

Canada-Nova Scotia
Labour Market Agreement
for Persons with Disabilities

Annual Report 2010-11

December 3, 2011

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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 2010-11. 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, 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 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, Labour and Advanced Education, and Health and Wellness 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 like 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 & Wellness

[Marilyn More](#)
Minister of Labour & Advanced Education

Introduction

The government of Nova Scotia understands the importance of ensuring that persons with disabilities experience social inclusion in all aspects of their lives within their communities. Employment is a key component of social inclusion. Canada and Nova Scotia recognize that persons with disabilities would like, and are able, to make significant contributions to their communities. 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 initiate the progression to greater economic and financial independence through 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]. In 2003-04 EAPD was succeeded by the current Multilateral Framework for Labour Market Agreements for Persons with Disabilities [LMAPD]. The Multilateral Framework provides the basis for bilateral agreements between individual provinces and the Government of Canada. The bilateral agreement between Canada and Nova Scotia has been extended to March 2013.

The Canada-Nova Scotia Labour Market Development Agreement for Persons with Disabilities [C-NS LMAPD] 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 seventh edition of the annual report. This report describes the programs and services funded under the C-NS LMAPD agreement, including program objectives, descriptions, target populations and cost-shared expenditures for the April 2010 to March 2011 fiscal period.

Nova Scotia considers the achievements made through this partnered, cost-shared agreement beneficial to the well being of the individuals and the

community. Employment and education related programs and services targeted to persons with disabilities have provided help to Nova Scotians with disabilities to enter the labour force and improve 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 Province's annual investment in the programs funded under the bilateral agreement exceeds the cost-matching requirements for the federal funds. The programs and services funded under the agreement are targeted to employability and disability supports for Nova Scotians living with disabilities.

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 Labour and Advanced Education, Department of Health and Wellness. This report describes the programs and services offered during the 2010-11 fiscal period, expenditure data and societal indicators 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 C-NS 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 were 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 43,500 individuals and families. Approximately 45 percent of this caseload has been identified as individuals living with a disability. During the 2010-2011 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 Labour and Advanced 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 require support. 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, providing funding through formal partnership agreements for a Disability Resource Facilitator position at nine universities and thirteen campuses of the Nova Scotia Community College enabling direct on-site service provision to students.

It is now six 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 (LMAPWD) eligible students. This seventh 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

The trend since 2003/2004 for students with disabilities identifying their disability to their post secondary institute in Nova Scotia has been positive. In 2010/2011 institutions reported 3055 students with disabilities, an increase of 90.9% since 2003/2004. The trend has also been positive for those students who register with Post-Secondary Disability Services to be eligible for programs/supports with 1481 students in 2010/2011 an increase of 76.9% since 2005/2006. Table 1 provides values for both the number of students reported by institutions and the number of students registered with PSDS.

School year	Number registered with PSDS eligible for programs, supports ¹	% Increase	Number reported by Nova Scotia universities and Nova Scotia Community College ²	% Increase
2003/2004			1600	Baseline year
2004/2005			1949	21.8%
2005/2006	837	Baseline year	2273	16.6%
2006/2007	955	14.1%	2469	8.6%
2007/2008	1062	11.2%	2738	11%
2008/2009	1020	-3.9%	2927	6.9%
2009/2010	1344	31.8%	3124	6.7%
2010/2011	1481	10.2%	3055	-2.2%

¹ The number of PSDS registered students includes Nova Scotia students studying at post-secondary institutions out of province (OOP) or private career colleges (PCC) within Nova Scotia.

² The institution reported total per year also includes the corresponding number of PSDS registered students eligible for programs, excluding OOP and PCC students.

As can be seen in Table 2 between the 2004/2005 school year and the 2009/2010 school year there was an increase in the number of students with disabilities graduating from post secondary training. This trend has been interrupted for the 2010/2011 school year. Further research and analysis will be required to determine causes.

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%
2010/2011	574	-13%

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 experiences of graduating and non-graduating students with disabilities. In the summer and fall of 2010, the fourth 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 2010 survey provided evidence of favourable employment and satisfaction outcomes of Nova Scotia post secondary students with disabilities one year after program graduation or withdrawal. In comparing overall results of this survey to those of the 2009 one-year survey, both the labour force participation rate (82%) and employment rate³ (87%) of respondents increased by 6 percent and 8 percent respectively. Additionally, participants of the 2010 survey reported a 13 percent increase in earnings for full-time directly related positions at \$37,482; 92 percent of survey respondents live and work in Nova Scotia⁴ and 60 percent of respondents experience employment relatedness.⁵ Respondents also continue to express 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 below in Table 3 with a comparison to the results of the 2008 and 2009 one-year follow up surveys. The survey population included all of the students who attended the Nova Scotia Community College (NSCC), one of nine universities in Nova Scotia, or a college or university outside the province of Nova Scotia who were supported by the Department of Labour and Advanced Education's Post-Secondary Disability Services Division (PSDS) during the 2008-09 academic year. PSDS provided the

³ Employment rate is calculated as the percentage of labour force participants who are working in paid employment.

⁴ Percentage of respondents who studied in Nova Scotia. Overall 89% percent of respondents work in Nova Scotia .

⁵ 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.

names of 561 former students eligible to participate in the study. These students either graduated or withdrew from their studies in that year, and they received services or supports to accommodate a disability through their institution and PSDS. Of the 561 graduates and leavers included in the sample, 308 attended the NSCC, 225 attended a university in Nova Scotia, and 28 were enrolled at a college (2) or university (26) outside Nova Scotia. The survey sample included 292 students who had graduated (52 percent) and 269 who had withdrawn (48 percent) from their institution before completing their studies.

	2008	2009	2010
Labour force participation rate	87%	76%	82%
Employment rate	84%	79%	87%
Annual average earnings of directly related full-time work	\$29,650	\$33,030	\$37,482
Employed in Nova Scotia	88%	93%	92%
Relatedness of employment	67%	66%	60%
Respondents would recommend program to another person	75%	78%	78%
Respondents would recommend institution to another person	84%	87%	87%

All eligible participants were post-mailed a letter to their home address in July 2010 inviting them to participate in the survey. To ensure that all potential participants could participate in the survey regardless of their disability, alternative ways of completing the survey were offered. This included a printed version that could be post-mailed or e-mailed to the participant, or an offer to have the survey completed by telephone with project staff. In addition, the web-survey text was tagged to allow most text-reader applications to “read” the survey aloud to respondents while they were logged in to the survey. For eligible participants who could not be reached by post-mail, project staff attempted to contact them by email and/or telephone to invite them to complete the survey.⁶

⁶ Three attempts were made for each telephone number listed for eligible participants.

In total, 282 surveys were completed⁷ from the 561 eligible participants, 85 percent of which were completed online and the remaining 15 percent of which were completed by telephone or a printed copy returned by post-mail. With 282 respondents from a population of 561, there is a margin of error of 4 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.

Respondent Profile

The breakdown of survey respondents by institution type is provided in Table 4. Overall, 56 percent of the survey respondents had studied at a college, while 44 percent had studied at a university. As shown in Table 5, when the respondents are broken down by program status, 58 percent had graduated while 42 percent had withdrawn from their program.⁸

Table 4: Respondent Profile by Institution Type			Table 5: Respondent Profile by Program Status		
College	159	56%	Graduated	163	58%
University	123	44%	Withdrew	119	42%
Total	282	100%	Total	282	100%

As outlined in Table 6, the total survey participation rate was 50 percent. Participation across institution type was nearly equal at 49 percent for those who had attended university and 51 percent for those who had attended college. The survey population rate was comprised of a higher number of college than university students which may have lead to the slightly higher participation rate of this group.

⁷ All survey questions were voluntary; therefore the total respondent replies to each question may vary.

⁸ 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.

Table 6: Survey Participation Rates by Institution Type			
Institution Type	Population	Respondents	Participation Rate
College	310	159	51%
University	251	123	49%
Total	561	282	50%

Of the 561 graduates and leavers included in the sample, 308 attended NSCC, 225 attended a university in Nova Scotia, and 28 were enrolled at a college (2) or university (26) outside Nova Scotia. The survey sample included 292 students who had graduated from their program and 269 who withdrew from the institution prior to program completion.

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.

Table 7: Employment Status of Survey Respondents	
Labour force participants - employed during the reference week	67%
Labour force participants - employed after the reference week	6%
Labour force participants - unemployed	9%
Non-labour force participants	18%
Respondent total	100%

Labour Force Participation

Overall, 82 percent of respondents indicated they were participating in the labour force. Labour force participation is slightly higher among university respondents than college 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, 44 percent of respondents reported the reason that they were not in the labour force was because of a medical or disability circumstance, while 20 percent of respondents indicated that they were attending school.

Employment Rates

Of the respondents in the labour force, 87 percent indicated they were employed during the reference week of the survey (June 20–26, 2010) and another 7 percent started employment after July 1. Six percent of labour force participants reported they were unemployed but seeking employment. As evidenced in Tables 8 and 9, the employment rate during the reference week is higher for university respondents as compared to those who attended college, and higher among graduates than those who withdrew from their program.

Table 8: Employment Rate by Institution Type			
Employment rate	College	University	Overall
Employed	84%	92%	87%
Seeking employment	7%	3%	6%
Started employment after July 1	9%	5%	7%
Respondent total	100%	100%	100%

Employment rate	Graduated	Withdrew	Overall
Employed	92%	79%	87%
Seeking employment	4%	8%	6%
Started employment after July 1	4%	13%	7%
Respondent total	100%	100%	100%

Unemployed Respondent Profile

Characteristic	Unemployed - labour force participant / unknown status (n=9)	Unemployed – non-labour force participant (n=26)	Total - unemployed respondents (n=35)	Total - all survey respondents (n=282)
Average age	30 years (n=9)	30 years (n=26)	30 years (n=35)	28 years (n=267)
Median ⁹ age	28 years (n=9)	26 years (n=26)	27 years (n=35)	25 years (n=267)
Gender	Male 56% (n=5) Female 44% (n=4)	Male 42% (n=11) Female 58% (n=15)	Male 45% (n=16) Female 55% (n=19)	Male 49% (n=122) Female 51% (n=144)
Institution type	College 44% (n=4) University 56% (n=5)	College 58% (n=15) University 42% (n=11)	College 54% (n=19) University 46% (n=16)	College 56% (n=159) University 44% (n=123)
Program status	Graduated 33% (n=3) Withdrew 67% (n=6)	Graduated 35% (n=9) Withdrew 65% (n=17)	Graduated 34% (n=12) Withdrew 66% (n=23)	Graduated 58% (n=163) Withdrew 42% (n=119)
Average debt owed	\$18,500 (n=3)	\$10,140 (n=16)	\$11,460 (n=19)	\$19,147 (n=168)
Median debt owed	\$6,000 (n=3)	\$9,000 (n=16)	\$8,000 (n=19)	\$10,000 (n=168)
Most commonly reported disability	Learning disability 33% Mental Health 33% Physical 33%	Learning disability 31%	Learning disability 31%	Learning disability 47%

Table 10 shows a summary profile of the 12 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, 74 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.

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 gender of labour force participants tended to be equal (56 percent male, 44 percent female), and 33 percent of labour force participants had graduated from their program. The majority of non-labour force participants were female (58 percent), and 35 percent of the non-labour force participants graduated from their institution. Of the unemployed, the average debt owed by the labour force participants was 82 percent more than that amount owed by the non-labour force participants, at \$18,500 and \$10,140 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 2008 "Survey of Labour and Income Dynamics" (SLID)¹¹ to provide comparisons to the employment results observed in this survey of post-secondary students with disabilities.

Overall, the labour force participation rate for the 2010 survey of post secondary graduates and leavers was 82 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 2010 survey respondents (87 percent) is lower than what was reported in the 2006 PALS data for adults both with and without a disability (91 percent and 94 percent respectively).

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 2009-10, 2010: 35-36.*

Table 11: Employment Rates Comparison to PALS and SLID Data for Nova Scotia

Comparative Employment Statistics	2010 survey of post-secondary education graduates and leavers with a disability	May 2010 labour force survey, Nova Scotia, age 25-54, with post-secondary education	2006 PALS data for NS, age 25-54		2008 SLID data for NS	
			With a disability	Without a disability	With a disability	Without a disability
Labour force participation rate	82%	91%	62%	88%		
Not in labour force	18%	9%	38%	12%	33%	11%
Employment rate of total survey population	67%	85%	55%	83%	47% ¹²	66% ¹²
Employment rate of labour force participants	87%	94%	91%	94%		
Unemployment rate of labour force participants	13%	6%	9%	6%		

When compared with results from the 2010 labour force survey¹³ (for the population aged 25 to 54 with some post-secondary to completed post-secondary education), both the labour force participation rate (82 percent) and the employment rate (87 percent) for the 2010 survey respondents are lower to that of the larger Nova Scotia population (at 91 and 94 percent respectively).

Relatedness of Employment to Studies

Respondents who indicated they were employed¹⁴ were asked about the relatedness of their employment to their field of study. Overall, 60 percent reported they were working in employment that is either directly or indirectly

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 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 2010

¹⁴ Respondents who reported employment in the reference week or after July 1

related to their program of study. For the college sector, 64 percent of respondents experienced employment relatedness, while university respondents experienced employment relatedness at 55 percent. When compared by program status, there was a significant difference for those who graduated versus those who withdrew; graduates were more likely to be employed in a field related to their program of study at 68 percent, as compared to those who withdrew at 43 percent.

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 9 percent lower employment relatedness than the overall results from the NSCC “One Year Graduate Follow-Up Study”. Within the university sector, graduates with a disability also experienced a lower employment relatedness than the graduates reported in the Maritime Provinces Higher Education Commission (MPHEC), “Two Years On: A Survey of Class of 2007 Maritime University Graduates”. These results should be interpreted with some caution, given the small sample size and differences in the survey methodologies.

Table 12: Graduate Employment Relatedness		
Graduate Employment relatedness	College	University
Survey respondents (graduated)	71% (n=48)	65% (n=39)
2009 NSCC graduates ¹⁵	80%	
2007 NS university graduates ¹⁶		81%

¹⁵ The Nova Scotia Community College “One Year Graduate Follow-Up Study”, 2010, was conducted using the same methodology for determining if graduates were employed and the same reference week for reporting employment (June 20 – 26, 2010). The sample frame for the NSCC survey did not include graduates who had self-reported a disability as students. The NSCC study indicates that 80 percent of its respondents reported working in occupations directly or indirectly related to their studies.

¹⁶ Maritime Provinces Higher Education Commission, “Two Years On: A Survey of Class of 2007 Maritime University Graduates: Selected Provincial Statistics”, 2011:6. This survey is a two-year follow-up study. The study indicates that 81 percent of first-degree holders from Nova Scotia universities reported in 2009 that their job is somewhat or closely related to their 2007 program of study.

Earnings of Respondents

Survey respondents who reported full-time employment or indicated self-employment 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 positions directly related to their field of study was \$30,652, slightly lower than the \$32,146 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 \$22,469 in unrelated occupations to \$45,071 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 study.

When annual earnings are reported by the median¹⁷ (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.

When comparing average and median overall results, average annual salaries are higher than median annual salaries overall for all employment groups (direct, indirect and unrelated). When comparing by institution type and program status, Tables 12 and 14 demonstrate that the greatest variation appears in college respondents of indirectly related studies, at \$32,146 (average) and \$25,220 (median).

Employment relatedness	College	University	Overall
Directly related	\$30,652 (n=30)	\$45,071 (n=27)	\$37,482 (n=57)
Indirectly related	\$32,146 (n=14)	\$29,837 (n=11)	\$31,130 (n=25)
Not related	\$24,784 (n=18)	\$22,469 (n=20)	\$23,566 (n=38)

¹⁷ "Median" is defined as the middle number when the numbers are put in order, from the lowest to the highest.

Employment relatedness	Graduated	Withdrew	Overall
Directly related	\$38,867 (n=48)	\$30,094 (n=9)	\$37,482 (n=57)
Indirectly related	\$34,144 (n=15)	\$26,610 (n=10)	\$31,130 (n=25)
Not related	\$26,738 (n=22)	\$19,204 (n=16)	\$23,566 (n=38)

Employment relatedness	College	University	Overall
Directly related	\$31,395 (n=30)	\$42,000 (n=27)	\$37,440 (n=57)
Indirectly related	\$25,220 (n=14)	\$26,000 (n=11)	\$25,480 (n=25)
Not related	\$22,100 (n=18)	\$19,864 (n=20)	\$20,800 (n=38)

Employment relatedness	Graduated	Withdrew	Overall
Directly related	\$36,400	\$32,448 (n=9)	\$37,440
Indirectly related	\$27,352	\$23,980	\$25,480
Not related	\$24,261	\$18,356	\$20,800

Comparative Findings

In this longitudinal survey, university respondents with a disability who are working full- time or self-employed in directly related employment reported average annual earnings of \$45,071. This is slightly higher than the findings from the MPHEC 2009 Survey of 2007 Maritime University Graduates where the reported average annual earnings of full-time employment was \$43,499. The NSCC 2010 Graduate Follow-Up Study (of 2009 graduates) reported average annual earnings of \$31,855, slightly higher than the average annual earnings of the college respondents in this study at \$30,652. 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

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.

earnings of the respondents of this survey are comparable to that of respondents from colleges and universities generally.

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 Nova Scotia institution (92 percent). Of those living in Nova Scotia, over one-half are working in the province's two metropolitan areas: Halifax Regional Municipality (48 percent of respondents) and Cape Breton Regional Municipality (10 percent). Of the 11 percent of respondents who are working outside the province, 36 percent are employed in Ontario. Generally, employed university respondents and those who graduated from their program are concentrated in Halifax Regional Municipality, while employed college respondents and leavers are more distributed in counties throughout the province.

Table 17: Respondent Employment Location by Institution Location			
Employment location	In-province institution	Out-of-province institution	Total
Outside Nova Scotia	8% (n=16)	43% (n=6)	11% (n=22)
Nova Scotia	92% (n=173)	57% (n=8)	89% (n=181)
Respondent total	100% (n=189)	100% (n=14)	100% (n=203)

Table 18 shows that college respondents are more commonly working in Nova Scotia (97 percent) than are university respondents (79 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 93 and 87 percent respectively).

Table 18: Employment Location by Institution Type			
Employment location	College	University	Total
Outside			
Nova Scotia	3% (n=3)	21% (n=19)	11% (n=22)
Nova Scotia	97% (n=111)	79% (n=70)	89% (n=181)
Respondent total	100% (n=114)	100% (n=89)	100% (n=203)

Table 19: Employment Location by Program Status			
Employment location	Graduated	Withdrew	Total
Outside			
Nova Scotia	13% (n=17)	7% (n=5)	11% (n=22)
Nova Scotia	87% (n=115)	93% (n=66)	89% (n=181)
Respondent total	100% (n=132)	100% (n=71)	100% (n=203)

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, 75 percent of respondents would recommend both their program and institution. This satisfaction is consistent across institution type and program status. Of the respondents who would not recommend both their program *and* institution, many would recommend their institution. Overall, 10 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 statement (i.e.,

Table 20: Ratings of Learning Experiences

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.	7	11	98	151
	3%	4%	37%	57%
(ii) Disability services staff on campus responded quickly and effectively to my requests for supports.	11	28	98	124
	4%	11%	38%	48%
(iii) I felt that I was treated with dignity and respect by my instructors / professors.	12	26	121	115
	4%	9%	44%	42%
(iv) I was able to access the supports I needed to assist me with my disability related learning needs.	7	34	104	116
	3%	13%	40%	44%
(v) Having access to the supports I needed allowed me to focus on learning.	7	34	96	119
	3%	13%	38%	47%
(vi) My disability affected socializing and studying with other students.	46	100	55	47
	19%	40%	22%	19%
(vii) I was comfortable asking for additional help with my courses when it was needed.	9	45	132	77
	3%	17%	50%	29%
(viii) I came to my institution well prepared to be a successful student.	8	25	137	96
	3%	9%	52%	36%
(ix) My family and friends were supportive of my learning goals.	4	8	116	136
	2%	3%	44%	52%
(x) My overall learning experience was positive.	12	31	133	94
	4%	11%	49%	35%
(xi) I feel I was given equal or fair (non-discriminatory) opportunities as the other students.	10	20	134	101
	4%	8%	51%	38%

84 percent reported that they were able to access the supports needed to assist with disability related learning needs, 86 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 rated their learning experiences as having a more positive life impact than those who withdrew from their program.

Table 21: Average Score of Impact of Learning Experiences					
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				All respondents (average score)
	Graduated (average score)		Withdrew (average score)		
	College	University	College	University	
(i) Get started on a new career path?	7 (n=82)	7 (n=75)	6 (n=61)	5 (n=42)	6 (n=260)
(ii) Develop or improve your skills for a desired occupation?	8 (n=82)	7 (n=75)	6 (n=62)	6 (n=42)	7 (n=261)
(iii) Develop strategies and skills for everyday life?	7 (n=79)	7 (n=75)	6 (n=59)	6 (n=40)	7 (n=253)
(iv) Increase your earning potential?	7 (n=79)	7 (n=75)	5 (n=61)	6 (n=42)	6 (n=257)
(v) Gain confidence in your abilities?	8 (n=79)	7 (n=73)	6 (n=61)	6 (n=42)	7 (n=255)
(vi) Gain confidence in advocating for needed accommodations?	7 (n=78)	7 (n=75)	6 (n=60)	5 (n=42)	6 (n=255)
(vii) Enrich your family or home life?	7 (n=76)	6 (n=74)	5 (n=58)	5 (n=41)	6 (n=249)
(viii) Reduce your financial dependence on others?	7 (n=79)	6 (n=73)	5 (n=57)	4 (n=42)	6 (n=251)
(ix) Actively participate in community and volunteer experiences?	6 (n=72)	6 (n=74)	5 (n=57)	5 (n=41)	6 (n=244)
(x) Improve your overall quality of life?	8 (n=79)	7 (n=74)	6 (n=60)	6 (n=41)	7 (n=254)

Summary

The Nova Scotia Department of Labour and Advanced Education and the province's universities and community college have made considerable investments over the past eight years to increase the opportunities for adults with a disability to access post secondary education. The 2010 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 2010 survey include the following:

- Labour force participation of respondents was 82 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 87 percent was observed for the reference week of June 20–26, 2010, while another 7 percent reported having started a job in the four-month period during the survey data collection.
- Overall, 60 percent of the employed respondents reported working in employment related to their field of studies. This rate improved to 68 percent for respondents who had graduated from the institution in the study year.
- Of the employed respondents who studied at a Nova Scotia institution, 92 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.
- 84 percent of respondents were able to access the supports they needed to assist with disability related learning needs.

- 86 percent of respondents reported that disability services staff at their institution responded quickly and effectively to their requests for supports.

Partnerships

Post-Secondary Institution Partners

Post-Secondary Disability Services (PSDS) has Memorandums of Understanding with nine 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 providing disability-related goods and services that respond to individual student's needs in a timely and effective manner. In 2010/2011 PSDS provided approximately \$1,397,440 to nine Nova Scotia Universities for service delivery to 577 students registered with PSDS, and approximately \$1,201,000 to the Nova Scotia Community College for service delivery at thirteen campuses to 624 students registered with PSDS.

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 coordinates the provision of American Sign Language Interpreter services to Nova Scotians who are deaf or hard of hearing attending post secondary. In 2010/2011 PSDS provided approximately \$420,000 to the SDHHNS for interpreting services for 11 deaf students registered with PSDS 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 2010/2011 PSDS provided approximately \$200,900 to the ILNS for 11 students registered with PSDS requiring attendant care during their post-secondary training.

Research and Evaluation

Program research and evaluation activities for 2010/2011 included:

- PSDS has continued to partner with the Canadian Council on Learning (CCL) and public post secondary institutions in the development and implementation of the fifth year of a five year study investigating the employment outcome of students with disabilities one year post graduation or withdrawn from studies. The fourth year of the Longitudinal Study for the class of 2008/2009 was completed in December 2010. This report on the fourth year results can be found on the PSDS web-site - <http://psds.ednet.ns.ca/> PSDS will be exploring options for extending the longitudinal follow-up survey into the future.
- 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 2011
- PSDS continued to work on an evaluability assessment of LMAPD programs in partnership with the Department of Community Services and Human Resources and Skills Development Canada. The final report will be available in fall 2011.

PSDS has continued to develop and improve its data management system by increasing the capacity of its database which is linked to the Nova Scotia Student Assistance Office's database. An internet web portal has been rolled out to its post-secondary institution partners for on-line real time access to student information. This puts in place a mechanism for information sharing between PSDS and its partner post-secondary institutions on all students receiving services through the memorandums of understanding and supporting data collection for program evaluation requirements.

Department of Health and Wellness, 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 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 2010-11, 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: 344 for Employment Skill Development and Support, and 712 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 support programs and clubhouse programs did not have specified start and end dates. The numbers were the following: 3 for Employment Skill Development and Support, and 3 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: 88 for Employment Skill Development and Support, and 229 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: 113 for Employment Skill Development and Support, and 228 for Clubhouse Programs.

Table 22: LMAPD Program Indicators - Clubhouse Programs				
Clubhouse Programs	Participants	Participants who completed program	Numbers employed as result of program	Numbers who maintained employment
New Hope	33	n/a	22	22
Crossroads	179	n/a	87	79
Connections	335	n/a	119	93
New Beginnings	165	3	1	34
Total	712	3	229	228

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 Wellness, Addiction Services

Addiction Services offers a wide range of services and supports in health promotion, prevention, treatment and rehabilitation for individuals, families and communities affected by substance use and/or 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/or gambling-related problems that create barriers to preparing for, attaining, and retaining employment. The target population comprises of individuals sixteen years of age or older who are harmfully involved with alcohol, gambling and/or other drugs.

Workplace Outreach	<p>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, and workplace initiated intervention services, employee awareness seminars.</p> <p>Increase awareness and understanding among workplaces of available resources and increase accessibility to these resources.</p>
Treatment	<p>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 e.g. life skills, anger management, communication and coping skills; referrals.</p>

Addiction Services, Department of Health and Wellness (DHW), 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 services and supports are delivered by nine 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 (addictions); and (4) building knowledge.

Specific information on services offered throughout the DHAs can be found at <http://www.gov.ns.ca/hpp/addictions/>. Addiction Services recovers funding of \$2.3 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.

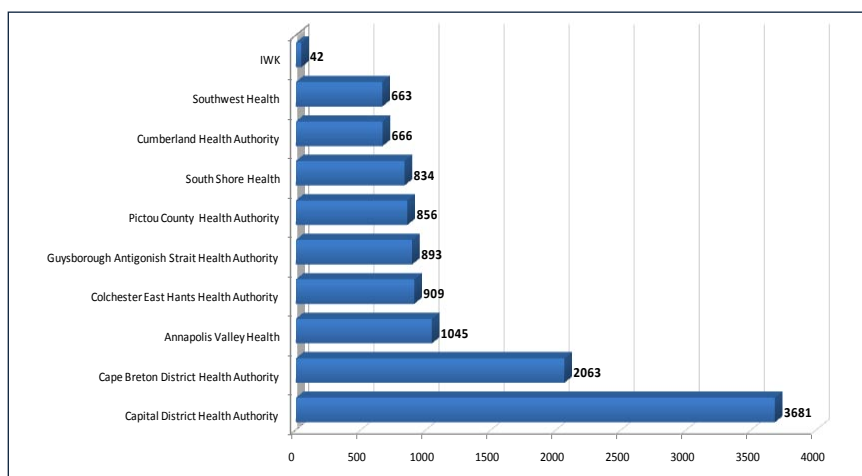


Figure 1: Number of people actively participating in LMAPD funded programs by Health Authority¹⁹

Program Indicators

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

¹⁹ Source: ASsist (Addiction Services Statistical Information System Technology), Oct, 2011

Number of people actively participating in LMAPD program:	11610
Number of people successfully completing LMAPD program:	5726
Number of people employed as a result of LMAPD program:	N/A
Number of people sustained in employment in the case of vocational crisis:	N/A

Of the adult clients who reported their employment status, 48% were employed full time, part time, or seasonally. The unemployment rate was at 34%. Also, 10% of clients were disabled/on disability pension and 8% were retired. The last two indicators for which the data is not available are incomplete due to limited resources for gathering the information. These indicators require manual collection through file audits and staff recollection. Such methods are time intensive on clinical and clerical staff alike.

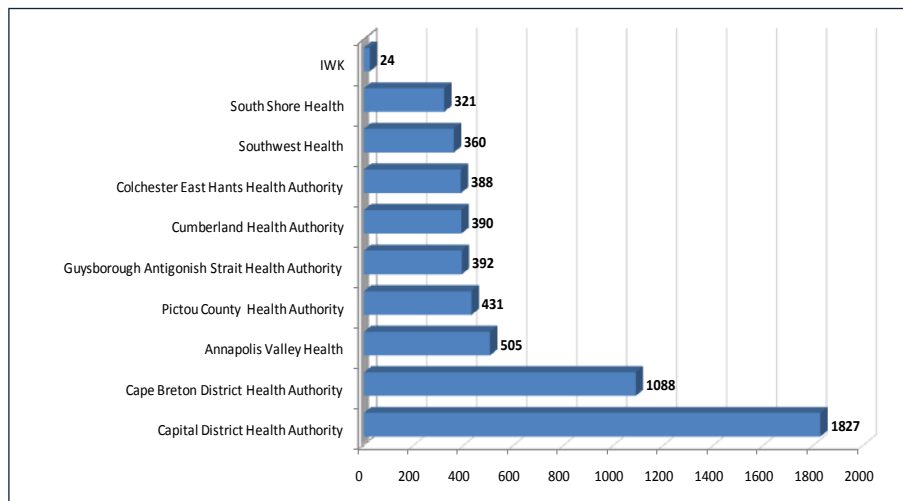


Figure 2: Number of people completing LMAPD funded programs by Health Authority ¹⁹

Estimated Cost-shared Expenditures

2010 – 11	Total Expenditure	Federal Contribution	Provincial Contribution
Community Services, Employment Assistance			
-Employment related assessment & career counseling staff & program delivery expense	2,264,500	781,966	1,482,534
-Provision of disability related supports (tools, prosthesis, assessments, work placements, training and projects)	688,300	168,823	519,477
-Special Needs Supports	585,000	285,334	299,666
-Program Administration	371,800	137,993	233,807
Sub-total:	3,909,600	1,374,116	2,535,484
Labour and Advanced Education, Post-Secondary Disability Services			
Program Administration	466,000	233,000	233,000
Grants to Students	1,251,000	625,500	625,500
Educational Attendant Care	195,000	97,500	97,500
Sign Language Interpreter Services	420,000	210,000	210,000
University Disability Service Delivery	1,397,440	698,720	698,720
NSCC Disability Service Delivery	1,201,000	600,500	600,500
Other Projects / University & NSCC In Kind Contributions	535,790	267,895	267,895
Sub-total:	5,466,230	2,733,115	2,733,115
Health, Mental Health			
Clubhouse Programs	2,755,500	1,283,765	1,468,735
Employment Skill & Development Support	250,000	100,000	150,000
Addiction Services			
Workplace Outreach	500,000	150,000	350,000
Addiction Services	12,861,000	2,300,200	10,560,800
Administrative Services	2,509,265	349,150	2,160,115
Sub-total:	18,875,765	4,186,115	14,689,650
TOTAL	28,251,595	8,293,346	19,958,249

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 current report includes SLID data from 1999 thru 2009 for most of the societal indicators. The SLID is a longitudinal survey, interviewing the same panel of respondents each year over a period of six years. It tracks overlapping panels of individual respondents and is conducted annually. It is a rich source of information about income, employment, education and other characteristics of the adult Canadian population.

Over the decade ending in 2009, there have been improvements on some of the societal indicators for persons with disabilities. There has been a steady increase in the educational achievements of working aged adults between 1999 and 2009. 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. The constant dollar value of average incomes for persons with disabilities has fluctuated year to year as it increased between 2001 and 2009 while the constant dollar value of average incomes for persons who do not have a disability increased steadily from one year to the next. 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. In 2009 the average earnings of persons with disabilities were equivalent to 73% of the average earnings of persons without a disability – a decrease of 14% from

2001, indicating the gap between the real value of earnings of persons with and without a disability has widened.

Labour Force Participation

Figure 3 reports the percentage of working aged adults (aged 16-64) who were employed for the entire year. Between 1999 and 2009 the numbers and percentage of employed disabled persons increased substantially from 36 percent in 1999 to 46 percent in 2009. 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 64 percent. During the same period, the proportions of persons who

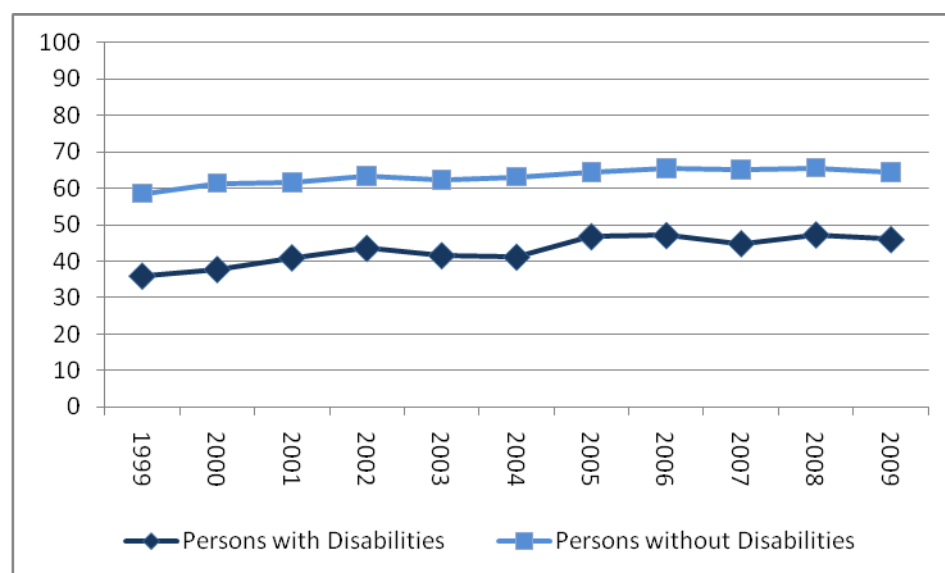


Figure 3: Percentage of Nova Scotians (16-64) who were employed all year

were unemployed or not in the labour force for the full year decreased (Figure 4). The percentage of disabled persons declined from 46 percent in 1999 to 34 percent in 2009 while the percentages of people who do not have a disability and who were not employed all year decreased from 16 percent to 13 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 2009, 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.

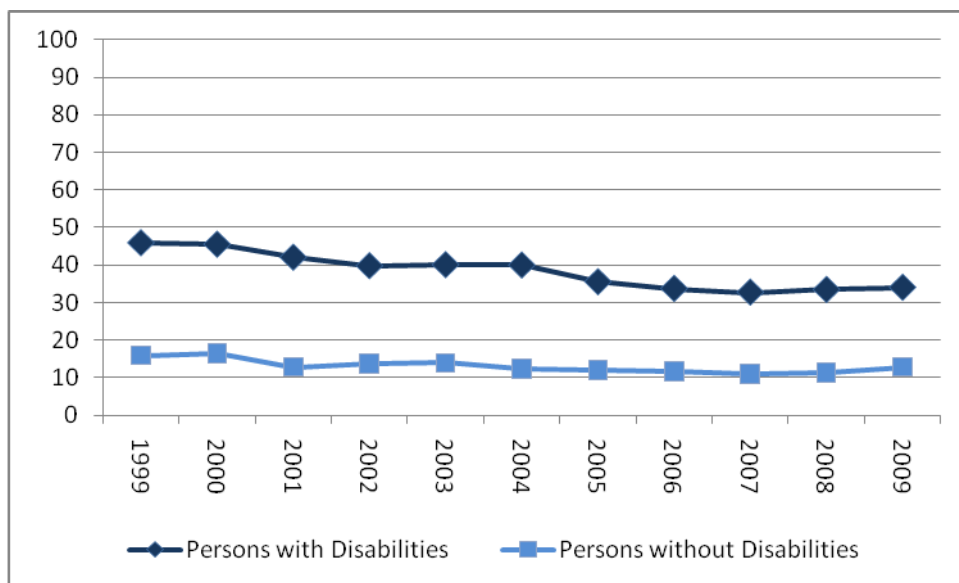


Figure 4: Percentage of Nova Scotians (16-64) who were not employed all year or not in the labour force

Income

Increased participation in the labour force resulted in increases in the proportions of persons with earned income (Figure 5) and increases in average annual income (Figure 6). Figure 5 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 2009, the percentage of persons with disabilities who had earned income increased from 55 percent to 65 percent. The percentage of persons who do not have a disability and who have earned income increased from 82 percent in 1999 to 86 percent in 2009. There has been a greater increase in the percentage of persons with a disability earning income – a 10% increase in the numbers of persons with a disability compared to a 4% increase in the numbers of persons without a disability earning income in each year.

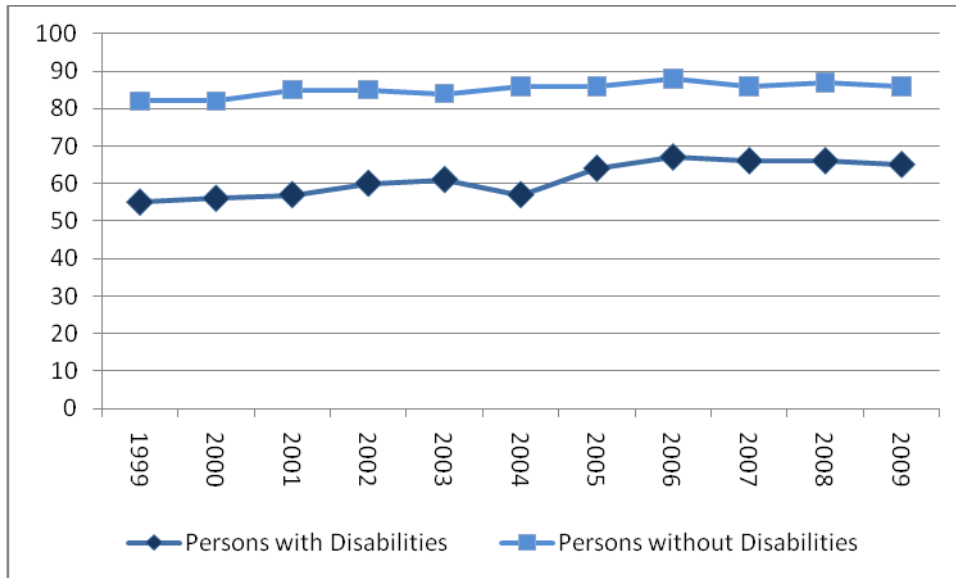
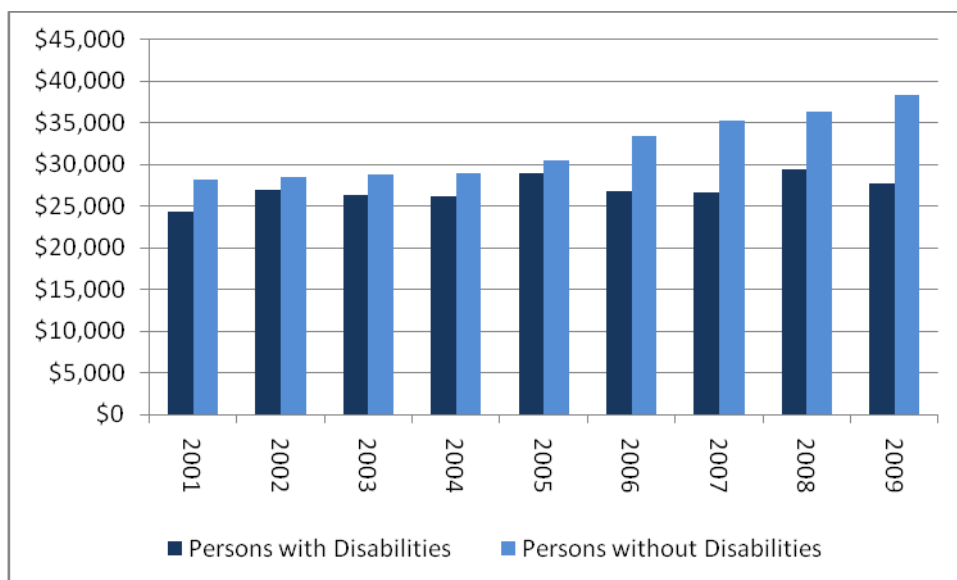


Figure 5: Percentage of Nova Scotians (16-64) who had earned income

Along with the numbers of persons earning an income, the average earned incomes increased between 1999 and 2009 for persons with and without a disability (Figure 6). The average earned income among persons who have a disability increased from \$24,400 in 2001 to \$27,800 in 2009. The average earned income among persons who do not have a disability increased from \$28,200 in 1999 to \$38,300 in 2009. Figure 6 provides data on the average earned incomes in constant dollars²⁰ for the period from 2001 through 2009. The average earned income in constant dollars among persons who have a disability increased by \$3,400 or 14 percent since 2001. The average earned income among persons who do not have a disability increased by 36 percent. Persons who do not have a disability have experienced much greater growth in earned incomes over the period than persons who are living with a disability. There is insufficient information to indicate the reasons for this difference. Given the nature of many disabilities it could be the result of persons with disabilities working fewer hours in order to accommodate a disability.

²⁰ 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.



**Figure 6: Averaged earned incomes among Nova Scotians (16-64)
– constant dollars**

Figure 7 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 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 compared to persons without a disability in 2006, 2007, 2008 and 2009 have experienced a decline in average earned incomes. 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. If more earners who have a disability may work fewer hours than do earners who do not have a disability, this would also negatively impact average earnings.

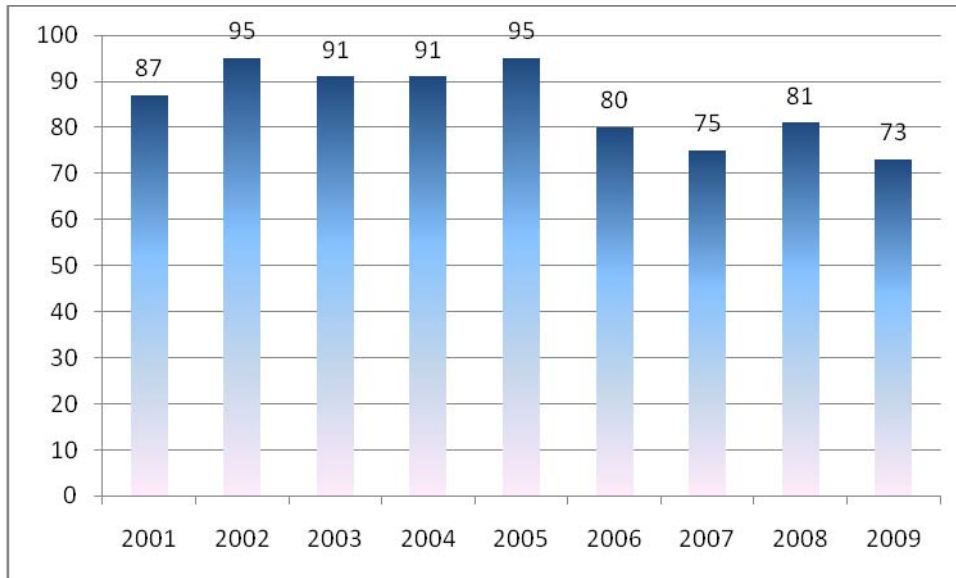


Figure 7: Averaged earnings of persons with a disability as a percentage of average earnings of persons with do not have a disability in Nova Scotia - constant dollars

Figures 8 and 9, which depict the income distributions of persons with and without a disability show that more persons with disabilities earn lower incomes than do persons without an disability. Both groups of earners are doing better in terms of more people earning higher incomes in 2009 than in 2001. Among earners without a disability (Figure 9) there is a smaller proportion in the lowest

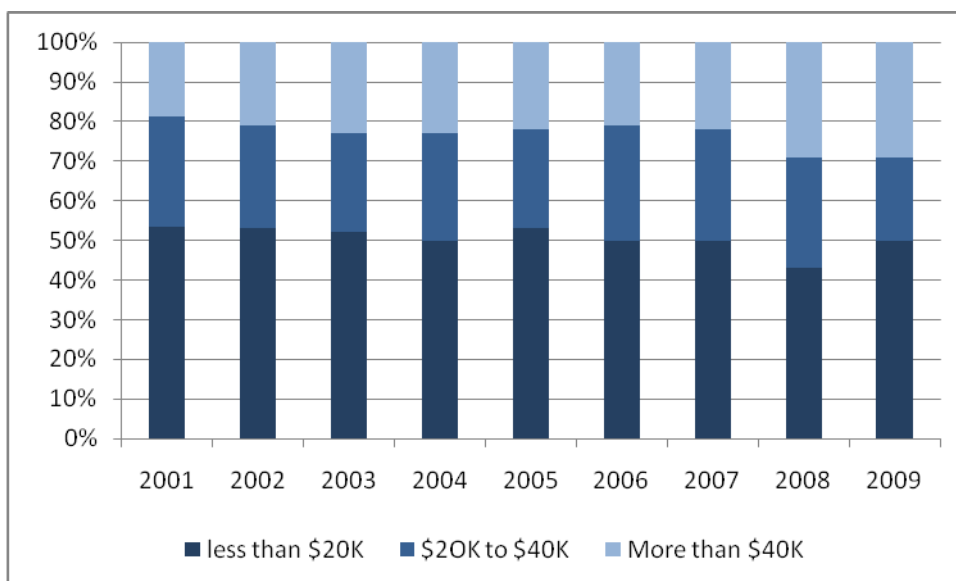


Figure 8: Income distribution among Nova Scotians (16-64) who have a disability

income category, approximately the same proportions of earners in the middle category, and higher proportions of earners earning more than forty thousand a year. Among persons living with a disability the proportions earning less than twenty thousand dollars a year have remained approximately the same, the proportion earning more than forty thousand have increased and the middle income group has shrunk. A greater proportion of persons without disabilities are earning higher incomes than persons who have a disability, and greater proportions of persons with a disability earn less than persons who do not have a disability. These trends have depressed the earned incomes of persons with disabilities compared to those persons who do not have a disability.

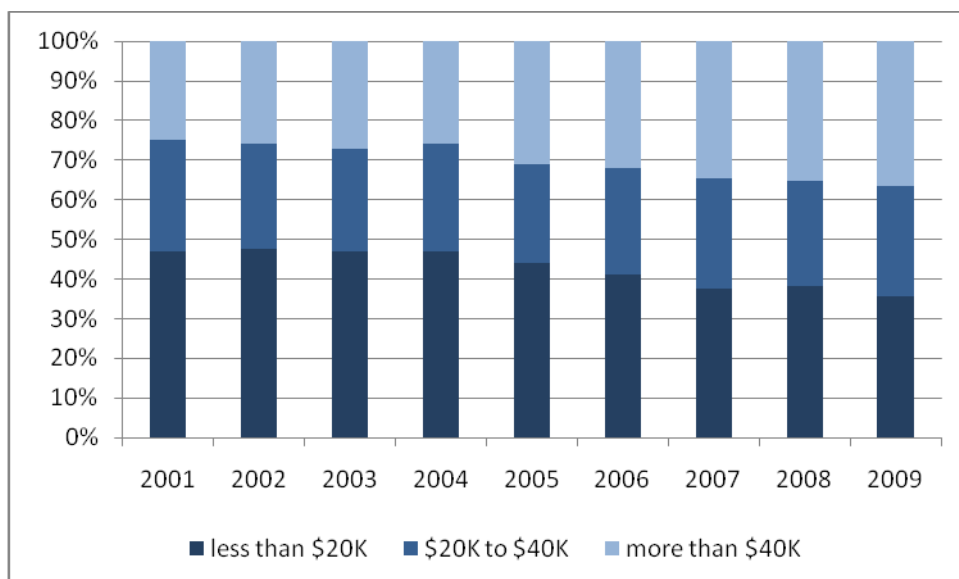


Figure 9: Income distribution among Nova Scotians (16-64) who do not have a disability

Figure 10 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, 2008 and 2009. There is very little variation between years. Respondents report the sources of their income and any one respondent may have more than one reported source of income. The most common sources of income for persons living with a disability are earnings from employment and Canada Pension Plan (CPP).

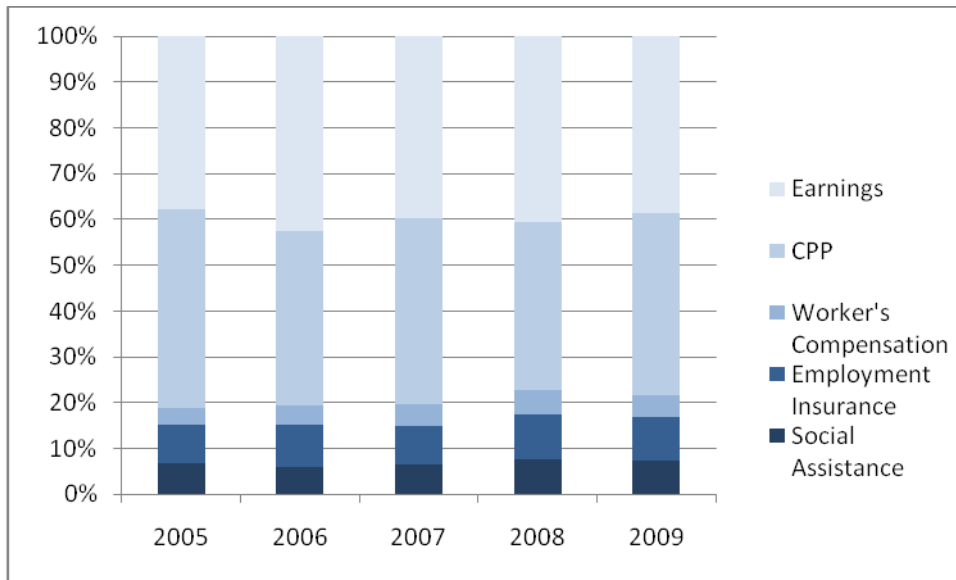


Figure 10: Sources of income distribution for Nova Scotians (16-64) living with a disability

Educational Achievement

Figures 11 and 12 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 2009. 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, leading to a smaller gap in post-secondary educational achievement between the two groups. The same proportions (12%) of both groups achieved a high school diploma in 2009. A larger proportion of persons who do not have a disability have some or have completed post-secondary education (71%) than persons who do have a disability (65%) in 2009. Since post-secondary education usually results in more stable employment and higher incomes, the comparative educational achievements could contribute to comparatively lower levels of earned incomes for persons with disabilities as a group.

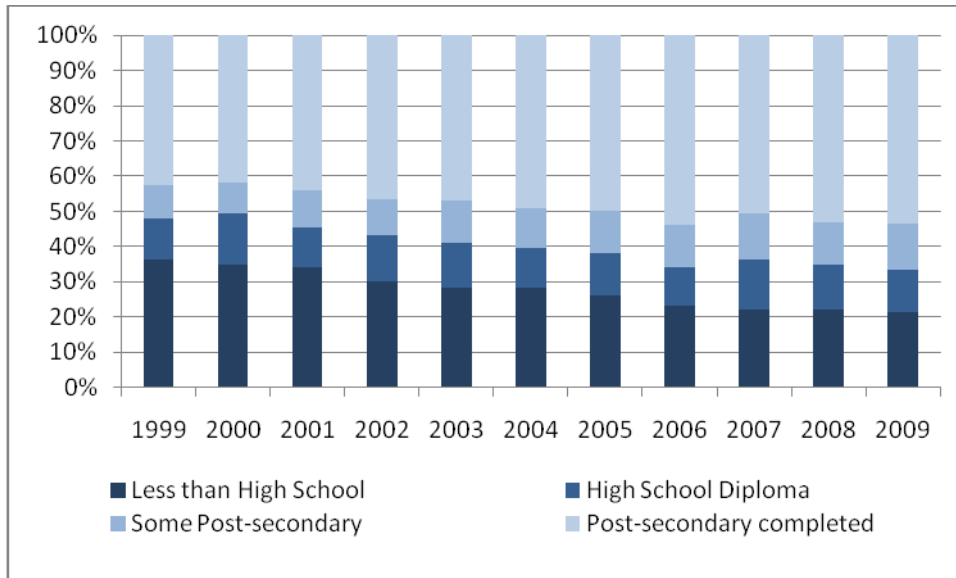


Figure 11: Educational achievement among Nova Scotians (16-64) living with a disability

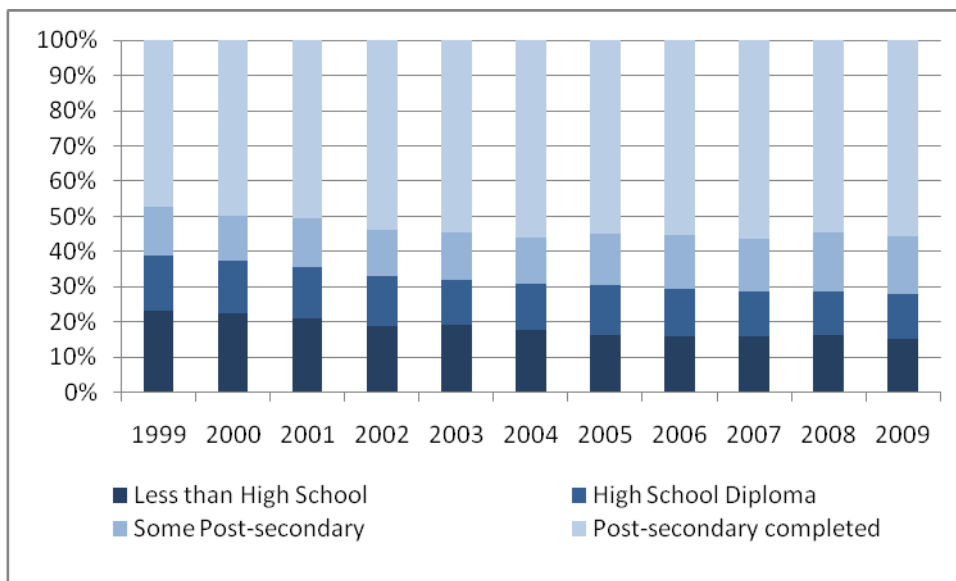


Figure 12: Educational achievement among Nova Scotians (16-64) who do not have a disability

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, 2013. Canada and Nova Scotia have collaborated to assess the feasibility of evaluating labour market programs for persons with disabilities funded under this agreement and delivered by the Departments of Community Service and Labour and Advanced Education. Nova Scotia has developed an evaluation plan through 2016 that is intended to be implemented incrementally as resources allow. 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 Canadians with disabilities by supporting provincial programs that enhance, promote and maintain the employment of Canadians with disabilities.