Department of Labour, Skills and Immigration

Skills and Learning Branch

Adult Education Division

Community Learning Organizations (CLOs)

NSSAL Common Processes Guide

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1 Introduction

1.1 Purpose

The purpose of this guide is to provide service providers with information about how to work through the common processes to be used by NSSAL CLOs to manage adult learner information. Using common, consistent processes to manage adult learner information will lay the foundations for measuring system outcomes, defining learner pathways, and supports for program evaluation and continuous improvements.

This first release of the common process and supporting tools is for CLOs. NSCC, the Adult High Schools and Université Sainte-Anne have mature learner information management processes and supporting systems. Initially, AED is focused on providing the CLOs with guidance and tools to support common, consistent processes to manage learner information. There have been some preliminary discussions about an automated data exchange to allow sharing of the learner case information from LaMPSS to NSCC, the Adult High Schools and Université Sainte-Anne systems as a future enhancement.

1.2 Common Process Objectives

The common processes were designed for CLOs, with feedback and guidance from service provider representatives, to improve how learner information is managed - recorded, maintained, and shared. In addition to the new LaMPSS-LM, the common processes will include a common intake form, checklists to provide guidance with triage and orientation of learners and guidance on which tools to use to conduct learner assessments and when to conduct them. With CLOs following similar processes, it will be easier for AED to provide training, to maintain tools and forms, and to share best practices across the system, making better use of limited resources. The common processes were designed through a series of workshops with service provider representatives to improve how learner information is managed by CLOs to meet the following objectives:

- Facilitate the adult learner's movement from program to program, service provider to service provider, and into and out of the NSSAL system.
- Ensure consistency with processes that inform the learner's pathways.
- Enable sharing of learner information among service providers.
- Provide common technology and supporting tools to simplify professional development requirements.
- Provide common, consistent, and accurate data to help track learner progress and monitor NSSAL system outcomes.

1.3   Terminology

Below is a list of terms used throughout this document with an explanation about their meaning in this context.

Term	Explanation
LaMPSS-LM Solution	Labour Market Programs Support System – Learner Management Solution. Module in the LaMPSS Solution designed specifically to manage NSSAL learner information.
Case	Adult Learner record or electronic file in the LaMPSS-LM. Case is a common term used in the LaMPSS Solution to describe the electronic record of information about an individual (e.g., adult learner, client) that is gathered and managed throughout the collaborative process to assess, plan, and deliver specific programs and services. The case can also be described as a series of screens in LaMPSS used to record and manage the information about an individual and their programs and services through a sequenced workflow.
Adult Learner (AL)	An individual becomes an adult learner once they decide to proceed to the Intake process which means there has been some initial conversation between the individual and NSSAL service provider staff to determine if NSSAL might be the "right" place for them to work towards their learning goals.
CLO Staff	Based on the business readiness survey, it is apparent that many CLOs do not have a strict division of duties for roles within their organizations. For this reason, this document uses the term "staff" to refer to anyone from the service provider organization who has the skills and abilities to fulfill the tasks. It will be up to the Executive Director (or equivalent) in each organization to determine who will work through these processes and who will need training on the common processes and the LaMPSS-LM Solution.
Assessor	CLO staff who conducts the learning assessment with the AL
Learning Year	AED is allowing the 2021/22 academic year to be a Learning Year for all those who work in and support the NSSAL system. This means changes will be introduced and those impacted by the changes will receive training and other supports to help them transition to the new way of doing things. During 2021/22 AED staff and CLO staff will have opportunities to learn new skills and practice new ways of working while continuing to help adult learners to achieve their learning goals. Some changes (e.g., New Intake Form/process) will be required during the Learning Year and some changes (e.g., learner assessments) will be introduced with the option to practice them in 2021/22 in preparation for these changes becoming required in the future.

1.4   Expectations

CLOs are expected to follow the common processes defined in this document to ensure consistency with processes used to collect and manage information about the AL and to inform the AL's experience within the NSSAL system. The LaMPSS-LM will serve as the primary system of record for AL information and will provide the capability for reporting on specific AL data for service providers and AED.

Common information about all ALs will provide a system-level view of ALs and their needs. All CLOs following the common processes and using the LaMPSS-LM will improve records management processes and processes for sharing AL information with AED, other partners in learning and within their own organizations. Over time, the common processes will support NSSAL learning pathways by streamlining processes that facilitate the AL's movement from program to program, service provider to service provider, and into and out of the NSSAL system.

1.5   Service Provider Representatives

AED would like to thank the service provider representatives who worked with the AED, the NSSAL Review Project consultants and the LaMPSS team to design the common processes and the LaMPSS-LM Solution. This work would not have been possible without their support and commitment. Service provider representatives were initially engaged in February 2020 to participate in a series of workshops to design the common processes to ensure the processes meet service provider's requirements. The designs where then reviewed by the NSSAL Advisory Committee and approved by the NSSAL Review Project Steering Committee. The process designs formed the bases of the technology assessment, which resulted in the decision to develop a module in LaMPSS to enable the common processes. Over the summer of 2021, CLO representatives participated in design workshops to review and provide feedback on the designs for the LaMPSS-LM Solution. Below is a table with the representatives and the types of design workshops they participated in.

| Name	Name of Organization	Type	Process Designs	LaMPSS-LM Designs
Peter Gillis	Valley Community Learning Association	CLO	✓	✓
Michelle Murphy	Nova Scotia Community College	NSCC	✓	
Alex Doyle	Yarmouth County Learning Network	CLO	✓	
Shayla MacDonald	Antigonish County Adult Learning Association	CLO	✓	
Sonia Losier	Université Sainte-Anne	U-SA	✓	
Charles Cranton	Digby Area Learning Association	CLO	✓	✓
Alison Farr	Solutions Learning Centre	CLO		✓
Natalie Brenson	Guysborough County Adult Learning Association	CLO		✓
Shirley Vigneault	L'Équipe d'alphabétisation-Nouvelle-Écosse	CLO		✓

2 Common Processes Overview

The common processes are a set of processes designed to help CLOs manage the AL's experience and improve records management by using a common intake form, checklists to guide triage and orientation, learner assessment tools and the LaMPSS-LM solution.

The LaMPSS-LM Solution will provide the primary system of record and enable service providers to use one system to:

- Capture and manage learner data.
- Capture (and when they choose to, share) learner assessments results.
- Record and share recommended learning based on intake and assessment results.
- Simplify the learning plan process.
- Enable sharing of select learner information through partially automated referral processes.
- Improve information sharing within the CLO and among NSSAL service providers, partners, and AED.
- Enhance access to, and accuracy of, data to monitor and evaluate the NSSAL system.

The diagram below provides an end-to-end view of the common processes, indicating where it is recommended to use the triage checklist, NSSAL Intake form, assessment tools, orientation checklist and the LaMPSS-LM Solution. This guide does not provide the detailed instructions in how to use the LaMPSS-LM Solution for the common processes automated by the LaMPSS-LM Solution. The information in this guide will be merged with the LaMPSS-LM Solution training material to provide a cohesive understanding of how to use the LaMPSS-LM Solution and related business processes outlined in this document.

2.1 Diagram 1.0 Common Processes NSSAL System View
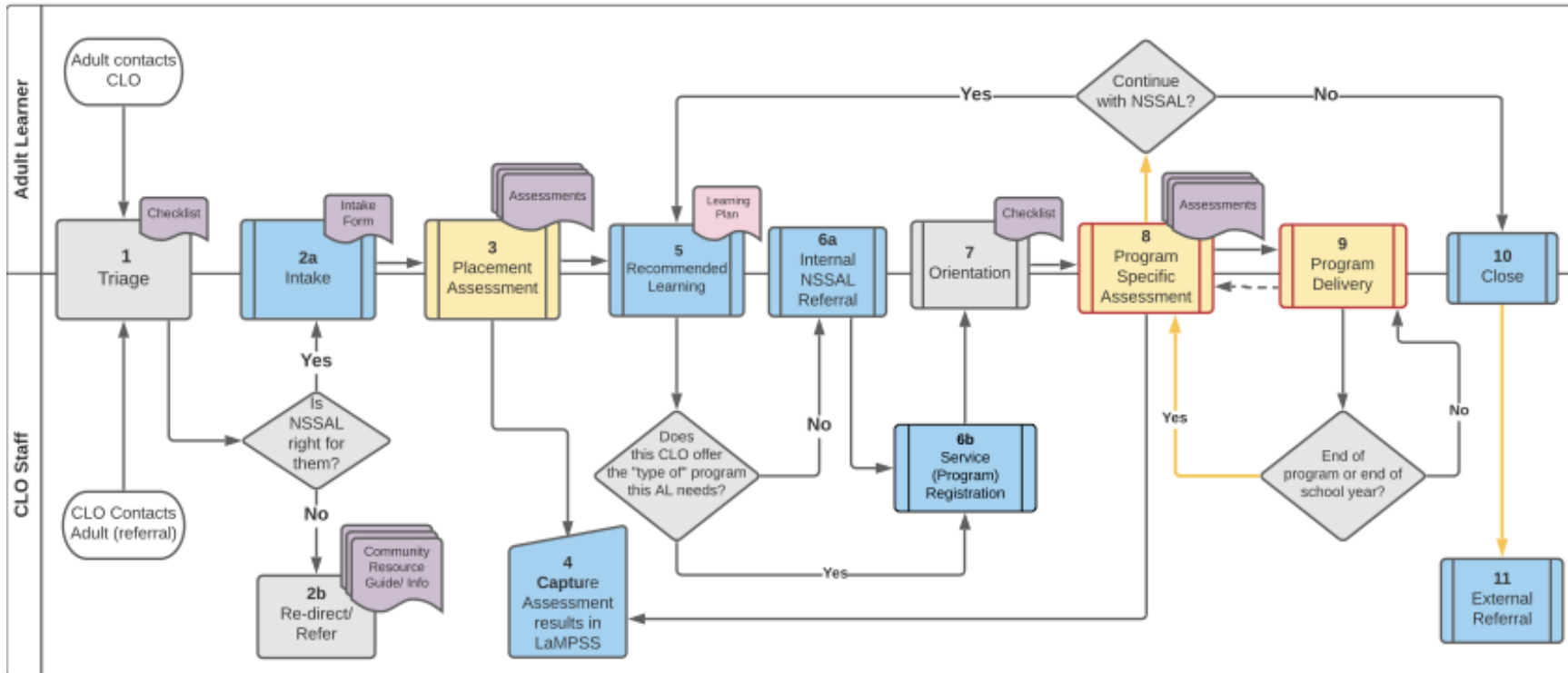
Legend		
Minimal change Suggestions	Manual Process	Paper
New for some	Assessment Tools	Populated by LaMPSS
New for all Must use	LaMPSS-LM	

- Yellow lines indicate optional or not always possible because learners may exit the system unexpectedly.

- Boxes outlined in red to indicate a high degree of flexibility because each CLO may approach program specific assessments and program delivery very differently and this release of the common processes is not introducing significant changes to these processes.

3   Common Processes Details

3.1   Presentation of the details

The following sections will provide additional details on each of the processes in Diagram 1.0 Common Processes. The table below is a template of the information provided for each process.

Process #	Process Name
Purpose	Explains why the process is suggested or necessary.
Output	The expected result of this process.
Decision	Any decision points related to the process.
Tool	List and or describes any tools – forms, checklist, informational resources, or technology related to this process.
Procedures	Where applicable, describes the step-by-step procedures suggested or required for the process. In some cases, there may be additional context or details to help the user understand what needs to be done.
Additional Guidance	Where applicable, there are additional suggestions or references to best practice to guide the CLO staff person in executing the procedures.

3.2   Triage & Intake & Re-direct

Many organizations may not distinguish between Triage and Intake. For the purpose of the common processes, they are considered two separate processes. They were designed this way to make the most effective use of everyone's time, by ensuring only those individuals interested in pursuing adult learning with NSSAL complete the detailed Intake form. This also prevents the collection and storing of personal information for individuals who are not being served by NSSAL service providers.

1	TRIAGE
Purpose	• Provide a welcoming environment by greeting the individual and having a conversation about why they contacted (or came into) your organization. • Informal process to confirm that the person is in the right place.
Tool	• Triage Checklist (see **Appendix A: NSSAL Triage Checklist**) • Information about the programs and services the organization offers. • Any information about programs and services offered by other NSSAL organizations in your community. • Information about other community resources (and supports).
Output	Re-directed **or** Proceed to Intake **or** Schedule an appointment to complete Intake.
Decision	Determine if NSSAL is right for the individual.
Procedures	1. Usually initiated by an individual contacting the organization (e.g., phone, email, in-person, social media). Note: The individual may be referred to the CLO by another organization and the CLO staff person will then contact the individual directly and initiate Triage. 2. The first staff person to come into contact with the individual starts with a warm and friendly welcome. 3. Using the **Triage Checklist** as a guide, engage in a conversation with the individual about their reason for contacting your organization and what services or programs they're looking for.

	4. If the individual is seeking other services in the community and not adult learning programs, follow your organization's current process for referring people to other programs and services in your community. *(RE: 2b in Diagram 1.0)* 5. If the learner is interested in school or adult education, ask some questions about their current situation to help verify if the individual appears to be eligible for NSSAL programs and if NSSAL is right for them before deciding to proceed to Intake. 6. If you think NSSAL is right for the individual and the individual is interested in programs offered by your organization, or other NSSAL service providers, invite them to proceed to Intake or schedule a time to conduct an Intake with the individual.
Additional Guidance	Triage is intended to be an informal process, to ensure the individual is in the right place, and that it makes sense for them to complete an Intake with the organization. The staff person who greets the individual will likely not know if they are there for adult learning, or other services. It is best to assume the individual is a potential adult learner, and then ask a few questions to test this assumption. Many adults who are returning to school are often nervous, may feel anxious because they have been out of school for a while, and may have had negative educational experiences in the past. Triage provides an opportunity for staff to set an inviting and welcoming atmosphere to help ease the individual's nervousness and set the tone for a positive learning experience. An inviting and welcoming environment is demonstrated with a warm greeting, positive conversation and respect for the individual's culture, ethnicity, socio- economic background, gender, physical appearance, abilities, and sexual orientation. CLOs are encouraged to do an Intake for any AL who could be served by the NSSAL system, even if at Triage it appears your organization may not have the programs they seek. Two reasons for this are: 1) The AL may know what they **want** (their goal) but they may not know what they **need** to be successful in getting what they want. For example, they may say, "I want my GED" but they may need to work on their reading or other essential skills before they will be successful in getting their GED. 2) NSSAL is a system with a network of learning organizations providing a variety of educational instruction services to meet the needs of ALs and it is in the best interest of the AL to get access to those services through the first "door" they enter. Just contacting an organization is a big step for the AL. For this reason, it is best to help them get as far as possible through the process (of accessing educational instruction services) upon first contact with NSSAL. Once you complete Intake (and the placement assessment) and better understand the AL's goals and needs, the LaMPSS-LM Solution will

allow you to transfer the AL case to another CLO or send specific information from the case (via email) to NSCC, AHS, U-SA, Community Services, NS Works, or other partners in your community.

Organizations also need to consider their staff capacity when determining if it makes sense for them to do an Intake. For example, when the staff person greeting the individual knows their organization does not offer what the individual seeks, and staff do not have the capacity to conduct the Intake (e.g., the organization only offers family literacy, and the individual is seeking digital skills training). During the Learning Year, it is up to the organization to weigh staff capacity against the risk of discouraging the individual from pursuing adult learning by re-directing them to another NSSAL service provider during Triage.

Also, if the individual is currently receiving Employment Insurance (EI) from the Federal Government, it is best to refer them directly to your local NS Works or NS Works Digital (@ **https://novascotiaworks.ca/nsdc/**) where they will be assessed by a certified career practitioner, and potentially have access to additional supports (e.g., travel, child care) through the NS Works Skills Development Program. Once an individual starts an educational or learning program on their own, this may impact their eligibility for additional supports through the NS Works Skills Development Program. If NSSAL is the "right" place for the individual to meet their learning goals on their path to employment, NS Works will include NSSAL programming as an intervention on the individual's Return to Work Action Plan (RTWAP) and refer them to the appropriate NSSAL service provider. Again, depending on the capacity of the organization, the individual can either be re-directed as an output of Triage or referred as an output of Intake.

2a	INTAKE
Purpose	- Opportunity to develop rapport with the Adult Learner (AL) and learn more about who they are and their story. - Gather information required to create the AL's case in the LaMPSS-LM and to help determine the Recommended Learning. - Ensure the AL knows their information is being gathered, how it will be used and that it will be kept secure and private.
Tool	- NSSAL Intake Form (APP) - LaMPSS-LM

Output	• Completed Intake form. • Collection of the social insurance number. • AL's signature to indicate they understand how their information will be used (signed intake form). • CLO staff have a better understanding of how to support the AL in meeting the learner's learning goals. • Information to help determine what assessment tool to use for the Placement Assessment. • The AL's Case (record) is created in the LaMPSS-LM. • May also result in a referral to another service provider (when appropriate).
Decision	• Does this AL already exist in the LaMPSS Solution? • What are the next steps to determine how NSSAL can help this AL meet their learning goals?

Procedures	1. Meet with Learner (in person, via phone, or virtually) to conduct the Intake interview and complete the Intake form. NOTE: *This step may require several meetings/conversations between the staff person and the AL and does not need to be identical for all ALs. Please rely on your professional judgement to determine the best approach for working with the AL to complete the Intake process in a comfortable, positive, and non-threatening manner.*
	
	2. Once the Intake form is complete, explain how the AL's information will be used and review the privacy statement on the Intake form.
	
	3. Ensure the AL signs the completed Intake form.
	
	4. Explain the next steps, including the organization's process to determine if the AL will complete an assessment.
	
	    a. If they will complete a placement assessment, explain what is involved and schedule a time to conduct the assessment with the AL.
	
	    b. If they will not complete an assessment, explain the next steps towards determining their Recommended Learning.
	
	5. Scan or take a picture of the last page of the Intake form (privacy statement) with the AL's signature. The signed privacy statement form may be scanned, uploaded to LaMPSS-LM, and then destroyed.
	
	6. Once transferred into LaMPSS, the completed Intake form, including the individual's Social Insurance Number, may be destroyed. Note: *If the organization chooses to maintain a paper record (file) with the completed Intake form and other AL information, paper records can only be kept for 2 years after an AL has failed to enter programming or has withdrawn from NSSAL programs or services.*

Additional Guidance	The purpose of the Intake interview is to help the AL feel at ease about returning to learning and to provide a comfortable method to gather information about their previous experiences, education, and goals. It is important to assure the AL that all information collected is confidential.

A good interview process requires time, but in the long term can be very effective ~~because~~ in promoting individual success. Since the needs of ALs differ, not all ALs have to go through an identical Intake process. For some, one meeting may be enough while others may require several meetings, and/or follow-up conversations before all the Intake information is gathered.

The first meeting with the individual should be seen as the initial step in the ongoing process of information gathering and collaborative goal setting. The initial interview should take place in a quiet, private space that has adequate lighting, heating, and ventilation. The atmosphere should be relaxed, and supportive.

The interview should be a dialogue rather than a question-and-answer session. The dialogue needs to cover the necessary information to be recorded on the Intake form but does not have to be limited to this information. The interviewer is encouraged to record other notes that are helpful in assessing the AL's needs. However, questions asked, and notes recorded need to be in relation to the provision of educational services and adhere to the **Nova Scotia Personal Information International Disclosure Protection Act** to ensure the protection of the individual's personal information. These notes taken during Intake can be added to the AL's case in the LaMPSS-LM. It is important to balance the need to gather information with the comfort of the AL to provide the information to ensure the AL feels the process is comfortable and non-threatening and is not overwhelmed.

The additional notes from the Intake interview should be added to the AL case (record) in the LaMPSS-LM. If the notes need to be shared with staff who do not use the LaMPSS-LM, the organization may need to retain a paper file with the summary notes. If the organization chooses to maintain paper records with the completed Intake form and other AL information, these can be kept for 2 years after an AL has failed to enter programming or has withdrawn from NSSAL programs or services. Digital records are subject to the same records retention and destruction period of 2 years.

If it becomes obvious through the Intake process that the individual is seeking employment support service (e.g., help with resume, job search advice, etc.) and not educational services, it is best to refer them (via the LaMPSS-LM) to the local NS Works Centre where they will be assessed by a certified career practitioner and potentially have access to additional supports (e.g., travel, childcare) through the NS Works Skills Development Program. If NSSAL is the "right" place for the individual to meet their learning goals on their path to employment, NS Works will include NSSAL programming as an intervention on the individual's Return to Work Action Plan (RTWAP) and refer them to the appropriate NSSAL service provider. NSSAL's mandate is to provide educational services and therefore, funding is for educational instructional experts |

and direct administration support for those experts. NS Works is funded to provide employment support services through certified career practitioners and direct administration support for those practitioners.

Tool	NA
Output	NA
Decision	NA
Procedures	Re-direct the individual (if possible) and/or simply explain that the organization does not provide the programs or services they seek.
Additional Guidance	NA

3.3   Placement Assessment

The placement assessment is an important process for adult learners who want to engage in a learning experience. It is encouraged to complete a placement assessment and record the results in the LaMPSS-LM Solution, but it is not required during the Learning Year (2021/22). Starting in September 2022, conducting learner assessments and recording the results in the LaMPSS-LM will be a requirement for all CLOs. The AL must agree to, and be comfortable with, doing the placement assessment. Additionally, the assessor must have the knowledge and skills required to conduct the placement assessment. The assessor is not expected to use tools they are not comfortable using.

Please see **6 Appendix C: E3 Programming Toolkit** for more information on the AED endorsed essential skills assessment tools - CAMERA and Northstar Digital. The assessor must have CAMERA training before they use the CAMERA assessment tools to conduct an assessment. AED will be offering additional training opportunities for CAMERA and Northstar Digital during the 2021/22 academic year.

CLOs can continue to use the placement assessment tools they have always used with ALs and are encouraged to record the results in the LaMPSS-LM.

3	PLACEMENT ASSESSMENT
Purpose	• This placement assessment process is meant to provide the AL and assessor with an overall picture of AL's learning strategies and comprehension to determine the learner's Recommended Learning. • Conduct a placement assessment and record the results in the AL case.
Tool	• Placement assessment tools (please refer to the Additional Guidance section below) • LaMPSS-LM
Output	• Placement Assessment results • Information to help determine the Recommended Learning • Clarity on the next steps to help the AL achieve their learning goals
Decision	• What placement assessment tool is most appropriate to help inform the Recommended Learning for this AL?

Procedures	1. Based on the information gathered during the Intake interview, determine what placement assessment tool would best inform the program placement decision for the AL. NOTE*: Please refer to the Additional Guidance section below for guidance on determining what assessment tool to use.*
	
	2. Meet with the AL to conduct the learner placement assessment (s).
	    a. Help reassure the AL by explaining the assessment process and how the results will be used to place them in the "right" program to help them achieve their learning goals.
	    b. Support them through the assessment process (and encourage them along the way) and let them opt out at any time if they are uncomfortable.
	
	3. Record the results of the placement assessment on the AL's case in the LaMPSS-LM.

Additional Guidance	The Placement Assessment process is meant to identify the appropriate Recommended Learning for the adult learner. Organizations may use a variety of assessment tools for this purpose. The Recommended Learning page in the LaMPSS-LM will allow users to select the Program Stream for the learner and add the Subject Area/ Competency / Level information when applicable. The current dropdown to select the Program Stream on the Recommended Learning page includes the following: • E3 Programming • Other Essential Skills Programming • ALP • PSP for Adults • GED Prep During the Learning Year (2021/22 school year), CLOs are encouraged to conduct placement assessments for NSSAL ALs. The LaMPSS-LM was designed to capture specific results for CAMERA because AED has endorsed CAMERA as the standard assessment tool for E3 Programming and other essential skills programming (targeting reading, writing, numeracy and document use). Please refer to **6 Appendix C: E3 Programming Toolkit** to determine if CAMERA PLACEMENT is the appropriate tool to inform the program placement decision for the AL. **Record CAMERA Results in the LaMPSS-LM:** The CAMERA Assessor's Guide and excel scoring spreadsheets make scoring and recording results easy. As an AED-endorsed assessment tool, LaMPSS is set up to capture the results exactly as they are recorded in the excel score sheets that are provided with the CAMERA package. Each CAMERA assessment is made up of a

variety of tasks that range across 4 competencies (Reading, Writing, Numeracy and Document Use), and results provide a percentage score for each competency, as well as an overall score that indicates where a learner should be placed, and/or whether a learner is ready to move on to the next stage.

If CAMERA is not the appropriate placement assessment, other placement assessment tools may be used, and the results can be recorded with the AL record in the LaMPSS-LM. If the AL is being assessed to determine placement in a digital skills (computer) program, please refer to **6 Appendix C: E3 Programming Toolkit** to determine if AED's endorsed assessment tool for assessing digital skills – Northstar Digital – is the appropriate tool to inform the program placement decision for the AL. The results of the digital skills assessment can be downloaded (or printed and scanned) and attached to the AL's record in LaMPSS, the same as other non-standard assessment tools. Results can also be captured directly in LaMPSS using the Assessment Results field.

3.4   Orientation

Many organizations conduct an orientation process for ALs who are new to their organization or starting a new ~~to the AL~~ adult learning program. The orientation process is included in the common processes as a reminder of how important it is to orient the AL to ensure they feel comfortable and understand what is expected of them as they re-engage in formal learning.

7	ORIENTATION
Purpose	Orient the learner with specific program information, expectations, and any relevant information about your centre (such as a tour of the facility, washroom and exit locations, hours of operations, who to contact, safety policies, etc.). There may be various times (e.g., after intake, after placement, in-class) to conduct specific orientation tasks, depending upon how your organization is staffed and operated.
Tool	Orientation Checklist (**7 Appendix D: Orientation Checklist**)
Output	AL knows what to expect from their program experience, what is expected of them and how to navigate the facility.

Decision	NA
Procedures	Use the Orientation Checklist as a guide to conduct orientation as required to ensure a positive learning experience for the AL and staff.
Additional Guidance	NA

3.5   Processes Fully Automated in LaMPSS-LM

The following processes are fully automated in the LaMPSS-LM Solution and will be covered in detail in the LaMPSS-LM Solution training material.

4	**Capture Assessment Results**	Once assessments are completed using the appropriate assessment tool, record the results in the LaMPSS-LM Solution.
5	**Recommended Learning**	Upon evaluation of the AL's Intake information and any learner assessment results, record Recommended Learning for the AL by entering the NSSAL program stream, and subject area/competencies. The Recommended Learnings are intended to provide a guide towards achieving the learner's goals and can (and likely will) change throughout the AL's time within the NSSAL system.
6a	**Internal Referral**	Capability to transfer the learner's case, or specific information from the case to another CLO. There is also a need to do a soft handoff. This means the referring organization contacts the organization to which they referred the AL to ensure they are aware of the referral and to discuss/clarify applicable details about the AL.
6b	**Service Registration**	Process of registering an AL into a specific service (program) offered by your organization.

| 10 | **Close** | This includes the process to complete the Service Registration close-out by answering the required questions and closing the AL's case, upon completion of the program |
| 11 | **External Referral** | Capability to transfer specific learner information from the AL's case to other NSSAL service providers or other organizations via email sent from the LaMPSS-LM. There is also a need to do a soft handoff. This means the referring organization contacts the organization to which they referred the AL to ensure they are aware of the referral and to discuss/clarify applicable details about the AL. |

3.6   Other Processes

The Fall 2021 release of the common processes introduces very little change to the Program Delivery process and the Program Specific Assessment process. CLOs will continue to deliver NSSAL funded programs as they have been for the last several years, but the AL information will need to be maintained in the LaMPSS-LM.

The other change is the notification to complete an Annual Review Task in the LaMPSS-LM Solution. Two months before the end of the school term (May 1), a task reminder will appear on the AL case to conduct an Annual Review. This will only appear for ALs who are registered prior to May 1 of the same year. From the time the task reminder first appears, the assigned staff person (or their designate) will have 60 days to respond. They respond by selecting "Complete" or "Not Complete" from the drop down. It is suggested that for the annual review to be complete the following should be done:

- Print out the learner's Case Detail Report in LaMPSS and have them review their information to ensure the information is accurate and up to date.
- Make any necessary updates to the AL's contact or other information.
- Update the AL's case with any assessments that may have happened throughout the duration of the program.
- Depending on where the AL is on their learning journey, it may be time to conduct another assessment to determine if they are making progress or if it is time to revisit and update their Recommended Learnings.

When an in-program or annual review learning assessment is done, the results can be recorded in the LaMPSS-LM, the same as the placement assessment results. Please see the **6 Appendix C: E3 Programming Toolkit** for information about how to use the endorsed E3 Programming assessment tools to conduct in-program assessment. Just as with the placement process, other assessment tools may be used, and the results recorded with the AL's record in the LaMPSS-LM to track progress. Instructors may also want to scan and attach formative or summative assessment or other notes related to the AL's educational goals for easy retrieval or for sharing with others in their organizations.

4 Appendix A: NSSAL Triage Checklist

This checklist is provided as a guide to help CLO staff conduct the Triage process. The checklist is intended to ensure a common understanding of the difference between Triage and Intake. Only individuals who are interested in adult learning programs offered by NSSAL proceed to the Intake process.

NSSAL Triage Checklist

- ✓ **Greeting:**

  - ✓ Hello, how are you?
  - ✓ What brings you in today?

- ✓ If they are looking for some type of educational service, adult learning, or digital skills training let them know you may have something for them.

- ✓ **Test their eligibility:**

  - ✓ How long have you been out of school? It's ok if you do not remember.
  - ✓ Do you recall what grade you were in when you left? No big deal if you cannot.
  - ✓ Do you live in Nova Scotia?
  - ✓ Would you consider yourself a Canadian citizen?
    - ✓ If they're not sure, ask - maybe you're a permanent resident or maybe you have refugee/protected persons status?
  - ✓ Confirm that they are 18 years of age or older.

- ✓ **Test their fit for NSSAL:**

  - ✓ If they are looking for programs NSSAL may offer, provide them with an overview of the adult learning programs your organization offers and some general information about NSSAL and other types of NSSAL service providers and programs in your community.
  - ✓ If they are interested in learning more or want to get started, schedule the **Intake** interview.

- ✓ **Test their fit for NS Works:**

  - ✓ Are they on EI?
  - ✓ Have they already contacted NS Works?
  - ✓ Are they there because they are looking for a job? Or looking for help to get a job?

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5   Appendix B: NSSAL Intake Form (2021/22 version)

LaMPSS-LM Intake Form
2021-2022 Nova Scotia School for Adult Learning
NSSAL Community Learning Organizations

NOVA SCOTIA NOUVELLE-ÉCOSSE

Office Use Only

Collected on:

Collected by:

Status: ☐ Draft ☐ Completed

Person Details

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last name:

First name:

Middle initial:

Gender:
☐ Male   ☐ Female
☐ Other/X   ☐ Prefer not to report

Service language?
☐ English   ☐ French

Marital status:
☐ Common-Law   ☐ Divorced
☐ Married   ☐ Single
☐ Separated   ☐ Widowed
☐ Annulled Marriage   ☐ Other
☐ Prefer not to report

Birth date:

SIN: ☐☐☐☐☐☐☐☐☐

Mailing Address

Care of:

Street address:

City:

Province:

Country:

Postal code:

LaMPSS-LM Intake Form
2021-2022 Nova Scotia School for Adult Learning
NSSAL Community Learning Organizations

NOVA SCOTIA NOUVELLE-ÉCOSSE

Civic Address (if different than mailing address)

Street address:

City:

Province:

Country:

Postal Code:

Home phone number:

Mobile phone number:

Email address:

Alias – Is there another name you are known by?

Referral Information

How did you hear about us?
☐ Advertising   ☐ Search engine
☐ Social media   ☐ Friends or family (word of mouth)
☐ I've worked with NSSAL before   ☐ Referred by another organization
☐ Other
Please specify:

What organization referred you?

Contact Name:

Contact phone number:

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Eligibility Information

Do you currently reside in Nova Scotia?

☐ Yes   ☐ No

What is your current status in Canada?

☐ Canadian Citizen   ☐ Not Provided

☐ Permanent Resident

☐ Other:
Please specify:

[   ]

Do you meet the NSSAL Programs Age Requirements (18+)?

☐ Yes   ☐ No

Are you currently in school?

☐ Yes   ☐ No

Are you sufficiently proficient in speaking / listening in the language of instruction to benefit fully in the NSSAL Program?

☐ Yes   ☐ No

General Information

What language do you wish to correspond in?

☐ English   ☐ French

What is your preferred correspondence method?

☐ Email   ☐ Regular Post

☐ Telephone   ☐ Not Provided

Emergency Contact Name: **Emergency Contact Phone Number:**

[|]

Do you consider yourself to be a member of any of the following designated groups?

Indigenous

☐ Yes   ☐ No

☐ Prefer not to Report

Persons with Disability

☐ Yes   ☐ No

☐ Prefer not to Report

Francophone

☐ Yes   ☐ No

☐ Prefer not to Report

Acadian

☐ Yes   ☐ No

☐ Prefer not to Report

African Nova Scotian

☐ Yes   ☐ No

☐ Prefer not to Report

African Descent

☐ Yes   ☐ No

☐ Prefer not to Report

Immigrant

☐ Yes   ☐ No

☐ Prefer not to Report

If yes, what was your immigration year?   [   ]

Visible Minority

☐ Yes   ☐ No

☐ Prefer not to Report

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Current Situation

What is your current employment status?

☐ Employed   ☐ Self Employed

☐ Unemployed   ☐ About to be unemployed

☐ Not in the labour market   ☐ Not Provided

If you are employed, is your job unstable or insecure?

☐ Yes   ☐ No

☐ Prefer not to Report

How many dependents do you have? _____

Employment Insurance (EI) Benefit Information

Are you currently receiving Employment Insurance (EI) benefits?

☐ Yes   ☐ No

☐ Not Provided   ☐ Unknown

Have you received Employment Insurance (EI) benefits within the last 60 months?

☐ Yes   ☐ No

☐ Prefer not to Report

Have you earned $2,000 or more in at least 5 of the previous 10 years?

☐ Yes   ☐ No

☐ Unknown   ☐ Not Provided

Service Participation

Why did you discontinue (leave) school?

☐ Life situation   ☐ Young and did not realize how important it was

☐ Found it really difficult   ☐ Do not know

☐ Other
Please specify:
_____

Have you taken any upgrading programs since you left school?

☐ No   ☐ Community Learning Organizations

☐ Adult High School   ☐ NSCC

☐ Université Sainte-Anne   ☐ Employment Training Centers

☐ Other
Please specify:
_____

Are there any other agencies assisting you with education and employment-related needs or planning?

☐ Yes   ☐ No

If yes, which agency?
_____

What is your long-term goal that you're hoping this program will help you achieve?

☐ Get a Job   ☐ Get my High School diploma

☐ Get my GED   ☐ Pursue Post Secondary

☐ Personal Development   ☐ Community Engagement

☐ Enroll in a Trade   ☐ Not Sure

☐ Other
Please specify:
_____

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How do you think NSSAL can help you achieve this goal?

☐ Prepare for the GED   ☐ Obtain additional High School credits

☐ Obtain a High School Diploma   ☐ Prepare for an entrance exam

☐ Improve reading/writing skills   ☐ Improve math skills

☐ Improve digital skills   ☐ Improve other essential skills

☐ Other
Please specify:
[   ]

How many hours a week can you commit to attending class?
[   ]

When are the most convenient times for you to participate in learning programs? (Check all that apply)

☐ Day Time   ☐ Evenings

☐ Mornings   ☐ Weekends

☐ Afternoons

☐ Other
Please specify:
[   ]

Would you be interested in participating in online and blended learning?

☐ Yes   ☐ No

Do you have sufficient ability and access to technology and internet to participate in online learning?

☐ Yes   ☐ No

Do you have access to transportation?

☐ Yes   ☐ No

☐ Not Provided

Do you have any personal challenges that may interfere with your ability to attend class?

☐ No challenges   ☐ Justice related restrictions

☐ Limited availability   ☐ Learning Disability

☐ Dependent(s) they need to care for   ☐ Transportation challenges

☐ Material support needs   ☐ Mental health challenges

☐ Physical disability or health challenges   ☐ Previous challenges with learning experiences

☐ Life situation challenges

☐ Other
Please specify:
[   ]

Education History

What is your highest education level?

☐ Elementary   ☐ Junior High

☐ High School Incomplete ☐ High School Complete

☐ GED Completed   ☐ College Incomplete

☐ College Complete   ☐ University Incomplete

☐ University Degree   ☐ Master's Degree

☐ PhD (Doctorate)

Year: [   ]

Location:

☐ Canada / USA   ☐ Other   [   ]

Province / State / Country [   ]

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Education/Training/Licenses:

Source/Location:

Date started:

Last attended:

Result

- [ ] In Progress
- [ ] Complete
- [ ] Degree
- [ ] License – Current
- [ ] Credential

- [ ] Incomplete
- [ ] Diploma
- [ ] Certificate
- [ ] License – Expired

COLLECTION, USE, & DISCLOSURE OF PERSONAL INFORMATION

The Nova Scotia Government Labour Market Programs provided by the Department of Labour, Skills and Immigration are bound by the principles and requirements of the Nova Scotia Freedom of Information and Protection of Privacy (FOIPOP) Act and the Adult Learning Act. The FOIPOP Act defines the meaning of personal information; in addition to the information defined by the Act, other types of personal information may include: date of birth, Internet Protocol address, e-mail address, or other information collected by our programs or services. The Adult Learning Act provides the framework for administrating programs to adult learners.

The personal information collected will only be used and disclosed in keeping with the access and privacy provisions of the Nova Scotia FOIPOP Act and the Nova Scotia Personal Information International Disclosure Protection (PIIDPA) Act. Any personal information collected during the course of accessing our programs or using our services is used only for providing you with services; for example, for registration to our programs, learning assessments or for determining your eligibility to services etc.

We do not disclose your personal information to other organizations or individuals except as required to fulfill the purpose(s) of the program or service and only to the extent required or authorized by law. Canadian Federal funding requires the collection of such information as Social Insurance Number and employment status.

Some functions within these programs or services are provided by service providers external to the department(s). All external service providers that provide you with services on our behalf must comply with our privacy requirements and must meet the applicable security, privacy and terms of use provisions.

Under the privacy provisions of the FOIPOP Act individuals have the right to correction of, and access to, their personal information. To obtain access or request correction of your personal information please contact the Information Access and Privacy Services unit by email at IAPServices@novascotia.ca or phone (902) 424-2985 or 1-844-424-2985.

I acknowledge that I have read and understand the above information regarding the collection, use, and disclosure of my personal information:

_____

Client name [print]

_____   _____

Client signature   **Date**

_____   _____

Witness signature   **Date**

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6 Appendix C: E3 Programming Toolkit

6.1 CAMERA

CAMERA stands for Communications and Math Employment Readiness Assessment. It is a series of competency-based assessments using realistic employment-oriented tasks to assess reading, writing, document use, and numeracy.

6.1.1 Why CAMERA?

The CAMERA assessment aligns with NSSAL's E3 Curriculum Framework and its focus on essential skills levels 1 through 3. Although CAMERA does not assess all the competencies included in the E3 Curriculum Framework, it assesses the functional skills required to manage reading, writing, document use and numeracy by using practical, real-life tasks that are relatable to adult learners.

6.1.2 Components of CAMERA

CAMERA includes a Placement Assessment, and two versions (Forms A and B) for each stage (or level) – Stages 1, 2 and 3. The CAMERA package also includes a comprehensive Assessor's Guide, Test, Response, and Test Record books for each component and formatted excel spreadsheets for calculating and recording results.

6.1.3 When to Use CAMERA

6.1.3.1 Placement Assessment

The Placement Test is a locator assessment used for screening and intake. It is quick to administer, and score. It will inform programming decisions in terms of where on the literacy continuum an individual's skills lie, whether NSSAL E3 programming in reading, writing, document use and numeracy is suitable for a learner, and if so, whether they should begin at stage 1, 2 or 3. Once a learner has been placed in a stage, and depending on their results, they should be assessed using the relevant Stage Assessment after 1-6 weeks of programming at that stage.

6.1.3.2 Stage Assessments

CAMERA stages 1 through 3 work as both formative, and summative assessments that provide diagnostic information for programming. The more in-depth results identify a learner's skill strengths and gaps, indicate whether they have progressed, and whether they are ready to advance to the next level, or move on to other programming. Once a learner has completed 1-6 weeks of programming in the stage at which they were initially placed, they should be given the relevant Stage Assessment and based on results, continue in the same stage or progress. Regardless of whether they continue or progress, they should be reassessed again after 8-16 weeks of programming following the Stage Assessment. For example, if a learner is placed in Stage 1, they should complete 1-6 weeks of programming and then be assessed with Stage 1 Form A or B. The Form to be used is at the assessor's discretion. If the results indicate the learner should continue in Stage 1, they should be reassessed after 8-16 weeks of subsequent programming with the Stage 1 Form that was not used. If the results indicate the learner should progress to Stage 2 or Stage 3, they should be reassessed using Form A or B of the relevant Stage Assessment after 8-16 weeks of subsequent programming.

6.2   Northstar Digital Literacy Assessments

Northstar Digital Literacy Assessments (**https://www.digitalliteracyassessment.org**) is an online testing platform which includes the assessments themselves, as well as publicly accessible online learning modules and curated collections of resources aligned with the outcomes (referred to as "standards" by Northstar) measured by the assessments. The public versions of the assessments are available freely to anyone online without an account. Organizations can also opt to become an official Northstar testing site. This allows for more administrative control as well as the ability to proctor assessments and grant certificates. Contact NSSAL for more information about this option.

6.2.1   Why Northstar Digital Literacy Assessments?

Northstar Digital Literacy Assessments align with NSSAL's E3 Curriculum Framework and its focus on essential skills levels 1 through 3. Using a combination of Northstar's various assessments, instructors can get a sense of a learner's ability to manage basic digital skills. This aligns the assessments with the E3 Curriculum Framework's Use Digital Technology competency.

6.2.2   Components of the Northstar Digital Literacy Assessments

Northstar Digital Literacy Assessments cover a variety of skills and topics. The assessments are categorized into three groups: Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. The following is a list of the assessments available:

Essential Computer Skills	Essential Software Skills	Using Technology in Daily Life
Basic Computer Skills	Microsoft Word	Social Media
Internet Basics	Microsoft Excel	Information Literacy
Using Email	Microsoft PowerPoint	Supporting K-12 Distance Learning
Windows	Google Docs	Career Search Skills
Mac OS		Your Digital Footprint
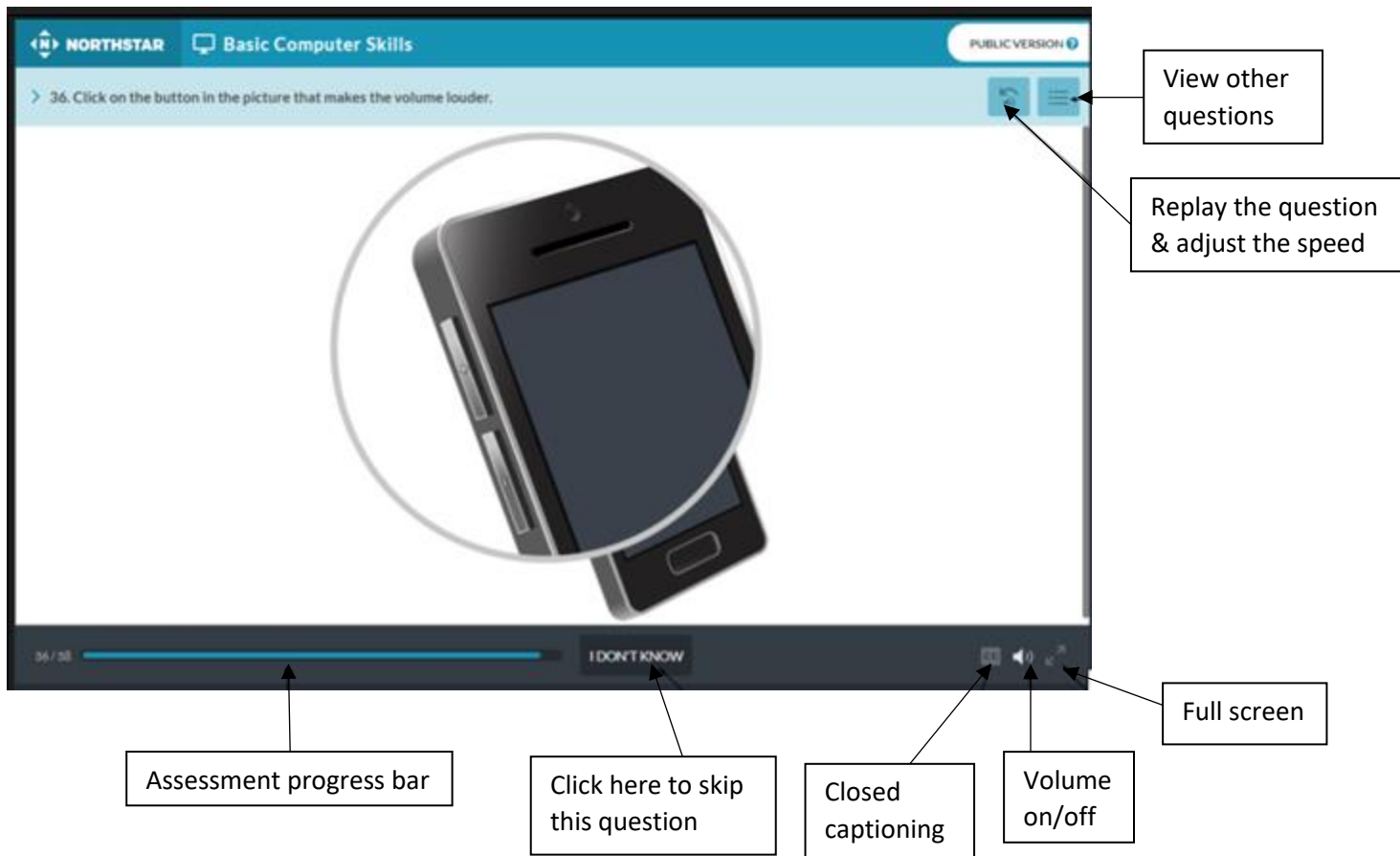
Figure 1 Screen image from the Basic Computer Skills assessment.

Lists of the outcomes/standards measured by these assessments are available on the Assessment Info page (**https://www.digitalliteracyassessment.org/assessment-info**) of the Northstar website. These lists can be used to create checklists to track learner progress and plan instruction.

Questions are presented in both text and audio formats. Learners can navigate freely to any question in the assessment by clicking the "View other questions" button and can click the "I don't know" button if they would like to skip a question. Learners can also adjust the speed of the audio within the assessment.

6.2.3 When to Use Northstar Digital Literacy Assessments

Northstar Digital Literacy Assessments can be used as a placement assessment to determine a learner's baseline digital skills prior to beginning a digital skills program. The assessment can be offered again later in their program to gauge progress. There is only one version of each of the assessments. Any assessment results can be used to inform instruction, however teaching specifically to the test will affect the validity of the assessment.

6.2.4 How to Record Northstar Digital Literacy Assessment Results

6.2.4.1 CLO is a testing site for Northstar

The learner's results will be tabulated and accessible within the organization's account. Any learners who registered through a testing centre can earn a certificate for achieving a passing score.

To generate a printable version of a learner's assessment results:

1. Log in to your Northstar admin account
2. Click the Learners tab
3. Click the name of the learner whose results you want to view
4. Click the icon next to the assessment to view the details for that assessment
5. Print the results, but instead of printing a paper version, select Save as PDF as the printer/destination, then click Save to rename and save the file. This file can then be added to your learner's digital file and/or uploaded to LAMPSS.

Figure 2 Screen image of the Results Page for the Internet Basics.

6.2.4.2 Organization that does not have a testing site license

The learner can take the public versions of the assessments. A Results Page is displayed once a learner has completed an assessment, which provides a list of mastered skills and skills to improve upon. The public version of the assessments on the Northstar site do not require a log in, and thus the learner's results will not be saved should they happen to close the test once they complete it.
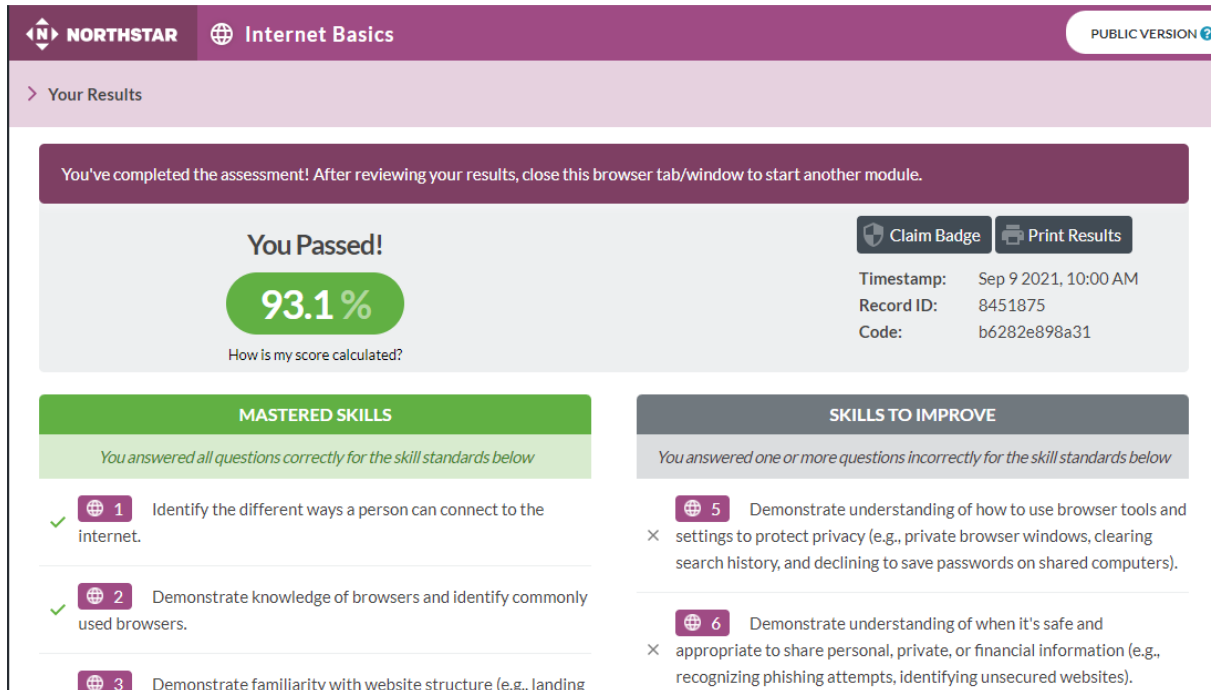

Figure 3 Screen image of the Results Page for the Internet Basics assessment.

There are two methods that can be used to record the learner's results.

1. To generate a printable version of a learner's assessment results, first click the Print Results button, select Save as PDF as the printer/destination, then click Save to rename and save the file. This file can then be added to your learner's digital file and/or uploaded to LAMPSS.
2. You can create your own checklist of the assessment outcomes and manually create a results sheet by checking off the mastered skills from the Results Page after a learner has finished the assessment. This page can then be scanned and saved as a PDF, added to your learner's digital file and/or uploaded to LAMPSS.

From the Results Page, the learner can click on Claim Badge to provide an email address to claim a virtual badge for passing the assessment.

7 Appendix D: Orientation Checklist

This checklist is provided as a guide with some suggested timing for when the tasks may be performed. Each CLO operates differently and therefore, there may be other tasks that need to be performed and or the timing of conducting the suggested tasks may differ from CLO to CLO.

Orientation Task	Timing		
	After Intake	**After Placed in Class / Program**	**In-Class / Program**
Provide info on NSSAL & Organization	X		
Facility Tour	X	X	X
Review Code of Conduct		X	X
Provide Health & Safety Information		X	X
Provide Class Schedule (potential/flexibility)	X	X	
Methods of program delivery (flexibility?)	X	X	
Introduction to Staff & Teacher		X	X
Provide Orientation Package	X	X	X
Requirements for testing/programs (e.g., GED needs photo ID)	X	X	X