

Adult Learning Program (ALP) – Community Learning Grant Program Guidelines

Canada-Nova Scotia
Labour Market Agreement (LMA)

Nova Scotia Department of
Labour and Advanced Education
Skills and Learning Branch
Adult Education Division

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1 Adult Learning Program (ALP) – Community Learning Grant Program Introduction

The Adult Learning Program (ALP) – Community Learning Grant Program is administered by the Adult Education Division of the Department of Labour and Advanced Education through the Labour Market Programs Support System (LaMPSS). LaMPSS is a common system for administering Labour Market Programs in Nova Scotia focused on providing consistency in processes and improving services to labour market agreement holders.

LaMPSS provides organizations with self-serve capability, enabling you to apply for funding online for some labour market programs as well as submitting required financial and activity reports online.

All organizations entering into an agreement for delivering Labour Market Programs in Nova Scotia must first be registered as a LaMPSS organization. This is a one-time registration process. Once registered, we will provide you with the ability to utilize the LaMPSS self-service capabilities. If your organization has not previously registered with LaMPSS, you can request a LaMPSS registration form from the Provincial contact identified in these guidelines.

Please read this entire Program Guidelines document. The information contained in this Program Guideline document will become part of an agreement with the Province for delivery of Labour Market Programs.

Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

Organizations submitting project proposals are subject to the requirements within these guidelines. Many of these details are common to other programs funded by the Adult Education Division of the Skills and Learning Branch. However, specific comments and criteria within tables such as this refer to details that are only relevant to LMA projects.

Additionally, organizations submitting project proposals under the LMA are subject to the criteria of the Canada-Nova Scotia Labour Market Agreement. The LMA can be found on the federal government's Human Resources and Social Development Canada website by opening this link: [Canada-Nova Scotia Labour Market Agreement](#).

Introduction – Nova Scotia School for Adult Learning (NSSAL)

NSSAL was created in 2001 to coordinate adult learning programs across the province, ranging from basic literacy to high school completion and is administered through the Adult Education Division, Skills and Learning Branch of the Department of Labour and Advanced Education. The department, through NSSAL, contributes to the social and economic development of the province by ensuring that more adults have the necessary skills, knowledge and credentials to succeed at home, in the community and in the workforce.

Purpose of the Program

NSSAL provides funding for curriculum development, program guidelines, student resources, recognition of prior learning (RPL) as well as practitioner support and training to organizations that deliver programs directly to adults.

Through NSSAL, over 140 programs are offered across the province each year, in both English and French. NSSAL programs are tuition-free for adults who are 19 years or older, have been out of school for one year or more, and have not earned a high school diploma recognized by the Nova Scotia Department of Education. NSSAL provides funding and supports to colleges, school boards and community learning organizations to provide educational services and programs to Nova Scotians.

Eligible applicants may enter and exit the educational continuum at different times and at different levels. Programs may serve as bridges to the workforce, to improved self-sufficiency and personal development, to community engagement, to further training, and to high school completion or equivalency.

Adult Learning Program (ALP) – Community Learning Grant Program

The Department of Labour and Advanced Education provides funding to partner organizations to deliver Levels I, II and III of the Adult Learning Program (ALP) to eligible participants using instructors and volunteer tutors.

Eligible Program Participants

An eligible program participant is an adult learner defined as someone who is 19 years of age or older, has been out of public school for at least one year and does not have a Nova Scotia High School Diploma.

This guide will provide information to assist community organizations in completing their funding application request.

For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

The LMA will target service at unemployed and employed, low skilled Nova Scotians who are not EI eligible* including;

- social assistance recipients
- immigrants
- people with disabilities
- older workers
- youth
- Aboriginal people
- African Nova Scotians
- new entrants and re-entrants
- unemployed individuals previously self employed
- Acadian and francophone Nova Scotians
- women

Details on each of these categories can be found in the Terms and Conditions section of this document. LMA funding is restricted to purposes specified in the application and approved by the DLAE.

1.2 Department of Labour and Advanced Education – Goals, Role and Responsibilities

Goals

The department's goals for community learning programs are to:

- **deliver LWD-approved literacy and upgrading programs** throughout Nova Scotia by providing a coordinated delivery model for adult learners
- **promote awareness** of the important role that literacy and life-long learning play in the development of healthy and sustainable communities
- **facilitate the development of partnerships** within communities that support life-long learning for adults
- **contribute to the social and economic development** of Nova Scotia by increasing the literacy and other essential skills of adult Nova Scotians

Role

The department's role is to provide:

- **program grants** for approved and eligible program delivery costs (i.e., salary costs of tutor coordinators, instructors and organization administrators, educational resources, and administrative/coordination costs)
- **professional development** and opportunities for information-sharing and networking
- **provide** Adult Learning Program Curriculum, Intake Policies and Enhancing Program Quality: Standards for Community-Based Adult Literacy Programs
- **program support** through departmental staff

Responsibilities

The department's responsibilities with respect to the ALP – Community Learning Grant Program are to:

- **establish standards** for program delivery
- create and maintain curriculum guidelines and standards
- **monitor and evaluate** programs and services
- **coordinate** program delivery

1.3 Community Learning Organizations – Role and Responsibilities

Role

The organization's role with respect to the ALP – Community Learning Grant Program is to:

- **develop and deliver** quality literacy and upgrading programs that meet the needs of adult learners

by:

- using resources linked to the curriculum
 - delivering ALP curriculum and ALP outcomes
 - recruiting learner participants
 - carrying out individual learner assessments
 - developing appropriate program models
 - finding suitable locations and facilities for classroom-based programs
 - scheduling sessions and promoting programs
 - hiring, training and supervising tutor coordinators and instructors
 - providing opportunities for staff and members to participate in professional development
 - evaluating programs and services
 - celebrating the success of learners
- **promote and advance** literacy and life-long learning
 - **conduct needs assessments and outreach** within communities to determine the number, location, and learning levels of adults who wish to upgrade their skills, as well as to identify community resources and supports
 - **determine** collectively with the Department of Labour and Advanced Education staff what programs are required based on the availability of resources
 - **develop partnerships** that provide space and equipment for training and access, in-kind or financial support and management expertise. Examples of partners include: local schools, regional boards, educational institutions, libraries, community groups, service clubs, local businesses and government agencies
 - **ensure** registration of adult learners is done in the online Learner Registration System
 - **submit** accurate and complete activity and final reports to the Department of Labour and Advanced Education when required
 - **develop a clear vision** to ensure long-term growth
 - **participate** on local and regional educational planning teams or committees
 - **liaise** with other educational deliverers to ensure smooth transitions and referrals for adults along the learning continuum

Responsibilities

Funding will be conditional upon the community learning organization providing accurate and complete student registration information to the Department of Labour and Advanced Education. This information will be used for statistical and program planning purposes only.

The applicant's responsibilities with respect to the administration of the ALP – Community Learning Grant Program are to:

- **comply** with all the guidelines and conditions outlined in this document, agreement contract, including the Terms and Conditions

- **administer** the Department of Labour and Advanced Education’s grant as approved and maintain appropriate financial records for reporting to community stakeholders and the department
- **comply** with all federal and provincial laws concerning salaries and tax deductions and other statutory deductions in the event any part of the funding is used to pay salary
- **acknowledge** the funding received from the Department of Labour and Advanced Education in all promotional materials and publications
- **comply** with all Human Rights legislation
- **take** responsibility for the debts of the applicant organization

1.4 Program Guidelines

The following identifies program requirements:

Program Administration:

Adult Learner Survey- a learner only completes one survey per year, even if he/she were in a program the previous year. (for more information on this see- Terms of reference at the end of this document.)

Maintain learner and learner –related records and ensure their confidentiality—Records may include learning plans, progress evaluations, and personal information. Note: written authorization must be obtained from learners to release if information to other agencies or organizations) i.e., other than the Department of Labour and Advanced Education).

Note: Community learning organizations come under the PIPEDA (Personal Information Protection and Electronic Documents Act). Full Information on PIPEDA responsibilities and requirements can be found at <http://laws.justice.gc.ca/en/p-8.6/text.html> and <http://www.priv.gc.ca/index.asp>

- *Changes to approved project* – Organizations must consult with the regional Adult Education Coordinator if any changes to the approved program content or format are deemed necessary in order to complete the project. Once changes have been discussed, the organization is required to document changes in LaMPSS using the self-serve system.

For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

The Organization will require and assist all program participants receiving services and/or training under the Project to complete the client surveys. Project participants will be expected to complete a registration survey at the beginning of the Project and; they will also be expected to participate in a survey at the end of the Project, as well as three and twelve months following the completion of the Project. The Project will be assigned a unique identifier to be used by the client when registering.

And,

The Organization is required to ensure that all participants receiving service are registered in the Adult

Education Registration system at the beginning of the project. User access information, passwords, and user names can be obtained from the Adult Education Division by email at gonsal@gov.ns.ca or by calling toll-free at 1-877-goNSSAL (466-7725). The system can be accessed at: <https://eapps.ednet.ns.ca/NSSALSIS>

- Provide staff (tutor coordinator, instructor and/or organization administrator) with the necessary orientation and training.
- Staff and volunteer tutors are encouraged to take practitioner training approved by the Adult Education Division.
- Staff and volunteers should participate in professional development opportunities provided by the Department of Labour and Advanced Education.

Program Intake & Delivery

- Ensure intake policies and ongoing assessments as outlined in the ALP curriculum are carried out in accordance with practices outlined in the Department of Labour and Advanced Education's curriculum documents.
- Employ good practices described in *Enhancing Program Quality: Standards for Community-Based Adult Literacy Programs* for program planning and program evaluation. Documents are available from the Adult Education Division of the Department of Labour and Advanced Education.
- Provide necessary resource support (e.g., textbooks) in meeting the outcomes of the Adult Learning Program curriculum. The resources may be available through a partnership with other approved delivery organizations or community organizations.
- Ensure that each learner has an individual learning plan.
- Link with other government, educational and community agencies to provide access to learner support services such as personal counselling, employment and educational counselling, child care, transportation and assistance for persons with disabilities.

1.5 Application Review Criteria

The Department of Labour and Advanced Education will review each application based on the following criteria:

- approval of the organization's reports for the previous year
- history of the organization, previous programs and status of existing programs
- compliance with the Department of Labour and Advanced Education's program requirements, terms and conditions of funding and program guidelines
- ability of programs to support the Nova Scotia School for Adult Learning's Regional Planning Team priorities and availability of program options within the regions
- strong demonstration of need
- provision of complete documentation
- availability of funding

2 Applying for ALP – Community Learning Grant Program Funding

Applying Online Using LaMPSS Self-Serve

Once you are a registered LaMPSS user, you can apply for funding online using the self-service capability. To apply online go to <http://gov.ns.ca/lampss>.

NOTE: You have 120 days to complete and submit the application. After 90 days you must begin the process again by downloading a new form.

Completing an Application Form

This section provides supporting information required in completing the application form contents for the Department of Labour and Advanced Education’s ALP – Community Learning Grant Program through the Canada Nova Scotia Labour Market Agreement.

Organization Information

Enter the name and complete mailing address for your organization. If you are applying online, this information will be pre-populated.

If your organization name or mailing address has changed, please contact your Provincial contact to obtain a LaMPSS Registration Change form to update your information.

Project Details

Please provide the following:

Project Title	Provide a title specific to this project.
Agreement Start Date	Projects may not begin prior to September 1 st unless previous authorization has been provided by the Adult Education Division
Agreement End Date	Projects end on or before June 30 th following the submission of the final report to the Adult Education Division. Please note that approval of a subsequent project is dependent on approval of the organization’s final project report.

Past Agreements

Although funding for the ALP – Community Learning Grant Program through the Canada Nova Scotia Labour Market Agreement is provided on an annual basis, it is helpful to reference the name of the previous agreement as part of the assessment process. If your organization previously received funding to run an adult learning program, please use this section to provide the name of project and the year in which funding was provided.

Project Description

Organizations are asked to provide a **brief** description (2,000 characters or approximately 300 words only) of the proposed project including the objectives, activities and expected results of your project.

The description must include the following information:

- general description of the program (rationale, objectives, admission criteria, benefits of the program)
- levels to be provided
- hours of project delivery
- the locations where the Program is offered
- staffing levels for each location
- profile of the students serviced.

If you require additional space to provide the description of the project, use a separate document and attach it as a “detailed project description.” See details below on how to attach it to the application.

Attach a detailed Project Description / Proposal to the Application

As the above section only allows 2,000 characters or approximately 300 words, you may require additional room to provide a more detailed description of your project for the purposes of assessment. To attach a detailed Project Description simply click the “Attach...” button to attach your document to the application form. ***This section only allows the attachment of one document.***

If you wish to provide other documents to support your proposal, please attach them below in the “Supporting Documents” section of the application form.

Agreement Contact

Provide the appropriate primary contact name for your organization. Include the person’s title, contact number and e-mail address. Please note that this contact should be an individual empowered to negotiate all or some portions of the agreement.

Language Preference

The ALP – Community Learning Grant Program is available in both official languages. Please choose your language preference in this location.

Project Location(s)

Please identify all civic addresses of all secured locations. If activities will be delivered in more than one location, please click the “Add Another Location” button to provide details. There is a space for “notes” which can be used to describe the location such as “community hall basement” or specific directions on how to locate the space.

It is important that this information be completed accurately as it will be used by the Adult Education Coordinators for regular site visits throughout the span of the project.

In the event that your organization has not secured locations at the time the proposal is submitted, or if the project location must be moved (i.e., due to natural causes such as a flood or damage to the building), the organization should consult the appropriate Adult Education Coordinator to advise of the change and then record the details through LaMPSS using the self-serve option.

Project Activities

The tables below provide information on what details are required to assess proposals to the ALP – Community Learning Grant Program. The eligible activities for this program are ALP–Classroom and General Literacy–Tutoring. These activities are designed to develop and deliver quality literacy and upgrading programs that meet the needs of adult learners. Organizations may propose to deliver one or both of the activities. If the project includes both classroom and tutoring activities, simply click the “Add an Activity” button once details for the first activity have been entered.

The following are examples of eligible program models:

1. Volunteer Tutor: Employing a tutor coordinator who matches volunteers with adult learners

The tutor coordinator supports, liaises with and conducts ongoing assessments of the one-to-one or small group tutor and learner matches. A volunteer tutor program should target 15 to 30 matched pairs. The tutor coordinator should provide the curriculum and the necessary learning outcomes documents to ensure that tutors can deliver Levels I and II Adult Learning Program curricula.

2. Classroom Levels I and II: Employing a qualified instructor to deliver classroom Levels I or II

A classroom Levels I or II should target 10 to 15 adult learners. This range can be adjusted to accommodate learners with special needs or in unique circumstances. The instructor will follow the Levels I and II Adult Learning Program curricula.

3. Classroom Level III: Employing a qualified instructor to deliver classroom Level III

The classroom Level III Adult Learning Program may be delivered in community-based programs under certain circumstances. The program approval process will take a number of factors into consideration, such as the availability of programs in the region, the ability of organizations to deliver the Level III curricula, and the recommendations of the regional planning process.

You may find that the information provided in this section may be the same or similar as the information provided in the project description section, and it is important to provide complete details in both locations.

For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

Projects submitted under the LMA have additional activities available for funding. Details are provided in the table below. The Adult Education Coordinator can provide advice if necessary.

Please note that what you include here will appear directly on the signed agreement between the organization and the Province of Nova Scotia.

Skill Enhancement – Essential Skills – ALP Classroom

Select the activity (Level) to be delivered by your organization and provide the information requested below. For each activity (Level) to be delivered a separate explanation must be provided by selecting “add an activity.”

The levels available for funding are: Levels I, II, I/II and II/III.

The activity types to choose from are:

- Skill Enhancement - Essential Skills - ALP I - Classroom
- Skill Enhancement - Essential Skills - ALP I/II - Classroom
- Skill Enhancement - Essential Skills - ALP II - Classroom
- Skill Enhancement - Essential Skills - ALP II/III - Classroom
- Skill Enhancement - Essential Skills - ALP III – Classroom

For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

Organizations may receive incremental funding through LMA to supplement the delivery of the ALP classroom activities as noted below.

- Skill Enhancement - Essential Skills - ALP I – Classroom/ Incremental funding
- Skill Enhancement - Essential Skills - ALP I/II – Classroom/ Incremental funding
- Skill Enhancement - Essential Skills - ALP II – Classroom/ Incremental funding
- Skill Enhancement - Essential Skills - ALP II/III – Classroom/ Incremental funding
- Skill Enhancement - Essential Skills - ALP III – Classroom/ Incremental funding

In addition to the above activities, the following are available through LMA funding only.

- Skill Enhancement - Essential Skills - ALP GAP
- Skill Enhancement - Essential Skills - ALP II/GED Prep

The details required in the remaining sections also apply for the additional LMA-only activity types.

<p>Brief Description</p>	<p>Please provide a brief summary of your project and include the following information:</p> <ul style="list-style-type: none"> • The levels (i.e., ALP I, ALP II, etc.) and subjects in each level to be taught. <i>(Note: One-to-One Tutoring of the various levels is to be captured in a new activity (see following table).</i> • Frequency of classes: <ul style="list-style-type: none"> – number of weeks – number of days per week, the hours per day – part time and/or full time – day or evening delivery. • The staff levels: <ul style="list-style-type: none"> – instructors to be employed in this program – staff persons to be employed in this program, and – volunteers to be involved in this program. • Confirm if all instructors/tutors have access to the following: curriculum documents, practitioner website, LWD-approved resources. If not, please explain why access is not available. • Describe the student assessment strategy to be used based on the following information: <ul style="list-style-type: none"> – Intake Assessment (interview, outcome-based tests, self-assessment or “other”—please provide details) – Ongoing Progress (tests, exams, projects, progress checklists, portfolio, interview or “other”—please provide details) – Exit Assessment (final exams, interview or “other”—please provide details)
<p>Expected Results</p>	<p>Organizations are asked to identify the outcomes to be achieved using the requested funds to deliver the ALP program. Using the list below, please state the expected results or outcomes. This list contains suggested outcomes only, and organizations are free to use others that apply:</p> <ul style="list-style-type: none"> • personal development skills • increase in literacy and essential skills • increase in reading, writing and math skills • gain employment • complete GED tests • learners move to next level. <p>For example: At the end of the project, it is expected that Level I learners will experience an increase in personal development skills. Learners taking Level II/III will be prepared to complete the GED tests, and it is expected that some Level III learners will be in a position to gain employment.</p>
<p>Where does this activity take place</p>	<p>From the drop-down menu, indicate where this activity will be delivered. If the same activities will be delivered at all locations, please select “all locations.”</p>
<p>Expected number of participants</p>	<p>Provide the expected number of adult learners expected to participate in the activity. Organizations will have an opportunity to provide actual numbers when reporting on activities during the project.</p>

Skill Enhancement – Essential Skills – General Literacy – Tutoring	
Brief Description	<p>Please provide a brief summary of your project and include the following information:</p> <ul style="list-style-type: none"> • The levels (i.e., ALP I, ALP II, etc.) and subjects in each level to be tutored • Frequency of tutoring <ul style="list-style-type: none"> – number of weeks, days per week and hours per day – number of tutor coordinators/administrators to be employed – volunteers to be involved • Confirm if all tutors have access to the following: curriculum documents, practitioner website, LWD-approved resources. If not, please explain why access is not available. • Describe the student assessment strategy to be used based on the following information: <ul style="list-style-type: none"> – Intake Assessment (interview, outcome-based tests, self-assessment, or “other”—please provide details) – Ongoing Progress (tests, exams, projects, progress checklists, portfolio, interview, or “other”—please provide details) – Exit Assessment (final exams, interview or “other”—please provide details)
Expected Results	<p>Organizations are asked to identify the outcomes to be achieved using the requested funds to deliver the ALP program. Using the list below, please state the expected results or outcomes. This list contains suggested outcomes only, and organizations are free to use others that apply.</p> <ul style="list-style-type: none"> • personal development skills • increase in literacy and essential skills • increase in reading, writing and math skills • gain employment • complete GED tests • learners move to next level <p>For example: At the end of the project, it is expected that learners being tutored using the Level I curricula will experience an increase in personal development skills and those being tutored using the Level III curricula will be prepared to complete the GED tests and be in a position to gain employment.</p>
Where does this activity take place	<p>From the drop-down menu, indicate where this activity will be delivered. If the same activities will be delivered at all locations, please select “all locations.”</p>
Expected number of participants	<p>Provide the expected number of adult learners expected to participate in the activity. Organizations will have an opportunity to provide actual numbers when reporting on activities during the project.</p>

Project Budget

The following table outlines the eligible costs and specific instructions for each budget category funded by ALP – Community Learning Grant Program. Please include your complete project costs and requested amounts by budget category.

When calculating project costs, organizations are reminded to ensure the “requested amount” is **less cash and/or in-kind contributions** for each project budget category. For example, if the projected Project Cost for “Program Delivery-Salaries & Benefits-Salaries” is \$100, and you have secured \$50 from another source for salaries, then the Requested Amount will only be \$50.

Cash and In kind contribution information is captured at a cumulative level on the form, for each applicable program budget subsection. For example:

Salaries & Benefits (Subtotal)
→ less Cash contributions
→ less In Kind contributions

Although most organizations operate projects between September and June, some organizations may choose to use their funding allocation to operate during other time periods.

The suggested amounts for resource funding per program are: Levels I and II programs—\$250 Level III programs—\$1,200. Although there is no maximum amount of funding for which an applicant can apply, overall funding is limited; therefore, applicants **must prioritize their program applications**.

Before completing the budget, please ensure the following administration/coordination costs are not included as they are NOT eligible for funding:

- | | |
|--|--|
| <input checked="" type="checkbox"/> capital costs | <input checked="" type="checkbox"/> child care |
| <input checked="" type="checkbox"/> travel outside Nova Scotia | <input checked="" type="checkbox"/> travel allowances for participants |
| <input checked="" type="checkbox"/> financial losses incurred by the applicant | <input checked="" type="checkbox"/> computer hardware |
| <input checked="" type="checkbox"/> developing curricula and resource materials | |
| <input checked="" type="checkbox"/> paying tutors or instructors for one-to-one tutoring | |

Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

For proposals submitted for LMA funding, the following are considered eligible expenditures: other operational costs, child care, travel and training allowances, and “other” (a category for certain incidentals). Details on how these expenditures are defined can be found in the table below.

Please note: If the project costs and requested amount budget column totals do not equal each other, the budget total lines change to red and the message “Total requested amount must equal the project cost less your cash and in-kind contributions” will appear until the corrected amounts are entered. To resolve this problem, either change the individual budget category field values, if they were entered incorrectly or if the values were entered correctly, enter the differences (project costs less requested amount) in the appropriate contributions fields; "less: Cash contributions" and/or "less In kind contributions.

Program Delivery

Salaries & Benefits	Eligible Costs
<p>Salaries</p>	<p>In this space, insert total program salary, prep time and professional development costs as calculated on the program delivery salary calculation worksheet. (MERC, which are also calculated on the worksheet, are recorded on a separate budget line – see below). The salary calculation worksheet is available online at: http://gonssal.ca/LaMPSS</p> <p>This category may include salaries for instruction hours and prep time for instructors, professional development time for tutor coordinators and/or instructors, tutor coordination time, administration—and benefits for instructional staff to be employed in the programs.</p> <p>Instructional staff includes tutor coordinators and instructors. Organizations can select from a salary range of \$15 to \$25 an hour based on credentials, experience and responsibilities. To support the organizations decisions related to salary ranges, the Adult Education Division requires job descriptions be provided. This information is to be attached at the end of the application in the section entitled “Supporting Documents.” Sample job descriptions can be found online at http://gonssal.ca/LaMPSS</p> <p>Employment benefits are typically set at 12% (includes employment insurance, vacation pay and Canada Pension Plan). For staff having eight years or more of continuous work with the organization, as per the Labour Standards Code, vacation pay should be calculated at a rate of 6%.</p> <p>For more information on the Province’s Labour Standards, refer to the Department of Labour and Advanced Education’s website at: http://www.gov.ns.ca/lae</p>
<p>MERC</p>	<p>Record the total funds required to cover MERC as calculated on the program delivery salary calculation worksheet.</p>
<p>Health and Dental Benefits</p>	<p>Please provide costs incurred for employee health insurance premiums.</p>

Travel	<p>In this space, include costs expected to be incurred to effectively deliver the program. This includes travel costs for instructional staff, volunteers as well as any travel costs for program administrators.</p> <p><i>Organizations must be prepared to provide details of how many individuals are traveling, where and when, and reason for travel (e.g., meetings, professional development). This information may be requested by the Adult Education Division prior to approving a proposal for funding.</i></p> <p>In anticipation of this information being requested or to support the initial project proposal, organizations may wish to provide details related to the funds required for travel on a separate document. This information can be attached at the end of the program application form in the section entitled “Supporting Documents.”</p>
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Operational

Standard Costs	Eligible Costs
Recurring	Recurring charges may include any professional fees such as insurance or bookkeeping services.
Honoraria	Costs may be included for special payments for guest speakers, resource persons and/or consultants.
Equipment	Insert costs associated with equipment rental or copier and telecommunications charges.
Facility Lease/Rent	Include costs for rent of program or office space (i.e., monthly rent).
Advertising/Promotion	Publicity costs may include brochures, newspaper advertisements, posters, television and/or radio spots. The organization must be prepared to provide details on the costs as well as the benefits gained.
Resource Materials	<p>May include print materials, audio visual resources and educational software.</p> <p><i>Organizations must be prepared to provide details of what materials will be purchased as it may be requested by the Adult Education Division prior to approving a proposal for funding.</i></p>
Office Supplies	May include materials and supplies related to the program (e.g., paper products, file folders, diskettes, video tapes).

Professional Fees	Costs may be included for special payments for guest speakers, resource persons and/or consultants. Organizations must be prepared to provide details.
<p>For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):</p> <p>The category, “Other Operational Costs” is considered allowable operational expenditure for LMA funded projects only. Requests must meet the restrictions as noted below. Further explanation may be obtained from the Adult Education Coordinator for your region.</p>	
Other Operational Costs	<p>This category is available to organizations submitting an application using LMA funding. It can only include information technology hardware and software such as laptop/desktop computers, printers, scanners, LCD projectors etc . (The Adult Education Coordinator can provide advice on other allowable items in this category.)</p> <p>Please note: Organizations MUST attach a detailed list of the equipment/technology to be purchased. The list can be attached at the end of the application in the “Supporting Documentation” section.</p>

For Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

The following four categories include costs for participants that are considered allowable expenditures for LMA funded projects only. Requests must meet the following restrictions as noted below. Further explanation may be obtained from the Adult Education Coordinator for your region.

Child care	Child care costs incurred by the participant can be reimbursed by the organization delivering the training. The maximum allowable amount is \$400 per month per participant.
Travel	Travel costs can be provided to eligible participants who are actively participating in a group intervention (project location). Travel costs cannot exceed \$150/month or up to a maximum of \$0.20/km. Travel costs may be reimbursed for daily commuting to and from the group intervention (project location).
Training Allowances	A form of support which is provided to eligible participants for participating in an approved group intervention (project location). These amounts are considered taxable, non-insurable, non-pensionable earnings. Training allowances are not recommended, but can be allowed for LMA funded projects in extenuating circumstances.
Other	It is recognized that participants attending a program inevitably incur costs outside of childcare and travel. A per

	<p>diem rate of \$7 up to a maximum of \$150/month may be offered to participants who are actively participating in a group intervention (project location). These amounts are considered taxable, non-insurable, non-pensionable earnings. Please note: incidentals cannot be offered in conjunction with training allowances.</p>
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Administrative

Administrative Staff	Eligible Costs
Salaries	<p>Insert the salary calculations for non-instructional staff, including the organization administrator as determined using the program delivery salary calculation worksheet. This calculation also includes any costs related to professional development.</p> <p>Organizations can select from a salary range of \$15 to \$25 an hour based on credentials, experience and responsibilities. To support the organizations decisions related to salary ranges, the Adult Education Division requires job descriptions be provided. This information is to be attached at the end of the program application form in the section entitled “Supporting Documents.”</p> <p>Employment benefits are typically set at 12% (includes employment insurance, vacation pay and Canada Pension Plan).</p> <p>For staff having eight years or more of continuous work with the organization, as per the Labour Standards Code, vacation pay should be calculated at a rate of 6%.</p> <p>For more information on the Province’s Labour Standards, refer to the Department of Labour and Advanced Education’s website at: http://www.gov.ns.ca/lae</p>
MERC	<p>Record the total funds required to cover MERC as calculated on the program delivery salary calculation worksheet.</p>
Health & Dental Benefits	<p>Please provide costs incurred for employee health insurance premiums.</p>

Legal Signing Officers

Although the LaMPSS self-serve system allows most of operations and negotiations of applications, the final agreement between the organization and the Adult Education Division of the Department of Labour and Advanced Education must be done in writing. Therefore, the names and titles of anyone in your organization authorized to sign the legal agreement to receive funds for the proposed project must be

listed here. In addition, if the organization does not require signatures from all persons listed, please identify whose signatures **must** be included on the final agreement.

For example, if the chair, vice-chair, president and treasurer of your organization has signing authority but only two signatures are required, one of which must be the chair or the vice-chair, please ensure that information is noted in the second block requesting the combination of signatures.

Supporting Documentation

To accompany the completed application for the ALP – Community Learning Grant Program, a number of documents are required before a proposal can be accepted for assessment. These documents are detailed below and any templates to assist you in providing the information can be found online at www.gonssal.ca/lampss.

In addition to the required supporting documents, other documentation as noted below has been identified as optional information that your organization may wish to include. Furthermore, you may attach any supporting documents you wish to help support your request for funding.

Please note that only the documents listed as “Mandatory” are required before an application is considered accepted. To avoid delays, please ensure your submitted application includes all required supporting documents and completed templates. If you have questions, please do not hesitate to contact the Adult Education Coordinator in your region (contact details are provided in Section 5 of this document).

Document	Mandatory?	Document Topic	Requirements
<i>Program Salary Calculation Worksheet</i>	Yes	Salary Calculation	This information should be provided using the Program Salary Calculation Worksheet template for the ALP – Community Learning Grant Program. This template can be accessed from our website at http://gonssal.ca/LaMPSS
<i>Financial Statement</i>	Yes	Financial Statement	Please provide your organization’s financial statement for the previous year.
<i>Board and Staff Members</i>	Yes	Board/Staff Members	Please provide a list of the positions and the names of the people appointed within the organization.
<i>Job Descriptions</i>	Yes	Job Description	Please attach the job descriptions for each staff person (instructional and non-instructional) employed by the organization for the project. To help guide you in the development, sample job descriptions are available for reference online at http://gonssal.ca/LaMPSS

Organizations are requested to provide the following documents only if there has been a change—they are not mandatory and assessment will not be delayed if they are not included. If there is any question of the content or whether or not the organization should provide the information, please feel free to contact the Adult Education Coordinator in your region (contact details are provided in Section 5 of this document).

Document	Mandatory?	Document Topic	Requirements
<i>Letter of Incorporation</i>	No	Letter of Incorporation	Please attach only if there has been a change.
<i>Organization Structure (org chart)</i>	No	Org Structure	If the organization has reconfigured roles and responsibilities or added additional staff, please provide an updated organizational chart to the Adult Education Division.
<i>Organization Mandate</i>	No	Org Mandate	As part of the assessment process, the Adult Education Division Coordinator would refer to the mandate of the organization to determine the ability to deliver the Adult Learning Program effectively as well as efficiently.
<i>Mission Statement</i>	No	Mission Statement	Please attach only if there has been a change
<i>Business Plan</i>	No	Business Plan	Please attach only if there has been a change

Submitting your application

Once your organization has finalized the application including the attachment of all the required documents, and project costs less cash and in-kind contributions, the application may be submitted to the Adult Education Division using the LaMPSS self-serve system.

In order to submit the application, follow the following steps:

1. Open the completed application form. You would have saved this document previously in a secure location. It is recommended you save a duplicate copy for reference purposes when making new applications.
2. Enter your organization’s ID number, username and password. This information would have been provided to you when you registered as a LaMPSS organization receiving the ability to utilize the LaMPSS self-service capabilities.
3. Click the “submit” button. The interactive application reconnects with the LaMPSS system automatically and enables you to submit the application.

At this point the application enters the “verification” stage of the proposal submission. A member of the Adult Education Division will confirm that the submitted proposal includes all required documentation, as well as sufficient details in order to make a fair assessment.

Organizations should ensure the submitted application remains in an electronic state (i.e., saved on your computer network) to allow the organization to make any requested edits and then resubmit. Additionally, the saved document can be used for future reference in developing proposals in subsequent years.

Please note: There is a time line for applications to remain current. Organizations have **120 calendar days** to open, complete and submit the completed application.

3 Adult Learning Program (ALP) – Community Learning Grant Program Reporting Requirements

The Adult Learning Program (ALP) – Community Learning Grant Program requires interim and final reports to be issued to the Adult Education Division through the LaMPSS self-serve system for approval. Organizations should note that approval of funding for subsequent years will be dependent on the organization receiving approval of the final activity report from the Adult Education Division. Organizations should also note that the interim activity report must be submitted through LaMPSS before the second installment of the funding can be released. Any questions or concerns regarding this process should be directed to the Adult Education Division directly.

Reporting Online Using LaMPSS Self-Serve

Reports should be submitted online using LaMPSS self-serve functionality at www.gov.ns.ca/LaMPSS.

Completing an Activity Report

This section provides information to the organization for completing the Activity Report form for the Nova Scotia Adult Learning Program (ALP) – Community Learning Grant Program for the Adult Education Division of the Department of Labour and Advanced Education.

Organization Information

Now that your organization is a registered LaMPSS user, this information will be pre-populated. If, during the course of the project, this information has changed, please ensure the changes are recorded in LaMPSS and you have notified the Adult Education Coordinator of the change.

Project Activities

This section provides opportunity for the organization to report on the activities identified when the application was made to request funding. The table below outlines the information reporting requirements for each eligible activity for the Nova Scotia Family Literacy Program. Provide this information for each activity in your Labour Market Agreement.

Skill Enhancement – Essential Skills – ALP Classroom

Update / Status this Period	Please provide an update on the activities approved for delivering the Adult Learning Program (ALP) – Community Learning Grant Program. Include information on:
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	<ul style="list-style-type: none"> the achievements/successes to date, including any challenges that have been experienced details on any changes that have been made to the approved project activities and reasons why the changes were made.
Number of unique participants	Provide the actual number of adult learners participating in the activity. This number includes any participants who have completed the project and does not include any participants who have withdrawn from the project.

<i>Skill Enhancement – Essential Skills – General Literacy – Tutoring</i>	
Update / Status this Period	<p>Please provide an update on the activities approved for delivering the Adult Learning Program (ALP) – Community Learning Grant Program.</p> <p>Include information on</p> <ul style="list-style-type: none"> achievements/successes to date, including any challenges that have been experienced details on any changes that have been made to the approved project activities and reasons why the changes were made.
Number of unique participants	Provide the actual number of adult learners participating in the activity. This number includes any participants who have completed the project and does not include any participants who have withdrawn from the project.

Supporting Documentation

This section can be used by the organization to submit supporting documentation (i.e., status report) that may be different from what was reported above or any additional information or documents that may provide a more complete picture of the progress of the project. For instance, if the organization used a particular document to evaluate the program, such as a survey or an evaluation form, the organization should include samples of the materials here as an attachment.

Reporting Notes

If your organization would like to make a comment or provide commentary on the successes achieved and/or challenges that have developed over the course of the activity, that information can be documented in this space. Additionally, any supporting documents related to this information can be attached as noted above.

Completing a Financial Report

This section provides information to the organization for completing the Financial Report form for the Nova Scotia Adult Learning Program (ALP) – Community Learning Grant Program for the Adult Education Division of the Department of Labour and Advanced Education.

Organization Information

Now that your organization is a registered LaMPSS user, this information will be pre-populated. If, during the course of the project, this information has changed, please ensure the changes are recorded in LaMPSS and you have notified the Adult Education Coordinator of the change.

Project Costs

In this section, organizations are asked to report actual costs to date for each eligible budget category where project funds were approved. The original approved funding allocation is listed. As well, depending on whether or not the organization is providing an interim or final report, the “to-date” costs are also visible.

It should be noted that organizations are able to record actual costs that may exceed the original requested amounts. If this occurs, organizations are **required** to provide details in the “Notes” section as to why the costs have exceeded the approved funding allocation for that category. Organizations should expect that the Adult Education Division’s coordinator or grant administrator will be in contact to discuss the circumstances.

Supporting Documentation

This section can be used by the organization to submit documentation to report any details that may be different from what was reported above or any additional information or documents that may provide a more complete financial picture of the progress of the project. For instance, if the organization has a budget worksheet that describes the budget in more detail, it should be included here as an attachment.

Also, any documentation that supports why costs exceeded the originally approved budget could also be included here. For instance, if the organization moved the project to a location that exceeded the original budget allocation for rent, any documents that reflect that difference and/or support the move could be scanned and attached in this location.

Reporting Notes

If projects costs reported above exceeded the originally approved budget, the organization is expected to provide details explaining those differences in this section. The organization is also free to use this space to report any successes or challenges related to the financial activities of the project.

Submitting Your Reports

Once your organization has finalized the report including the attachment of all the required templates, the report may be submitted to the Department using the LaMPSS self-serve system.

In this section of the report enter the following information that would have been received when your organization was registered as in LaMPSS.

Enter your organizations ID, username and password and click the “submit” button. This will connect you with the LaMPSS system to submit the application.

4 Adult Learning Program (ALP) – Community Learning Grant Program Terms & Conditions

Conditions of Funding

Grant Administration

- LMA funding is restricted to purposes specified in the application and approved by the Department of Labour and Advanced Education. Any proposed changes in the program activities or modifications to a program (e.g., location, curriculum, transfer of hours from one program to another) must first be submitted in writing to the Department of Labour and Advanced Education through the Adult Education Coordinator for prior approval. Note: all approved changes should be documented in the Interim and Final Reports.
- Programming delivered as a result of this grant must be provided tuition-free to adult learners.
- Instructional and educational resource funds cannot be used or transferred to cover administration/coordination costs.
- Unallocated funds must be reported in the Interim and Final Reports, and under-expended monies are to be returned to the Department of Labour and Advanced Education.
- Organizations will be expected to provide monthly updates, an Interim and a Final Reports.
- Organizations are expected to ensure that all participants are registered in the LMA Client registration database.

Other Requirements

- If the number of learners in a program or the tutor-learner matches fall below five learners over a four-week period, the organization must notify the Adult Education Coordinator for your region.
- The organization is responsible for its own debts.
- Organizations are responsible for the administration of project salaries.
- The organization will supervise the adult literacy and upgrading programs provided under its jurisdiction and will ensure that this work is carried out in compliance with the application guidelines, reflects the standards outlined in the document Enhancing Program Quality: Standards for Community-Based Adult Literacy Programs (available on request), and uses the Nova Scotia Adult Learning Program curricula.
- The organization agrees to be monitored by Department of Labour and Workforce Development staff as necessary.
- Organizations are required to have liability insurance coverage.
- The organization shall comply with all federal and provincial laws concerning salaries and tax deductions and other statutory deductions in the event any part of the funding is used to pay salary. The organization shall comply with all Human Rights legislation.

- When there are concerns about programs, the following measures may be implemented:
 - A verbal consultation among the Adult Education Coordinator, the organization, and representatives of the program(s) in question is to be scheduled.
 - A letter to the network/organization will be prepared by the Adult Education Coordinator detailing conditions.
 - Collaborative review of the program(s) which may include a site visit by the Adult Education Coordinator.
 - If program concerns are not addressed or remain, funding may be withheld or discontinued.
- Applicants who fail to comply with these guidelines or with conditions outlined in the letter of agreement may have their funding withheld or revoked, and may also be required to return previously allocated funds to the Department of Labour and Workforce Development. Failure to comply will also affect subsequent funding applications.
- Organizations are responsible to maintain and retain all project financial receipts and records, for audit purposes.

Eligible and Targeted Clients

The LMA will target service at unemployed and employed, low skilled Nova Scotians who are not **EI eligible*** including;

- social assistance recipients
- immigrants
- people with disabilities
- older workers
- youth
- Aboriginal people
- African Nova Scotians
- new entrants and re-entrants
- unemployed individuals previously self employed
- Acadian and francophone Nova Scotians
- Women

Targeted Client Definitions (See Appendix E for further information)

Immigrant: A person and their dependents that has been issued an official Visa and have come to Canada to establish permanent residence. Categories of immigrants include:

- Permanent residents of Canada
- Canadian citizens born outside of Canada
- Protected persons as defined in Section 95 of the *Immigration and Refugee Protection Act*

Income Assistance recipient: A recipient is considered an individual, the spouse of the individual or the dependent of the individual who is:

- In direct pay with Income Assistance; or
- Receiving Extended Pharmacare benefits and meets the definition of low skilled employed under the LMA
- Receiving Transitional Pharmacare benefits and meets the definition of low skilled employed under the LMA

Note: Approval Procedures for DCS (Income Assistance clients)

- 1) For all current IA clients that are participating in programs, they will remain in receipt of assistance and obtain all required special needs through their ESS/IA Caseworker. Also please remember that all DCS clients that are participating in LMA sponsored projects need to be assessed by ESS and recommended for participation in the appropriate program.
- 2) If you have non IA people participating in programs, you will be able to provide support for childcare and transportation (as required) up to the maximum allowable IA rates, so up to \$400.00 for childcare and up to \$150.00 for transportation. Also, please be advised that you are able to include money in your overall project costs to cover off special needs that may be required in order to participate in the project (i.e. work boots, uniforms, etc.). The amount required should be entered as a separate line item as part of your overall project costs.

Older Workers: Individuals age 55 and above who lack skills needed for successful integration into employment and who are non EI eligible.

Youth: Youth are defined as individuals between the ages of 15 – 30 inclusive, and who are not eligible for service or support through the Nova Scotia public school system. Youth are eligible for service under the public system if below the age of 21 and if above 19 years of age, must not have been out of school for more than 1 year.

Aboriginal: Aboriginal peoples include Indian, Inuit, and Métis peoples of Canada as defined by the Constitution Act (1982).

African Nova Scotian: African Nova Scotians include all individuals from first migrants to Nova Scotia (Matthew Da Costa circa 1604) to recent newcomers from the African Diaspora.

Francophone/ Acadian: Acadian and Francophone Nova Scotians are individuals who identify French as their first language; or attended Acadian or French school in Nova Scotia; or require services in the French language.

New Entrants & Re-entrants:

Re-entrant – An individual, who has had previous labour market attachment, has been out of the labour market and who is actively searching for employment and/or looking to gain the skills necessary to re-enter the labour market.

New entrant– An individual who does not have previous labour market attachment and is actively searching for employment and/or looking to gain the skills necessary to enter the labour market for the first time and is not eligible for services through the public school system.

Previously Self Employed: An individual who was previously the owner of an incorporated or unincorporated business, farm or professional practice, with or without paid help.

People with Disabilities: Individuals who indicate that a physical, mental condition or health problem reduces the kind or amount of activities they could do.

Under the Canada-Nova Scotia Labour Market Agreement, “EI client” means an unemployed individual:

In this Agreement, “EI client” means an unemployed individual

- (a) who is eligible for assistance under labour market programs provided by the Canada Employment Insurance Commission under Part II of the *Employment Insurance Act*, or
- (b) who is eligible for assistance under any similar labour market programs provided by Nova Scotia which are funded by the Canada Employment Insurance Commission under a Labour Market Development Agreement entered into between Canada and Nova Scotia pursuant to Part II (section 63) of the *Employment Insurance Act*.

EI eligible **also** includes individuals who have had:

an unemployment benefit period has been established or has ended within the 36 months (3 years) prior to the date of requesting assistance;

and/or

a benefit period that included a maternity or parental claim has been established within the 60 months (5 years) prior to the date of requesting assistance, after which you remained out of the labour market in order to care for a newborn or newly adopted child and are now seeking to re-enter the labour force.

*For more information on EI, please visit the following website:
<http://www1.servicecanada.gc.ca/eng/ei/types/regular.shtml>*

If you have a client that is unsure if they are or are not EI eligible, they can visit a local Service Canada or call the following Service Canada Employment Insurance Telephone Information Service at 1-800-206-7218.

Program Intervention Types

The following provides an overview of eligible programming.

Employment Services:

Services to assist clients prepare to enter or re-enter the labour market, increase their employment prospects and/or ability to sustain employment. Services range from those targeted at job ready clients to individualized programs for clients with multiple barriers to employment. Activities will also target employers and create awareness to employers and clients on opportunities available. This could include but are not limited to:

- résumé writing, interview techniques, informational interviews, networking, and other related job finding activities
- client assessments and individualized work or learning action plans of clients with multiple barriers to employment
- business development counselling for clients to successfully start businesses

Services can be used in conjunction with other interventions such as skills development and work experience programs.

Skills development and upgrading interventions:

Formal training or education interventions aimed at assisting clients to obtain and/or enhance employment skills. Support may also include income support payments. Interventions may include but are not limited to:

- customized skill development partnerships with employers
- bridging experiences between training and sector specific employment
- language training
- adult learning programs
- literacy and essential skills training

Funding for language training will be provided to projects that are occupation-specific or focus on employability skills or help a client to enter the workforce.

Work experience interventions:

Interventions that create opportunities for clients to gain attachment to the labour market, and allow clients to gain work experience and on-the-job training. Services may include but are not limited to:

- community based work experiences
- job development services

Adult Learner Registration System & Information Survey

Adult Learner Registration System

The organization must ensure that all adult learners receiving service are registered in the Learner Registration System at the start of each of the organization's programs. User access information, passwords and user names can be obtained from Micheline McWhirter at mcwhirma@gov.ns.ca or phone 902- 424-5160 / 1-877-466-7725. The system can be accessed at: <http://eapps.ednet.ns.ca/NSSALSIS>.

Adult Learner Information Survey

- The organization must ensure that all adult learners fill out the on-line survey. The survey is collected annually and directions for accessing will be communicated in August via email each year.
- If you are unable to access the on-line version of the form, contact your regional office for assistance. Submit all completed Adult Learner Information Survey forms, labelled and grouped by program, to your Adult Education Coordinator at the end of each month. Please ensure all students have their ID#'s on hand when completing the form.
 - Returning students (those registered in a program during the previous year) should complete a new form for the current year.
 - Student should only complete one form per year.
 - If a student enrolls in a program, after the final report has been submitted, the paper form should be completed and submitted to the Department before August 31st. The on-line version will be available.
 - If there are no additional enrolments in a program after submission of the Interim Report, please submit a note with your final report indicating that there is "no change since the Interim Report."
 - All forms must be completed in full prior to submitting them to the Department.

Important:

Personal information collected in this form will be kept confidential and only used in aggregate form in keeping with the privacy legislation. Responses will be used to improve programs and services for adult learners. All questions are required. Only complete this paper version, if unable to complete on-line. All completed forms should be submitted the end of each month to your Labour and Workforce Development field office – Adult Education Division (Attn: Adult Education Coordinator). Please contact your Adult Education Coordinator if you have any questions.

Project Proposals Submitted For Funding under the Labour Market Agreement (LMA):

The Organization will require and assist all program participants receiving services and/or training under the Project to complete the client surveys. Project participants will be expected to complete a registration survey at the beginning of the Project and; they will also be expected to participate in a survey at the end of the Project, as well as three and twelve months following the completion of the Project. The Project will be assigned a unique identifier to be used by the client when registering.

And,

The Organization is required to ensure that all participants receiving service are registered in the Adult

Education Registration system at the beginning of the project. User access information, passwords, and user names can be obtained from the Adult Education Division by calling toll-free at 1-877-goNSSAL (466-7725) or email at goNSSAL@gov.ns.ca.

Placement Process Policies and procedures

- Characteristics of Effective Placement of an Adult Learner
- The Adult Education Division recognizes that sensitivity and skills are required by NSSAL practitioners when placing adults into the appropriate NSSAL program and level. There are many non-academic factors including: geography and transportation, availability of additional support services such as child-care, financial support through a service agency, time-frame, health, family and personal supports, goals and dreams that are also a part of the referral process.
- An effective placement process:
- Provides a welcoming environment
- Many adults who are returning to school are often nervous and may feel anxious as they have been out of school for awhile and might have had negative educational experiences in the past. Practitioners can set an inviting and welcoming atmosphere to put adults at ease and set the tone for a positive learning experience by focusing on the development of a relationship with the adult learner.
- NSSAL programs should scrutinize their processes, procedures, and practices to eliminate undue barriers. For example, ensure that the placement process is respectful of adults' culture, ethnicity, socio-economic background, gender, and sexual orientation. Overall, the adult learner should feel this is a process, a first step and not a test.
- Centres around a confidential interview
- The complexity of adults' lives and background experiences must be taken into account to determine the most appropriate program or learning level. There are many factors and options to take into account. The placement process is only the first step in what will become an ongoing conversation about skills, hopes, goals, and plans.
- Includes activities that demonstrate a variety of essential skills
- Appropriate placement helps to match adults' current skills with programs and instructional levels best able to move them towards realistic hopes and goals.
- To do this, the placement process needs to allow adults to demonstrate these skills through short reading, writing, thinking, and mathematical problem-solving activities.
- Identifies starting levels for instruction in ALP or PSP curriculum
- The placement process needs to align with curriculum outcomes and skills by identifying starting levels for instruction (ALP or PSP). Once placed and attending a program, ongoing academic assessments will be essential to inform targeted instruction.

- NSSAL practitioners who administer placement process recognize the complex needs of adults entering NSSAL programs. As a provincially co-ordinated system of adult education, practitioners are asked to build community and consistency through shared professional development.
- If more information on placement process for the adult learner is required please contact our division's curriculum advisor at 902-424-1881.

5 Contact Information

At any point in the application process, organizations are encouraged to contact one of the division's Adult Education Coordinators to discuss the proposal.

The Adult Education Division also has a toll-free number (1-877-goNSSAL or 1-877-466-7725) that is answered during regular government hours (8:30 am to 4:30 pm) along with the option to leave a voice message. Organizations may also wish to visit the division's website, www.goNSSAL.ca, for information related to the specific grant program as well as other adult education topics.

Below is a list of the adult education coordinators by region.

Adult Education Coordinators

Northern Region

Donna MacGillivray
Adult Education Division
Dept. of Labour & Advanced
Education
60 Lorne Street, Suite 3
Truro, NS B2N 3K3
Phone: 893-7200
Fax: 893-6104
macgildm@gov.ns.ca

Metro Region

Angela Penney
Adult Education Division
Dept. of Labour & Advanced
Education
4th Floor, 2021 Brunswick St.
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-5162
Fax: 424-1171
penneyad@gov.ns.ca

Cape Breton Region

Ann MacDonald
Adult Education Division
Dept. of Labour & Advanced
Education
360 Prince Street
Suite 39, 3rd Floor
Sydney, NS B1P 5L1
Phone: 563-2270
Fax: 563-3719
macdonae@gov.ns.ca

Southwestern Region

David Welsh
Adult Education Division
Dept. of Labour & Advanced
Education
80 Logan Road
Bridgewater, NS B4V 3J8
Phone: 543-2376
Fax: 543-0648
welshd@gov.ns.ca

Strait Region

Barb Moreton
Adult Education Division
Dept. of Labour & Advanced
Education
c/o Strait Area Campus, NSCC
226 Reeves Street
Port Hawkesbury, NS B0E 2V0
Phone: 625-4031
Fax: 625-4264
moretoba@gov.ns.ca

Mi'kmaw Community

Barb Moreton
Adult Education Division
Dept. of Labour & Advanced
Education
c/o Strait Area Campus, NSCC
226 Reeves Street
Port Hawkesbury, NS B0E 2V0
Phone: 625-4031
Fax: 625-4264
moretoba@gov.ns.ca

Valley Region

Rod Franklin
Adult Education Division
Dept. of Labour & Advanced
Education
c/o Kingstec Campus, NSCC
236 Belcher Street
Kentville, NS B4N 0A6
Phone: 679-6204
Fax: 679-6235
franklr@gov.ns.ca

Acadian Community

Maggie Hope-Simpson
Adult Education Division
Dept. of Labour & Advanced
Education
4th Floor, 2021 Brunswick St.
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 722-1146
Fax: 424-1171
hopesime@gov.ns.ca

6 Adult Learning Program (ALP) – Community Learning Grant Program Definitions

Term	Definition
<i>Formation générale des adultes</i>	<p><i>The French language upgrading program is called “Formation générale des adultes”.</i></p> <p><i>The term “organization” for the purpose of this document refers to a network, learning centre or other community learning organization recognized by the Department of Labour and Advanced Education.</i></p>