT LEARNING (NSSAL) ENROLMENTS (PROVINCIAL)

## Highlights of the 2007–2008 Student Data

In 2007–2008, the Department of Education received data from over 2,850 student information surveys. The adult learners were enrolled in NSSAL programs delivered through the community learning organizations, Nova Scotia Community College (NSCC), or Université Sainte-Anne, and participating regional school boards/adult high schools. This information provides a snapshot of adult learners enrolled in NSSAL-funded programs in 2007–2008. The data collected will be used by the Department of Education to inform future programming.

2007–2008 highlights include:

- 60% of respondents reported that they were female.
- 63% of respondents who answered the question on age indicated they were under the age of 40.
- 63% of respondents who answered the question on income source identified that they were receiving some sort of assistance.
- 68% of respondents who answered the question on last level of education completed indicated they had completed grade 10 or less.
- 74% respondents indicated they wanted to improve their math skills, 66% of total respondents indicated they wanted to improve their computer skills, and 59% indicated they wanted to improve their reading skills.
- 63% of respondents wanted to earn their high school diploma, 34% wanted to prepare for post-secondary studies, and 45% indicated they wanted to attend the community college.
- 361 respondents answered the question on special supports needed. Of these respondents, 50% indicated they needed support with transportation, and 24% identified they needed career counseling.
- 546 respondents answered this question on self-identified diversity. Of these respondents, 34% identified themselves as First Nations, 33% identified themselves as African-Canadian, and 29% identified themselves as Acadian.

## Student Survey Findings for 2007–2008

The following information and charts are based upon the student information received in 2007–2008.

The majority, 60% of respondents, indicated that they were female.

As indicated earlier, the student information survey forms are anonymous, and the information provided is voluntary and self-reported. The data collected is used for statistical purposes to improve programming. The data is based on self-disclosed information from respondents.

### Gender Distribution of Adult Learners

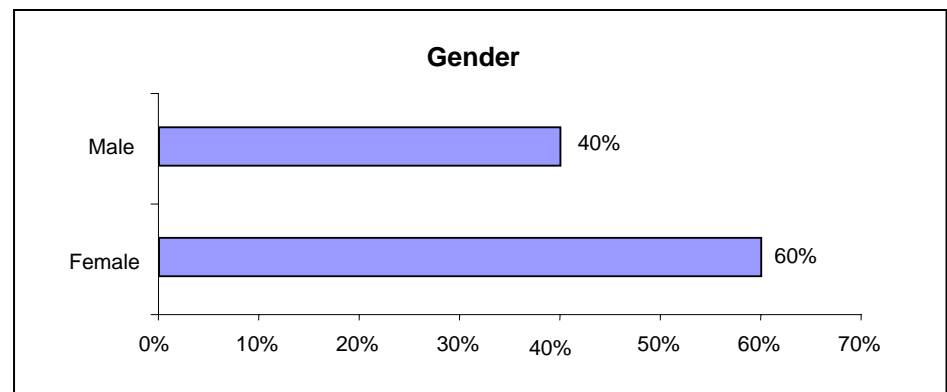
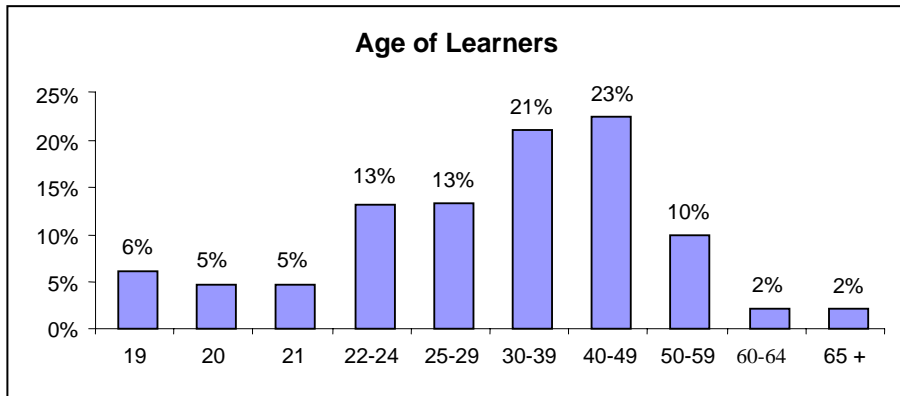


CHART 1. GENDER DISTRIBUTION OF ADULT LEARNERS (N = 2,142)

Learners were asked to identify their gender. As the following chart indicates, in 2007–2008, 60% of respondents identified themselves as female, and 40% of respondents identified themselves as male.

## Age Distribution of Adult Learners

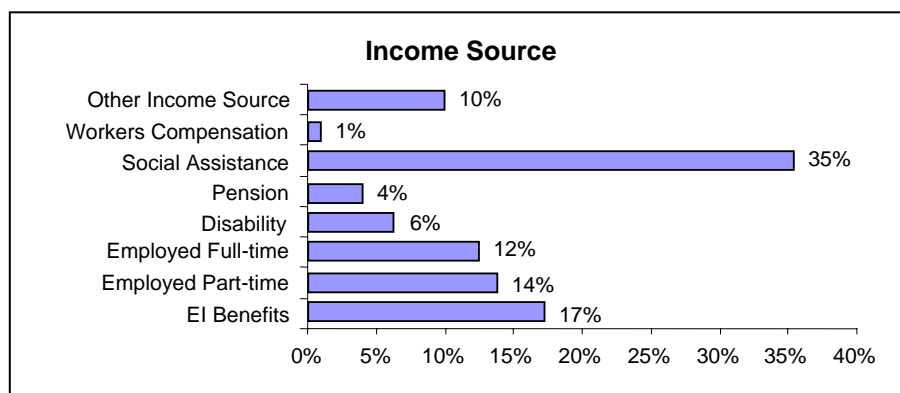


63% of respondents who answered this question indicated that they were under the age of 40.

CHART 2. AGE DISTRIBUTION OF ADULT LEARNERS N = (2,136)

Learners were asked to indicate their age. As the following chart demonstrates, 63% of respondents who answered this question indicated that they were under the age of 40. The largest number adult learners (23%) were in the 40 to 49 years of age category.

## Income Source of Adult Learners



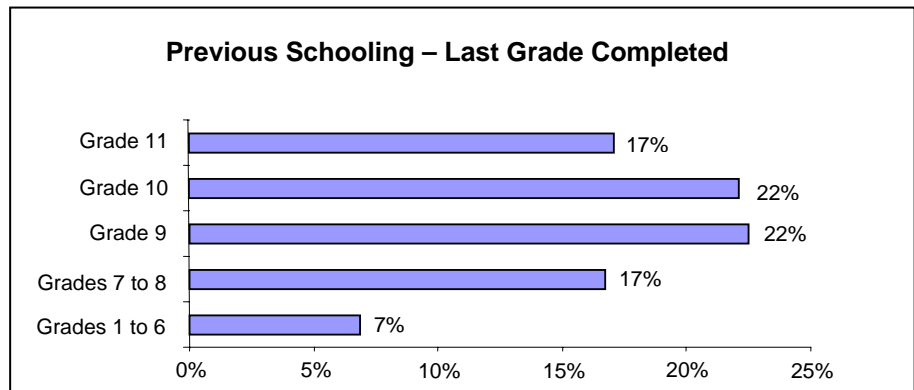
63% of respondents identified that they received some type of assistance.

CHART 3. INCOME SOURCE OF ADULT LEARNERS (N = 1,987)

Learners were asked to identify their source of income while attending their adult learning program. The following chart represents the responses from participants to the question concerning sources of

income. The chart shows that 63% of respondents identified that they received some type of assistance (such as EI benefits, disability, pensions, social assistance or workers' compensation). Of this group, 35% of respondents identified that they received income from social services, and 26% of respondents who answered this question identified that they were employed either full time or part time.

## Previous Schooling – Last Grade Completed



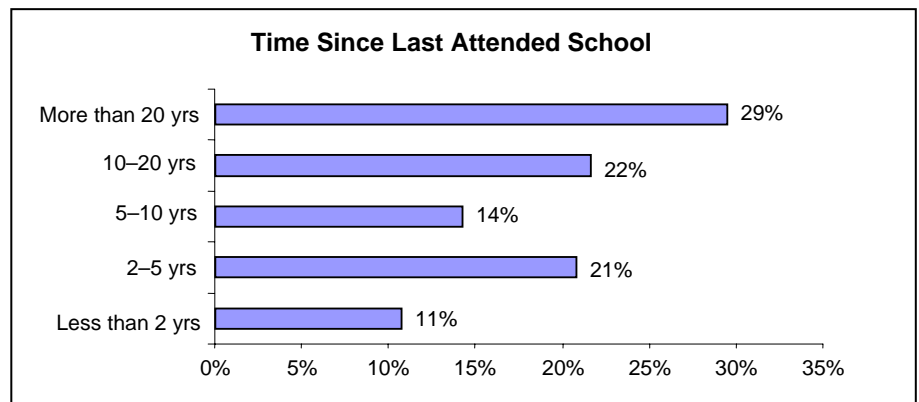
68% of respondents have completed grade 10 or less.

CHART 4. LAST GRADE COMPLETED (N = 2,086)

Adult learners were asked to identify their last level of education completed. The following chart highlights their last school grade completed. When the responses are combined, 68% of respondents have completed grade 10 or less.

Note: 15% of respondents indicated other education completed.

## Time Since They Last Attended School

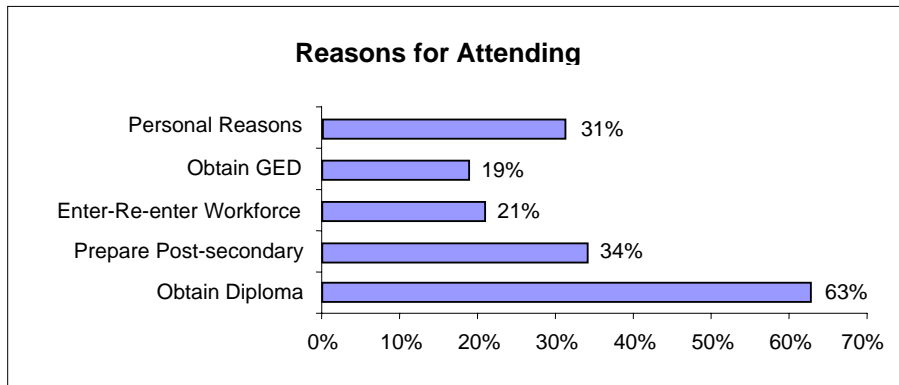


29% respondents indicated it had been over 20 years since they last attended school.

CHART 5. TIME SINCE LAST ATTENDED SCHOOL

The following chart shows that 29% of respondents indicated that it had been more than 20 years since they attended school, 22% indicated it had been between 10 to 20 years, and 21% indicated it had been between 2 to 5 years since they last attended school.

## Reasons for Attending Program



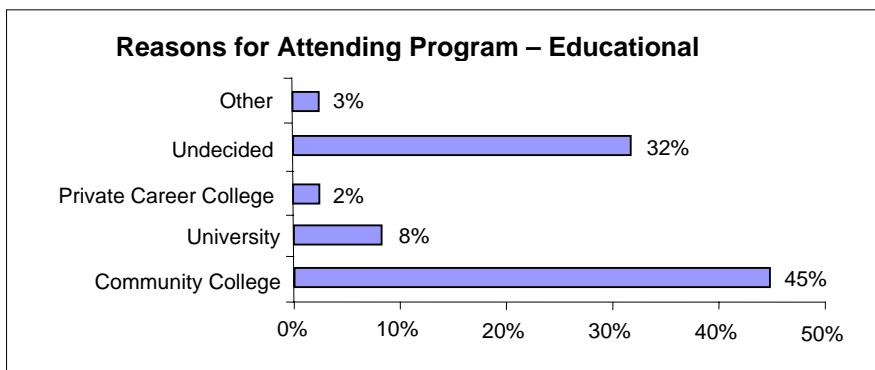
63% of respondents indicated that they wanted to obtain their high school diploma.

CHART 6. REASONS FOR ATTENDING THE PROGRAM

Adult learners were asked to identify their reasons for attending the program. Learners could select multiple answers for this question.

When asked their main reasons for attending the program, 63% of respondents indicated that they wanted to obtain their high school diploma, and 34% of respondents indicated they wanted to prepare for further post-secondary studies.

## Reasons for Attending Program – Educational Goals



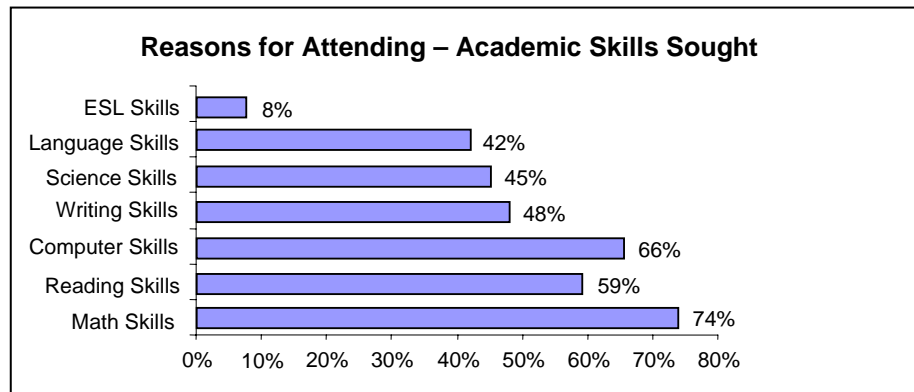
45% of respondents identified that they wanted to attend the community college.

CHART 7. EDUCATIONAL GOALS

Adult learners were asked to identify their future educational goals. Learners could select multiple answers for this question.

The chart above shows that 45% of respondents identified that they wanted to attend the community college, 8% indicated they wanted to attend university, and 2% wanted to attend Private Career College.

## Reasons for Attending Program – Academic Skills Sought



74% of respondents identified that they wanted to improve their math skills.

CHART 8. ACADEMIC SKILLS SOUGHT

Adult learners were asked which academic skills they wanted to improve. Learners could select multiple answers for this question.

The chart below shows that 74% of respondents identified that they wanted to improve their math skills, 66% respondents identified that they wanted to improve their computer skills, and 59% wanted to improve their reading skills.

## Supports Needed While Attending Program

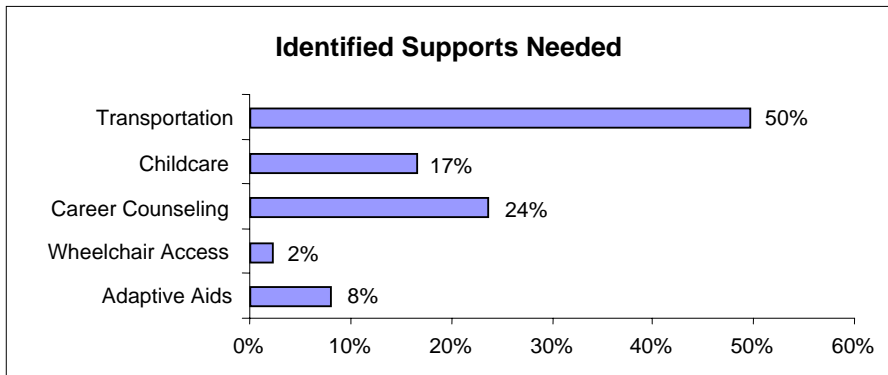


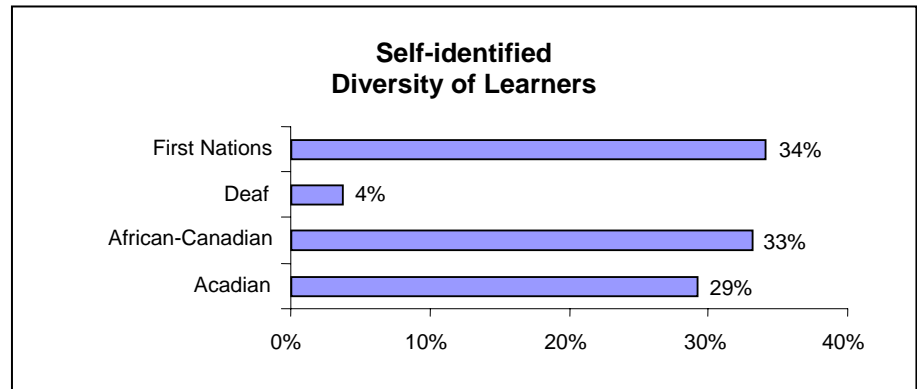
CHART 9. SUPPORTS NEEDED (N = 361)

Adult learners were asked to identify if they were any special needs or supports they felt they needed while attending the program.

A total 361 respondents answered this question. This chart shows that 50% of respondents who answered this question identified that they needed support with transportation, 24% of respondents identified that they needed career counseling; and 17% of respondents identified that they needed support with childcare. Many learners have access to these supports through their sponsoring agencies.

Adult learners identified transportation and career counseling as the areas where they needed support.

## Diversity of Learners



546 respondents answered the question on diversity.

CHART 10. DIVERSITY OF ADULT LEARNERS (SELF-IDENTIFIED) (N = 546)

NSSAL programs serve adults across the province from diverse backgrounds and with varying needs. To capture this diversity, learners were asked to self-identify if they belonged to any of the following groups: Acadian, African-Canadian, Deaf, First Nations, and Deaf.

This chart depicts the breakdown. A total 546 respondents answered this question; of those, 34% identified themselves as First Nations, 33% identified themselves as African-Canadian, and 29% identified themselves as Acadian.

Nova Scotia School for Adult Learning (NSSAL)  
Student Information Survey 2007-08

REF #:

- All information collected is anonymous and responses will be kept confidential
- Completion of Section B is voluntary
- Responses will be compiled by the Department of Education and used to improve programs and services for adult learners.

**Section A: To be completed by Administrator**

**Institutional Information**

Organization or school name and location:

- NSCC ⇒ Campus/site name: \_\_\_\_\_
- Adult High School ⇒ School name: \_\_\_\_\_
- Université Sainte-Anne ⇒ Campus name: \_\_\_\_\_
- Community-based literacy organization/network
  - ⇒ Name of organization/network: \_\_\_\_\_
  - ⇒ Program name: \_\_\_\_\_
  - ⇒ Program location: \_\_\_\_\_

**Section B: To be completed by Student**

**Program Information**

1. What is today's date? \_\_\_\_\_
2. What type of adult learning program are you in?
  - Classroom-based program; or
  - One-to-one tutoring program
3. On average, how many hours do you spend in the classroom program each week?
  - None, I'm in a one-to-one tutoring program
  - Less than 5 hours per week
  - 5 to 10 hours
  - 11 to 15 hours
  - 16 to 20 hours
  - 21 to 25 hours
  - 26 to 30 hours per week
  - More than 30 hours per week
4. What level/grade do you spend the most time in? (check one only)
 

<input type="checkbox"/> ALP Level I	<input type="checkbox"/> Grade 10 PSP
<input type="checkbox"/> ALP Level II	<input type="checkbox"/> Grade 11 PSP
<input type="checkbox"/> ALP Level III	<input type="checkbox"/> Grade 12 PSP
<input type="checkbox"/> ALP Level IV	
5. How long have you been in this level/grade?
 

<input type="checkbox"/> I just started	<input type="checkbox"/> 2 to 4 years
<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 4 to 6 years
<input type="checkbox"/> 1 to 2 years	<input type="checkbox"/> More than 6 years
6. Were you referred to the program?
  - Yes
  - No
7. If yes, which organization referred you?
  - Department of Education
  - Department of Community Services
  - Service Canada (El Benefits or Skills Development)
  - Adult High School
  - Community-based literacy organization
  - NSCC
  - Université Sainte-Anne
  - Other: \_\_\_\_\_

**Student Information**

8. How did you first learn about the program? (check all that apply)
  - Advertisements/posters
  - Newspaper/newsletter
  - Radio/television
  - Friends
  - Family
  - Counsellor
  - Website/internet
  - Department of Community Services
  - Service Canada
  - Community organization
  - Library
  - Other – please name: \_\_\_\_\_
9. What is your gender?
  - Female
  - Male
10. Where do you live?
  - Annapolis County
  - Antigonish County
  - Cape Breton Regional Municipality
  - Colchester County
  - Cumberland County
  - Digby County
  - Guysborough County
  - Halifax Regional Municipality
  - Hants County
  - Inverness County
  - Kings County
  - Lunenburg County
  - Pictou County
  - Region of Queens Municipality
  - Richmond County
  - Shelburne County
  - Victoria County
  - Yarmouth County

11. What is your first language (language first spoken at home)?

- English  Mi'kmaq  
 French  American Sign Language  
 Other: \_\_\_\_\_

12. How old are you?

- 19 years  30 to 39 years  
 20 years  40 to 49 years  
 21 years  50 to 59 years  
 22 to 24 years  60 to 64 years  
 25 to 29 years  65 years or older

13. How long had you been out of school before starting this adult learning program?

- Less than 2 years  11 to 20 years  
 2 to 5 years  More than 20 years  
 6 to 10 years

14. What was the last grade you completed before beginning this adult learning program?

- Grade 1 to 6  Grade 11  
 Grade 7 to 8  Grade 12  
 Grade 9  Other: \_\_\_\_\_  
 Grade 10

15. Do you belong to any of the following groups? (check all that apply)

- Acadian  First Nations  
 African Canadian  Deaf  
 Other: \_\_\_\_\_  
 No, none of the above

16. Do you have a disability?

- Yes  No

17. If yes, what type of disability do you have? (check all that apply)

- Learning disability  
 Attention Deficit Disorder (ADD)  
 Mental health  
 Blind/low vision  
 Deaf/hard of hearing  
 Physical disability  
 Other: \_\_\_\_\_

18. Has your disability been diagnosed by a medical professional?

- Yes  No

19. Please identify if you need any of the following supports while attending the program, and if you do or do not have access to them (check all that apply).

- A.  I need adaptive aids, and have access to them  
 I need adaptive aids, but do not have access to them  
 B.  I need wheelchair access, and have access to it  
 I need wheelchair access, but do not have access to it  
 C.  I need career counselling, and have access to it  
 I need career counselling, but do not have access to it

19. (continued)

- D  I need childcare, and have access to it  
 I need childcare, but do not have access to it  
 E  I need transportation support, and have access to it  
 I need transportation support, but do not have access to it  
 F  Other (such as notetaker): \_\_\_\_\_  
 G  I do not need any of these supports

20. What are your main sources of income while attending this program? (check all that apply)

- Service Canada (EI Benefits or Skills Development)  
 Employed part-time (less than 30 hrs/wk)  
 Employed full-time (more than 30 hrs/wk)  
 Disability pension  
 Other pension  
 Social assistance/family benefits  
 Workers' Compensation  
 Other – please name: \_\_\_\_\_

**Student Goals**

21. What are your reasons for taking this adult learning program? (check all that apply)

- To obtain a high school diploma  
 To prepare for post-secondary studies (college or university)  
 To enter/re-enter the workforce  
 To prepare for the GED  
 For personal reasons  
 Other: \_\_\_\_\_

22. If you plan to take post-secondary studies, what type of program do you plan to take? (check all that apply)

- Apprenticeship program or placement  
 Community college program  
 University program  
 Private career college program  
 Other: \_\_\_\_\_  
 Don't know yet

23. What skills do you want to improve while in this adult learning program? (check all that apply)

- Math skills  
 Reading skills  
 Computer skills  
 Writing skills  
 Science skills  
 Language skills  
 English as Second Language (ESL) skills  
 Other: \_\_\_\_\_

24. Do you have any additional comments to share?

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

Thank you for taking the time to complete the NSSAL Student Information Survey. Good luck in your studies.

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**2008–2009**

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In 2008–2009,  
466 adult learners  
earned their high  
school diploma through  
NSSAL-supported  
programs.

## 2008–2009 NSSAL Enrolment Data

Enrolment data is collected from all NSSAL service delivery partners annually. It is important to note that enrolment data between the service delivery partners is difficult to compare. The definition of a “program” can vary from one-to-one tutoring (2 hours per week) to full-time classroom delivery (25 hours per week).

<b>Table 1. 2008–2009 NSSAL Enrolments</b>	
Community literacy programs	1880
Regional School Boards/Adult High Schools	498
Nova Scotia Community College	1638
Université Sainte-Anne	22
<b>TOTAL 2008–2009 NSSAL Enrolments</b>	<b>4038</b>

TABLE 1. 2008–2009 NOVA SCOTIA SCHOOL FOR ADULT LEARNING (NSSAL) ENROLMENTS (PROVINCIAL)

## Highlights of the 2008–2009 Student Data

In 2008–2009 the Department of Labour and Workforce Development received data from over 2,889 student information surveys. The adult learners were enrolled in NSSAL programs delivered through the community learning organizations, Nova Scotia Community College (NSCC), or Université Sainte-Anne, and participating regional school boards/adult high schools. This information provides a snapshot of adult learners enrolled in NSSAL-funded programs in 2008–2009. The data collected will be used by the Department of Labour and Workforce Development to inform future programming.

2008–2009 highlights include:

- 60% of respondents reported that they were female.
- 66% of respondents who answered the question on age indicated they were under the age of 40.
- 64% of respondents who answered the question on income source identified that they were receiving some sort of assistance.
- 62% of respondents who answered the question on last level of education completed indicated they had completed grade 10 or less.
- 68% respondents indicated they wanted to improve their math skills, 57% of respondents indicated they wanted to improve their computer skills, and 50% indicated they wanted to improve their reading skills.
- 53% of respondents wanted to earn their high school diploma, 36% wanted to prepare for post-secondary studies, and 44% of respondents indicated they wanted to attend the community college.
- 336 respondents answered the question on special supports needed. Of these respondents, 49% indicated they needed support with transportation, and 20% identified they needed career counseling.
- 541 respondents answered this question on self-identified diversity. Of these respondents, 43% identified themselves as First Nations, 35% identified themselves as African-Canadian, and 21% identified themselves as Acadian.

## Student Survey Findings for 2008–2009

The majority, 60% of respondents, indicated that they were female.

The following information and charts are based upon the student information received in 2008–2009.

As indicated earlier, the student information survey forms are anonymous, and the information provided is voluntary and self-reported. The data collected is used for statistical purposes to improve programming. The data is based on self-disclosed information from respondents.

### Gender Distribution of Adult Learners

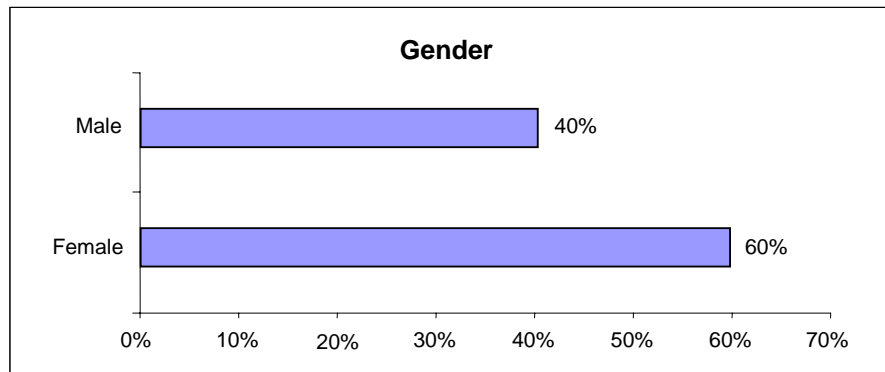


CHART 1. GENDER DISTRIBUTION OF ADULT LEARNERS (N = 2,617)

Learners were asked to identify their gender. As the following chart indicates, in 2008–2009, 60% of respondents identified themselves as female, and 40% of respondents identified themselves as male.

## Age Distribution of Adult Learners

66% of respondents who answered this question indicated that they were under the age of 40.

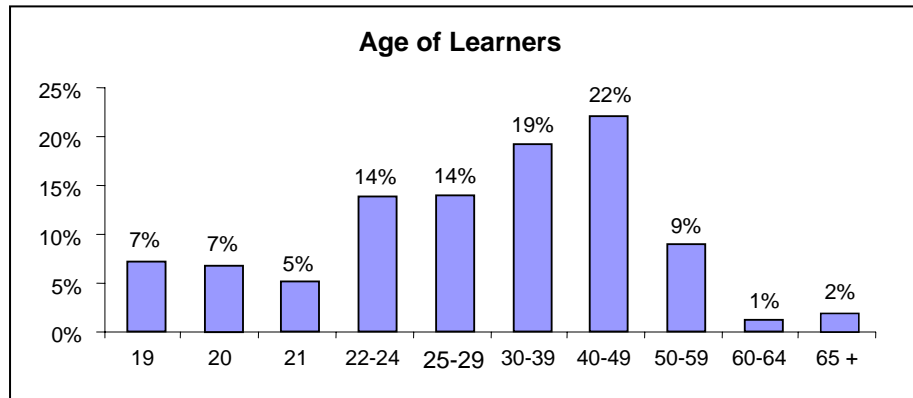


CHART 2. AGE DISTRIBUTION OF ADULT LEARNERS (N = 2,617)

Learners were asked to indicate their age. As the following chart demonstrates, 66% of respondents who answered this question indicated that they were under the age of 40. The largest number adult learners (22%) were in the 40 to 49 years of age category.

## Income Source of Adult Learners

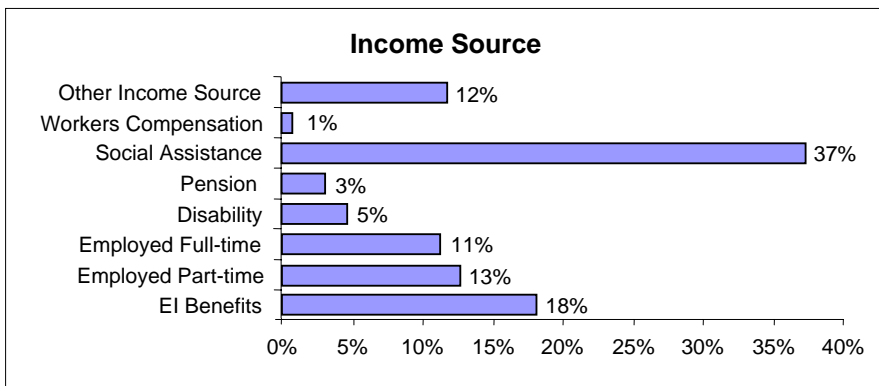


CHART 3. INCOME SOURCE OF ADULT LEARNERS (N = 2,610)

Learners were asked to identify their source of income while attending their adult learning program. The following chart represents the responses from participants to the question concerning sources of income. The chart shows that 64% of respondents identified that they received some type of assistance (such as EI benefits, disability, pensions, social assistance or workers' compensation). Of this group, 37% of respondents identified that they received income from social services, and 24% of respondents who answered this question identified that they were employed either full time or part time.

64% of respondents identified that they received some type of assistance.

## Previous Schooling – Last Grade Completed

62% of respondents have completed grade 10 or less.

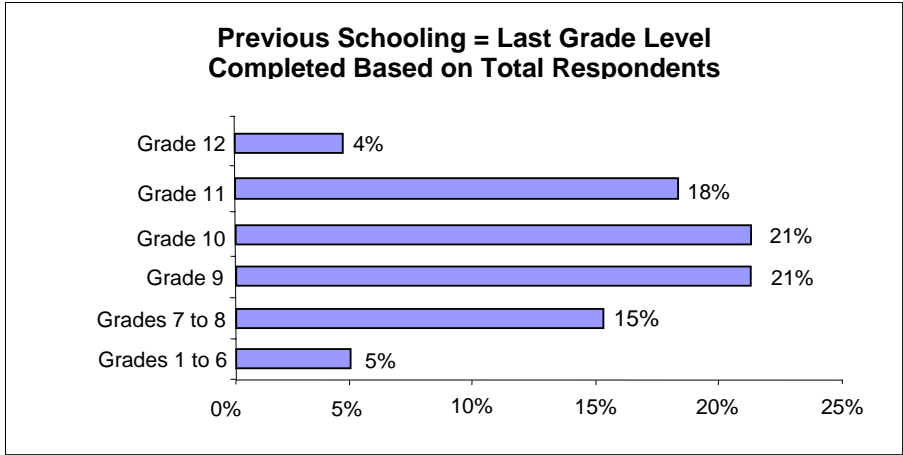


CHART 4. LAST GRADE COMPLETED (N = 2,596)

Adult learners were asked to identify their last level of education completed. The following chart highlights their last school grade completed. When the responses are combined, 62% of respondents have completed grade 10 or less.

Note: 5% of respondents indicated other education completed.

## Time Since They Last Attended School

24% respondents indicated it they had that it had been over 20 years since they last attended school.

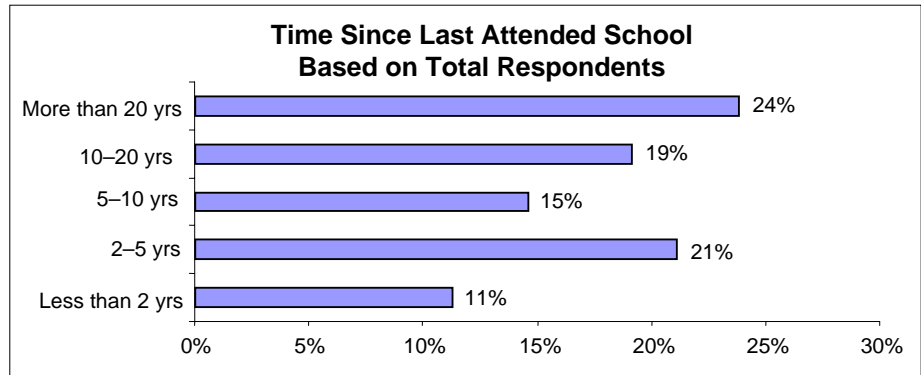


CHART 5. TIME SINCE LAST ATTENDED SCHOOL (N = 2,596)

The following chart shows that 24% of respondents indicated that it had been more than 20 years since they attended school, 19% indicated it had been between 10 to 20 years, and 21% indicated it had been between 2 to 5 years since they last attended school.

## Reasons for Attending Program

53% of respondents indicated that they wanted to obtain their high school diploma.

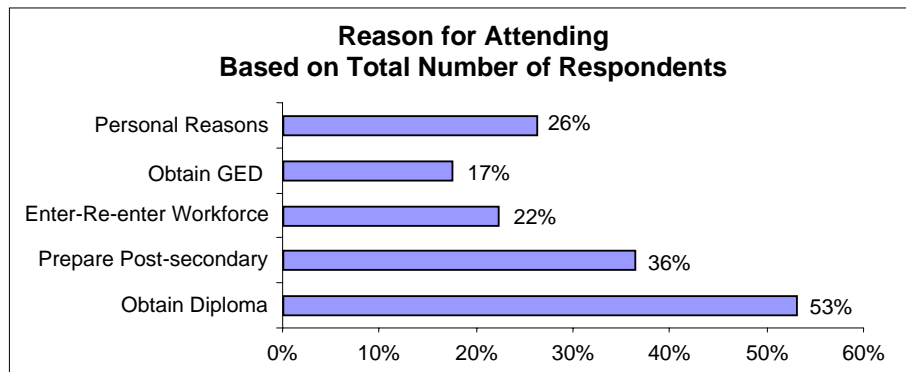
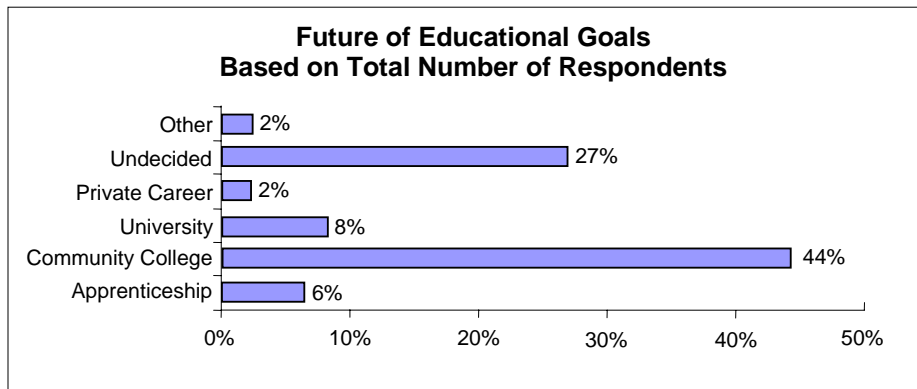


CHART 6. REASONS FOR ATTENDING THE PROGRAM

Adult learners were asked to identify their reasons for attending the program. Learners could select multiple answers for this question.

When asked their main reasons for attending the program, 53% of respondents indicated that they wanted to obtain their high school diploma, and 36% of respondents indicated they wanted to prepare for further post-secondary studies.

## Reasons for Attending Program – Educational Goals



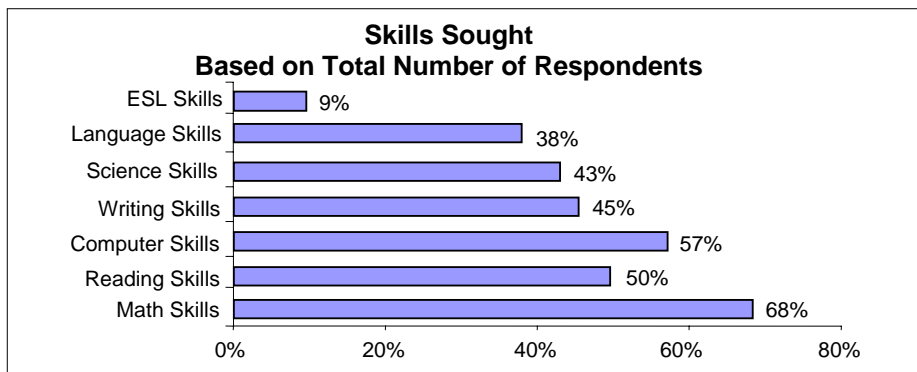
44% of respondents identified that they wanted to attend the community college.

CHART 7. EDUCATIONAL GOALS

Adult learners were asked to identify their future educational goals. Learners could select multiple answers for this question.

The chart above shows that 44% of respondents identified that they wanted to attend the community college, 8% indicated they wanted to attend university, 6% wanted to apprentice, and 2% wanted to attend Private Career College.

## Reasons for Attending Program – Academic Skills Sought



68% of respondents identified that they wanted to improve their math skills.

CHART 8. ACADEMIC SKILLS SOUGHT

Adult learners were asked which academic skills they wanted to improve. Learners could select multiple answers for this question.

The chart below shows that 68% of respondents identified that they wanted to improve their math skills, 57% respondents identified that they wanted to improve their computer skills, and 50% wanted to improve their reading skills.

## Supports Needed While Attending Program

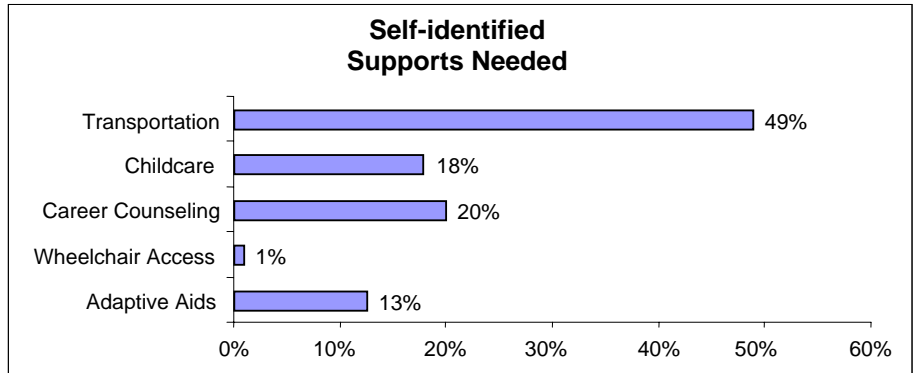


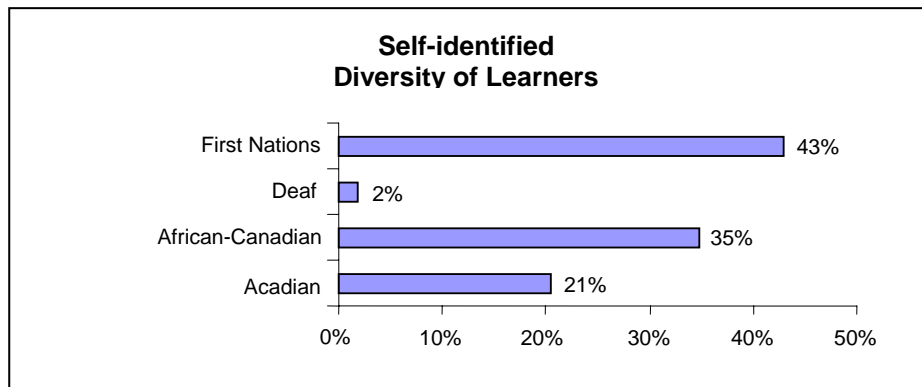
CHART 9. SUPPORTS NEEDED (N = 336)

Adult learners were asked to identify if they were any special needs or supports they felt they needed while attending the program.

A total 336 respondents answered this question This chart shows that 49% of respondents who answered this question identified that they needed support with transportation, 20% of respondents identified that they needed career counseling; and 18% of respondents identified that they needed support with childcare. Many learners have access to these supports through their sponsoring agencies.

Transportation and career counseling were identified as the areas where the most support was needed.

## Diversity of Learners



541 adult learners answered the question on diversity.

CHART 10. DIVERSITY OF ADULT LEARNERS (SELF-IDENTIFIED) (N =541)

NSSAL programs serve adults across the province from diverse backgrounds and with varying needs. To capture this diversity, learners were asked to self-identify if they belonged to any of the following groups: Acadian, African-Canadian, Deaf, First Nations, and Deaf.

This chart depicts the breakdown. A total 541 respondents answered this question; of those, 43% identified themselves as First Nations, 35% identified themselves as African-Canadian, and 21% identified themselves as Acadian.

- All information collected is anonymous and responses will be kept confidential
- Completion of Section B is voluntary
- Responses will be compiled by the Department of Labour and Workforce Development and used to improve programs and services for adult learners.

**Section A: To be completed by Administrator**

**Institutional Information**

Organization or school name and location:

- NSCC ⇒ Campus/site name: \_\_\_\_\_
- Adult High School ⇒ School name: \_\_\_\_\_
- Université Sainte-Anne ⇒ Campus name: \_\_\_\_\_
- Community-based literacy organization/network  
⇒ Name of organization/network: \_\_\_\_\_  
⇒ Program name: \_\_\_\_\_  
⇒ Program location: \_\_\_\_\_

**Section B: To be completed by Student**

**Program Information**

1. What is today's date? \_\_\_\_\_
2. What type of program are you in? (check one only)
  - Classroom-based program; or
  - One-to-one tutoring program
3. On average, how many hours do you spend in the classroom program each week?
  - None, I'm in a one-to-one tutoring program
  - Less than 5 hours per week
  - 5 to 10 hours
  - 11 to 15 hours
  - 16 to 20 hours
  - 21 to 25 hours
  - 26 to 30 hours per week
  - More than 30 hours per week
4. What level/grade do you spend the most time in? (check one only)
 

<input type="checkbox"/> ALP Level I	<input type="checkbox"/> Grade 10 PSP
<input type="checkbox"/> ALP Level II	<input type="checkbox"/> Grade 11 PSP
<input type="checkbox"/> ALP Level III	<input type="checkbox"/> Grade 12 PSP
<input type="checkbox"/> ALP Level IV	
5. How long have you been in this level/grade?
 

<input type="checkbox"/> I just started	<input type="checkbox"/> 2 to 4 years
<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 4 to 6 years
<input type="checkbox"/> 1 to 2 years	<input type="checkbox"/> More than 6 years
6. Were you referred to the program?
 

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------
7. If yes, which organization referred you?
  - Department of Education
  - Department of Community Services
  - Service Canada (El Benefits or Skills Development)
  - Adult High School
  - Community-based literacy organization
  - NSCC
  - Université Sainte-Anne
  - Other: \_\_\_\_\_

**Student Information**

8. How did you first learn about the program?  
(check all that apply)
  - Advertisements/posters
  - Newspaper/newsletter
  - Radio/television
  - Friends
  - Family
  - Counsellor
  - Website/internet
  - Department of Community Services
  - Service Canada
  - Community organization
  - Library
  - Other – please name: \_\_\_\_\_
9. What is your gender?
 

<input type="checkbox"/> Female	<input type="checkbox"/> Male
---------------------------------	-------------------------------
10. Where do you live?
  - Annapolis County
  - Antigonish County
  - Cape Breton Regional Municipality
  - Colchester County
  - Cumberland County
  - Digby County
  - Guysborough County
  - Halifax Regional Municipality
  - Hants County
  - Inverness County
  - Kings County
  - Lunenburg County
  - Pictou County
  - Region of Queens Municipality
  - Richmond County
  - Shelburne County
  - Victoria County
  - Yarmouth County

11. What is your first language (language first spoken at home)?

- English
- French
- Other: \_\_\_\_\_
- Mi'kmaq
- American Sign Language

12. How old are you?

- 19 years
- 20 years
- 21 years
- 22 to 24 years
- 25 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 to 64 years
- 65 years or older

13. How long had you been out of school before starting this adult learning program?

- Less than 2 years
- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

14. What was the last grade you completed before beginning this adult learning program?

- Grade 1 to 6
- Grade 7 to 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other: \_\_\_\_\_

15. Do you belong to any of the following groups? (check all that apply)

- Acadian
- African Canadian
- Other: \_\_\_\_\_
- No, none of the above
- First Nations
- Deaf

16. Do you have a disability?

- Yes
- No

17. If yes, what type of disability do you have? (check all that apply)

- Learning disability
- Attention Deficit Disorder (ADD)
- Mental health
- Blind/low vision
- Deaf/hard of hearing
- Physical disability
- Other: \_\_\_\_\_

18. Has your disability been diagnosed by a medical professional?

- Yes
- No

19. Please identify if you need any of the following supports while attending the program, and if you do or do not have access to them (check all that apply).

- A.  I need adaptive aids, and have access to them
- I need adaptive aids, but do not have access to them
- B.  I need wheelchair access, and have access to it
- I need wheelchair access, but do not have access to it
- C.  I need career counselling, and have access to it
- I need career counselling, but do not have access to it

19. (continued)

- D.  I need childcare, and have access to it
- I need childcare, but do not have access to it
- E.  I need transportation support, and have access to it
- I need transportation support, but do not have access to it
- F.  Other (such as notetaker): \_\_\_\_\_
- G.  I do not need any of these supports

20. What are your main sources of income while attending this program? (check all that apply)

- Service Canada (EI Benefits or Skills Development)
- Employed part-time (less than 30 hrs/wk)
- Employed full-time (more than 30 hrs/wk)
- Disability pension
- Other pension
- Social assistance/family benefits
- Workers' Compensation
- Other – please name: \_\_\_\_\_

**Student Goals**

21. What are your reasons for taking this adult learning program? (check all that apply)

- To obtain a high school diploma
- To prepare for post-secondary studies (college or university)
- To enter/re-enter the workforce
- To prepare for the GED
- For personal reasons
- Other: \_\_\_\_\_

22. If you plan to take post-secondary studies, what type of program do you plan to take? (check all that apply)

- Apprenticeship program or placement
- Community college program
- University program
- Private career college program
- Other: \_\_\_\_\_
- Don't know yet

23. What skills do you want to improve while in this adult learning program? (check all that apply)

- Math skills
- Reading skills
- Computer skills
- Writing skills
- Science skills
- Language skills
- English as Second Language (ESL) skills
- Other: \_\_\_\_\_

24. Do you have any additional comments to share?

\_\_\_\_\_

**Thank you for taking the time to complete the NSSAL Student Information Survey. Good luck in your studies.**

# Appendix A

## Nova Scotia School for Adult Learning (NSSAL) Service Delivery Partners

### COMMUNITY LEARNING ORGANIZATIONS

#### CAPE BRETON REGION

- Adult Learning Association of Cape Breton County
- Community Learning Association North of Smokey

#### METRO REGION

- Bedford Sackville Learning Network
- Cunard Learning Centre
- Dartmouth Learning Network
- Dartmouth Work Activity Society
- Eastern Shore and Musquodoboit Valley Adult Literacy Network
- Halifax Community Learning Network
- Preston Area Learning Skills Society
- Western HRM Community Learning Network

#### NORTHERN REGION

- Colchester Adult Learning Association
- Cumberland Adult Network for Upgrading
- Pictou County Continuous Learning Association
- East Hants Adult Learning Association

#### SOUTHWESTERN REGION

- Lunenburg County Adult Learning Network
- Queens County Learning Network
- Shelburne County Learning Network
- Yarmouth County Learning Network

#### STRAIT REGION

- Antigonish County Adult Learning Association
- Guysborough County Adult Learning Association
- Inverness County Literacy Network
- Richmond County Literacy Network
- Port Hawkesbury Literacy Council

#### VALLEY REGION

- Digby Area Learning Association
- Hants Learning Network Association
- Valley Community Learning Association

#### OTHER COMMUNITIES

- Acadian: Équipe d'alphabétisation Nouvelle-Écosse
- African-Canadian: Black Educators Association (BEA)
- Deaf: Deaf Literacy Nova Scotia
- Mi'kmaq: Mi'kmaq Native Friendship Centre
- Literacy Network Unama'ki (Eskasoni)
- We'koqma'q First Nation Education
- Bear River First Nations
- Chapel Island First Nation

### PARTICIPATING REGIONAL SCHOOL BOARDS

#### ANNAPOLIS VALLEY REGIONAL SCHOOL BOARD

- Kings County Adult High School (New Minas)
- Windsor Adult High School (Windsor)

#### CAPE BRETON-VICTORIA REGIONAL SCHOOL BOARD

- Glace Bay Adult Education Centre (Glace Bay)
- Sydney Adult Education Centre (Sydney)
- New Waterford Adult Education Centre (New Waterford)
- Northside Adult Education Centre (Sydney Mines)

#### CHIGNECTO-CENTRAL REGIONAL SCHOOL BOARD

- Chignecto-Central Adult High School Locations:  
Truro  
New Glasgow  
Amherst  
Elmsdale

#### HALIFAX REGIONAL SCHOOL BOARD

- Flexible Learning Education Centres (FLECs)  
Locations:  
Bedford-Sackville  
Dartmouth: Forsyth Site  
Halifax: St. Patrick's-Alexander School Site

#### SOUTH SHORE REGIONAL SCHOOL BOARD

- Lunenburg Adult High School (Bridgewater)
- Queens Adult High School (Liverpool)

#### TRI-COUNTY REGIONAL SCHOOL BOARD

- Digby Adult High School (Digby)
- Yarmouth Adult High School (Yarmouth)

### PARTICIPATING COLLEGES/CAMPUSES

#### NOVA SCOTIA COMMUNITY COLLEGE CAMPUS LOCATIONS (ALP PROGRAMMING DELIVERED)

- |                                   |                      |
|-----------------------------------|----------------------|
| • Akerley Campus                  | • Lunenburg Campus   |
| • Annapolis Valley Campus         | • Marconi Campus     |
| • Burrigge Campus                 | • Pictou Campus      |
| • Cumberland Campus               | • Shelburne          |
| • Halifax Institute of Technology | • Strait Area Campus |
| • Kingstec Campus                 | • Truro Campus       |
|                                   | • Waterfront Campus  |

#### UNIVERSITÉ SAINTE ANNE – CAMPUS LOCATIONS (FGA PROGRAMMING DELIVERED)

- |                      |                      |
|----------------------|----------------------|
| • Pointe-de-l'Église | • St-Joseph-du-Moine |
| • Halifax            | • Tusket             |
| • Petit-de-Grat      |                      |