

Needs Assessment Research Report

West Central Alberta



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Acknowledgements

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Through your programs, you have recognized the importance of lifelong learning and have offered a diverse range of courses and support services to help individuals achieve their learning goals. Your collaborative efforts with local educational institutions, businesses, and community organizations have ensured high-quality instruction, hands-on learning experiences, and valuable networking opportunities. By empowering adults through education, you have contributed to personal growth, professional development, and community enrichment. We are truly grateful for your tireless efforts in creating accessible programming, advocating for adult learners, and emphasizing the importance of lifelong learning. Thank you for making a significant difference in the lives of individuals and the overall well-being of our communities.

We extend our thanks to those individuals with our Community Partners and within NorQuest College who supported design, data collection, reporting, and other aspects during this project. This work would not be possible without your support.

This work was funded by the Government of Alberta through the Alberta Routes Program at NorQuest College.

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Needs Assessment: Project Overview

Project Summary

This needs assessment project was supported by the Community Learning Network (CLN) through funds allocated by the Ministry of Advanced Education. Through CLN, the Government of Alberta funds the Community Adult Learning Program (CALP) initiative to improve the literacy levels of Alberta residents in different communities throughout Alberta. They do this by providing financial support to community-based organizations that offer part-time and non-formal learning opportunities to help people improve literacy, numeracy, English language skills, basic digital skills, and life skills.

The needs assessment project, conducted in the communities of Alberta Beach, Wildwood, Darwell, Evansburg and Stony Plain aimed to assess community adult learning, language, and foundational literacy training needs for employers and residents. The project involved partnerships with community-based organizations, NorQuest College, and Alberta Routes. Through surveys and focus groups, the research team aimed to gather comprehensive information for evidence-based decision-making and community development initiatives.

The design for this project is rooted in community-based approaches, using a methodology developed by NorQuest through community consultation with CALP-funded organizations in 2019 and 2020. For this project, NorQuest College, Alberta Routes, and community organizations worked together to ensure our methods and questions were suitable for local contexts. Through a hybrid data collection approach, combining online surveys and face-to-face focus groups, we hoped to make this research accessible to as many community members and employers as possible. The project was supported by expertise from the NorQuest College Strategic Research Unit and further supported and validated by a Needs Assessment Committee.

About This Report

This report consists of two main sections. The first section, Background and Project Development, provides an overview of all aspects of the project, including partner recruitment, consultation processes, and the development of data collection tools.

The second section is comprised of the specific research findings for the communities involved in this needs assessment project. These findings comprise both the survey data as well as focus group contributions.

Project in Brief

Duration:

- August 2023 to June 2024

Participating community organizations:

- Lobstick Literacy & Learning Society
- Tri Community Adult Learning Association
- NorQuest Community Adult Learning – Whitecourt – Lac Ste. Anne.

Data collection sites:

- Alberta Beach
- Wildwood
- Darwell
- Evansburg
- Stony Plain

Online surveys conducted:

- Employers survey
- Community members survey

Focus groups conducted:

- Tri Community Adult Learning Association:
 - 4302 – 33 Street Unit 115, Stony Plain
- NorQuest Community Adult Learning – Whitecourt – Lac Ste. Anne:
 - Alberta Beach Public Library - 4815 50 Ave, Alberta Beach
- Lobstick Literacy & Learning Society
 - Tipple Park Museum, 4924 48 Avenue, Evansburg

Organizations Participating in the Feedback Process

The community-based partner organizations actively engaged in the research project by providing continuous formal and informal feedback on the research process, instruments, and results. Their representatives, alongside the researchers, served on the needs assessment committee, which was responsible for reviewing every stage of the research project life cycle. This collaborative approach ensured that the insights and perspectives of the partner organizations were incorporated throughout the research process.

Background and Project Development

The Alberta Routes Program, funded by Advanced Education, Government of Alberta, effectively supports professional development for rural and urban English as an Additional Language (EAL) providers in Alberta. With 22 years of operation, the program offers valuable support and services to EAL providers who deliver programs to adult English language learners (ELL) province wide, as part of the Community Adult Learning Program (CALP). By providing tailored professional development support, the program addresses the unique assets and challenges within rural and urban communities.

With support from Advanced Education, NorQuest College undertook the development of a needs assessment method to evaluate the professional development and programming needs of adult learners across the province in 2019. This work has continued annually, with each new iteration of the project supporting different communities within the province. Now led by Alberta Routes, the collaborative and community-focused approach to needs assessment has shown to be valuable for rural communities that lack the

capacity, expertise, or resources to conduct comprehensive needs assessments independently. Additionally, existing needs assessment processes and frameworks designed for CALPs often cater to larger communities and may not always be relevant to smaller, rural, and remote areas. Therefore, implementing a more targeted needs analysis project that accounts for the unique challenges faced by these communities is essential to generate actionable results for local learning centers.

This project gathers essential data and insights to inform program development and address the learning needs of community residents and employers and contributes valuable information for shaping future projects in rural Alberta and smaller communities. The findings and lessons learned from this initiative can serve as a valuable resource and guide for similar endeavors in the region.

Principles

Our research project embraced consultation and collaboration as fundamental principles, ensuring a community-based approach. Extensive consultations with key stakeholders, including Advanced Education, Alberta Routes, NorQuest researchers, and community organizations, provided valuable insights and informed the planning and implementation of the research.

Through a participatory research approach, community organization partners actively shaped the research from formulating research questions to developing and implementing research tools. The input and preferences of the community guided the research process, resulting in relevant and tailored data collection methods and a needs assessment plan aligned with community needs.

The principle of inclusivity played a vital role, with a focus on involving a wide range of community members, including newcomers and historically marginalized demographics. Research tools were revised to gather detailed demographic data, and partner organizations actively recruited participants from diverse backgrounds, ensuring a comprehensive needs assessment.

Our collaborative and inclusive approach fostered ethical standards, compliance, and the genuine contribution of community partners. By actively

listening to and addressing community needs, concerns, and suggestions, the research outcomes reflect the authentic insights of the community.

The principles of consultation, collaboration, participatory research, and inclusivity shaped our approach, ensuring the project's relevance, trustworthiness, and meaningful engagement with the community.

Project Development and Implementation Process Flow

August 2023 - September 2023
Project Initiation. Alberta Routes initiated a project to assist two CALP organizations in West Central Alberta in identifying the adult learning needs of residents and organizations within their respective communities. The project involved desktop research.

September 2023 - November 2023
Partnership Building with Community Organization & Ethics Submission. Revised Needs Assessment instruments. Ethics application submission to the University of Alberta Research Ethics Board.

November 2023 - December 2023
Ongoing consultation & Planning/Preparation for Data Collection: Engagement with CALP partners and community stakeholders. Preparation for surveys and focus groups.

January 2024 - June 2024
Data Collection, Analysis and Reporting: Recruitment of participants for surveys and focus groups. Administration of surveys and focus groups. Analysis of collected data. Completion of reports. Distribution of reports.

Recruitment Planning

To maximize participation, recruitment efforts for focus groups and surveys used various channels. Social media platforms like Facebook were key avenues for recruitment, with community organizations and educational centers posting announcements and invitations on their accounts and websites. Community partners used organizational listservs and email lists directly to reach community members who had expressed interest in educational programs and community initiatives.

In addition, organizations posted physical posters in public spaces, including community centers, educational institutions, and local gathering spots, to increase visibility, as well as placing ads in local newspapers. This multi-faceted recruitment strategy aimed to engage a diverse range of participants by targeting both digital platforms and physical spaces frequented by community members.

By employing these methods - including social media, email listservs, and physical posters - in collaboration with educational centers, the research project aimed to ensure broad visibility and engagement within the communities. The goal was to attract a diverse range of participants and gather comprehensive insights from community members with varied perspectives and experiences.

Research Ethics Board Review and Approval

For projects involving data collection from people in the community, NorQuest College is required to submit the project design for review by a Research Ethics Board. The purpose of the ethics review is to ensure that the research approach and practices respect and protect research participants, including their confidentiality, while balancing the benefits to community from the project with the time and effort required to participate.

NorQuest College utilizes the University of Alberta to conduct reviews of its research projects. This study was approved November 20, 2023, at which point the research team and community partners could begin advertising the project.

Data Collection and Reporting

The needs assessment research project was implemented using a community-based participatory action research methodology underpinned by an equitable and ethics-based collaboration between NorQuest College and Lobstick Literacy & Learning Society, Tri Community Adult Learning Association and NorQuest Community Adult Learning – Whitecourt – Lac Ste. Anne. The research was approved by the University of Alberta Research Ethics Board (REB).

We collected both quantitative and qualitative data. A questionnaire was distributed via Qualtrics using a QR code and link.

The survey remained open for survey participants from December 15th, 2023, to February 15, 2024, allowing participants from all communities to participate in both the residents' and employers' surveys. Individual survey respondents indicated in the survey whether they would be willing to participate in a focus group. The NorQuest research team collaborated with the participating organizations to set up focus group.

There were six focus groups planned. Tri Community Adult Learning Association hosted one focus group for community members and one for employers. Lobstick Literacy & Learning Society hosted one focus group for community members and one for employers. NorQuest Community Adult Learning – Whitecourt – Lac Ste. Anne hosted one community focus group. An employer focus group was also planned for this location, with no one attending. There was a total of 14 individuals who attended these focus groups.

Focus groups were facilitated by two members of NorQuest College. Participants were given an opportunity to respond to questions which expanded on the content in the online survey. Participants were assured of their anonymity and were given \$10 gift cards as a token of appreciation for their time.

The collected data was reviewed and analyzed to extract key findings. Survey data was analyzed using Qualtrics reporting software and verified by the research team. Community and employer response rates and participation in focus groups led to fairly robust data sets for this type of study. Convenience sampling (no random sample) means that results are not statistically

generalizable. Response rates for employers in Alberta Beach and Wildwood were low. The data is still discussed in narrative because it can provide some general direction for further investigation.

Needs Assessment Results: Community Members

Online Survey Data

In this report the responses of community members will be shared first and employers second. The following chart identifies the three survey areas by different colors. The colors in this chart are used throughout to identify the different areas.

Along with tables you will see graphs that represent the table information in visual format. At times the numbers were very small, or the complexity of the responses too numerous that graphs were not included. Along with the tables and graphs, you will find text that summarizes the main point of the graph and other information that the survey data offered. Additionally, information and insights offered the focus groups are included.

Survey Area	Count
Lobstick	65
TriCALA	47
NorQuest CALP	35
Grand Total	28

Report Summary

The community members who replied to the survey and the focus group have outlined the importance of making connection and belonging in the community. They have noted that no one way of sharing or disseminating information is going to work. Sharing information about community learning

opportunities are best achieved through face-to-face, word of mouth, posters, community boards, online social media sources, radio/television and possibly sharing information through grade schools. I would suggest these community members are highlighting the need for a Universal Design for Learning (UDL) approach, that is, whether it is sharing information or the programming itself, multiple means of: representation, action and expression, and engagement are needed.

This UDL approach, although never called as such, was also demonstrated when asked about barriers and modes of program delivery. Face-to-face programming was seen as offering social connection and social learning benefits, that sometimes are difficult to achieve. At the same time participants in the needs assessment also noted that online and hybrid are efficient, expedient, and accessible in ways that face-to-face programming cannot be. A recurring theme has been that weather, and the seasons, can create travel barriers and perhaps programming aligned with these needs should be addressed. When winter creates travel barriers perhaps offering online programming, and in the summer offering face-to-face.

Although the survey data suggest online access is more than reasonable, it is important to remember the survey is conducted online and requires online access. Community members point to unreliable internet access, and stable access requiring a greater cost and that programming is not always well designed for phones.

For programming, no particular content area has been identified, however, participants note that graduated, scaffolded, and accessible (multiple means of representation) programming is preferred. Specifically, that introductory courses are available but programming beyond introductory needs are rare. Participants are asking to have programming that moves beyond basic language, excel, how to use your phone/computer, etc., but that the introductory courses are also needed.

Lobstick Literacy & Learning Society

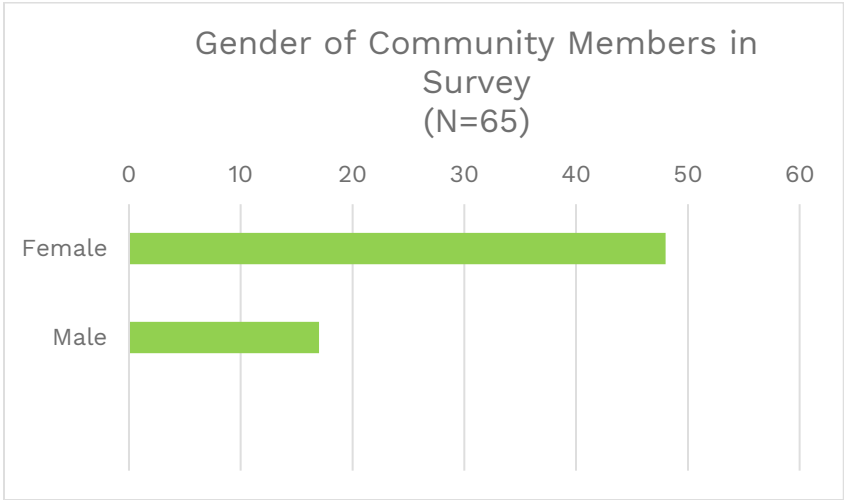
Community Members – Evansburg and Darwell

Survey Respondent Demographics

The majority of community members who responded to the survey identify as women (74%) and 89% of all survey responders are citizens of Canada. Just over half the community members who completed the survey (54%) have between one and five dependents and 14% were not employed. Of those individuals employed, just over half are employed for 30 hours or more a week (56%).

Of the 14 individuals who replied other to employment status, 11 reported as retired, one individual is a stay-at-home parent, and two others are self-employed.

For those individuals who are employed, 24 report being permanently employed. Contract, temporary, and seasonal employment was reported by five individuals, and another five reported they are self-employed. Additionally, one individual indicated they are working casually and another part-time.



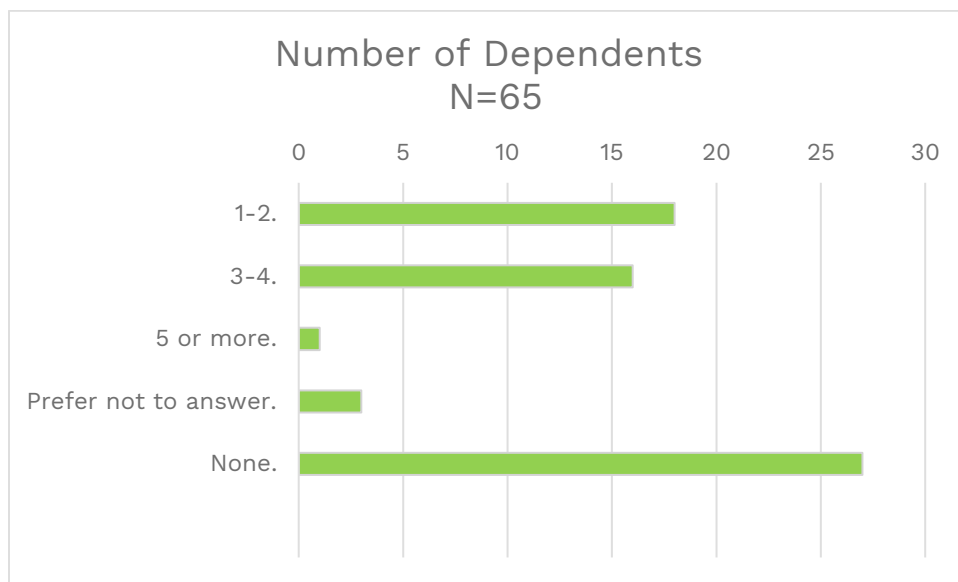
(Table 1)

Table 2.

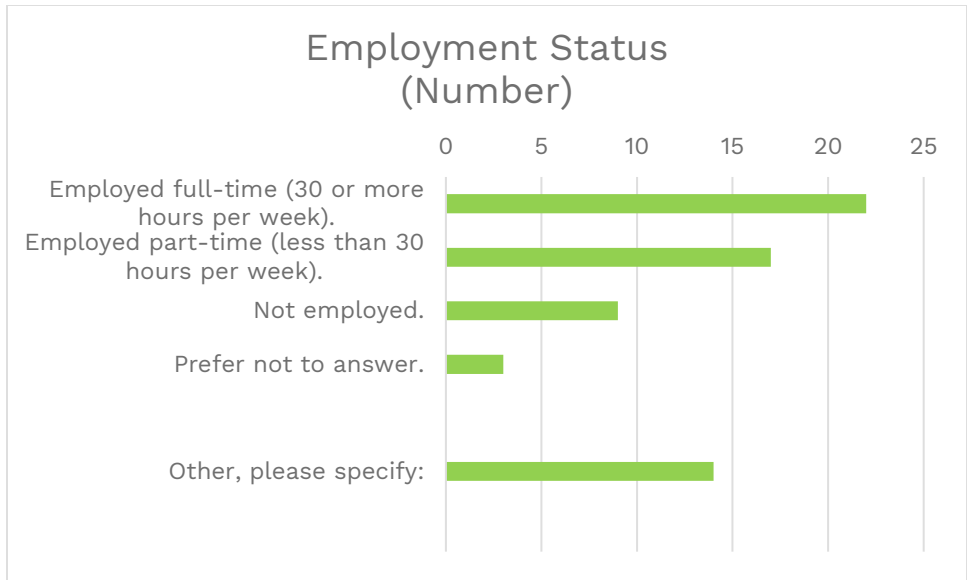
What is your immigration status in Canada?	Count
Citizen of Canada.	58
Permanent resident.	6
International student.	1
Grand Total	65

Individuals who completed the survey identified being a citizen of Canada in 89% of the cases or 58 individuals, six individuals (9%) are permanent residents, and one individual is an international student.

For the individuals in this survey, 35 of them reported having dependents, and 30 individuals do not have dependents or prefer not to answer.



(Table 3)



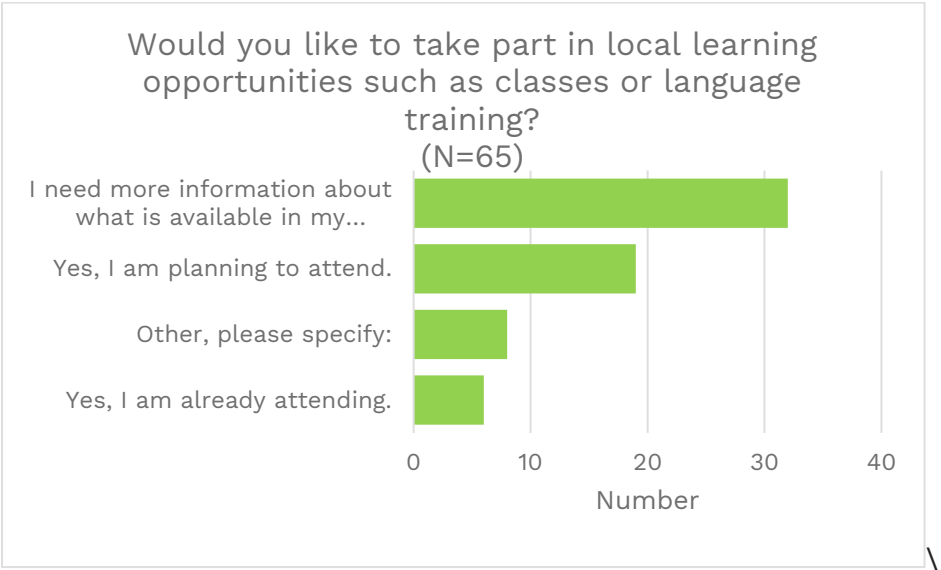
(Table 4)

Table 5.

Main reason for not working	Count
No Answer	56
Medical reasons.	3
Family responsibilities.	3
Retired.	1
Unable to find work.	1
Going to school.	1
Grand Total	65

The main reason for not working was answered by nine individuals and medical reasons (three people) and family responsibilities (three people) were the main reasons for not working. One individual indicated they were retired, another that they were unable to find work, and the last person indicated they are going to school.

Members of the focus group noted that there are many interesting activities and programming opportunities happening in the community, such as library programs, private sector health and wellness, and yoga. Other activities mentioned include succession planning, Alzheimer awareness, and craft activities like making a bird house.



(Table 6)

Half (49%) of the community members stated they needed more information about learning opportunities available in the community. Of the eight individuals who responded ‘other’, they indicated a desire for a specific class (e.g., language or skill) or they would be interested in attending local learning opportunities, depending on what those opportunities might be.

Table 7.

What is the main reason you want to participant in learning opportunities?	Count
No Answer	2
Future job or employment.	2
Personal improvement/development.	15

Personal improvement/development, Current job, or employment.	2
Personal improvement/development, Current job or employment, Future job or employment.	1
Personal improvement/development, Future job, or employment.	3
Personal improvement/development, Starting a business.	3
Personal interest.	11
Personal interest, Personal improvement/development.	19
Personal interest, Personal improvement/development, Current job or employment, Future job, or employment, Starting a business.	1
Personal interest, Personal improvement/development, Future job or employment.	4
Personal interest, Personal improvement/development, Future job or employment, Starting a business.	1
Personal interest, Personal improvement/development, Starting a business.	1
Grand Total	65

When asked for the main reasons for wanting to participate in learning opportunities, 19 individuals (29%) choose both personal interest and personal improvement/development. Another 15 individuals (23%) identified personal improvement/development. Personal interest and personal improvement/development were mentioned in every response. It is worth noting that 18 individuals (28%) identified job related interests. These interests include future job or employment, starting a business, and current job or employment. Three individuals also stated that they wanted these opportunities because they love learning, they hope to instruct, and hope to get a degree.

Table 8.

Which types of learning opportunities are you interested in?	Count
No Answer	25
Life skills.	19
I don't know.	7
High school upgrading/GED.	3
Math and numbers (numeracy).	2
Reading and writing (literacy). Math and numbers (numeracy).,Life skills.	2
Reading and writing (literacy). Life skills.	1
Reading and writing (literacy).	1
English as a second language.	1
Reading and writing (literacy). Math and numbers (numeracy).	1
Reading and writing (literacy). Math and numbers (numeracy).,Life skills, English as a second language.	1
Life skills, English as a second language.	1
Life skills, I don't know.	1
Grand Total	65

Community members indicated on 25 occasions (39%) that Life Skills are of primary interest for learning opportunities. Also, 25 individuals (39%) did not answer this question and seven individuals (11%) don't know what learning opportunities they are interested in. Reading and writing (literacy) was mentioned six times (9%), as was Math and Numbers (numeracy).

Four individuals reported that they were either retired, hoping to get or complete a degree, and learning is mostly for interest.

Members of the Focus Group noted that they would like more programming related to Indigenous programming and learning about different worldviews.

Table 9.

What types of training or courses do you need to grow or move up in your job or career?	Count
Computer and technology skills.	9
No Answer	8
Leadership and management skills.	3
Life skills.	3
Communication and teamwork skills, Computer and technology skills.	2
Life skills, Customer service skills, Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Sales skills, Computer and technology skills.	1
Reading and writing (literacy), Math and numbers (numeracy), Life skills, Customer service skills, Communication and teamwork skills, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Research skills, Computer and technology skills.	1
Communication and teamwork skills, Leadership and management skills, Computer and technology skills.	1
Reading and writing (literacy), Customer service skills, Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Computer and technology skills.	1
Communication and teamwork skills, Safety training, Leadership and management skills, Research skills, Computer and technology skills.	1
Safety training, Intercultural and diversity training.	1
Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Research skills, Computer and technology skills.	1
Communication and teamwork skills, Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skill, Accounting and financial skills.	1
Math and numbers (numeracy).	1

Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Sales skills, Research skills.	1
Reading and writing (literacy), Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Computer and technology skills.	1
Research skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Research skills.	1
Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Intercultural and diversity training, Computer and technology skills.	1
Accounting and financial skills, Computer and technology skills.	1
Life skills, Customer service skills.	1
Life skills, Communication and teamwork skills, Computer and technology skills.	1
Life skills, Communication and teamwork skills, Safety training, Research skills.	1
Customer service skills, Accounting and financial skills, Computer and technology skills.	1
Life skills, Customer service skills, Communication and teamwork skills, Safety training, Intercultural and diversity training, Leadership and management skills, Research skills, Computer and technology skills.	1
Customer service skills, Communication and teamwork skills, Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Research skills, Computer and technology skills.	1
Life skills, Safety training, Sales skills, Research skills.	1
Customer service skills, Communication and teamwork skills, Leadership and management skills, Research skills, Computer and technology skills.	1
Math and numbers (numeracy), Accounting and financial skills, Computer and technology skills.	1
Customer service skills, Communication and teamwork skills, Safety training, Intercultural and diversity training.	1

Reading and writing (literacy), Customer service skills, Small business management (entrepreneurial skills), Intercultural and diversity training, Accounting and financial skills, Sales skills.	1
Customer service skills, Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Research skills, Computer and technology skills.	1
Reading and writing (literacy), Math and numbers (numeracy), Leadership and management skills, Research skills.	1
Customer service skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Research skills.	1
Customer service skills, Small business management (entrepreneurial skills), Leadership and management skills, Sales skills, Computer and technology skills.	1
Safety training.	1
English language training, Customer service skills, Communication and teamwork skills, Safety training, Research skills, Computer and technology skills.	1
Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Research skills, Computer and technology skills.	1
English language training, Math and numbers (numeracy), Customer service skills, Communication and teamwork skills, Leadership and management skills, Sales skills, Computer and technology skills.	1
Intercultural and diversity training, Computer and technology skills.	1
Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Grand Total	65

The question in which survey respondents rank ordering of education and training needs yielded no helpful patterns. As a singular response Computer and Technology was reported nine times (14%). The lack of pattern in these data may suggest that the needs of the community are varied and complex.

Table 10

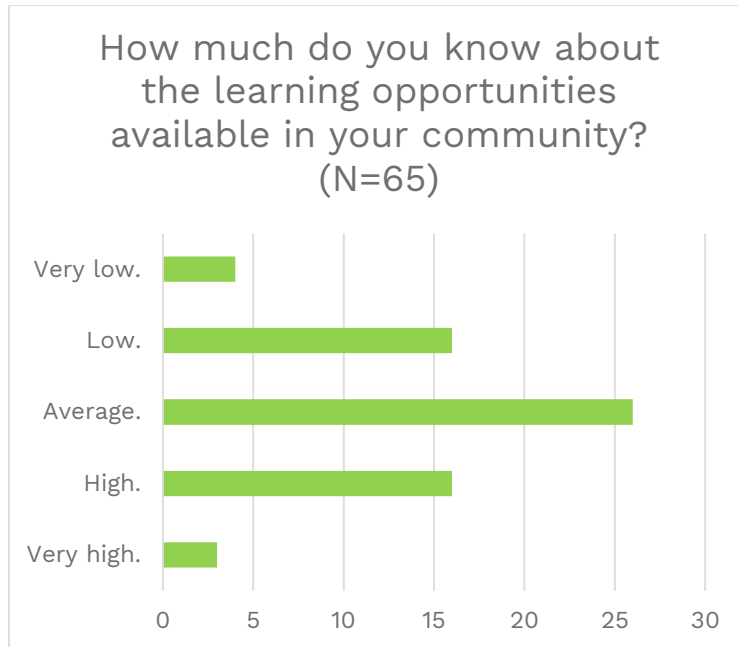
How much do you know about the learning opportunities available in your community?	Count
Very high.	3
High.	16
Average.	26
Low.	16
Very low.	4
Grand Total	65

During the focus group, participants indicated awareness of different educational providers: Lobstick Learning, libraries, county offerings, private educational providers (e.g., yoga classes). They indicated that there are apprenticeship programs and federal and provincial programming.

The participants quickly moved into discussions of the ways in which they find out about these opportunities and offered suggestions of ways to improve awareness of learning opportunities.

Community members indicated that they typically come to learn about learning opportunities through local bulletin boards, social media, and word of mouth. They also noted that emails are helpful. Reminders of upcoming events through social media were noted as particularly helpful. Also, mention of a community calendar that used to be available was seen as important especially for those who do not have access to digital versions.

Focus group members offered that sometimes programming is tied to an age group. In other words, that programming is seen for a particular age group.



(Table 10)

Table 11.

How do you usually find out about learning opportunities in your community?	Count
Websites, Family and friends, Newspapers, Local organizations, Posters and brochures.	8
Posters and brochures.	5
Family and friends.	5
Family and friends, Local organizations, Posters and brochures.	4
Family and friends, Local organizations.	4
Family and friends, Newspapers, Posters and brochures.	4
No Answer	3
Newspapers, Posters and brochures.	3
Websites, Family and friends, Local organizations, Posters and brochures.	3
Websites.	2
Family and friends, Newspapers, Local organizations, Posters and brochures.	2
Family and friends, Newspapers.	2
Websites, Family and friends, Local organizations.	2

Websites, Newspapers, Posters and brochures.	2
Websites, Family and friends, Newspapers.	2
Family and friends, Posters and brochures.	2
Local organizations.	2
Local organizations, Posters and brochures.	2
Websites, Family and friends.	1
Websites, Newspapers.	1
Websites, Family and friends, Posters and brochures.	1
Websites, Newspapers, Local organizations, Posters and brochures.	1
Family and friends, Newspapers, Local organizations.	1
Websites, Posters and brochures.	1
Newspapers.	1
Newspapers, Local organizations, Posters and brochures.	1
Total	65

As seen in the variety of answers in Table 11 a single source to get information about local programming are the least frequent (13 individuals, 20%). There were three individuals who did not answer the question, so the remaining 49 individuals (75%) access information from multiple sources.

For two individuals they suggested mailing packages of information or asking someone in the industry.

The focus group discussion of challenges encountered in accessing learning opportunities spoke to the differences between face-to-face and online programming. Online was seen as expedient and flexible and face-to-face as connecting with people. The issue of the seasons and time of year arose and it seems that online is preferable when the weather is bad, and face-to-face is advantageous when the weather is good. Focus group members also noted that depending on the content of the programming (for example cooking and yoga), face-to-face may be preferable.

Focus group members noted that Evansburg has a larger senior population and access to technologies is an issue. They also mentioned that in reference

to transportation and driving, mobility is an issue for some community members.

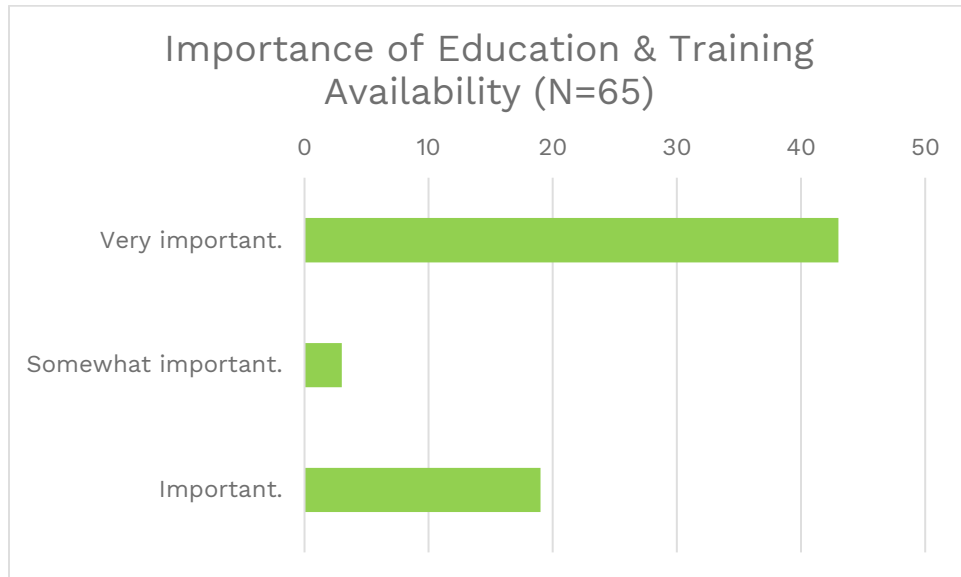
Table 12.

Are there any challenges that prevent you from accessible learning opportunities? If so, please select all that apply.	Count
Scheduling issues.	9
Scheduling issues, Work responsibilities.	5
Limited programming in my community.	4
Cost (financial barriers).	4
No Answer	3
Cost (financial barriers), Scheduling issues.	3
There were no challenges.	3
Scheduling issues, Work responsibilities, Limited programming in my community.	3
Cost (financial barriers), Limited programming in my community.	2
Cost (financial barriers), Scheduling issues, Work responsibilities.	2
Cost (financial barriers), Lack of prerequisites, Lack of computer or internet at home, Childcare, Work responsibilities.	1
Cost (financial barriers), Work responsibilities, No government support, Limited programming in my community.	1
Cost (financial barriers), Lack of prerequisites, Transportation and travel, Lack of support for a person with disabilities, No government support, Limited programming in my community.	1
Cost (financial barriers), Language skills, No employer support.	1
Lack of support for cultural diversity, Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), Lack of prerequisites, Transportation and travel.	1
Scheduling issues, Lack of support for a person with disabilities, Work responsibilities.	1

Cost (financial barriers), Lack of prerequisites, There were no challenges.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, Limited programming in my community.	1
Childcare, Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), There were no challenges.	1
Cost (financial barriers), Scheduling issues, Childcare, Limited programming in my community.	1
Lack of support for cultural diversity.	1
Cost (financial barriers), Lack of computer or internet at home, Childcare.	1
Cost (financial barriers), Childcare.	1
Scheduling issues, Childcare.	1
Transportation and travel, Lack of support for cultural diversity, Work responsibilities.	1
Scheduling issues, Transportation and travel, Childcare, Work responsibilities.	1
Transportation and travel, Work responsibilities.	1
Cost (financial barriers), Childcare, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Childcare, Work responsibilities, No government support, Limited programming in my community.	1
Transportation and travel.	1
Cost (financial barriers), Scheduling issues, Lack of computer or internet at home, Childcare.	1
Transportation and travel, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, No employer support, No government support.	1
Cost (financial barriers), Scheduling issues, No government support, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, No government support.	1

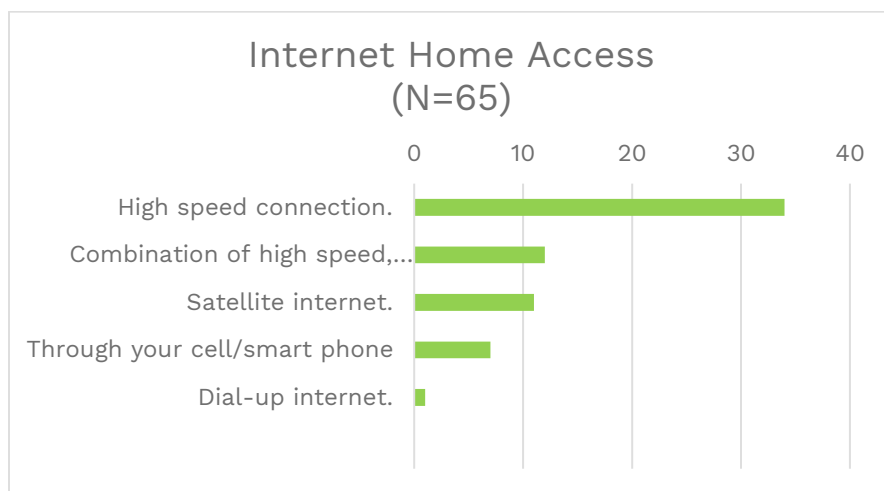
Grand Total	65
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On 29 (45%) occasions scheduling issues were indicated as a barrier, as was cost or financial barriers on 26 occasions (40%).



(Table 13)

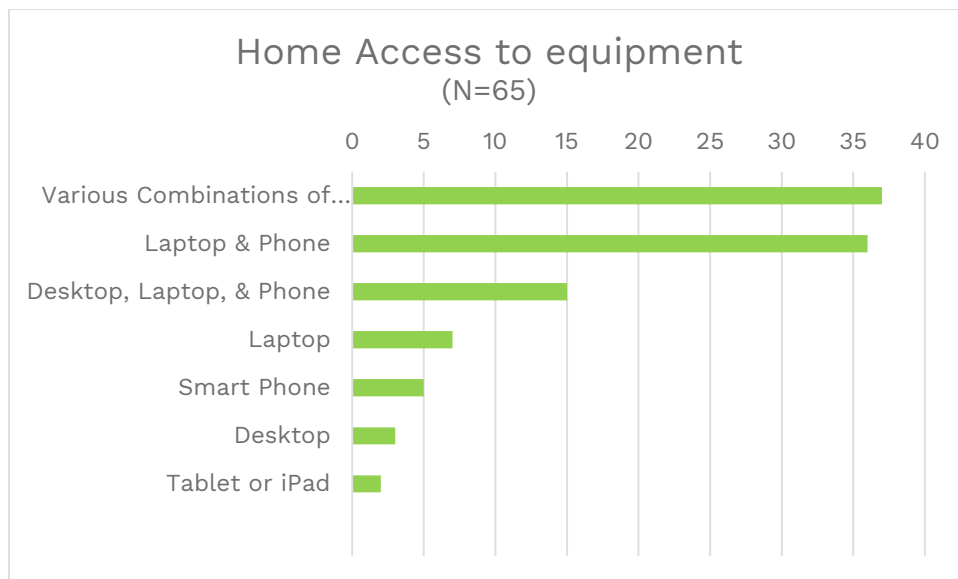
The importance of education and training was seen as very important to 43 individuals (66%). Nineteen individuals (29%) indicated it is important, leaving three individuals (5%) indicating an answer of ‘somewhat important’.



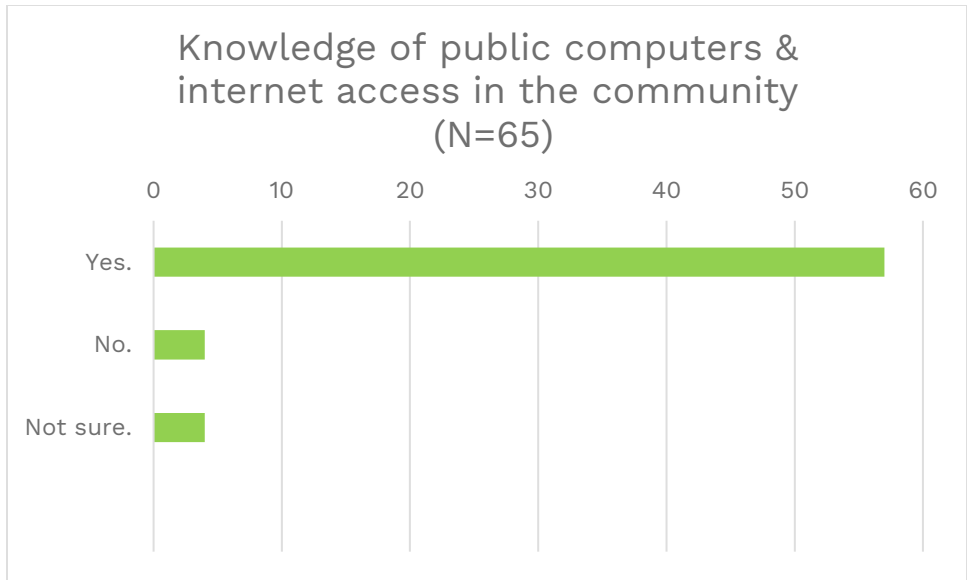
(Table 14)

There were nine individuals who do not have high speed or satellite connection to the internet. These individuals access the internet via their cell/smart phone. Only one individual has dial-up access to the internet. High-speed connection was mentioned by 44 individuals (68%). Satellite internet is used as access for 15 individuals (25%).

Survey respondents have a variety of options for internet access at home: 37 individuals (57%) use a combination of equipment to access online information. Thirty-six individuals (55%) use a laptop and smart phone and 15 individuals (23%) have access to a smart phone as well as laptop and desktop computer.

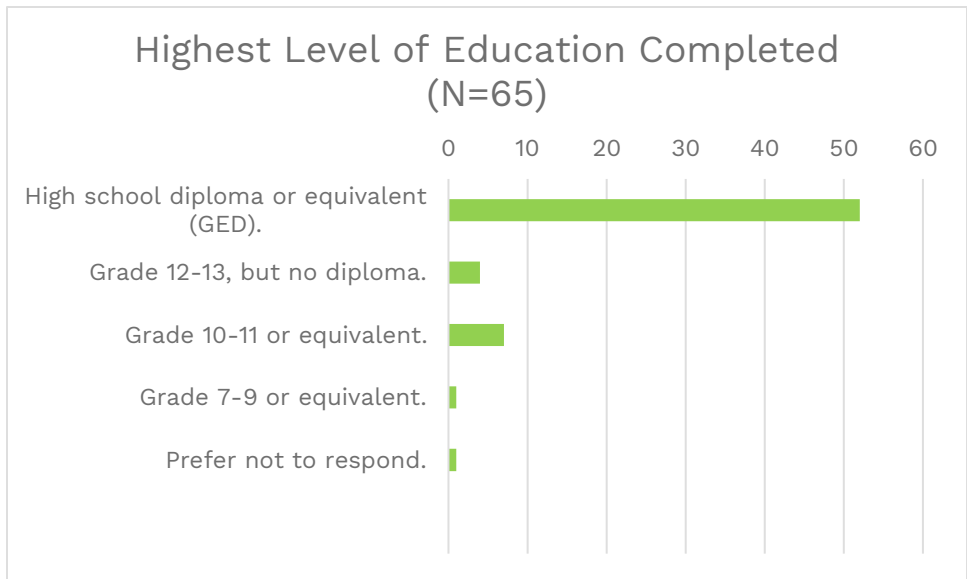


(Table 15)



(Table 16)

The majority of individuals (57-88%) who answered the survey are knowledgeable of computer and internet access in the community.



(Table 17)

Eighty percent (80%) of survey respondents (52 individuals) have a high school diploma or equivalent. One individual preferred not to respond and all others

have between a Grade 7 and 13 education. The four individuals who have a Grade 12-13, do not have a diploma.

Table 18.

What other education do you have?	Count
Post-secondary diploma.	9
Undergraduate degree.	9
Post-secondary certificate.	7
Trades ticket.	4
Post-secondary certificate, Post-secondary diploma.	3
English language training, Academic upgrading, Post-secondary diploma.	1
English language training, Post-secondary certificate, Post-secondary diploma.	1
English language training, Academic upgrading.	1
English language training, Trades ticket.	1
Academic upgrading, Trades ticket.	1
Academic upgrading.	1
Trades ticket, Post-secondary diploma.	1
Academic upgrading, Post-secondary certificate.	1
English language training, Academic upgrading, Post-secondary certificate, Post-secondary diploma.	1
Post-secondary certificate, Post-secondary diploma, Undergraduate degree.	1
None.	12
No response	11
Grand Total	65

The survey respondents have a combination of education with nine (14%) having a post-secondary diploma and another nine (14%) having an undergraduate degree. A further seven individuals (11%) have a post-secondary certificate and four (6%) a trades ticket. The remaining 36 (55%) individuals have various combinations of education, including English language and academic upgrading in addition to post-secondary and/or trades.

In response to other forms of education, individuals in the community report a bachelor's degree in interior design, partial completion of post-secondary education, and Professional Coaching, as examples.

Tri Community Adult Learning Association

Community Members – Stony Plain

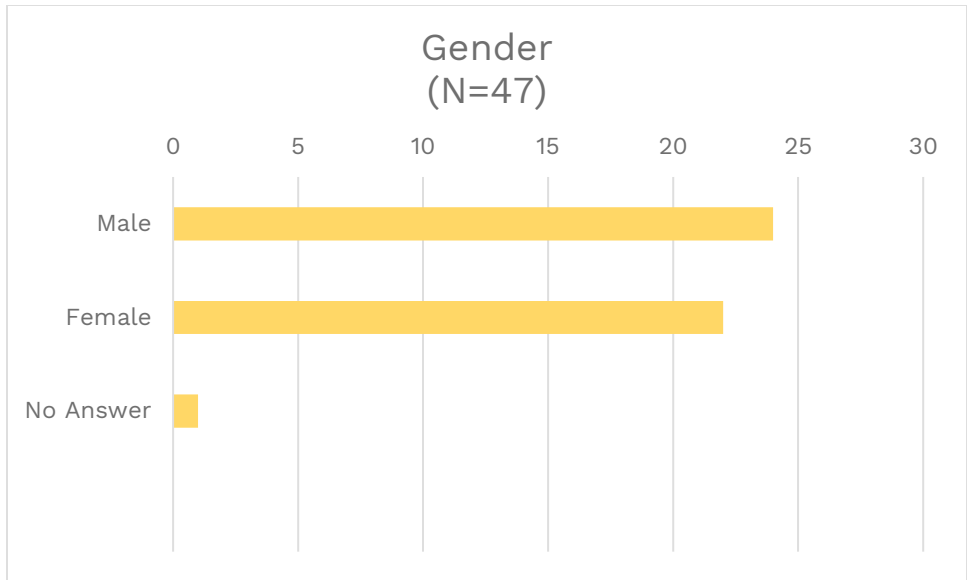
A theme throughout all focus groups is that online programming is helpful when there is bad weather or a lack of transportation or parking. Face-to-face is preferred to engage socially and learning is enhanced.

That costs can be waived for some programming is appreciated.

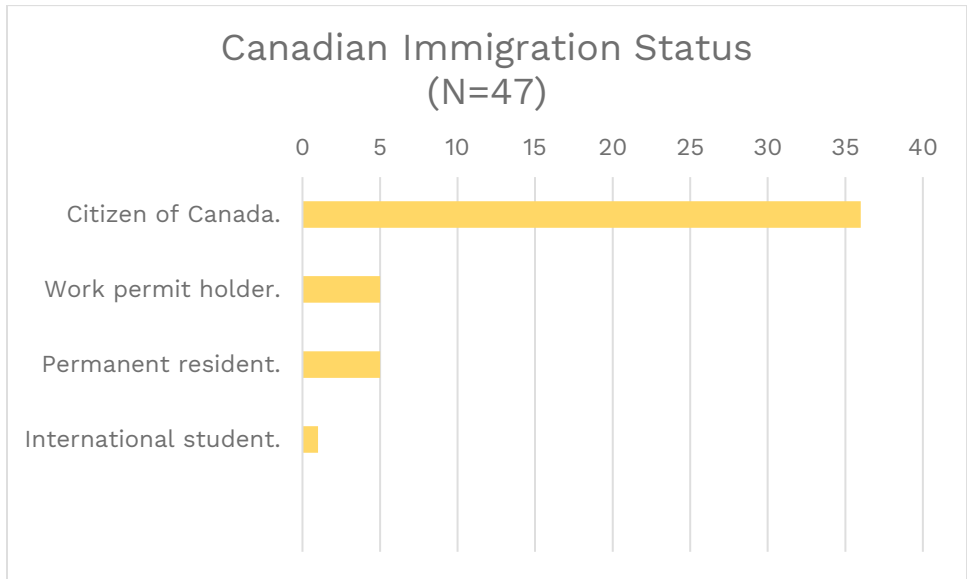
At times, community members take out-of-province programming.

SURVEYS

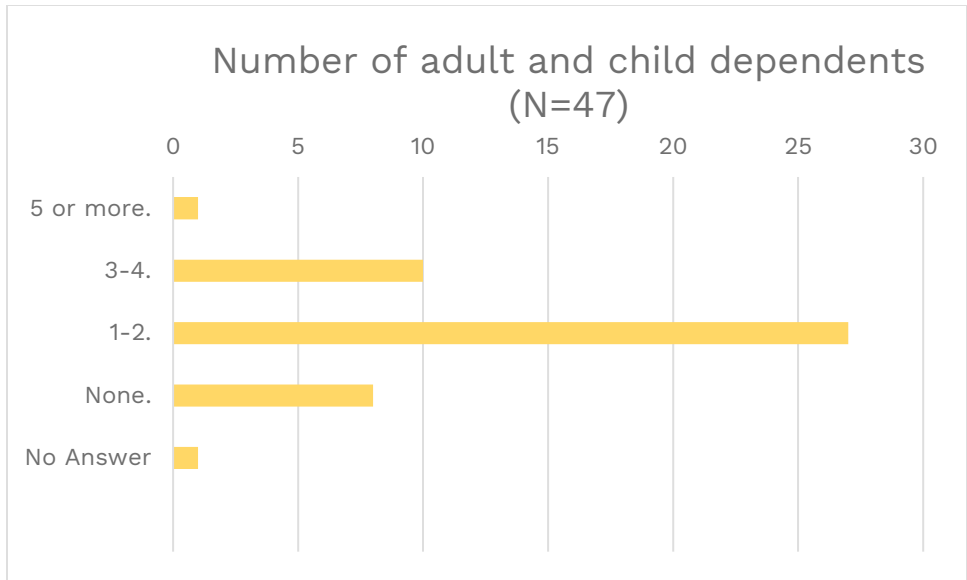
The community members in the Stony Plain area that completed surveys were split roughly half and half in terms of gender. Most of the survey participants are Canadian citizens (77%) and have dependents (81%). Most survey participants are employed (89%) and 51% of the total survey participants are employed full-time. Also, they are evenly divided (30%) between permanent, seasonal, and self-employment.



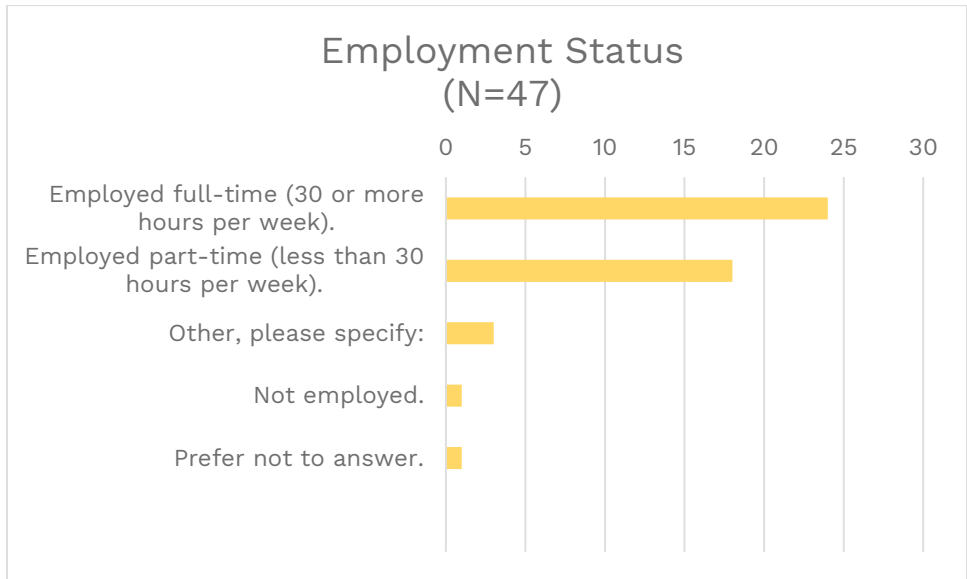
(Table 19)



(Table 20)

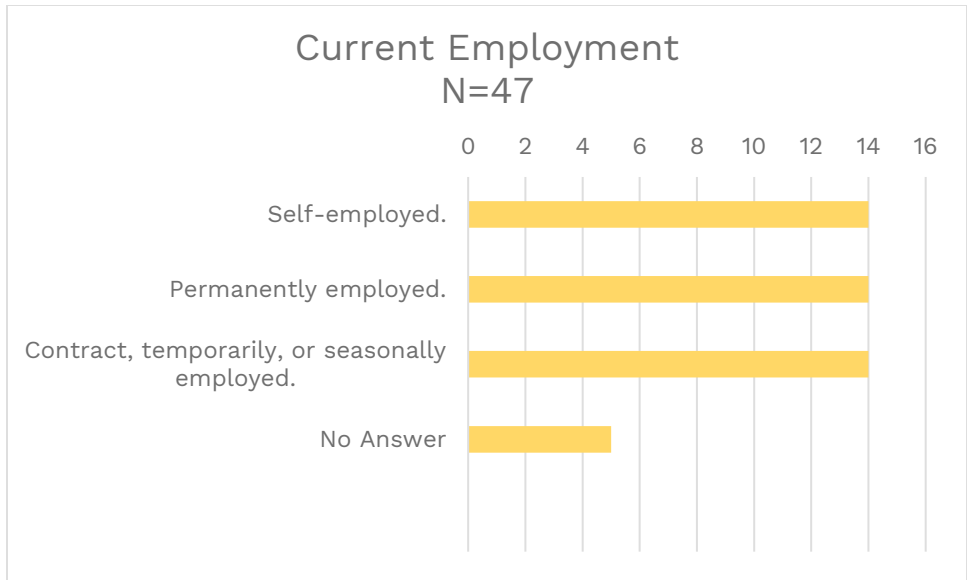


(Table 21)



(Table 22)

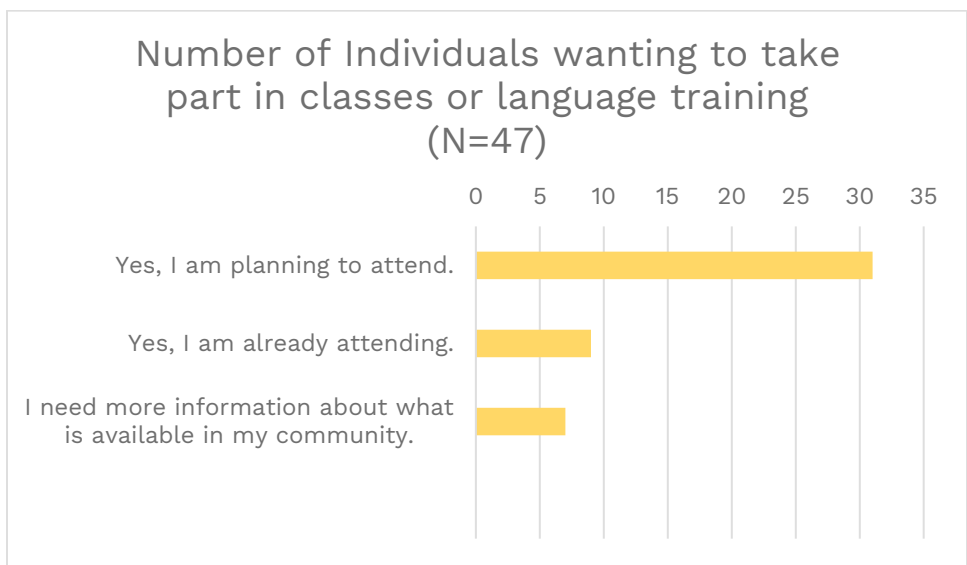
For the three individuals who indicated ‘other’ for their employment status they each shared that they are: retired, self-employed, or freelance.



(Table 23)

One community member indicated that family responsibilities were one reason for not currently being employed.

The majority of individuals who completed the survey are wanting to participate in classes or language training with 31 (66%) planning to attend, nine (19%) individuals already attending and seven individuals (15%) needing more information before they attend.



(Table 24)

Community members reasons for wanting to participate in learning opportunities are varied. In all but four instances, personal interest or personal improvement/development was mentioned. This means that 92% of respondents cited personal interest and personal improvement/development as a primary motivator.

Table 25.

What's the main reason you want to participant in learning opportunities?	Count
Personal improvement/development.	9
Personal interest, Personal improvement/development.	6
Personal interest, Personal improvement/development, Future job or employment.	5
Personal interest.	4
Personal interest, Personal improvement/development, Current job or employment.	4
Personal interest, Personal improvement/development, Current job or employment, Future job or employment, Starting a business.	3
Current job or employment.	3
Personal interest, Personal improvement/development, Starting a business.	2
Personal improvement/development, Future job or employment.	2
Personal interest, Current job or employment, Starting a business.	1
Personal improvement/development, Current job or employment, Future job or employment.	1
Personal improvement/development, Starting a business.	1
Future job or employment.	1
Personal interest, Personal improvement/development, Future job or employment, Starting a business.	1
Personal interest, Starting a business.	1
Personal improvement/development, Current job or employment.	1
Personal interest, Personal improvement/development, Current job or employment, Starting a business.	1

Personal interest, Personal improvement/development, Current job or employment,
 Future job or employment.

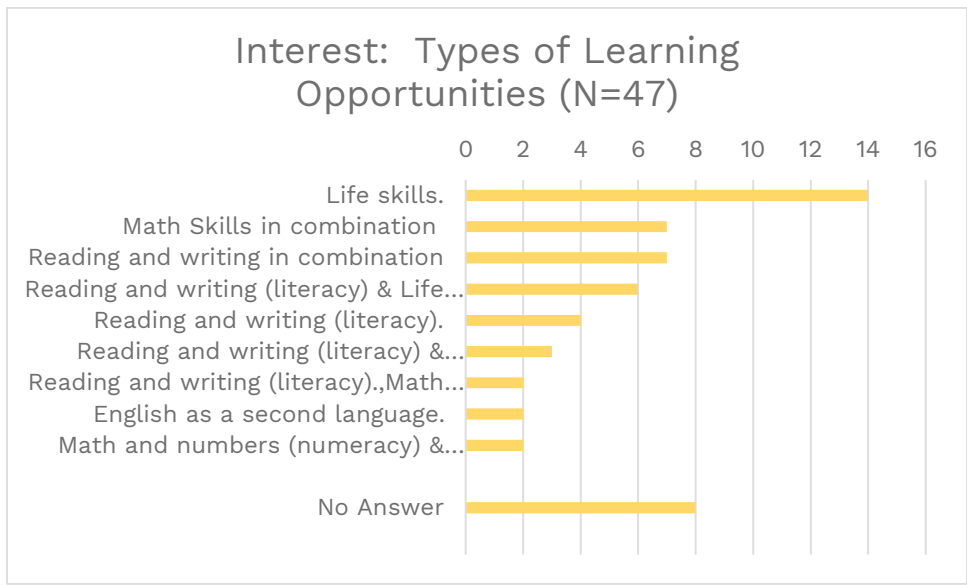
1

Total	47
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One individual shared that they were looking for learning opportunities for their permanent residency test.

English as a second language, high school upgrading/GED were each mentioned three additional times, in combination with the above.

Fourteen (30%) individuals are looking for life skills opportunities. Math skills in combination with other skills was identified by seven individuals (15%), as was reading, and writing in combination with other skills.

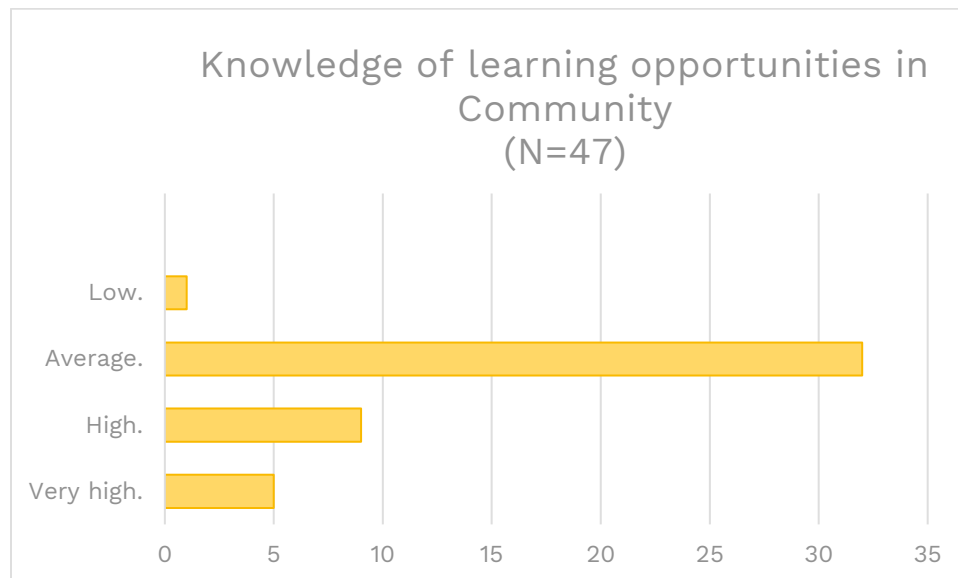


(Table 26)

One individual shared they are interested in learning opportunities in art and culture.

When asked what types of training or courses you need to grow or move up in your job or career no analysis could be generated, as individuals indicated a different combination of interest. Customer service, communication, life skills, leadership and management, English language, intercultural and

diversity training, and accounting and financial needs were mentioned, in differing and varying combinations.



(Table 27)

One individual indicated they had ‘low’ knowledge of available community learning opportunities. In contrast, 32 individuals (75%) indicated average knowledge, nine individuals (19%) high knowledge, and five individuals (11%) very high knowledge.

When asked who was asked to find out about community learning opportunities and list all possible sources, the variation provides little helpful information in terms of a pattern of response. Table 26, does however, indicate that individuals rely on a variety of sources to ask for information. This variety and variation are also found in Table 29, which displays the responses to ‘how do you find out about community learning opportunities’.

Table 28.

How do you usually ask to find out about learning opportunities?	Count
No Answer	6
Online resources	2
Social media, word of a mouth, Family's/Friend	1
Online. Through other people.	1
At the library or on your website	1
Social media and flier	1
Available courses and programs	1
Ask community leader	1
Through social media	1
By asking around to friends and family	1
Online, Facebook	1
Casually asking for recommendations for programs for learning opportunities for a particular skill, asking what educational resources are available, asking for valuable books and materials to learn more about subjects.	1
Social media	1
College	1
Social media, Friend	1
Family gathering, Churches and events.	1
Team meeting, Seminar and meetings.	1
Friends, internet	1
Word of mouth	
Asking questions	
Surfing the net	1
Google and social media	1
Newspaper, website, flyers	1

Google search	
Website	
Social media	
Family and friends	
Newspaper	
Poster	
Local organization	1
On social media and friends	1
Online Learning Platforms	
Online Forums and Social Media Groups	
Professional Associations	
Employer Training Programs	
Career Counseling Services	1
I ask through search web, Facebook , local organizations	1
Online support groups	
Social media	
Friends and family	1
I attend public gatherings	1
Social media , friends and peers, websites	1
Friends	1
Social media groups and local organization	1
I get to ask friends and also search Google for available opportunities closer to me	1
Social media, flyers, posters	1
Internet,	
From friends,	
Social media	
Local news	1
Social media, flyers and friends and via newsletters	1
Library websites, adult learning associations, web search, social media, university websites	1
Through learning	1
Meeting People. Inquiring online. Interactions with old residents.	1

Web page, Facebook, Instagram	1
My colleagues or blogs	1
My friends who are higher than me the internet and others	1
NA	1
Grand Total	47

Table 29.

How do you usually find out about learning opportunities in your community?	Count
Family and friends.	5
Websites.	5
No answer	4
Websites, Family and friends, Local organizations.	4
Websites, Family and friends.	4
Websites, Family and friends, Newspapers, Local organizations, Posters and brochures.	3
Websites, Family and friends, Posters and brochures.	3
Posters and brochures.	3
Websites, Newspapers, Posters and brochures.	2
Family and friends, Posters and brochures.	2
Family and friends, Newspapers, Local organizations, Posters and brochures.	2
Websites, Local organizations, Posters and brochures.	1
Family and friends, Newspapers.	1
Family and friends, Local organizations, Posters and brochures.	1
Websites, Local organizations.	1
Family and friends, Newspapers, Posters and brochures.	1
Websites, Newspapers, Local organizations.	1

Websites, Family and friends, Local organizations, Posters and brochures.	1
Websites, Posters and brochures.	1
Local organizations.	1
Newspapers.	1
Total	47

The variation in responses in Table 30 demonstrates that there are multiple and varied barriers. Twenty-four individuals (51%) identify financial barriers. Transportation and travel, as well as work responsibilities, were identified as barriers by 13 individuals (28%). Limited programming in the community was selected by 17 individuals (36%). This data can be useful to help identify the way programming is offered as well as supports that can be put in to place to support potential learners.

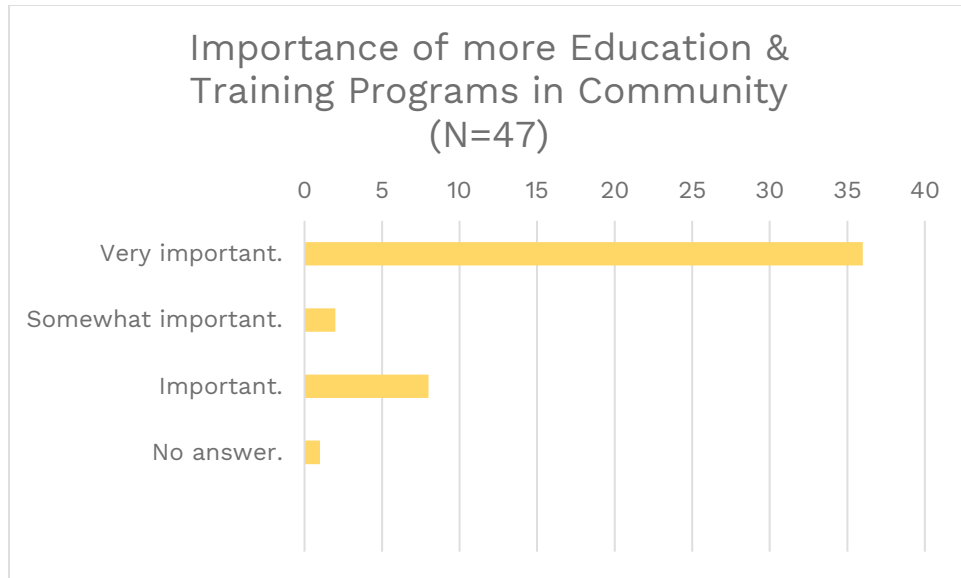
Table 30.

Are there any challenges that prevent you from accessible learning opportunities? If so, please select all that apply.	Count
There were no challenges.	5
Cost (financial barriers), Work responsibilities.	2
Lack of support for cultural diversity, Limited programming in my community.	2
Cost (financial barriers), Scheduling issues, Work responsibilities, Limited programming in my community.	2
	2
Cost (financial barriers), Transportation and travel, Limited programming in my community.	2
Transportation and travel, Work responsibilities.	1
Limited programming in my community.	1

Lack of support for a person with disabilities, Lack of support for cultural diversity.	1
Cost (financial barriers), Language skills, Lack of support for cultural diversity, Limited programming in my community.	1
Scheduling issues, Transportation and travel.	1
Cost (financial barriers), Scheduling issues.	1
Lack of computer or internet at home, Transportation and travel, Lack of support for cultural diversity, Work responsibilities, No employer support.	1
Cost (financial barriers), Scheduling issues, Transportation and travel.	1
Lack of support for cultural diversity, No employer support.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Work responsibilities.	1
Scheduling issues, Lack of support for cultural diversity.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Work responsibilities, Limited programming in my community.	1
Scheduling issues, Work responsibilities, No employer support.	1
Cost (financial barriers), Scheduling issues, Work responsibilities.	1
Lack of computer or internet at home, Limited programming in my community.	1
Lack of prerequisites, Lack of computer or internet at home.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, No employer support.	1
Cost (financial barriers), Lack of support for a person with disabilities, Work responsibilities, No employer support.	1
Cost (financial barriers), Transportation and travel.	1
Language skills.	1
Cost (financial barriers), Transportation and travel, Childcare.	1
Scheduling issues, Lack of prerequisites, Work responsibilities.	1
Cost (financial barriers), Transportation and travel, Lack of support for a person with disabilities, Lack of support for cultural diversity, Limited programming in my community.	1

Scheduling issues, Language skills, Lack of support for a person with disabilities, Lack of support for cultural diversity, No employer support, Limited programming in my community.	1
Work responsibilities, Limited programming in my community.	1
Scheduling issues, Work responsibilities.	1
Cost (financial barriers).	1
Cost (financial barriers), Lack of support for cultural diversity, No employer support.	1
Cost (financial barriers), Lack of prerequisites, Limited programming in my community.	1
Cost (financial barriers), Language skills, Lack of prerequisites, Lack of computer or internet at home, Lack of support for a person with disabilities, No employer support, Limited programming in my community.	1
Cost (financial barriers), Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), Transportation and travel, No employer support, No government support, Limited programming in my community.	1
Total	47

When asked about the importance of Education and Training programs in the community 36 individuals (77%) indicated it is very important, eight individuals (17%) important, and two individuals (4%) that it is somewhat important.



(Table 31).

The responses displayed in Table 32 show that high speed connection is mentioned as a frequent source of home internet (79%). No individual responded that they do not have internet access at home. As a single source, high speed internet was reported by 22 individuals (47%).

Table 32.

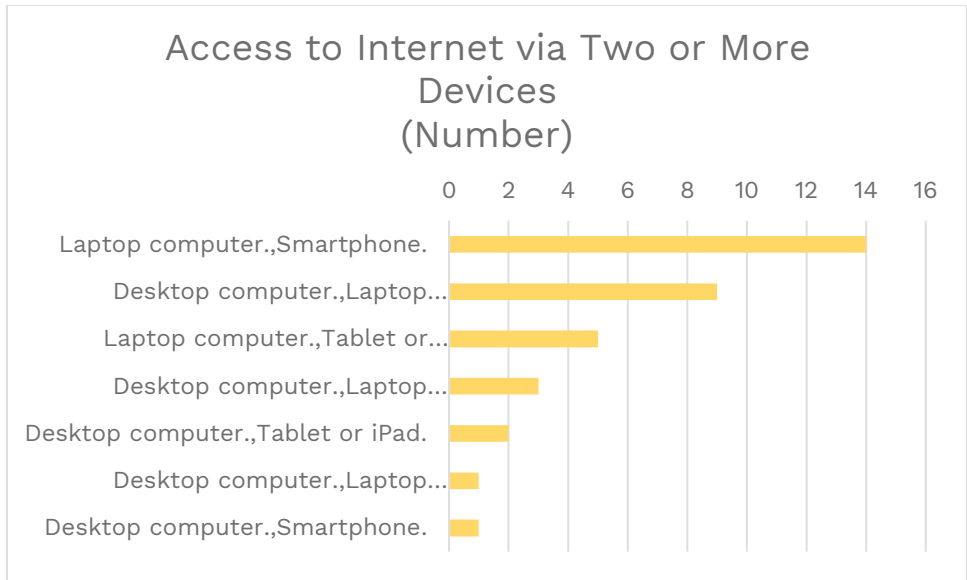
Do you have internet at home?	Count
High speed connection.	22
High speed connection, Internet through your cell/smart phone.	9
Internet through your cell/smart phone.	5
High speed connection, Internet through your cell/smart phone, Satellite internet.	3
Internet through your cell/smart phone, Satellite internet.	2
High speed connection, Internet through your cell/smart phone, Satellite internet, Dial-up internet.	2
Dial-up internet.	1
Internet through your cell/smart phone, None.	1

Satellite internet.	1
High speed connection, Internet through your cell/smart phone, Dial-up internet.	1
Total	47

The answers as displayed in Table 33 show that 35 (74%) of respondents have access to the internet on two or more devices with the combination of laptop and smartphone having the highest frequency count.

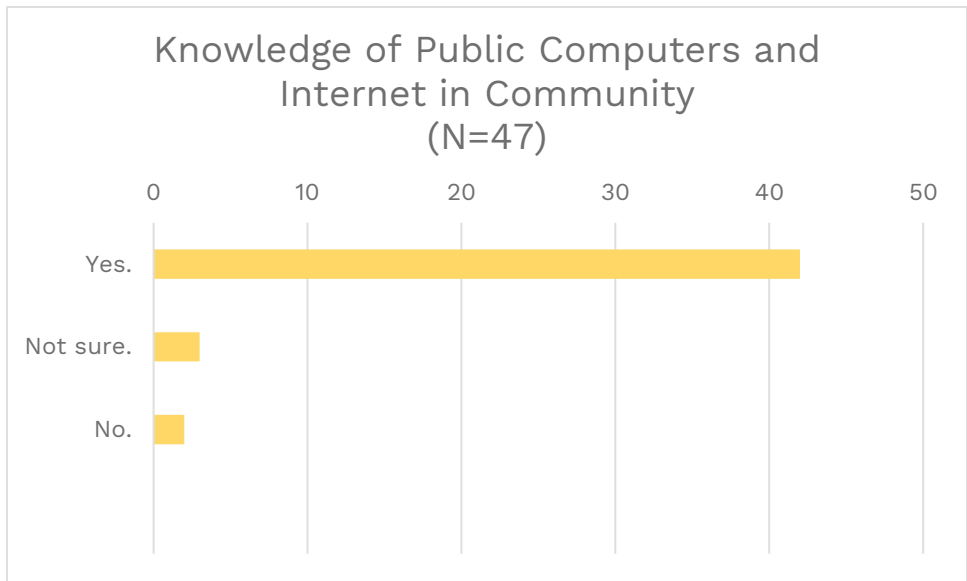
Table 33.

Do you own or have access to the following at home?	Count
Access via One Device	
Smartphone.	5
Laptop computer.	4
Tablet or iPad.	2
Desktop computer.	1
Subtotal	12
Access via Two or more Devices	
Laptop computer, Smartphone.	14
Desktop computer, Laptop computer, Tablet or iPad, Smartphone.	9
Laptop computer, Tablet or iPad, Smartphone.	5
Desktop computer, Laptop computer, Smartphone.	3
Desktop computer, Tablet or iPad.	2
Desktop computer, Laptop computer, Tablet or iPad.	1
Desktop computer, Smartphone.	1
Subtotal	35
Grand Total	47



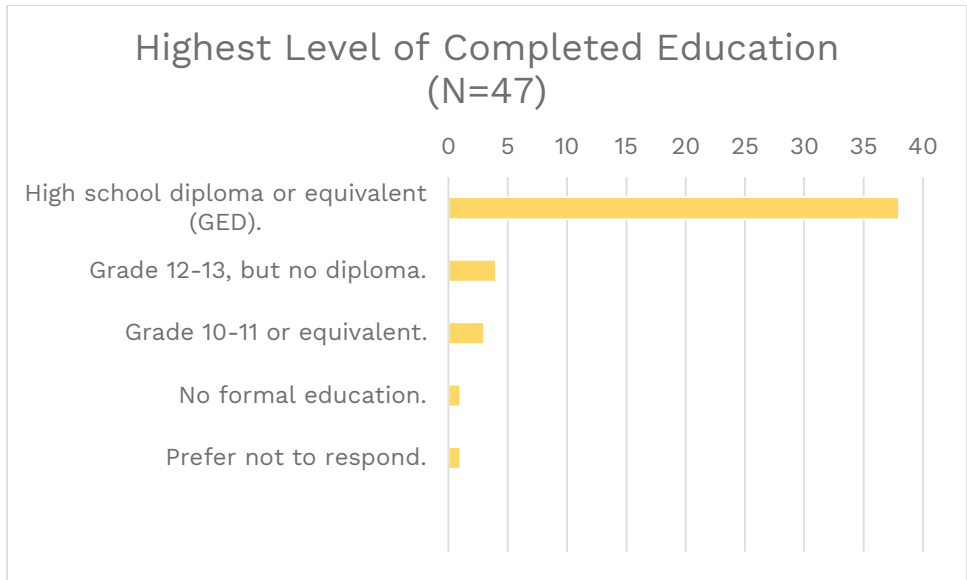
(Table 34)

When asked about where to use public computers and the internet in the community 42 of the 47 respondents (89%) indicated they knew.

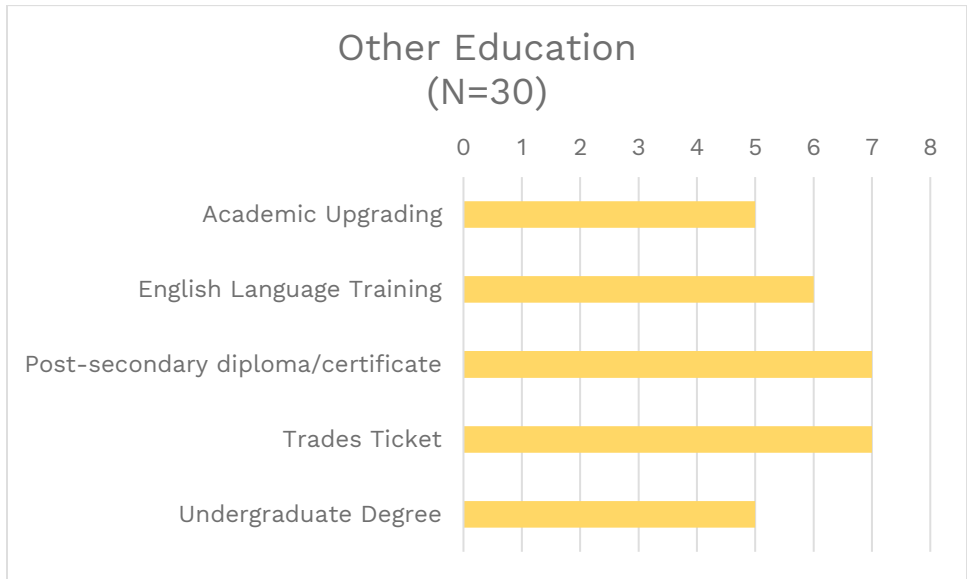


(Table 35)

Of the survey respondents for Stony Plain, 38 of the 47 individuals (81%) have a high school diploma or equivalent. Four individuals do have Grade 12-13 but no diploma, and three individuals have Grade 10-11 or equivalent.



(Table 36)



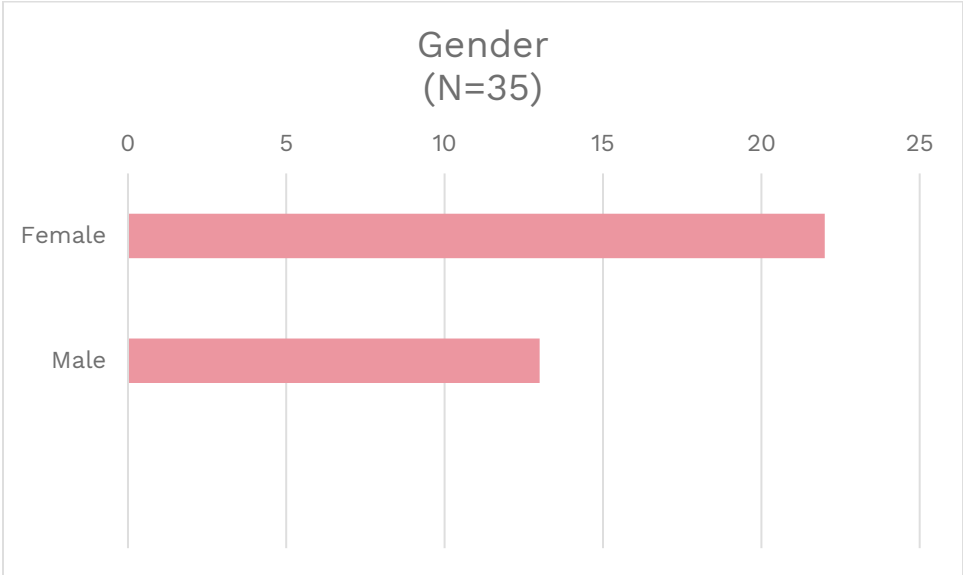
(Table 37)

Sixty-four percent (64%) of respondents (30 individuals) have additional education. Also, one individual shared they have college equivalent education.

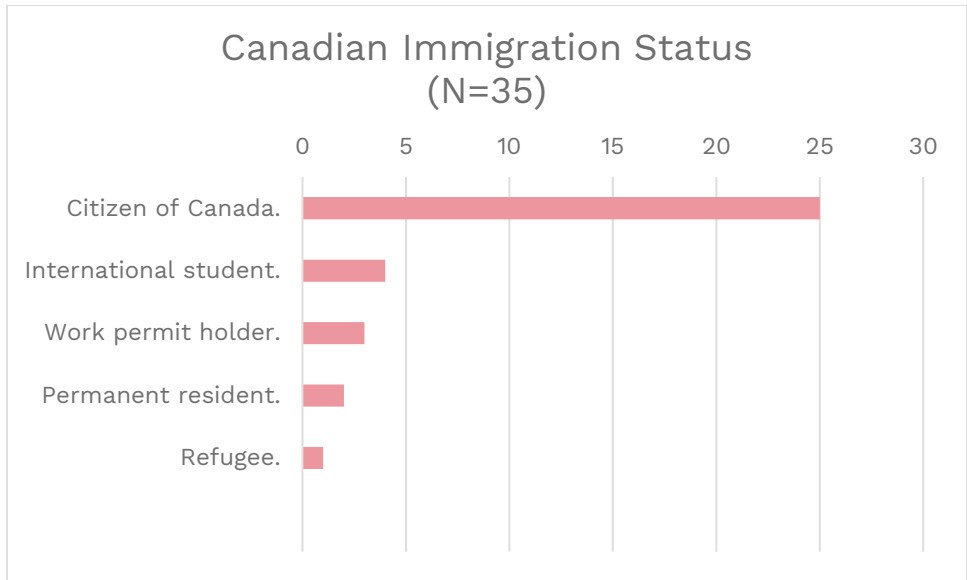
NorQuest Community Adult Learning

Community Members – Alberta Beach and Wildwood

There are 35 survey respondents for the communities of Alberta Beach and Wildwood, of which 22 individuals identify as female (63%) and 13 as male (37%). Canadian Citizenship is reported by 25 individuals (71%). This is followed by four (11%) international students, three work permit holders (9%), two permanent residents (6%), and one refugee (3%).

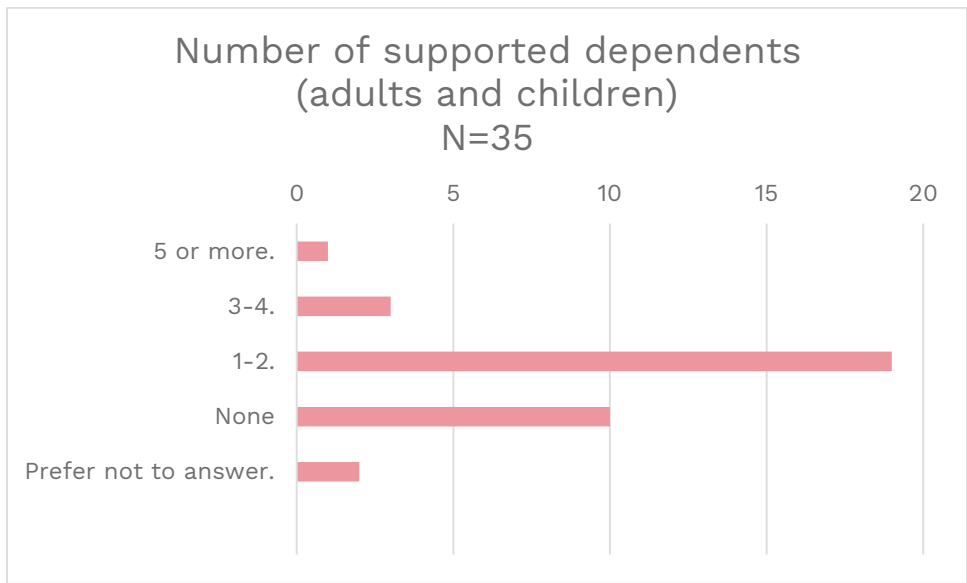


(Table 38)

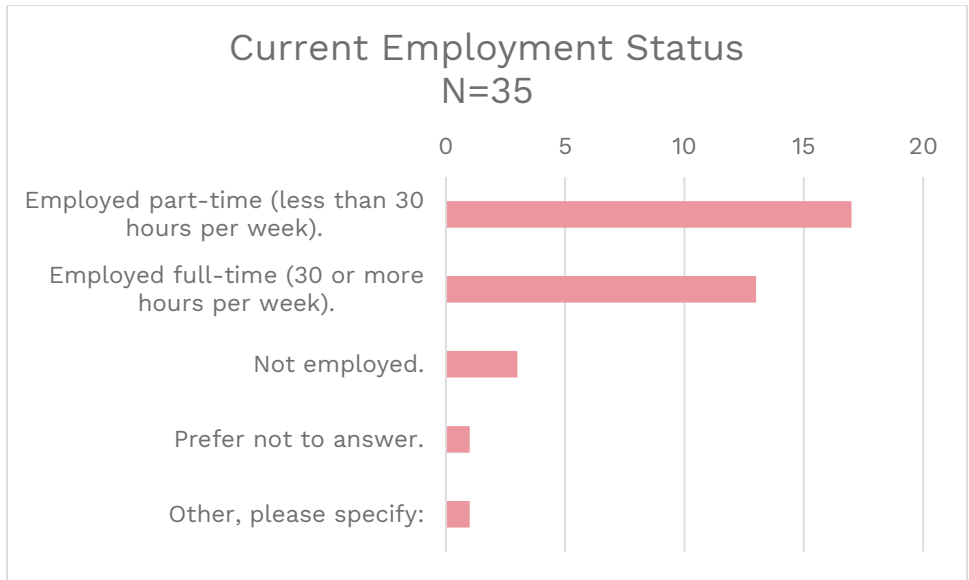


(Table 39)

When asked about the number of dependents (adults and children) the respondent supports, two individuals preferred not to answer, 10 (29%) have none, and 19 individuals (54%) support 1-2 dependents.



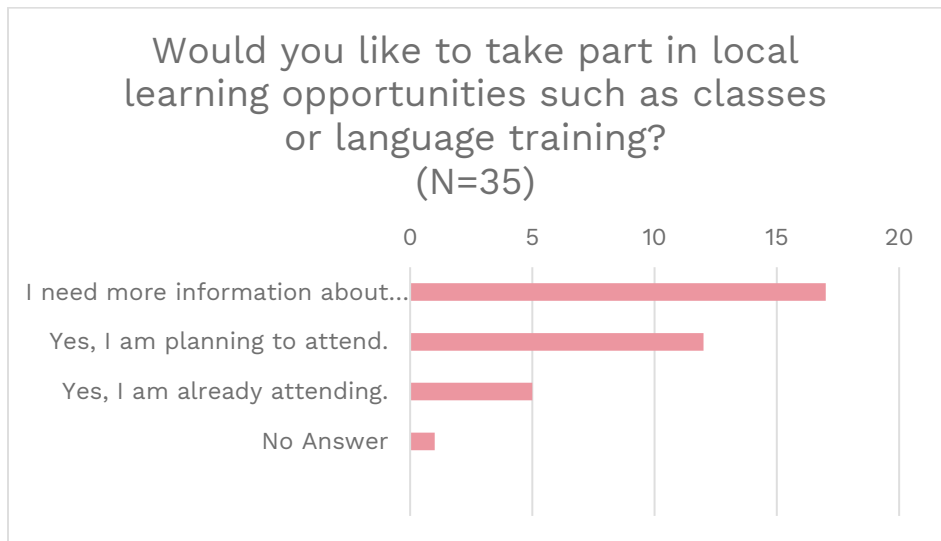
(Table 40)



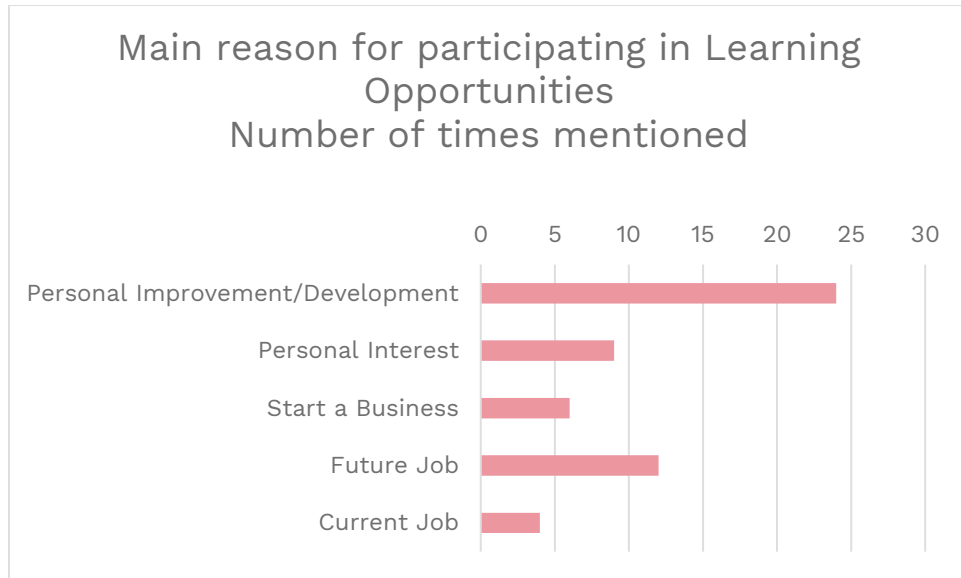
(Table 41)

Part-time employment is reported by 17 individuals (49%) and full-time by 13 individuals (37%). The remaining five individuals (14%) indicated they are not employed, preferred not to answer, or are currently retired.

When asked if the survey respondent is interested in taking part in local learning opportunities, 17 individuals (49%) need more information, 12 (34%) are planning to attend, and five (14%) are already attending.



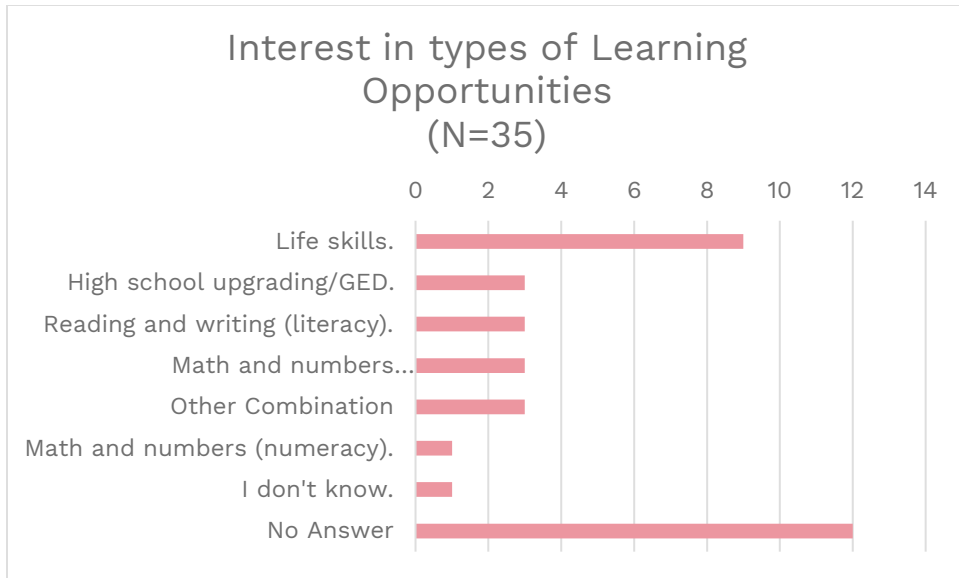
(Table 42)



(Table 43)

Of the 35 community members, 19 (54%) indicated more than one reason to participate in learning opportunities. One individual mentioned meeting with other community members as a reason for participating.

When asked about types of learning opportunities, 12 individuals (34%) provided no answer and one individual indicated they did not know. Life skills was reported as a singular interest by nine individuals (26%) and overall was mentioned by 15 individuals (43%). Reading and writing (literacy); math and numbers (numeracy), and high school upgrading were also mentioned.



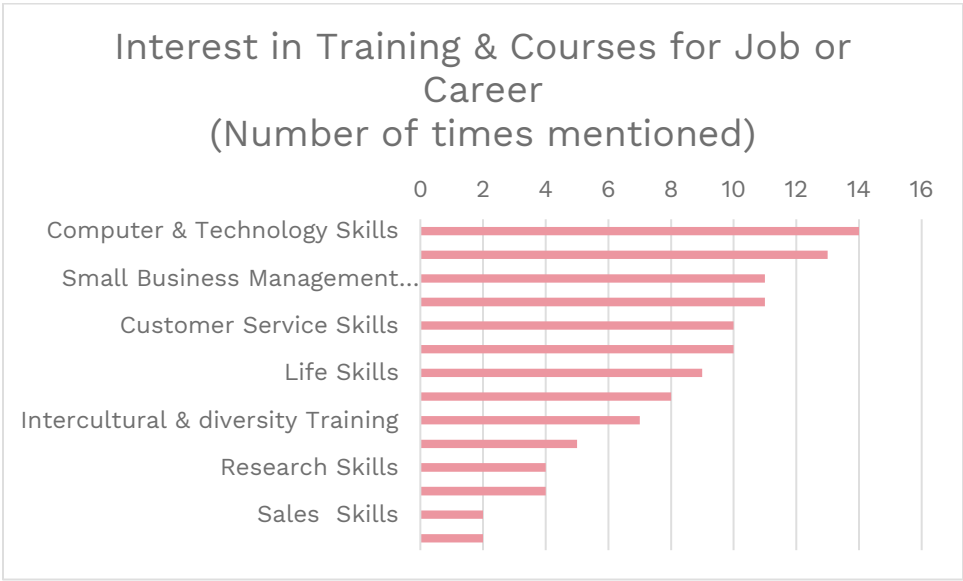
(Table 44)

Table 44.

Which types of learning opportunities are you interested in?	Count
Life skills.	9
High school upgrading/GED.	3
Reading and writing (literacy).	3
Math and numbers (numeracy), Life skills.	3
Reading and writing (literacy), Life skills, High school upgrading/GED.	1
Reading and writing (literacy), Math and numbers (numeracy), Life skills, High school upgrading/GED.	1
Life skills, I don't know.	1
Math and numbers (numeracy).	1
I don't know.	1
No Answer	12
Grand Total	35

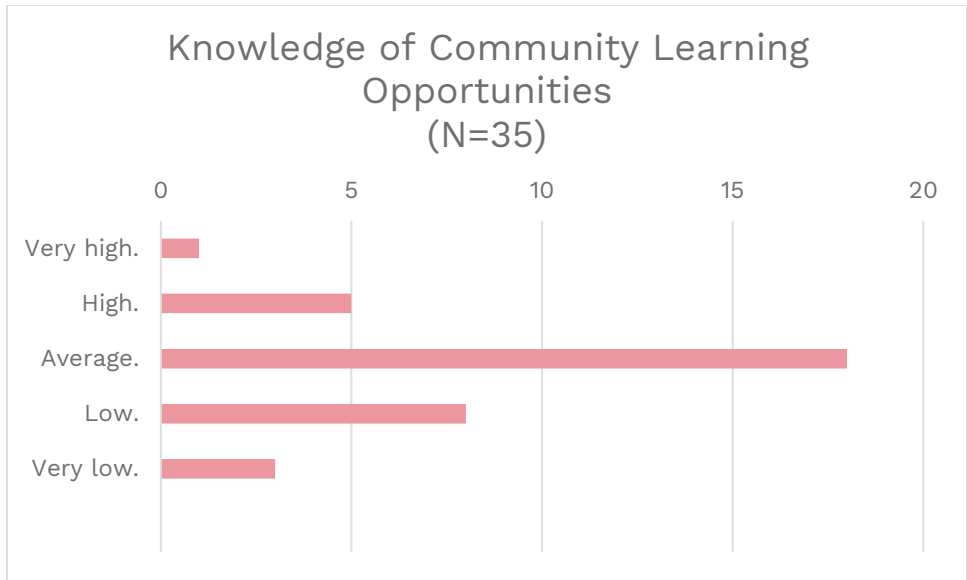
For those individuals who indicated interest in different learning opportunities, Indigenous languages, other languages, personal enrichment, web design, and Excel were suggested.

When asked about the types of training and education needed for job or career, computer skills were mentioned most frequently.



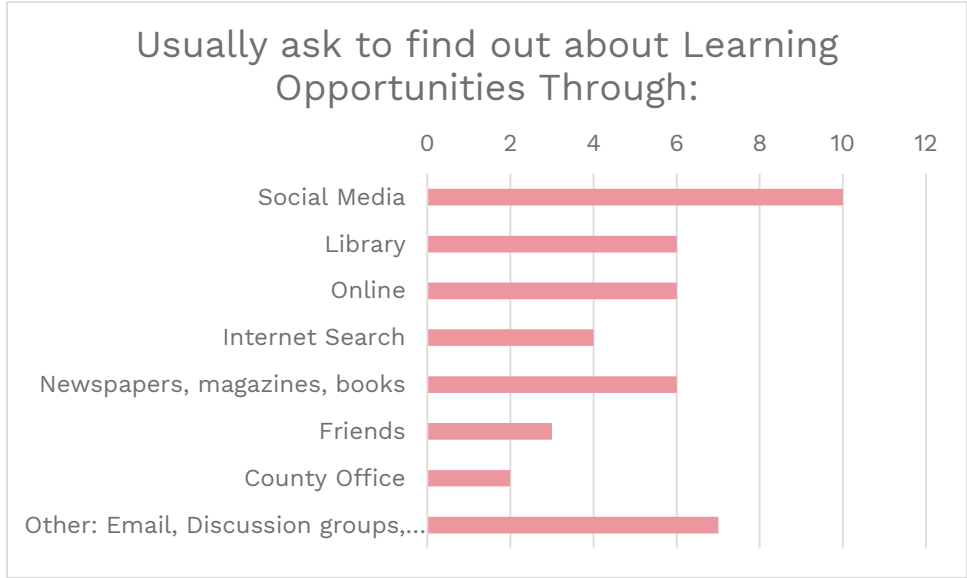
(Table 45)

Survey respondents (18/35) indicated an average level of knowledge regarding community learning opportunities (51%), 11 individuals report low to very low knowledge (31%) and six individuals high to very high knowledge (17%).



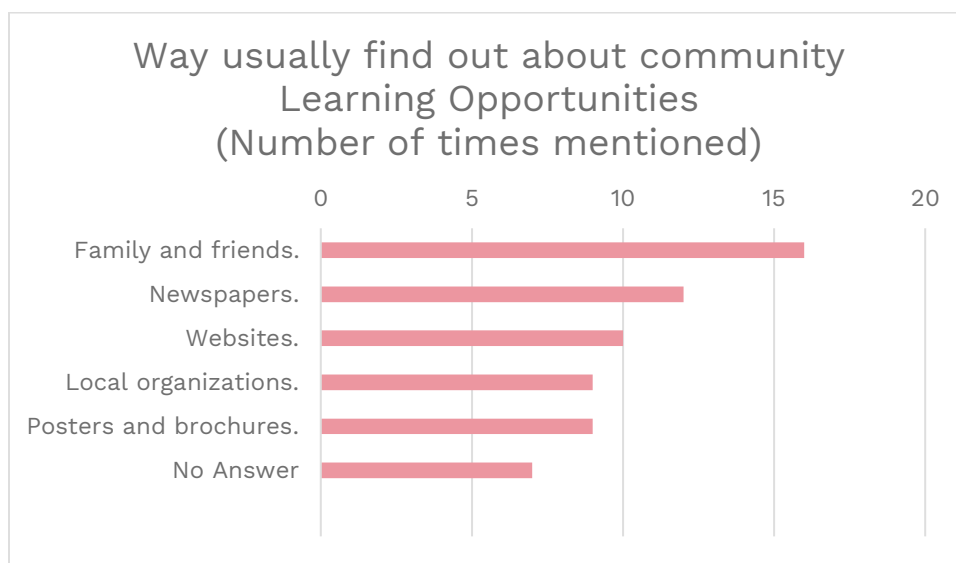
(Table 46)

Survey respondents indicate multiple and varied sources to ask about community learning opportunities. For example, 10 individuals utilize social media (29%); the library (17%), online (17%). And newspaper, books, and print materials (17%) were indicated by six individuals in each of the three areas.



(Table 47)

Family and friends are a frequently cited source of information for community learning opportunities (16/35), as are newspapers (12/35) and websites, local organizations, posters, and brochures, all falling between 9 and 10 individuals. Two individuals noted they also find out about learning opportunities through the library and radio.



(Table 48)

The data in reply to ‘Are there any challenges that prevent you from accessible learning opportunities?’ resulted in multiple and numerous barriers. Cost (financial barriers) and scheduling issues were both mentioned by 16 individuals (46%), with the remaining categories mentioned 10 or less times. This data can be useful to help identify the way programming is offered as well as supports that can be put in to place to better support potential learners.

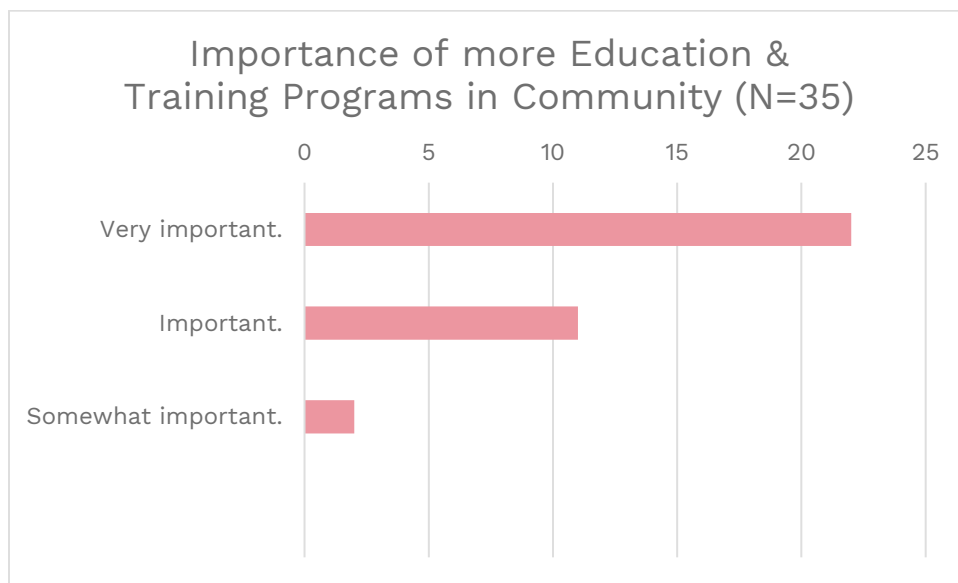
Table 49.

Are there any challenges that prevent you from accessible learning opportunities?	Count
Scheduling issues.	3
There were no challenges.	3

No employer support.	2
Limited programming in my community.	2
Cost (financial barriers), Transportation and travel ,Work responsibilities.	2
Cost (financial barriers), Lack of computer or internet at home, Work responsibilities, Limited programming in my community.	1
Work responsibilities, Limited programming in my community.	1
Scheduling issues, Limited programming in my community.	1
Cost (financial barriers), No government support, Limited programming in my community.	1
Cost (financial barriers).	1
Cost (financial barriers), Scheduling issues.	1
Scheduling issues, Lack of prerequisites, Lack of computer or internet at home, Transportation and travel, Lack of support for cultural diversity, No employer support, No government support.	1
Cost (financial barriers), Scheduling issues, No employer support, No government support, Limited programming in my community.	1
Scheduling issues, Work responsibilities.	1
Cost (financial barriers), Scheduling issues, Transportation and travel.	1
Cost (financial barriers), Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Childcare.	1
Cost (financial barriers),Lack of computer or internet at home.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Childcare, Work responsibilities, No employer support, No government support.	1
Scheduling issues, Lack of prerequisites.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, No government support.	1
Scheduling issues, Lack of prerequisites, Lack of support for cultural diversity.	1

Cost (financial barriers), Transportation and travel, No government support.	1
Scheduling issues Transportation and travel, Lack of support for cultural diversity.	1
Cost (financial barriers), Lack of prerequisites.	1
Lack of computer or internet at home.	1
Lack of prerequisites.	1
Lack of support for cultural diversity.	1
Grand Total	35

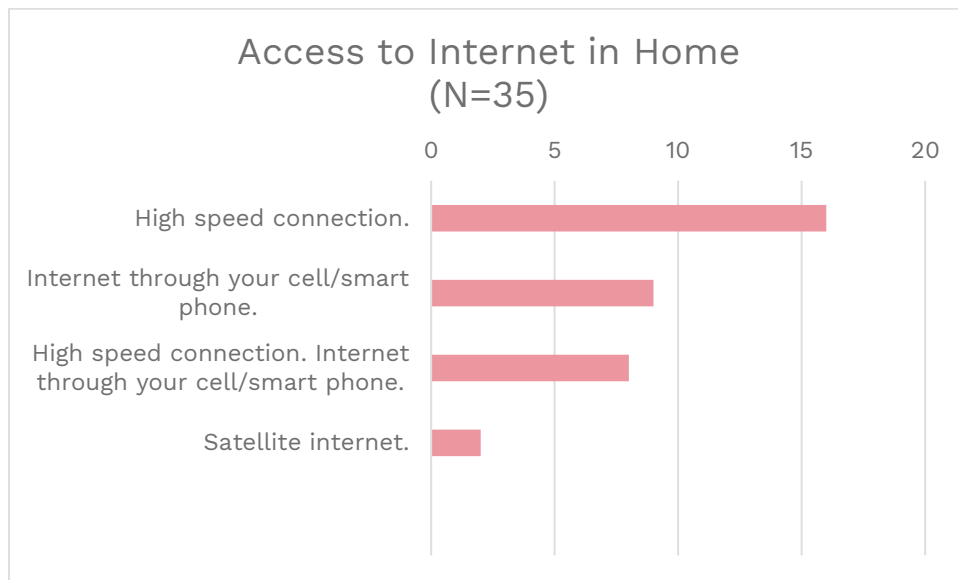
Having more education and training programs available in the community was seen as important for each survey responder. Sixty-three percent (63% - 22 individuals) indicated this was very important and 11 (31%) more individuals stated it as important.



(Table 50)

Access to the internet at home is obtained via high-speed connection for most individuals. It is the sole source of access for 16 individuals (46%), and a cell phone provides sole access for nine individuals (26%). A combination is

used by eight individuals (23%) and finally satellite is used by two individuals (6%).



(Table 51)

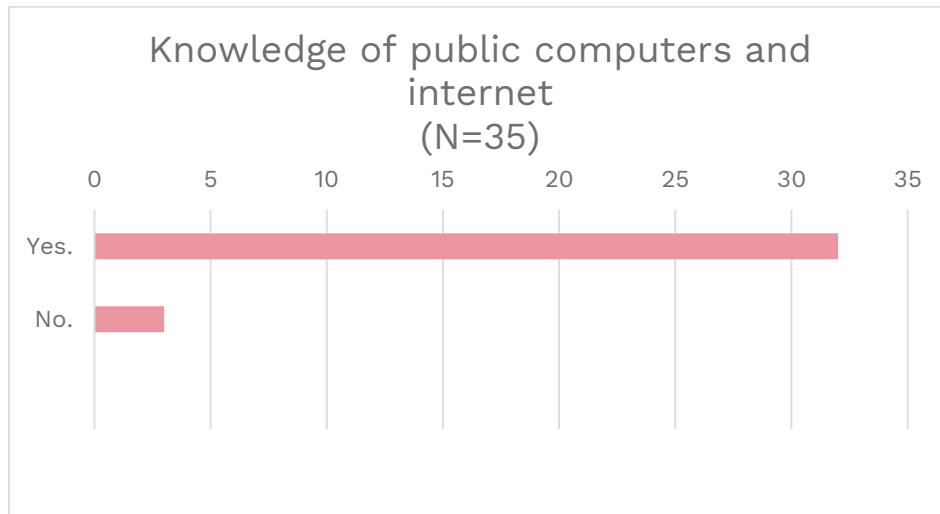
Similarly, most individuals have internet access at home through a combination of devices: a laptop and smartphone were mentioned by eight respondents (23%). The next highest frequency is a desktop computer for five individuals (14%). Combinations of the above and/or tablets, iPads, complete the responses in this category.

Table 52.

Do you own or have access to the following at home?	Count
Laptop computer, Smartphone.	8
Desktop computer.	5
Desktop computer, Laptop computer, Tablet or iPad, Smartphone.	4
Desktop computer, Laptop computer, Smartphone.	4
Laptop computer.	4
Smartphone.	3
Laptop computer, Tablet or iPad, Smartphone.	2

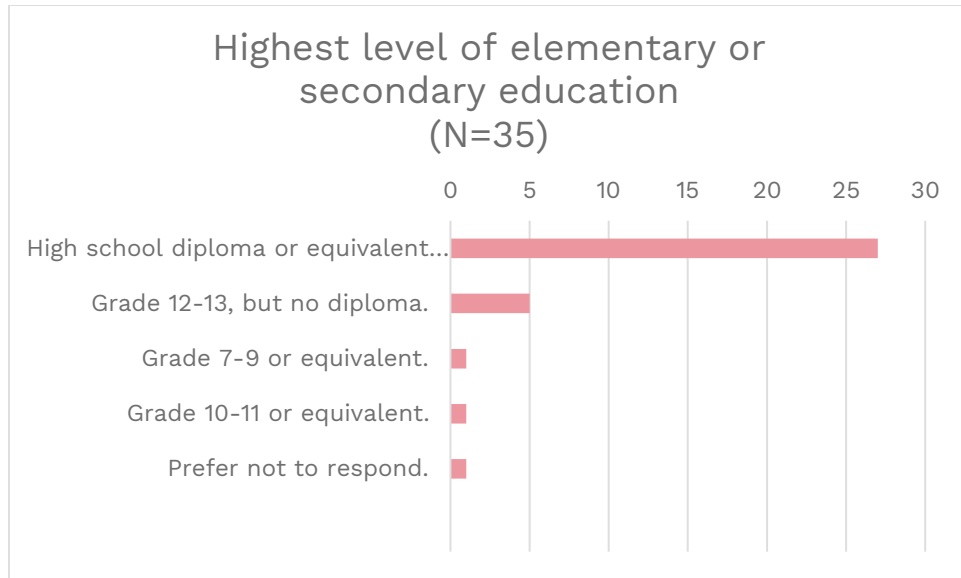
Desktop computer, Tablet or iPad, Smartphone.	2
Tablet or iPad.	1
Desktop computer, Tablet or iPad.	1
Desktop computer, Smartphone.	1
Grand Total	35

For 32 respondents (91%) knowledge of public computers and internet is known.



(Table 53)

For the survey respondents 27 have a high school diploma or equivalent (77%) and another five individuals have Grade 12-13 but no diploma (14%). One individual (3%) responded for each of the other survey options.



(Table 54)

Table 55.

What other education do you have?	Count
Post-secondary certificate.	7
Post-secondary diploma.	6
Undergraduate degree.	4
Academic upgrading.	4
Academic upgrading, Trades ticket	1
English language training, Post-secondary certificate.	1
Trades ticket, Post-secondary certificate.	1
English language training.	1
English language training, Academic upgrading, Post-secondary certificate, Post-secondary diploma.	1
Trades ticket.	1
None.	3
No Answer	5
Grand Total	35

Survey respondents have a variety of additional education, the highest frequency is for seven individuals (20%) who indicated they have a post-secondary certificate, followed by six other individuals (17%) who have a post-secondary diploma, four (11%) who have an undergraduate degree, and four (11%) who have some form of academic upgrading. The remaining respondents have a combination of other education. There are eight individuals (23%) who gave no answer or have no other education.

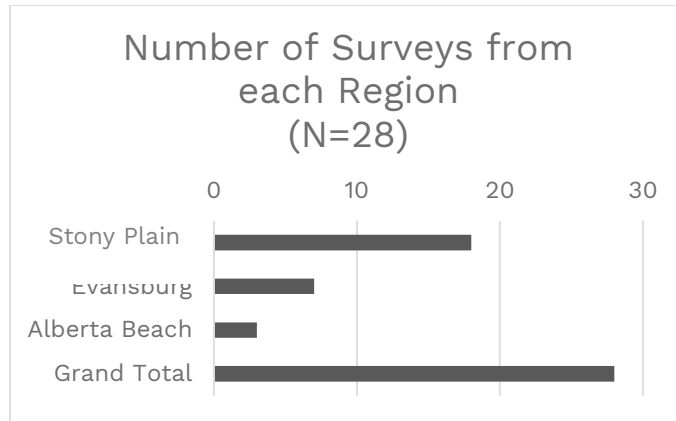
Additionally, two individuals shared additional education as Indigenous Doula education and the second person has laboratory assistant training.

Needs Assessment Results: Employers

Employers Survey Results

Survey Area	Count
Lobstick	7
TriCALA	18
NorQuest CALP	3
Grand Total	28

There were 197 employer surveys. Of these, 112 did not identify a location and a further 57 indicated locations outside of the study area (e.g., California, Texas, and UK). This left 28 surveys, 18 for Tri Community Adult Learning Association, seven for Lobstick Literacy & Learning Society and three for NorQuest Community Adult Learning. The data for Alberta Beach and Wildwood were low. As such this data is discussed in narrative as it can still provide some general direction for further investigation.



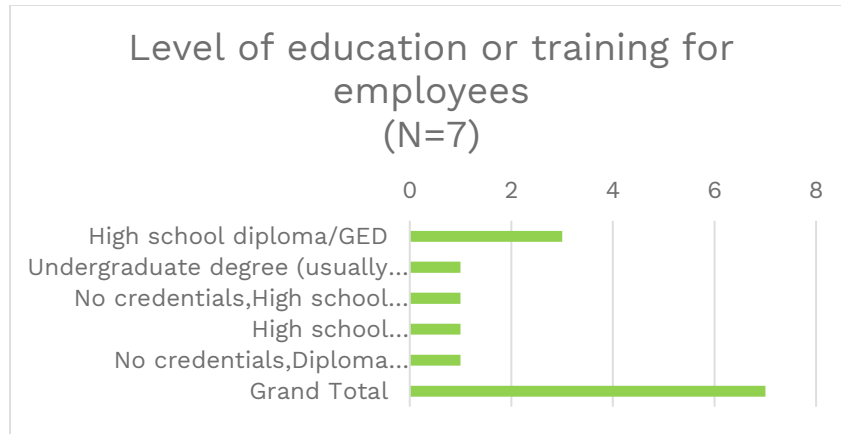
Lobstick Literacy & Learning Society

Employer – Evansburg and Darwell

There were seven surveys from employers for the Lobstick Literacy & Learning Society needs assessment. At times, due to the number of survey respondents, it is not possible to provide a pattern of answers, also it is judicious not to do so. In these instances, there will not be a table or graph, but rather a written explanation of survey answers will be provided.

The focus group noted that they learn about training for employees through social media, different list serves, and the library. They also mentioned that attending face-to-face programming is helpful for networking and building relationships.

When asked, all but two employers (2/7) indicated that they did not require education or training from employees. A high school diploma/GED was cited three out of the seven times.



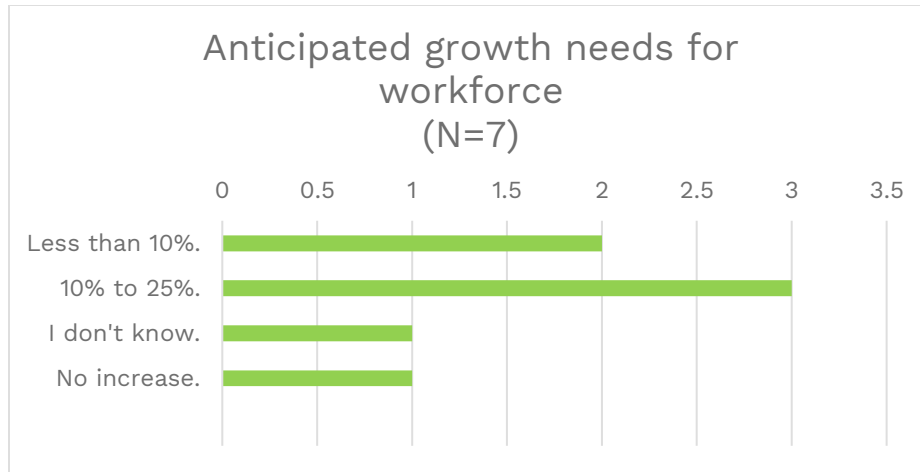
(Table 56)

A high school diploma was the most frequently cited education required by employers (mentioned six times).

When asked about difficulty in finding skilled workers, and the impact on the organization, four individuals, said there was no effect, two a moderate effect, and one minimal impact (Appendix Table 57).

In response to the question ‘Will you need to replace a significant number of workers in your current location in the next five years?’ four employers said they don’t know, one no, not at all. One employer indicated that it would need to replace 10-25% of their current workforce, and one employer suggested this would be for less than 10% of the current work force (Appendix Table 58).

For anticipated growth needs for the workforce, one employer indicated they did not know, another there would be no increase, and three indicated it would be 10-25% and two employers the growth would be less than 10%.



(Table 59)

Table 60.

What types of training or courses do your employees need to move ahead in their current jobs?	Count
Foundational life skills, Communication and teamwork skills, Safety training, Leadership and management skills, Research skills.	1
Customer service skills, Safety training, Sales skills, Computer and technology skills, Other -- please specify:	1
Customer service skills.	1
Foundational life skills, Customer service skills.	1
Customer service skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Intercultural and diversity training.	1
Customer service skills, Communication and teamwork skills.	1
Grand Total	7

As is visible from Table 60, the courses hoped for employees are varied. Customer service skills are mentioned five times with the next highest being ‘communication and teamwork skills’ (3). One employer indicated they will need employees with ‘estimating’ skills in the future.

There is no one job title that identified as needed in the next five years by the seven employers (Table 61).

The focus group also noted that technologic needs are important, keeping up with changes, and community skills are important. Also, other programming to build connections between people.

Face-to-face, hybrid, and online programming are all seen as advantageous in different ways, but face-to-face training allows for conversation and connection that is missing when training is offered online.

Table 61.

What job titles do you expect to need to fill within the next five years?	Count
Software development engineer	1
Network security engineer	1
Carpenters and yard men	1
Transfer Drivers, Maintenance	1
Data analyst	1
First Aid	1
No Answer	1
Grand Total	7

When asked ‘Where have you accessed training for your employees in the last five years?’ three of the seven employers did not answer, two indicated post-secondary institutions, one in-house, and one both in-house and through a post-secondary institution (Appendix Table 62). Having local education and training programs available locally was indicated as moderately important for five of the seven employers of high importance for one other and no importance for one employer (Appendix Table 63).

Four employers (three gave no answer) indicated that they provided different combinations of opportunities to their employees.

Three mentioned access to materials paper/modules, online, and provided flexible work time for employees to engage in this learning. Twice it was mentioned that financial support is provided, and that education/training was to be completed on the employee's own time.

One employer noted they encourage their employees to get trade tickets in particular areas (e.g., carpentry).

Six employers answered the question 'Does your organization support employees in accessing skills training to improve their job performance (e.g., computer skills, language classes, etc.)?' One employer indicated that they expect employees to study on their own time, three provide informal training on the job, one provides tuition support and another unpaid time for external training.

The number of people who work at the current business or organization was indicated as 26-50 for four employers, two indicated 11-25, and one employer 6-10 employees (Appendix Table 64).

Five employers indicated that theirs was the only location of their business. Also, one employer stated that for their business there were two locations.

In answer to the question: 'How many people, including yourself, does your business or organization employ across all locations?' one company has 10 or less and the other 11-25 employees. These two employers noted they make the decisions for their own location.

When asked 'What sector does your business or organization belong to?' two indicated educational services, another two professional, scientific, and technical services.

Table 62.

Business/Organizational Sector	Count
Educational services.	2
Professional, scientific and technical services.	2
Wholesale and retail trade.	1

Finance, insurance, real estate and leasing.	1
Transportation and warehousing.	1
Grand Total	7

Tri Community Adult Learning Association

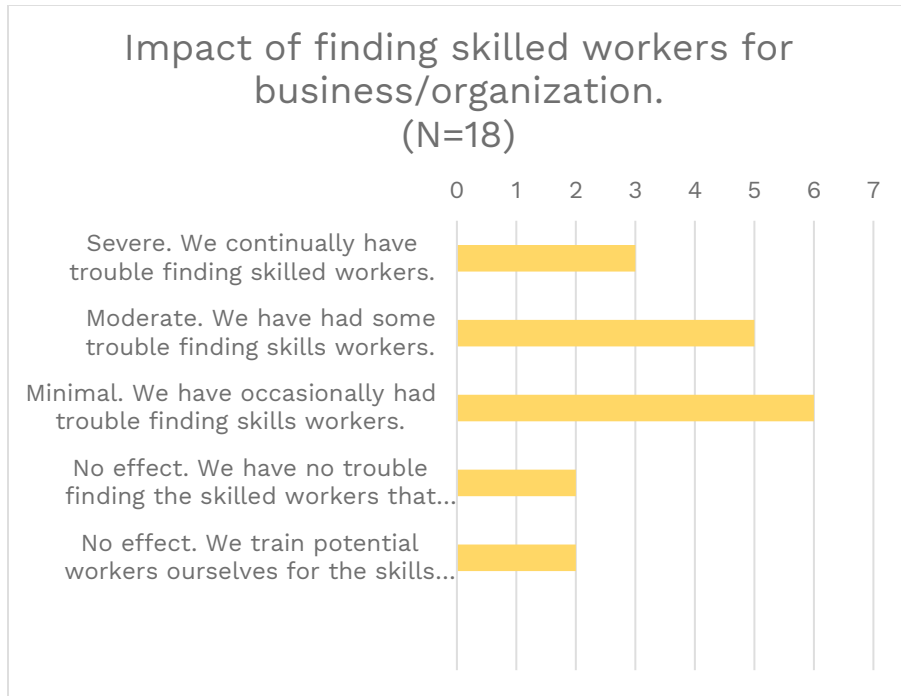
Employer – Stony Plain

Only once did an employer suggest that no education or training was required for their employees. The need for high school was mentioned by five (28%), and an undergraduate degree by four employers (22%).

Table 66

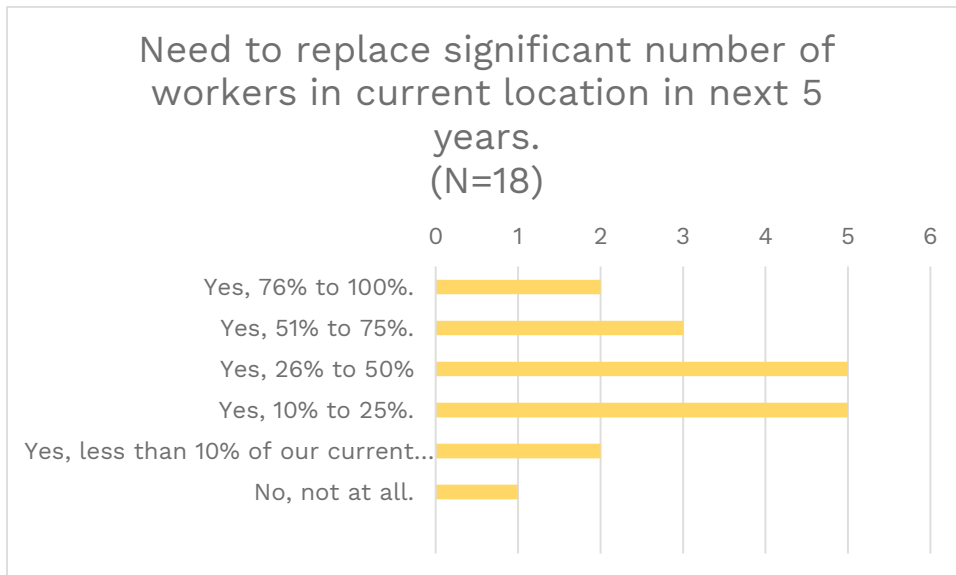
What level of education or training do you require for most of your employees?	Count
High school diploma/GED	5
Undergraduate degree (usually 3-4 years of study)	4
Post-graduate certificate	3
Diploma (usually 2 years of study)	3
High school diploma/GED, Undergraduate degree (usually 3-4 years of study)	1
Master's degree or Doctorate	1
No credentials, High school diploma/GED, Certificate (usually 1 year or less of study), Diploma (usually 2 years of study), Undergraduate degree (usually 3-4 years of study)	1
Grand Total	18

In general employers reported a minimal (6/18) or moderate (5/18) impact in regard to finding skilled workers.



(Table 67)

The need to replace a significant number of workers in their locations in the next five years, was most frequently noted as below 50% (10 employers) and five employers seeing this need as being 51% or more.



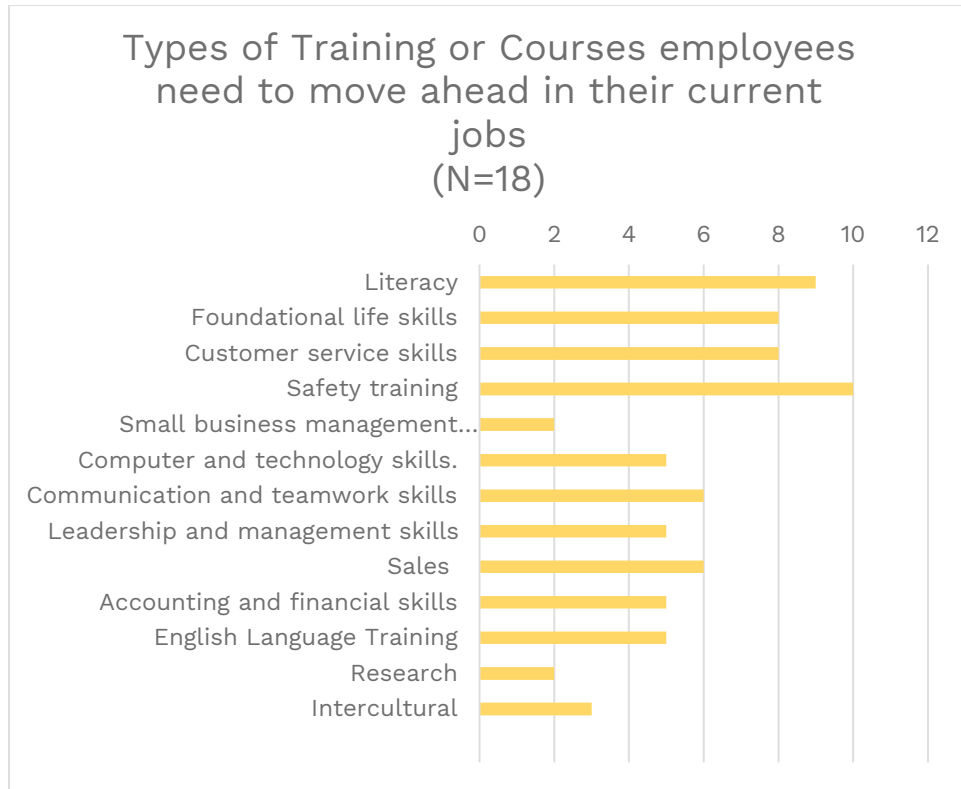
(Table 68)

The reports of anticipated growth required from the current workforce demonstrated no substantial differences.

Table 69.

Anticipated increase requirement for workforce	Count
75% to 100%	2
51% to 75%.	5
26% to 50%.	5
10% to 25%.	5
Less than 10%.	1
Grand Total	18

When asked about the types of training employees might need, safety training (10 employers), literacy (nine employers), life skills (eight employers), and customer service training (eight employers) were the most frequently indicated.



(Table 70)

In response to the types of job title that might be expected to fill in the next five years there was no clear pattern.

Table 71

What job titles do you expect to need to fill within the next five years?	Count
No Answer	2
IT	2
Many	1
Technology skills and safety training	1
CEO	1
Operations clerk	1
Chief Executive officer	1

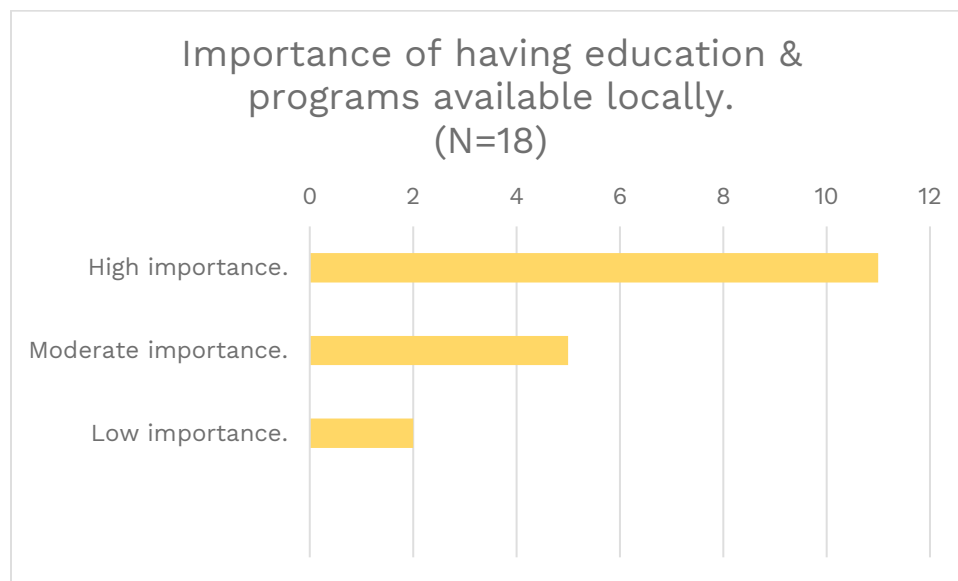
Computer programmer	1
Content creator	1
Marketing	1
Customer service and sales department	1
Social Services related jobs - Office Administration, Intake, Programmer	1
Customer service and technological innovations	1
Trainees	1
Directing manager	1
Engineer	1
Grand Total	18

Of the 18 employers, five gave no answers, and five indicated that a private education provider was where employees accessed training the last five years. All other employers indicated a combination, but these combinations were not mentioned by more than two employers (Table 72).

Table 72.

Where have you accessed training for your employees in the last five years?	Count
A private education provider (fee for service).	5
A post-secondary institution. A private education provider (fee for service). In-house.	2
A post-secondary institution. A private education provider (fee for service).	2
A post-secondary institution.	2
In-house.	1
A private education provider (fee for service). In-house.	1
No Answer	5
Grand Total	18

When asked ‘How important is it for you, as an employer to have education and training programs available locally?’ 11 of the 18 employers indicated it is of high importance, five of moderate, and two of low importance.



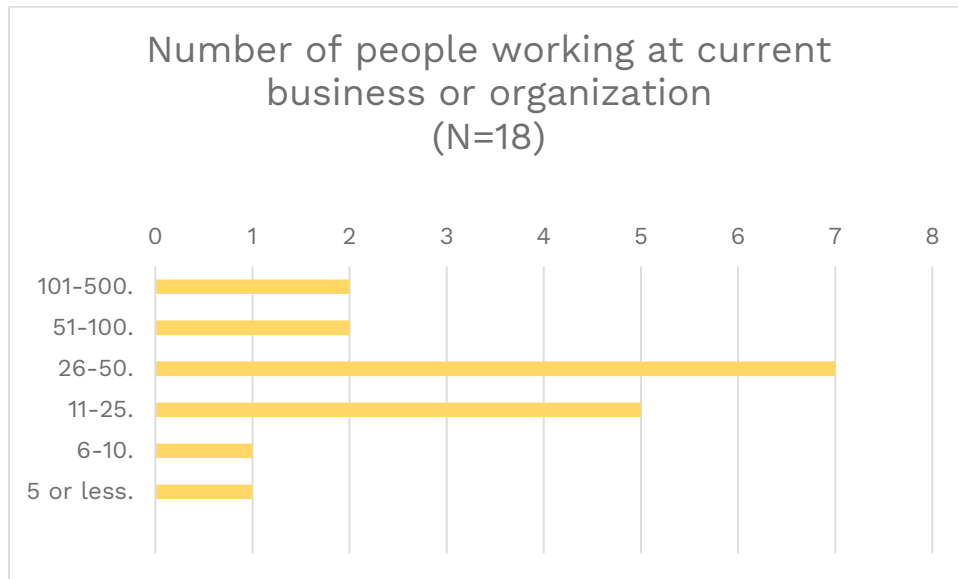
(Table 73)

When asked: Does your organization support employee access to the training or professional development necessary to get or maintain a credential (such as a degree, certificate, or license)? twelve (12) employers provided an answer. All but two of these employers provided access to professional development modules (paper or online) and eight of the 12 (67%) indicated they either allow for the employee to do this training during work time, or on their own time and four employers provided flexible work time for training. Finally, five (42%) provided financial support.

We see a similar pattern when asked about job performance training: Does your organization support employees in accessing skills training to improve their job performance (e.g., computer skills, language classes, etc.)?

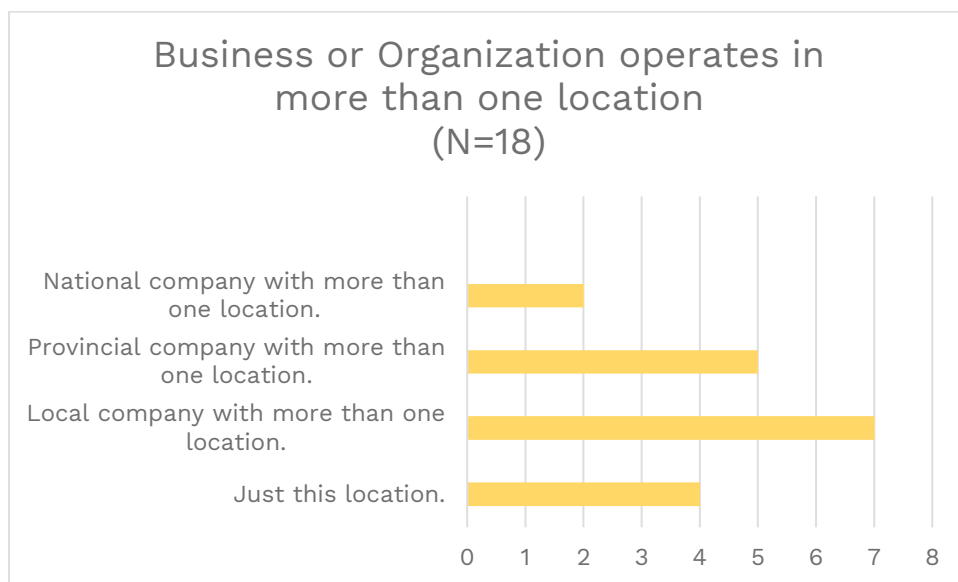
Again, flexible work hours to do training is offered or opportunities to complete work in own time. In this instance three employers mentioned financial support.

Of the 18 employers, seven indicated 26-50 people working in the current business, followed by 11-25 people for five employers. All other categories were mentioned by two or less employers.



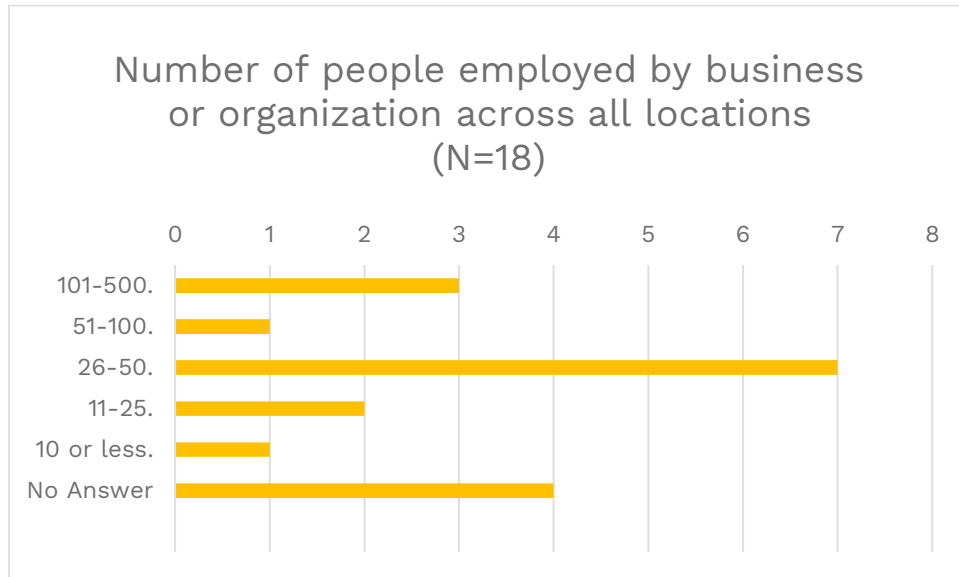
(Table 74)

Seven of the 18 employers indicated they are a local company and five are a provincial company.



(Table 75)

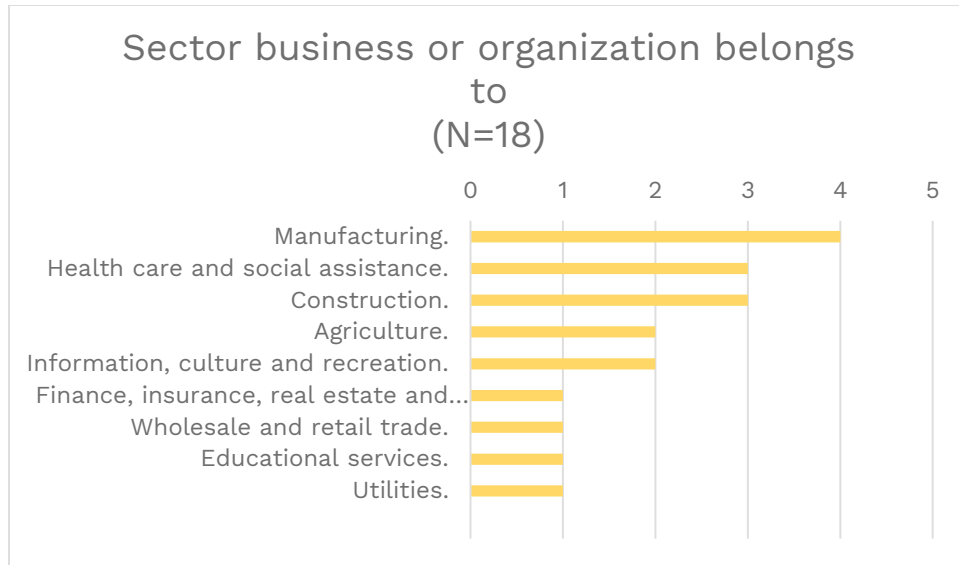
Of the 18 employers seven have 26-50 people working for them. All other frequencies were three or less, apart from four employers who provided no answer.



(Table 76)

Seven of 14 employers indicated that they make decisions at their location. With an additional four indicating they make all decision at this location for the company. An additional three employers noting decisions are made in a regional office outside of the community.

For four of the 18 employers manufacturing was their sector, followed by three employers in health care and social assistance, and three in construction. All other categories were two or less.



(Table 77)

NorQuest Community Adult Learning

Employer – Alberta Beach and Wildwood

Two employers require a diploma for their employees, one of these employers hopes also for an undergraduate degree. An undergraduate degree is required by one of the three employers. Two employers indicate no effect on their business of finding skilled workers, and the third employer indicated a moderate impact on their business in finding skilled workers.

Two employers expect to replace 26-50% of their workers in the next five years and the third employer less than 10%. Each employer indicated a different expected growth for future workforce: 51 to 75%; 10 to 25% and less than 10%. Customer service, small business management, intercultural training and diversity, safety training, life skills, numeracy, language literacy, and English language training were all mentioned as needs for employees to move forward in their current jobs. Director and customer care were the only job titles shared. One employer indicated accessing training for employees, and this was through a private education institution.

Two employers indicated that accessing local learning opportunities as of moderate importance and one other employer indicated this is of high

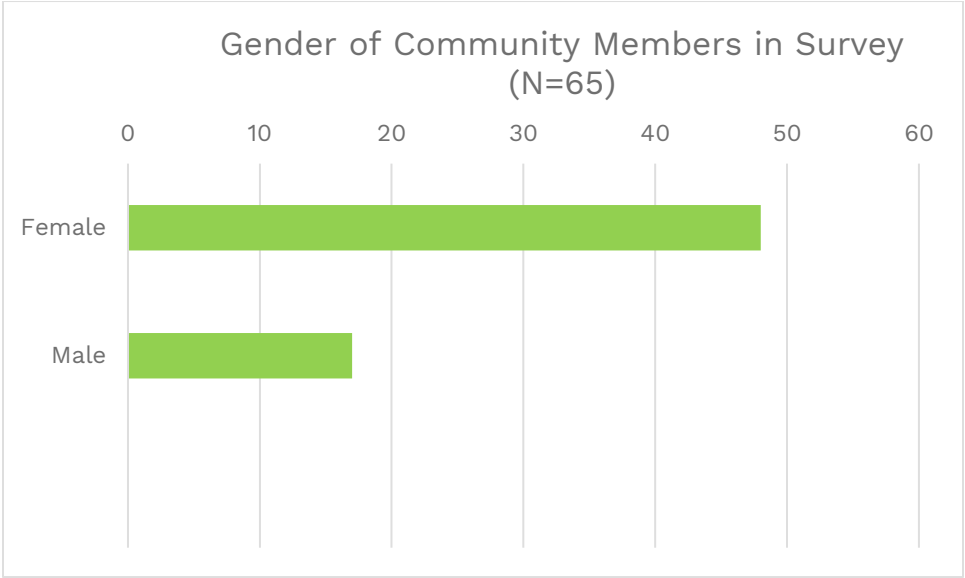
importance. One employer offers no support for training or professional development. The other two employers support professional development or training during work hours, paper or online, and one of these employers provides financial support for external learning opportunities.

Two employers have 26-50 employees, and one has 6-10 employees. One employer has only a local location, another is local but with more locations, and one is a provincial company with more than one location. Across all locations one company has 51-100 employees, another 26-50 employees, and the third provided no answer. The two employers that provided an answer indicated they make the decisions for employee training needs at that location.

Two of the employers are in construction and the third agriculture.

Appendix A - Community Members Survey Results

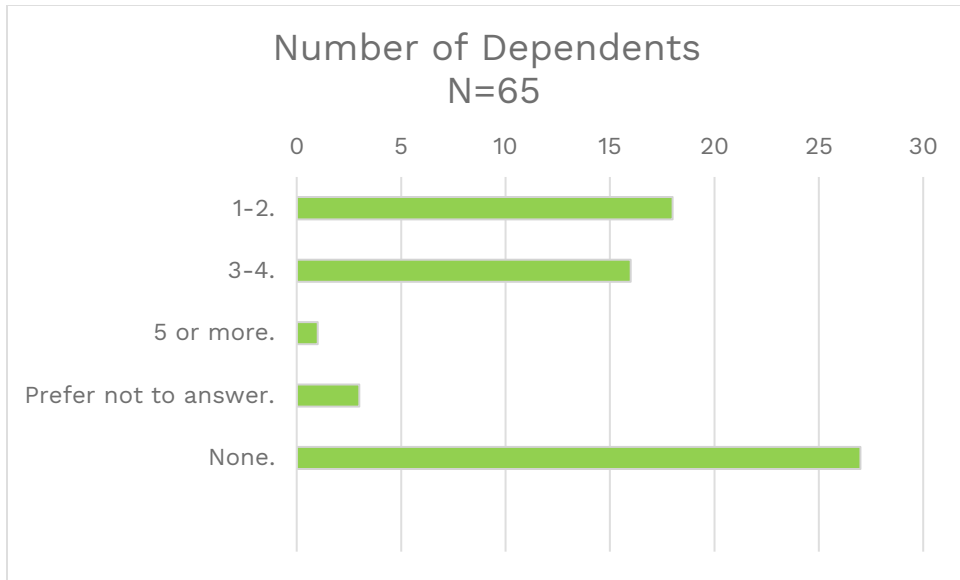
Community Members – Lobstick Literacy & Learning Society



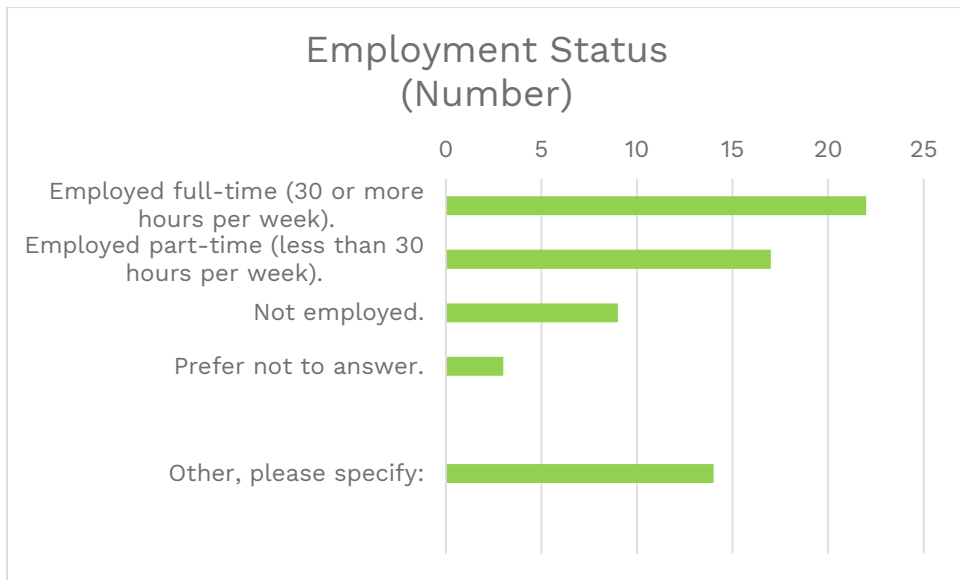
(Table 1)

Table 2.

What is your immigration status in Canada?	Count
Citizen of Canada.	58
Permanent resident.	6
International student.	1
Grand Total	65



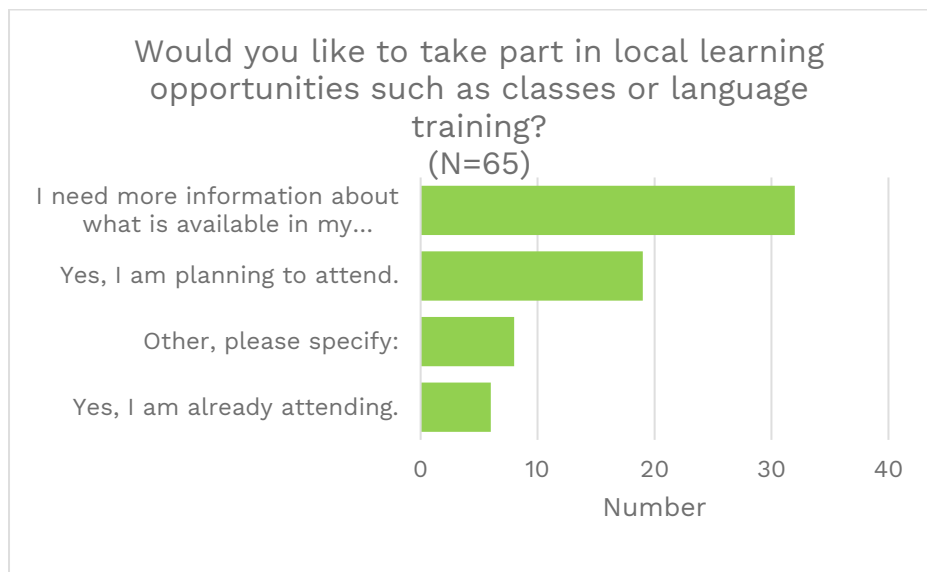
(Table 3)



(Table 4)

Table 5.

Main reason for not working	Count
No Answer	56
Medical reasons.	3
Family responsibilities.	3
Retired.	1
Unable to find work.	1
Going to school.	1
Grand Total	65



(Table 6)

Table 7.

What is the main reason you want to participant in learning opportunities?	Count
No Answer	2
Future job or employment.	2
Personal improvement/development.	15
Personal improvement/development, Current job, or employment.	2
Personal improvement/development, Current job or employment, Future job or employment.	1
Personal improvement/development, Future job, or employment.	3
Personal improvement/development, Starting a business.	3
Personal interest.	11
Personal interest, Personal improvement/development.	19
Personal interest, Personal improvement/development, Current job or employment, Future job, or employment, Starting a business.	1
Personal interest, Personal improvement/development, Future job or employment.	4
Personal interest, Personal improvement/development, Future job or employment, Starting a business.	1
Personal interest, Personal improvement/development, Starting a business.	1
Grand Total	65

Table 8.

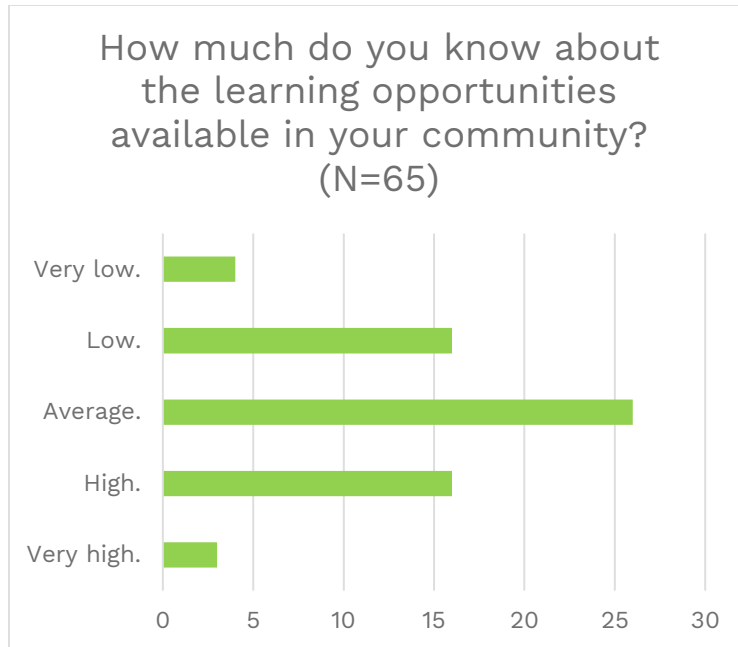
Which types of learning opportunities are you interested in?	Count
No Answer	25
Life skills.	19
I don't know.	7
High school upgrading/GED.	3
Math and numbers (numeracy).	2
Reading and writing (literacy). Math and numbers (numeracy),Life skills.	2
Reading and writing (literacy). Life skills.	1
Reading and writing (literacy).	1
English as a second language.	1
Reading and writing (literacy). Math and numbers (numeracy).	1
Reading and writing (literacy). Math and numbers (numeracy),Life skills, English as a second language.	1
Life skills, English as a second language.	1
Life skills, I don't know.	1
Grand Total	65

Table 9.

What types of training or courses do you need to grow or move up in your job or career?	Count
Computer and technology skills.	9
No Answer	8
Leadership and management skills.	3
Life skills.	3
Communication and teamwork skills, Computer and technology skills.	2
Life skills, Customer service skills, Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Sales skills, Computer and technology skills.	1
Reading and writing (literacy), Math and numbers (numeracy), Life skills, Customer service skills, Communication and teamwork skills, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Research skills, Computer and technology skills.	1
Communication and teamwork skills, Leadership and management skills, Computer and technology skills.	1
Reading and writing (literacy), Customer service skills, Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Computer and technology skills.	1
Communication and teamwork skills, Safety training, Leadership and management skills, Research skills, Computer and technology skills.	1
Safety training, Intercultural and diversity training.	1
Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Research skills, Computer and technology skills.	1
Communication and teamwork skills, Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skill, Accounting and financial skills.	1
Math and numbers (numeracy).	1

Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Sales skills, Research skills.	1
Reading and writing (literacy), Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Computer and technology skills.	1
Research skills, Computer and technology skills.	1
Communication and teamwork skills, Small business management (entrepreneurial skills), Leadership and management skills, Research skills.	1
Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Intercultural and diversity training, Computer and technology skills.	1
Accounting and financial skills, Computer and technology skills.	1
Life skills, Customer service skills.	1
Life skills, Communication and teamwork skills, Computer and technology skills.	1
Life skills, Communication and teamwork skills, Safety training, Research skills.	1
Customer service skills, Accounting and financial skills, Computer and technology skills.	1
Life skills, Customer service skills, Communication and teamwork skills, Safety training, Intercultural and diversity training, Leadership and management skills, Research skills, Computer and technology skills.	1
Customer service skills, Communication and teamwork skills, Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Research skills, Computer and technology skills.	1
Life skills, Safety training, Sales skills, Research skills.	1
Customer service skills, Communication and teamwork skills, Leadership and management skills, Research skills, Computer and technology skills.	1
Math and numbers (numeracy), Accounting and financial skills, Computer and technology skills.	1
Customer service skills, Communication and teamwork skills, Safety training, Intercultural and diversity training.	1

Reading and writing (literacy), Customer service skills, Small business management (entrepreneurial skills), Intercultural and diversity training, Accounting and financial skills, Sales skills.	1
Customer service skills, Communication and teamwork skills, Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Research skills, Computer and technology skills.	1
Reading and writing (literacy), Math and numbers (numeracy), Leadership and management skills, Research skills.	1
Customer service skills, Small business management (entrepreneurial skills), Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Research skills.	1
Customer service skills, Small business management (entrepreneurial skills), Leadership and management skills, Sales skills, Computer and technology skills.	1
Safety training.	1
English language training, Customer service skills, Communication and teamwork skills, Safety training, Research skills, Computer and technology skills.	1
Safety training, Small business management (entrepreneurial skills), Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Sales skills, Research skills, Computer and technology skills.	1
English language training, Math and numbers (numeracy), Customer service skills, Communication and teamwork skills, Leadership and management skills, Sales skills, Computer and technology skills.	1
Intercultural and diversity training, Computer and technology skills.	1
Intercultural and diversity training, Leadership and management skills, Accounting and financial skills, Computer and technology skills.	1
Grand Total	65



(Table 10)

Table 11:

How do you usually find out about learning opportunities in your community?	Count
Websites, Family and friends, Newspapers, Local organizations, Posters and brochures.	8
Posters and brochures.	5
Family and friends.	5
Family and friends, Local organizations, Posters and brochures.	4
Family and friends, Local organizations.	4
Family and friends, Newspapers, Posters and brochures.	4
No Answer	3
Newspapers, Posters and brochures.	3
Websites, Family and friends, Local organizations, Posters and brochures.	3
Websites.	2
Family and friends, Newspapers, Local organizations, Posters and brochures.	2
Family and friends, Newspapers.	2

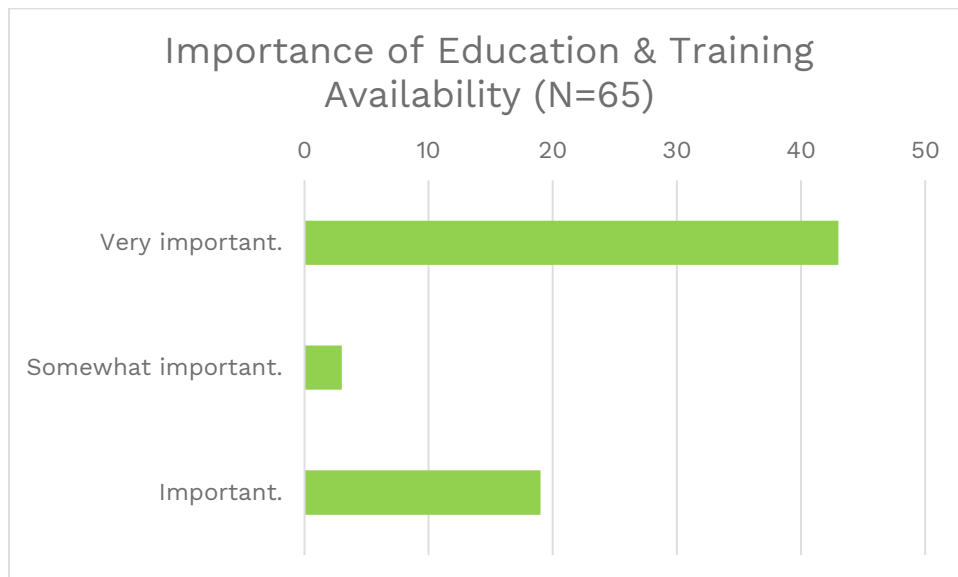
Websites, Family and friends, Local organizations.	2
Websites, Newspapers, Posters and brochures.	2
Websites, Family and friends, Newspapers.	2
Family and friends, Posters and brochures.	2
Local organizations.	2
Local organizations, Posters and brochures.	2
Websites, Family and friends.	1
Websites, Newspapers.	1
Websites, Family and friends, Posters and brochures.	1
Websites, Newspapers, Local organizations, Posters and brochures.	1
Family and friends, Newspapers, Local organizations.	1
Websites, Posters and brochures.	1
Newspapers.	1
Newspapers, Local organizations, Posters and brochures.	1
Total	65

Table 12.

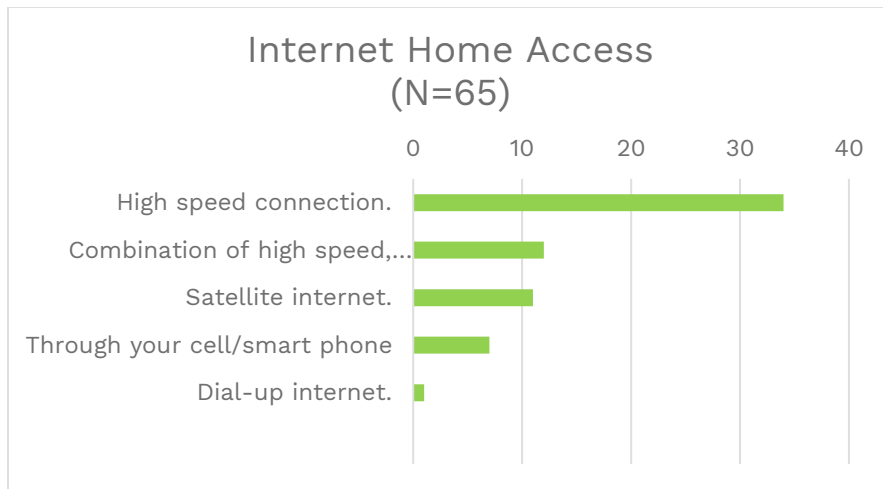
Are there any challenges that prevent you from accessible learning opportunities? If so, please select all that apply.	Count
Scheduling issues.	9
Scheduling issues, Work responsibilities.	5
Limited programming in my community.	4
Cost (financial barriers).	4
No Answer	3
Cost (financial barriers), Scheduling issues.	3
There were no challenges.	3

Scheduling issues, Work responsibilities, Limited programming in my community.	3
Cost (financial barriers), Limited programming in my community.	2
Cost (financial barriers), Scheduling issues, Work responsibilities.	2
Cost (financial barriers), Lack of prerequisites, Lack of computer or internet at home, Childcare, Work responsibilities.	1
Cost (financial barriers), Work responsibilities, No government support, Limited programming in my community.	1
Cost (financial barriers), Lack of prerequisites, Transportation and travel, Lack of support for a person with disabilities, No government support, Limited programming in my community.	1
Cost (financial barriers), Language skills, No employer support.	1
Lack of support for cultural diversity, Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), Lack of prerequisites, Transportation and travel.	1
Scheduling issues, Lack of support for a person with disabilities, Work responsibilities.	1
Cost (financial barriers), Lack of prerequisites, There were no challenges.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, Limited programming in my community.	1
Childcare, Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), There were no challenges.	1
Cost (financial barriers), Scheduling issues, Childcare, Limited programming in my community.	1
Lack of support for cultural diversity.	1
Cost (financial barriers), Lack of computer or internet at home, Childcare.	1
Cost (financial barriers), Childcare.	1
Scheduling issues, Childcare.	1
Transportation and travel, Lack of support for cultural diversity, Work responsibilities.	1

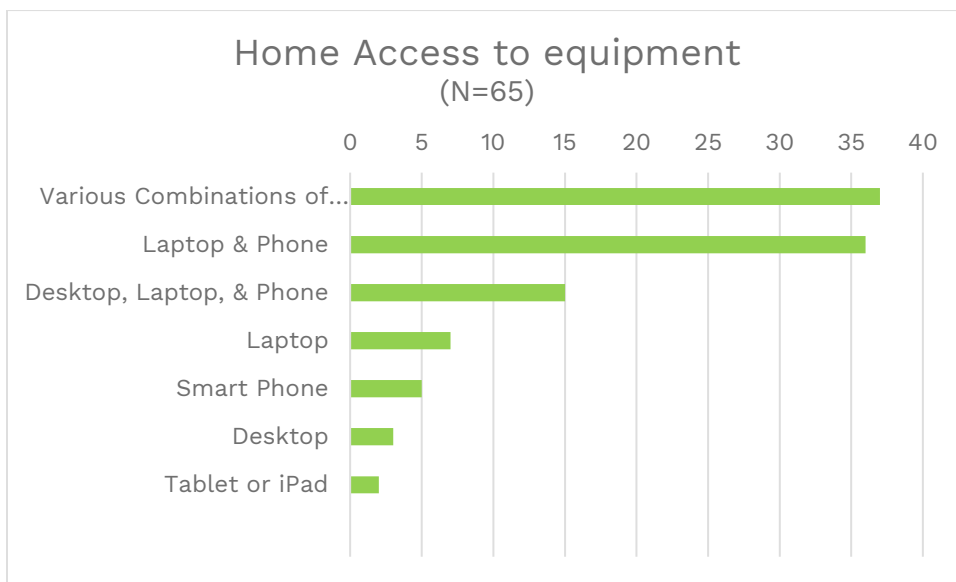
Scheduling issues, Transportation and travel, Childcare, Work responsibilities.	1
Transportation and travel, Work responsibilities.	1
Cost (financial barriers), Childcare, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Childcare, Work responsibilities, No government support, Limited programming in my community.	1
Transportation and travel.	1
Cost (financial barriers), Scheduling issues, Lack of computer or internet at home, Childcare.	1
Transportation and travel, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, No employer support, No government support.	1
Cost (financial barriers), Scheduling issues, No government support, Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, No government support.	1
Grand Total	65



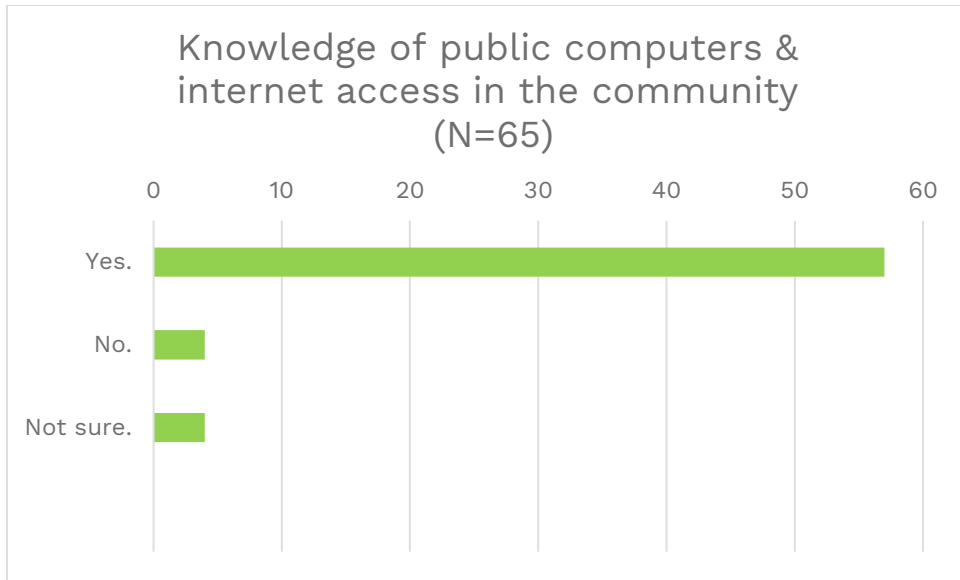
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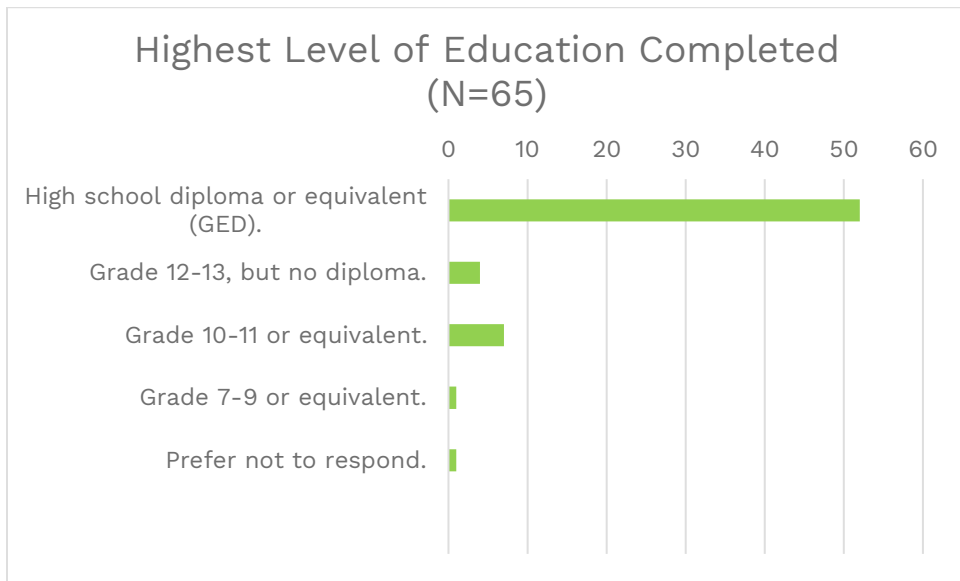
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(Table 15)



(Table 16)

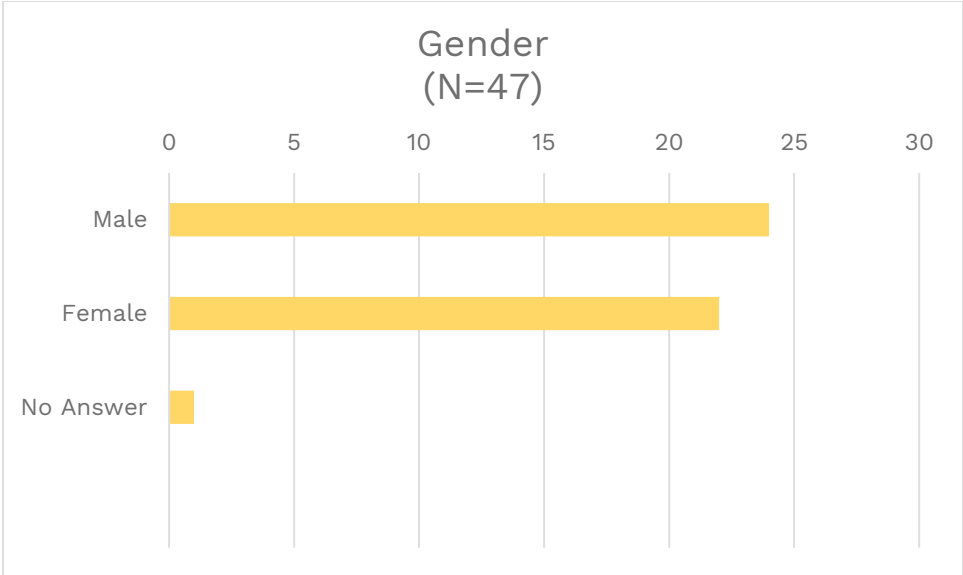


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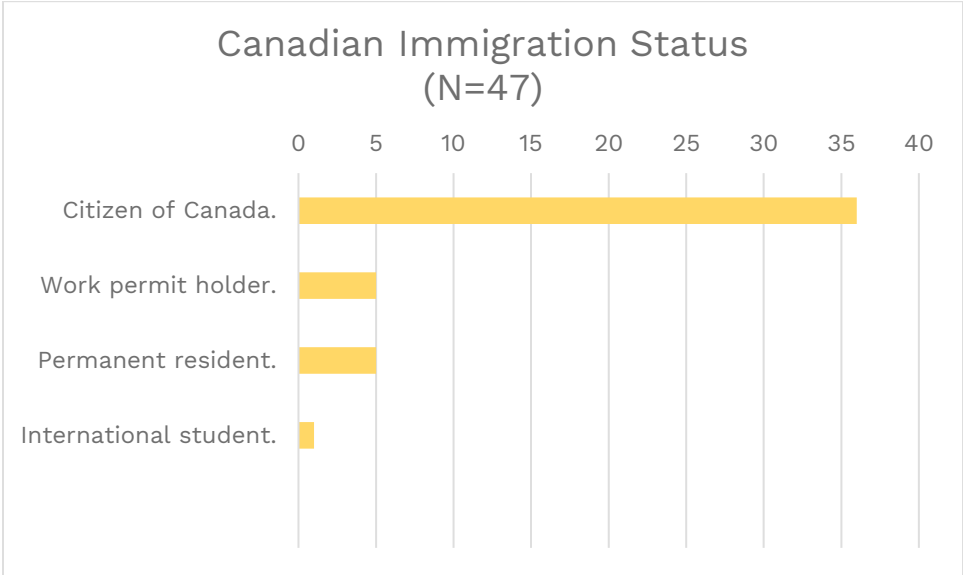
Table 18.

What other education do you have?	Count
Post-secondary diploma.	9
Undergraduate degree.	9
Post-secondary certificate.	7
Trades ticket.	4
Post-secondary certificate, Post-secondary diploma.	3
English language training, Academic upgrading, Post-secondary diploma.	1
English language training, Post-secondary certificate, Post-secondary diploma.	1
English language training, Academic upgrading.	1
English language training, Trades ticket.	1
Academic upgrading, Trades ticket.	1
Academic upgrading.	1
Trades ticket, Post-secondary diploma.	1
Academic upgrading, Post-secondary certificate.	1
English language training, Academic upgrading, Post-secondary certificate, Post-secondary diploma.	1
Post-secondary certificate, Post-secondary diploma, Undergraduate degree.	1
None.	12
No response	11
Grand Total	65

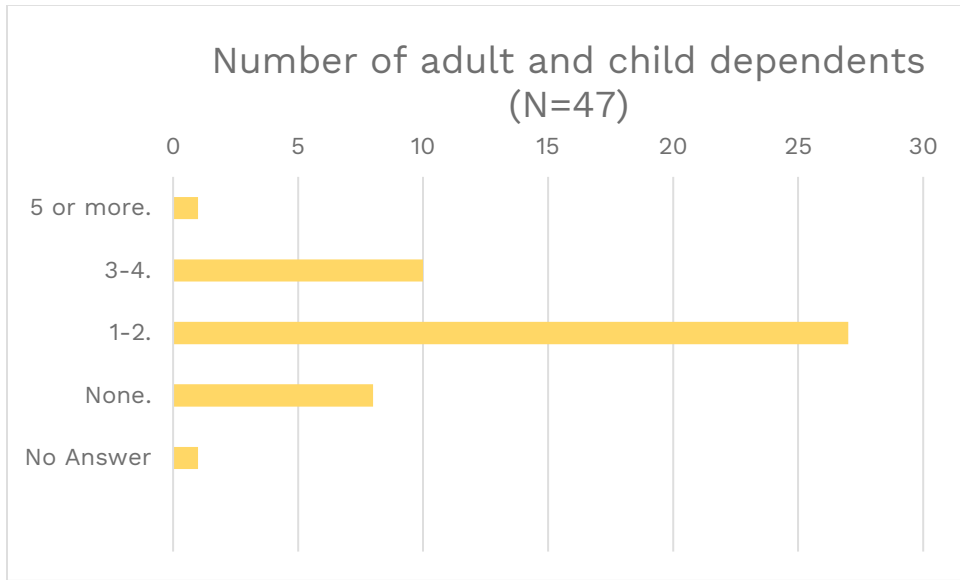
Community Members – Tri Community Adult Learning Association



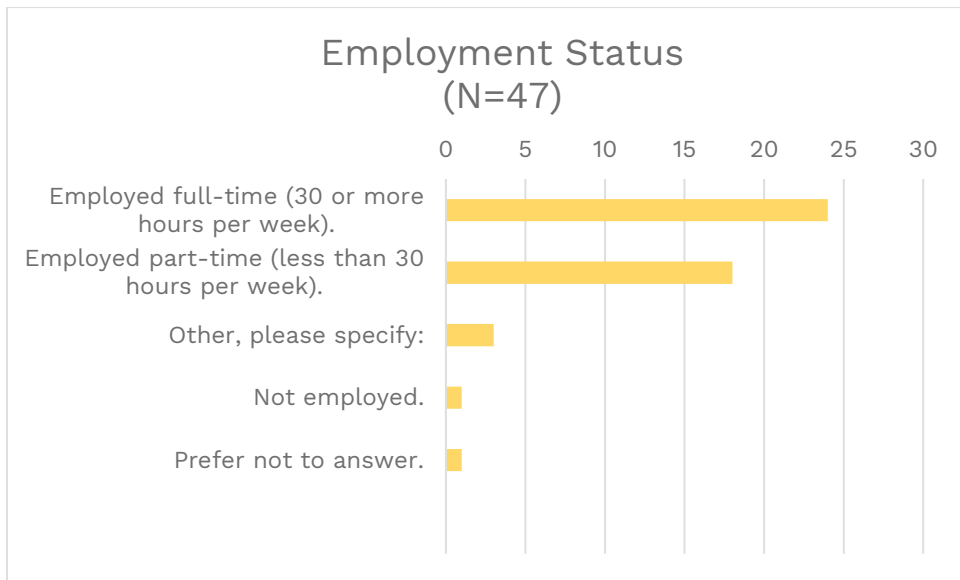
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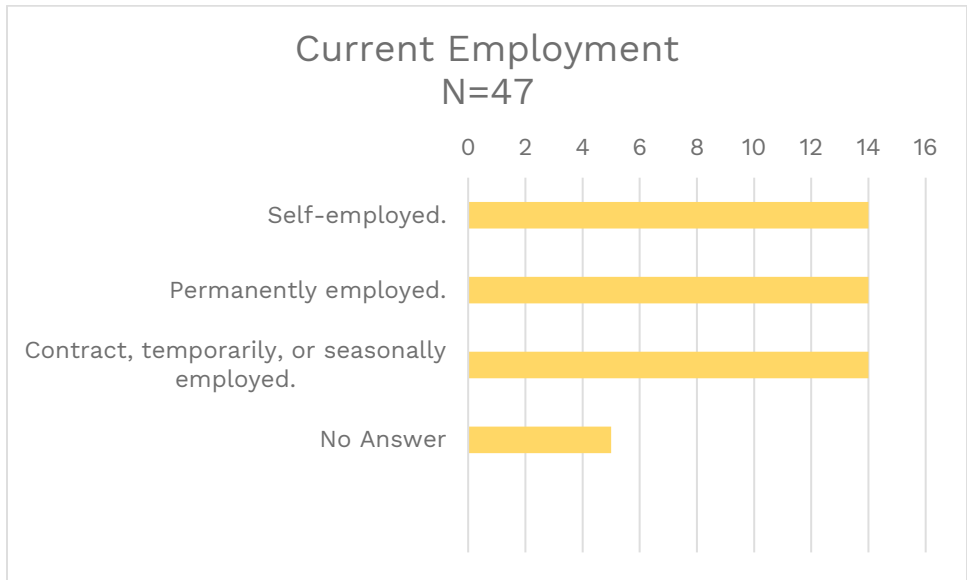
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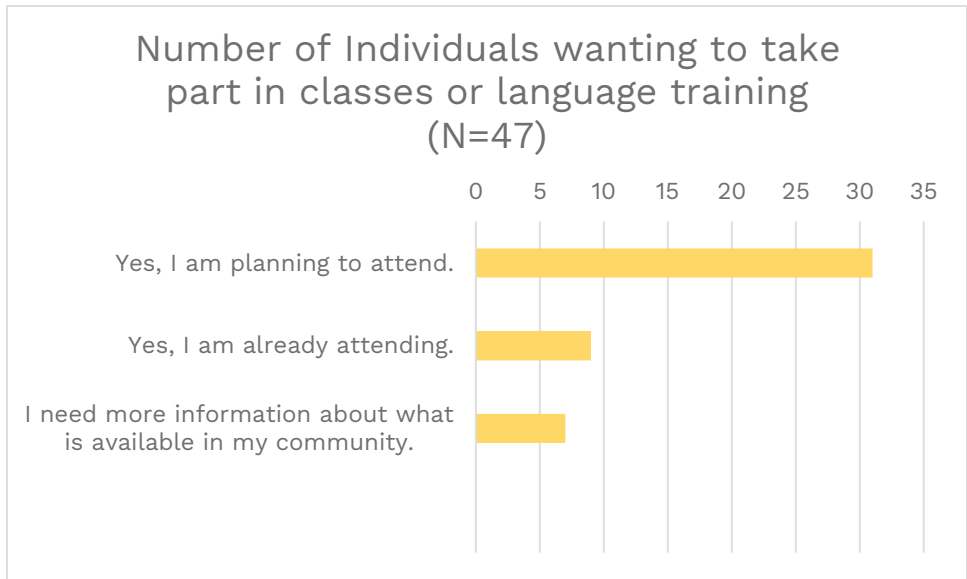
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(Table 22)



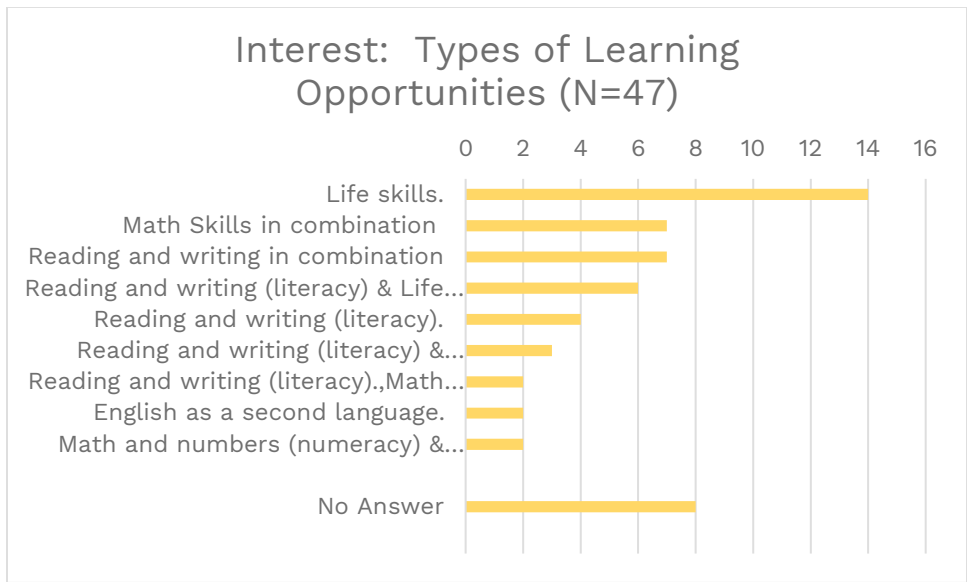
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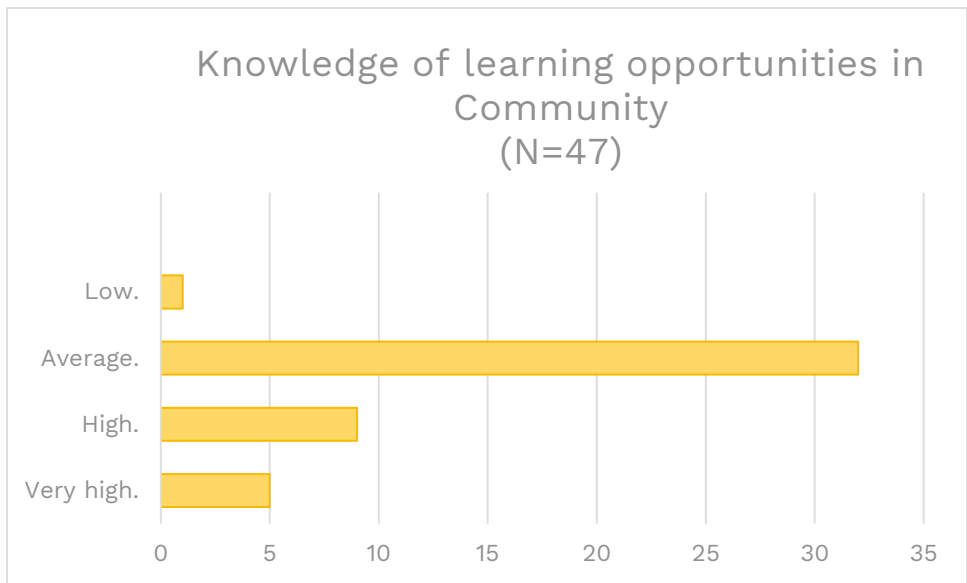
(Table 24)

Table 25.

What's the main reason you want to participant in learning opportunities?	Count
Personal improvement/development.	9
Personal interest, Personal improvement/development.	6
Personal interest, Personal improvement/development, Future job or employment.	5
Personal interest.	4
Personal interest, Personal improvement/development, Current job or employment.	4
Personal interest, Personal improvement/development, Current job or employment, Future job or employment, Starting a business.	3
Current job or employment.	3
Personal interest, Personal improvement/development, Starting a business.	2
Personal improvement/development, Future job or employment.	2
Personal interest, Current job or employment, Starting a business.	1
Personal improvement/development, Current job or employment, Future job or employment.	1
Personal improvement/development, Starting a business.	1
Future job or employment.	1
Personal interest, Personal improvement/development, Future job or employment, Starting a business.	1
Personal interest, Starting a business.	1
Personal improvement/development, Current job or employment.	1
Personal interest, Personal improvement/development, Current job or employment, Starting a business.	1
Personal interest, Personal improvement/development, Current job or employment, Future job or employment.	1
Total	47



(Table 26)



(Table 27)

Table 28.

How do you usually ask to find out about learning opportunities?	Count
No Answer	6
Online resources	2
Social media, word of a mouth, Family's/Friend	1
Online. Through other people.	1
At the library or on your website	1
Social media and flier	1
Available courses and programs	1
Ask community leader	1
Through social media	1
By asking around to friends and family	1
Online, Facebook	1
Casually asking for recommendations for programs for learning opportunities for a particular skill, Asking what educational resources are available, asking for valuable books and materials to learn more about subjects.	1
Social media	1
College	1
Social media, Friend	1
Family gathering, Churches and events.	1
Team meeting, Seminar and meetings.	1
Friends, internet	1
Word of mouth Asking questions	
Surfing the net	1
Google and social media	1
Newspaper, website, flyers	1

Google search	
Website	
Social media	
Family and friends	
Newspaper	
Poster	
Local organization	1
On social media and friends	1
Online Learning Platforms	
Online Forums and Social Media Groups	
Professional Associations	
Employer Training Programs	
Career Counseling Services	1
I ask through search web, Facebook , local organizations	1
Online support groups	
Social media	
Friends and family	1
I attend public gatherings	1
Social media , friends and peers, websites	1
Friends	1
Social media groups and local organization	1
I get to ask friends and also search Google for available opportunities closer to me	1
Social media, flyers, posters	1
Internet,	
From friends,	
Social media	
Local news	1
Social media, flyers and friends and via newsletters	1
Library websites, adult learning associations, web search, social media, university websites	1
Through learning	1
Meeting People. Inquiring online. Interactions with old residents.	1

Web page, Facebook, Instagram	1
My colleagues or blogs	1
My friends who are higher than me the internet and others	1
NA	1
Grand Total	47

Table 29.

How do you usually find out about learning opportunities in your community?	Count
Family and friends.	5
Websites.	5
No answer	4
Websites, Family and friends, Local organizations.	4
Websites, Family and friends.	4
Websites, Family and friends, Newspapers, Local organizations, Posters and brochures.	3
Websites, Family and friends, Posters and brochures.	3
Posters and brochures.	3
Websites, Newspapers, Posters and brochures.	2
Family and friends, Posters and brochures.	2
Family and friends, Newspapers, Local organizations, Posters and brochures.	2
Websites, Local organizations, Posters and brochures.	1
Family and friends, Newspapers.	1
Family and friends, Local organizations, Posters and brochures.	1
Websites, Local organizations.	1
Family and friends, Newspapers, Posters and brochures.	1
Websites, Newspapers, Local organizations.	1

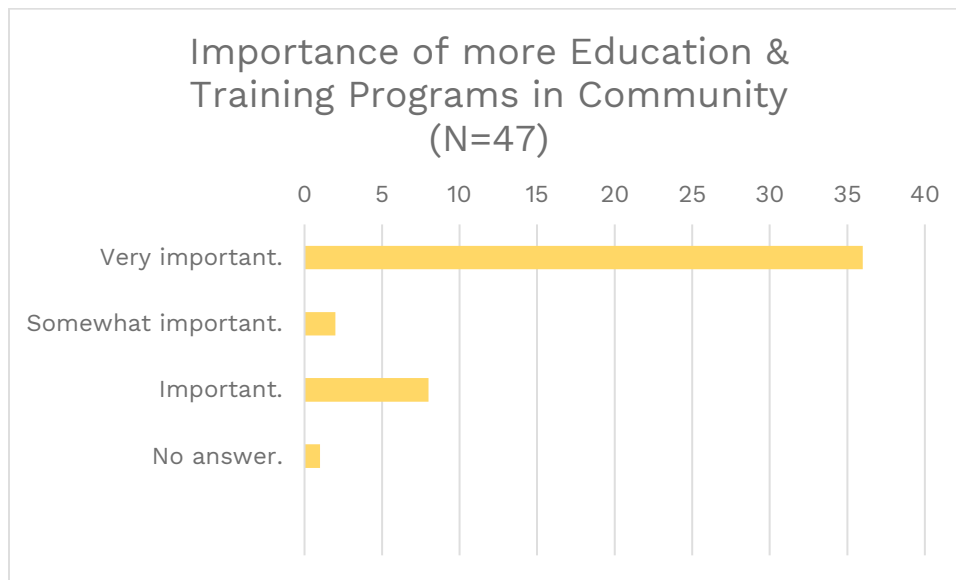
Websites, Family and friends, Local organizations, Posters and brochures.	1
Websites, Posters and brochures.	1
Local organizations.	1
Newspapers.	1
Total	47

Table 30.

Are there any challenges that prevent you from accessible learning opportunities? If so, please select all that apply.	Count
There were no challenges.	5
Cost (financial barriers), Work responsibilities.	2
Lack of support for cultural diversity, Limited programming in my community.	2
Cost (financial barriers), Scheduling issues, Work responsibilities, Limited programming in my community.	2
Cost (financial barriers), Transportation and travel, Limited programming in my community.	2
Transportation and travel, Work responsibilities.	1
Limited programming in my community.	1
Lack of support for a person with disabilities, Lack of support for cultural diversity.	1
Cost (financial barriers), Language skills, Lack of support for cultural diversity, Limited programming in my community.	1
Scheduling issues, Transportation and travel.	1
Cost (financial barriers), Scheduling issues.	1
Lack of computer or internet at home, Transportation and travel, Lack of support for cultural diversity, Work responsibilities, No employer support.	1
Cost (financial barriers), Scheduling issues, Transportation and travel.	1

Lack of support for cultural diversity, No employer support.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Work responsibilities.	1
Scheduling issues, Lack of support for cultural diversity.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Work responsibilities, Limited programming in my community.	1
Scheduling issues, Work responsibilities, No employer support.	1
Cost (financial barriers), Scheduling issues, Work responsibilities.	1
Lack of computer or internet at home, Limited programming in my community.	1
Lack of prerequisites, Lack of computer or internet at home.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, No employer support.	1
Cost (financial barriers), Lack of support for a person with disabilities, Work responsibilities, No employer support.	1
Cost (financial barriers), Transportation and travel.	1
Language skills.	1
Cost (financial barriers), Transportation and travel, Childcare.	1
Scheduling issues, Lack of prerequisites, Work responsibilities.	1
Cost (financial barriers), Transportation and travel, Lack of support for a person with disabilities, Lack of support for cultural diversity, Limited programming in my community.	1
Scheduling issues, Language skills, Lack of support for a person with disabilities, Lack of support for cultural diversity, No employer support, Limited programming in my community.	1
Work responsibilities, Limited programming in my community.	1
Scheduling issues, Work responsibilities.	1
Cost (financial barriers).	1
Cost (financial barriers), Lack of support for cultural diversity, No employer support.	1

Cost (financial barriers), Lack of prerequisites, Limited programming in my community.	1
Cost (financial barriers), Language skills, Lack of prerequisites, Lack of computer or internet at home, Lack of support for a person with disabilities, No employer support, Limited programming in my community.	1
Cost (financial barriers), Work responsibilities, Limited programming in my community.	1
Cost (financial barriers), Transportation and travel, No employer support, No government support, Limited programming in my community.	1
Total	47



(Table 31).

Table 32.

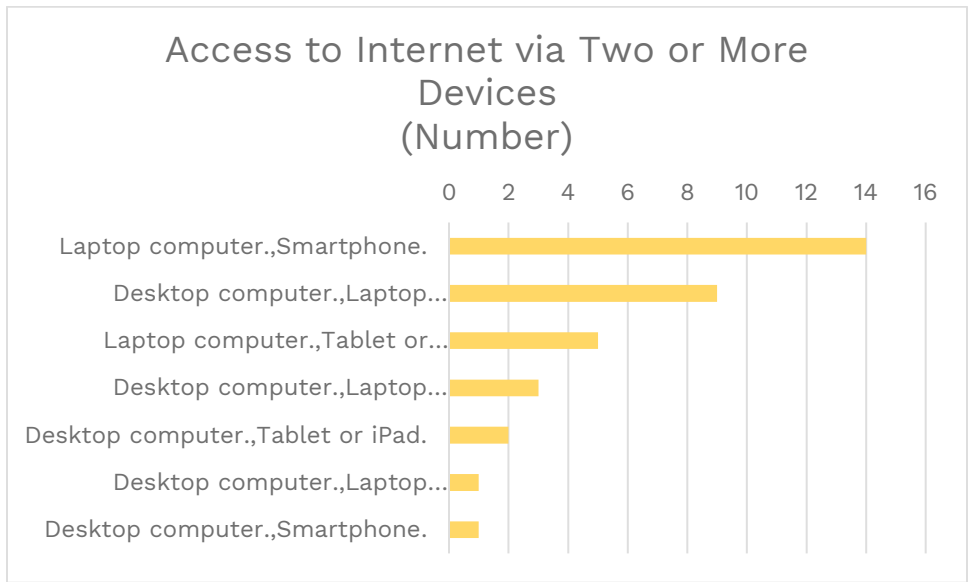
Do you have internet at home?	Count
High speed connection.	22

High speed connection, Internet through your cell/smart phone.	9
Internet through your cell/smart phone.	5
High speed connection, Internet through your cell/smart phone, Satellite internet.	3
Internet through your cell/smart phone, Satellite internet.	2
High speed connection, Internet through your cell/smart phone, Satellite internet, Dial-up internet.	2
Dial-up internet.	1
Internet through your cell/smart phone, None.	1
Satellite internet.	1
High speed connection, Internet through your cell/smart phone, Dial-up internet.	1
Total	47

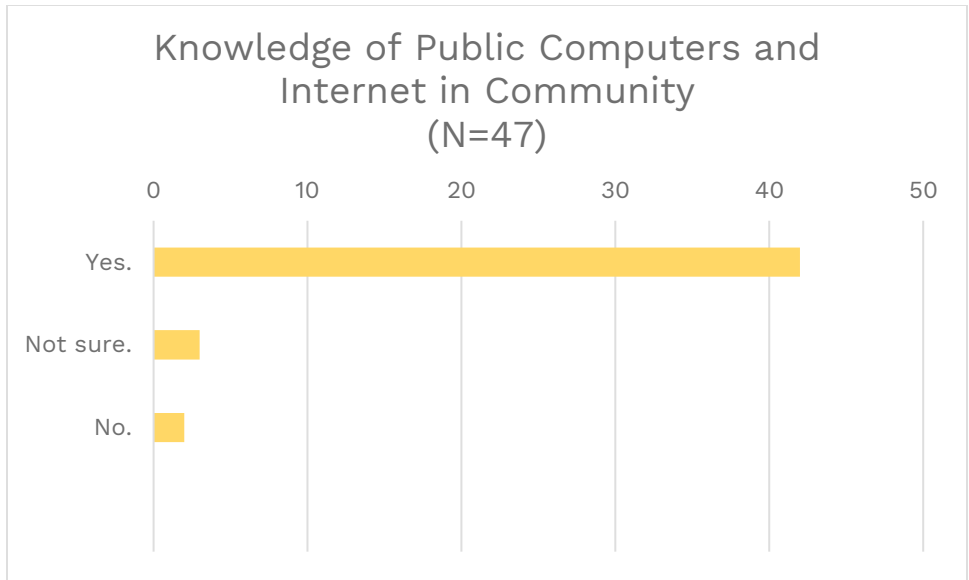
Table 33.

Do you own or have access to the following at home?	Count
Access via One Device	
Smartphone.	5
Laptop computer.	4
Tablet or iPad.	2
Desktop computer.	1
Subtotal	12
Access via Two or more Devices	
Laptop computer, Smartphone.	14
Desktop computer, Laptop computer, Tablet or iPad, Smartphone.	9
Laptop computer, Tablet or iPad, Smartphone.	5

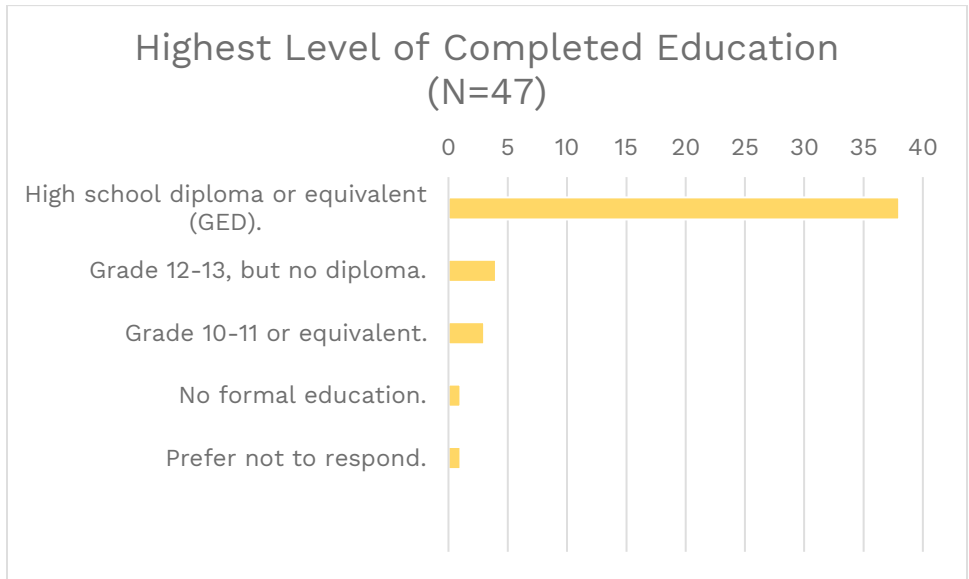
Desktop computer, Laptop computer, Smartphone.	3
Desktop computer, Tablet or iPad.	2
Desktop computer, Laptop computer, Tablet or iPad.	1
Desktop computer, Smartphone.	1
Subtotal	35
Grand Total	47



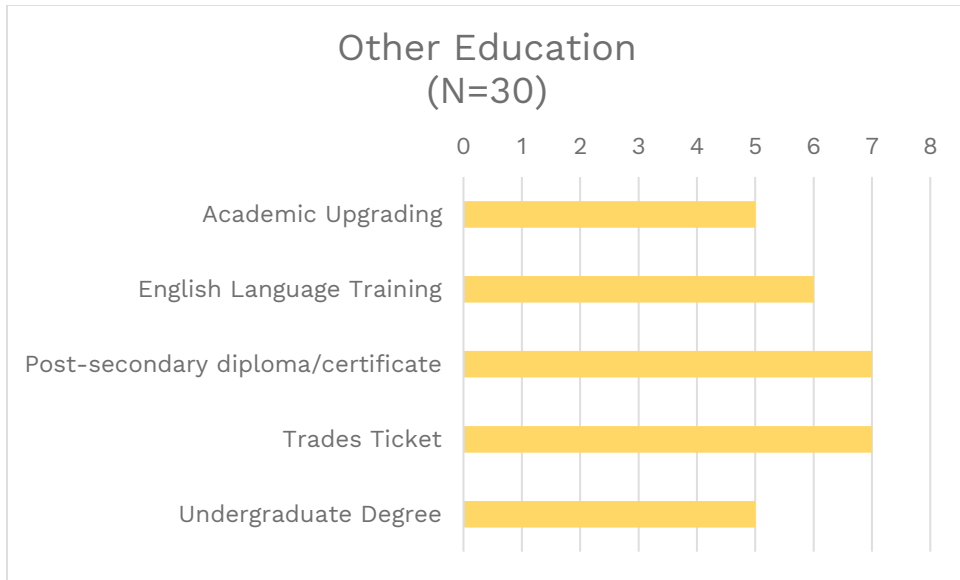
(Table 34)



(Table 35)

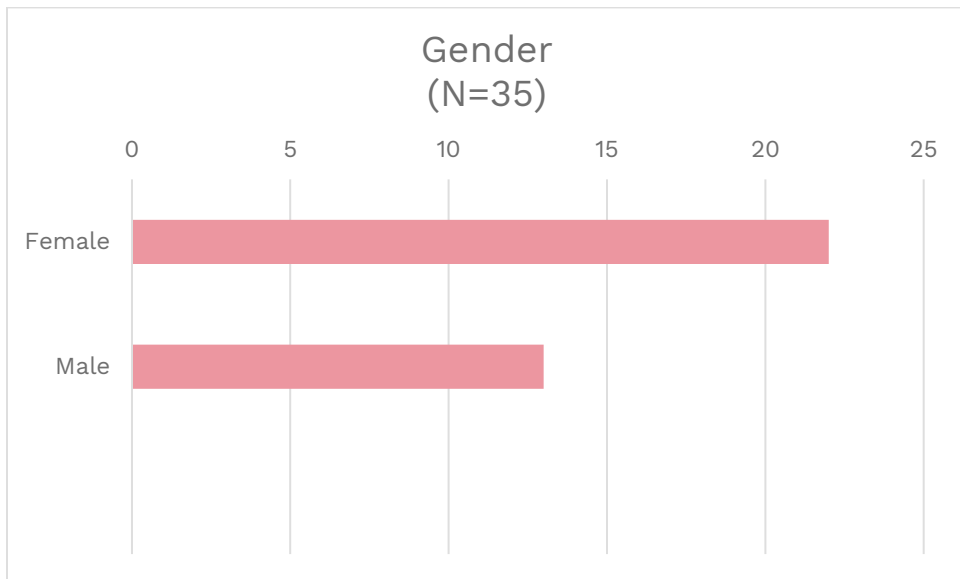


(Table 36)

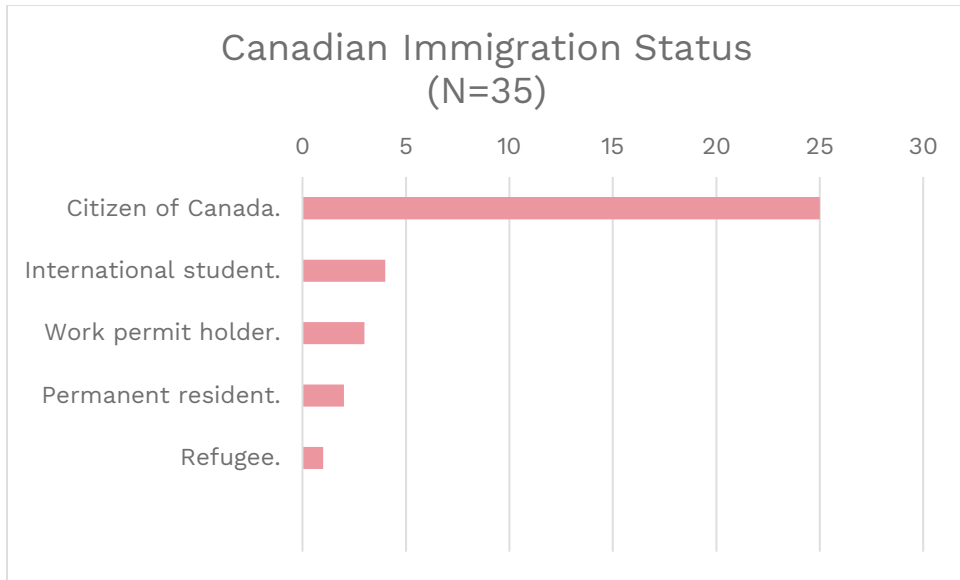


(Table 37)

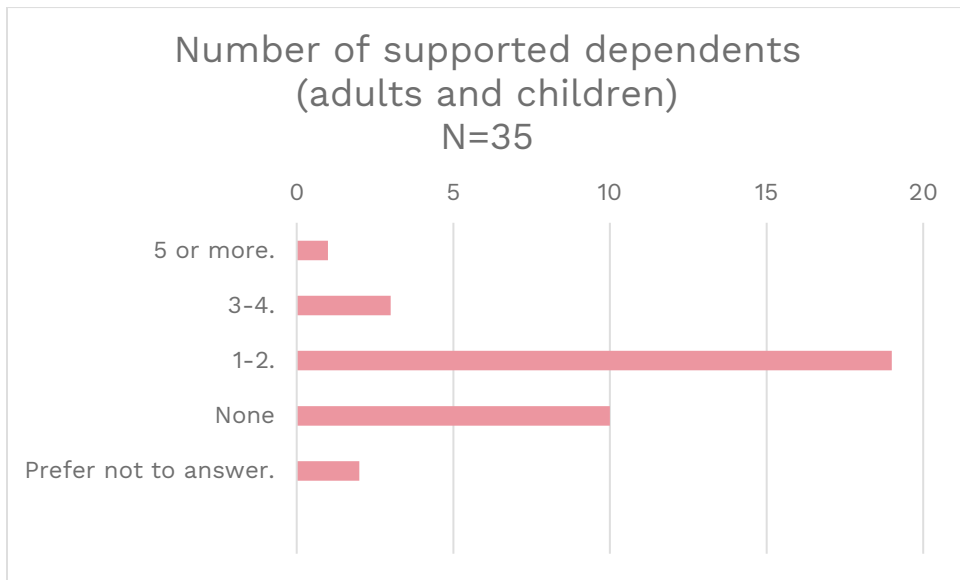
Community Members – NorQuest Community Adult Learning



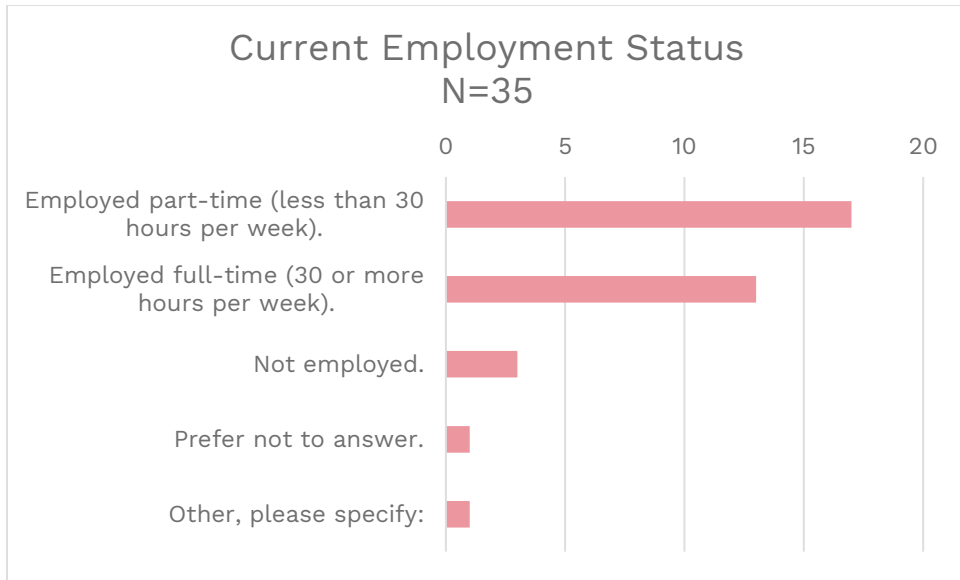
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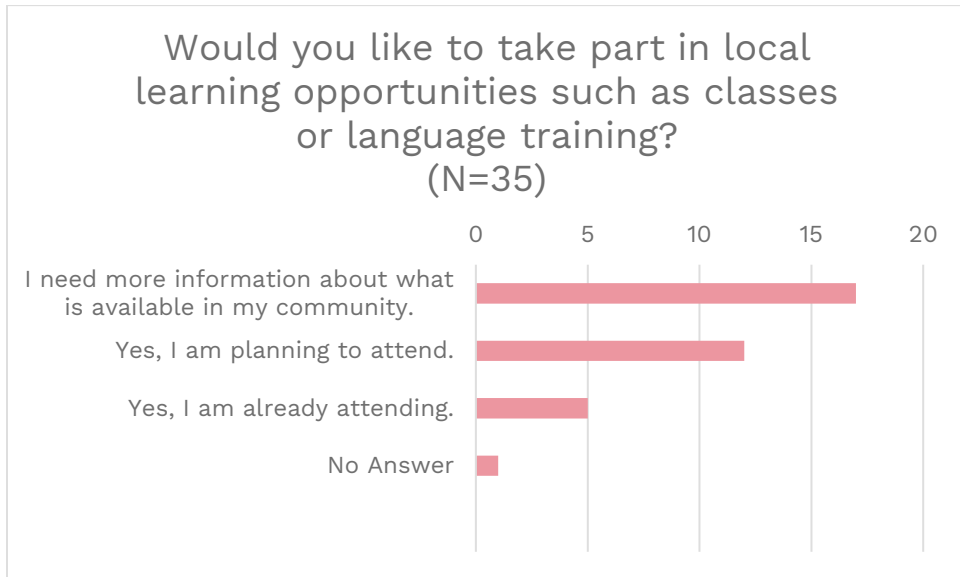
(Table 39)



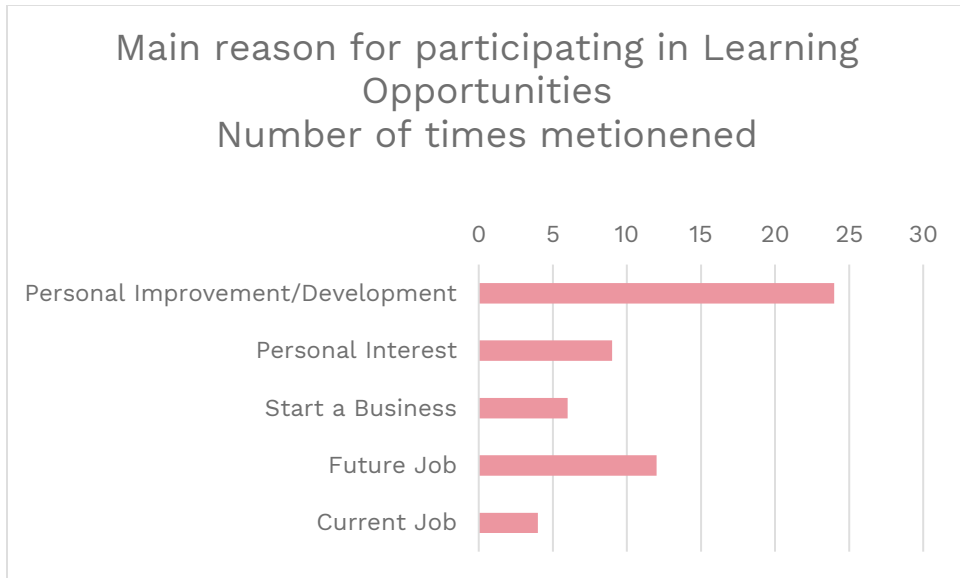
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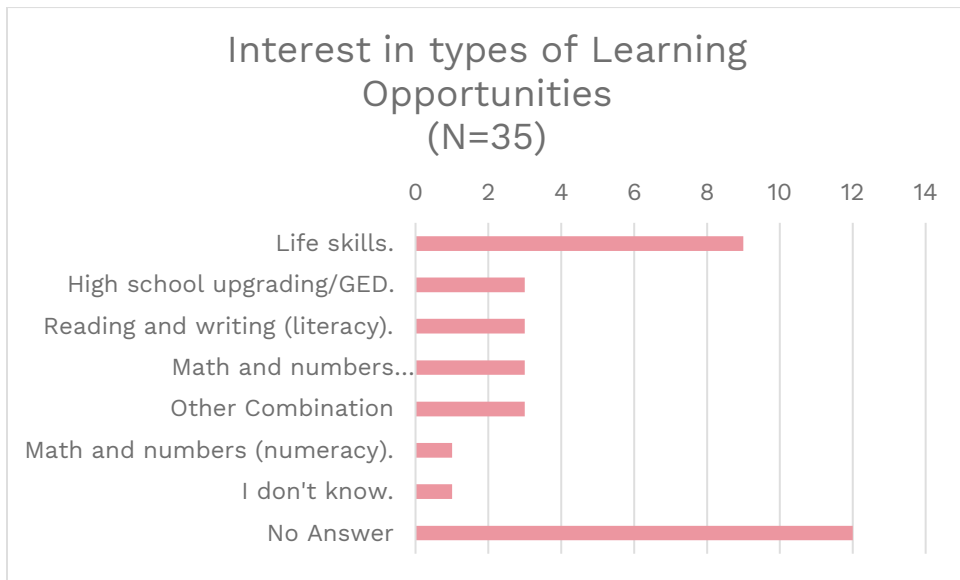
(Table 41)



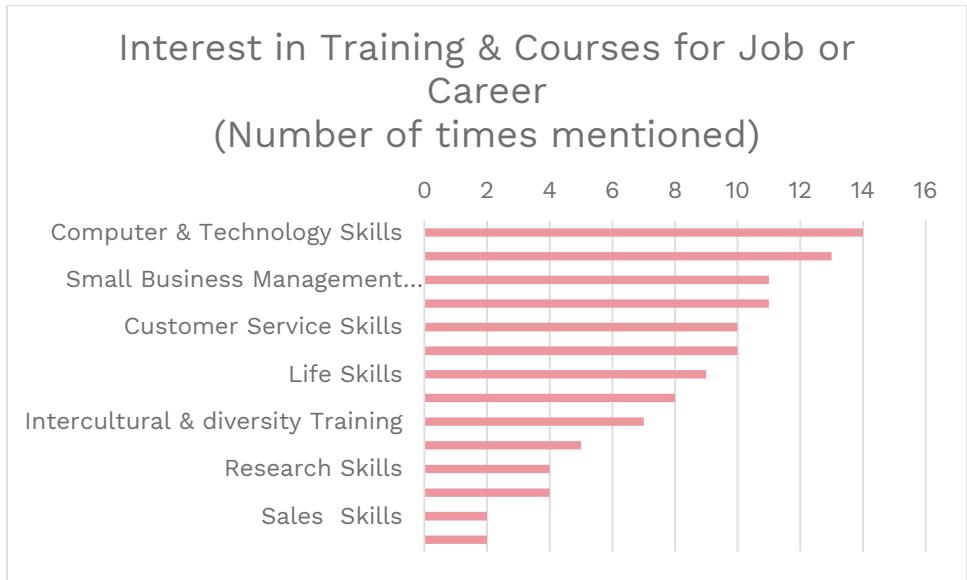
(Table 42)



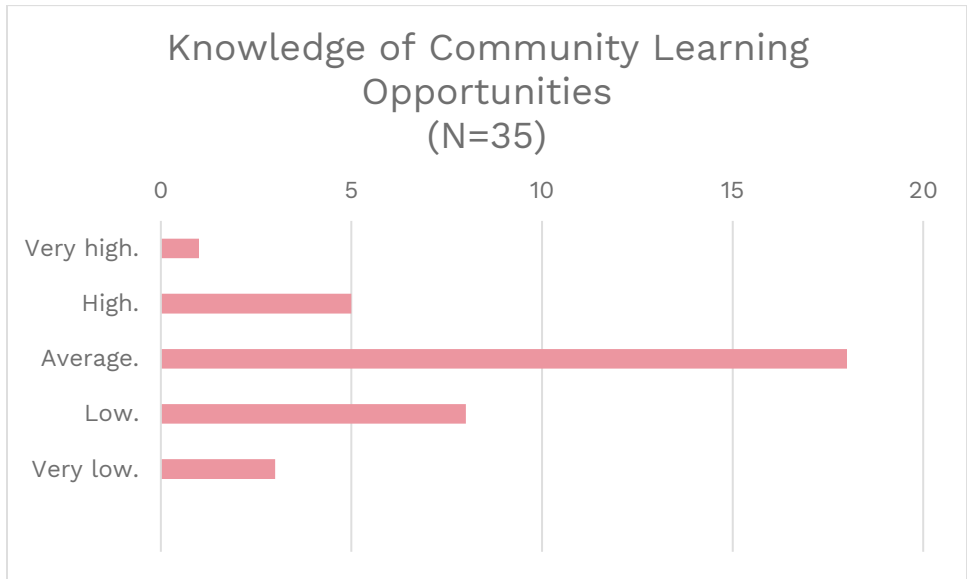
(Table 43)



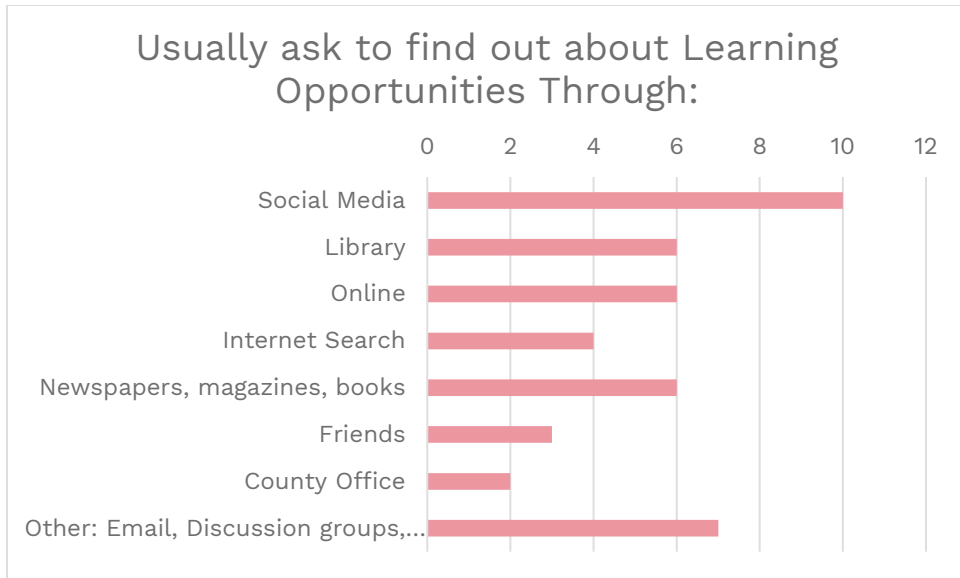
(Table 44)



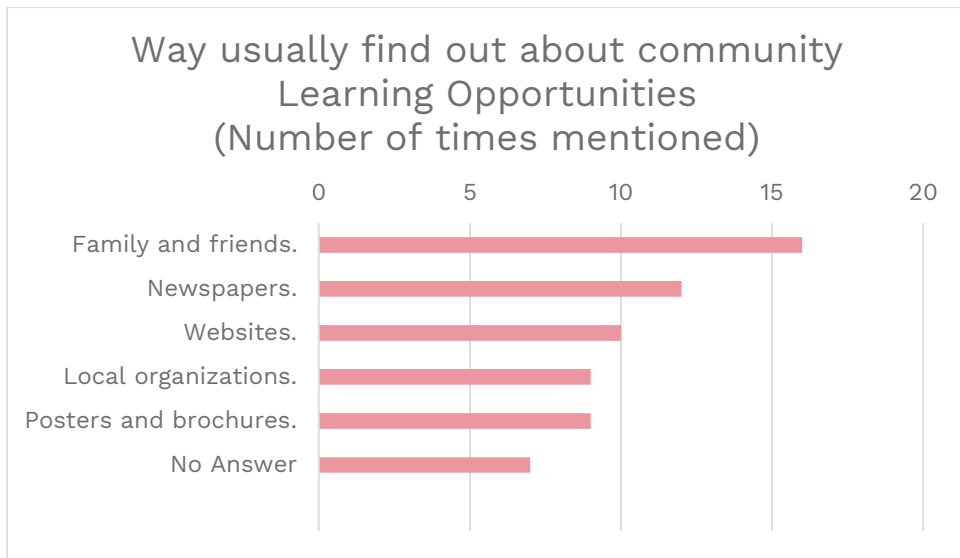
(Table 45)



(Table 46)



(Table 47)

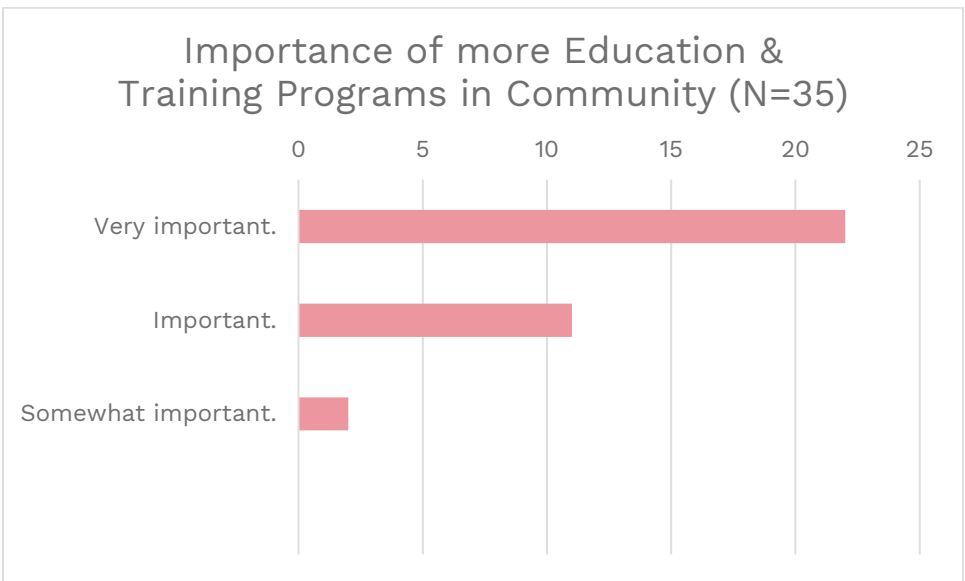


(Table 48)

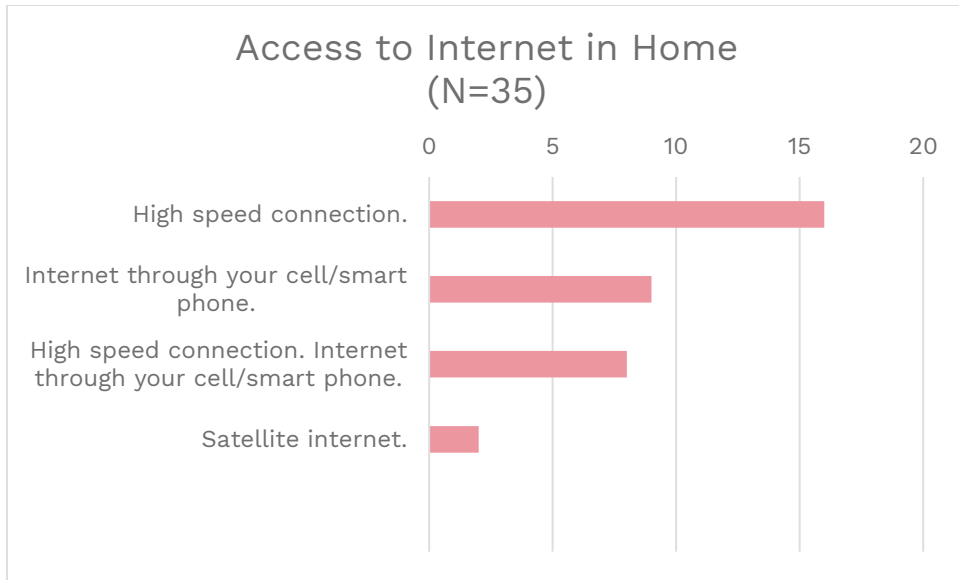
Table 49

Are there any challenges that prevent you from accessible learning opportunities?	Count
Scheduling issues.	3
There were no challenges.	3
No employer support.	2
Limited programming in my community.	2
Cost (financial barriers), Transportation and travel ,Work responsibilities.	2
Cost (financial barriers), Lack of computer or internet at home, Work responsibilities, Limited programming in my community.	1
Work responsibilities, Limited programming in my community.	1
Scheduling issues, Limited programming in my community.	1
Cost (financial barriers), No government support, Limited programming in my community.	1
Cost (financial barriers).	1
Cost (financial barriers), Scheduling issues.	1
Scheduling issues, Lack of prerequisites, Lack of computer or internet at home, Transportation and travel, Lack of support for cultural diversity, No employer support, No government support.	1
Cost (financial barriers), Scheduling issues, No employer support, No government support, Limited programming in my community.	1
Scheduling issues, Work responsibilities.	1
Cost (financial barriers), Scheduling issues, Transportation and travel.	1
Cost (financial barriers), Limited programming in my community.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Childcare.	1
Cost (financial barriers),Lack of computer or internet at home.	1
Cost (financial barriers), Scheduling issues, Transportation and travel, Childcare, Work responsibilities, No employer support, No government support.	1

Scheduling issues, Lack of prerequisites.	1
Cost (financial barriers), Scheduling issues, Work responsibilities, No government support.	1
Scheduling issues, Lack of prerequisites, Lack of support for cultural diversity.	1
Cost (financial barriers), Transportation and travel, No government support.	1
Scheduling issues Transportation and travel, Lack of support for cultural diversity.	1
Cost (financial barriers), Lack of prerequisites.	1
Lack of computer or internet at home.	1
Lack of prerequisites.	1
Lack of support for cultural diversity.	1
Grand Total	35



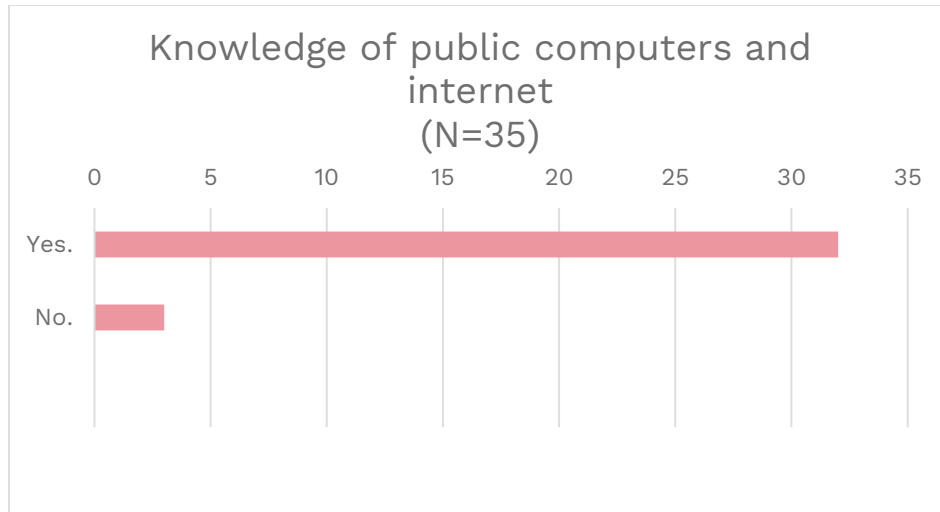
(Table 50)



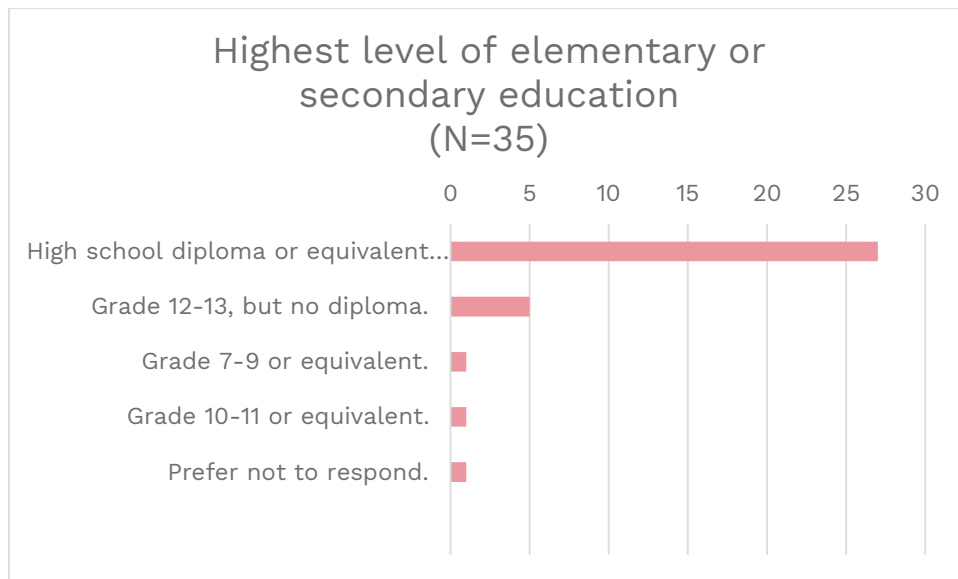
(Table 51)

Table 52.

Do you own or have access to the following at home?	Count
Laptop computer, Smartphone.	8
Desktop computer.	5
Desktop computer, Laptop computer, Tablet or iPad, Smartphone.	4
Desktop computer, Laptop computer, Smartphone.	4
Laptop computer.	4
Smartphone.	3
Laptop computer, Tablet or iPad, Smartphone.	2
Desktop computer, Tablet or iPad, Smartphone.	2
Tablet or iPad.	1
Desktop computer, Tablet or iPad.	1
Desktop computer, Smartphone.	1
Grand Total	35



(Table 53)



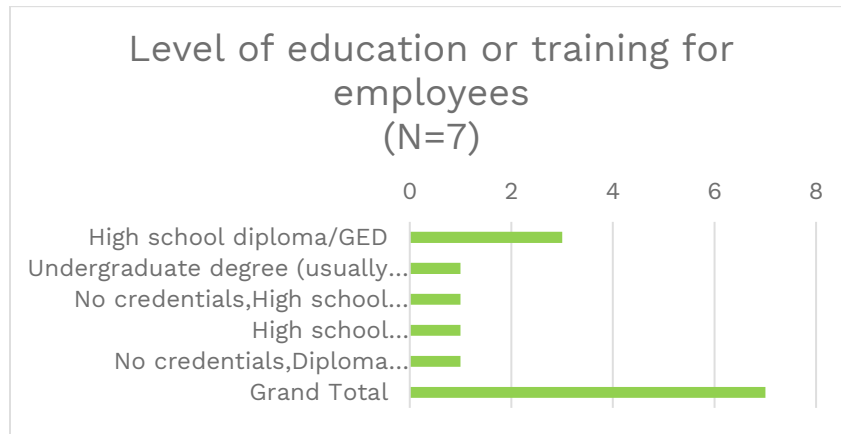
(Table 54)

Table 55.

What other education do you have?	Count
Post-secondary certificate.	7
Post-secondary diploma.	6
Undergraduate degree.	4
Academic upgrading.	4
Academic upgrading, Trades ticket	1
English language training, Post-secondary certificate.	1
Trades ticket, Post-secondary certificate.	1
English language training.	1
English language training, Academic upgrading, Post-secondary certificate, Post-secondary diploma.	1
Trades ticket.	1
None.	3
No Answer	5
Grand Total	35

Appendix B – Employer Survey Results

Employer – Lobstick Literacy & Learning Society



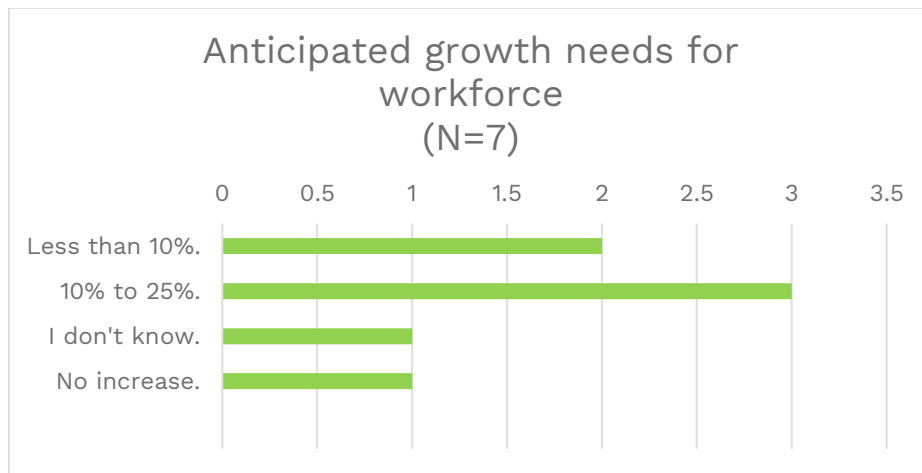
(Table 56)

Table 57.

How much trouble does finding skilled workers impact your business or organization?	Count
Moderate. We have had some trouble finding skills workers.	2
Minimal. We have occasionally had trouble finding skills workers.	1
No effect. We are to train potential workers ourselves for the skills they need to work here.	4
Grand Total	7

Table 58.

Will you need to replace a significant number of workers in your current location in the next five years?	Count
I don't know.	4
Yes, 10% to 25%.	1
Yes, less than 10% of our current workforce.	1
No, not at all.	1
Grand Total	7



(Table 59)

Table 60.

What types of training or courses do your employees need to move ahead in their current jobs?	Count
Foundational life skills, Communication and teamwork skills, Safety training, Leadership and management skills, Research skills.	1

Customer service skills, Safety training, Sales skills, Computer and technology skills, Other -- please specify:	1
Customer service skills.	1
Foundational life skills, Customer service skills.	1
Customer service skills, Accounting and financial skills, Computer and technology skills.	1
Communication and teamwork skills, Intercultural and diversity training.	1
Customer service skills, Communication and teamwork skills.	1
Grand Total	7

Table 61.

What job titles do you expect to need to fill within the next five years?	Count
Software development engineer	1
Network security engineer	1
Carpenters and yard men	1
Transfer Drivers, Maintenance	1
Data analyst	1
First Aid	1
No Answer	1
Grand Total	7

Table 62.

Where employee training has been accessed in the last 5 years.	Count
In-house	1
A post-secondary institution.	2
A post-secondary institution. In-house.	1
No Answer	3
Grand Total	7

Table 63.

How important is it for you, as a manager, to have education and training programs available locally?	Count
High importance.	1
Moderate importance.	5
No importance.	1
Grand Total	7

Table 64.

Number of people working at current business/organization including survey respondent.	Count
26-50.	4
11-25.	2
6-10.	1
Grand Total	7

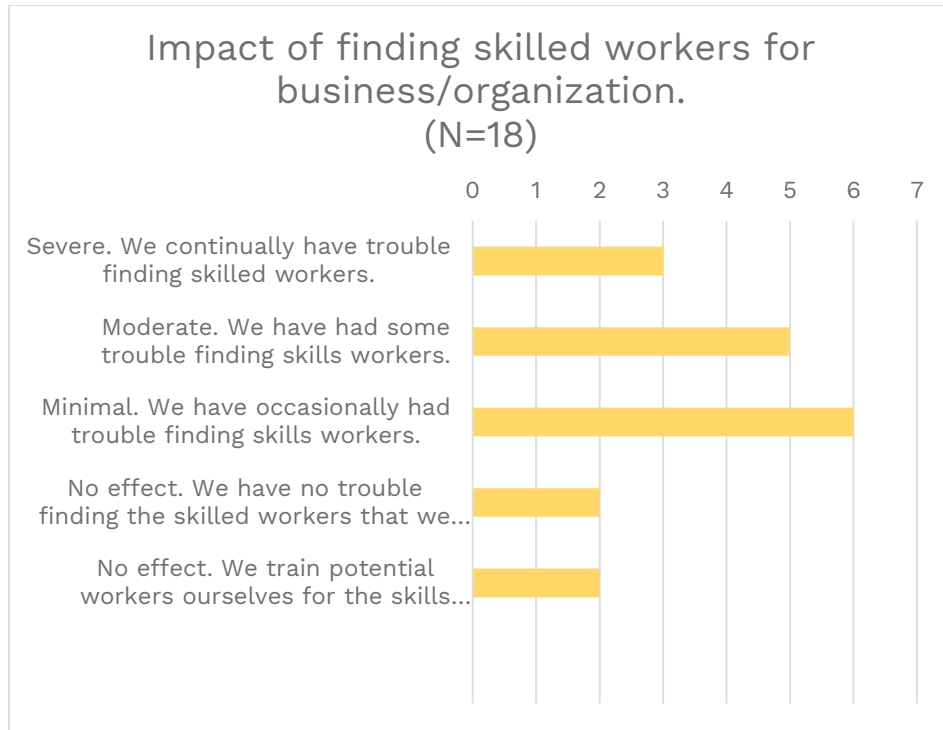
Table 65.

Business/Organizational Sector	Count
Educational services.	2
Professional, scientific and technical services.	2
Wholesale and retail trade.	1
Finance, insurance, real estate and leasing.	1
Transportation and warehousing.	1
Grand Total	7

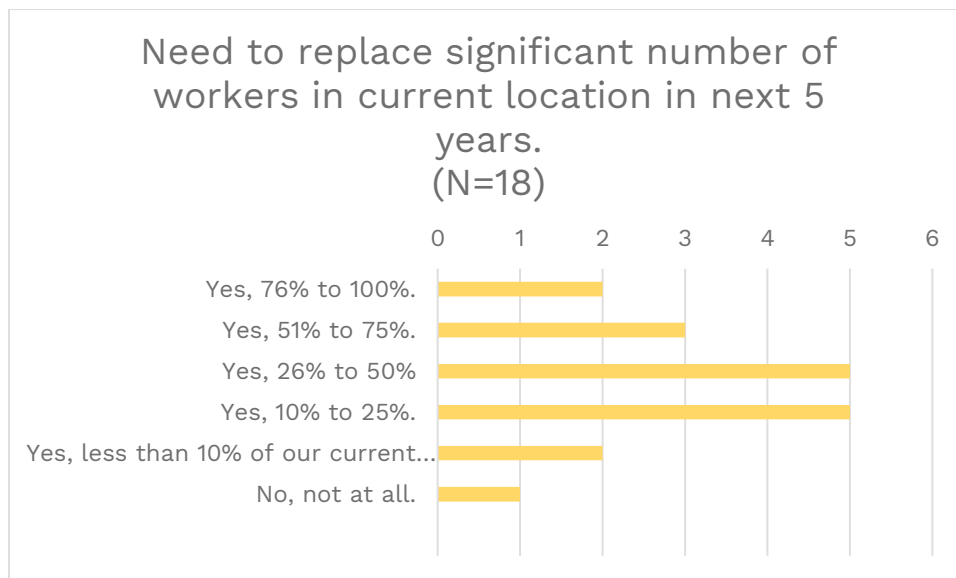
Employer – Tri Community Adult Learning Association

Table 66

What level of education or training do you require for most of your employees?	Count
High school diploma/GED	5
Undergraduate degree (usually 3-4 years of study)	4
Post-graduate certificate	3
Diploma (usually 2 years of study)	3
High school diploma/GED, Undergraduate degree (usually 3-4 years of study)	1
Master's degree or Doctorate	1
No credentials, High school diploma/GED, Certificate (usually 1 year or less of study), Diploma (usually 2 years of study), Undergraduate degree (usually 3-4 years of study)	1
Grand Total	18



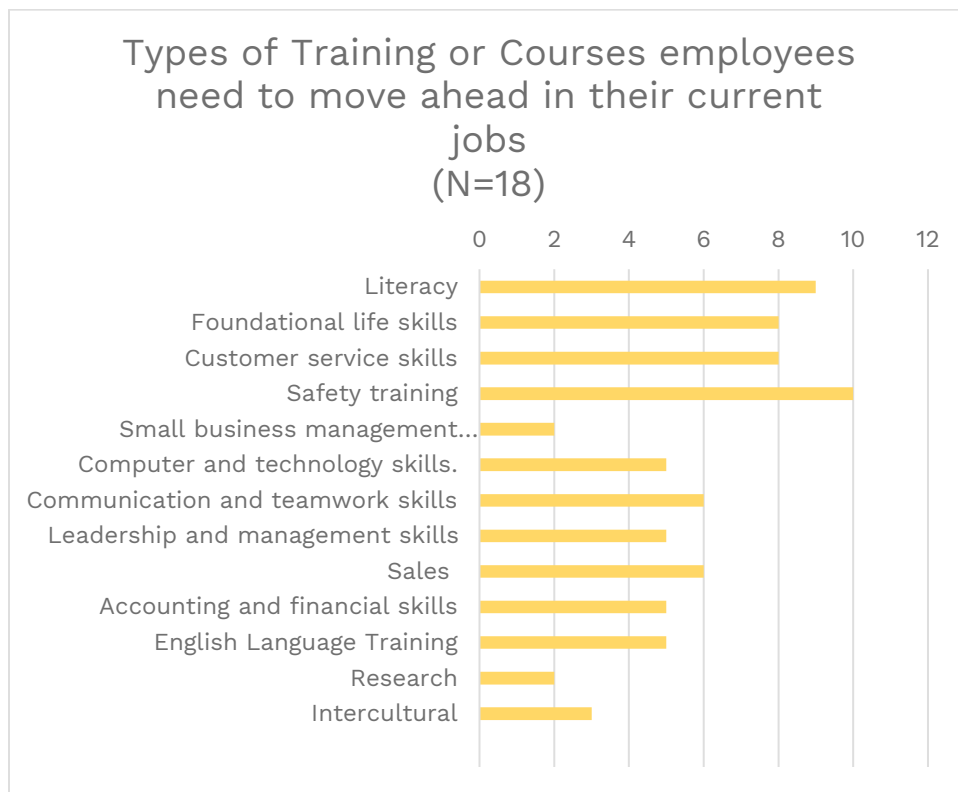
(Table 67)



(Table 68)

Table 69.

Anticipated increase requirement for workforce	Count
75% to 100%	2
51% to 75%.	5
26% to 50%.	5
10% to 25%.	5
Less than 10%.	1
Grand Total	18



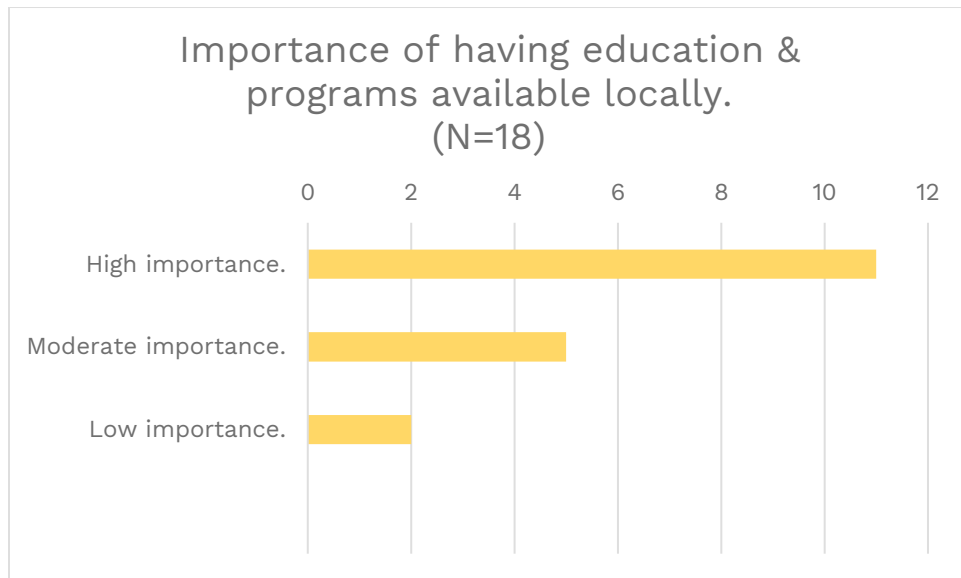
(Table 70)

Table 71.

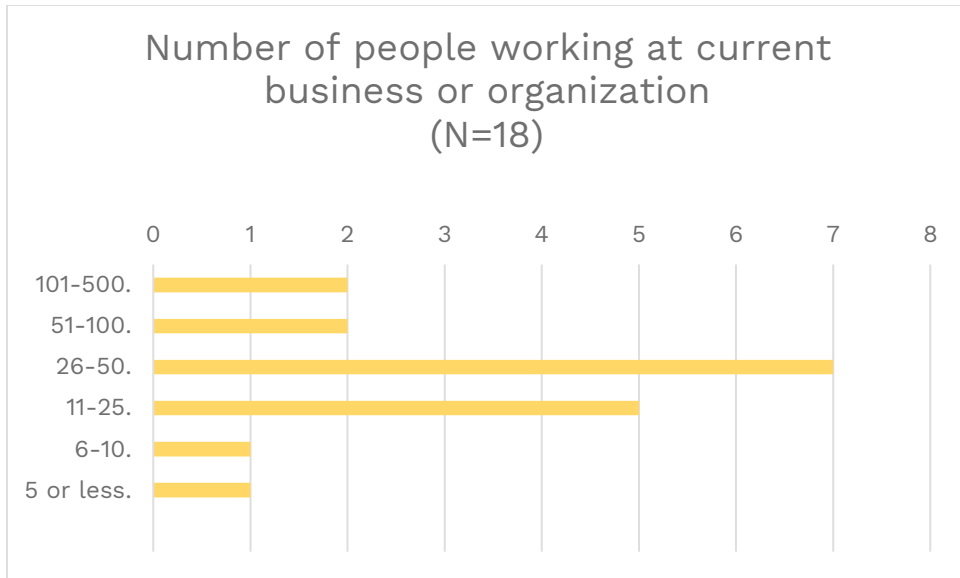
What job titles do you expect to need to fill within the next five years?	Count
No Answer	2
IT	2
Many	1
Technology skills and safety training	1
CEO	1
Operations clerk	1
Chief Executive officer	1
Computer programmer	1
Content creator	1
Marketing	1
Customer service and sales department	1
Social Services related jobs - Office Administration, Intake, Programmer	1
Customer service and technological innovations	1
Trainees	1
Directing manager	1
Engineer	1
Grand Total	18

Table 72.

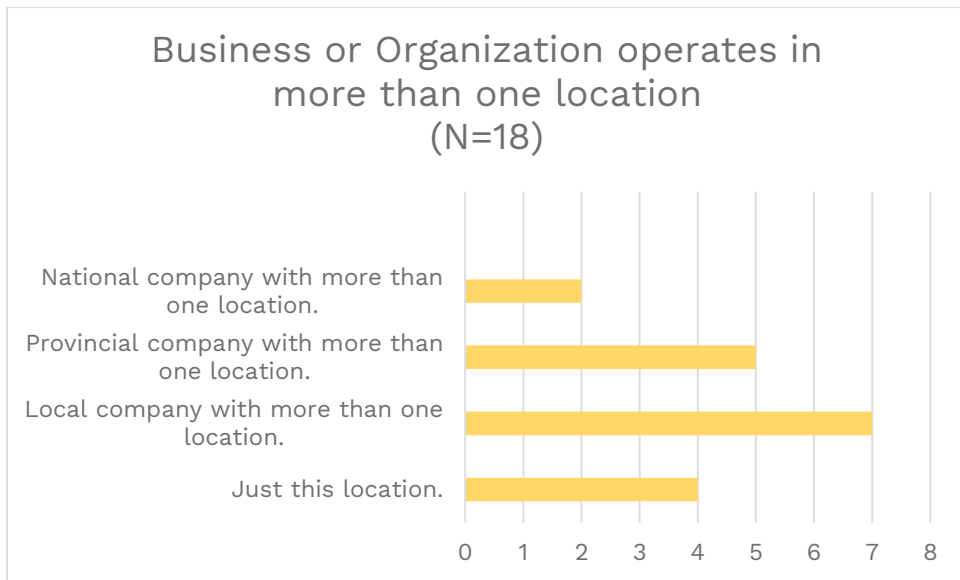
Where have you accessed training for your employees in the last five years?	Count
A private education provider (fee for service).	5
A post-secondary institution. A private education provider (fee for service). In-house.	2
A post-secondary institution. A private education provider (fee for service).	2
A post-secondary institution.	2
In-house.	1
A private education provider (fee for service). In-house.	1
No Answer	5
Grand Total	18



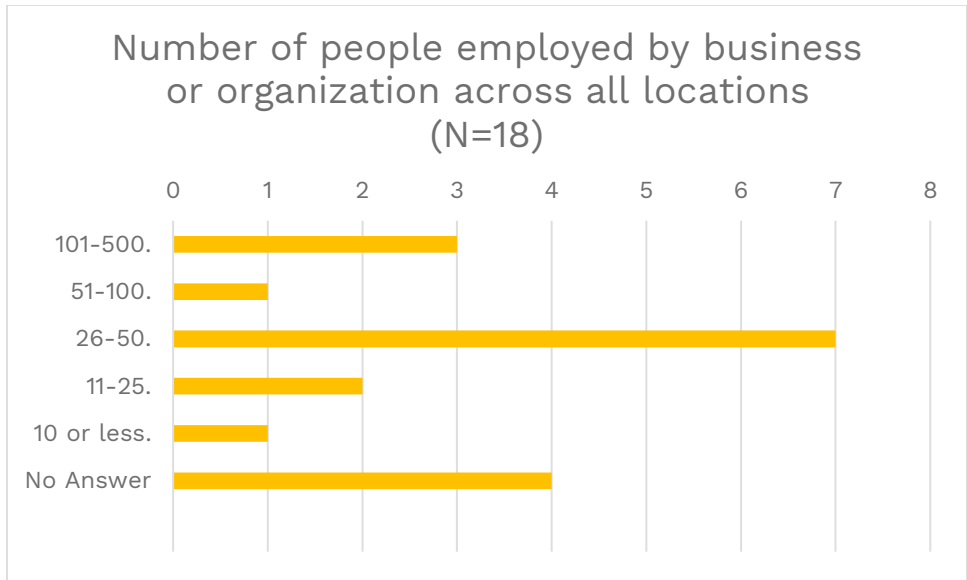
(Table 73)



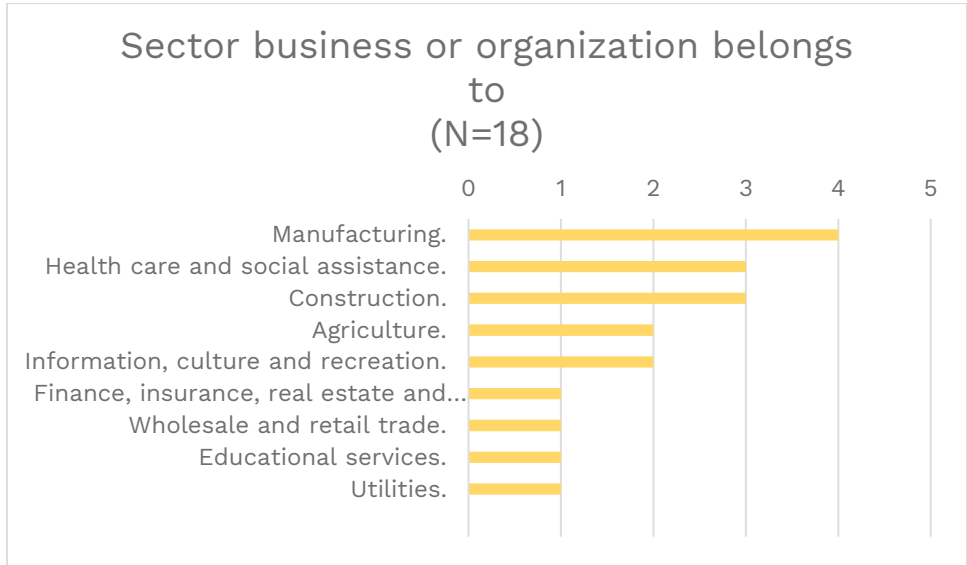
(Table 74)



(Table 75)



(Table 76)



(Table 77)

