

Canada – British Columbia

Labour Market Agreement for Persons with Disabilities

Annual Report 2014



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Introduction

The Province of British Columbia is pleased to present the 2014 Annual Report under the Labour Market Agreement for Persons with Disabilities. In March 2004, the Province of British Columbia entered into the *Canada–British Columbia Labour Market Agreement for Persons with Disabilities* (LMAPD) in recognition of our commitment to improve the employment situation of persons with disabilities. The agreement was extended until April 2014, when B.C. signed a new Canada–British Columbia Labour Market Agreement for Persons with Disabilities.

The LMAPD is a cost sharing agreement in which the Government of Canada contributes 50 per cent of the annual costs incurred by the Province of British Columbia for programs and services funded under the agreement, up to a maximum of \$30.74 million.

In fiscal year 2014/15, the Province of British Columbia is expected to spend approximately \$81 million on programs and services funded under the LMAPD, far exceeding the expenditures needed to receive the maximum federal contribution under the agreement.

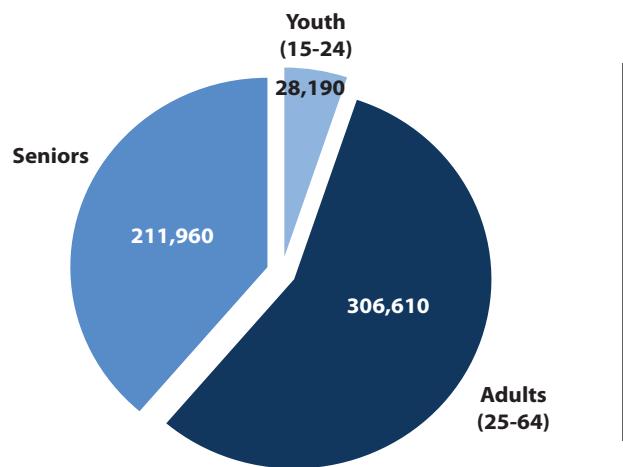
The 2014 Annual Report provides an update and an overview of the Province of British Columbia's investments and programs intended to support persons with disabilities in their efforts to participate successfully in the labour market.

This report commemorates the United Nations International Day of Persons with Disabilities. The annual observance of the International Day of Persons with Disabilities aims to promote an understanding of disability issues and support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. British Columbia's commitment to the full inclusion of persons with disabilities is already creating a more successful and fulfilling future for all British Columbians.

Labour Market in British Columbia – Current Economic Conditions

British Columbia's labour market has experienced modest growth. The unemployment rate has been in decline, falling from 6.7 per cent in 2012 to 6.6 per cent in 2013. This is 1.1 percentage points lower than the 7.7 per cent experienced at the peak of the recession in 2009. Over the same period, there were 22,300 less unemployed workers in the province and employment was up 90,200. Over 90 per cent of this job growth has been in full-time jobs.

Persons with Disabilities in British Columbia¹



	Total Population	Population with Disability	Percent with Disability
Youth (15-24)	591,710	28,190	4.8%
Adults (25-64)	2,497,740	306,610	12.3%
Seniors (65+)	613,560	211,960	34.5%
Total	3,703,010	546,760	14.8%

In 2012, Statistics Canada's Canadian Survey on Disability (CSD) estimated 546,760 British Columbians age 15 and over had a disability — representing 14.8 per cent of the population. There were over 334,000 persons between the ages of 15 and 64 years with disabilities in B.C. and 39 per cent of persons with disabilities in B.C. were seniors aged 65 and older. Of those with disabilities age 15 and over:

1. just over 31 per cent classified their disability as mild
2. almost one-quarter classified their disability as very severe

3. the most commonly reported disabilities were pain (69.5 per cent), flexibility (49.6 per cent) and mobility (48.6 per cent)
4. women had higher prevalence of disability (14.9 per cent) than men (12.5 per cent), and
5. almost 16 per cent received provincial income assistance.

¹ All data in this section are from Statistics Canada's Canadian Survey on Disability (CSD) for 2012. The population covered by the CSD includes all adults aged 15 and over who had an activity limitation or a participation restriction associated with a physical or mental condition or health problem and were living in Canada at the time of the National Household Survey. The population living on First Nations reserves is excluded, as are people living in collective dwellings. Since the population living in collective dwellings is excluded, the data, particularly for the older age groups, should be interpreted accordingly.

Programs and Services

The Ministry of Social Development and Social Innovation leads the provision of core programs and services for persons with disabilities and their families. The Ministry continues to support Canada's commitment to the UN Convention on the Rights of Persons with Disabilities, a joint effort between governments, community organizations, clients and their families. The Ministry focuses on integrated, citizen-centered service delivery, disability supports and services, and supporting community led innovations that increase employment and inclusion opportunities for persons with disabilities. This includes working with counterparts to improve the transition for youth with disabilities and continuing the work of the Minister's Council on Employment and Accessibility, formed in 2012/13.

In September 2012, the Council delivered their Action Plan Framework to the Minister, including their recommendations for improving employment for people with disabilities in British Columbia. In response to a key recommendation, the Province has created a Presidents Group. The Presidents Group is a leadership network of prominent and influential business leaders who engage with businesses and employers to champion advice, learnings, employment and consumer opportunities and outcomes for people with disabilities. The co-chairs of the Presidents Group are Tamara Vrooman, President and CEO of Vancity and Wynne Powell, President and CEO of the London Group.

Government has set a vision for B.C. to be the most progressive jurisdiction in Canada for people with disabilities. From Dec. 3, 2013 to March 11, 2014, the province of B.C. held a public consultation to provide British Columbians with a disability, their families and members of the public the opportunity to share their thoughts on what government, businesses and communities can do to reduce barriers and increase accessibility for people living with disabilities. The approach was consistent with the United Nations Convention on the Rights of Persons with Disabilities.

This consultation was led by a leadership team that includes government, led by Ministry of Social Development and Social Innovation, the disability community, led by the Minister's Council on Employment and Accessibility and the business community, led by the Presidents Group.

In June 2014, the Premier of B.C. released Accessibility 2024: Making B.C. the most progressive province in Canada for people with disabilities by 2024 at the B.C. Accessibility Summit. This 10-year action plan is government's response to what was heard during the consultation. The plan is designed around 12 building blocks representing the themes that emerged during the consultation. Each building block includes proposed outcomes and measures that will move B.C. forward towards becoming the most progressive province in Canada for people with disabilities by 2024. To support these goals, the Premier appointed a Parliamentary Secretary for Accessibility to work with the Minister of Social Development and Social Innovation. The Accessibility Secretariat was created to support the leadership in moving Accessibility 2024 forward.

Employment is a key building block in Accessibility 2024. Government has set the goal for B.C. to have the highest labour participation rate for people with disabilities in Canada by 2024, and has made a number of commitments to support this objective.

Report on LMAPD Funded Programs and Services

Ministry of Social Development and Social Innovation

- » Employment Program of BC (EPBC)
- » Disability Consultation and Summit
- » Volunteer Initiatives

Community Living British Columbia

- » Employment Services

Ministry of Health

- » Mental Health and Substance Use²

Ministry of Advanced Education

- » Disability Services

- » Adult Special Education (ASE)
- » Centre for Accessible Post-secondary Education Resources (CAPER)³
- » Post Secondary Communication Access Services (PCAS)
- » Interpreting Services
- » Program for Institutional Loans of Adaptive Technology (PILAT)
- » Assistance Program for Students with Permanent Disabilities (APSD)
- » Learning Disability Assessment Bursary (LDAB)
- » BC Access Grant for Deaf Students (BCAG-DS)

² The term 'substance' reflects the change in the program area's name to Mental Health and Substance Use Branch.

³ Formerly College and Institute Library Services (CILS)

The following table provides a summary of the 2014/15 planned expenditures by service area.

Initiatives	2014/15 Planned Expenditures
Ministry of Social Development and Social Innovation	
Employment Program of BC (EPBC)	\$8,758,600
Disability Consultation and Summit	\$200,000
Volunteer Initiatives	\$5,900,000
Sub-Total	\$14,858,600
Community Living British Columbia	
Employment Services	\$12,900,000
Sub-Total	\$12,900,000
Ministry of Health	
Mental Health and Substance Use	\$600,000
Assertive Community Treatment (ACT) Employment and Education Support	
Mental Health and Substance Use Pre-employment and Education Support	\$11,150,000
Mental Health and Substance Use Supported Education	\$2,670,000
Mental Health and Substance Use Supported Employment	\$804,000
Mental Health and Substance Use Therapeutic Volunteer	\$1,707,000
Substance Use – Outpatient Services	\$13,990,000
Substance Use – Residential Treatment	\$1,990,000
Substance Use – Supported Recovery	\$2,810,000
Sub-Total	\$35,721,000
Ministry of Advanced Education	
Disability Services	\$7,488,000
Adult Special Education (ASE)	\$6,619,000
Center for Accessible Post-Secondary Education Resources (CAPER) ⁴	\$541,000
Post Secondary Communication Access Services (PCAS)	\$210,000
Interpreting Services	\$2,150,000
Program for Institutional Loans of Adaptive Technology (PILAT)	\$104,000
Assistance Program for Students with Permanent Disabilities (APSD)	\$394,000
Learning Disability Assessment Bursary (LDAB)	\$78,000
BC Access Grant for Deaf Students (BCAG-DS)	\$176,000
Sub-Total	\$17,760,000
TOTAL	\$81,239,600

⁴ Formerly College and Institute Library Services (CILS)

Ministry of Social Development and Social Innovation

Employment Program of BC (EPBC)

Initiative Objectives

- » The Employment Program of BC (EPBC) was launched in April 2012 and offers all British Columbians who are seeking employment, including persons with disabilities, access to a diverse range of flexible employment service options through one point of entry.
- » The program model ensures that, regardless of where an individual lives in B.C., they will have access to the same suite of quality services and supports.
- » Clients access the program through a network of 85 WorkBC Employment Services Centres (ESCs) across the province.
- » The integrated model also allows for a more flexible and individualized approach to service delivery, further benefiting all persons with disabilities seeking employment.
- » The program ensures that appropriate employment services and supports are available to persons with disabilities to reduce or remove the impact of an individual's disability or barrier related to employment.
- » The key to the program service delivery model is to deliver program services to people who need them in their community, simplify eligibility and provide seamless access to services to meet individual needs.
- » Individual employment service needs are assessed on an individual basis and access to the services and supports they require is

determined through eligibility. Eligibility for a broad spectrum of services and supports is a core principle of the Program.

- » The EPBC provides a range of specialized services to support persons with disabilities to participate in their communities, pursue employment goals, increase self-reliance and build skills and experience to achieve labour market attachment.
- » In addition to the services provided by the EPBC, an assistive technology loan bank that provides assistive technology disability supports to post-secondary students with disabilities who are eligible to work in B.C. is available with the objective to increase independence of students with disabilities to successfully complete post-secondary studies to enhance employment opportunities.

Initiative Description

The program service delivery model meets the needs of persons with disabilities by providing flexible options to access services through a provincial network of WorkBC locations that include storefront, satellite, outreach and remote service delivery channels.

The availability of flexible service delivery channels ensures that services are consistently available regardless of where an individual lives in B.C. Program services and supports are flexible and provided based on the unique needs of each individual served in the program.

Since it was launched in April 2012, nearly 173,000 British Columbians have received employment services through the EPBC. Of those, over 145,000 people have received case managed services since April 2012 and over 42,600 persons with disabilities have participated in case management.

The program places particular emphasis on ensuring that the needs of clients from specialized populations are being met. On average, sixty eight per cent of case managed clients self-identify as belonging to one or more of the following Specialized Populations group: Aboriginal People, Immigrants, Francophone, Multi-barriered, Person with a Disability, Rural and Remote Populations, Survivors of Violence and/or Abuse, and Youth.

Eligible EPBC clients receive services from a wide range of service options listed below, which are funded by both federal and provincial governments, depending on individual needs and circumstances.

Self-Serve Services

- » The primary purpose of Self-Serve Services is to support all B.C job seekers in achieving and sustaining employment by providing readily available access to job search tools, equipment, services such as workshops and job start supports.
- » Persons with disabilities may access job search resources, tools and information at any time by visiting the resource centre at each WorkBC site. Assistance is readily available from staff to support job seekers in their job search effort at any time in the resource centre.
- » A Preliminary Needs Assessment process is available for individuals who, after using Self-Serve Services, need additional support to find employment or require Job Search/Job Start Financial supports.

Case Management

- » Persons with disabilities complete a Formal Needs Assessment process with a Case Manager that includes an individualized and structured employment needs assessment process that may be carried out over one or more sessions.
- » The Case Manager and the Client collaborate to determine what actions, steps, supports or services may be required to help the client obtain Employment and/or improve Employment Readiness.
- » Clients have access to a flexible range of employment services and supports to meet each individual's unique employment needs. To ensure success, ongoing support and follow up is provided for all services.
- » **Services include access to the following:**
 - Job search and job start supports
 - Training (basic, essential and occupational)
 - Short term occupational certificates
 - Access to workshops to assist individuals to prepare, find and maintain employment
 - Paid or Unpaid Work Experiences
 - Job development services
 - Customized employment development options
 - Job coaching to support job maintenance
 - Extended employment supports and follow up (for both employee and employer)
 - Self-employment options
 - Rapid access to services for persons with disabilities at risk of losing employment
 - Earlier entry for students with disabilities who require support to transition from school to employment including students in their last year of high school or post-secondary studies

» **Employment related disability supports may also be assessed as needed and are available including:**

- Assistive Devices, Equipment and Technology
- Communication/Hearing Devices
- Ergonomic Supports
- Restorative Supports
- Attendant Services
- Interpreting or Captioning
- Workplace Access & Modification

» **Specialized Assessments may be assessed as needed and are available including:**

- Neuropsychological Vocational Assessment
- Vocational Psychological Assessment
- Physical/Functional Capacity Assessment
- Learning Disability Assessment
- Speech and Language Assessment
- Audiological Assessment
- Ergonomic Assessment
- Assistive Technology Assessment
- Medical Assessment Report
- Work Simulation

- Job fairs and meet-and-greet sessions with employers

- Presentations on DEM to accessibility groups and employer networking organizations

- Meetings highlighting groups and organizations working with people with disabilities

- A fundraising barbecue for a local organization that assists people with developmental disabilities

» As part of Accessibility 2024, the Ministry has partnered with the Ministry of Advanced Education in a pilot project to improve the employment attachment rate for individuals with disabilities exiting post-secondary programs with credentials. The pilot engages stakeholders to better understand current services and supports, gaps, best practices and identifying opportunities to enhance collaboration and information sharing. Ongoing collaboration has facilitated networking opportunities for WorkBC and post-secondary institutions during Disability Employment Month, and a demonstration of assistive technology for WorkBC Contractors at the University of Victoria Demonstration Lab.

» Changes to EPBC eligibility rules will now allow clients who do not have Employment Insurance attachment to participate in Job Creation Partnership (JCP) projects and Project Based Labour Market Training (PBLMT) projects. These changes will include general clients, as well as persons with disabilities and offer a new opportunity for clients who previously would have been ineligible to gain valuable work experience on a JCP project, or to combine training and work experience under PBLMT. This enhances program services to clients who have not been able to gain EI eligibility, including people whose participation in insured employment may have been restricted due to a disability.

Program Developments

» In September of 2014, WorkBC service providers across the province marked the inaugural Disability Employment Month (DEM) with a variety of events, including:

- A local resource fair for community members with disabilities
- A presentation to a local Chamber of Commerce showcasing Job Development and Customized Employment Development services
- An exclusive job fair for persons with disabilities
- A disability roundtable breakfast and Community Living Day event
- One-on-one awareness discussions with local employers, as well as social media, online, and print media marketing

- » With the implementation of the integrated program model, EPBC clients, including those with disabilities, receive services that are both federally and provincially funded. For example, the program infrastructure and the costs of delivering case management are covered from federal funding.
- » It should be noted that this change does not mean a reduction in employment services to persons with disabilities in B.C. The Ministry continues to serve persons with disabilities in a consistent manner as before the EPBC was launched. The combined federal and provincial allocation is similar to the funding levels seen in prior years.

Target Population

The Employment Program of BC offers all unemployed British Columbians access to a flexible range of services through local WorkBC Centres to ensure that all persons with disabilities in B.C., regardless of where they live, receive the support they need to assist them to find and maintain employment.

Priority Areas Addressed Under the LMAPD

- » Attachment to the labour market and increased employment participation
- » Employment related education and skills training
- » Employment supports that may include disability supports, accommodations and individualized supports to find and maintain employment

Commentary on Indicators

Controls are built in to the program model to ensure that clients with disabilities have access to services they need. Controls include performance measures, ongoing quality assurance reviews and a comprehensive program governance model including the external Advisory Panel on Specialized Populations as part of the program governance model.

The Ministry reviews key performance measures of the service delivery contracts throughout the province through a series of service delivery standards, as well as outcome measures.

The outcome measures are the expected outcome(s) as is identified in the Client's Action Plan and include both labour market attachment and community attachment outcomes.

While all clients accepted into EPBC case management must have labour market attachment as a goal, some individuals may require access to additional services over longer durations to achieve employment while others may require access to needed community supports and would then be encouraged to return to the program. For some individuals, community attachment may be an outcome goal and they will be supported to move along the continuum to employment as employment readiness increases.

Contracts are monitored to ensure that contractors are delivering on their commitments, including quality service delivery to persons with disabilities. The Ministry is able to identify the numbers of clients accessing services, types of services and levels of supports received in real time allowing the ministry to ensure that persons with disabilities continue to receive quality services.

Indicators of Success

Success stories are not summative indicators, but provide a more comprehensive understanding of outcomes. The following are examples of employment outcomes from EPBC during 2014:

Samantha's Story

Sam was unemployed after she moved from a small town to North Vancouver, in order to have more job opportunities and to continue her education. Finding work was a challenge as she was unfamiliar with her new community and had no network. Sam also found she faced discrimination as someone with a visible physical disability (she uses forearm crutches).

Sam first connected with her WorkBC Centre because she wanted to get professional, targeted feedback and support that would help her be

successful in her job search. WorkBC staff were able to provide a variety of services to both identify Sam's employment barriers, and determine the transferrable skills and experience she had to offer.

Sam says WorkBC helped her clarify her employment goals, and helped her access funds for employment-related training. She is now working part time in a reception position with the Canadian Mental Health Association.

Bob's Story

Bob is a 22-year-old client with a disability who has been diagnosed with bi-polar disorder. He first approached WorkBC to get assistance to define long-term employment goals, and to find immediate employment to supplement his disability benefits.

With guidance from his WorkBC case manager, Bob researched positions to identify his short-term employment goals. He also participated in the 5-day Career Exploration Program to help define his long-term goals and identify training needs.

Bob's case manager worked with him to revise his resume, and referred him to a number of job postings. She also worked one-on-one to provide job development, and referred Bob to a number of other job search workshops.

In reviewing career assessment results from the 5-day program, Bob and his case manager noted that he is extremely good at math and sciences, and enjoys working with people. This led them to discuss possible careers in the engineering field. A Psychological Vocational Assessment provided

additional direction on employment and training. Bob also received information on applying for funded training under the Opportunities Fund.

To help with his short-term goals, Bob was booked into the Fast Track to Work Program, and was successful in finding a seasonal position. Bob felt the overall experience was good, and had taught him a lot. As well, it gave him some recent work experience and a good reference he could carry forward in his job search.

After his seasonal position ended, Bob continued to work on his long-term goal, and was accepted into the Electronics Technician Common Core Course at BCIT — a first year prerequisite course that leads to the other programs. Bob says he would like to take the Telecommunications Technician Program after that. In the meantime, he has also found part-time work as a cashier with a major grocery chain. With the support of WorkBC program staff, Bob has not only been successful in meeting his short-term goal, but is now on his way to reaching his long-term goal as well.

Matthew's Story

Before approaching WorkBC, Matthew was an underemployed general labourer. Matthew has a learning disability and as a result, struggles to get and maintain employment. Despite the disability, Matthew has held several employment-related certificates and worked in various capacities, but they were either short-term, part-time or both. Matthew had also struggled for a long time to pass the road test for his driver's license, spending several years without the personal and employment-related benefits that come with being able to drive.

With the support of his WorkBC case manager, Matthew developed a new plan of action, and completed formal needs assessment to identify both his general employment needs, and employment needs related to his disability. He also got help updating his resume, as well as other job development services.

Through Job Development services, Matthew continued to seek employment with the support of his WorkBC Case Manager, and found work in the produce department of a local grocery store where he has remained employed now for over a year. He has also gained Food Safe certification through a company-funded program.



When issues have arisen at work, the WorkBC staff have provided job maintenance support which has helped Matthew to maintain his perspective, and thereby maintain his employment. He has also managed to pass his driver's road test so that he can, among other things, drive himself to and from work.

Disability Consultation and Summit

Initiative Objectives

The B.C. government has set a vision to be the most progressive jurisdiction in Canada for people living with disabilities.

This vision can only be achieved by respecting and reflecting the needs and wants of people living with disabilities in British Columbia.

Government held a three-month public provincewide consultation process to better understand how British Columbians can work together to decrease barriers and increase accessibility for people living with disabilities in our province. During the consultation, thousands of ideas and suggestions were received from British Columbians through a variety of accessible feedback options — blog, face-to-face, phone, mail, email, ASL video, conversation toolkit and social media.

Government responded to what was heard during the consultation with the release of Accessibility 2024, a 10-year action plan designed to make B.C. the most progressive province in Canada for people with disabilities by 2024.

The consultation, summit and Accessibility 2024 has been co-designed and co-executed by a collaborative group of key leaders from the disability and business communities and government, including:

- » **Minister's Council on Employment and Accessibility**, which is a forum comprised of leaders from the business, non-government and government sectors as well as families and individuals with disabilities.
- » **Presidents Group**, which is group of CEOs committed to working together to improve employment and consumer opportunities for people with disabilities.

- » **RDSP Action Group**, which is an advisory committee that includes prominent financial and social leaders whose members who work together to build and maintain B.C.'s position as the province with the highest per capita uptake of Registered Disability Savings Plans (RDSPs) in Canada.

Initiative Description

From December 3, 2013 to March 11, 2014, the government of B.C. held a public provincewide consultation process to better understand how British Columbians can work together to decrease barriers and increase accessibility for people living with disabilities in our province.

- » **December 3, 2013 – March 11, 2014:** Provincewide disability consultation process
- » **May 16, 2014:** Release of Disability Consultation Report
- » **June 16, 2014:** Release of Accessibility 2024: Making B.C. the most progressive province in Canada for people with disabilities by 2024

During the disability consultation, thousands of ideas and suggestions were received from British Columbians through a variety of accessible feedback options — blog, face-to-face, phone, mail, email, ASL video, conversation toolkit and social media.



Over 1,140 people participated at 23 in-person consultation sessions held in 15 communities around B.C. Almost 28,000 people visited the online website, over 60 written submissions were received by a variety of organizations and more than 7,500 ideas and suggestions were recorded.

In response to feedback from the deaf, deaf-blind and hard of hearing community, a public consultation session was held specifically for this group.

In May 2014, the Disability Consultation Report: Moving Together Toward an Accessible B.C. was released. This document is a direct and candid reflection of the voices of British Columbians heard during the consultation process. All the information

that was received during the consultation process is available on the public website at www.gov.bc.ca/accessibility.

In June 2013, the Premier of B.C. released Accessibility 2024: Making B.C. the most progressive province in Canada for people with disabilities by 2024 at the B.C. Accessibility Summit. The Summit brought together over 300 attendees, including leaders from the disability and business communities, and representatives from municipal, provincial and federal governments. One hundred members of the disability community attended the event through a random selection process conducted by the disability community.

Accessibility 2024 is built around 12 building blocks that represent the themes that emerged during the consultation:



Each building block includes proposed outcomes and measures that will move B.C. forward towards becoming the most progressive province in Canada for people with disabilities by 2024. To support these goals, Premier Christy Clark appointed a Parliamentary Secretary for Accessibility to work with the Minister of Social Development and Social Innovation. The Accessibility Secretariat was created to support the leadership in moving Accessibility 2024 forward.

Key Commitments Include:

- » Declare September Annual Disability Employment Month.

- » Improve WorkBC services for people with disabilities, including up to \$1 million annually in research and innovation funding aimed at enhancing services and improved outcomes for individuals with disabilities.
- » \$1.5 million to implement a pilot program for innovative training and initiatives at public post-secondary institutions to increase the success of people with disabilities in trades/technical programs or high labour market demand programs.
- » Provide \$3 million in annual funding for assistive technologies that support employment for people with disabilities.

- » Develop a disability strategy for the BC Public Service to enhance accessibility for hiring and advancement of persons with disability within the public service.
- » Mandate the Presidents Group to increase employment for people with disabilities in the private sector.
- » Explore options to enhance work experience opportunities for youth with disabilities in the education system.

Target Population

Persons with Disabilities in British Columbia.

Priority Areas Addressed Under the LMAPD

- » Building Knowledge
- » Employment Participation
- » Employment Opportunities

Commentary on Indicators

“This is something that affects almost every British Columbian at some point in their lives. We all have a stake and a role to play—family, friends, communities, employers, non-profits and governments. This consultation gives us the opportunity to work together toward becoming the most progressive place for people with disabilities to live in Canada.” – Don McRae, Minister of Social Development and Social Innovation

“It is really important to get the perspective of all people with disabilities, as well as their family, friends and communities. We want to hear from everyone who has something to contribute to enrich the discussion and enrich the outcome.” – Carla Qualtrough, human rights lawyer, two-time Paralympian and chair of the Minister’s Council on Employment and Accessibility.

“We will be working with the business community to dispel some of the myths that may be holding businesses back from hiring people with disabilities

At the same time, we’ll be encouraging workplaces to understand the benefits of hiring people with disabilities.” – Tamara Vrooman, president and CEO, Vancity and co-chair of the Presidents Group.

“It’s not every day that most people get the opportunity to make a profound impact on their community, let alone their province.”
– consultation participant.

“What I observed during the consultation discussions were caring people calling out for change and I think that’s what led to the robust response for input.”
– consultation participant.

“I’m proud today to be a British Columbian, I’m proud to have grown up here I’m proud to be raising my family here, and I’m proud to be a person with a disability involved in this important stage in the social history of British Columbia.” – consultation participant.

Indicators of Success

- » Appointment of Linda Larson as Parliamentary Secretary for Accessibility
- » Creation of Accessibility Secretariat
- » Proclaimed September as Disability Employment Month
- » \$3M for assistive technology
- » \$1.5M to help learners with disabilities access skills training
- » Annualized Earnings Exemption for disability assistance clients reflecting their unique employment needs
- » Commitment to accessibility legislation
- » Accessibility lens on regulations and legislation
- » Created one-stop online disability resources hub
- » Released Reflecting Our Communities: Building a Diverse BC Public Service

Volunteer Initiatives

Initiative Objectives

The objective of Volunteer Initiatives is to assist clients to achieve their social potential and encourage active participation in employment-related activities.

Initiative Description

Volunteer Initiatives are intended for recipients of income and disability assistance who wish to pursue a volunteer placement with a non-profit community agency in a designated volunteer position.

The Community Volunteer Supplement has been the primary volunteer initiative available to eligible clients of the Ministry of Social Development and Social Innovation. For individuals registered in the program, it provides up to \$100 per month to be used towards volunteer costs such as transportation, clothing and other incidentals. The Ministry funded all eligible applications in 2011.

Target Population

Clients of the Ministry of Social Development and Social Innovation with no employment obligations — primarily Persons with Disabilities (PWD) or Persons with Persistent Multiple Barriers (PPMB) designations — already enrolled in the program.

Priority Areas Addressed Under the LMAPD

- » Employment Opportunities
- » Commentary on Indicators

Volunteer Initiatives acknowledge that employment may not currently be a realistic outcome for all individuals. However, volunteering encourages them to participate more fully in their communities and moves them along the continuum towards independence and self-reliance.

Indicators of Success

As of March 2014, Volunteer Initiatives had 4,566 participants, indicative of at least the same number of volunteer placements.

Expenditures for Volunteer Initiatives in fiscal year 2013/14 were \$6.1 million.

Community Living British Columbia (CLBC)

Employment Services

Program Objectives

The unemployment rate for individuals of working age that are eligible for support from Community Living British Columbia (CLBC) is more than 80 per cent. The overarching objective of CLBC Employment Services is to assist CLBC eligible individuals (individuals) to integrate into the workforce, to increase the number of individuals who are employed.

Employment is a critical pathway to achieving a good life for many people. Participation in employment leads to numerous quality of life outcomes including financial well-being, relationships, belonging, contribution, identity, meaning and health.

Target Population

Adults with developmental disabilities and adults with fetal alcohol spectrum disorder, and autism spectrum disorder who face significant challenges in daily life.

Priority Areas Addressed Under the LMAPD

- » Education and training
- » Employment participation
- » Connecting employers and persons with disabilities
- » Building knowledge

Program Description

More and more people with developmental disabilities want to work, earn their own wages, feel valued as employees and derive the associated benefits of employment. CLBC's vision for employment is "that every individual with a disability

who wants a job is employed". CLBC provides employment services, based on the following principles:

- » Individuals want to work.
- » Everyone has important qualities and talents to contribute.
- » Employment contributes to economic and social inclusion, and to safety within community.
- » Everyone can be successfully employed in the right job if they have the right support.
- » There is a need to balance disability-related support needs with employment supports.

CLBC Employment Services provide the following supports:

- » Assist individuals to discover their skills, abilities, and areas of interest (discovery and planning)
- » Engage employers to promote individuals with disabilities as valuable employees and to identify and develop job placements
- » Support employers to sustain job placements
- » Make optimal matches between potential employers and employees
- » Assist individuals to gain basic employment related skills and to provide specific job training and coaching to employees
- » Provide ongoing supports as required to support employees in keeping their employment, and
- » Engage caregivers and other support services to create an "employment first" mindset so that individuals are supported to succeed in employment.

CLBC Employment Services provide support to individuals to enter the workforce where they work alongside employees without disabilities for wages at the industry standard. Service providers use a person-centered approach with a strong focus on assessment using a variety of tools, including discovery (a customized employment tool), that determine the skills and abilities of the job seeker to ensure a job match that results in successful employment. Employment can be accessed through a competitive labour market approach or through customized job development where a job is created that meets the ideal conditions of employment for the job seeker and meets the needs of the employer. Work experience and training can be part of an employment plan. On the job support and training are offered with an expectation of moving to natural supports in the workplace whenever possible. Service providers continue to be available as needed, providing ongoing support for the employer, the employee and their co-workers.

Services are provided with the assumption that every job seeker is ready for work and can make a valuable contribution based on their unique skills, interests and preferences; in other words, training may be required but is not alone a successful outcome. There is an expectation of reasonable accommodation on the part of the employer; employment services are not job creation programs.

Additionally, some services are beginning to offer self employment services to support entrepreneurs. Self employment can work well for those who find it difficult to adapt to the constraints of a traditional workplace. Business development services support a person to move through the same kind of business plan development and market research as entrepreneurs without a disability. The notable difference is that business development services include identifying and planning for the business requirements that the entrepreneur requires support for on an ongoing basis.

Community Action Employment Plan

Community Living British Columbia released a three-year Community Action Employment Plan (the Plan) in March 2013 to help increase the number of job opportunities for adults with developmental disabilities who wish to work. Among other things, the plan sets a target to increase employment of individuals served by CLBC by 1,200 people over three years — from the original estimate of 2,200 participating in employment.

The Community Action Employment Plan is a collaborative strategy that promotes inclusive and supportive employment opportunities. Among other things, the plan supports coordination of local resources and community engagement with government, service providers, volunteers, self advocates, families, community leaders and CLBC staff.

In the first year, accomplishments were many:

- » CLBC became the first government body funding community living services in Canada to adopt national best practices established by the Canadian Association for Supported Employment (www.employmentforall.ca)
- » funding for large-scale pilot projects in the Thompson-Cariboo, Central-Upper Island and Simon Fraser regions to develop localized employment strategies, establish job targets and build local partnerships
- » collaborations with BC's Family Support Institute and BC Self Advocacy Foundation to help increase the participation of families and people with diverse abilities in the implementation of local employment plans
- » established \$100,000 Scholarship Fund in partnership with BCGEU to provide skills training opportunities to people CLBC serves

- » funded training opportunities for contracted employment service providers and supported development of BC-based trainers/mentors
- » developed ongoing collaboration with local and provincial WorkBC offices and Aboriginal communities
- » initiated efforts to strengthen CLBC's human resources policies to help increase the number of individuals with developmental disabilities employed by CLBC.

Aligning to Best Practices

A key area of work over the past year has been CLBC's adoption of the best practices, which were developed by Canadian Association for Supported Employment. The nine best practices to help improve employment supports for adults with developmental disabilities are:

- 1. Choice and Control:** Employment support is guided by the job seeker in order to achieve their career aspirations.
- 2. Paid Employment:** The job seeker receives the same rate of pay and benefits as other employees doing the same job. Individuals receive their paycheques directly from the employer.
- 3. Partnership:** Job seekers, employers, and direct service providers determine the individualized strategies for providing support that will assist in career enhancement and ultimately facilitate long term satisfaction for the job seeker and the employer.
- 4. Full Inclusion:** When job seekers become employees, the goal is to find inclusion both socially and economically.
- 5. Job Search:** Timely and appropriate support is provided to achieve successful employment.
- 6. Individualized:** Negotiate to meet the unique/ specific needs of the employer and skills of the job seeker, one person at a time.
- 7. Natural Supports:** Employment supports are as unobtrusive as possible and (may) fade over time by building on community support and social capital.

- 8. Long-term Support:** All stakeholders require long-term support to ensure employment stability is maintained and career enhancement is achieved.
- 9. Continuous Quality Improvement:** Stakeholders are involved in the evaluation of services for the job seeker, and the service provider implements improvements.

Adopting the principles has significant implications for CLBC employment services. Service delivery expectations and evaluation will be consistent with these best practices. CLBC has revised employment procurement to reflect the principles. Around the province, service providers are improving and enhancing their services as they move towards alignment.

Recognizing the challenges of broad service overhauls, CLBC has invested in training opportunities to assist service providers to raise competency levels throughout the province.

Local Solutions

Focussed local work is being done in three pilot areas — Central Upper Island, Simon Fraser, and Thompson-Cariboo. The emphasis on local planning, building local capacity, promoting employers as leaders, and developing community collaborations is already yielding results. Community stakeholders are working together which is resulting in better transitions for youth leaving school and more jobs for job seekers. This year we are documenting the lessons from these pilot areas to share across the province with a focus on responding to local opportunities and challenges.

Measurement & Accountability

With an eye to the new LMAPD reporting requirements and a need to better understand successful practice, CLBC is preparing to implement new reporting requirements for service providers along with a process that will enable us to more efficiently document employment outcomes to provide the enhanced information required.

CLBC Stories

Celebrating Employers in Prince George



Honorable Don McRae,
Minister of Social Development and
Social Innovation, presenting WOW Award
to **Jay Maybin**

CLBC presents Widening Our World (WOW) Awards each year to recognize people who are building inclusion for adults with developmental disabilities in B.C. In 2014, CLBC recognized Prince George's Jay Maybin of Waste Management for his exceptional contribution to creating employment opportunities for adults with developmental disabilities by presenting him with a provincial WOW Award.

Jay Maybin and his team from Waste Management are employers that went looking to hire adults with developmental disabilities. They found a way to leverage the diverse talent of adults in Prince George who want to work to enhance their business growth, creating a win-win solution that provides a long-term job opportunity for people with developmental disabilities. Jay and his team took a step-by-step approach to outline exact job duties, to identify the requirements of employees that they were seeking, took time to meet with employment service staff

to identify individual work traits, and met with individual's family members to assure a good fit. Waste Management corporate culture supports leadership development by providing hands-on training. In addition, supervisors are flexible as to how work gets accomplished and they provide encouragement, working alongside individuals and allowing them to determine their own successful work style to be successful.

Jay was nominated by a local service provider, Employment Action, for the way he led his team to look to hire adults with developmental disabilities for their business. Working together with Employment Action, they have found a way to leverage the diverse talent of adults in Prince George to enhance the company's business growth and provide jobs for local people with diverse abilities.

Working Hard in Kelowna

Joanna Morris is proud to be an employee of Pihl Law Corporation, located in downtown Kelowna. She started with the law firm in 2010 and is known for her positive attitude and dedication on the job.

Joanna loves going to work every day and notes “I work hard. It feels so good to be here.”

Owner Sean Pihl believes that to be successful it takes two things: the work you put out but also creating a work environment that people want to be a part. “Joanna adds a lot to that,” he says.

The law firm works with TIER Support Services. TIER helps find the right fit between jobseekers and employers with the aim at creating a long lasting working relationship. It certainly worked in the case of Joanna and Pihl Law Corporation.



Joanna Morris
with Sean Pihl

TIER knows that individuals with a disability make hard-working, loyal, dependable employees and brings that message to the businesses they partner with.

Going the Extra Mile in Parksville



Victoria with Jake, a happy customer

Victoria Trerice started her dog walking business, Puppy Love, in February of 2014. Knowing that she loved being outside and loved dogs, Victoria worked with the employment program at Parksville and District Association for Community Living (PDACL)

to develop her business idea. She now knows all about the long, hard work it takes to start a business, including having spent months on market research in which she developed an extensive survey to see how customers at Bosley’s Pet Food Store might use a dog-walking service.

Victoria received a scholarship to pay for her canine first aid and to get a computer to support the administrative end of her business. The scholarship was one of the first granted under a new joint program between CLBC and the B.C. Government Employees’ Union for adults with a developmental disability.

The employment specialist at PDACL has been at Victoria’s side to assist with the business development process but steps aside when it is time for Victoria to head into the community with one of her happy customers. Victoria advises that if you “love doing something, you should start a business.”

Ministry of Health

The Ministry of Health (MoH) has overall responsibility for ensuring that quality, appropriate, cost effective and timely health services are available for all British Columbians. Working in conjunction with health authorities, health care providers, agencies and other organizations, the Ministry guides and enhances the Province's health services to ensure that British Columbians are supported in their efforts to maintain and improve their health. The Ministry provides leadership, direction and support to health service delivery partners and sets province-wide priorities, goals, standards and expectations for health service delivery by health authorities. This leadership role is accomplished through the development of policy, legislation and professional regulation, through funding decisions, negotiations and bargaining, and through its accountability framework for health authorities.⁵

Together the Ministry of Health, the Provincial Health Services Authority (PHSA), the five geographic health authorities, and the First Nations Health Authority (FNHA) share responsibility for ensuring appropriate health outcomes are achieved province wide. The Ministry of Health is responsible for: establishing expectations and target outcomes for health authority performance; monitoring and evaluating health authority performance against those expectations; and reporting to the public.⁶

The five regional health authorities provide the LMAPD funded programs and are responsible for: identifying population health needs; planning appropriate programs and services; ensuring programs and services are properly funded and managed; and meeting performance objectives.⁷ The PHSA and the FNHA do not have LMAPD funded programs.

Mental Health and Substance Use

The prevalence of mental health and substance use disorders in B.C. is estimated at between 776,993 and 1,022,976 individuals.⁸ In 2011/12, approximately 750,000 people⁹ received treatment in B.C. for mental illness and substance use problems or disorders, with the majority treated for depression and anxiety disorders. Approximately 130,000 adults in B.C. have the most complex forms of mental illness and substance use disorders, most commonly poly-substance use and severe trauma in combination with unmanaged or under-managed psychosis, bipolar, and/or depressive disorders and/or cognitive impairment.¹⁰

The Ministry's strategic directions for Mental Health and Substance Use (MHSU) services are outlined within two key documents:

Firstly, *Setting Priorities for the BC Health System*¹¹ was released by the MoH in Feb 2014 as the strategic direction and operational priorities for the delivery of health services across B.C. The three key areas of focus are: delivering patient-centred services and care; driving performance management; and establishing a cross-system focus on key patient populations including individuals with complex mental health and or substance use problems. This document outlines a systemic approach to ensuring high quality services for individuals, with emphasis on continuous improvement, outcome measurement and enhanced accountability.

⁵ Province of British Columbia. (2014). 2014/15 – 2016/17 Service Plan. Retrieved from <http://www.bcbudget.gov.bc.ca/2014/sp/pdf/ministry/hlth.pdf>

⁶ ibid

⁷ ibid

⁸ Based on internal Ministry of Health analysis.

⁹ Mental Health and Substance Use Fact Book 2011/2012. Table 1: Number of Mental Health Clients, 2006/07 and 2011/12 Fiscal Years

¹⁰ Centre for Applied Research in Mental Health: *Housing and Supports for adults with severe addictions/and or mental illness in BC* (2007) pg 32

¹¹ ibid

Secondly, *Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance Use in BC (2010)*¹² provides strategic direction for collaborative and integrated action on mental health and substance use in B.C. A key action identified in *Healthy Minds, Healthy People* is the development and implementation of a Psychosocial Rehabilitation Service Framework. This work is well underway and will provide a comprehensive evidence informed Framework for improving education and employment outcomes for individuals recovering from severe mental illness and/or problematic substance use.

Initiative Objectives

Mental Health and Substance Use (MHSU) services include a range of programs delivered by B.C.'s five regional HAs and funded agencies that align with the employment goals of the LMAPD. These services enhance the recovery of British Columbians with mental illness and/or problematic substance use by increasing their social, vocational and financial status. Key program objectives include:

- » Enhanced ability to obtain and maintain competitive employment
- » Enhanced job skills
- » Increased work experience
- » Enhanced ability to enter and complete education and training
- » Improved basic skills, work habits and behaviours, and
- » Increased level of confidence and self-esteem.

Initiative Description

Assertive Community Treatment (ACT) — Employment and Education Support

Assertive Community Treatment (ACT) is a team case management model that provides a wide range of mental health and substance use services for people with severe mental illness and/or problematic substance use. A key service component

of ACT is supported employment/supported education provided by a specialist in vocational/psychosocial rehabilitation. These services include vocational/educational assessments, individual goal setting and supported access to employment and education opportunities.

Pre-Employment and Education Support

The objective of these services is to improve basic work habits, skills, and behaviours of people with severe mental illness and/or problematic substance use. Pre-employment and education supports increase independence, community and social integration, and enhance skills and confidence.

Supported Education

The objective of these services is to assist people living with severe mental illness and/or problematic substance use to successfully enter and complete education and training programs. Supported education services aim to improve educational status, enhance community and social integration, and increase social, vocational and financial independence.

Supported Employment

The objective of Supported Employment services is to assist people living with severe mental illness and/or problematic substance use to obtain and maintain competitive employment. Supported Employment services aim to improve basic work habits, skills and behaviours, increase individual and employer job satisfaction, and increase economic independence.

Therapeutic Volunteer

The objective of Therapeutic Volunteer services is to assist people living with severe mental illness and/or problematic substance use to participate in volunteer placements and develop vocational and life skills through volunteer opportunities. Therapeutic volunteer services also aim to facilitate community and social integration, and increase independence and confidence.

¹² Province of British Columbia. (2010). *Healthy Minds, Healthy People A Ten-Year Plan to Address Mental Health and Substance Use in British Columbia*. Retrieved from: http://www.health.gov.bc.ca/library/publications/year/2010/healthy_minds_healthy_people.pdf

Substance Use Outpatient Services

The objectives of Substance Use Outpatient services include screening, assessing and stabilizing people living with problematic substance use. Treatment and support services are provided as well as referrals to additional services. Outpatient Services include day, evening, and weekend treatment. Individuals in employment crises are supported to improve vocational and educational functioning.

Substance Use Residential Treatment

The objective of Substance Use Residential treatment is the provision of daily intensive treatment in a residential setting for a limited period of time for people living with problematic substance use. Benefits include improved vocational and educational functioning, decreased legal problems, and improved social functioning.

Substance Use Supportive Recovery Services

The objective of Substance Use Supportive Recovery Services is the provision of a safe, substance-free, supportive time-limited residence. Residents may attend work re-entry or other vocational/educational preparation programs facilitated by the support recovery program staff. Benefits include improved

vocational and educational functioning, decreased legal problems, and improved social functioning.

Target Population

British Columbians with severe mental illness and/or problematic substance use.

Priority Areas Addressed Under the LMAPD

- » Employment participation
- » Employment opportunities
- » Connecting employers and persons with disabilities
- » Building knowledge
- » Education and training

Indicators of Success

To support improved accountability for the LMAPD services and in alignment with last year's approach, the MoH conducted a survey of the five regional Health Authority (HA) MHSU programs that provide supports for employment or education for persons recovering from severe mental illnesses and/or problematic substance use. The HAs responded with the following aggregated data. For comparison purposes, data from 2012-2013 is also included.

2013/14 LMAPD MoH Funded Programs, British Columbia

Program	# of Persons in Program or Service	# of Persons Completing Program or Service	# of Persons Obtained or Maintained Employment	# of Persons Obtained or Maintained Education
ACT Employment and Education Support	686	122	81	48
MHSU Pre-Employment and Education Support	5,676	1,398	972	294
MHSU Supported Education	1,528	284	164	256
MHSU Supported Employment	2,687	1,332	1,065	120
MHSU Therapeutic Volunteer	1,765	776	399	151
SU Outpatient Services	19,240	3,314	555	185
SU Residential Treatment	2,734	1,733	285	140
SU Support Recovery	1,451	660	108	15
ALL PROGRAMS	35,767	9,619	3,629	1,209

Source: Health Authority Survey, August to October 2014

2012/13 LMAPD MoH Funded Programs, British Columbia

Program	# of Persons in Program or Service	# of Persons Completing Program or Service	# of Persons Obtained or Maintained Employment	# of Persons Obtained or Maintained Education
ACT Employment and Education Support	141	14	20	20
MHSU Pre-Employment and Education Support	5,155	1,681	534	442
MHSU Supported Education	1,170	230	75	230
MHSU Supported Employment	2,714	907	1,179	96
MHSU Therapeutic Volunteer	2,295	261	181	130
SU Outpatient Services	12,058	2,428	756	671
SU Residential Treatment	2,322	1,359	348	267
SU Support Recovery	1,393	603	208	142
ALL PROGRAMS	27,248	7,483	3,301	1,998

Source: Health Authority Survey, August to October 2013

Commentary on Indicators

All five regional HAs responded to the LMAPD MoH-Funded Programs survey. For each of the program areas noted above, HAs identified the numbers of participants who: participated in the program or service; completed the program or service; obtained or maintained employment; and obtained or maintained involvement in education (See Tables above).

Overall, the HAs report a significant increase in program participants from 27,248 participants in 2012/13 to 35,767 people in 2013/14, an increase of over 8,500 participants (31 per cent). The increases are particularly significant in the ACT Employment and Education Supports (38 per cent), the SU Outpatient Services (60 per cent) and the SU Residential Treatment Services (18 per cent). Slight increases are also noted in the Pre-employment and Education Supports (10 per cent), the Supported Education Services (31 per cent) and the SU Support Recovery Programs (4 per cent). A slight decrease in the number of participants is noted in the Supported Employment (1 per cent) and Therapeutic Volunteer services (23 per cent).

While the above data provides useful information and shows a positive trend overall, several factors should be considered while reviewing and interpreting the numbers. First, a variety of external factors can influence program participation and outcomes including changes in the unemployment rate and shifts in labour market demand to more highly-skilled occupations. Second, ability to participate in and complete LMAPD programs varies based on client readiness to engage and their level of functioning. In general, the health conditions of new program clients may be at higher level of severity than individuals who have been in the program longer and thus new clients likely require additional time and support before engaging in employment opportunities. This a key issue to note when comparing outcomes for 2012/13 and 2013/14; since program participation has increased by 8,519 individuals during this period, almost 1 in 4 participants are new clients. Third, there is increasing evidence that the severity of mental health and substance use conditions among HA clients is increasing over time as indicated by increases in hospital admission rates and involuntary admissions

under the *Mental Health Act*. Over the next year, the MoH will undertake further analysis on the potential role of these factors in impacting employment-related outcomes.

ACT Employment and Education Support: There are currently 15 ACT teams in B.C.¹³ and all are operating consistent with the program fidelity and within the ACT BC Program Standards for ACT teams (2008).¹⁴ The recent increase in number of ACT teams and clients has led to increasing numbers of individuals receiving education and employment supports. Of the 686 participants, 122 (18 per cent) have completed the program. Of those who completed the program, 81 (66 per cent) obtained or maintained employment and 48 (39 per cent) obtained or maintained education. These are all increases over last year.

Pre-employment and Education Support: remain the most widely available employment-related services in MHSU programs across B.C. For example HAs provide direct services such as vocational rehabilitation counselling, occupational therapy and access to other supports through their community, tertiary and residential programs. HAs also contract with agencies such as Clubhouses and Drop-in centres to provide these types of supports.

An increase of 500 participants from 5,155 in 2012/13 to 5,676 this year indicates this service continues to be provided extensively throughout B.C. Of note, the number of participants in this type of program who obtained or maintained employment increased from 534 to 972 over the past year (82 per cent increase), whereas the number of participants who obtained or maintained education decreased from 442 to 294.

Supported Education Services are offered throughout the province, though are more common in urban areas. Generally, Supported Education

services are accessed in conjunction with MHSU-specific employment programs and vocational rehabilitation staff. Clubhouse/Drop-In Centres also provide this type of support. In some HAs, education-specific programming has been developed in partnership with educational institutions, such as College/University Partner programs, local School District Partnerships, and staff-supported high school completion programs. Supported education services are generally supported and coordinated by MHSU case managers and occupational therapists.

In this program area, the data shows increases across all indicators including the number of participants who attended the program (from 1,170 to 1,528), completed the program (from 230 to 284), obtained or maintained employment (75 to 164), and obtained or maintained education (from 230 to 256).

Supported Employment: Two of B.C.'s HAs currently offer supported employment services that adhere to the evidenced-based Individual Placement and Support (IPS) service model (Place and Train);¹⁵ however, other supported employment programs vary, from the traditional Train-and Place service model, to more flexible on-going support.

Transitional employment programs include supported work programs, crews, therapeutic work contracts as well as supporting clients to obtain competitive employment opportunities. HAs provide transitional employment support through Mental Health and Substance Use-specific employment programs, specific vocational rehabilitation services, and contracts with local community agencies, Clubhouses and Drop-in Centres. Some HAs have begun to develop transitional employment supports that target vulnerable groups such as Youth/Young Adults and individuals living in tertiary settings.

¹³ Province of British Columbia. (2014). Fact Sheet: Mental Health and Substance Use Care in British Columbia. Retrieved from: <http://www.newsroom.gov.bc.ca/ministries/health/factsheets/factsheet-mental-health-and-substance-use-care-in-british-columbia.html>

¹⁴ Province of British Columbia. (2008). British Columbia Program Standards for Assertive Community Treatment (ACT) Teams. Retrieved from: http://www.health.gov.bc.ca/library/publications/year/2008/BC_Standards_for_ACT_Teams.pdf

¹⁵ Canadian Mental Health Association, Vancouver-Burnaby. (2014) Retrieved from: <http://vancouver-burnaby.cmha.bc.ca/how-we-can-help/employment-services> Province of British Columbia. (2014). *Working Draft Psychosocial Rehabilitation Service Framework*

While the models of Social Enterprise and Social Cooperatives are relatively new to the mental health and substance use field, all HAs support member-run business initiatives in some capacity. Social enterprises in B.C. include consumer-driven services for communities such as landscaping, gardening, custodial services, catering companies, document security, baked goods, frozen packaged meals, small engine repair, and coffee shops.

The data for Supported Employment services indicates a slight reduction in numbers of participants this year as compared to last year (from 2,714 to 2,687). However, the number of participants who completed the programs increased from 907 to 1,332. Of these, 1,065 participants obtained or maintained employment and 120 participants obtained or maintained involvement in education.

Therapeutic Volunteer Services are available throughout B.C., managed by HAs with the majority of services delivered through Therapeutic Volunteer Placement programs. In addition, some volunteers are being supported to participate in volunteerism through local Community Volunteer Agencies and/or other general Community Resource/Skills programs. Clubhouses and Drop-In Centres play a role in some regions, as do Mental Health and Substance Use-specific employment services. In select areas, volunteer support programming is offered through community residential programs.

Although the number of participants in Therapeutic Volunteer programs decreased this year from 2,295 to 1,765, increases were noted in the number of participants who completed the program (from 261 to 776), who obtained or maintained employment (from 181 to 399), and who obtained or maintained education (from 130 to 151).

Success Stories for Individuals with Mental Illness and/or Problematic Substance Use

Doug achieves recovery with supports from Assertive Community Treatment (ACT):

‘Doug’ is a 41-year-old man with a 14 year history of Paranoid Schizophrenia. He has had multiple hospitalizations over the years until he was stabilised on a psychiatric medication “Clozapine”. Following another hospitalization, Doug began receiving the services of the ACT Team. He was provided with job search assistance from August to November 2013. At first he was unable to find the type of paid competitive employment he was interested in. He was then assisted with registering and securing funding for a six day Warehouse Safety Certificate which subsequently led to him achieving Certificates in Forklift Operation, WHMIS, Transportation of Dangerous Goods, Falls Protection, and First Aid. With assistance from the ACT team, his resume was updated and by January 2014, he was working Monday through Friday from 9-5 in a warehouse environment. He continues to work at this position and is pleased with his work and the progress he is making.

Beth overcomes extreme anxiety and works competitively through the Individual Placement and Support (IPS) Program:

‘Beth’, a 32-year-old woman started the IPS program with symptoms of extreme anxiety, sometimes finding it difficult to leave her home. After six months of regular meetings with the vocational counselor, Beth landed a position at the Army and Navy as a warehouse merchandiser. This job was initially very challenging for Beth who frequently called the counsellor indicating she was going to quit. On a number of occasions, the counselor met with Beth over coffee to relieve her anxiety and help her re-establish her confidence. After almost nine months, Beth has indicated she wants to move on to a new organization in a position that requires more skill and responsibility. Things have also improved tremendously in Beth’s private life. She has a romantic partner with whom she is seriously considering starting a family. Beth calls the IPS program regularly to share her new accomplishments.

Tony overcomes social isolation and achieves his goals of employment close to home through supported employment services of the IPS program:

‘Tony’ was very depressed and socially isolated following his parents’ divorce. His goal was to work close to home. His case manager was unsure about Tony’s work capacity, so he referred him to a Work BC Training Program before the health authority vocational services.

The mental health centre team and the vocational rehabilitation counselor provided life skills coaching and supported Tony’s job search activities. With

this assistance, Tony canvassed food outlets in his community and was able to find a job close to home. Tony is currently employed on a regular part-time basis. Recently, he applied and was hired as a carpenter’s assistant. Tony, who is normally quiet and not animated stated, “I managed to negotiate a pay rate of \$20.00/hour!”

The vocational rehabilitation counselor checks in with Tony regularly, and to date he is still working at the food outlet on weekends and maintaining his carpenter’s assistant job during the week.

Volunteering leads to skills development, community inclusion and employment opportunities:

‘Terri’ wanted to gain more confidence in a work setting, a goal which she achieved while working with the office Therapeutic Volunteer Program (TVP). For example, she showed initiative by starting tasks on her own and independently compiling information packages and mail-outs. The TVP program supported Terri in increasing her knowledge and skills needed to work in an office environment and linked Terri to various educational programs. After completing the placement, Terri sought a volunteer position at WorkBC and hoped to apply for a student grant to return to school and become a Vocational Counsellor.

‘Gary’, a young adult, started attending the clubhouse with the goals of making friends and working on his self-esteem. He became involved in the Young Adult program and made several friends with whom he socializes in the community. Soon, he felt confident enough to start a TVP placement at Kinsmen Lodge. After working in his placement for a few months, he asked for help with his resume and cover letter in order to apply for a part-time position at Dollarama. Within a week Gary was hired. He is very happy and pleased with his work.

‘Susan’ has been a clubhouse member since 2008. It took several years of recovery effort before she felt confident enough to try a TVP placement. After participating in various Clubhouse workshops designed to increase her confidence, she started at the World Serve Thrift Store. The store manager was so impressed with her performance that she offered Susan a part-time paid position for 16 hours/week. Susan is 63 years old and achieved her dream of returning to work.

‘Bill’ has not worked or volunteered for two decades. However, he worked at three high-end restaurants in his 20s. Now in his early 50s, he started to volunteer in the kitchen of a local Seniors Centre for a five-hour shift once each week. Bill has become committed to the work; he enjoys the opportunities, the free lunch and working with his co-workers. His placement supervisor and co-volunteers value his commitment to team work. His family indicated that Bill is happier since he began volunteering.

Ministry of Advanced Education

Disability Services

Initiative Objectives:

The primary objective of Disability Services is to facilitate access to post-secondary education for students with disabilities to increase their participation and success.

Initiative Description:

Disability Services are provided in 20 public post-secondary institutions. Institutions provide direct supports and services for students with disabilities, including transition services (orientation, instructor-student liaison, exit planning, advocacy support), academic accommodation services (tutors, interpreters, accommodation planning, academic coaching and strategist), counseling and adaptive technology.

Target Population:

Public post-secondary students with cognitive, developmental, mental health, visual, auditory, neurological, learning, spectrum disorder or physical disabilities.

Priority Areas Addressed Under the LMAPD:

- » Education and training
- » Building knowledge

Commentary on Indicators:

The areas of services for students with disabilities are difficult to measure. The difficulty arises due to the fact that it is not necessarily the participation in the program itself that measures success, but rather the services that are vital supports for the students' success in the wider fields of post-secondary education and the labour market. The supports provided by the Disability Services offices at public post-secondary institutions vary widely depending upon the specific disability of the client group, and as such are difficult to quantify numerically.

The supports provided through the Disability Services program and other support services increase retention and completion of post-secondary education, which provides a solid foundation for labour market participation.

For Disability Services, the indicators of the level of support available and accessed are the number of participants and how many of these participants completed a program or accessed a service.

The 2012 Diploma, Associate degree and Certificate Student Outcomes (DACSO) Survey does provide some indication of employment outcomes for students with disabilities in the areas of unemployment rates, percentage in the labour market and median wage. These indicators are summarized under Labour Market Indicators at the end of the Ministry of Advanced Education section.

Disability Services Success Story from a Disability Coordinator

An example of a student who succeeded after receiving assistive technology through the Disability Services office was a student with cerebral palsy. Prior to the in-person training session this student was using one finger to type essays and reports. Due to their disability this student uses a wheelchair for mobility and has very restricted fine motor control. While our technicians remotely installed the voice recognition software Dragon NaturallySpeaking onto their personal laptop computer I trained the student on the tools and strategies associated with the software on an adaptive computer station in the Disability Resource Centre. Once the technicians finished installing the software our attention went to setting up voice profiles onto the student's laptop computer. Once set-up and initial training was completed the student continued training themselves on the software while I worked with other students. This student must have stayed in the DRC for several hours with me providing guidance while training other students. At one point, this student was able to demonstrate to a new student what can be achieved after the initial training.

Disability Services Success Story from a Client

I am experiencing tremendous success with Dragon NaturallySpeaking so far. I use it anytime I have to write something, whether it be for school or otherwise. I am way more efficient with my written output using voice recognition software. As a result, I am able to produce written assignments much more quickly. The difference technology has made for me is almost hard to describe. In fact, it almost feels as if I've been given a new pair of hands!

Thank you so much for all your hard work to get me set up with the program. I had thought that a voice recognition program would make me more efficient, but I drastically underestimated the impact it would have. I truly never thought that I would be able to "type" this fast, ha ha!! If I was to summarize what I learned it would be that I learned how to operate Dragon properly and effectively.

Thank you again and I wish you all the best. I will continue to keep you updated regarding my progress with Dragon.

Adult Special Education (ASE)

Program Objectives

Building the best system of supports for persons with disabilities is a priority for British Columbia. ASE provides opportunities for students with cognitive and developmental disabilities to acquire the skills needed for success in academic or employment related programs, or to move directly into the workplace either part-time or full-time.

Program Description

Fourteen public post-secondary institutions across British Columbia offer ASE programs. ASE programs vary from institution to institution, although employment preparation is a commonly shared key component. Many of these programs at colleges and universities emphasize employment preparation, job search and work experience in a variety of fields including food services, child care and automotive assistant. Other courses focus on academic development and independent living skills.

Target Population

Adult students with cognitive, developmental and/or learning disabilities that hinder scholastic success in regular post secondary programs.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

In 2013/14 the institutions reported delivering 831 full time equivalents (FTE) in ASE. The Ministry of Advanced Education uses student FTE as its key measure of student enrolment activity at each public post-secondary institution. One FTE may represent one student with a full-time course load, or as many as five or six students carrying fewer courses.

Centre for Accessible Post-secondary Education Resources (CAPER)¹⁶

Service Objectives:

To foster increased rates of participation in and completion of post-secondary education for students who cannot use conventional print due to visual impairments (including blindness), learning disabilities, physical limitations, neurological impairments and multiple disabilities.

For students with a print disability, reading a textbook, a journal article, a Website or accessing an online course or database can be a barrier to pursuing post-secondary education. To remove these barriers, CAPER assists those with print disabilities to successfully access post secondary educational opportunities, and to become skilled members of British Columbia's workforce.

CAPER strategically develops services in partnership with post-secondary disability coordinators and librarians, and by collaborating with other provincial, national and international organizations.

Service Description

CAPER provides information services to post-secondary students in a format that they can use in order to encourage increased rates of participation and completion in post-secondary education.

For students with print impairments CAPER services seek to:

- » improve communications with students, disability coordinators, librarians, and other stakeholders, in order to provide equitable access and support
- » Improve production time and cost by developing and maintaining partnerships with other agencies, services and consortia, and by research and implementing new technology, and

- » develop and deliver tools and workshops to inform new disability coordinators, librarians and students about alternate formats.

Target Population

Public post-secondary students with print impairments.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

In order for students with print impairments to access the post-secondary curriculum in a manner equivalent to other students, many of them require that their learning materials are transcribed in alternate formats such as audio books, large print versions of texts, Braille, CD ROMs, tactile graphics and electronic texts that can be used with adaptive equipment, including Braille printers.

The supports provided by CAPER are captured in two indicators: the number of activities that CAPER undertakes and the number of new titles in alternate formats that are created to build capacity.

These supports help increase the post-secondary completion rate of students with print impairments, which provide a solid foundation for labour market participation and leads to improved labour market outcomes.

¹⁶ Formerly College and Institute Library Services (CILS)

MINISTRY OF ADVANCED EDUCATION
Centre for Accessible Post-secondary Education Resources

Indicators of Success:
 In 2013/14, 1186 students from different institutions accessed CAPER.

Alternate Formats Produced	2013 – 2014
Learning Disabilities	726
Visual Impairments	145
Blind	12
Physical Disability	87
Multiple Disabilities	81
Other	135
Total	1186

CAPER produced 1444 products in alternative formats:

Alternate Formats Produced	2013 – 2014
MP3 (Digital Audio)	569
E-Text	102
Text Readable PDF	768
Kurzweil	2
Large Print	1
Daisy (human voice)	0
Daisy (synthetic voice)	2
Total	1444

Note that alternative formats from the previous year are often utilized in the current year if the content has not changed.

Students accessed courses in key program areas such as aboriginal education, trades, adult literacy, nursing, business, tourism, English as a second language, health and human services, computer sciences, creative and applied arts, liberal arts, languages, science and technology.

54.2 per cent of student requests were in trades and vocational training subject areas, including construction, electrical, mechanical, and others while 27.6 per cent of student requests are in Arts and Science subject areas.

Information Services: CAPER provides telephone and email support to students across the province. CAPER staff members not only search for materials and information required for students to successfully complete their coursework, they also advise students, instructors and other post-secondary staff on alternate formats, accessibility compliance and practical tools for accessibility and the accessing of information.

Research and Business Process Improvements: CAPER purchased Kurzweil 3000 (software to support students with learning difficulties such as dyslexia, or attention deficit disorder) and produced the first book in this alternative format. CAPER has developed Kurzweil production procedures and rolled-out Kurzweil offerings to all clients.

In February 2014, CAPER received \$25,000 in one-time funding from AVED to purchase equipment. CAPER used this funding to become better equipped to help students troubleshoot accessible format files on various devices (laptops and tablets) and systems (Apple, Android, Windows), improve communications and staff productivity through the purchase of related equipment, such as monitors and handsets, and improve production speed and capabilities through updated equipment including a high-speed scanner, computer hardware, and DAISY booths' microphones, mixer boards and headsets.

Client Comments

“Education has always been important to me. I had been working towards a business degree before I got sick. A vocational service suggested I continue my education and complete the degree. On January 2009 I enrolled in college as a part-time student. I have changed directions from a Business degree to a Psychology degree and I am doing well.”

“The resources CAPER-BC has provided me were a crucial part of my new reality. The people

working there are prompt, polite, patient, and very professional. Without their help my future was very limited. Now, my future looks brighter and brighter every day, with new opportunities coming in from all directions. Life is good again.”

“It would have been nearly impossible without the supportive team at CAPER-BC working in conjunction with the college.”

Post Secondary Communication Access Services (PCAS)

Initiative Objectives

The program works to coordinate, oversee and promote adaptive technology and service delivery in public post-secondary education that facilitates access to students who are deaf, hard of hearing or deaf-blind in British Columbia.

Initiative Description

PCAS ensures consistency and quality in communication access (interpreting, transcribing, and captioning) services to deaf and hard of hearing students at public post-secondary institutions. To accomplish this, the program provides centralized advice, coordination and expertise to disability coordinators, administrators, staff, interpreters, transcribers, interveners, and captioners delivering adaptive services and equipment to facilitate post-secondary education access.

Target Population

Deaf, hard of hearing or deaf-blind public post-secondary students.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The number of students served in post-secondary education is an indicator of the level of support provided by PCAS to post-secondary students who are deaf, hard of hearing and deaf blind.

The Typewell¹⁷ Transcriber Training program has resulted in an increase in the number of transcribers qualifying and working in post-secondary classrooms, and this has ensured that the province is moving forward with its commitment to building sufficient capacity to meet the needs of students with hearing disabilities.

In addition, the PCAS has been instrumental in the development of the BC Access Grant for Deaf Students. Working in conjunction with StudentAid BC, this initiative has provided another option to students with hearing impairment seeking to pursue post secondary education, and provides access to world class education at international facilities.

PCAS assists both service providers and students with hearing disabilities with expertise to ensure students can effectively participate and complete their post-secondary studies, which has an impact on their labour market outcomes.

¹⁷ Typewell is a speech- to- text communication software.

In February 2014, the Ministry of Advanced Education provided PCAS with one-time funding of \$25,000 to further develop quality assurance of interpreting services by enhancing the Screen process, including the purchase of equipment. The funding allowed PCAS to enhance risk management

measures by recruiting more candidates for the test and create a larger pool of qualified service providers. Funding was also utilized to update licenses and equipment related to PCAS transcribing equipment.

MINISTRY OF ADVANCED EDUCATION
Post Secondary Communication Access Services

Indicators of Success:

PCAS had 492 participants who are deaf, hard of hearing and deaf-blind. This constitutes a 16 per cent increase in student numbers from the previous year.

In 2013/14, institutions posted 595 positions for interpreters and transcribers which is a 14 per cent increase over the previous year.

PCAS Success Stories

A student was enrolled in a Culinary Arts program four years ago. At the completion of this program, she realized that baking was her passion and registered for the Baking and Pastry Arts program. She was supported throughout by PCAS who worked with Disability Services to hire skilled interpreters, and by a very open and flexible Baking department. Recently, the student was hired full-time at her work experience placement. Needless to say, she is thrilled to find employment in a field that she loves.

A student born with a moderate to severe hearing loss in the high- and mid-range frequencies was accommodated through elementary and high school using an FM system — “a receiver boot that attaches to the hearing aids and a transmitter mike that the teacher wears”. The student comments that, “at university, I used the FM system, note-takers and a fantastic program called Typewell. Transcribers would

come to my classes and type on their computer what the professor was saying. It would show up on my computer and I would receive a copy of the transcript after class. Typewell brought a whole new level to my learning...”

Outside of school, the student has had a number of part time jobs, and engaged in a range of volunteer activities. She was named one of three British Columbia Ambassadors. The program promotes self-esteem, motivation, volunteering and post-secondary education for young adults.

Interpreting Services

Initiative Objectives

Interpreting Services delivers interpreting and captioning services to public post-secondary students with hearing impairments.

Initiative Description

Interpreting Services are provided each year in 20 colleges, institutions and universities to cover part of the cost of interpreters and captioners for deaf, deaf-blind and hard of hearing students.

Target Population

Deaf, deaf-blind and hard of hearing public post-secondary students.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The number of students provided with the type of interpreting service they require is an indicator of the level of participation of students with hearing impairments in the post secondary system.

Interpreting Services assist students with hearing disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

MINISTRY OF ADVANCED EDUCATION
Interpreting Services

Indicators of Success:
Interpreting Services had 492 participants in 2013/14.

Interpreting Services Success Stories

After upgrading their English skills, a deaf student took a Digital Graphic Design program in which he excelled. From there, he enrolled in the Deaf and Hard of Hearing Job Preparedness program which gave him the skills needed to translate his certificate into full-time employment in his field of study — graphic design. Just a few months ago, he was able to present to a new cohort of students in the Job Preparedness program and inspire them to reach for their dreams and not settle for the easy road of underemployment. Through this journey,

the student was supported by PCAS, Disability Services, Interpreting Services and faculty — all of whom ensured that the playing field was level so that he could achieve his educational and employment goals.

At our institution, we had a deaf student last year who went through the full time legal assistant program. He used 3-5 interpreters, completed his practicum in a law firm where the lawyer knew ASL and graduated in June. He is now working as a legal assistant.

Program for Institutional Loans of Adaptive Technology (PILAT)

Initiative Objectives

PILAT is designed to improve access to required adaptive technology within public post-secondary institutions for students in need of such adaptations.

Initiative Description

PILAT provides adaptive equipment for students with disabilities to use on-site within an institution and formalizes the parameters for the loan of adaptive hardware and software.

In February 2014, the Ministry of Advanced Education provided PILAT with one-time funding of \$25,000 which was utilized to purchase additional adaptive equipment to modernize and augment the existing inventory of equipment for loan to post-secondary institutions.

Target Population

Public post-secondary students with disabilities.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The number of referrals from post-secondary institutions and total number of students with disabilities served are effective indicators of the level of support and service provided by the PILAT.

PILAT is one of many programs that assist students with disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes.

Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

MINISTRY OF ADVANCED EDUCATION PILAT

Indicators of Success:

Institutions Served	15
Loan Value	\$83,124
Project Loan	36
Consultation / Training	26

Assistance Program for Students with Permanent Disabilities (APSD)

Initiative Objectives

The objective of APSD is to assist students with permanent disabilities to deal with barriers and access public post-secondary education opportunities.

attending developmental programs or courses. These include adult basic education (i.e. academic upgrading), English as a second language or adult special education.

Initiative Description

APSD is available to part-time or full time students attending British Columbia post-secondary institutions taking either post-secondary level or upgrading courses. It is a needs based program for students with permanent disabilities. The program provides grants of up to \$10,000 (\$12,000 for students requiring attendant care while in class) for exceptional education related services and/or adaptive equipment.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The primary indicator of success for APSD is the number of participants who access the program. This indicator highlights the support available to students under this program, which will help to improve their participation, retention and completion rates.

APSD is one of many programs that assist students with disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes.

Target Population

Students with permanent disabilities attending public post-secondary institutions in British Columbia who have exhausted the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities or are

MINISTRY OF ADVANCED EDUCATION
Assistance Program for Students with Permanent Disabilities (APSD)

Indicators of Success:
APSD had 186 participants in 2013/14.

Learning Disability Assessment Bursary (LDAB)

Initiative Objectives

The objectives of the LDAB are to remove financial barriers to students with learning disabilities so they can be properly assessed and can subsequently receive the assistance and accommodation they require to successfully access post-secondary education.

Initiative Description

LDAB is a block funded program delivered through the Disability Services office at public post-secondary institutions in British Columbia. It provides to eligible recipients a bursary of up to \$1,800 to offset the cost of a Psycho-Educational Assessment, which is the diagnostic tool utilized to identify and characterize learning disabilities.

Target Population

The target population for this bursary is those students that have been identified as potentially having a learning disability, but who do not have the financial resources available to access the necessary assessment procedures. In order for a student to successfully demonstrate that their learning disability constitutes a permanent disability as

defined in federal policy, they must be professionally assessed. Without this assessment they cannot access additional post-secondary disability financial, services and equipment programming.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The primary indicator of success for LDAB is the number of participants who utilize the bursary to be professionally assessed, and are subsequently deemed to qualify for permanent disability status. This indicator highlights the number that can then access existing support and accommodations, which will help to improve their participation, retention and completion rates.

LDAB is one of many programs that assist students with disabilities to access the supports they require to successfully complete their post-secondary studies, which has an impact on their labour market outcomes.

MINISTRY OF ADVANCED EDUCATION
Learning Disability Assessment Bursary (LDAB)

Indicators of Success:
LDAB had 80 participants in 2013/14.

BC Access Grant for Deaf Students (BCAG-DS)

Initiative Objectives

The objectives of the BCAG-DS are to provide the additional funding necessary (in conjunction with existing permanent disability financial assistance and student loans) to allow deaf and hard of hearing students to attend specialized post-secondary institutions that deliver the curriculum in American sign language (ASL).

Initiative Description

There are institutions in the USA that provide both liberal arts and technical training specifically to deaf and hard of hearing students (Gallaudet and Rochester Institute of Technology respectively). There are no similar institutions in the world. The BCAG-DS is a financial assistance program that provides the additional funding that a deaf or hard of hearing student would require, augmenting their existing student loan and grants to meet the education related costs associated with either of the above described institutions.

Target Population

The target population for this program is those deaf and hard of hearing students in British Columbia who wish to pursue a liberal arts or technical degree program. Although interpreting services are available to deaf and hard of hearing students at all public post secondary institutions in B.C., there are no institutions other than Gallaudet and

Rochester that deliver the curriculum in ASL. This provides an inclusive environment that significantly enriches the learning experience for the students. In addition, the cost of accommodating deaf and hard of hearing students through the use of interpreting and/or captioning services is less cost effective than providing them with the additional funding required to access one of these specialized institutions.

Priority Areas Addressed Under the LMAPD

- » Education and training

Commentary on Indicators

The primary indicator of success for BCAG-DS is the number of participants who utilize the grant and successfully complete their degree programs. This indicator highlights the number that can then access the unique learning environment at Gallaudet or Rochester, which will improve their participation, retention and completion rates.

BCAG-DS is a unique program which allows deaf and hard of hearing students access to the unique and inclusive learning opportunities available at the specialized institutions.

MINISTRY OF ADVANCED EDUCATION
BC Access Grant for Deaf Students (BCAG-DS)

Indicators of Success:
BCAG- DS had 12 participants in 2013/14.

Labour Market Outcome Indicators

2013 Diploma, Associate Degree and Certificate Student Outcomes (DASCO) Survey

While the labour market outcomes measures from the Colleges and Institutes Student Outcomes Survey do not allow for the differentiation of students with specific disabilities, they do provide an overall view of the effect of post-secondary

education completion on labour market outcomes for self-identified and self-defined students with disabilities, 9 to 20 months after completing their post-secondary education.

Figure 1. Median Wage of Diploma, Associate Degree and Certificate Respondents

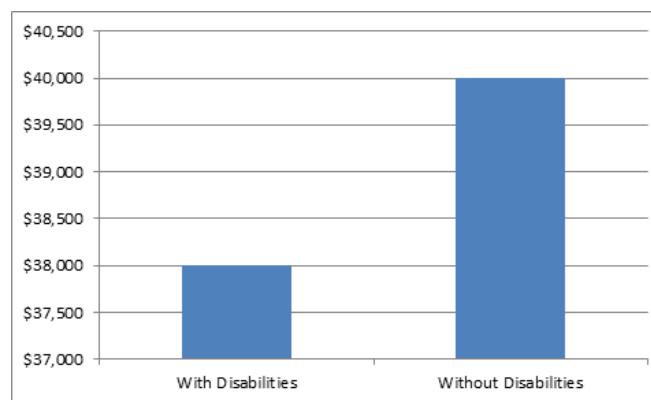


Figure 2. per cent of Diploma, Associate degree and Certificate respondents in the Labour Market.

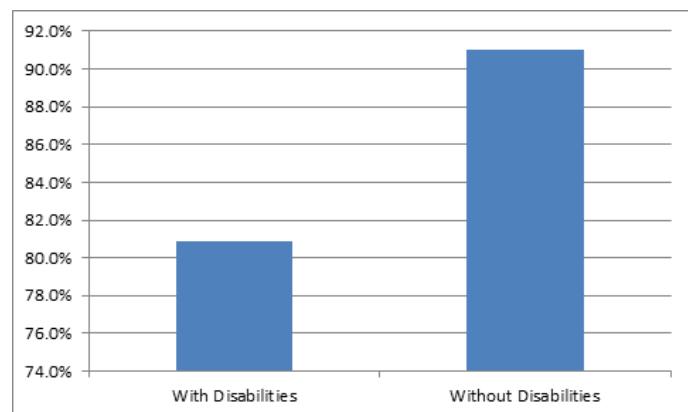


Figure 3. Unemployment rate of Diploma, Associate degree and Certificate respondents

