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Introduction

The Province of British Columbia is pleased to present the 2015 Annual Report under the Labour Market Agreement for Persons with Disabilities (LMAPD). In March 2004, the Province entered into the LMAPD with the federal government in recognition of a shared commitment to improving the employment situation of persons with disabilities.

In Budget 2013, the Government of Canada proposed a new generation of LMAPD as part of its plan for jobs, growth and long term prosperity. The new LMAPD aims to better meet the employment needs of employers, improve the employment prospects for persons with disabilities and includes enhanced reporting requirements. A new 2014–2018 Canada-British Columbia LMAPD was signed by the Government of British Columbia and the Government of Canada in April 2014.

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

The 2015 Annual Report provides an update and an overview of the Province of British Columbia’s investments and programs intended to support persons with disabilities in their efforts to participate successfully in the labour market.

In fiscal year 2014/15, the Province of British Columbia spent approximately $77.57 million on programs and services funded under the LMAPD.

The following are the definitions of intervention types covered in this report:

- Employment services;
- Skills development and upgrading interventions;
- Work experience interventions;
- Interventions that offer both skills development and work experience components; and
- Healthcare-related interventions.
Labour Market in British Columbia –
Current Economic Conditions

British Columbia’s labour market has experienced modest growth. The unemployment rate rose marginally, increasing from 6.1 per cent in 2014 to 6.2 per cent in 2015. This is 1.5 percentage points lower than the 7.7 per cent experienced at the peak of the recession in 2009. Over the same period, employment was up 30,000. All of this job growth has been in full-time jobs.

Persons with Disabilities in British Columbia

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

- just over 31 per cent classified their disability as mild;
- almost one-quarter classified their disability as very severe;
- the most commonly reported disabilities were pain (69.5 per cent), flexibility (49.6 per cent) and mobility (48.6 per cent);
- women had higher prevalence of disability (14.9%) than men (12.5%); and almost 16 per cent received provincial income assistance.

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

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

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

From December 3, 2013 to March 11, 2014, B.C. held a public consultation to provide British Columbians with a disability, their families and members of the public, the opportunity to share their thoughts on what government, businesses and communities can do to reduce barriers and increase accessibility for people living with disabilities. This consultation was led by a leadership team that includes government, led by the Minister of Social Development and Social Innovation, the disability community, led by the Minister’s Council on Employment and Accessibility and the business community, led by the Presidents Group. In response to what was heard during the consultation, Government released Accessibility 2024 in June 2014 which is a 10-year action plan to make B.C. the most progressive jurisdiction in Canada for people with disabilities. Accessibility 2024 progress updates are available at gov.bc.ca/accessibility.
Report on LMAPD Funded Programs and Services

This report will show indicators by intervention type. Intervention type categories are intended to be inclusive of all programs and services designed and delivered by the Government of B.C. In the table below is a list and description of intervention types used in this report.

Programs and services for persons with disabilities are offered by SDSI and other government ministries and organizations. The following programs and services were delivered by B.C. for the 2014/15 year:

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

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Program</th>
<th>2014/15 Expenditure</th>
</tr>
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<tbody>
<tr>
<td>Employment Services (ES)</td>
<td>Ministry of Social Development and Social Innovation – Employment Program of BC</td>
<td>$7,175,000</td>
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<tr>
<td></td>
<td>Ministry of Social Development and Social Innovation – Volunteer Initiatives</td>
<td>$5,421,744</td>
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<td></td>
<td>Ministry of Health – Pre-Employment and Education Support</td>
<td>$11,207,159</td>
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<td>Community Living British Columbia (CLBC) – Employment Services</td>
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<tr>
<td>Skills development and upgrading interventions (SD)</td>
<td>Ministry of Health -Supported Education</td>
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<td>Ministry of Advanced Education – Disability Services</td>
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<td></td>
<td>Ministry of Advanced Education – Adult Special Education</td>
<td>$6,052,604</td>
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<tr>
<td></td>
<td>Ministry of Advanced Education Other Programs: CAPER, PCAS, PILAT, APSD, LDAB, BCAG-DS, Interpreting Services</td>
<td>$1,504,133</td>
</tr>
<tr>
<td>Work experience interventions (WE)</td>
<td>Ministry of Social Development and Social Innovation – Annual Earnings Exemption</td>
<td>Expenditure to be included in 2015/16 and subsequent LMAPD Annual Plan</td>
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<tr>
<td></td>
<td>Ministry of Health – Supported Employment</td>
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<tr>
<td>Interventions that offer both skills development and work experience components (SD/WE)</td>
<td>Ministry of Social Development and Social Innovation – Accessibility 2024</td>
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<tr>
<td>Healthcare-related interventions (HC)</td>
<td>Other Ministry of Health Programs: Substance Use outpatient services, residential treatment, supported recovery and Mental Health and Substance Use Therapeutic Volunteer program (TVP)and Assertive Community Treatment (ACT) Employment and Education Support</td>
<td>$22,289,493</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$77,568,434</td>
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</tbody>
</table>

*Accessibility 2024 is not recovered through LMAPD funding.
1. Employment services (ES)

Employment services include:

- Services such as labour market information, service needs determination, employment assessment, counseling and referral, resume writing and job interview assistance, other one-on-one coaching sessions or short group workshops.

- This grouping includes generic employment information and assistance services that are not related to a specific job.

- Any additional enabling supports that individuals require to participate in employment services would also be included within this intervention type (e.g., assistive devices, workplace or educational attendants).

B.C.’s LMAPD includes the following Employment Service Programs:

- Ministry of Social Development and Social Innovation – Employment Program of BC
- Ministry of Social Development and Social Innovation – Volunteer Initiatives
- Ministry of Health – Pre-Employment and Education Support
- Community Living British Columbia (CLBC) – Employment Services

Ministry of Social Development and Social Innovation – Employment Program of BC (EPBC)

INITIATIVE OBJECTIVES

- The Employment Program of BC (EPBC) was launched in April 2012 and offers all British Columbians who are seeking employment, including persons with disabilities, access to a diverse range of flexible employment service options through one point of entry.

- The program model ensures that, regardless of where an individual lives in B.C., they will have access to the same suite of quality services and supports.

- Clients access the program through a network of 84 WorkBC Employment Services Centres (ESCs) across the province.

- The integrated model also allows for a more flexible and individualized approach to service delivery, further benefiting all persons with disabilities seeking employment.

- The program ensures that appropriate employment services and supports are available to persons with disabilities to reduce or remove the impact of an individual’s disability or barrier related to employment.

- The key to the program service delivery model is to deliver Program services to people who need them in their community, simplify eligibility and provide seamless access to services to meet individual needs.

- Individual employment service needs are assessed on an individual basis and access to the services and supports they require is determined through eligibility.
The EPBC provides a range of specialized services to support persons with disabilities to participate in their communities; pursue employment goals, increase self-reliance and build skills and experience to achieve labour market attachment.

In addition to the services provided by the EPBC, an assistive technology loan bank that provides assistive technology disability supports to post-secondary students with disabilities who are eligible to work in B.C. is available with the objective to increase independence of students with disabilities to successfully complete post-secondary studies to enhance employment opportunities.

INITIATIVE DESCRIPTION

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

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

Since it was launched in April 2012, over 222,000 British Columbians have received employment services through the EPBC. Of those, over 176,000 people have received case managed services and over 52,500 persons with disabilities have participated in case management.

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

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

SELF-SERVE SERVICES

The primary purpose of Self-Serve Services is to support all B.C. job seekers in achieving and sustaining employment by providing readily available access to job search tools, equipment, services such as workshops and job start supports.

Persons with disabilities may access job search resources, tools and information at any time by visiting the resource centre at each WorkBC site. Assistance is readily available from staff to support job seekers in their job search effort at any time in the resource centre.

A Preliminary Needs Assessment for case management is available for individuals who, after using Self-Serve Services, need additional support to find employment or require Job Search/Job Start financial supports.

CASE MANAGEMENT

Persons with disabilities complete a Formal Needs Assessment process with a Case Manager that includes an individualized and structured employment needs assessment process that may be carried out over one or more sessions.

The Case Manager and the Client collaborate to determine what actions, steps supports or services may be required to help the client obtain employment and/or improve employment readiness.

Clients have access to a flexible range of employment services and supports to meet each individual’s unique employment needs. To ensure success, ongoing support and follow up is provided for all services.

Services include access to the following:

- Job search and job start supports
- Training (basic, essential and occupational)
- Short term occupational certificates
Access to workshops to assist individuals to prepare, find and maintain employment
Paid or unpaid work experiences
Job development services
Customized employment development options
Job coaching to support job maintenance
Extended employment supports and follow up (for both employee and employer)
Self-employment options
Rapid access to services for persons with disabilities at risk of losing employment
Earlier entry for students with disabilities who require support to transition from school to employment including students in their last year of high school or post-secondary studies
Employment related disability supports may also be assessed as needed and are available including:
- Assistive Devices, Equipment and Technology
- Communication/Hearing Devices
- Ergonomic Supports
- Restorative Supports
- Attendant Services
- Interpreting or Captioning
- Workplace Access & Modification
Specialized Assessments may be assessed as needed and are available including:
- Neuropsychological Vocational Assessment
- Vocational Psychological Assessment
- Physical/Functional Capacity Assessment
- Learning Disability Assessment
- Speech and Language Assessment
- Audiological Assessment
- Ergonomic Assessment
- Assistive Technology Assessment
- Medical Assessment Report
- Work Simulation

PROGRAM DEVELOPMENTS
In September 2015, WorkBC service providers across the province marked the second annual Disability Employment Month (DEM) with a variety of locally organized events, including:
- Radio, community television, and print marketing to promote DEM
- A local Chamber of Commerce dinner event to highlight employment programs and DEM to business members
- A presentation by a client with a disability at a local Employment Services Centre, thanking employers for providing inclusive workplaces
- Open House events to promote employment for persons with disabilities and highlight employment services available
- “Project Everybody” employment forum and hiring fair for persons with disabilities
- An employer info session bringing together potential employers, clients with disabilities and their family members, and employment service providers, to discuss ways to reduce barriers to employment
- A workshop on overcoming adversity
- A Disability Employment event featuring a local entrepreneur who started his business after suffering a workplace injury, and a medal-winning local Paralympic athlete. The event also showcased assistive technology supports
- Several community barbecues attended by local employers, clients with disabilities, and employment and disability service organizations
- Disability Recognition luncheon acknowledging employers who have hired individuals with disabilities, attended by Minister Stilwell
As part of Accessibility 2024, the Ministry partnered with the Ministry of Advanced Education in a pilot project launched in 2014, to improve the employment outcomes for post-secondary graduates with disabilities. The pilot engages stakeholders to better understand current services and supports, gaps, best practices and identifying opportunities
to enhance collaboration and information sharing. Collaboration in this on-going project has included a networking event for WorkBC and post-secondary institutions in April 2015, and attendance by WorkBC contractors at post-secondary career fairs to highlight EPBC supports and services for persons with disabilities.

- A Job Creation Partnership (JCP) project focused on accessibility for persons with disabilities an expansion to EPBC, allowing clients who do not have Employment Insurance (EI) attachment to participate in the project. The change offered new opportunities for clients who previously would have been ineligible to gain paid work experience on a JCP project. As a result, three clients who did not have EI eligibility were able to take part in the project. The pilot results will be evaluated to determine whether to expand this enhancement to program services.

- In May 2015 the Ministry launched the new Technology@Work program, which provides $3,000,000 per year to help British Columbians who have disabilities to gain and retain sustainable employment. Technology@Work funds assistive technology to enable individuals with disability related barriers to employment, including volunteer positions, to overcome those barriers and maximize their full employment potential. The Neil Squire Society will deliver the program under a three year contract which runs through March 2018.

TARGET POPULATION

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD

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

COMMENTARY ON INDICATORS

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

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

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

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

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

Success stories are not summative indicators, but provide a more comprehensive understanding of outcomes. The following are examples of employment outcomes from EPBC during 2015:

JORDYN’S STORY

Jordyn is a young woman with a developmental disability, who participated in a youth customized employment pilot project funded by SDSI and Community Living BC prior to EPBC launch. Her case worker helped Jordyn identify her interest in child care, and after Jordyn decided this was the career path she wanted to follow, they looked into what qualifications she needed. Together they found an online program for certification as an Early Childhood Education Assistant, and Jordyn completed the course and received her ECEA certification. In 2011 Jordyn was hired at a local elementary school, working 2 mornings a week. The position was customized to fit Jordyn’s skills, and she was placed as an assistant to the Kindergarten teacher.

When the pilot program ended in 2012, Jordyn’s file was transferred to the EPBC. Although she has been independent at her job, she occasionally needs support outside of work to maintain her employment. This includes ongoing professional development hours, as well as additional course work to keep her certification current. As the EPBC sub-contractor is also a CLBC service provider, Jordyn was able to access coordinated ongoing supports through both EPBC and CLBC. This September Jordyn received support to begin an online course to update her certification, and has just received a B+ on her first assignment. She has also been able to access loaned equipment from Assistive Technology BC for the duration of her course.

Asked about her job, Jordyn says “I was very nervous to start but the teacher was very welcoming and made me feel part of the class. I have great co-workers and really feel appreciated by them. I am in my fourth year and am now working 3 days a week. I have become more confident in my abilities each year. With the positive feedback I get, I feel like a valued part of the team.”
JOHN’S STORY

John moved to Revelstoke with the goal of learning everything there is to know about mountain biking, but after finding work with a local bike shop, he made a surprising discovery.

John had profound hearing loss, making it impossible to hear anything mechanically wrong with customers’ bikes. Unable to identify and fix problems, John was at risk of losing his job. The only solution to his problem: $5,000 hearing aids which he couldn’t afford.

He approached his local WorkBC centre with little hope, but the staff “blew his expectations out of the water” when they were able to provide financial support for his hearing aids. Thanks to EPBC’s support, John was able to keep his job, and is now working as a bike mechanic and sales rep.

John says he had no idea how much he was missing out on without his hearing. His hearing loss was so profound it took a month to gradually increase it in stages. WorkBC and John’s case manager, Krista, have not only saved his job, but dramatically changed his life forever.

MELISSA’S STORY

Four years ago, Melissa suffered a devastating accident when struck by a train. Found unconscious in a ditch hours later, she had sustained severe brain trauma along with other major injuries. Melissa was rushed to Vancouver Children’s Hospital, where she spent 8 months in a coma. When she eventually awoke, she was transferred to a rehabilitation centre for ongoing treatment, but doctors didn’t think she would ever walk, speak, or feed herself again. However, after a year of intense treatment she began to make tremendous progress, and in 2013 Melissa moved back to Kamloops to be close to her family. Now 20 years old, she lives in an assisted living environment to help her with ongoing care.

When Melissa first connected with WorkBC she used a power chair, but over time she progressed to walking completely unassisted. After spending time with her and getting to know her amazing personality and sense of humour, her WorkBC team carved a customized employment placement that would provide a supportive work environment. They reached out to Puddle Jumpers Daycare, who had worked with customized employment clients in the past. After meeting Melissa, the manager knew she was going to be a perfect addition to their team. Melissa’s ability to keep spaces clean and organized was a good fit in the daycare kitchen, where the cook is sometimes too busy to get all the cleaning tasks done.

In July, Melissa started work – her first day ever of paid employment. She was excited to be working at last, while her employer says “This is going to be life changing for Melissa and the staff at Puddle Jumpers. We’re more than happy to support her in this new life experience.”
Ministry of Social Development and Social Innovation – Volunteer Initiatives

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

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

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

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD
Employment opportunities

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

INDICATORS OF SUCCESS
As of March 2015, Volunteer Initiatives had 4,640 participants, a slight decrease in the number of volunteer placements from the previous year.

Expenditures for Volunteer Initiative in fiscal year 2014/15 was $5.4 million, also a slight decrease from the previous year.

Ministry of Health – Pre-Employment and Education Support

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

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

PRE-EMPLOYMENT AND EDUCATION SUPPORT

Pre-employment and Education Support remains the most widely available employment-related service and program participation has continued to grow across B.C. These services include vocational rehabilitation counselling, occupational therapy and access to other employment-related supports. These services are generally provided within the context of broader, mental health and substance use (MHSU) treatment programs such as community, tertiary and residential programs. Health Authorities (HAs) also contract with community agencies such as clubhouses and drop-in centres to provide these types of supports.

This program shows an increase of 1.5 times the number of participants over the 2012/13 level (8,037 as compared to 5,155). Of the 8,037 participants in the program this year, 1,403 (17%) obtained or maintained employment, demonstrating an increase of 2.6%. Additionally, 409 participants (5%) obtained or maintained education.

MHSU PRE-EMPLOYMENT AND EDUCATION SUPPORT

<table>
<thead>
<tr>
<th></th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
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<tbody>
<tr>
<td># of Persons in Program or Service</td>
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<td># of Persons Completing Program or Service</td>
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<td># of Persons Obtained or Maintained Employment</td>
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<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>442</td>
<td>294</td>
<td>409</td>
</tr>
</tbody>
</table>

Community Living British Columbia (CLBC) – Employment Services

PROGRAM OBJECTIVES

The unemployment rate for individuals of working age that are eligible for support from Community Living BC (CLBC) averages 79%. The overarching objective of CLBC Employment Services is to assist CLBC eligible individuals to integrate into the workforce, ultimately to increase the number of individuals who are employed.

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

TARGET POPULATION

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD

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

PROGRAM DESCRIPTION

More and more people with developmental disabilities want to work, earn their own wages, feel valued as employees and derive the associated benefits of employment. CLBC’s vision for employment is “that every individual with a disability who wants a job is employed”. CLBC provides employment services, based on the following principles:

- Individuals want to work.
Everyone has important qualities and talents to contribute.

Employment contributes to economic and social inclusion, and to safety within community.

Everyone can be successfully employed in the right job if they have the right support.

There is a need to balance disability-related support needs with employment supports.

CLBC Employment Services provide the following supports:

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

CLBC Employment Services provide support to individuals to enter the workforce where they work alongside employees without disabilities for wages at the industry standard. Service providers use a person-centered approach with a strong focus on assessment using a variety of tools, including discovery (a customized employment tool) that determine the skills and abilities of the job seeker to ensure a job match that results in successful employment. Employment can be accessed through a competitive labour market approach or through customized job development where a job is created that meets the ideal conditions of employment for the job seeker and meets the needs of the employer. Work experience and training can be part of developing employment. On the job support and training are offered with an expectation of moving to natural supports in the workplace whenever possible. Service providers continue to be available as needed, providing ongoing support for the employer, the employee and their co-workers. Services are provided with the assumption that every job seeker is ready for work and can make a valuable contribution based on their unique skills, interests and preferences; in other words, training may be required but is not a successful outcome on its own. There is an expectation of reasonable accommodation on the part of the employer; employment services are not job creation programs.

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

COMMUNITY ACTION EMPLOYMENT PLAN

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

The Plan is a collaborative strategy that promotes inclusive and supportive employment opportunities. Among other things, it supports coordination of local resources and community engagement with government, service providers, volunteers, self-advocates families, community leaders and CLBC staff.
RESULTS AFTER TWO YEARS OF COLLABORATIVE ACTION

An in-depth review was completed as part of the second anniversary of the Community Action Employment Plan resulting in a progress report which was shared with collaborators and the public, and is available for download from the CLBC website.

The data suggests strong progress toward the goal of assisting 1,200 people to find employment by 2016. Measurement of the starting point and progress to date was conducted by matching individuals eligible for CLBC supports with BC Disability Assistance data on those reporting income. As of April 2015, over 1,400 more people served by CLBC have reported employment income throughout B.C. The increase to over 3,600 people reporting an income in 2014-15 represents an increase from about 15 per cent of CLBC eligible individuals growing to nearly 21 per cent since the plan was launched.

The growth in those reporting income, while not a direct measure of jobs created by the Plan, is a strong indicator that reflects the success of a wide range of complementary efforts from government, the community living sector and employers. The growth is a very positive indicator of the momentum that is making B.C. a leader in inclusive employment.

Over the last two years, countless individuals, families, service providers, funders and community partners have collaborated with CLBC to accomplish the goals of the Plan. Together, we have developed and implemented numerous projects, including:

- increasing access to employment supports in both rural and urban areas through local planning, our investment in employment services and the competencies of service providers and CLBC staff
- partnering with individuals and organizations and supporting numerous community-led projects, including familyWORKS, Promoting Our Abilities, Ready Willing and Able, Rotary at Work in BC, and Mapping Inclusive Employment to advance self-advocate leadership, support families, and engage the business community
- adopting best practices as set by the Canadian Association for Supported Employment and embedding these best practices in CLBC’s procurement policy and processes
- supporting innovative approaches to changing perceptions, attitudes and behaviors to increase the number of individuals pursuing employment and increase the employment opportunities available

LOCAL SOLUTIONS

Focussed local work is being done in three pilot areas – Central Upper Island, Simon Fraser, and Thompson-Cariboo. The emphasis on local planning, building local capacity, promoting employers as leaders, and developing community collaborations is yielding results. Community stakeholders are working together which is resulting in better transitions for youth leaving school and more jobs for job seekers. Early lessons from the pilot areas are included in the two year progress report and will help guide CLBC’s approach across the province to respond to local opportunities and challenges.

MEASUREMENT & ACCOUNTABILITY

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

CLBC head office staff worked in consultation with service providers, regional staff and the Ministry of Social Development and Social Innovation to identify a method of improving data collection for the purposes outlined above. The result is a revised Periodic Report for Employment that is now in the process being implemented with service providers.

Additionally, CLBC developed an on-line orientation for service providers to assist them in building their competency with the new report structure.
PART OF THE TEAM

White Rock’s Triple Flip is a clothing store that believes in empowering young girls to be confident and able to express their unique selves. They also believe in empowering individuals with diverse abilities.

Triple Flip at Morgan Crossing won an Innovative Labour Solutions Award last year. The Awards are organized by the City of Surrey, the Rotary Club of Surrey, Rotary at Work BC, Milieu Family Services, Community Living BC, and WorkBC and recognizes employers and businesses in Surrey and surrounding areas that are creating a welcoming workplace where everyone feels valued and respected and generating meaningful employment opportunities for adults with developmental disabilities.

Right from the moment that the Triple Flip team became aware of Milieu Family Services’ Customized Employment Program, they were on board. The team advocated to their head office for a chance to work with and create a diverse workforce. The first step was to do a situational assessment.

Co-Managers Alyssa and Taryn (pictured above, left and right) met with potential employee Krista (centre) and they knew she would be a great fit for the team. They worked together with Milieu’s Customised Employment staff to get Krista to a place where she is fully independent at work and is able to take on new roles and challenges.

“Krista has been part of the team for more than two years and we wouldn’t change a thing,” says co-manager Taryn. “With Krista, it is all about little achievements. We treat her like any other employee in the store, giving her goals for her shifts, and having her help customers.”

Krista is responsible for dressing mannequins in the store, doing regular cleaning tasks, and helping to fill customer bags at the cash desk. “We support Krista by being her friend, and showing her that she’s just as much a part of this team as everyone else,” said co-manager Alyssa. “Krista was just recently given a new task – to help do the display that is within the cash desk. This task is slightly more complex, but she is really starting to get good at it!”

“We feel very honoured that we are recognized as an inclusive employer,” said Taryn. “We hope that by having people like Krista in our store it helps to open the door to many who are unable to get jobs. We also hope it helps to remove any stigma around the idea of disabilities, because everyone has strengths and weaknesses and should be looked at and treated the same.”
ASHER THE SUCCESSFUL ENTREPRENEUR

Twenty-two-year-old Asher is the owner of Asher’s Amazing Popcorn. Asher, who has autism, started his own business after taking an entrepreneur course that taught him how to make a business plan and deal with marketing and budgeting.

“We went through a process called Discovery in which we find out what their likes and dislikes are, what kind of environment they work best in, and what their interests and needs are,” said his mother Catriona Johnson.

“We discovered that Asher liked working with machinery. When he was younger, he was really into overhead projectors and coffee machines. He liked working with people and had an interest in popcorn.”

Through Discovery, Asher volunteered at the Victoria Theatre where he learned how to make popcorn, clean the machine and interact with customers. From there his love for popcorn grew.

“I got to make popcorn at the theatre,” said Asher. “I’m trying to make lots of money to buy an RV.”

Catriona added, “He’s grown and become more social because of the interactions around the selling of popcorn. It’s interesting and not something I thought would happen,” she said.

Photo and story from the Victoria News, April 28, 2015 (http://www.vicnews.com/community/301574571.html)

EMPLOYMENT SERVICES HAVING IMPACT

A young man who dreamed of driving a big truck is now saving for his own vehicle after finding work through a new Williams Lake Association for Community Living (WLACL) job developer.

His story is only one example of the success WLACL is having putting people with developmental disabilities to work since hiring job developer Linda Rowley. Efforts to increase employment in the Thompson-Cariboo are part of a pilot through Community Living British Columbia (CLBC)’s Community Action Employment Plan (CAEP).

Guided by the CAEP, CLBC is building job capacity in local communities for people who want to work. Linda is assisted by three employment staff at WLACL, who help new hires get started on the job.

WLACL is experienced at breaking new ground. The association has been transitioning 10 employees at a WLACL-operated garbage transfer station to private sector jobs as part of the ongoing effort to reduce segregated workplaces in favour of community employment for people with disabilities.
Feedback from local employers has been positive, executive director Ian McLaughlin says. Sixteen of 22 people from age 19 to their 60s who are supported by WLACL’s employment specialists now have jobs in the community.

WLACL community employment manager Sharon Hooker agrees that encouraging employers to hire CLBC-eligible individuals has become easier since hiring a job developer. “The odd employer gives us a definite no, but most of them are very good at letting people try.”

Some employees are doing so well that their hours have increased since they started work. “We do work checks every month with employers. So far, they are very happy with their employees,” Sharon adds. “What really made the difference for us is having a dedicated job developer.”

As a local logging contractor, Linda has connections throughout the business community. She is co-located with Community Futures, a WorkBC subcontractor that develops self-employment and entrepreneurial ventures. Besides helping youth leaving school and older adults find jobs, she assists those who want to start their own business.

“Each and every day, I hit the pavement with a smile on my face to find that special job for someone I support,” Linda says. “I really enjoy working with the people I support and the many businesses in the community. I never thought this position could be so busy, but I’m busy, very busy at that.”

Karen Newman, CLBC regional employment coordinator for the Thompson-Cariboo, is pleased with the arrangement.

Already, she says, WLACL is training additional job coaches to meet the demand. It’s a sign of the potential for dramatically increasing inclusive employment across the province.

BURGER 55 & KEVIN SPEIJER: A WINNING COMBINATION

Chris Boehm, owner of Burger 55 Restaurant, is being acknowledged and celebrated by CLBC for embracing workplace inclusion with a WOW Award.

Each year CLBC’s Widening Our World (WOW) Award recognizes the contributions and innovations of people who are working to build communities that are accepting of all abilities. This year’s theme for the WOW Awards is employment. As part of the three-year Community Action Employment Plan, British Columbians were asked to nominate employers who are hiring adults CLBC serves and creating positive, inclusive workplaces where everyone feels welcome, valued and respected.

Chris Boehm was nominated by his employee, Kevin Speijer, who has worked at Burger 55 for just under a year. Boehm and the staff at Burger 55 have embraced inclusion and provided Kevin with the same work experience and expectations as they would any other employee. Boehm also employs two other individuals with a disability and helps build awareness of the skills and abilities people with diverse abilities can bring to the workplace.
More than 80 nominations were received and four people from across the province were chosen for a WOW! CLBC Award. The other winners are from Kamloops, Chilliwack and Vancouver. Nominations were reviewed regionally and then by a provincial committee made up of individuals served by CLBC, community members, service providers and CLBC staff.

Since 2009, CLBC has presented WOW Awards to recognize British Columbians who are creating opportunities and building awareness for a vision of full citizenship for people with developmental disabilities, one where they lead good lives, have rich relationships, choices in how they live and employment opportunities.

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

Skills development and upgrading interventions (SD) include:

- All types of formal training provided by public, private, community, and project-based trainers, usually in a classroom setting, where there is an instructor/pupil relationship and a set curriculum.
- Any additional enabling supports that individuals require to participate in skills development or upgrading would also be included within this intervention type (e.g., assistive devices, workplace or educational attendants, tutors, note takers).

B.C.'s LMAPD includes the following Skills Development and Upgrading Interventions Programs:

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

Ministry of Health – Supported Education

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

TARGET POPULATION

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

SUPPORTED EDUCATION SERVICES

Supported Education Services are offered throughout the province, though are more common in urban areas. Generally, Supported Education Services are accessed in conjunction with other MHSU specific employment programs provided by vocational rehabilitation staff. Clubhouses/drop-in centres also provide this type of support. In some HAs, education specific programming has been developed in partnership with Educational institutions, such as College/University partner programs, local School District Partnerships, and staff supported high
school completion programs. Supported Education Services are generally supported and coordinated by MHSU case managers and occupational therapists.

In this program area, the data continues to show significant increases across all indicators including the number of participants who attended the program rising from 1,170 in 2012/13 to 2,236 this year, an increase of 2.5 times over those two years. The number of participants who completed the program (1,273 participants) increased by 5.5 times over the 2012/13 numbers, a significant increase. A total of 359 participants (16%) obtained or maintained employment, while 375 participants (17%) obtained or maintained education.

### MHSU Supported Education

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<th>2012/13</th>
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<th>2014/15</th>
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<tr>
<td># of Persons in Program</td>
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<td>1,528</td>
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<td>or Service</td>
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<tr>
<td># of Persons Completing</td>
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<td># of Persons Obtained or</td>
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### Ministry of Advanced Education – Disability Services

#### Initiative Objectives

The primary objective of Disability Services is to provide a resource at the post-secondary level to facilitate reasonable access to post-secondary education for students with disabilities, and to increase their participation and success.

#### Initiative Description

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

#### Target Population

Public post-secondary students with a functional limitation caused by a physical or mental impairment that restricts their ability to perform the daily activities necessary to participate fully in studies at a post-secondary level.

Priority Areas Addressed Under the LMAPD:
- Education and training
- Building knowledge

#### Commentary on Indicators

Linking students with disabilities to direct employment outcomes is problematic for a number of reasons. Disability Services are provided at the post-secondary level to assist students with disabilities access education, and can consist of a variety of services as noted above. As such, it is not necessarily participation in the program itself that measures success, but rather the services that provide vital supports for the students’ success in the wider fields of post-secondary education and the labour market. The supports provided by the Disability Services Resource Centres at public post-secondary institutions vary widely depending upon the specific disability of the client group, and as such are difficult to quantify.

The supports provided through the Disability Services program and other support services increase retention and completion of post-secondary education, which provides a solid foundation for labour market participation. There are very clear indicators for all post-secondary students that success in achieving post-secondary accreditations is a significant factor affecting success in accessing the labour market.

For Disability Services, the indicators of the level of support available and accessed are the number of participants who have self-identified as having a disability and accessed services through the institution’s Disability Services Resource Centres. In British Columbia, approximately 10,000 students...

The 2014 Diploma, Associate degree and Certificate Student Outcomes (DACSO) and Baccalaureate Graduate Surveys (BGS) provide some indication of employment outcomes for students with disabilities in the areas of unemployment rates, percent participation in the labour market and median wage. These indicators are summarized under Labour Market Indicators at the end of the Ministry of Advanced Education section.

**MINISTRY OF ADVANCED EDUCATION – DISABILITY SERVICES**

**Indicators of Success:**
Disability Services supported 10,493 participants in 2014/15

**DISABILITY SERVICES SUCCESS STORIES**

“For me, school has always been hard because I learn differently from most people. I had extra help from learning assistants when teachers realized that I have dyslexia, which makes reading certain words difficult. Most of my teachers did not see my shyness as a need for specialized help, so I learned that school was a place to socialize, not to learn. I only took easy classes to get through. I hated English because I felt stupid when I could not read as well as other students.

For about a year after graduation, I began working nightshifts at a retirement home. After several months of this, I felt that I needed to make some changes. Family and friends began encouraging me to look at the Health Care Assistance (HCA) program. I knew I needed to upgrade my English, so I registered for English 092 and 094. I remember feeling anxious and nervous for every class I went to for the entire 4 months, 4 days a week, even though I did something completely different: I went to the Disability Resource Centre and asked for help. I was given the name of a tutor and with her help, I not only passed the two English courses, I actually received the first-ever letter grade of “B” for them. I felt another first: confident and smart enough to continue on to the HCA program.

Today, I am completing the HCA program. I have been taking this part-time since April 2014, after consulting with the DRC and the program leader to make sure I could handle the content, practicums, and exams. To complete my assignments, to prepare and take exams and get “A’s” in my classes, has been life-changing for me. I have been invited to apply to work at all of my practicum placements.”

Disability Services Student

**Ministry of Advanced Education – Adult Special Education (ASE)**

**PROGRAM OBJECTIVES**

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

**PROGRAM DESCRIPTION**

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

**TARGET POPULATION**

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

**PRIORITY AREAS ADDRESSED UNDER THE LMAPD**

- Education and training
COMMENTARY ON INDICATORS

In 2014/15 the institutions reported delivering 760 full time equivalents (FTE) in ASE. The Ministry of Advanced Education uses student FTE as its key measure of student enrolment activity at each public post-secondary institution. One FTE may represent one student with a full-time course load, or as many as five or six students carrying fewer courses.

In 2006, the Ministry completed a three-phase ASE Cohort Study that provides an inventory snapshot of the ASE programs being delivered in British Columbia’s public post-secondary institutions; information about learners who apply to ASE programs; and the results of an exit survey. Findings suggest that 80 per cent of students surveyed felt the program helped prepare them for the workplace.

Ministry of Advanced Education –
Centre for Accessible Post-secondary
Education Resources (CAPER)

SERVICE OBJECTIVES

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

SERVICE DESCRIPTION

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

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

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

CAPER also works to develop improved internal processes and service delivery standards in order to:

- Improve communications with students, disability coordinators, librarians, and other stakeholders, to provide equitable access and supports;
- Improve production time and cost by developing and maintaining partnerships with other agencies, services and consortia, and by research and implementing new technology; and
- Develop and deliver tools and workshops to inform new disability coordinators, librarians and students about alternate formats.
TARGET POPULATION
Public post-secondary students with print impairments.

PRIORIT AREAS ADDRESSED UNDER THE LMAPD
- Education and training

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

The supports provided by CAPER are captured in two indicators: 1) the number of activities that CAPER undertakes; and 2) the number of new titles in alternate formats created to build capacity.

These supports help increase the post-secondary completion rate of students with print impairments, which provide a solid foundation for labour market participation and leads to improved labour market outcomes. Almost 1,200 students accessed disability services across public post-secondary institutions in 2014/15.

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

Indicators of Success:
In 2014/15, 1,168 students accessed CAPER services.

NUMBER OF STUDENTS BY DISABILITY SUPPORTED BY CAPER IN 2014/15

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>2014 – 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabilities</td>
<td>730</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>128</td>
</tr>
<tr>
<td>Blind</td>
<td>11</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>90</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>85</td>
</tr>
<tr>
<td>Other</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,168</strong></td>
</tr>
</tbody>
</table>

CLIENT COMMENTS
“Good job with the alternate textbook service. I find it to be very good and when I have a question I get a response within a couple days so that is very helpful.”

CAPER Student

“CAPER BC’s professionalism and dedication to serve with excellence persons with disabilities like myself has made a world of difference to my transition to my MA program as a mid-career professional.”

CAPER Student

“Utilizing CAPER-BC’s services has greatly benefited my students. The level of professionalism provides me with the reassurance that when I refer a student I know the job will get done properly and in a timely manner. It is one less thing I have to worry about. I am grateful to have the CAPER-BC staff on my team.”

Post-Secondary Instructor
Ministry of Advanced Education – Post-Secondary Communication Access Services (PCAS)

INITIATIVE OBJECTIVES
The program works to coordinate and improve access to interpreting and captioning services for deaf and hard-of-hearing students in the public post-secondary education system, and to provide centralized advising expertise to post-secondary institutions for hiring interpreters and captioners to ensure consistency and quality of service delivery.

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

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD
- Education and training

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

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

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

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

MINISTRY OF ADVANCED EDUCATION
Post-Secondary Communication Access Services

Indicators of Success:
PCAS supported 551 participants who are deaf, hard of hearing and deaf-blind in 2014/15. This constitutes a 35% increase in student numbers from the previous year.

In 2014/15, institutions posted 620 positions for interpreters and transcribers which is a 4% increase over the previous year.

2 TypeWell is a speech-to-text communication software.
PCAS SUCCESS STORIES

“Human Service Worker Program has totally altered my perception on life. My career goals have now changed from obtaining a certificate to achieving a diploma. I am excited to put what I have learned into practice. I also look forward to feeling that I am contributing to a flourishing society. I have stronger communication skills with my family and friends. My confidence has grown enormously. I thought that my hearing impairment limited my life choices – how untrue.”

PCAS Student

“Thank you to the Disability and Learning Support Coordinators in helping me decide which program was suited for me, filling out forms, setting up a type well, finding a tutor, seeing that I had up to date hearing aids and FM system, obtaining a computer, having a backup TypeWell in place and just making sure things worked out. They address many of my concerns in being able to hear and have my classroom instruction run smoothly. All of these factors have played a significant contribution to the success I have obtained in this course. Without their help and support I know that my learning would have been a very hard struggle and I would most likely of dropped out of the class.”

PCAS Student

“When I first started at College, I started by upgrading on my English. I found it was a struggle work through it at first but when I got the support I needed then it helped me through it. After I upgraded my English, my goal was to go for my Human Service Worker diploma. I went and took some more courses just to get me back into the habit of being a student because I was out of school for quite a few years. Then I finally entered into the Human Service worker program and I passed and got a job where I did my practicum at. Now, I am working on going for my Education Assistance education and plan on working with people who have developmental disabilities who are in the schools. College has been good to me and I highly recommend it to anyone.”

PCAS Student

Ministry of Advanced Education – Interpreting Services

INITIATIVE OBJECTIVES

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

INITIATIVE DESCRIPTION

Interpreting Services are provided each year in 20 colleges, institutions and universities to cover part of the cost of interpreters and captioners for deaf, deaf-blind and hard of hearing students. Services consist of American Sign Language (ASL) interpreting, deaf-blind intervener services, TypeWell or CART captioning, or combinations of the above.

TARGET POPULATION

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD

Education and training

COMMENTARY ON INDICATORS

The number of students provided with the required type of interpreting service is an indicator of the level of participation of students with hearing impairments in the post-secondary system. Interpreting Services assist students with hearing disabilities to participate and complete their post-secondary studies, which has an impact on their labour market outcomes. Further work will be undertaken to improve monitoring of education and labour market outcomes of participants in this specific program.

MINISTRY OF ADVANCED EDUCATION

Interpreting Services

Indicators of Success:

Interpreting Services supported 551 participants in 2014/15.
Ministry of Advanced Education – Program for Institutional Loans of Adaptive Technology (PILAT)

INITIATIVE OBJECTIVES
The PILAT is an initiative designed to improve access to required assistive technology within public post-secondary institutions to students with disabilities and to support public post-secondary institutions in meeting their duty to accommodate students with disabilities by providing supplementary technology resources. The program provides for the institutional loan of technology to institutions that may have intermittent need, or may want to assess technology before purchase.

INITIATIVE DESCRIPTION
The PILAT is a loan bank of assistive technology and equipment maintained by Assistive Technology BC for the use of public post-secondary institutions. Public post-secondary institutions, which may have intermittent need for assistive technology to accommodate students with disabilities, may access the PILAT to borrow needed equipment to facilitate the reduction of barriers to education for students with disabilities. The PILAT provides adaptive equipment for students with disabilities to use on-site within an institution and formalizes the parameters for the loan of adaptive hardware and software.

TARGET POPULATION
Public post-secondary students with disabilities who require adaptive technology in order to pursue their studies.

PRIORITY AREAS ADDRESSED UNDER THE LMAPD
- Education and training

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

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

NUMBER OF INSTITUTIONS SERVED
During the 2014/2015 budget year, the PILAT provided equipment loan services to 28 public post-secondary institution campuses. Half the institutions requested more than one loan during the budget year. These loan requests often include multiple system configurations to address a range of on-campus accommodation needs.

NUMBER OF LOANS IN CIRCULATION
There were a total of 58 PILAT equipment loans in circulation during the 2014/2015 budget year. Of the 58 equipment loans in circulation, 38 were new loans issued in the budget year and 20 were consolidated ongoing loans carried forward from the previous year.

NUMBER OF STUDENTS SERVED
Although it is difficult to state the exact number of students served since PILAT loans are issued to institutions, it is possible to estimate a range for the number of students served based on the following factors:
- Each loan configuration serves at least one student;
- Some equipment is designed to work with only one student;
- Location of equipment on campus, e.g. adaptive computer in library may serve several students; and
- Number of students to be served identified on the PILAT application form.

Based on assessment of the loan records and PILAT referral information using the above factors, an estimated 300 students were served under this program.
MINISTRY OF ADVANCED EDUCATION
PILAT 2014/15

Indicators of Success:

Project Loans in 2014/15  58
Consultation / Trainings in 2014/15  28
Estimated Number of Students in 2014/15  300

PILAT SUCCESS STORIES

“Over the years, as an Accessibility Service Coordinator, I have greatly appreciated the support through consultation, loaned equipment and on-site visits. I also feel confident that all of my colleagues that work at Okanagan College share the same opinions as I do about these supports.”

Disability Coordinator

“We have also appreciated over the many years the equipment that has been loaned. Equipment such as CTVs for the classroom, FM systems for students who have no financial means of obtaining them elsewhere, TypeWell Equipment, computers with disability specific software and other equipment that has been invaluable to our upgrading students with very specific career goals. Other students who have not fit into any eligibility program and who are in need of this loaned equipment have been allowed to participate in the educational process toward a positive career outcome. These supports are measureable to the Accessibility Coordinators. I personally value and appreciate the feedback that I receive from students who have been able to meet their educational goals. These goals before the support that they receive, may have felt unattainable.”

Disability Coordinator

“We have also received support through loaned equipment and training on our Adaptive Labs. ATBC has provided us with equipment that is loaned to Okanagan College and very well used by our students. Our staff and our students have also been trained on site by an AT-BC consultant who has allowed us to broaden the use of the equipment in order to meet the specific needs of the students.”

Disability Coordinator

Ministry of Advanced Education
– Assistance Program for Students with Permanent Disabilities (APSD)

INITIATIVE OBJECTIVES

APSD is intended to provide financial resources to assist students with permanent disabilities attending post-secondary institutions in covering the costs of exceptional education-related services and adaptive equipment and/or technology.

INITIATIVE DESCRIPTION

APSD is a needs based program for full and part-time students with permanent disabilities attending British Columbia post-secondary institutions who are enrolled in developmental program/courses (upgrading, English as a Second Language or Adult Special Education) or who are studying at the post-secondary level and who have exhausted all available Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE). The program provides grants of up to $10,000 ($12,000 for students requiring attendant care while in class) for exceptional education related services and/or adaptive equipment.

TARGET POPULATION

Students with permanent disabilities attending post-secondary institutions in British Columbia who have exhausted their CSG-PDSE funding or are attending developmental, English second language or adult special education programs or courses (and thus ineligible for CSG-PDSE funding).

PRIORITY AREAS ADDRESSED UNDER THE LMAPD

- Education and training
COMMENTARY ON INDICATORS
The primary indicator of success for APSD is the number of participants accessing the program. This indicator highlights the support available to students under this program, which will help to improve their participation, retention and completion rates.

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

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

Indicators of Success:
APSD had 186 participants in 2014/15.

Ministry of Advanced Education – Learning Disability Assessment Bursary (LDAB)

INITIATIVE OBJECTIVES
The LDAB is a provincial financial needs-based bursary to help students with the upfront costs of a learning disabilities assessment.

INITIATIVE DESCRIPTION
Students with a learning disability require a recent learning disability assessment, completed within the last three years or after the age of 18, to establish that they have a permanent disability and are therefore eligible for StudentAid BC disability related programs. The LDAB is a grant program available to full-time or part-time students attending B.C. public post-secondary institutions and studying at the post-secondary level. Eligibility for the LDAB will be assessed based on the StudentAid BC learning disability screening tool and the recommendation of the Disability Coordinator at the institution. Eligible recipients are able to access a bursary of up to a $1,800 lifetime maximum to offset the cost of a Psycho-Educational Assessment, which is the diagnostic tool utilized to identify and characterize learning disabilities.

TARGET POPULATION
Public post-secondary students requiring a learning disability assessment who have not completed an assessment within the past three years or after the age of 18.

PRIORITY AREAS ADDRESSED UNDER THE LMAPD
- Education and training
COMMENTARY ON INDICATORS
The primary indicator of success for LDAB is the number of participants who utilize the bursary to be professionally assessed, and are subsequently deemed to qualify for permanent disability status. This indicator highlights the number of students that are subsequently able to access existing disability support and accommodations, which will help to improve their participation, retention and completion rates.

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

MINISTRY OF ADVANCED EDUCATION
Learning Disability Assessment Bursary (LDAB)

Indicators of Success:
LDAB supported 67 participants in 2014/15.

Ministry of Advanced Education – BC Access Grant for Deaf Students (BCAG-DS)

INITIATIVE OBJECTIVES
The objectives of the BCAG-DS are to provide the additional funding necessary (in conjunction with existing permanent disability financial assistance and student loans) to allow deaf and hard of hearing students to attend specialized post-secondary institutions outside of Canada where the curriculum is delivered primarily in American Sign Language (ASL).

INITIATIVE DESCRIPTION
There are institutions in the USA that provide both liberal arts and technical training specifically to deaf and hard of hearing students (Gallaudet and Rochester Institute of Technology respectively). There are no similar institutions in the world. The BCAG-DS is a financial assistance program that provides the additional funding that a deaf or hard of hearing student would require, augmenting their existing student loan and grants to meet the education related costs associated with either of the above described institutions. The grant amount is up to $30,000 per academic year with lifetime maximum funding of up to five academic years.

TARGET POPULATION
Deaf and hard of hearing students with a level of hearing loss that meets the definition of permanent disability as outlined by the Canada Student Financial Assistance Regulation; are attending a SABC designated post-secondary institution in an undergraduate program where the curriculum is delivered primarily in ASL; and are enrolled in a full-time course load (60% or greater).
PRIORITY AREAS ADDRESSED UNDER THE LMAPD

- Education and training

COMMENTARY ON INDICATORS

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

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

LABOUR MARKET OUTCOME INDICATORS 2014 DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENT OUTCOMES (DASCO) AND SURVEY

While the labour market outcomes measures from the Colleges and Institutes Student Outcomes Survey do not allow for the differentiation of students with specific disabilities, they do provide an overall view of the effect of post-secondary education completion on labour market outcomes for self-identified students with disabilities, 9 to 20 months after completing their post-secondary education.

Labour Market Indicators for Graduates with Disabilities with Diplomas, Associate Degrees or Certificates:

<table>
<thead>
<tr>
<th>Labour Market Indicators*</th>
<th>Identified as having a disability</th>
<th>All other respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour force participation rate</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>17.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Employment rate</td>
<td>64%</td>
<td>79%</td>
</tr>
<tr>
<td>Median hourly wage (full-time employed)</td>
<td>$20</td>
<td>$20</td>
</tr>
</tbody>
</table>

* Source: BC Stats 2014 Diploma, Associate Degree, and Certificate Student Outcomes Survey

Labour Market Indicators for Graduates with Disabilities with Bachelor Degrees:

<table>
<thead>
<tr>
<th>Labour Market Indicators*</th>
<th>Identified as having a disability</th>
<th>All other respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour force participation rate</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>10.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Employment rate</td>
<td>76%</td>
<td>84%</td>
</tr>
<tr>
<td>Median annual salary (full-time employed)</td>
<td>$45,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

*Source: BC Stats 2014 Baccalaureate Graduates Survey
3. Work experience interventions (WE)

Work experience interventions (WE) include:

- Services such as wage subsidies, earnings supplements, job placements, and project-based job creation.
- On-the-job employment supports for persons with disabilities.
- The principal focus of this grouping is employment. However, the intervention may also include a short training component that is a prerequisite for the job in question, such as Workplace Hazardous Materials Information System (WHMIS) training.
- Any additional enabling supports that individuals require to participate in work experiences would also be included within this intervention type (e.g., assistive devices, job coaches, workplace or educational attendants, counselling).

BC’S LMAPD INCLUDES THE FOLLOWING WORK EXPERIENCE INTERVENTIONS PROGRAMS:

- Ministry of Social Development and Social Innovation – Annual Earnings Exemption
- Ministry of Health – Supported Employment

Ministry of Social Development and Social Innovation – Annual Earnings Exemption

The Ministry of Social Development and Social Innovation (SDSI) introduced an Annual Earnings Exemption (AEE) for all clients with the Persons with Disabilities (PWD) designation on January 1, 2015. AEE was implemented using a phased approach starting in January 2013. Through this process, SDSI worked closely with Disability Alliance BC to gather public feedback to help shape AEE policy.

AEE allows PWD clients to more easily take advantage of the earnings exemption if they are able, especially if their disability is episodic in severity. The maximum AEE limits are:

- $9,600 for families with one individual with the PWD designation;
- $12,000 for families with two adults, only one of which has the PWD designation; and
- $19,200 for families where both adults have the PWD designation.

If an individual or family reaches their AEE limit, additional earnings will be deducted dollar for dollar from future assistance. If, after reaching their AEE limit, an individual or family earns more than the monthly assistance rate, they will not receive a disability assistance cheque but would be eligible for continued health benefits (Medical Services Only coverage).

B.C. is one of the first jurisdictions in Canada to offer the option of annual earnings exemptions; all other provinces have monthly earnings exemptions with the exception of the Yukon, the only other Canadian jurisdiction that provides an annual income exemption ($3,900 per year for clients with disabilities).
Ministry of Health  
– Supported Employment

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

Target Population

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

Supported Employment

Two of B.C.’s Health Authorities (HAs) currently offer supported employment services that adhere to the evidenced-based Individual Placement and Support (IPS) service model (Place and Train); however, other supported employment programs vary, from the traditional Train and Place service model, to more flexible on-going support. Over time, a key goal of the Ministry of Health is to increase the number of supported employment programs that adhere to the fidelity of the IPS model, given strong evidence on the effectiveness of this model in improving employment outcomes for individuals with severe mental health conditions.

Transitional employment programs include supported work programs, crews, therapeutic work contracts as well as supporting clients to obtain competitive employment opportunities. HAs provide transitional employment support through MHSU specific employment programs, specific vocational rehabilitation services, and contracts with local community agencies, clubhouses and drop-in centres. Some HAs provide transitional employment supports that target particular client groups such as youth/young adults and individuals living in tertiary settings.

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

A total of 1,487 participants (54%) completed a Supported Employment program and 782 (28%) obtained or maintained employment this year. This data demonstrates a reduction in numbers over the previous two years. However, 114 participants obtained or maintained education, an increase of 19% over the numbers in 2012/13 (96). The data for Supported Employment services indicates a stable number of participants (2,745) in the program with only a 1% increase over the numbers in 2012/13 (2,714).

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

SUPPORTED EMPLOYMENT

Sue was a young woman who initially wanted to work in a restaurant. She had numerous challenges such as depression and anxiety, Tourette’s Syndrome, Attention Deficit Hyperactivity Disorder and obsessive compulsive symptoms. Sue sought support from the Supported Employment program and began developing the skills and confidence to pursue employment. Sue accessed relevant subsidies to take the “Foodsafe” and “Serving it Right” courses. She secured a position as a kitchen assistant and waitress with support from the program. The employer agreed to provide Sue with full training after negotiation with the program. Through this experience, Sue succeeded in the position and gained confidence and better awareness of her strengths. She has decided to pursue further education towards her longer term career goals.

CLUBHOUSE PROGRAMS – SUPPORTED EMPLOYMENT AND SUPPORTED EDUCATION

Kevin is 26 years old and has been attending the young adults group at the Clubhouse for three years. Prior to attending programs at the Clubhouse, Kevin had been living in a residential care program, was actively using street drugs and associating with friends who were a negative influence. With support of the Clubhouse, Kevin was able to repair his relationships with his family, leave residential care after a year, and move in with his father. Last September he went back to school to complete his high school certificate. Currently Kevin is working full time as a loader/picker, has saved up enough money to buy himself a car, and wants to find a girlfriend. He says he has purpose and new skills in his life now and is enjoying a new social group with better influences.

MHSU SUPPORTED EMPLOYMENT

<table>
<thead>
<tr>
<th></th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Persons in Program</td>
<td>2,714</td>
<td>2,687</td>
<td>2,745</td>
</tr>
<tr>
<td>or Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Persons Completing</td>
<td>907</td>
<td>1,332</td>
<td>1,487</td>
</tr>
<tr>
<td>Program or Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Persons Obtained or</td>
<td>1,179</td>
<td>1,065</td>
<td>782</td>
</tr>
<tr>
<td>Maintained Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Persons Obtained or</td>
<td>96</td>
<td>120</td>
<td>114</td>
</tr>
<tr>
<td>Maintained Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Interventions that offer both skills development and work experience components (SD/WE)

Interventions that offer both skills development and work experience components (SD/WE) include:

- Interventions such as integrated projects that focus on both skills development and work experience.

- Any additional enabling supports that individuals require to participate in skills development or work experiences would also be included within this intervention type (e.g., assistive devices, workplace or educational attendants, tutors, note takers, job coaches, counselling).

B.C.’s LMAPD includes the following Skills Development and Work Experience programs:

- Ministry of Social Development and Social Innovation – Accessibility 2024

Ministry of Social Development and Social Innovation – Accessibility 2024

INITIATIVE OBJECTIVES

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

This vision can only be achieved by respecting and reflecting the needs and wants of people living with disabilities in British Columbia. Consistent with the UN Declaration on the Rights for Persons with Disabilities, government has worked closely with the disability community to implement its vision through Accessibility 2024.

INITIATIVE DESCRIPTION

Accessibility 2024 (gov.bc.ca/accessibility) is government’s 10-year action plan to make B.C. the most progressive jurisdiction in Canada for people with disabilities by 2024.

The Accessibility 2024 leadership team includes government and external advisory groups made up of people with disabilities, family members, business leaders, Aboriginal leaders and community representatives:

- Minister’s Council on Employment and Accessibility, which is a forum comprised of leaders from the business, non-government and government sectors as well as families and individuals with disabilities.

- Presidents Group, which is group of business leaders committed to working together to improve employment and consumer opportunities for people with disabilities.
RDSP Action Group, which is an advisory committee that includes prominent financial and social leaders whose members who work together to build and maintain B.C.’s position as the province with the highest per capita uptake of Registered Disability Savings Plans (RDSPs) in Canada.

Accessibility 2024 is built around 12 building blocks that represent the themes that emerged during a province wide consultation process. Each building block includes proposed outcomes and measures that will move B.C. forward towards becoming the most progressive province in Canada for people with disabilities by 2024. The building blocks include:

- Inclusive Government
- Accessible Service Delivery
- Accessible Internet
- Accessible Built Environment
- Accessible Housing
- Accessible Transportation
- Income Support
- Employment
- Financial Security
- Inclusive Communities

Key employment commitments include:

- Declare September Annual Disability Employment Month.
- Improve WorkBC services for people with disabilities, including up to $1 million annually in research and innovation funding aimed at enhancing services and improved outcomes for individuals with disabilities.

- $1.5 million to implement a pilot program for innovative training and initiatives at public post-secondary institutions to increase the success of people with disabilities in trades/technical programs or high labour market demand programs.

- Provide $3 million in annual funding for assistive technologies that support employment for people with disabilities.

- Develop a disability strategy for the BC Public Service to enhance accessibility for hiring and advancement of persons with disability within the public service.

- Mandate the Presidents Group to increase employment for people with disabilities in the private sector.

- Explore options to enhance work experience opportunities for youth with disabilities in the education system.

TARGET POPULATION

Persons with disabilities in British Columbia.

PRIORITY AREAS ADDRESSED UNDER THE LMAPD

- Building Knowledge
- Employment Participation
- Employment Opportunities
INDICATORS OF SUCCESS

The Accessibility 2024 One Year Progress Update was released in June 2015. The progress update highlights the shared accomplishments of government, business and the disability community on the themes outlined in Accessibility 2024. Key employment-related accomplishments include:

- Presidents Group is actively engaging with the business community to increase employment opportunities and improve consumer experiences for people with disabilities in B.C..
- $3M per year for Technology@Work program, which provides assistive technologies that support employment for people with disabilities
- Proclaimed September as Disability Employment Month, with events and activities taking place province-wide to celebrate employees with disabilities and their employers
- Annual Earnings Exemption for disability assistance clients reflecting their unique employment needs
- WorkBC Community and Employer Partnership projects are underway with a focus on work experience and improved employment outcomes for individuals with disabilities
- Work underway to strengthen the transition from school to work for post-secondary graduates with disabilities by leveraging WorkBC employment services
- More than $4M invested in disability awareness training for staff and faculty, incorporating universal design principles into curriculum and developing pilot courses specifically for persons with disabilities at 20 B.C. public post-secondary institutions
- BC Public Service released an update to Reflecting Our Communities: Building a Diverse BC Public Service with an enhanced focus on accessibility, including the formation of a Work-Able Graduate Internship Program to provide work experience for recent post-secondary graduates with disabilities
- BC Public Service launched the Work-Able Graduate Internship Program in September 2015 which offers one-year public service internships for post-secondary students with disabilities.
5. Healthcare-related interventions (HC)

Healthcare-related interventions (HC) include:

- Any costs of programs and services that support health interventions (e.g., treatment of substance abuse and addictions, personal support services and devices) which fall within the priority areas of the LMAPD and support the goal of increased employability and improved employment outcomes for persons with disabilities.
- Any additional enabling supports that individuals require to participate in healthcare-related interventions would also be included within this intervention type (e.g., assistive devices, workplace or educational attendants, counselling).

B.C.’s LMAPD includes the following Healthcare-Related Interventions programs:

- Mental Health and Substance Use
  - ACT Employment and Education Support
  - MHSU Therapeutic Volunteer
  - SU Outpatient Services
  - SU Residential Treatment
  - SU Support Recovery

Ministry of Health – Mental Health and Substance Use

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

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

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The five regional health authorities provide the Labour Market Agreement for Persons with Disabilities (LMAPD) funded programs and are responsible for identifying population health needs; planning appropriate programs and services; ensuring programs and services are properly funded and managed; and meeting performance objectives. The PHSA and the FNHA do not have LMAPD funded programs.

STRATEGIC DIRECTIONS

In 2014, the Ministry of Health released Setting Priorities for the B.C. Health System that sets out the broad strategy and future direction of the British Columbia health care system. The strategy acknowledges that the B.C. system can and must build on its success but also make improvements to meet the short and long term needs of the population. The three key areas of focus in the strategy include: delivering patient-centred services and care; driving performance management; and establishing a cross-system focus on key patient populations including individuals with complex mental health and/or substance use problems. This strategy outlines a systemic approach to ensuring high quality services for individuals, with emphasis on continuous improvement, outcome measurement and enhanced accountability.

Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance Use in B.C. (2010) is another foundational document that informs B.C.’s efforts to improve its mental health and substance use system. This whole-of-government, multi-systems approach aims to promote mental health across the lifespan, prevent and delay the onset of mental health and substance use problems in people of all ages, and improve treatment and support when problems occur. A key action in Healthy Minds, Healthy People relevant to LMAPD objectives is the development of a provincial psychosocial rehabilitation policy for improving education and employment outcomes for individuals with severe mental illness and/or problematic substance use (currently under development).

Building upon these directions, the Ministry of Health recently developed a series of policy papers that outline key areas of the health care system that require substantive repositioning. Of particular relevance to the LMAPD is the Primary and Community Care in B.C.: A Strategic Policy Framework which focuses on reducing demand on acute care emergency departments and medical in-patient bed utilization by improving the effectiveness and accessibility of primary and community care. Within this paper, individuals with mental health and/or substance use problems or disorders are identified as a priority population for system-wide action over the next 1-2 years.

CLIENT POPULATION

In 2013/14, approximately 800,000 individuals received some form of mental health and substance use services in B.C. through physician encounters, emergency room visits, or hospital visits for a mental health or substance use issue. This population represents close to 17% of the total B.C. population of 4.7 million. The data indicates that females make up 59% of the cohort and males 41%. The population with mental health and/or substance use disorders is distributed across all age groups with 63% of the cohort between the ages 25 and 65 years. Almost 20% of the cohort is over 65 years of age. Geographically, as expected, the higher volumes of people receiving services are in the metro and urban centres with the rural and remote areas showing lower volumes of service.


While this data provides some initial insight into the population of individuals with mental health and/or substance use problems, key data caveats must be noted. Given current data limitations, this cohort underestimates overall service utilization as it does not include the range of the services provided in the community. These numbers also reflect service utilization not service need; some individuals who experienced mental health and/or substance use problems in 2013/14 may not have accessed services for a variety of reasons.

Within this cohort, it is estimated that approximately 130,000 adults in B.C. have the most complex forms of mental illness and/or substance use disorders, most commonly poly-substance use and severe trauma in combination with unmanaged or under-managed psychosis, bipolar, and/or depressive disorders and/or cognitive impairment.

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

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

INITIATIVE DESCRIPTION
Assertive Community Treatment (ACT) – Employment and Education Support

Assertive Community Treatment (ACT) is a team case management model that provides a wide range of MHSU services for people with severe mental illness and/or problematic substance use. A key service component of ACT is supported employment/supported education provided by a specialist in vocational/psychosocial rehabilitation. These services include vocational/educational assessments, individual goal setting and supported access to employment and education opportunities.

Therapeutic Volunteer Services

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

Substance Use Outpatient Services

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

Substance Use Residential Treatment

The objective of Substance Use Residential Treatment is the provision of daily intensive treatment in a residential setting for a limited period of time for people living with problematic substance use. Benefits include improved vocational and educational functioning, decreased legal problems, and improved social functioning.
Substance Use Supportive Recovery Services
The objective of Substance Use Supportive Recovery Services is the provision of a safe, substance-free, supportive time-limited residence. Residents may attend work re-entry or other vocational/educational preparation programs facilitated by the support recovery program staff. Benefits include improved vocational and educational functioning, decreased legal problems, and improved social functioning.

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

PRIORITY AREAS ADDRESSED UNDER THE LMAPD
- Employment participation
- Employment opportunities
- Connecting employers and persons with disabilities
- Building knowledge
- Education and training

INDICATORS OF SUCCESS
To support improved accountability for the LMAPD services and in alignment with the approach used over the past two years, the Ministry of Health conducted a survey in 2015 of the five regional HA MHSU programs that provide supports for employment or education for persons with severe mental illnesses and/or problematic substance use.

All five regional HAs responded to the LMAPD Ministry of Health Funded Programs survey and for each of the program areas noted above, HAs identified the numbers of participants who participated in the program or service; completed the program or service; obtained or maintained employment; and obtained or maintained involvement in education.

For comparison purposes, data aggregated from the surveys of the last three years are presented in the following Table. The Commentary on Indicators section provides a more focused analysis, with a focus on four of the LMAPD funded programs.
## LMAPD Program Comparisons Between Years 2012/13, 2013/14, 2014/15

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Employment and Education Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Persons in Program or Service</td>
<td>141</td>
<td>686</td>
<td>646</td>
</tr>
<tr>
<td># of Persons Completing Program or Service</td>
<td>14</td>
<td>122</td>
<td>84</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Employment</td>
<td>20</td>
<td>81</td>
<td>103</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>20</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>MHSU Therapeutic Volunteer</td>
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<td></td>
</tr>
<tr>
<td># of Persons in Program or Service</td>
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<tr>
<td># of Persons Completing Program or Service</td>
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<td># of Persons Obtained or Maintained Employment</td>
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<td>129</td>
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<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>130</td>
<td>151</td>
<td>47</td>
</tr>
<tr>
<td>SU Outpatient Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Persons in Program or Service</td>
<td>12,058</td>
<td>19,240</td>
<td>27,533</td>
</tr>
<tr>
<td># of Persons Completing Program or Service</td>
<td>2,428</td>
<td>3,314</td>
<td>6,048</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Employment</td>
<td>756</td>
<td>555</td>
<td>2,839</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>671</td>
<td>185</td>
<td>1,674</td>
</tr>
<tr>
<td>SU Residential Treatment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of Persons in Program or Service</td>
<td>2,322</td>
<td>2,734</td>
<td>1,840</td>
</tr>
<tr>
<td># of Persons Completing Program or Service</td>
<td>1,359</td>
<td>1,733</td>
<td>1,208</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Employment</td>
<td>348</td>
<td>285</td>
<td>93</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>267</td>
<td>140</td>
<td>29</td>
</tr>
<tr>
<td>SU Support Recovery</td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of Persons in Program or Service</td>
<td>1,393</td>
<td>1,451</td>
<td>2,237</td>
</tr>
<tr>
<td># of Persons Completing Program or Service</td>
<td>603</td>
<td>660</td>
<td>860</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Employment</td>
<td>208</td>
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<td>55</td>
</tr>
<tr>
<td># of Persons Obtained or Maintained Education</td>
<td>142</td>
<td>15</td>
<td>63</td>
</tr>
</tbody>
</table>

Source: Health Authority Surveys 2012-13, 2013-14, 2014-15
COMMENTARY ON INDICATORS

Introduction

This section provides an overview of key participation and outcome trends in the LMAPD funded programs provided by the regional health authorities. This analysis supports broader Ministry of Health objectives as monitoring, reporting and outcome/impact measurement are considered core components within its efforts to continuously improve health outcomes and health services for British Columbians.\(^8\)

In terms of data limitations, several factors should be considered while reviewing and interpreting the numbers. First, a variety of external factors can influence program participation and outcomes including changes in the unemployment rate and shifts in labour market demand to more highly-skilled occupations. Second, the ability to participate in and complete LMAPD programs varies based on client readiness to engage and their level of functioning. In general, the health conditions of new program clients may be at higher level of severity than individuals who have been in the program longer and thus new clients likely require additional time and support before engaging in employment opportunities. This is a key issue to note when comparing outcomes for 2012/13 and 2013/14; since program participation has increased by 11,000 individuals during this three year period. Third, there is increasing evidence that the severity of mental health and/or substance use conditions among HA clients is increasing over time as indicated by increases in hospital admission rates and involuntary admissions under the Mental Health Act. Finally, the increased emphasis on accountability for the LMAPD funded programs has likely had a positive impact on the tracking of data, resulting in increased reporting.

Overall Participation

Overall, the LMAPD funded programs have served an increasing number of participants over the past three years from 27,248 in 2012-13 to 47,378 in 2014/15, an increase of 74% (See Figure X). The increases are particularly significant in the ACT Employment and Education Supports (358%) and the SU Outpatient Services (128%). Increases are also evident in the Supported Education Services (91%), the SU Support Recovery Programs (61%), and the Pre-employment and Education Supports (56%). Supported Employment services remained stable with a very minor increase (1%). Decreases in the number of participants are noted in the Therapeutic Volunteer services (-8%) and the SU Residential Treatment Services (-21%).

Assertive Community Treatment (ACT) – Employment and Education Support

There are currently 20 ACT teams in B.C. and all are operating consistent with the program fidelity and within the B.C. Program Standards for ACT teams (2008). The continued increase in the number of ACT teams and clients has led to increasing numbers of individuals receiving education and employment supports. Of the 646 participants, 103 (16%) obtained or maintained employment, a five-fold increase over 2012/13. In addition 57 participants (9%) obtained or maintained education with the support of the ACT team.

SUCCESS STORIES FOR INDIVIDUALS WITH MENTAL ILLNESS AND/OR PROBLEMATIC SUBSTANCE USE

Therapeutic Volunteer Program

Kelly has a Master’s Degree in computer engineering and has worked in his field. However his previous positions have been terminated due to his re-occurring symptoms. Kelly identified his computer skills as one of his strengths and was able to obtain a volunteer placement at the Canadian Mental Health Association (CMHA) in Delta. After the placement ended, Kelly continued to volunteer at CMHA, offering a small group of consumers some training in basic computer skills. As a result of his excellent volunteer work, Kelly received the DAWN Society’s “Volunteer of the Year” award, adding an important achievement to his resume. His goal for the future is to obtain part-time employment.
### Appendix A – LMAPD Program Indicators

**Indicator 1 – Number of clients served**

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Program</th>
<th>Number of Clients Served</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ES</strong></td>
<td>Ministry of Social Development and Social Innovation – Volunteer Initiatives</td>
<td>4,640</td>
</tr>
<tr>
<td></td>
<td>Ministry of Social Development and Social Innovation – Employment Program of BC</td>
<td>33,126</td>
</tr>
<tr>
<td></td>
<td>Ministry of Health – Pre-Employment and Education Support</td>
<td>8,037</td>
</tr>
<tr>
<td></td>
<td>Community Living British Columbia (CLBC) – Employment Services</td>
<td>2,260</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>Ministry of Health -Supported Education</td>
<td>2,236</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Disability Services</td>
<td>10,493</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Adult Special Education (ASE)</td>
<td>760</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Centre for Accessible Post-secondary Education Resources (CAPER)</td>
<td>1,168</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Post-Secondary Communication Access Services (PCAS)</td>
<td>551</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Interpreting Services</td>
<td>551</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Program for Institutional Loans of Adaptive Technology (PILAT)</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Assistance Program for Students with Permanent Disabilities (APSD)</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – Learning Disability Assessment Bursary (LDAB)</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Ministry of Advanced Education – BC Access Grant for Deaf Students (BCAG-DS)</td>
<td>9</td>
</tr>
<tr>
<td><strong>WE</strong></td>
<td>Ministry of Social Development and Social Innovation – Annual Earnings Exemption</td>
<td>N/A*</td>
</tr>
<tr>
<td></td>
<td>Ministry of Health – Supported Employment</td>
<td>2,745</td>
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<tr>
<td><strong>SD / WE</strong></td>
<td>Ministry of Social Development and Social Innovation – Accessibility 2024</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>HC</strong></td>
<td>MHSU Therapeutic Volunteer</td>
<td>2,104</td>
</tr>
<tr>
<td></td>
<td>ACT Employment and Education Support</td>
<td>646</td>
</tr>
<tr>
<td></td>
<td>SU Outpatient Services</td>
<td>27,533</td>
</tr>
<tr>
<td></td>
<td>SU Residential Treatment</td>
<td>1,840</td>
</tr>
<tr>
<td></td>
<td>SU Support Recovery</td>
<td>2,237</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>101,489</strong></td>
</tr>
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</table>

*To be included in 2015/16 report when costs are recovered from the LMAPD funding (2014/15 estimated number of clients served is 14,130)*
### Employment Program of BC clients served breakdown

| Total EPBC Clients Served | 33,126 |

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17,649</td>
</tr>
<tr>
<td>Female</td>
<td>14,983</td>
</tr>
<tr>
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<td>494</td>
</tr>
<tr>
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<td><strong>33,126</strong></td>
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</tbody>
</table>

#### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-29</td>
<td>8,476</td>
</tr>
<tr>
<td>30-54</td>
<td>19,350</td>
</tr>
<tr>
<td>55 and over</td>
<td>5,274</td>
</tr>
<tr>
<td>Not available</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33,126</strong></td>
</tr>
</tbody>
</table>

#### Pre-intervention Employment Status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>4,339</td>
</tr>
<tr>
<td>Unemployed</td>
<td>23,103</td>
</tr>
<tr>
<td>No answer provided</td>
<td>5,684</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33,126</strong></td>
</tr>
</tbody>
</table>

#### Education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than grade 10</td>
<td>2,474</td>
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<tr>
<td>Some high school</td>
<td>5,001</td>
</tr>
<tr>
<td>High school</td>
<td>6,541</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>2,017</td>
</tr>
<tr>
<td>Some post-secondary / entry trades training</td>
<td>3,733</td>
</tr>
<tr>
<td>Post-secondary certificate / 1st yr. apprentice</td>
<td>2,402</td>
</tr>
<tr>
<td>Post-secondary diploma/2nd yr. apprentice</td>
<td>2,277</td>
</tr>
<tr>
<td>Trades certificate or diploma*</td>
<td>1,554</td>
</tr>
<tr>
<td>No answer provided</td>
<td>7,127</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33,126</strong></td>
</tr>
</tbody>
</table>

### Indicators 2 and 3

Data is available for the Employment Program of BC only. Data for other programs will be available in future years.

#### Not Employed Pre-intervention

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12,683</td>
</tr>
<tr>
<td>Female</td>
<td>10,071</td>
</tr>
<tr>
<td>Not Specified</td>
<td>349</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>23,103</strong></td>
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</tbody>
</table>

#### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-29</td>
<td>5,995</td>
</tr>
<tr>
<td>30-54</td>
<td>13,462</td>
</tr>
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<td>55 and over</td>
<td>3,629</td>
</tr>
<tr>
<td>Not available</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

#### Indicator 2, Table 4

<table>
<thead>
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<th>Education level</th>
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<tr>
<td>Less than grade 10</td>
<td>2,278</td>
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<tr>
<td>Some high school</td>
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</tr>
<tr>
<td>High school</td>
<td>5,741</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>1,653</td>
</tr>
<tr>
<td>Some post-secondary / entry trades training</td>
<td>3,170</td>
</tr>
<tr>
<td>Post-secondary certificate / 1st yr. apprentice</td>
<td>2,056</td>
</tr>
<tr>
<td>Post-secondary diploma/2nd yr. apprentice</td>
<td>1,887</td>
</tr>
<tr>
<td>Trades certificate or diploma*</td>
<td>1,371</td>
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<tr>
<td>No answer provided</td>
<td>456</td>
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</table>
Employed Pre-intervention

Indicator 3, Table 2

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<th>Number of clients served</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,074</td>
</tr>
<tr>
<td>Female</td>
<td>2,174</td>
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<tr>
<td>Not Specified</td>
<td>91</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4,339</strong></td>
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</table>

Indicator 3, Table 3

<table>
<thead>
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<th>Age</th>
<th>Number of clients served</th>
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</thead>
<tbody>
<tr>
<td>15-29</td>
<td>1,072</td>
</tr>
<tr>
<td>30-54</td>
<td>2,559</td>
</tr>
<tr>
<td>55 and over</td>
<td>702</td>
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<tr>
<td>Not available</td>
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</table>

Indicator 3, Table 4

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<th>Number of clients served</th>
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<td>Less than grade 10</td>
<td>196</td>
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<td>507</td>
</tr>
<tr>
<td>High school</td>
<td>800</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>364</td>
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<tr>
<td>Some post-secondary / entry trades training</td>
<td>563</td>
</tr>
<tr>
<td>Post-secondary certificate / 1st yr. apprentice</td>
<td>349</td>
</tr>
<tr>
<td>Post-secondary diploma/2nd yr. apprentice</td>
<td>390</td>
</tr>
<tr>
<td>Trades certificate or diploma*</td>
<td>183</td>
</tr>
<tr>
<td>No answer provided</td>
<td>987</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,339</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment status</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time</td>
<td>874</td>
</tr>
<tr>
<td>Employed part time</td>
<td>1,004</td>
</tr>
<tr>
<td>Not Specified</td>
<td>2,461</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,339</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hourly earnings ($)</th>
<th>Number of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>31</td>
</tr>
<tr>
<td>10.01 - 12.00</td>
<td>857</td>
</tr>
<tr>
<td>12.01 - 15.00</td>
<td>319</td>
</tr>
<tr>
<td>15.01 - 18.00</td>
<td>177</td>
</tr>
<tr>
<td>18.01 and over</td>
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</tr>
<tr>
<td>Not Specified</td>
<td>2,674</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,339</strong></td>
</tr>
</tbody>
</table>

Total

<table>
<thead>
<tr>
<th></th>
<th>Employed pre-intervention</th>
<th>Unemployed pre-intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Case Management</td>
<td>170</td>
<td>745</td>
</tr>
<tr>
<td>Employed</td>
<td>1,796</td>
<td>8,677</td>
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<tr>
<td>Unemployed</td>
<td>810</td>
<td>4,815</td>
</tr>
<tr>
<td>Community Attached</td>
<td>50</td>
<td>252</td>
</tr>
<tr>
<td>Don’t know / Refusal</td>
<td>1,513</td>
<td>8,614</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,339</strong></td>
<td><strong>23,103</strong></td>
</tr>
</tbody>
</table>

Indicators 4-6
Data will be available in future years.
**Indicators 7 and 8**

Data is available for the Employment Program of BC only. Data for other programs will be available in future years.

*Indicators 7 and 8, Table 10*

<table>
<thead>
<tr>
<th>Pre-intervention employment status</th>
<th>Follow-up</th>
<th>Post-intervention employment status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>At Outcome / Exit</td>
<td>Employment 1,795</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Attachment 50</td>
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<tr>
<td></td>
<td></td>
<td>Incomplete 810</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 1,513</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 4,168</td>
</tr>
<tr>
<td></td>
<td>3 months</td>
<td>Employed part-time 351</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employed full time 1,022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not employed 109</td>
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<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 313</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 1,795</td>
</tr>
<tr>
<td></td>
<td>6 months</td>
<td>Employed part-time 461</td>
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<td></td>
<td></td>
<td>Employed full time 630</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not employed 128</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 576</td>
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<tr>
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<td></td>
<td>Total 1,795</td>
</tr>
<tr>
<td>Not employed</td>
<td>At Outcome / Exit</td>
<td>Employment 8,672</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Attachment 257</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incomplete 4,815</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 8,614</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 22,358</td>
</tr>
<tr>
<td></td>
<td>3 months</td>
<td>Employed part-time 1,420</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employed full time 5,139</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not employed 707</td>
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<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 1,406</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 8,672</td>
</tr>
<tr>
<td></td>
<td>6 months</td>
<td>Employed part-time 1,573</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employed full time 3,466</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not employed 853</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know / Refusal 2,780</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 8,672</td>
</tr>
</tbody>
</table>
### Indicators 7 and 8, Table 11

<table>
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<tr>
<th>Pre-intervention employment status</th>
<th>follow-up</th>
<th>Hourly earnings post-intervention ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 months</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than 10</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>10.01-12.00</td>
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</tr>
<tr>
<td></td>
<td>12.01-15.00</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>15.01-18.00</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>18.01 and over</td>
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<td>12.01-15.00</td>
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<tr>
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<td>15.01-18.00</td>
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<td>18.01 and over</td>
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</tbody>
</table>

**Indicators 9 and 10**

Data will be available in future years.
Appendix B – Additional EPBC Program Indicators

Employment Services – Employment Program of BC

- The Employment Program of BC (EPBC) was launched in April 2012 and offers all British Columbians who are seeking employment, including persons with disabilities, access to a diverse range of flexible employment service options through one point of entry.
- The integrated model also allows for a more flexible and individualized approach to service delivery, further benefiting all persons with disabilities seeking employment.
- The EPBC provides a range of specialized services to support persons with disabilities to participate in their communities; pursue employment goals, increase self-reliance and build skills and experience to achieve labour market attachment.
- EPBC offer both self-serve services and one-on-one case management. Other services include:
  - Job search and job start supports
  - Training (basic, essential and occupational)
  - Short term occupational certificates
  - Access to workshops to assist individuals to prepare, find and maintain employment
  - Paid or unpaid work experiences
  - Job development services
  - Customized employment development options
  - Job coaching to support job maintenance
  - Extended employment supports and follow up (for both employee and employer)
  - Self-employment options
  - Rapid access to services for persons with disabilities at risk of losing employment
  - Earlier entry for students with disabilities who require support to transition from school to employment including students in their last year of high school or post-secondary studies
  - In addition to the services provided by the EPBC, an assistive technology loan bank that provides assistive technology disability supports to post-secondary students with disabilities who are eligible to work in B.C. is available with the objective to increase independence of students with disabilities to successfully complete post-secondary studies to enhance employment opportunities.

<table>
<thead>
<tr>
<th>2014/15 EPBC Client Participation*</th>
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</thead>
<tbody>
<tr>
<td>Employment Support Services Client</td>
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<tr>
<td>Customized Employment Client</td>
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<tr>
<td>Project Based Labour Market Training Client</td>
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<tr>
<td>Job Creation Partnerships Client</td>
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<tr>
<td>Job Development Client</td>
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<tr>
<td>Wage Subsidy Client</td>
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<tr>
<td>Unpaid Work Experience Client</td>
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<tr>
<td>Case Managed Apprentice Skills Training Client</td>
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<td>Feepayer Skills Training Client</td>
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<td>Basic and Essential Skills Training Client</td>
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<td>Occupational Skills Training Client</td>
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<tr>
<td>Self-Employment Orientation Client</td>
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<tr>
<td>Self-Employment Program Client</td>
</tr>
<tr>
<td>Short Term Orientation and Certificate Training Client</td>
</tr>
</tbody>
</table>

* Please note that a client may participate in one or more services in this list.

For more information about EPBC services and supports, please see the 2014 LMAPD Annual Report as well as the Work BC website: www.workbc.ca/.