

Canada-Nova Scotia
Labour Market Agreement
for Persons with Disabilities

Annual Report 2009-10

December 3, 2010

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Ministers' Message

The Province of Nova Scotia is pleased to present the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Annual Report 2009-10. The Annual Report is designed to inform Nova Scotians of the effectiveness of the programs and services available to help people with disabilities participate in the labour force.

We know that the full inclusion of people with disabilities in our community will not only improve their quality of life but it will also make Nova Scotia a stronger and more diverse province. People with disabilities have unique, diverse and sometimes complex needs. The key is to help those people with disabilities meet their full potential. Government sponsored labour market programs for persons with disabilities are intended to address the additional employment, education and training challenges that people with disabilities face in their lives.

In Nova Scotia, the departments of Community Services, Education, Health, and Health Promotion and Protection work together to offer programs and services that support the employability of people with disabilities. We know this is the right thing to do for Nova Scotians and we will continue to offer programs such as career counseling, campus-based supports, addiction treatment and mental health services for those who need them. These programs have made and continue to make a profound difference in the lives and families of Nova Scotians with disabilities.

The Nova Scotia government is committed to working together with the disability community, the Government of Canada and other partners to continue offering services that meet the current and future needs of Nova Scotians with disabilities.

Denise Peterson-Rafuse
Minister of Community Services

Maureen MacDonald
Minister of Health
Minister of Health Promotion and Protection

Marilyn More
Minister of Education

Introduction

Nova Scotia and Canada recognize the value to all of ensuring that persons with disabilities experience social inclusion in all aspects of their communities. Employment is a key component of social inclusion. Canada and Nova Scotia recognize that persons with disabilities want, and are able, to make an important contribution to Nova Scotian society. Consequently, governments have offered many programs over the years to help persons with disabilities find meaningful employment. 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 make the transition to employment. This partnership began with the Vocational Rehabilitation of Disabled Persons Agreement in 1962, which was replaced in April 1998 with the Employability Assistance for Persons with Disabilities Agreement [EAPD]. Subsequently EAPD was succeeded in 2003-04 by the current Multilateral Framework for Labour Market Agreements for Persons with Disabilities Agreement (LMAPD). The Multilateral Agreement provides the basis for bilateral agreements between individual provinces and the Government of Canada. The current agreement between Canada and Nova Scotia has been extended to March 2011. Nova Scotia is hopeful this partnership with the Government of Canada will continue beyond the end of the current extension of the agreement.

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 sixth edition of the annual report and follows last year's Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Report 2008-09. This report describes the programs and services funded under this agreement, including program objectives, descriptions, target populations and cost-shared expenditures for the 2009-10 fiscal period.

Nova Scotia is proud of the achievements made through this partnered, cost-shared agreement. It has provided the means to help Nova Scotians with disabilities enter the labour force and enhanced their quality of life.

Background

In November 2002, Federal/Provincial/Territorial Ministers Responsible for Social Services approved a process to guide the negotiation of a successor agreement to the EAPD agreement. The Multilateral Framework for Labour Market Agreements for Persons with Disabilities 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. The Agreement attempts to meet this goal by:

- enhancing the employability of persons with disabilities
- increasing the employment opportunities available to them
- building on the existing knowledge base

The 2004-05 federal budget announced an additional \$30 million for the LMAPD initiative. As a result of the additional funding, Nova Scotia received an increase of \$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 LMAPD programs and services 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 2009-10 fiscal period, and provides statistical data and expenditures for the same period.

The Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities Baseline Report 2004 - 05 was publicly released on December 3, 2004. Subsequent annual reports have been released each year on or about December 3, the International Day of the Disabled Person. This report builds on the previous annual reports, and 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 Labour Market Agreement for Persons with Disabilities (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 benefiting 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 under the Labour Market Agreement for Persons with Disabilities Program provided by the Department of Community Services 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 under the Labour Market Development Agreement 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 Caseworkers work with eligible 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, career assessments, academic assessments, etc;
- Employment and Career Development Services - access to employment support services, career development services, case management and navigation support;
- Skills and educational supports - access to upgrading and short term training programs;
- Provision of required technical aids - funding is provided for the purchase of eligible technical aids;
- 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 is in the form of support for goods & services directly related to supporting the person's disability, i.e. the adaptation of disability specific tools and equipment required to operate an approved business.

Individuals who have a disability and are currently employed are not eligible for services unless they are deemed to be experiencing a 'vocational crisis'. Individuals are considered to be in a 'vocational crisis' if:

- the circumstances with regard to the existing disability have changed and now prevent the individual from performing a job they once performed; or
- the nature of the work has changed and the individual needs support to adapt to the changed needs of the job.

Technical or Medical Aid Supports

The program provides disability-related supports to assist individuals as part of their employment plan or to individuals defined to be in a vocational crisis. An eligible support includes a medical or technical aid, or good, or service that would enable an individual to enhance their employability and/or continue in their employment. Medical and/or technical aids 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:

- 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 aid
- Wheelchairs and Similar Equipment - such mobility aid appliances include manual and electric wheelchairs, power carts and scooters. Requests for purchases of power or ultra light wheelchairs or scooters are considered based on medical necessity and to avert a vocational crisis.
- Appliances for the Hearing Impaired - such as hearing aids or personal FM systems;
- Appliances for the Vision Impaired such as computers and software to support the disability, tape recorders, reading equipment, Braille calculator, high intensity lamps, braille and in some cases, special lenses may also be provided.
- Modifications to Vehicles - modifications can be provided when an individual does not have access to accessible public transportation and needs a car or van to avert a vocational crisis. Vans may be converted to accommodate wheelchair use by the provision of a wheelchair lift. Driving controls may also be adapted.
- 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 with training or employment opportunities.
- Wage Subsidy - a wage subsidy can be provided for an individual that is ready to work. The subsidy is provided for a defined period of time.
- Job Coaching - funding is available to provide the services of a job coach, or other types of work site training to help people deal with issues of the job. This support is generally provided when an individual is beginning a job.

Project Support

In addition to supporting individuals living with disabilities directly, a number of projects are funded through LMAPD. Examples of funded projects include providing support for individuals having a mental illness to gain skills that will move them toward employment; to employ job coaching services that support individuals to attach to, or remain attached to, the labour market and provide support for disabled individuals to operate their own businesses.

On a yearly basis, the Department of Community Services, Employment Support and Income Assistance Program staff serves a caseload of approximately 43,000 individuals and families.

Approximately 45 percent of this caseload has been identified as individuals living with a disability. During the 2009-2010 fiscal year, caseworkers provided various types of support to these individuals including support for the development of employability plans as a means to attach to the labour market. Other direct services provided include:

- Assessment Services
- Employment and Career Counseling
- Referrals to appropriate service providers
- Referrals for training programs
- Support for individuals requiring a job coach
- Support for employment participation

In addition to the direct services provided, approximately 200 interventions were made through the LMAPD program to support individuals to receive the technical aids, tools and other supports they required to participate in their employment plans or to remain employed.

Department of Education

Post-Secondary Disability Services (PSDS) provides grants, goods and services to support students with disabilities. With themes of accessibility, equity, and inclusion, PSDS actively demonstrates leadership by:

- setting priorities and policies based on consultation, research and proven results
- allocating funding that supports these priorities and policies
- 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. For those who do require support, however, the Post-Secondary Disability Services division does ensure that all reasonable disability related supports are available and provided in a timely and professional manner. The division's service delivery is progressive ensuring students with disabilities have better opportunities to succeed.

It is now five years since the Baseline Annual Report (2004/2005) and the numbers of students with disabilities attending and graduating from post secondary continues to grow. PSDS has tracked students with disabilities participation, supports provided and graduation from post secondary training for Labour Market Agreement for Persons with Disabilities (LMAPD) eligible students. This sixth Annual Report builds upon previous statistics and profiles trends and themes from statistical recording and research activities. The data profiled provides evidence that the programs offered by PSDS and its post secondary partners are having a meaningful impact on the lives of thousands of Nova Scotia post secondary students with disabilities.

Participation and Graduation

Each year since 2004/2005 the number of students with disabilities attending and self-disclosing their disability to their post secondary institute has risen. In 2009/2010 the number grew to 3124 an increase of 95.3 percent since 2003/2004. Table 1 provides the number of post secondary students who self identify as having a disability. The trend is positive; each year more persons with disabilities are making the commitment to attend post secondary training.

| Table 1: Number of self-identifying Students with Disabilities (SwD) attending post secondary training from 2003/2004 to 2009/2010 | | |
|---|-------------------------------------|---------------|
| 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% |
| 2007/2008 | 2738 | 11% |
| 2008/2009 | 2927 | 6.9% |
| 2009/2010 | 3124 | 6.7% |

As can be seen in Table 2 between the 2004/2005 school year and the 2009/2010 school year there was a 100 percent increase in the number of students with disabilities graduating from post secondary training. There is little change in graduates between 2007/2008 and 2008/2009. This reflects the increase in the number of University students enrolled in the last several years, which in 2009/2010 may be the start of a trend from several years of increasing university enrollment.

| Table 2: 2004/2005 to 2009/2010 student with disability graduates | | |
|--|---------------------|------------|
| School year | Number of graduates | % Increase |
| 2004/2005 | 369 | baseline |
| 2005/2006 | 517 | 41% |
| 2006/2007 | 537 | 4% |
| 2007/2008 | 578 | 8% |
| 2008/2009 | 574 | 0% |
| 2009/2010 | 659 | 15% |

Employment

In March of 2007 the Canadian Council on Learning and the Department of Education represented by the Post-Secondary Disability Services Division agreed to collaboratively engage in a five year study on student success, employment related outcomes and life's experiences of graduating and non-graduating students with disabilities. In the summer of 2009, the third in a yearly series of one year post-graduation or withdrawal follow-up surveys of students with disabilities was completed.

Educational attainment is a key determinant of both labour force outcomes and of societal and individual health in Canada. There is a growing body of evidence that the association of these outcomes to educational attainment is especially important to adults with disabilities. Several studies in Canada and the U.S. in recent years have demonstrated dramatic improvements in

employment outcomes for adults with disabilities who have completed a post secondary credential. Overall, these studies observe that employment outcomes are significantly improved for adults with disabilities who have completed some post secondary education. Specific observations include:

- increasing labour force participation since 1999 but still a gap compared to those without disabilities remains
- employment rates roughly equal to non-disabled peers
- employment in occupations related to studies still lagging for disabled graduates relative to those without disabilities
- no significant difference in earnings for similar work

Results at a Glance

Results from the 2009 longitudinal follow-up survey provided measures of employment and satisfaction outcomes of Nova Scotia post secondary students with a disability one year after program graduation or withdrawal. When comparing 2009 survey results to those of the 2008 survey, the labour market downturn in 2008¹ appears to have had an impact on the employment rates of the respondents of the 2009 survey. This comparison demonstrates that both the labour force participation rate (76 percent) and employment rate² (79 percent) of respondents decreased by 11 percent and 5 percent respectively. However participants from the 2009 survey reported a 10 percent increase in earnings for full-time related positions at \$33,030; 93 percent of survey respondents live and work in Nova Scotia³ (an increase of 5 percent from the previous year), and two-thirds of respondents continue to experience employment relatedness.⁴ Respondents also expressed a high degree of satisfaction with their learning program and overall experience at their institution, with 78 percent of respondents reporting that they would recommend their program and 87 percent stating they would recommend their institution.

The overall results of this survey are summarized in Table 3 below,⁵ with a comparison to the results of the 2007 and 2008 one-year follow up surveys.⁶ In total, 266 surveys were completed from the 608 eligible participants, 84 percent of which were completed online and the remaining 16 percent of which were completed by telephone or a printed copy returned by post-mail. With

¹ Labour Force Survey. Statistics Canada, September 2009.

² Employment rate is calculated as the percentage of labour force participants who are working in paid employment.

³ Percentage of respondents who studied in Nova Scotia. Overall 89 percent of respondents work in Nova Scotia (Appendix C: Table F-1).

⁴ Employment relatedness is calculated as the percentage of employed respondents who are working in a field directly or indirectly related to their program of study.

⁵ Summary results by institution type and program status can be found in Appendix C: Tables B-1A and B-1B respectively.

⁶ The 2007 report can be accessed at http://psds.ednet.ns.ca/documents/NS_LongitudinalFollowUp2007.pdf

266 respondents from a population of 608, there is a margin of error of 4.5 percent using a 95 percent confidence interval. This margin of error assumes that the respondents are representative of the eligible population. Caution is advised when interpreting or using survey findings, particularly where sample sizes are small, as sampling and selection bias may affect the reliability of results.

| Table 3: One Year Follow-up Survey Results | 2007 | 2008 | 2009 |
|--|-------------|-------------|-------------|
| Labour force participation rate | 86% | 87% | 76% |
| Employment rate | 81% | 84% | 79% |
| Relatedness of employment | 70% | 67% | 66% |
| Annual average earnings of directly related full-time work | \$29,136 | \$29,650 | \$33,030 |
| Employed in Nova Scotia ⁶ | 90% | 88% | 93% |
| Respondents would recommend program to another person | 81% | 75% | 78% |
| Respondents would recommend institution to another person | 91% | 84% | 87% |

Respondent Profile

The breakdown of survey respondents by institution type is provided in Table 4. Overall, 67 percent of the survey respondents had studied at a college, while 33 percent had studied at a university. As shown in Table 5, when the respondents are broken down by program status, 67 percent had graduated while 33 percent had withdrawn from their program.⁷

| Table 4: Respondent Profile by Institution Type | | |
|--|---------------------------|-------------|
| Institution type | Respondent profile | |
| College | 179 | 67% |
| University | 87 | 33% |
| Total | 266 | 100% |

| Table 5: Respondent Profile by Program Status | | |
|--|---------------------------|-------------|
| Program status | Respondent profile | |
| Graduated | 178 | 67% |
| Withdrew | 88 | 33% |
| Total | 266 | 100% |

⁷ As noted in the methodology, the survey population was 55 percent graduated and 45 percent withdrawn. The non-response of withdrawn students may have introduced some bias in the results.

As outlined in Table 6, overall survey participation rates range from 37 percent for those who had attended university to 49 percent for those who had attended college. The survey population rate was comprised of a higher number of college than university students which may lead to the higher participation rate of this group.

| Table 6: Survey Participation Rates by Institution Type | | | |
|---|------------|-------------|--------------------|
| Institution type | Population | Respondents | Participation rate |
| College | 374 | 179 | 49% |
| University | 234 | 87 | 37% |
| Total | 608 | 266 | 44% |

Of the 608 graduates and leavers included in the sample, 352 attended NSCC, 200 attended a university in Nova Scotia, and 56 were enrolled at a college (22) or university (34) outside Nova Scotia. For the 552 students attending a post secondary institution in Nova Scotia, 306 graduated from their program, while 246 withdrew from the institution prior to program completion. The program status was not known for the majority of the 56 graduates and leavers who attended a college or university outside Nova Scotia.

Employment Outcomes

The survey included a series of questions related to employment status, labour force participation, employment relatedness, and employment earnings.

Employment Status

The breakdown of the employment status of survey participants is shown in Table 7 and detailed in the following sections.

| | |
|---|------|
| Labour force participants -employed during the reference week | 60% |
| Labour force participants -employed after the reference week | 5% |
| Labour force participants -unemployed | 11% |
| Non-labour force participants | 24% |
| Respondent total | 100% |

Labour Force Participation

Overall, 76 percent of respondents indicated they were participating in the labour force. Labour force participation is slightly higher among college respondents than university respondents and is higher among graduates than those who withdrew before completion of their program.

Respondents not in the labour force were asked why they were not engaged in the labour market. Overall, 61percent of respondents reported the reason that they were not in the labour force was because of a medical or disability circumstance, while 25 percent of respondents indicated that they were attending school.

Employment Rates

Of the respondents in the labour force, 79 percent indicated they were employed during the reference week of the survey (June 21–27, 2009) and another 7 percent started employment after July 1. Fourteen percent of labour force participants reported they were unemployed but seeking employment. As evidenced in Tables 8 and 9, employment outcomes are consistent across institution type, while the employment rate during the reference week is higher among graduates than those who withdrew from their program.

| Employment rate | College | University | Overall |
|---------------------------------|---------|------------|---------|
| Employed | 79% | 80% | 79% |
| Seeking employment | 16% | 11% | 14% |
| Started employment after July 1 | 5% | 9% | 7% |
| Respondent total | 100% | 100% | 100% |

| Employment rate | Graduated | Withdrew | Overall |
|---------------------------------|-----------|----------|---------|
| Employed | 82% | 73% | 79% |
| Seeking employment | 13% | 17% | 14% |
| Started employment after July 1 | 5% | 10% | 7% |
| Respondent total | 100% | 100% | 100% |

Unemployed Respondent Profile

Table 10 shows a summary profile of the 21 percent of survey respondents who indicated that they had never been employed for a period of six weeks or more in their work history. Of these respondents, 79 percent were non-labour force participants. The remaining unemployed respondents of this group include labour force participants and those whose labour force status was not known.

| Unemployed -respondent profile | Status | | | Total - all survey respondents ⁸ (n=266) |
|-----------------------------------|---|--|---|---|
| | Unemployed - labour force participant / unknown status (n=12) | Unemployed - non-labour force participant (n=44) | Total - unemployed respondents (n=56) | |
| Average age | 29 years (n=11) | 32 years (n=40) | 31 years (n=51) | 29 years (n=246) |
| Median ⁹ age | 30 years (n=11) | 27 years (n=40) | 27 years (n=51) | 25 years (n=246) |
| Gender | Male 73% (n=8) Female 27% (n=3) | Male 49% (n=20) Female 51% (n=21) | Male 54% (n=28) Female 46% (n=24) | Male 49% (n=123) Female 51% (n=127) |
| Institution type | College 83% (n=10) University 17% (n=2) | College 66% (n=29) University 34% (n=15) | College 70% (n=39) University 30% (n=17) | College 67% (n=179) University 33% (n=87) |
| Program status | Graduated 42% (n=5) Withdrew 58% (n=7) | Graduated 55% (n=24) Withdrew 45% (n=20) | Graduated 52% (n=29) Withdrew 48% (n=27) | Graduated 67% (n=178) Withdrew 33% (n=88) |
| Average debt owed | \$18,750 (n=6) | \$12,830 (n=25) | \$13,976 (n=31) | \$15,653 (n=176) |
| Median debt owed | \$6,250 (n=6) | \$9,000 (n=25) | \$8,685 (n=31) | \$10,000 (n=114) |
| Most commonly reported disability | Learning disability 46% | Learning disability 34% | Learning disability 37% | Learning disability 46% |

⁸ Detailed tables pertaining to this summary column are found in Appendix C: Tables D-1A through D-5 and Table H-8.

⁹ "Median" is defined as the middle number when the numbers are put in order, from the lowest to the highest.

Of the unemployed respondents, the majority of labour force participants were male (73 percent), and 42 percent of labour force participants had graduated from their program. Conversely, the gender of non-labour force participants tended to be equal (49 percent male, 51 percent female), and 55 percent of the non-labour force participants graduated from their institution. Of the unemployed, the average debt owed by the labour force participants was 46 percent more than that amount owed by the non-labour force participants, at \$18,750 and \$12,830 respectively.

Comparative Rates

Statistics Canada’s “2006 Participation and Activities Limitation Survey” (PALS) ¹⁰ provides data on labour force activity for adults with and without a disability in Nova Scotia. Table 11 provides comparative data from the 2006 PALS and 2007 “Survey of Labour and Income Dynamics” (SLID)¹¹ to provide comparisons to the employment results observed in this survey.

| Table 11: Employment Rates in Comparison to PALS and SLID Data for Nova Scotia | | | 2006 PALS data for NS, age 25-54 | | 2007 SLID data for NS | |
|--|---|---|----------------------------------|----------------------|-----------------------|----------------------|
| Comparative Employment Statistics ¹² | 2009 survey of post-secondary education (PSE) graduates and leavers with a disability | May 2009 labour force survey, Nova Scotia, age 25-54, with post secondary education | With a disability | Without a disability | With a disability | Without a disability |
| Labour force participation rate | 76% | 91% | 62% | 88% | | |
| Not in labour force | 24% | 9% | 38% | 12% | 33% | 11% |
| Employment rate of total survey population | 60% | 86% | 55% | 83% | 45% | 65% |
| Employment rate of labour force participants | 79% | 95% | 91% | 94% | | |
| Unemployment rate of labour force participants | 21% | 6% | 9% | 6% | | |

¹⁰ Canada, Statistics Canada. “2006 Participation and Activities Limitation Survey” cat. no.89M0023XCB2006, microdata file

¹¹ Nova Scotia, Department of Community Services, Department of Education, Department of Health, and Department of Health Promotion and Protection. *Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities. Annual Report 2008-09, 2009: 36-37.*

¹² There are some differences in the nature of these three data sources that affect the comparability across data sets. The main differences in the SLID data are that it reports on all ages (15-64), all levels of education and employment

Overall, the labour force participation rate for the 2009 survey of post secondary graduates and leavers was 76 percent. When compared with the Nova Scotia 2006 PALS data (for the population aged 25-54), this is higher than what was reported for adults with a disability (62 percent) and lower to what was reported for adults without disabilities (88 percent). The employment rate of labour force participants for the 2009 survey respondents (79 percent) is lower than what was reported in the 2006 PALS data for adults both with and without a disability (91percent and 94 percent respectively).

When compared with results from the 2009 labour force survey¹³ (for the population aged 25 to 54 with at least high school completion), both the labour force participation rate (76 percent) and the employment rate (79 percent) for the 2009 survey respondents are notably lower to that of the larger Nova Scotia population (at 91 and 95 percent respectively).

Relatedness of Employment to Studies

Respondents who indicated they were employed were asked about the relatedness of their employment to their field of study. Overall, two-thirds reported they were working in employment that is either directly or indirectly related to their program of study. For the college sector, 70 percent of respondents experienced employment relatedness, while university respondents experienced employment relatedness at 59 percent. When compared by program status, there was a significant difference for those who graduated versus those who withdrew; withdrawals were less likely to be employed in a field related to their program of study, at 75 percent and 40 percent respectively.

Comparative Data

Table 12 compares the employment relatedness (both direct and indirect) of respondents who had graduated from either college or university with the most recent data from follow-up studies of Nova Scotia university and NSCC graduates. Within the college sector, graduates with a disability reported 5 percent lower employment relatedness than the overall results from the NSCC “One Year Graduate Follow-Up Survey”. Within the university sector, graduates with a

statistics include only full-year, full-time employment. The PALS data reports only for ages 25-54 to approximate the age cohort included in the PSE graduates and leavers survey but does not account for differences in education levels. Additionally, PALS and this longitudinal survey use a reference week in reporting employment status and labour force participation includes full- and part-time employment for both surveys.

¹³ Canada, Statistics Canada. “Labour Force Activity by Educational Attainment, Age, Sex and Province, “ CANSIM Table #282-0003, May 2009

disability experienced comparable employment relatedness than the graduates reported in the Maritime Provinces Higher Education Commission (MPHEC), “2005 Survey of 2003 Maritime University Graduates”.¹⁴ These results should be interpreted with some caution, given the small sample size and differences in the survey methodologies. Nevertheless, the data does suggest that the employment relatedness of the graduates in this survey is comparable to that of graduates from colleges and universities generally.

| Table 12: Graduate Employment Relatedness ¹⁵ | | |
|---|------------|------------|
| Graduate employment relatedness | College | University |
| Survey respondents (graduated) | 78% (n=69) | 68% (n=26) |
| 2008 NSCC graduates ¹⁶ | 83% | |
| 2003 NS university graduates ¹⁷ | | 69% |

Earnings of Respondents

Survey respondents who reported that they were employed during the reference week were asked about their annual earnings. The average annual earnings are summarized by employment relatedness in Tables 13 (by institution type) and 14 (by program status). The average earnings of college participants employed in full-time positions directly related to their field of study was \$31,775, slightly lower than the \$33,004 reported by those employed in positions indirectly related to their field. The average annual earnings of university survey participants saw an increase in earnings as employment became more related to their studies, ranging from \$15,208 in unrelated occupations to \$35,790 in directly related occupations. Table 14 indicates that both graduated and withdrawn respondents are more likely to earn more if they are employed in an occupation related to their field of studies.

¹⁴ Results of the Maritime Provinces Higher Education Commission “2009 Survey of 2007 Maritime University Graduates” have not been released to date.

¹⁵ Survey Respondents Who Graduated Compared to University and College Graduate Follow-up Studies

¹⁶ The Nova Scotia Community College “One Year Graduate Follow-Up Survey,” 2009, was conducted using the same methodology for determining if graduates were employed and the same reference week for reporting employment (June 21–27, 2009). The sample frame for the NSCC survey did not include graduates who had self-reported a disability as students. The NSCC study indicates that 83 percent of its respondents reported working in occupations directly or indirectly related to their studies.

¹⁷ Maritime Provinces Higher Education Commission, “2005 Survey of 2003 Maritime University Graduates: Selected Provincial Statistics”, 2007, Table 1.8a. This survey is a two-year follow-up study. The study indicates that 69 percent of first-degree holders from Nova Scotia universities reported in 2005 that their job is somewhat or closely related to their 2003 program of study.

| Employment relatedness | College | University | Overall |
|------------------------|-----------------|-----------------|-----------------|
| Directly related | \$31,775 (n=33) | \$35,790 (n=15) | \$33,030 (n=48) |
| Indirectly related | \$33,004 (n=6) | \$27,180 (n=10) | \$29,364 (n=16) |
| Not related | \$24,644 (n=16) | \$15,208 (n=9) | \$21,247 (n=25) |

When annual earnings are reported by the median¹⁹ (Tables 15 and 16), both college and university survey participants experienced an increase in salary as relatedness of studies increased. When compared by program status, the same relationship is observed for both graduates and leavers - as employment relatedness increases, so do reported wages. Overall, average annual salaries are higher than the median annual salary for both indirect and unrelated employment. When comparing average and median results, Tables 14 and 16 show the greatest variation appearing in the leaver respondents of indirectly related studies, at \$24,525 (average) and \$20,800 (median).

| Employment relatedness | Graduated | Withdrew | Overall |
|------------------------|-----------------|-----------------|-----------------|
| Directly related | \$33,541 (n=45) | \$25,359 (n=3) | \$33,030 (n=48) |
| Indirectly related | \$30,977 (n=12) | \$24,525 (n=4) | \$29,364 (n=16) |
| Not related | \$23,469 (n=12) | \$19,196 (n=13) | \$21,247 (n=25) |

| Employment relatedness | College | University | Overall |
|------------------------|-----------------|-----------------|-----------------|
| Directly related | \$33,150 (n=33) | \$35,000 (n=15) | \$33,475 (n=48) |
| Indirectly related | \$30,726 (n=6) | \$26,480 (n=10) | \$26,480 (n=16) |
| Not related | \$22,537 (n=16) | \$13,000 (n=9) | \$19,656 (n=25) |

¹⁸ It is difficult to account for these differences from this data alone. Caution should be used in interpreting these results for two reasons: 1. a small number of graduates and leavers earning significantly more or less than the average could skew the results; and 2. annual earnings are self-reported by the respondents and may be under- or over-reported.

¹⁹ "Median" is defined as the middle number when the numbers are put in order, from the lowest to the highest.

²⁰ It is difficult to account for these differences from this data alone. Caution should be used in interpreting these results for two reasons: 1. a small number of graduates and leavers earning significantly more or less than the average could skew the results; and 2. annual earnings are self-reported by the respondents and may be under- or over-reported.

| Employment relatedness | Graduated | Withdrew | Overall |
|------------------------|-----------------|-----------------|-----------------|
| Directly related | \$33,800 (n=45) | \$26,000 (n=3) | \$33,475 (n=48) |
| Indirectly related | \$28,569 (n=12) | \$20,800 (n=4) | \$26,480 (n=16) |
| Not related | \$21,840 (n=12) | \$18,200 (n=13) | \$19,656 (n=25) |

Comparative Findings

In this longitudinal survey, university respondents with a disability who are working in directly related employment reported average annual earnings of \$35,790. This is similar²¹ to the findings from the MPHEC “2005 Survey of 2003 Maritime University Graduates”²² where the reported average annual earnings were \$34,853. The NSCC 2009 “One Year Graduate Follow-Up Survey” (of 2008 graduates) reported average annual earnings of \$30,357, slightly lower than the average annual earnings of the college respondents in this study at \$31,775. These two findings indicate a difference of \$900 to \$1400 in the earnings of respondents of this survey compared to their non-disabled peers.

Location of Employment

A summary of respondents’ employment location by institution location is outlined in Table 17. Overall, 89 percent of respondents were living and working in Nova Scotia at the time of the survey. This percentage is slightly lower than that of employed respondents who had studied at a

| Employment location | In-province institution | Out-of-province institution | Total |
|-------------------------|-------------------------|-----------------------------|---------------------|
| Outside Nova Scotia | 7% (n=10) | 56% (n=9) | 11% (n=19) |
| Nova Scotia | 93% (n=141) | 44% (n=7) | 89% (n=148) |
| Respondent total | 100% (n=151) | 100% (n=16) | 100% (n=167) |

Nova Scotia institution (93 percent). Of those living in Nova Scotia, just over one-half are working in the province’s two metropolitan areas: Halifax Regional Municipality (39 percent of respondents) and Cape Breton Regional Municipality (12 percent). Of the 11 percent of respondents who are working outside the province, 42 percent are employed in Alberta.

²¹ Caution should be used when making any comparison, given the five year time difference between the surveys.

²² Results of the Maritime Provinces Higher Education Commission “2009 Survey of 2007 Maritime University Graduates” have not been released to date.

Generally, employed university respondents are concentrated in Halifax Regional Municipality, while employed college respondents are more distributed in counties throughout the province.

| Table 18: Employment Location by Institution Type | | | |
|---|---------------------|--------------------|---------------------|
| | Status | | |
| Employment location | College | University | Total |
| Outside Nova Scotia | 10% (n=11) | 15% (n=8) | 11% (n=19) |
| Nova Scotia | 90% (n=101) | 85% (n=47) | 89% (n=148) |
| Respondent total | 100% (n=112) | 100% (n=55) | 100% (n=167) |

Table 18 shows that college respondents are more commonly working in Nova Scotia (90 percent) than are university respondents (85 percent). When compared by program status (Table 19), those who withdrew from their program are more commonly working in Nova Scotia than respondents who graduated from their program (at 95 and 87 percent respectively).

| Table 19: Employment Location by Program Status | | | |
|---|---------------------|--------------------|---------------------|
| | Status | | |
| Employment location | Graduated | Withdrew | Total |
| Outside Nova Scotia | 13% (n=17) | 5% (n=2) | 11% (n=19) |
| Nova Scotia | 87% (n=110) | 95% (n=38) | 89% (n=148) |
| Respondent total | 100% (n=127) | 100% (n=40) | 100% (n=167) |

Overall Satisfaction and Evaluation of the Learning Experience

The survey included a series of questions about overall satisfaction with the learning experiences. To measure satisfaction, survey respondents were asked whether or not they would recommend the institution and/or program to other students with a similar disability who were considering post secondary studies. Overall, nearly three-quarters of respondents would recommend both their program and institution. This satisfaction is consistent across institution type and is higher among graduates than those respondents who withdrew from their studies. Of the respondents who would not recommend both their program *and* institution, many would recommend their institution. Overall, 9 percent of respondents would recommend neither their program nor their institution.

Respondents were asked to evaluate their learning experiences by reporting the extent to which they agreed or disagreed with various statements. Table 20 provides an overview of the average score and distribution of responses to each of the eleven statements. Overall, the results are positive, with the majority of respondents reporting either “Agree” or “Strongly agree” to each

| Table 20: Ratings of Learning Experience | | | | |
|--|-------------------|----------|-------|----------------|
| Please think about your learning experiences at your college/university and indicate how much you agree or disagree with each of the following statements: | Strongly disagree | Disagree | Agree | Strongly agree |
| (i) I felt that I was treated with dignity and respect by the disability services staff on campus. | 10 | 12 | 85 | 136 |
| | 4% | 5% | 35% | 56% |
| (ii) Disability services staff on campus responded quickly and effectively to my requests for supports. | 14 | 20 | 84 | 120 |
| | 6% | 8% | 35% | 50% |
| (iii) I felt that I was treated with dignity and respect by my instructors / professors. | 12 | 28 | 100 | 112 |
| | 5% | 11% | 40% | 44% |
| (iv) I was able to access the supports I needed to assist me with my disability related learning needs. | 15 | 21 | 103 | 98 |
| | 6% | 9% | 43% | 41% |
| (v) Having access to the supports I needed allowed me to focus on learning. | 14 | 19 | 96 | 106 |
| | 6% | 8% | 41% | 45% |
| (vi) My disability affected socializing and studying with other students. | 57 | 73 | 60 | 44 |
| | 24% | 31% | 26% | 19% |
| (vii) I was comfortable asking for additional help with my courses when it was needed. | 10 | 40 | 107 | 86 |
| | 4% | 16% | 44% | 35% |
| (viii) I came to my institution well prepared to be a successful student. | 14 | 27 | 101 | 106 |
| | 6% | 11% | 41% | 43% |
| (ix) My family and friends were supportive of my learning goals. | 4 | 8 | 87 | 150 |
| | 2% | 3% | 35% | 60% |
| (x) My overall learning experience was positive. | 16 | 24 | 95 | 117 |
| | 6% | 10% | 38% | 46% |
| (xi) I feel I was given equal or fair (non-discriminatory) opportunities as the other students. | 11 | 22 | 106 | 110 |
| | 4% | 9% | 43% | 44% |

statement (i.e., 91 percent reported that they felt treated with dignity and respect by campus disability staff, 85 percent felt that disability services staff on campus responded effectively to support requests). An exception to this pattern is the response to the statement that looked at the connection between disability and student interaction (“My Disability Affected Socializing and Studying with Other Students”) – more respondents tended to disagree with this statement.

The survey included a series of questions that asked the participants about the ways in which their learning experiences impacted their life. Participants responded to each question on a scale of 1 to 10, and Table 21 shows the average score of each question. Overall, respondents who graduated from their program tended to rate their learning experiences as having a more positive life impact than those who withdrew from their program.

| On a scale from 1 to 10, where 1 equals poor and 10 equals excellent, how would you rate your learning experiences in preparing you to: | Status | | | | |
|---|---------------------------|------------|--------------------------|------------|---------------------------------|
| | Graduated (average score) | | Withdrew (average score) | | All respondents (average score) |
| | College | University | College | University | |
| (i) Get started on a new career path? | 8 (n=110) | 7 (n=55) | 5 (n=49) | 6 (n=26) | 7 (n=240) |
| (ii) Develop or improve your skills for a desired occupation? | 8 (n=111) | 8 (n=55) | 6 (n=49) | 6 (n=26) | 7 (n=241) |
| (iii) Develop strategies and skills for everyday life? | 7 (n=113) | 7 (n=55) | 6 (n=49) | 6 (n=26) | 7 (n=243) |
| (iv) Increase your earning potential? | 8 (n=112) | 7 (n=55) | 5 (n=49) | 5 (n=26) | 7 (n=242) |
| (v) Gain confidence in your abilities? | 8 (n=111) | 7 (n=54) | 6 (n=48) | 6 (n=26) | 7 (n=239) |
| (vi) Gain confidence in advocating for needed accommodations? | 7 (n=105) | 7 (n=52) | 5 (n=49) | 7 (n=24) | 7 (n=230) |
| (vii) Enrich your family or home life? | 7 (n=110) | 7 (n=54) | 4 (n=49) | 6 (n=24) | 6 (n=237) |
| (viii) Reduce your financial dependence on others? | 7 (n=108) | 6 (n=52) | 5 (n=48) | 5 (n=25) | 6 (n=233) |
| (ix) Actively participate in community and volunteer experiences? | 6 (n=111) | 7 (n=55) | 5 (n=48) | 5 (n=25) | 6 (n=239) |
| (x) Improve your overall quality of life? | 8 (n=112) | 7 (n=53) | 5 (n=49) | 6 (n=26) | 7 (n=240) |

Summary

The Nova Scotia Department of Education and the province's universities and community college have made considerable investments over the past seven years to increase the opportunities for adults with a disability to access post secondary education. Notwithstanding the impact of the economic downturn in 2008, the 2009 survey results demonstrate that the overall employment and quality-of-life outcomes that former students experienced following their studies at university or college are favourable. This study continues to offer evidence that provincial investments provide long-term benefits to the economy of Nova Scotia by enabling a large number of working-age adults with a disability the opportunity to move into the labour force.

Summary results of the 2009 survey include the following:

- Labour force participation of respondents was 76 percent compared to 91 percent for all adults in Nova Scotia's labour force (aged 25-54 with post secondary education).

- An employment rate of 79 percent was observed for the reference week of June 21-27, 2009, while another 7 percent reported having started a job in the five-month period during the survey data collection.
- Overall, 66 percent of the employed respondents reported working in employment related to their field of studies. This rate improved to 75 percent for respondents who had graduated from the institution in the study year.
- Of the employed respondents who studied at a Nova Scotia institution, 93 percent were living and working in Nova Scotia at the time of the survey.

In addition, the survey participants expressed a high degree of satisfaction with their learning experiences at their institutions:

- 78 percent of respondents would recommend their program.
- 87 percent of respondents would recommend their institution.
- 91 percent of respondents reported being treated with dignity and respect by the disability services staff at their institution.
- 85 percent of respondents reported that disability services staff at their institution responded quickly and effectively to their requests for supports.

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, and Independent Living Nova Scotia.

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

Post-Secondary Disability Services has a service contract with the SDHHNS whereby the society assumes responsibility for the provision of American Sign Language Interpreter services to Nova Scotians who are deaf or hard of hearing attending post secondary. In 2009/2010 PSDS provided approximately \$150,000 to the SDHHNS for interpreting services for four deaf students attending post secondary training.

Independent Living Nova Scotia (ILNS)

Post-Secondary Disability Services has a similar service contract with Independent Living Nova Scotia (ILNS). The agreement provides funding to ILNS to implement a student self-managed attendant care program. Students are trained by ILNS in the recruitment, hiring, training and payroll functions of employing an attendant. Students involved with ILNS 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 2009/2010 PSDS provided approximately \$250,000 to the ILNS for 13 post secondary students requiring attendant care.

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 institutions 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.

PSDS Accomplishments

In 2009/2010 PSDS continued to engage its post secondary partners and the public education system in the following five initiatives intended to support and advance access, equity and inclusion.

Research and evaluation

Program research and evaluation activities for 2009/2010 included:

PSDS continues to partner with the Canadian Council on Learning (CCL) and public post secondary institutions in the development and implementation of the fourth year of a five year study investigating the employment outcome of students with disabilities one year post graduation or withdrawn from studies. The third year of Longitudinal Study for the class of 2007/2008 was completed in December 2009. This report on third year results can be found on the PSDS web-site - <http://psds.ednet.ns.ca/index.html>

PSDS conducted a survey of students with disabilities enrolled in post secondary to determine how well services are being provided and where gaps in service may exist. The survey was conducted in February/May 2010. PSDS continued to work on the implementation of an

evaluation of LMAPD in partnership with the Departments of Health and Community Services as well as Human Resource Development Canada. The evaluation will focus on LMAPD programs offered by each provincial department.

Standards/Policy Development

Building upon PSDS's 2008 environmental scan of disability related services provided at post secondary institutions within the province, an annual Satisfaction Survey of University and Community College students was completed in 2009 & 2010. The annual Satisfaction Survey asked students questions on the timeliness and effectiveness of services referenced by post-secondary institutions in their environmental scan. The survey analysis will assist PSDS and its post-secondary partners in refining and improving services to students with articulated standards on timeliness.

Review Program Intake System

Using the annual Satisfaction Survey and gathering additional feedback from partners, PSDS reviewed its established client intake processes. One significant result of the intake review was the creation of a report, which will be provided to PSDS intake partner the Nova Scotia Student Assistance Division of the Department of Education, which will highlight students concerns and suggestions to improve the system.

Improve Knowledge/Information Management

PSDS developed and implemented a new information management system in 2009. The system is partnered with the Nova Scotia Student Assistance Division. The new system allows a more timely advisement to students on what program benefits they are entitled to; a more effective management of statistical data for decision making purposes; as well as a more accurate and timely advisement to PSDS's post-secondary partners delivering disability services as to who is currently enrolled at their campus requiring disability related services.

PSDS in 2010/2011 will continue to develop and improve the data management system with the ambition of having internet access for its post-secondary partners. This will enable disability services providers to see on-line real time information on their students that may be of program benefit to these same students.

Marketing and Communications

PSDS completed its first marketing plan to promote programs and advise Nova Scotians with disabilities and the general public of the grants, goods, and services offered by PSDS. The Marketing Plan was provided to all post secondary partners at the Post-Secondary Disability Services Forum in June 2008. Feedback from the Student Satisfaction Survey of 2008/2009 and analysis of the Provincial Access Grant application completion process will assist in guiding PSDS's communications in reference to grant programs, goods, and services, available to students in multiple messages using a variety of communication mediums. i.e. email, letters, etc.

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 & reintegrative 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, short term successes such as regular attendance and participation on an individual basis in the clubhouse programs are also recognized as important steps along the way to employment.

For the fiscal year 2009-10, 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 numbers of individuals who regularly attended and participated in the employability programs were the following: 316 for Employment Skill Development and Support, and 948 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: 1 for Employment Skill Development and Support, and 47 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: 77 for Employment Skill Development and Support, and 264 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: 97 for Employment Skill Development and Support, and 244 for Clubhouse Programs.

Mental Health Standards

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 are available on our web site and will guide future initiatives in Nova Scotia.

<http://www.gov.ns.ca/health/downloads/standards.pdf>

Department of Health and 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 and gambling-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 and gambling problems that create barriers to preparing for, attaining, and retaining employment. The target population comprises individuals sixteen years of age or older who are harmfully involved with alcohol, gambling and/or other drugs.

Addiction Services, Department of Health Promotion and Protection (HPP) and the Department of Health (DOH), is responsible for defining core services, developing and reviewing standards for service delivery, developing provincial policy, monitoring and auditing programs, consulting with service providers in the districts, and facilitating the development of provincial programs. A range of treatment and rehabilitation options is 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 programs can be accessed through a range of prevention and treatment services located in more than 42 offices throughout 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.

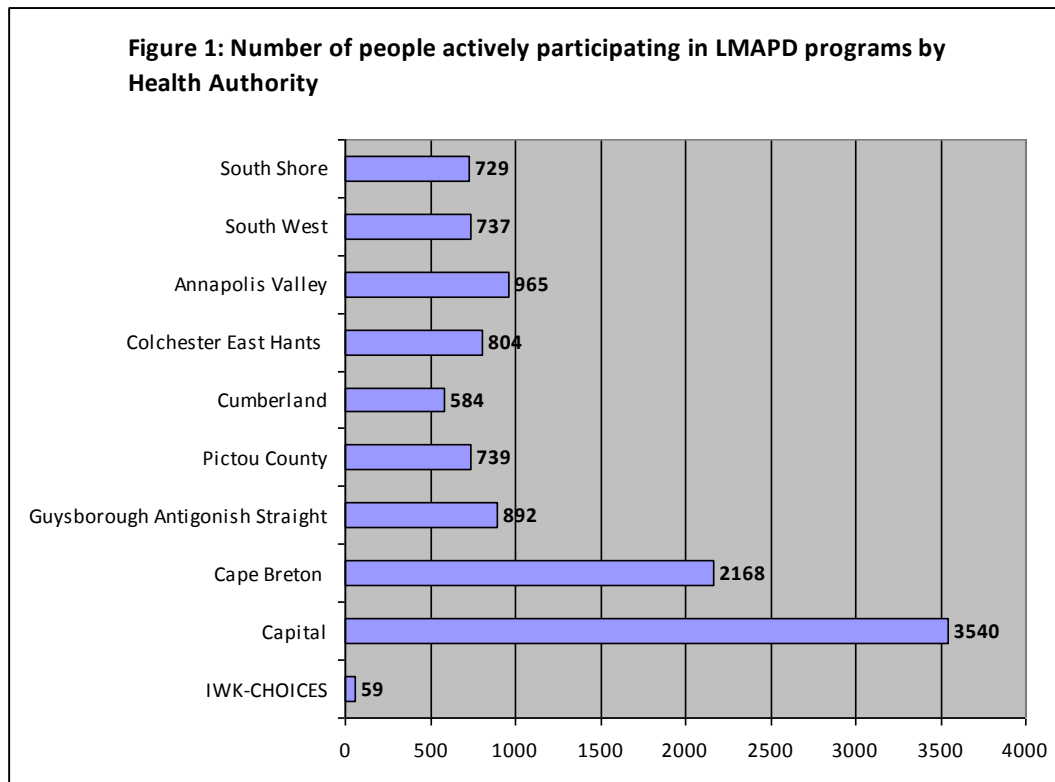
| | |
|--------------------|--|
| Workplace Outreach | Provision of strong liaison between Addiction Services and local industry to lessen the impact of disability and address vocational crises including employee assistance program policy development, consultations, training, workplace initiated intervention 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://www.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 Indicators²³

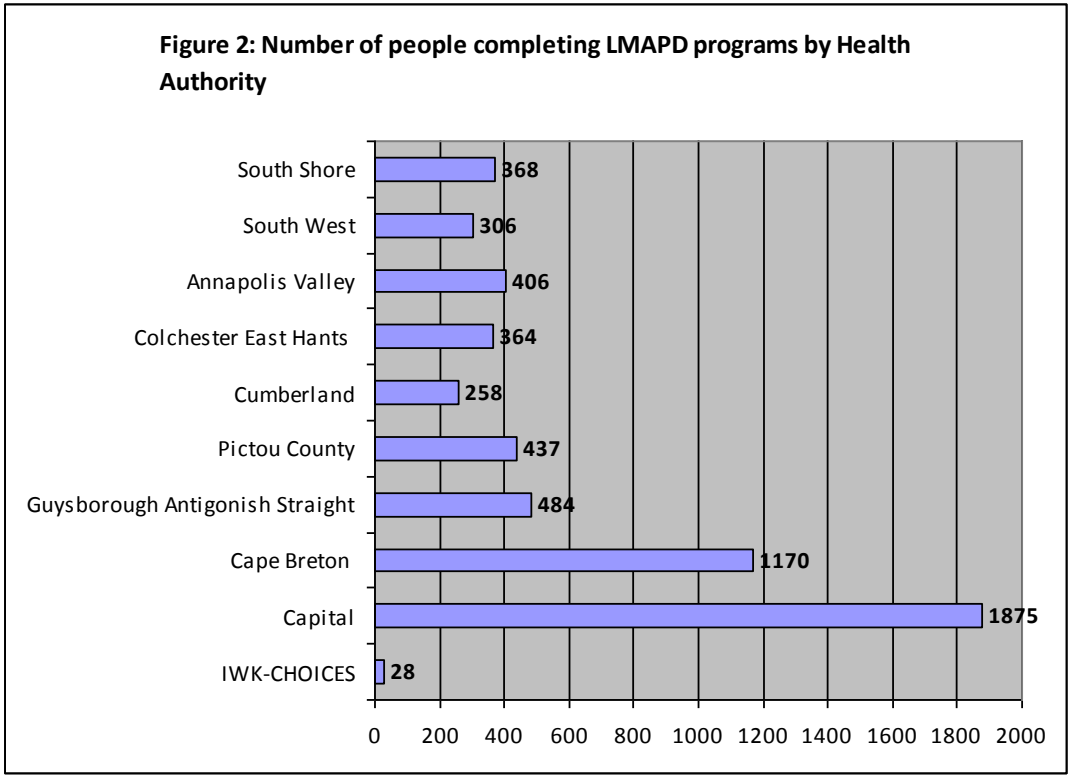
Addiction Services facilitate the improvement of work-related skills (e.g.: personal management skills) through participation in addiction education programs, structured treatment program, and community-based programs. The focus of Addiction Services is on improving client independence and facilitates clients’ connection to employers through ongoing assessment and treatment planning. There is considerable evidence in the literature that completing addiction programs improve clients’ employability. While the motivation for introducing an employability aspect to addictions counseling varies internationally, programs in jurisdictions like the United Kingdom and Spain strongly link addictions programming with the goal of social re-integration and employment.



²³ **Limitations:** Indicators number three (3) and four (4) were not available this year due to limited resources for gathering the information. In the past these measures were collected by manual file audit and staff recollection; such methods are time intensive on clinical and clerical staff alike.

Source: ASsist (Addiction Services Statistical Information System Technology), June 30, 2010

Figure 2: Number of people completing LMAPD programs by Health Authority



- | | |
|---|-------|
| 1. Number of people actively participating in LMAPD program: | 11217 |
| 2. Number of people successfully completing LMAPD program: | 5696 |
| 3. Number of people employed as a result of LMAPD program: | N/A |
| 4. Number of people sustained in employment in the case of vocational crisis: | N/A |

Estimated Cost-shared Expenditures

| 2009 – 10 | Total Expenditure | Federal Contribution | Provincial Contribution |
|--|-------------------|----------------------|-------------------------|
| Community Services, Employment Assistance | | | |
| Employment related Assessment, Career Counseling & Program Delivery | 2,240,256 | 781,966 | 1,458,290 |
| Provision of Disability Related Supports | 458,852 | 168,823 | 290,029 |
| Special Needs Supports | 817,573 | 285,334 | 532,239 |
| Program Administration | 344,542 | 137,993 | 206,549 |
| Sub-total: | 3,861,223 | 1,374,116 | 2,487,107 |
| Education, Post-Secondary Disability Services | | | |
| Program Administration | 650,000 | 325,000 | 325,000 |
| Grants to Students | 1,233,400 | 616,700 | 616,700 |
| Research | 65,000 | 32,500 | 32,500 |
| Attendant Care | 173,500 | 86,750 | 86,750 |
| Interpreter Services | 100,000 | 50,000 | 50,000 |
| University Disability Program Support | 1,186,280 | 593,140 | 593,140 |
| NSCC Disability Program Support | 1,304,500 | 652,250 | 652,250 |
| Other Projects | 245,600 | 122,800 | 122,800 |
| University & NSCC Program Contributions | 1,800,000 | 253,975 | 1,546,025 |
| Sub-total: | 6,758,280 | 2,733,115 | 4,025,165 |
| Health, Mental Health | | | |
| Clubhouse Programs | 2,755,500 | 1,283,765 | 1,471,735 |
| Employment Skill & Development Support | 375,000 | 165,000 | 210,000 |
| Health, Health Promotion and Protection, Addiction Services | | | |
| Workplace Outreach | 705,000 | 150,000 | 555,000 |
| Addiction Services | 13,404,000 | 2,235,200 | 11,168,800 |
| Administrative Services | 3,891,700 | 349,150 | 3,542,550 |
| Sub-total: | 21,131,200 | 4,183,115 | 16,948,085 |
| TOTAL | 31,750,703 | 8,290,346 | 23,460,357 |

Societal Indicators

In 2004, Nova Scotia began reporting on the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities in the *Baseline Report* published December 3, 2004. The first and subsequent reports included societal indicators using data from the Participation and Activity Limitation Survey (PALS), when available, and the Survey of Labour and Income Dynamics (SLID). The PALS is a post-census survey and has been the principal source of detailed statistical information about persons living with disability. The SLID is a longitudinal survey, interviewing the same panel of respondents each year over a period of six years. The SLID tracks overlapping panels of individual respondents. It is conducted annually and is a rich source of information about income, employment, education and other issues for the adult population across Canada.

The current report includes SLID data from 1999 thru 2007 for most of the societal indicators. Over this ten year period, there have been improvements on some of the indicators for persons with disabilities. There has been a steady increase in the educational achievements of working aged adults between 1999 and 2008. There has been an increase in employment and a decrease in the proportions of persons with disabilities who do not participate in the labour force. As the economy grew over this time period, the numbers of persons with disabilities who were able to participate in the labour force increased. Greater participation in the labour force was accompanied by increases in average annual incomes and greater numbers of persons with disabilities with earned income. However, when incomes are adjusted, the constant dollar value of average incomes for persons with disabilities decreased while the constant dollar value of average incomes for persons who do not have a disability increased. These two trends resulted in a decline in the average earnings (constant dollars) of persons with disabilities expressed as a percentage of the average earnings (constant dollars) of persons who do not have a disability indicating the gap between the real value of earnings of persons with and without a disability has widened.

Labour Force Participation

Chart 1 reports the percentage of working aged adults (aged 16-64) who were employed for the entire year. Between 1999 and 2008 the numbers and percentage of employed disabled persons increased substantially from 36 percent in 1999 to 47 percent in 2008. During the same period the proportions of persons who do not have a disability and who were employed all year increased from 59 percent to 66 percent. During the same period, the proportions of persons who were unemployed or not in the labour force for the full year decreased (Chart 2). The percentage of disabled persons declined from 46 percent in 1999 to 33 percent in 2008 while the percentages of people who do not have a disability and who were not employed all year decreased from 16

percent to 11 percent over the same time period. Persons without a disability are more likely than persons with a disability to be employed all year. A growing economy and increased job opportunities benefited both persons with and without a disability. While the proportions of persons with disabilities who were employed for a full year improved between 1999 and 2008, it still remained that significantly more persons with disabilities experienced not being employed for a full year than did persons who did not have a disability.

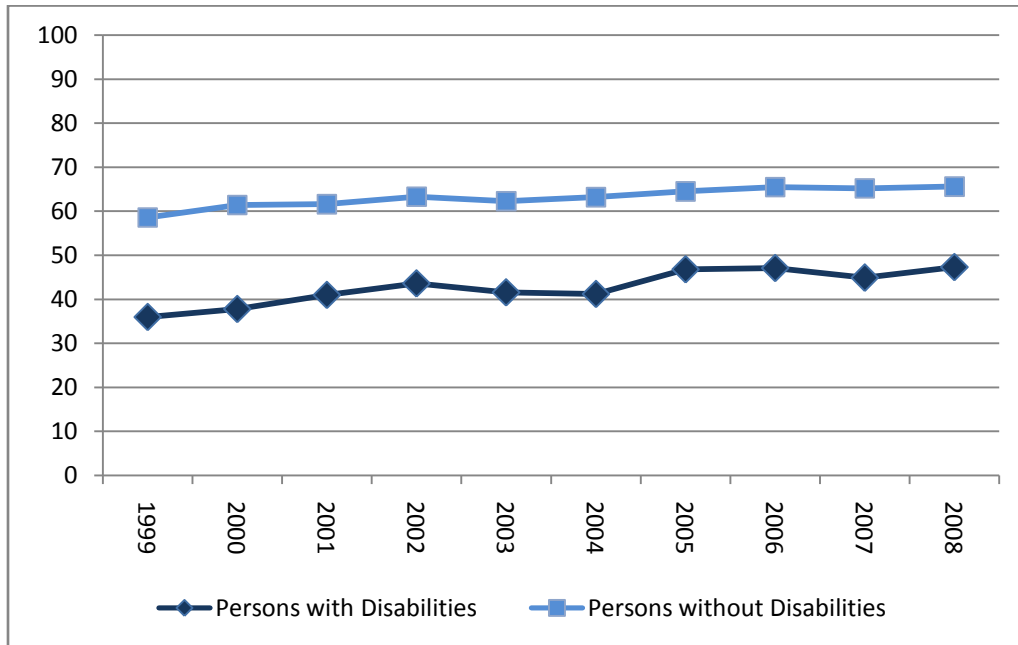


Chart 1: Percentage of Nova Scotians (16-64) who were employed all year

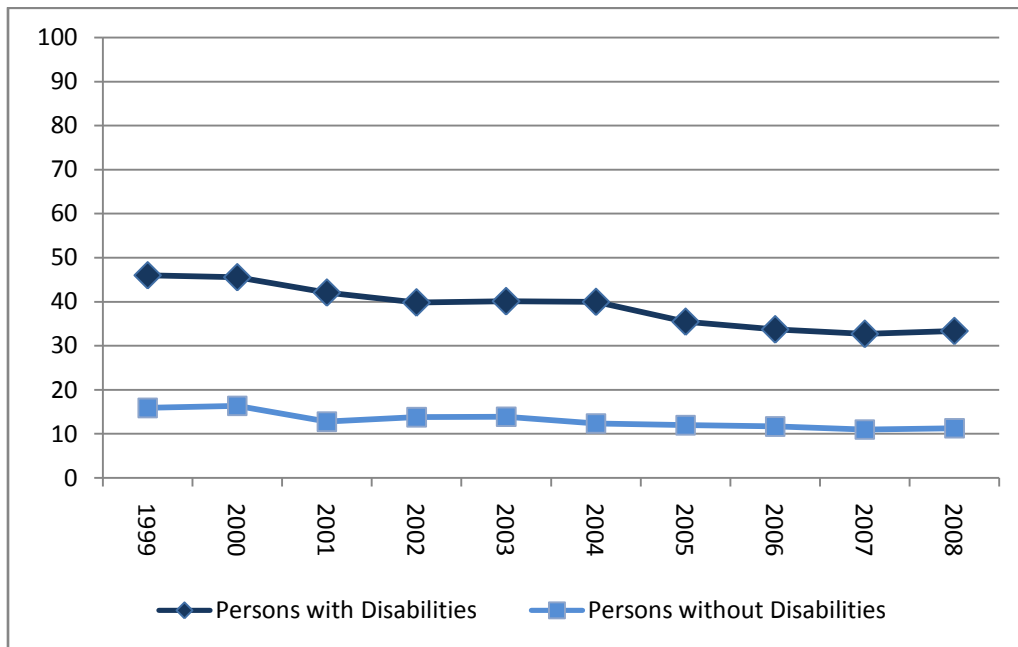


Chart 2: Percentage of Nova Scotians (16-64) who were not employed all year

Income

Increased participation in the labour force resulted in increases in the proportions of persons with earned income (Chart 3) and increases in average annual income (Chart 4). Chart 3 shows the percentages of persons with and without a disability who have earned income. This representation captures persons who were employed only part of the year as well as those employed for the full year. Between 1999 and 2008, the percentage of persons with disabilities who had earned income increased from 55 percent to 66 percent. The percentage of persons who do not have a disability and who have earned income increased from 82 percent in 1999 to 87 percent in 2008.

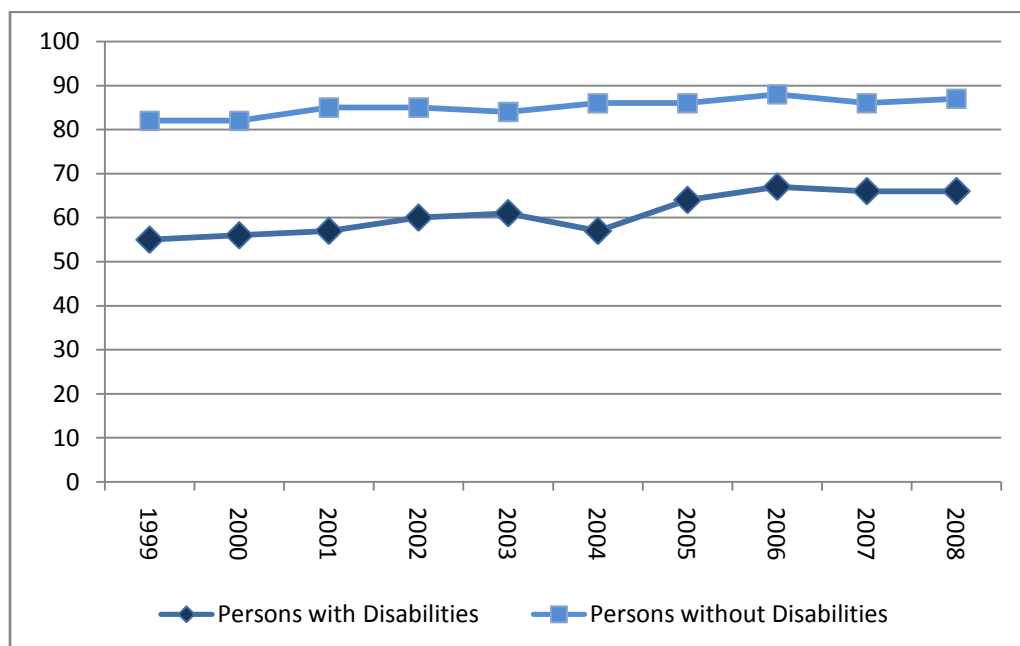


Chart 3: Percentage of Nova Scotians (16-64) who had earned income

Average incomes increased between 1999 and 2008 for persons with and without a disability (Chart 4). The average earned income among persons who have a disability increased from \$21,300 in 1999 to \$29,400 in 2008. The average earned income among persons who do not have a disability increased from \$26,100 in 1999 to \$36,300 in 2008. The incomes represented in Chart 4 have not been adjusted for inflation. Chart 5 provides data on the average earned incomes in constant dollars²⁴ for the period from 2001 through 2008. The average earned income in constant dollars among persons who have a disability increased by \$5000 or 20 percent since 2001 (\$24,400 in 2001, \$29,400 in 2008). The average earned income among persons who do not have a disability increased from \$28,200 in 2001 to \$36,300 in 2008 (an increase of 29 percent). As a group, there is greater variability in average earned incomes among persons who do not have a disability.

²⁴ The term 'constant dollars' refers to a metric for valuing the price of something over time, without that metric changing due to inflation or deflation. The term specifically refers to dollar whose present value is linked to a specific year. Constant dollars are used to compare the 'real value' of an income or price to the 'nominal value' in perspective. The relative position of the 'constant dollar' in any given year remains the same no matter what year is used as the baseline for the value of money over time as long as the baseline is used for the comparison of all years in a series. In this series 2008 is the reference year.

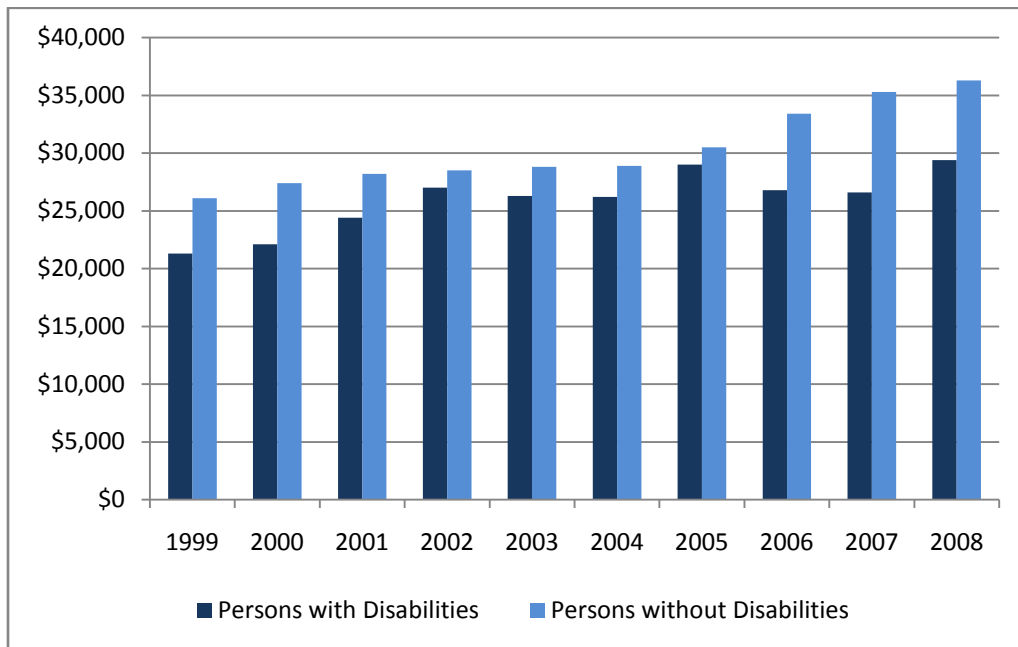


Chart 4: Averaged Earned Incomes among Nova Scotians (aged 16-64) - nominal value

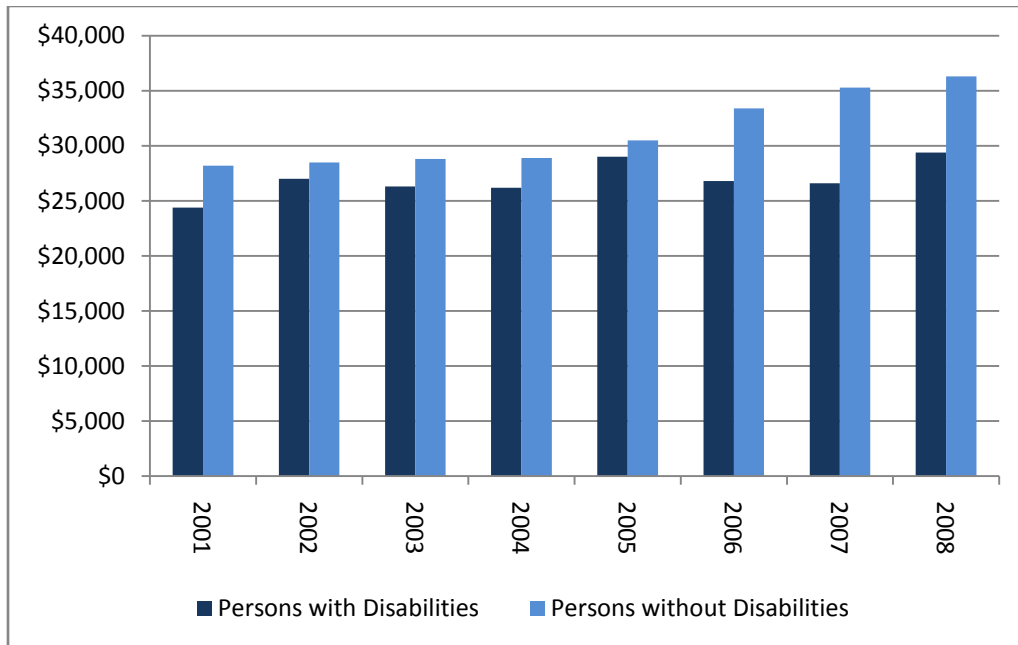


Chart 5: Averaged Earned Incomes among Nova Scotians (aged 16-64) - constant dollars

Chart 6 shows the average earnings in constant dollars of persons who have a disability as a percentage of the average earnings in constant dollars of persons who do not have a disability. It shows the combined impact of changes in average earnings of persons with disabilities over time in relation to the changes in average earnings of persons who do not have a disability. Although more persons with a disability have experienced more employment over the period, and have seen an increase in the nominal value of average earned incomes, these improvements have declined relative to increases in employment and average earned incomes (constant dollars) of persons who do not have a disability. Persons with a disability, as a group, were less well off compared to persons without a disability in 2006, 2007 and 2008 compared to any other year in the reference period. The increased employment experienced among persons with a disability did not result in an increase in average earnings (constant dollars) compared to persons without a disability. A possible explanation for this phenomenon could be that new earners enter the labour force at lower rates of pay than experienced earners thus depressing the average earnings for the group. It may also be the case that more earners who have a disability may work fewer hours than do earners who do not have a disability, which would also negatively impact average earnings.

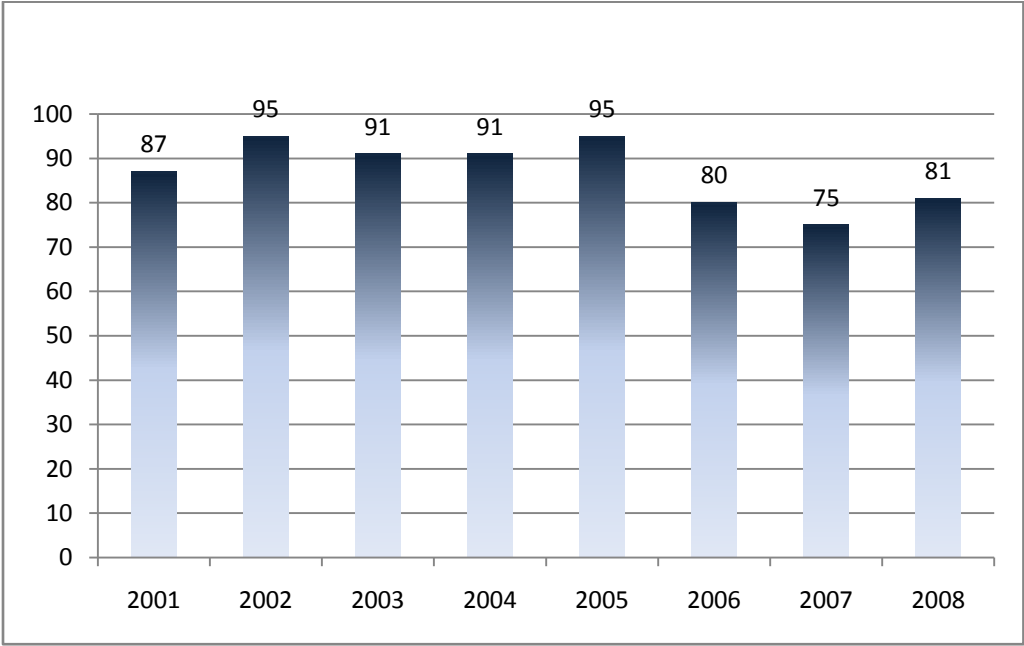


Chart 6: Average earnings (constant \$) of persons with a disability as a percentage of average earnings (constant \$) of persons who do not have a disability in Nova Scotia

Charts 7 and 8 show the income distributions among persons who have a disability and those who do not have a disability. Incomes are nominal values for each year and are not in constant dollars. Both groups of earners are doing better in terms of more people earning higher incomes in 2008 than in 1999. In each year there are fewer earners without a disability in the lowest income category and approximately the same proportions of earners in the middle category,

while in the highest income category there are higher proportions of earners without a disability than earners with a disability. A greater proportion of persons without disabilities (approximately one third) are earning higher incomes in more recent years than persons who have a disability (approximately one quarter).

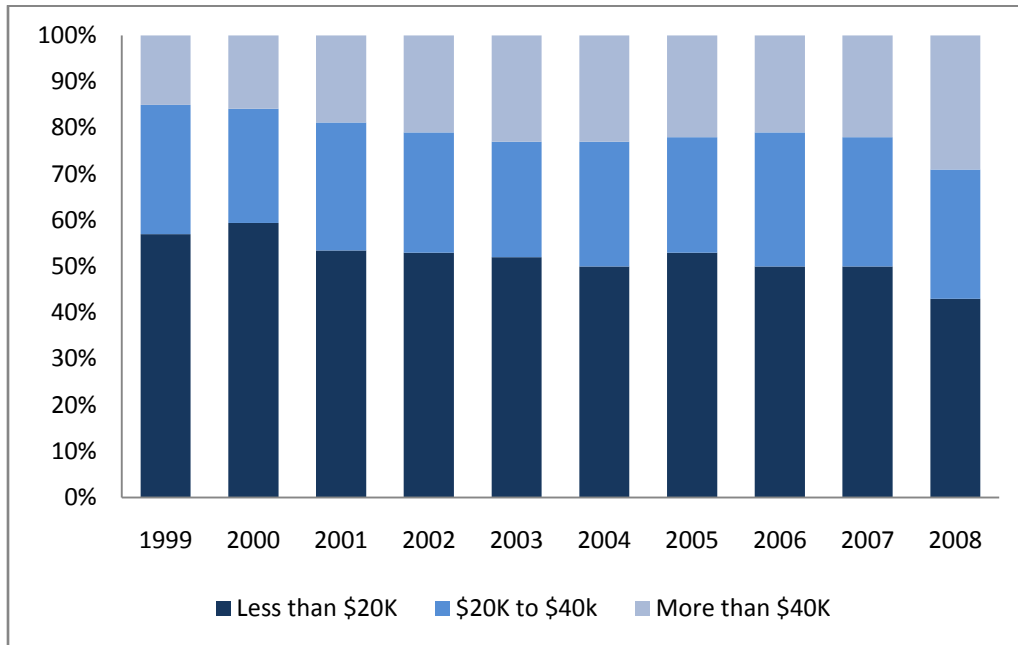


Chart 7: Income distribution among Nova Scotians (16-64) who have a disability

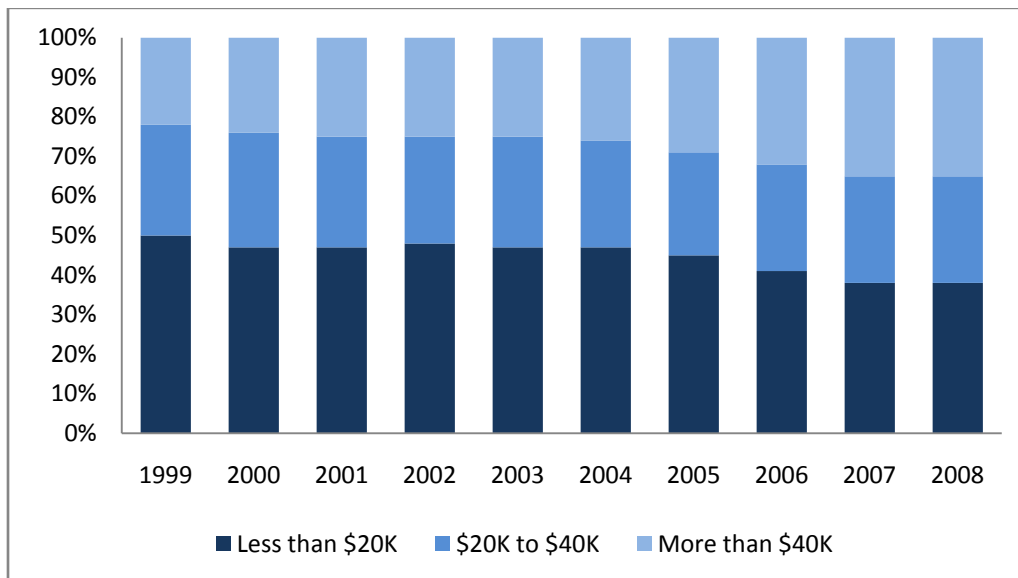


Chart 8: Income distribution among Nova Scotians (16-64) who do not have a disability

Chart 9 shows the income sources reported by persons living with a disability. The data available for this chart comes from the last and most recent Survey of Labour and Income Dynamics and is available for 2005, 2006, 2007 and 2008. There is very little variation between the years. Respondents report the sources of their income and any one respondent may have more than one reported source of income. The most prevalent sources of income for persons living with a disability are earnings from employment and Canada Pension Plan (CPP).

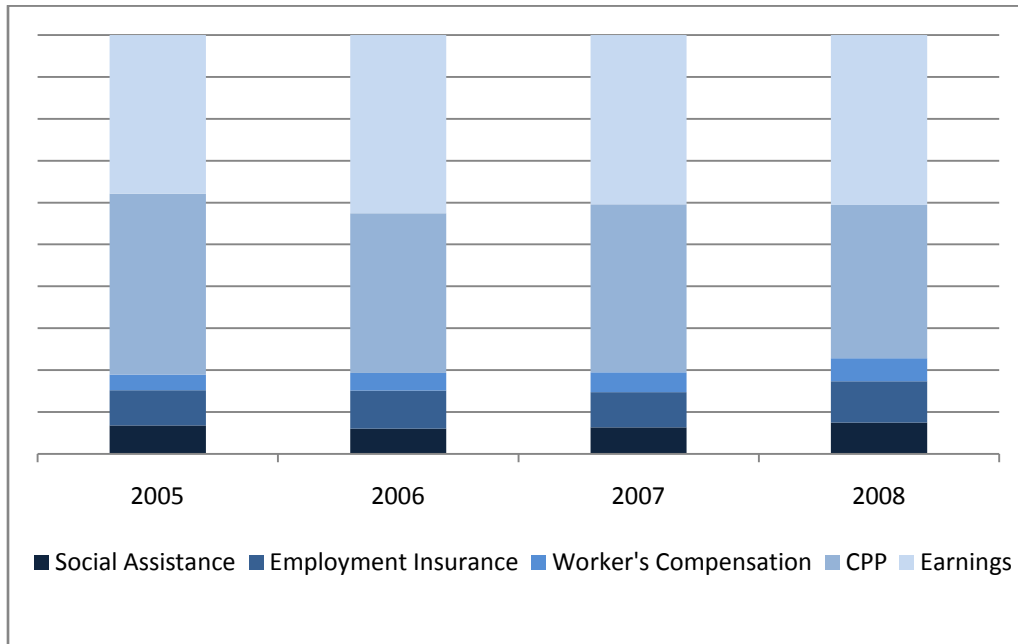


Chart 9: Sources of Income for Nova Scotians living with a disability

Educational Achievement

Charts 10 and 11 depict the educational achievements of working aged (16-64) persons who have and do not have a disability. For both groups, an increasing proportion of persons have completed higher levels of education between 1999 and 2008. Although the proportions of persons who have a disability and have completed post-secondary education have increased over the ten year period and the proportions with only high school or less have declined, significant differences in the educational achievements of the two groups remain. A larger proportion of persons who do not have a disability have some or have completed post-secondary education than persons who do have a disability. Since post-secondary education usually results in more stable employment and higher incomes, the comparative educational achievements would contribute to comparatively lower levels of earned incomes for persons with disabilities as a group.

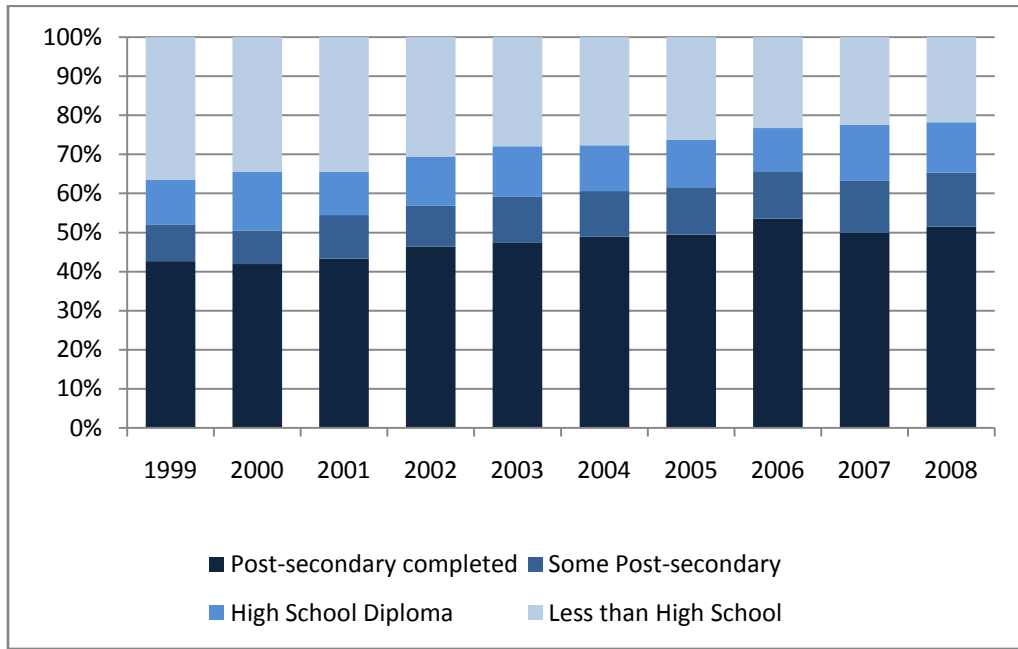


Chart 10: Educational Achievement among Nova Scotians living with a disability (aged 16-64)

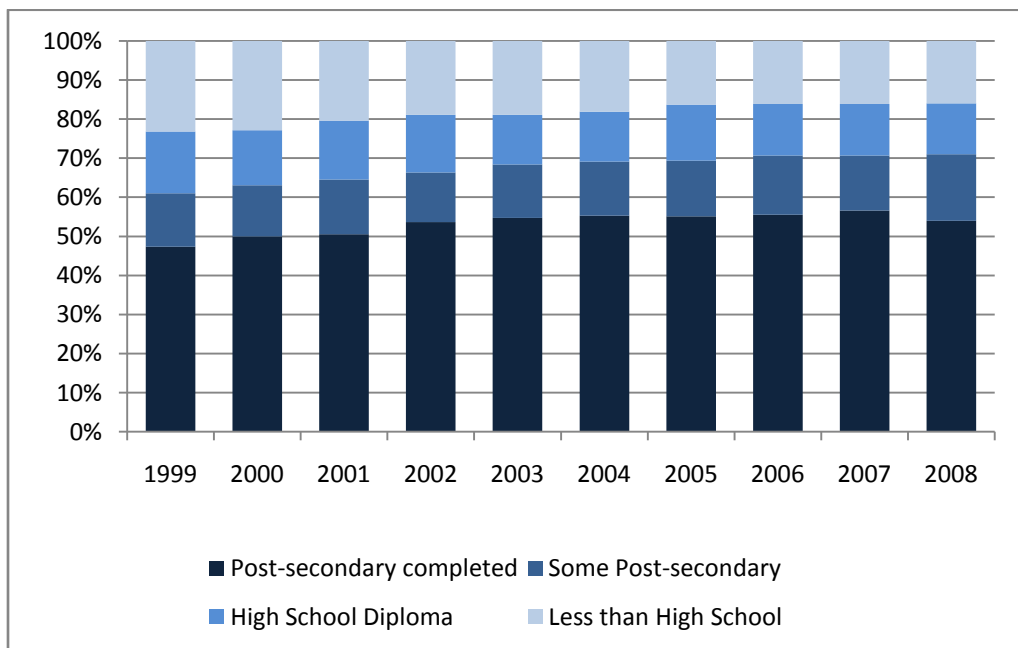


Chart 11: Educational achievement among Nova Scotians who do not have a disability (aged 16-64)

Looking Ahead

The Canada-Nova Scotia Labour Market Agreements for Persons with Disabilities provides 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, 2011. 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. Nova Scotia remains hopeful the Government of Canada will continue to demonstrate its commitment to the employment of Canadian with disabilities by supporting provincial programs that enhance, promote and maintain the employment of Canadians with disabilities.