

Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities

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Ministers' Message

On behalf of the Province of Nova Scotia we are pleased to present the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Annual Report –2006-07. Persons with disabilities are unique individuals with diverse and sometimes complex needs. Families, governments, stakeholder groups and service providers in Nova Scotia strive to help persons with disabilities meet their full potential everyday. Government sponsored programs are intended to promote opportunities for inclusion for persons with disabilities. An important component of inclusion is the possibility for persons with disabilities to participate in the labour market to their full potential.

In December 2003, the provincial and territorial governments and the Government of Canada endorsed the Multilateral Framework for Labour Market Agreements for Persons with Disabilities. In April 2004 the Governments of Canada and Nova Scotia signed the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities. The bilateral agreement provides an opportunity for governments to work together to improve the labour market opportunities for people with disabilities in Nova Scotia.

The Departments of Community Services, Education, Health, and Health Promotion and Protection in Nova Scotia work together to offer programs that enhance the employability of persons with disabilities, such as career counseling, campus-based supports, addiction treatment and mental health services.

This government is committed to working together with the disability community and other government partners to continue to offer services that meet the current and future diverse needs of Nova Scotians with disabilities.

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Minister of Community Services*

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Introduction

The province of Nova Scotia has partnered with the Government of Canada for more than 45 years delivering cost-shared programs to assist persons with disabilities making the transition to the labour force. This partnership began with the Vocational Rehabilitation of Disabled Persons Agreement in 1961 and evolved into the Employability Assistance for Persons with Disabilities Agreement that was replaced in 2004 with the current Multilateral Framework for Labour Market Agreements for Persons with Disabilities Agreement. The Multilateral Agreement provides the basis for bilateral agreements between individual provinces and the Government of Canada.

Nova Scotia is proud of the achievements made through this partnered, cost-shared agreement. It has provided the means to help thousands of Nova Scotians with disabilities into the labour force where they enjoy the same rights, privileges and opportunities as any employed Canadian.

If there are questions as to whether these same Nova Scotians with disabilities would have succeeded to the same extent if there were no partnered, cost-shared agreement, the answer is a resounding no. The program and supports provided under these agreements made and continue to make a profound difference in the lives of Nova Scotians with disabilities.

Nova Scotia, through its Annual Report, seeks to inform Nova Scotians in general, and Nova Scotians with disabilities in particular, that these programs are effective. Nova Scotia is hopeful this partnership with the Government of Canada will extend beyond the end of the current extension of the agreement in light of the thousands of Nova Scotians with disabilities who have moved from the marginal sphere of spectator into the rights, benefits and privileges of participation in the labour force.

The Canada-Nova Scotia Labour Market Development Agreement for Persons with Disabilities provides joint funding for programs and supports for persons with disabilities in Nova Scotia. Nova Scotia made a commitment to release an annual public report about the programs and services funded under the agreement. This is the third edition of the annual report and follows last year's *Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Report 2005-06*. It describes the variety of programs and services funded under this agreement, by reporting on program objectives, descriptions, target populations and cost-shared expenditures for the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities for the 2006-07 fiscal period. Program and societal data concerning educational attainment, labour force activity and employment income are also provided.

Background

In November 2002, Federal/Provincial/Territorial Ministers Responsible for Social Services approved a Multilateral Framework on Employability Assistance for People with Disabilities to guide the negotiation of a successor agreement to the Employability Assistance for People with Disabilities (EAPD) agreement.

The *Multilateral Framework for Labour Market Agreements for Persons with Disabilities (LMAPD)* was approved on December 5, 2003 and became effective on April 1, 2004. Subsequently Canada and Nova Scotia signed a bilateral agreement regarding the transfer of federal money to Nova Scotia to support programs and services identified as eligible for cost-shared funding under the multilateral and bilateral agreements.

The goal of the LMAPD agreement is to improve the employment situation for people with disabilities in Nova Scotia. The Agreement attempts to meet this goal by:

1. enhancing the employability of persons with disabilities
2. increasing the employment opportunities available to them
3. building on the existing knowledge base

The 2004-05 federal budget included an additional \$30 million for the LMAPD initiative.

Consequently, Nova Scotia received an additional \$845,128 in funding (based on a per capita funding formula), bringing the total amount of federal recoveries to approximately \$8.3 million per year. The additional monies support programs and services currently offered within Nova Scotia. The Province's annual investment in the program exceeds the cost-matching requirements for these federal funds with spending targeted toward employability and disability supports for Nova Scotians.

The Province of Nova Scotia offers a wide range of programs and services to support people with disabilities. These programs and services are delivered by the Department of Community Services, Department of Education, Department of Health, and Department of Health Promotion and Protection. This report describes the programs and services offered during the 2006-07 fiscal period, and provides statistical data and expenditures for the same period.

On December 3, 2004, the International Day of the Disabled Person, the Ministers of Education and Community Services, also representing the Minister of Health, met with the Nova Scotia Disabled Persons Commission. The *Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Baseline Report 2004 - 05* was publicly released at this time. Subsequent annual reports were released each year on or about December 3, the International Day of the Disabled Person. This report builds on the previous annual reports. It fulfills Nova Scotia's commitment to report annually on activities under the LMAPD agreement.

Programs and Services

Department of Community Services

Operating under the Canada/Nova Scotia Labour Market Agreement for Persons with Disabilities, the primary objective of the LMAPD program offered by the Department of Community Services is to enhance the employability of people with disabilities. This is achieved through the provision of employment related services and supports that lead to full or part time employment in the competitive labour market.

To be eligible for LMAPD services provided by the Department of Community Services, individuals must meet the following criteria:

- be disabled to the extent that they are unable, at the time of requesting services, to seek any meaningful job because of a physical or mental disability, and there is a realistic possibility of benefitting from LMAPD services; or
- the disability makes it difficult to complete the work requirements of the job; or
- the disability makes it difficult to undertake training which would lead to employment; and
- be at least 16 years of age; and
- not participating in the public school system at the time of requesting services; and
- be a Canadian citizen or a landed immigrant who is a resident of Nova Scotia; and
- must not be applying for the reimbursement of a good or service acquired prior to being approved both under the LMAPD program and/or (in the case of a vocational crisis request) approved for that good or service;

Applicants are considered ineligible for the Labour Market Agreement for Persons with Disabilities Program if they:

- have a claim under the Workers' Compensation Act, Canadian Veteran's Rehabilitation Act, or through private insurance companies; or
- are eligible for services through Service Canada or CPP; or
- are currently receiving active medical/psychiatric treatment which would interfere with the rehabilitation process; or
- are currently under the jurisdiction of the provincial education (public school) system.

Employment Counsellors work with individuals to ensure they have access to the following services which are available through the Labour Market Agreement for Persons with Disabilities Program:

Information and direct referral - access to information and referral to support agencies;

Assessment - access to vocational assessments, psychological assessment, career assessments, academic assessments, etc;

Employment and Career Counselling - access to employment support services and career counselling;

Skills and educational supports - access to upgrading and short term training programs;

Provision of required technical aides - funding is provided for the purchase of technical aides;

Job Coaching - funding to provide on the job support and training for a defined time period;

Wage Subsidy - funding provided to employers to facilitate a direct job placement for an individual;

Self-employment - assistance related to self employment in the form of support for goods & services directly related to supporting the person's disability, ie. the adaptation of disability specific tools and equipment required to operate an approved business.

Disabled individuals who are currently employed are not eligible for services with the exception of the following:

- individuals may receive eligible goods or services for a period of twelve months from their initial date of employment (full or part time) if they were previously approved under the LMAPD; or
- people in danger of losing their job for reasons related to a new or existing disability may be provided with eligible goods or services under the "**Vocational Crisis**" option. Individuals are considered to be in a "**Vocational crisis**" if:
 - (1) the circumstances with regard to the existing disability have changed and now prevent the individual from performing a job they once performed; or
 - (2) the nature of the work has changed and the individual needs support to adapt to the changed needs of the job.

Technical or Medical Aide Supports

The program also provides disability-related supports to assist individuals as part of their employment plan or individuals defined to be in a vocational crisis. An eligible support includes a medical or technical aide or good or service that would enable an individual to enhance employability and/or continue in their employment. Medical and/or technical aides or goods or services are not provided to the individual for personal use only, but are provided to support the training and/or employment needs of individuals. The following are considered eligible supports:

Prosthesis - defined as an artificial substitute for a missing body part used for functional reasons as a requirement of the job;

Orthotic appliance - an apparatus used to support, align, prevent or correct deformities, or to improve the function of moveable parts of the body. Such appliances may include braces, splints, shoe modifications, and special seating molds for wheelchairs.

Canes, Crutches, Walkers - a mobility aide;

Wheelchairs and Similar Equipment - such mobility aide appliances include manual and electric wheelchairs, power carts and scooters. Requests for purchases of power or ultra light wheelchairs or scooters are considered on the basis of medical necessity;

Appliances: - hearing aides or personal FM systems; individuals experiencing hearing loss must provide a report recommending a hearing aide from an audiologist;

- an artificial larynx and bliss symbols system;
- computers and software to support the disability, tape recorders, talking books, reading services, visual tek, Optacon, braille, high intensity lamps, braille calculator;
- special lenses may also be provided for vision impaired individuals;

Modifications to Vehicles - the purchase of a vehicle is not eligible, however, modifications can be provided when an individual cannot use public transportation and needs a car or van to get to their training program or place of employment. Vans may be converted to accommodate wheelchair use by the provision of a wheelchair lift. Driving controls may also be adapted;

Dental Services - an extremely poor dental condition may constitute a primary barrier to employment. Dental services may be provided along with required training in this instance. Dental services are a supplemental service provided to individuals receiving regular rehabilitation services. Dental services must be related to the vocational goal and are provided to avoid the adverse effects of dental problems later in life. There is no intent to provide a complete dental health care package; The following dental services may be provided:

- examination;
- fillings;
- extraction;
- x-rays;
- full dentures and repair, relining and readjustment;
- oral hygiene instruction.

Clothing - special clothing required to accommodate a person's disability is considered an eligible expense when it is necessary to support an individual's participation in an employment plan, employment or training program;

Tools and Equipment - the purchase of special equipment or modifications to tools and equipment to support an individual's disability;

Interpretative and Other Support Services - funding is available to purchase a limited number of hours of interpreting services from an approved source in the community to assist an individual having a disability with training or employment opportunities;

Wage Subsidy - a wage subsidy can be provided for an individual that is ready to work.

A wage subsidy is: cost-shared with the employer; a maximum of \$5.00 per hour subsidy; a maximum of 6 months in duration; and does not exceed \$6,000 per placement.

Employers are required to pay the mandatory employment related costs. In exceptional circumstances, a one hundred percent subsidy is available and the placement will not exceed \$6,000 per placement;

Job Coaching - a limited amount of funding is available to support individuals who would benefit from the services of a job coach.

Project Support:

In addition to supporting individuals with disabilities directly, there have been a number of projects which have received support through the Labour Market Agreement for Persons with Disabilities. A few examples include funding provided to the following projects:

Touch on Wood - this project provides support to individuals with a mental illness.

The program provides supports that assist individuals to obtain skills and move toward employment.

Affirmative Industries of Nova Scotia - funding provided through this project provides job coaching services to individuals to support them in remaining employed. The job coaching interventions are generally short term interventions.

Canning Area Parents for Real Employment - funding provided through this project support disabled individuals to operate businesses in the Canning area

Society of Deaf and Hard of Hearing - funding is provided to this organization to support individuals with hearing disabilities.

The recent evaluation of the Employment Support Services Program found that 29% of the individuals on the caseload served were identified as having a disability. The annual ESS caseload is comprised of 10,000 unique individuals.

The direct services provided by the Employment Counsellors to these individuals included:

- Assessment Services
 - Career Counselling
 - Referrals to appropriate service providers
 - Referrals for training programs
 - Support for individuals requiring a job coach
 - Support for employment participation
- In addition to those direct services provided, approximately 200 interventions were provided to support individuals to receive the tools and other supports they required to participate in their employment plans or to remain employed.

Department of Education

This *Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Annual Report – 2006-07* represents the third time the Department of Education, Post-Secondary Disability Services (PSDS) Division, has reported on its program offerings. PSDS's programs focus on three themes: *accessability, equity, and inclusion for students with disabilities.*

Program indicators, detailed in the next section, speak to these three themes and to the growth and success of the program and its participants. In four years the number of students with disabilities accessing goods and services has grown from 1600 to 2469, an increase of 54%. In three years there has been a 45% increase in the number of graduates. Over the past two years the employment rate of students with disabilities has been measured and found to be 87%. As well, the overall average earnings of program graduates has exceeded \$27,000 for the past two years.

Post-Secondary Disability Services (PSDS) provides a range of programs, goods and services to support students with disabilities in post-secondary education. Within the Department, PSDS is responsible for the development, management and delivery of grants, goods and services. With the themes of accessability, equity and inclusion first in mind, PSDS attempts to actively demonstrate leadership in:

- setting policies and priorities based on consultation, research and proven results;
- allocating funding that support these policies and priorities;•demonstrating the benefits of system-wide co-ordination and collaboration in everything from decision-making to delivery of services; and
- being transparent in processes and accountable for results - evidence based management.

Post-Secondary Disability Services' mission is to ***assist students with permanent disabilities in achieving individual success in their post-secondary studies by reducing or removing educational-related barriers through the provision of grants, goods, and services.*** Ultimately, achieving individual success translates to enhanced employability.

Not all students with disabilities attending post-secondary institutions receive support. Being disabled does not necessarily mean needing help, but for those who do require support, the Post-Secondary Disability Services Division ensures that all reasonable disability-training related supports are available and provided in a timely and professional fashion. The Division's service delivery goal is one of continuous improvement ensuring that students with disabilities have an opportunity to succeed.

Each year since 2004 the number of students with disabilities attending and self-disclosing their disability to their post-secondary institute has risen. In 2006/2007 the number grew to 2469.

School year	Number of self-identifying students	% Increase
2003/2004	1600	Baseline year
2004/2005	1949	21.8%
2005/2006	2273	16.6%
2006/2007	2469	8.6%

There has been a 54.3% increase in the number of students self disclosing disability in post-secondary from 2003/2004 to 2006/2007. The increase may reflect a number of factors including: a natural growth in the number of Nova Scotians with disabilities committing to post-secondary education; students with disabilities feeling more comfortable in disclosing disability; and PSDS and post-secondary marketing initiatives to encourage Nova Scotians with disabilities to attend post-secondary may be more effective.

In examining the number of students with disabilities and where they go to school (university, community college or private career college), there is incremental growth but no apparent pattern of preference to a particular university versus college education.

Post-secondary institute	2004/2005	2005/2006	2006/2007
Cape Breton University	126	136	154
Saint Francis Xavier University	155	161	175
Nova Scotia Agricultural College	17	27	35
Acadia University	86	102	136
Université Sainte-Anne	8	12	13
Nova Scotia College of Art and Design	49	87	106
Mount Saint Vincent University	121	112	119
Saint Mary's University	232	255	259
Dalhousie University	428	470	470
Students attending school in other provinces		105	126
Private Career Colleges	43	73	83
Nova Scotia Community College	684	723	793

A school by school breakdown of students with disabilities as a percentage of the total number of full and part-time students attending the institute shows some variance among the institutions.

Table 3: Students with Disabilities (SwD) 2006/2007 participation numbers by post-secondary institute			
Post-secondary institute	# SwD attending	Total all students	% SwD
Cape Breton University	133	3337	4.6%
St. Francis Xavier University	175	4894	3.6%
Nova Scotia Agricultural College	35	793	4.4%
Acadia University	136	3828	3.6%
Université Sainte-Anne	13	508	2.6%
Nova Scotia College of Art and Design	106	1030	10.3%
Mount Saint Vincent University	119	4373	2.7%
Saint Mary's University	259	7707	3.4%
Dalhousie University	470	16560	2.8%
<i>All Universities</i>	<i>1467</i>	<i>43030</i>	<i>3.4%</i>
Nova Scotia Community College	793	9347	8.5%
Private Career Colleges	83	3483	2.4%

In comparing the percentage of students with disabilities enrolled in Nova Scotia against statements that 7% of students attending post-secondary are students with disabilities causes one to question the numbers. Statistics Canada suggests that a large proportion of the 7% are non- self-disclosing students with disabilities. Not self-disclosing because they are unaware that services exist to support them in their academic efforts or reluctant to disclose because of concerns of negative treatment once the knowledge of their disability is known are reasons provided. Stats Canada describes these individuals as the invisible students with disabilities on campuses. This 2.8% variance of invisible students represents 1564 students who potentially chose not to self-identify.

Table 4: Students with Disabilities (SwD) three year participation numbers by post-secondary institute			
Post-secondary institute	2004/2005	2005/2006	2006/2007
Cape Breton University	126	136	154
Saint Francis Xavier University	155	161	175
Nova Scotia Agricultural College	17	27	35
Acadia University	86	102	136
Université Sainte-Anne	8	12	13
Nova Scotia College of Art and Design	49	87	106
Mount Saint Vincent University	121	112	119
Saint Mary's University	232	255	259
Dalhousie University	428	470	470
Students attending school in other provinces		105	126
Private Career Colleges	43	73	83
Total All	1949	2263	2469

Between the 2004/2005 school year and the 2006/2007 school year there was a 45.5% increase in the number of students with disabilities graduating from post-secondary training. This is expected to increase over the next several years to reflect the growing number of students with disabilities attending and disclosing their disability.

Table 5: Students with Disabilities (SwD) applying for a Student Loan (SL) by institution in 2006/2007			
Post-secondary institute	# SwD applying for a Student Loan	# SwD self-disclosing disability to training institute	% applying for a Student Loan
Cape Breton University	92	154	59.7%
St. Francis Xavier University	51	175	29.1%
Nova Scotia Agricultural College	14	35	40.0%
Acadia University	33	136	24.3%
Université Sainte-Anne	9	13	69.2%
Nova Scotia College of Art and Design	14	106	13.2%
Mount Saint Vincent University	56	119	47.1%
Saint Mary's University	69	259	26.6%
Dalhousie University	126	470	26.8%
University Total	464	1446	32.1%
Nova Scotia Community College	503	793	63.4%
Total All	967	2260	42.8%

Students with disabilities qualifying for provincial or federal student loans benefited from two disability specific financial grants to help pay the costs of their studies. These grants were contingent upon the student meeting program disability eligibility criteria and having financial need as determined through the student loan application process. Grants provided were to a maximum of \$4,000 yearly for university students and \$3,000 yearly for Community College or Private Career College students.

Table 6: Disability grants amounts for 2005/2006 and 2006/2007		
Grant	2005/2006	2006/2007
Provincial Access Grant for Students with Permanent Disabilities	\$975,637	\$930,996
Canada Access Grant for Students with Permanent Disabilities	\$1,531,072	\$1,716,200
Total both grants	\$2,506,709	\$2,647,196

Table 7: Average grants provided to qualifying Students with Permanent Disabilities for 2005/2006 and 2006/2007		
Grant	2005/2006	2006/2007
Average Provincial Access Grant for Students with Permanent Disabilities	\$1,448	\$1,457
Average Canada Access Grant for Students with Permanent Disabilities	\$1,958	\$1,964
Total both grants	\$3,406	\$3,421

Table 8: Number of Students with Permanent Disabilities receiving financial grants for 2005/2006 and 2006/2007		
Grant	2005/2006	2006/2007
Provincial Access Grant for Students with Permanent Disabilities	674	639
Canada Access Grant for Students with Permanent Disabilities	782	874

2007 follow-up survey of the class of 2005/2006:

In March of 2007 the Canadian Council on Learning and the Department of Education represented by the Post-Secondary Disability Services Division collaboratively engaged in a five year pilot study on student success, employment related outcomes and life's experiences of Department of Education post-secondary graduating and non-graduating students with disabilities. The study is based on mutual interest of the need for a thorough understanding of how the successful attainment of post-secondary education impacts the lives of Nova Scotians with disabilities.

Following the signing of the agreement to engage in the study, the Department of Education initiated discussions with three of its post-secondary partners for the purpose of determining a lead institution. In April 2007 the department entered into an agreement with the Nova Scotia Community College to lead the research initiative and established a Steering Committee consisting of members from each post-secondary institution, Canadian Council on Learning (CCL), Disabled Persons Commission, National Educational Association of Disabled Students and PSDS.

As noted in the initial agreement between CCL and the Department of Education the five year study was to focus on determining the following:

- retention and graduation rates of students with disabilities in post-secondary;
- the numbers of graduates with disabilities who have obtained employment post-graduation and the numbers of unemployed;
- the numbers of graduates with disabilities that have obtained employment in their chosen fields of study;
- the number of students with disabilities that have withdrawn from their course of studies and who may or may not have secured employment. If students with disabilities withdraw, the reasons why, and can these reasons be addressed by program adjustments;
- the positive and negative experiences of these two groups of students in post-secondary, what worked and what didn't;
- the positive and negative experiences of these two groups of students in their efforts to enter and maintain themselves in the labour force;
- an understanding through the students who have successfully transitioned to the labour force experiences of what works best for students with disabilities;
- when employed:
 - do they require disability-related support services on the job;
 - do they feel well-integrated in the workplace;
 - do they feel that they have opportunities for promotion and/or advancement;
 - do they feel that their post-secondary education adequately prepared them for the transition to the world of work; and-did the education that they received improve their lives and broaden their opportunities and options.

With a full report on the first year data expected in January 2008, the following are highlights of a preliminary data analysis:

- 86.8 % of the respondents were determined to be in the labour force;
13.2% were determined to not be in the labour force;
- 86.9% of those in the labour force reported being employed during the reference week or the week following the reference week; 13.1% indicated they were seeking employment;
- of the 13.2% of the respondents who were not considered in the labour force, close to half of them (46.7%) indicated they returned to school;
- 54.2% of the employed respondents indicated their job was directly related to their education; 15.5% indicated there was an indirect relationship and 30.3% indicated there was no relationship;
- the average annual earnings of those employed was \$27,626 (\$27,886 for college and \$26,777 for university leavers).

A full report of the first year of the longitudinal study will be available on the PSDS website by April 2008 <http://psds.ednet.ns.ca> .

Partnerships

Post-Secondary Disability Services respects and capitalizes on the expertise of advocacy organizations providing services to Nova Scotians with disabilities. Examples of this are service delivery agreements established with the Society of Deaf and Hard of Hearing Nova Scotians, the Independent Resource Living Centre and the Canadian Paraplegic Association - Nova Scotia Division.

Society of Deaf and Hard of Hearing Nova Scotians (SDHHNS)

Post-Secondary Disability Services has a Memorandum of Understanding (MOU) with the SDHHNS whereby the Society assumes responsibility for the provision of reliable and competent American Sign Language Interpreter services to Nova Scotians who are deaf or hard of hearing attending post-secondary training.

In 2006/2007 PSDS provided \$300,000 to the SDHHNS for interpreting services for 6 deaf students attending post-secondary training.

Independent Living Resource Centre (ILRC)

Post-Secondary Disability Services has a MOU with the Independent Resource Living Centre (ILRC). The agreement provides funding to the ILRC to implement a student self-managed attendant care program.

Students are trained by the ILRC in the recruitment, hiring, training and payroll functions of employing an attendant. Students involved with ILRC manage their attendant care needs as a business and acquire attendant care management capacities that will support their independence beyond their post-secondary experience.

In 2006/2007 PSDS provided \$164,000 to the ILRC for 12 post-secondary students requiring attendant care.

Canadian Paraplegic Association (CPA) - Nova Scotia Division

The 2006/2007 school year was the final year of the Department of Education's Memorandum of Understanding (MOU) with the Canadian Paraplegic Association- Nova Scotia Division. The MOU allowed CPA to employ campus based Disability Resource Facilitators to provide front line support and services to students with disabilities in post-secondary training. As of April 1, 2007 all Disability Resource Facilitators were transferred to their host post-secondary institutions.

The Department of Education and Post-Secondary Disability Services would like to express their appreciation for the time, commitment and hard work expended by CPA in the development of Disability Resource Facilitator services at post-secondary institutions within the province.

Without their support and assistance this system of support would not exist. The transfer of Disability Resource Facilitators to their host post-secondary institutions was an outcome of program growth. Partnering with CPA has been an extremely positive and rewarding experience for the Department.

Post-secondary partners

Post-Secondary Disability Services (PSDS) has Memorandums of Understanding with Universities across the province as well as the Nova Scotia Community College.

The Memorandums of Understanding detail PSDS's and the post-secondary institutional commitments to ensure that disability-related goods and services are readily available, provided professionally and in a manner that responds to the individual student's needs.

Each Memorandum has a requirement that the post-secondary institution develop, publish and implement a Three Year Accessibility Plan (TYAP). The TYAP details the efforts they will make to remove physical, systemic or academic barriers a student may experience while attending the institution. As well, it details how the post-secondary institution will enhance existing approaches to meet exceptional needs of its students.

Public post- secondary institutions continue to show their commitment to making their schools more accessible. Consistent with this commitment is the level of investment made in programs and facility modification/renewal. Of the 10 institutions, 5 reported an investment/outlay totaling more than \$2.8 million. Of the \$2.8 million, approximately \$1.2 million was associated to staffing and services, \$1.1 million was used for capital improvements related to accessibility and \$500 thousand of in kind associated to space and equipment.

Examples of 2006/2007 Three Year Accessibility Plan achievements include:

St. Francis Xavier University accessibility achievements 2006-2007:

- partnered with the Students' Union to provide Sign Language interpretation for all major events, i.e. President's Welcome, X-Ring Ceremony and Convocations;
- installation of automatic door openers throughout campus, as well as new sidewalks and curb cuts surrounding student parking lot and the purchase of Alertmaster fire alarm systems to be used by hearing impaired students in residence;
- purchased two laptops with Keys to Access for student use and loan.

Dalhousie accessibility achievements 2006-2007:

- established a \$1.5M endowment fund for scholarships for students with disabilities;
- partnered with On-Line Content Development & Communications Officer to improve web-based services including exam and accommodation forms, virtual tour of services and staff, accessibility features;
- provided more one-to-one time with Advisor for first year students with disabilities to ease transition to university life.

Acadia University accessibility achievements 2006-2007:

- provided dedicated space for mid-term exams for students with disabilities requiring exam accommodation and leased 14 dedicated laptop computers for mid-term exam accommodations;
- developed and administered a questionnaire to all students with disabilities at Acadia (initial stage of longitudinal research on making transition to University), a paper is being developed detailing the outcomes of the questionnaire;
- made the arrangements for and conducted interviews with each new self identified student with a Learning Disability ensuring that they are aware of programs available.

Saint Mary's University accessibility achievements 2006-2007:

- the Atlantic Centre and Saint Mary's University's Employment Centre organized a panel discussion for students on issues related to employment and disability;
- a new bursary is endowed by Great West Life, awarding \$2,500 per year to an eligible student with a disability ;
- working through Canada's Social Development Partnerships Program, Liberated Learning reached out to National Disability Organizations for their input in the development of Speech recognition to improve information accessibility for Canadians with disabilities. The Learning Disabilities Association of Canada, Canadian Hard of Hearing Association, and Canadian Hearing Society agreed to collaborate with Liberated Learning.

Mount Saint Vincent accessibility achievements 2006-007:

- purchased two laptops and two assistive technology software packages which were installed on the laptops;
- installed automatic doors in Assissi Residence and renovated some labs with wheelchair accessible lab benches;
- revised and updated Disability Services website to include how to register with Disability Services, accommodations and supports provided, the procedure to access accommodations, and information for faculty.

Nova Scotia College of Art and Design accessibility achievements 2006-2007:

- a locker policy was implemented which states that locker preference will be given to students with physical disabilities/impairments;
- the space in the Granville campus is being renovated in the aftermath of the move to the new campus, and it has allowed us to gain access to a new tutoring/testing facility (with glassed-in, quiet work spaces) in the new Writing Centre location (which moved over from the Lismer bldg);
- upgraded every assistive technology workstation on campus (4, including 2 laptops for loan) to include the new VoiceText (NeoSpeech) voices (for use with Kurzweil reading software); and moved one of the assistive technology workstations into the library (providing access to all of their materials to print disabled students).

Cape Breton University accessibility achievements 2006-2007:

- establishment of a permanent electronic note taking program;
- established a database for all text books converted to alternate format and published all alternate textbooks on NovaNet for access by all post-secondary institution students;
- provided funding for Psychological Educational Assessments.

Université Sainte-Anne accessibility achievements 2006-2007:

- a workshop was provided to all staff on learning disabilities and possible accommodations;
- digital recorders were purchased as needed for students with learning disabilities;
- provided dedicated space for students requiring exam accommodations.

Nova Scotia Community College (NSCC) accessibility achievements 2006-2007:

- implementation of Assistive Technology Accessibility Strategy - NSCC Disability Services, Department of Education, Post-Secondary Disability Services, and the NSCC Technical Support Team are partnered with Premier Assistive Technology to network a suite of technology which will provide universal support to learners with low literacy, ESL, or information processing and print disabilities. The partnership will enable NSCC an opportunity to make its campus network one of the most accessible for students in Canada by promoting universal design, and access to a supported learning environment. It represents an important new paradigm in the landscape of literacy, namely, that ALL students should have access to tools that can benefit them based on their individual need and learning profile;
- parent handbook - a quick guide for parents of students with disabilities was developed to assist them in understanding how college is different from high school, how they can best support their student, and what to expect from NSCC;

- Royal Bank of Canada (RBC)/ Nova Scotia Community College (NSCC) Partnership
 - Through this partnership, RBC recruited 5 NSCC business administration students with disabilities for a co-op training opportunity for potential employment as Account Managers across the province. The selected students can apply for a \$3000 bursary for their second year. Students who successfully complete the training program will be offered employment with RBC.

Special Projects:

Post-Secondary Disability Services funded six special projects submitted by four post-secondary institutions in the 2005/2006 school year. Special project funding was provided to encourage post-secondary institutions to develop and implement new program and/or service delivery approaches that enhance the level of post-secondary access/support to students with disabilities. These Special Projects were referenced in the 2005/2006 LMAPD Annual Report.

The outcomes of the six special projects approved in 05/06 were:

Saint Francis Xavier University

In March 2007, the Transition to Employment Project undertaken by St. Francis Xavier University concluded. The coordinator of this project was able to assist approximately 45 students or 30% of the registered disabled population at the University with résumé development, job search skills, and interview skills that would assist students with their transition from post-secondary to employment. At the end of the project, 4 students obtained full-time employment, 5 students obtained a part-time employment, and 12 students found summer jobs. St. Francis Xavier University is hopeful that they can offer this service to their students during the 2007-2008 school year.

Saint Mary's University Conference - "The Whole Student"

On January 24th & 25th, 2007 St. Mary's was host to almost 100 participants which included students, representatives from community disability groups, counselors and disability resource facilitators. Overall, the conference was a success where participants were able to gain valuable information on issues affecting students with disabilities in post-secondary.

Saint Mary's University - Alternate Format Materials Research

St. Mary's University examined the feasibility of centralizing the production of alternate format materials for all post-secondary institutions. In February, representatives from all post-secondary institutions attended a roundtable discussion in Truro. From that meeting there was consensus that a centralized approach may be viable. PSDS received the final report from St. Mary's University in August 2007.

Mount Saint Vincent University - Learning Commons

The main goal of the project was to make services more accessible for students with disabilities. This was accomplished by providing services in the Learning Commons of the MSVU library. The project focused on the evaluation of students' learning skills and strategies, and remediation. Remediation strategies were generated based on the identified needs of the students resulting from the individual evaluations, such as study efficacy, time management, organizational skills, test-taking strategies, note-taking skills, memory enhancement, and self-advocacy.

Nova Scotia Community College (NSCC) - Disability Services web site

With funding obtained through a grant from Post-Secondary Disability Services (PSDS), and in conjunction with NSCC's Marketing Department, Disability Services hired a web development company to create a Disability Services site which was launched April 2007. The site is a source of information for potential and current NSCC students as well as high schools and community agencies assisting students with career planning. The website uses accessibility features and is written in plain language to make it as user-friendly as possible.

NSCC - professional development opportunities for Disability Resource Facilitators

NSCC launched a Professional Development Series where approximately 600 participants including NSCC staff, faculty, and students; NSCC and university DRFs; and community agency partners participated. These opportunities provided information, tools, resources, and networking to support those working with students with disabilities at the post-secondary level. Toolkits developed for practitioner use included, Assistive Technology Toolkit, Autism transition guide/toolkit, Attention Deficit Hyperactivity Disorder (ADHD) Toolkit.

Next Steps:

In 2007/2008 PSDS will engage its post-secondary partners and the public education system in the following five initiatives intended to support and advance access, equity and inclusion.

1. Research and evaluation 2007/2008:

In the introduction to Department of Education's section of this report reference was made to evidence based management. PSDS will undertake with its post-secondary partners, provincial government departments and federal government partners a review of programs, goods and services in order to ensure the best possible budget and program decisions are being made.

Program research and evaluation activities for 2007/2008 include:

- 1.1 PSDS has partnered with the Canadian Council on Learning (CCL) to conduct a five year longitudinal study of graduated and discontinued students from post-secondary. The study will examine the employment outcomes and life's experiences of these students after they have left post-secondary. PSDS will publish the first of five annual reports detailing what has been learned in early 2008.
- 1.2 PSDS will be conducting a survey of students with disabilities enrolled in post-secondary to determine on how well services are being provided and where gaps in service may exist.
- 1.3 PSDS is involved in an evaluation partnership with the Departments of Health and Community Services as well as Human Resource Development Canada focusing on the LMAPD programs offered by each provincial department.
- 1.4 PSDS will be undertaking a telephone survey of new 2007/2008 students attending post-secondary to determine how they became aware of post-secondary disability grants, goods and services.

Survey results will be disseminated to post-secondary institutions and the general public. Information obtained will support evidence based decision making leading to the improvement of program delivery.

2. Standards/Policy Development 2007/2008:

PSDS will complete, with assistance from post-secondary institutions, an environmental scan of disability related services provided at post-secondary institutions within the province. There is a need to determine current service levels and standards in order to address any inconsistencies, services issues and gaps.

The environmental scan will be a first step towards advising post-secondary institutions where service inconsistencies may exist. As well, the scan will assist these same institutions to adjust their disability support program offerings to ensure that any Nova Scotian with a disability can attend any public post-secondary institution and receive the same types and levels of services to meet their disability related needs.

In the 2007/2008 school year, PSDS, in partnership with post-secondary institutions, will establish a post-secondary service standards committee comprised of post-secondary institutions and PSDS. The committee will review the environmental scan and identify three primary program areas and collaboratively establish province wide service standards.

3. Review Program Intake System 2007/2008:

PSDS will review the effectiveness its existing intake system which is integrated with the Student Assistance Division of the Department of Education. Forms, policies, guidelines and requirements will be reviewed and modified where required.

PSDS will explore other intake models to address the needs of those students with disabilities who will not and/or do not believe that their needs can be addressed through the Student Assistance intake system.

4. Improve Knowledge/Information Management 2007/2008:

PSDS will develop an information management system that can meet the evidence based decision making and evaluation requirements of its programs. With the themes of accessibility, equity and inclusion first in mind, PSDS has ambitions of developing and maintaining a knowledge/information system for itself and its post-secondary partners which:

- supports setting policies and priorities based on consultation, research and proven results;
- ensures the appropriate allocation of funding that support these policies and priorities;
- demonstrates the benefits of system-wide program co-ordination and collaboration in everything from decision-making to delivery of services; and
- is transparent in processes and accountable for results.

PSDS, in its information management processes, will highlight program success and failures with the intent of supporting the first and affecting the second. PSDS will provide interdepartmental, intra-departmental, public education and post-secondary advisements through:

Program research and evaluation activities for 2007/2008 include:

- its provision to post-secondary institutions of its analysis of data concerning students with disabilities attending all post-secondary institutions attempting to highlight positive or negative trends affecting disability service provision;
- its distribution to each post-secondary institute of the raw data it has collected on their specific students so that they may measure their institutional experience as compared to the provincial trend;
- the environmental scan of post-secondary disability services report with highlighting of issues and gaps in service delivery;
- the publishing of the yearly results of its Five Year Longitudinal study detailing graduating student with disabilities employment outcomes and quality of life perceptions one year after graduation;
- the provision of a report to post-secondary institutions detailing the outcomes of PSDS's March 2008 student satisfaction survey.

5. Improve Marketing and Communications 2007/2008:

PSDS will develop a marketing plan to promote programs and advise Nova Scotians with disabilities and the general public of the grants goods and services offered by PSDS. We hope this plan produces a harmonized approach in marketing where a collaboration of resources and assignment of responsibilities among the public education system, post-secondary institutions and PSDS is realized. An expected result will be a more effective utilization of human and financial resources as well as addressing the issue of numerous post-secondary institutes marketing to schools, advocacy organizations and potential students with disabilities. A goal is one message, consistently provided, on a post-secondary system of programs, goods, and services essential to the academic success of students with disabilities.

Post-Secondary Disability Services will report on the successes and challenges experienced in attempting to achieve these five goals in its next Annual Report.

Department of Health

Mental Health Services:

Mental Health Employability Programs can be accessed through the Clubhouse and Employment Skill Development and Support Programs located in various areas of the province. Typical participants in Mental Health Employability Programs include working age adults with mental disabilities who have the potential for employability, and consumers of mental health programs who have the potential for employability.

The Clubhouse Programs operate by a set of international standards and believe the following:

- that work is a deeply regenerative & re-integrative force in our lives;
- that employment is a fundamental right of citizenship; and
- that employment opportunities need to be available to all members regardless of diagnosis or disability.

Clubhouses are located in Truro, New Glasgow, Sydney, Dartmouth and Halifax, Nova Scotia.

Clubhouse Programs address all five priority areas and provide varying degrees of the following:

- on site skill development: participation in a “work ordered day”;
- vocational development: supported employment, transitional employment and independent employment; and
- job readiness: resume writing, job search, interviewing, crisis vocational counseling and communication skills with employers and peers.

The Employment Skill Development and Support programs provide the following:

- assist in the development of vocational skills to obtain employment;
- provide an opportunity to develop work skills for employment;
- provide assistance with learning new skills to start own business; and
- help participants gain confidence in their own ability to seek job opportunities and obtain satisfactory work.

The Employment Skill Development and Support Programs are located in Sydney, and Dartmouth, Nova Scotia. These programs address all five priority areas and provide varying degrees of the following:

- job readiness skill development;
- work skill development;
- vocational training; and
- entrepreneurial skill development.

Program Indicators

Employment is a key determinant of health and steps to develop marketable employability skills in persons with mental health disabilities is a priority of community supports programs. The mental health employability programs are taking action to change the way employers view persons with mental illness. For example, many Clubhouse Programs offer “transitional” and “supported” employment opportunities for individual members, and have implemented processes for attaining job placements with employers.

The long-term goal for many people in recovery from mental illness is the attainment of employment. However, also recognized as important steps along the way to employment are short-term successes such as regular attendance and participation on an individual basis in the Clubhouse Programs.

For the fiscal year 2006-07, each employability program reported on the total number of individuals who regularly attended, and actively participated in, the clubhouse and employment skill development and support programs. Participation was affected by a number of factors including the individual's health status, and therefore varied according to the individual. The total number of individuals who regularly attended and participated in the employability programs were the following: **198** for Employment Skill Development and Support, and **816** for Clubhouse Programs.

The structure of the clubhouse programs allowed for activities with both set time periods and ongoing participation in the work ordered day program. Movement from one activity to another depended on an individual's choice and his/her readiness for more structure. Each employability program reported on the total number of individuals who successfully completed the program when the clubhouse or employment skill development and support program has a start and an end date. Most of the employment skill development and support programs had specified start and end dates and many clubhouse programs did not. The numbers were the following: **108** for Employment Skill Development and Support, and **45** for Clubhouse Programs.

Each employability program reported on the total number of individuals who following completion of an employability program gained employment as a result of this participation. The numbers were the following: **87** for Employment Skill Development and Support, and **198** for Clubhouse Programs.

For some individuals, ongoing assistance of the mental health program to remain employed was required. Each employability program reported on the total number of individuals who once obtaining employment were able to be maintained in that employment with some support from the employability program. The numbers were the following: **38** for Employment Skill Development and Support, and **238** for Clubhouse Programs.

Mental Health Standards Review & Revision, 2006-07

Employment is a key determinant of health and mental health programs view developing marketable employability skills in persons with mental health disabilities as a priority of Community Supports programs. The Community Mental Health Supports for Adults (CMHSA) core program is based on psychosocial rehabilitation and recovery principles and practices, and two models of best practices that adhere to these principles are Supported Employment (SE) and Individual Placement and Support (IPS). Employability programs embracing these models are promoted in the field, and the revised CMHSA standards embracing these principles will be posted on our web site (<http://www.gov.ns.ca/health/downloads/standards.pdf>) and will guide future initiatives in Nova Scotia.

Department of Health Promotion and Protection

Addiction Services

Addiction Services offers a wide range of programs and services in education, prevention, treatment and rehabilitation for individuals, families and communities affected by substance use-related problems. Addiction Services help clients to prepare for, gain, and keep productive roles in the community. The goal is to reduce the disabling effects of substance use related problems that create barriers for preparing for, attaining, and retaining employment. The target population comprises individuals sixteen years of age or older who are harmfully involved with alcohol and other drugs.

Addiction Services, Department of Health Promotion and Protection (HPP) and the Department of Health (DOH), is responsible for defining core services, development and review of standards for service delivery, development of provincial policy, monitoring and audit of programs, consultation with services in the districts, and facilitation of provincial program development. A range of treatment and rehabilitation options are delivered by service providers under District Health Authorities throughout the province. Options are based on a client's needs, short and long term goals and ongoing assessment. Addiction Services Employability programs can be accessed through a range of prevention and treatment services located in more than 30 communities across the province.

Addiction Services Employability Programs are focused on the following areas:

- (1) education and training;
- (2) employment participation;
- (3) connecting employers and persons with disabilities; and
- (4) building knowledge.

Workplace Outreach: Provision of strong liaison between Addiction Services and local industry to lessen the impact of disability and address vocational crises including employee assistance program policy development, consultations, training, workplace initiated intervention services, employee awareness seminars.

Treatment: Focus is on the impact of the disability on employability, maintenance of motivation to change, improving client independence. Provision of: assessment (employability) and case management; job preparation skills; employment reintegration; stabilizing living arrangement; family, financial, legal and physical health issues; psychosocial needs re life skills, anger management, communication and coping skills; referrals.

Specific information on services offered throughout the DHAs can be found at <http://addictionservices.ns.ca>

Addiction Services recovers funding of \$2.8 million annually to cover its expenditures for providing a range of addiction services under the Canada - Nova Scotia Labour Market Agreement for Persons with Disabilities. Recovery of funding is provided in recognition of the link between employability, and the treatment and rehabilitation of persons with substance use problems. Individual clients of Addiction Services are considered to have a disability.

Program Indicators

Addiction Services facilitate the improvement of work-related skills (e.g., personal management skills) through participation in addiction education programs, structured treatment program, and community-based programs. The focus of Addiction Services is on improving client independence and facilitates clients' connection to employers through ongoing assessment and treatment planning.

Addiction Services is contributed to the continuous improvement of labour market policies. An evaluation of the impact of Addiction Services on the employability of clients was completed in March 2006. The evaluation had two objectives:

- 1) Conduct an impact evaluation of the Addiction Services on clients' employability, and
- 2) Contribute to the evidence-base supporting the effectiveness of Addiction Services on clients' determinants of health, in particular, income and social status.

To address these objectives, the evaluation relied on a literature review, key informant interviews and client surveys.

Phase I of this evaluation concentrated on a literature review to identify current research on the linkages between addictions and employability. Phase I also developed a program logic model for the counselling and other substance abuse services provided by Addiction Services in support of client employability. Phase I included consultations with Addiction Services managers concerning the degree to which current prevention and treatment services provided by Addiction Services meet the client employability needs.

Phase II was concerned with measuring the impacts of services on clients of Addiction Services. The analysis relied on two data sources: the Outcome Monitoring System (OMS) containing data on clients who received counselling and other assistance from Addiction Services during the first six months of 2005, and a survey of 53 Addiction Services clients completed in mid-2006.

The literature review found considerable positive evidence in national and international legislation that supports addiction as a disability, and that this disability requires access to treatment programs and protection from discrimination. Moreover, Nova Scotia is a leading jurisdiction in Canada and elsewhere in recognizing addiction as a disability.

There is considerable evidence in the literature that services in support of addiction improve the employability of clients that complete the programs offered. While the motivation for introducing an employability aspect to addictions counselling varies internationally, programs in jurisdictions such as the United Kingdom and Spain strongly believe that their programs for addicted persons need to be linked to the goal of social re-integration, including employment.

Primary Indicator 2006-07*	LMAPD Accountability Framework Definition	Operational Definition
<p>The total number of people actively participating in programs.</p> <p>11,034</p>	<p><u>Participating:</u> Engaged in a program or service with the objective of preparing for, attaining or maintaining employment as outlined in the person's action plan.</p>	<p>Clients aged 16- 65. Medical elements of Detox are not eligible for recoveries.</p>
<p>The total number of people successfully completing programs.</p> <p>4082</p>	<p><u>Completing:</u> finishing all the steps in the participant's employment action plan.</p> <p><u>Program:</u> interventions outlined in the participant's employment action plan.</p>	<p>The number of people who complete their employment action plan and/or obtain employment during the fiscal year.</p>
<p>The total number of people employed as a result of program participation</p> <p>954</p>	<p><u>Employment:</u> any job that is paid at minimum wage or above, or equivalent when earnings are not based on an hourly wage.</p>	<p>The number of people who obtain a job during the fiscal year. The participant does not have to be employed at the end of the fiscal year to be counted.</p>
<p>The total number of people sustained in employment in the case of vocational crisis</p> <p>1529</p>	<p><u>Sustained employment:</u> an employment situation where a person requires intervention(s) in order to retain a job during a vocational crisis.</p> <p><u>Vocational Crisis:</u> a disability-related change or event that puts at risk a participant's preparing for, attaining, sustaining or maintaining employment.</p>	<p>The number of people who receive a vocational crisis intervention(s) during the fiscal year. Vocational crisis interventions are provided only to persons who are employed when they register for an Addictions Program(s).</p>

Figures for South Shore Health (SSH), South West Health (SWH), Annapolis Valley Health (AVH) and Capital District Health Authority (CDHA) were obtained from the Addictions Services Statistical Information System (StatIS) (StatIS reports 11, 18 and facility reports), staff case loads and a manual review of files.

Figures for Colchester East Hants Health Authority (CEHHA), Cumberland Health Authority (CHA), Pictou County Health Authority (PCHA), Guysborough Antigonish Strait Health Authority (GASHA), Cape Breton District Health Authority (CBDHA) and the IWK Health Centre (CHOICES) were obtained from a new information system- Addiction Services Statistical Information System Technology (ASsist), staff case loads and a manual review of files.

Limitations: Due to staff turnover in CEHHA, CHA and PCHA, 336 clients could not be accounted for in measures three and four. Due to staff turnover in GASHA and CBDHA 317 clients could not be accounted for in measures three and four.

*The figures from case loads and file reviews are estimates for the fiscal year.

Cost-shared Expenditures 2006 – 07

	Total Expenditure	Federal Contribution	Provincial Contribution
Community Services, Employment Assistance			
- employment related assessment & career counseling	\$2,000,000	\$1,000,000	\$1,000,000
- referral to education and training programs	\$200,000	\$100,000	\$100,000
- provision of disability related supports	\$200,000	\$100,000	\$100,000
- vehicle conversion	\$120,000	\$60,000	\$60,000
- vocational crisis	\$188,000	\$94,000	\$94,000
- entrepreneurship	\$40,230	\$20,115	\$20,115
Sub-total:	\$2,748,230	\$1,374,115	\$1,374,115
Education, Post-Secondary Disability Services			
- program administration	\$547,000	\$273,500	\$273,500
- grants to students	\$1,395,000	\$697,500	\$697,500
- field service delivery	\$555,600	\$344,500	\$211,100
- attendant care	\$164,000	\$82,000	\$82,000
- interpreter services	\$300,000	\$150,000	\$150,000
- university Disability Program Support	\$971,000	\$485,500	\$485,500
- NSCC Disability Program Support	\$1,400,000	\$700,000	\$700,000
- University and NSCC Contributions	\$2,816,000		\$2,816,000
Sub-total:	\$8,148,600	\$2,733,000	\$5,415,600
Health, Health Promotion and Protection			
- Workplace Outreach	\$384,391	\$150,000	\$234,391
- Addiction Services	\$10,681,252	\$3,287,500	\$7,393,752
- Administrative Costs	\$2,955,097	\$349,150	\$2,605,946
- Clubhouse	\$2,225,972	\$905,750	\$1,320,222
- Employment Skill Developmental Support	\$370,533	173,100	\$197,433
- Arm & Leg Prostheses	\$225,513	\$107,500	\$118,758
Sub-total:	\$16,842,758	\$4,183,115	\$11,901,837
TOTAL	\$ 27,739,588	\$8,290,230	\$18,691,552

*The Departments of Education, Health, and Health Promotion and Protection included additional expenditures beyond the cost-shared amount.

Societal Indicators

The following charts represent societal indicators of labour market participation for Nova Scotians. Indicators include: educational attainment, labour force activity and employment income. The 2004 baseline report presented societal indicators using data from the Participation and Activity Limitation Survey (PALS), Canada's principal source of detailed statistical information about disability issues. PALS was first conducted in 2001 and it will be conducted again following the 2006 census. This year's report uses another important Statistics Canada survey, the Survey of Labour and Income Dynamics (SLID), to present societal indicators. SLID is conducted annually and is a rich source of information about income, employment, education and other topics for the adult Canadian population. SLID tracks the same individuals over a period of years. The SLID data provides information about the education levels, employment earnings and trends within these measures for people with and without disabilities.

Participation in the Labour Force

Charts 1 and 2 show the level of participation and non-participation in the labour force by individuals aged 16 to 64. Individuals are considered employed only if they were employed for the entire year. Similarly, individuals unemployed or not active in the labour force experienced that employment status for the whole year.¹

There have been improvements in the percentage of persons with disabilities participating in the labour force over the seven year period 1999 to 2005. In 2005 47% of persons with disabilities were employed compared to 36% in 1999. Over the same period there was a 6% increase in the numbers of employed persons with out disabilities. People with out disabilities are more likely than persons who are disabled to participate in the labour force - this can be seen in the lower percentages of employed persons with disabilities (Chart 1) and the higher percentage of persons with disabilities who do not participate or are unemployed (Chart 2).

Chart 1: % Employed 1999 – 2005

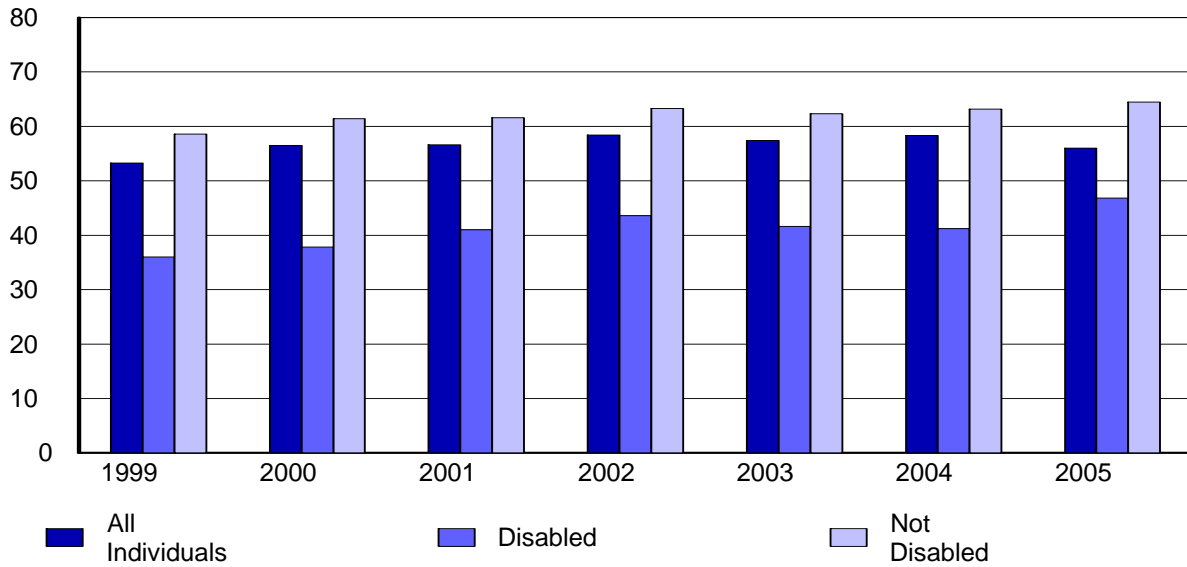
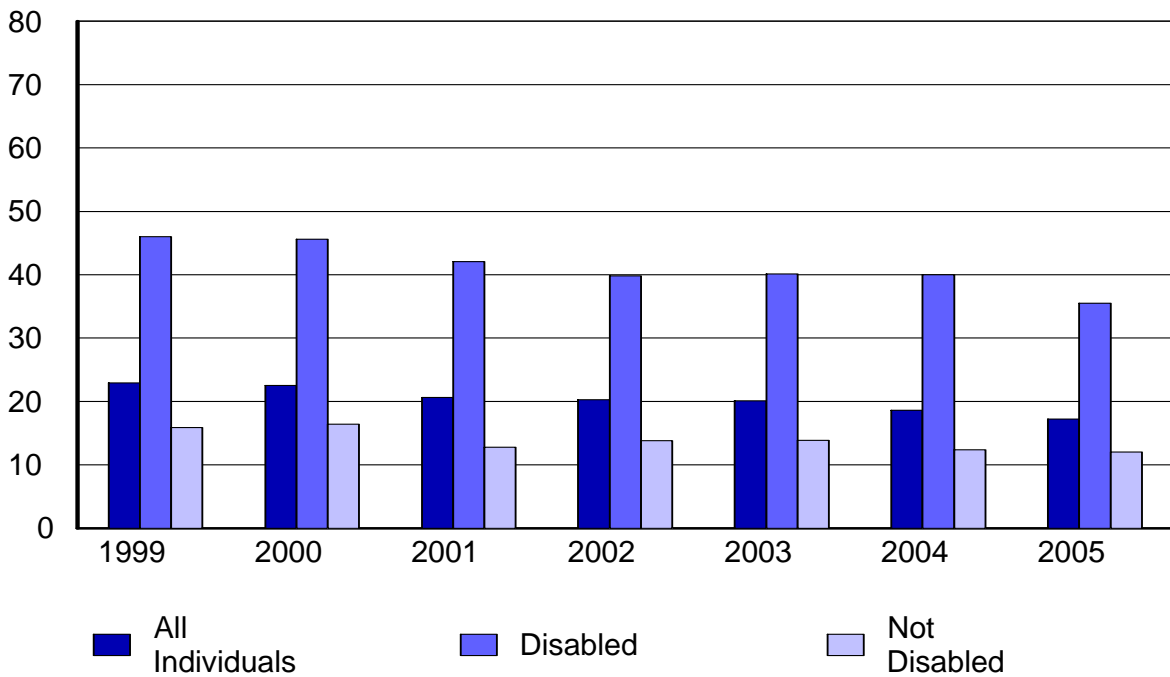


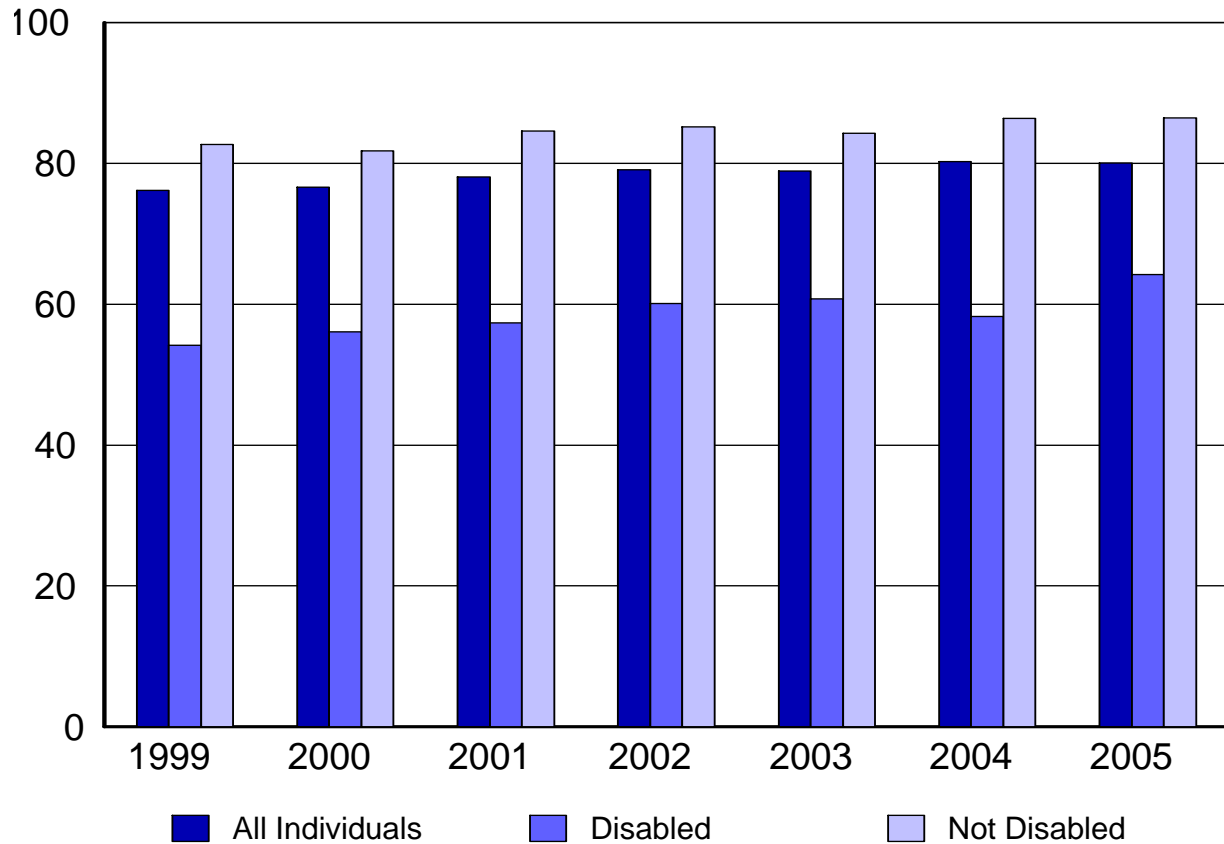
Chart 2: % Unemployed or not in the labour force 1999 – 2005



Earnings

Chart 3 shows the percentage of all individuals, disabled persons and persons who are not disabled with earnings in each year.² People with disabilities are less likely to have earned income than people who do not have a disability.

Chart 3: % with earnings 1999 – 2005



Average earnings by individuals show slight variation between years in the period 1999 to 2005 (Chart 4). Earnings of persons with disabilities show increases between 1999 and 2005. Due to fluctuations of average earnings among persons without disabilities, individual earnings of persons with disabilities have improved significantly relative to persons without disabilities (Chart 5). As a percent of earnings of persons with out disabilities, the earnings of persons with disabilities has ranged from 83% in 1999 to 95% in 2005. The data in Charts 4 and 5 include only individuals with earned income. ³

Chart 4: Average individual earnings 1999 – 2005

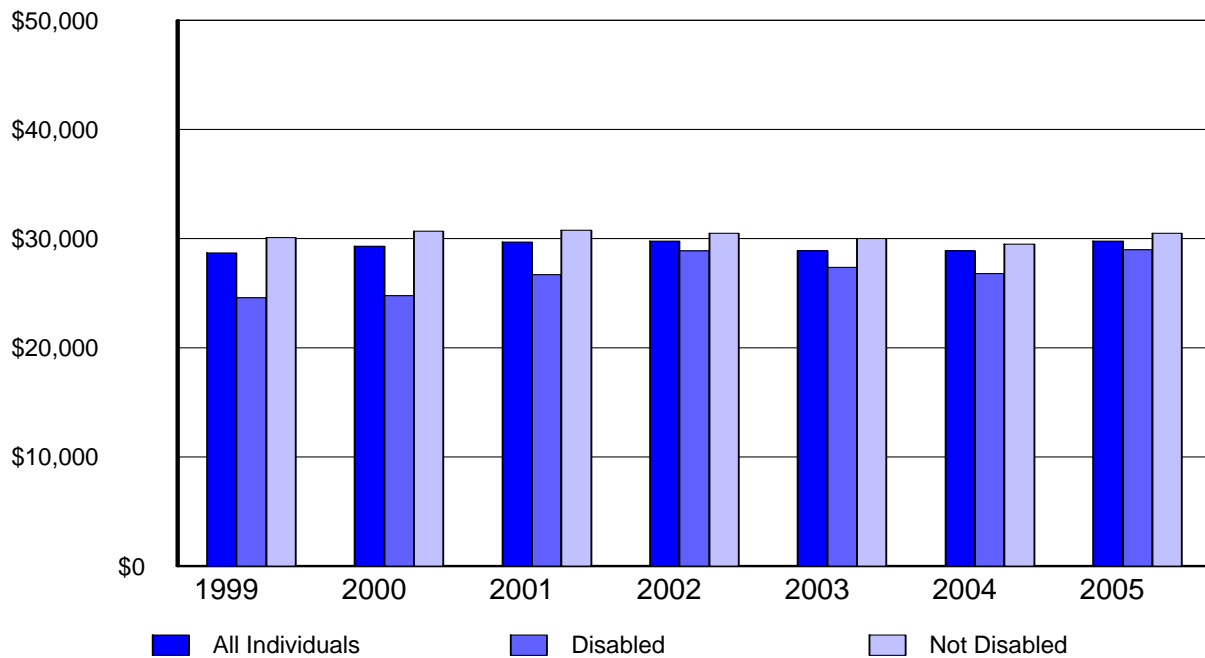
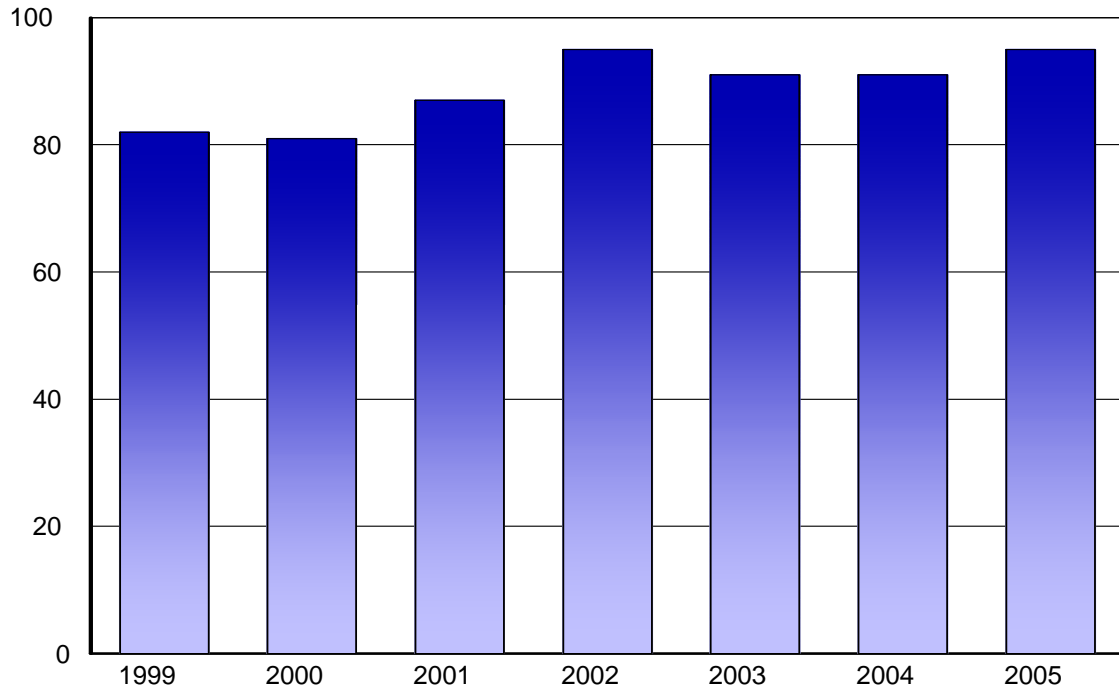


Chart 5: Earnings of persons with disabilities as a % of earnings of persons without disabilities



Charts 6 and 7 show the income distribution for persons with disabilities and persons with out disabilities who have earned income in the years 1999 through 2005. People with disabilities are more likely to have lower incomes than people without disabilities. There are more people with disabilities earning higher incomes, greater than \$40,000, at the end of the period than at the beginning. There has been some shifting in the distribution to higher incomes for both persons with disabilities and persons who are not disabled over the period 1999-2005.

Chart 6: Income distribution among persons with disabilities

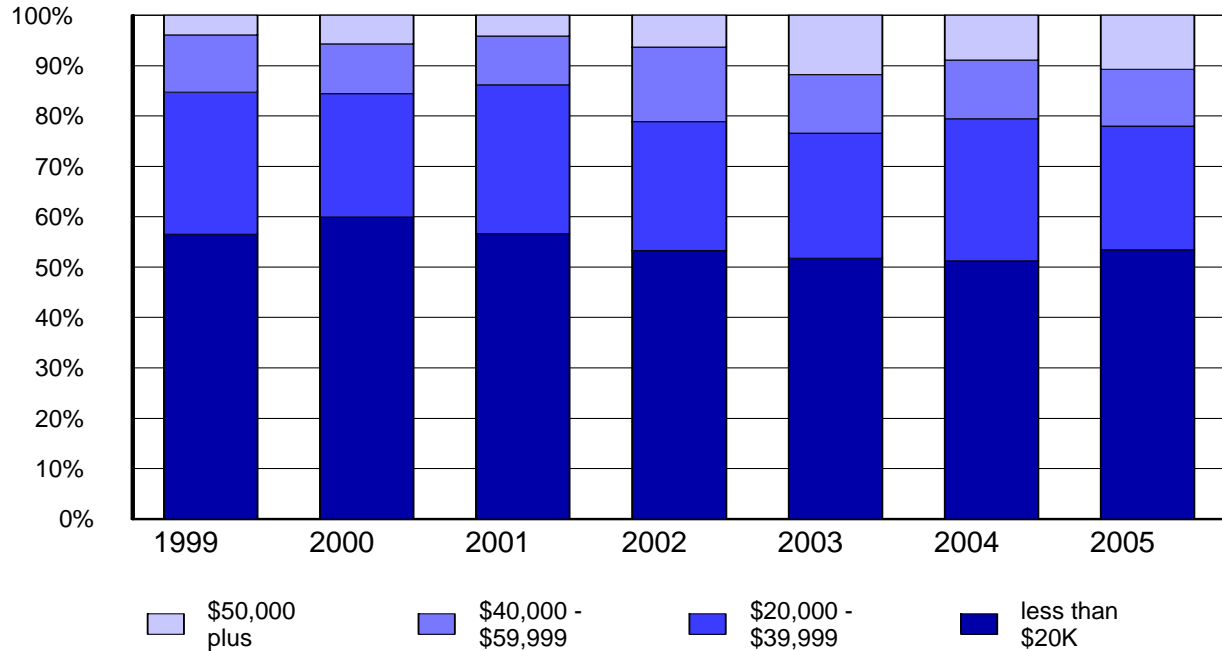
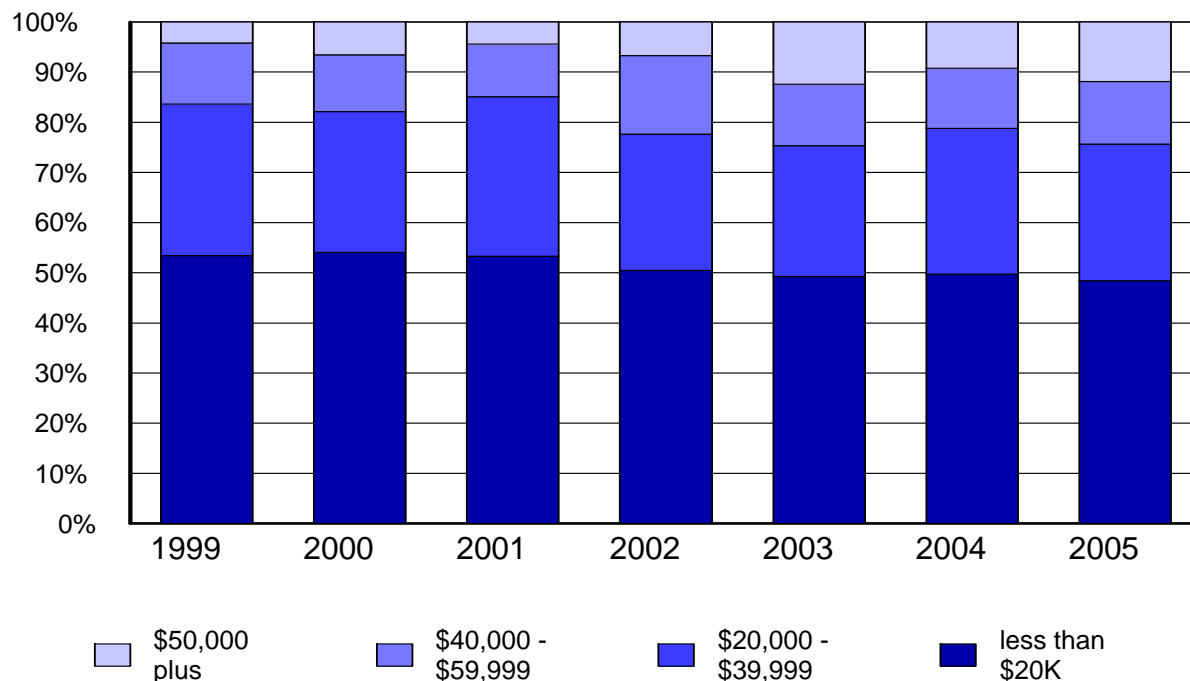


Chart 7: Income distribution among persons without disabilities



Educational Attainment

Charts 8 and 9 show the level of educational achievement of persons with disabilities and persons without disabilities. People who have disabilities are less likely to have finished high school or to have achieved post-secondary education than people who do not have disabilities. The number of people whose highest level of education was less than high school decreased between 1999 and 2005 for both groups. Among people with disabilities the percentage dropped from 35% in 1999 to 26% in 2005. The drop in the percent of people without disabilities not finishing high school was not as great, decreasing from 22% in 1999 to 16% in 2005. There was an increase in the number of people with post-secondary education in both groups. Among people with disabilities the percentage with post-secondary education increased from 45% in 1999 to 49% in 2005. The increase in persons with post-secondary education was greater for those without disabilities, increasing from 45% in 1999 to 54% in 2005. The gaps between the educational achievement of persons with and without disabilities appears to be narrowing.⁴

Chart 8: Educational achievement among persons with disabilities

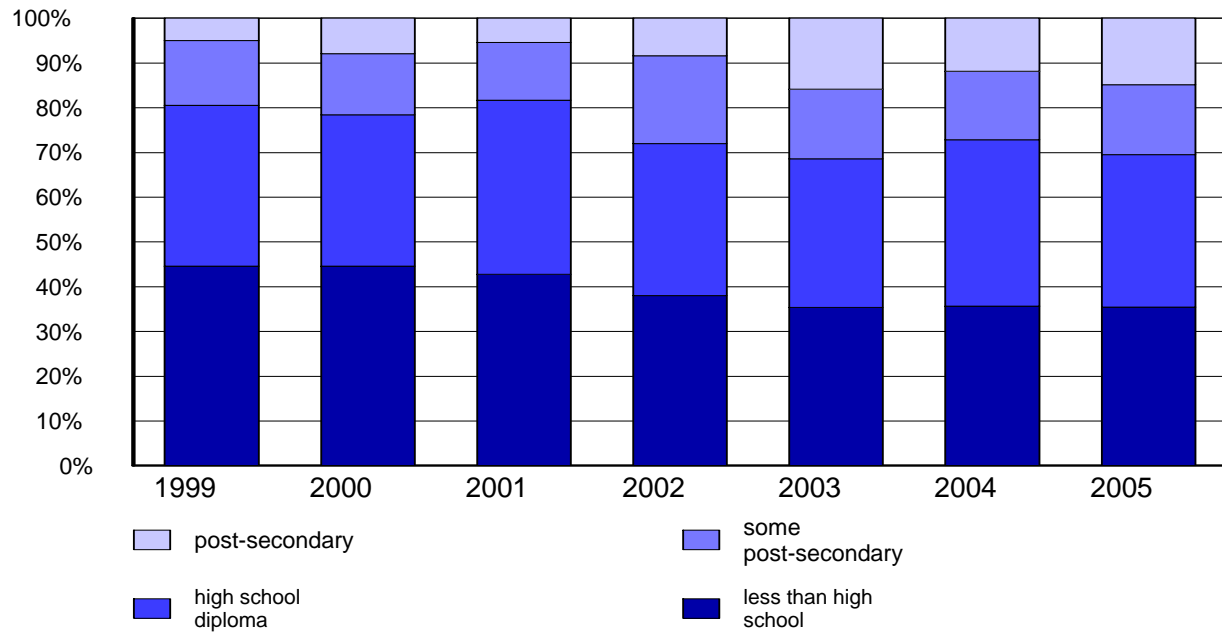
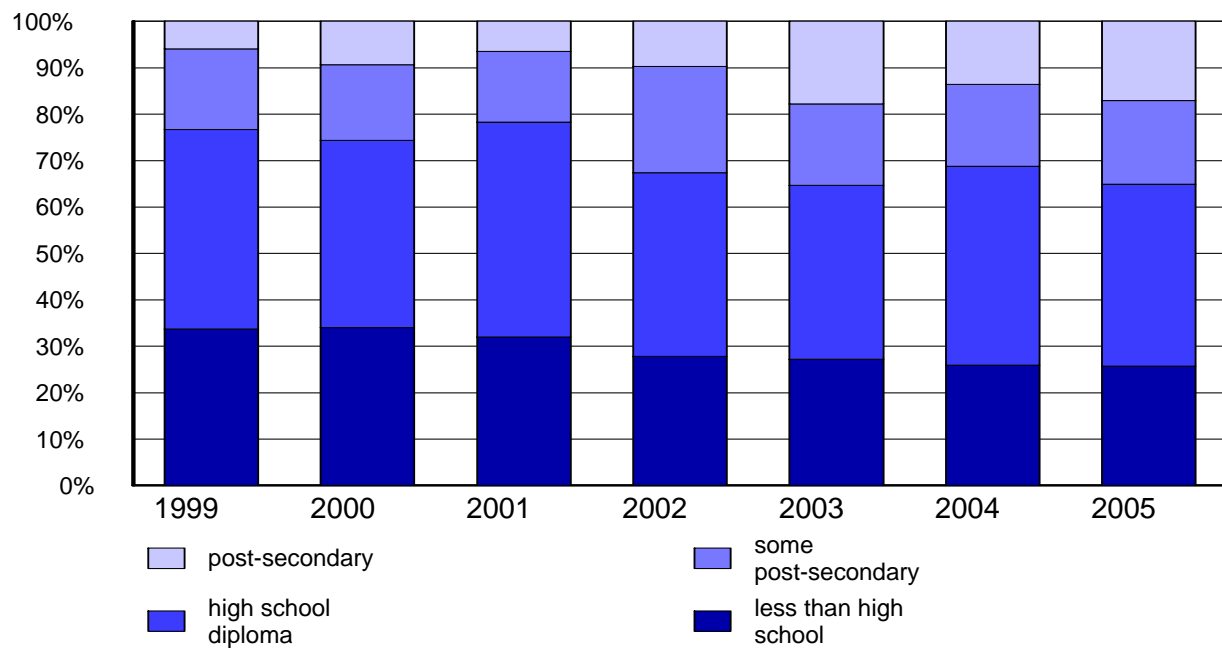


Chart 9: Educational achievement among persons without disabilities



Looking Ahead

The development of the *Multilateral Framework for Labour Market Agreements for Persons with Disabilities* provided an opportunity to maintain and strengthen Nova Scotia's labour market programs and services for persons with disabilities. The current agreement was scheduled to end March 31, 2006. It has been extended through mutual agreement of Nova Scotia and Canada to March 31, 2008.

Over the course of the Canada-Nova Scotia bilateral agreement, Nova Scotia has engaged the disability community and reviewed current programs to ensure optimal effectiveness and efficiency. Nova Scotia continues to engage the disability community.

Nova Scotia is committed to continual improvement of our programs. Program evaluation is a means of assessing the effectiveness of programs and services. Nova Scotia and Human Resource and Social Development Canada have been working toward conducting an evaluation of the programs and services funded under the Canada-Nova Scotia LMAPD agreement. A Joint Evaluation Committee (JEC) has been established. A literature review and data review report have been prepared as background material. An evaluation framework has been developed including a logic model, detailed plan and methodology report (including identification of key evaluation methodologies, such as key informant interviews, survey of program participants and sampling plan, and data linkages for analysis, etc.). The framework identifies potential performance indicators, outputs and outcomes to address key evaluation issues and questions to meet the evaluation objectives. A draft data sharing agreement has also been prepared and will be finalized before the evaluation can begin. It is anticipated the summative evaluation will commence in 2008.

Nova Scotia is committed to public reporting and will release annual reports on progress to Nova Scotians. Looking ahead to the future affords us the opportunity to reflect on and determine the best course of action. The Government of Nova Scotia welcomes the opportunity to work with the Government of Canada to maintain and develop effective ways to provide meaningful supports for persons with disabilities in order that they may partake fully in all aspects of society.

Endnotes

1. The data source for Charts 1, and 2 is Statistics Canada, Survey of Labour and Income Dynamics, Custom Tables R23403CB-01 and R26998VT\Table 1.1.

2. The data source for Chart 3 is Statistics Canada, Survey of Labour and Income Dynamics, Custom Tables R25468VT_Table3A and R26998VT\Table 3.2.

3. The data source for Charts 4,5, 6, and 7 are drawn from Statistics Canada, Survey of Labour and Income Dynamics, Custom Tables R26998VT\Table 3.0 and R26998VT\Table3.4.

4. The source for the data in Charts 8 and 9 is Statistics Canada, Survey of Labour and Income Dynamics, Custom Tables R25468VT-02B and R26998\Table 2.0.