



SOCIAL RETURN ON INVESTEMENT REPORT

SROI – EVALUATIVE ANALYSIS OF INTRODUCTION TO SUPPORTED EMPLOYMENT PROGRAM

Final Report for Saskatchewan Abilities Council

Completed by: Aleksandra Hoerber

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“This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report”.

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Saskatchewan Abilities Council
is of the opinion that this SROI
report presents a true value of the SROI.



EXECUTIVE SUMMARY

If young adults with disabilities participate in learning opportunities that enhance their life skills, personal management skills and employability skills they will be more likely to secure and maintain employment. They will avoid a lifetime of social isolation and dependency on social assistance programs.

Theory of Change-ISEP staff

The problem we wanted to address was the lack of services available that coordinate a smooth transition from school to employment for youth with cognitive or learning disabilities.

The underlying cause of the problem was youth with disabilities feel isolated from their peers when approaching high school completion. Along with their teachers and families, they have felt that their opportunities were limited or non-existent.

The impact we wanted to achieve was to empower individuals to secure meaningful employment. We could do this by providing skills training and thereby reducing anxiety and stress of youth and creating a smooth transition from high school into employment. We developed the Introduction to Supported Employment Program (ISEP) that offered supported employment services and increased opportunities for young adults with disabilities.

Our work focused on three sets of six week group classes. These classes taught vocational skills, life skills and personal management skills throughout the contract year. This was followed by a four week work experience that allowed participants to apply their newly learned skills in a real work setting. Participants' interests, skills and abilities along with comfort level were considered when securing work experiences. Natural supports were established and coworker-participant connections were made to facilitate on-the-job mentorship.

When the individual was offered paid employment, the ISEP staff provided on-going case management services and worked closely with the participant and employer. This approach led to long term success which resulted in avoidance or reduction of social assistance programs. If the individual was not offered paid employment upon the completion of the work experience they returned for phase two of the six week classroom sessions. The classroom curriculum was designed to improve the skills that were identified during the work experience as areas that would benefit the individual with further training and assistance. The individual then attended another work experience with paid employment being offered at the end. If any of the individuals had not secured paid employment they would have come back to class for the third set of classes.

Social interaction, classroom participation, and networking with community members was encouraged and facilitated to maximize the participants learning opportunities and enhance their interpersonal skills which are essential for employment and every day living.

On average, individuals attended classroom and work experiences for a total of six to eight months in one contract year. The change experienced by the ISEP stakeholders has been recorded, measured and valued on the impact map attached to this report.

The following target groups experienced social change:

- youth with cognitive disabilities leaving the school system improved their personal well being (self esteem, confidence, increase in coping/vocational skills), made new friends and expanded their social network through increased social interactions and felt reduced stress and anxiety as a result of goal setting and having support with their transition plan
- participants of the program secured as well as maintained employment and were able to earn their first paycheck
- parents/caregivers reduced their stress and anxiety and felt that having more options was valuable to them
- teachers reported being able to focus more on teaching academics and less on supported employment activities
- the Ministry of Social Services received fewer applications for social assistance from the Yorkton youth with disabilities
- the Federal and Provincial Government as participants became employed they began paying income taxes
- the Saskatchewan Abilities Council reduced and avoided future costs by expanding services to include employment/transition services and as a result decreased number of clients attending day programming
- the Ministry of Education was able to reduce costs for students with disabilities because they transitioned out of education programs sooner
- the Supported Employment Transition Initiative committee benefited indirectly by the program creating all of the above values

This report presents a evaluation analysis of Social Return on Investment (SROI). SROI is a methodology framework designed to measure the social and environmental value created that occurs as a result of activities, programs and policies. A monetization of social value occurs through the use of financial proxies and provides a common language for service providers and investors.

In completing this SROI evaluation we followed the principles developed by the SROI Network in the United Kingdom. These principles consist of:

- Involvement of stakeholders
- Understanding what changes
- Value things that matter
- Only include things that are material
- Avoid over-claiming
- Transparency
- Verification of results

1. INTRODUCTION

Saskatchewan Abilities Council

The Saskatchewan Abilities Council, a provincial non-profit organization assists people with varying abilities to enhance their independence and participation in the community. It is our mission to assist individuals with disabilities to reach their full and optimal potential through vocational, rehabilitation and quality of life services.

At the Council we treat people with:

Respect
Honesty
Compassion

We value:

Teamwork
Excellence
Innovation

Our programs and services are:

Client-centered
Goal-oriented
Accountable

Our core strategy of being client-centered states that:

The foundation of the Council's client-centered services is collaboration with clients and appropriate supports. Working together, programs are designed to identify and address the needs of clients and the communities in which they live.

The Saskatchewan Abilities Council (SAC) operates four branches across the province of Saskatchewan. The services delivered consist of a Quality of Life Program, Evening Life Enrichment Program, Supported Employment Services, Social Enterprises (recycling depots and toxic-free diaper service), Special Needs Equipment and Rehabilitation. Saskatchewan residents can access these services in Saskatoon, Regina, Yorkton and Swift Current. In addition, the SAC operates Camp Easter Seals in Manitou Springs, Saskatchewan.

Employment Services Division

Since 1997, the Yorkton Branch of the SAC has offered a continuum of employment services. The employment services division is referred to as Partners in Employment (PIE). Individuals are able to participate in job readiness, job development and job maintenance activities. Participation in these activities is essential to ensure successful long term employment outcomes. This approach delivers a full Spectrum of Supported Employment services that include job readiness classes, life skills classes, resume writing assistance, interview skills training, assessment of skills, abilities and interests, access to the job market, arranged job interviews and job coaching supports. Our success in assisting people to meet their vocational goals is evidenced by on-going funding in support of our employment services. Currently, we receive funding from both the provincial and federal governments.

The Yorkton PIE office has secured over one thousand employment opportunities for job seekers. We are confident that we will continue to be successful by being flexible, responsive and proactive to the needs of the communities.

Introduction to Supported Employment Program

Youth with disabilities are amongst the most marginalized and poorest of the world's youth. Although they face the same issues as their non-disabled peers, societal prejudices, barriers and ignorance further exacerbate their concerns. – Youth at the United Nations – 2010 www.un.org

Students with cognitive or learning disabilities transitioning from school into employment are often most successful with service providers that offer the full spectrum of Supported Employment services. To enhance the programs that we offer and to address the difficulty in accessing adult services in the community, we delivered an Introduction to Supported Employment Program (ISEP). This program focused on addressing transitional needs specific to young adults with cognitive or learning disabilities.

This project was a partnership between PIE, Christ the Teacher School Division and Good Spirit School Division. Together we gathered data and analyzed the information to determine the need for this program. We concluded that this program would be beneficial to the Yorkton community and best suited to students in the Special Education Program.

One main area identified was the need to deliver group sessions to assist with a variety of career development related tasks. This included vocational life skills, job search skills, work experience development, job placement and on-going job maintenance support.

The program was implemented and delivered for one year at the Yorkton PIE office. It was believed that by delivering the program outside of a school setting a true transition into adult life and employment would occur. The main recipients of this program were eight young adults with cognitive or learning disabilities between ages 17 and 22.

In addition to increasing job readiness skills, it was our goal to alleviate student stress levels during the difficult transition from school to adult life. The emphasis of the ISEP was the improvement of functional skill development for post secondary employment opportunities. We believe that when schools, families and agencies work close together a seamless transition for students can be created.

2. SCOPE and STAKEHOLDERS

This section explains the scope of the SROI analysis and describes in detail various stakeholders of the program that was delivered.

Current Evaluation Methods

Currently, our evaluation and assessment approach is output based with little emphasis on the impact that is created. Our multiple funders' main interest is on the number of individuals that access our services, gain employment and maintain that employment for a period of six months. These numbers are reported monthly and a total number is calculated and shared with the government departments that are funding the programs and services. In addition, we track employment retention for the clients who access our ongoing job maintenance supports.

In addition, on an annual basis we report statistics that pertain to our clients' race/ethnicity, gender, educational status and financial status. The beneficiaries of the services are involved by completing an annual Client Satisfaction Survey. This survey focuses on the quality of service provided rather than the impact created.

Social Return on Investment – Purpose of the Evaluation

The SAC's mission and values is the improvement of the well being of others by taking into consideration the intended and unintended outcomes of the social, environmental and economic domains. We had researched various evaluation methods and concluded that SROI best aligned with our vision.

Our organization provides a variety of services to ensure that people with disabilities live in inclusive communities and experience equal opportunities. At the Yorkton branch our Social Enterprise initiative includes the operation of a recycling depot. This depot accepts all purpose materials (glass, plastic, cardboard, paper and electronics). The main workforce at this depot consists of people with disabilities which currently includes 16 individuals. This aligns with SROI methodology's intent to reduce inequality and environmental degradation.

For years we have been aware that the services we provide have a significant impact on our clients and the society at large. SROI project management framework has allowed us to measure and account for tangible and intangible outcomes. As a non-profit agency, we believe that implementing SROI will allow us to communicate with stakeholders, funders and general public the value that we create. As well we believe that representing that value in a monetary term provides a common language between ourselves and the multiple funders that invest in our services on an annual basis. To test out this framework we chose to apply the evaluative SROI analysis on the Introduction to Supported Employment Program (ISEP). This report highlights the social value created and compares it to the monetary investment made by the Supported Employment Transition Initiative to implement this program. This pilot project was delivered from June 2009 to June 2010. Outcome data was collected by Partners in Employment staff on a monthly basis and shared with the funder on a quarterly basis. This information was stored in our database system. To ensure that we were able to perform the SROI evaluation, we engaged our stakeholders through focus groups and one on one discussion. A combination of the outcomes and the engagement of the stakeholders allowed us to develop an impact map (Attached).

This report outlines the SROI evaluative analysis. The social value created was of significant interest to the funder, Supported Employment Transition Initiative (SETI) and is discussed in more detail in the Method of Engagement section. By demonstrating the SROI results and sharing them with multiple funding bodies we increase our possibilities of securing future funding for the program. In addition, it has been our experience that there is a lack of research on young people with disabilities including employment equity, social inclusion and socioeconomic status. It is a gap that limits our understanding of resource allocation, access and best practices in the implementation of supported employment programs. Advocates and self-advocates have expressed concern with the "underachievement" of supported employment programs *(Mank, 1994). To determine best practices in youth supported employment services we wanted to measure the change that occurs and to determine the social value that is created. This evaluation process has allowed us to identify intended and unintended outcomes that are supported by a number of indicators. These indicators demonstrate the impact of the program and are especially important when adjusting services to match the needs of young adults with disabilities.

*Mank, D., (1994). The underachievement of supported employment: A call for reinvestment. *Journal of Disability Policy Studies*, 5, 1-24.

In summary, the purpose of the SROI conducted on the ISEP included:

- evaluating all the activities of the program throughout a one year period
- identify possible improvements to the program
- sharing the results with the current funder of the program and potential funders to demonstrate the social and financial value will increase the opportunities for future funding and lead to sustainability of the program
- to test the framework within our own agency as well as provide professional development to the Vocational Senior Supervisor to build internal capacity in program management and evaluation

The Analysis of the Stakeholders and Stakeholder Groups

The ISE program supported eight young adults in total that were transitioning into employment and adult life. The program was designed to work with students who were currently in the school system. Once the program was implemented three previous graduates were identified and enrolled into the program. The young adults became the primary stakeholder.

Prior to conducting the SROI analysis an interview with the Transition Liaison Worker who is responsible for the day to day activities of the program was conducted to identify potential secondary stakeholders. Below is a list of potential stakeholders and their role/interest in the project. The stakeholder involvement is described in detail under the *Methods of Engagement* section. For specific outcomes related to each stakeholder, see the *Outcomes and Evidence* and the ***Theory of Change and Logic Model*** section.

Family Members

Families of young adults with disabilities experience anxiety and stress during the difficult transition from school to adult life. Prior to ISEP there was no link between the schools, communities and employment services. This resulted in a lack of supports, services and post secondary opportunities for young adults with disabilities.

Parents and caregivers often applied on behalf of their child for social assistance to meet their basic needs. As a result young adults with disabilities lived below poverty levels. Family members attempted to determine which community services would best match their needs. Parents and youth found it very difficult to navigate through the complicated processes and protocols of accessing agencies that could facilitate community connections. As a result, years went by with young adults not receiving the same opportunities as their peers, leading to segregation and an increase in negative stigmas. “Researchers have tried to understand the strain involved, and its effects. They have studied depression and anxiety, as well as stress and coping, in the parents of children with disabilities. If we can understand what stresses have the most negative impact on families, we can move to address them. All parents of children with disabilities must cope with grief, worries about the future, and the struggle to find and obtain appropriate services.” (Anderson, 2010)

Young adults with disabilities

The young adults in the ISEP have all been diagnosed with a cognitive or learning disability. As a direct result, they have struggled to fit into mainstream community services including school programs and activities. These young adults have often relied on the Educational Assistants to support their educational, personal and employment development. The schools’ focus has been on teaching academic and daily skills to enhance the students’ ability to reach full potential. The students had been exposed to the world of work through in-school or community based work experiences. Young adults lacked clear understanding of the employer/employee roles and responsibilities. Although many of the program participants were motivated to secure employment and demonstrated basic employability skills, they lacked appropriate interpersonal skills that are necessary for job maintenance. The program provided daily social interactions within a structured and well supervised setting where participants were able to learn and practice social skills that are considered appropriate in the workplace.

Teachers

Teachers reported that they lacked time and supported employment expertise to develop meaningful jobs for students. Although they were aware of community resources that students could access beyond high school, coordinating the agencies and scheduling multiple meetings per participant was time consuming. Achieving results was difficult and did not lead to employment, self-sufficiency and improved well being.

Government of Saskatchewan

The Ministry of Education funds the School Divisions in our region and therefore has to provide funding for students who remain in school until the age of 21. The Ministry recognizes that this is not in the best interest of many students but lack of community connections leaves families and students with little to no alternatives. It is also one of this Ministry’s priorities to assist students with disabilities to transition from early childhood programs to elementary school, from elementary school to junior/high school and finally from high school into adults community life.

Anderson, Connie Ph.D. (2010) *Relieving Parental Stress and Depression: How Helping Parents Helps Children*, Kennedy Krieger Institute

The Ministry of Social Services is responsible for providing financial assistance referred to as the Social Assistance Program (SAP). Students with disabilities can apply for SAP when they turn 18 years old. Although the Ministry strongly encourages employment as first choice they currently have very high caseloads and often young adults with disabilities fall through “the cracks” before they are encouraged to partner with an agency such as Partners in Employment.

The Ministry of Advanced Education Employment and Immigration (AEEI) provides funding to community based organizations in the province of Saskatchewan to deliver employment services programs that focus on job readiness, job search, job maintenance and career laddering with the overall goal of assisting people to gain financial independence through meaningful employment.

Saskatchewan Abilities Council

The SAC offers a spectrum of services for people with disabilities. Its’ mission to assist individuals of varying abilities to reach their full potential is the core of all programming offered. Providing Quality of Life day programming and Employment Services is one of its main strategies to help people reach that optimal potential. By providing Employment Services for youth with disabilities the Saskatchewan Abilities Council was able to avoid costs associated with quality of life day programming. This had an indirect impact on the Social Services Ministry.

Employers

Local employers have struggled to fill their vacancies in the entry level and semi-skilled positions in the recent years. We have seen a shift from hiring people with disabilities/barriers for these positions to bringing in international newcomers to fill those positions. At this time there are long term employers that have supported the program and new employers who take interest in it. However, job development has become increasingly challenging.

Community Based Organizations

Community Based Organizations work together to ensure that young adults have access to local services. They provide guidance and advice to our staff in terms of program eligibility and accept program referrals. Their role in this project was to provide informational sessions/workshops that would familiarize the participants with programs adult services available in the community. Examples of agencies that participated were Mental Health Services, Victim Services, Shelwin House, Drop-In-Centre, Community Living Services Division and others.

Supported Employment Transition Initiative

Since 2000, annual funding of approximately \$300, 000 is available to Community Based Organizations to deliver supported employment activities. The funds are provided by Ministry of Advanced Education Employment and Immigration and administered by Saskatchewan Association of Rehabilitation Centers along with a Supported Employment Transition Initiative Steering Committee. The main purpose of this fund is to develop, enhance and build capacity within the supported employment field in the province of Saskatchewan.

2.1 Method of engagement

As a second step to identifying and screening stakeholders a meeting was scheduled with the Program Manager and Regional Director of the Yorkton Branch and they were requested to review and determine which of the various stakeholders would experience significant change. It was concluded that all potential stakeholders had to be engaged to determine who experienced significant change as a direct or indirect involvement in the program. This follows the first principle of SROI – Involve Stakeholders.

Multiple questionnaires were developed in consultation with the Transition Liaison Worker. The cognitive abilities of the key stakeholders were considered in the questionnaire design. It was decided that due to the nature of open-ended and closed-ended questions on the questionnaires it would be best to include the one on one interview and focus group method of engagement.

The Transition Liaison Worker scheduled two focus groups with the participants informing them of the evaluation process and need to identify “what’s changed”, “what works” and “what needs to be better”. Four out of the eight participants attended the focus group meetings. Three of the eight participants were engaged in one on one interviews and the one participant who dropped out of the program was not involved in the analysis. All interviews and groups were conducted by the assessor. This resulted in 88% of key stakeholders being consulted.

We decided to engage the parents by conducting one on one interviews due to conflicting work schedules. Four out of seven (58% response rate) parents contacted participated in the interview process (via telephone interviews). The assessor asked open ended questions. The assessor conducted follow up conversations to determine a suitable financial proxy for reduced stress and anxiety.

Teachers were engaged in the evaluation process throughout the program delivery and upon program completion. Their input was sought during regular planning meetings. They assisted in identifying inputs, outputs, outcomes and outcome indicators. They were also engaged in the valuation process and determining financial proxies to demonstrate value created by reduced time spent on supported employment activities. All three teachers that participated in the project were engaged giving this a 100% response rate.

The Government of Saskatchewan was not engaged until the valuation stage of the analysis. The cost reallocations that occurred were identified at the local level and shared with Central Office (Policy Analysts) counterparts by circulating the SROI Executive Summary (story, financial proxies table and impact calculation). They were in agreement with the financial proxies assigned and added that although currently the quantity numbers are of small value and therefore do not have a significant impact on the Ministerial budget they are significant to the local Department. It was also felt that tracking this data is essential to determining future impact that programs such as this one have on the respective Ministries.

Employers have previously identified that they are extremely busy with day to day operations and find it difficult and of no value to them to engage in activities such as program evaluation/reviews. In the last few years the local labor market appears to be in favor of disabled job seekers as employers struggle with filling vacant position and yet a 2006 Government of Canada report identified that the “largest gap between the employment rates for people with and without disabilities is among younger working-age adults. The employment rate for people with disabilities in this age group is 60.2%, compared to 83.7% for people without disabilities”.

Based on previous employer comments, Chamber of Commerce presentations, and the influx of interprovincial and international newcomers to our community the assessor made the assumption that employers could have hired other individuals to fulfill the vacant positions and therefore chose to not include employers as significant stakeholders.

However, to test this assumption a decision was made to proceed with employer engagement and ask specific questions to determine the validity of this assumption. To maintain good employer relationships and in respect to their time program staff were able to informally interview four employers (50% response rate). Responses were brought back to the assessor.

We asked employers “What motivates you to hire young adults with disabilities?” Employers responses varied and there appeared to be no consensus among their answers. Below is a list of responses received by the staff:

- 1) Everyone needs a chance to earn a living (societal inclusion/equal opportunities)
- 2) Need people to do these jobs (recruitment)
- 3) Your coworker convinced me to try it out – we’ve had some problems but we are working on them
- 4) It’s good for business (added value)

The other question asked of these employers was “If you did not hire this young adult what would your vacant position situation be like?”

- 1) This position was specifically created to help this person out if I did not hire her we would have carried on as before
- 2) I probably would have hired a high school student or one of the newcomers
- 3) It’s a small community and we pay well so I am sure we would have found somebody
- 4) We probably find somebody or by now somebodies as people would likely come and go

The final question asked focused around the issue of retention, employers were asked “Do you believe that hiring a person with a disability will result in reduced retention costs?” The employers were very hesitant to answer any questions that discussed what they seen as financial benefit to them and three out of four stated “no”. It was concluded that although employers experienced change they did not value it as significant or as a direct result of the program and therefore we did not see them as material stakeholders in this case study.

Community Based Organization supervisors were also informally interviewed via telephone conversations and felt no significant change occurred to them as a result of this program therefore we chose to exclude them.

Supported Employment Transition Initiative Coordinator was involved throughout the SROI analysis initially in determination of program outcomes and indicators. SETI Coordinator was in agreement that outcomes that are not directly linked to the fund are essential to track for further funding applications and to be recognized as multi-sectorial responsibilities versus only those of Ministry of Advanced Education Employment and Immigration. Quarterly reports were submitted to highlight supported employment activities, the number of people being employed, the number of people maintaining employment, partnerships formed and community awareness activities. The results were presented to the SETI Steering Committee that consists of multiple federal and provincial government stakeholders as well as community based organizations that have an interest in supported employment and assisting people with disabilities.

When asked “What do you expect to change as a result of this funding?” the answers first and foremost included increase in supported employment services, better access to supported employment services and community awareness. The ultimate change expected was to assist people with disabilities to become financially independent or at minimum decrease their reliance on the system.

The Steering Committee agreed that the program results were significant in meeting the fund’s objectives in building program capacity, supported employment awareness and delivering successfully supported employment activities. The initial conversation led to the agreement that these activities could have happened anyways if another agency received the funds and experienced same level of success. It was concluded that the program did increase independence of people with disabilities and “opened up space in the system” through cost avoidance and reallocation. The Committee felt that this was of significant interest to them and they would like to stay informed in our SROI efforts. However, it was concluded that while the Ministry of AEEI provides this funding through SETI it is a cross ministerial directive initiative with direct impacts occurring for the Ministry of Education and Ministry of Social Services. For this reason a decision was made to exclude SETI as a material stakeholder in this case study.

In addition, the SETI Steering Committee struggled with the concept of monetizing intangible outcomes such as improved well being or reduced parental stress. This is a process that has been slow in Canada and in many instances it has been determined that the intangible outcomes are powerful part of the SROI story but excluded from the impact calculation.

The Regional Director and the Transition Liaison Worker reviewed all financial proxies prior to inclusion in this SROI analysis. All formal information gathered was stored on the secure network system of the Saskatchewan Abilities Council. To gather honest and relevant data all interviewees were informed that their answers would be anonymous and shared in a broad perspective without attaching real names to responses.

Upon interviewing all stakeholder groups it was decided that not all of the stakeholders initially identified were relevant (see Table 2.1).

Table 2.1 below identifies the stakeholders and their reason for being included or excluded from this analysis.

RELEVANT STAKEHOLDERS	Reason for Inclusion	Method of Involvement
<ul style="list-style-type: none"> Program Participants 	<p>Primary beneficiaries who experienced significant changes through the participation in the activities delivered and employment found.</p>	<p>Two focus groups Three one on one interviews</p>
<ul style="list-style-type: none"> Teachers 	<p>By students engaging in our programming teachers were allotted time to perform academic duties versus supported employment duties.</p> <p>The school was able to refer students to a valuable service that would be on-going upon the completion of high school, ultimately offering continuum for the families.</p>	<p>Three one on one interviews.</p> <p>Group discussions in the program planning and evaluation process.</p>
<ul style="list-style-type: none"> Parents 	<p>Parents felt increased opportunities for their children. By participating in personal planning program meetings parents felt included and reported that their stress level decreased.</p>	<p>Four one on one in person and telephone interviews.</p>
<ul style="list-style-type: none"> Federal and Government of Saskatchewan Ministry of Social Services Ministry of Education 	<p>Increased economic return as students become tax payers.</p> <p>Cost avoidance and reallocation in social assistance and long term program spending.</p> <p>Cost reduction in students with disabilities completing school at an earlier age and avoiding three additional years of funding.</p>	<p>Email correspondence to receive a source for financial proxy – cost avoidance in social assistance funding.</p> <p>Follow up discussion upon evaluation analysis completion.</p> <p>Email interview to determine financial proxy for reduced number of years spend in school. Follow up discussion upon the evaluation analysis completion.</p>
<ul style="list-style-type: none"> Saskatchewan Abilities Council 	<p>Increased programming offered in the employment services division reduced the number of applicants to the day program</p>	<p>In depth interview with the Regional Director and the Senior Leadership Team.</p>

INDIRECT STAKEHOLDERS	Reason for exclusion	Method of Involvement
<ul style="list-style-type: none"> ▪ Employers 	Employers involvement in the project is to provide work experiences and paid employment opportunities to the young adults in the program.	Face to face meeting with four employers. Employers did not see the changes that occurred as a direct result of the program.
<ul style="list-style-type: none"> ▪ Community Based Organizations 	Fulfill their role and responsibilities. Although they accepted our participants and offered them services there was no significant change identified. Outcomes experienced by above stakeholders were not relevant to the agencies service delivery.	Telephone interviews with three agencies to determine significance and relevance of the program to them.
<ul style="list-style-type: none"> ▪ Supported Employment Transition Initiative 	Outcomes were of significant interest, however, to avoid double counting the SETI stakeholder was excluded from the impact calculation.	Meeting with the SETI Steering Committee and SETI Coordinator in June, 2011. Follow up discussions with SETI Steering Committee members (3 individuals)

Questionnaires administered for the relevant stakeholder and the other stakeholders are included in Appendix A.

3. OUTCOMES AND EVIDENCE

“Without this program I would honestly have stayed in school until I was 21, and then I don’t know what I would have done or where I would end up.” – J.W. program participant

Logic Model and Theory of Change

To ensure that only material outcomes were included in the analysis we screened all program outcomes to determine which were within the scope and if there were any out of scope activities. In-scope activities are summarized in the Logic Model diagram. Out of scope activities are listed below.

- 1) Increasing supported employment awareness among community agencies.
This was judged not material to the scope of the program and seen as a secondary activity performed by staff during community meetings. The results of increased supported employment awareness among community agencies had no direct impact on the program results or the impact calculation, therefore, removing it from the analysis would not skew the results.
- 2) Creating promotional items such as brochures and submitting newspaper articles.
Although we initially felt that a brochure and newspaper articles may have resulted in employer referrals to the program, there was no employer referrals that we received during the fiscal year. None of the employers interviewed stated that newspaper articles or brochures were their motivation for becoming involved in the program and as a result this was judged not material to the scope of SROI analysis.
- 3) Community Based Organization Guest Speakers Workshops
We felt it was important to include these agencies in our efforts to transition youth to employment with the philosophy “we can’t do it alone”. Throughout the project a number of agencies (described below) presented information to the participants. Only two individuals accessed outside agency and the families response was that this did not contribute to the program outcomes – the relationship between the agency and the family including the participant was extremely short term. Therefore, there was no direct impact on the program’s attribution or overall results and the judgment was made to not include this in the SROI analysis.

This report focuses only on the measures and values that were most significant and directly related to the stakeholder groups or the program itself.

The best way to illustrate how activities link to outcomes and the overall goals and objectives of the project is through the use of a Program Logic Model diagram. The purpose of the logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for a planned program with the program’s desired results (W. K. Kellogg Foundation, 2000) Therefore, the attached logic model shows an overall picture of how ISEP assisted in the transition of youth and young adults with disabilities into meaningful paid employment and reduced societal costs. It also shows the relationship between other identified stakeholders that experience direct change as a result of being involved in the program. Outcomes include changes in knowledge, attitudes, skills, status or behavior and can be divided into three categories initial, intermediate and longer-term. (United Way of America, 1996)

W.K. Kellogg Foundation (2000) Using logic models to bring together planning, evaluation and action: Logic Model Development Guide. Battle Creek: Michigan

United Way of America (1996) Measuring Program Outcomes: A Practical Approach. Alexandria, VA: United Way of America Press

To evaluate which of the outcomes was of most significance to the stakeholders we asked the question, “Which of these outcomes do you believe is of most importance?” In all cases, the response was that the initial outcomes were of most importance as it was felt that without achieving the initial objectives the program would not have been successful in creating social value and achieving its’ long term impact for all directly and indirectly involved in it.

To create a better understanding it is worth while to walk through the chain of events for the target stakeholder.

The initial outcomes were closely influenced by the program delivered. By participating in Vocational Evaluations, program recipients increased their knowledge of skills and abilities which led to an almost immediate change in attitude and self-perception. Another example of an initial outcome is youth reported that by participating in job readiness classes they increased their knowledge of employment expectations and made new friendships.

Intermediate outcomes occurred when youth realized that they had increased employment opportunities and the ability to increase their earnings.

Long term outcomes are the ultimate outcomes that the program wants to achieve and usually demonstrate a change in participants’ condition or status. In respect to program recipients, long term outcome would be maintaining employment and becoming self-sufficient.

In addition, the logic model demonstrates the relationship and chain of events for the other stakeholders who were directly impacted by the program.

The below section further describes the identified input, output and outcomes of the activities, the indicators for achieving those outcomes, the quantity and duration of the outcomes and the financial proxies identified to measure the value of the outcomes.

Table 3.1 shows the relationship between the inputs, outputs and outcomes identified through the stakeholder consultations

Stakeholder	Input	Value of Input	Output	Outcomes
Participants	Time and effort	\$0	Attended 110 classes which were new social opportunities as well 8 Vocational Evaluations were completed Attended 14 work experiences which also served as additional social opportunities Attended 24 guest speakers presentations 7 individuals secured 8 paid jobs	<ul style="list-style-type: none"> Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills Participants made new friends and increased their social circle Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it
Parents	Time and effort	\$0	13 parents attended three meetings per student 21 meetings were scheduled	<ul style="list-style-type: none"> Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process
Teachers	Time and effort	\$0	# of program planning meetings and program evaluation meetings attended 21 transition planning meetings attended	<ul style="list-style-type: none"> When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities
Ministry of Social Services	N/A	\$0	7 young adults did not require financial support from the Saskatchewan Social Assistance Program	<ul style="list-style-type: none"> Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry Increased contribution to society

Federal and Provincial Government	Nil	\$0	7 young adults maintained employment	<ul style="list-style-type: none"> Increased contribution to society by earning a living and paying taxes
Ministry of Education	Time and effort of support service coordinators	\$0	4 students completed high school at the age of 18 vs staying until they were 21 years old	<ul style="list-style-type: none"> Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age
Saskatchewan Abilities Council	Management and Administration	Covered by the SETI funding	# of young adult leaving school and applying for employment services and the day program (Quality of Life) services	<ul style="list-style-type: none"> Increased programming resulted in more choices for young adults and reduced enrollment in Day Program services

Input

The input of participants, parents and teachers consisted of their time and effort. The program was fully funded by SETI and therefore, students and parents did not need to invest their own money into the program. Teachers are paid by their employer and that covers their time and effort.

The Ministry of Social Services did not contribute finances, time or effort that could be correlated to the delivery of the project, therefore, their input was \$0 and non-existent.

The Ministry of Education assisted in the design and implementation of this program, therefore, we count their time and effort as input.

The Saskatchewan Abilities Council provided the overall administration and management (compensation received from the above shown budget therefore no value assigned to the input) structure and this is counted towards the program as input.

Output

To provide the ISEP we entered into a service delivery contract with the SETI Contract Manager. The obligations of the contract were that we would enroll eight participants into the program. Out of the eight participants, we assumed six would secure employment and five would maintain employment for the duration of the contract. While we exceeded our assumptions (seven secured employment, six maintained it) we realized that positive unintended outcomes were also created. The intended and unintended outcomes demonstrate the social value created. Table 3.1 clearly demonstrates the relationship between the inputs, outputs and outcomes for each stakeholder.

A total of eight participants enrolled in the program. One student dropped out of the program with seven participants completing the program. Although there could potentially be negative value created as a result of the young adult dropping out we were unable to track what outcomes he experienced. In the future, we will attempt to track young adults that do not participate in the program to further evaluate the negative or perhaps positive outcomes they may experience. All seven participants who completed the program secured employment that ranged from 18 hrs per week to 40 hours a week. The wages earned ranged from minimum wage \$9.25/hr to \$12.50/hr. All of the individuals became employed at different stages of the program. One individual worked seasonal employment, one individual worked two part-time jobs, and six individuals maintained employment long-term and are still working.

None of the young adults returned to the school system after attending the ISEP. Teachers, parents and students were satisfied with the opportunity to attend joint meetings that were coordinated by the ISEP coordinator and included community supports.

Outcome

Engagement of stakeholders provided us with a range of intended and unintended outcomes. All the outcomes reported were positive and although some students initially complained about leaving school to come to our program they did not report this as a negative experience when we consulted them for their input.

The young adults in the program reported increased quality of life, feeling better, having more things to do, meeting new people, creating lasting friendships, earning a living, buying nice things, feeling more confident and higher self-esteem. Two individuals reported improved physical health due to walking to work instead of playing video games. When asked "Where do you think you would be if this program did not exist?" most common answers were at home or still in school.

The Introduction to Supported Employment achieved the following intended outcomes:

- Participants increased coping skills through training
- Participants achieved employment
- Participants maintained employment
- Reduced reliance or avoidance of social assistance
- Reduced anxiety and stress

Additional value was created through achieving multiple unintended outcomes. These unintended outcomes became evident as we interviewed the key stakeholders and the stakeholders relevant to this project. We found that participants reported improved well being. In this case study we define improved personal well being as experiencing

- Increased their self-confidence/self-esteem
- Increased coping and vocational skills
- Better physical health.

In addition, other unintended outcomes that were experienced by key stakeholders include:

- Participants created new friendships
- Participants avoided attending day programs

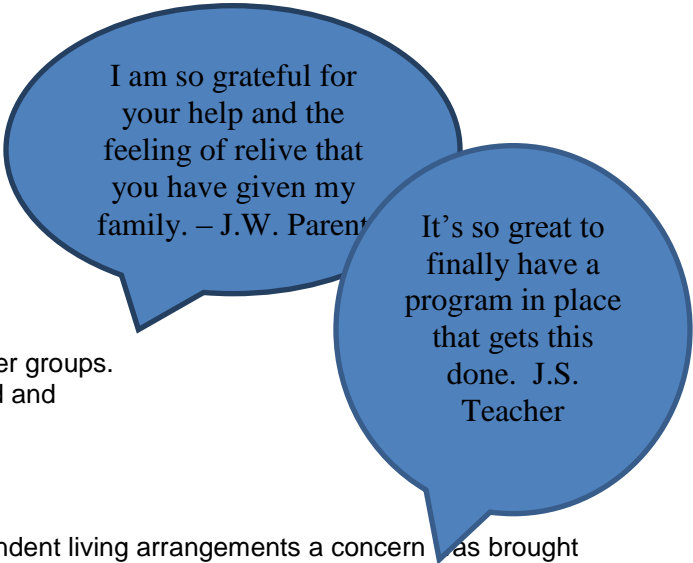
The table below summarizes intended and unintended outcomes that were experienced by participants, teachers, parents and multiple Ministries.

Table 3.2 shows the source for the outcomes reported

Stakeholder	Outcomes	Source
Participants	<ul style="list-style-type: none"> Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills Participants made new friends and increased their social circle Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it 	<ul style="list-style-type: none"> Self-reported through questionnaires Staff observations Teacher observations Parents report through questionnaires Work Experience Evaluation Forms stored in the client file/database Employers and participants confirm employment Pre and post scale question "On a scale of 1-10 how worried are you about your future?"
Parents	<ul style="list-style-type: none"> Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process 	<ul style="list-style-type: none"> Self-reported through questionnaires and interviews
Teachers	<ul style="list-style-type: none"> When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities 	<ul style="list-style-type: none"> Teacher reported during program evaluation discussions. Meeting minutes saved in the secure network of Sask.Abilities Council
Ministry of Social Services	<ul style="list-style-type: none"> Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry 	<ul style="list-style-type: none"> Number of applications from the school and family systems for young adults with disabilities
Federal and Provincial Government	<ul style="list-style-type: none"> Increased contribution to society by earning a living and paying taxes 	<ul style="list-style-type: none"> Number of people that maintained employment
Ministry of Education	<ul style="list-style-type: none"> Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age 	<ul style="list-style-type: none"> Teacher report and school enrollment records held in the school division records
Saskatchewan Abilities Council	Saskatchewan Abilities Council increases the spectrum of services	<ul style="list-style-type: none"> Annual comparison of number of applications that are submitted to the day program and ISE program

Negative Outcomes

Program participation was voluntary by all stakeholders involved. Individuals could withdraw from the program if they felt that they were experiencing negative outcomes. During the interviews upon the completion of the program there were no negative outcomes reported by any of the stakeholder groups. There was a general consensus that the program was long awaited and delivered the outcomes it intended to and more.



I am so grateful for your help and the feeling of relief that you have given my family. – J.W. Parent

It's so great to finally have a program in place that gets this done. J.S. Teacher

However, once the youth and families began to think about independent living arrangements a concern was brought forth that could be viewed as an unintended negative outcome. Many of the youth do not receive medical benefits from their employers. Parents and youth have been concerned about what the cost of medications and medical expenses such as message therapy will be, when these youth move out of the parental homes. The cost of these expenses could be covered by the parents in some instances, however, it is seen as a burden on the family. In other instances, parents felt they would not be able to afford these costs. The employees expressed a concern that if they have to pay for their medications and therapies they will not be able to continue to work. Some participants reported that medications could be as high as \$300/month which is a quarter of a monthly salary for one employee. The alternative outcome would be that employees quit their jobs or reduce hours of work so they can qualify for Social Assistance which covers all their medical related expenses.

To address this negative impact the Employment Services Division is looking at possible options and benefit counseling to ensure that people with disabilities continue to experience benefits of employment and not financial burdens.

Upon a review of client file notes and discussion with Employment Supports Coordinators that assist the program participants in job maintenance, it was identified that at times employers or employees can become dependent on job coaching supports. This is seen as a negative unintended outcome as it has a direct impact on individuals' self-sufficiency and independence.

In future analyses we would like to further test the assumption that employers rely on job coaches to increase workplace productivity as they at times request that job coaches perform job duties along the side of the employee.

Due to this information coming forth after the peer review and further investigation (almost two years post program completion) the decision was made to not include these outcomes as the time period and benefits lost is not relevant to the analysis of the case study. Future SROI analysis on the ISEP program will account for these negative outcomes.

Data collection

As part of this evaluative SROI analysis, we used and reviewed the data that we collected over the contract period and post program completion. At SAC, we collect and store data on our network database. It is then accessed at any time for further evaluation, project development or redesign. This data is used to demonstrate our outcomes and successes as well as our accountability to the funders. It is acknowledged that we lack data from all stakeholders and therefore, for the purpose of the SROI analysis, we gathered data regarding the impact of the program, after the program completion.

As an agency, we have learned that collecting data for our projects should be an ongoing process and the involvement of stakeholders is essential to demonstrating full social value achieved.

The Quantity of Outcomes

SROI methodology requires that we report for how many of the people in each stakeholder group the identified outcome occurred. We collected statistical data throughout the contract year and upon the completion of the program we knew the exact number of participants that gained and maintained employment. Self-reports and parental/caregiver input was relied on to determine how many participants would have remained in school or attended full time day programming.

Table 3.3 demonstrates the quantity achieved for each outcome

Outcome	Quantity
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7 participants
Participants made new friends and increased their social circle	7 participants
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	7 participants
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	7 parents
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	4 parent couples
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	3 teachers
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	7 applications 7 participants
Increased contribution to society	
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	3participants
Saskatchewan Abilities Council increases the spectrum of services	7 participants

Financial Proxies

The SROI methodology uses a process of valuation. During this process a price value is assigned to the impact created and this is referred to as a financial proxy. Financial proxies can be assigned to tangible and intangible value, Table 3.4 reflects the financial values assigned to each outcome indicator.

SROI is new in our province and we lack the financial proxy database for tangible/intangible outcomes. It is our goal in the near future to work closely with citizens of Saskatchewan, the Government of Saskatchewan and Community Based Organizations to develop a comprehensive financial proxy database for our province. To assign value to improved personal well being we conducted contingent valuation. Contingent valuation refers to a process where we directly ask people how they value things. We met with our agency staff, participants and our government funders to determine the monetary value of improved personal well being. A question was asked to all mentioned stakeholders "If we could increase your quality of life what would you be willing to pay for it?" There was a significant discrepancy between the responses. The staff and funders were willing to pay \$5,000 dollars, whereas the participants were willing to pay \$500. We believe that the significant difference was based on individual and organizational economic status. We concluded that using the average of the responses would be most appropriate and reduce our risk of over claiming or not correctly valuing the participants' perspectives. Employment is important for keeping individuals out of poverty, and has also been linked to better general health, longer life expectancy and mental well being." (Mirowsky, J., & Ross, C.E., 1989) In addition, report published in 2009 by the Government of Canada states "Employment stability is an important indicator of quality of life."

Research has shown that parents of children with learning disabilities had very elevated scores on the Parenting Stress Index, signifying that they perceived far more stress in their role as parents than did parents of children without learning problems. By increasing coping skills, parents can reduce their own stress and can become effective in reducing stress in their children. (Latson, 1995) Literature review of parental stress also referred to loss of workplace productivity, loss of wages due to reduced hours worked and greater stress on the maternal parent versus the paternal one. The parents consulted agreed that although these would be worse case scenarios they would likely not experience any of these significant changes due to stress. Since there was no conclusive research indicating the financial market value of reducing parental stress we attempted to monetize the outcome indicator so that it would show value created but not over-claim the value. To do this, the Transition Liaison Worker and the Regional Director were consulted with possible financial proxies that could then be further verified by parents. We concluded that empirical research suggests improving parental coping skills can result in reduced stress for parents of children with learning disabilities which is consistent with our target stakeholders and agreed that cost avoidance of attending a "Parenting Coping Skills Workshop" would be the most appropriate method for monetizing decreased parental stress. Four of the parents initially interviewed participated in follow up conversations and agreed that this value could be used as they too struggled in suggesting alternative values. We agreed to continue research appropriate values that would represent well the value the parents felt was closely accurate to their experience.

To demonstrate financial value in respect to the reallocation of time spent on supported employment services to academic activities we asked the teachers involved how much reduction they have experienced. They agreed that approximately 20% of their time was reallocated back to academic activities after becoming involved in the program.

Mirowsky, J., & Ross, C.E., (1989) Social causes of psychological distress. New York. N.Y. Russell Sage Foundation.

Government of Canada (2009) Advancing the Inclusion of People with Disabilities http://www.hrsdc.gc.ca/eng/disability_issues/reports/fdr/2009/page08.shtml

Latson, S .R. (1995) Preventing Parent Burn Out: Model for Teaching Effective Coping Strategies to Parents of Children with Disabilities. Learning Disabilities Association of America Newsbrief, Volume 1-2

Table 3.4 demonstrates the value for each financial proxy per participant per year

Value of increased personal well being	\$ 2,750.00	Contingent valuation with participants, staff and funders. Median of the responses was used for FP Value.
Cost of membership of a social club/network	\$ 270.00	Annual fees for a bowling league in Yorkton. http://www.yorktonbowlarena.com/YBC.html
Average of income earned by participants	\$ 7388.00	Saskatchewan Abilities Council records show each participant's hours of work and rate of pay in the client file/database. Median of the hours/rate of pay minus federal and provincial income taxes was used for the FP Value
Cost of coping skills/stress management workshop for youth	\$ 195.00	Enterprise Saskatchewan subsidized fees for a 2 day PX 2 workshop that teaches young adults how their mind works and how to make positive changes through affirmations and positive thinking/goal setting http://www.seda.sk.ca/images/file/e_Youth-Leadership-Fund.pdf
Cost of coping skills/stress management workshop for adults	\$ 110.00	Current subsidized fee for a Mental Health Matters workshop delivered through Yorkton Mental Health Drop In Centre as reported by Executive Director (yorktonmentalhealthdropin@gmail.com)
Cost reallocation of teacher resources	\$ 9,465.00	Teachers vary in salaries to account for this difference we used an average weekly salary (\$1,183.15/week) - https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV6+6OHjzI2Fds7D0hVvz7oc=F and multiplied it by 20% (increased time in the classroom) and then multiplied by 40 weeks of school to determine annual amount.
Cost avoidance of social assistance funding	\$ 6,060.00	Monthly cost of Saskatchewan social assistance per disabled adult multiplied by 12 months. http://www.socialservices.gov.sk.ca/SAP-rateCard.pdf
Cost of taxes paid to the government	Tot Federal tax deduction \$3,021.58 Provincial tax deduction \$1,615.23 Total \$4636.81	Calculated taxes paid based on an average \$12,025 income in the province of Saskatchewan. To determine the correct amount a Canada Revenue Agency calculator was used. https://apps.cra-arc.gc.ca/ebci/rhpd/startLanguage.do?lang=English
Cost reallocation of student funding for the school division	\$ 5,000.00	One teacher and one educational assistant receive a combined salary of \$75,000 to work with 15 students this equates to \$5,000 per student as reported by the local School Division

Cost avoidance of participant day program fees	\$ 11,035.00	The Day Program operates on a \$684,177 annual budget to support 62 clients this equates to \$11,035/per participant as per contract agreement between Community Living Services Division and the Yorkton Branch Sask. Abilities Council.
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4. INVESTEMENT

The initial investment made for the ISEP program was \$67,716.

Table 3.1 shows the total amount received from the Supported Employment Transition Initiative

BUDGET ITEMS	Amount Requested
Salary	\$38, 654
Benefits (MERC)	\$ 7, 537
Admin/Accounting	\$ 6,165
Office Supplies	\$500.00
Equipment (lease/rental)	\$1, 200
Office Space	\$2, 400
Travel	\$2, 660
Staff Development	\$500.00
Promotion/Publicity	\$500.00
Advertising	\$0
Purchased Services	\$6, 800
Client Resources	\$0
Evaluation Expenses	\$0
Bank Charges	\$0
Insurance	\$0
Other Expenditures (specify)	\$800.00
TOTAL	\$67, 716

Upon the completion of the program the finances that were invested were not fully spent. We budgeted to purchase services for our participants that included Driver Training Courses, Basic Computer Training and not all participants enrolled in the additional training. We also under spent in the Travel category. The total investment made in the program was \$ 56, 360. The money not spent was returned to the funder upon completion of the program.

Results of the SROI and a preliminary report were shared with the Supported Employment Transition Initiative Chair, the Ministry of Advanced Education, Employment and Immigration and the SETI Steering Committee members. Funding for year two and three was secured with year three providing additional funding to increase staffing resources.

5. Impact

The main objective of SROI is to measure the impact created as a result of the program/service provided. To measure the impact of the ISEP program and to avoid over-claiming the maximum social value created we applied the following concepts:

- Attribution – how much of the impact was created by other service providers or people
- Displacement – how much of the outcome displaced other outcomes
- Deadweight – how much outcome would have happened even if the program did not exist
- Drop off – how much of the outcome declines over time

Duration and Drop Off

The next step in the SROI evaluative analysis is to determine how long the outcome will last. We recognize that some of the outcomes may last for the remainder of a person's life such as improved personal well being. However, there would be a significant reduction in attribution as it is likely that other external factors would contribute to the outcome lasting beyond initial years.

Literature review is conflicting on the topic of job retention – duration of time spent with an employer when it considers people with disabilities. People with disabilities have a greater likelihood of having a significant work interruption or losing their jobs than those without disabilities. In their analysis of the Canadian Survey of Labour and Income Dynamics (SLID), Spector et al. (2008) indicated that among those working full time in 1999-2000, 45% of people with disabilities experienced a work interruption over the next four years in contrast to 26% of those without disabilities. Moreover, Gibson et al (2007) note that “persons with disabling illness are four times more likely than persons without illness or disability to be dismissed from their jobs.” The literature also shows that people with disabilities who are employed are actually more likely to remain at the same job than those without disabilities (Spector et al., 2008). Hotchkiss (2003) provided some possible explanations for this phenomenon, suggesting that those with disabilities may have a greater fear of leaving their current employer (due to the loss of medical benefits or the failure of future employers to provide disability-related accommodations) than those without disabilities. This may also be due to the increased incidence of disability with older age.

This information was presented to the Transition Liaison Worker and the Partners in Employment staff. A review of three most recently completed contracts (Service Canada, 2008-2009; Partners in Employment, 2008-2009 and Transitions to Employment, 2008-2009) was conducted to set a benchmark for duration and drop off rates based on real and most recent organizational experiences in terms of client job retention. It was determined that the length of employment retained by Employment Services Division participants without interruptions and voluntary or involuntary leave averages three years. This is somewhat consistent with the above literature. The most common factors that influenced duration were: employer/employee conflict; job was a poor match; decline in health status; need for “something new” and relocation.

The staff felt that it was accurate and justifiable to use 3 years for duration. This would be the best case scenario based on present data. Although individuals that access Partners in Employment can receive life long employment supports, the above factors still influence job retention.

Employed participants of the program receive follow along support from the Transition Liaison Worker for a period of 12 months. Once they reach this time period they are referred to the Partners in Employment office for on-going job maintenance supports. It is assumed that the change created by the project will last into future years. This is based on conversations with parents, teachers and program participants.

Part of the SROI evaluative analysis is acknowledging that the outcome will likely lessen in future years. Drop off is calculated only for the outcomes that will last more than a year. It has been our experience (database tracking) that approximately 30% of individuals do not maintain employment past their first year and therefore, 30% of individuals may reapply for social assistance.

In the Outcomes and Evidence section the correlation of being employed and improved personal well being was made and supported by literature review. An assumption is made based on this research that the same drop off rate is applied to maintaining employment as quality of life.

Other rationale provided is included below in Table 5.1.

Spector, Aron, J. Sykes, and J. Uriarte-Landa. (2008) Identifying and Operationalizing Indicators of Work Retention. Unpublished manuscript, Human Resources and Social Development Canada.

Gibson, Lamela and Amanda Lindberg. (2007) Work Accommodation for People with Multiple Chemical Sensitivity Disability & Society 22, no. 7: 717-732.

Hotchkiss, Julie L. (2003) The Labor Market Experience of Workers with Disabilities: The ADA and Beyond. W.E. Upjohn Institute for Employment Research.

Table 5.1 demonstrates the duration we expect the outcomes to last based on empirical evidence

Description	Duration In Years	Rationale	Drop off	Rationale
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	3	As long as participants are employed they have the opportunity to practice their skill and maintain their self-esteem/confidence. Benchmark set based on review of organizations records of job retention.	30%	Benchmark set based on review of organizations records of job retention.
Participants made new friends and increased their social circle	1	This is a one year evaluative analysis on a pilot project. Therefore, we do not have data to confirm whether friendships last beyond 12 months. Empirical research does not address this outcome.	0%	This is a one year evaluative analysis on a pilot project. Therefore, we do not have data to confirm whether friendships last beyond 12 months. Empirical research does not address this outcome. Therefore, no drop off rate is applied.
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	3	Benchmark set based on review of organizations records of job retention.	30%	Benchmark set based on review of organizations records of job retention.
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	3	Benchmark set based on review of organizations records of service delivery and accessing supports on an ongoing basis to assist with goal setting/planning and referrals.	0%	Benchmark set based on review of organizations records of service delivery and accessing supports on an ongoing basis to assist with goal setting/planning and referrals.
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	3	Parental stress is reduced when their young adult child continues to be employed.	30%	Child's loss of employment can lead to increased stress.
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	1	Without the program teachers would need to go back to coordinating supported employment activities	0%	Since this outcome only lasts for the duration of the program which is on an annual basis drop of rate is not applicable.
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	3	As long as young adults maintain employment they are less likely to rely on social assistance.	30%	Benchmark set based on review of organizations records of job retention.
Young adults earned a living and needed to pay taxes	3	Benchmark set based on review of organizations records of job retention.	30%	Benchmark set based on review of organizations records of job retention.
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	4	Student would only be able to return to school until 21 years of age therefore the maximum duration would be 3 years	25%	Teachers stated that in previous years students have returned to school to upgrade their education but it would be a small percentage of students, it was agreed that 25% would be appropriate
Saskatchewan Abilities Council increases the spectrum of services	3	Young adults who are employed will not enroll in full time day programming.	13%	Enrollment records show that once young individuals are employed they are less

				likely to attend day programming. It is assumed that one out of 8 participants could possibly enroll part time or for evening life enrichment activities
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Attribution

To avoid over-claiming it is important during the SROI analysis to identify any other group of individuals, activities or organizations that have contributed to any of the valued outcomes. This means that by working together others can contribute to the social change and value created. When this occurs it is important to note in percentages their attribution and deduct that amount from the total impact.

Table 5.2 shows the attribution of others

Description	Attribution	Rationale
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	25%	Based on our definition of the term improved well being and the positive involvement of teachers and parents/caregivers it is assumed that 25% of the improved well being occurred as a result of positive feedback and interaction with the above groups.
Participants made new friends and increased their social circle	0%	Based on the feedback from participants, teachers and students, it is very likely that young adults would have not become involved in activities outside their school/family life and therefore not had the opportunity to meet new friends.
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. In the previous year a total of 8 individuals with significant cognitive disabilities graduated high school none of them secured employment. Three of them were referred to this program.
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. Without the program participants would not have had supports beyond high school years and therefore they would continue to experience higher levels stress and anxiety considering their future and social status.
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. Without the program parents would not have had supports beyond high school years and therefore they would continue to experience higher levels stress and anxiety.
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment while they are still in school and therefore, there is no other agency or factors that would contribute to teachers spending less time on supported employment activities.
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	40%	Parents supporting their children has attributed to this outcome. If parents discouraged youth from working enough hours to not have to rely on social assistance programs, they may have still partly relied on these programs.
Young adults earned a living and needed to pay taxes	0%	The program staff supported both young adults and employers to assist with job maintenance which ultimately resulted in young adults contributing to society through taxes.
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. In the previous year a total of 8 individuals with significant cognitive disabilities graduated high school at the age of 21 none of them secured employment. Three of them were referred to this

		program.
Saskatchewan Abilities Council increases the spectrum of services	0%	Teachers and parents including young adults did not state that there were other agencies that contributed to this outcome.

Displacement

Displacement refers to how much of the outcomes displaced other positive services and activities. Through participant and caregiver consultation we discovered that staying in school until the age of 21 and attending day programming were outcomes that were not considered positive. With that information in mind, we felt that we did not displace other services or activities.

Deadweight

During the SROI evaluative analysis it is important to identify how much of the outcome would have happened anyway, even if the intervention was not implemented. During the interview process we discussed deadweight to determine stakeholder's confidence levels and thoughts for each outcome and how much of it would have happened anyways.

Table 5.3 shows the deadweight

Description	Deadweight	Rationale
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	10%	Based on our definition of the term improved personal well being it is anticipated that upon completion of school, young adults would have become involved in adult type activities (shopping, etc.) and their personal well being would have increased somewhat regardless of the existence of ISEP. However, this would have been a small change as parents, teachers and students agreed that the most contributing factor to maintaining improved well being was employment.
Participants made new friends and increased their social circle	0%	The young adults would have likely stayed in school and did not engage in other meaningful social activities, therefore, it is very unlikely that they would have met new friends and increased their social circle.
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. Although it is possible that a young adult could become employed independently, parents, teachers and participants felt that this was unlikely to occur for them.
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	0%	Participants reported that if it was not for the existence of the program and smooth transition to employment and support provided they would have continued to feel pressure to get a job and “do something with their life” continuing to experience high stress levels when future planning and employment is considered.
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	0%	Parents reported that if it was not for the existence of the program and smooth transition to employment and support provided their stress levels would have likely increased.
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	0%	Teachers reported that things would have stayed the same if the program did not commence.
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	15%	If youth found no employment they would have applied for social assistance. One parent reported that they would have continued to provide financial support for their son and therefore avoided applying for social assistance.
Young adults earned a living and needed to pay taxes	0%	Currently, our program is the only program in the community and region specifically designed to assist young adults with disabilities to gain employment. Although it is possible that a young adult could maintain employment independently, parents, teachers and participants felt that this was unlikely to occur for them.
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	38%	Three students would have left school at an earlier age despite ISEP services.
Saskatchewan Abilities Council increases the spectrum of services	0%	There are no other agencies that have shown interest in providing services to young adults with disabilities, therefore, no additional options such as employment services would have existed in the local community.

6. Social Return on Investment (SROI)

The calculation of the SROI is described in this section of the report.

Impact

SROI evaluative analysis measures the overall impact of the program and it is calculated as the financial proxy multiplied by the quantity of the outcomes minus any attribution, displacement and deadweight. This calculation has been carried out for each row of the impact map.

The impact of one year which is the period of the activities that took place between June 2009 and June 2010 was valued at \$196,397.95.

$$\frac{\$196,397.95 \text{ (Impact after year 1)}}{\$56,360 \text{ (total investment)}} = \$3.49$$

\$56,360 (total investment)

After the course of one year the social return on investment is \$3.49 for every dollar invested.

Projecting into the Future

In this analysis there are outcomes that last for additional two years (total of three years).

When this occurs, the value of the change in future years has been projected and the value over all projected years has been summed. To take into account that future value will be less than it is now a process called discounting is used. Discounting recognizes that people generally prefer to receive money today rather than tomorrow because there is a risk (eg. money will not be paid) or because there is an opportunity cost (potential gains from investing the money elsewhere). (Guide to Social Return on Investment, 2009)

To complete the discounting process, in Canada we can use the Canada Bond Rate which at the time of conducting this analysis was 3.00% (June 8, 2011). This is reflected in the impact map attached.

The total present value of benefits generated from the program over a three year period is \$388,055.17.

To derive at the SROI ratio when accounting for future years the following formula is applied.

$$\text{SROI Ratio} = \frac{\text{Present Value of benefits}}{\text{Present Value of investment}} = \frac{\$388,055.17}{\$56,360} = \$6.89$$

This gives a social return of \$6.89 for every \$1 invested in this program (6.89:1).

7. Sensitivity Analysis

The SROI ratio calculated above is dependent on several assumptions made based on previous organizational experience and feedback collected from multiple stakeholders and staff. To determine the reliability and validity of these results it is essential to test the effect of changing these assumptions to determine whether we would still be confident in creating social value by the ISEP.

Sensitivity Test #1 Change in Outcome Quantity

It has been this organizations experience that it is difficult to achieve almost 100% success rate (7out of 8 participants) of securing employment for supported employment program participants The first test that we wanted to apply to determine the social value validity, is based on the assumption that if attribution, deadweight, and displacement stay the same but quantity of the outcome experienced is reduced to 50% or below level (see table) the adjusted SROI ratio would be 1.41:1. Therefore, a funder can be confident that even with significantly reduced success rate the project would have the ability to create a social return on investment higher than the investment.

Table 7.1 illustrates Sensitivity Test #1

Outcome	Baseline as presented in the report Quantity	Tested Quantity	Value Proxy	Attribution	Displacement	Deadweight	Impact
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	3	\$ 2,750.00	25%	0%	10%	\$ 5,568.75
Participants made new friends and increased their social circle	7	3	\$ 270.00	0%	0%	0%	\$ 810.00
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	7	3	\$7,388	0%	0%	0%	\$ 22,164.57
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	7	3	\$195	0%	0%	0%	\$ 585.00
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	4	2	\$ 110.00	0%	0%	0%	\$ 220.00
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	3	1	\$ 9,465.00	0%	0%	0%	\$ 9,465.00
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	7	3	\$ 6,060.00	40%	0%	15%	\$ 9,271.80
Increased contribution to							

society							
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	3	2	\$ 4,636.81	0%	0%	0%	\$ 13,910.43
Saskatchewan Abilities Council increases the spectrum of services	7	3	\$ 5,000.00	0%	0%	38%	\$ 6,200.00
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	3	\$ 11,035.00	0%	0%	0%	\$ 11,035.00
TOTAL IMPACT YR 1							\$ 79,230.55

Sensitivity Test #2 Change in Deadweight to 50%

The assumptions related to Deadweight in this case study were based on organizational experience and stakeholder input. With this in mind, it is possible that the question asked was not clearly understood or that stakeholders felt a need to report that their outcomes were directly related to the program. Based on this possibility, it is best to test the Deadweight assumption and determine overall value if Deadweight was fixed at 50%. The adjusted SROI ratio would be 1.86:1

Table 7.2 illustrates the Sensitivity Analysis Test #2

Outcome	Baseline as presented in the report Quantity	Value Proxy	Attribution	Displacement	Deadweight	Impact
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 2,750.00	25%	0%	50%	\$ 7,218.75
Participants made new friends and increased their social circle	7	\$ 270.00	0%	0%	50%	\$ 945.00
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	7	\$7,388	0%	0%	50%	\$ 25,858.67
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	7	\$195	0%	0%	50%	\$ 682.50
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	4	\$ 110.00	0%	0%	50%	\$ 165.00
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	3	\$ 9,465.00	0%	0%	50%	\$ 14,197.50
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	7	\$ 6,060.00	40%	0%	50%	\$ 12,726.00
Increased contribution to society						
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	3	\$ 4,636.81	0%	0%	50%	\$ 16,228.84
Saskatchewan Abilities Council increases the spectrum of services	7	\$ 5,000.00	0%	0%	50%	\$ 10,000.00
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 11,035.00	0%	0%	50%	\$ 16,552.50
TOTAL IMPACT YR 1						\$ 104,574.75

Sensitivity Test #3 For all outcomes attribution is fixed at 50%

The assumptions related to Attribution in this case study were based on organizational experience and stakeholder input. There is a possibility that stakeholders did not report all other support services to the assessor or under valued the contribution of other agencies. To account for this possible error Attribution was fixed at 50% to all outcomes assigned and the adjusted ratio was 1.91:1.

Table 7.3 illustrates Sensitivity Test #3

Outcome	Quantity	Value Proxy	Attribution	Displacement	Deadweight	Impact
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 2,750.00	50%	0%	10%	\$ 8,662.50
Participants made new friends and increased their social circle	7	\$ 270.00	50%	0%	0%	\$ 945.00
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	7	\$7,388	50%	0%	0%	\$ 25,858.67
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	7	\$195	50%	0%	0%	\$ 682.50
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	4	\$ 110.00	50%	0%	0%	\$ 165.00
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	3	\$ 9,465.00	50%	0%	0%	\$ 14,197.50
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry	7	\$ 6,060.00	50%	0%	15%	\$ 18,028.50
Increased contribution to society						
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	3	\$ 4,636.81	50%	0%	0%	\$ 16,228.84
Saskatchewan Abilities Council increases the spectrum of services	7	\$ 5,000.00	50%	0%	38%	\$ 6,200.00
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 11,035.00	50%	0%	0%	\$ 16,552.50
TOTAL IMPACT CREATED FOR YEAR 1						\$107,521

Sensitivity Test #4 No attribution, deadweight, displacement

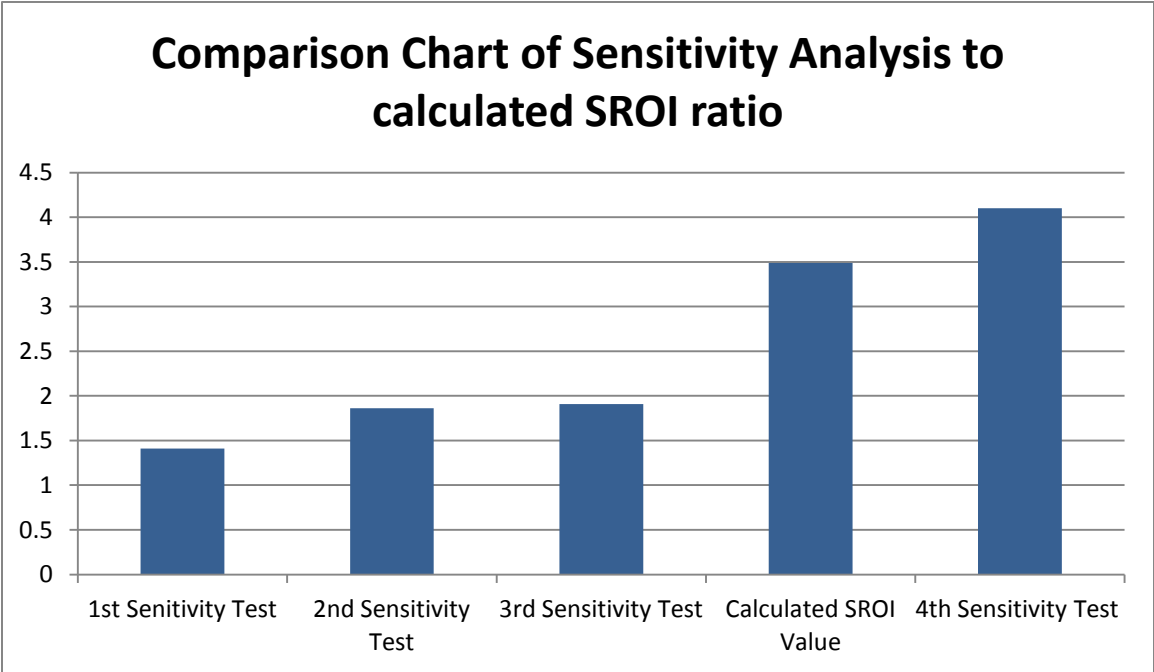
The final sensitivity test that was applied was based on the “what would be the best case scenario?” or highest impact created by the project. It was determined to test the value that would be created if there was no displacement, deadweight and attribution that was applied to any of the outcomes or otherwise the percentage was set at 0 for these contributing factors. This test analysis resulted in the adjusted ratio of 4.10:1.

Table 7.4 illustrates Sensitivity Test #4

Outcome	Quantity	Value Proxy	Attribution	Displacement	Deadweight	Impact
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 2,750.00	0%	0%	0%	\$ 19,250.00
Participants made new friends and increased their social circle	7	\$ 270.00	0%	0%	0%	\$ 1,890.00
Participants applied the skills learned in class to a real work setting and as result they were hired by local employers and paid at least minimum wages	7	\$ 7,388.00	0%	0%	0%	\$ 51,717.33
Participants experienced reduced anxiety and stress due to having a transition to adulthood plan and an agency to support it	7	\$ 195.00	0%	0%	0%	\$ 1,365.00
Parents experienced reduced anxiety and stress as a result of learning about supports and opportunities available and participating in the decision making process	4	\$ 110.00	0%	0%	0%	\$ 330.00
When students received supported employment/transition services from the ISE program teachers were able to reallocate their time to academic activities vs supported employment activities	3	\$ 9,465.00	0%	0%	0%	\$ 28,395.00
Students became financially independent and therefore reduced the number of Social Assistance Applications to the Ministry Increased contribution to society	7	\$ 6,060.00	0%	0%	0%	\$ 42,420.00
Students sought alternative programming (ISE program) and increased their opportunities which led to graduating at an earlier age	3	\$ 4,636.81	0%	0%	0%	\$ 32,457.67
Saskatchewan Abilities Council increases the spectrum of services	7	\$ 5,000.00	0%	0%	0%	\$ 20,000.00
Improved personal well being through learning how to increase self-esteem and confidence and learn vocational and personal coping skills	7	\$ 11,035.00	0%	0%	0%	\$ 33,105.00
TOTAL IMPACT CREATED FOR YEAR 1						\$230,930

The graph below compares the results of the four Sensitivity Tests that were applied to test the reliability and validity of the social value that was calculated. The table indicates that even if a number of different assumptions and judgments were made the return on investment would most likely not fall below \$1.41 and also likely not exceed \$4.10 return on investment. The \$3.49 return on this investments that is calculated in the final analysis is not unlikely and within the sensitivity analysis range.

Graph 7.1 shows the relationship between multiple Sensitivity Tests applied and the calculated ratio



8. Conclusion and Recommendations

This section presents the conclusions and recommendations of the SROI Evaluation.

In conclusion, the social return on investment evaluative analysis concludes that there is importance and significance in delivering the Introduction to Supported Employment program for young adults with disabilities. The analysis illustrates that the value created has an impact not only on the key stakeholder who is the recipient of the services but also a greater community which includes stakeholders from various backgrounds (including family, teachers and government).

In conducting the SROI analysis the assessor has attempted to adhere to the seven principles of SROI set out by the SROI Network and report the findings with clarity and transparency. The SROI evaluative analysis presented in this report concludes that the Saskatchewan Abilities Council has created a considerable social value of \$3.49 for every dollar invested by the SETI fund for all its relevant stakeholders.

These results were shared with program participants, parents, teachers, school division and multiple ministries. We have included a statement from the Executive Director of the Ministry of Advanced Education Employment and Immigration as he was closely involved with the SETI Steering Committee and could speak on behalf of this committee and its multiple partners. This ministry is also the main funder of employment services in our province and their learning experience through engagement in this process is of great value to the Saskatchewan Abilities Council.

This SROI analysis presented the opportunity to communicate with our funder and other funders the compelling story and monetary value that occurred. As a result, we have received funding to continue the project.

From the evaluative analysis, a number of implications need to be considered for future SROI analysis and program delivery. The recommendations from this SROI evaluation can be divided into two separate categories program and organizational. These recommendations were made in conjunction with the Regional Director upon the review of the SROI evaluative analysis.

Program Recommendations

1. All relevant stakeholders need to be identified upfront prior or at the commencement of program implementation. This can be achieved by completing a forecast SROI that develops a framework and identifies the outcomes and outcome indicators that need to be measured.
2. Program participants and relevant stakeholders need to be engaged throughout the project time frame as their input is crucial in determining what matters and as a result screening what is material and relevant to include in the analysis.
3. To ensure that parents continue to be a stakeholder in their youths transition to employment and a valued partner of the Saskatchewan Abilities Council a recommendation is made that regular quarterly meetings occur to engage parents in a supportive focus group in order to learn what matters to them and their families and increase programming to ensure that needs are met.
4. Continue to research in discussion with parents a market value that is appropriate and accurate for reduced stress in the family unit, looking beyond parents but also potentially adult siblings.
5. Provide ongoing supported employment services to the young adults as there is great value in job maintenance phase of the employment continuum and this could potentially be a separate SROI analysis.
6. Engage youth and young adults at an earlier age, parents commented "if only you were here earlier and we knew this would be an option." As a result program staff have begun to meet with students and parents as soon as they enter high school to inform them of their transition options.
7. A Transition to Adulthood Guidebook should be developed to clearly state the options available, the role of stakeholder engagement, to screen what potential participants may identify as expectations and needs in the future.

8. Work closely with employers and invite them to participate in educational workshops so they can better understand the added value of diverse workplaces and associate it with reduced staff turnover and recruitment fees. A larger pool of employers needs to be engaged to determine what significant value is created for employers.

Organizational Recommendations

1. Continue to engage Universities, Government of Saskatchewan, various program recipients to develop a financial proxy database for the province of Saskatchewan. A list of financial proxies has been developed by the SROI Canada Network and the Saskatchewan Abilities Council is in the process of entering an agreement with the Community University Institute of Social Research to find market value in our province for financial proxies as they relate to the categories of justice, health, recreation, education, and social services. It is our intent to contribute this information to the SROI Canada Network for wider usage.
2. Continue to conduct empirical research as it relates to the programs delivered by the Saskatchewan Abilities Council. We have learned through this process the importance of evidence for the judgments and assumptions made and came to the conclusion that literature review of evidence based best practice needs to be on-going and consistent to support future SROI analysis.
3. This experience has provided this organization with the understanding of the importance of gathering input from all organizational structure levels from front line staff to the decision makers. In future analysis, we will attempt to also gather input from the Board of Directors as their perspective will likely prove significant to our ongoing evaluation and decision making.
4. Results were shared with various stakeholders through various methods. We need to continue to verify our results with these stakeholders and present them to our target audience which involved potential funders and program partners. We have found most valuable to share these results with individuals in a Executive Summary format as this type of report is easy to understand and quick to read. Ministerial staff have received copies of the full report as in future years SROI analysis may have policy implications.
5. In order to measure what is valued we need to develop pre and post questionnaires to measure the outcomes and outcome indicators and collect this data on our secure network system for setting benchmarks and providing evidence.
6. Research further stakeholder engagement to ensure that a well represented sample of individuals participates in providing responses. This will increase the credibility of future studies.

APPENDIX A: QUESTIONAIRES

PARTICIPANT QUESTIONNAIRE

- 1) What changes have you experienced as a result of the program?
- 2) Which of these changes would you say were most important?
- 3) Is there anything that could have been better?
- 4) Did the program take time away from participating in other meaningful activities? If so, can you explain.
- 5) Has participating in the program made life better for you? How?
- 6) Has participating in the program made life/experiences worse for you? How?
- 7) Are there any other changes that occurred that we have not talked about yet?
- 8) Who supported you in experiencing the already discussed changes?
- 9) Which changes do you think you would have experienced anyways – even if you were not involved in the program?
- 10) What would make this program better?

PARENT QUESTIONNAIRE

- 11) What changes have you experienced as a result of the program?
- 12) Which of these changes would you say were most important?
- 13) Is there anything that could have been better?
- 14) Did the program take time away from participating in other meaningful activities? If so, can you explain.
- 15) Has participating in the program made life better for you? How?
- 16) Has participating in the program made life/experiences worse for you? How?
- 17) Are there any other changes that occurred that we have not talked about yet?
- 18) Who supported you in experiencing the already discussed changes?
- 19) Which changes do you think you would have experienced anyways – even if you were not involved in the program?
- 20) What would make this program better?

It was our intention to ask both participants and parents the same questions. This was done to ensure that all questions relevant to the SROI analysis were answered and nothing was missed.

APPENDIX B: RESEARCH BIAS

This statement is written by the author to accept and acknowledge that research bias may exist within this report as the author of the report is a senior employee of the Saskatchewan Abilities Council and responsible for the finances and service delivery of the program by providing supervision to the front line staff, negotiating contracts with funders and ensuring that key deliverables and desired outcomes have been achieved.

The following steps were taken to minimize research bias:

- 1) All stakeholder groups were contacted to ensure fair representation of the positive/negative and intended/unintended outcomes. The assessor interviewed at least one individual from the following stakeholder groups: young adults, parents, teachers, employers, Supported Employment Transition Initiative, Ministry of Social Services, Ministry of Advanced Education Employment and Immigration and Ministry of Education. The author is confident by following this approach omission bias was minimized and possibly eliminated.
- 2) All interviewees were in some way directly involved with the program or at least aware of its existence and main objectives. This ensured that participants in the evaluative analysis were fully representative samples.
- 3) Although the assessor provided individuals with unlimited time to answer questions some individuals rushed through the answers as they felt it was not their role to participate in evaluative tasks (i.e. some employers). Procedural bias may have occurred in these circumstances and the answers provided may have been different had participants received surveys that they could complete on their own time and submitted to the assessor at a later date. By conducting this approach we would have potentially received a smaller sample of responses. This is an approach that we will investigate further.
- 4) All stakeholders were familiar with the assessor's role in program development and therefore it is possible that answers provided tended to be positive and in favor of the program and its existence. It is possible that participants provided answers that they felt the assessor wanted to hear. Another evaluator, who had no attachment or current investment in the program, may have received somewhat different information. With this in mind, the assessor acknowledges that the results and SROI ratio may vary somewhat but there is still high confidence that a different assessor would have likely calculated the impact within the Sensitivity Analysis range.
- 5) All results and questionnaire design were shared with the Program Manager that this author directly reports to and the Regional Director who is responsible for overall Branch activities and results. In addition, the following appendix has a Verification of Results statement included from an external stakeholder, Ministry of Advanced Education Employment and Immigration.

Appendix C: Real Life Case Study: Journey of Change for JOE

This profile represents an 18 year old male who resides with his family and attends the grade 12 Alternative Education Program. He is diagnosed with Autism and has been described to exhibit mental illness symptoms although no formal assessment of the latter has been conducted.

His teachers reported that he lacked coping skills, social skills and was unable to express his emotions. Joe had no friends in school and preferred to be alone. The school made arrangements for him to complete all his academics in the library where the noise level was quiet and there were no interruptions or distractions. Joe communicated in a written form and in the three years that he had attended this school he had spoken only to his resource teacher and this was very rare and required emergency and crisis topics. In his spare time at school, Joe liked to read books about serial killers and draw pictures of superheroes.

An evaluation of his cognitive abilities indicates that his IQ level is borderline average. His academic scores range from Grade 4 to Grade 8 achievements. His dream job is to work at the Co-op Grocery store. His other dream is to move away from his family.

Joe's parents disclosed that he was an outgoing young boy until his brother and his friends traumatized him while he was going home by tying him to a tree as a joke. Joe has since quit socializing with others. He has not forgiven his brother. His relationship with his parents is tense and uncertain. This experience was significant in his life and when taken to counseling he has refused to communicate his emotions. Joe's parents indicated that he will only eat meals that are prepared at home and he never leaves the house without a sanitizer to wipe his hands. He does not shake hands with others for the fear of becoming infected with a communicable disease. Joe's parents, like many parents of children with disabilities worry about what Joe will do when he completes school. They want to make sure that he has a stable plan in place in case anything ever happens to them. They are a middle class family and willing to support Joe in any way to ensure his future success. Their hopes are that Joe will become employed, financially self-sufficient and that he has on going supports.

When Joe first came to ISEP, he refused to greet anyone in the building. He walked with his hands in his sleeves so that he would not have to touch anything and kept his head down. Initially, Joe sat at the back of the room and did not communicate with anyone. He felt that the class was a waste of time and to express his anger he broke multiple pencils that he brought with him. Within a month, Joe expressed that all he wanted was to have a job in the community that paid him, preferably at the Co-op Grocery Store. The program facilitator expressed to Joe that for that to happen he needed to act like an adult and learn adult like behaviors, she also made it clear, that to get a job, Joe would need to communicate at an interview with his future employer and coworkers. A reward system was devised and Joe was encouraged to practice the skills taught in class within the safe setting of the Employment Services Division. When he demonstrated the appropriate skills, he received recognition by choosing a material reward. His first task was to greet the receptionist when he came in for programming.

Joe eventually sat beside his peers and began participating in classroom discussions. This was achieved in stages. He participated by leaving the classroom and sharing his thoughts one on one with the instructor, who then shared his thoughts with the class. He then progressed to written format and eventually to three to four word sentences. Joe's peers in the program were supportive and non-judgmental which eventually allowed Joe to build a comfort level and trust around them.

Joe increased his social interactions by attending group community tours and guest speaker presentations. Upon the completion of the first set of the life skills classes, Joe wanted to practice one on one interview skills. A staff member that did not directly work with Joe interviewed him to determine his current skills set and to pinpoint areas of improvement. In the mock interview, Joe was able to communicate very well and came across as confident and well

versed in employer expectations. Joe credited the program in helping him learn labor standards, employer expectations and employee responsibilities.

Once the first classroom portion of the program was complete, Joe attended a work experience that was unpaid. The purpose of the work experience was to increase his stamina, skills and awareness of a real work setting. Joe did not like his placement. The employer's evaluation indicated that Joe had some definite strengths and areas that needed improvement. He returned for the second part of his classroom program, where he continued to learn about the expectations of work and specifically the skills that required improvement. Joe's second work experience was arranged at the Co-op Grocery Store. The employer described him as punctual, detail oriented, focused, well groomed and very polite. It was decided that he would be a great asset to their organization. Joe attended a job interview for a Produce Stock Clerk. He was the successful candidate and offered paid employment. Joe has maintained this employment for over a year now.

At his program graduation, he shook the facilitator's hand, joined the group for a newspaper picture and ate the food that was served for the luncheon.

His teacher said:

"The change we have seen in Joe is unbelievable. This program has literally changed the course of his life".

His mom said:

"For the first time in a long time Joe smiles and seems to have a purpose in life. He cannot wake up early enough to get to work and we cannot thank the staff here enough for assisting him in making that change".

His employer stated that they:

"...would like to hire ten more young, responsible men like Joe."

Joe stated:

"I walk to work and I'm in better shape, I love working there and the people are really nice. Thank you".

The above profile of Joe is an example of the various participants' characteristics, barriers, achievements and outcomes. The program has assisted young adults similar to Joe to successfully transition from school to adult life and secure employment.

APPENDIX D: REFERENCES

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APPENDIX E: ACKNOWLEDGMENTS

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