



THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Inclusion and Citizenship

Ready, Willing and Able Initiative Evaluation Report

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SECTION 1. INTRODUCTION

About This Report

This report summarizes overall evaluative findings covering the period April 2015 – June 2017. It captures data gathered in two phases: Phase One, Feb – June 2016 and Phase Two, May – October 2017. Phase two key informant interviews were conducted in May through October 2017 and the administrative data captured is for the period ending June 30, 2017. Previous findings were shared in a December 2015 Formative Report and a November 2016 Interim Report.

This report is presented in sections. Each section includes its own charts and tables numbered according to the section and references as appropriate. Appendices and additional background materials researched and prepared as part of this evaluation are included at the end of the body of this report.

Research was carried out under the direction of the Centre for Inclusion and Citizenship at the University of British Columbia and was approved by the Behavioural Research Ethics Board of the University of British Columbia. During this reporting period, the evaluation also included a review of the Building Blocks and examined postsecondary education placements and entrepreneurship.

The Process

The evaluation is proceeding along multiple complementary lines of inquiry. The mixed method evaluation methodology is an iterative and formative process that provides feedback and input into RWA at strategic points throughout the project to inform and improve outcomes and inform system change. Methods commensurate with a summative evaluation approach are imbedded throughout the design in particular the mixed methods approach includes a multiphase combination of quantitative and qualitative methods in order to address the evaluation objectives.

Primary methodologies employed within this evaluation include:

- Administrative and survey Data collection and analyses
- Qualitative interviews with full range of participants and stakeholders
- Case studies
- Key informant interview
- Surveys
- Focus groups

- Policy review
- Review of materials produced by RWA and affiliates

Background

Project Description

Funded by the Government of Canada as a three-year pilot project, Ready, Willing and Able (RWA) is a national initiative of the Canadian Association for Community Living (CACL) and Canadian Autism Spectrum Disorders Alliance (CASDA) and their member organizations. The RWA initiative is designed to build employer capacity and demand to hire people with an intellectual disability or Autism Spectrum Disorder; link employers with employment agencies and supports; and assist in the development of information and public awareness tools to promote inclusive hiring practices.

RWA's Vision is of“An inclusive and effective labour market with an employment rate for people with intellectual disabilities or autism spectrum disorder on par with the national average.”

Ready, Willing and Able is funded by the Government of Canada (Opportunities Fund for Persons with Disabilities).

Key partners of RWA include:

- CACL (National Program Team)
- CASDA
- Provincial/Territorial delivery partners
- Local/Community employment agencies/community agencies

Structure

- *National Team*

This national team undertakes a number of key roles in the administration, delivery and coordination of RWA. The national team assumes responsibility for supporting the RWA delivery team, developing resources to support the team in employer engagement and in fulfilling employer demand and developing national public awareness and marketing materials as well as central data collection. They provide a central hub for advice, communication and consultation to the regional staff and are critical in ensuring consistency and integrity across all the jurisdictions. They also are responsible for addressing issues that arise and leading change and innovation to address these. Most notable would be the decision to introduce the Autism Outreach Coordinators in order to address the emergent issue of insufficient supply side support

within the ASD community. The team is also responsible for administrating the Building Blocks programme discussed below. The team has established Provincial/Territorial delivery partners (noted above) who act as host employers for the Labour Market Facilitators, Regional Autism Coordinators and Autism Outreach Coordinators. A key function of the national team is recruiting, supporting and communicating with national employer partners discussed in more detail below. This involves developing partnerships with national-scale employers to identify, unlock and/or generate demand for employees with intellectual disabilities and ASD within their organizations. This national demand is then transferred to and ultimately met at the local community level.

The national team includes the National Program Director, National Coordinator, and National Resource Coordinator.

Role of the Labour Market Facilitators

Labour Market Facilitators (LMFs) identify and create the partnerships necessary for successful and comprehensive delivery. Working in partnership with a lead employment agency/agencies, and in collaboration with the Regional Autism Coordinator (RAC), the LMF undertakes efforts to increase employer awareness and demand, and then align that local employer demand with available work force supply, and ensure that all necessary supports are provided to both the employee and employer.

The LMF was created to serve two core functions:

- Create employer demand across a range of industries and sectors
- Align employer demand with employment agency partners

LMFs undertake activities at a provincial/ territorial level to create the necessary context for the activation of the building blocks at a community level (e.g. partnership with provincial educational institutions, employer organizations and networks).

Labour Market Facilitators (LMFs) are housed within P/T ACLs:

- Newfoundland (NLACL, St. John's)
- New Brunswick (NBACL, Fredericton)
- Nova Scotia (NSACL, Halifax)
- Prince Edward Island (PEIACL, Charlottetown)
- Quebec (AQIS, Montreal)
- Ontario (Community Living Ontario, Toronto)

- Manitoba (Community Living Manitoba to July 2017, subsequently Inclusion Winnipeg)
- Saskatchewan (SACL, Saskatoon)
- Alberta (Inclusion Alberta, Edmonton)
- British Columbia (Inclusion BC, Vancouver)
- Nunavut (Makinnasuaqtiit Society, Iqaluit)
- Northwest Territories (Yellowknife ACL)
- Yukon (Yukon ACL, Whitehorse)

Role of the Regional Autism Coordinator

The Regional Autism Coordinator (RAC) position works in partnership with agencies that serve persons on the autism spectrum to align local employer demand with available work force supply, and ensure that all necessary supports are provided to both the employee and employer. These regional coordinators are specifically responsible for bridging connections between employers and persons who are on the autism spectrum.

The RAC was created to serve two core functions:

- Create employer demand (particularly in untapped sectors)
- Align employer demand with agencies that support job seekers with ASD

The RAC works in close collaboration with LMFs and provides consultation and support, on a regional basis, to LMFs and employment agencies to ensure appropriate inclusion of persons on the autism spectrum across the breadth of the program.

RACs undertake activities within their regions to create the necessary context for the activation of the building blocks at a community level (e.g. partnership with provincial educational institutions, employer organizations and networks).

6 Regional Autism Coordinators are housed within CASDA member agencies:

- Atlantic Canada: (Autism Nova Scotia, Halifax)
- Quebec: (Gold Learning Centre, Montreal)
- Ontario: (Geneva Centre for Autism and Kerry's Place Autism Services, Toronto)
- Manitoba & Saskatchewan: (Autism Resource Centre, Regina)
- Alberta: (Society for Treatment of Autism, Calgary)
- British Columbia: (Pacific Autism Family Centre, Vancouver)

Role of the Autism Outreach Coordinator (New)

The Autism Outreach Coordinator (AOC) position was introduced in early 2015 as a link between RWA and job seekers with an Autism Spectrum Disorder. The AOC's primary objective is to reach out to persons with ASD and connect them to the RWA's network of community partners in order to inform and enable access to employment opportunities generated within RWA.

The AOC serves 2 core functions:

- Outreach: To identify and connect with individuals, families, associations, groups, agencies and educational institutions, etc. for the purpose of directly marketing RWA to persons on the autism spectrum seeking employment opportunities;
- Referral: To inform said job seekers of the myriad of employment supports for individuals with ASD for the purpose of achieving a successful job search.

They work in collaboration with the RAC and LMF to create seamless pathways between job seekers on the autism spectrum, RWA-generated employment opportunities and other disability related supports.

3 Autism Outreach Coordinators (AOCs) are housed within CASDA member agencies:

- Nova Scotia: (Autism Nova Scotia, Halifax)
- Ontario: (Geneva Centre for Autism and Kerry's Place Autism Services, Toronto)
- British Columbia: (Pacific Autism Family Centre, Vancouver)

*Details on the creation of this position are provided below.

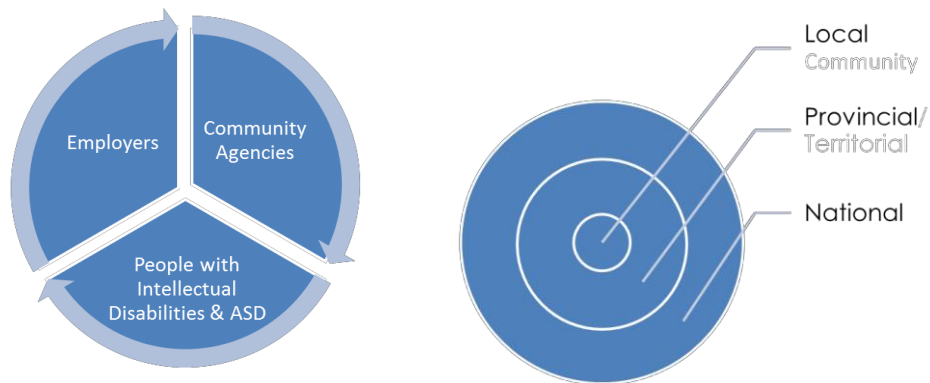
- *Design*

Ready, Willing and Able is the national change program that seeks to significantly increase the employment of people with intellectual disabilities and autism spectrum disorder by aligning employer demand with this untapped workforce.

Ready, Willing and Able is a national program to:

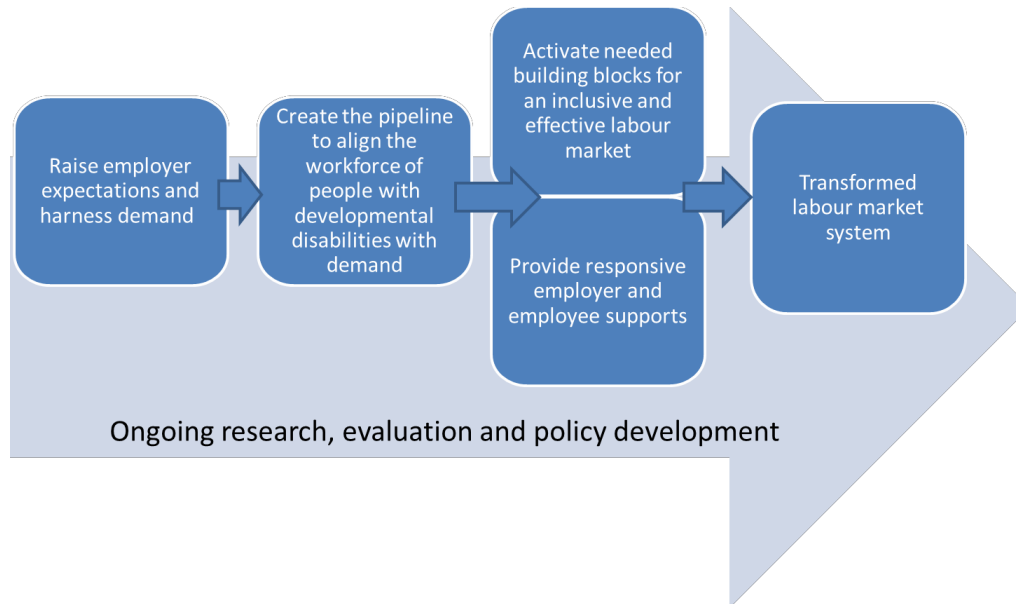
1. Engage and support small, medium, large, and national-scale employers to recruit, hire and support people with intellectual disabilities and autism spectrum disorder;
2. Promote awareness among employers and the general public to promote hiring of people with intellectual disabilities and autism spectrum disorder; and
3. Modernize the community employment supports delivery system to be the effective bridge-builders that small, medium and large-scale employers need.

RWA engages, supports and connects three labour market actors at three interconnected levels:



Demand vs Supply

- While there are pre-employment programs (many of these are sheltered workshops, or training/life skills courses from which people never 'graduate' to employment) and many community-based services that assist people to find and maintain jobs, what has been missing is a coordinated approach that begins with employer demand.
- RWA is novel in its coordinated and employer-demand driven approach. It starts with employers, builds on employers' expressed commitment to diversity, and encourages employers to think bigger when they think diversity. Then working with their interest and demand RWA helps match it with an untapped workforce of people with intellectual disabilities and ASD.
- RWA is seeking both 'breadth' (reach across communities throughout the country to demonstrate this can work in a wide range of communities) and 'depth' (investing in 20 specific community based initiatives with proactive investment and outreach to engage employers and generate demand).



Program Objectives

- Promote understanding and awareness among employers and the general public as to the value of hiring people with intellectual disabilities and ASD.
- Engage and support employers to hire people with intellectual disabilities and ASD.
- Enhance the capacity of employment service providers to refer people with intellectual disabilities and ASD to employers, and help them transition into employment.

Original Anticipated 3 Year Program Outputs (from 2014)

- Initial outreach to up to 3,600 employers (via employer forums / events / employer engagement strategies)
- Further second order engagement of up to 2,100 of these employers (follow up / employer commitment)
- Up to 1,080 employers confirmed
- Up to 6 partnerships with national employers
- Engagement of 300 employer organizations
- 1200 employment outcomes (1,080 job /120 post -secondary placements)

It is important to note that in the Fall of 2015, the RWA initiative's original timeline of three years was extended for an additional four months to end January 31, 2018. The original employment outcome targets were also adjusted at that time and increased from 1200 to 1600. The adjusted employment outcomes did not specify a breakdown between employment and postsecondary education placements. The remaining identified outputs were unchanged.

SECTION TWO. EXECUTIVE SUMMARY

Introduction

Ready, Willing and Able (RWA) is a three-year partnership project of the Canadian Autism Spectrum Disorders Alliance (<http://www.casda.ca/>) and the Canadian Association for Community Living (<http://www.cacl.ca/>) funded by the Government of Canada, designed to increase the workforce participation of people with intellectual disabilities (ID) and autism spectrum disorders (ASD). While it has multiple elements, its primary focus was on employer engagement, or the ‘demand side’ of employment rather than the traditional approach of focusing primarily on the ‘supply side’, e.g. job readiness training. (For more detail on the RWA project see <http://readywillingable.ca/>). The project operates across 20 sites in each of the 13 Provinces and Territories.

This report summarizes overall evaluative findings covering the period April 2015 – June 2017. It captures data gathered in two phases: Phase One, Feb – June 2016 and Phase Two, May – October 2017. Phase two key informant interviews were conducted in May through October 2017 and the administrative data captured is for the period ending June 30, 2017. Previous findings were shared in a December 2015 Formative Report and a November 2016 Interim Report. Research was carried out under the direction of the Centre for Inclusion and Citizenship at the University of British Columbia and was approved by the Behavioural Research Ethics Board of the University of British Columbia. During this reporting period, the evaluation also included a review of the Building Blocks and examined postsecondary education placements and entrepreneurship.

For the purposes of this evaluation, the original anticipated 3 Year Program outputs were as follows:

- Up to 1,080 employers confirmed
- Up to 6 partnerships with national employers
- Engagement of 300 employer organizations
- 1200 employment outcomes (1,080 jobs / 120 postsecondary placements)

It is important to note that in the Fall of 2015, the RWA initiative’s original timeline of three years was extended for an additional four months to end January 31, 2018. The original employment outcome targets were also adjusted at that time and increased from 1200 to 1600. The adjusted employment outcomes did not specify a breakdown between employment and postsecondary education placements. The remaining identified outputs were unchanged.

This brief summary is intended to provide some high level outcome data and a general evaluation of the Ready, Willing and Able initiative.

General Comments

The RWA project has been an extremely successful initiative based on their initial targets and further evaluation. Steady and significant increases in all major outcomes were reported since the previous evaluation report (November 2016). The job outcomes, both in terms of numbers and sustainability, strongly indicate the value of the model and its effectiveness when outcomes are compared with overall national employment statistics and outcomes for people with Intellectual Disabilities (ID) and Autism Spectrum Disorder (ASD). The key innovation of RWA is the primary focus on employers and employer demand. While job outcomes indicate the success of this, employer engagement numbers and survey responses also confirm RWA's effectiveness. One of the most telling responses was the high numbers of employers who have indicated their intention of hiring more individuals with ID or ASD in the future. The numbers however do not come close to telling the full story of RWA and its impacts.

As noted in the 2016 interim report, one of the strengths of RWA was its flexibility and willingness to adapt and change 'on the fly' as the project moved forward. Early on, they recognized that an exclusive focus on 'demand' was not the most effective approach and that ensuring a balance was critical to success. The Yukon, NWT and Nunavut particularly had 'supply side' challenges and RWA was able to effectively intervene to improve supply side issues in all three jurisdictions. Gaps on the supply side were most notable in relation to ASD, or more specifically, those who did not qualify for existing programs due to IQ cutoff requirement. The benefit of this flexibility can be seen in the steady increase in outcomes over the course of the project and most notably in the successful innovation of introducing the Autism Outreach Coordinator role. Though not a 'demand side' role, it has been shown to fill a major gap in employment supports and through RWA has been able to demonstrate the effectiveness of the approach, build capacity within ASD organizations and, provide a replicable model to address a major systemic gap in the employment system for people with ASD.

Related to this are some further significant 'knock-on' effects of RWA. First, RWA has significantly contributed to the building of new and effective partnerships between the ASD and ID communities. While the ID community has a long history of providing supports and services, on the autism side, this is still a relatively new phenomenon particularly for those who do not meet the IQ requirements for service primarily targeted at ID. While the forging of these new partnerships has not always been easy or without conflict, RWA has provided an effective vehicle for new relationships which should pay dividends beyond the specific focus of employment. Secondly, RWA has helped to highlight the significant gaps in supports for the ASD population who do not meet standard IQ requirements and, at least in the case of employment, piloted effective solutions. Finally, RWA has contributed to the strengthening of ASD and ID organizations' capacity to provide employment and other supports and service.

Below are some summary facts and figures, observations and comments on specific aspects of RWA as well as recommendations for any future iteration of RWA as well as more general recommendations for policy and practice in the area of employment and people with ID and ASD.

Facts and Figures (using data for the period ending June 30, 2017)

- Overall, there were 1,325 RWA participants.
- Overall, 1,225 RWA participants held employment at some point in their involvement with the program. (92.5%)
- Overall, 1,468 separate, new jobs were opened up for RWA participants. Some individuals had more than one job.
- Of these 1,468 new jobs, 1,083 (73.8%) were for at least 15 hours of work per week.
- Overall, the 1,225 participants took part in 1,646 new job situations, which included the new jobs that were opened up as well as promotions, changes in job duties and titles, and increases in work hours to 15 or more per week with ongoing employers.
- Overall, RWA participants earned about \$9.6 million.
- Conservatively, 775 local employers provided these jobs.
- RWA National Partners were responsible for providing 403 jobs to RWA participants.
- There were a total of seven National Employer partners.
- On average, the program helped facilitate participation in 250 new and/or ongoing jobs per quarter, 159 of which were outcome jobs (more than 15 hours per week).
- In one quarter alone, 271 new job situations were opened up, 231 of which were separate new jobs and 174 were new outcome job situations.
- Of the 1,225 people who held any employment as a result of RWA, 576 were still employed as of June 30, 2017 which translates to a 47% long-term retention rate. By way of comparison, outside of RWA, the national employment rate for people with a disability is 22.5%, many of whom are jobless within a year or two of obtaining work.
- Far more RWA participants were men than women – 67% vs 33%.
- Over half of RWA participants (53.6%) were young adults 15 - 24 years of age.
- Over half (56.2%) of RWA participants had an intellectual disability, compared with 40.9% who had ASD and 2.9% who had both ID and ASD.
- For people with an intellectual disability, the five industries that accounted for most jobs were the retail (572), food (140), arts (70), travel (68) and manufacturing industries (55).
- For people with ASD, the industries that accounted for most jobs were similar, but not identical: the retail (237), food (155), arts (61), warehousing (50) and professional industries (40).
- Overall, RWA participants who obtained employment as a result of the program worked an average of 20.6 hours per week and earned \$259.94 per week.
- The leading reasons why people left their jobs were because of indefinite layoffs, the ending of seasonal contracts and terminations. Some of the latter were for reasons other than employer dissatisfaction with the people hired through RWA.
- Before becoming involved with the program some 44.4% reported receiving social assistance while only 19% reported any employment earnings.
- Over the course of RWA, 101 people held 103 separate new jobs as self-employed individuals.
- Approximately 82 individuals attended postsecondary education at some point through RWA.

- A much higher-than-expected share of postsecondary participants had ASD – 71.6% vs 40.9% of RWA participants more generally.
- RWA netted approximately \$10.3 million for provincial/territorial economies.

Of the employers who responded to the May 2017 Employer Survey:

- 88.5% rated the people hired under RWA as average or better in terms of contributing to their firm's profit margin.
- 80.3% of the firms hired at least one person with an intellectual disability compared with 72.1% that hired at least one person with ASD.
- A cumulative measure based on responses to a range of measures found that 94.9% employer respondents rated the RWA employees with ID or ASD as on par with or better than the average employee overall.
- Overall, about two thirds (63.7%) said they would “definitely” or “probably” be trying to hire more such individuals in the next 12 months. Among the employers who were not considering hiring more such individuals in the next 12 months, most gave budgetary reasons or that their firm did not need more employees.
- More than two-thirds of respondents (up from 47.1% in the first survey) said they had received either a lot (38.6%) or some (34.3%) positive feedback from customers or clients since hiring people with an intellectual disability or ASD under RWA.
- Overall, 92.4% rated their firm's experience with RWA as excellent or good.
- Respondents generally said their most involved agency did either very well (57.1%) or quite well (39.3%).

Building Blocks

The development of the Building Blocks (BB) program by RWA was intended to contribute to filling gaps in current employment support system and where possible to demonstrate effectiveness in order to support policy change within the relevant jurisdiction. Ultimately 27 diverse projects were funded.

While all reported success there was a wide variation in evaluation methods with few undertaking independent review. Of greater concern was the lack of sustainability, in most cases due to a lack of ongoing funding. That said, there was strong support for the building blocks program. Beyond the specific outcomes for participants, there was significant feedback on the importance of being able to demonstrate or pilot new approaches and the contribution Building Blocks made to policy advocacy. The absence of independent evaluation make it difficult to fully assess the impact and outcomes of each building block project, however, as a whole, there are some areas which should improve the effectiveness of the BB program as both a means of filling gaps and promoting structural change within the various jurisdictions.

Recommendations:

1. RWA national take a more active role in working with local jurisdictions to identify gaps, plan for sustainability and promote strategic change within the jurisdiction.
2. RWA national should consider a dedicated staff member responsible for building blocks stream and policy change and development at the provincial and territorial level.
3. Require independent evaluation of all BB projects.
4. Promote information sharing across projects and jurisdiction to enhance project success.

Post -Secondary Education

While the link between postsecondary education and employment success is well established, so too is the under-representation of people with ID and ASD in postsecondary education. RWA identified a target of 120 participants engaging in some form of postsecondary education. Up to the end of the period under review approximately 82 individuals had attending a wide variety of postsecondary programs ranging from Trade Schools, Colleges and University programs. Remarkably only 7 people either withdrew or did not graduate, with the remainder still attending or having graduated. While clearly there was a high level of success with regard to postsecondary education, what is unknown is the degree to which this translates into employment. While the research would suggest this will be the case, the current evaluation is unable to confirm this due to the timeframe of the evaluation. While the project to date has shown some success in this area it remains a question as to how well this fits with RWA as a whole. Given the limited staff resources RWA may wish to consider whether the postsecondary stream is better left to other entities to pursue. That said, a middle position maybe to continue to support a postsecondary stream where there is a clear link between the educational program and an employment outcome. For example, where a job opportunity requires specific training in an area such as IT or food preparation. This is not in any way to underestimate the importance of postsecondary access and opportunities for people with ID or ASD, but rather to question how well it fits within the RWA mandate and utilization of scarce RWA resources.

Recommendations

5. RWA review the postsecondary program and consider a more limited, targeted approach with more direct linkage to employment opportunities.

Entrepreneurship/Self Employment

Over the course of review period, 101 people held 103 separate new jobs as self-employed individuals. Of these people, 99 held one such job while 2 people held 2 each. Nationally the results varied significantly with Nova Scotia accounting for 31 of the above jobs followed by the

Yukon at 19 and BC at 16. In the qualitative data there was strong support for promoting self-employment but also recognition that highly intentional, skilled support is required for this to be successful. The regional variation to outcomes would seem to support this view. Clearly, as the results in Nova Scotia demonstrate, there is strong potential here with the right support.

Recommendations

6. RWA national should provide increased guidance and support to all regions and share best practice on developing and supporting self-employment and entrepreneurship.

National Employers

One of the more notable successes of RWA has been the building of formal partnerships with national employers. Seven partnerships have been established with large national employers across Canada. These partnerships accounted for 403 of the jobs secured through RWA. Through the qualitative data it is clear that there is enormous potential to build on this success both through expanding the numbers of national employment partners and expansion within the existing partners. Building a culture of inclusive hiring within these large 'household name' employers should continue to pay dividends well beyond the life of the current project. There is some concern that currently there are insufficient resources at the national level to continue to expand and support the pool of national employers. Additionally using current successes to promote further expansion, ideally through employer to employer engagement, would also support more national employers signing on to RWA.

Recommendations

7. RWA explore ways to provide increased support for the development and support of national employers with a dedicated staff position.
8. RWA utilize current national employers through sharing examples and employer to employer contact to expand pool of national employers.

RWA Administration and Structure

One of the key challenges noted by multiple respondents is the insufficient RWA staff at the national level to fully support the projects, fully realize the potential of the building blocks and national employer program and coordinate national dialogue, training and information sharing. Administrative support at all levels of RWA was also a key concern, notably as the project expanded the administrative demands, particularly those around reporting and data entry, increased. Many RWA staff expressed frustration at having to spend time 'in front of a computer' rather than in the field focusing on job finding. Resources did not allow for expansion in the current project but this should be a key priority should RWA continue. This

alone should improve outcomes beyond the already significant outcomes achieved to date. Similarly, the national staff numbers presented significant challenges constraints to fully meeting the complex challenges presented by the scope and complexity of their roles. At the regional and local level respondents indicated areas where they would like more support from the national and likewise, the national team acknowledge that keeping up with their primarily responsibilities limited their ability to fully address other issues such as driving regional policy change.

While the core roles of the national were all found to be useful and supportive, additional national staff with responsibility for specific areas of the project was generally view as something that would improve the overall functioning of RWA and increase its impact. On the provincial and territorial level there was generally agreement that the LMF and AOC roles were effective as currently constituted, concern was expressed over the RAC role. Most notable, the question as to whether the role itself is the best way to meet the RWA objectives or whether merging the RAC and LMF roles into a single employer recruitment role would not be a more effective approach. While the concern here would be that the employment needs of those with ASD may be less well served with a single generic position there is no reason why population expertise and focus could not be part of the single role. The advantage to this beyond addressing the current disparity in numbers is that it would potentially increase the capacity for employer recruitment for both populations as well as promoting integration of approaches across the two populations.

The current model of using existing local agencies to host RWA staff is an efficient and generally effective approach to program delivery. There are challenges that remain in some areas with regards to inter-agency cooperation where there is more than one host agency in a province or territory but these are generally not significant or insurmountable. Where it works well it also promotes interagency cooperation. Similarly the use of existing employment support agencies as the core 'supply side' providers has also generally been effective. Problems however remain in some areas with a lack of 'supply' and/or philosophical differences regarding the best approach to employment supports or territorial protection on the part of the local employment agencies. While this is highly variable across jurisdictions and has generally improved over the course of the project, certain steps may help to minimize problems going forward. The formation of regional RWA advisory groups involving all RWA providers, key partner agencies, employer representatives and government representation may help to improve communication, reduce territorial protectiveness, encourage policy reform and development and create a shared agenda.

Finally, it has been noted that improvements could be made in the area of diversity. Ensuring equitable representation of and access to information for culturally diverse populations and in culturally sensitive manner would improve the scope of the RWA reach and ensure equitable access. While both staff and financial resources have limited the degree to which RWA can respond to this issue, going forward efforts should be made to ensure equitable access.

Recommendations

9. Increase National Staff by a minimum of one and ideally two FTE's and create specialist roles for National Partners, Building Blocks and Policy development.
10. Consider regional leads at the national level who have responsibility to support specific regions while maintaining specialist ASD and ID supports.
11. Provide enhanced administrative supports at both the national level and at the provincial/ territorial level with specific responsibilities for data entry and management.
12. Merge the RAC role with the LMF role while maintaining attention to the needs of both populations.
13. Consider provincial/territorial advisory groups encompassing all key stakeholders.
14. Improve cultural diversity in both program delivery and in RWA workforce and jobseekers.

The Partnership

The partnership between CASDA and CACL has proven to be effective in both the management of RWA and in bringing the two communities closer together both nationally and regionally. While challenges remain at the local/regional level in some areas, overall the partnerships have been effective for RWA and in forging new relationships between the ASD and Community Living communities. The two communities are at different stages of development with regards to community supports generally and employment supports specifically with the community living sector having long experience but in some cases entrenched ideas and agencies while the ASD community has limited infrastructure and is just beginning to address the challenges of finding and sustaining employment for those with ASD who do not have co-occurring ID. Working together should ultimately benefit both communities.

15. Continue with the National partnership.
16. Work to resolve continuing differences and tension at the local and provincial level.

Policy Issues

While not a direct outcome identified by RWA, the project has provided some useful information and direction on policy issues with regards to employment and people with ASD or ID. Notably the project has demonstrated that wage subsidies are not necessary to recruit employers and indeed may ultimately work against sustained and valued employment. It has also highlighted the impact of highly restrictive criteria to access employment supports, most notable, IQ requirements that exclude persons with ASD who do not have co-occurring ID. What has become clear is the need for mechanisms to be put in place to ensure equitable access to support not contingent upon IQ level. Similarly, RWA has highlighted the issue of restrictive policies related to income support, notably low or non-existent earnings exemptions and absence of rapid reinstatement or continuing eligibility policies. Even in jurisdictions with relatively liberal policies in this area there was concern reported over loss of benefits which

suggests a need for improved communication of policy in this area to alleviate concerns which may hinder people with ASD or ID from seeking employment.

Other policy or related issues that became evident through RWA was the manner in which employment supports are funded. Many jurisdictions continue to block fund agencies whose funding is dependent upon retaining a fixed number of clients and/or do not have competitive employment as the primary goal or outcome of the support model—in the most extreme case, the continued use of sheltered workshop models. In some cases this can paradoxically impede the motivation to place people in permanent jobs and accounts to some degree for ‘supply side’ challenges noted early in the RWA project. Moving towards a more individualized, outcome focused system of employment supports would help to address these structural barriers evident in some jurisdictions.

One of the notable policy related findings early in the RWA project was the lack of supports for persons with ASD who do not have co-occurring ID. As discussed in our last report, RWA’s early recognition of this and response in creating the Autism Outreach Coordinator position contributed significantly to the success of this population within RWA. The broader concern is however that if RWA does not secure ongoing funding much of this progress will be lost. Provincial and Territorial governments need to identify gaps in services for this population and take steps to ensure they are continued to be supported beyond any support that may or may not continue through RWA.

A more broad policy concern has to do with the Federal-Provincial relationship with regards to disability employment and RWA. As the policy review indicates, the relationship between the Federal and Provincial/Territorial governments in this area has shifted numerous times over the past several decades with a general reduction of Federal involvement or direction. While many Provincial/Territorial governments have made significant improvements in the area, a lack of coordination and direction has resulted in a patchwork of differing employment supports across the country. RWA as a federal project funded initiative has been effective in implementing national approaches and highlighting Provincial/Territorial gaps in services but lacks the means to effectively or fully sustain current gains or directly influence policy issue at the Provincial/Territorial level. In addition, the funding mechanism for RWA ensures it remains somewhat tenuous going forward and cannot embed policy or structural changes within the various jurisdictions. As the initial results from this pilot phase have shown RWA to be an effective model the federal government should consider a more stable approach to funding and begin to work with Provincial/Territorial governments on bilateral agreements which secure Provincial/Territorial commitments to RWA and to addressing gaps and policy issues identified through RWA in exchange for stable, continuing Federal funding. As the bulk of any cost-saving realized through RWA (see below) will primarily benefit the Provincial/Territorial governments, it is not unreasonable for the federal Government to seek a reciprocal commitment from the Provincial/Territorial governments to address policy and programs gaps to enhance employment for persons with ID and ASD. Currently RWA’s primary means to influence

Provincial/Territorial policy is dependent on local partners at the community level. While this

can be effective there is not strong incentive for the Provinces and Territories to respond. Strong leadership from the federal Government, back-up by sustained funding in exchange for commitments from the Provincial/Territorial governments to address policy and service gaps would go a long way in maximizing the benefits from the investment in RWA, improve the employment prospects of those with ASD/ID and ultimately realize significant cost savings through reduced income assistance expenditure, service costs and tax revenue.

Currently RWA operates in 20 sites spread across all provinces and territories. While not specifically measured, the qualitative data suggests that most projects are operating at or above capacity and could, with increased resources, expand the number of job outcomes. While RWA operates across all provinces and territories, there are many local areas which currently are not served by RWA. Given the results outlined in this report consideration should be given to expanding RWA's reach to enhance equality of access regardless of where the individual resides. While it is beyond the capacity of this evaluation to estimate how much expansion is warranted, provincial and territorial partners should be able to provide guidance.

Recommendations for Federal, Provincial and Territorial Governments

17. Phase out wage subsidies and invest in employer education on the benefits of inclusive hiring.
18. Review service eligibility criteria to ensure persons with ASD who do not have co-occurring ID are able to access necessary disability supports.
19. Review benefits regimes to eliminate or reduce disincentives to seeking employment particularly policies regarding earnings exemptions, rapid reinstatement and permanent eligibility designations.
20. Phase out sheltered and related programs in favour of an individualized, employment first approach.
21. Ensure people with ASD who do not have co-occurring ID have access to appropriate disability and employment supports.
22. Explore possibility of bilateral agreements between the Federal and Provincial/Territorial Governments for sustained funding for RWA in exchange for commitments on ensuring an effective policy and support regime for employment of people with ID and ASD.
23. Explore expansion of RWA to enhance equality of access.

Evaluation, Data and Information Systems

In order to fully evaluate and monitor outcomes RWA instituted, in cooperation with the evaluation team, a broad-based set of data collection instruments and an online database. While these proved useful there were, as noted in this report, issues with the usability, time commitments and functionality of some of these instruments. On the staff side there were also

concerns raised over how much time was spent entering data and there were concerns at the national and evaluation levels about the accuracy and completeness of some of the data. While some of this issue can be addressed through providing more administrative support and better training, it is clear that the data base itself requires improvement. While it may be tempting to 'start over', it is the view of the evaluation team that the current system can be improved and that this would be a preferable option to developing a whole new system. In terms of the data itself, it is important to maintain continuity of data to allow for valid comparison with existing data, however some changes to the nature and scope of data to be collected may be warranted in a further iteration of RWA.

The current project evaluation has provided a solid evidentiary base for both evaluating the project and identifying issues, gaps and impediments. In addition it has provided a strong set of data which can make a significant contribution to the research in the field of employment of people with ID and ASD. While a slightly streamlined approach may be desirable in future iterations of the project it is essential that robust, independent evaluation continue to be integrated into RWA.

Recommendations:

24. Retain existing database with significant improved functionality.
25. Ensure data comparability with current evaluation.
26. Ensure effective staff training regime on data entry.
27. Review instruments and data inventory to identify improvements, additions or deletions.
28. Ensure any future iteration of RWA retains an independent evaluation component.

Concluding Comment

As highlighted in this report, RWA has by most measures been a very successful project with great potential to realize even greater success if given the opportunity to make revisions to the project based on the current learnings. Indeed, given the challenges with getting a project of this scale up and running as well as the significant 'in project' changes and adaptations that have been required, RWA's success is all the more remarkable and bodes well for exponential increases in outcomes should it be able to continue. It should also be noted that much of this momentum will be lost should a hiatus occur between the current and future iterations and such a gap would also increase the cost due to the need to 'restart', which would include re-establishing partnerships, staff recruitment and training and infra-structure development.

As noted the contributions of RWA go well beyond simply securing jobs. The partnership and organizational development, influencing a 'culture change' with regards to inclusive hiring, and indirect cost savings through reduction of benefit dependence, among other things, are some

of these indirect contributions. While the current footprint of the project is significant, it should also be noted that this represents a small percentage of the population that could benefit from RWA so there is considerable room for expansion. There is as well as potential to decrease regional and provincial variations in outcomes through differential development support regionally across the country.

In summary then, this report has highlighted some of the key outcomes, learnings and challenges identified in the evaluation of RWA to date. A final updated report will be available in early spring of 2018 encompassing the final sets of data gathered in the final two quarters of the project.

SECTION 3. EMPLOYMENT AND POSTSECONDARY EDUCATION (FROM THE ADMINISTRATIVE DATA)

Introduction

This section of the report provides findings of the analysis of administrative data for Ready, Willing and Able (RWA).

RWA initially sought to achieve 1,200 outcomes for people with an intellectual disability and people with ASD by the end of August 2017. Those outcomes were to consist of 1,080 jobs for pay of 15 hours of work or more per week and 120 enrolments in postsecondary education. Those targets were subsequently modified to 1,600 “employment outcomes”, which were to be achieved by the end of December 2017, but without a breakdown of jobs and postsecondary enrolments.

RWA staffs began collecting administrative data at the outset of the program, i.e., the first administrative quarter. The present report is based on data obtained from RWA that span from project inception up to July 27, 2017, when the data were downloaded, i.e., partway into the 13th administrative quarter and about a month before the originally-intended wind-down of the initiative. The focus of the report is on the characteristics of the people that RWA assisted to obtain jobs and postsecondary education, and the characteristics of the jobs and the educational programs in which people participated. Cameron Crawford, PhD, processed the raw data, performed statistical runs and analyses, prepared the tables and charts, and wrote this section of the report for the CIC.

The section of the report begins with a brief discussion of the research methodology, which discusses the raw data on which the research is based, “valid” data and how the raw data were organized.

The report then provides an overview of RWA participants, focusing on their gender, age, type of disability, geographic location, and their sources of income before becoming involved in RWA. The section closes with an overview of the number of people who participated in RWA, and the year, administrative quarter and province/territory in which they became involved.

The report next turns to a major section on employment. It opens with a discussion of key terms that are used throughout and the relationships between those terms. It then looks at the numbers and characteristics of people who held employment through RWA. This discussion provides a basic count of the number of people who were employed, the number with multiple jobs, and the disabilities and other characteristics of the job holders. Following that, the discussion shifts into an analysis of the jobs that participants worked, including the basic numbers and characteristics of the jobs, such as hourly wages, weekly hours of work, job security (i.e., permanent vs seasonal work), and self-employment. More detailed examination

follows in a discussion of the industry sectors of participants' jobs, such as the average weekly wages by sector, job security and types of disabilities of the people who worked in each industry, as well as a discussion of why some people left their jobs and the average duration of people's jobs.

The subsequent section on postsecondary education provides an overview of the people who participated and the results (e.g., still attending, graduated). The discussion shows the kinds of postsecondary institutions in which people participated (e.g., college/CEGEP, university), the programs, when people attended and the geographic locations of the participants.

The section of the report closes with a summary of key findings. Overall the research found that RWA exceeded its designers' originally-intended goal of assisting participants to obtain 1,080 jobs that involved at least 15 hours of labour per week. Enrolment in postsecondary education increased the number of outcomes achieved by the project so that it achieved 97.1% of all originally-intended targets about a month before the project was initially designed to wind down. In addition, RWA helped broker access to nearly 400 other new jobs. Overall, RWA jobs met or exceeded the minimum wage in all jurisdictions.

Methodology in Brief

The data files

For the present research, three distinct sources of administrative information captured quantitative and qualitative data on people who participated in RWA. These data files were generated through an online administrative data system (here called the ADS). The three files are:

- *The Personal Information Form (PIF) file* – Establishes a baseline of basic information about the people who RWA staffs assisted upon initial contact. Such information is about the individuals' age, gender, geographic location and type of disability. The PIF data file also contains information about the person's initial job or the postsecondary school program that RWA helped him/her get into when s/he joined the program, as well as information about key external supports that individuals may have needed for work or school. A total of 1,282 unique PIFS were opened for RWA participants.
- *The Addendum file* – Establishes a new baseline and contains information about any changes in a person's job or educational arrangements if those were fundamentally different than when RWA staffs opened a PIF for that person. As most RWA participants' jobs and education situations were quite stable, relatively few Addendums were opened (159).
- *The Quarterly file* – Contains information about any changes *within* people's jobs, post-secondary situation or support arrangements after their PIFs or Addendums were opened. These files were generated quarterly, i.e., once every three months. A total of

2,989 quarterly files were generated in the ADS.

According to ADS data, a total of 1,325 people participated in RWA. The data files for these participants each have numerous fields for containing information: the PIF has 135 variables, the Quarterly file has 129 and the Addendum, 127. Some of these variables are common to all three files. e.g., most but not all of the variables related to employment and postsecondary studies. Some variables, however, are unique to each data file.

“Valid” data and missing cases

As is often the case with large data sets, some information was missing for some RWA participants. Steps were taken to fill in missing data wherever possible. Typically, software programs and analysts drop cases where any of the data needed for a given point of discussion are not available. Unless indicated otherwise, that convention has been followed, here. In a few tables the present research has used the phrase “not stated” to indicate where information was missing and where it seemed pertinent to alert the reader to that point.

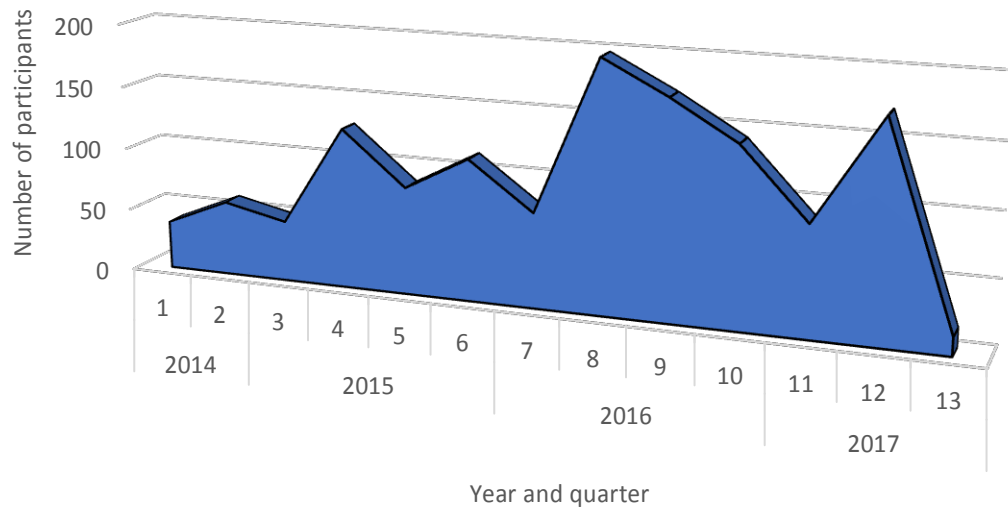
Sorted data, first and last records

Those responsible for RWA assigned each participant a personal identification code. This information, as well as the calendar year and quarter, were used to sort all the records for each participant in alphanumeric order, beginning with the person’s first record, ending with their last, and with their other records arranged chronologically in between. The first record for each person proved a helpful tool for focusing on basic socio-demographic information which was *only* captured by means of the PIF. The last record for each person was the one that separated him/her from the next participant in the sorted ADS data. The last record proved a useful vantage point for generating and analyzing summary information about the work and educational situations of participants over the entire course of their involvement in RWA. Such details include the total number of job situations in which participants were involved, total hours of work, earnings over the course of the project, etc.

The Appendix provides fuller details about how the data files and data were processed for use in this research.

Chart 3.1 shows the numbers of people in each quarter when their first records were generated. More than 99% of all participants’ records were captured before the 13th quarter.

Chart 3.1. Numbers of RWA participants, by year & administrative quarter, showing when their first records with RWA were created

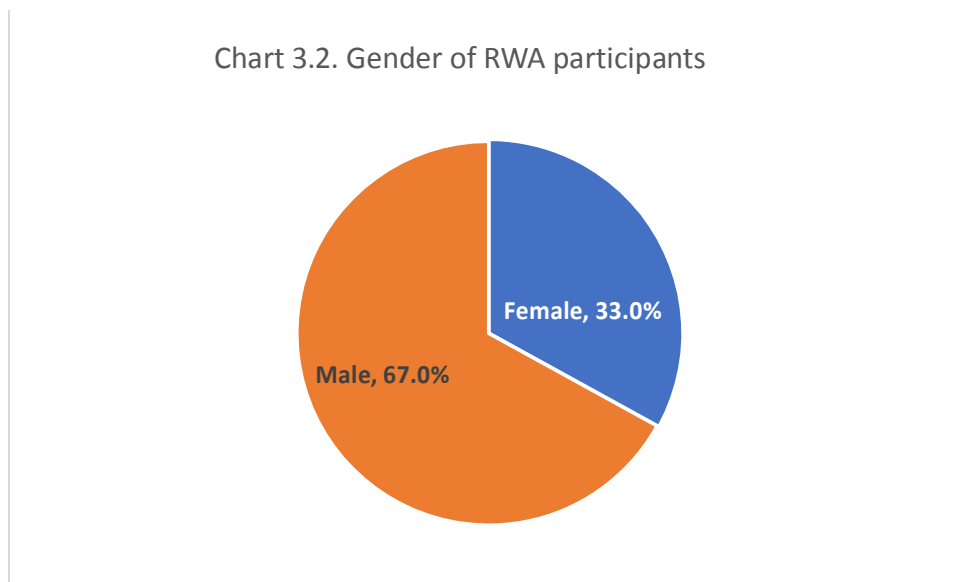


Findings: RWA Participants

This section of the research provides background information on the 1,325 participants in RWA whose data were captured in the ADS. The discussion focuses on their gender, age, province/territory and type of disability. It draws attention to a few personal characteristics that vary by type of disability and provides a view of participants' sources of income before getting involved with the program. The section ends with a summary of the number of RWA participants "on the books" in each administrative quarter, and in each province and territory.

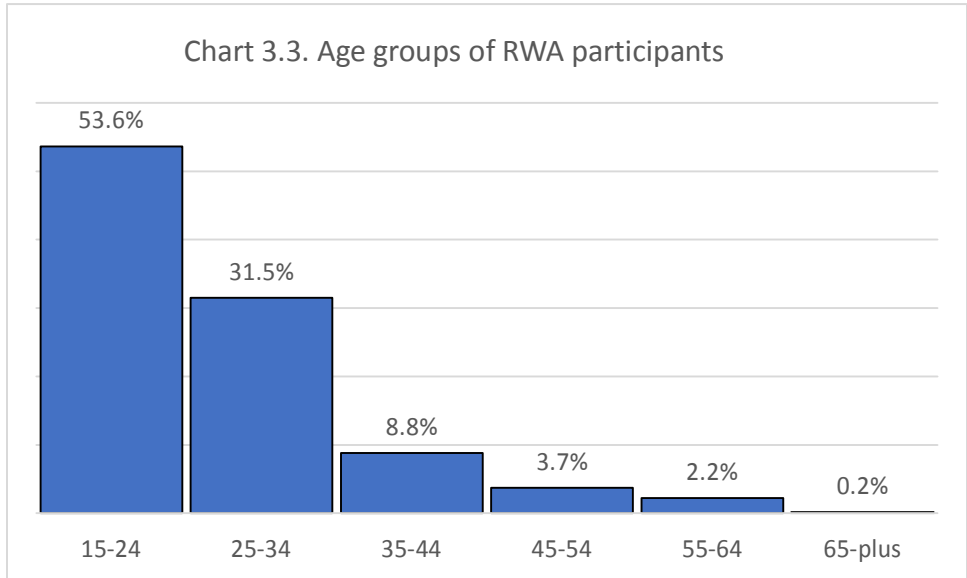
Gender

Chart 3.2 shows that far more RWA participants were men than women – 67% vs 33%.



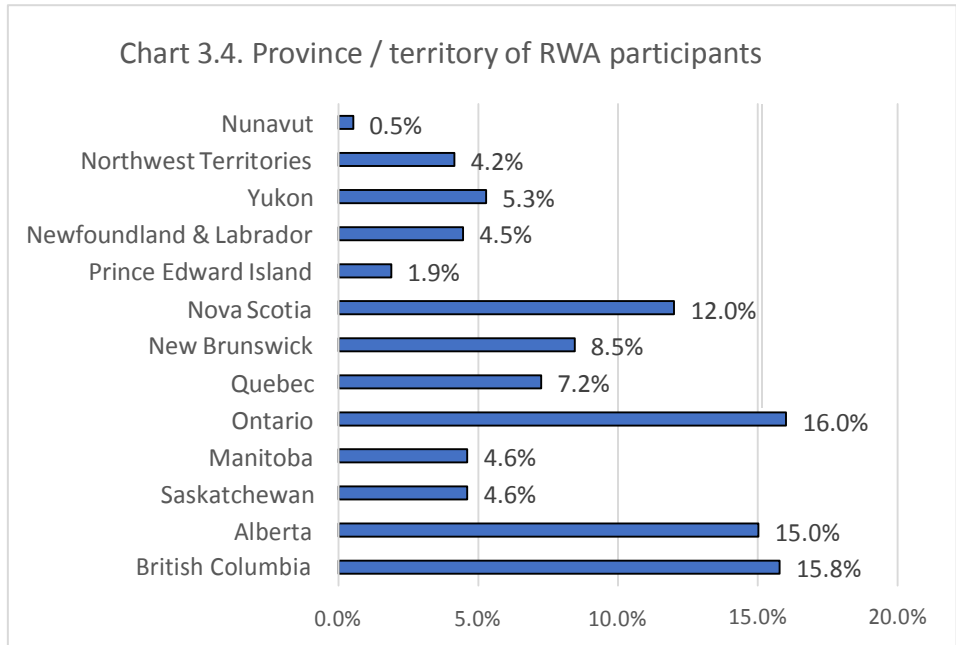
Age

Also noteworthy is that over half of RWA participants (53.6%) were young adults 15-24 years of age (Chart 3.3), followed next by people 25 to 34 (31.5%) and 35 to 54 years of age (8.8%). Very few were 45 or older (6.1% overall).



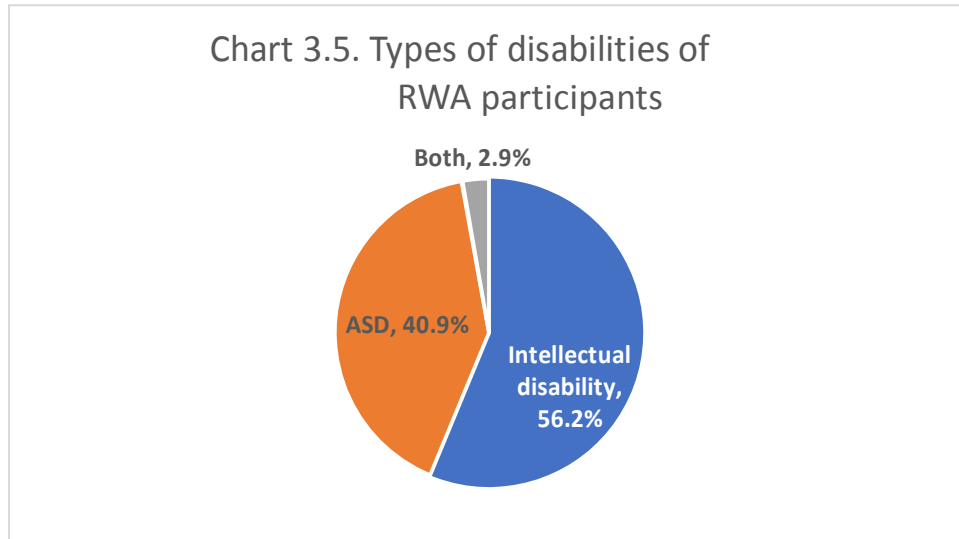
Province/Territory

As shown in Chart 3.4, most RWA participants (16%) were in Ontario, followed closely by British Columbia (15.8%) and Alberta (15%). Quebec accounted for 7.2%. Together the prairie provinces (Alberta, Saskatchewan and Manitoba) comprised 24.2%, the Atlantic provinces 26.8% (New Brunswick, Nova Scotia, Prince Edward Island and Newfound and Labrador), and the northern territories, 10% (Yukon, Northwest Territories and Nunavut). Details for each province and territory are shown on Chart 3.4.



Disability

Over half (56.2%) of RWA participants had an intellectual disability (Chart 3.5), compared with just four in ten with ASD (40.9%). Very few (2.9%) had both disabilities.



Some differences by type of disability

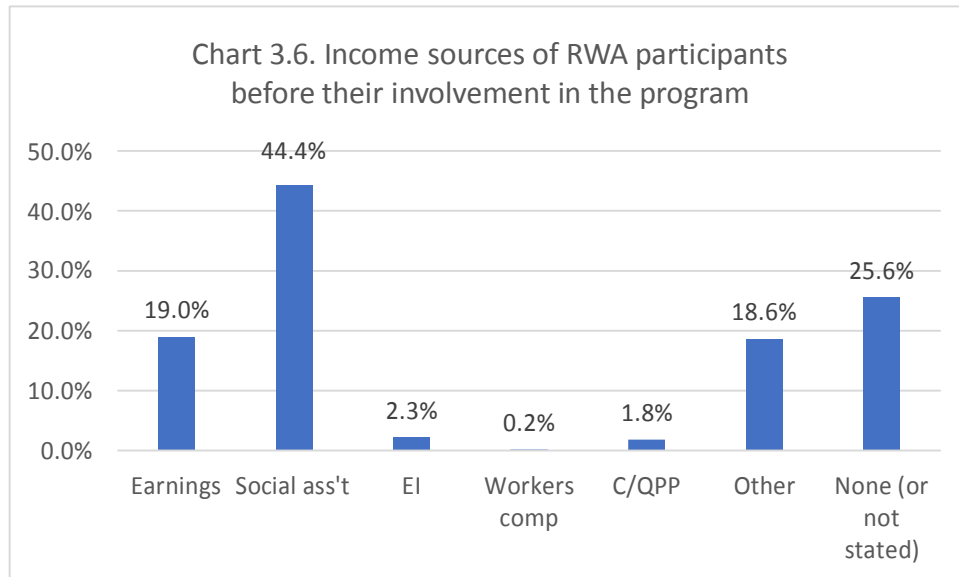
Some characteristics of RWA participants varied by type of disability. As the present report is an evaluation of RWA as a single project and not two or three separate evaluations for people with different disabilities, the following distinctions are not highlighted at every turn in the present report. However, as background information, Table 3.1 shows that people with ASD and both ASD and intellectual disability were substantially more likely (equal to or greater than 1.2 times as likely, or 0.2 times more likely) to be males than people with an intellectual disability (76.6% vs 60.3%). People with ASD were substantially more likely than people with an intellectual disability to be young adults 15 to 24 years (61.7% vs 47.7%), and substantially less likely (0.8 times as likely, or 0.2 times less likely) to be in the 34 to 64 age group (5.6% vs 10.9%). People with ASD were substantially more likely to be in British Columbia, Alberta, Saskatchewan, Quebec, Nova Scotia and Prince Edward Island. For their part, people with an intellectual disability were substantially more likely to be in Manitoba, Ontario, New Brunswick, Newfoundland and Labrador, the Yukon, the Northwest Territories and Nunavut.

People for whom both disabilities were reported in the ADS were most commonly in British Columbia, Saskatchewan, Ontario, Quebec and New Brunswick.

Table 3.1. Gender, age and geographic distributions of people with an intellectual disability, ASD and both disabilities (missing cases excluded)							
		Type of disability					
		Intellectual disability		ASD		Both	
		Count	Section %	Count	Section %	Count	Section %
Gender of participants	Female	253	39.7%	109	23.4%	4	13.3%
	Male	384	60.3%	356	76.6%	26	86.7%
Age of participants	15-24	306	47.7%	285	61.7%	17	53.1%
	25-34	215	33.5%	136	29.4%	13	40.6%
	35-44	70	10.9%	26	5.6%	1	3.1%
	45-54	32	5.0%	9	1.9%	1	3.1%
	55-64	17	2.7%	5	1.1%	0	0.0%
	65 +	1	0.2%	1	0.2%	0	0.0%
Province/territory	British Columbia	85	13.1%	93	19.7%	5	15.2%
	Alberta	93	14.3%	82	17.4%	1	3.0%
	Saskatchewan	21	3.2%	29	6.1%	4	12.1%
	Manitoba	28	4.3%	13	2.8%	0	0.0%
	Ontario	131	20.2%	52	11.0%	7	21.2%
	Quebec	40	6.2%	42	8.9%	6	18.2%
	New Brunswick	65	10.0%	32	6.8%	8	24.2%
	Nova Scotia	71	10.9%	81	17.2%	1	3.0%
	Prince Edward Island	9	1.4%	16	3.4%	0	0.0%
	Newfoundland & Labrador	43	6.6%	11	2.3%	1	3.0%
	Yukon	45	6.9%	16	3.4%	0	0.0%
	Northwest Territories	11	1.7%	5	1.1%	0	0.0%
	Nunavut	7	1.1%	0	0.0%	0	0.0%

Income sources before RWA

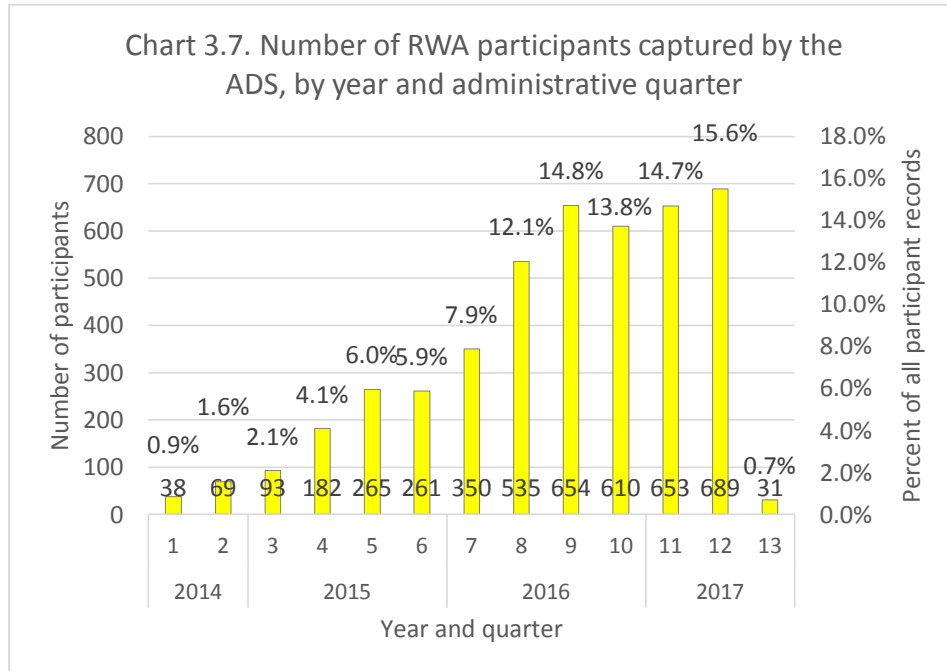
Nearly one in five RWA participants (19%) were receiving employment earnings before becoming involved with the program (Chart 3.6). Some 44.4% were receiving social assistance. A few received Employment Insurance (2.3%), Workers' Compensation (0.2%) or benefits from the Canada or Quebec Pension Plan (1.8%). About one in five received income from some other unspecified source(s). Nearly a quarter (25.6%) were not receiving any identified personal income before their involvement with RWA. However, it is not clear to what extent those people actually had no income vs there being no valid data about their income.



Number of participants by administrative quarter

Chart 3.7 shows the number of participants involved with RWA in any given year and administrative quarter.¹ On average participants were involved with RWA for 3.3 quarters. The longest anyone was involved was for 12 quarters. The Chart, then, counts some individuals across several consecutive quarters.

¹ The apparent drop in the number of participants captured by the ADS after the 12th quarter simply reflects that the data for the 13th quarter were captured part way into that quarter and were mainly for new entrants to RWA.



Findings: Employment

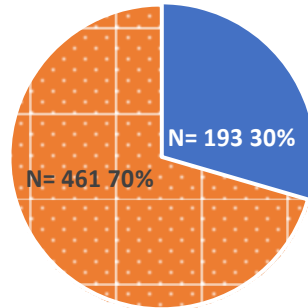
Key concepts and high-level results

This section of the report introduces some key concepts that were found helpful for navigating the complex RWA data and are used throughout much of the remainder of this report. The section also provides some high-level results of RWA. The section discusses the terms “employment”, “Jobs 1, 2 and 3”, “first jobs”, “separate new jobs”, “ongoing jobs”, “job quarters”, “new job situations”, “outcome jobs” and overlapping statuses that can involve several of these notions at the same time for a given person.

Employment

Employment is defined simply as any work for pay as a result of RWA, whether for an employer or in self-employment. Overall, 1,225 RWA participants held employment at some point in their involvement with the program. Chart 3.8 shows the employment status of RWA participants who were on the books with RWA in the 9th administrative quarter. This quarter was selected for illustrative purposes, here and in some of the discussion that follows, because it was the quarter in which the ADS indicated the highest number of RWA participants in employment. During that quarter, 70% had one or more jobs. Most of those who did not work in that quarter had worked previously while with RWA; over the course of RWA, some people shifted between working and not working, and some experienced other changes in their job situations, which are discussed below.

Chart 3.8. Number of RWA participants in the 9th administrative quarter, showing employment status that quarter (N=654)



Not employed Employed

Jobs 1, 2 and 3

The ADS was set up to facilitate the entry of information about employment in up to three categories of jobs per person per quarter. These were called Job 1, Job 2 and Job 3 in the online data capture system and raw data files. In any given quarter, most employed people had entries pertaining to Job 1 only. In a few cases there were entries for Jobs 2 and 3. Of all the job quarters worked by RWA participants, 89.7% were in the Job 1 category, 9.7% in Job 2 and 0.7% in Job 3. Over time, a person could hold two or more jobs (consecutively) in these job categories. Generally speaking, however, most people held only one job in each of the categories.

Job quarters

Job quarters worked	Number of participants holding the job	%	Total job quarters worked	%
1	603	49.2%	603	19.9%
2	213	17.4%	426	14.1%
3	155	12.7%	465	15.4%
4	90	7.3%	360	11.9%
5	57	4.7%	285	9.4%
6	35	2.9%	210	6.9%
7	28	2.3%	196	6.5%
8	12	1.0%	96	3.2%
9	9	0.7%	81	2.7%
10	7	0.6%	70	2.3%
11	3	0.2%	33	1.1%
12	2	0.2%	24	0.8%
13	2	0.2%	26	0.9%
14	3	0.2%	42	1.4%
15	-	0.0%	-	0.0%
16	3	0.2%	48	1.6%
17	-	0.0%	-	0.0%
18	1	0.1%	18	0.6%
19	1	0.1%	19	0.6%
20	-	0.0%	-	0.0%
22	-	0.0%	-	0.0%
24	1	0.1%	24	0.8%
Total	1,225	100.0%	3,026	100.0%

A job quarter is here defined as one administrative quarter's worth of employment. If a person held one job in a given administrative quarter, that person had one job quarter in that three-month period. If a person held 2 jobs in the quarter, they held 2 job quarters in that three months.

Overall, the 1,225 people who had any employment through RWA worked for 3,026 quarters' worth of employment. Table 3.2 provides details. It shows that 603 individuals – about half of those who held any employment (49.2%) – worked for only one job quarter. These job quarters comprised only about one in five (19.9%) of the job quarters ever worked in RWA. The other 80.1% of the job quarters were worked by the other half of the people who held any employment.

Appendix Table 2 shows the number of people and the number of jobs they worked in each administrative quarter.

First jobs

A person's first job was simply the initial job they obtained upon first participating in RWA, or the job they obtained sometime after participating in RWA if their initial involvement was not holding a job, e.g., after first going to school. As 1,225 people participated in employment at some point in RWA, there were 1,225 first jobs.

Chart 3.9 shows when RWA participants obtained their first jobs. A highpoint was in the 8th quarter, which accounted for 16% of all first jobs through RWA. From the first (baseline) record for each participant, the ADS revealed that 1,209 of the 1,225 people who obtained any employment through RWA obtained a job at the outset of their involvement with the program – 98.7% of all first jobs.² A few people took part in postsecondary education before securing employment through RWA.

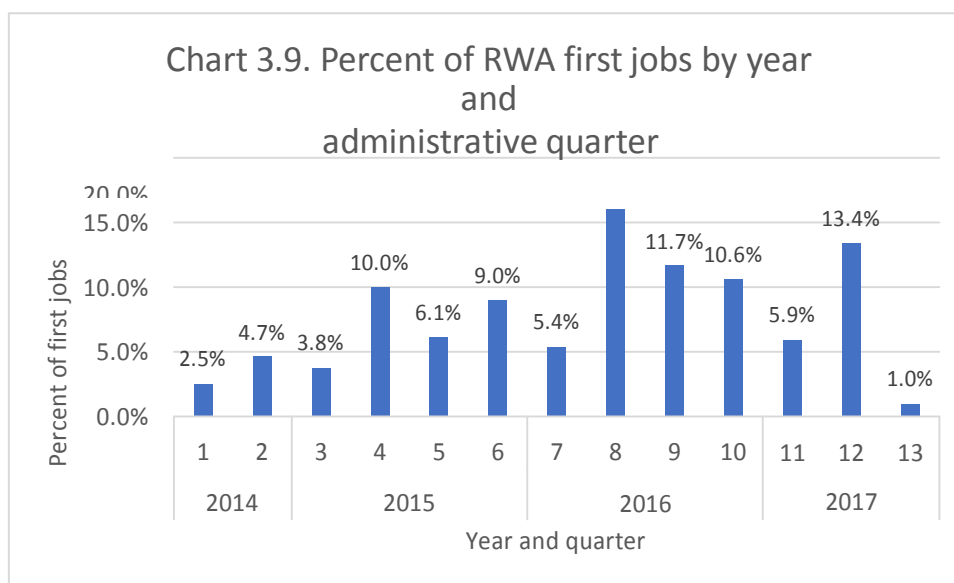


Chart 3.10 shows the percentages of all first jobs by province/territory. Most of these first jobs were obtained in British Columbia (16.9%), followed closely by Ontario (16.4%) and Alberta (15.1%). Quebec accounted for 7.4%. Together the prairies accounted for 22.7% of first jobs through RWA, the Atlantic provinces, 26.9% and the northern territories, 9.7%. The percentage distribution of first jobs was similar to the general distribution of all RWA participants, as discussed above in reference to Chart 3.4.

² PIF information accounted for the first records of 1,192 people who obtained their first job at the outset of their involvement with RWA, while the Addendum provided information for 7 more individuals and Quarterly reports for 10.

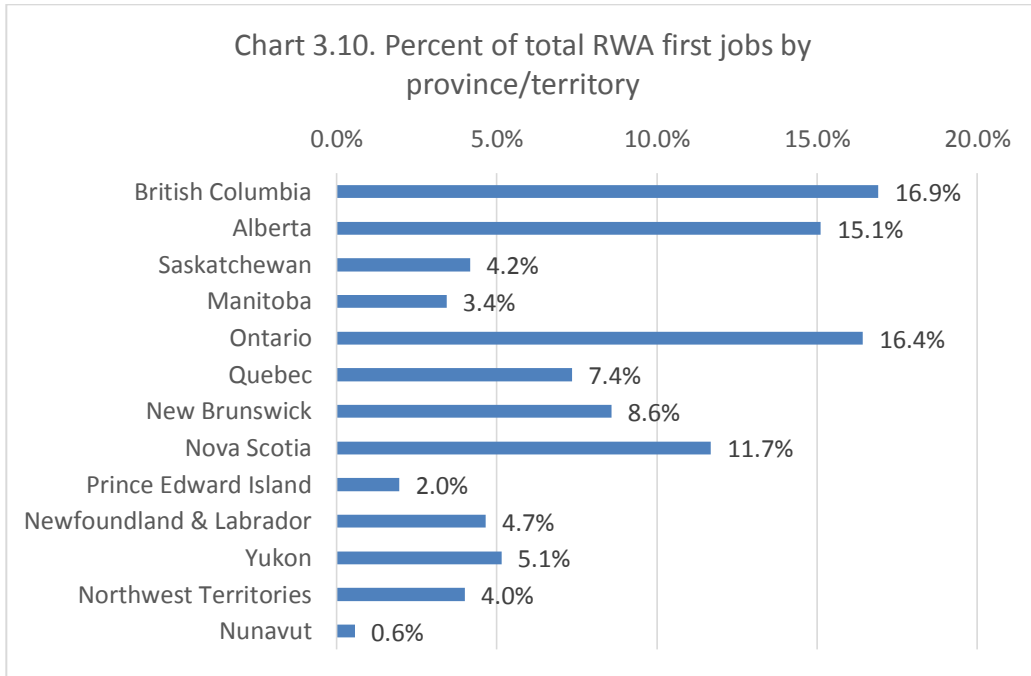
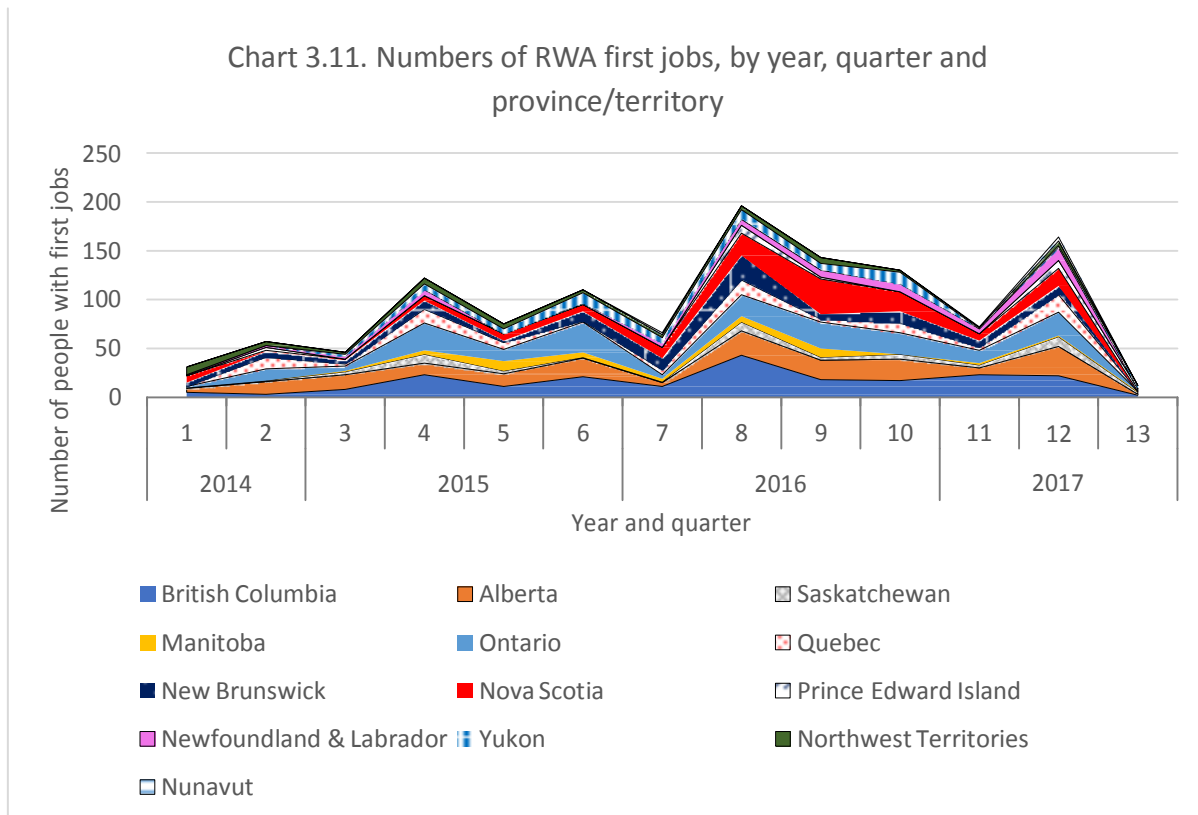


Chart 3.11 combines Charts 3.9 and 3.10 and provides a view of the administrative quarters *and* provinces/territories in which RWA participants obtained their first jobs. Appendix Table 1 provides detailed counts.



Separate new jobs

A separate new job is here defined as a person's first job, plus any other job with an employer / firm different than their first one, or re-employment after a spell of joblessness, or new self-employment not already covered in the other scenarios. Some 1,029 people worked at only one job, which was their first one. However, 160 people worked two separate new jobs (for a total of 320 separate new jobs) and some people held more such jobs. Table 3.3 provides details. In addition to the 1,029 first jobs that were the only jobs for some individuals, RWA participants entered into another 439 separate new jobs for a total of 1,468 separate new jobs.

Separate new jobs per person	Number of participants holding the separate new jobs	Total separate new jobs worked
1	1,029	1,029
2	160	320
3	27	81
4	7	28
5	2	10
Total	1,225	1,468

Ongoing jobs

An ongoing job is defined as one that took place over two or more consecutive administrative quarters.

New job situations

In any given administrative quarter, an employed person may have been working the same job as in the previous quarter or may have been in a new job situation. For the vast majority of participants, becoming involved in RWA meant immediately transitioning to employment and in that sense entering into a new job situation. However, many people experienced job situations that were different than their first while with RWA and thus were also in new job situations. This would include people who entered into separate new jobs beyond their first job, as discussed above. In addition, a person's job situation may have significantly changed in other ways from one administrative quarter to the next.

A person was operationally defined for the present research as being in a new job situation if s/he:

- Was new to RWA and obtained employment upon getting involved (1,209 occurrences) or
- Was not new to RWA and was not employed in a given administrative quarter (e.g., because they were experiencing joblessness after previously having an RWA-brokered job or because they were going to school), then subsequently obtained employment through RWA (180 such occurrences over the course of the program); or
- Went from one firm to another while with RWA (57 occurrences overall); or
- Moved from self-employment into a job with an employer, or from a job with an employer into self-employment (15 occurrences overall); or
- Moved from a seasonal job to a permanent job (57 occurrences overall); or
- Changed job positions/titles (130 occurrences overall); or
- Received a job promotion (21 occurrences overall); or
- Increased work hours from less than 15 per week to 15 or more per week (36 occurrences overall).

Over the course of their involvement with RWA, the same person may have experienced more than one of the above-listed occurrences.

Table 3.4 shows that about three-quarters (76.4%) of RWA participants experienced only one new job situation, i.e., their initial job situation; the rest experienced 2 or more. Overall, the 1,225 participants took part in 1,646 new job situations.

Number of new job situations per person	Number of participants	Percent	Total number of new job situations	Percent
1	936	76.4%	936	56.9%
2	207	16.9%	414	25.2%
3	54	4.4%	162	9.8%
4	19	1.6%	76	4.6%
5	4	0.3%	20	1.2%
6	1	0.1%	6	0.4%
7	2	0.2%	14	0.9%
8	1	0.1%	8	0.5%
10	1	0.1%	10	0.6%
Total	1,225	100.0%	1,646	100.0%

Chart 3.12 shows that nearly half of employed participants in the 9th quarter were in new job situations (46%).

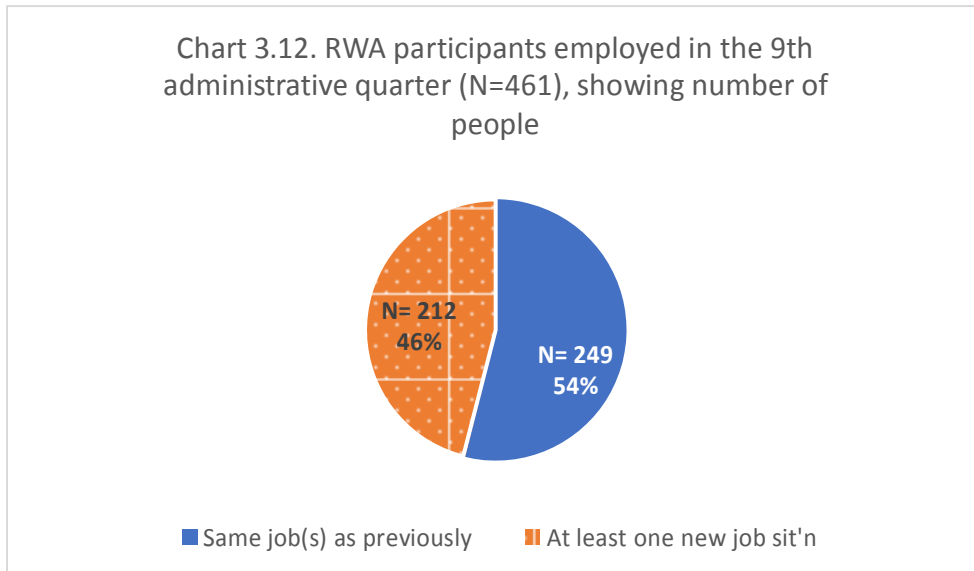
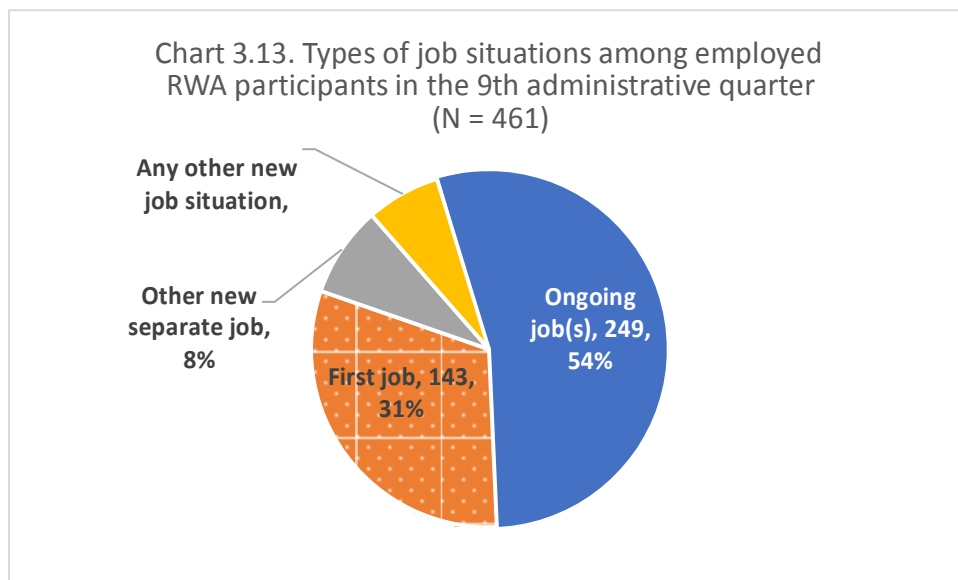
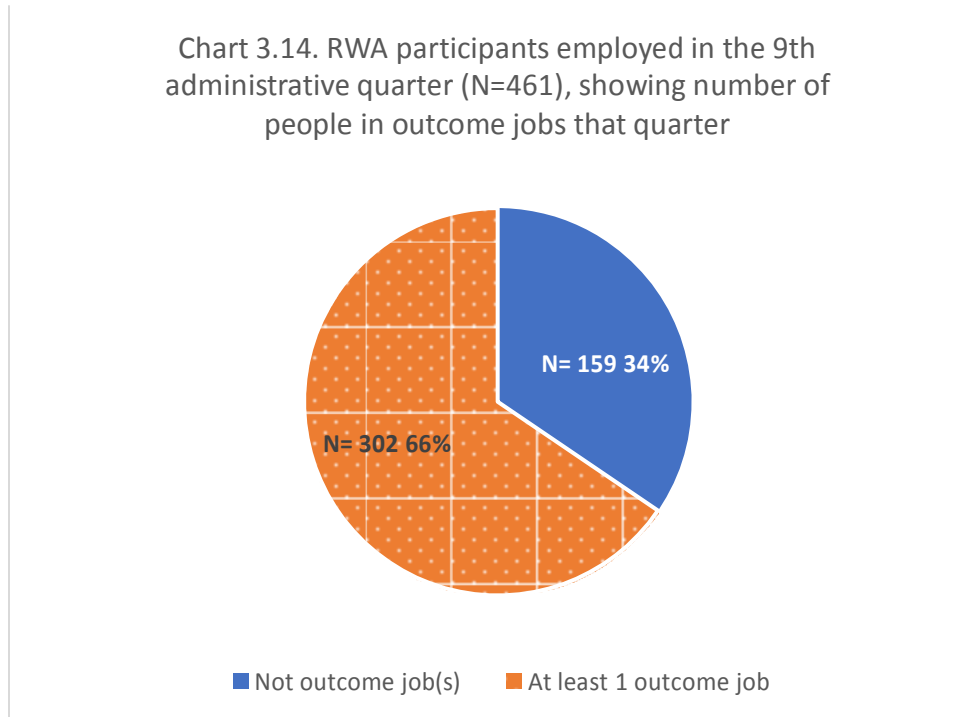


Chart 3.13 shows the composition of employed people in the 9th quarter, with the percentages who held the same job(s) as in the previous quarter (54%), obtained their first job with RWA while in that quarter (31%), obtained other separate new employment, or were in some other kind of new job situation in the quarter. Not surprisingly, most people who were in new job situations in the 9th quarter were in their first RWA jobs.

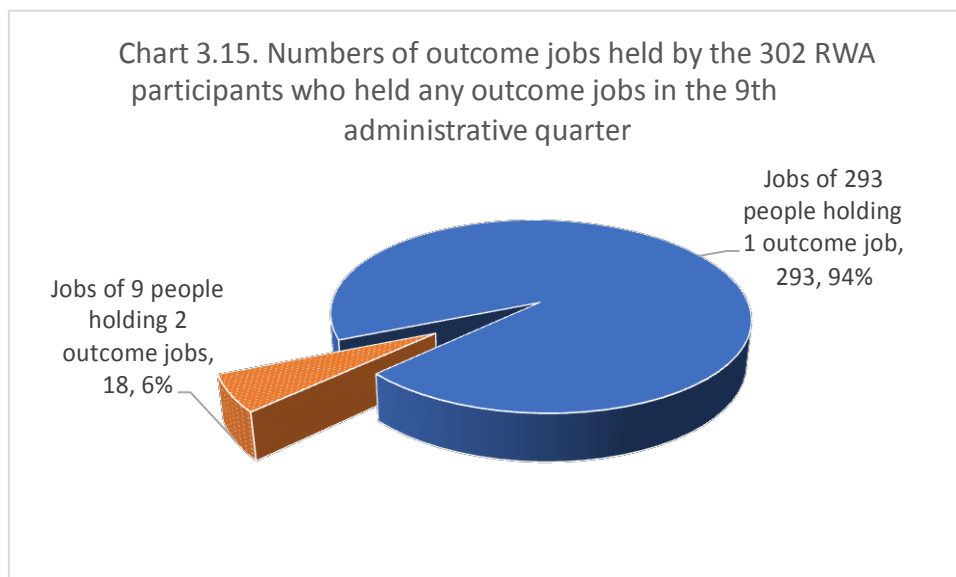


Outcome jobs

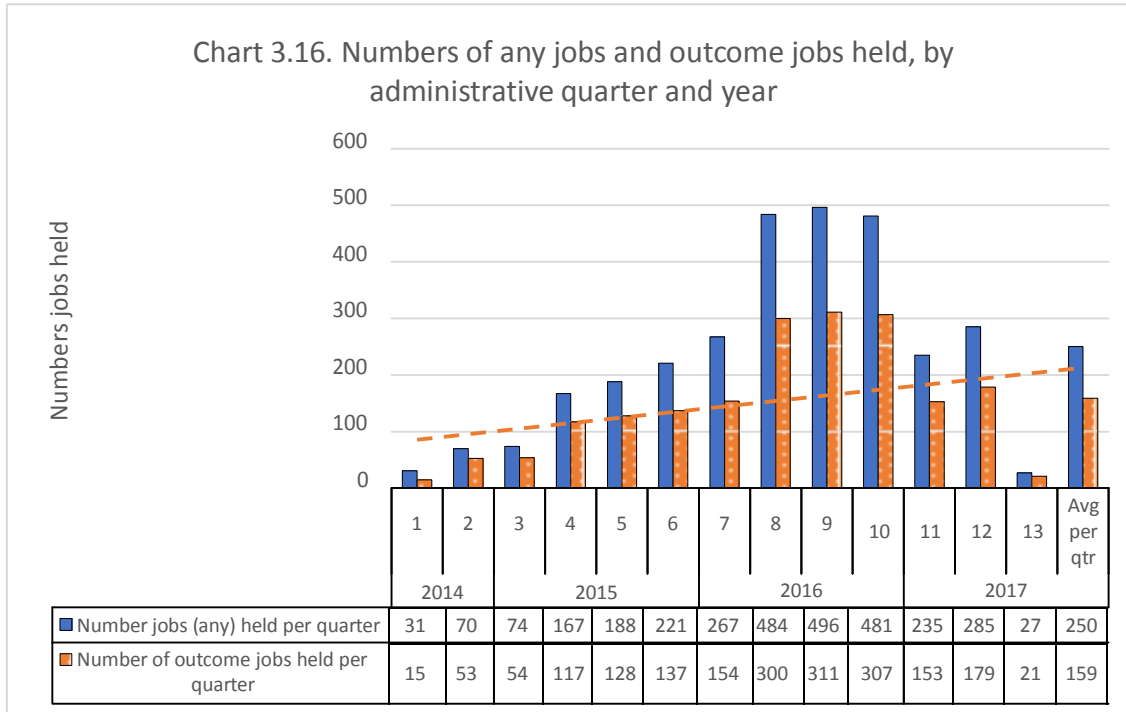
A key intended outcome of RWA was that the program would help people find jobs that required – and paid for – at least 15 hours of labour per week. Such jobs are here defined and throughout the rest of this report as “outcome jobs”. Chart 3.14 shows that most RWA participants with any jobs in the 9th quarter (66%) had outcome jobs in this sense of the term.



Of the 301 people who held any outcome jobs in the 9th quarter, 292 worked one while 9 worked two. Accordingly, the number of outcome jobs worked was slightly larger than the number of job holders – 311 vs 302, respectively (Chart 3.15).



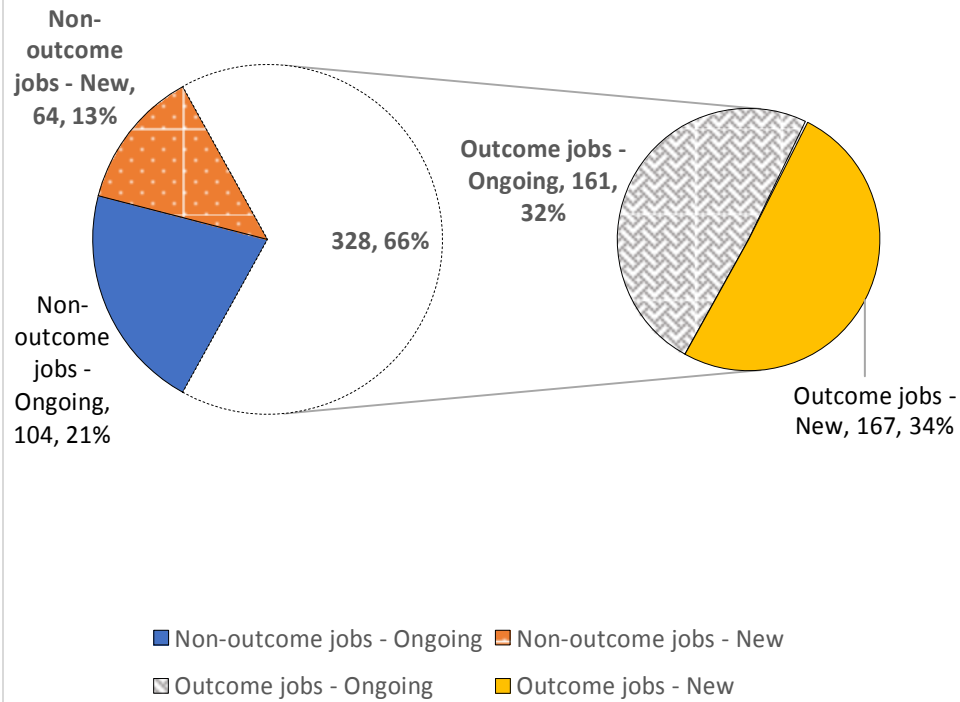
In any given quarter, a considerable number of RWA participants with any employment were in outcome jobs – nearly two-thirds (63.6%) on average, a share that tacked upward over time (dotted trend line on Chart 3.16). The program helped facilitate participation in 250 jobs per quarter on average, 159 of which were outcome jobs. Overall, RWA facilitated 1,929 outcome job quarters.



Overlapping employment statuses: new outcome jobs

The “new job situation” and “outcome job” statuses overlapped for many RWA participants. Focusing again on employed people in the 9th quarter, Chart 3.17 shows the relationship between these statuses. The chart shows that 34% of jobs worked in that quarter were new outcome jobs while another 32% were ongoing outcome jobs, i.e., they were the same outcome jobs as in the previous administrative quarter. Another 13% were new, non-outcome jobs, i.e., they required less than 15 hours of labour per week. The remainder (21%) were jobs that were neither new nor outcome jobs.

Chart 3.17. Jobs (496) of RWA participants (461) employed in the 9th administrative quarter, showing numbers by new and outcome job statuses



Many people moved between these job situations. Table 3.5 shows the employment trajectory of one person who worked twelve job quarters over eleven administrative quarters. This person held one job in each of the situations shown by the X's on the table. In the 8th administrative quarter they worked two job quarters – one a new outcome job and the other an ongoing outcome job. The typical pattern was for people to participate in a new job situation in any given quarter (e.g., their first job), then roll over in the subsequent quarter into an ongoing job situation, or into joblessness. The person depicted on Table 3.5 did not experience joblessness in any of the quarters shown.

Table 3.5. Job situations of one RWA participant with employment in 11 quarters					
Quarter	Employment situation				
	New job situations		Ongoing job situations		Total
	Outcome job	Not outcome job	Outcome job	Not outcome job	
2	X				1
3			X		1
4			X		1
5			X		1
6			X		1
7			X		1
8	X		X		2
9			X		1
10				X	1
11				X	1
12				X	1
Total job situations	2	0	7	3	12

Employment-related details

This section of the report is divided into two major subsections. One focuses on the people who held employment and the other is on the jobs that people worked. The first looks at the number of people who were employed, people with multiple jobs and the disabilities of job holders. The second subsection looks at the numbers of jobs RWA helped to generate, wages and hours of work, job security and self-employment. Details are then provided on the industries in which people worked, the reasons why people left RWA jobs and the durations of permanent and seasonal jobs.

The people who were employed

- *Number of people employed*

Table 3.6 shows the employment status of RWA participants by administrative quarter, with respective details about people who were not working and working in any given quarter. The latter details were drawn from the last administrative records of the participants. Among those who held at least one job as of the last information we have about these people,

576 were still working (Column I). On average they worked for 2.3 quarters (Column J). As some worked more than one job (discussed below), they worked 2.7 job-quarters' overall on average. Of some interest, those whose last information was captured in the 12th quarter – which comprise most of the employed people shown on the table – worked 3 quarters on average (Column M). The overall pattern shown in Column M reflects an upward trend, suggesting that the duration of involvement with RWA generally spelled increased quarters of employment. As these people were out of work for only 0.2 quarters or about 2.6 weeks on average (Column K), the evidence suggests that many if not most the people whose records ended before the 12th quarter are probably still working.

In contrast, those who were not working in a given quarter had been without work for 2 quarters on average (Column G). That said, on average they had worked 2 quarters at some point while involved with RWA (Column F), suggesting their potential for re-employment.

Table 3.7 shows much the same information as Table 3.6, but distributed across the provinces and territories. It reveals some interesting patterns and differences. For instance, looking at the distribution of all quarters ever worked by RWA participants (Column D), most quarters were worked in Alberta (26.8% of the 2,824), followed next by Ontario (18.3%) and British Columbia (13.8%). This is not surprising given the large populations in those provinces. The finding is also consistent with the general distribution of RWA participants, shown on Table 3.4.

However, the relative rates of people ever-employed participants varied considerably across the provinces and territories. Dividing the total in Column D by the total in Column B, 63.7% of all participant quarters were ones in which people were working ($2,824 \div 4,430$). Using this national standard, the ever-employed rates were very high in Prince Edward Island (96.4%), New Brunswick (81.2%) and Nova Scotia (75.4%).

Using a different standard that captures the duration of employment, the mean number of job-quarters worked by people who were still working as of their last record (Column M) was higher than the overall average of 2.7 quarters in Alberta (4.7 quarters), the Northwest Territories (4.6 quarters) and Saskatchewan (4.3 quarters).

Table 3.6. Employment status of RWA participants, by quarter, showing respective details for people who were not working and employed in any given quarter

A. Quarter	All participants			Last information about these people, i.e., they left RWA before the 12th quarter or were still with RWA in the 12th or 13th quarter							
	B. Total participants per quarter	C. Not employed in the quarter	D. Employed in the quarter	No employment in the quarter				At least one job in the quarter			
				E. Count as of the last info about these people	F. Cumulative quarters (mean) of any RWA- brokered work, up to the quarter	G. Cumulative quarters (mean) of not working while with RWA, up to and incl. the quarter	H. Cumulative number (mean) of RWA- brokered job quarters, up to the quarter	I. Count as of the last info about these people	J. Cumulative quarters (mean) of any RWA- brokered work, up to and incl. the quarter	K. Cumulative quarters (mean) of not working while with RWA, up to the quarter	M. Cumulative number (mean) of RWA- brokered job quarters, up to and incl. the quarter
1	38	7	31	4	0.0	1.0	0.0	1	1.0	0.0	1.0
2	69	4	65	4	0.5	1.0	0.5	5	1.2	0.0	1.2
3	93	21	72	15	0.9	1.0	0.9	4	1.0	0.3	1.0
4	182	21	161	6	0.8	1.0	0.8	7	1.1	0.0	1.3
5	265	85	180	35	1.0	1.1	1.0	13	1.8	0.1	1.8
6	261	54	207	12	1.3	1.3	1.3	8	1.1	0.0	1.4
7	350	104	246	31	1.2	1.1	1.2	11	2.6	0.0	2.6
8	535	95	440	27	1.4	1.5	1.4	31	1.9	0.0	2.0
9	654	193	461	70	1.4	1.4	1.5	74	2.4	0.3	2.9
10	610	157	453	29	1.7	2.1	1.7	88	2.4	0.1	2.4
11	653	440	213	96	1.8	1.5	1.9	66	2.2	0.1	2.3
12	689	417	272	412	2.5	2.5	2.5	245	2.5	0.3	3.0
13	31	8	23	8	0.5	1.5	0.5	23	2.1	0.5	2.7
Total	4,430	1,606	2,824	749	2.0	2.0	2.0	576	2.3	0.2	2.7

Table 3.7. Employment situation of RWA participants, by province / territory, showing respective details for people who were not working and employed as of their last administrative records

A. Province / territory	All participants			Last information about these people							
	B. Total participant -quarters per province/ territory	C. Participant -quarters not employed	D. Participant -quarters ever employed	Not employed – Last record				Employed – Last record			
				E. Count as of the last info about these people	F. Cumulative quarters (mean) of any RWA- brokered work	G. Cumulative quarters (mean) of not working while with RWA	H. Cumulative number (mean) of RWA- brokered job quarters	I. Count as of the last info about these people	J. Cumulative quarters (mean) of any RWA- brokered work	K. Cumulative quarters (mean) of not working while with RWA	M. Cumulative number (mean) of RWA- brokered job quarters
BC	637	221	416	124	2.1	1.7	2.1	85	1.8	0.1	1.9
AB	991	430	561	161	2.6	2.6	2.6	38	3.6	0.2	4.7
SK	251	110	141	35	1.7	2.8	1.7	26	3.2	0.5	4.3
MB	183	97	86	45	1.2	2.0	1.2	16	2.1	0.4	2.3
ON	742	294	448	141	2.0	2.0	2.0	71	2.2	0.3	2.2
QC	304	112	192	65	2.2	1.7	2.2	31	1.5	0.0	1.6
NB	276	52	224	29	1.4	1.4	1.4	83	2.2	0.1	2.2
NS	451	111	340	63	1.2	1.5	1.2	96	2.8	0.2	3.1
PE	28	1	27	1	0.0	1.0	0.0	24	1.1	0.0	1.2
NL	119	30	89	22	1.2	1.2	1.2	37	1.7	0.1	2.0
YT	190	50	140	27	1.4	1.2	1.5	43	2.4	0.4	3.6
NT	251	98	153	36	2.3	2.5	2.3	19	3.7	0.4	4.6
NU	7	-	7	-	-	-	-	7	1.0	0.0	1.0
Total	4,430	1,606	2,824	749	2.0	2.0	2.0	576	2.3	0.2	2.7

- *People with multiple jobs*

Some people worked more than one job in a given quarter, i.e., they worked concurrent jobs, and some held more than one separate new job over the course of RWA, i.e., they worked consecutive jobs. Table 3.8 shows that 186 people held more than one job concurrently at some point in RWA, for a total of 388 jobs that were held concurrently.

Table 3.8. Number of people holding 2 or more jobs concurrently at some point in RWA, and the total number of jobs held concurrently		
Number of jobs held concurrently by each person	Number of people holding concurrent jobs	Total number of jobs held concurrently
2	170	340
3	16	48
Total	186	388

Table 3.9 shows that 196 people held two or more consecutive, separate new jobs for a total of 439 jobs that were consecutively held.

Table 3.9. Number of people holding consecutive, separate new jobs at some point in RWA		
Number of separate new jobs held consecutively	Number of people holding consecutive, separate new jobs	Total number of separate new jobs held consecutively
2	160	320
3	27	81
4	7	28
5	2	10
Total	196	439

- *Disabilities of employed participants*

Overall, 1,225 RWA participants held at least one job for one or more administrative quarters while with RWA. Table 3.10 presents data for 1,095 of those people,² and shows the numbers of people who held jobs in any administrative quarter by type of disability. In counting more than once the many people who held jobs in more than one quarter, the table reflects the overall

² There was no information about disability for the other 130 cases.

participation in employment by type of disability in RWA. Nearly 6 in 10 of the people who held jobs at some point in RWA (58.7%) were people with an intellectual disability. Nearly 4 in ten were people with ASD (38.3%) while the rest (3%) had both disabilities. These numbers reflect quite closely the overall participation in RWA by people with these disabilities (Chart 3.5).

Table 3.10. Disabilities of participants who held jobs at any point in RWA (valid data only)		
Disabilities of job holders	Job quarters worked	Percent
Intellectual disability	2,116	58.7%
ASD	1,381	38.3%
Both	108	3.0%
Total	3,605	100.0%

Jobs and industries

This section of the report looks at the characteristics of the jobs that RWA participants held. It looks at the number of jobs generated, their distribution by administrative quarter and province / territory, the security of those jobs (i.e., permanent vs seasonal), self-employment, weekly wages and hours of work, the industry sectors of the jobs and several key details by industry. It concludes with a discussion of why people left their jobs and the typical durations of permanent and seasonal jobs.

- *Number of jobs generated*

Of the 1,225 people who held any employment through RWA, Table 3.11 shows that 1,468 of their jobs were separate new ones, as discussed above (see Table 3.3 and discussion). The separate new jobs were included within the total of 1,648 new job situations that are also shown on Table 3.11. In addition, the table shows that, of the total new job situations brokered as a result of RWA, 1,083 of these were new outcome jobs, i.e., jobs of at least 15 hours per week. The table shows that there was a substantial increase in the level of new hiring beginning in the 8th quarter that continued in the 9th, 10th and 12th quarters. The pattern roughly mirrors the increased general employment – in which the new situations occurred – in the 8th through 12th quarters (Table 3.6). The 8th quarter was a watershed for new jobs. In this quarter alone, 271 new job situations were opened up, 231 of which were separate new jobs and 174 were new outcome job situations.

Year	Quarter	Number of separate new jobs	%	Total number of new job situations	%	Number of all new outcome job situations	%
2014	1	31	2.1%	31	1.9%	15	1.4%
	2	57	3.9%	63	3.8%	48	4.4%
2015	3	48	3.3%	47	2.9%	33	3.0%
	4	128	8.7%	132	8.0%	90	8.3%
	5	82	5.6%	92	5.6%	58	5.4%
	6	120	8.2%	134	8.1%	81	7.5%
2016	7	83	5.7%	106	6.4%	52	4.8%
	8	231	15.7%	271	16.5%	174	16.1%
	9	181	12.3%	218	13.2%	147	13.6%
	10	171	11.6%	201	12.2%	133	12.3%
2017	11	105	7.2%	115	7.0%	82	7.6%
	12	210	14.3%	211	12.8%	151	13.9%
	13	21	1.4%	25	1.5%	19	1.8%
Total		1,468	100.0%	1,646	100.0%	1,083	100.0%

Looking only at separate new jobs, most of these were generated in Ontario (15.7%), followed closely by British Columbia (15.5%), Alberta (14.4%) and Nova Scotia (13.7%). Most other new job situations, including new outcome jobs, were also generated in these four provinces (Table 3.12).

Province / territory	Number of separate new jobs	%	Number of (other) new job situations	%	Number of all new outcome job situations	%
British Columbia	228	15.5%	250	15.2%	146	13.5%
Alberta	212	14.4%	262	15.9%	152	14.0%
Saskatchewan	67	4.6%	75	4.6%	50	4.6%
Manitoba	47	3.2%	49	3.0%	36	3.3%
Ontario	230	15.7%	244	14.8%	204	18.8%
Quebec	97	6.6%	101	6.1%	85	7.8%
New Brunswick	114	7.8%	126	7.7%	101	9.3%
Nova Scotia	201	13.7%	219	13.3%	157	14.5%
Prince Edward Island	27	1.8%	28	1.7%	19	1.8%
Newfoundland & Labrador	60	4.1%	63	3.8%	46	4.2%
Yukon	101	6.9%	133	8.1%	49	4.5%
Northwest Territories	77	5.2%	89	5.4%	31	2.9%
Nunavut	7	0.5%	7	0.4%	7	0.6%
Total	1,468	100.0%	1,646	100.0%	1,083	100.0%

- *Job security: permanent vs seasonal work*

Over the course of their employment through RWA, participants could have held permanent jobs, seasonal jobs or both at various times. Participants could have changed employers and jobs from one quarter to the next. They could also have moved from seasonal work with an employer in one quarter into permanent work with the same employer in another quarter. Accordingly, the markers of a person's job security in one administrative quarter may not have been the same as in another quarter. Overall, the ADS captured information about job security on 2,448 instances of employment. Of these, nearly three-quarters (74.2%) were permanent jobs. Nearly a quarter (24.8%) were seasonal jobs. Very few (1%) were combination of permanent and seasonal jobs (Table 3.13).

Type of work	Count	Percent
Only permanent work	1,817	74.2%
Only seasonal work	606	24.8%
Permanent and seasonal work	25	1.0%
Total	2,448	100.0%

- *Self-employment*

Over the course of RWA, 101 people held 103 separate new jobs as self-employed individuals. Of these people, 99 held one such job while 2 people held 2 each (4 self-employed jobs in total). Table 3.14 shows that more of these jobs were generated in the 8th quarter than in any other quarter (18.4% of all) but that the number of such jobs increased in a major way from the 7th through 12th quarters.

Quarter	Count of separate new self-employment jobs	%
1	2	1.9%
2	0	0.0%
3	2	1.9%
4	5	4.9%
5	6	5.8%
6	5	4.9%
7	15	14.6%
8	19	18.4%
9	12	11.7%
10	10	9.7%
11	11	10.7%
12	15	14.6%
13	1	1.0%
Total	103	100.0%

Table 3.15 shows that, at 30% of the total, most of the new self-employment jobs of RWA participants were generated in Nova Scotia, followed next by the Yukon (18.4%) and British Columbia (15.5%). The distribution of these jobs across Nova Scotia and the Yukon far exceeds the percentages of RWA participants more generally from those provinces, which were 12% and 5.3%, respectively (Chart 3.4).

Table 3.15. Quarterly sum of new self-employment jobs, by province / territory

Province / territory	Count of separate new self-employment jobs	%
British Columbia	16	15.5%
Alberta	8	7.8%
Saskatchewan	7	6.8%
Manitoba	–	0.0%
Ontario	4	3.9%
Quebec	7	6.8%
New Brunswick	9	8.7%
Nova Scotia	31	30.1%
Prince Edward Island	1	1.0%
Newfoundland & Labrador	1	1.0%
Yukon	19	18.4%
Northwest Territories	–	0.0%
Nunavut	–	0.0%
Total	103	100.0%

- *Weekly wages and weekly hours of work - overall*

Table 3.16 shows that most people who worked as a result of RWA held jobs in the Job 1 category; they worked on average 20.1 hours per week for an average wage of \$12.39 per hour. While the standard deviations on Table 3.16 indicate that, in all jobs, the hours of work varied considerably from the averages, the hourly wages were more tightly bound to the averages, i.e., within \$2.75 of the mean for Job 1 and even more tightly for Job 2 (within \$2.35) and Job 3 (within \$1.47). The estimated average weekly wage was \$253.80 for Job 1.³ The section of this report on the “Summary of RWA employment results as of participants’ last records – Overall earnings” provides further information about overall wages in relation to provincial /territorial minimum wages.

³ The estimated weekly wage for Job 1 shown on the table (\$253.80) is a little different than the product of the hours and wages shown on the table (20.1 hours X \$12.39 per hour = \$249.04 per week. The difference is due to missing data for hours or wages for some individuals. The estimate shown on the table is based only on valid data for hours and wages across people who held Job 1.

	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Mean	20.1	15.9	26.7	12.39	12.93	15.67	253.80	221.54	420.00
Std. Deviation	10.3	9.0	11.5	2.75	2.35	1.47	153.36	159.75	121.24
N	2,459	152	3	2,344	198	6	2,238	135	3

- *Distribution of jobs by industry sector*

Table 3.17 shows that, aside from various “other” jobs that are not detailed on the table, most of the new separate jobs generated through RWA were in the retail (36.8%), food (14.6%), arts (6.3%), travel (4.4%), manufacturing (4.2%) and warehousing (3.8%) industries. New job situations more broadly defined also occurred in these sectors, as were new outcome job situations.

Industry sectors	New separate jobs		New job situations		New outcome job situations	
		%		%		%
Administration	29	2.3%	40	2.8%	16	1.6%
Agriculture	31	2.5%	35	2.5%	26	2.6%
Arts	78	6.3%	93	6.6%	50	5.0%
Construction	34	2.8%	40	2.8%	23	2.3%
Culture	16	1.3%	18	1.3%	13	1.3%
Education	10	0.8%	10	0.7%	10	1.0%
Finance	15	1.2%	17	1.2%	9	0.9%
Food	181	14.6%	219	15.5%	146	14.7%
Health	40	3.2%	49	3.5%	31	3.1%
Info Tech	2	0.2%	2	0.1%	1	0.1%
Manufacturing	52	4.2%	61	4.3%	43	4.3%
Management	5	0.4%	5	0.4%	5	0.5%
Natural resources	7	0.6%	7	0.5%	7	0.7%
Professional	36	2.9%	39	2.8%	31	3.1%
Public administration	26	2.1%	27	1.9%	17	1.7%
Real estate	6	0.5%	6	0.4%	5	0.5%
Retail	455	36.8%	521	36.9%	419	42.1%
Transport	22	1.8%	26	1.8%	19	1.9%
Travel	54	4.4%	60	4.2%	49	4.9%
Utilities	8	0.6%	8	0.6%	4	0.4%
Warehousing	47	3.8%	56	4.0%	39	3.9%
Other	103	8.3%	117	8.3%	51	5.1%
Any indicated sector (valid data)	1,236	100.0%	1,412	100.0%	995	100.0%

- *Industry, weekly wages and weekly hours of work*

The average hourly wages, hours of work and estimated average weekly earnings are shown on Table 3.18. The “++” signs to the right of the “Est’d average weekly earnings” column indicate

sectors where the average weekly earnings were equal to or greater than 1.2 times the average overall earnings shown on the bottom line of the column. The “V” signs indicate where the sector earnings were 0.8 times or less than the overall average. The five industries with the highest estimated average weekly earnings were finance (\$458.18), natural resources (\$426.72), and the professional (\$424.29), construction (\$318.09) and travel (\$314.30) industries. The industry with the lowest average weekly earnings (\$161.33) was information technology. Here, the hourly wage (\$14.67) was the lowest of all the industries of RWA participants’ jobs, and the average hours of work were also the lowest in this sector (11 per week).

Table 3.18. Average hourly wage, average weekly hours of work and estimated average weekly earnings, by industrial sector, for RWA participants who ever held employment in the sector								
Industry Sector	Average weekly hours			Average hourly earnings (\$)			Est'd average weekly earnings (\$)	
	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3		
Administration	13.4	12.1		15.21	3.32		210.88	
Agriculture	12.3	13.5		23.40	25.00		302.18	
Total	12.3	13.5		23.40	25.00		302.18	
Arts	12.4	12.3		16.61	9.23		226.45	
Total	12.4	12.3		16.61	9.23		226.45	
Construction	14.3	17.3		20.27	14.33		318.09	++
Culture	14.4	15.0		24.91	6.00		305.06	
Education	13.5			18.41			258.59	
Finance	16.9	17.8		22.94	35.00		458.18	++
Food	11.6	12.1		17.28	13.83		215.11	
Health	12.3	13.3	17.5	18.17	13.93	20.00	245.60	
Info Tech	11.0			14.67			161.33	V
Manufacturing	11.8	12.3		24.11	14.45		292.62	
Management	11.8	10.9		19.17	15.00		252.13	
Natural resources	15.4	26.1					426.72	++
Professional	14.6	12.5		28.31			424.29	++
Public administration	15.2	12.2		16.63	12.50		250.76	
Real estate	13.1			18.63			249.48	
Retail	11.7	12.5	14.0	21.93	20.00	40.00	264.16	
Transport	12.7		15.0	24.1			304.90	
Travel	11.9	14.2		23.4	28.57		314.30	++
Utilities	12.8	11.5					239.77	
Warehousing	14.0	18.8					252.55	
Other	13.7	16.7	14.0	15.92	22.33	40.00	278.14	
Any indicated sector (valid info)	12.4	13.2	15.7	20.24	16.67	26.67	260.85	

Appendix Tables 4 through 9 provide details on wages, hours and earnings for outcome jobs (#4), province / territory (#5), gender (#6), age group (#7), type of disability (#8) and self-employment status (#9).

- *Industry and job security*

Table 3.19 shows row distributions of new and ongoing jobs by industry and whether the jobs were permanent, seasonal or a combination of both. Appendix Table 10 shows the detailed counts behind Table 3.19. Table 3.19 shows in the second-to-bottom row that 63.6% of new jobs for which industry data were available were permanent. The five industries with the highest proportions of new jobs that were permanent were health (82.5%), food (82.3%), warehousing (78.7%), manufacturing (76.9%) and general administration jobs (75.9%). These were followed by professional (75.0%), utilities (75.0%), finance (73.3%) and transport jobs (72.7%).

In terms of ongoing jobs, 77.3% were permanent. The six industries with the highest shares of such jobs were the general administration, construction and information technology sectors (all at 100%), health (97.7%), warehousing (95%), and culture and utilities (both at 91.7%). The food industry followed closely at 89.9%, as did real estate (88.9%) and public administration (86.8%).

Industry sector	New, separate jobs					Ongoing job quarters					All job quarters
	Only perm. work	Perm. and seasonal work	Only seasonal work	Type of work not stated	Total new jobs	Only perm. work	Perm. and seasonal work	Only seasonal work	Type of work not stated	Total ongoing job quarters	
Administration	75.9%	3.4%	17.2%	3.4%	29	100.0%	0.0%	0.0%	0.0%	59	88
Agriculture	22.6%	6.5%	61.3%	9.7%	31	25.0%	41.7%	33.3%	0.0%	12	43
Arts	56.4%	2.6%	30.8%	10.3%	78	75.0%	1.4%	19.4%	4.2%	72	150
Construction	58.8%	2.9%	17.6%	20.6%	34	100.0%	0.0%	0.0%	0.0%	23	57
Culture	68.8%	0.0%	18.8%	12.5%	16	91.7%	0.0%	0.0%	8.3%	12	28
Education	60.0%	0.0%	40.0%	0.0%	10	58.8%	0.0%	41.2%	0.0%	17	27
Finance	73.3%	6.7%	20.0%	0.0%	15	78.6%	7.1%	14.3%	0.0%	14	29
Food	82.3%	1.1%	11.0%	5.5%	181	89.9%	2.1%	2.7%	5.3%	188	369
Health	82.5%	0.0%	10.0%	7.5%	40	97.7%	0.0%	0.0%	2.3%	43	83
Info Tech	50.0%	0.0%	50.0%	0.0%	2	100.0%	0.0%	0.0%	0.0%	1	3
Manufacturing	76.9%	7.7%	11.5%	3.8%	52	72.3%	8.5%	14.9%	4.3%	47	99
Management	40.0%	0.0%	40.0%	20.0%	5	0.0%	0.0%	100.0%	0.0%	1	6
Natural resources	0.0%	0.0%	100.0%	0.0%	7	0.0%	0.0%	100.0%	0.0%	2	9
Professional	75.0%	0.0%	16.7%	8.3%	36	82.4%	0.0%	5.9%	11.8%	34	70
Public admin.	65.4%	0.0%	23.1%	11.5%	26	86.8%	0.0%	5.3%	7.9%	38	64
Real estate	66.7%	0.0%	33.3%	0.0%	6	88.9%	0.0%	11.1%	0.0%	9	15
Retail	55.2%	0.9%	40.0%	4.0%	455	67.1%	0.8%	27.7%	4.4%	501	956
Transport	72.7%	0.0%	27.3%	0.0%	22	76.9%	0.0%	23.1%	0.0%	13	35
Travel	42.6%	0.0%	50.0%	7.4%	54	61.5%	0.0%	34.6%	3.8%	52	106
Utilities	75.0%	0.0%	25.0%	0.0%	8	91.7%	0.0%	8.3%	0.0%	12	20
Warehousing	78.7%	0.0%	19.1%	2.1%	47	95.0%	0.0%	5.0%	0.0%	40	87
Other	67.0%	4.9%	18.4%	9.7%	103	92.7%	0.0%	1.8%	5.5%	55	158
Any indicated sector (valid info)	63.6%	1.0%	29.3%	6.1%	1,236	77.3%	1.1%	17.4%	4.2%	1,212	2,448
No sector indicated	22.4%	0.0%	9.9%	67.7%	232	2.8%	0.0%	0.7%	96.6%	1,527	1,759

- *Industry by type of disability*

Table 3.20 shows the number of job quarters worked at any point in RWA by people with an intellectual disability, ASD and both disabilities, by the industry sectors of those jobs. As industry data was not collected for all individuals' jobs, the table is based on the information that was available. It shows that, for people with an intellectual disability, the five industries that accounted for most jobs were the retail (572), food (140), arts (70), travel (68) and manufacturing industries (55). For people with ASD, the industries that accounted for most jobs were similar, but not identical: the retail (237), food (155), arts (61), warehousing (50) and professional industries (40).

Industry sector	Intellectual disability	ASD	Both	Total (valid data)
Administration	42	34	1	77
Agriculture	20	16	-	36
Arts	70	61	7	138
Construction	24	16	1	41
Culture	3	23	-	26
Education	10	13	-	23
Finance	7	10	-	17
Food	140	155	2	297
Health	40	25	1	66
Info Tech	2	1	-	3
Manufacturing	55	39	2	96
Management	-	6	-	6
Natural resources	3	6	-	9
Professional	24	40	2	66
Public administration	31	30	-	61
Real estate	12	3	-	15
Retail	572	237	35	844
Transport	11	14	4	29
Travel	68	12	6	86
Utilities	14	-	-	14
Warehousing	33	50	4	87
Other	85	50	1	136
Any indicated sector (valid info)	1,246	834	66	2,146

Table 3.21 provides more detail, showing the distributions of new and ongoing jobs by industry and type of disability. Appendix Table 11 provides the detailed job counts behind the figures shown on Table 3.21. The “++” symbols to the right of the columns for people with intellectual disabilities and ASD in Table 3.21 indicate where the distributions are equal to or greater than 1.2 times the percentages in the bottom row of the columns. The “V” symbols indicate where the column percentages are 0.8 times or less than the figures in the columns' bottom row. Practically speaking the symbols indicate where people were substantially more or less likely to have jobs than expected, given their overall participation in separate new jobs and ongoing jobs.

Industry sector	New, separate jobs				Ongoing jobs			
	Type of disability				Type of disability			
	Intellectual disability	ASD	Both	Total (valid data)	Intellectual disability	ASD	Both	Total (valid data)
Administration	48.1%	48.1%	3.7%	100.0%	58.0%	42.0%	0.0%	100.0%
Agriculture	58.6%	41.4%	0.0%	100.0%	42.9% V	57.1% ++	0.0%	100.0%
Arts	38.4% V	56.2% ++	5.5%	100.0%	64.6%	30.8%	4.6%	100.0%
Construction	66.7% ++	30.0% V	3.3%	100.0%	36.4% V	63.6% ++	0.0%	100.0%
Culture	13.3% V	86.7% ++	0.0%	100.0%	9.1% V	90.9% ++	0.0%	100.0%
Education	22.2% V	77.8% ++	0.0%	100.0%	57.1%	42.9% ++	0.0%	100.0%
Finance	38.5% V	61.5% ++	0.0%	100.0%	50.0%	50.0% ++	0.0%	100.0%
Food	47.7%	51.0% ++	1.3%	100.0%	46.5% V	53.5% ++	0.0%	100.0%
Health	50.0%	47.2%	2.8%	100.0%	73.3%	26.7% V	0.0%	100.0%
Info Tech	50.0%	50.0%	0.0%	100.0%	100.0% ++	0.0% V	0.0%	100.0%
Manufacturing	58.0%	38.0%	4.0%	100.0%	56.5%	43.5% ++	0.0%	100.0%
Management	0.0% V	100.0% ++	0.0%	100.0%	0.0% V	100.0% ++	0.0%	100.0%
Natural resources	42.9% V	57.1% ++	0.0%	100.0%	0.0% V	100.0% ++	0.0%	100.0%
Professional	24.2% V	72.7% ++	3.0%	100.0%	48.5% V	48.5% ++	3.0%	100.0%
Public admin.	40.0% V	60.0% ++	0.0%	100.0%	58.3%	41.7%	0.0%	100.0%
Real estate	66.7% ++	33.3% V	0.0%	100.0%	88.9% ++	11.1% V	0.0%	100.0%
Retail	66.0% ++	31.1% V	2.9%	100.0%	69.4%	25.2% V	5.3%	100.0%
Transport	40.0% V	50.0%	10.0%	100.0%	33.3% V	44.4% ++	22.2%	100.0%
Travel	69.6% ++	19.6% V	10.9%	100.0%	90.0% ++	7.5% V	2.5%	100.0%
Utilities	100.0% ++	0.0% V	0.0%	100.0%	100.0% ++	0.0% V	0.0%	100.0%
Warehousing	40.4% V	55.3% ++	4.3%	100.0%	35.0% V	60.0% ++	5.0%	100.0%
Other	58.2%	40.7%	1.1%	100.0%	71.1%	28.9%	0.0%	100.0%
Any indicated sector (valid info)	54.9%	42.0%	3.0%	100.0%	61.5%	35.4%	3.1%	100.0%

Among other things, Table 3.21 shows that people with an intellectual disability were substantially more likely to obtain *and* hold onto jobs in the real estate, travel and utilities sectors than they were overall. They were also substantially more likely to obtain jobs in retail, and their job retention in that sector was consistent with their overall retention across industries. They were about as likely as they were in other sectors to obtain and hold onto jobs in the general administration, health, and manufacturing industries.

People with an intellectual disability were substantially less likely to obtain *and* hold onto jobs in the culture, management, natural resources, professional, transport and warehousing industries. While they were substantially more likely to obtain jobs in construction than in other industries, they were less likely to hold onto such jobs. They were about as likely as in other industries to obtain jobs in the agriculture and food industries, but they were less likely to hold onto those jobs than in other industries where they held onto work. While they were substantially less likely to obtain jobs in the arts, education, finance, public administration industries, they were about as likely to hold onto those jobs as in other sectors.

Overall the job retention of people with an intellectual disability in the general administration, arts, education, finance, health, manufacturing, public administration and retail industries was on par with their overall job retention. In the information technology, real estate, travel and utilities sectors, the job retention of people with an intellectual disability was higher than their overall retention rate. Most jobs held by people with an intellectual disability were in the retail, food, arts, travel and manufacturing industries (Table 3.20 and discussion, above). Of these, their job retention in the retail, arts and manufacturing industries was on par with their general retention and in travel was higher. Their retention in the food industry was substantially lower than expected, however.

For their part, people with ASD were substantially more likely to obtain *and* hold onto jobs in the culture, education, finance, food, management, natural resources, professional and warehousing industries than in other industries. Their shares of new jobs were also higher than expected in the arts and in public administration, and their retention rates in those industries were on par with their general retention rate. Their share of new jobs in manufacturing was in the expected range, but they were more likely to hold onto such jobs. They were about as likely as in other industries to obtain jobs in agriculture and transport, but were substantially more likely to hold onto such jobs.

They were less likely to obtain *and* hold onto jobs in the real estate, retail, travel, and utilities industries. Their acquisition of new jobs was in the expected range for jobs in health and information technology, but their retention was below the expected range. While they were less likely to obtain work in construction, their job retention in that sector was substantially higher than their overall retention. Retention was also substantially higher than expected in manufacturing, even though their acquisition of new jobs in that sector was in the expected range.

Overall the percentages of jobs retained by people with ASD were in the expected ranges in general administration, the arts and public administration. Their retention was substantially higher than expected in agriculture, construction, culture, education, finance, food, manufacturing, management, natural resources, professional, transport, and warehousing industries. Most of the jobs people with ASD worked were in the retail, food, arts, warehousing and professional industries (Table 3.20 and discussion, above). Retention was in the expected range in the arts and higher than expected in the food, warehousing and professional sectors. However, job retention in the retail industry was substantially lower than expected for people with ASD.

- *Why people left their jobs*

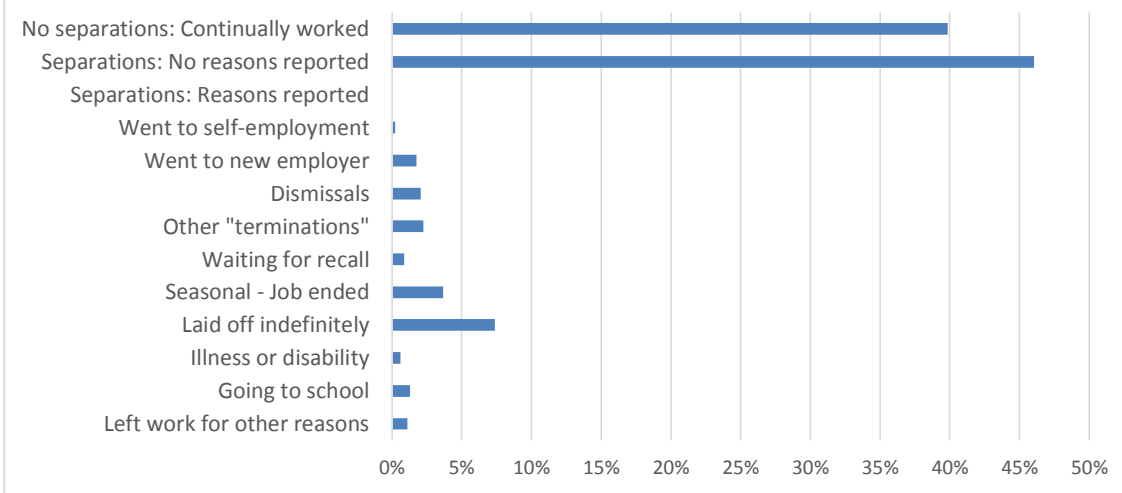
Over the course of RWA, 1,225 people worked 1,468 separate new jobs at some point while with the program. Of these individuals, 503 (41.1%) never experienced joblessness. They held 585 (39.9%) of all the separate new jobs ever worked by RWA participants. The remaining 722 people experienced at least one quarter of joblessness at some point. Most of these people were jobless for one or two quarters (342 and 231 people, respectively).

Chart 3.18 shows why RWA participants experienced separations from their jobs. The ADS did not capture reasons for 676 separations from the 1,468 separate new jobs ever worked (46%). Among the reported job separations⁴:

- 108 were of indefinite layoffs (7.4% of the 1,468 separate new jobs ever worked) and another 54 reports (3.7%) were of seasonal jobs that ended.
- A few reports were of participants who left jobs to work with other employers (26 reports or 1.8% of all separate new jobs) or to work as self-employed individuals (3 reports or 0.2%).
- A few other reports were of participants who left work to await recall (13 or 0.9%), to go to school (19 or 1.3%), or because of illness or disability (9 or 0.6%).
- There were 63 reported terminations from the 1,468 separate new jobs ever worked through RWA (4.3%). However, inspection of anecdotal data found that about half of these (30 or 2% of all separate new jobs) were dismissals, i.e., employers had expressed dissatisfaction with participants' performance. The remainder were for reasons that were not elaborated in the ADS, or for reasons that were not clearly related to employer dissatisfaction, such as the ending of seasonal contracts, the sale of a company, and the inability of an employer to continue paying the wage of a person hired through RWA.

⁴ A few individuals experienced more than one job separation and reported more than one reason.

Chart 3.18. Reasons for separations from the 1,468 separate new jobs ever worked by RWA participants



- *Duration of jobs*

The research counted the number of consecutive quarters each separate job lasted for each RWA participant. As the vast majority of jobs were held in the Job 1 category, for the present discussion the research placed a focus on the average duration of those jobs. Most of these jobs (86.6%) were held by people who had worked at only one Job 1. A few (11.3%) were held by people who had worked two consecutive jobs in the Job 1 category. The rest were held by people who had worked 3 (1.5%), 4 (0.4%) or 5 (0.1%) consecutive jobs in the Job 1 category.

However, many people came into RWA in the 11th through 13th quarters. If these people were included in the analysis of job duration, the results would have been skewed towards short-duration jobs. After all, newcomers entered the program a relatively short time before the completion of data-gathering for the present report, so they could not accrue as much job experience as people who entered earlier. To address this problem, the research filtered the data to include only jobs held in quarters 1 through 10, except for jobs held more recently by people who came into the program before the 11th quarter. This approach resulted in 1,180 jobs for calculating duration. The breakdown of jobs held by people who worked one, or two, or three or more consecutive jobs in the Job 1 category, was similar to the breakdown that was obtained using the unfiltered data, as discussed in the paragraph above.

Table 3.22 shows that, on average, RWA jobs included in the present analysis lasted 2.1 quarters, or just over 6 months. Most of these were people's first and only jobs, which lasted 2.21 quarters on average, i.e., nearly 7 months. However, there were exceptions, notably the maximum of up to 12 quarters (3 years) for some people's first and only jobs. The standard deviation (1.67 quarters) indicates that most jobs of people who held only one ranged from 1.54 to 3.88 quarters, or from about six weeks to nearly a year. Similarly, participants' second jobs lasted 1.56 quarters on average, with a maximum of 8 quarters and a standard deviation of

1.05, which indicates that most of these jobs ranged from about six weeks (0.51 quarters) to nearly 8 months (2.61 quarters).

Most recent job held in the Job 1 category	Duration of the Job 1's (valid data)				Count of jobs held and estimated
	Mean	Minimum number of quarters	Maximum number of quarters	Std. Deviation (quarters)	
#1	2.21	1	12	1.67	989
#2	1.56	1	8	1.05	162
#3	1.41	1	3	0.67	22
#4	1.00	1	1	0.00	6
#5	1.00	1	1		1
Total	2.10	1	12	1.60	1,180

The average duration of permanent jobs is not shown on Table 3.22 but was 2.41 quarters or nearly 7 ¼ months. At a standard deviation of 1.82 quarters, these jobs typically ranged from about 1.8 months (0.59 quarters) to 12.7 months (4.22 quarters). Seasonal jobs lasted 1.66 quarters on average, or nearly 5 months. At a standard deviation of 1.05 quarters, they typically ranged from nearly two months (0.62 quarters) to just over 8 months (2.71 quarters). Permanent jobs typically lasted longer than seasonal jobs, then – 0.74 quarters or 2.22 months longer on average, and commonly as much as 1.51 quarters or 4.54 months longer.

Summary of RWA employment results as of participants' last records

The discussion in this section of the report provides a summary of the overall results of RWA related to employment. It focuses on RWA participants overall, then on those whose last records in the ADS indicate were working in new outcome jobs, new non-outcome jobs, ongoing outcome jobs, ongoing non-outcome jobs, or were jobless.

- *Participants overall*

The summary columns to the right of Table 3.23 show that the 1,325 RWA participants found themselves in 1,646 *new job* situations overall (1.24 per person on average), of which, 1,468 were separate new jobs. Of the 3,026 job quarters worked, 1,929 were *outcome* job quarters, i.e., ones that involved at least 15 hours of work per week. Of these, 1,083 were *new outcome* job situations; the remaining 846 were ongoing outcome job quarters, i.e., they had continued after participants previously experienced new outcome-job situations.

A key result shown by Table 3.23 is that, as of July 27, 2017 and looking only at employment, RWA had exceeded its designers' originally-intended goal of assisting participants to realize 1,080 outcomes by the end of August 2017: 1,083 people in fact obtained new outcome jobs. Enrolment in postsecondary education increased the number of outcomes achieved by another 82 successful placements, as discussed in the next section. The total of 1,165 outcomes achieved

by RWA represents successful attainment of 97.1% of the intended target about a month before the originally-intended wind-down of the project.

Table 3.23. Job situations (ever) of RWA participants over the course of their involvement with the program

	Total job quarters (any)	Total new job situations		Ongoing job quarters		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	2.28	0.82	0.42	0.64	0.40	1.21	1.11	1.46	1.24
Sum	3,026	1,083	563	846	534	1,606	1,468	1,929	1,646
N	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325

However, while RWA brokered access to nearly 1,100 new outcome jobs, it brokered access to many other new job situations as well. For instance, Table 3.23 shows that participants gained access to 1,468 separate new jobs and 1,646 new job situations more broadly defined.

- *Overall earnings*

As some people worked more than one job, their weekly earnings reflected the sum of their earnings across all jobs. Using this approach, the average earnings of RWA participants were \$259.94 per week. As employed participants worked 20.6 hours per week on average, their average earnings worked out to \$12.64 per hour. Their provincial / territorial average hourly earnings are shown in Appendix Table 19. Appendix Chart 1 shows the minimum wages for each province and territory as of November 1, 2017. The Appendix table and chart show that RWA participants earned at or above the minimum wage in all jurisdictions. Even focusing on the averages for Jobs 1, 2 and 3 separately, which are also shown on Appendix Table 19, the finding still holds. In Newfoundland and Labrador, the averages were consistent with the old minimum wages of \$10.50 in 2015-2017, which rose to \$10.75 then \$11.00 in 2017.⁵ As discussed below, the amounts RWA participants earned varied according to whether people worked new or ongoing jobs, and whether the jobs were outcome or non-outcome jobs.

⁵ Government of Canada. (2017). Hourly minimum wages in Canada for adult workers. Retrieved from <http://srv116.services.gc.ca/dimt-wid/sm-mw/rpt2.aspx>

- *Participants in specific labour market states*

For the following discussion, the research organized the administrative data according to five major, mutually exclusive labour market states in which RWA participants found themselves in any given quarter over the course of the project. These categories are:

1. New job situations – Outcome jobs
2. New job situations – Not outcome jobs
3. Ongoing job situations – Outcome jobs
4. Ongoing job situations – Not outcome jobs
5. Not working⁶

Even if the research had not made these categories mutually exclusive, there would have been very little crossover between them. For example, there were only 17 instances out of 4,030 records on employment where people had non-outcome jobs along with outcome jobs in the same administrative quarter at some point in RWA. On participants' last records, only 4 individuals classified as having outcome jobs also had non-outcome jobs. To have shown and discussed that level of detail would have been unwieldy and not very illuminating. Accordingly, the categories have been shown for the remainder of this discussion as mutually exclusive ones.

The last record was selected for the discussion that follows because it yields a picture of the dominant situation in which participants ended their work-related activities with RWA, while also allowing for retrospective analysis of the other employment states participants occupied before their last one. The table shows that, among the 1,325 people who participated in RWA, 275 were working in new outcome jobs as of their last records, 106 in new jobs that were not outcome jobs, 109 in outcome jobs that were not new, 86 in jobs that were neither new nor outcome jobs, and 749 who were not working. The following discussion explores the situations of the people in each of these situations. Appendix Table 12 provides details on how many RWA participants were in each of these labour market states in the administrative quarters in which the participants' last records were generated.

- *People in new outcome jobs*

The 275 people who were working in new outcome jobs had, on average, been in 1.64 job situations overall (452 in total), 1.19 of which (327 in total) were new outcome jobs and 48 of which (0.14 per-person on average) were ongoing outcome jobs, for a total of 375 outcome job quarters overall (Table 3.24). There was, then, a slight tendency for these people to participate in

⁶ For any given quarter, the derivation prioritized outcome jobs, then new jobs, as follows: If the person had any new outcome job(s), they were classified into a category and excluded from any further derivations on the variable. Remaining people who had any ongoing outcome job(s) were classified into another category and excluded from any further derivations. Remaining people who had any other new and therefore non-outcome job(s) were classified into a category and excluded from any further derivations. Remaining people who had any ongoing, non-outcome job(s) were classified into a category and excluded from any further derivations. Remaining people who were not working in the quarter were classified into another category. This approach yielded no missing cases on the derivation.

a new outcome job aside from the one they were in when their records ended. These individuals had spent very few quarters without jobs (44 quarters in total, 0.16 per person on average), and very little time in the other forms of employment shown on the table. These individuals tended to be relatively new to their new outcome job status, then. The average weekly earnings of these people were \$342.66 as of their last ADS records. On average they worked 26.6 hours per week.

Table 3.24. Job situations (ever in RWA) of participants who were in new outcome jobs as of their last ADS records

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	1.64	1.19	0.14	0.17	0.14	0.16	1.20	1.36	1.33
Sum	452	327	38	48	39	44	331	375	365
N	275	275	275	275	275	275	275	275	275

- *People in new non-outcome jobs*

Similarly, 106 individuals were in new non-outcome jobs (Table 3.25). They had been in 1.64 job quarters on average (174 in total), but only 0.22 of these on average (23 in total) had been new outcome job quarters and 0.28 on average (30 in total) any kind of outcome job. This finding suggests that people in new non-outcome jobs tended to begin and end with non-outcome jobs, although there were some exceptions. As of their last ADS records, the average weekly earnings of these people were \$113.87. On average they worked 9 hours per week.

Table 3.25. Job situations (ever in RWA) of participants who were in new non-outcome jobs as of their last ADS records

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	1.64	0.22	1.22	0.07	0.14	0.35	1.30	0.28	1.43
Sum	174	23	129	7	15	37	138	30	152
N	106	106	106	106	106	106	106	106	106

- *People in ongoing outcome jobs*

The 109 people in ongoing outcome jobs as of their last ADS records (Table 3.26) had been in 4.13 job quarters on average (450 in total), 1.34 of which on average (146 in total) had been new outcome jobs and 3.78 of which (412 in total) had been ongoing outcome jobs. These individuals had very few jobs in the other situations indicated on the table and very little time without work. This pattern suggests that there was a positive connection between beginning with an outcome job, continuing with one and ending with one. The average weekly earnings of these people as of their last ADS records were \$321.67. They worked 25.9 hours per week on average.

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	4.13	1.34	0.19	2.44	0.16	0.11	1.23	3.78	1.53
Sum	450	146	21	266	17	12	134	412	167
N	109	109	109	109	109	109	109	109	109

- *People in ongoing non-outcome jobs*

The 86 participants who were in ongoing non-outcome jobs as of their last ADS record (Table 27) had worked 5.24 job quarters on average (451 in total), only 0.67 of which on average (58 in total) had been new outcome jobs. However, they had been in 1.2 outcome jobs of some description on average (103 in total), which suggests that even where people did not have an outcome job, they had the potential to have one, even if they did not manage to hold onto those jobs. Indeed, people who ended their participation in RWA with jobs that were not new or outcome ones had the highest average number of separate new jobs (1.55 on average, 133 in total), which would have included the participants' first jobs, as well as subsequent jobs with new firms/employers, reemployment with the same or another employer after one or more spells of unemployment, and any new self-employment not already covered in the other categories. These findings suggest greater movement in the labour market among people who ended with jobs that were neither new nor outcome jobs. That said, these individuals also spent little time without employment – only 21 quarters overall, or .24 quarters per person.

The average weekly earnings of these people were \$100.96. On average they worked 8.4 hours per week.

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	5.24	0.67	1.36	0.52	2.69	0.24	1.55	1.20	2.03
Sum	451	58	117	45	231	21	133	103	175
N	86	86	86	86	86	86	86	86	86

- *People who were not working at a job*

The 749 people who were not working as of their last records (Table 3.28) had previously been in two quarters worth of jobs on average for a total of 1,449 quarter jobs. About half of these job

situations had been in new outcome jobs (529) or non-outcome job situations (258), which suggests brief, separate bursts of employment for these people. Two-thirds of the jobs held by these people at some point, however, were outcome jobs (1,009 in total). On average, these individuals spent nearly two (1.99) quarters without employment. Some of these individuals (28) were attending postsecondary programming or had just finished when their last ADS record was generated. Postsecondary programming is discussed in the next section of the report.

Table 3.28. Job situations (ever in RWA) of participants who were not working as of their last ADS records

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Mean	2.00	0.71	0.34	0.64	0.31	1.99	0.98	1.35	1.05
Sum	1,499	529	258	480	232	1,492	732	1,009	787
N	749	749	749	749	749	749	749	749	749

Table 3.29 provides a high-level summary of the same information as on Table 3.23, by types of participants’ disabilities. The table shows that the average numbers of job quarters per person in each of the major labour market state was quite similar for people with intellectual disabilities and ASD overall, e.g., 2.2 vs 2.17 jobs. Both had 0.84 new outcome jobs on average. However, people with an intellectual disability were in more outcome job situations overall (1.52 vs 1.3, but fewer new (outcome and non-outcome) job situations (1.3 vs 1.18).

	Total job quarters (any)	New job situations		Ongoing jobs		Total quarters without work	Summary		
		Outcome	Non-outcome	Outcome	Non-outcome		Total separate new jobs	Total outcome job quarters	Total new job situations
Intellectual									
Mean	2.20	0.84	0.34	0.68	0.34	1.22	1.09	1.52	1.18
Sum	1,428	546	223	440	219	792	705	986	769
N	649	649	649	649	649	649	649	649	649
ASD									
Mean	2.17	0.84	0.46	0.46	0.41	1.08	1.14	1.30	1.30
Sum	1,025	396	216	218	195	512	539	614	612
N	472	472	472	472	472	472	472	472	472
Both									
Mean	2.36	0.94	0.33	0.67	0.42	0.94	1.18	1.61	1.27
Sum	78	3	11	22	14	31	39	53	42
N	33	33	33	33	33	33	33	33	33

- *Details within each of the major labour market states*

Appendix Table 13 provides the numbers of people who had *ever* been in *any* of the labour market states discussed above over the course of the program. A section of the Appendix entitled, “Discussion: Details within each of the major labour market states” provides detailed numbers of RWA participants who were in each of the five labour market states as of participants’ last records with RWA. Details in Appendix Tables 15 through 17 support that discussion. A few highlights are as follows:

- There were substantially fewer women than expected in new, non-outcome jobs.
- There were substantially more people than expected who were 55 years and older in new non-outcome jobs, and in ongoing jobs (outcome and non-outcome). There were also more people than expected who were 45 to 55 years in new outcome jobs. Substantially fewer people this age, however, were in ongoing outcome jobs, which suggests there may have been retention difficulties for people in the 45 to 54 year-group who held outcome jobs.
- People with an intellectual disability were substantially under-represented in new, non-outcome jobs whereas people with ASD were over-represented in such jobs. People with ASD were under-represented in ongoing outcome jobs.

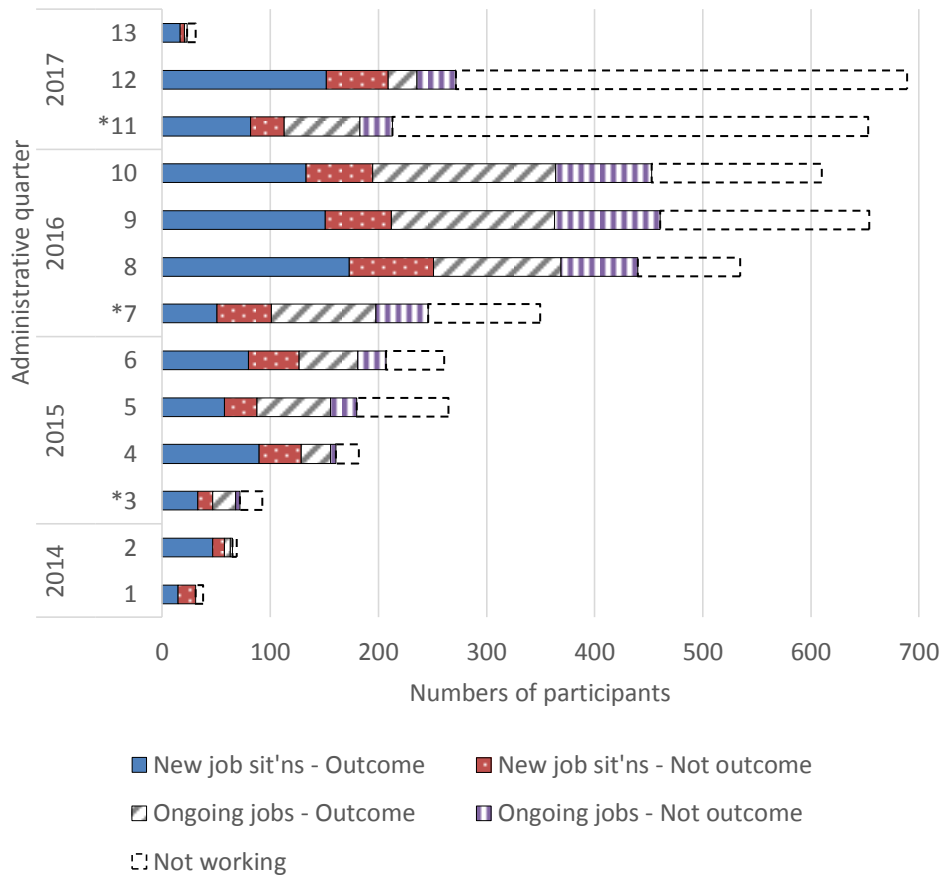
- Depending on the province/ territory, there were many variations in where people were substantially over- and under-represented in new and ongoing outcome and non-outcome jobs when the last administrative data were captured for RWA participants. For instance:
 - There were substantially more people than expected in all major job situations in New Brunswick, where there was a correspondingly lower-than-expected share of people who were jobless. Prince Edward Island, Newfoundland and Labrador, the Yukon and the Northwest Territories all had substantially higher-than-expected shares of people in new job situations (outcome and non-outcome). Newfoundland and Labrador also had substantially more people than expected in ongoing outcome jobs, whereas the Yukon and Northwest Territories had fewer people than expected in those job situations. Quebec had substantially lower than-expected shares of people in new job situations (outcome and non-outcome), but a higher share than expected in ongoing outcome jobs.
 - Ontario and Manitoba had substantially lower-than expected shares of people in three out of the four major job situations. Saskatchewan had substantially higher-than-expected shares of people in non-outcome jobs (new and ongoing) and a substantially lower-than expected share of people in ongoing outcome jobs. Alberta had substantially lower-than-expected shares of people in all major job situations and a substantially higher-than-expected share of jobless people.
- Given the general distribution of RWA participants' jobs across industry sectors, the levels of participation in the four major job situations were much as expected for many people in many industries. However, there was also considerable variation in where some RWA participants were substantially over- and under-represented. For example:
 - On a positive note, there were substantially higher-than-expected shares of participants in ongoing outcome jobs in the education, finance, professional, real estate, retail, transport and utilities sectors. There were substantially lower-than-expected shares of people in ongoing, non-outcome jobs in the agriculture, arts, construction, manufacturing and warehousing sectors. In the finance and transport sectors, people were under-represented in new outcome jobs but substantially over-represented in ongoing outcome jobs, which suggests better-than-expected retention for hard-to-obtain outcome jobs in those sectors.
 - On a less positive note, there were substantially fewer people than expected in ongoing outcome jobs in the food, health and warehousing sectors. There were substantially higher-than expected shares of people

in ongoing non-outcome jobs in the education, health, public administration, travel and utilities sectors. There were substantially higher-than-expected shares of people in non-outcome jobs (new and ongoing) in the governmental and non-governmental administration sectors. In warehousing, there were substantially more people than expected in new outcome jobs, but substantially fewer than expected in ongoing outcome jobs, which suggests there may have been retention difficulties in that sector.

- People who held concurrent jobs were substantially over-represented in all of the four major job categories.
- People who held consecutive, separate new jobs were substantially over-represented among people with non-outcome jobs (new and ongoing), but they were also under-represented among people who were jobless.

Chart 3.19 provides an overview of the numbers of RWA participants in each of the major labour-market states discussed above, by administrative quarter. The asterisks indicate quarters that ran from January through March, i.e., the economically slower quarters immediately following the busy winter holiday seasons of 2014-15, 2015-2016 and 2016-2017. Chart 3.19 shows strong rebounds for RWA in the form of new outcome jobs and non-outcome jobs beginning in the quarter immediately after each of the slower ones.

Chart 3.19. Numbers of participants in each of the five major labour market states, by administrative quarter



* Economically slower-than-usual quarters

Findings: Postsecondary Education

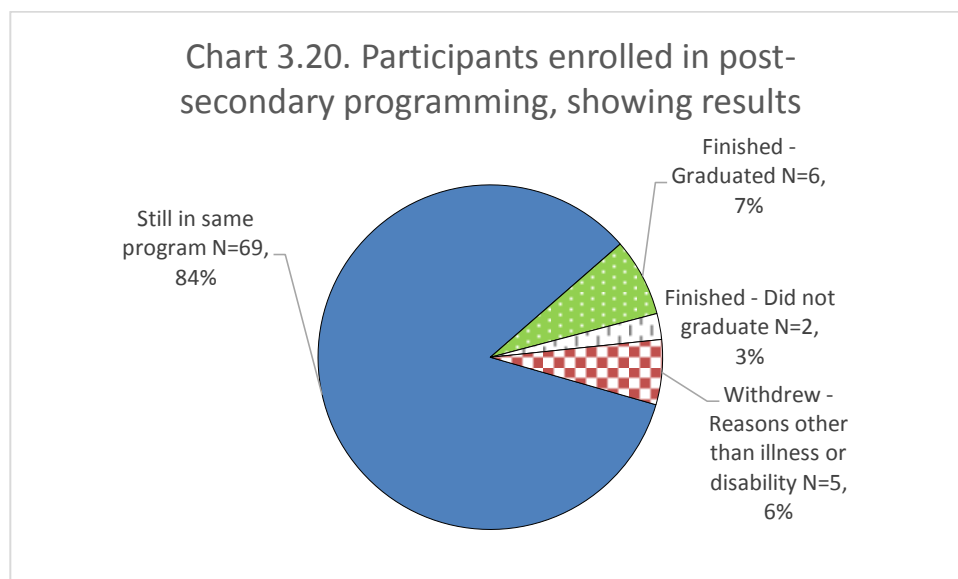
The people and the results

The ADS captured information about 82 individuals who attended postsecondary education at some point through RWA. Most (60.5%) were males. That 39.5% were females is higher than expected, given that only 33% of RWA participants were women (see Chart 3.2).

At 85.7%, youth 15 to 24 years of age made up a considerably higher proportion of postsecondary participants than expected; only 53.6% of RWA participants more generally were in this age group (see Chart 3.3).

As well, a much higher-than-expected share of postsecondary participants had ASD – 71.6% vs 40.9% of RWA participants more generally (see Chart 3.5).

Most the individuals who took part in postsecondary education (84%) were still attending classes as of the most recent information on education that the ADS captured (Chart 3.20). Some had graduated (7%), while others finished without graduation (3%) or withdrew for reasons aside from illness or disability (6%).



Kinds of postsecondary institutions and the programs

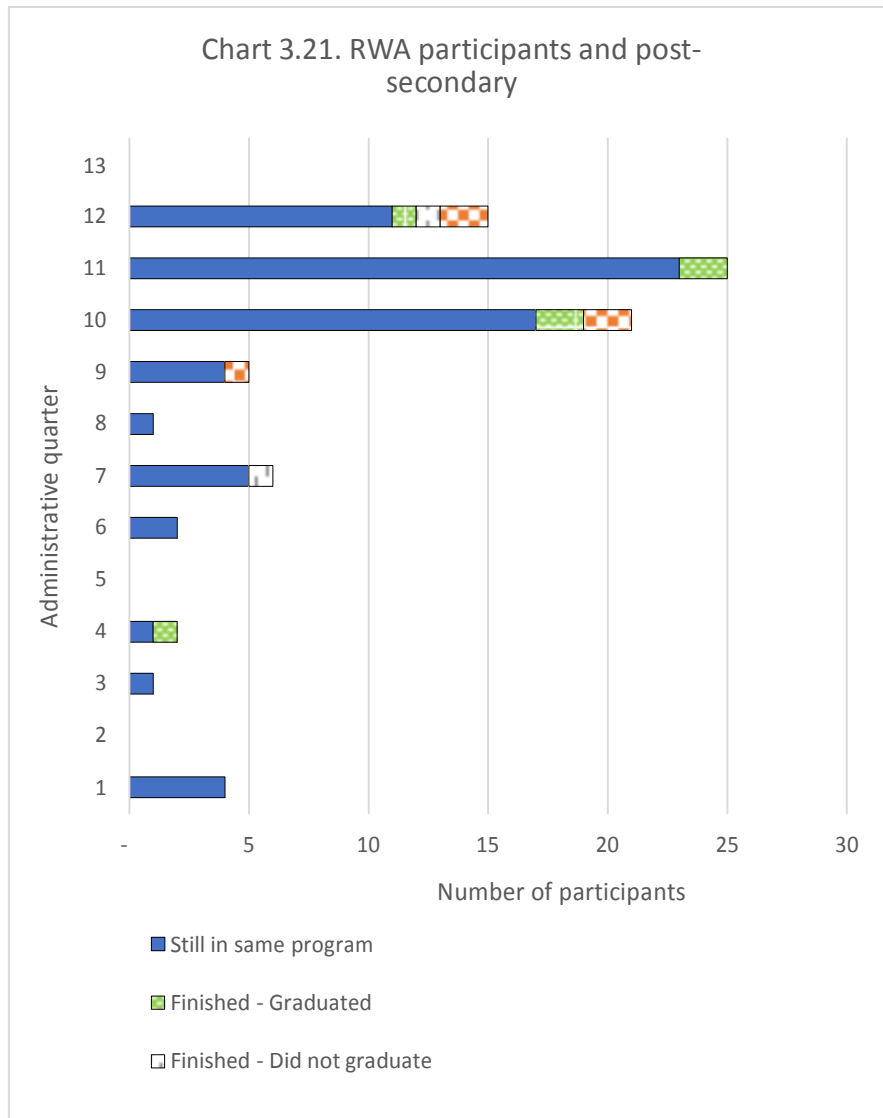
The people who attended postsecondary education participated in college / CEGEP programs (50.7%), trade-school programs (8.7%), university courses (34.8%) and various other post-secondary programs (5.8%). The average duration of the programming was 14 months. Table 3.30 provides details on the kinds of programming attended by those who were still at school when the ADS captured their last educational activities.

Table 3.30. Numbers of RWA participants attending and no longer attending postsecondary programs as of participants' last ADS

<u>STILL ATTENDING</u>			
College/CEGEP/ Technical School		University	
Accounting	1	Art's & Sciences (Audit)	1
Activity Coordinator Gerontology	1	Bachelor of Mathematics	1
Aviation Management	1	Bachelor of Science	1
Business Administration	1	Campus for All	4
Business Information	1	Coding	1
Creative Photography	1	Computer Engineering	1
Culinary	1	Engineering	2
Event Planning	1	History	1
Graphic Design	1	Information and Library Science	1
Inspire Program - Entrepreneur	2	International Development	1
Junior Development - Basecamp	1	Kinesiology and Health Studies	1
Library and Information Technician	1	Political Studies	1
Library Tech Program	1	Sociology and Social Anthropology	1
Office Admin Certificate Program	1		
Screen Arts	1	Other institutions/ places	
Workplace Readiness	2	Board Governance Workshop	1
Other programs	3	Workplace Readiness	2
		Other programs	24
Trades school		<u>NO LONGER ATTENDING</u>	
Culinary Arts	1	Finished - graduated	6
DEP montage de câbles et circuits	1	Finished - Did not graduate	2
Early Childhood Education Certificate	1	Withdrew - other reason	5
Office Administration	1		

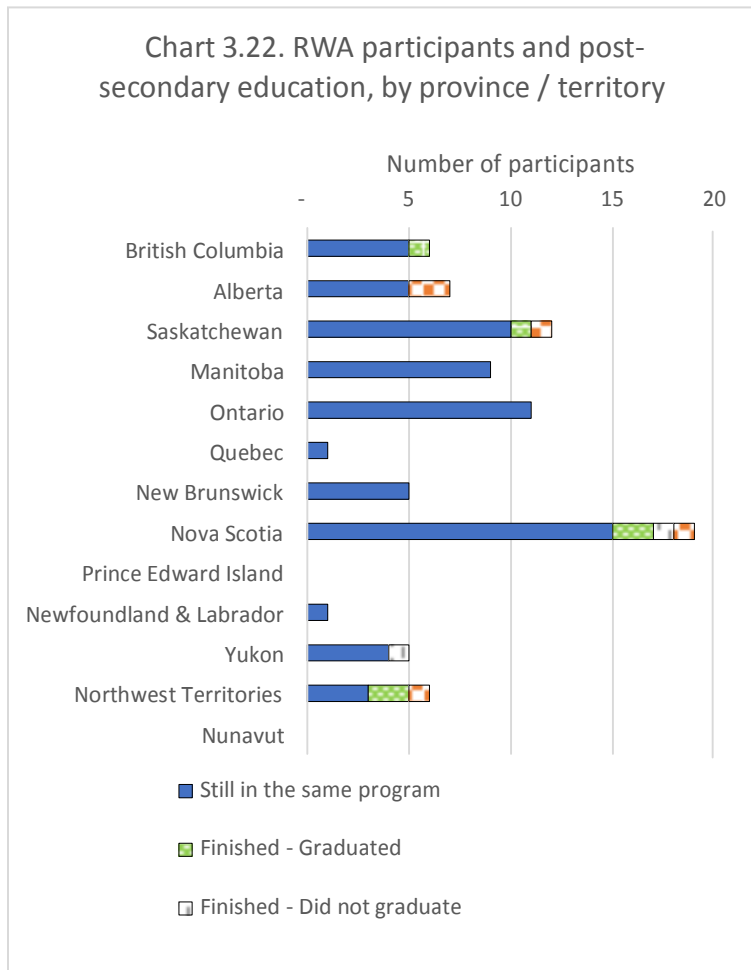
When people attended

Chart 3.21 shows that most of the people who were participating in postsecondary education were doing so in the 10th, 11th and 12th administrative quarters, when the respective numbers were 21, 25 and 15 people. As shown on Chart 3.21, most of those people were ongoing participants rather than people who finished or withdrew.



Geographic location of participants

Chart 3.22 shows that most RWA participants who attended postsecondary classes were in Nova Scotia (19), followed by Saskatchewan (12) and Ontario (11). Appendix Table 18 provides detailed counts.



Conclusion

RWA was launched in the spring of 2014. This report is based on administrative data from the inception of the program to the early summer of 2017, i.e., twelve administrative quarters and into a thirteenth. RWA initially sought to achieve 1,200 outcomes for people with an intellectual disability and people with ASD by the end of August 2017. Those outcomes were to consist of 1,080 jobs for pay of at least 15 hours of labour per week and 120 enrolments in post-secondary education. Those targets were subsequently modified to 1,600 “employment outcomes” by the end of December 2017, but without a breakdown of jobs and postsecondary enrolments.

The administrative data on which this report has been based indicate that 1,325 people participated in RWA, 56.2% of whom had an intellectual disability, 40.9% had ASD and 2.9% had both disabilities. The participants were predominantly males, particularly among people with ASD. About half of the participants with an intellectual disability were younger than 25, as were about two-thirds of those with ASD. The four provinces that accounted for most participants

were Ontario, British Columbia, Alberta and Nova Scotia. Nearly half of the participants were receiving provincial/territorial social assistance before becoming involved in RWA.

Through RWA, 1,225 participants obtained at least one-quarter's worth of employment. Overall, those people worked 3,026 job quarters. The four provinces that accounted for most of the jobs were also the provinces that accounted for most participants. Most people worked only one job at a time, but 170 worked two jobs and 16 people worked three. Most people's work was ongoing until they left their employment or their involvement with RWA ended, but 160 people worked two consecutive, separate jobs and 36 worked from three to five such jobs. The proportion of jobs worked by people with an intellectual disability, ASD and both disabilities closely mirrored the overall percentages of these people in RWA.

Most of RWA participants' jobs were permanent. They typically lasted longer than seasonal jobs and commonly ran from about seven months to just over a year in length. Most of RWA participants' jobs were also "outcome jobs" in that they required 15 hours or more labour per week. The share of outcome jobs to total jobs increased over the course of RWA. The leading reasons why people left their jobs were because of indefinite layoffs, the ending of seasonal contracts and terminations. Some of the latter were due to reasons other than employers' dissatisfaction with participants' job performance.

Most jobs held by people with an intellectual disability were in the retail, food, arts, travel and manufacturing industries. Of these, their job retention in the retail, arts and manufacturing industries was on par with general job retention by people with an intellectual disability. In the travel industry their retention was higher. Their retention in the food industry was substantially lower than expected, however.

Most of the jobs people with ASD worked were in the retail, food, arts, warehousing and professional industries. Retention was in the expected range in the arts and higher than expected in the food, warehousing and professional sectors. However, job retention in the retail industry was substantially lower than expected for people with ASD.

Overall, RWA participants who obtained employment as a result of the program worked an average of 20.6 hours per week and earned \$259.94 per week. Those who ended their RWA participation in outcome jobs worked and earned more than others, the amounts of which depended on whether those jobs were new (26.6 hours for \$342.66 per week on average) or ongoing (25.9 hours for \$321.67 per week on average). The average hourly wage of RWA participants met or exceeded the minimum wage in all jurisdictions.

Looking only at employment within the timeframe for the present research, RWA exceeded its designers' originally-intended goal of assisting participants to realize 1,080 outcome jobs by the end of August 2017: 1,083 people were in fact able to obtain new jobs that involved 15 or more hours of labour per week. Enrolment in postsecondary education increased the number of outcomes achieved by another 82 placements. Accordingly, the project achieved 97.1% of the originally-intended targets about a month before the project was initially designed to wind

down. And while RWA brokered access to nearly 1,100 new outcome jobs, it brokered access to many other new job situations as well -- 1,468 separate new jobs in total and 1,646 new job situations more broadly defined. No doubt those positive results grew after the data were captured for the present research and would likely continue to grow were RWA to carry on.

SECTION 4. SUPPORTS FOR EMPLOYMENT AND POSTSECONDARY EDUCATION (FROM THE ADMINISTRATIVE DATA)

Introduction

This section of the report is an addendum to section 3 and provides details on the funded supports that individuals received for their work and studies.

The designers of RWA aimed to put in place a strategy for improving the chronically poor employment prospects of people with intellectual disabilities and ASD by stimulating private-sector employer demand for prospective employees with these disabilities.

This report is based on data obtained from RWA that span from project inception up to July 27, 2017, when the data were downloaded, i.e., partway into the 13th administrative quarter. Overall, 1,325 people participated in RWA in the timeframe covered by this report. Data were unclear for a few individuals, but it is known that 1,225 worked at some point, 82 participated in postsecondary education, and a few individuals were employed and participated in post-secondary studies. Information about participants was captured in an online administrative data system (here called the ADS) that the Spatial Information for Community Engagement (SpICE) lab at the University of British Columbia custom designed for RWA.

For employment and postsecondary education, supports took the form of human assistance (e.g., job coaches, tutors/educational coaches), transportation (to/from work or school), and miscellaneous other expenses. Where costs of human support or transportation were incurred in a given quarter and the data indicate no change in individuals' support arrangements over the previous quarter, those costs were held constant. Figures were adjusted if the costs of support increased or decreased. It was assumed that miscellaneous other expenses were incurred only in the quarters for which information was provided.

The primary aim of the present report was to provide a summary of the extent to which RWA participants received supports for work or learning, the associated costs for participants overall and costs on a per-person basis. These details are shown by province/territory and by administrative quarter. It is anticipated that a further installment of the present report will provide selected details by the industry sectors of RWA participants' jobs. A secondary aim was to look at the net returns to governments from their investments in RWA, taking into account participants' total employment earnings, dollars not required for social assistance as a result of RWA-brokered employment, and the costs of the supports people needed for work or post-secondary education.

Findings

Baseline figures: Numbers of participants and administrative quarters of participation

As baseline information, Table 4.1 shows the numbers of RWA participants who were engaged with the program at some point, by province/ territory. Overall, 1,325 people were “on the books” with RWA, of whom 1,225 were employed at some point and 82 attended post-secondary studies.

Table 4.1. RWA participants in total, showing ever-employed and ever attended post-secondary studies while with the program, according to participants’ last records, by province/territory			
Province / territory	Total participants	Ever employed	Ever attended post-secondary
British Columbia	209	207	6
Alberta	199	188	7
Saskatchewan	61	50	12
Manitoba	61	43	9
Ontario	212	196	11
Quebec	96	90	1
New Brunswick	112	106	5
Nova Scotia	159	143	19
Prince Edward Island	25	24	-
Newfoundland & Labrador	59	57	1
Yukon	70	64	5
Northwest Territories	55	50	6
Nunavut	7	7	-
Total	1,325	1,225	82

The total number of person-quarters of participation in each of the provinces/territories is shown on Table 4.2. A person-quarter is defined as a quarter in which a person participated, e.g., in RWA in any capacity, or in employment or postsecondary education made possible by RWA. Overall Table 4.2 shows that the 1,225 people who had any employment (Table 4.1) held 2,824 quarters’ worth of employment. The employment took part in any combination of Job 1, Job2 or Job 3 in a quarter. Most people held only one job in a quarter – their Job 1.

Province / territory	Total person quarters	Person-quarters in employment	Person-quarters in post-secondary
British Columbia	637	416	7
Alberta	991	561	12
Saskatchewan	251	141	13
Manitoba	183	86	22
Ontario	742	448	12
Quebec	304	192	1
New Brunswick	276	224	7
Nova Scotia	451	340	32
Prince Edward Island	28	27	-
Newfoundland & Labrador	119	89	1
Yukon	190	140	6
Northwest Territories	251	153	9
Nunavut	7	7	-
Total	4,430	2,824	122

Table 4.3 captures the last quarters that information was captured about whether people had ever participated in RWA. For instance, in the 12th quarter, 657 people had ever participated, which was the last information the ADS gathered about these people. Most of these people continued to participate in the 13th quarter, but information had not yet been gathered about those people in the 13th quarter when the data file was downloaded for the present research. Similarly, most of the 657 people also participated in one or more previous quarters, another detail that is not shown on Table 4.3. Overall, 1,325 people participated, 1,225 held employment at some point and 82 attended postsecondary schooling at some point.

The total participation figure shown for the 9th quarter (144) is much larger than the figure for the 8th quarter (58). The explanation is simply that the last data were captured about 58 individuals in the 8th quarter, 57 of whom had worked and 1 of whom had attended post-secondary studies at some point while with RWA. The ADS is silent about these individuals after the 8th quarter. The last information was gathered about another 144 individuals in the 9th quarter, 129 of whom had worked and 5 of whom had attended postsecondary studies. No further information was captured about these people after the 9th quarter.

In contrast to the number of people who ever participated, Table 4.4 shows the number of people who were participating in *each quarter*, regardless of whether the information captured was the last information about those individuals.

Table 4.3. RWA participants in total, showing ever-employed and ever attended postsecondary studies while with the program, according to participants' last records, by administrative quarter				
	Administrative quarter	Total participants ever involved with the program	Ever employed	Ever attended post-secondary
2014	1	5	1	4
	2	9	7	-
2015	3	19	17	1
	4	13	12	2
	5	48	45	-
	6	20	20	2
2016	7	42	36	6
	8	58	57	1
	9	144	129	5
	10	117	109	21
2017	11	162	149	25
	12	657	617	15
	13	31	26	-
Total		1,325	1,225	82

Not all participants were involved in all administrative quarters, as some began with the program later than others and some dropped out while many others continued with the program. Table 4.4 shows the person-quarters of participation overall in each administrative quarter, and in employment and postsecondary studies. Among other things the table shows a large (78.9%) increase in the number of people who were working from the 7th to 8th quarters.

Table 4.4. Total person-quarters of RWA participation, showing details for employment and postsecondary studies, by administrative quarter

	Administrative quarter	People in each quarter (person-quarters)	People employed in each quarter	People attending post-secondary in each quarter
2014	1	38	31	5
	2	69	65	-
2015	3	93	72	1
	4	182	161	2
	5	265	180	4
	6	261	207	3
2016	7	350	246	7
	8	535	440	5
	9	654	461	19
	10	610	453	31
2017	11	653	213	30
	12	689	272	15
	13	31	23	-
Total		4,430	2,824	122

Supports for employment and postsecondary education

The tables for the following discussion contain more columns of information than can be legibly shown on a standard portrait-formatted page. Accordingly, they are provided after the discussion.

- *Extent of use*

Table 4.5 provides provincial/territorial counts of the total person-quarters for which RWA participants received various funded supports for employment and postsecondary studies. Far and away the largest category of funded supports was job-coaches, which comprised 1,343 of all the 1,614 person-quarters of funded supports that RWA participants received.

Table 4.6 provides essentially the same information as Table 4.5, by administrative quarter. The table shows that the provision of funded supports roughly doubled from the 7th to 8th quarter and continued to rise after that. This pattern reflects the substantial increase in the number of people employed from the 7th to 8th quarter, and the subsequent increases in those numbers, as shown on Table 4.4.

- *Overall costs*

From the launch of RWA until provincial/territorial governments began to provide funding for the supports that participants needed for work or postsecondary studies, RWA covered such costs. In the discussion that follows, then, “costs” pertain to a mix of expenditures that fell to this federally-funded program and to provincial / territorial governments. As a detailed breakdown of payers and their respective contributions to each cost-item was not available from the ADS data, the details on expenditures should be treated with caution: they overstate the costs that fell exclusively to RWA as a program. That said, the costs needed to be covered by one payer or the other so the people who needed supports could participate in the work and postsecondary opportunities made available through RWA.

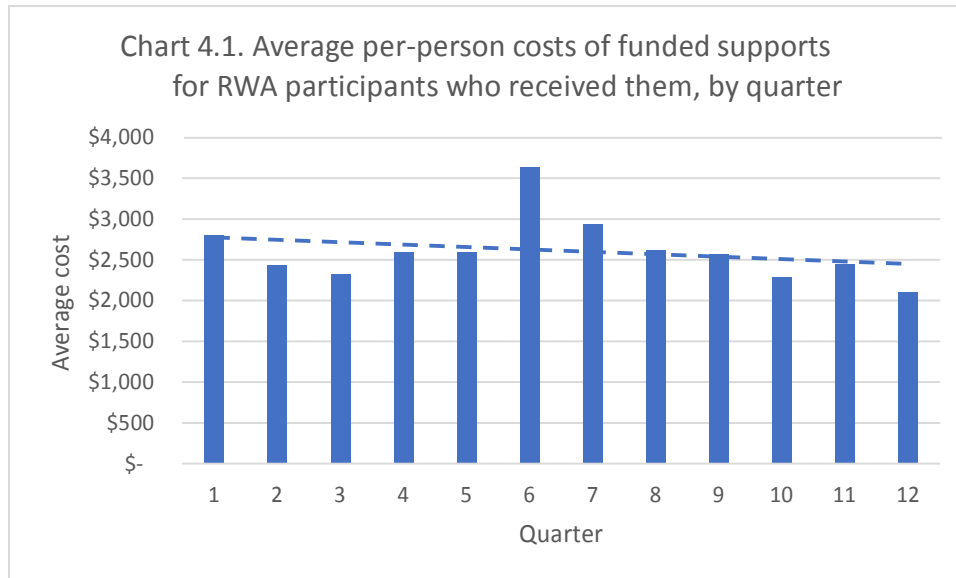
Job-coaches were the most widely used of all the supports, and accounted for most of the costs of supports, i.e., \$3,245,339 of all \$4,065,283 (Table 4.7). Not surprisingly, the two provinces where high person-quarters of job coaches were funded, i.e., Alberta and British Columbia as shown on Table 4.6, were the same provinces with the highest costs for job coaches (Table 4.7). That said, Ontario accounted for a large number of person-quarters of employment (Table 4.2) but for comparatively low person-quarters of funded job coaches (Table 4.5) and the associated costs (Table 4.7).

Table 4.8 shows the increases in total support costs that were consistent with increases in the numbers of people who were employed (Table 4.4) and who received various supports (Table 4.6) as RWA unfolded.

- *Costs per-person receiving the supports*

Table 9 provides per-person estimates of support costs for the people who received funded supports. Table 4.9 takes the figures from Table 4.7 as the numerators and from Table 4.5 as the denominators. Overall, supports cost \$2,519 per person who received them. The costliest category was job coaches, which cost \$2,416 per person who received that support. Average per-person costs varied widely, from a low of \$507 in New Brunswick to a high of \$6,997 on Prince Edward Island.

Table 4.10 is based on a similar procedure as Table 4.9, using the figures from table 8 as the numerators and Table 4.6 as the denominators. Aside from the 13th quarter, which was an exception because the data for this quarter were captured for only a few new participants, the averages on Table 4.10 were fairly consistent, tacking downwards slightly over time, as shown by the trendline on Chart 4.1.



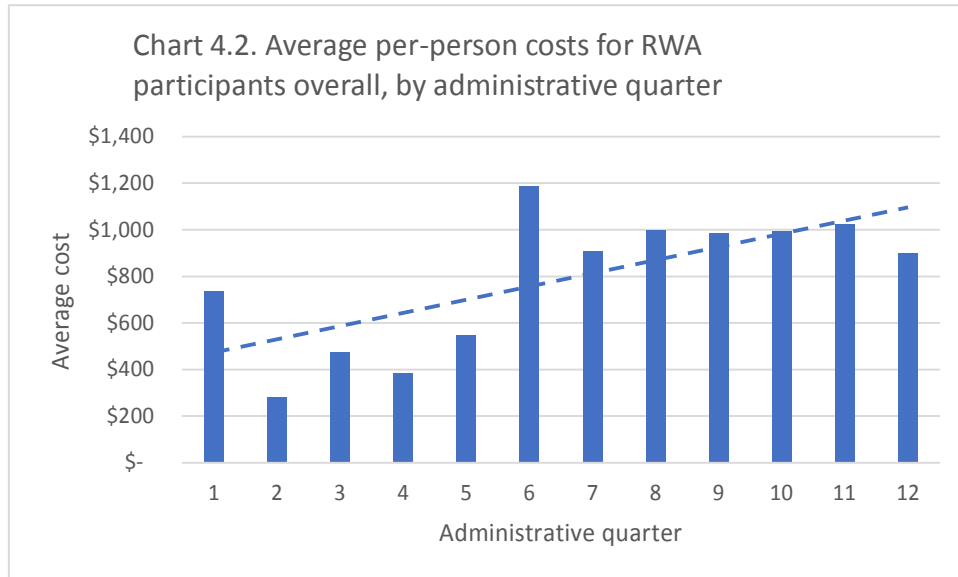
- *Overall costs per participant*

Table 4.11 provides a different view of average per-person costs for the provinces and territories by dividing total costs per jurisdiction (Table 4.7) by person-quarters of participation in those jurisdictions (per the “Total person-quarters” column in Table 4.2), regardless of whether participants received funded supports. This view is provided because, as not all participants received supports, it would be incorrect to conclude that per-person costs for the users of funded supports were the same as for the entire universe of RWA participants. A more inclusive approach shows that the overall per-person cost was \$918, which reflects a mix of costs and non-costs for people who did and did not receive funded supports. As in the discussion on average costs for the people who received supports (above), there was considerable variation across the provinces and territories. Per-person costs for participants overall were lowest in Nova Scotia and highest in Newfoundland and Labrador (Table 4.11).

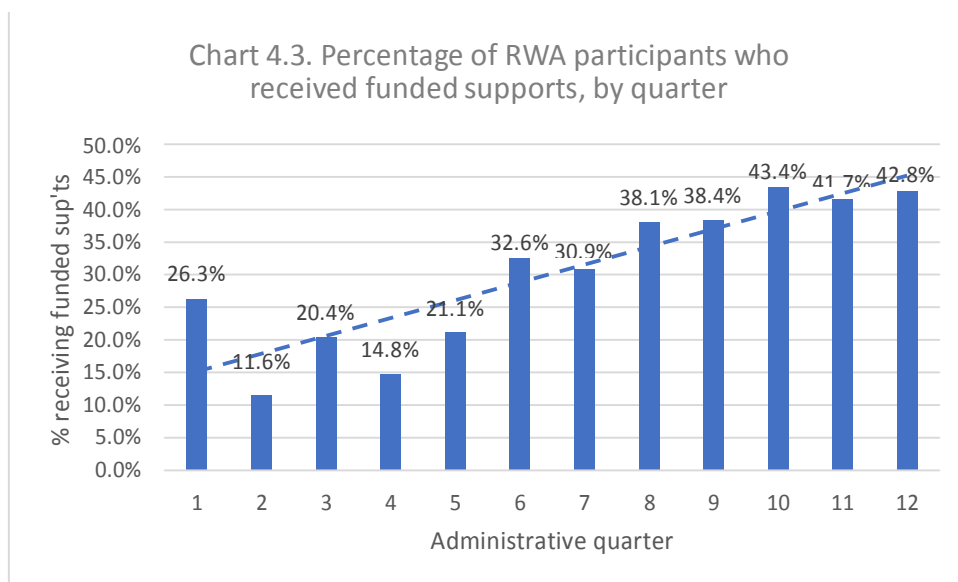
These findings suggest that perhaps the proportion of people who received supports may have differed across the provinces and territories. Table 4.12 shows that this was indeed the case. Compared with an overall average of 36.4% of all participant-quarters that received funded support, some provinces / territories had much higher percentages, such as Newfoundland and Labrador (76.9%), Yukon (67.9%) and the Northwest Territories (68.9%). Some provinces were well below the overall average, such as Manitoba (6%), Quebec (6.3%) and New Brunswick (7.2%). The data received from the ASD for RWA participants do not make it possible to determine whether there was a relationship between the use of funded support and socio- demographic characteristics, such as severity of participants’ disabilities.

Table 4.13 shows overall costs by administrative quarter for all RWA participants. The table is based on a similar approach to that used for Table 4.11. Table 4.13 drew from Table 4.8 for the

numerators and the “Total person-quarters” column from Table 4.4 for the denominators. It shows variation across the administrative quarters in terms of the costs associated with supports for RWA participants overall. Those overall average per-person costs tacked upwards as the project unfolded. The trendline on Chart 4.2 shows the pattern graphically.



That finding prompts the question whether there was a change in the relationship of receivers to non-receivers of funded supports over time. Table 4.14 shows that this was indeed the case, with progressively higher percentages of people who received supports as the project unfolded. The trendline on Chart 4.3 shows the pattern graphically. While the RWA data are not conclusive, they suggest that, over time, RWA may have included more people with complex needs who required higher levels of support than earlier in the program. For instance, in the first quarter, 26.3% of participants received funded supports, compared with 42.8% in the 12th quarter.



- Overall costs by type of disability

Chart 4.4 shows the breakdown of costs by the types of RWA participants' disabilities. People with an intellectual disability comprised 49% of RWA participants and accounted for 37.1% of total costs of support. People with ASD comprised 35.6% of participants and accounted for 46.1% of the support costs.

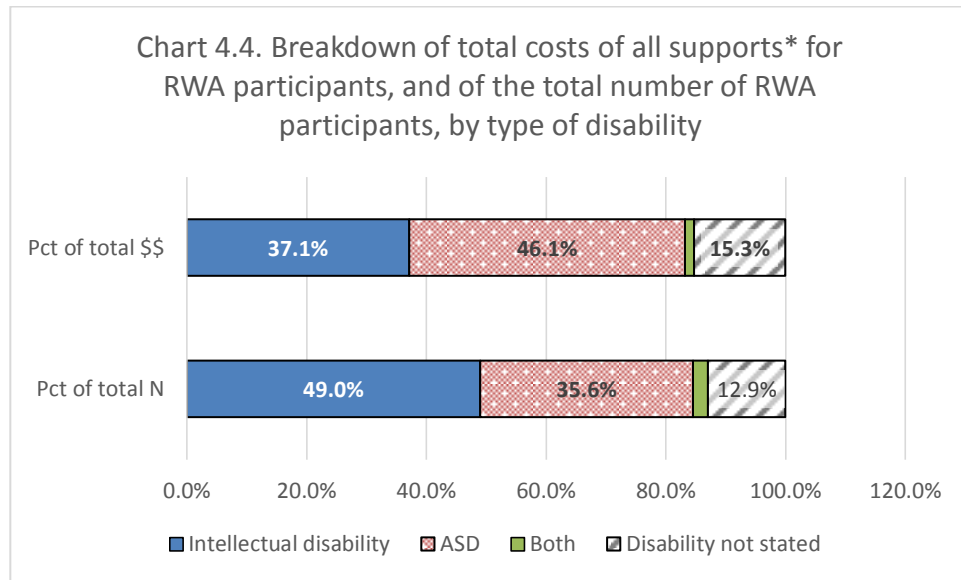
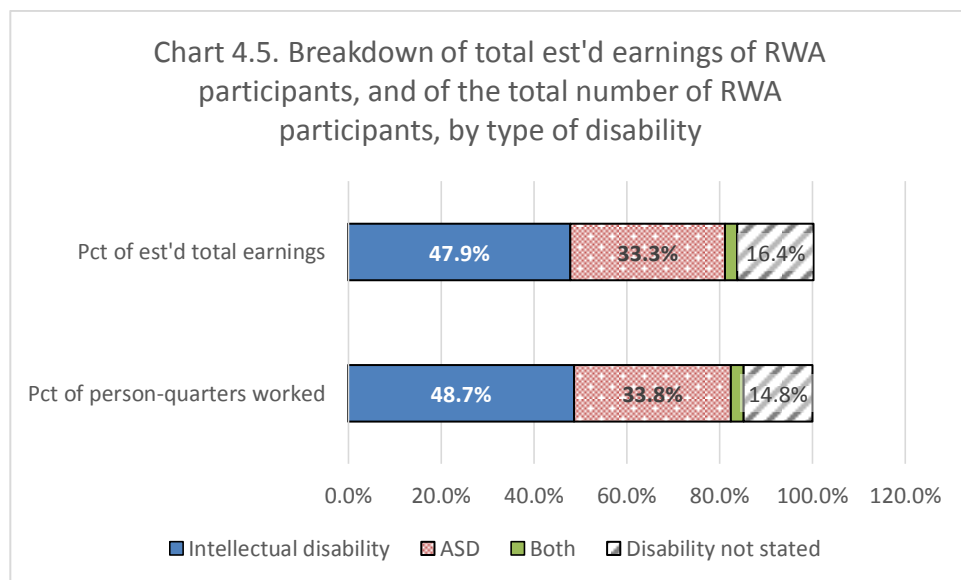


Chart 4.5 shows that the total estimated earnings of people with an intellectual disability and ASD were consistent with one another's respective shares of all person-quarters worked (nearly half and about one-third, respectively). People who were reported as having only an intellectual disability earned nearly \$4.6 million in total and people with ASD earned nearly \$3.2 million.



Earnings, governmental savings and costs

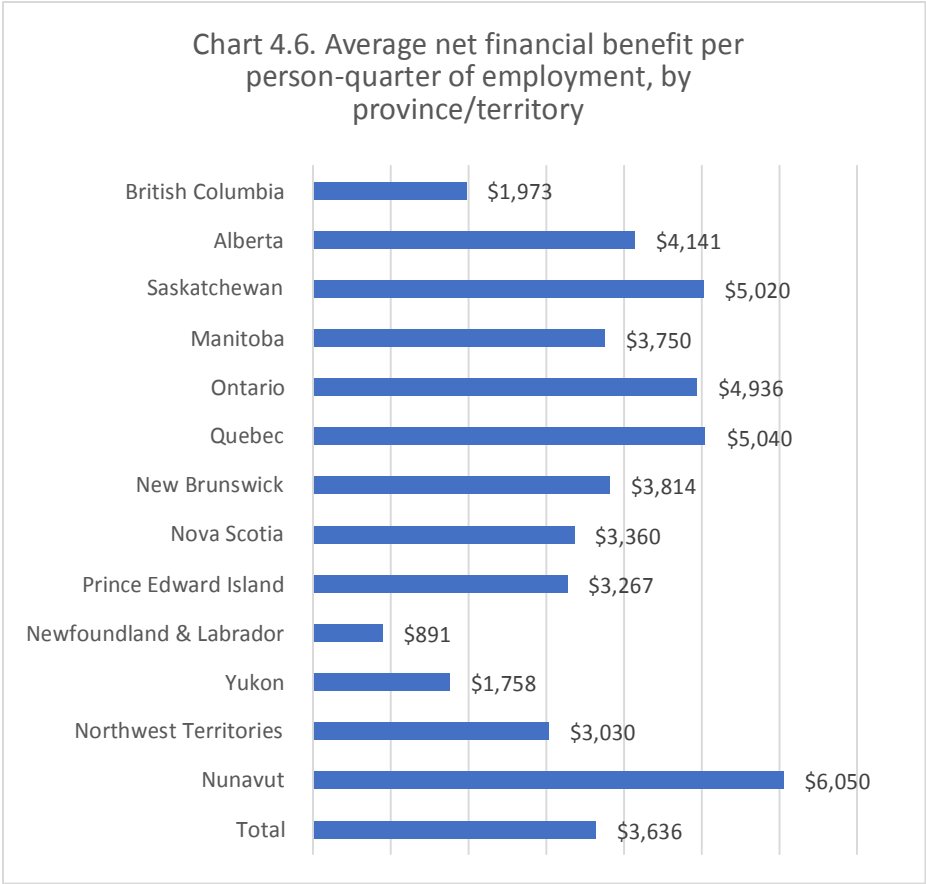
An underlying question for the present research was whether a financial case could be made for or against RWA. Table 4.16 shows the figures that were used to answer the question:

- Column D shows the total estimated earnings of RWA participants. This figure is based on estimated quarterly earnings (Column C) times the number of person-quarters of employment (Column B). Quarterly earnings were estimated by multiplying the average weekly earnings of participants times 13 (52 weeks per year ÷ by 4 quarters ≈ 13 weeks per quarter). Overall, RWA participants earned about \$9.6 million.
- Column J shows the estimated total amounts of social assistance not spent on RWA participants who were working (about \$4.7 million overall). That column is based on the estimated maximum quarterly payments for social assistance (Column I) times the number of people who were social assistance recipients before participating in RWA and who would have continued to receive social assistance if not working (Column F) times the number of quarters those people worked on average as a result of RWA (Column E.) It was reasoned that governments saved at least as much as they would have spent on social assistance for the months that past-recipients were working and earning money. The estimated quarterly amount of social assistance that would have been paid per person (column H) is the maximum monthly amount available for single people (Column G) times 3 (i.e., 3 months per quarter).

As information was not available about the sources of income for about a quarter of RWA participants, the total number of participants with such income before RWA, and the estimate of social assistance that would have been spent, may be low. In addition, we are unable to estimate savings from non-cash benefits that may have been associated with social assistance or the net gain in tax revenue contributed by employed RWA participants. In other words, governments may have saved more than the above-estimated \$4.7 million in social assistance expenditures.

- Column K shows the total costs of support (about \$4.1 million overall), which are also shown on Table 4.8 of the present paper.

Table 4.15 shows that RWA netted about \$10.3 million for provincial/territorial economies. That is, participants earned \$9.6 million. Governments spent about \$4.1 million on supports, but saved about \$4.7 million (and perhaps more) on social assistance (Columns D + J – K = M). In other words, as a result of RWA, governments spent less money than they would have, but reaped a multimillion-dollar benefit. Drawing from the figures on Table 4.15, for each person-quarter of employment through RWA, a net benefit of \$3,636 was realized (i.e., \$10,269,374 overall net benefit ÷ 2,824 person-quarters of employment = \$3,636 of benefit per person quarter of employment). Chart 4.6 shows the pattern by province and territory.



Conclusion

The numbers suggest that government-investments in supports for employment and post-secondary education through RWA have made good financial sense. Even in provinces/territories where the estimated savings from social assistance were lower than the amounts that governments spent for supports – which were often the provinces and territories where high percentages of people received supports – the earnings of RWA participants more than offset the differences, yielding net financial benefits to those economies. Each person- quarter of employment through RWA netted an average financial benefit of \$3,636.

Province / territory	Any job coach	Any job transp.	Any other job sup't	Any job sup't	Any post-sec coach/tutor	Any post-sec transp.	Any other post-sec sup't	Any post-sec sup't	Any sup't
British Columbia	239	69	47	284	18	9	6	30	293
Alberta	455	41	12	463	29	-	-	29	466
Saskatchewan	63	14	10	82	29	8	3	31	113
Manitoba	8	-	1	8	3	3	-	3	11
Ontario	56	13	5	63	15	-	2	16	79
Quebec	15	3	2	17	2	-	1	2	19
New Brunswick	16	-	2	18	2	-	1	3	20
Nova Scotia	176	34	17	204	47	-	3	50	212
Prince Edward Island	7	4	1	8	-	-	-	-	8
Newfoundland & Labrador	66	23	3	91	-	-	-	-	91
Yukon	96	39	3	109	26	4	1	26	129
Northwest Territories	146	102	50	171	-	7	-	7	173
Nunavut	-	-	-	-	-	-	-	-	-
Total	1,343	342	153	1,518	171	31	17	197	1,614

Table 4.6. Person-quarters of funded supports received by RWA participants, by administrative quarter

Year	Administrative quarter	Any job coach	Any job transp.	Any other job sup't	Any job sup't	Any post-sec coach/tutor	Any post-sec transp.	Any other post-sec sup't	Any post-sec sup't	Any sup't
2014	1	7	-	4	9	1	-	-	1	10
	2	6	5	2	8	-	-	-	-	8
2015	3	16	2	1	18	1	-	-	1	19
	4	19	5	7	27	-	-	-	-	27
	5	48	7	5	54	1	1	-	2	56
	6	73	17	5	80	5	-	-	5	85
2016	7	90	22	5	101	6	1	-	7	108
	8	172	48	19	197	18	3	2	21	204
	9	212	65	28	239	23	5	4	28	251
	10	219	53	27	241	34	10	9	43	265
2017	11	232	48	26	252	46	6	-	49	272
	12	236	65	24	279	35	5	1	38	295
	13	13	5	-	13	1	-	1	2	14
Total		1,343	342	153	1,518	171	31	17	197	1,614

Table 4.7. Total costs of funded supports received by RWA participants, including RWA funding and provincial / territorial service funding, by province/territory

Province / territory	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
British Columbia	\$586,540	\$43,508	\$99,721	\$729,768	\$105,444	\$248	\$945	\$106,637	\$836,405
Alberta	\$1,099,247	\$33,054	\$21,707	\$1,154,008	\$22,115	\$ -	\$ -	\$22,115	\$1,176,123
Saskatchewan	\$161,492	\$29,448	\$19,853	\$210,793	\$67,842	\$23,920	\$5,507	\$97,269	\$308,062
Manitoba	\$14,869	\$ -	\$3,717	\$18,586	\$1,500	\$2,292	\$ -	\$3,792	\$22,378
Ontario	\$76,070	\$6,342	\$1,545	\$83,957	\$13,010	\$ -	\$3,495	\$16,505	\$100,462
Quebec	\$13,134	\$1,773	\$564	\$15,471	\$13,242	\$ -	\$6,621	\$19,863	\$35,334
New Brunswick	\$7,435	\$ -	\$133	\$7,568	\$2,416	\$ -	\$162	\$2,578	\$10,146
Nova Scotia	\$426,460	\$5,216	\$5,181	\$436,856	\$70,243	\$ -	\$1,367	\$71,610	\$508,466
Prince Edward Island	\$37,686	\$5,544	\$12,749	\$55,979	\$ -	\$ -	\$ -	\$ -	\$55,979
Newfoundland & Labrador	\$310,389	\$16,363	\$2,170	\$328,922	\$ -	\$ -	\$ -	\$ -	\$328,922
Yukon	\$337,526	\$3,405	\$265	\$341,196	\$112,800	\$300	\$75	\$113,175	\$454,371
Northwest Territories	\$174,492	\$18,619	\$35,020	\$228,131	\$ -	\$504	\$ -	\$504	\$228,635
Nunavut	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$3,245,339	\$163,272	\$202,624	\$3,611,235	\$408,612	\$27,264	\$18,173	\$454,048	\$4,065,283

Year	Administrative quarter	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
2014	1	\$20,099	\$ -	\$4,438	\$24,536	\$3,443	\$ -	\$ -	\$3,443	\$27,979
	2	\$13,897	\$3,577	\$1,975	\$19,449	\$ -	\$ -	\$ -	\$ -	\$19,449
2015	3	\$35,156	\$3,080	\$4,608	\$42,844	\$1,296	\$ -	\$ -	\$1,296	\$44,140
	4	\$52,627	\$5,173	\$12,108	\$69,908	\$ -	\$ -	\$ -	\$ -	\$69,908
	5	\$121,094	\$7,701	\$11,808	\$140,603	\$4,800	\$72	\$ -	\$4,872	\$145,475
	6	\$233,121	\$11,058	\$45,238	\$289,417	\$19,920	\$ -	\$ -	\$19,920	\$309,337
2016	7	\$275,438	\$9,618	\$7,500	\$292,556	\$25,440	\$72	\$ -	\$25,512	\$318,068
	8	\$446,642	\$27,565	\$15,487	\$489,695	\$43,130	\$127	\$370	\$43,627	\$533,322
	9	\$511,726	\$33,149	\$36,547	\$581,423	\$54,689	\$6,107	\$1,735	\$62,530	\$643,953
	10	\$475,915	\$20,353	\$20,691	\$516,959	\$66,551	\$7,171	\$15,786	\$89,507	\$606,467
2017	11	\$508,643	\$18,405	\$26,163	\$553,211	\$106,938	\$6,871	\$ -	\$113,809	\$667,020
	12	\$491,995	\$22,746	\$16,061	\$530,802	\$82,151	\$6,844	\$120	\$89,114	\$619,916
	13	\$58,985	\$848	\$ -	\$59,833	\$255	\$ -	\$162	\$417	\$60,250
Total		\$3,245,339	\$163,272	\$202,624	\$3,611,235	\$408,612	\$27,264	\$18,173	\$454,048	\$4,065,283

Table 4.9. Average per-person costs of funded supports received by RWA participants who received such supports, by province/territory

Province / territory	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
British Columbia	\$2,454	\$631	\$2,122	\$2,570	\$5,858	\$28	\$158	\$3,555	\$2,855
Alberta	\$2,416	\$806	\$1,809	\$2,492	\$763	\$ -	\$ -	\$763	\$2,524
Saskatchewan	\$2,563	\$2,103	\$1,985	\$2,571	\$2,339	\$2,990	\$1,836	\$3,138	\$2,726
Manitoba	\$1,859	\$ -	\$3,717	\$2,323	\$500	\$764	\$ -	\$1,264	\$2,034
Ontario	\$1,358	\$488	\$309	\$1,333	\$867	\$ -	\$1,748	\$1,032	\$1,272
Quebec	\$876	\$591	\$282	\$910	\$6,621	\$ -	\$6,621	\$9,931	\$1,860
New Brunswick	\$465	\$ -	\$66	\$420	\$1,208	\$ -	\$162	\$859	\$507
Nova Scotia	\$2,423	\$153	\$305	\$2,141	\$1,495	\$ -	\$456	\$1,432	\$2,398
Prince Edward Island	\$5,384	\$1,386	\$12,749	\$6,997	\$ -	\$ -	\$ -	\$ -	\$6,997
Newfoundland & Labrador	\$4,703	\$711	\$723	\$3,615	\$ -	\$ -	\$ -	\$ -	\$3,615
Yukon	\$3,516	\$87	\$88	\$3,130	\$4,338	\$75	\$75	\$4,353	\$3,522
Northwest Territories	\$1,195	\$183	\$700	\$1,334	\$ -	\$72	\$ -	\$72	\$1,322
Nunavut	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$2,416	\$477	\$1,324	\$2,379	\$2,390	\$879	\$1,069	\$2,305	\$2,519

Table 4.10. Average per-person costs of funded supports received by RWA participants who received such supports, by administrative quarter

Year	Administrative quarter	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
2014	1	\$2,871	\$ -	\$1,109	\$2,726	\$3,443	\$ -	\$ -	\$3,443	\$2,798
	2	\$2,316	\$715	\$988	\$2,431	\$ -	\$ -	\$ -	\$ -	\$2,431
2015	3	\$2,197	\$1,540	\$4,608	\$2,380	\$1,296	\$ -	\$ -	\$1,296	\$2,323
	4	\$2,770	\$1,035	\$1,730	\$2,589	\$ -	\$ -	\$ -	\$ -	\$2,589
	5	\$2,523	\$1,100	\$2,362	\$2,604	\$4,800	\$72	\$ -	\$2,436	\$2,598
	6	\$3,193	\$650	\$9,048	\$3,618	\$3,984	\$ -	\$ -	\$3,984	\$3,639
2016	7	\$3,060	\$437	\$1,500	\$2,897	\$4,240	\$72	\$ -	\$3,645	\$2,945
	8	\$2,597	\$574	\$815	\$2,486	\$2,396	\$42	\$185	\$2,077	\$2,614
	9	\$2,414	\$510	\$1,305	\$2,433	\$2,378	\$1,221	\$434	\$2,233	\$2,566
	10	\$2,173	\$384	\$766	\$2,145	\$1,957	\$717	\$1,754	\$2,082	\$2,289
2017	11	\$2,192	\$383	\$1,006	\$2,195	\$2,325	\$1,145	\$ -	\$2,323	\$2,452
	12	\$2,085	\$350	\$669	\$1,903	\$2,347	\$1,369	\$120	\$2,345	\$2,101
	13	\$4,537	\$170	\$ -	\$4,603	\$255	\$ -	\$162	\$209	\$4,304
Total		\$2,416	\$477	\$1,324	\$2,379	\$2,390	\$879	\$1,069	\$2,305	\$2,519

Table 4.11. Average per-person costs of funded supports received by RWA participants overall, by province/territory

Province / territory	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
British Columbia	\$921	\$68	\$157	\$1,146	\$166	\$0	\$1	\$167	\$1,313
Alberta	\$1,109	\$33	\$22	\$1,164	\$22	\$ -	\$ -	\$22	\$1,187
Saskatchewan	\$643	\$117	\$79	\$840	\$270	\$95	\$22	\$388	\$1,227
Manitoba	\$81	\$ -	\$20	\$102	\$8	\$13	\$ -	\$21	\$122
Ontario	\$103	\$9	\$2	\$113	\$18	\$ -	\$5	\$22	\$135
Quebec	\$43	\$6	\$2	\$51	\$44	\$ -	\$22	\$65	\$116
New Brunswick	\$27	\$ -	\$0	\$27	\$9	\$ -	\$1	\$9	\$37
Nova Scotia	\$946	\$12	\$11	\$969	\$156	\$ -	\$3	\$159	\$1,127
Prince Edward Island	\$1,346	\$198	\$455	\$1,999	\$ -	\$ -	\$ -	\$ -	\$1,999
Newfoundland & Labrador	\$2,608	\$138	\$18	\$2,764	\$ -	\$ -	\$ -	\$ -	\$2,764
Yukon	\$1,776	\$18	\$1	\$1,796	\$594	\$2	\$0	\$596	\$2,391
Northwest Territories	\$695	\$74	\$140	\$909	\$ -	\$2	\$ -	\$2	\$911
Nunavut	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$733	\$37	\$46	\$815	\$92	\$6	\$4	\$102	\$918

Table 4.12. Percentages of RWA participants who received any funded support, by province/territory			
Province / territory	Total person- quarters	Person- quarters of any support	Percentage receiving any funded support
British Columbia	637	293	46.0%
Alberta	991	466	47.0%
Saskatchewan	251	113	45.0%
Manitoba	183	11	6.0%
Ontario	742	79	10.6%
Quebec	304	19	6.3%
New Brunswick	276	20	7.2%
Nova Scotia	451	212	47.0%
Prince Edward Island	28	8	28.6%
Newfoundland & Labrador	119	91	76.5%
Yukon	190	129	67.9%
Northwest Territories	251	173	68.9%
Nunavut	7	-	0.0%
Total	4,430	1,614	36.4%

Table 4.13. Average per-person costs of funded supports received by RWA participants overall, by administrative quarter

Year	Administrative quarter	Job coach \$\$	Job transp. \$\$	Other sup't \$\$	Total job sup't \$\$	Educ. coach/ tutor \$\$	Post-sec transp. \$\$	Post-sec other sup't \$\$	Total \$ post-sec sup't \$\$	Total sup't \$\$
2014	1	\$529	\$ -	\$117	\$646	\$91	\$ -	\$ -	\$91	\$736
	2	\$201	\$52	\$29	\$282	\$ -	\$ -	\$ -	\$ -	\$282
2015	3	\$378	\$33	\$50	\$461	\$14	\$ -	\$ -	\$14	\$475
	4	\$289	\$28	\$67	\$384	\$ -	\$ -	\$ -	\$ -	\$384
	5	\$457	\$29	\$45	\$531	\$18	\$0	\$ -	\$18	\$549
	6	\$893	\$42	\$173	\$1,109	\$76	\$ -	\$ -	\$76	\$1,185
2016	7	\$787	\$27	\$21	\$836	\$73	\$0	\$ -	\$73	\$909
	8	\$835	\$52	\$29	\$915	\$81	\$0	\$1	\$82	\$997
	9	\$782	\$51	\$56	\$889	\$84	\$9	\$3	\$96	\$985
	10	\$780	\$33	\$34	\$847	\$109	\$12	\$26	\$147	\$994
2017	11	\$779	\$28	\$40	\$847	\$164	\$11	\$ -	\$174	\$1,021
	12	\$714	\$33	\$23	\$770	\$119	\$10	\$0	\$129	\$900
	13	\$1,903	\$27	\$ -	\$1,930	\$8	\$ -	\$5	\$13	\$1,944
Total		\$733	\$37	\$46	\$815	\$92	\$6	\$4	\$102	\$918

Table 4.14. Percentages of RWA participants who received any funded support, by administrative quarter				
Year	Administrative quarter	Total person-quarters	Person-quarters of any support	Percentage receiving any funded support
2014	1	38	10	26.3%
	2	69	8	11.6%
2015	3	93	19	20.4%
	4	182	27	14.8%
	5	265	56	21.1%
	6	261	85	32.6%
2016	7	350	108	30.9%
	8	535	204	38.1%
	9	654	251	38.4%
	10	610	265	43.4%
2017	11	653	272	41.7%
	12	689	295	42.8%
	13	31	14	45.2%
Total		4430	1,614	36.4%

Table 4.15. Estimated return on the public investment in RWA, showing participants' total earnings, social assistance saved and total costs of supports

A. Province / territory	B. Person- quarters of any employ't	C. Average quarterly earnings (weekly wage x 13)	D. Est'd total earnings for the private economy	E. Average number of quarters social ass't recip's were employed through RWA (last record)	Governmental costs and savings							M. Total est'd return on the public investment: Earnings minus provincia /territoria l costs
					F. Number of people who were social assist. recipients before RWA (per PIF)	G. Maximum monthly social assist. (single with disability)	H. Est'd maximum quarterly social assist. (single with disability)	I. Est. quarterly social assistance that would have been paid per person: Max. quarterly social assistance x quarters of employment	J. Social assistance not spent because of employment: Quarters of emp't x est'd social assis't. per person x number of SA recipients	K. Total cost of supports	L. Net saving (cost) to gov'ts: Social assistance not spent minus costs of supports	
British Columbia	416	\$2,561	\$1,065,394	1.88	107	981	2,944	5,531	\$591,796	\$836,405	(\$244,609)	\$820,785
Alberta	561	\$3,240	\$1,817,613	2.97	119	1,588	4,764	14,132	\$1,681,692	\$1,176,123	\$505,569	\$2,323,182
Saskatchewan	141	\$2,940	\$414,499	3.05	44	1,493	4,479	13,667	\$601,334	\$308,062	\$293,272	\$707,771
Manitoba	86	\$3,191	\$274,447	2.14	11	996	2,988	6,403	\$70,431	\$22,378	\$48,053	\$322,500
Ontario	448	\$3,522	\$1,577,658	1.94	112	1,128	3,384	6,555	\$734,115	\$100,462	\$633,653	\$2,211,311
Quebec	192	\$4,424	\$849,454	1.73	31	954	2,862	4,953	\$153,557	\$35,334	\$118,224	\$967,678
New Brunswick	224	\$3,281	\$734,901	2.10	31	663	1,989	4,177	\$129,484	\$10,146	\$119,337	\$854,238
Nova Scotia	340	\$3,802	\$1,292,737	2.17	68	810	2,430	5,265	\$358,020	\$508,466	(\$150,446)	\$1,142,290
Prince Edward Island	27	\$3,882	\$104,817	1.00	11	1,193	3,579	3,579	\$39,369	\$55,979	(\$16,610)	\$88,208
Newfoundland & Labrador	89	\$4,277	\$380,675	1.09	11	766	2,298	2,507	\$27,576	\$328,922	(\$301,346)	\$79,329
Yukon	140	\$2,986	\$418,100	1.63	37	1,562	4,686	7,631	\$282,365	\$454,371	(\$172,006)	\$246,094
Northwest Territories	153	\$4,385	\$670,964	2.33	4	761	2,283	5,327	\$21,308	\$228,635	(\$207,327)	\$463,637
Nunavut	7	\$4,118	\$28,828	1.00	7	644	1,932	1,932	\$13,524	\$ -	\$13,524	\$42,352
Total	2,824	\$3,379	\$9,630,085	2.18	593	-	-	-	\$4,704,572	\$4,065,283	\$639,289	\$10,269,374

SECTION 5. SUMMARY OF QUALITATIVE FINDINGS

In this section of the report we provide a detailed summary of the qualitative findings based on the second round of interviews conducted between April and July of 2018 with RWA field staff (AOC, RAC & LMF), RWA funded staff, self advocates and national employers. Additional interviews were conducted with the National RWA staff team and National Partner representatives. These latter interviews were used to clarify and confirm the general findings and in formulating our overall assessment of the project and formulating the final recommendations and are not included in this analysis. The interviews utilized semi-structured interview guides developed for each cohort of respondents. (See Appendix for Qualitative Data).

Interviews were then transcribed and entered into a qualitative data analysis software program (NVIVO) and analyzed using a thematic analytic approach. Qualitative data provides a richer picture and more process oriented information than the quantitative data and allows us to identify issues, themes and experiences that help us to understand both the experience, and to some degree, the 'whys and hows' whereas the quantitative data is more focused on the 'what'. While this adds depth to our evaluation, it should be noted that qualitative data is not generalizable in the way the quantitative data is. In other words, this data represents 'snapshots' of opinions and views of a limited number of individuals which may or may not generalize across RWA sites, participants and staff. This is particularly important to note with regards to a project as diverse and broad as RWA with multiple sites across different jurisdictions. One outcome of this is that the same issue may appear both under things that are working well and as a challenge or barrier, reflecting different perspectives from different regions or staff. The recommendation portion of this section refers only to recommendations made by interviews and not the recommendations of the evaluation team which are noted in the final section of this report. That said, the qualitative findings do provide us with a much greater understanding of what happens 'on the ground' and provides useful direction in both evaluating the current project and identifying areas for change or improvement going forward.

The findings are organized initially by respondent groups with key themes from each highlighted. The latter section breaks down suggestions for change from the respondents for improving RWA going forward.

RWA Regional Staff– Labour Market Facilitators, Regional Autism Coordinators & Autism Outreach Coordinators

RWA staff, 13 LMFs, 5 RACs, and 3 AOCs, shared a diversity of thoughts and experiences regarding RWA. They came from all ends of the country, inclusive of all 20 RWA communities across Canada, including Quebec, the Northwest Territories, and the Atlantic provinces. The majority of comments focused on things that were working well in the program, including in their relationships with program partners and the national office, and those that were not. RWA staff input comprises the largest component of the qualitative information documented through the evaluation. In order to highlight their unique perspectives, the experiences and ideas of RWA staff working in self-advocate support roles (entrepreneurial or employment support) are discussed in a separate section.

LMFs and RACs specifically, described their roles in similar ways, which was as “job developers” and “job managers”, or as “bridges” or “connectors” between employers and/or support services and self-advocates. As stated by an RAC:

You’re a connector. You need to be in constant contact with your employers, as well you want to go ahead and be connected to your agencies I think that is the biggest positive for us. Staying connected and involved.

By “reaching out...and empowering everyone to do the job they need to do”, they define their goal as preventing people from “falling through the cracks”. As would be expected, RWA staff expressed strong views about the importance of inclusive employment, and many had a long history of supporting people in inclusive employment or a related field prior to starting with RWA.

The remainder of the section will be broken down into two main discussion areas, things that RWA staff described as working well in the program, and those they identified as not working well. Their observations and experiences will be discussed first in terms of what is working and not working more broadly in the program (General RWA and Related Factors), and then with respect to the specifics of RWA, and what is good and bad about the overall staffing, structure, administration, and system of communication within the program itself (RWA Program Specific Factors). Suggested recommendations and solutions to program challenges offered by respondents are summarized in Table 5.1 at the end of this section.

General RWA and Related Factors

- *Things that are Working Well / Indicators of Success*

In general, RWA staff expressed a strong appreciation for the value of RWA, highlighting the need that this program meets in communities across Canada. As articulated by one LMF, “Ready, Willing, and Able has identified a major need within this kind of area with employment for Canadians who have disabilities...I think that there is a huge need for that.” An RAC articulated her/his appreciation for RWA in the following way: “RWA is one hell of a good project...It is not hard to become passionate about this work.”

RWA staff noted that they are really starting to see their efforts pay off now that the program has been up and running for some time. Many staff referenced the high number of self-advocates who have gained/retained employment because of RWA as a sign of its success. One LMF put it this way, “Because of the work that we’ve done, we’ve been able to do...we’ve been able to get many individuals working and into the labour force in meaningful jobs that they are able to sustain.” Another LMF attributed the success to the partnerships that have been developed with support agencies:

I pray to God every day that this program will continue and it is not because I need a job, because I will find a job. It’s just because I think it’s so valuable now that it’s on the go and it’s just been a really great

experience to work side by side with my key agencies and disability supports, and we all work so well together...I think it's so meaningful and there's a lot of people now who have really great jobs because of this program.

Other indicators of success identified by RWA staff include making their expected numbers, having a consistent way of operating, having local success stories shared nationally (“We let [National] know we have a success story that we would like to be highlighted and they all but take off and do the story.”), having more people seek out RWA versus needing to look for participants (i.e.: “They’re really finding us now” and “I think the name is really getting some traction out there. I’ve been getting a lot more employers calling me, asking for inclusive candidates. It’s working.”), and having a good team atmosphere locally.

In Quebec, word about RWA is spreading and employers are favourable, with 80% of employers having a positive view of the program. The heightened program awareness among employers has resulted in an increased hiring capacity, as well as the addition of new employer groups. It was noted that the program is also starting to gain traction among major employers, such as Air Canada and different banks.

Many of the RWA staff interviewed saw RWA as helping to contribute to a larger cultural shift towards more inclusive work environments. Evidence for this shift included a change in attitudes towards real work for real pay (“I think the model of real work for real pay is something that businesses are really open-minded to...most businesses are willing to take on that person with the support...”) and changes in the employment landscape locally (“I think it’s been really helpful to have [RWA]. We’ve been able to draw in a lot of the autism community into supported employment infrastructure which, really, the two had been very broken apart until RWA.”).

RWA is also viewed by many field staff as a tool to challenge exclusionary policies and discriminatory ways of thinking. As stated by an RAC:

I think it’s been really good on the policy front too because it allows us to challenge a lot of stereotypes, not just of employers, but of government and key policy and legislative stakeholders. I legitimately hope that this project is renewed because it is slowly nudging the employment infrastructure in a direction.

- *What is Working with Self-advocates and Their Families*

RWA staff identified a multitude of program benefits for self-advocates and their families, ranging from “real jobs for real pay” and expanded work opportunities, to educating parents about how best to promote employment success for their child, to helping to develop “circles of support” that encompass all areas of the self-advocate’s life. By taking the time to get to know the needs of the self-advocate, including what has worked and what hasn’t worked in the past, RWA staff are better able to advocate for them. One AOC described the experience this way:

My intake is long because I need to find out all of this information, so then

we can kind of know where to move forward... I always tell them too, in their intake, I'm like their voice for them. So, unless they want to do it themselves, which if they were completely comfortable with that, I will step back and let them do it. I will just let them know what options are available to them.

Ensuring vocational success is not simply about assisting self-advocates with employment. As illustrated by the comments of RWA staff, it also involves helping people navigate a whole host of issues that can act as barriers to employment. From requests to assist self-advocates with housing and issues with landlords, to mediating between support agencies and self-advocates and their families, RWA staff do what is needed in a given situation to support self-advocates and their families to ensure success in a given situation.

- *What is Working with Employers*

From the perspective of RWA staff, much is working well for employers engaged with RWA. On a broader level, RWA is viewed by program staff as being “employer centered” and a mechanism through which employers can create inclusive workplaces. “Supporting the business as a client first, and its business” was identified as being the key to maintaining a division between supply and demand, which is an “important part of what makes this whole thing work.” On a more program specific or individual level, it offers employers ongoing support and follow up (able to engage with employers to educate them and answer questions, and able to be responsive and “get things done fast when needed”), access to a database of job seekers, a way to ensure that the right level of support for the self-advocate is provided given their needs and the requirements of the jobs.

Not unlike relationships with self-advocates and their families, relationships between RWA staff and employers take time to develop, particularly with large, national employers. For one LMF, the importance of being able to have that conversation cannot be overstated: “I know for a fact it has to happen in a conversation. It can't be done where you advertise...it has to be a face to face conversation”. RWA staff discussed the importance of taking the time to nurture relationships with employers even after they are established. According to one LMF who meets with existing employers on a regular basis, “I just go in for coffee or even just little drop-in chats. I think that helps build...the relationships so they come back to you for candidates at some point.”

- *What is Working with Agencies*

RWA staff identified numerous things about their partnerships with agencies providing employment and postsecondary support that are working well. Recognized as strong, passionate champions for inclusive employment, RWA staff work hard to build productive, respectful relationships with agency partners, which they view as key to the success of RWA.

As stated by one LMF, “I think that we're most successful too when we develop really strong relationships with localized community partners”, which involves “really understand[ing] how different programs work, what the needs are, and what the interest areas are for job seekers”.

The process of establishing relationships with agency partners is made easier when they share common values about inclusive employment, particularly in relation to promoting and working towards “equal pay opportunities”. Put another way, things work best when RWA staff and agency partners are “aligned with [the RWA] vision” and “on the same page” about the use of wage subsidies. For one LMF, having the same understanding meant fewer problems down the road:

Because if they have that mindset where they realize...we don't need to use wage subsidies and we don't need to use job trials, then it's kind of an inclusive mindset within their organization, so that people hired within their organization kind of realize that as well and then it leads to less complications.

Many RWA staff talked about having to break through initial periods of resistance with potential agency partners. As articulated by one RAC:

I feel like, I mean, in the beginning there was a lot of resistance, but I find that as they learn what RWA can do and that we're here not to provide the same services they offer...they're learning that we're really here to strengthen their services for people and step in and support them and help them when we need to, but then we kind of back off.

Once they were able to break through the initial resistance, relationships were strengthened by having a consistent and clear framework for communication, which included finding alternative ways to connect when needed, and by trusting agency partners and allowing them to do their jobs.

Program benefits realized through strong working relationships between agency partners and RWA staff included: putting forward candidates and the right kind of candidates for the job; providing essential support for self-advocates; filling in gaps in support (i.e. attending job interviews with self-advocates); enhanced agency capacity; and, good overall program statistics/numbers.

Challenges and Barriers

Over and above individual challenges within the RWA staff's home work environment and inconsistencies in regulations/funding across provinces, RWA staff identified a number of issues relating to the delivery of the program.

- *Challenges and Barriers: Employers*

In terms of employers, identified challenges/barriers included a lack of education/ understanding regarding the needs of people with intellectual disabilities (autism as an invisible disability, resistant to making accommodations in postsecondary school or work), not enough or the right kind of national employers (not enough national chain restaurants), the relationship between the employer and support agencies (agencies are employee focused, not employer focused), and unions (required to post positions internally and if internal candidate is more qualified, they get the job). Some respondents also noted

that funding for general program awareness among employers is insufficient.

- *Challenges and Barriers: Postsecondary Education*

In postsecondary education, challenges primarily stem from a perceived lack of education/understanding regarding the needs of people with intellectual disabilities and those with ASD. This manifests in different ways, including expecting self-advocates to be able to fully advocate for themselves, questioning the existence of autism as an invisible disability, and resistance to allowing accommodations within the classroom environment. As noted by an AOC, a lack of proper support and information regarding what self-advocates can expect and what is expected from them through their postsecondary experience can exacerbate anxiety levels that are already high.

RWA staff highlighted the time required to build productive relationships with colleges and universities as a problem, generally consisting of a long and often challenging process. One AOC described the experience this way:

There's some university campuses I don't have a really great relationship [with] and it is because they don't want one. They don't invite me in, they don't. When I reach out to them about a meeting or something, they don't want to. They feel like this is what they're doing at their institution and this is enough. What more do they need?

- *Challenges and Barriers: Agencies*

Challenges in working with partner agencies ranged from agencies not needing or wanting to be involved with RWA (i.e. having different philosophies about inclusive employment, no common bonds, seeing RWA as a threat), to difficulties in establishing productive working relationships (lack of true partnerships, agency going behind RWA's back to engage directly with employer), to practical challenges (administrative work required by RWA, lack of agency capacity, agencies not having the candidate pool), and finding a place for RWA within existing agencies. Agency capacity was identified as negatively impacting program supply and demand. As stated by one LMF, "I don't think there's a whole lot of capacity within agencies to take on much more than what they're already doing." Drilling deeper in the capacity challenges within agencies, "an inability to troubleshoot" and/or "administering support to individuals" were cited as possible reasons for a lack of willingness for some agencies to engage with RWA. One RAC is "seeing a direct correlation between capacity of an existing organization and its ability to support staff in RWA." Supply challenges tend to be more prevalent in terms of professional employment opportunities like IT, "where community partners...have no clue how to support that industry in terms of supporting employment." However, challenges regarding agencies' ability to produce an adequate supply of candidates was noted across different employment types.

Lacking a clear understanding of what was going on for agencies in certain circumstances, RWA staff were often left to speculate on the root cause of some of the challenges with agencies. As stated by one LMF, "I do think maybe they need more support. I think that they need maybe one or two additional

staff. I think that they need professional development. Yes, I think that they need professional development more than anything.”

Not unlike their experience with employers and in postsecondary institutions, RWA staff talked about the challenge of working to overcome the misconceptions about autism as an invisible disability, even among agency partners. As was articulated by an AOC:

I find when people hear the word “autism” they have their own assumptions or opinions about what that means instead of really meeting the person and seeing their abilities first-hand. So, that’s been a challenge everywhere – in postsecondary, in employment, in working with service providers.

- *Challenges and Barriers: Self-advocates*

RWA field staff identified a number of challenges in relation to self-advocates : transportation (“...some of the jobs fall outside of public transit...and many of them don’t have their license.”), the need for more intensive case management support (“I wish I had more tools for my case management side of things”), promoting and maintaining motivation (“...if they sit at home too long and their motivation and their interest...is lost then it makes that much more difficult to try and get them re-interested in employment.”), and helping self-advocates to understand and manage expectations related to employment (“So because they fail to see the bigger picture sometimes they can be a barrier for themselves because of their disability...”). In Quebec, it was also noted that people with high functioning autism are not accessing the program despite the benefits of it, which is connected to the broader challenges in supply they are experiencing. A further challenge related to the supply issue in Quebec, was the fact that self-advocates are having difficulty in even accessing the program.

A key challenge for those with ASD noted by RWA field staff was mental health, specifically anxiety among those on the autism spectrum. The challenge was articulated by one AOC in the following way:

I find another challenging thing though has also been people with autism and their anxiety. When their anxiety is so heightened and to the point where it won’t allow them to move forward, that’s not something I can fix, or there’s only so much I can do to help before I know that it’s not up to me anymore. It’s up to the person, and all you can really do is give them the opportunity and then go from there.

In order to work around the potential barriers created by anxiety, depression, and OCD, among other mental health concerns, RWA staff discussed the importance of building collaborative relationships outside of their normal service networks. As stated by an AOC, “I’ve really had to work around that. I have really had to build collaborative relationships with the various job coaches...perhaps other organizations to try and figure out how we can work around some of the mental health pieces.” Additionally, it was noted that comorbidity between various developmental disorders also makes it difficult to provide effective service.

RWA Program Specific - Things that are Working Well

Regarding the administration, structure, and overall operation of RWA, there are four main areas where RWA staff identified that the program is working well. They are: geographic scope, program structure, working in teams, and communication.

- *Geographic Scope*

The first relates to its geographic scope, as a national program. Specifically, staff noted that RWA's national presence was a significant benefit ("I think when you have a national presence, it elevates your status. It improves your branding.").

- *Program Structure*

The second relates to the versatility of the program owing to its structure, which is recognized by some RWA staff as being flexible/adaptable to the needs of local communities ("RWA was able to understand how different of a landscape [we were] in comparison to the rest of the country"). This includes positioning the program in a way that aligns with local resources. As stated by one LMF, "I am a case manager, I am a labour market facilitator...and yeah, it's a lot different than I think every other jurisdiction, so what works well will be really different." Because of the program's adaptability, RWA staff also talked about being able to fill in gaps in transition services in their own communities. According to one AOC:

There's a lot of gaps. One of the gaps we end up filling in order to receive accommodations...you have to have a formal diagnosis... we started funding some people to receive diagnostic services if they need that.

- *Working in Teams*

The third area is the benefits of working within teams, specifically the benefit of working in local, provincial, and national teams simultaneously. Benefits noted include accessing expertise from regions across Canada ("The major positive in the national thing is getting the input from other staff across the country regarding some of the issues", "Just being able to connect with them and kind of bounce ideas off each other"), and being nimble in their ability to respond to local issues ("We have a strong team. I think that is why we're successful because we work together.", "All of our roles are interconnected in some way...so because we are able to do things really fast, that person usually won't lose their job, or then gets an employment opportunity instead of losing out on one", "...we just play off each other really, really well").

When in place, local and/or provincial partnerships between the ASD and Community Living are viewed as being extremely beneficially to the outcomes achievable through the program. Specific benefits noted included clear and consistent messaging coming out through the program ("Just

making sure that we know what the ultimate goal is and we're working together"), and a lack of division or separation between service populations ("So we mix [our support agencies] together, we don't separate them"; "...we do a lot of our stuff together...It's literally we're representing RWA and we're working together to do so...").

- *Communication*

The fourth and final program area that RWA staff feel is working well, at least in some respects, is communication. Open communication was identified as being an important component in the efficacy of their team approach, especially because RWA is national in scope. Many RWA staff indicated that they were happy with the level of communication they had with the national office who they identified as being open and responsive whenever they had the need to speak ("I am happy. They've been very willing to talk stuff over with me. They're usually kind of willing to compromise and move forward."; "When I need to talk to [them], [they] are there."). RWA staff also appreciated the national office's ability to pick up and share local success stories ("National's great at supporting that...we let them know we have a success story that we would like to be highlighted, and they take off and do the story.").

RWA Program Specific Challenges and Barriers

As identified by RWA program staff, there are 5 main areas where RWA structure and overall operation could be improved. These areas are: 1) information material, 2) staff training and support, 3) improved teamwork, 4) structure and functioning of national office, including communication, and 5) administration and use funds.

- *Information and Promotional Material*

In the first area, information and promotional material, some RWA staff indicated that they felt that the material produced for the program was "very social service-y" and not geared towards the employers they are trying to engage.

...it's just one of those things where it doesn't gear towards the employers that I am trying [work with]...so more of the financial, IT, tech and professional sectors...The business case is there, but there is still like stuff that does not drive home to what the corporations want.

Some also felt the material is "very white" and not reflective of the racial diversity in Canada, or the program's message regarding inclusivity. As one RAC put it, "There's no visible minorities, there's not many and I know like on the spectrum there's not a lot of females. There's no Aboriginals. It just doesn't represent Canada whatsoever." Despite being a national program, it was also noted that national documents, including information and promotional material, are sometimes poorly translated or not translated at all. Finally, and as was previously mentioned, funding for awareness raising, including for information and promotional material, is viewed as being insufficient.

Staff Training and Support

RWA staff expressed a number of concerns regarding staff training and support generally, the second area where staff felt program improvements could be made. They noted concerns regarding staff turnover within the program across the country (“...like we have huge turnover in staff. Like the RWA team has a huge turnover in staff...nationally.”), including changes at the local leadership level (“There’s been a lot of leadership switching...in terms of the organization.”). The reason attributed to at least some of the “leadership switching” and general staff attrition was the lack of clarity about whether or not RWA would be refunded.

...nationally...I think that one of the reasons is the...not knowing if we’re going to get refunded, all that stuff, I think that’s been a huge burden on people.

Some RWA staff also identified the need for more advanced training through onboarding, particularly given the demands of the program and the need to “hit the ground running” as soon as they start in their positions.

...my onboarding was pretty bare bones...there were a few really good orientations and then not a lot of follow up.

Finally, the some staff spoke of needing additional support because they are “stretched way too thin” in terms of the geographic scope of their regions of responsibility, and still trying to do their best within the time that they have to dedicate to each area. As stated by one RAC:

I haven’t been able to travel to a single province. All I have been able to do is phone calls because I’ve been trying to maintain things here. If I start gallivanting around to the other provinces, the project would collapse here.

- *Absence of Solid Teamwork*

The third area where RWA staff have program concerns is teamwork, specifically the lack of a sense of overall teamwork within the program. Although somewhat contradictory to some more positive comments made by staff regarding team work in RWA, other comments reflect a fracture among partners on a local level, between the autism and community living sectors specifically, and/or between the national office and staff working to implement the program on the ground in local communities. One LMF framed the situation in her/his community this way:

Parts...it’s very dysfunctional, which I don’t find to benefit the initiative. It ends up hurting the initiative. It makes it really hard. It makes the job really hard and you don’t always know what everybody else is doing.

As a result of the geographic scope of the program (“As it is now, we’re so distant from each other; that’s where you lose that team.”), and left feeling isolated in their own communities despite an interest in working more collaboratively, RWA staff are often “left on [their] own making it up as [they] go along.” As one RAC put it:

Don’t get me wrong. We’re all doing what we’re doing and we’re all committed to doing what we’re doing, while we’re here. Most people who are getting really frustrated in their positions are also working their butts off every single day to generate [numbers] and they’re successful at it, but to me...I just say, “If we’re successful with what’s going on, then imagine how much more successful we could be if we were all felt we were part of this.”

Although many staff recognize that working alone and feeling a sense of isolation was natural in a national program structured like RWA, others felt that bringing people together and reducing program isolation was not a priority. As stated by one LMF, “Even though it is a very big team, and we all kind of want to support each other, it doesn’t really feel like it’s facilitated as much as it could.” Owing in part to language barriers, including the fact that no member of the national team is French or even bilingual, RWA staff in Quebec are particularly prone to isolation.

In order to facilitate a greater sense of team nationally, many RWA staff talked about the need to connect more often across Canada, particularly through in person meetings involving all regions. As one RAC put it:

People [are] needing to have some people links...the opportunity to know each other so we can truly support each other. I think teamwork should be about a stronger sense of team generated by a belief in this [program].

Another point of significant tension related to RWA staff’s sense of team is the division between autism services and services for those accessing community living. When there is an established partnership between the two groups in communities, the partnerships appear to be working extremely well (“I think it’s great that we have another person that’s more focused directly on the autism side of things...just because of their expertise more in the autism community.”). However, based upon staff comments, those situations would seem to be the exception. For the majority of RWA staff, there is a palpable division between the two groups that means at the most basic level, they “tend to work in silos.”

An example of the division between the groups identified by an LMF is how separate team meetings are being held for RACs and AOCs at conferences or annual meetings that LMFs do not take part in. For some LMFs in particular, this feels like a contradiction in a program that is working to promote inclusion and collaboration. As one LMF put it:

Just to have their own team meeting which I feel like it defeats, it just causes a silo because you’re almost creating...an exclusiveness within this pilot that’s trying to be inclusive and telling everyone to work together, right?

Another example cited is the creation of a separate RAC position to work with the autism community, which is viewed by some LMFs as “leveraging higher than the other side, which doesn’t add for equality.” The issue here stems from a perceived problem within RWA’s structure, where RACs and OACs have greater opportunity to advance their program related needs because they have greater access to the national team member responsible for autism.

A further example of this divide, for some LMFs is a perception of inequity in the program and that priority, both in terms of funding and resources, is being given to the autism services side. As an LMF put it:

But I think there’s specifically way more energy put toward [the autism side]. And I can understand that need, I just fear that it’s not equitable. That RWA is not doing things in an equitable basis or in a way that involves everyone as we could as a team.

Other LMFs attributed this perceived inequity in part to “mission drift” in the program, where “it’s gone from being employer focused to where really, we put a lot of focus on the individual now.” For them, this shift in “the how RWA is presenting itself” is being driven by the interests of CASDA partners. As one LMF put it:

[I] felt that there’s kind of a...change in the how RWA is presenting itself. And also with what its intentions are, so kind of going away from just being employer focused and being a very narrow scope of candidates. And, I think that a lot of these changes have kind of happened behind the scene without the involvement of delivery staff, which is a little bit frustrating.

This tension speaks to a larger division in the program where a perceived lack of openness and transparency on the part of the national office is contributing to an overall lack of cohesion within the program.

- *Structure and Functioning of RWA/National Office*

In the fourth area, structure and functioning of RWA/national office, a number of areas of concern were noted. Regarding the staffing structure of the program, the fact that most RWA staff are also staff of other agencies, contributes to a larger sense of isolation and disconnection with their own organization. As stated by an RAC:

Yeah, in terms of the organization, it’s hard with that. It’s still hard to understand that I am [agency] staff, but I’m running the RWA program. And I think it also...kind of muddies [the water] because in some cases we kind of feel like RWA is just left alone, like we’re not really part of the team.

An additional related challenge involves staff's ability to implement the program in a way that fits with the needs and opportunities in each community. For some, it is difficult to translate national employment opportunities into regions/local communities in a way that actually benefits the area ("Like Costco hasn't given us a single outcome in 9 quarters. So, I mean what's the point of having them as a named partner really?").

Owing to the demands placed on regional coordinators and national team members, RWA staff did not feel that the management structure had sufficient numbers of people to always do their jobs effectively. Further, as a result of this understaffing in national management positions, some regional staff were forced to fill this gap. As one RAC stated:

...it points out the fact that there is a gap, a huge gape, in the program architecture and that if I wasn't filling it, or if other people weren't filling it in other regions, what would happen? Well, people stop communicating is one of the big ones and that's probably one of the big findings.

Because RWA staff are so busy on the ground in their own communities, they naturally become even more dependent on the national office, particularly regarding communication. According to one RAC, this increased dependency is a significant challenge for the national team because of the breadth of their responsibilities.

I think, you'll see in a lot of places is that we're so dependent on national for communicating and, yet, they're so busy. I don't know how they're supposed to do everything that they do. Really, I don't...you know, it's too much, right?

- *Communication*

By far, the most significant concern noted by staff related to the functioning of RWA and the national office was communication. Although RWA staff expressed a high level of appreciation for what they see as good communication, they identified a number of problems related to information exchange within the program. Problems noted include inconsistent program messaging between regions, particularly with employers, vagueness related to program policies ("What postsecondary support constitutes. That was never discussed across the board when the project started. It was vague and left vague.", "the guideline for support dollars is very vague."), a lack of transparency regarding decision making ("I feel that sometimes the decision making isn't always as transparent as it could be."), and a general lack of clarity from national office regarding different aspects of the program ("I can't even tell a manager in a Walmart store [in my area] what positions have been successfully filled because national doesn't share that information. So, that's the kind of communication that's really, really bothersome."). In the absence of feedback from the national office, some RWA staff are left wondering about whether or not they are doing a good job. As one LMF put it:

But if, if something is bothering them or if they are satisfied, just let me know. And address it sooner than later...but address it correctly and let me know what I need to do, and help me to accomplish it.

Contributing to the feeling that they are not being heard by the national team, some staff expressed frustration over the fact that recommendations from the last [interim evaluation] report were yet to be implemented. As articulated by one LMF:

I think a lot more of the national team actually listening to staff input, because I feel like even from like your report and like our meetings, there were a lot of recommendations in there that...still aren't being incorporated.

Although some view the monthly phone call with the national office to be useful, others do not see them as being "very constructive" or allowing time for equal participation. Further, inconsistencies regarding staff attendance on the monthly call have left some to wonder why it isn't a priority. As stated by one RAC in reference to staff missing the call, "...the real question is why are people not making it a priority?"

Notably, communication regarding the future of RWA was the biggest communication related concern identified by RWA staff. Many staff talked about the need to know what is happening with program funding, and cited the lack of information regarding the future of the program as a main cause for the increase in staff turnover. According to one LMF:

...and then with our funding...well, I think it's been frustrating. Like I am on contract and my contract is ending soon, and I was told that I would know in May if we're getting refunded and know that this has been extended.

Another LMF summarized the experience in the follow way:

....you know, there's far too much guessing involved in terms of when things are going to happen. Our funding, for example, right? There's staff that their contacts are coming up, you know. Things like that. You know, having us know and be in the know as to what's happening with funding for example, right? Or, you know, even input around when funding should have been asked for...it's um, a little disheartening.

- *Administration and Use of Funds*

The fifth and final area where staff identified concerns regarding the structure and functioning of the program was administration and use of funds. The biggest concern noted here stems from the reporting requirements for the program, including the use of what is viewed by some as "an archaic database" that is difficult to use, making sharing information cumbersome. As stated by one LMF, "The reporting is quite extensive, and that sometimes can take away from the actual work". One RAC talked about doing paperwork "for the last week and a half", which meant she/he was unable to "engage a single employer". Another LMF framed it this way:

I really dislike how much input and data there is...and it seems to be very repetitive. I understand that it is accountability and it's about all of that stuff....it's just everything has to be done. It's just a lot of work when we have [multiple] hires in this quarter so far. That's a lot of data entry. It's a lot and its lots of forms, It's lots of everything.

As a result of the administrative demands that become more burdensome with increased numbers, some RWA staff question the incentive for them to employ more self-advocates. As an LMF put it, "What is my incentive to go and hire more because I have to spend the next 100 hours putting the data into the system." Another LMF framed it in somewhat stronger terms:

My job is supposed to be finding meaningful employment. For wonderful people. And half of my work is sitting at a computer, which I detest. I am not a good person to sit. I like to go, go, go. It kills me. It really does.

Problems with the way information is tracked ("I don't think we are doing it adequately enough"), what is being tracked (need for more of the right kinds of program data), and being too numbers focused versus story focused ("when we talk about the numbers, and the supports we usually just count the people that are hires...the stories that we are getting now from employers [who] are not just for bottom line, but for the relationships...It's amazing.").

In terms of use of funds, some RWA staff expressed concerns regarding changes in what funds can be used for ("And since probably, I think about January we were told we can't actually use RWA funds to support job coaches in that type of environment."). One area of concern was the perception that RWA often hired internally versus externally ("The other big issues was it wasn't an open competition. That's another issue that I have with Ready, Willing and Able, is like I feel like we do keep a lot of things in house, like hire from within and stuff."). [Also] bringing consultants to an industry that we really had no supply in...").

RWA Funded Support Staff – Employment & Entrepreneurial Support

Four individuals providing entrepreneurial or employment related support to self-advocates in different capacities shared a wide range of thoughts and experiences related to RWA. They described how they became involved in RWA, and what they do to support self-advocate entrepreneurs through the program in conjunction with their home agency. As one individual described it:

....direct one-to one support to entrepreneurs with autism to help incubate their business, develop their business, and really help the entrepreneur achieve their vision of success, whatever that maybe.

Representing a more sustainable and authentic approach to inclusive employment, they expressed an appreciation for the "business first" approach and messaging of RWA.

The philosophy that RWA takes where it's equal pay for equal work, they don't use subsidies, they instead use the fund for supporting the individuals because it's much more sustainable in the long-term. That message really resonates with me where it's business first. Going to employers and saying, "Look, there's this huge pool of talent that you can tap into. We'll provide all the supports to make sure that person has a job coach if they need a job coach." They can fund accommodations and adaptations that pay them the same that you would pay anybody else because that, in my view, that is what true inclusion is about.

Others talked about RWA as changing perspectives, and really the conversation, about the value of hiring inclusively.

No, and it's changing perspectives that it's not just the right thing to do, it's the smart thing to do as an employer. This is a strategic advantage if you hire an autistic employee. It's not doing anybody a favour. It's making sure that your organization is in a stronger position with this employee on your team. Neuro- diversity gives so many different perspectives on the world that is we're only looking at things through a neuro-typical lens, we're missing out on a lot of different, valuable perspectives on how things work.

Things provided through RWA that they identified as being valuable to the SA entrepreneurs include job coaching early in the employment process ("If you have a job coach with them throughout the whole onboarding process...if there's an error that's made we're making adjustments and learning about that error in the moment...we're not waiting a couple days or a week until it's been addressed."), helping entrepreneurs to "formalize [their] business into an actual venture", helping them to use time more efficiently ("...with our limited resources, we were like, "Ok, well, what's going to be the most efficient use of our time."), marketing and self- promotion ("I think his main role was you know, the creative force behind the products itself, and being the face and the story of the product..."), and empowering entrepreneurs ("Like if they are capable of doing it themselves, we try not to do it, right? There's no need for us to do it. We want to try to teach them how to do it themselves.").

Other more general benefits of RWA they identified were working in complementary partnerships ("So that is where it is really a cool partnership..."), and having flexible funds to support entrepreneurs ("Having the flexible funding available to provide job coach support is, in my view, the most important function of RWA."), fund innovative programs ("...was developed to specifically sort of foster entrepreneur ventures for self-advocates....and it was primarily funded through RWA..."), and enhance agency capacity ("Being able to complement and enhance the agency's existing capacity to provide supports to people who are job seekers and job creators is phenomenal.").

Despite experiencing some "bumps and hiccups along the road", RWA is viewed as being an essential service to transition people with disabilities into employment or running their own business. As one entrepreneurial support framed it:

Overall, it's been excellent, absolutely. I mean this is, and I don't say this

lightly, this is life changing stuff. If you have somebody who's been struggling to find their place in employment and entrepreneurship, all of a sudden is this door that was never presented to them before and we make it work, that is an incredibly powerful opportunity...to create a meaningful pathway towards their self-employment journey.

They discussed multiple success stories in both self-employment and employment situations for self-advocates, and the sense of pride and purpose that comes from running their own business, not to mention the potential to get employed later on as a result of having a business. According to one entrepreneurial support person, "I think it provides not only some income, and maybe a road to a part time job or full-time job...but it also provides a sense of purpose for the individual involved."

In terms of aspects of RWA that they felt were not working as well, three main areas were identified. The first, challenges regarding support agencies, noted problems with territoriality ("...so some agencies are reluctant to buy into the model. Agencies are often very territorial over their employers and their clients even. Some agencies are even reluctant for us to deploy supports..."), and outcomes based funding tied to wage subsidies ("I think there might be a concern that if they're using RWA funding, and not tapping into the wage subsidy, that they're not going to be able to count it towards their outcomes.").

The second area of concern noted by staff working in SA entrepreneur support roles is challenges for SA-entrepreneurs, which includes transportation and agency capacity issues resulting in employment or entrepreneurial needs not being met ("A challenge that we've seen across the board...is the agency capacity for supporting entrepreneurs.", "You know, I think if there was somebody who really specialized in online commerce, that could really help...").

The third and final area is administration and use of funds. Challenges noted in these areas consisted of having too much paper work and/or paperwork not being relevant to entrepreneurship ("The paperwork is for somebody who's trying to get a job where they're working for someone else, and then you know, the questions are just like not relevant, and there's questions missing that should be there, and there's questions that are there that just make no sense.") and a lack of transparency related to decision making ("I sometimes feel the management and coordination of the resources could be better and sometimes the decision making isn't always as transparent as maybe it could be.").

National Employers

In total, six senior executives from national employers were interviewed. Collectively, they highlighted a number of things about RWA and their experiences with inclusive employment that were working well, and some that were not.

Broadly speaking, they described their relationship with RWA in very positive terms ("There haven't been any obstacles what-so-ever"), and specifically, as responsive and proactive ("...you know, I think (National Director) has been very proactive in making sure that everything is okay. And whenever we have brought forth any type of issues with any of the agencies that are out in the market, he's really been there to bridge the relationship, and try to make thing a lot better. So, I think he has been really

supportive to the business.”). Some discussed having a personal link or connection into the program and/or inclusive employment (“And I got involved with the RWA actually through my daughter. She was a Transitional Facilitator...and she told me about the program, and thought this would be a great program in our corporate site.”, “I have a daughter with Down Syndrome.”), or more generally, being at a stage of life where they “just want to give more”.

They have beliefs and ideals related to inclusion and respect for people with disabilities that extend well beyond their involvement in the program. As one national employer put it:

...I’ve always believed that people with any kind of disability, they’re people too, and they need to be treated with respect and dignity, and, that was part of my goal...to get this program in...

Overall, national employers strongly supported the notion that “diversity is very, very good for business...” or win-win for employers and those being employed. According to one employer:

Well, there’s an opportunity to kill two birds with one stone. Obviously, we’re always looking for good team members to join our staff. But in this particular case, it’s an opportunity to help an underemployed segment of the population. We know that folks that are on the spectrum are generally underemployed.

One national employer talked about the rules they implemented around inclusive hiring that “have had a major impact on the people in [their] culture”.

We have three rules basically. Three rules that we’ve implemented from the very beginning is that they get paid the same, there’s no third party communication, they have to be able to communicate themselves, and we don’t make up a job, there’s a job in our hand- book they can do.

Apart from being “the right thing to do”, other benefits of inclusive employment include having reliable employees who come for their shifts (“...we put a lot of value on a stable employee who is going to come for their shift. Like, it doesn’t sound like a lot, but to us,...it’s huge.”), and “positive morale” that comes from having “enthusiastic” employees with a “positive attitude” that “everybody loves...” and are “committed...to achieving whatever it is [employers] need to be achieved.”

For national employers, making the business case for inclusive employment focuses on two main categories of benefits. The first is the value of having stable employees, and it includes issues of reduced turnover and/or improved employee loyalty (“We know the turnover is low”, “we know, statistically speaking, that these folks, once they find meaningful employment, they stay around. That’s good for us, too. We would much prefer to have stability in our staff.”, “...we have a lower level of turnover”, “...if you look at turnover alone, because if you hire someone with a disability, they’re very dedicated to the company”), good attendance (“attendance and all those kinds of things are good”), and punctuality (“He’s always on time, very punctual. As far as I know, he hasn’t missed one single shift, which is much better than some of our employees we hire off the street.”). The second main category of benefit is productivity (“They are productive. They are very productive.”, “We know the productivity

is higher.”).

National employers expressed an appreciation for the importance of “fit” between the self-advocate and an employment position, citing the ability of RWA to “introduce candidates that will be a good fit for the environment” as being a major strength of the initiative. Challenges related to communication (“I don’t find there has been enough communication and specific, you know, business discussions around how we make this better this year than last year”, “It’s more communication, higher level communication”), fostering local buy-in (“...we’ve got great buy-in at the top....that doesn’t cascade down fully to our manager”, “...internally we try to spend some time on...is showing the success stories, showing how this has been a positive for the business..”, “I don’t think we have complete buy-in either”, “...so with the stores not understanding the full scope of the partnership, they kind of just felt that it was too much, right?”), and discipline (“But we also had a challenge making sure we treat them the same way we would treat [any] employee”) were highlighted.

Self-Advocates : Postsecondary Education

In total, three self-advocates in postsecondary education were interviewed during this stage of the evaluation.

All spoke extremely favourable about RWA (“...overall, 5 out of 5 stars”), citing team work (“...we all worked together as a team in order to get me where I am today) and broad-based support as the reasons for their success (“Ah, you guys were a big help to me, first off, I’d say. The RWA staff were...I wouldn’t have done without you guys.”).

Recognizing and acknowledging the process involved in adjusting to postsecondary education (“I found that with my second semester...everything sort of leveled out after the first year”), self-advocates discussed the role that others play in their ability to adjust and find success in a postsecondary environment. From personal support provided through RWA, to assistance they find through the college/university (“The instructor understood me better than anyone else...he was very open and lots of open communication”, “Yeah, she is at [name of institution]...they do have special accommodations for people with all disability levels, including autism.”), to natural supports in the academic environment (“Sam did...a friend who’s a student there as well...he’s been helping me with the bus stop, what direction to go. I’m getting good at it. And, I am remembering what bus route to take to get home.”), self-advocates find assistance in postsecondary from a range of individuals. As stated by one self-advocate, accommodations “made it a lot easier to go through a program that is geared for 99% of the world’s population, which [they are] not part of.”

In terms of what is working for self-advocates regarding their experience with postsecondary education and transitioning to the workforce, self-advocates primarily discussed the support they received during different phases of the process (“[The support] was not lacking.”, “I think [the program] is doing enough for me to prepare.”) and/or the experience of being in postsecondary education itself (“I think everything is fulfilling, as is.”, “Learning new things, experiencing new classes, having lunch at the café, learning how to take the bus home and to [name of institution], and meeting new teachers.”). One self-advocate described the experience of school and work in terms of life lessons and learning:

I learn so much. One thing I will say is that me being at... throughout these past 10 months, I have learned so much about life in general, not just about cars and about work, but about what's commonly known as the real world.

Scheduling is another thing self-advocates identified as working well ("I guess the fact that I had enough time to study and to do my homework, 'cause it's usually two classes in the afternoon, or one in the morning and one in the afternoon, with a huge break in between. So, it gives me some time to relax, then some time to work.")

Those things that self-advocates identified as not working well were the job market ("...the job market, I think on the east coast has been a little bit down lately...unsure [if I feel prepared] really"), having sensory triggers and being overwhelmed by the fast pace ("I have quite a few sensory triggers and that kind of thing, which includes negative tone of emotion...plus I have discovered I'm quite overwhelmed by fast-paced environments..."), to people in the work or school environment misunderstanding how they learn ("...I feel like the other technicians misunderstand how I learn because of the fact that I learn a bit differently compared to the other guys. Although they have been filled in somewhat about my challenges and capabilities, I don't think they fully understand."), and feeling unsupported at different times ("The only thing...I probably was kinda under-supported ...in the shop environment...I would have liked to have someone with me at all times in the shop who really understood me very well.").

Self-Advocates: Entrepreneurs

In total, three self-advocate entrepreneurs were interviewed. Their comments and shared experiences covered a range of topics, including the nature of their work and what like best about being self-employed, how RWA assisted in their entrepreneurial journey, what worked and what didn't in terms of their overall experience. Any recommendations they provided are included with the other recommendations in Table 1.

Self-advocate entrepreneurs identified a number of ways they were supported in achieving their entrepreneurial goals. They discussed receiving assistance through structured courses and workshops, and more individualized through one-to-one assistance including social media and branding, technical and financial aspects of their work, and job shadowing. As stated by one self-advocate entrepreneur, "they've helped steer me in the right way – getting set up and I took a couple courses over there on how to run a business, and yeah, a lot to take in." Another self-advocate discussed receiving more tangible support from RWA in the form of financial assistance ("...they gave me money so I can get some new equipment") or access to equipment ("They provided the commercial kitchen.").

Although initially overwhelmed by starting a business, the support received during the early stages of the entrepreneurship was integral to their overall success. As one self-advocate put it,

Well, when I first started, I was overwhelmed because this is a lot of stuff, a lot of information to take in. Luckily, I've got good support at home and I had good support with the autism...I think that's made a

difference.

In terms of the best part of running their own business, self-advocates talked about being able to set their own schedule and work at their own pace (“...but where I am on my own, I can work at my own pace and I don’t have anyone telling me to hurry up.”). In general, the autonomy that comes from being your own boss was viewed as the biggest benefit to being self-employed. As one self-advocate stated,

I think being able to come and go as I want. I'm my own boss; I don't have to answer to anybody else. If I was working for somebody else, I'd have to work on their terms. The other thing, when I was working for somebody else, I still had some of my own clients so I'd have to wait 'til I'm done work and then I'd go and look after my own clients. Now, I don't have to do that. I can go when I need to.

Although they were not always clear on the specifics of how RWA assisted them, self-advocates understood that RWA is an important driver in the overall success of entrepreneurs. As stated by a self-advocate entrepreneur, “...I think they help people on the autism spectrum find work and get set up.”

In terms of what worked for them, getting assistance with advertising, including different forms of media (print and social media), having access to funding and much needed equipment (“Tools can get expensive, but when you get good ones, they last...”) and help with people/social skills were the main things that they identified. As stated by one self-advocate, “So, the print media was a big one 'cause coming up with the money to allocate to some brochures where you're not gonna use them right away but you need them.” In general, the improved confidence that comes from finding success, in large part owing to having the right balance of support through the process, is viewed as an important contributor to their overall success. According to one self-advocate entrepreneur, “Biggest thing is the, well, number one is support. Second would probably be, gotta be confident.”

On the flip-side, not having access to needed equipment (“When I had one oven, it took so long.”) was identified as something that wasn’t working in terms of their experience as an entrepreneur. Other things they identified as not working included the business side of running your own business/collecting money (“I think the business side, for me, is having to collect money. That's one thing I don't like doing, but it's something I have to learn to do.”), working at certain job/with certain customers that they don’t like (“...for me, sometimes I get into jobs that I get a little frustrated with, and some days I'll just walk away from it for a bit then I'll come back to it. I've had one or two customers that I met that I just did not like, and so sometimes now if they call me, I won't be as quick to go back.”), and the initial stress of starting a business (“It was stressful at first...”).

Suggested Recommendations & Solutions

Recommendations and solutions to a range of program challenges were suggested by RWA staff (LMFs, RACs, AOCs and employment/entrepreneurial support), national employers, and self-advocate postsecondary students and entrepreneurs. Multiple recommendations were made across several distinct areas, including employers, postsecondary, partner/support agencies, self-advocates,

education, RWA more generally, and supply and demand.

For clarity, recommendations are presented in table format and are broken down (and colour coded) by group, area of recommendation, and the recommendation itself.

It is important to note that these are recommendations and solutions suggested by the interviewees and were considered by the evaluation team in making our overall recommendation but do not directly represent the views of the evaluation team.

TABLE 5.1
Suggested Recommendations & Solutions

Colour Legend

RWA Staff – BLACK

RWA Funded Support Staff (Employment & Entrepreneurial Support) – BLUE

National Employers – PURPLE

Self-advocates (Secondary Students) - RED

Self-advocates (Entrepreneurs) – GREEN

Area of Recommendation	Recommendation
Employers	<p align="center">Messaging to Employers</p> <p>Real work for real pay “I think the model of real work for real pay is something that businesses are really open-minded to.”</p> <p>“...it’s changing perspectives that, you know, it’s not just the right thing to do, it’s the smart thing to do as an employer. This is a strategic advantage if you hire an autistic employee. It’s not doing anybody a favour. It’s making sure that your organization is in that stronger position with this employee on your team. Neuro-diversity gives so many different perspectives on the world that if we’re only looking at things through a neuro-typical lens, we’re missing out a lot of different, valuable perspectives on how things work,”</p> <p>Better showcasing of success stories “We’ve had a number of great success stories...so we’ve really been able to highlight that, which is great. You know, that again to show employers to really support the work we are doing, right?”</p> <p>“Doesn’t matter if you have a disability or not, you can still be a professional. I think really showcasing some of those stories would be helpful.”</p> <p>“Um, because also that’s really great for us because when we engage with employers, it’s really one of the best things we see for success is being about to talk about...similar businesses that have had beneficial...experiences working with us.”</p> <p>Ensuring local-buy in – having data to support a strong business case “So, and the things like our turnover costs and the value of a stable employee. And, I guess from RWA perspective, the more data and more support that they can give to...show how this is a strong business case, as</p>

well as a good thing to do.”

“...the more material that we can get to promote this regularly...data to back it up...just so you make a strong business case. It’s not just a humanitarian positive thing to do, you know?”

“We need to be able to do this in larger units with more information, so that we have enough data in order to prove statistically this is significant. We know it is, we just need to be able to prove it.”

“We need to train our hiring managers and get the word out that this is a very good thing to do for business, very good thing to do for your unit, morale, everything.”

“I think that the biggest thing is ...there’s got to be commitment from the top. And then you need...people to understand the true benefits of it internally in each building.”

Educating Employers

How to create/sustain inclusive workplaces

“We should be educating them on how to hire, how to develop, how to empower individuals within their workforce.”

Overcoming ASD as invisible disability

“Sometimes because we can’t see it, we think because we can’t see it, then that person...can’t really have it...” do they really have this disability? ...the employers don’t really understand.”

Everyone’s ASD is different

“I think too that RWA also should put more information or education about individual support and what that means because that was one of the biggest missing pieces when we started this job was how much support is needed and check-ins and how individualized it is. I think employers need to know more about that because they can’t group, like group people with autism because everyone’s autism is different. It affects them differently.”

ASD awareness training

“...I come from a social service background so that I have the knowledge of ASD and intellectual disabilities, but not everyone does. So, like I offer awareness training and they take it, but my colleagues don’t.”

Educational materials more IT focused – “Well, I think the IT sector...just having materials more focused on that, because they’re really not, other sectors as well, not interested in seeing the images that we have. It would

be nice to have them bit more tailored. Like, I'll share somebody working, or if the material that we have included pictures from all the different sectors."

Educating/informing employers about potential employees

"Spending more time discussing the individuals with employers, and then also a broader view of how it would benefit agencies if they were [working] together."

Understanding autism in the workplace – more education/training for employers

"I'd like to see more autism training for workplaces"

"That's the only thing I really would like to have more of, is more people interested in learning about his and having the rules of workplaces change to help better accommodate people with autism....just kinda help spread more awareness to the workplace about autism"

"I did some autism training at two universities...so that's something that's new and exciting...about autism...you should probably start something like that in labour-based workplaces."

Building Relationships

Allow enough time to build solid relationships with employers

"It takes a lot of work and a lot of time to build and keep that relationship strong. I think there'd be better outcomes if we had more time..."

**Engage with Different Employment Sectors
(National Level)**

Accounting – "...if nationally, if they could...like develop relationships with H& R Block...with Revenue Canada."

Government – "...I think we're opening up a bigger policy change by getting government at local levels and provincial levels to understand that there's a responsibility, as well as an opportunity, to hire people with invisible disabilities."

IT – "Well, I think the IT sector...just having materials more focused on that, because they're really not, other sectors as well, not interested in seeing the images that we have. It would be nice to have them bit more tailored. Like, I'll share somebody working, or if the material that we have included pictures from all the different sectors."

	<p style="text-align: center;">Using Employers to Educate RWA</p> <p>Bring employers together (especially national employers) “It would be great definitely for our national employers, if we almost had like...once a year...a breakfast or something, where you would have all those connections from HR at [say] Costco. You’d have all those come together and just be able to be together more. I think that’s kind of lacking in a sense.”</p> <p>“...let’s bring in thirty employers and have a big brainstorming [session]...”</p> <p>Create working groups or learning sessions with employers (for employers to inform RWA) “I feel like if we ever go to a phase two, it would be really beneficial to like have a working group with employers from like all sectors...to be like what would sell for them? What information would you like?”</p> <p>“Tips, like if they could advise agencies, what the agencies should be doing.”</p>
<p>Entrepreneurship</p>	<p style="text-align: center;">Providing the Right Level of Support</p> <p>More help from the outset (marketing/branding, social media, websites, etc.) “I think help from the beginning with some of the stuff I've done now would be really beneficial...for people in his position. Like, something that was more targeted at creating a brand, creating a real feel of a professional business. Whether it be getting a logo and a professional looking website and branding materials, but I don't feel like any of the programs he's been in have really focused on those kind of professional quality things - like, there's been none of that...he deserves to have something that looks professional and I think program that would be targeted that's, "okay, we're gonna help you get on a level footing" - with everyone else - with branding and with websites, social media, little things...would be really beneficial...”</p> <p>Improved access to equipment and support early in the process “If we had been in the kitchen earlier...”</p> <p>“...if we’d had formal [professional] training...But if we’d had her more often, things would be farther along.”</p>

<p>Postsecondary</p>	<p style="text-align: center;">Preparing self-advocates for postsecondary</p> <p>Educating peers in high school and postsecondary “I think educating peers, or even having like information about autism on campus, or having like even doing autism awareness workshops, or something like that, where peers, anyone from the community can attend...”</p> <p>“Something that I do with students, is I encourage them to disclose their autism to their peers, especially if they’re in working groups.”</p> <p>Allowing time/space for self-advocates to learn and develop confidence “He didn’t have enough time to be prepared before it started. He had a lot of challenges with everything. Everything was new, the change of everything. Learning a new routine. Also, that was hard to watch, but at the same time, they’re adults, and you have to let them make that choice it that’s what they feel is best for them.”</p> <p style="text-align: center;">Resources</p> <p>Resources transferable to postsecondary “...even if the student is on an IPP and even if that transferred over into postsecondary that would be extremely helpful...”</p> <p style="text-align: center;">Accommodations & Support</p> <p>Quiet Room “I find environmental like, sensory places, like quiet rooms and that, they don’t exist on campus now. So, sometimes I understand why people with autism really don’t feel like they fit in with their campus community, because those things are not there for them.”</p> <p>New learning environments - Having someone who understands you very well “The only thing...I probably was kinda under-supported ...in the shop environment...I would have liked to have someone with me at all times in the shop who really understood me very well.”</p> <p>Gearing learning visually and through sounds “I think primarily in sounds and pictures...I can feel vision and sound.”</p> <p>Understanding and respect individual learning styles “...I still do even today on the job...spend quite a bit of time watching what the other guys do. I do learn from watching them but, at the same time</p>
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though, they think I can learn better by doing it, and they're right in a way, but for the very early part of it...and that's they part they don't understand. The part that I think they misunderstand in the long-term, is that I do learn a bit differently."

More individual attention – smaller classrooms

"It would have been better though if there were fewer people and I had more individual attention."

Mental Health

Providing support related to anxiety

"Sometimes I tend to be a little shy because I struggle a lot with anxiety. That's a bit part of my autism. I've always struggled with that. Sometimes I go to talk, to say some of these things that I want to say, and the anxiety really does build."

Forming/Supporting Groups & Teams

Postsecondary Advocacy Group

"We have a postsecondary advocacy group. It is run by a psychologist that we work with here in the city. It's for postsecondary students and they can meet and talk about, you know, any struggles or difficulties, or challenges that they need help with, or if they need help with self-advocacy skills, or sometimes they just go out and do events or different things..."

Autism teams

"...even one of the colleges; they formed an autism team, which is fantastic. So, they've been asking for training, so now I created a whole post-secondary training. I went out and delivered it. Um, and now I'm going to my second university...yeah, they want to know more about autism and they want to help, so it's been positive."

Transition from postsecondary to work – gaps in service

"I get a lot of calls from people...looking for help and unless they are associated with an agency, I cannot help them and that's so frustrating. Because there's a big hole here, which means for the transition from high school to being an adult and working in the world. ...they phone me you know, three or four years after high school saying I can't get this job. Well, I can't help you and I can't direct you to anyone else other than the supportive employment agencies, who by the way are completely maxed out, clocked out at the moment.

<p>Partner/Support Agencies</p>	<p style="text-align: center;">Overcoming Supply Issues</p> <p>Add new agencies “So, we have had to add new agencies to expand out pool as well...”</p> <p>Work more with small and medium agencies “So, we see a lot of smaller or medium size agencies really taking us up on the generated jobs.”</p> <p style="text-align: center;">Relationship Building</p> <p>Formalize relationships - MOU’s “We have like an MOU...that they sign...this is kind of the rules that we hope that you’ll abide by, if not we will just remove you from the list...”</p> <p>“We have that checklist, we have the on the job support, do you provide on the job support? What do they look like?”</p> <p>Working better with agencies “...working better with the various agencies, and letting them know who we were, and who we will be as we move forward.”</p> <p>More of a national presence on a local level “...bringing in some of the national leaders on the program – one or two of them – and having a conversation with those managing or director-level people...” “We could have a national conversation where someone who is the thought-leader on the program design actually talks to the agencies...”</p> <p>Build partnerships with mental health services/professionals “...bringing aboard a little bit more of the mental health piece. I mean, doing some collaborative work with....a mental health association. Anything like that.”</p> <p>Building Capacity/Sustainable “A challenge that we've seen across the board.... is the agency capacity for supporting entrepreneurs....we have built that capacity by employing myself into this role where I have an entrepreneurship background and I have the autism expertise that really go in tandem for this.</p>
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Training people to support people with autism

“...it’s finding people who have the expertise and the knowledge and the experience of supporting someone. That’s what also needs to increase as well is educating people, training people to support people with autism, and learning how to do that.”

Create Social Enterprise (trying something new)

“Um, and I mean you know, like I said, it gave us the opportunity to really try something new, uh, that I don't think has really been tried in too many places. So, you know, it's very risky, risky venture, it's a social enterprise and we were thinking, well, you know maybe there's a way we would ... take a small commission off of the sales of the goods to try and fund-finance...salary...down the road. But then you know, we learned pretty quick that's probably an unlikely situation or scenario. Uh, that being said though, I still feel that there's a gap and, and that ...even if our strategy which likely, at least with us running it, wouldn't work as a social enterprise, that if- if a non-profit or a charity were able to provide those services, that could be very valuable to the community, right?”

Educating Agencies

Overcoming ASD as invisible disability

... [It's] usually the smallest little things that could be put in place or changed that would make the biggest difference, but I find that it’s getting people to listen to that and change their views about that...”

<p>Education</p>	<p style="text-align: center;">Education/Educational Materials</p> <p>Consult/engage with program partners “So, I find being more of a resource in that way for employers and even service providers...I think that we don’t engage with employers and employment agencies or postsecondary service providers enough and give them enough of a say in what they would like to see from us. Like, what they need from us. I would like to ask them that because I am not an employer. I am not a postsecondary service provider. I don’t know what they need and I don’t know what fears they have or what stops them from hiring someone with autism. What are they afraid of? So, I think if we started asking them that question, we would probably learn a lot, but I find we don’t do that enough.”</p> <p>Gear it towards the employers they are trying to engage “...it’s just one of those things where it doesn’t gear towards the employers that I am trying [work with]...so more of the financial, IT, tech and professional sector.</p> <p>Make material more racially inclusive/representative of Canada “There’s no visible minorities, there’s not many and I know like on the spectrum there’s not a lot of females. There’s no Aboriginals. It just doesn’t represent Canada whatsoever. It makes it seem as though ID and ASD is a white disorder.</p> <p>Better showcasing of success stories “Doesn’t matter if you have a disability or not, you can still be a professional. I think really showcasing some of those stories would be helpful.”</p> <p>More funding for educational materials “I think there could be more funding for things like videos, or something that we can show both agencies, and employers, talking about this program overall”</p> <p>Toolkit (sharing experiences) “and I think another thing that RWA should be bringing to the table is sharing more of our experiences...with how we’ve seen things go...that were like, along the lines of our vision...and kind of providing a tool kit, and I know that’s something we’ve talked about wanting to do before and we didn’t receive the building block funding for it, which is pretty frustrating because we really thought that it was the way to have a good lasting, meaningful...impression from RWA.”</p>
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	<p>Website “I also think our website also needs to be a little more clear too. I’ve been getting a lot of calls too personally from people thinking that we do direct um like we work directly with job seekers...”</p>
<p>Parents of Self-Advocates</p>	<p style="text-align: center;">Educating Parents</p> <p>“I find even just educating parents and learning and teaching them about employment, and the employment process and what it really means to accept a job. I’ve been having more parent meetings lately, which is something new for me because that’s something that never really started in my role until this winter, but it’s increasing, and parents are learning about employment and about not to talk to employers and engage with them and what can happen as a result. So, that’s been really successful though because they’re learning a lot...”</p>
<p>Self-Advocates</p>	<p style="text-align: center;">Mental health – Anxiety</p> <p>Create Roundtable Discussion Groups “I’ve actually just developed a roundtable discussion group because it’s such...I’ve been hearing form other job coaches that the mental health piece is really quite significant and there’s just not enough resources or information about autism and mental health, it’s either autism or mental health, but not both.”</p> <p style="text-align: center;">Access to Information/Use of Technology</p> <p>Make database accessible to job seekers “If there was a place where job seekers could look at the jobs too...even if they could just look at it so that they’re seeing what jobs come through.”</p> <p style="text-align: center;">Entrepreneurship Opportunities</p> <p>Do more with entrepreneurship “...I feel that RWA could do more with entrepreneurship. I know they’ve tried, but I feel that even people going into entrepreneurship need support to be there for them more. Even connecting to different services or doing it in a different way.”</p>

<p>Program Specific/ National Office</p>	<p style="text-align: center;">National Staff Too Busy</p> <p>Create new Staff Position (Liaison with National Office)</p> <p>“Maybe also ... I was thinking of something else. I feel a lot of time our leadership has too much on their plate collectively that it's tough for them actually even to do their jobs, and I can relate to it. Maybe just having some positions, not to create more positions so to speak, but maybe one that could work closer with our national partners to also create just a collaboration.”</p> <p>“...there has to be infrastructure at the top, and if that’s what it takes to answer some of the issues that me and others might share with you about communication, so be it...”</p> <p>“So that's another problem and I think that if we're gonna continue forward, I mean it's not my job to offer solutions, but the national team has to grow in some way. It can't stay as small as it is because, you know, we're gonna kill [national team staff member], like there's no question....”</p> <p>“In the future I think the national team should also be a little bit bigger...to help support everything that’s going on. Like we’re in twenty communities, and for three people just to hold down that little fort is a lot. Um, and also having a different approach for our national partners.”</p> <p>More middle management positons</p> <p>“Had national been stronger right. Or if there had been some form of regional management over-top.</p> <p>“Like, partners were filing and I was getting emails basically by-passing the LMF a month later being like, "We still haven't been paid". You know, and eventually I was like, "This is mortifying" like, you know, our name is mud - we’re only as good as we can cash the cheques, literally and metaphorically that we're writing. So, we got our own funds. But, realistically, that could have been prevented if national had been stronger right. Or if there had been some form of regional management over-top.”</p>
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“If we did more of that collaboration piece, I think that parts important, not so much we're in silos, but we're just spread so thin, and doing so many things, and trying to do what we can. Maybe just creating a designated position for that, and then we can look at some of the things that we do having going and work more on those national partners. Just having somebody that is more there for the national partner, and can check in with those areas throughout Canada, and talk to them, and speak of the example what's happening somewhere else, or what they're trying to do. I think that communication would go well, especially it would be a softer, warmer meet and there would be some understanding going in.”

Employment Support Coordinator

“So, we also have an employment support coordinator....and she started providing support to people with autism in the agencies. She works with agency service providers to also help them learn more about autism or if they're struggling with a client or someone and she helps removes their barriers or challenges so it works both ways - it works for clients and the service provider. We also have, um...there's a lot haha. We have lots of referrals that have been really successful. I know, I find even just educating parents and learning and teaching them about employment and the employment process and what it really means to accept a job...

...they've been the person's advocate their whole life so it's only natural that they would continue doing that into employment.”

Outreach Coordinator

You're trying to deal with the agency that, they want a check mark because they want someone to get the job. I've had a couple of incidents where we've got that person a job again, and again, and they keep getting fired because they're not ready for work. We're just really tapped on supply here. I think having an Outreach Coordinator in each of our respective cities that RWA is in would make a huge difference for us to connect more so with the supply, the agencies, the families. That would make a big difference for us, but all in all I have a lot of respect for the program.

Academic Learning Specialist

“Once they get attached, like they go through me, until they get attached to their academic learning specialist, but once they're attached to their

Staffing support for entrepreneurs – e-commerce focus

“Um, you know, I think if you, if there was somebody who really specialized in, in online commerce, that could really help...out...I mean, but it's definitely like some of us take it for granted like. I can make an Etsy page really quickly, and I know how to promote it, but not everybody knows...has those computer skills or Photoshop skills to make the nice pictures and all, that sort of thing.”

Funding

More funding generally

“I guess, if we had more...funding as a collective whole.”

Bring back funding for professional development

“...then we lost our professional development fund, which was kind of heartbreaking for some of us cause we like look forward to that...We lost that because money was being spent elsewhere.:

Continue to fund building blocks/funds that can be used flexibly

“Moving forward it has to get renewed. I mean first and foremost. Otherwise this is just sandcastles on the beach and it's all gonna get washed away. So, assuming that we get renewed, continue the funding for building block proposals which are a fascinating and, I think, quite clever way of addressing gaps within the infrastructure and the systems. So, building blocks provide us with flexible funding that we can apply for where we've identified a gap, we have an idea, we wanna pilot it to prove the concept, and then hopefully get funding from the provincial government or other sources to do so. I think continuing to have building block funds available is essential because that's where we get to experiment, that's where we get to have the opportunity to try out new and innovative things. That building block allows us to be creative and innovative in solving some pretty complex challenges. For phase two of RWA, I would hope that the building blocks funds are still available and maybe even enhanced because that's really important.”

“I feel in order to be successful with this job, you need to have trial and error, and you need to be able to start things and if they fail then you know and if they don't...you tried and now you know right, so you know you have to do something different...I like that.”

Funding for marketing/promotions

“Like we were thinking, "Well maybe if we had money to make, make like a short Facebook video for them," or to improve their logo, beyond the scope of what we could do in office

Increased focus/funding on entrepreneurship activities

“So, you now, I think there's a lot of entrepreneurs there, I don't remember the exact statistics, but it would be interesting to find maybe a better balance between like ...You know, there's lots of support for people who want to do employment activities, but I think maybe there could be more support for people who want to do these self-employed activities. And I think the benefits would be deeper than just like providing, you know ...I think the things that people learn from going through some of these processes and selling in the stores, could eventually help them get a job too.”

“So, I mean, I think if RWA was open to uh, you know, thinking of other strategies and continuing to uh, to think of self-employment as a viable uh, kinda career option whether it's full-time or part-time. That would be kinda pretty interesting, and to help people with some of these supports...I think that that could be pretty helpful and....if you were to move forward and you wanted let's say, 70 or 80% of the resources were allocated to helping people finding jobs, and 20 or 30% were allocated towards people who had self-employment goals. It'd be interesting to see two completely different sets of, of paperwork and criteria, uh for those two very different kind of scenarios and situations right?”

Communication

More open communication between national office and locals (funding)

“...there's far too much guessing involved in terms of when things are going to happen...like our funding, for example, right? There's staff that their contracts are coming up, you know?

“Um, I don't think so. Only that maybe because there were more players than expected, and more work done, than expected that the communication could have been maybe a little bit better all around, but, I certainly wouldn't say that as a complaint. I don't see it as a complaint, just that maybe communication between all the parties would've been- maybe made things a little bit easier.”

Sharing success stories

“It would be great if we could have more conversations about like what we’ve seen that’s been successful. It doesn’t even have to be with the same corporation. It could even just be like successes working in the food industry...because also that’s really great for us because when we engage with employers, it’s really one of the best things we see for success is being able to talk about [successes].”

Bringing program staff together more often

“I think having instances where you are able to meet your colleagues more than once a year.”

“If you have a chance to meet more frequently as LMF’s and RAC’s, there’s a better relationship that’s built when you actually know who you’re talking to on the phone, so you can call and just ask for advice, or just talk about what’s going on. I don’t think there’s any job where you don’t need to have a coworker that you can talk to, to either be excited with or on the days when the sun isn’t shining, to discuss those things as well.

Involve/Elicit/Listen to Input from RWA staff

“I think listen and hear staff...and really try to utilize the expertise you have within the team...because you have a breadth of expertise across the country, and I don’t think that we’re adequately being utilized within this context.”

“...cause I think we’ve given some feedback sometimes on how we find that if National has these kinds of communications with National employers, then we see a lot of good results on the ground. Um and I think that we don’t have those conversations too often and kind of sometimes it falls on deaf ears...and we’d like more of that, I think. And just I think that would be good is if there was more capacity for that within RWA.”

“I think delivery team needs to have more involvement with the higher up conversations. Um, so, like being involved if there’s a conversation that’s happening with someone in operations just kind of being involved or at least let know more about what those conversations look like...cause we all find that when we have those kinds of conversations, it has more impact as well...on people that are doing the direct hiring.”

Geographic Scope of Regions

Make smaller regions – hire more staff/break up regions

“I haven’t been able to travel to a single province. All I’ve been able to do is phone calls because I’ve been just trying to maintain things here. So, if I had just one province that I had to do, one other that I had to co-manage...”

“Obviously it would be great to have more people. Just because they are so spread across the province. It also used us the budget quite quickly...it’s expensive to fly within your own province and just travel in general. It’s really kind of hard to be everywhere. I think that definitely would be useful to have more people.”

Connect certain geographic areas together

“...it might be a really really good idea to connect, even northern communities together and not make [them] one, just to be able to bounce ideas off each other and to connect because we do deal with kind of different situations compared to the rest of Canada. So, it might actually be beneficial. I think it might be helpful too. Just for training purposes”.

Rural expansion

“I would like to see us expand our services to the rural parts.”

Disconnect between ASD & Community Living

Rename positions – no distinction between LMF and RAC

“The distinctions between our roles, labour market facilitator and regional autism coordinators, it’s just...they’re bizarre distinctions in my opinion and um, you know, it detracts from the work we are able to do.”

“There’s been a discussion whether LMF and RAC there could be one title. I love the fact that if we are going to go to agencies, especially if all the agencies in phase two start to become more committed to working together. If they say, “I have Johnny, and Judy, and Jane, and Jack, and they have different abilities, the I think that I don’t have to know anything about autism in detail. I just need to know that I can get the right people to them. I am very much in favour of having one title.”

Bringing program staff together more often

“If you have a chance to meet more frequently as LMF’s and RAC’s, there’s a better relationship that’s built when you actually know who you’re talking to on the phone, so you can call and just ask for advice, or just talk about what’s going on. I don’t think there’s any job where you don’t need to have a coworker that you can talk to, to either be excited with or on the days when the sun isn’t shining, to discuss those things as well.

Administration

Additional administrative support – hire someone with ASD

“If we could get each an assistant who just did data entry. If we could hire somebody with autism whose awesome at data entry, and that would be killing two birds with one stone. That’s my idea.”

“Let’s hire someone part time, 20 hours per week, just to do our data entry and let’s make sure it’s somebody who...has a disability or autism. Where I worked before, I said “We’re an agency, we don’t have anyone hired as staff who has a disability.” So, we changed it and we had somebody who had a disability who worked full time and why not? They’re very high functioning and they understand disability because they have a disability.”

Reduce administrative responsibilities to focus on what is really important

“I see the value in, you know, employment outcomes....if converting those opportunities or that employer commitment to hire, but it really is outside of our control how many individuals we are able to get hired for a variety of reasons. We don't work with the pool of candidates that we're putting forward, so we can't be sure that individuals will even be put forward for the role...because it relies a lot on the support that is provided by the agency, the messages that they're giving, and the employers. And, you know, ultimately, it's up to them if an individual is hired.

I would like to see...just different expectations around hires. I feel like I'm grinding hires, you know, and I really felt like this was going to be more of a transformative kind of program and helping to change...to foster impact, and I feel like sometimes I can't do that, and I can't...help create that relationship between the agency and the employer...to reform the way that agencies are approaching employers.

To look at all of the above impact policy changes, if there are gaps in terms of employment support, or if there are policies that impact people's ability to access employment, which is where I want to go...and I feel like that's more sustainable, because if we're grinding out employment outcomes, then the whole sustainability aspect of this program, which I think it was, upon which it was founded, it's true, it just doesn't exist.”

Paperwork & Forms

Make paperwork less complicated

"...it's one of those things where it's an unnecessary field that adds headache to the process...even if we had to continue with this sort of cumbersome system, it could be lightened very easily. It would just need a fairly discriminating eye...you know the evaluation, and I think the internal accounting can't handicap the implementation staff...it just shouldn't do that because then it's not doing what is support to do, right?"

"...the paperwork. How do we work better on that, so it's less complicated?"

Separate forms for entrepreneurs and employees

"It would be interesting to see two completely different sets of paper work and criteria, for those two very different kind of scenarios and situations, right?"

Use of Technology

Use technology more effectively

"We could easily have a backdoor on our website, and information is filled in through there and then we also have a connection with that agency. We could get real time updates. For updates for them quarterly we can send out automatic reminders just to say "Hey. Don't forget about this." ...Having anything that can free up more paperwork from them or us, or national's leadership team would be...we're supposed to be in the paperless age, so it's kind of...it's good to have paper copies of the work you did, but there's so many nuances that we could look at."

"I would definitely say really just the automation of digitalizing all of that, and just taking that piece out and saving countless hours for the individuals that have to do it. That would be good. Plus, we'd get real time results...It would just clear up a lot of stuff. We'd know where our finances are instantly for accounting purposes as well too, which is a great idea."

Build administration into workflow better

"If we had some sort of database where things had to be entered in real time or it was built into the workflow, it would just mitigate so much of that [work] and it would make national's job easier because they wouldn't have to do us all the time to actually put our paperwork in."

<p>Other</p>	<p>Make it so agencies can assist with paperwork more “...it would be great if it could have like a hub online where the agencies could go in and do it themselves. Instead of me having to fill out the form every time and then send it to the agency to then send back to me for me to send to national.”</p> <p>‘Employment and You’ BLOG “...we started an ‘employment and you’ blog. So the ‘employment and you’ blog is for people with autism, families or anyone working with people or supporting people with autism, but it’s also for employers. It really talks about the employment process but it breaks it down and gives examples, but it also works for employers because it also tells them about autism and hiring someone with autism...what accommodations and support can look like for someone with autism...and what accommodations or support can look like.”</p> <p>How you define success - “So, I think it depends on how you define success. I know for me I can define it in many different ways for people with autism because even showing up sometimes is a big success.”</p> <p>Having a lasting impact – “Receive building block funding because we really thought that it was the way to have a good lasting, impact.</p> <p>And that going into phase II, if that’s a thing, I think that should be a big focus as well as trying to have more of a lasting impact. And I think it would be really great if we, if RWA, didn’t have to exist. If the things that we wanted to see achieved were able to be done.”</p> <p>Expanding RWA “RWA should be a Canada-wide thing for almost every area you possibly could reach out to...”</p> <p style="text-align: center;">Addressing Supply & Demand</p> <p>Marketing Material – target supply side “...I think that the biggest challenge has been...and I know Ready, Willing, & Able model is employer focused. I know that all the marketing really is done with employers in mind, but I would really like to see a lot more marketing...for individuals...like connecting with people on the demand side, really.”</p>
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Outreach Coordinator

“We’re just really tapped on supply here. I think having an Outreach Coordinator in each of our respective cities that RWA is in would make a huge difference for us to connect more so with the supply, the agencies, the families. That would make a big difference for us...”

Share names of potential candidates with employers

“Bigger organizations were really afraid that if they hire somebody, and they have to let them go, that it’ll look negative on the company, and all that. Knowing the individual rather than just...them giving me a list of what they want, and me getting them seven or eight names. I think it’s an opportunity to talk to them in a big picture way about our individuals, or talk to them about individuals, and they’ll see that there are huge opportunities.”

“I guess what I am saying is it’s time that we take the names of people who are looking for work to a company that is looking, and [find] somebody who does a mechanics degree [and]go to salvage companies, or go to a garage and say, “Taylor is looking for a job.” I know that goes against everything RWA is trying to do, but if you want...then I think that is the right way to do it.

Add new agencies

“So, we’ve had to add new agencies and sort of expand our pool there as well.”

“I would say that the majority would be in the developmental services sector, but some you’d have some would be cross disabilities, some would be non-specific to disabilities.”

“So, it’s maybe the smaller agencies would find RWA interesting ‘cause [we’re] doing that outreach that they don’t have time for it.” “Exactly, and the staff capacity, right? Yeah, so you know we see a lot of smaller and medium size agencies, really taking us up on the generated jobs.”

Clear division between supply & demand

“For us, having a clear division between supply and demand is essential because that way the RAC is supporting the business as a client first and its business first. You know, we’re not getting bogged down individually developing a job where you say, “Hey, here’s Bob. Bob’s gonna be a great fit here at Costco.” And they are like, “Alright, we’ll give him a shot”, and, you know, maybe Bob’s a great fit, maybe he isn’t, but that pigeon-holes the organization in saying this is the only person that we’re putting forward for the job, that doesn’t work. Flipping it around say, “We’ve got a pool of 300 people who are more than capable and excited to work – you interview and

you hire based on fit”, that’s phenomenal. I think that’s a really key, important part of what makes this whole thing work.”

Technology – job seekers database

“...if I had a job seekers database...that'd be a lot easier to pitch. And then, what's more, I don't have to ask her for applicants for jobs. I don't have to go through the ARC anymore, we got our own list right. So, it saves us a lot of trouble.”

Relax Age Restrictions (work with younger potential candidates)

“Possibly relaxing the age restriction. We have...and I'm sure its other provinces, there's a lot more outreach going to the school system, and the school system was cut, and whatever the case is, they're not doing as much networking with the community and trying to get jobs for students....I guess, the concern is RWA, even the partner that I have, we don't meet that mandate per se because a lot of the people that they have are students. You know what? I know the government says under 18, over 18, and I kind of get that, but there's a case by case basis. There's some individuals that are done with school. They've tried so hard. It's just not working for them, and they're ready to go out into the workforce and job. We've always encouraged somebody to do schooling first, and that sort of stuff, and kind of go from there.”

Work with universities and colleges

“Yeah, which is great, but we’ve had to look at sort of new ways of looking at supply. You know we are looking at colleges and universities now.

Work with new employment sectors

“Yeah, so for example, as part of the RAC, one of the main goals is to...um into this untapped industry. So, like professional roles, IT...things like that are not traditionally used...to support employment.”

SECTION 6. EMPLOYER SURVEYS

Introduction

This section is based primarily on the second of two surveys of employers that have hired people with an intellectual disability or Autism Spectrum Disorder (ASD) under the Ready, Willing and Able (RWA) initiative. RWA was designed to achieve that aim by stimulating employer awareness, interest and demand for job candidates with these disabilities and to ensure employers have the support they need to translate new hires into permanent jobs.

The Centre for Inclusion and Citizenship at the University of British Columbia designed the survey and administered it online from May 24 to June 16 of 2017. The first survey was identical in most respects and was administered from April 27 to June 15 of 2016.

Some 435 employers that hired one or more individuals under RWA were invited to participate in the second survey, as were 212 in the first. As used in the present report, an “employer” is an entity or person that employs someone else. Some of these employers were members, branches or units within chains or larger companies. Each local store or other operating unit with its own management structure was considered an employer for the purposes of RWA and the present research. Of the employers that were invited to participate in the second survey, 80 managers, owners, or their representatives accepted completed enough of the survey for the results to be used in the present report, up from 68 in the first survey.⁷ What follows are the main findings. The terms “employer” and “employer-representative” are used somewhat interchangeably throughout this report.

Where response patterns in the second survey are similar to those in the first, that point is mentioned briefly without delving into specific comparisons; the focus has instead been kept on the responses to the second survey. However, the differences are described where the responses to the second survey stood out from the first.

About the employer-representatives and their work

Their industries

Chart 6.1 shows that the largest share (44.9%) of the people who responded to the survey were working in the retail trade. Accordingly, the same percentage of individuals with disabilities covered by the survey were hired in that sector. The next-most common industry was food services (10.2%), followed by professional, science and technical services, and various and sundry “other” services not specifically detailed on the chart (both at 6.1%). The same proportions of respondents were in each of the broad groupings for: arts, entertainment and recreation; health care and social assistance; information and communications technology; real

⁷ A few individuals visited the survey but did not answer any of the questions beyond the initial invitation to continue. Of those individuals, a few answered one or two questions then left the survey. None of these individuals’ responses have been included in the present analysis.

estate; and travel and tourism (each at 4.1%). The remainder were equally divided at 2% in each of: agriculture, forestry, fishing and hunting; manufacturing; public administration; transportation; and warehousing. The share of people in professional, science and technical services was higher in the second than the first employer survey (6.1% vs 2.4%, respectively). Travel and tourism declined from 7.1% to 4.1%, while real estate rose from 0% to 4.1%.

Chart 6.1. Survey respondents' industries

Response	Chart	Percentage	Count
Administration		2.0%	1
Agricult., Forestry, Fishing, Hunting		2.0%	1
Arts, Entertainment & Recreation		4.1%	2
Construction		0.0%	0
Education & Early Learning		0.0%	0
Finance & Insurance		0.0%	0
Food Services		10.2%	5
Health Care & Social Assistance		4.1%	2
Info & Communications Tech.		4.1%	2
Information and Culture		0.0%	0
Management		0.0%	0
Manufacturing		2.0%	1
Natural Resources		0.0%	0
Professional, Science & Tech. Svcs		6.1%	3
Public Administration (Government)		2.0%	1
Real Estate		4.1%	2
Retail		44.9%	22
Transportation		2.0%	1
Travel & Tourism		4.1%	2
Utilities		0.0%	0
Warehousing		2.0%	1
Other Services		6.1%	3
		Total Responses	49

Their occupations

Chart 6.2 shows that most survey respondents (53.8%) were managers, followed next by human resources personnel (20%) and owners (18.8%). One person worked in business, finance or administration occupation (1.2%). Various "other" occupations accounted for 6.2% of respondents. Amongst the latter were a trainer, a General Manager, a Directeur and a person who said the chart reflects all of their involvements with their firm. The share of owners was

higher in the second than first survey (18.8% vs 13.6%), as was the share of human resources personnel (20% vs 13.6%). The share of managers declined to 53.8% from 66.1%.

Chart 6.2. Survey respondents' occupations

Response	Chart	Percentage	Count
Owner		18.8%	15
Management		53.8%	43
Business, finance or administration		1.2%	1
Human resources		20.0%	16
Sales or customer service		0.0%	0
Other (Please briefly describe.)		6.2%	5
		Total Responses	80

Types of firms and where they operate
















Nearly half of the firms where respondents worked were members of chains (46.8%). Over half, however, were independent businesses (42.9%) or franchise operations (14.3%) (Chart 6.3). These patterns were similar in the first survey as well.

Chart 6.3. Type of firm

Response	Chart	Percentage	Count
Independent business			
Part of a chain		46.8%	36
Franchise		14.3%	11
Don't know / not sure		2.6%	2
		Total Responses	77

Most of the respondents' firms (64.6%) operate at more than one location. However, fairly small percentages of respondents' firms have operations in the northern territories. For example, only 11.4% operate in the Yukon, 7.6% in the Northwest Territories and 5.1% in Nunavut. In contrast, roughly four in ten of the firms operate in British Columbia (35.4%) and Ontario (44.3%). About three in ten operate in Alberta (32.9%), Quebec (30.4%), New Brunswick (30.4%) and Nova Scotia (29.1%). About a quarter operate in Saskatchewan (26.6%), Newfoundland and Labrador (26.6%), the United States (26.6%) and internationally beyond the United States (22.8%). Fewer than one in five (19%) operate in Prince Edward Island (Chart 6.4). The patterns are similar to those based on the first employer survey.

Chart 6.4. Places where respondents' firms operate

Response	Chart	Percentage	Count
British Columbia		35.4%	28
Alberta		32.9%	26
Saskatchewan		26.6%	21
Manitoba		30.4%	24
Ontario		44.3%	35
Quebec		30.4%	24
New Brunswick		30.4%	24
Nova Scotia		29.1%	23
Prince Edward Island		19.0%	15
Newfoundland and Labrador		26.6%	21
Yukon		11.4%	9
Northwest Territories		7.6%	6
Nunavut		5.1%	4
United States		26.6%	21
Other international		22.8%	18
		Total Responses	79

The companies of the people who filled in this survey tend to be fairly large: 39.7% have more than 500 employees and 16.7% have 100 to 500 employees. However, nearly half of respondents worked with smaller employers that have fewer than 100 employees: 20.5% with less than 20 employees and 23.1% with 20 to 99 people (Chart 6.5). The share of respondents in companies with less than 20 employees doubled from 11.1% to 20.5% from the first to second survey, while the share in companies with 100 to 500 employees declined from 27% to 16.7%. The share of respondents in firms with 20 to 99 and 500 or more employees held relatively constant across the surveys.

Chart 6.5. Number of persons are employed at all locations of respondents' firms

Response	Chart	Percentage	Count
Less than 20		20.5%	16
20 to 99		23.1%	18
100 to 500		16.7%	13
Over 500		39.7%	31
Don't know / not sure		0.0%	0
		Total Responses	78

The respondents' own workplaces

In terms of the respondents' own workplaces (Chart 6.6), most were in Ontario, a share that nearly doubled from 17.2% to 30.8% from the first to second employer survey. Respondents in British Columbia increased slightly from 10.9% to 12.8%. The share increased more notably in Saskatchewan (from 1.6% to 3.8%), New Brunswick (from 7.8% to 11.5%), Prince Edward Island (from 3.1% to 5.1%), and Newfoundland and Labrador (from 3.1% to 5.1%). The share of respondents declined notably in Alberta (from 15.6% to 7.7%), Manitoba (9.4% to 3.8%), Quebec (10.9% to 5.1%), Nova Scotia (6.2% to 3.8%), the Yukon (9.4% to 6.4%) and the Northwest Territories (4.7% to 2.6%). Respondents in Nunavut increased slightly as a share of all respondents from none in the first survey (0%) to 1.3% in the second.

Chart 6.6. Where respondents work (main workplace)

Response	Chart	Percentage	Count
British Columbia		12.8%	10
Alberta		7.7%	6
Saskatchewan		3.8%	3
Manitoba		3.8%	3
Ontario		30.8%	24
Quebec		5.1%	4
New Brunswick		11.5%	9
Nova Scotia		3.8%	3
Prince Edward Island		5.1%	4
Newfoundland and Labrador		5.1%	4
Yukon		6.4%	5
Northwest Territories		2.6%	2
Nunavut		1.3%	1
		Total Responses	78

While many respondents reported that their rms had over 500 employees (Chart 6.5), few respondents were in workplaces with so many employees (7.7% – Chart 6.7). A quarter (25.6%) were in workplaces with less than 20 employees – up from 17.2 % in the first survey. About a third (35.9%) were in workplaces with 20 to 99 employees – down from 45.3% in the first survey. Nearly a third (30.8%) were in workplaces with 100 to 500 employees – down slightly from 35.9% in the first survey.

Chart 6.7. Number of employees at respondents' workplaces

Response	Chart	Percentage	Count
Less than 20		25.6%	20
20 to 99		35.9%	28
100 to 500		30.8%	24
Over 500		7.7%	6
Don't know / not sure		0.0%	0
		Total Responses	78

About four in ten respondents to the second survey had been with their firm for more than 10 years 15.6% for 11 to 15 years and 27.3% for 15 years or more (Chart 6.8). Another four in ten had been with their firm for 3 to 10 years – 20.8% for 2 to 5 years and 22.1% for 6 to 10 years. The largest share of respondents (27.3%) had been with their firm for 15 years or more (like 38.3% in the first survey).

Just over half (57.9%) of respondents in the second survey were women, while in the first the gender split was equal at 50% men and women.








Chart 6.8. Duration of respondents’ employment with their present firm

Response	Chart	Percentage	Count
Less than 1 year		2.6%	2
1 - 2 years		11.7%	9
3 - 5 years		20.8%	16
6 - 10 years		22.1%	17
11 - 15 years		15.6%	12
15 years or more		27.3%	21
		Total Responses	77

How employers found out about RWA

The most widely-reported way that respondents’ firms found out about RWA was through their firms’ involvements in a national partnership under the program (for 25.4% of respondents Chart 6.9). This was down considerably from 41.7% in the first survey. The next most widely-reported ways that employers found out about RWA were through individual contact by someone from an employment agency (14.9% down from 20.8% in the first survey) or from some other community agency (11.9% up from 8.3%). The write-in responses that described various and sundry “other” routes (which accounted for 19.4%) generally involved direct contact by a staff person working for RWA or for a community organization. Employer forums accounted for a small but increased share over the first survey (10.4% vs 8.3%). The Internet also accounted for a small but increased share – 6% up from 0%. Individual contact by another employer accounted for a small share in the first survey (4.2%) and none in the second (0%).

Chart 6.9. How employers found out about RWA






Response	Chart	Percentage	Count
Employer forum		10.4%	7
Individual contact from another employer		0.0%	0
Individual contact from an employment agency		14.9%	10
Individual contact from someone at another kind of community agency		11.9%	8
The Internet		6.0%	4
Firm's involvement in a national partnership		25.4%	17
Other (please briefly describe)		19.4%	13
Don't remember		11.9%	8
		Total Responses	67

About the people hired under RWA

Numbers hired

About half of survey respondents (48.7% Chart 6.10) indicated that their firms had hired one or two individuals as a result of RWA. Nearly a quarter (23.1.6%) said that three or four individuals had been hired. These proportions were similar in the first survey. In the more recent survey, one in six (16.7% up from 10.9%) said that their firm had hired from five to nine individuals. Another 7.7% had hired 10 or more, up from 0%. Respondents generally had some idea about the hiring of RWA participants at their firms, with only 3.8% indicating that they did not know or were not sure how many had been hired.

Chart 6.10. Number of people hired at respondents' firms as a result of RWA

Response	Chart	Percentage	Count
1 or 2		48.7%	38
3 or 4		23.1%	18
From 5 to 9		16.7%	13
10 or more		7.7%	6
Don't know / not sure		3.8%	3
		Total Responses	78

Types of disability

Some 37.3% of respondents said that their firm had hired one or two people with an intellectual disability under RWA; the firms of nearly half (44.7%) hired this many people with ASD (Charts 11 and 12). However, 16% said that their firm hired three or four individuals with an intellectual disability, compared with 6.6% for people with ASD. Some 17.3% of respondents' firms hired 5 or more people with an intellectual disability, compared with only 6.6% of firms that hired this many people with ASD.

Chart 6.11. Number of people hired in respondents' firms with an intellectual disability

Response	Chart	Percentage	Count
None to date		17.3%	13
1 or 2		37.3%	28
3 or 4		16.0%	12
From 5 to 9		13.3%	10
10 or more		4.0%	3
Don't know / not sure		12.0%	9
		Total Responses	75

Chart 6.12. Number of people hired in respondents' firms with ASD

Response	Chart	Percentage	Count
None to date		22.4%	17
1 or 2		44.7%	34
3 or 4		6.6%	5
From 5 to 9		5.3%	4
10 or more		1.3%	1
Don't know / not sure		19.7%	15
		Total Responses	76

In terms of the balance of people with an intellectual disability-to-ASD in survey respondents' firms, when the "don't know/not sure" responses are removed from Charts 11 and 12, 80.3% of the firms hired at least one person with an intellectual disability compared with 72.1% that hired at least one person with ASD. Where respondents indicated that their firm had not yet hired someone with a given one of these conditions (e.g., intellectual disability), the firm had hired at least one person with the other condition (i.e., ASD).

Agency Involvement

Employment agencies tended to be involved in assisting either the people hired under RWA or their employers. For many of survey respondents' firms, only one agency was involved (for 39.5% – Chart 6.13). For about one in five firms (21.1%), two agencies were involved and for a very few firms, three agencies (1.3%) or more (2.6%). For about one in five firms, however (21.1%), no agencies were involved. About one in seven respondents (14.5%) did not know about agency involvement.







Chart 6.13. Number of employment agencies that provided any help to the respondents' firms OR to the individuals their firms hired through RWA

Response	Chart	Percentage	Count
None. No agencies were involved.		21.1%	16
1 agency		39.5%	30
2 agencies		21.1%	16
3 agencies		1.3%	1
4 agencies or more		2.6%	2
Don't know / not sure		14.5%	11
		Total Responses	76

Some 49 survey respondents indicated that agencies were involved with their firms or with people hired under RWA (64.5%). Where agencies were not involved (16 cases), their firms had generally not asked for agency involvement (in 15 of the cases). Very few respondents answered the follow-up questions about why their firms did not ask for such involvement. The most-frequently given reasons were that the people responsible for the decision did not think of asking for help (38.5%), did not think the firms needed any help or had “no real reason” (both at 15.4% Chart 6.14). In another 15.4% of cases the respondents did not know or were unsure why their firms had not asked for agency help, leaving only a few (7.7%) who gave “no real reason” or that it was not the firms' policy to ask for help from employment agencies (7.7%).

Of some interest, in the first survey, one of the leading reasons why firms did not ask for agency help was because the individuals hired did not seem to need it. In the second survey, no respondents gave that as a reason, which indicates that the people hired later in the RWA initiative probably had somewhat more complex employment-related needs than those hired earlier.

Chart 6.14. Reasons for not asking an employment agency for help *

Response	Chart	Percentage	Count
The individual(s) didn't seem to need any help from an employment agency		0.0%	0
The firm didn't think it needed any agency help		15.4%	2
It's the firm's policy not to ask for help from employment agencies		7.7%	1
Didn't think of asking		38.5%	5
Other reason		7.7%	1
No real reason		15.4%	2
Don't know / not sure		15.4%	2
		Total Responses	13

* More than one response was possible

Employer experiences under RWA

How the hired individuals performed

The survey asked respondents to rate the people hired under RWA on several measures, taking their firms' "average employee" as the standard of comparison. Overall, those ratings were very positive. Chart 6.15 provides results for people who provided opinions, which were the vast majority of the respondents. Table 6.1 (below) provides details while Appendix Table 20 provides unfiltered results that include people who did not know or were unsure how to answer the questions. Among respondents who had opinions about the questions that were asked, a derived measure based on the all responses found that 94.9% rated the RWA employees as on par with or better than the average employee overall.

Indeed, over 60% of respondents rated RWA employees as "a little better" or "much better" than the average employee in the areas of:

- punctuality;
- attendance;
- use of sick days;
- turnover;
- attitudes towards their work;
- getting along with coworkers;
- getting along with management; and
- contributing to positive workplace morale and spirit.

If only 76.1% of respondents rated RWA employees as average or better in terms of productivity (65.3% in the first survey), 88.5% rated the people hired under RWA as average or better in terms of contributing to their firm's profit margin, which was up from 84.7% in the first survey (Chart 6.15).

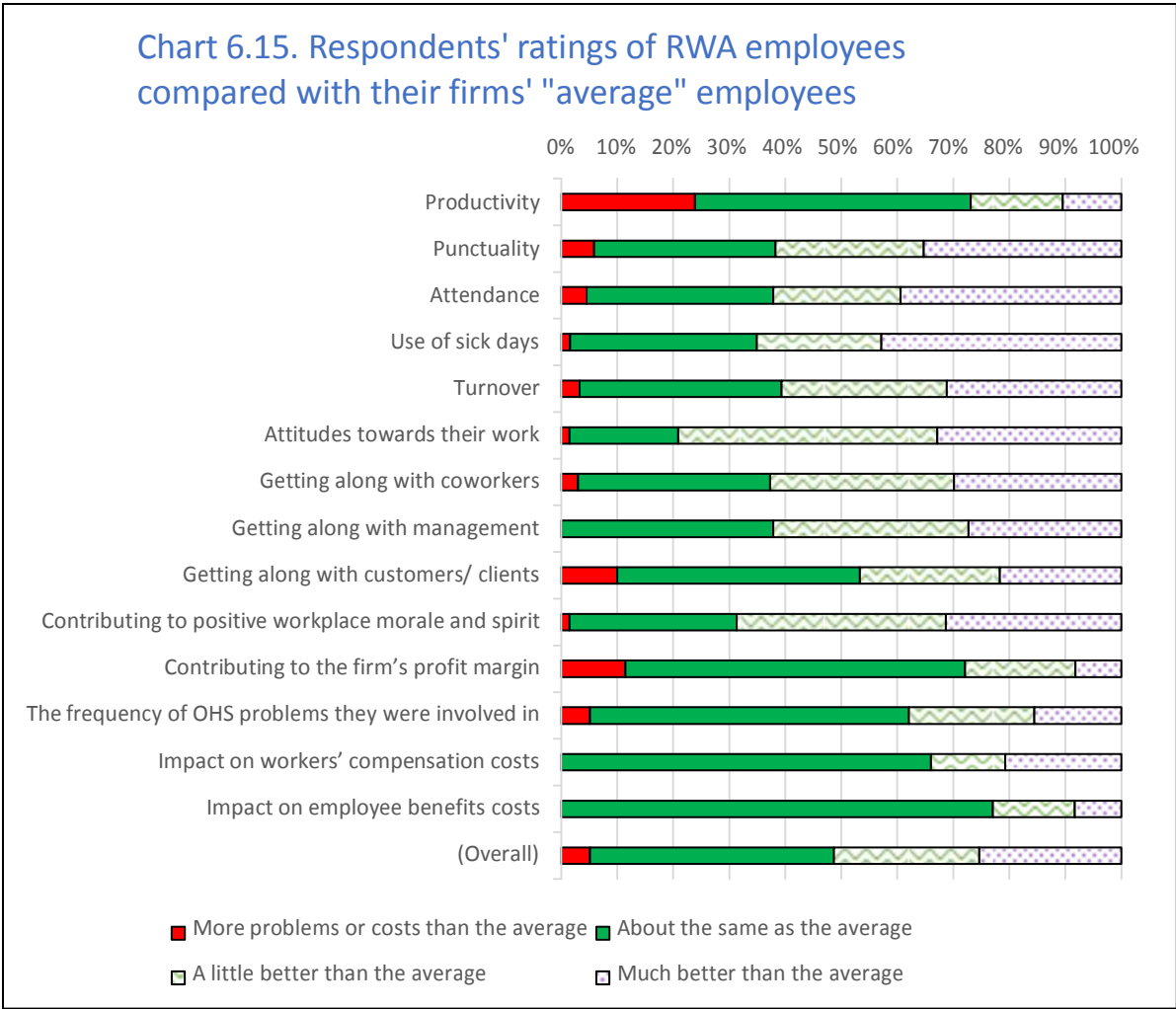


Table 6.1. Respondents' ratings of RWA employees compared with their firms' "average" employees					
	More problems or costs than the average	About the same as the average	A little better than the average	Much better than the average	Total of valid Responses
Productivity	23.9%	49.3%	16.4%	10.4%	100.0%
Punctuality	5.9%	32.4%	26.5%	35.3%	100.0%
Attendance	4.5%	33.3%	22.7%	39.4%	100.0%
Use of sick days	1.6%	33.3%	22.2%	42.9%	100.0%
Turnover	3.3%	36.1%	29.5%	31.1%	100.0%
Attitudes towards their work	1.5%	19.4%	46.3%	32.8%	100.0%
Getting along with coworkers	3.0%	34.3%	32.8%	29.9%	100.0%
Getting along with management	0.0%	37.9%	34.8%	27.3%	100.0%
Getting along with customers/clients	10.0%	43.3%	25.0%	21.7%	100.0%
Contributing to positive workplace morale and spirit	1.5%	29.9%	37.3%	31.3%	100.0%
Contributing to the firm's profit margin	11.5%	60.7%	19.7%	8.2%	100.0%
The frequency of OHS problems they were involved in	5.2%	56.9%	22.4%	15.5%	100.0%
Impact on workers' compensation costs	0.0%	66.0%	13.2%	20.8%	100.0%
Impact on employee benefits costs	0.0%	77.1%	14.6%	8.3%	100.0%
(Overall)	5.1%	43.6%	26.0%	25.4%	100.0%

Table 6.2 shows the percentages of people hired through RWA who, according to employer-representatives, performed a little better or much better than the "average" employee as captured in the first and second employer surveys. The table shows that RWA participants performed better across all these measures by 22.9% to 79.1%, and that these ratings improved across all measures from the first to the second survey.

Table 6.2. Comparison across the two employer surveys of the percentages of people hired through RWA who performed a little better or much better than the firms' "average" employee		
	First survey	Second survey
Productivity	16.4%	26.9%
Punctuality	61.2%	61.8%
Attendance	57.2%	62.1%
Use of sick days	61.2%	65.1%
Turnover	51.0%	60.7%
Attitudes towards their work	63.2%	79.1%
Getting along with coworkers	55.1%	62.7%
Getting along with management	55.1%	62.1%
Getting along with customers/ clients	41.7%	46.7%
Contributing to positive workplace morale and spirit	63.3%	68.7%
Contributing to the firm's profit margin	20.4%	27.9%
Frequency of OH&S problems they were involved in	32.6%	37.9%
Impact on workers' compensation costs	24.4%	34.0%
Their impact on employee benefits costs	20.4%	22.9%
Overall	44.5%	51.3%

How the agencies helped employers

A technical problem in the first survey resulted in respondents not being asked a battery of questions about the nature of agencies' involvements with their firms. That problem was resolved for the second survey. The questions enquired about the involvement of the most, second-most and third-most involved agencies before and after the hiring of RWA employees. Most of the respondents who answered these questions were in firms where only one agency was involved.

Chart 6.16 shows the number of responses for each question. Overall, 37 respondents indicated that agencies had helped their firms. Only one respondent indicated that an agency was asked for assistance but did not provide any.

Chart 6.16. How the involved employment agencies helped the firms

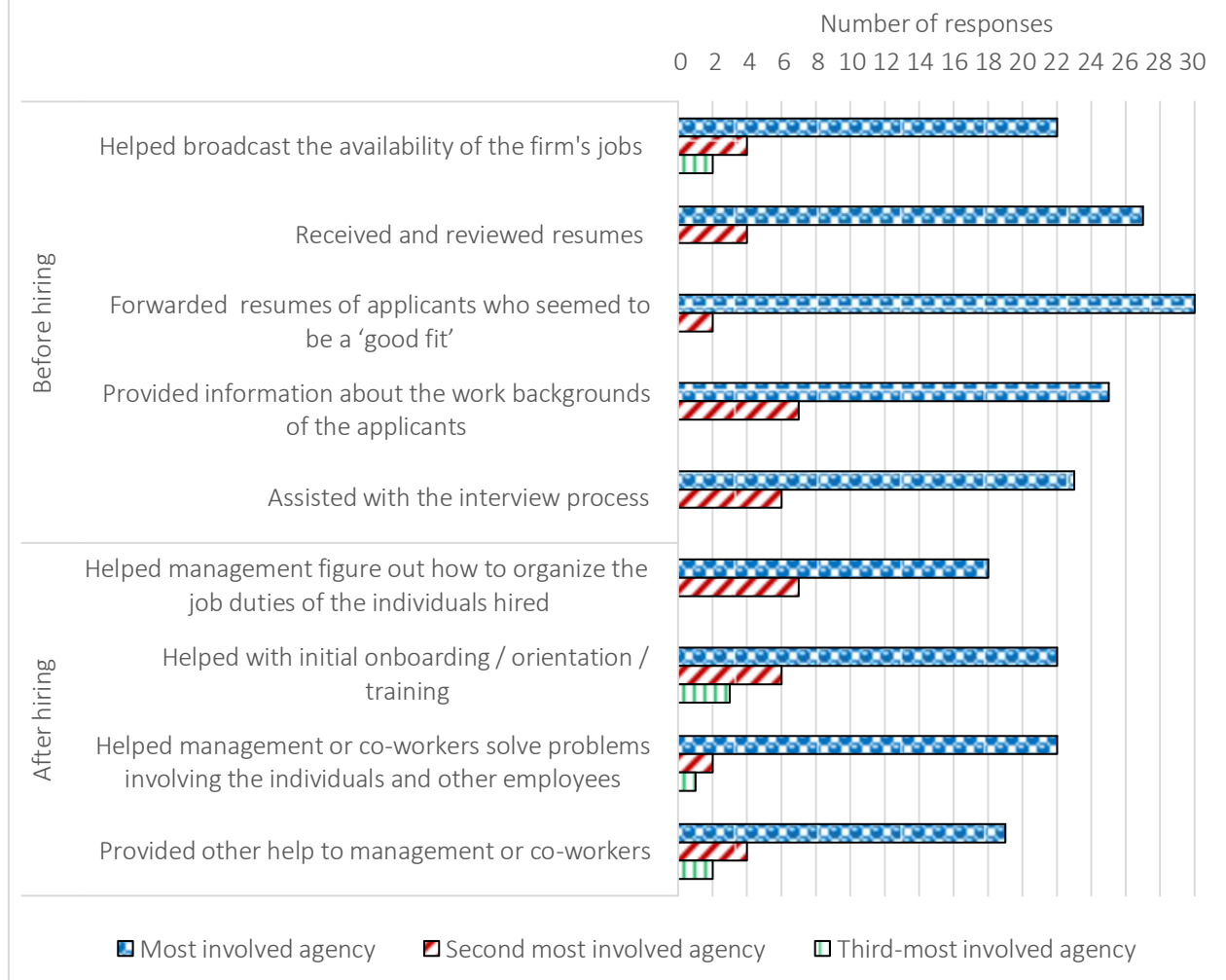


Chart 6.16 shows that the agencies tended to be more involved with the needs of employers before rather than after the hiring of RWA participants. The most involved agencies received and reviewed applicants' resumés, forwarded resumés of applicants who seemed to be a "good fit" with employers' needs, and provided background information about the job applicants. The two most common agency activities after hiring were to support the initial onboarding (incl. orientation and training) and to assist managers or coworkers to solve problems involving the individuals hired and other employees.

While there were some differences in the extent of the pre- vs post-hiring activities of the agencies, the most involved agencies tended to provide employers with several of the supports and services indicated on the chart. For instance, when asked about the most important thing the agency (or agencies) did to help their firm, one respondent said, "Provide resumés and a little background of the individuals applying and what needs they may need from us. They also provided a job coach until the individual was able to perform the task on their own." Thirty respondents answered the same question about the most important thing that agencies did.

Overall, most responses fell within a few categories. The activities that employers said were most important focused on forwarding to employers the resumés of candidates who would be a good fit with employers' needs; such support for employers accounted for a third (33.3%) of respondents' comments. The next two most important supports were helping with initial onboarding, orientation and training (13.3%), followed by providing the individuals hired with direct support on the job (10%), assisting with the job interview process (10%), providing employers with background information about the job applicants (6.7%) and helping management to figure out how to organize the job duties of the individuals hired (6.7%).

How well the agencies performed for employers

The survey asked how well the most, second-most and third-most involved agencies helped the respondents' firms. Chart 6.17 shows that the vast majority of the 33 people who rated their most-involved agencies said they performed either very well (60.6%) or quite well (36.4%). Only one respondent gave a "so-so" rating and none said the agencies did "not very well" or "poorly". Performance ratings for the second-most involved agencies were fewer and lower. Only 22.2% of the 18 people who responded said their second-most involved agency performed very well and 38.9% quite well. Three respondents gave a rating of so-so (16.7%) and one said their second-most involved agency performed poorly (5.6%). Among the 10 people who answered the same question about their third-most involved agency, one (10%) said it had performed very well, four (40%) said quite well and one (10%) said so-so; many (40%) did not know or had no opinion, probably because no third agency was involved with their firm in most of those cases.

Overall, the ratings for agency involvement with employers were quite high, with most rated as performing very well or quite well, especially the agencies that were most involved with employers.

Chart 6.17. How well the employment agency (or agencies) helped the firm

a. Most involved agency

Response	Chart	Percentage	Count
Very well		60.6%	20
Quite well		36.4%	12
So-so		3.0%	1
Not very well		0.0%	0
Poorly		0.0%	0
Don't know / no opinion		0.0%	0
Total Responses			33

b. Second-most involved agency

Very well		22.2%	4
Quite well		38.9%	7
So-so		16.7%	3
Not very well		0.0%	0
Poorly		5.6%	1
Don't know / no opinion		16.7%	3
Total Responses			18

c. Third-most involved agency

Very well		10.0%	1
Quite well		40.0%	4
So-so		10.0%	1
Not very well		0.0%	0
Poorly		0.0%	0
Don't know / no opinion		40.0%	4
Total Responses			10

When asked what the agency (or agencies) could have done to better help their firms, most respondents (55%) said nothing because they were quite satisfied with the agencies' performance. In the words of one respondent, "Absolutely nothing, this was a huge success", and in the words of another, "They are great, we have a great relationship." A couple of respondents (10%) said they were not sure how the agencies could have been more helpful because they had performed well. Said one, "I am not sure. The 2 companies keep in close contact and 99% of hires have been successful." Another said, "I don't know? She [the agency representative] was pretty helpful."

Among the employer-representatives who responded to the question about how their agencies could have been more helpful, a quarter (25%) suggested more frequent contact, site visits, communication and direct engagement. For instance, one said it would have been helpful if the agency had been, "... more involved in the orientation of the employee and the employer". Another said that more was needed to, "prepare them [RWA employees] for the reality of feedback from management, day to day goals and targets." One respondent said it would have been helpful for the agency to "stay a little longer with [the] team to help develop them to their full capacity, and providing job coaches with them until fully not needed." Another said, "It would've been good to have more regular updates about progress for the new hire." Reflecting that agencies tended to be providing a range of supports to employers, one respondent suggested that, "More regular involvement, training for anybody to attend, regular visits, information seminars, more public seminars and training....more of a global approach" would have helped.

How the agencies helped individuals

It was understood when the second employer survey was designed that agencies could be providing a range of supports to individuals hired under RWA, such as helping individuals to prepare for and participate in the job interview, helping them navigate the transportation system, job coaching, assistance with problem solving on the job, etc. The survey did not enquire into all the kinds of support that agencies might have provided. However, it did ask about the kinds of supports for individuals that *employers* considered most helpful. The survey captured 20 such responses. In order of importance these supports for individuals were job coaching and the provision of ongoing support (50.0%), helping the individual with onboarding, orientation and training (30.0%), occasional checking up with the individual to ensure things were going smoothly (10.0%), ensuring a good fit between individuals' aptitudes and interests to the skills and other qualities that employers needed (5.0%), and helping individuals with transportation (5.0%).

How well the agencies performed for individuals

Some 28 respondents participated in the battery of questions that asked about the performance of agencies that helped individuals hired under RWA. Respondents generally said their most involved agency did either very well (57.1%) or quite well (39.3%). Of the 12 who answered about the second-most involved agency, a quarter (25%) said very well, a quarter (25%) said quite well and 8.3% said so-so. Among the 9 who responded about the third-most involved agency, nearly a quarter (22.2%) said very well and the same percentage said quite well; many (55.6%) did not know or had no opinion (Chart 6.18). Overall, then, where respondents expressed their views they tended to rate the agencies as doing very well or quite well with the individuals hired under RWA.

Chart 6.18. How well the employment agency (or agencies) helped the individual(s) the firm hired

a. Most involved agency

Response	Chart	Percentage	Count
Very well		57.1%	16
Quite well		39.3%	11
So-so		3.6%	1
Not very well		0.0%	0
Poorly		0.0%	0
Don't know / no opinion		0.0%	0
		Total Responses	28

b. Second-most involved agency

Very well		25.0%	3
Quite well		25.0%	3
So-so		8.3%	1
Not very well		0.0%	0
Poorly		0.0%	0
Don't know / no opinion		41.7%	5
		Total Responses	12

c. Third-most involved agency

Very well		22.2%	2
Quite well		22.2%	2
So-so		0.0%	0
Not very well		0.0%	0
Poorly		0.0%	0
Don't know / no opinion		55.6%	5
		Total Responses	9

When asked what the agencies could have done more effectively to help individuals hired under RWA, survey participants gave 14 responses. More than half of these were that nothing further was needed (57.1%). Several (28.6%) indicated that more follow up with the individual was required. Said one respondent, “The employee agency was good with the employee when she was working on her own, but they did not provide much support when she was working here. The employee had a few behavioral problems that we spoke with them about on the job here, but it was hard for them to do much about it without a case worker being with her constantly.” One respondent (7.1%) said it would have been helpful if the agency had done, “more check ins with the management team”. Another (7.1%) said they would have

appreciated it if the agency would, “Help more with funding”.

Customer feedback

When asked about feedback their firms had received from customers or clients since hiring people with an intellectual disability or ASD under RWA, more than two-thirds of respondents (up from 47.1% in the first survey) said they had received either a lot (38.6%) or some (34.3%) positive feedback. Less than one in five (17.1% rather than 39.6% in the first survey) said that customer feedback was about the same as usual. Only 1.4% said that there had been some negative feedback. No one in the second survey (vs 1.9% in the first) indicated their firm had received a lot of negative feedback. Less than one in ten (8.6% vs 11.3% in the first survey) said they did not know about customer/client feedback (Chart 6.19).







Chart 6.19. Feedback from customers/clients about respondents’ firms since they hired people with an intellectual disability / ASD under RWA

Response	Chart	Percentage	Count
A lot of positive feedback		38.6%	27
Some positive feedback		34.3%	24
About the same kinds of feedback		17.1%	12
Some negative feedback		1.4%	1
A lot of negative feedback		0.0%	0
Don't know / not sure		8.6%	6
		Total Responses	70

Employer openness to hiring more people with an intellectual disability or ASD in the future

More than four in ten respondents (42%) said that they would “definitely” be trying to hire more people with an intellectual disability or ASD in the next 12 months (Chart 6.20). About another one in five (21.7%) said that their firms would “probably” try to hire more of these individuals and another quarter (24.6%) said “maybe”. These results were similar to those in the first survey. Overall, about two thirds (63.7%), said they would “definitely” or “probably” be trying to hire more such individuals in the next 12 months. Only 5.8% said it was “not likely” (down from 8.2% in the first survey) and 1.4% said they would not be trying to hire more such individuals (vs none in the first survey). Some 4.3% said they did not know or were not sure.

Chart 6.20. Whether firms will be trying to hire more people with an intellectual disability / ASD in the next 12 months

Response	Chart	Percentage	Count
Yes, definitely		42.0%	29
Probably		21.7%	15
Maybe		24.6%	17
Not likely		5.8%	4
No		1.4%	1
Don't know / not sure		4.3%	3
		Total Responses	69

Reasons for employer openness to hiring more people

Respondents gave 97 reasons why their firms were open to hiring more people with an intellectual disability or ASD in the next 12 months. Similar or related reasons were grouped for the present analysis. Half of the responses (50.5%) – were related to productivity. For instance, respondents indicated that the people who were hired had the skills and experience that "fit" with the firm's needs (12.4%), were reliable and loyal (7.2%), had a good work ethic and other positive conduct at work (10.3%), displayed positive attitudes (7.2%), contributed to teamwork and morale (5.2%) and to the firm's growth and other aims (8.2%). One employer said, "The loyalty and reliability of these workers and the readiness to work and take on any task is why I chose to hire these workers." Another said that the people hired were, "excellent contributors to the business, very punctual and very friendly with the customers, and always willing to learn new skills and tasks." One respondent commented that, "oftentimes they are very detail oriented, very positive and happy, have a passion to do the job to the best of their ability at all times, [and] determination to excel." One employer said that they were open to hiring more individuals as under RWA because they were looking "to gain long term and loyal employees and to reduce turnover at the same time".

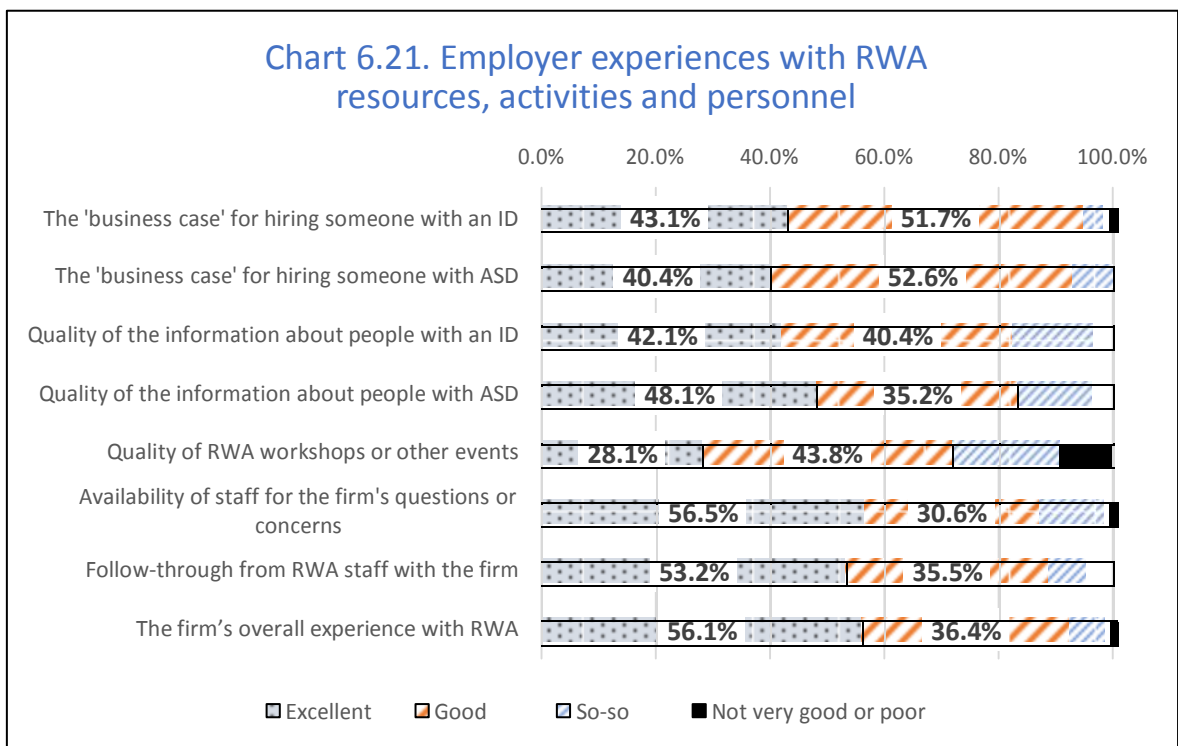
Nearly another half of respondents (45.4%) said their firm was open to hiring more individuals as under RWA because this squared with their firms' values and commitments. Some of these values clustered around furthering diversity, inclusion and equal opportunity within the workplace (13.4%). Some firms were committed to supporting disadvantaged people, including their employment (11.3%). Other respondents said simply that it was the "right thing to do" or pointed to other moral rewards (9.3%), while some indicated that hiring these individuals was consistent with their firms' commitments to reflecting and supporting the community (11.3%).

While all of the above responses suggest that RWA as a program had contributed to positive employer experiences, an additional few individuals (4.1%) singled out positive experiences with RWA as the key reason why their firm would be open to hiring more individuals as they

had under RWA. In the words of one of these people, “The support from the hiring agency is great. These individuals we hire can do a lot of the same jobs as the average hire.” Similar reasons to all those mentioned above were given in the first survey. In the first survey, however, a few respondents (2.7%) indicated that their firm was open to hiring more people with an intellectual disability or ASD because of the associated funding that might come with the hires, such as wage subsidies. No respondents gave that reason in the second survey. Eight respondents answered the question, “What are the top one or two reasons why your firm isn't likely to hire (more) people with an intellectual disability / ASD in the next 12 months?” Of these, five gave budgetary reasons or their firm’s present lack of need for more employees. Another respondent said it was because they had sold the business, one said that supervision was an issue in their “large department with a hectic output”, and another said they were, “Happy with the one we have”.

Employers’ experiences with RWA program resources, activities and personnel

The survey asked respondents to give their assessment of RWA as a program and its resources, activities and staff. The following discussion has filtered out of the analysis those few respondents who indicated that they did not know or were unsure about how to answer a given question or that the question was not applicable. Based on the ‘valid’ data, Chart 6.21 shows the results. Appendix Table 21 presents the unfiltered results.



As in the first survey, the overall results based on useful data were quite positive. Some 94.8% of respondents rated the 'business case' that RWA representatives made for hiring someone with an intellectual disability as either ‘excellent’ or ‘good’, as did 93% concerning the business case for hiring someone with ASD. For 82.5% of respondents the quality of the information provided about people with an intellectual disability was either excellent or good, a figure that

was down from 91.3% in the first survey. Some 83.3% rated the information about ASD as excellent or good, which again was down slightly from 84.2% in the first survey. Some 71.9% of respondents who knew about RWA workshops or other events rated the quality as excellent or good compared with 82.5% in the first survey.

Some 87.1% in the second survey (like 89.4% in the first) rated as excellent or good the availability of people from RWA to address any questions or concerns the respondents' firms may have had. Nearly the same proportion (87.8%, which was up from 85.1%) gave the same rating for RWA staffs' follow-through on fulfilling their commitments to employers. Overall, 92.4% rated their firm's experience with RWA as excellent or good, up slightly from 90.2% in the first survey.

Improving RWA

When asked what they would recommend for making RWA more effective, respondents provided 44 answers. Three of these 6.8% indicated that nothing further was needed and the respondents were satisfied. One said, "We honestly couldn't have done anything to make this more successful than it was".

However, about a third of respondents (31.8%) indicated that the program would be strengthened by better knowledge of, information and training for, and follow-through with managers and HR professionals. Suggestions in this area were diverse. For instance, one respondent indicated that there was a need for, "Frequent follow ups to see how employers feel about the program and what is being offered to them." Others said that agency staff needed to "continue to learn about the business itself [in order to] to pick right candidates", and conduct a "review of job descriptions [and] responsibilities of positions in [the] organization, and understanding of [its] culture." Another said there was a need for "more support from the agency, not just in the beginning, but if any issues come up." While one person called for, "More training for the management at our firm", another suggested there was a need for, "Getting HRs that work with RWA in contact with each other so we can discuss any issues that arise with people who have potentially dealt with it". Another person thought it would be a good idea if there were a, "Monthly or quarterly newsletter with information for employers about how they could best hire and motivate someone with an intellectual disability."

Indeed, 13.6% of respondents mentioned the need for more information, promotion and visibility within and across firms and with the general public. For instance, one respondent commented favorably about a "... post-work article [which] garnered amazing feedback across our company", and urged that steps be taken to, "advertise this piece as much as possible with prospective employers and the public." Other respondents mentioned the desirability of more media coverage and a focus on local stories about the employment successes of people with an intellectual disability and ASD.

More than one in ten respondents (11.4%) indicated a need to expand the program's funding and to increase its flexibility. Another 4.3% felt the program should be expanded to include

people with disabilities aside from an intellectual disability and ASD, and to consider including within the program's ambit social enterprises that focus specifically on hiring people with disabilities.

About a third of respondents (31.8%) said that better support for and follow-through with individuals was needed. Suggestions in this area included the need for better preparation for individuals' job interviews and for work itself, e.g., "simple things like dress codes. maybe show them appropriate attire, hygiene etc.". Respondents also pointed to a need for better training and understanding of businesses by job coaches, more frequent direct contact between job coaches and the people they were supporting, better follow-through on commitments to the individuals hired under RWA, and availability for ongoing support for as long as individuals need it.

Summary and conclusion

This report is based on the responses of 80 business managers, owners, or their representatives in the second of two surveys that targeted businesses which hired people with an intellectual disability or ASD under RWA. The surveys were components of a broader evaluation of the RWA program.

The businesses of survey respondents tended to be quite large, multi-location firms which together operate in every province and territory, in the United States and internationally. However, the workplaces of the survey participants, and of the people hired under RWA as reflected in the survey, were most commonly small to mid-sized operations with fewer than 100 employees. Most of the businesses were members of chains or were independent businesses.

The most common way that employers found out about RWA was through senior managers who participated in a national RWA partnership and brought the initiative to the attention of other employees. Another common way was from employment agencies and other community agencies that brought RWA to employers' attention. Agencies were typically involved where individuals were hired under RWA, although in about one in five cases no agencies were involved.

Overall, participants gave high ratings for the performance of the agencies that assisted their firms, particularly the agencies that were most involved, which typically received ratings of having done very well or quite well. Respondents said the most important ways the agencies helped their firms was by vetting and forwarding the resumés of job candidates likely to be a good fit with what the firms needed, assisting with onboarding and training, providing individuals with direct support on the job, assisting with the job interview process, providing background information on job candidates and helping managers figure out how to organize the job duties of the people hired.

Respondents also gave high ratings to the performance of individuals hired under RWA across several measures. These individuals were reported as performing as well as or better than the

“average” employee in the vast majority of cases, and even little better to much better in the areas of:

- punctuality;
- attendance;
- use of sick days;
- turnover;
- attitudes towards their work;
- getting along with coworkers;
- getting along with management; and
- contributing to positive workplace morale and spirit.

These were the kinds of considerations that led nearly two-thirds of survey respondents to say that their firms would definitely or probably try to hire more such individuals in the next 12 months. Most of the others said “maybe”. Very few said “no” or that it was “not likely”. Employers provided many reasons for their openness to hiring more individuals as through RWA. Key among these were the productivity of the individuals hired and their contributions to the good functioning of the firms. Many other reasons clustered around how the hiring and employment of these individuals squared with firms’ values and commitments.

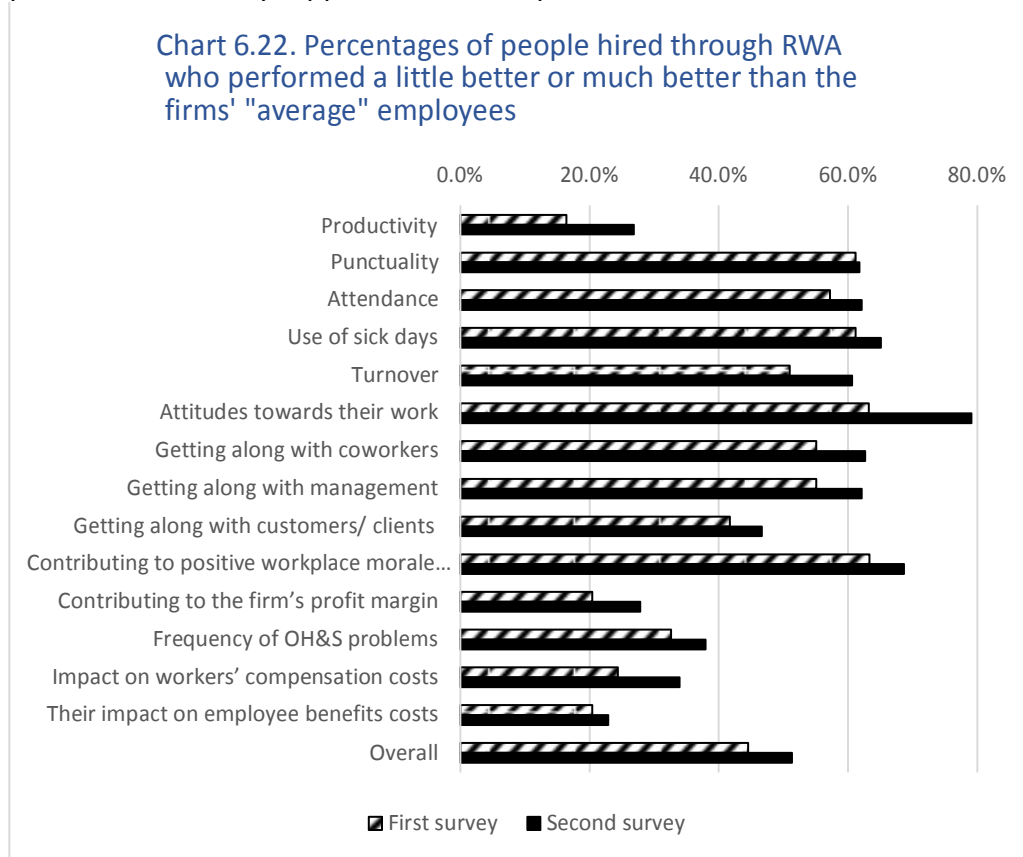
Customer / client feedback no doubt reinforced employers’ positive views: nearly three-quarters of the respondents’ firms received lot of or some positive feedback after hiring people through RWA. Almost no firms received any negative feedback. Employers generally rated the agencies as having done very well or quite well in their efforts to support the individuals who were hired. Respondents indicated that the most important things the agencies did to support the individuals included the provision of job coaching and other ongoing support, assisting with onboarding, orientation and training, and occasionally checking in to ensure the individual’s job situation was going smoothly.

Employer experiences with RWA as a broader program were also favorable. The vast majority of respondents provided ratings of “excellent” or “good” for the business cases that RWA personnel presented for hiring people with an intellectual disability and ASD, and the quality of information that the personnel provided about people with these two disabilities. Nearly all respondents also rated as excellent or good the availability and follow-up provided by RWA personnel to address employer questions, concerns and other needs. While most respondents rated the quality of RWA-sponsored workshops or other events as excellent or good, this area of RWA activities was not rated as highly as the others. That said, the vast majority of respondents rated their firms’ overall experiences under RWA as either excellent or good.

A few patterns stand out when the results of the second employer survey are compared with the first:

- The consistently higher-than-average ratings and improved ratings over time that respondents gave for the individuals hired through RWA in the areas of punctuality, attendance, use of sick days, turnover, attitudes towards work, getting along with coworkers, getting along with management, contributing to positive workplace morale

and spirit, productivity and their contributions to the firms' profit margins. Chart 6.22 provides a summary. Appendix Table 20 provides unfiltered results for the second survey.



- Employers' perceptions of a greater need for agency involvement to support the people hired through RWA later in the program than earlier. This finding suggests growth over time in the capacity of employers to bring people on stream who presented more significant employment challenges;
- The consistently high ratings that respondents gave for RWA as a program and its personnel;
- The consistently high share of firms that will definitely or probably try to hire more people with an intellectual disability or ASD in the next 12 months;
- An increase in the extent of positive customer feedback that employers received after hiring people with an intellectual disability or ASD.

Respondents said that RWA could be strengthened by ensuring:

- Knowledge of, information and training for, and follow-through with, managers and HR professionals;
- Promotion and visibility of RWA;
- Expanded funding and program flexibility;

- Inclusion of people aside from those with an intellectual disability or ASD; and
- Support, follow-through and ongoing contact with employers and individuals hired.

After the first survey, the research concluded that, from the viewpoints of employers, RWA had been delivering positive results. That assessment holds for the second survey. A few concluding comments by employer-representatives who took part in the survey sum up the gist of employers' experiences:

"At first I was hesitant of hiring someone with Autism because I had never worked with anyone who was autistic. I made a point to give him thorough training and he has made a very positive impact on the day to day here."

"My RWA representative has sought community resources that could help our firm move toward sustainability. He also talked me through a couple of challenging places. Once he found a way to use RWA to help our firm grow, he has been tremendously helpful."

"The involvement from RWA has been fantastic. The teams are always willing to go above and beyond [and] are great with communication. We really enjoy working with them."

SECTION 7. BUILDING BLOCKS

Introduction

While the primary focus of RWA is on leveraging the demand side of employment to increase employment for individuals with ASD and ID, RWA recognizes gaps exist in the systems that support employment outcomes for these individuals. Research and practice highlights six specific areas or gaps that are essential to developing inclusive employment and promoting labour market inclusion. Unfortunately, these six areas are also frequently absent or insufficient for those with ASD and ID. These six areas —or Building Blocks — comprise:

- Employer capacity and confidence to hire;
- Community-based delivery of employment support and labour market bridging;
- Planning for transitions from school to employment and careers;
- Inclusive postsecondary education;
- Employer-to-employer networks; and
- Entrepreneurship and small business development.

Thus, the development of the Building Blocks (BB) program by RWA was intended to contribute to filling these gaps so as to create or increase ongoing inclusive employment for those with ASD and ID. Aiming to both encourage the development of knowledge and skills by those with ASD and ID, as well as create opportunities for those with ASD and ID in the labour market, the BB program offers avenues for agencies to address these gaps.

Consequently, BB funding and support has been directed to agencies that work specifically with those with ASD and ID in order to fill these gaps. Partner agencies, such as Associations for Community Living (ACLs), were able to work with Labour Market Facilitators (LMFs) to develop proposals to the RWA BB Program. The proposal development was a collaborative process and often evolved through a back-and-forth between RWA and the agency. This back-and-forth occurred to help refine proposals in order to address a specific gap— one of the six building blocks—within the community. Although there was no specific format to the BB proposals required by RWA to receive funding, each proposal had to demonstrate the ability to address one or more of the identified gaps. This could involve the provision of supports and/or services to those with either ASD and/or ID. RWA did, however, require agencies describe plans for ensuring the sustainability of their proposed projects. The national RWA office offered one example of a ‘good’ proposal: an agency could offer specific training to an employment agency that previously did not provide support to those with ASD or ID. In this example, the BB project could be considered sustainable because existing services at the employment agency could be expanded and made more inclusive without requiring a need for additional funds in the future. Through discussion with each agency, proposals were adjusted and clarified until proposals met the requirements for the BB program. Although RWA did aim to support the proposal development process, consideration was given to not interfering with the specific work and planning of the applicant. In this sense, the BB program was meant to fund projects that could be largely developed and then delivered at the local level

without a great deal of interference from RWA. As part of this approach, administrative and reporting requirements for the agencies were kept to a minimum: only quarterly reports and a final report were required by RWA national office for approved BB projects.

Although RWA has clearly emphasized BB projects were intended to address a specific gap related to the employment of those with ASD and ID, RWA's national office has described a desire that the projects demonstrate good or positive practice or outcomes. RWA indicated this could then be used to support discussions with the provincial or territorial governments and potentially strengthen advocacy efforts. Such efforts could then support or lead to structural change. At the same time, however, RWA national office recognized the ability of the BB projects to truly address systemic or structural issues on their own was highly unlikely or "simplistic and naive." Nonetheless, it remained a goal of the BB program that projects could "affect the system" via a particular response to specific gaps related to the employment of those with ASD and ID. This evaluation has taken these considerations into account.

Methodology

It should be noted that this evaluation was focused on the overall Building Blocks program of RWA and not on evaluating the individual projects. It is intended to provide guidance on future iterations of the BB component of RWA nationally should the project continue. Following a review of the 27 proposals funded through RWA's BB program, and discussions with the RWA national team, a survey was administered to 12 of the 27 social service agencies in receipt of BB funding. These agencies were selected in consultation with the RWA national team. Each agency was contacted by the *Centre for Inclusion and Citizenship* via email and asked to complete and return the survey. All the agencies responded to the request and only one organization completed the survey by telephone. One survey was provided and completed in French; the remainder were in English. Two agencies provided follow up interviews. Data from all the surveys and interviews were compiled, reviewed and analyzed. A final discussion with the RWA National team then occurred. The following highlights the key findings, with recommendations for the BB program and RWA provided in the final section.

Getting to Know the Gaps and How to Address Them

Surveyed agencies typically reported two ways of coming to know the gaps they attempted to address through their BB projects. The majority of agencies described long knowing these gaps in service provision or support due to their ongoing work with people with ASD and ID. These agencies had witnessed these long-standing gaps and perceived BB funding as an opportunity to address them. A couple agencies, however, indicated that it was through their relationship with RWA that they learned of the gaps, such as the challenges associated with the supply and provision of job coaches or other employment supports needed by those with ASD and ID. In these instances, it was RWA that identified the gaps and the agencies teamed up with RWA to propose to address them.

Where agencies had long-known of the gaps, they often described having attempted to address them previously. One agency for example, pointed to a project they had operated years earlier

until their funding was exhausted. This served to support some agencies' assertions that there were existing needs in community regarding employment for those with ASD and ID for some time. Some agencies described previous attempts to address these gaps (if only partially), via relationships with other organizations. This appears to have occurred often in a piecemeal fashion. One agency explained this was due to their "structural inability" or rather, "the result of structural forces—most importantly the limitations the province has placed on support funding and on job coaching dollars as well as the lack of individualized support dollars as a delivery philosophy." This agency further explained how this led to a stretching or catering to the needs of those they served by way of "absorbing the administrative and implementation overhead that comes with delivering specialized supports."

Other agencies described long-known gaps in service due to specific provincially-set requirements, such as IQ eligibility criteria which left those with ASD unable to access certain or all supports that might be available to those with intellectual disabilities generally. This is because those with ASD can often have IQs that are above the cut-off to qualify for programs aimed at those with ID (e.g. possess an IQ over 70). The result is some provinces provide funding to employment agencies for those with ID but these are not inclusive — they do not provide services to those with ASD who do not have co-occurring ID. This often then leaves people with ASD alone with no supports concerning employment. Other agencies explained they did not have expertise or resources "in house" to meet the needs of those with ASD or ID regarding employment or entrepreneurship. This occurs despite research that shows the intelligence of some people with ASD can be "atypical and not easily assessed and revealed with standard instruments" (Soulières, Dawson, Gernsbacher, & Mottron, 2011, p. 6). In some areas, the only option for those with ASD and ID can be what are commonly known as 'sheltered workshops.' These workshops continue to be controversial as, although they can provide training, they have not necessarily proven successful at moving people towards real employment. This has been described in research by Cimera (2014), Cimera, Wehman, West, & Burgess (2012), and Migliore, Grossi, Mank, & Rogan (2008). One agency described these workshops as "a spin-cycle of training...where there is no definition of what constitutes support in this infrastructure." Consequently, concerns with these workshops for creating "slave labour" situations have been highlighted by the media (Welsh, 2015). In some provinces, however, this tends to be where provincial funding has been concentrated for decades, resulting in little-to-no new funding for programs aimed at moving people with ASD and ID to employment. Due to this, agencies can feel pitted against each other for any new available funding opportunities, while gaps in service and supports remain unaddressed.

Other agencies described gaps associated with the professionalization of job coaching, such as the development of a set competencies and standards for remuneration. Some agencies also reported having long-worked to provide an individualized approach to supporting those with ASD and ID regarding employment. As one agency explained, prior to RWA the "demand for these supports outstripped any side-of-desk ability of the coordinator." All the agencies surveyed sought to develop, implement, or scale up projects designed specifically for those with ASD or ID.

For the clear majority of the agencies surveyed, no alternative funding options were known,

available, or found. Although the vast majority of agencies indicated they considered or pursued other funding options, this funding did not appear to materialize. As one agency explained, “we had tried for many years...with zero success. The provincial government was not able to provide resources.” Importantly, only one agency reported accessing provincial funds based on a contribution from RWA. A couple agencies described plans to approach the provincial government as part of their project, and yet another reported having conversations with government departments. Others, however, indicated they had considered government funding, but understood there was no funding available. As one agency explained, upon finding another government funding initiative, the agency determined this funding stream did not have the infrastructure in place to create or maintain their project. Another agency described finding limited or short-term support via a private donor prior to accessing RWA funding, but that this support had long been exhausted. This same agency indicated it was continuing to solicit funds from other private donors to sustain its work. Only one agency indicated it had received another grant to continue the project. This agency indicated it is through RWA funding that they were able to demonstrate a successful project. Yet they were unsure as to whether their demonstrated success was the deciding factor for receipt of the additional grant they received.

Partnerships Essential to the Work

Importantly, all agencies described developing partnerships through the RWA Building Block program. Some built on existing past relationships, while many others described creating entirely new relationships with other organizations. Some reported a partnership with just one other organization in order to run their project, while others reported multiple agencies partnering on their project. Partnerships were overwhelmingly perceived to have positively contributed to the projects. They also led to reaching more people or to reaching those most suitable to participate in the projects. One agency reported 32 partner organizations as part of their BB project. These partnerships were described by the agencies as instrumental to the projects themselves. For some agencies, the partnerships enabled them to access a certain expertise and knowledge not possessed by the initial agency. Other partnerships provided referrals, or in the case of entrepreneurial employment program, partners helped with marketing, branding, and sales. Many partnerships were described as “integral” or key to the recruitment and facilitation of the project overall.

Work with partner organizations occurred both before and after the BB funding was in place. Although the RWA national office indicated relationships prior to the development of proposals were encouraged, some agencies may have benefited from having more or longer-standing relationships in place prior to the creation of their BB proposal. This was because the development of these relationships was often time-consuming, particularly where there may have been differing philosophical approaches to employment for people with ASD and ID that needed to be worked out. However, where there was a lack of relationships in place before BB funding was provided, this could suggest that some agencies may have been unable to develop or expand upon existing relationships with other agencies/schools etc. until they had adequate funding in place.

Having solid relationships with other agencies in place may have provided some buffer to the range of challenges agencies faced when it came to implementing their projects as initially envisioned. Upon receiving funding, one agency explained, “We were overwhelmed by the high number of individuals in need of services.” This, however, was not consistent with other responses by agencies. The majority of other agencies described experiencing challenges in terms of recruitment of people with ASD and ID for their projects. This difficulty in particular appears to be largely related to the lack of existing services and supports for these individuals. As one agency explained, long-existing gaps meant there were few ways to reach and connect with those with ASD and ID to alert them to their project. Reaching out to partners, often to help recruit participants, or to get them to refer participants to their project, was therefore of great benefit. Yet for some of these same projects, issues related to recruitment were further complicated by the short-life span of some of the projects. For example, one project described holding recruitment for a six-week period leading up to a workshop so as to acquire enough participants. When a participant left or was unable to continue in this workshop, regardless of partnerships in place, it was difficult to fill that available spot.

As critical as partnerships were to the projects, there were also complications associated with them. Beyond being time-intensive, the building and maintaining of these relationships was also often complicated. One agency described issues when their partnering organization was reluctant to share confidential information necessary to their work. This challenge among others did not appear to impact the projects too greatly overall, but it did create hurdles for the agencies to overcome. These complications occasionally impacted the agencies’ ability to run the project as planned. As described above, there were also differences in approaches and philosophies to working with those with ASD and ID. One organization found “employment agencies are concerned about their capacity to provide [supportive employment] services and have a great deal of trepidation [about a new project]. They worry about “setting people up for failure” [when it comes to] identifying and referring candidates to the project.” This same agency explained, “the level of engagement we anticipated [or] hoped for was not achieved.” And further, although [employment agencies] are becoming more supportive...their contractual targets make them very hesitant to take this on in any meaningful way.” This highlights issues associated with competing objectives, as well as the need to meet what are often measurable outcomes by different partners. It also touches upon what were a host of challenges experienced by agencies as they attempted to implement their BB projects.

Challenges, Outcome Shifting, and Responding to Needs

Importantly, all the agencies surveyed believed they had achieved the majority of outcomes they had initially laid out for their projects during the proposal stage. This, however, must be understood within the flexible approach of the BB program. Some agencies adjusted their outcomes over the course of the project. Other agencies, however, found their outcomes remained constant. An equal number of projects surveyed indicated their projects *did not change* over time, as those that reported their project *did change*. Some agencies found their objectives needed to be adjusted or that the project timeline needed to be extended.

Importantly, changes were often made to respond to the unexpected or unknown range of challenges the agencies faced. For example, one agency found their goal of working with a certain number of people with ASD had to be scaled back once they gained a better understanding of the large amount of time needed to provide the individualized employment support their clients required. Similarly, another agency described how the emphasis of their project on labour market bridging became less important over time, in relation to the emphasis they found they had to place on the social and life support for those with ASD and ID. This was because those they began working with required more support than they had anticipated. Although this may suggest a moving of the goal-post, these agencies often described a range of positive outcomes beyond those that were measurable and identified at the outset of the project.

Agencies described adjusting their projects in other ways as well. One entrepreneurship-focused project described how what was anticipated as the bulk of the work of one of their facilitators had to be adjusted during the course of the project. Instead of providing employment-focused support, the facilitator had to help with basic life skills and support so individuals could even participate in the project. Another agency echoed this same experience: “So many basic skills (life and behavioural) needed to be worked on outside of the workplace” and that this often absorbed much more of the time and energy of facilitators than agencies had anticipated. Such work tended to involve addressing a wide range of basic needs such as transportation, housing, education, social and work place-based skill training etc. This was consistent with another agency’s experience, where the position they envisioned for their facilitator had to change to incorporate the “deficit of support” that existed elsewhere. Another agency explained, “the lack of individualized support funding potential and self-employment programs for persons with ID or ASD (intellectual disabilities generally), meant that the Building Block ended up filling many of these gaps rather than driving goods to market.” These experiences suggest the gap in services and supports to those with ASD and ID may even be larger in some areas than initially understood, or that a greater depth of support for each individual may be needed. This is consistent with the perspective of RWA that truly filling the gaps necessary to move people with ASD and ID to employment is not likely possible through this program. In many ways, these gaps are simply too large for agencies with a small amount of funding and a short-term project to address. This further suggests that any outcome-based measurements that require a count of individuals with ASD and ID served does not necessarily speak to the time and attention that must be dedicated to these types of tasks. This implies a degree of support for agencies, in order to determine alternative means for assessing and developing more suitable, albeit measurable when needed, outcomes within their project designs. The wide range of supports that are typically necessary for those with ASD and ID to fully participate in society, including access to employment, has been described in research by Nord, Stancliffe, Nye-Lengerman & Hewitt (2016), and by Seo, Shogren, Wehmeyer, Little and Palmer (2017). Such research highlights how funding for projects such as these may need to account for, or apply consideration for, the wider needs of those with ASD and ID that need attention or have been long neglected, before emphasis can be placed on employment.

Directly related to this wide-ranging support needed by many people with ASD and ID, was the additional complexity of working towards employment. Many agencies found support for those

with ASD and ID went far beyond creating resumes, and often included tutoring (literacy and numeracy), accessing and learning to use assistive technology, and learning and planning for getting to and from employment sites. These skills require a significant investment of time, and despite all this work, employment was still not necessarily secured. Agencies, however, explained this experience remained greatly positive and supported larger connections for those with ASD and ID within their communities. For example, some commented on the less tangible outcomes met through their projects, such as the increase in self-confidence attained by participants. As one agency stated, “students left with an enriched understanding of what it means to work, plus expanded skills to be able to navigate all the aspects of a work environment, including the soft skills that often fall outside employment training.” Indeed, a great amount of ‘soft’ or intangible outcomes were described as having been met by all the agencies surveyed. This included the development of community or peer-to-peer networks; increased individual self-confidence or self-esteem; a greater political attention or awareness to issues impacting those with ASD and/or ID; increased family or friend involvement in the lives and employment of those with ASD and ID; and increased community or agency awareness of ASD and ID (i.e. at schools and through employers). Agencies commented on the depth of relationships built through these projects, as well as the ‘trickle-down’ impact of employing people with disabilities at the local level. One agency explained, “as [those with disabilities] become more visible in the community, the public becomes more aware of their strengths and capabilities.” This awareness the agency believed was to lead to increased inclusion; a perspective consistent with research by Kaletta, Binks and Richardson (2012) and Prince (2016).

Other complications faced by agencies included a lack of employment opportunities for those with ASD and ID when they readied participants to apply for jobs. Repeatedly the issue of job coaching was also raised. This was brought up by different agencies in relation to securing job coaches for people with ASD and ID, but also regarding complications in the hiring and retention of job coaches given the few number of hours they were often needed each week. As one agency explained, “all the funds for job coaching that are available in [the province] are locked up in [government] adult service centres where the transition to employment or ongoing supported employment is limited to an extremely small number of persons with disabilities.” This again points to the issue of funding being provided primarily for sheltered workshops, or to organizations that are not necessarily focused on those with ASD or ID attaining employment. Agencies also commented on the structural set-up within provinces, where services such as job coaches were typically only available to those with lower IQs. This again often made it impossible for individuals with ASD and higher IQs to access job coaches. RWA, however, is not compelled by the same constraints and, therefore, has been able to provide funding through the BB program to offer job coaching supports to those with ASD when it was tied to employment. Consequently, many agencies indicated job coaches were an essential component of the support and services they provided through the BB program. Despite the challenges associated with job coaches, the work concerning this was described by an agency as one of its greatest successes: the development of a roster of job coaches for the province where before there had been none. Importantly, both the RWA national office, as well as literature that discusses the use of job coaches reaffirm this same point (Beyer, Meek, & Davies, 2016; COWI, 2012; West & Patton, 2010; Howarth, Mann, Zhou, McDermott, & Butkus, 2006).

Importantly, all of the agencies surveyed consider their projects to be successful or partially successful. The majority described their projects as successful for reasons such as being able to address the long-neglected issues and gaps in supports and services experienced by those with ASD and ID. Although some agencies reported not being able to meet their projected numbers of individuals to be served within their project: either by way of not having as many people employed as they anticipated, or by way of not creating the quantity of profit initially projected for those who were engaged in self-employment, these were described as of smaller consequence in relation to the many outcomes met overall and the overall success of their projects. For example, one agency explained that the entrepreneurs involved in their project found their products were selling at a lower price than what was initially expected. However, vast numbers of products were still sold. Many agencies described the ability to support personal growth and skill development, as well as witnessing project participants take on postsecondary education as an indication of true success. Within agencies focused on self-employment, the work of the BB project did not only centre on individuals developing a product to sell, it also served to change how retailers perceived supporting people with disabilities in the private sphere. These benefits, as they are associated with creating inclusive employment, have been long discussed in research, such as that by Prince (2016) and Kaletta, Binks and Robinson (2012).

Additionally, the agencies themselves learned a great deal about working with people with ASD and ID, and often their families as well. Although the multitude of relationships involved in this work can further complicate things, as well as lengthen the amount of time involved in working with those with ASD and ID, it was clearly an important factor for some agencies in moving individuals towards employment. Individuals clearly gained a great deal from these projects. Agencies described receiving overwhelmingly positive responses from both individuals with ASD and ID, as well as their families. As one agency explained, “Students and parents alike have stated how this program changed their lives.” Another agency explained, “participants have noted they are gaining independence, [and] making their parents proud.” Importantly, the increased skills and independence gained by those with ASD and ID, directly related to the provision of individualized support, stands to offer evidence to the benefits of this work.

Structural Changes Long-Needed

Government policies impacting those with ASD and ID, particularly those that have led to the long-term neglect or the underfunding of programs and services, were strongly associated with the need for the BB projects. Agencies explained how the lack of funding directed to these populations contributed, if not wholly created, the depth of the gap in support and services that the BB projects were intended to fill. Where government has supported similar programs, agencies believed these were designed in such a way to be inaccessible by those with ASD or ID. One agency commented that a “culture of wage subsidies has resulted in a historic lack of provincial funding to support coaching.” This same agency clarified, that there was a strong perspective or “preconceived notion if you hire people with autism, you are doing society a favour and therefore, you need to be compensated for that, as opposed to people with ASD or ID being understood as having a right and capacity to contribute

equally through employment.” This agency believed an individual’s capacity could be expanded upon by way of job coaching, but this culture or perspective was so pervasive that when subsidies were not available, often this meant jobs were not available either. This is consistent with literature that shows wage subsidies may incentivize employers to hire people with disabilities (Jongbloed, 2010; Kaye, Jans & Jones, 2011; COWI, 2012; Samoy & Waterplas, 2012, p.106). Along similar lines, another agency commented, “money doesn't reach this kind of project normally” as the BB projects address a smaller demographic within the disability community and there exists “a lack of developed policy and related infrastructure provincially...for helping persons with disabilities explore and develop their business ideas.” In other words, some employment centres may focus on moving people with disabilities to employment, but not necessarily moving them to *self*-employment. As one agency explained, “employment agencies did not have the capacity to provide support with self-employment.” This same agency commented, “the totality of our environment” constituted the need for their project, which was clarified to include:

The lack of specific supports for transitioning students, coupled with the undervaluation of youth with disabilities as active members in the labour market, [and] supplemented with attitudes of exclusion and segregation. [These] all continue to perpetuate the barriers youth with disabilities face.

This can be understood most clearly when considering the amount of money people with disabilities are able to earn while accessing provincial or territorial benefits. As agencies explained, they regularly supported individuals who were concerned with the amount of money they could make via their employment before they would be ‘cut off’ from their provincial/territorial benefits. This led one agency to state, “social assistance policies in [the province] are a deterrent for individuals to pursue self-employment.” This same agency referenced social assistance policies as their greatest challenge as they constituted a disincentive for people to participate. This is because for many people with disabilities, earning over a set amount can mean a reduction in their next month’s cheque, but also threaten their ability to access additional health-related benefits. Consistent with the work of researchers and advocates, this issue of social assistance disincentivizing employment has been long-documented (Cohen et al., 2009; August, 2009). Importantly, another agency explained how disability payments also leave many people with ASD and ID to do fulltime work, while only receiving pay for only a small number of hours each week so they may retain these same benefits. In this situation, people with disabilities receive unequal pay for their work. This is particularly troubling when as agencies described, many of the families of those with ASD and ID exist in precarious socio-economic situations. This is consistent with existing literature in the field (Eaves & Ho, 2008; Emerson & Hatton, 2007; Emerson, 2007). Related to this same point, families are often unaware of the support and services that exist or that they may be able to access. One example of this may be the ability to receive assistive technology to support their employment. Although this can be time-consuming, navigating these issues with individuals with ASD and ID as well as their families can be important for their personal and home life, but also for employment.

Although agencies expressed a real need for political and structural change that could support the employment process for those with ASD and ID, only four of the twelve agencies surveyed

indicated their project may demonstrate the need for ongoing work that could be brought to the provincial or territorial government level. Beyond a suggestion of general advocacy, only three of the agencies indicated they intended to engage in future conversations with government, or described a path to policy change that could better support ongoing funding for their projects and those with ASD and ID. As one agency commented, “Policy? Likely not. However, it will impact individual employment outcomes for the participants, and the attitudes of employers far beyond the end date of the project.” Other agencies commented “I’m not sure” or “Hope so,” but offered no additional information or comments. This suggests a further gap, namely that agencies may be overly-focused on the individual or ground-level work of the organization, such that there may be little to no resources left over to put towards the political, or more macro-level change these same agencies point to as so needed. One agency spoke to this same point by recognizing this within their own work: “there was too little work done to advocate for structural changes that would outline and redress the gaps in support identified in the project” and this meant, “leaving the infrastructure largely unchanged, even as [the project] did transform the lives of [many people].” Although this understanding, alongside long-standing research in the field, indicates the importance of individualized support and services, so too does it point to a need for attention to be directed to the larger government level where large-scale change could occur (Gosse, Griffiths, Owen, & Feldman, 2017; Fisher et al., 2010; Laragy, Fisher, Purcal, & Jenkinson, 2015; Walker, 2012). Such changes could, for example, include a universal program for all those with disabilities to access job coaches within the employment process when needed. Although it may be that agencies lacked funding to do this more politically-focused work, they may also have lacked experience, knowledge, or confidence to tackle it as well. This suggests RWA could have played a critical role in supporting the agencies on these tasks, as it is essential to securing a changed landscape of services for those with ASD and ID.

A key part of the demonstration of success and best practices of BB projects —as it holds potential to serve political engagement and structural change —can be tied to evaluation. This is because each project could establish both the need for supports or services, and the success of the models or approaches employed to meeting these gaps. Such data can complement, or be a critical component, to the range of work and negotiations associated within the policy making process (Bernier & Clavier, 2011). One agency indicated they understood this link well, and commented on how their evaluation positioned them to better “advocate for significant changes around the funding of, defining, and implementation of support on a general scale” as they were “forcing a conversation about the need, and potential for, individualized supports for persons with disabilities.” Unfortunately, only four agencies spoke to this work. This is likely because RWA did not require an evaluative approach be built into the proposal process, which explains why it may not have been undertaken or even considered a formal or required part of each project. One agency stated clearly, “we assumed that this is the responsibility or role of the national office...we don’t have funds to do this.” In response, RWA national office explained they knew a formal evaluation of the BB program would be completed (referring to this evaluation). A wide evaluation such as this one, however, suggests a missed opportunity for evaluating each project individually—as opposed to the larger program overall, and to assess the projects from the beginning. Although one agency commented on how they had completed a “research component with identified best practices” and consequently developed “documents, resources, protocols, processes...to provide guidance and increase capacity

among stakeholders” this does not appear to be consistent with the work of the other BB projects. Another agency explained, “while evaluations and feedback from parties found the [project] was achieving its outcomes, the measured extent of that impact is sadly lacking because the reporting on achieving these outcomes was not formalized to the extent that would have done the project justice.” This may have to do with a lack of experience, knowledge, or awareness to the importance of evaluation. Notably some organizations recognized the importance of evaluation, but appeared unclear about where or how to proceed. For example, one agency described how at the beginning of their project they reached out to the national office to “learn about the expectations for the evaluation of the project.” This was reiterated by another agency that expressed a desire for “clear expectations about the evaluation component.” Agencies repeatedly expressed a desire for “third-party evaluation” and as one agency stated, a key change they would have liked to make in their project was having “budgeted for and hired a third-party evaluation and change management support.” Other organizations reiterated these points in comments such as suggesting a need to “build evaluation and basic change management into all building blocks” and wishing there had been “an expectation of a summary of assets or deliverables at the end of the project.” One agency clarified that “no formal evaluation by a third party” meant each project was left “with little in the way of legacy assets that could be used for such policy and structural level transformation.”

Unfortunately, the result of the few independently-organized evaluations undertaken by the BB projects, when and where they occurred, appears to have resulted in what may be considered a fragmented and inconsistent evaluation approach. Some were done in-house by agency staff, highlighting what can be understood as a conflict of interest in the process of evaluation. Yet in an attempt to make the process of accessing BB funding as simple as possible, the RWA national office indicated it was reluctant to build in additional requirements for fear of interfering in the work of the agencies. In terms of evaluating the work of the agencies, however, increased structure concerning evaluation and/or clearer expectations may have had considerable benefits and produced information critical to political engagement and structural change — information critical to RWA and its own longevity.

Closely related to this issue of evaluation, was the minimal administrative and reporting requirements put in place by RWA. One agency stated that having only to provide quarterly statements and a final report, they believed this meant there was no real interest by RWA to provide any continued funding beyond their pilot project. This same agency commented they did not feel a strong connection to RWA and explained they felt “like it was a 'here you go, go make this happen' or arms reach off you go.” Instead, this agency would have preferred “more relationship, connection or commitment...more responsibility” to RWA. There were a few agencies that appeared to agree with this sentiment in that they would have appreciated additional follow up reporting. It was, however, countered by one agency that desired exactly the opposite. This agency stated they would have preferred less paperwork when it came to reporting to RWA, and for what was required, that this be more streamlined. This same agency stated clearly that what was required by RWA “represent[ed] a vast over reporting for such a small project grant.” RWA national office responded to this point and indicated it was challenging getting agencies to meet the reporting requirements as they were. Thus, increasing such requirements may have proved fruitless. The difficulty RWA described here may point

back to the need for deeper relationships between RWA and the agencies and/or more support to agencies regarding evaluation. The RWA national office has recognized there may have been an underestimation of the work at the local level, or that it was not made clear enough that the BB projects were intended to be independently-run and “self-contained.” Indeed, emphasis appears to have been placed more on keeping the BB program (and approval process) as simple as possible, and that direction, administration and evaluation for each project remained in the hands of the agencies. This ‘delicate touch’ or ‘hands-off-approach,’ however, may have led to the unintended consequence that many of the projects did not, or have not been able to, produce the necessary reports and evaluative data that could be critical to their project’s sustainability.

Indeed, sustainability of the projects remains a large problem. Although nine of the twelve projects reportedly designed their work to be sustainable, only four indicated this sustainability had in fact occurred or been put in place. That only nine projects reported designing sustainable projects is an issue as there were requirements within the application process by RWA for the development of sustainability plans. Why project sustainability did not occur requires a deeper interrogation with each of the agencies should the BB program continue.

Most obviously this is because for some agencies, it was not so much that a plan for continuing the project was not in place, but that the agency now believed they were unable to secure additional funding when financial support from RWA was to end. This resulted in some agencies holding only a “hope” that additional funders will be found. Hope, however, is not the future. This appears to suggest some projects may have included plans for sustainability that they had little or no intention to follow through on. As one agency explained, “we imagined provincial funding would see the benefit and fill the void.” This agency had included minimal and very vague details regarding their plans for continuing the project in their proposal. In the future, RWA may find probing agencies on this issue could be greatly beneficial as it could lead to real and concrete plans being developed. Another agency described planning on approaching the provincial government. Unfortunately, as other agencies commented, the potential for the province to fund their work was not something they believed they could count on. As one agency stated, “it is not possible to sustain the BB project in its current form because the provincial government currently funds a model which is not efficient and effective at moving people into sustainable community employment.” Another agency spoke to this need for ongoing funding and explained how it was not that a great deal of funding was necessarily needed. This agency explained they only required a minimum amount to fund one facilitator position. Given this project’s successes, the agency then explained “Without that support, we are left without the program, and with a waiting list of students who no longer have the opportunity to receive support in their transition from high school.” Another agency described how despite promising plans for continuing the project, such plans were “put on hold” due to budget constraints. Although these comments by the agencies are reflective of the long-standing issues concerning the lack of funding available for non-profit organizations, it does raise the alarm as to why agencies did not consider this result more seriously as they developed their proposals (Eakin & Graham, 2009; Kubinec, 2015; Mulholland, Mendelsohn, & Shamshiri, 2011; Wright, Seaton, Sparling, & Lenz, 2015). Or further, why RWA did not encourage agencies to consider sustainability more seriously when they were designing their BB projects.

When taken together, it appears that planning for the continuation of each BB project may not have been a priority for agencies or RWA. As the national RWA office indicated in its example of what could have constituted a 'good' BB project, the design did not necessarily need to include ongoing funding but instead the potential for work to be ongoing —such as through training. Unfortunately, many of the agencies surveyed described their projects quite differently and in such a way that additional funding to continue their projects was needed. This appears to suggest a disconnect between the type of projects RWA hoped to fund through the BB program, and the type of projects that were in fact funded. It again speaks to whether RWA could have been more directive with the agencies as they formulated their proposals. Additionally, given the long-understood challenges associated with non-profit agencies being able to access adequate or additional funding from the provincial/territorial governments, it is perplexing as to why this issue was not provided greater priority by RWA. Offering short-term funding, albeit by way of creating pilot projects, but without significant emphasis placed at the national level on evaluation or sustainability, the ability for the agencies' work to have any form of long-term or substantial impact beyond that which existed on an individual level would naturally be limited. Although the RWA national office has described engaging in a great amount of communication with the agencies during the proposal development stage, it appears that greater leadership to encourage the development of BB projects to be self-sustaining could have been greatly beneficial. This may have led to more of the projects being able to continue into the future. Increased administrative oversight and timely feedback concerning shifts and changes to the projects may have also contributed to a greater emphasis being placed on the continuity of each project beyond the exhaustion of BB funding.

Given these issues, it is understandable that many of the agencies described a desire to make changes to their projects— were they able to start their project again. These changes ranged from requesting their proposal be fast-tracked for funding so their project could have had more time to be implemented, to tackling different service issues (i.e. placing greater weight on workplace etiquette and individual employment goals). Some agencies expressed a desire to build more partnerships into their projects, or work with different partner agencies altogether. Other agencies indicated they would have liked to “set more achievable goals” and objectives based on what they now know about the challenges associated with the work itself, take more time to develop the design or business plan guiding the project, or better manage the budget. Importantly, many of these comments point to the need for greater support in areas with which the agencies may not have previous experience. However, many of the agencies also commented that they did not believe changes were necessary for their projects to continue. This appears to reaffirm the agencies' beliefs in the success of their projects, but also that certain changes could have led to even more or greater benefits or outcomes. Taken alongside the expression of “hope” for further funding, this implies agencies believe with additional money they could make small to moderate changes to improve their programs, and with this that they could continue to be successful going forward. As one agency explained, what they developed —other than for the funding—was “absolutely sustainable and successful model [and] a very transferrable model.” This once again points to the need for increased evaluation and sustainability measures. Without these evaluations, it becomes difficult to determine whether agencies are in fact as successful as they believe themselves to be.

Importantly, some agencies described RWA as greatly helpful, encouraging, and responsive. LMFs provided information and oversight, and the national RWA team provided help when needed. While agencies were generally happy with the support received, one agency indicated that a “quicker turnaround on feedback could have been helpful.” Other agencies commented, as previously described, that a “more hands on” approach by RWA would have been appreciated. This was echoed by other organizations that expressed a desire for increased oversight and support. As one agency explained, “very little support could be rendered on major problems on the ASD side of project.” These requests suggest more involvement and oversight by RWA may have been useful and appreciated by many of the agencies. This further suggests some agencies may have had little experience initiating and implementing such projects on their own. Although a couple agencies did express some concern regarding the fairness, transparency, and equity of the approval of BB projects, the RWA national office has responded to this point, indicating they are unaware of how this process could have been improved. RWA explained that the ongoing communication involved in each BB proposal meant any issues that stood out to the RWA national office were typically identified and addressed. Within this approach, it appears the agencies that applied and received BB funding were involved to a substantial extent in the dialogue concerning the approval process.

Other suggestions put forward by the surveyed agencies included an increase in the expectations of projects to develop additional partnerships with private or government funders. A couple agencies expressed a desire for more structure and uniformity concerning the process of achieving funding, as well as requirements for project delivery, and the opportunity for renewed funding. In their final comments, agencies overwhelmingly indicated the success of the BB program overall, and the outright importance of its continuance into the future. As one agency explained, the BB program:

Allows the individual provinces or territories to determine the gaps which exist in their regions and implement unique solutions to address these barriers. Cookie cutter approaches do not work and each province or territory has their own unique challenges, therefore, require their own unique approaches to address these challenges.

Many agencies indicated the “exceptional and profound” successes of their projects were directly tied to the support and services they provided —with thanks to RWA. As one agency explained, “We are confident at this point in saying that one-to-one individualized disability supports do indeed promote community inclusion by giving people with intellectual disabilities and multiples barriers a greater chance of being successful in employment.”

Recommendations

Although the RWA national office never intended to have a management role in the individual BB projects it funds, increased leadership and support to the agencies it funds may have been beneficial. An adjusted role may have produced both greater successes for the projects, but also important information to serve the agencies themselves, the continuation of many of the projects, and RWA as well. This evaluation, therefore, recommends:

- The BB program should increase evaluation support and requirements for each agency that was provided BB funding, as well as guidance to the agencies related to this important work.

The importance of gathering data and results for the BB projects, but also the larger BB program cannot be emphasized enough. Leaving evaluation up to agencies, many of whom appeared to have no prior experience with evaluation was not adequate. Without organizing a third-party evaluator and supporting the agencies to build this into the design of their projects meant evaluations typically did not occur, or when they did occur, were often conducted by agency staff. Structured evaluations or individualized guidance in designing project-specific evaluations could produce information that can demonstrate success, support the attainment of future funding, and or provide data to discuss with provincial and territorial leaders to support structural change for those with ASD and ID. While evaluation will need to be tailored to the specific project, it is also recommended that core outcomes be measured across projects to allow for, where possible, comparison across projects. Evaluation is essential to the conversations that need to occur at the political level — a task that can often be placed on the backburner by non-profit agencies due to limited resources and experience. Such evaluations can play an important part in developing project sustainability. Importantly, this evaluation recommends:

- The BB program should incorporate a far greater emphasis on the development of sustainability plans, and/or the adjustment of BB projects by way of their design to be self-sustaining.

Possessing weak or limited sustainability plans for BB projects appears to have been an issue for the majority of agencies surveyed in this evaluation. Without this, many of the BB pilot projects appear to be able to go no further, and then become one of many projects non-profit agencies may develop, but cannot continue. The long-standing issue of inconsistent and unstable funding must be considered to a greater extent in order for the BB program to have real impact. Working with agencies to take sustainability seriously, develop self-sustaining projects, and/or put sustainability plans in place via a range of previously-built and organized partnerships is critical. Thus, this evaluation recommends:

- The BB program should provide greater administrative oversight, feedback and support, particularly for agencies that embarked on projects with which they had no prior experience developing or implementing.

Not only do agencies appear to desire this oversight, but it could lead to greater project success, a mass of evaluative data to support the BB program, and project sustainability. Oversight goes together with leadership by the RWA national office. This means taking a much more directive role than just that of funding provider.

Finally, driving some of these issues may be a lack of clarity on the goal of the BB projects and program itself. RWA national office has described the goal of the BB projects to fill gaps that exist for those with ASD and ID, as well as a desire to address the systemic and structural issues these gaps stem from. However, RWA national office also recognized many of these gaps are both vast and longstanding. There was no expectation that such small pilot projects could in fact create the substantial structural change that would likely be needed to truly solve each gap. Although this perspective and such expectations appear highly reasonable, they also present an irreconcilable challenge for the BB projects: how were the projects to approach this work with expectations of both filling and not filling the gaps, while creating or not creating change. While this may be owing to a difference between “addressing” gaps, while not “solving” them, it appears to be more than just one of semantics. Instead, it may be one that points to a need for a greater clarity and a strategic approach to both working with the agencies, but also for what was intended to be the larger overall aims and outcomes of the BB program. Finally, this leads to the recommendation:

- The BB program should conduct strategic planning that involves a clarification of desired outcomes, including policy outcomes,
- for the BB program generally as well as the BB projects; and a clarification of concrete objectives that could allow for the BB program to know when it had been successful or achieved what it set out to do.

By attending to these issues, the BB program could set agencies up for greater success.

Conclusion

The Building Block program through Ready, Willing, and Able has led to life-changing opportunities for many people with ASD and ID. It has brought people within the ASD and ID community together, and created greater understanding of the benefits of inclusive employment among other things. The projects supported through the BB program report great successes and highlight the need for dedicated resources for those with ASD and ID. Although they faced a range of obstacles, projects were adjusted and changed where needed. Improvements to the BB program, however, could be made. These include the RWA national office taking on a leadership role, achieving a greater clarity and strategic focus in relation to the objectives and approach of the BB program, as well as placing greater attention on evaluation and sustainability of the projects they funded. Together, these adjustments could better support agencies to address the gaps in supports and services for those with ASD and ID regarding employment.

List of Building Block Projects

	Province/ Territory	Building Block Project
1.	AB	Adult re-entry program for adults with ASD, Society for the Treatment of Autism
2.	AB	Employer to employer network, Rotary Employment Partnership, Inclusion Alberta
3.	AB	Planning for transition from school to employment and career, Gateway Association
4.	AB	Inclusive Postsecondary Education, Inclusion Alberta (formally Alberta Association for Community Living), & Ambrose University
5.	AB	School to work transition planning (i.e. Youth Employment), Inclusion Alberta (formally Alberta Association for Community Living)
6.	BC	School to work transition planning, Langley Association for Community Living
7.	BC	School to work transition planning, Delta Community Living Society Resource Centre
8.	BC	Capacity building within community-based delivery of employment services across BC, Douglas College
9.	MB	Vocational supports for students with ASD, Brandon University, Brandon
10.	NB	Sexcess Training, Employment Support and Labour Market Bridging, New Brunswick Association for Community Living Inc.
11.	NB	Self-employment Coordinator, NB Association of Community Living (NBACL)
12.	NS	Autism Outreach Coordinator (AOC), Autism Postsecondary Support and Employment Preparation Group, Autism Nova Scotia
13.	NS	Social Enterprise: Uniquely Gifted Entrepreneurs, Entrepreneurs with Disabilities Network (EDN)
14.	NS	Pathway to employment, Nova Scotia Association for Community Living (NSACL)
15.	NS	Autism Postsecondary Education and Employment Preparation Support Group, Autism Nova Scotia
16.	NT	School to work transition (S2W), job readiness and work experience, Yellowknife Association for Community Living (2014)
17.	NT	School to work transition (S2W), job readiness and work experience, Yellowknife Association for Community Living (2015)
18.	NT	School to work transition (S2W), job readiness and work experience, Yellowknife Association for Community Living (2016)
19.	NL	Students transitioning into employment (STEP), NL Association for Community Living and Autism Society
20.	PEI	Getting hired workshop, Facilitator for Inclusive Employment, PEI Association for Community Living
21.	PEI	Facilitator for Inclusive Employment, PEI Association for Community Living
22.	QC	Job Coaching Model Pilot, Association du Québec pour l'intégration sociale

Province/ Territory		Building Block Project
		(AQIS) and the Gold Centre (QC Modèle d'acompagnateurs-instructeurs PDC)
23.	SK	Engaging First Nations through supported employment services, Autism Resource Centre
24.	YT	Employment support and labour market bridging, Yukon Association for Community Living (YAACL)
25.	YT	Youth pre-employment program, Yukon Association for Community Living (YAACL)
26.	YT	School to work transition planning, Yukon Association for Community Living (YAACL)
27.	Multisite (NS)	Enactus - AWE Pilot partnership in NS, BC, AB & ONT, Jurisdictional Building Block

List of Building Blocks Surveyed

	Province/ Territory	Building Block Project
1.	AB	Adult re-entry program for adults with ASD, Society for the Treatment of Autism
2.	AB	Employer to employer network, Rotary Employment Partnership, Inclusion Alberta
3.	AB	Planning for transition from school to employment and career, Gateway Association
4.	NB	Self-employment Coordinator, NB Association of Community Living (NBACL)
5.	NS	Autism Outreach Coordinator (AOC), Autism Postsecondary Support and Employment Preparation Group, Autism Nova Scotia
6.	NS	Social Enterprise: Uniquely Gifted Entrepreneurs, Entrepreneurs With Disabilities Network (EDN)
7.	NS	Pathway to employment, Nova Scotia Association for Community Living (NSACL)
8.	NS	Autism Postsecondary Education and Employment Preparation Support Group, Autism Nova Scotia
9.	NL	Students transitioning into employment (STEP), NL Association for Community Living and Autism Society
10.	QC	Job Coaching Model Pilot, Association du Québec pour l'intégration sociale (AQIS) and the Gold Centre (QC Modèle d'accompagnateurs-instructeurs PDC)
11.	SK	Engaging First Nations through supported employment services, Autism Resource Centre
12.	Multisite (NS)	Enactus - AWE Pilot partnership in NS, BC, AB & ONT, Jurisdictional Building Block

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SECTION 8. CONCLUDING COMMENTS AND RECOMMENDATIONS

Building Blocks

The development of the Building Blocks (BB) program by RWA was intended to contribute to filling gaps in current employment support system and where possible to demonstrate effectiveness in order to support policy change within the relevant jurisdiction. Ultimately 27 diverse projects were funded.

While all reported success there was a wide variation in evaluation methods with few undertaking independent review. Of greater concern was the lack of sustainability, in most cases due to a lack of ongoing funding. That said, there was strong support for the building blocks program. Beyond the specific outcomes for participants, there was significant feedback on the importance of being able to demonstrate or pilot new approaches and the contribution Building Blocks made to policy advocacy. The absence of independent evaluation make it difficult to fully assess the impact and outcomes of each building block project, however, as a whole, there are some areas which should improve the effectiveness of the BB program as both a means of filling gaps and promoting structural change within the various jurisdictions.

Recommendations:

1. RWA national take a more active role in working with local jurisdictions to identify gaps, plan for sustainability and promote strategic change within the jurisdiction.
2. RWA national should consider a dedicated staff member responsible for building blocks stream and policy change and development at the provincial and territorial level.
3. Require independent evaluation of all BB projects.
4. Promote information sharing across projects and jurisdiction to enhance project success.

Postsecondary Education

While the link between postsecondary education and employment success is well established, so too is the under- representation of people with ID and ASD in postsecondary education. RWA identified a target of 120 participants engaging in some form of postsecondary education. Up to the end of the period under review approximately 82 individuals had attending a wide variety of postsecondary programs ranging from Trade Schools, Colleges and University programs. Remarkably only 7 people either withdrew or did not graduate, with the remainder still attending or having graduated. While clearly there was a high level of success with regard

to postsecondary education, what is unknown is the degree to which this translates into employment. While the research would suggest this will be the case, the current evaluation is unable to confirm this due to the timeframe of the evaluation. While the project to date has shown some success in this area it remains a question as to how well this fits with RWA as a whole. Given the limited staff resources RWA may wish to consider whether the post-secondary stream is better left to other entities to pursue. That said, a middle position may be to continue to support a postsecondary stream where there is a clear link between the educational program and an employment outcome. For example, where a job opportunity requires specific training in an area such as IT or food preparation. This is not in any way to underestimate the importance of postsecondary access and opportunities for people with ID or ASD, but rather to question how well it fits within the RWA mandate and utilization of scarce RWA resources.

Recommendations

5. RWA review the postsecondary program and consider a more limited, targeted approach with more direct linkage to employment opportunities.

Entrepreneurship/Self Employment

Over the course of review period, 101 people held 103 separate new jobs as self-employed individuals. Of these people, 99 held one such job while 2 people held 2 each. Nationally the results varied significantly with Nova Scotia accounting for 31 of the above jobs followed by the Yukon at 19 and BC at 16. In the qualitative data there was strong support for promoting self-employment but also recognition that highly intentional, skilled support is required for this to be successful. The regional variation to outcomes would seem to support this view. Clearly, as the results in Nova Scotia demonstrate, there is strong potential here with the right support.

Recommendations

6. RWA national should provide increased guidance and support to all regions and share best practice on developing and supporting self-employment and entrepreneurship.

National Employers

One of the more notable successes of RWA has been the building of formal partnerships with national employers. Seven partnerships have been established with large national employers across Canada. These partnerships accounted for 403 of the jobs secured through RWA. Through the qualitative data it is clear that there is enormous potential to build on this success both through expanding the numbers of national employment partners and expansion within

the existing partners. Building a culture of inclusive hiring within these large 'household name' employers should continue to pay dividends well beyond the life of the current project. There is some concern that currently there are insufficient resources at the national level to continue to expand and support the pool of national employers. Additionally using current successes to promote further expansion, ideally through employer to employer engagement, would also support more national employers signing on to RWA.

Recommendations

7. RWA explore ways to provide increased support for the development and support of national employers with a dedicated staff position.
8. RWA utilize current national employers through sharing examples and employer to employer contact to expand pool of national employers.

RWA Administration and Structure

One of the key challenges noted by multiple respondents is the insufficient RWA staff at the national level to fully support the projects, fully realize the potential of the building blocks and national employer program and coordinate national dialogue, training and information sharing. Administrative support at all levels of RWA was also a key concern, notably as the project expanded the administrative demands, particularly those around reporting and data entry, increased. Many RWA staff expressed frustration at having to spend time 'in front of a computer' rather than in the field focusing on job finding. Resources did not allow for expansion in the current project but this should be a key priority should RWA continue. This alone should improve outcomes beyond the already significant outcomes achieved to date.

Similarly, the national staff numbers presented significant challenges constraints to fully meeting the complex challenges presented by the scope and complexity of their roles. At the regional and local level respondents indicated areas where they would like more support from the national and likewise, the national team acknowledge that keeping up with their primarily responsibilities limited their ability to fully address other issues such as driving regional policy change.

While the core roles of the national were all found to be useful and supportive, additional national staff with responsibility for specific areas of the project was generally view as something that would improve the overall functioning of RWA and increase its impact. On the provincial and territorial level there was generally agreement that the LMF and AOC roles were effective as currently constituted, concern was expressed over the RAC role. Most notably that the regions they were responsible for were far too large to effectively do the job. A more pressing question is whether the role itself is the best way to meet the RWA objectives or whether merging the RAC and LMF roles into a single employer recruitment role would not be a more effective approach. While the concern here would be that the employment needs of those with ASD may be less well served with a single generic position there is no reason why population expertise and focus could not be part of the single role. The advantage to this

beyond addressing the current disparity in numbers is that it would potentially increase the capacity for employer recruitment for both populations as well as promoting integration of approaches across the two populations.

The current model of using existing local agencies to host RWA staff is an efficient and generally effective approach to program delivery. There are challenges that remain in some areas with regards to inter-agency cooperation where there is more than one host agency in a province or territory but these are generally not significant or insurmountable. Where it works well it also promotes interagency cooperation. Similarly the use of existing employment support agencies as the core 'supply side' providers has also generally been effective. Problems however remain in some areas with a lack of 'supply' and/or philosophical differences regarding the best approach to employment supports or territorial protection on the part of the local employment agencies. While this is highly variable across jurisdictions and has generally improved over the course of the project, certain steps may help to minimize problems going forward. The formation of regional RWA advisory groups involving all RWA providers, key partner agencies, employer representatives and government representation may help to improve communication, reduce territorial protectiveness, encourage policy reform and development and create a shared agenda.

Finally, it has been noted that improvements could be made in the area of language and diversity. Ensuring equitable access to information in both French and English as well as in relevant languages of significant minority populations and in culturally sensitive manner would improve the scope of the RWA reach and ensure equitable access. While both staff and financial resources have limited the degree to which RWA can respond to this issue, going forward efforts should be made to ensure equitable access.

Recommendations

9. Increase National Staff by a minimum of one and ideally two FTE's and create specialist roles for National Partners, Building Blocks and Policy development.
10. Consider regional leads at the national level who have responsibility to support specific regions while maintaining specialist ASD and ID supports.
11. Provide enhanced administrative supports at both the national level and at the provincial/ territorial level with specific responsibilities for data entry and management.
12. Merge the RAC role with the LMF role while maintaining attention to the needs of both populations.
13. Consider provincial/territorial advisory groups encompassing all key stakeholders.
14. Improve cultural diversity in both program delivery and in RWA workforce and jobseekers.

The Partnership

The partnership between CASDA and CACL has proven to be effective in both the management

of RWA and in bringing the two communities closer together both nationally and regionally. While challenges remain at the local/regional level in some areas, overall the partnerships have been effective for RWA and in forging new relationships between the ASD and Community Living communities. The two communities are at different stages of development with regards to community supports generally and employment supports specifically with the community living sector having long experience but in some cases entrenched ideas and agencies while the ASD community has limited infrastructure and is just beginning to address the challenges of finding and sustaining employment for those with ASD who do not have co-occurring ID. Working together should ultimately benefit both communities.

15. Continue with the National partnership.
16. Work to resolve continuing differences and tension at the local and provincial level.

Policy Issues

While not a direct outcome identified by RWA, the project has provided some useful information and direction on policy issues with regards to employment and people with ASD or ID. Notably the project has demonstrated that wage subsidies are not necessary to recruit employers and indeed may ultimately work against sustained and valued employment. It has also highlighted the impact of highly restrictive criteria to access employment supports, most notable, IQ requirements that exclude persons with ASD who do not have co-occurring ID. What has become clear is the need for mechanisms to be put in place to ensure equitable access to support not contingent upon IQ level. Similarly RWA has highlighted the issue of restrictive policies related to income support, notably low or non-existent earnings exemptions and absence of rapid reinstatement or continuing eligibility policies. Even in jurisdictions with relatively liberal policies in this areas there was concern reported over loss of benefits which suggests a need for improved communication of policy in this area to alleviate concerns which may hinder people with ASD or ID from seeking employment.

Other policy or related issues that became evident through RWA was the manner in which employment supports are funded. Many jurisdictions continue to block fund agencies whose funding is dependent upon retaining a fixed number of clients and/or do not have competitive employment as the primary goal or outcome of the support model—in the most extreme case, the continued use of sheltered workshop models. In some cases this can paradoxically impede the motivation to place people in permanent jobs and accounts to some degree for ‘supply side’ challenges noted early in the RWA project. Moving towards a more individualized, outcome focused system of employment supports would help to address these structural barriers evident in some jurisdictions.

One of the notable policy related findings early in the RWA project was the lack of supports for persons with ASD who do not have co-occurring ID. As discussed in our last report, RWA’s early recognition of this and response in creating the Autism Outreach Coordinator position contributed significantly to the success of this population within RWA. The broader concern is however that if RWA does not secure ongoing funding much of this progress will be lost.

Provincial and Territorial governments need to identify gaps in services for this population and take steps to ensure they are continued to be supported beyond any support that may or may not continue through RWA.

A more broad policy concern has to do with the Federal-Provincial relationship with regards to disability employment and RWA. As the policy review indicates, the relationship between the Federal and Provincial/Territorial governments in this area has shifted numerous times over the past several decades with a general reduction of Federal involvement or direction. While many Provincial/Territorial governments have made significant improvements in the area, a lack of coordination and direction has resulted in a patchwork of differing employment supports across the country. RWA as a federal project funded initiative has been effective in implementing national approaches and highlighting Provincial/Territorial gaps in services but lacks the means to effectively or fully sustain current gains or directly influence policy issue at the Provincial/Territorial level. In addition, the funding mechanism for RWA ensures it remains somewhat tenuous going forward and cannot embed policy or structural changes within the various jurisdictions. As the initial results from this pilot phase have shown RWA to be an effective model the federal government should consider a more stable approach to funding and begin to work with Provincial/Territorial governments on bilateral agreements which secure Provincial/Territorial commitments to RWA and to addressing gaps and policy issues identified through RWA in exchange for stable, continuing Federal funding. As the bulk of any cost-saving realized through RWA (see below) will primarily benefit the Provincial/Territorial governments, it is not unreasonable for the federal Government to seek a reciprocal commitment from the Provincial/Territorial governments to address policy and programs gaps to enhance employment for persons with ID and ASD. Currently RWA's primary means to influence Provincial/Territorial policy is dependent on local partners at the community level. While this can be effective there is not strong incentive for the Provinces and Territories to respond.

Strong leadership from the federal Government, back-up by sustained funding in exchange for commitments from the Provincial/Territorial governments to address policy and service gaps would go a long way in maximizing the benefits from the investment in RWA, improve the employment prospects of those with ASD/ID and ultimately realize significant cost savings through reduced income assistance expenditure, service costs and tax revenue.

Currently RWA operates in 20 sites spread across all provinces and territories. While not specifically measured, the qualitative data suggests that most projects are operating at or above capacity and could, with increased resources, expand the number of job outcomes. While RWA operates across all provinces and territories, there are many local areas which currently are not served by RWA. Given the results outlined in this report consideration should be given to expanding RWA's reach to enhance equality of access regardless of where the individual resides. While it is beyond the capacity of this evaluation to estimate how much expansion is warranted, provincial and territorial partners should be able to provide guidance.

Recommendations for Federal, Provincial and Territorial Governments

17. Phase out wage subsidies and invest in employer education on the benefits of inclusive hiring.
18. Review service eligibility criteria to ensure persons with ASD who do not have co-occurring ID are able to access necessary disability supports.
19. Review benefits regimes to eliminate or reduce disincentives to seeking employment particularly policies regarding earnings exemptions, rapid reinstatement and permanent eligibility designations.
20. Phase out sheltered and related programs in favour of an individualized, employment first approach.
21. Ensure people with ASD who do not have co-occurring ID have access to appropriate disability and employment supports.
22. Explore possibility of bilateral agreements between the Federal and Provincial/Territorial Governments for sustained funding for RWA in exchange for commitments on ensuring an effective policy and support regime for employment of people with ID and ASD.
23. Explore expansion of RWA to enhance equality of access.

Evaluation, Data and Information Systems

In order to fully evaluate and monitor outcomes RWA instituted, in cooperation with the evaluation team, a broad based set of data collection instruments and an online database were developed. While these proved useful there were, as noted in this report, issues with the usability, time commitments and functionality of some of these instruments. On the staff side there were also concerns raised over how much time was spent entering data and there were concerns at the national and evaluation levels about the accuracy and completeness of some of the data. While some of this issue can be addressed through providing more administrative support and better training, it is clear that the data base itself requires improvement. While it may be tempting to 'start over', it is the view of the evaluation team that the current system can be improved and that this would be a preferable option to developing a whole new system. In terms of the data itself, it is important to maintain continuity of data to allow for valid comparison with existing data, however some changes to the nature and scope of data to be collected may be warranted in a further iteration of RWA.

The current project evaluation has provided a solid evidentiary base for both evaluating the project and identifying issues, gaps and impediments. In addition it has provided a strong set of data which can make a significant contribution to the research in the field of employment of people with ID and ASD. While a slightly streamlined approach may be desirable in future iterations of the project it is essential that robust, independent evaluation continue to be integrated into RWA.

Recommendations:

24. Retain existing database with significant improved functionality.
25. Ensure data comparability with current evaluation.
26. Ensure effective staff training regime on data entry.
27. Review instruments and data inventory to identify improvements, additions or deletions.
28. Ensure any future iteration of RWA retains an independent evaluation component.

Employer Worries and Potential Benefits of Hiring and Retaining People with
Disabilities: A Literature Review

The Centre for Inclusion and Citizenship, University of British Columbia
Evaluation of the Ready, Willing and Able Initiative

Created December 2015 by Cameron Crawford
Revised August 2017 by Patricia Johnston

Introduction

This review of current and relevant literature brings to the foreground some of the more frequently occurring employment-related concerns and stereotypes about disabilities that can be found in the research literature, as well as a few less prominent ones that are still relevant. It also draws attention to the benefits of hiring and retaining people with disabilities. Initially developed through a review of scholarly literature from 2000 to 2015, more recent literature from 2015 to 2017 has been included. As some material from earlier studies may be salient, the search was broadened to include selected earlier sources as well. Owing to the sheer volume of research on issues of employment and disability, the discussion that follows is necessarily selective.

The problem of disability-based discrimination in employment

Employers [are] focused on attaining flexibility, maintaining productivity, lowering their costs and increasing profit margins and taken together these concerns inform... their quest to find the best person for the job or someone who 'could do the job' (Davidson, 2011, p. 4).

This statement from Davidson's (2011) research succinctly summarizes the perspective held by many employers when seeking job candidates to fill vacant positions. Yet as this and other research indicates, such as that by Scott et al. (2017), employers can be successful in those efforts irrespective of whether they hire those with or without disabilities. For instance, in a nationwide survey of employers in the United States by Smith et al. (2004), employers were found to be equally satisfied with those workers that had disabilities as they were with those workers without disabilities. Chi and Qu's (2003) statewide survey of 70 employers also found employers of those with disabilities were generally satisfied with them. Further, recent research by Scott et al. (2017), which demonstrated employers found their employees with Autism Spectrum Disorder (ASD) to be considered better at tasks requiring an attention to detail and in their work ethic when compared to their employees without ASD.

Despite these studies and many other examples of positive employer experiences with workers with disabilities, the employment rate of people with disabilities in Canada (49% in 2011) continues to be well below that for those without disabilities (79% in 2011) (Roeher Institute, 1993; Statistics Canada, 1993; Statistics Canada, 2003; Statistics Canada, 2014; Till et al., 2015; Turcotte, 2014). For people with ASD or intellectual disabilities, the employment rate is even lower (Bizier et al., 2015; Crawford, 2004, 2006, & 2011; Statistics Canada, 2008); only about a quarter are employed (Turcotte, 2014). The employment rate is very low in other jurisdictions as well (Australian Bureau of Statistics, 2012; Burkhauser & Houtenville, 2001; Olney & Kennedy, 2001; Scott et al., 2017).

The low employment rate for those with disabilities is not due to a reluctance to work, or because they have radically different job preferences than those of people without disabilities (Ali, Schur & Blanck, 2011). Instead, a great many social and economic barriers and other issues account for this problem (See Crawford, 2004; Canadian Abilities Foundation, 2007; Public Service Commission of Canada, 2011, Statistics Canada, 2008b).

For example, many people with disabilities experience discrimination by employers during the application and interviewing process, even when they possess the required skills and education (Beaton, Kabano, & Leger, 2012; Torjman & Makhoul, 2016). Together the aggregate difficulties associated with gaining and maintaining employment can translate into significant disadvantages for people with disabilities. These disadvantages can have substantial consequences in many domains, such as the ability to generate adequate income, which may be experienced as systemic discrimination. The Canadian Human Rights Commission (2013) defines systemic discrimination as:

the creation, perpetuation or reinforcement of persistent patterns of inequality among disadvantaged groups. It is usually the result of seemingly neutral legislation, policies, procedures, practices, or organizational structures. The effect is to create barriers to full participation in society (para 3).

This discrimination stems from fear, concerns, and a lack of understanding of disabilities. Although employers may report positive perspectives concerning hiring people with disabilities, in practice this does not necessarily occur. Referred to as 'adversive disablism,' researchers Beaton, Kabano, and Leger (2012) found that many employers will ascribe positive character traits to those with disabilities, but still maintain beliefs that employees with disabilities pose a risk to their organization, can be costly, and are likely difficult to manage. Within the hiring process, however, "exclusion is discussed on the basis of a carefully crafted pretext that highlights the priorities of the organization [whereby] employers rationalize that by excluding the candidate with disabilities, they are behaving responsibly and in lieu of organizational priorities" (Beaton, Kabano, & Leger, 2012, p. 12). This allows the employers to maintain beliefs of themselves as fair minded, and supportive of those with disabilities. This research is consistent with research by Torjman and Makhoul (2016). They interviewed individuals who, despite holding advanced education credentials, had applied for hundreds of jobs, even spent decades looking for employment, but had little to no success.

Overt employer discrimination can be less common. For example, Turcotte (2014) found that only 12% of people with disabilities (25 to 64 years), who worked at some point in the five years before the 2012 Canadian Survey on Disability (CSD) was conducted, indicated an employer had refused them a job interview, a job, or a promotion because of their disability. On the other hand, among young men ages 25 to 34 years old without jobs and who have a severe to very severe level of disability, such as possessing an intellectual disability or ASD, nearly two-thirds (62%) have experienced such employer discrimination (Turcotte, 2014)⁸. In fact, in 2009 to 2010, employment was the single largest area of complaint under the *Ontario Human Rights Code* (Human Rights Tribunal of Ontario, 2011). Disability was also the most widely reported prohibited ground of discrimination that the federal human rights system mediated in 2012 (Canadian Human Rights Tribunal, 2012). The problem has been longstanding (e.g., Ontario Human Rights Commission, 2001 & 2008). Unfortunately, as Harcourt (2005) has pointed out, only coercive institutional pressures have shown to have a positive impact on organizations. Legislation, guidelines and quotas have limited impact on the employment of those with disabilities (Dawn,

⁸ See also Statistics Canada, 2008a, Table 8 and Thornton & Lunt, 1997, for earlier statistics

2012). Jongbloed (2010), on the other hand, has indicated a range of financial incentives, information, and technical supports are required to address this issue and increase the hiring of those with disabilities.

Employers' concerns and stereotypes

Colella (1996) points to some positive stereotypes of people with disabilities in employment. These include that they are courageous, even tempered, easy to get along with and unlikely to get angry (Schur et al., 2005). Even when considered positive, however, these perspectives “depict the person with disabilities as essentially different” (Beaton, Kabano & Leger, 2012, p. 14) and do “not translate into a more favorable hireability rating for the candidate with disabilities” (p.3). Stone and Collela (1996) have highlighted negative characteristics associated with those with disabilities in employment that are more common. These include, among other things, that people with disabilities are less capable than others, warrant special treatment and are “embittered...quiet, withdrawn, depressed, unsociable, insecure” (Colella, 1996, pp. 362–364). Such stereotypes are resistant to change (Edwards et al., 2010). This has been echoed in research by Hemphill and Kulik (2016) and Prince (2016).

Employer concerns typically stem from a fear, lack of understanding, and deeply held prejudicial beliefs and values. Some of the concerns and stereotypes that affect the hiring by employers of people with disabilities reflect broader societal stereotypes about disability that are not limited to the employment domain. Hannon (2006), Prince (2009) and Nario-Redmond (2010) provide helpful discussions that are not examined in detail, here. Many employer concerns, however, tend to revolve around the potential impacts of people with disabilities on the workplace. Howell and Vandagriff (2016) have described this as a fear for “an inordinate amount of cost or risk” (p.10). These concerns can be typically grouped together in terms of: 1) cost (direct and indirect) to the organization; 2) workplace morale and culture; 3) production standards and product quality; 4) organizational reputation; and 5) employer legal liabilities. Employer’s concerns may, however, also be driven by firsthand experience of employing someone with a disability. However, as research by Scott et al. (2017) has indicated, this firsthand experience is often highly positive.

Employer perceptions and concerns can vary depending on type of disability, whether the employer has any previous experience with disabled employees, and other factors such as its size and location of the organization. Larger organizations tend to be more comfortable hiring those with disabilities (Domzal et al., 2008; Jasper and Waldhart, 2012; Houtenville & Kalargyrou, 2012; Levy et al., 1992; Morgan & Alexander, 2005; Nietupski et al., 1996; Prince, 2017; Unger, 2002). This may be due to having greater resources, greater awareness, or previous experience (Prince, 2017). Research by Chi and Qu (2003) in the foodservice industry, however, contradicts such conclusions.

Other factors that have been found to have a bearing on employer attitudes towards people with disabilities when it comes to their employment. These include:

- The type of industry and occupation (e.g., Nietupski et al., 1996; Bjelland et al., 2010;

Jasper & Waldhart, 2013; Shier et al., 2009; Hand & Tryssenaar, 2006; Morgan & Alexander, 2005; Davidson, 2011; Rumrill & Fitzgerald, 2010).

- Geographic location (e.g., Morgan & Alexander, 2005; Rumrill & Fitzgerald, 2010); and
- Organizational culture (Kirsh & Gewurtz, 2011; Schur et al., 2009).

In many cases, employer concerns are driven by a mixture of both their knowledge (or lack thereof) of disability, their fears, and their beliefs, as well as their direct (or even indirect) experiences (Smith et al., 2004).

Impressionistically, literature appears to be more scarce regarding employer perceptions in decisions about retaining employees who become disabled and more plentiful on the hiring and retention of newly recruited individuals with disabilities. Schur et al. (2005) point out how newly-recruited people are more likely to face co-worker resistance to job accommodations than established employees who become disabled. The authors point to Gunderson and Hyatt's research (1996), which importantly demonstrates how wages of injured workers remain constant after returning to their pre-injury employers with job accommodations, but tend to decrease among workers who found jobs with other employers, even when they were provided accommodations. This appears to suggest employer concerns and stereotypes may look different for those who become disabled within the workplace, than for potential employees with disabilities. This is consistent with research by Torjman and Makhoul (2016) who describe how people with disabilities can encounter three different streams of disability employment support depending on when and how they acquired a disability (Workers' Compensation, Canada Pension Plan disability benefit, and income assistance or 'welfare,'). Individuals accessing these different programs may experience the employment/re-employment process differently. Those injured workers receiving Workers Compensation for example, "may push themselves too hard because of peer pressure or management to pressure them to perform" (p. 11), while those accessing welfare can face confusing program requirements and "a lack of respect" (Torjman & Makhoul, 2016, p. 11). Already attached to the workforce, and with employment experience behind them, those who become disabled within their employment or later in life may find their previous employment helps "mitigate the economic and social effects of their disability" (Prince, 2016, p. 4).

Direct costs

Many employers hold concerns that an employee with a disability will cost the organization too much in terms of direct financial outlays. These concerns can be categorized in two ways: firstly, those costs associated with accommodations; and secondly, the costs related to insurance premiums for health benefits and workers' compensation, and/or lawsuits. Recently, Ju, Roberts and Zhang found that such concerns seem to be subsiding as compared with the pattern in the previous decade (Ju, Roberts & Zhang, 2013). Additionally, Allbright (2011) has shown that US courts have historically ruled almost all such cases in favour of employers under the *Americans with Disabilities Act*. A synopsis of similar case rulings is not available for Canada.

Accommodation costs

Some studies conducted in the decade following the passage of the Americans with Disabilities Act (ADA), such as those by Moore and Crimando (1995), Walters and Baker (1996) and Hernandez et al. (2000), point to employer concerns about accommodation costs. More recently, a survey of American employers by Moon and Baker (2012) found that employer reluctance to pay for the costs associated with accommodation is a major factor associated with hiring people with disabilities. In the Canadian context, findings based on employer surveys by WCG International Consultants Ltd. [WCG] (2004) are equivocal. On the one hand, employers in British Columbia — particularly smaller employers — cited the anticipated cost of accommodations as a key reason for their not hiring people with disabilities (WCG, 2004) whereas employers in Ontario rated accommodation costs as a negligible concern (WCG, 2006). In the United States, a recent employer survey among 'ADA-recalcitrant employers' conducted by Kay et al. (2011) placed worries about the costs of job accommodations at the top of employers' ranked reasons for not hiring people with disabilities. A nationally representative survey of employers funded by the Office of Disability and Employment Policy (ODEP), under the United States Department of Labour, found much the same (Domzal, Houtenville & Sharma, 2008), although the concerns about costs are more evident among small to mid-sized employers than large employers, and among employers that do not actively recruit people with disabilities. Although this again may be due to the resources larger companies hold, it may also be related to the knowledge and experience associated with accommodation as a human resource issue. As Kulkarni and Kote (2013) found, some employers are confused about accommodation and do not know how to manage it. Not only does this suggest disability support often occurs in an ad hoc manner, it can require employees with disabilities help their employers to understand and navigate it within their employment (Kulkarni & Kote, 2013). This may be suitable for some people with disabilities, but not possible for others. It also appears to place, what is a management responsibility, on employees with disabilities.

Edwards et al. (2010) have commented that accurate information about costs of accommodations needs to be more effectively communicated, the absence of which feeds into the intractability of employer perceptions about the costs of accommodations, despite a wealth of contrary research evidence. Indeed, several researchers have found that accommodations tend to cost little (e.g., (Hartnett et al., 2011; Hernandez, McDonald, Divilbiss, Horin, Velcoff & Donoso, 2008; Olson et al., 2001). Graffam et al.'s (2002) research involving 643 Australian employers found employer-reported benefits were greater than the costs associated with accommodations. Also, Kaye, Jans and Jones (2011) found employers are often presented in the research literature as having favourable views about the job accommodation process, its beneficial effects and its overall costs. That said, relatively little research has been conducted into the costs of specific accommodations (Schartz, Hendricks & Blank, 2006), which may help explain why employer perceptions of high costs have persisted. Torjman and Makhoul (2016) point out, however, often accommodations can be 'low tech' and, therefore, low in cost as well.

Workers' Compensation and health insurance premiums

Employers frequently operate under the impression that employees with disabilities will involve additional costs in the form of increased workers' compensation and health insurance costs (Jasper & Waldhart, 2012; Kaye et al., 2011; Lengnick-Hall et al, n.d.). Bjelland et al. (2010) have noted employers' fears concerning the potential for increased health care costs are associated with hiring and retaining older workers, who are at increased risk of illness and disability due to their age. Small and mid-sized employers—especially those that do not recruit people with disabilities— seem to be particularly influenced by these concerns (Domzal et al., 2008; Jasper & Waldhart, 2013). Other researchers have drawn attention to how employers continue to perceive people with disabilities as likely to increase the rates of workplace injury, despite a considerable volume of confounding research literature (e.g., Siperstein, Romano, Mohlera & Parker, 2006; Morgan & Alexander, 2005; Panel on Labour Market Opportunities for Persons with Disabilities, 2013). Consequently, Davidson (2011) reported that employers in Europe might welcome state assistance to help offset insurance premium costs. Livermore and Goodman (2009) discuss recent initiatives in the US to enhance state-funded insurance for what are typically non-insured costs of disability as a means of incentivizing and supporting the employment of people with disabilities.

Unger (2002), however, found that what employers tended to base their concerns for hiring people with disabilities on, when it came to issues of workers' compensation and health insurance premium costs, were very weak. Similarly, based on a review of the research literature and data from a large statistical survey, the Australian Safety and Compensation Council (2007) found that workers with disabilities have *fewer* occupational health and safety incidents than other employees. They also determined that costs for workers' compensation and other health and safety issues for employees with disabilities are actually much *lower* than for other employees (ASCC, 2007). Importantly, Olson et al. (2001) and earlier researchers referenced by Unger (2002) have found that there are no significant increases for health-related insurance costs for employees with intellectual disabilities. Further, Graffam et al. (2002) have pointed to better-than-average safety records of workers with disabilities. This is consistent with research by Schur et al. (2009) who demonstrated that, in any event, employees with disabilities are less likely than non-disabled employees to receive employer-provided health insurance and pension benefits, which may simply reflect disabled employees' lack of coverage for such benefits in the first place.

Indirect costs

Lower productivity

In terms of indirect costs, research on employer concerns frequently points to people with disabilities as anticipated drivers of lower productivity (e.g., Davidson, 2011; Ju et al., 2013; Licona, 2001; Morgan & Alexander, 2005; Peck & Kirkbride, 2001; Public Service Commission of Canada, 2011; Smith et al., 2004). One particular concern is regarding a

lower speed of performance (Australian Safety and Compensation Council [ASCC], 2007; Davidson, 2011; Graffam et al., 2002; Smith et al., 2004; Stewart, Ricci & Chee et al., 2003; Wang et al., 2004). Some of the research points to reduced productivity of coworkers, who must divert time from their regular work tasks to attend to workers with disabilities (Colella, 2001; Blanck, 2005). Importantly, research by Scott et al. (2017) challenges this concern. Scott et al.'s (2017) work demonstrates that those with ASD can be as productive as those without ASD and in fact, possibly more productive when it comes to a need for attention to detail. Other researchers have reached similar conclusions, indicating that people with disabilities are at least as productive as other workers (ASCC, 2007; Hernandez, 2000). That said, very little research seems to be dedicated to the quality of work performed by people with disabilities that is not also preoccupied largely with absenteeism and work efficiency. Unger (2002) has reported that employers seem prepared to sacrifice some quality in exchange for worker dependability.

Higher absenteeism

Employer fears about lost productivity may also stem from the perception of *increased absenteeism* of employees with disabilities (Edwards et al., 2010; Kaye et al., 2011; Kessler et al., 2006; Kessler & Frank, 1997; Hernandez et al., 2000). Episodic or fluctuating disability may be particularly challenging for some employers to understand (Davidson, 2011). This may be related to the modest number of people with episodic health complications and disabilities, similar to those with developmental and intellectual disabilities, who, despite employment initiatives over the past 20 years in Canada, become employed (Prince, 2016). However, as Torjman and Makhoul (2016) point out, often there are low-cost/no-cost accommodations that can be made to support employees but also address absenteeism. Various other studies (e.g., Hartnett et al., 2011; ASCC, 2007; Hernandez et al., 2008) also counter employer concerns about absenteeism. Some researchers have argued that people with intellectual disabilities have particularly strong attendance records (Morgan and Alexander, 2005). Davidson (2011) points out that the concern about episodic disability and unpredictable absences may be less problematic in occupations where employers can call upon a reserve bank of shift workers.

Lower sales revenue/profit

Another employer concern is related to the possibility of *lower sales revenue / profit* due to their hiring of people with disabilities (Davidson, 2011; Fraser et al., 2010, 2011; Lengnick-Hall et al, n.d.). Claims that people with disabilities can contribute significantly to sales and profits has been contested in terms of financial cost-benefit analysis (Graffam et al., 2002). Some employers continue to cite this as a concern, including a fear of employees with disabilities making costly mistakes (Howell & Vandagriff, 2016). However, some researchers have argued that greater sensitivity to issues of disability can increase profitability (Bjelland et al, 2010; Faria et al., 2012; Hartnett et al., 2011; Poria et al., 2011), and that employees with disabilities can significantly contribute to greater profitability (Hartnett et al., 2011). Jasper and Waldart (2013) argue that, at the very least, the issue requires further study.

Impact on workplace culture and morale

Smith et al. (2004) found that the 656 employers they surveyed had a less positive view of the impact of workers with disabilities on the overall “*climate*” of the workplace than their non-disabled counterparts. An organization’s ‘climate’ here can include employees’ general morale and group productivity – also referred to as ‘culture.’ In this same vein, Colella (2001) reported that employers will often not hire people with disabilities where they assume co-worker morale will be negatively affected. Importantly, however, research indicates employees with disabilities tend to greatly improve workplace climate. For example, Scott et al. (2017) found employing adults with ASD led to more positive impacts in the workplace by promoting a “culture of inclusion” (p. 6). This is echoed in research by Rashid, Hodgetts and Nicolas (2017) as they highlight the benefits of employing people with disabilities. Murfitt (2006) also found that organisational morale and productivity typically improved in workplaces where professionals with disabilities were employed and that coworkers have had positive experiences working with such colleagues. Other researchers have also pointed to the capacity of people with intellectual disabilities to help promote positive workplace culture (Lin, 2008). The Environics Research Group (2004) found in a Canadian national survey that 73% of people in workplaces that employ people with disabilities strongly agree that workers with disabilities are contributing as much as others to the workplace.

Employers surveyed by Kaye et al. (2011), however, indicated widespread concern about the *extra time and effort* that may be required by supervisors and coworkers to provide job-related supports to the worker with disabilities. Colella et al. (1998) have noted this kind of employer concern as well. Time and effort associated with what is perceived to be increased supervision required for employees with disabilities has been raised time and time again (Beaton, Kabano, & Leger, 2012; Howell & Vandagriff, 2016). However, research by Cimera (2009) suggests that additional costs to employers for supervising workers with intellectual disabilities may be more than offset by savings that accrue as a result of their lower turnover.

Another employer concern is for *disruptiveness*. This concern appears to revolve around issues such as the perceived potential for people with neurological conditions to experience seizures (Hernandez et al., 2000; Shier et al., 2009). Or for people with mental illnesses to engage in unpredictable or socially inappropriate behaviours (e.g., Davidson, 2011; Hand & Tryssenaar, 2006; Ju et al., 2013; Tsang et al., 2007; Unger, 2002). Aside from making coworkers feel uncomfortable, these concerns are attributable in part to the potential of people with disabilities to disrupt service/production.

Employer concern about co-worker *resentment*, however, stems in part from beliefs that disabled employees may not have a *bona fide* ‘disability’ (Colella, 2001). Alternatively, some employers worry their other employees will be concerned that employees with disabilities are being given preferential treatment (Colella, 2001; Colella & Stone, 2005; Edwards et al., 2010; Kaye, Jans & Jones, 2011; Paretzold et al., 2008). Others fear their other employees will experience a general *discomfort* in the presence of a person with a disability (Schur et al., 2005). This is particularly the case for employers that hold concerns for hiring employees with mental health issues (Panel on Labour Market Opportunities for Persons with Disabilities, 2013). Employers may be concerned that coworkers will hold negative

attitudes about disabled employees for other reasons as well (Jasper & Waldhart, 2012). As stated above, these concerns are challenged by research indicating the presence of people with disabilities tends to improve the culture and climate of organizations. It also points to the need for increased education for not only the employer, but other employees as well.

Impact on production processes and quality standards

Employer concerns about absenteeism and the impacts of workers with disabilities on the morale and culture of the workplace are to some extent traceable to employer concerns about maintaining the integrity and efficiency of production processes (Davidson, 2011; ASCC, 2007). Those processes, in turn, have a bearing on the capacity of the organization to efficiently produce the quality of products or services needed to generate sales and profits. Concern about the quality of work and the quality of goods and services produced is thus a general concern of employers (Smith et al., 2004; WCG, 2006).

A related issue is the perceived potential for a new employee who possess a disability to drive the sometimes considerable indirect cost of 'downtime'. Such downtime costs can be part and parcel of the disrupted work processes that occur when someone is injured on the job (Paez et al., 2006; Public Health Agency of Canada, 2014; Rivers, 2006). Indirect costs of downtime include lost value to the organization due to underutilized machinery and the value of time lost due to supervisory and other workers being diverted from their regular responsibilities. Those costs need to be added together with the short-term doubling up on direct wage costs for replacement workers. This aspect of employer concern about potential disruptions may inform employer decisions about the recruitment, hiring and retention of people with disabilities.

The employer's reputation

Employers and their hiring personnel are as susceptible to feeling uncomfortable in the presence of people with disabilities as others are in society. This can often be due to personal beliefs or stereotypes, and a lack of understanding related to working with people with disabilities. Employers in some sectors have expressed a lack of comfort when it comes to hiring people with disabilities (Jasper and Waldhart, 2013). Unfortunately, the public has historically been less sanguine when it comes to people with mental illness and intellectual disabilities in particular (Enviroics Research Group, 2004). This may be changing, however, as more recent research has begun to show that the public is becoming more supportive of the presence of workers with mental disabilities in places of commerce (Burge, Ouelette-Kuntz & Lysaght, 2007; Davidson, 2011; Jasper & Waldhart, 2013; Olson et al., 2001; Siperstein et al., 2006).

Employers may harbour concerns that the hiring of such people would be off-putting to customers (Davidson, 2011; Hernandez et al., 2000; Jasper and Waldhart, 2012). However, as Hemphill and Kulik (2016) point out, this is an issue of employer education and can in fact enhance clients or customer's perspectives of employers. Further, research by Nietupski, et al. (1996), and Morgan and Alexander (2005) found that among employers that had hired people with intellectual disabilities, nearly all had favourable experiences and would hire them again. Benefits of hiring people with intellectual disabilities include

an improved public image, co-worker partnerships and long-term job retention. This is consistent with research by Olson et al. (2001) who has also pointed to a favourable public image resulting from the hiring of people with intellectual disabilities. The Environics Research Group (2004) has also found the Canadian public generally seems to feel comfortable in the presence of people with physical disabilities and are supportive of their employment.

The employer's legal liabilities

Legal fees, case settlement costs and bad publicity stemming from lawsuits in the event of wrongful dismissal and other discrimination claims are concerns that can hinder employers from hiring and retaining people with disabilities in the first place (David, Gibsom & Hindle, 2010; Kaye et al., 2011; Lengnik-Hall, n.d.; Panel on Labour Market Opportunities for Persons with Disabilities, 2013).

Permutations on these themes

While the themes discussed above surface regularly in the literature, there are some variations based on types of disability, employer experience with recruitment, hiring, retention and promotion of people with disabilities, as well as issues associated with intersecting oppressions.

Type of disability

Much of the research examined within this review focuses on employer attitudes regarding disability in general, or on various kinds of functional limitations (e.g., Grouvier et al. (2013). Other studies, however, have focused on employer attitudes towards particular disabilities. For instance, some looks at intellectual disability (Olson, Cioffi, Yovanoff & Mank, 2001), psychiatric disabilities (Hand & Tryssenaar, 2006), and people with disabilities who rely on augmentative and alternative communication (Bryen, Potts & Carey, 2007). Gilbride et al. (2000) found that employers tend to be more favourably disposed towards hiring people with various physical disabilities that do not involve major mobility issues, such as those stemming from respiratory and heart impairments, cancer and HIV. Employers are reportedly less well-disposed towards intellectual disabilities, blindness, brain injury, and mobility impairment. Bordieri and Drehmer (1986) have cited research on how US employers were more inclined to hire people with paralysis stemming from war-related injuries than from other causes of spinal cord damage.

Indeed, researchers have explored the existence of negative perspectives held by employer concerning people with specific impairments such as seizure disorder, schizophrenia, and legal blindness (Benoit et al., 2013; Bricout & Bentley, 2000) and ASD (Scott et al., 2015; Scott et al., 2017). Bricout & Bentley (2000) found that employers rate the employability of applicants with psychiatric disabilities significantly lower than that of applicants with physical disabilities. Hernandez et al. (2000), Unger (2002), Baldwin and Marcus (2011), Schultz, Duplassie, Hanson and Winter (2013) and Ju et al. (2013) have also explored

employment discrimination against people with mental illness. The research findings are consistent with negative perceptions of mental illness more broadly in society (Enviro-nics Research Group, 2004). Yet conflicting research simultaneously points to positive employer perspectives on intellectual disability (Olson, Cioffi, Yovanoff, & Mank, 2001), psychiatric disabilities (Hand & Tryssenaar, 2006), and people with disabilities who rely on augmentative and alternative communication (Bryen, Potts, & Carey, 2007).

The research on the concerns held by employers tends to reflect many of the same themes discussed in this paper when it comes to people with intellectual disabilities. For example, in a literature review, Unger (2002) found that employers are more reluctant to hire people with mental or emotional disabilities than individuals with physical disabilities. This is consistent with the previously mentioned employment rates in Canada in 2011. Several other studies have pointed to employer concerns about potential legal liabilities and the additional time, training, supervision, and job accommodations required by employees with intellectual disabilities (Fuqua et al., 1984; Harrison, 1998; Nietupski et al., 1996; Olson, Cioffi, Yovanoff, & Mank, 2001; Shafer, Hill, Seyfarth, & Wehman, 1987). Despite their low levels of employment, employer reluctance to hire them, and the history of segregation from mainstream employment that most people with intellectual disabilities have experienced, experience has also shown that with the right conditions they are quite capable of working alongside others for pay in the open labour force (Association of People Supporting Employment First [APSE], 2009 & 2010; Parmenter, 2011; Statistics Canada, 2008). Indeed, the majority would prefer to work for pay (Lysaght et al., 2009; Reid & Bray, 1999) and most who are in sheltered workshops would prefer to work in the regular labour force (Migliore et al., 2007). Where given this opportunity, most enjoy their jobs (National Core Indicators [NCI], 2010) and there are benefits to employers, to individuals with intellectual disabilities, and to public programs and taxpayers. Studies have found that they are often loyal, stable, dependable and competent employees who can reliably perform routine work tasks (Olson et al., 2001; Parmenter, 2011; Tse, 1993), especially in high-turnover, entry-level jobs (Kregel, 1999; Olson et al., 2001). Some research has pointed to their unique capacity to help humanize workplace culture (Lin, 2008) and contribute to productivity by eliciting improved worker connectedness, commitment and morale (Porter & Kramer, 2006). It is clear, however, that people with intellectual disabilities are typically most able to contribute to work output and the social climate of the workplace when work tasks are tailored to their skills and they are provided with clear job expectations (Lin, 2008).

Prior employer experience

Some researchers have found that employers with first-hand experience employing people with disabilities have more favourable attitudes towards their employment than employers who lack this experience (Bricout & Bentley, 2000; Chi & Qu, 2008; Hand & Kaye et al., 2011; Tryssenaar, 2006; Gilbride et al., 2000; Hernandez et al., 2000; Morgan & Alexander, 2005; Unger 2002). Even where the type of disability may have proven particularly challenging to employers, their views tend to be more positive where they have prior experience with such disabilities. Importantly, research by Hemphill and Kulik (2016) determined disability employment agencies should focus their attention on what they term 'light hires' or those employers who have hired people with disabilities in the past on

occasion, and 'non-hires' or those that have never hired people with disabilities, rather than on 'loyals' or those who have long hired people with disabilities, or 'antagonists' who may exhibit little to no interest. They assert this is because those who have little or incomplete knowledge about disabilities may in fact have weaker concerns related to their employment, and with education by disability employment agencies, can more easily overcome their misconceptions and concerns (Hemphill & Kulik, 2016).

Intersectional issues

Some literature sheds light on how the employment situation of people with disabilities can play out differently across intersecting disadvantaging factors. For example, being both a visible minority *and* a person with a disability can make accessing or maintaining employment even more difficult. It can also result in disability harassment in the workplace (Shaw, Chan, & McMahon, 2012). Little research has been conducted with a view to how employers' attitudes towards recruiting, hiring and retaining people with disabilities are shaped and attenuated by such layers of difference, however.

Supported Employment

Hill et al. (1987) found robust returns on the investment in the supported competitive employment of people with intellectual disabilities. Benefits included earnings for individuals and savings on Supplemental Security Income (SSI). Decker and Thornton (1995) found much the same. Addressing small samples and the localized nature of much of the cost-efficiency research on supported employment, Cimera's review (2010) of national data in all states and territories of the US found an overall net benefit of \$1.23 for each public dollar spent on the supported employment of people with intellectual disabilities. Overall benefits of \$1.21 for each dollar spent, irrespective of single or multiple diagnoses, were chiefly realized in the form of savings from alternative programs and increased taxes paid. Additionally, costs of supported employment typically decrease over time (Cimera, 2008). Researchers in the UK have also found potential net savings to income security and day support budgets where people with intellectual disabilities are engaged in supported employment (Kilsby and Beyer, 2010).⁹

Indeed, supported employment has emerged as one of the more successful approaches to furthering the employment of people with intellectual disabilities in regular jobs in the open labour market. It involves supporting the individual to obtain employment, then supporting that person on the job while she or he comes to terms with its demands (Canadian Association for Supported Employment, 2011). It generally involves a 'place then train' rather than 'train then place' approach.

Summary

The studies reviewed here underscore the potential benefits to employers where they tap

⁹ In the Canadian context, Latimer's research (2001) concluded that, even if not more cost effective for people with severe mental illness, supported employment is no less cost-effective than other options.

into the pool of under-utilized labour that people with disabilities represent. According to the 2013 report of the expert Panel on Labour Market Opportunities for Persons with

Disabilities that the Government of Canada appointed in 2012, nearly 800,000 working-aged Canadians without jobs are not prevented by their disability from working, among whom almost half have postsecondary education (Panel on Labour Market Opportunities for Persons with Disabilities, 2013). Unfortunately, however, many are limited from working due to social and economic factors. This includes stereotypes and other concerns about employing people with disabilities. These and other employer perceptions about the potential impacts of employing people with disabilities can vary by type of disability, whether the employer has any firsthand experience with disabled employees, the type, nature, size, location and culture of the business organization, as well as intersectional issues that include age, gender, ethnicity and race. Such concerns can compound the social and economic disadvantages associated with employment that people with disabilities experience.

At the same time, research has also shown that people with disabilities can and do make valuable contributions to employers and to society and the economy more broadly. While employer concerns about direct costs of accommodations persist, a considerable volume of research suggests that such worries are not well founded. Neither are employer worries about disproportionately high workers' compensation claims, insurance premiums, and litigation costs. Research suggests that the productivity of workers with disabilities is at least as good as that of those without disabilities, if not better under some conditions, and that their rates of absenteeism are as good as if not better than those of other workers. If research still needs to be conducted on the contributions of people with disabilities to employers' profit margins, the fact that almost a million people with disabilities in Canada currently hold jobs suggests that they are indeed contributing to profits. Some research points to improved workplace morale where people with disabilities are employed, while other research suggests that the reputational benefits to employers are strong.

It would be simplistic to suggest that employer stereotypes and concerns are the only things or the main things that need to be addressed to improve the employment prospects of people with disabilities. (Crawford, 2004; Unger & Kregel, 2003). Yet those aiming to improve the employment situation for those with disabilities do need to make employers a significant focus of their attention. The Panel on Labour Market Opportunities for Persons with Disabilities (2013) has pointed to several things employers can do, which includes becoming more open to employing people with disabilities, as well as becoming better educated so as to dispel myths about disability. Similarly, the Australian Government's National Centre for Vocational Education Research (NCVER) in Australia released a report based on focus groups with employers. The report underscores the need for employers to better "appreciate and understand disability and disability employment issues" (Waterhouse, Kimberley, Jonas, & Glover, 2010: 6). Efforts to raise employer awareness about these issues—including employers' own efforts to become better educated—could help counteract myths regarding disability and employment that not only abide but that continue to prove so intractable (Edwards et al., 2010).

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Employment Policies and Programs

	Currently Employment Policies	Current Employment Programs
Canada	<p>General Information - Rethinking DisAbility in the Private Sector</p> <p>Workplace accessibility – Accessibility at Public Services and Procurement Canada</p> <p>Persons with Disabilities in the Canadian Labour Market - An Overlooked Talent Pool</p> <p>Labour Market Agreements for PWD</p> <p>Convention on the Rights of PWD</p> <p>Canadian Human Rights Act</p> <p>Employment Equity Act</p>	<p>Canadian Council on Rehabilitation and Work</p> <p>The CCRW connects employers with job seekers who have disabilities and is committed to promoting and supporting the meaningful and equitable employment of persons with disabilities. The national office is located in Toronto with an employment services office in Moncton, New Brunswick and project offices across Canada in Newfoundland, New Brunswick, Manitoba, Saskatchewan and British Columbia.</p>
BC	<p>Employment and Assistance for Persons with Disabilities - Regulation</p> <p>Persons with Disabilities brochure</p> <p>Community Living British Columbia: The Community Action Employment Plan</p> <p>Accessibility 2024 is a 10-year action plan to make BC more accessible for people with disabilities. One of the twelve building blocks making up this program is</p>	<p>Services to Adults with Developmental Disabilities (STADD)</p> <p>Support for Families Working with CLBC and Another Government Service – can apply to the Integrated Services Support Team (ISST) for Employment Planning, Services and Supports</p>

	<p>employment.</p> <p>Removing Barriers to Work-Flexible Employment Options for People with Disabilities in BC – Report by the Canadian Centre for Policy Alternatives</p>	
MB	<p>Full Citizenship: A Manitoba Provincial Strategy on Disability Report (from the Manitoba Disabilities Issues Office)</p>	<p>Employment Programs and Services for People with Disabilities Guide</p> <p>MarketAbilities employment program and services</p> <p>Society for Manitobans with Disabilities (SMD)</p>
ON	<p>Social Assistance Policy Directives</p> <p>Disability and Human Rights (Brochure 2016)</p> <p>Ontario Disability Support Program Act</p>	<p>Ontario Disability Support Program – Employment Supports</p>
QC	<p>Individual and Family Assistance Act</p>	<p>Employment Integration programs</p> <p>Finding work in an adapted workplace (Integration des personnes handicapées)</p> <p>Support for People with a Handicap Exploring the Road to Employment (SPHERE)</p> <p>Employment Integration Program for Immigrants and Visible Minorities (PRIIME) for those who have never held employment before</p> <p>Wage Subsidy program for those unemployed and having difficulty entering the job market</p>

NB	<p>Employment Development Act</p> <p>An Employment Action Plan for Persons with Disabilities in New Brunswick</p>	<p>Equal Opportunity Employment Program</p> <p>Training and Employment Support Services (TESS) is to help persons with disabilities achieve their occupational goals or obtain employment.</p> <p>Career Counselling, Job Placement and Training Opportunities – Premier’s Council on the Status of Disabled Persons - Report</p>
NL	<p>Access. Inclusion. Equality: Provincial Strategy for the Inclusion of Persons with Disabilities in Newfoundland and Labrador – Report</p> <p>Disability Accommodation Policy</p>	<p>Office of Employment Equity for Persons with Disabilities (OEEPD)</p> <p>Job Trainer Supports for Persons with Development Disabilities - Brochure</p> <p>Disability Programs and Services</p> <p>Wage Subsidy Program</p>
NS	<p>Disability Support Program policy</p> <p>Nova Scotia Human Rights Commission – Disabled Persons Commission</p> <p>Disabled Persons Commission Act</p>	<p>For everyone in Nova Scotia experiencing barriers to employment:</p> <p>Labour Market Agreement for Persons with Disabilities:</p> <ul style="list-style-type: none"> • Work Activity Programs • Skills Work • Workplace Support Program (technical aids & workplace attendants) • Wage Subsidy Program

		<p>Adult Service Centres Community-based vocational programs for adults with disabilities.</p> <p>Vocational and Day Program Services for Adults with Disabilities in Nova Scotia – Report</p>
NT	<p>NWT Action Plan for Persons with Disabilities</p> <p>Labour Market Agreement for Persons with Disabilities</p>	<p>Yellowknife Association for Community Living</p>
NU	<p>Labour Market Agreement for Persons with Disabilities (LMAPD)</p>	<p>Nunavummi Disabilities Makinnasuaqtiit Society promotes employment opportunities for persons with disabilities.</p>
PEI	<p>Disability Support Program – Policy</p> <p>Disability Advisory Council</p>	<p>Work Abilities Program – PEI Council of People with Disabilities</p>
SK	<p>Saskatchewan Human Rights Commission – Policy Relating to Persons with Disabilities as a Designated Equity Group</p> <p>Saskatchewan Assured Income for Disability (SAID) program – Handbook, Brochure and Policy Manual</p> <p>People Before Systems: Transforming the Experience of Disability in Saskatchewan: Saskatchewan Disability Strategy.</p>	<p>Saskatchewan Disability Strategy includes programs such as: Home Repair Program; Housing and Support for those with ID; Job support through the Workforce Development for People with Disabilities (WFD-PD) program; and an Office of Disability Issues.</p> <p>Saskatchewan Abilities Council: Partners in Employment</p>

YT	<p>Labour Market Agreement for Persons with Disabilities</p> <p>Disability Management and Accommodating Employees with Disabilities – Framework and Guidelines</p> <p>Human Resource Policies - Employment Equity – General Administration Manual</p> <p>Social Assistance Act</p>	<p>Employment Assistance Services</p> <p>Wage subsidies available through STEP</p> <p>Capability Assessment & Accommodation Program (CAAP) – Program Guidelines</p> <p>Individual Training & Supports Program (ITSP)- Guidelines</p> <p>Workplace Supports Program - Guidelines</p>
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National Policy on Disability Benefits and Earnings Exemptions 2017

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
AB	<p>Assured Income for the Severely Handicapped (AISH) AISH provides a maximum monthly living allowance of \$1,588 (the amount depends on any other income that the person or their spouse).</p> <p>There is a modified living allowance for those in nursing homes, auxiliary or active treatment hospitals when a daily rate is charged. This includes a personal amount up to \$315 per month and an accommodation rate a private room rate of \$1,950 per month.</p>	<p>The living allowance may be reduced if a client and their cohabitating partner receive non-exempt income, or if a client resides in a group home owned and operated by the Alberta Government</p>	<p>Individuals must have a severe handicap that is permanent and substantially limits their ability to earn a living. There must not be training rehabilitation or medical treatment that would materially improve their condition. They must be 18 years old or older and not eligible to receive Old Age Security (OAS).</p> <p>Eligibility requires the person:</p> <ul style="list-style-type: none"> • have a disability that is likely to remain permanent; and • be the main factor limiting their ability to earn a living, not other factors such as education level; and • AISH considers whether training, rehabilitation or medical treatment will help the person work 	<p>Earning exemptions are applied to those with and without children differently. Types of income are also exempt to different amounts. Those without children (single/couples) the first \$800 of income is exempt additional income between \$801 and \$1,500 is 50% exempt up to \$1,150 maximum exemption. For those with children, first \$1,950 of income is exempt plus 50% of additional income between \$1,951 and \$2,500 up to a \$2,225 maximum exemption. Passive Business Income and Pension Income Received by a Spouse / Partner Who is Not Eligible for AISH are exempt for the first \$200, plus 25% of any amount over \$200 for those without children and for the first \$775 of income for those with children (plus 25% over \$775).</p>	<p>Supports may be available to AISH recipients who meet criteria (i.e. childcare, addictions treatment, children’s education, emergency situations, special diets benefits, funeral benefits etc.) – determined via an assessment and on an individual-basis at the discretion of the case worker</p> <p>Health Benefits: AISH provides the following health benefits:</p> <ul style="list-style-type: none"> • Prescription drugs • Essential diabetic supplies • Optical • Dental • Emergency ambulance services • Exemption from paying for Alberta Aids to Daily Living (AADL) items <p>AISH provides health</p>	<p>Medical benefits may be retained. Other benefits may be retained as determined by the case worker.</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
			<p>enough to earn a living</p> <p>To be eligible, one must also have no more than \$3,000 in non-exempt assets (such as cash, investments and bonds); not be eligible under any other program or source.</p>	<p>Pension income is not exempt. The amount is deducted dollar-for-dollar from the monthly living allowance.</p>	<p>benefits to assist recipients, their cohabitating partners and dependent children with expenses related to their medical needs (i.e. canes, crutches, orthotics).</p>	
BC	<p>\$981.42 (\$606.42 support+ \$375 shelter)</p> <p>OR</p> <p>Room & Board \$981.42 + \$60.00 per month for each adult, plus \$40.00 per month for each child, plus *\$75.00 per month for each person with the Persons with a Disabilities (PWD) Designation</p>	<p>Couple - 1 PWD \$1,345.56 (\$775.56 support + \$570.00 shelter)</p> <p>Couple - 2 PWD \$1,669.06 (\$1099.06 support + \$570 shelter)</p>	<p>The Employment and Assistance for Persons with Disabilities Act defines a Person With a Disability (PWD) as an individual who is at least 18 years of age, with a severe physical or mental impairment that is expected to continue for at least two years, and who:</p> <p>1) is significantly restricted in his or her ability to perform daily living activities + 2) requires assistance with daily living activities from another person, an assistive device or an assistance animal.</p> <p>The criteria include: individuals with mental health disorders +</p>	<p>The Annual Earning Exemptions (AEE) applies to earnings received between January 1 and December 31 each year. The AEE allows individuals receiving disability assistance to keep up to the following amount of earned income each calendar year.</p> <p>The <u>yearly</u> AEE limits are:</p> <ul style="list-style-type: none"> - \$9,600 for a single individual who has the Persons with Disabilities (PWD) designation, - \$12,000 for families with two adults, only one of which has the PWD designation, and 	<p>» Medical coverage which includes premium- free Medical Services Plan, no-deductible for PharmaCare and other medical benefits such as dental and optical coverage</p> <p>All PWD can receive a transportation support allowance (\$52 for a PWD – single, \$104 for Couples and two-parent families where both adults are PWDs).</p> <p>Those in special care facilities may receive</p> <ul style="list-style-type: none"> - \$95.00 per month for each person without the PWD Designation - \$170.00 per month for 	<p>A person with PWD designation will retain their PWD designation whether or not they continue to be financially eligible for disability assistance. They can retain their annual bus pass AND medical coverage irrespective of hours worked (even if not receiving any direct funds through income assistance because they are working too many hours)</p>

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
			<p>individuals with episodic illnesses that restrict daily living activities continuously or periodically for extended periods.</p> <p>Application requires physician report and an assessor report - completed by prescribed professional of applicant's choice</p>	<p>- \$19,200 for families where both adults have the PWD designation. Beyond earning exemption, dollar for dollar is taken off the next cheque.</p>	<p>each person with the PWD Designation</p>	
MB	<p>Manitoba has provincial and federal contribution</p> <p>\$996.00 = \$969 (prov) + \$27 (fed)</p> <p>Employment and Income Assistance for Persons with Disabilities http://www.gov.mb.ca/jec/eia/pubs/eia_disability.pdf</p> <p>Rent Assist may also pay actual costs of utilities (water,</p>	<p>2 adults \$1310 for 2 adults = \$1264 (prov) + \$46 (fed) amount increases depending on the number and age of children</p>	<p>- Live in Manitoba and are 18 years of age or older.</p> <p>- Have a mental or physical disability that is likely to last more than 90 days and this disability keeps individual from earning enough money to pay for basic needs.</p> <p>- Are in financial need.</p> <p>For EIA, the cost of basic needs is based on:</p> <p>- the EIA basic allowance amount for family size, the number of people in</p>	<p>The earnings exemption allows recipients to keep the first \$200 of their net monthly earnings. It also allows them to keep 30 per cent of any amount earned over \$200, before EIA benefits are reduced.</p> <p>Other income exempt:</p> <ul style="list-style-type: none"> • part of rent or room and board • \$500 per month from family or friends • foster home maintenance payments • Canada Child Benefit • tax credit refunds • Manitoba Prenatal Benefits • Earnings of children who 	<p>EIA may provide extra money to help with approved action plan. It may help with:</p> <ul style="list-style-type: none"> •child care expenses •transportation costs •work (i.e. work clothing or work boots) •telephone costs, if needed for a job •up to \$25 per month for misc. expenses, when in an approved training program <p>Health benefits (i.e. dental, vision, hearing aids, prescription drugs, transportation for medical appointments etc.)</p>	<p>Recipients may be eligible for some benefits as they move to work, or a training program funded by the department and no longer receive EIA.</p> <p><u>Rewarding Work Get Started!</u> payment is one-time amount given to people who move from EIA to work. Persons with disabilities receive a one-time payment of \$325.</p> <p><u>Rewarding Work Health Plan</u> gives prescription drug,</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	not included in one's rent.		<p>the family, their ages and relationships to each other</p> <p>- the cost of some ongoing medical needs</p> <p>Rent Assist is based on the cost of shelter, utilities and fuel.</p> <p>If individuals can pay for basic living costs, but cannot afford health needs, they may be eligible for health care costs.</p>	<p>are in school or an approved program, full-time</p> <ul style="list-style-type: none"> Registered Disability Savings Plan withdrawals <p>May possess liquid assets to \$4000/person or \$16,000/family; a home; RESPs; children's trust funds; DB trust funds etc.</p>	Other benefits (i.e. winter boots (\$100 every 3 years); bedding every 3 years; school supplies for children; and appliance repair etc.)	dental and optical benefits for up to two years for eligible single parents and their children who move from EIA to work or who start receiving a living allowance while attending a training program funded by the department.
NB	<p>Same program as for those on social assistance except those with DB receive: the Extended Benefits Program</p> <p>Total \$663 (rate increases depending on the number of people in the home)</p> <p>Some receive a disability supplement of \$100/month</p>	<p>Extended Benefits Program</p> <p>\$663 (rate increases depending on the number of people in the home but does not distinguish couples)</p> <p>\$994 for two persons</p> <p>Benefits are not reduced by the amount of child tax benefits that families receive. But they are reduced by</p>	<p>For those who are certified by the Medical Advisory Board as blind, deaf or disabled. It also includes some clients who have been on assistance for many years and who have a Special Designation.</p> <p>If total household income is less than the rate which applies to that household, the household is able to receive social assistance.</p>	Earning Exemption is \$500 +30% of the balance of earnings	<p>Health care benefits (i.e. . prescription drugs, dental and vision care etc.). Some may receive help to pay for winter fuel.</p> <p>Forgivable and repayable loans for home modification may be available.</p> <p>Up to 80% of costs for vehicle retrofit to a max of \$8000 (i.e. to install wheelchair ramps etc.)</p> <p>May be eligible for the DB</p>	<p>Health and dental care benefits extended for up to 12 months when employment is attained.</p> <p>Employment benefits include: one-time transition benefit of up to \$500; childcare support (\$2/hour for one child and \$2.50/hour for two children); clothing (one-time payment of up to \$200); travel for interview (up to \$200); some transportation expenses etc.</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
		child support payments.			support program (i.e. home support, respite, technical supports etc.)	<p>Work services (case management and support re: job maintenance) continue for up to 6 months.</p> <p>Medical Advisory Board certification</p> <ul style="list-style-type: none"> – the certification of a person as being “blind, deaf or disabled” is permanent. If an individual leaves social assistance to go to work, at any time, he or she may reapply for assistance and won’t need a new medical report. <p>For those in subsidized housing, 12 months reprieved is provided prior to an increase in their rent (no new applicants are entitled to this benefit however).</p>
NL	Does not differentiate between a PWD and regular IA	Maintaining Household/living with non-relative Couple \$756.00	To qualify for income support, a person must: Be 18 years of age; Be a resident of Newfoundland and	Earning Exemptions include: <ul style="list-style-type: none"> • the first \$150.00/month for a family; \$250 if 	Funding may be provided for job training for individuals with developmental disabilities. The duration and amount	If one’s net income is less than their basic living requirements, they may be eligible for benefits while working.

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	<p>Living with a Relative Single \$766</p> <p>(\$323.00 income support + up to 372 Rent support, \$71 fuel supplement) Increased fuel and living allowance for those in Labrador.</p> <p>Maintaining household/living with a non-relative, Single \$534.00</p>		<p>Labrador; Submit an application for benefits; Determined to be eligible according to a financial assessment.</p>	<p>someone in the family requires supportive services, plus 20% of the person's earnings balance;</p> <ul style="list-style-type: none"> the first \$75.00 a month for a single person; \$150 if the person requires supportive services, plus 20% of their earnings balance; and <p>Income not considered until the person is working for 30 days.</p>	<p>of the job trainer support is based on the assessed need of the individual to learn and adjust to performing job duties independently.</p> <p>School to work transitions: program helps high school students with developmental disabilities to attain supported employment. Can include a job trainer.</p> <p>Different programs PWD can apply for such as: <i>The Grant for High Need Students with Permanent Disabilities</i>, which provides assistance to cover post-secondary education-related costs associated with a permanent disability.</p> <p>The Work-Related Supports for Persons with Disabilities program provides PWD supports (i.e. workplace accommodations, assistive technology, and technical equipment) to \$5,000 max</p>	<p>Continue to receive a prescription drug card for 12 months (for entire family)</p> <p>May be eligible for additional funding (i.e. job start benefit of \$125 (no children) or \$250 (with children); earnings supplement (such as \$75/month for a single person)</p> <p>May qualify for earnings exemption for expenses such as transportation and childcare Single parents working more than 30 hrs/month can received an additional supplement</p> <p>Keep any income tax refund</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
NS	<p>\$810 Single person (shelter \$535 max, + \$275/month personal allowance)</p> <p>\$223/ month for shelter in a boarding home</p> <p>May be eligible to receive \$30/month for clothing and \$115/month for Comfort Allowance</p> <p>An additional \$200/month for shelter may be approved for barrier free housing/ relocating/better location in relation to their support plan</p>	<p>Shelter for two people \$570 max/ month</p> <p>Shelter for three or more \$620 max/ month</p>	<p>To be eligible for the Disability Support Plan (DSP), one must have a diagnosis of possessing a developmental disability, long-term mental illness or physical disability + is 19 years and older, and be a NS resident.</p> <p>income and applicable assets are assessed against financial eligibility criteria for participation in the DSP.</p> <p>A participant who becomes financially ineligible for the DSP due to changes in their financial circumstances may choose to pay privately for their supports and remain in their DSP support option without DSP case management</p>	<p>People can retain the first \$300 of their net wages, plus 30% of their remaining net monthly wages if they are in a supported employment plan. If they are just accessing regular employment, then \$150 of their earnings are exempt and Caseworkers will deduct the remaining 70% of the net wages from their basic entitlement.</p>	<p>Medical supports/services (i.e. Dental, transportation to medical appointments, equipment, supplies up to \$200/month, nursing care, glasses every two years, telephone, and medication, OT or massage if prescribed etc.)</p> <p>May also be able to attain support for personal care; household startup & house repairs; telephone; special diets; moving expenses to \$200; transportation to \$150/month etc. may be available</p> <p>Childcare to \$400 may be available</p> <p>Education programs (\$500/course) + books supplies (to \$700/year)</p> <p>Employability related expenses (i.e. DL, crim. Rec check expenses) to \$500/year</p>	<p>If wages take them off IA (wages more than IA) they would qualify for only transitional P harmacare for 12 months.</p> <p>Working Income Tax Benefit (WITB) A refundable tax credit for low-income individuals and families who have earned income from employment or business. The WITB consists of a basic amount and a disability supplement.</p> <p>Fees that are directly related to a return to employment, such as -but not limited to - driver's licenses, criminal record check/pardon applications, drivers abstract, and medicals, may be considered.</p> <p>May be able to access Technical Aids and Assistive Devices program or the Workplace</p>

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
						<u>Attendant Support program</u>
NT	<p>PWD receive regular income assistance but also get an Enhanced benefit (Disabled, aged and incidental allowances included here) of \$300. Income assistance is dependent on region/location where one lives, but in YK for example, an individual would receive \$343 for food + \$78 for clothing + \$39 for incidentals + the \$300 disability allowance=</p> <p>Total \$761 (rent and utilities are covered by IA)</p> <p>\$300 max (Disabled Allowance)</p> <p>Room/Board or rent - by region - max \$900 (single)</p>	<p>Rent may be provided to a parent (the landlord) when he/she has an adult disabled child (the applicant) residing with them who requires assistance with daily living activities.</p>	<p>Must not have enough money to pay for basic needs (food, shelter and utilities). The amount of Income Assistance needed is calculated by subtracting the applicant's income from the cost of his/her basic needs. To qualify, applicants must meet the Income Assistance definition of a disabled person. This means an occupational therapist, medical practitioner certifies a period of incapacity of 12 months or longer.</p> <p>Can possess assets up to a maximum of \$50,000</p> <p>Person can possess \$300 to \$400 (if person has a child) in the bank</p>	<p>Earning exemptions: \$200 if single, and \$400 if they have dependents – and 15% of any additional “unearned income” to a max of \$1,200/ year (i.e. funds in an RDSP, Residential school payments, Hep C settlement money; child tax benefit etc.)</p>	<p>Enhanced benefits are clothing incidentals and allowances for the disabled – this can include: primary, secondary and postsecondary educational expenses, furnishings, security and utility deposits, fuel allowance, emergency expenses, child care and record suspension application fees.</p> <p>Eligibility based on assessed need (i.e. family size).</p>	<p>When employment results in earnings adequate to meet the needs of himself or herself and his or her family, assistance may be continued until receipt of his or her first pay cheque or 31 days. (If beginning work in July, an individual's income would not begin to be assessed until August).</p> <p>Health and medical benefits (i.e. prescriptions) may continue to be covered by the territory if not provided by the employer.</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
NU	<p>Individuals receive income assistance.</p> <p>On long term disability, there is an allowance of \$250.00 per month</p> <p>On short term disability has an allowance of \$125.00 per month</p> <p>Total amount of IA depends on community, number in family, housing. If needs are higher than income. For example, In Iqaluit, a single person receives \$344 for food +\$50 clothing + \$250 if they are on long-term DB.</p> <p>Total \$644</p> <p>Rent is paid by IA, and so are utilities where required.</p>		<p>18 to 60 years old</p> <p>Possess documentation that a person has a disability (physician or nurse must complete a Certificate of Disability). Form must be completed every year.</p> <p>Long term disability is defined as a disability for one year or longer. Short term disability is defined as a disability for six months to one year</p>	<p>For a single individual, \$200 is exempt + %50 of the next \$600 earned. Family has \$400 exemption plus %50 of next \$600 earned.</p> <p>Supplement portion of the child tax benefit is deducted – the remaining is exempt.</p> <p>New liquid asset exemption: allows those with disabilities to have money in their bank account, and still qualify for income assistance. They can have up to \$5000 in their account.</p>	<p>Inuit beneficiaries all receive necessary medical services/supports. Training funding and day care subsidy may be available as long as individual qualifies for income assistance.</p>	<p>Taxi chits may be provided through career services.</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
ON	<p>\$1128 = \$649 support + \$479 shelter</p> <p>\$100 Work-Related Benefit may be available</p> <p>Remote communities receive an additional allowance from \$217/month</p> <p>Related shelter costs such as heating and utilities can be included in the shelter calculation if verified as separate from the amount charged for rent.</p> <p>Room and board for single person is \$796</p>	<p>Recipient and spouse, 1 PWD: \$935</p> <p>2 PWD \$1295</p> <p>Amount increased depending on number of children and their ages. Shelter amounts increase based on family size</p> <p>A sole-support parent supplement of \$143 for single-parents with dependents under age 18 remain in the basic needs rates</p> <p>Room and board for individual with a spouse (1 PWD) is \$1187.00</p> <p>Room and board for spouses, 2 PWD \$1587</p>	<p>Ontario Disability Support Program (ODSP)</p> <p>Must be:</p> <ul style="list-style-type: none"> - be at least 18 years old - be an Ontario resident - be in financial need and - meet the program's definition of a person with a disability, or be a member of a Prescribed Class <p>Meeting the definition means that:</p> <ul style="list-style-type: none"> - a person has a substantial mental or physical impairment that is continuous or recurrent, and is expected to last one year or more and - their impairment directly results in a substantial restriction in their ability to work, care of self, or take part in community life and - their impairment, its duration and restrictions have been verified by an approved health care 	<p>Exempt income:</p> <ul style="list-style-type: none"> • tax benefits, (i.e. the Canada Child Tax Benefit & Ontario Child Benefit) • payments from a Registered Disability Savings Plan (RDSP) • Ontario Student Assistance Program loans for education costs. <p>Individuals can earn up to \$200/ month without having income support reduced. 50% of earnings above \$200 are exempt.</p> <p>Some child care and disability-related work costs can be deducted from earnings before they reduce the amount of Income Support provided.</p> <p>If enrolled full time in high school or an approved postsecondary institution, earnings may be exempt.</p>	<p>Health benefits (prescription drugs, dental, vision care etc.)</p> <p>Funding may be provided for: a training course or program; training in adaptive technology; A training wage subsidy to assist the employer to cover the costs of training or additional supervision required during the early stages of employment or any tools/supports needed; job coaching and on-the-job supports (e.g., workplace behaviour, assisting the client to arrange community supports, etc.); job accommodation support such as: assisting the client with negotiating workplace supports; assisting employers to identify and develop job accommodation.</p>	<p>Transitional health benefits for the person and their family, includes prescription drugs, dental and vision care</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
		Increased amounts for remote communities and dependents.	professional	Can receive up to \$6000/year in gifts, honorariums, payments from trusts etc. for each family member & up to a lifetime max of \$100,000 from charities or religious organizations	<p>Exceptional work-related disability supports may also be provided, including: assistive devices and adaptive technical equipment; job specific communication skills training to address disability-related needs (e.g., ASL, Braille, remedial writing for learning disabled, etc.); and, on-the-job supports such as sign language interpreter, intervener, reader and note-taker services etc.</p> <p>May receive up to \$500/year to start working. This is for: clothing or uniforms; safety shoes or work boots; tools and special equipment; grooming costs; transportation; licensing fees, professional fees, association costs.</p>	
PEI	Overall monthly maximums for the	Does not distinguish single/non-single	The Disability Support Program has adopted a	For single persons, the exemption is 100% of the	Employment and Vocational Supports are	One month transition to employment regarding income (no earnings

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	<p>DSP portion of the support plan, based on levels of functioning:</p> <p>75% or more functioning (High) – up to \$400 max</p> <p>51-74% functioning (Moderate) - up to \$800 max</p> <p>26-50% functioning (Low) - up to \$1600 max</p> <p>25% or less functioning (Very Low) up to \$3,100 max (amount provided within each category is determined based on the disability-related needs of the person)</p> <p>DB Program is entirely separate from Income assistance. Intended for DB related costs</p>		<p>person- centered approach in which support plans are developed based on the needs of individuals. From the support plans the necessary levels of support are derived. A person is eligible for the Disability Support Program if the person:</p> <ul style="list-style-type: none"> - is a person with a disability; is a resident of Prince Edward Island; and is under 65 years of age on the day an application for disability supports for the person is submitted. <p>If a person with a disability has a substantial intellectual impairment, the person’s intelligence quotient (IQ) must be at or below a score of 70 to be eligible for disability supports. A learning disability is not a substantial intellectual impairment because average or above average intellectual functioning is required for a learning disability.</p>	<p>first \$75 plus 10% of the balance of net earned income (this is the lowest earning exemption in country). For families, the exemption is 100% of the first \$125 plus 10% of the balance of net earned income.</p>	<p>designed to enhance the economic participation of youth and working age adults with disabilities in the labour market by helping them to prepare for, attain and retain employment.</p> <p>Individuals may be eligible for a local travel allowance \$25/month, and telephone costs up to \$36.</p> <p>Individuals may be entitled to medical transportation dollars</p>	<p>accounted for one month and no deductions etc.), but no other transitional supports in place when individuals move to employment.</p> <p>DB Supports Program currently under review/transformation</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	<p>only. Individuals do NOT need to qualify for income assistance to access – but they do have to make a monthly contribution to the program depending on their income level (from \$2/month)</p> <p>IA: shelter max is \$539 (rent + heat + lights) + Food: \$254</p> <p>For example, an individual who is high functioning and receiving the maximum amount would receive Total \$1193/month</p>					
SK	<p>\$1493.00</p> <p>1 Adult with a DB receives a Living Income Benefit Max: \$1064.00, Min \$931.00 Amount varies by region</p>	<p>2 Adults (no children): \$1,497 Max, \$1,265 Min Amount varies by region</p> <p>Two parents and single parents varies depending on</p>	<p>May be eligible if:</p> <ul style="list-style-type: none"> - Are a Saskatchewan resident, 18 years of age or older; - Lack financial resources to provide for basic needs; and - Have a significant and enduring disability that is of a permanent nature, 	<p>EE based on family size and amount of income:</p> <p>Families= \$200 Single: \$200 + 25% of the next \$500 to a maximum \$325.00 Couple without Children: \$200 + 25% of the next \$700 to a maximum \$425.00</p>	<p>Fixed utility amounts if person chooses not to receive actual utility costs (i.e. telephone, home heating, electricity etc.); laundry allowance, and childcare benefits (\$10 for one child for ½ day care, \$20 for full day care)</p>	<p>When a PWD becomes employed, an adjustment to the shelter allowance is effective 6 months following the change in status as long as s/he remains in the same residence.</p> <p>Income is reported</p>

	Disability Benefit Rates					
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	<p>1 Adult with a DB receives a Shelter Rate: \$429 Max, \$326 Min Amount varies by region</p> <p>Room and Board \$805.00</p> <p>DB Income benefit: \$70/month for adults with DBs that are eligible</p>	<p>region and number of children to a maximum of 5</p> <p>Childless couples Shelter rate: \$587 Max, \$355 Min varies by region</p> <p>Two parent and single parents receive shelter rates that vary by region and number of children</p> <p>Room and board for two adults \$1310.00 and \$85 per child</p> <p>Northern living supplement (\$50/family unit)</p> <p>Personal Living Benefit - a \$265/month for those in a residential care facility, a hotel room, long-term residence etc. Living Income benefit is not provided.</p>	<p>substantially impacts daily living activities, and which result in a person requiring assistance in</p> <p>A Disability Impact Assessment is a part of the application process and is designed to identify the presence of a significant and enduring disability.</p>	<p>Those who have suite rental income – 40% of rental income, but not less than \$40 per month per suite</p> <p>Families can keep liquid assets to a max of \$1,500 (single), \$3,000 (2 people) and \$500 for each additional family member.</p> <p>Families can possess a home if they are living in it + personal property (i.e. TV, computer, vehicle)</p>	<p>Household Disability Support Benefit - a \$25/month to pay for household tasks one cannot manage.</p> <p>Exceptional Needs Activity Benefit – a \$25/month for those in approved private-service homes licensed through The Mental Health Services Act or</p> <p>The Exceptional Need Income - Helps individuals with special circumstances. For example, additional income is available for clothing recommended by a health professional, special food items, food and grooming costs associated with service animals, and homecare.</p> <p>Supplementary Health Benefits Qualified individuals are eligible for number of health services and products in addition to the universal health benefits. This program provides assistance with non-</p>	<p>monthly. If monthly income does not vary, it is reported when first received and as changes occur.</p> <p>For recipients with a budget surplus over a two month period due to recurring wage income or accumulated benefits exceeding the exemption, cancellation of benefits and file closure may be completed within 60 days from the last day of the month benefits was paid.</p>

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
		Children may receive \$55.			insured health service to those enrolled in the following income support programs: - Saskatchewan Assured Income for Disability (SAID) - Saskatchewan Assistance Program (SAP) - Transitional Employment Allowance (TEA) - Provincial Training Allowance (PTA)	
QC	Social Solidarity Benefit for PWD Single Adult \$954 Social Assistance program: http://www4.gouv.qc.ca/EN/Portail/Citoyens/Evenements/ changement-adresse/Pages/programme-aide-	Two adults PWD \$1426	Must be a resident of QC, be over 18 and possess a severely limited capacity for employment. Must demonstrate financial resources do not exceed max amounts permitted; have exhausted all resources. Must submit a medical report establishing one's limitations	\$100 net salary/month – everything over is deducted dollar for dollar The exemption also applies to the following income: Maternity, paternity, parental, compassionate care, and adoption benefits	Participation Supports; Specialized Supports; Technical Aids and Assistive Devices; and Modifications to Home/ Vehicle. There are guidelines around spending under each category and there are overall ceilings relating to the DSP portion of a support plan.	Medical coverage provided for all QC residents for 6 months May be eligible for the Adapted Work Premium tax credit, which is \$200 net salary/month – everything over is deducted dollar for dollar (\$2400/year) for the first 12 months
YT	Receives regular income assistance: Single person \$394/month (basic allowance) + \$550 shelter allowance +	For two adults with disabilities \$500/month (\$250 each for disability benefits) above basic IA rates	Individual must be 19 years and older and unable to work for at least one year due to a severe or prolonged disability	All applicants receive a general income deduction of \$100 per month for a single person and \$150 per month for families. This is applied to income from	Once individuals are eligible for YSA or have been on income assistance for 6 consecutive months, they are eligible for transportation allowance of	Transitional benefits may be available. This is to be determined with the case worker. Individuals retain benefits until they no longer have an budget

Disability Benefit Rates						
CAN	Single	Non-single	Eligibility	Earnings Exemptions	Additional Benefits	Benefit retention
	<p>utilities costs if needed (\$368 for summer and \$430 for fall and \$491) + People with prolonged disabilities can receive <u>Yukon Supplementary Allowance</u> of \$250.00/ month</p> <p>Total for single PWD \$1562/summer (\$1624/ fall and \$1658/winter)</p> <p>The basic allowance is intended to cover food, clothing, and personal and household items. The shelter allowance can be combined with a utility allowance. Rates depend on the household size, family, and location.</p>		<p>Calculation of assets does not include Disability Savings plan, cash over \$500 (single) \$1000 (two persons); liquid assets over \$1500 (single), and \$2500 (two persons) and property over \$5000 etc.</p>	<p>anywhere (gift, working, pension).</p> <p>If an individual is working, they are eligible for the Earned Income Deduction of 50% for first 36 months, then goes to 25% deduction after that.</p> <p>Once someone is approved for the Yukon Supplementary Allowance, they receive an additional \$3900/ year income exemption.</p>	<p>\$62. All clients are eligible for medication coverage. Work clothes may be requested.</p> <p>Schedule A – on IA for less than 6 months Or Schedule B – on IA over 6 months. Those on Schedule B are eligible for \$37/month for telephone & \$10/month laundry</p>	<p>deficit. If the individual is connected to the Services to Persons with Disabilities Unit (SPD), they may be able to remain a non-financial client.</p>

APPENDIX FOR ADMINISTRATIVE AND EMPLOYER SURVEY DATA

Methodology for administrative data

- *The data files*

For the present research, three distinct sources of administrative information captured quantitative and qualitative data on people who participated in RWA, as well as on their jobs, postsecondary education and the supports they may have needed for work or learning. These data files were generated through an online administrative data system (here called the ADS), which the Spatial Information for Community Engagement (SpICE) lab at the University of British Columbia custom designed for RWA. RWA staff persons, and staffs at employment agencies responsible for interfacing with the employers of individuals hired through RWA, entered the data. The senior researcher for this project downloaded the data files in *.csv format from the ADS, opened them in the LibreOffice spreadsheet program,¹⁰ ensured the data were consistently formatted, performed other editorial functions, and converted the data for use in SPSS, a software program that is widely used for statistical research and analysis. Tabular data (e.g., frequency runs, cross-tabs, means, etc.) were generated in SPSS, copied and pasted into Microsoft Excel and formatted into the tables and charts distributed throughout the present report.

The three administrative data files for RWA are:

- *The Personal Information Form (PIF)* – Establishes a baseline of basic information about the people who RWA staffs assisted upon initial contact. Such information is about the individuals' age, gender, geographic location and type of disability. The PIF data file also contains information about the person's initial job or the postsecondary school program that RWA helped him/her get into when s/he joined the program, as well as information about key external supports that individuals may have needed for work or school, and the costs of which RWA covered, e.g., for a job coach, transportation, tutor. For a few individuals, the PIF file also contains information about the individual's second and third jobs, and the supports they may have needed, there. The PIF was designed to capture data on a maximum of three concurrent jobs. Very few individuals actually held three concurrent jobs. A total of 1,282 unique PIFS were opened for RWA participants.
- *The Addendum* – Establishes a new baseline and contains information about any changes in a person's job or educational arrangements if those were fundamentally different than when RWA staffs opened a PIF for that person. For example, a job with a new employer would have been indicated on the Addendum, along with details about that job and any supports the individual required and for which RWA was the payer. If

¹⁰ LibreOffice was found to offer more control over the formatting and editing of raw data than Microsoft Excel.

the person did not participate in a postsecondary program when their PIF was opened, information about subsequent participation in postsecondary studies, and associated RWA-funded supports, was captured in the Addendum. As most RWA participants' jobs and education situations were quite stable, relatively few Addendums were opened (159).

- *The Quarterly file* – Contains information about any changes *within* people's jobs, postsecondary situation or support arrangements after their PIFs or Addendums were opened. These files were generated quarterly, i.e., once every three months. Data in the Quarterly file includes information about: changes in wages, hours or duties of work; promotions; separation from work due to layoff, termination, illness or for other reasons; separation from postsecondary studies due to graduation, withdrawal or some other reason; and changes in the support arrangements (e.g., providers, costs, etc.) that people may have required for work or school. For people who were with the same employer or still at school when a given Quarterly report was generated, the Quarterly file typically contained little and sometimes no new information beyond what had already been entered into the PIF or Addendum. A total of 2,989 quarterly files were generated in the ADS.

According to ADS data, a total of 1,325 people participated in RWA, a number which is larger than the 1,282 PIFs that were opened. In a few cases, the participant's first record was generated through an Addendum (7 people) or Quarterly report (58 people), leaving 1,260 first files generated on PIFs.

The administrative data files present a complex mix of information about RWA participants, their jobs, postsecondary programs and disability-related supports from soon after the commencement of RWA up to July 27, 2017. The only people that the ADS captured detailed information about were people that RWA helped to obtain a job or participate in postsecondary schooling. All these people have an intellectual disability or Autism Spectrum Disorder (ASD) and, in a few cases, have both disabilities.

The PIF opened the data gathering to capture information about any given individual. That person's unique identifier was used in subsequent data gathering through the Quarterly and Addendum files. In cases where an individual's job situation or postsecondary placement ended in the same administrative quarter as when a PIF record was opened, no further information was gathered for that person unless that person re-engaged with RWA at some later time. That said, some people's ADS files remained open after there was no record of any further activity related to employment or postsecondary education. Consequently, there are some individuals whose data are essentially missing beyond their last job or period of studies.

As of July 27, 2017, the senior researcher responsible for data processing and analysis worked with 4,430 RWA records spread over the three data files. The data files each have numerous fields for containing information: the PIF has 135 variables, the Quarterly file has 129 and the Addendum, 127. Some of these variables are common to all three files. e.g., most but not all of

the variables related to employment and postsecondary studies. Some variables, however, are unique to each data file, e.g., socio-demographic information about the participant's age, gender and type of disability was only captured through the PIFs. Accordingly, the present research developed a master data file that captured all the data from all the files. It contains 167 variables for all the data that is unique to and common to the three source files, plus hundreds of additional variables that were used to fill in missing information and perform other functions.

Upon inspection it was found that a few participants' records had been duplicated in whole or in part in the ADS raw data files. The RWA staff team and the senior researcher responsible for the present report watched out for these records and took steps to purge the data files of duplicates as needed.

- *“Valid” data and missing cases*

As is often the case with large data sets, some information was missing for some RWA participants. The RWA staff team worked to backfill data gaps where they were identified. The term “valid data” in this report means information that was available for a given point of discussion. Data could have been missing for three main reasons: 1) because it was not applicable; 2) because the person inputting the data did not have it; and 3) because the data-gathering process was designed not to gather information for a given administrative quarter if it had already been gathered previously.

Concerning the first point, data on the number of hours a person worked would not have been applicable to someone who did not have a job. Accordingly, the variable that captured information about hours of work would have been blank (or would have indicated otherwise that the data were missing) for this person. As a result, it would not have been possible to generate an estimate of that person's weekly wage, i.e., their hours of work multiplied by their hourly wage. As another result, the variable for earnings would also have had missing data for this person until, that is, s/he obtained a job and assuming that the number of hours they worked could be determined.

Concerning the second point, data may simply have been unavailable to the person inputting it about a given detail, such as the hourly wage of an employed person. Such information may have been missing because the employment agency reporting to RWA did not have the information, or because the agency felt it had an obligation not to disclose the information, or for some other reason. Again, any subsequent analysis that would have depended on this information could not be generated, e.g., an estimate of weekly earnings that depended on knowing the number of hours a person worked per week and their hourly wage.

Concerning the third point, the SpICE lab at UBC designed the ADS to capture pertinent information once. This design feature was intended to keep the data inputting process as quick and efficient as possible, and to reduce keystroke and other data-entry errors. So, for instance, data for a given administrative quarter may have been entered fully through a person's PIF. In the next administrative quarter, there may have been no changes to the person's situation. Accordingly, the raw data file for the individual in the new quarter had many blanks (and other

indications of missing data) because the previous data needed to be brought forward into the new quarter. In order to reduce such missing data, the present research developed algorithms that read across all the variables for a given administrative quarter and brought forward into that quarter any information that remained the same as in the last one. For many people, however, some but not all the information gathered in one quarter may have remained constant. So, for instance, the name of the person's employer/firm may have been the same, but the number of hours they worked per week may have changed, as could their job duties, their hourly wage, etc. The algorithms that read across all the variables for a given quarter were designed to ensure that any new information was brought forward, together with information that remained constant. The data for the updated quarter served as the new basis for capturing and carrying forward any subsequent changes. In this way, thousands of data cells that would have been blank were filled in.

Typically, software programs and analysts drop cases where any of the data needed for a given point of discussion are not available. Unless indicated otherwise, that convention has been followed, here.

Generally, dropping data is not a major problem if it is reasonably full to begin with and if there is no reason to suspect that there was a systematic bias behind why some information was not collected. As one of several practical examples that could be given for the present research, data were collected about the ages of 1,216 of the 1,325 people who took part in RWA. This left 109 people whose age-related information was not captured. There was no compelling reason to assume that people of any particular age group were systematically ignored in data-collection. Accordingly, it was assumed that analysis based on the 1,216 cases where the data were valid probably gave as closely accurate a picture as the picture that would have been generated if all the information were available for all the people.

That said, in a few tables the present research has used the phrase "not stated" to indicate where information was missing and where it seemed pertinent to alert the reader to that point.

- *Sorted data, first and last records*

Those responsible for RWA assigned each participant a personal identification code which comprised two letters for the participant's province, three letters that signified the employment agency with which the participant was associated, and three letters that signified the individual as a distinct case with the agency. Data were also gathered about the calendar year and quarter to which a given data entry pertained. The present research developed a further code to indicate the source of information from which the record for a given person's quarterly entry was drawn, i.e., the PIF (1P), Addendum (2A) or Quarterly (3Q). The personal identification code, together with the calendar year and quarter, and the code for each of the three data sources were joined together into a new person-level code for each person's case data for a given quarter. These new codes for each person allowed the present research to sort all the records for each participant in alphanumeric order, beginning with the person's first record, ending with their last, and with their other records arranged chronologically in between. Where an Addendum and Quarterly report were generated in the same quarter, the

Addendum was given priority in the sorting, based on the assumption that it would have contained the new information on which subsequent quarterly updates should be based until further notice.

The first record for each person was usually generated by means of his/her PIF and proved a helpful tool for focusing on basic socio-demographic information which was *only* captured by means of the PIF. This information included the participant's age, gender, geographic location, type of disability and sources of income before getting involved in RWA.

The last record for each person was the one that separated him/her from the next participant in the sorted ADS data. The last record proved a useful vantage point for generating and analyzing summary information about the work and educational situations of participants over the entire course of their involvement in RWA. Such details include the total number of job situations in which participants were involved, total hours of work, earnings over the course of the project, etc.

Chart 3.1 in the body of this report shows the numbers of people in each quarter when their first records were generated. More than 99% of all participants' records were captured before the 13th quarter.

Appendix Tables

Appendix Table 1. Numbers of RWA participants newly hired, by year, administrative quarter and province/territory

Province / Territory	RWA Administrative Quarters												
	2014		2015				2016				2017		
	1	2	3	4	5	6	7	8	9	10	11	12	13
British Columbia	5	3	8	23	11	21	11	43	18	17	23	22	2
Alberta	4	13	15	12	13	19	4	25	20	22	7	30	1
Saskatchewan	1	1	3	9	3	1	1	9	3	5	3	10	2
Manitoba	--	--	1	4	10	5	3	6	9	--	2	1	1
Ontario	1	12	5	28	12	31	4	22	27	22	13	24	--
Quebec	--	12	2	14	7	1	5	15	3	10	3	18	--
New Brunswick	4	6	4	9	2	10	12	25	5	12	7	9	--
Nova Scotia	7	1	1	5	7	7	11	23	36	20	7	18	--
Prince Edward Island	--	3	--	--	--	--	--	8	2	--	--	8	3
Newfoundland & Labrador	1	2	3	6	--	1	5	6	7	8	5	13	--
Yukon	--	--	2	6	5	11	5	10	7	12	--	2	3
Northwest Territories	8	4	2	6	5	3	3	4	6	2	1	5	--
Nunavut	--	--	--	--	--	--	2	--	--	--	1	4	--

Appendix Table 2. Number of RWA participants holding jobs per quarter, and total number of jobs worked per quarter and in total

	Number of jobs worked per quarter				Total
	0	1	2	3	
Quarter	Number of people holding these jobs per quarter				
1	7	31	-	-	38
2	4	60	5	-	69
3	21	70	2	-	93
4	21	155	6	-	182
5	85	173	6	1	265
6	54	196	8	3	261
7	104	228	15	3	350
8	95	401	34	5	535
9	193	429	29	3	654
10	157	425	28	-	610
11	440	191	22	-	653
12	417	259	13	-	689
13	8	20	2	1	31
Total person- quarters of participation	1,606	2,638	170	16	4,430
* Totals do not equal 1,325 because many people participated in more than one quarter					
Quarter	Total number of jobs worked per quarter (number of people X				Total
	0	1	2	3	
1	-	31	-	-	31
2	-	60	10	-	70
3	-	70	4	-	74
4	-	155	12	-	167
5	-	173	12	3	188
6	-	196	16	9	221
7	-	228	30	9	267
8	-	401	68	15	484
9	-	429	58	9	496
10	-	425	56	-	481
11	-	191	44	-	235
12	-	259	26	-	285
13	-	20	4	3	27
Total jobs per quarter ever worked	-	2,638	340	48	3,026

Appendix Table 3. Number of separate new jobs and ongoing job quarters, by job security and industry sector

Industry sector	New, separate jobs					Ongoing job quarters					All job quarters
	Only perm. work	Perm. and seasonal work	Only seasonal work	Type of work not stated	Total	Only perm. work	Perm. and seasonal work	Only seasonal work	Type of work not stated	Total	
Administration	22	1	5	1	29	59	-	-	-	59	88
Agriculture	7	2	19	3	31	3	5	4	-	12	43
Arts	44	2	24	8	78	54	1	14	3	72	150
Construction	20	1	6	7	34	23	-	-	-	23	57
Culture	11	-	3	2	16	11	-	-	1	12	28
Education	6	-	4	-	10	10	-	7	-	17	27
Finance	11	1	3	-	15	11	1	2	-	14	29
Food	149	2	20	10	181	169	4	5	10	188	369
Health	33	-	4	3	40	42	-	-	1	43	83
Info Tech	1	-	1	-	2	1	-	-	-	1	3
Manufacturing	40	4	6	2	52	34	4	7	2	47	99
Management	2	-	2	1	5	-	-	1	-	1	6
Natural resources	-	-	7	-	7	-	-	2	-	2	9
Professional	27	-	6	3	36	28	-	2	4	34	70
Public administration	17	-	6	3	26	33	-	2	3	38	64
Real estate	4	-	2	-	6	8	-	1	-	9	15
Retail	251	4	182	18	455	336	4	139	22	501	956
Transport	16	-	6	-	22	10	-	3	-	13	35
Travel	23	-	27	4	54	32	-	18	2	52	106
Utilities	6	-	2	-	8	11	-	1	-	12	20
Warehousing	37	-	9	1	47	38	-	2	-	40	87
Other	69	5	19	10	103	51	-	1	3	55	158
Any indicated sector (valid info)	786	12	362	76	1,236	937	13	211	51	1,212	2,448
No sector indicated	52	-	23	157	232	42	-	10	1,475	1,527	1,759

Appendix Table 4. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, by administrative quarter

Outcome job status	Quarter	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Other jobs	1	8.0			10.7			78.17		
	2	7.7	3.0		11.7	12.00		92.88	36.00	
	3	7.3			12.0			92.25		
	4	7.4	12.0		12.0			94.93		
	5	7.4	7.2		12.1	13.17		94.77	103.67	
	6	7.3	3.0		12.1	18.50		88.85	36.00	
	7	7.7	3.0		12.1	18.50		96.93	36.00	
	8	8.0	7.3		12.3	13.00	15.00	101.96	96.42	
	9	7.9	7.1		12.0	12.78	15.00	94.66	97.57	
	10	7.8	7.0		12.2	12.81		96.57	108.80	
	11	6.9	6.7		11.9	12.52		78.26	97.57	
	12	8.3	8.6		13.4	12.53		112.84	127.40	
	13	8.0	7.0		11.9			96.00		
	Total	7.7	7.2		12.2	13.01	15.00	96.11	99.50	
Outcome jobs	1	25.7			11.8			304.97		
	2	23.5	25.0		12.3	15.99		289.85	437.48	
	3	23.1			12.4			291.52		
	4	24.4	15.0		12.2	13.38		303.98	197.08	
	5	23.5	19.9		12.3	11.40		289.67	227.51	
	6	23.3	18.9		12.4	11.32		288.27	215.01	
	7	23.9	24.9		12.2	14.02		295.55	370.21	
	8	23.7	19.9		12.6	13.44		298.97	271.02	
	9	23.3	20.7		12.5	12.62		294.26	269.95	
	10	23.4	21.6		12.3	12.98		292.76	310.19	
	11	28.2	20.2	20.0	12.0	12.60	17.50	331.71	268.58	350.00
	12	27.0	20.6	20.0	13.4	12.63	17.50	373.53	277.30	350.00
	13	28.2	20.0	40.0	12.3	12.17	14.00	349.10	243.33	560.00
	Total	24.3	20.7	26.7	12.5	12.88	16.33	303.82	280.55	420.00
Total	1	21.3			11.6			267.17		
	2	20.9	19.5		12.2	14.99		257.56	337.11	
	3	19.7			12.3			247.56		
	4	20.2	14.3		12.2	13.38		252.43	197.08	
	5	19.3	12.8		12.3	12.16		241.25	174.43	
	6	19.1	16.3		12.3	13.37		236.69	185.17	
	7	18.9	22.1		12.2	14.92		239.82	322.46	
	8	19.5	14.7		12.5	13.25	15.00	248.11	196.19	
	9	19.4	16.1		12.4	12.67	15.00	246.38	212.49	
	10	19.4	17.2		12.3	12.90		243.30	254.25	
	11	23.9	14.9	20.0	12.0	12.57	17.50	279.87	208.73	350.00
	12	23.3	15.5	20.0	13.4	12.57	17.50	324.46	219.00	350.00
	13	26.2	16.8	40.0	12.2	12.17	14.00	317.47	243.33	560.00
	Total	20.1	15.9	26.7	12.4	12.93	15.67	253.80	221.54	420.00

Appendix Table 5. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, and by province / territory

Outcome job status	Province / territory	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Other jobs	British Columbia	7.4	4.0		11.58	12.00		91.40	48.00	
	Alberta	7.1	7.3		12.66	12.37		91.69	91.77	
	Saskatchewan	8.2	12.0		12.41	16.00		102.52	192.00	
	Manitoba	6.6			12.19			72.64		
	Ontario	9.5			13.02			124.57		
	Quebec	8.9			12.71			111.57		
	New Brunswick	9.3			10.72			103.74		
	Nova Scotia	8.1			10.86	12.50		89.56		
	Prince Edward Island	10.0			10.92					
	Newfoundland & Labrador	11.8			10.50			123.38		
	Yukon	7.6	7.1		13.05	18.33	15.00	97.47	112.50	
	Northwest Territories	7.9	3.7		13.87			134.42		
	Total		7.7	7.2		12.21	13.01	15.00	96.11	99.50
Outcome jobs	British Columbia	23.8	22.7		11.83	11.27		271.16	256.98	
	Alberta	23.3	18.8	20.0	14.20	12.53	17.50	335.10	235.73	350.00
	Saskatchewan	21.6	20.0		12.18	16.00		262.33	320.00	
	Manitoba	22.4	15.0		11.64	11.00		268.75	165.00	
	Ontario	22.4			12.29			280.50		
	Quebec	27.8	28.3		12.89	16.44		359.71	488.73	
	New Brunswick	25.4			10.91			278.33		
	Nova Scotia	26.3	15.0		12.12	12.17		320.44	160.50	
	Prince Edward Island	25.8	30.0		11.14	13.00		290.32	390.00	
	Newfoundland & Labrador	29.5	20.0		10.85	10.50		317.37	210.00	
	Yukon	24.0	17.2	40.0	13.02	14.30	14.00	326.71	205.63	560.00
	Northwest Territories	22.1	28.6		13.04	17.75		296.96	632.63	
	Nunavut	19.3			16.50			316.79		
	Total		24.3	20.7	26.7	12.46	12.88	16.33	303.82	280.55
Total	British Columbia	16.4	20.8		11.71	11.35		193.52	236.08	
	Alberta	17.2	13.0	20.0	13.60	12.45	17.50	242.74	162.74	350.00
	Saskatchewan	18.5	15.4		12.24	16.00		224.36	256.00	
	Manitoba	20.2	15.0		11.80	11.00		237.62	165.00	
	Ontario	21.5			12.38			270.89		
	Quebec	25.7	28.3		12.87	16.44		331.35	488.73	
	New Brunswick	22.4			10.88			252.37		
	Nova Scotia	24.3	15.0		11.92	12.33		295.73	160.50	
	Prince Edward Island	23.5	30.0		11.09	13.00		290.32	390.00	
	Newfoundland & Labrador	28.4	20.0		10.83	10.50		305.44	210.00	
	Yukon	15.9	13.3	40.0	13.03	15.81	14.75	208.82	174.58	560.00
	Northwest Territories	17.9	20.3		13.22	17.75		265.03	632.63	
	Nunavut	19.3			16.50			316.79		
	Total		20.1	15.9	26.7	12.39	12.93	15.67	253.80	221.54

Appendix Table 6. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, and by gender

Outcome job status	Gender	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Others	Female	7.1	3.8		11.91	12.22		83.05	37.60	
	Male	8.3	9.6		12.33	13.74	15.00	105.63	136.41	
	Total	7.8	7.0		12.17	13.10	15.00	96.72	98.41	
Outcome jobs	Female	23.2	16.7		12.66	12.39		297.48	190.06	
	Male	24.8	22.6	26.7	12.41	13.67	16.33	307.39	335.55	420.00
	Total	24.3	20.9	26.7	12.49	13.25	16.33	304.15	295.13	420.00
Total	Female	18.5	10.4		12.44	12.31		237.04	124.72	
	Male	21.0	18.4	26.7	12.38	13.69	15.67	261.77	272.66	420.00
	Total	20.1	15.6	26.7	12.40	13.18	15.67	253.27	226.01	420.00

Appendix Table 7. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, and by age group

Outcome job status	Age group	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Others	15-24	7.4	8.8		12.10	12.67	15.00	91.74	112.74	
	25-34	8.6	6.5		12.39	12.84		108.34	88.43	
	35-44	7.8	4.0		12.09	12.50		94.88		
	45-54	8.1			12.70			94.32		
	55-64	7.6			12.00	25.00		94.59		
	Total	7.8	7.2		12.19	13.10	15.00	96.47	98.41	
Outcome jobs	15-24	23.7	22.5	26.7	12.18	13.54	16.33	289.40	319.02	420.00
	25-34	25.3	16.4		12.51	12.87		314.84	194.02	
	35-44	22.8	15.0		14.05	11.15		330.05	160.50	
	45-54	24.7			13.42			339.45		
	55-64	26.2	30.0		11.57	15.00		306.45	450.00	
	65 +	17.5			10.70			214.00		
	Total	24.3	20.9	26.7	12.49	13.25	16.33	304.08	295.13	420.00
Total	15-24	19.2	19.2	26.7	12.15	13.26	15.67	235.38	273.80	420.00
	25-34	22.0	10.1		12.48	12.85		274.94	122.60	
	35-44	18.8	11.0		13.49	11.73		267.76	160.50	
	45-54	21.3			13.30			299.08		
	55-64	19.3	30.0		11.78	21.67		228.16	450.00	
	65 +	17.5			10.70			214.00		
	Total	20.1	15.8	26.7	12.41	13.18	15.67	253.40	226.01	420.00

Appendix Table 8. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, and by type of disability

Outcome job status	Type of disability	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Others	Intellectual disability	7.5	5.8		11.86	12.56		88.40	75.36	
	ASD	8.3	8.0		12.69	12.79	15.00	107.21	117.97	
	Both	10.0	12.0		12.07			113.75		
	Total	7.9	6.6		12.24	12.68	15.00	97.50	84.68	
Outcome jobs	Intellectual disability	24.4	20.5		12.31	12.17		301.26	269.17	
	ASD	24.5	18.3	26.7	12.77	12.62	16.33	311.89	225.87	420.00
	Both	26.6			11.50			304.35		
	Total	24.5	19.4	26.7	12.45	12.50	16.33	305.12	243.91	420.00
Total	Intellectual disability	20.5	12.2		12.20	12.42		254.62	148.04	
	ASD	19.9	15.0	26.7	12.75	12.69	15.67	252.93	198.89	420.00
	Both	22.7	12.0		11.66			256.70		
	Total	20.3	13.3	26.7	12.39	12.59	15.67	254.05	168.98	420.00

Appendix Table 9. Average hours, hourly wages and estimated weekly wages for all quarters in which RWA participants ever worked a Job 1, 2 or 3, by whether those were outcome or non-outcome jobs, and by whether self-employed

Outcome job status	Self-employment status	Weekly hours			Hourly wages (\$)			Est. weekly wage (\$)		
		Job 1	Job 2	Job 3	Job 1	Job 2	Job 3	Job 1	Job 2	Job 3
Other jobs	Other jobs	7.80	7.19		12.11	12.57	15.00	95.73	98.20	
	At least one self-employment job	7.03	7.17		14.24	18.33		104.78	112.50	
	Total	7.72	7.19		12.21	13.01	15.00	96.11	99.50	
Outcome jobs	Other jobs	24.26	20.81	26.67	12.34	12.83	16.33	300.49	282.00	420.00
	At least one self-employment job	24.89	10.00		18.51	13.57		462.51	150.00	
	Total	24.28	20.70	26.67	12.46	12.88	16.33	303.82	280.55	420.00
Total	Other jobs	20.34	16.30	26.67	12.27	12.73	15.67	252.02	225.44	420.00
	At least one self-employment job	16.88	7.57		16.54	15.77		320.66	120.00	
	Total	20.15	15.90	26.67	12.39	12.93	15.67	253.80	221.54	420.00

Appendix Table 10. Number of separate new jobs and ongoing job quarters, by job security and industry sector

Industry sector	New, separate jobs					Ongoing job quarters					All job quarters
	Only perm. work	Perm. and seasonal work	Only seasonal work	Unspecif. type of work	Total	Only perm. work	Perm. and seasonal work	Only seasonal work	Unspecif. type of work	Total	
Administration	22	1	5	1	29	59	-	-	-	59	88
Agriculture	7	2	19	3	31	3	5	4	-	12	43
Arts	44	2	24	8	78	54	1	14	3	72	150
Construction	20	1	6	7	34	23	-	-	-	23	57
Culture	11	-	3	2	16	11	-	-	1	12	28
Education	6	-	4	-	10	10	-	7	-	17	27
Finance	11	1	3	-	15	11	1	2	-	14	29
Food	149	2	20	10	181	169	4	5	10	188	369
Health	33	-	4	3	40	42	-	-	1	43	83
Info Tech	1	-	1	-	2	1	-	-	-	1	3
Manufacturing	40	4	6	2	52	34	4	7	2	47	99
Management	2	-	2	1	5	-	-	1	-	1	6
Natural resources	-	-	7	-	7	-	-	2	-	2	9
Professional	27	-	6	3	36	28	-	2	4	34	70
Public administration	17	-	6	3	26	33	-	2	3	38	64
Real estate	4	-	2	-	6	8	-	1	-	9	15
Retail	251	4	182	18	455	336	4	139	22	501	956
Transport	16	-	6	-	22	10	-	3	-	13	35
Travel	23	-	27	4	54	32	-	18	2	52	106
Utilities	6	-	2	-	8	11	-	1	-	12	20
Warehousing	37	-	9	1	47	38	-	2	-	40	87
Other	69	5	19	10	103	51	-	1	3	55	158
Any indicated sector (valid info)	786	12	362	76	1,236	937	13	211	51	1,212	2,448
No sector indicated	52	-	23	157	232	42	-	10	1,475	1,527	1,759

Appendix Table 11. Number of new, separate jobs and ongoing job quarters, by type of disability and industry sector

Industry sector	New, separate jobs				Ongoing jobs (one quarter each)			
	Intellectual disability	ASD	Both	Total (valid data)	Intellectual disability	ASD	Both	Total (valid data)
Administration	13	13	1	27	29	21	-	50
Agriculture	17	12	-	29	3	4	-	7
Arts	28	41	4	73	42	20	3	65
Construction	20	9	1	30	4	7	-	11
Culture	2	13	-	15	1	10	-	11
Education	2	7	-	9	8	6	-	14
Finance	5	8	-	13	2	2	-	4
Food	74	79	2	155	66	76	-	142
Health	18	17	1	36	22	8	-	30
Info Tech	1	1	-	2	1	-	-	1
Manufacturing	29	19	2	50	26	20	-	46
Management	-	5	-	5	-	1	-	1
Natural resources	3	4	-	7	-	2	-	2
Professional	8	24	1	33	16	16	1	33
Public admin.	10	15	-	25	21	15	-	36
Real estate	4	2	-	6	8	1	-	9
Retail	272	128	12	412	300	109	23	432
Transport	8	10	2	20	3	4	2	9
Travel	32	9	5	46	36	3	1	40
Utilities	6	-	-	6	8	-	-	8
Warehousing	19	26	2	47	14	24	2	40
Other	53	37	1	91	32	13	-	45
Any indicated sector (valid info)	617	472	34	1,123	629	362	32	1,023
No sector indicated	88	67	5	160	782	480	37	1,299

Appendix Table 12. Major job situations of RWA participants by administrative quarter, and at the time of their last record

Quarter	Numbers of participants in major job situations at any point in RWA					Total
	New job sit'n - Outcome	New job sit'n - Not outcome	Not new job sit'n - Outcome	Not new job sit'n - Not outcome	Not working	
1	15	16	-	-	7	38
2	47	14	5	2	4	69
3	33	14	21	6	21	93
4	90	42	27	8	21	182
5	58	31	69	25	85	265
6	80	47	54	28	54	261
7	51	52	98	52	104	350
8	172	86	121	79	95	535
9	146	70	158	105	193	654
10	132	66	171	100	157	610
11	82	32	70	46	440	653
12	151	59	28	42	417	689
13	17	5	2	-	8	31
Total participant-quarters	1,074	534	824	493	1,606	4,430

Quarter of the person's last record	Numbers of participants in major job situations at the time of participants' last records					Total
1	-	1	-	-	4	5
2	4	1	-	-	4	9
3	3	1	-	-	15	19
4	6	1	-	-	6	13
5	6	-	3	4	35	48
6	5	3	-	-	12	20
7	3	2	3	3	31	42
8	12	7	6	6	27	58
9	24	16	16	18	70	144
10	30	13	29	16	29	117
11	27	11	24	4	96	162
12	138	46	26	35	412	657
13	17	4	2	-	8	31
Total participants	275	106	109	86	749	1,325

Appendix Table 13. Numbers of RWA participants in any of five major employment situations over all administrative quarters *

		Five major employment situations, showing numbers of participants in all administrative quarters					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
Quarter	1	15	16	-	-	7	38
	2	47	14	5	2	4	69
	3	33	14	21	6	21	93
	4	90	42	27	8	21	182
	5	58	31	69	25	85	265
	6	80	47	54	28	54	261
	7	51	52	98	52	104	350
	8	172	86	121	79	95	535
	9	146	70	158	105	193	654
	10	132	66	171	100	157	610
	11	82	32	70	46	440	653
	12	151	59	28	42	417	689
	13	17	5	2	-	8	31
Gender	Female	319	185	272	176	503	1,423
	Male	716	321	511	299	959	2,744
Age group	15-24	531	284	399	238	849	2,256
	25-34	354	124	261	149	378	1,221
	35-44	84	44	74	38	126	363
	45-54	42	13	30	8	45	138
	55-64	19	16	15	18	36	103
	65 +	2	-	-	-	2	4
Type of disability	Intellectual disability	545	213	439	195	792	2,166
	ASD	393	204	218	187	512	1,467
	Both	31	11	22	14	31	108
Province/ territory	British Columbia	145	104	73	98	221	637
	Alberta	149	103	187	134	430	991
	Saskatchewan	50	24	43	50	110	251
	Manitoba	35	13	28	11	97	183
	Ontario	204	40	167	37	294	742
	Quebec	85	16	81	13	112	304
	New Brunswick	101	25	72	26	52	276
	Nova Scotia	157	62	101	50	111	451
	Prince Edward Island	19	9	-	-	1	28
	Newfoundland & Labrador	45	17	24	5	30	119
	Yukon	47	67	15	28	50	190
	Northwest Territories	30	54	33	41	98	251
	Nunavut	7	-	-	-	-	7
Job security	Only permanent work	666	290	610	318	-	1,817

Appendix Table 13. Numbers of RWA participants in any of five major employment situations over all administrative quarters *

		Five major employment situations, showing numbers of participants in all administrative quarters					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
	Permanent and seasonal work	9	10	10	11	-	25
	Only seasonal work	297	104	157	52	-	606
Any new self-employment	Others	1,022	467	824	492	1,606	4,314
	Yes, new self-employment situation	52	67	-	1	-	116
Industry sectors	Administration	16	21	24	29	-	88
	Agricultural	25	8	8	9	-	43
	Arts	48	39	37	29	-	150
	Construction	23	15	9	15	-	57
	Culture	13	4	11	-	-	28
	Education	10	-	15	2	-	27
	Finance	9	8	10	6	-	29
	Food	144	70	91	86	-	369
	Health	30	17	23	19	-	83
	IT	1	1	1	-	-	3
	Manufacturing	43	17	31	13	-	99
	Management	5	-	2	-	-	6
	Natural resources	7	-	1	1	-	9
	Professional	31	8	23	10	-	70
	Public administration	17	10	31	12	-	64
	Real estate	5	1	9	-	-	15
	Retail	415	95	378	96	-	956
	Transport	19	4	11	2	-	35
	Travel	48	11	38	12	-	106
	Utilities	4	4	2	10	-	20
Warehousing	39	15	14	20	-	87	
Other	49	62	28	28	-	158	
Any of the above industries	986	393	774	383	-	2,448	
Not stated	88	141	50	110	1,606	1,982	
Ever a holder of concurrent jobs in the same quarter	Others	1,014	467	756	401	1,606	4,244
	Yes	60	67	68	92	-	186
Holder of more than 1 separate new job (consecutive)	Others	947	406	733	359	1,475	3,893
	Yes	127	128	91	134	131	537

Appendix Table 13. Numbers of RWA participants in any of five major employment situations over all administrative quarters *

		Five major employment situations, showing numbers of participants in all administrative quarters					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
All job quarters worked, in all quarters	0	-	-	-	-	223	223
	1	851	348	-	-	624	1,823
	2	104	88	292	128	304	903
	3	44	37	200	117	166	549
	4	32	23	122	74	137	373
	5	15	16	76	42	77	213
	6	13	9	43	39	34	126
	7	5	1	32	28	16	75
	8	2	1	20	15	8	41
	9	2	3	11	12	11	35
	10	2	3	8	8	6	24
	11	-	1	3	4	-	7
	12	1	2	5	7	-	10
	13	1	1	1	3	-	4
	14	1	1	3	5	-	7
	15	-	-	2	1	-	3
	16	1	-	2	4	-	5
	17	-	-	1	1	-	2
	18	-	-	2	2	-	3
	19	-	-	1	-	-	1
	20	-	-	-	1	-	1
	22	-	-	-	1	-	1
	24	-	-	-	1	-	1
	All new job situations, all quarters	0	-	-	-	-	223
1		851	348	628	288	1,162	3,277
2		162	126	145	104	168	664
3		40	32	39	46	43	173
4		12	17	11	37	10	68
5		6	4	-	6	-	10
6		1	2	-	3	-	4
7		1	3	-	5	-	6
8		1	1	1	2	-	3
10		-	1	-	2	-	2
Total instances of separate new employment	0	-	-	-	-	223	223
	1	947	406	733	359	1,252	3,670

Appendix Table 13. Numbers of RWA participants in any of five major employment situations over all administrative quarters *

		Five major employment situations, showing numbers of participants in all administrative quarters					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
	2	101	103	77	95	114	441
	3	23	16	13	28	12	73
	4	3	7	1	6	5	18
	5	-	2	-	5	-	5
All outcome job quarters	0	-	418	-	297	611	1,322
	1	915	66	8	91	484	1,539
	2	78	33	315	39	243	686
	3	43	4	196	24	92	337
	4	21	11	121	17	94	253
	5	4	-	71	12	44	125
	6	7	1	40	3	11	57
	7	5	1	26	4	8	41
	8	-	-	20	2	8	28
	9	-	-	11	4	5	19
	10	1	-	6	-	6	13
	11	-	-	2	-	-	2
	12	-	-	1	-	-	1
	13	-	-	1	-	-	1
	14	-	-	1	-	-	1
	15	-	-	2	-	-	2
	16	-	-	2	-	-	2
17	-	-	1	-	-	1	
All new outcome jobs	0	-	419	11	302	617	1,343
	1	915	94	663	142	879	2,650
	2	140	16	139	39	100	394
	3	15	4	9	8	9	36
	4	3	1	1	-	1	5
5	1	-	1	2	-	2	
Total	All records	1,074	534	824	493	1,606	4,430

* Rows do not add to the figures in the Total column because some people were in more than one employment situation.

Appendix Table 14. Numbers of RWA participants in one of five major employment situations per participant, as of participants' last records *

Participants by...		Five major employment situations, showing numbers of participants as of their last records					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
Quarter	1	-	1	-	-	4	5
	2	4	1	-	-	4	9
	3	3	1	-	-	15	19
	4	6	1	-	-	6	13
	5	6	-	3	4	35	48
	6	5	3	-	-	12	20
	7	3	2	3	3	31	42
	8	12	7	6	6	27	58
	9	24	16	16	18	70	144
	10	30	13	29	16	29	117
	11	27	11	24	4	96	162
	12	138	46	26	35	412	657
	13	17	4	2	-	8	31
Gender	Female	79	25	32	29	242	407
	Male	186	74	71	49	446	826
Age group	15-24	131	61	51	38	371	652
	25-34	88	26	41	27	201	383
	35-44	25	7	8	5	62	107
	45-54	12	3	1	3	26	45
	55-64	6	3	4	2	12	27
	65 +	-	-	-	-	2	2
Type of disability	Intellectual disability	138	44	62	35	370	649
	ASD	112	53	26	29	252	472
	Both	7	2	6	4	14	33
Province/ territory	British Columbia	41	18	10	16	124	209
	Alberta	16	6	6	10	161	199
	Saskatchewan	12	7	2	5	35	61
	Manitoba	7	1	4	4	45	61
	Ontario	44	8	13	6	141	212
	Quebec	15	6	10	-	65	96
	New Brunswick	35	12	21	15	29	112
	Nova Scotia	37	15	27	17	63	159
	Prince Edward Island	16	8	-	-	1	25
	Newfoundland & Labrador	20	8	9	-	22	59
	Yukon	21	12	4	6	27	70
	Northwest Territories	4	5	3	7	36	55
Nunavut	7	-	-	-	-	7	
Job security	Only permanent work	162	45	69	35	-	311
	Permanent and seasonal work	-	1	1	1	-	3

Appendix Table 14. Numbers of RWA participants in one of five major employment situations per participant, as of participants' last records *

Participants by...		Five major employment situations, showing numbers of participants as of their last records					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
	Only seasonal work	69	23	24	14	-	130
Any new self-employment	Others	256	88	109	86	749	1,288
	New self-employment situation	19	18	-	-	-	37
Industry sectors	Administration	2	1	-	1	-	4
	Agriculture	10	3	-	1	-	14
	Arts	15	11	8	2	-	36
	Construction	10	2	-	1	-	13
	Culture	6	-	2	-	-	8
	Education	-	-	2	1	-	3
	Finance	1	1	1	-	-	3
	Food	37	14	11	7	-	69
	Health	8	-	2	4	-	14
	Manufacturing	15	4	5	1	-	25
	Natural resources	4	-	1	-	-	5
	Professional	6	1	4	-	-	11
	Public administration	-	4	-	2	-	6
	Real estate	1	-	1	-	-	2
	Retail	85	12	47	17	-	161
	Transport	3	1	4	1	-	9
	Travel	11	1	5	5	-	22
	Utilities	-	-	1	2	-	3
	Warehousing	16	3	3	1	-	23
Others	13	14	4	4	-	35	
	Any of the above industries	242	71	99	49	-	461
	Not stated	33	35	10	37	749	864
Ever a holder of concurrent jobs in the same quarter	Others	263	103	102	79	749	1,296
	Yes	12	3	7	7	-	29
Holder of more than 1 separate new job (concurrent)	Others	231	76	90	55	677	1,129
	Yes	44	30	19	31	72	196
All job quarters worked, in all quarters	0	-	-	-	-	100	100
	1	215	67	-	-	321	603

Appendix Table 14. Numbers of RWA participants in one of five major employment situations per participant, as of participants' last records *

Participants by...		Five major employment situations, showing numbers of participants as of their last records					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
	2	23	21	33	25	111	213
	3	11	10	31	18	85	155
	4	9	5	13	8	55	90
	5	4	3	11	4	35	57
	6	6	-	6	6	17	35
	7	4	-	6	8	10	28
	8	-	-	3	4	5	12
	9	1	-	1	1	6	9
	10	-	-	-	3	4	7
	11	-	-	-	3	-	3
	12	-	-	2	-	-	2
	13	1	-	-	1	-	2
	14	-	-	1	2	-	3
	16	1	-	1	1	-	3
	18	-	-	-	1	-	1
	19	-	-	1	-	-	1
	24	-	-	-	1	-	1
All new job situations, all quarters	0	-	-	-	-	100	100
	1	215	67	69	43	542	936
	2	43	33	28	22	81	207
	3	9	5	10	9	21	54
	4	4	1	1	8	5	19
	5	3	-	-	1	-	4
	6	1	-	-	-	-	1
	7	-	-	-	2	-	2
	8	-	-	1	-	-	1
	10	-	-	-	1	-	1
Total instances of separate new employment	0	-	-	-	-	100	100
	1	231	76	90	55	577	1,029
	2	35	28	13	21	63	160
	3	6	2	6	6	7	27
	4	3	-	-	2	2	7
	5	-	-	-	2	-	2
All outcome job quarters	0	-	83	-	38	275	396
	1	228	16	2	26	257	529
	2	23	7	36	6	88	160

Appendix Table 14. Numbers of RWA participants in one of five major employment situations per participant, as of participants' last records *

Participants by...		Five major employment situations, showing numbers of participants as of their last records					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Count	Count	Count	Count	Count	Count
	3	11	-	30	8	46	95
	4	6	-	14	5	40	65
	5	1	-	10	1	21	33
	6	3	-	7	-	4	14
	7	3	-	2	1	6	12
	8	-	-	4	-	5	9
	9	-	-	-	1	3	4
	10	-	-	1	-	4	5
	11	-	-	1	-	-	1
	16	-	-	1	-	-	1
	17	-	-	1	-	-	1
All new outcome jobs	0	-	83	2	40	279	404
	1	229	23	73	37	417	779
	2	41	-	31	6	48	126
	3	4	-	2	3	4	13
	4	1	-	-	-	1	2
	5	-	-	1	-	-	1
Total	As of the last record	275	106	109	86	749	1,325

* A summary job-situation variable was used for the columns. Data in the columns are mutually exclusive for any given administrative quarter.

Appendix Table 15. RWA participants in one of five major employment situations per participant, as of their last record, showing column percentages for each table section *

		Five major employment situations at last record, column percentages					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Column %	Column %	Column %	Column %	Column %	Column %
Quarter	1		0.9%			0.5%	0.4%
	2	1.5%	0.9%			0.5%	0.7%
	3	1.1%	0.9%			2.0%	1.4%
	4	2.2%	0.9%			0.8%	1.0%
	5	2.2%		2.8%	4.7%	4.7%	3.6%
	6	1.8%	2.8%			1.6%	1.5%
	7	1.1%	1.9%	2.8%	3.5%	4.1%	3.2%
	8	4.4%	6.6%	5.5%	7.0%	3.6%	4.4%
	9	8.7%	15.1%	14.7%	20.9%	9.3%	10.9%
	10	10.9%	12.3%	26.6%	18.6%	3.9%	8.8%
	11	9.8%	10.4%	22.0%	4.7%	12.8%	12.2%
	12	50.2%	43.4%	23.9%	40.7%	55.0%	49.6%
	13	6.2%	3.8%	1.8%		1.1%	2.3%
Gender	Female	29.8%	25.3%	31.1%	37.2%	35.2%	33.0%
	Male	70.2%	74.7%	68.9%	62.8%	64.8%	67.0%
Age group	15-24	50.0%	61.0%	48.6%	50.7%	55.0%	53.6%
	25-34	33.6%	26.0%	39.0%	36.0%	29.8%	31.5%
	35-44	9.5%	7.0%	7.6%	6.7%	9.2%	8.8%
	45-54	4.6%	3.0%	1.0%	4.0%	3.9%	3.7%
	55-64	2.3%	3.0%	3.8%	2.7%	1.8%	2.2%
	65 +					0.3%	0.2%
Type of disability	Intellectual disability	53.7%	44.4%	66.0%	51.5%	58.2%	56.2%
	ASD	43.6%	53.5%	27.7%	42.6%	39.6%	40.9%
	Both	2.7%	2.0%	6.4%	5.9%	2.2%	2.9%
Province/ territory	British Columbia	14.9%	17.0%	9.2%	18.6%	16.6%	15.8%
	Alberta	5.8%	5.7%	5.5%	11.6%	21.5%	15.0%
	Saskatchewan	4.4%	6.6%	1.8%	5.8%	4.7%	4.6%
	Manitoba	2.5%	0.9%	3.7%	4.7%	6.0%	4.6%
	Ontario	16.0%	7.5%	11.9%	7.0%	18.8%	16.0%
	Quebec	5.5%	5.7%	9.2%		8.7%	7.2%
	New Brunswick	12.7%	11.3%	19.3%	17.4%	3.9%	8.5%
	Nova Scotia	13.5%	14.2%	24.8%	19.8%	8.4%	12.0%
	Prince Edward Island	5.8%	7.5%			0.1%	1.9%
	Newfoundland & Labrador	7.3%	7.5%	8.3%		2.9%	4.5%
	Yukon	7.6%	11.3%	3.7%	7.0%	3.6%	5.3%
	Northwest Territories	1.5%	4.7%	2.8%	8.1%	4.8%	4.2%
	Nunavut	2.5%					0.5%
Job security	Only permanent work	70.1%	65.2%	73.4%	70.0%		70.0%
	Permanent and seasonal work		1.4%	1.1%	2.0%		0.7%

Appendix Table 15. RWA participants in one of five major employment situations per participant, as of their last record, showing column percentages for each table section *

		Five major employment situations at last record, column percentages					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Column %	Column %	Column %	Column %	Column %	Column %
	Only seasonal work	29.9%	33.3%	25.5%	28.0%		29.3%
Any new self-employment	Others	93.1%	83.0%	100.0%	100.0%	100.0%	97.2%
	New self-employment situation	6.9%	17.0%				2.8%
Industry sectors (using counts for "any of the above industries" as the denominators)	Administration	0.8%	1.4%		2.0%		0.9%
	Agriculture	4.1%	4.2%		2.0%	-	3.0%
	Arts	6.2%	15.5%	8.1%	4.1%	-	7.8%
	Construction	4.1%	2.8%		2.0%	-	2.8%
	Culture	2.5%		2.0%		-	1.7%
	Education			2.0%	2.0%	-	0.7%
	Finance	0.4%	1.4%	1.0%		-	0.7%
	Food	15.3%	19.7%	11.1%	14.3%	-	15.0%
	Health	3.3%		2.0%	8.2%	-	3.0%
	Manufacturing	6.2%	5.6%	5.1%	2.0%	-	5.4%
	Natural resources	1.7%		1.0%		-	1.1%
	Professional	2.5%	1.4%	4.0%		-	2.4%
	Public administration		5.6%		4.1%	-	1.3%
	Real estate	0.4%		1.0%		-	0.4%
	Retail	35.1%	16.9%	47.5%	34.7%	-	34.9%
	Transport	1.2%	1.4%	4.0%	2.0%	-	2.0%
	Travel	4.5%	1.4%	5.1%	10.2%	-	4.8%
	Utilities			1.0%	4.1%	-	0.7%
	Warehousing	6.6%	4.2%	3.0%	2.0%	-	5.0%
Others	5.4%	19.7%	4.0%	8.2%	-	7.6%	
	Any of the above industries	100.0%	100.0%	100.0%	100.0%	-	100.0%
	Not stated	12.0%	33.0%	9.2%	43.0%	100.0%	65.2%
Ever a holder of concurrent jobs in the same quarter	Others	95.6%	97.2%	93.6%	91.9%	100.0%	97.8%
	Yes	4.4%	2.8%	6.4%	8.1%		2.2%
Holder of more than 1 separate new job (consecutive)	Others	84.0%	71.7%	82.6%	64.0%	90.4%	85.2%
	Yes	16.0%	28.3%	17.4%	36.0%	9.6%	14.8%
All job quarters	0					13.4%	7.5%

Appendix Table 15. RWA participants in one of five major employment situations per participant, as of their last record, showing column percentages for each table section *

		Five major employment situations at last record, column percentages					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Column %	Column %	Column %	Column %	Column %	Column %
worked, in all quarters							
	1	78.2%	63.2%			42.9%	45.5%
	2	8.4%	19.8%	30.3%	29.1%	14.8%	16.1%
	3	4.0%	9.4%	28.4%	20.9%	11.3%	11.7%
	4	3.3%	4.7%	11.9%	9.3%	7.3%	6.8%
	5	1.5%	2.8%	10.1%	4.7%	4.7%	4.3%
	6	2.2%		5.5%	7.0%	2.3%	2.6%
	7	1.5%		5.5%	9.3%	1.3%	2.1%
	8			2.8%	4.7%	0.7%	0.9%
	9	0.4%		0.9%	1.2%	0.8%	0.7%
	10				3.5%	0.5%	0.5%
	11				3.5%		0.2%
	12			1.8%			0.2%
	13	0.4%			1.2%		0.2%
	14			0.9%	2.3%		0.2%
	16	0.4%		0.9%	1.2%		0.2%
18				1.2%		0.1%	
19			0.9%			0.1%	
24				1.2%		0.1%	
All new job situations, all quarters	0					13.4%	7.5%
	1	78.2%	63.2%	63.3%	50.0%	72.4%	70.6%
	2	15.6%	31.1%	25.7%	25.6%	10.8%	15.6%
	3	3.3%	4.7%	9.2%	10.5%	2.8%	4.1%
	4	1.5%	0.9%	0.9%	9.3%	0.7%	1.4%
	5	1.1%			1.2%		0.3%
	6	0.4%					0.1%
	7				2.3%		0.2%
	8			0.9%			0.1%
10				1.2%		0.1%	
Total instances of separate new employment	0					13.4%	7.5%
	1	84.0%	71.7%	82.6%	64.0%	77.0%	77.7%
	2	12.7%	26.4%	11.9%	24.4%	8.4%	12.1%
	3	2.2%	1.9%	5.5%	7.0%	0.9%	2.0%
	4	1.1%			2.3%	0.3%	0.5%
	5				2.3%		0.2%
All outcome job	0		78.3%		44.2%	36.7%	29.9%

Appendix Table 15. RWA participants in one of five major employment situations per participant, as of their last record, showing column percentages for each table section *

		Five major employment situations at last record, column percentages					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Column %	Column %	Column %	Column %	Column %	Column %
quarters							
	1	82.9%	15.1%	1.8%	30.2%	34.3%	39.9%
	2	8.4%	6.6%	33.0%	7.0%	11.7%	12.1%
	3	4.0%		27.5%	9.3%	6.1%	7.2%
	4	2.2%		12.8%	5.8%	5.3%	4.9%
	5	0.4%		9.2%	1.2%	2.8%	2.5%
	6	1.1%		6.4%		0.5%	1.1%
	7	1.1%		1.8%	1.2%	0.8%	0.9%
	8			3.7%		0.7%	0.7%
	9				1.2%	0.4%	0.3%
	10			0.9%		0.5%	0.4%
	11			0.9%			0.1%
	16			0.9%			0.1%
	17			0.9%			0.1%
All new outcome jobs	0		78.3%	1.8%	46.5%	37.2%	30.5%
	1	83.3%	21.7%	67.0%	43.0%	55.7%	58.8%
	2	14.9%		28.4%	7.0%	6.4%	9.5%
	3	1.5%		1.8%	3.5%	0.5%	1.0%
	4	0.4%				0.1%	0.2%
	5			0.9%			0.1%

* A summary job-situation variable was used for the columns. Data in the columns are mutually exclusive for any given administrative quarter.

Appendix Table 16. RWA participants in one of five major employment situations per participant, as of their last record, showing row percentages (rows add to 100%) *

		Five major employment situations at last record, row percentages				
		New		Ongoing		Not working
		Outcome	Not outcome	Outcome	Not outcome	
		Row %	Row %	Row %	Row %	Row %
Quarter	1		20.0%			80.0%
	2	44.4%	11.1%			44.4%
	3	15.8%	5.3%			78.9%
	4	46.2%	7.7%			46.2%
	5	12.5%		6.3%	8.3%	72.9%
	6	25.0%	15.0%			60.0%
	7	7.1%	4.8%	7.1%	7.1%	73.8%
	8	20.7%	12.1%	10.3%	10.3%	46.6%
	9	16.7%	11.1%	11.1%	12.5%	48.6%
	10	25.6%	11.1%	24.8%	13.7%	24.8%
	11	16.7%	6.8%	14.8%	2.5%	59.3%
	12	21.0%	7.0%	4.0%	5.3%	62.7%
	13	54.8%	12.9%	6.5%		25.8%
Gender	Female	19.4%	6.1%	7.9%	7.1%	59.5%
	Male	22.5%	9.0%	8.6%	5.9%	54.0%
Age group	15-24	20.1%	9.4%	7.8%	5.8%	56.9%
	25-34	23.0%	6.8%	10.7%	7.0%	52.5%
	35-44	23.4%	6.5%	7.5%	4.7%	57.9%
	45-54	26.7%	6.7%	2.2%	6.7%	57.8%
	55-64	22.2%	11.1%	14.8%	7.4%	44.4%
	65 +					100.0%
Type of disability	Intellectual disability	21.3%	6.8%	9.6%	5.4%	57.0%
	ASD	23.7%	11.2%	5.5%	6.1%	53.4%
	Both	21.2%	6.1%	18.2%	12.1%	42.4%
Province/ territory	British Columbia	19.6%	8.6%	4.8%	7.7%	59.3%
	Alberta	8.0%	3.0%	3.0%	5.0%	80.9%
	Saskatchewan	19.7%	11.5%	3.3%	8.2%	57.4%
	Manitoba	11.5%	1.6%	6.6%	6.6%	73.8%
	Ontario	20.8%	3.8%	6.1%	2.8%	66.5%
	Quebec	15.6%	6.3%	10.4%		67.7%
	New Brunswick	31.3%	10.7%	18.8%	13.4%	25.9%
	Nova Scotia	23.3%	9.4%	17.0%	10.7%	39.6%
	Prince Edward Island	64.0%	32.0%			4.0%
	Newfoundland & Labrador	33.9%	13.6%	15.3%		37.3%
	Yukon	30.0%	17.1%	5.7%	8.6%	38.6%
	Northwest Territories	7.3%	9.1%	5.5%	12.7%	65.5%
Nunavut	100.0%					
Job security	Only permanent work	52.1%	14.5%	22.2%	11.3%	

Appendix Table 16. RWA participants in one of five major employment situations per participant, as of their last record, showing row percentages (rows add to 100%) *

	Permanent and seasonal work		33.3%	33.3%	33.3%	
	Only seasonal work	53.1%	17.7%	18.5%	10.8%	
Any new self-employment	Others	19.9%	6.8%	8.5%	6.7%	58.2%
	New self-employment situation	51.4%	48.6%			
Industry sectors	Administration	50.0%	25.0%		25.0%	
	Agriculture	71.4%	21.4%		7.1%	
	Arts	41.7%	30.6%	22.2%	5.6%	
	Construction	76.9%	15.4%		7.7%	
	Culture	75.0%		25.0%		
	Education			66.7%	33.3%	
	Finance	33.3%	33.3%	33.3%		
	Food	53.6%	20.3%	15.9%	10.1%	
	Health	57.1%		14.3%	28.6%	
	Manufacturing	60.0%	16.0%	20.0%	4.0%	
	Natural resources	80.0%		20.0%		
	Professional	54.5%	9.1%	36.4%		
	Public administration		66.7%		33.3%	
	Real estate	50.0%		50.0%		
	Retail	52.8%	7.5%	29.2%	10.6%	
	Transport	33.3%	11.1%	44.4%	11.1%	
	Travel	50.0%	4.5%	22.7%	22.7%	
	Utilities			33.3%	66.7%	
	Warehousing	69.6%	13.0%	13.0%	4.3%	
	Others	37.1%	40.0%	11.4%	11.4%	
Any of the above industries	52.5%	15.4%	21.5%	10.6%		
Not stated	3.8%	4.1%	1.2%	4.3%	86.7%	
Ever a holder of concurrent jobs in the same quarter	Others	20.3%	7.9%	7.9%	6.1%	57.8%
	Yes	41.4%	10.3%	24.1%	24.1%	
Holder of more than 1 separate new job (concurrent)	Others	20.5%	6.7%	8.0%	4.9%	60.0%
	Yes	22.4%	15.3%	9.7%	15.8%	36.7%
All job quarters worked, in all quarters	0					100.0%
	1	35.7%	11.1%			53.2%
	2	10.8%	9.9%	15.5%	11.7%	52.1%
	3	7.1%	6.5%	20.0%	11.6%	54.8%
	4	10.0%	5.6%	14.4%	8.9%	61.1%
	5	7.0%	5.3%	19.3%	7.0%	61.4%
	6	17.1%		17.1%	17.1%	48.6%

Appendix Table 16. RWA participants in one of five major employment situations per participant, as of their last record, showing row percentages (rows add to 100%) *

	7	14.3%		21.4%	28.6%	35.7%
	8			25.0%	33.3%	41.7%
	9	11.1%		11.1%	11.1%	66.7%
	10				42.9%	57.1%
	11				100.0%	
	12			100.0%		
	13	50.0%			50.0%	
	14			33.3%	66.7%	
	16	33.3%		33.3%	33.3%	
	18				100.0%	
	19			100.0%		
	24				100.0%	
All new job situations, all quarters	0					100.0%
	1	23.0%	7.2%	7.4%	4.6%	57.9%
	2	20.8%	15.9%	13.5%	10.6%	39.1%
	3	16.7%	9.3%	18.5%	16.7%	38.9%
	4	21.1%	5.3%	5.3%	42.1%	26.3%
	5	75.0%			25.0%	
	6	100.0%				
	7				100.0%	
	8				100.0%	
Total instances of separate new employment	0					100.0%
	1	22.4%	7.4%	8.7%	5.3%	56.1%
	2	21.9%	17.5%	8.1%	13.1%	39.4%
	3	22.2%	7.4%	22.2%	22.2%	25.9%
	4	42.9%			28.6%	28.6%
	5				100.0%	0.0%
All outcome job quarters	0		21.0%		9.6%	69.4%
	1	43.1%	3.0%	0.4%	4.9%	48.6%
	2	14.4%	4.4%	22.5%	3.8%	55.0%
	3	11.6%		31.6%	8.4%	48.4%
	4	9.2%		21.5%	7.7%	61.5%
	5	3.0%		30.3%	3.0%	63.6%
	6	21.4%		50.0%		28.6%
	7	25.0%		16.7%	8.3%	50.0%
	8			44.4%		55.6%
	9				25.0%	75.0%
	10				20.0%	80.0%
	11				100.0%	
	16				100.0%	
All new outcome jobs	0		20.5%	0.5%	9.9%	69.1%

*Appendix Table 16. RWA participants in one of five major employment situations per participant, as of their last record, showing row percentages (rows add to 100%) **

	1	29.4%	3.0%	9.4%	4.7%	53.5%
	2	32.5%		24.6%	4.8%	38.1%
	3	30.8%		15.4%	23.1%	30.8%
	4	50.0%				50.0%
	5			100.0%		
Total	As of last records	20.8%	8.0%	8.2%	6.5%	56.5%

* A summary job-situation variable was used for the columns. Data in the columns are mutually exclusive for any given administrative quarter.

Appendix Table 17. Selected features of RWA participants in one of five major employment situations per participant as of their last record, showing where column percentages are substantially higher or lower than expected *

		Five major employment situations at last record, column percentages					
		New job situations		Ongoing job situations		Not working	Total
		Outcome	Not outcome	Outcome	Not outcome		
		Column %	Column %	Column %	Column %	Column %	Column %
Gender	Female		V				
	Male						
Age group	15-24						
	25-34			++			
	35-44		V		V		
	45-54	++		V			
	55-64		++	++	++		
	65 +					++	
Type of disability	Intellectual disability		V				
	ASD		++	V			
	Both		V	++	++	V	
Province/ territory	British Columbia			V			
	Alberta	V	V	V	V	++	
	Saskatchewan		++	V	++		
	Manitoba	V	V	V		++	
	Ontario		V	V	V		
	Quebec	V	V	++			
	New Brunswick	++	++	++	++	V	
	Nova Scotia			++	++	V	
	Prince Edward Island	++	++			V	
	Newfoundland & Labrador	++	++	++		V	
	Yukon	++	++	V	++	V	
	Northwest Territories	V		V	++		
Nunavut	++						
Job security	Only permanent work						
	Permanent and seasonal work		++	++	++		
	Only seasonal work						
Any new self-employment	Others						
	New self-employment situation	++	++				

Appendix Table 17. Selected features of RWA participants in one of five major employment situations per participant as of their last record, showing where column percentages are substantially higher or lower than expected *

Industry sectors (using counts for "any of the above industries" as the denominators)	Administration		++		++		
	Agriculture	++	++		V	-	
	Arts	V	++		V	-	
	Construction	++			V	-	
	Culture	++				-	
	Education			++	++	-	
	Finance	V	++	++		-	
	Food		++	V		-	
	Health			V	++	-	
	Manufacturing				V	-	
	Natural resources	++				-	
	Professional		V	++		-	
	Public administration		++		++	-	
	Real estate			++		-	
	Retail		V	++		-	
	Transport	V	V	++		-	
	Travel		V		++	-	
	Utilities			++	++	-	
	Warehousing	++		V	V	-	
	Others	V	++	V		-	
	Any of the above industries					-	
	Not stated		-	-	-	-	
Ever a holder of concurrent jobs in the same quarter	Others						
	Yes	++	++	++	++		
Holder of more than 1 separate new job (consecutive)	Others				V		
	Yes		++		++	V	

* I.e., At least 20% higher or lower than the figures shown in the "Total" column of Appendix Table 15).

Appendix Table 18. Postsecondary education status of RWA participants, by province / territory

Province / territory	Postsecondary enrollment status				Total
	Still in the same program	Finished - Graduated	Finished - Did not graduate	Withdrew - Reasons other than illness or disability	
British Columbia	5	1	-	-	6
Alberta	5	-	-	2	7
Saskatchewan	10	1	-	1	12
Manitoba	9	-	-	-	9
Ontario	11	-	-	-	11
Quebec	1	-	-	-	1
New Brunswick	5	-	-	-	5
Nova Scotia	15	2	1	1	19
Prince Edward Island	-	-	-	-	-
Newfoundland & Labrador	1	-	-	-	1
Yukon	4	-	1	-	5
Northwest Territories	3	2	-	1	6
Nunavut	-	-	-	-	-
Total	69	6	2	5	82

Appendix Table 19. Average hourly wage of RWA participants, based on the sum of Jobs1, 2 and 3

Province / territory	Average hourly wage			
	Across all	For Job 1	For Job 2	For Job 3
British Columbia	\$ 11.78	\$ 11.77	\$ 11.35	--
Alberta	\$ 14.00	\$ 14.13	\$ 12.55	\$ 17.50
Saskatchewan	\$ 11.95	\$ 12.14	\$ 16.59	--
Manitoba	\$ 11.78	\$ 11.76	\$ 11.00	--
Ontario	\$ 12.61	\$ 12.61	--	--
Quebec	\$ 13.05	\$ 12.88	\$ 17.25	--
New Brunswick	\$ 11.28	\$ 11.28	--	--
Nova Scotia	\$ 12.15	\$ 12.19	\$ 10.70	--
Prince Edward Island	\$ 12.54	\$ 12.34	\$ 13.00	--
Newfoundland & Labrador	\$ 10.75	\$ 10.74	\$ 10.50	--
Yukon	\$ 13.03	\$ 13.15	\$ 13.15	\$ 14.00
Northwest Territories	\$ 16.72	\$ 14.83	\$ 31.16	--
Nunavut	\$ 16.43	\$ 16.43	--	--
Total	\$ 12.64	\$ 12.60	\$ 13.93	\$ 15.75

Appendix Table 20. Second employer survey respondents' ratings of RWA employees compared with their firms' "average" employees in terms of:

	More problem sor costs than the average	About the same as the average	A little better than the average	Much better than the average	Don't know / not sure	Total Respo nses
a. Productivity (getting the job done properly and on time)	16 (23.5%)	33 (48.5%)	11 (16.2%)	7 (10.3%)	1 (1.5%)	68
b. Punctuality (showing up on time)	4 (5.8%)	22 (31.9%)	18 (26.1%)	24 (34.8%)	1 (1.4%)	69
c. Attendance	3 (4.3%)	22 (31.9%)	15 (21.7%)	26 (37.7%)	3 (4.3%)	69
d. Use of sick days	1 (1.4%)	21 (30.4%)	14 (20.3%)	27 (39.1%)	6 (8.7%)	69
e. Their turnover (e.g., rate of quitting or termination)	2 (2.9%)	22 (31.9%)	18 (26.1%)	19 (27.5%)	8 (11.6%)	69
f. Their attitudes towards their work	1 (1.5%)	13 (19.1%)	31 (45.6%)	22 (32.4%)	1 (1.5%)	68
g. Getting along with coworkers	2 (2.9%)	23 (33.3%)	22 (31.9%)	20 (29.0%)	2 (2.9%)	69
h. Getting along with management	0 (0.0%)	25 (36.2%)	23 (33.3%)	18 (26.1%)	3 (4.3%)	69
i. Getting along with customers/ clients	6 (8.8%)	26 (38.2%)	15 (22.1%)	13 (19.1%)	8 (11.8%)	68
j. Contributing to positive workplace morale and spirit	1 (1.4%)	20 (29.0%)	25 (36.2%)	21 (30.4%)	2 (2.9%)	69
k. Contributing to the firm's profit margin (or other goals)	7 (10.1%)	37 (53.6%)	12 (17.4%)	5 (7.2%)	8 (11.6%)	69
l. The frequency of occupational health and safety problems they were involved in	3 (4.4%)	33 (48.5%)	13 (19.1%)	9 (13.2%)	10 (14.7%)	68
m. Their impact on workers' compensation	0 (0.0%)	35 (51.5%)	7 (10.3%)	11 (16.2%)	15 (22.1%)	68
n. Their impact on employee benefits costs (e.g., for LTD, health, dental, etc.)	0 (0.0%)	37 (55.2%)	7 (10.4%)	4 (6.0%)	19 (28.4%)	67

Appendix Table 21. (For second employer survey respondents): Thinking about RWA and the people from RWA who you had contact with, how would you rate...

	Excellent	Good	So-so	Not very good or poor	Not applicable	Don't know/not sure	Total responses
a. The 'business case' they made for hiring someone with...							
...i. an intellectual disability?	25 (38.5%)	30 (46.2%)	2 (3.1%)	1 (1.5%)	5 (7.7%)	2 (3.1%)	65
...ii. ASD?	23 (35.4%)	30 (46.2%)	4 (6.2%)	0 (0.0%)	4 (6.2%)	4 (6.2%)	65
b. The quality of the information they provided about people with...							
...iii. an intellectual disability?	24 (36.9%)	23 (35.4%)	8 (12.3%)	2 (3.1%)	5 (7.7%)	3 (4.6%)	65
...iv. ASD?	26 (41.3%)	19 (30.2%)	7 (11.1%)	2 (3.2%)	5 (7.9%)	4 (6.3%)	63
c. The quality of RWA workshops or other events?	9 (13.8%)	14 (21.5%)	6 (9.2%)	3 (4.6%)	12 (18.5%)	21 (32.3%)	65
d. The availability of people from RWA to address any questions or concerns your firm may have had?	35 (52.2%)	19 (28.4%)	7 (10.4%)	1 (1.5%)	0 (0.0%)	5 (7.5%)	67
e. Follow-through from the RWA people in doing what they said they would do for your firm?	33 (50.0%)	22 (33.3%)	4 (6.1%)	3 (4.5%)	1 (1.5%)	3 (4.5%)	66
f. Your firm's overall experience with RWA?	37 (55.2%)	24 (35.8%)	4 (6.0%)	1 (1.5%)	0 (0.0%)	1 (1.5%)	67

Appendix Chart 1. Minimum wage by province/territory



Source: Retail Council of Canada, Minimum Wage by Province, retrieved from <https://www.retailcouncil.org/quickfacts/minimum-wage-by-province>

Discussion: Details within each of the major labour market states

Appendix Table 13 provides the total numbers of RWA participants who had *ever* been in *any* of the major labour market states over the course of the program. The table is provided for reference only.

Appendix Tables 14, 15 and 16 provide details on people in each of the five major labour market states as of their last records with RWA. The last record was selected because it provides a picture of participants' situation when they ended with RWA as far as the ADS indicates. Appendix Table 14 provides the numbers of people in each labour market state as of participants' last records. Appendix Table 15 provides column percentages based on data that were available per Appendix Table 14; missing data have been excluded from the denominators for some sections.¹¹ Appendix Table 16 provides row percentages.

Together these tables display a great many numbers. Accordingly, Appendix Table 17 flags cells where the numbers of people are 1.2 times or higher (indicated by “++”), or 0.8 times or lower (indicated by “V”), than the expected values across the five major labour market states and several demographic and work-related characteristics. The table holds constant the values in the Total column on Appendix Table 15 as the “expected” values. In other words, Appendix Table 17 uses as its standard of comparison $\pm 20\%$ on either side of what the typical distributions across Appendix Table 15's sections *would have been* if RWA had had no effect. Against that standard the table flags distributions in columns that stand out for attention. A value that is equal to or greater than $\pm 20\%$ of the expected value is termed a “substantial” difference in the discussion that follows.

As even this level of detail presents a complex picture across some of the Appendix Table 17's sections. Accordingly, the present analysis focuses in turn on patterns concerning people: a) in new jobs (outcome and non-outcome); b) in ongoing jobs (outcome and non-outcome); and c) without work as of their last record. Highlights are as follows :

- **Gender:**
 - The gender distributions across all labour market states were generally within the expected range. However, there were substantially fewer than expected women in new non-outcome job situations (25.3% vs the expected 33%).

- **Age:**
 - The patterns for new jobs were within the expected range for most age groups. However, there were substantially more than expected older people 45 to 54 years of age in new outcome jobs (4.6% vs 3.7%). There were also substantially more people 55 to 64 years in new non-outcome jobs (3% vs 2.2%). There were

¹¹ Some data were missing on respondents' age, gender, type of disability, industries of work and job security (i.e., permanent and seasonal work status).

substantially fewer than expected people 35 to 44 years in the latter kinds of jobs (7% vs 8.8%). The numbers of people were not large in any of these scenarios (Appendix Table 14).

- Many of the age distributions were also within the expected range for ongoing jobs. However, there were substantially more people than expected who were 55 to 64 years in ongoing outcome jobs (3.8% vs 2.2%) and non-outcome jobs (2.7% vs 2.2%). There were fewer people than expected who were 35 to 44 years in ongoing non-outcome jobs (6.7% vs 8.8%).
- The age distributions were within the expected range for joblessness, except for people 65 years and older, who were over-represented (0.3% vs 0.2%).

- **Provinces and territories:**

The patterns are more complex to summarize for the provinces and territories. To keep the discussion as straightforward as possible, only general patterns are indicated here. The reader is invited to consult Appendix Table 15 for the column percentages:

New jobs

- The distributions in British Columbia and Nova Scotia were in the expected range for new jobs (outcome and non-outcome). So were the distributions in Saskatchewan and Ontario for new outcome jobs and Nunavut and the Northwest Territories for new non-outcome jobs.
- New Brunswick, Prince Edward Island, Newfoundland and Labrador, and the Yukon all had higher than expected shares of people in new (outcome and non-outcome) job situations. Saskatchewan also had a higher share than expected in new non-outcome jobs, as did Nunavut in new outcome jobs.
- Alberta, Manitoba and Quebec had fewer people than expected in new jobs (outcome and non-outcome). Ontario had fewer people than expected in new non-outcome jobs, and the Northwest Territories had fewer than expected in new outcome jobs.

Ongoing jobs

- The distributions of ongoing (outcome and non-outcome) jobs were in the expected range in Prince Edward Island. The distribution was also within the expected range for ongoing non-outcome jobs in British Columbia, Manitoba, Quebec, and Newfoundland and Labrador.
- Higher-than-expected numbers of people were in ongoing (outcome and non-outcome) jobs in New Brunswick and Nova Scotia. There were also more people than expected in ongoing outcome jobs in Quebec and Newfoundland and Labrador. Saskatchewan, the Yukon and the Northwest Territories had higher-than-expected numbers of people in ongoing non-outcome jobs.
- Alberta and Ontario had fewer people than expected in ongoing (outcome and non-outcome) jobs. British Columbia, Saskatchewan, Manitoba, the Yukon and the Northwest Territories all had lower-than-expected numbers of people in ongoing outcome jobs.

Joblessness

- Joblessness as of RWA participants' last record was within the expected range in British Columbia, Saskatchewan, Ontario, Quebec, the Northwest Territories and Nunavut.
- It was higher than expected in Alberta and Manitoba.
- It was lower than expected in New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador and the Yukon.
- **Type of disability:**

New jobs

- For people with new outcome jobs, the distribution of people by type of disability was within the expected range. However, there were more than expected people with ASD in new, non-outcome job situations (53.5% vs 40.9%), There were fewer people than expected with an intellectual disability in such jobs (44% vs 56.2%) and fewer people with both intellectual disability and ASD in such jobs (2% vs 2.9%).

Ongoing jobs

- Compared with the expected 2.9%, people with both an intellectual disability and ASD were over-represented in ongoing outcome (6.4%) and non-outcome jobs (5.9%). There were substantially fewer people than expected with ASD in ongoing outcome jobs (27.2% vs 40.9%).

Joblessness

- People with both intellectual disability and ASD were under-represented among jobless people (2.2% vs the expected 2.9%). Otherwise the distribution of people with an intellectual disability and ASD among those who were jobless as of their last record was within the expected range.

Industry sectors:

As with the discussion for the provinces and territories, the discussion that follows draws attention to general patterns concerning industry sectors. The reader is invited to consult Appendix Table 15 for detailed column percentages.

New jobs

- Many industries had participation levels that were within the expected range for people with new jobs. For instance, education, health, manufacturing, real estate and utilities all saw participation levels within the expected range for both new outcome and non-outcome jobs. Other industries were within the expected range for one type of new job only: new outcome jobs were within the expected range in the general administration, food, professional, public administration, retail and travel sectors industries; new non-outcome jobs were within range in construction, culture, natural resources and warehousing industries.
- Many other industries yielded results outside the expected range in terms of RWA

participants' new jobs. Agriculture stood alone in having more people than expected in both new outcome and non-outcome jobs. The other industries that were responsible for higher-than-expected shares of people in new outcome jobs were construction, culture, natural resources, and warehousing. Sectors that had higher-than-expected numbers of people in new non-outcome jobs were general administration, the arts, finance, food, public administration and various unspecified "other" industries.

- Transport had substantially fewer than expected people in both new outcome and non-outcome jobs. Other industries that had fewer people than expected people in new outcome jobs were the arts and finance. In new non-outcome jobs RWA participants were under-represented in the professional, retail and travel sectors.

Ongoing jobs

- Many industries were within the expected range in terms of the involvement of RWA participants in ongoing jobs. The culture and natural resources industries both had levels of participation that were within the expected range for ongoing outcome and non-outcome jobs. Other industries that had expected levels of participation in ongoing outcome jobs were general administration, agriculture, the arts, construction, culture, manufacturing, natural resources, public administration and transport industries. Industries with expected participation levels in ongoing non-outcome jobs were the finance, real estate, retail, transport industries
- The industry with higher-than-expected participation in ongoing outcome and non-outcome jobs was education. Other industries with higher-than-expected participation in ongoing outcome jobs were the finance, professional, real estate, retail, transport and travel industries. Industries where participation was higher than expected in ongoing non-outcome jobs were general administration, public administration and travel industries.
- The industry with participation that was lower than expected in ongoing outcome and non-outcome jobs was warehousing. Participation in ongoing outcome jobs was also below the expected range in the food and health sectors. Participation in ongoing non-outcome jobs was lower than expected in agriculture, the arts, construction and manufacturing industries.

APPENDIX FOR QUALITATIVE DATA



PROJECT: Ready, Willing and Able: An Evaluation

Key Informant Interview Guide

INTERVIEW GUIDE: For RWA Staff (Labour Market Facilitators, Autism Outreach Coordinators, Regional Autism Coordinators, National Leadership Team, Partner Organization KIs)

1. Introductions and Consent From

- a) Introduce purpose of the interview: opportunity to learn from them about how they view progress of RWA (What is working well? Challenges or barriers they have been facing? Areas where improvements are needed? Suggestions for moving forward?)
- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality), ability to terminate the interview at any time, an opportunity to debrief following the interview.

2. Introduction

- a) Name
- b) Role in RWA

3. Questions:

- a) Reflecting on the past six to twelve months of RWA, what things are working well?
 - a. Probes: successes, examples, what are the strengths of RWA?
- b) Have there been any challenges? If so, what have the challenges been?
 - a. Probe: areas for improvement
- c) How are the relationships between yourselves as Labour Market Facilitators/Regional Autism Coordinators and the local employment agencies/support services?
 - a. If challenges: What would you recommend to improve the relationships?

- d) How are the relationships between the local agencies and the employers who are participating in RWA?
 - a. If challenges: What would you recommend to improve the relationships?
- e) [If applicable] Since the last time we spoke with you, have there been any changes to the implementation of RWA? If so, can you describe these changes?
 - a. What impact have these changes had on the operations of RWA?
 - b. [Probes: creation of jobs, communication, team work, relationships]
- f) Overall, what suggestions do you have to share regarding making improvements and moving forward with RWA?

4. Conclusion

Is there anything you would like to add that we haven't asked about?
Acknowledge value of participation.



PROJECT: Ready, Willing and Able: An Evaluation
Interview Guide: For National Employers

1. Introductions and Consent From

- a) Introduce purpose of the interview: we are interested in learning about how RWA is working nationally. Specifically, we want to learn about your experiences with RWA as a national employer of employees with an intellectual disability and/or ASD. We believe as a national employer you have a valuable perspective that will help us learn about how RWA is working in the context of national companies. We're wanting to what has worked well? Challenges or barriers they may have faced? Areas where improvements are needed? Suggestions for moving forward?
- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality and how we will address these), ability to terminate the interview at any time, an opportunity to debrief following the interview.

2. Introduction

- a) Name
- b) Can you tell me a little about yourself?
 - a. What is your role in [name of organization]?
 - b. How long have you been working at [name of organization]?

3. Questions:

- g) Can you share with me how you first became aware of RWA?
 - a. How long have you been involved with RWA?
 - b. What motivated your interest in being involved with RWA?
 - c. What has your involvement with RWA looked like?
 - i. Who have you interacted with?
 - ii. What has been your role within the company with respect to RWA?

- d) Do you know how many people have been hired under RWA to date?
(regionally/nationally)
- h) Would you say that employing people with intellectual disabilities and/or Autism Spectrum Disorder at [name company] has overall been...
 - a. Very positive
 - b. Quite good
 - c. Okay, so-so
 - d. Not very good or poor
- i) What factors do you think help explain that this experience has been [a, b, c, or d]?
 - a. What do you think are the two or three most important things that contribute to RWA's success with [company name]?
- j) Have there been any obstacles that [company name] has had to address in order to embrace people with ID and/or ASD as valued employees? Probes: attitudinal barriers, HR policies... ?

4. Relationships between and among stakeholders: [All participants]

- a) Reflecting on your experiences with the RWA initiative, what things have worked well?
 - a. Probes: successes, examples, what are the strengths of RWA?
- b) Have there been any challenges? If so, what have the challenges been?
 - a. Probe: areas for improvement
- c) Overall, would you describe the relationships that are formed under RWA (e.g., between [name company] and CAAC/CASDA)
 - a. Very positive
 - b. Quite good
 - c. Okay, so-so
 - d. Not very good or poor

What things happened or didn't happen that best explains your assessment?

- d) How do you perceive the relationships between this company and those associated with RWA?
 - a. [Choose which are appropriate to probe] Between yourself and
 - i. The self advocates (probably not relevant for national employers)?

- ii. The RWA staff (Labour Market Facilitators/Regional Autism Coordinators)?
 - iii. The employment agencies?
 - iv. The support services (e.g., ACLs)?
 - v. The local employers?
 - b. If positive: What has made these relationships work?
 - c. If challenges: What would you recommend to improve the relationships?
- e) Overall, what suggestions do you have to share regarding making improvements and moving forward with RWA?
 - To further the hiring and retention of people with ID and/or ASD?
 - To strengthen the working relationships between stakeholders involved with RWA?
 - To engage more National Employers?
 - To improve it overall?

5. Conclusion

- a) Is there anything you would like to add that we haven't asked about?
- b) Acknowledge value of participation.



PROJECT: Ready, Willing and Able: An Evaluation

Interview Guide for Entrepreneurs Participants (**support workers etc.**)

1. Introductions and Consent From

- a) Introduce purpose of the interview: we are interested in learning about how RWA is working in your community. Specifically, we want to learn about your experiences with RWA and your experiences of employing and/or supporting a self advocate in his/her/their employment and/or education experience (What has worked well? Challenges or barriers they may have faced? Areas where improvements are needed? Suggestions for moving forward?)
- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality), ability to terminate the interview at any time, an opportunity to debrief following the interview.

2. Introduction

- a) Name
- b) Can you tell me a little about yourself?
 - i. What is your role in [name of organization]?
 - ii. How long have you been working at [name of organization]?
 - iii. How long have you been working with [name of self advocate]?
 - iv. What are your responsibilities concerning [name of self advocate]?

3. Questions:

- a) Can you share with me how you first became aware of RWA?
 - i. How long have you been involved with RWA?
 - ii. What motivated your interest in being involved with RWA?

- iii. What has your involvement with RWA looked like?
 - Who have you interacted with?
 - What activities/events/ways have you been involved with RWA?

- b) Can you describe for me the nature of (SA Name) business/venture?
- c) How long has it been going?
- d) What was RWA's role in getting the business/venture started?
- e) What is your role with [name of self advocate] and his/her involvement with RWA?
- f) Can you describe the process of setting up her/his business?
- g) Once the business started what was the early experience like?
 - i. What were [self advocate's] roles, duties?
 - ii. Have these duties changed over time? If so, how?

- h) Can you please share with me any supports that [self advocate] or yourself required, or other challenges that needed to be sorted out?
 - i. Did the (SA Name) need to get help from anyone else in starting up their business? If so, please describe who and what they did to help out.
 - ii. Did this change over time? If so, how?

- i) Would you say that [self advocate's] experiences developing her/his business has overall been...
 - Very positive
 - Quite good
 - Okay, so-so
 - Not very good or poor

- j) What factors do you think help explain that this experience has been [a, b, c, or d]?
Probes: Education, experience/skills, personality/attitude?
 - i. What do you think are the two or three most important things that contribute to [self advocate's] success at her/his business?

- k) What difficulties/challenges have had to be overcome so that [self advocate] can do his/her job well?

- i. How has [self advocate] dealt with those issues?
- ii. How have you been involved with those issues?

4. Relationships between and among stakeholders: [All participants]

a) Reflecting on your experiences with the RWA initiative, what things have worked well?

- i. Probes: successes, examples, what are the strengths of RWA?

b) Have there been any challenges? If so, what have the challenges been?

- ii. Probe: areas for improvement

c) Overall, would you describe the relationships that are formed under RWA (e.g., between RWA staff, employment and support agencies, employer)

- Very positive
- Quite good
- Okay, so-so
- Not very good or poor

What things happened or didn't happen that best explains your assessment?

d) How do you perceive the relationships associated with RWA?

- i. [Choose which are appropriate to probe] Between yourself and

- The self advocate?
- The RWA staff (Labour Market Facilitators/Regional Autism Coordinators)?
- The local employment agencies?
- The local support service?
- The employer?

- ii. If challenges: What would you recommend to improve the relationships?

e) Overall, what suggestions do you have to share regarding making improvements and moving forward with RWA?

- To further the hiring and retention of people with ID and/or ASD?

- To strengthen the working relationships between stakeholders involved with RWA?
- To improve it overall?

5. Conclusion

- a) Is there anything you would like to add that we haven't asked about?
- b) Acknowledge value of participation.



PROJECT: Ready, Willing and Able: An Evaluation

Interview Guide: For Entrepreneurs Case Study Participants (Self Advocates)

1. Introductions and Consent From

a) Introduce purpose of the interview:

We are researchers from the University of British Columbia. We are going to different cities across Canada to learn about an employment program Ready, Willing and Able that is working to create jobs for individuals with disabilities. We want to speak/talk with you today because we think your experiences will help us learn more about RWA and how to make more positive work experiences for people with disabilities in Canada.

We are going to ask you about your experiences of setting up and running your own business. The information you share with us will be kept private.

- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality), ability to terminate the interview at any time, an opportunity to debrief following the interview.

2. Introduction and background

- a) Name
- b) Can you tell me a little about yourself?
- c) What is the name of your business?
- d) What do you do?
- e) What made you want to do this?
- f) How long has it been going?

g) How long did it take to get started?

3. **Questions:**

a) Who helped you get started with (name of business)?

b) What kind of things did they do for you?

c) Where did you get the money to help you get started?

d) Are you aware of RWA?

e) What did RWA do to help you?

f) What was RWA's role in getting the business/venture started?

g) What steps did you take to set up your business?

h) Once the business started what was the early experience like?

i) Would you say that your experiences developing your business overall been...

- i. Very positive
- ii. Quite good
- iii. okay, so-so
- iv. Not very good or poor

- What factors do you think help explain that this experience has been [a, b, c, or d]? Probes: Education, experience/skills, personality/attitude?

j) What do you think are the two or three most important things that contribute to your success at your business?

k) What difficulties/challenges have had to be overcome?

l) What do you like best/least about running your own business?

m) Are you making money through your business?

n) If you had the chance to do it again, what would you do differently?

o) Are there things that would have made it easier for you?

4. **Conclusion:** Is there anything you would like to add that we haven't asked about?
Acknowledge value of participation.



PROJECT: Ready, Willing and Able: An Evaluation
Interview Guide: For Post Secondary Self Advocate Participants

1. Introductions and Consent From

- a) Introduce purpose of the interview:
 - i. We are researchers from the University of British Columbia. We are going to different cities across Canada to learn about an employment program Ready, Willing and Able that is working to create jobs for individuals with disabilities. We want to speak/talk with you today because we think your post- secondary education experience will help us learn more about RWA and how to make more positive work experiences for people with disabilities in Canada.
 - ii. We are going to ask you about your experiences at school and finding this programme [name institutions/programme]. The information you share with us will be kept private.
- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality – who will know that the self advocate is participating in the research but that they information that they share with us will be private), ability to terminate the interview at any time, an opportunity to debrief following the interview, their names will not be shared.
 - i. Your experience is very important. Our talk will take about 20 minutes. If there's anything you don't feel comfortable talking about, just let me know and we can skip that.

2. Questions

- a) Topic. General question about what programme the participant is attending:
 - i. Can you tell me a little about where you go to school?
 - ii. How long have you been going there?
- b) Topic. Beginnings:
 - i. How did you find out about the programme here at [name]?
 - ii. Who told you about it? (Probe for involvement of the RWA, local ACL or other service provider)
 - iii. Who explained the course/programme to you?
 - iv. Who help you to apply to the programme?

- v. Did you get any help getting ready for the course/programme?
 - vi. If yes, who helped you?
 - vii. What did they do to help you?
 - viii. Did you get all the help you needed? (Probe)
- c) Topic. Role and duties at work:
- i. Can you tell me about the course/programme?
 - ii. What kinds of things do you do/study/learn?
 - iii. Did/Does anyone help you with doing the course work or with any problems you might have ? (Probe for connection of helper—RWA etc.)
 - iv. If yes, who helped you?
 - i. What did they do to help you?
 - ii. Did you get all the help you needed? (probe for each support person)
- d) Topic. Changes at School:
- i. Are you still doing the same course/programme as when you first started at [name]?
 - i. Have the kinds of things you do at changed since you first started?
 - ii. If yes, what are you doing now?
- e) Topic. Satisfaction with course/programme:
- i. What are the things you like best about course/programme at [name]?
 - ii. Is there anything you didn't like about the course/? What would you like to be different?
 - iii. Overall, would you say your experience working at [name] has been...
 - i. Excellent
 - ii. Good
 - iii. Okay, so-so
 - iv. Not very good
 - v. Really bad
- f) Topic. Contribution towards achieving paid employment:
- i. Do you think taking this course/programme will help you to find a job when you finish?
 - ii. In what ways might it help you?(word appropriately)
 - iii. Are there things the programme could do differently or add that would help you in finding a job afterwards?

3. Conclusion

- a) Is there anything you would like to tell us about your experiences here at [name] that we haven't asked about?
- b) Acknowledge value of participation.



PROJECT: Ready, Willing and Able: An Evaluation

Interview Guide: For Case Study Participants Post Secondary (Education Personnel, Support Workers)

1. Introductions and Consent From

- a) Introduce purpose of the interview: we are interested in learning about how RWA is working in your community. Specifically, we want to learn about your experiences with RWA and your experiences of supporting a self advocate in his/her education experience (What has worked well? Challenges or barriers they may have faced? Areas where improvements are needed? Suggestions for moving forward?)
- b) Review consent form and answer any questions the participant may have about the consent form and/or the research project. (To be resolved and signed before continuing with questions below.)
- c) Review of confidentiality status (including limits to confidentiality), ability to terminate the interview at any time, an opportunity to debrief following the interview.

2. Introduction

- a) Name
- b) Can you tell me a little about yourself?
 - i. What is your role in [name of organization]?
 - ii. How long have you been working at [name of organization]?
 - iii. How long have you been working with [name of self advocate]?
 - iv. What are your responsibilities concerning [name of self advocate]?

3. Questions:

- a) Can you share with me how you first became aware of RWA?
 - i. How long have you been involved with RWA?
 - ii. What motivated your interest in being involved with RWA?
 - iii. What has your involvement with RWA looked like?
 - i. Who have you interacted with?
 - ii. What activities/events/ways have you been involved with RWA?

b) What is your role with [name of self advocate] and his/her involvement with RWA?

Stakeholders:

- a) Can you tell me a little bit about [self advocate]?
- b) How long has [self advocate] attended this course/programme [name]?
- c) Did she/he/they have any employment experience and/or education or training prior to coming to [name of course/programme]? If so, please describe.
- d) Please describe your role, if any, in supporting [self advocate] in attending this course/programme?

- e) Can you share with me the process of how [self advocate] came to attend [name of course programme]?
 - a. How did she/he/they apply? E.g., process for finding out about and applying for the programme.
 - b. Were there any supports required to facilitate this process? Either for [self advocate] or yourself? E.g., communication support.
 - c. How was this process for you? [what worked? What were the challenges, if any? Could this process be improved? If so, how?]
- f) Once in the course/programme and thinking back to the early period, what was the experience like?
 - a. What were [self advocate's] challenges?
 - b. Have these challenges recue or disappeared over time? If so, how?
- g) Can you please share with me any supports that [self advocate] or yourself required, or other challenges that needed to be sorted out?
 - a. Did you need to get help from inside [course/programme], or from someone outside of [course/programme], to assist with [self advocate's] participation? If so, please describe who and what they did to help out.
 - b. Did this change over time? If so, how?

- h) Would you say that [self advocate's] experiences in this course/programme has overall been...
 - a. Very positive
 - b. Quite good
 - c. Okay, so-so
 - d. Not very good or poor
- i) What factors do you think help explain that this experience has been [a, b, c, or d]?
Probes: prior training, personality, particular supports [formal or informal] personality/attitude?

- a. What do you think are the two or three most important things that contribute to [self advocate's] success at [course/programme]?
- j) What difficulties/challenges have had to be overcome so that [self advocate] can be successful in the course/programme?
 - a. How has [self advocate] dealt with those issues?
 - b. How have you been involved with those issues?
 - c. How has [self advocate's] instructors or other programme staff or fellow students helped?
- k) Overall would you say that this course/programme will help [self-advocate] find and succeed in employment ?
 - a. In what ways ?
 - b. Are there things that would improve employment outcome success ?

4. Relationships between and among stakeholders: [All participants]

- a) Reflecting on your experiences with the RWA initiative, what things have worked well?
 - a. Probes: successes, examples, what are the strengths of RWA?
- b) Have there been any challenges? If so, what have the challenges been?
 - a. Probe: areas for improvement
- c) Overall, would you describe the relationships that are formed under RWA (e.g., between RWA staff, employment and support agencies, employer)
 - a. Very positive
 - b. Quite good
 - c. Okay, so-so
 - d. Not very good or poor

What things happened or didn't happen that best explains your assessment?

- d) How do you perceive the relationships associated with RWA?
 - a. [Choose which are appropriate to probe] Between yourself and
 - i. The self advocate?
 - ii. The RWA staff (Labour Market Facilitators/Regional Autism Coordinators)?
 - iii. The local employment agencies?
 - iv. The local support service?
 - v. The employer?
 - b. If challenges: What would you recommend to improve the relationships?
- e) Overall, what suggestions do you have to share regarding making improvements and moving forward with RWA?

- To further the hiring and retention of people with ID and/or ASD?
- To strengthen the working relationships between stakeholders involved with RWA?
- To improve it overall?

5. Conclusion

- c) Is there anything you would like to add that we haven't asked about?
- d) Acknowledge value of participation.