DSW APPRENTICESHIP PROGRAM SURVEY

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Trasada Research Solutions
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EXECUTIVE SUMMARY

Background

The Workforce Development and HR Practices Implementation Committee (WHDRPIC), a subcommittee of the Developmental Services Human Resources Strategy (DSHRS), engaged Trasada Research Solutions to conduct a survey of three groups of stakeholders of the Developmental Service Worker (DSW) Apprenticeship Program: Developmental Services (DS) Providers, Apprentices, and Colleges in Ontario. The purpose was to better understand the DSW Apprenticeship Program and its impact on the goals of the DSHRS by identifying successes, challenges, and opportunities for Program improvement.

Approach

Five main evaluation questions were developed to guide the development and analysis of the DSW Apprenticeship Program surveys:

1. What are the characteristics of the DSW Apprenticeship Program stakeholders?
2. Why do stakeholders participate in the Program?
3. How satisfied are stakeholders with the Program?
4. How do stakeholders contribute to the success of the Program?
5. What are the Program challenges and opportunities for improvement?

Through an iterative process, three questionnaires were designed to include various items that would tap into each of the five evaluation questions. The consultant worked with a Project Task Group to refine and finalize the items for each of the questionnaires. Links to the online survey tools were mailed to as many agencies, apprentices and colleges as possible. Participants had three weeks to complete the online survey tools and received a chance to win a $50 gift certificate for their participation. There were 149 apprentice, 91 agency, and 18 college respondents.

Key Findings

The DSW Apprenticeship Program was lauded by survey participants for its accessibility with respect to its affordability and flexibility in allowing students to work while studying. Participants also felt that the Program contributed to professionalizing the sector, and offered a high-quality training experience.

All survey participants viewed the lack of communication and communication among stakeholders as a major challenge for the Program. Various other challenges were identified by each stakeholder group. Apprentices faced challenges related to time-management, long waitlists for courses, navigating administrative processes, lack of support from employers and lack of incentives to participate. Employers felt challenged by the lack of information about the Program and the role they played in it, as well as in promoting the program and incentivizing employees to participate in it. Colleges were faced with challenges due to Ministry of Training Colleges and Universities (MTCU) funding cuts, administrative burden, and declining enrollment.

Opportunities for Program improvement were identified in the areas of communication and provision of information, stakeholder collaboration, marketing and promotion, access and availability, employer engagement, and creation of incentives.

Recommendations

Several recommendations were made on the basis of survey findings. Further details on each of the recommendations below are included in the Recommendation section of the report.

1. Increase collaboration and communication among all stakeholder groups by holding joint discussions, which engage all stakeholders, about the Program design and implementation.
2. Conduct an in-depth review of the actual and potential benefits of the Program for apprentices and employers to inform decision about the best use of resources in providing incentives to participate in the Program.
3. Create a dynamic, comprehensive Program information package or toolkit for use by apprentices and employers in navigating the Program.
4. Collect and publish robust data on the impact of the Program and other Program statistics.
5. Strengthen access to and availability of the Program by increasing the flexibility of MTCU's Training Delivery Agent approval process, offering a variety of Program delivery options, and supporting colleges in offering online learning options.
6. Streamline the Ontario College of Trades (OCoT) and MTCU's processes and regulations to make it easier for employers, apprentices, and colleges to manage paperwork, certification, and fees and to clarify the roles played by each stakeholder.
7. Expand promotion of the DSW Apprenticeship Program in the community by having colleges take the lead in launching more aggressive campaigns through newspapers, billboards, and other media, hosting joint college/agency information sessions, and promoting the Program at sector conferences, etc.

I. INTRODUCTION

A. Background

The Developmental Services Human Resources Strategy

The Developmental Services Human Resource Strategy (DSHRS) is a partnership between the Ontario Ministry of Community and Social Services (MCSS) and the Provincial Network on Developmental Services. The DSHRS was launched in 2008 with a vision to professionalize the DS sector and ensure the highest quality of supports for people with developmental disabilities in Ontario. The recruitment, training, and retention of skilled employees in the DS sector is critical to ensure that developmental service professionals have the education, skills, and competencies required to provide these supports.

The goals of the DSHRS are to:

- Increase the pool of qualified developmental service professionals;
- Ensure consistency in education, training, and professional development in Ontario's DS sector;
- Provide opportunity for a variety of career paths for DS professionals; and
- Enhance management expertise.

To achieve these goals, the DSHRS Steering Committee oversees the activity of four subcommittees: Core Competencies Provincial Implementation Committee; Marketing and Communications Committee; Talent Management and Succession Planning Committee; and Workforce Development and HR Practices Implementation Committee (WDHRPIC).

The WDHRPIC is responsible for communicating and implementing the recommendations of the DSHRS, as they relate to the training and education of DS employees and best HR practices in DS agencies. As part of this mandate, the WDHRPIC engaged Trasada Research Solutions, an independent consulting firm, to conduct a survey to better understand the Developmental Services Worker Apprenticeship Program and its impact on the goals of the DSHRS.

The Developmental Services Worker (DSW) Apprenticeship Program

While the DSW College Diploma is the preferred education for many agencies, there are not enough DSW graduates to meet the needs of the sector. As a result, there is a wide and varied range of minimum requirements of staff working in DS across the province. Employees have a variety of experiences and educational backgrounds when they enter the sector, which poses challenges for agencies in recruiting, training, and retaining qualified staff. While a few agencies have dedicated training departments and personnel, the vast majority attach the training function to other roles within the agency and/or share training resources with neighbouring agencies.

In 2006, the Ministry of Training, Colleges, and Universities (MTCU) Apprenticeship Branch set up a task force representing DS Agencies, Colleges, MCSS and MTCU to develop the DSW Apprenticeship Program[1]. The Program was designed to address the unmet needs of agencies for qualified staff. The primary objective of the Program was to allow employees to continue in their employment while receiving credit for their hours of work (3720 hours) and, on a part-time basis, attend classes for the schooling part of the Apprenticeship (780 hours).

In 2008, the Apprenticeship Training and Curriculum Standards for DSWs were developed by MTCU. The Standards were revised and updated in 2012 to reflect core competencies developed for the DS sector by the DSHRS. As of April 2013, the Ontario College of Trades (OCOT) became responsible for the development and maintenance of the Standards. Registered Apprentices are required to be members of the OCOT within 90 days of signing their Registered Training Agreement with MTCU and must pay an annual membership fee of $60. Upon completion of the Certificate of Apprenticeship, the Apprentice receives a subsidy from MTCU in the form of a $2,000 grant and the Employer receives a $1000 grant.

Some colleges have been successful in delivering the Apprenticeship Program since its inception. Others have struggled with enrollment. As a result, the number of colleges offering the Program in Ontario has decreased from 12 to 6.

To support enrollment in the Program, and thereby increase the pool of qualified developmental services professionals, it is important for the DSHRS Steering Committee to have a full understanding of the factors that drive enrollment, present barriers for Program access and completion, and influence perceptions of program effectiveness.

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[1] Also referred to as 'the Program' throughout the report.

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B. The DSW Apprenticeship Program Survey

The WDHRPIC formed a Project Task Group to work with Trasada Research Solutions in developing and administering the DSW Apprenticeship Program Survey. The Project Task Group included representation from DS agencies (Executive Directors, Managers and other staff), colleges offering the Program (Program Coordinators), and MCSS.

To provide the DSHRS with information that could be shared with stakeholders to allow more effective management and delivery of the DSW Apprenticeship Program, this survey aimed to identify:

- Successes of the Program;
- Challenges experienced by each stakeholder (DS agencies, apprentices, and colleges);
- Opportunities for Program improvement.

Surveys were conducted on each of the following three populations:

1. Developmental Service Providers in Ontario (both those who had and had not acted as Employer sponsors of the "on-the-job" component of the DSW Apprenticeship Program);
2. Students who were (both previously and currently) enrolled in the DSW Apprenticeship Program; and
3. All Colleges in Ontario (whether they currently, had previously, or had never delivered the curriculum component of the DSW Apprenticeship Program).

This report outlines the method used to develop and conduct the surveys, presents the findings of survey analysis, and concludes with recommendations for consideration in the future planning of the DSW Apprenticeship Program.

II. METHOD

A. Survey Development and Implementation

Five main evaluation questions were developed to guide the development and analysis of the DSW Apprenticeship Program surveys:

1. What are the characteristics of the DSW Apprenticeship Program stakeholders?
2. Why do stakeholders participate in the Program?
3. How satisfied are stakeholders with the Program?
4. How do stakeholders contribute to the success of the Program?
5. What are the Program challenges and opportunities for improvement?

Through an iterative process, three questionnaires were designed to include various items that would tap into each of the five evaluation questions. Various survey question formats were used: multiple response, Likert scale, and open-ended. Feedback was sought from the Project Task Group and used to refine and finalize the items for each of the questionnaires. Questionnaires were then programmed into Survey Monkey, an online platform for web-based surveys, checked and tested to ensure functionality. Skip logic was used to direct respondents through custom paths depending on their responses to certain questions (such as whether agencies were currently sponsoring the Program or had never sponsored it, for example). These participant subsets also included apprentices who were currently enrolled in the Program versus those who had previously been enrolled (i.e., those who had graduated or had withdrawn); identical questions were asked for both subsets but the latter group was asked to reflect on their *previous* experiences with the Program in order to respond to the questions.

Prior to launching the survey tool, communications were prepared and sent to the three stakeholder groups (agencies, colleges, and apprentices) informing them of the purpose of the survey and encouraging them to participate. Email lists were compiled and checked several times to ensure they included all possible agencies and colleges. Emails were sent to approximately 220 agencies, which account for about 98% of the targeted workforce[2], and 24 colleges. Agencies and

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[2] Source: Provincial Network on DS. There are 371 adult DS organizations funded by MCSS; however, many of these are "funded entities" (i.e., entities that receive transfer payments from MCSS) rather than DS providers per se. The majority of agencies that provide adult developmental services, and thus would be more likely to be involved in a DSW Apprenticeship Program, fall under two umbrella groups: Community Living Ontario (CLO) and the Ontario Agencies Supporting Individuals with Special Needs (OASIS). Surveys were sent to agency members of these two groups.

colleges were instructed to inform apprentices of the survey through distribution of an attached letter. Because communications to apprentices were sent through agencies and colleges, the number of apprentices who were reached is unknown.

A week later, the survey tool was launched and all stakeholder groups were emailed a link directing them to complete the survey online. They were told they had three weeks to complete the survey and that their names would be entered in a draw for a chance to win a $50 gift card for Tim Horton's. During the data-collection period, all participant questions or concerns about the survey were resolved via email or phone by the researcher. At the mid-way point of data collection, an email reminder about the survey deadline was sent out to agencies and colleges, who were asked to remind apprentices about the deadline as well. Additional efforts to encourage participation were made through announcements at meetings and events up to a few days before the survey closed.

The survey was closed on April 22, 2016; respondents were thanked for their participation and a draw prize was awarded to a member of each stakeholder group.

B. Cleaning the Dataset

The survey data were exported from Survey Monkey into SPSS[3] for cleaning and analysis.

An initial cleanup of the three datasets removed test records and empty records created by users logging in but not entering data. As well, a few duplicate records were created by various respondents, presumably because they had begun the survey, logged out at some point, and started from the beginning again when they returned rather than continuing from where they left off in the survey. These were merged into single records.

After this initial cleanup, there were 149 cases remaining in the Apprentices dataset, 91 in the Agencies dataset, and 18 in the Colleges dataset. This placed the rate of return at approximately 41% for agencies and 75% for colleges. All 6 colleges who currently offer the DSW Apprenticeship Program were among the respondents.

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[3] A statistical analysis and data management software package.

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Table 1. Response Rate

	Number of Potential Respondents	Number of Responses	Response Rate
Agencies	220	91	41.3 %
Colleges	24	18	75.0 %
Apprentices	Unknown	149	-

The online surveys were designed to minimize the amount of missing data; the majority of questions were mandatory, with options for 'don't know' or 'not applicable' included to ensure that respondents did not inadvertently skip items. The main corrections were in the text fields, such as agency name or college name. These were edited to ensure consistent spelling so that accurate sorts could be carried out. Single data points in the survey data were also removed if they were problematic; for example, zero values found in variables such as 'Wage' and 'Age' were removed as they would skew the calculations of averages. Clearly erroneous values (for example, a value of '595' in the 'Age' variable) were also removed.

All three datasets contained staff position that were inconsistently labeled: agency and college staff used different name for similar positions, as well as shortcuts and acronyms. Examples of labels for Apprentices included: Community Service Worker, Direct Service, Direct Support Professional, PSW, DSW, Frontline, Counsellor, Support Coordinator 1, Program Manager, etc. Examples of labels for Employers included: Support Worker, Manager, Human Resources, Executive Director, Manager, Adult Services, etc. To create meaningful and discrete groupings of staff positions for ease of analysis, the positions were grouped into three categories:

- Direct Support Professional
- Management
- Executive Director

Because there was a relatively small number of college respondents, only two categories were created:

- DSW Program Coordinator
- Dean/Associate Dean

Any college position labels not falling into either of these two categories are reported separately.

C. Approach to Analyses

Surveys collected both quantitative and qualitative data. The quantitative data were summarized in terms of means (averages), minimum and maximum values, and standard deviations where they were continuous and in terms of frequencies and percentages where they were categorical. Given the small number of data points for colleges, percentages are not reported as they may be misleading. Cross-tabulations of results were also used when appropriate.

Qualitative data (i.e., responses to open-ended questions on the survey) were analyzed for patterns; key recurring phrases were coded as belonging under common themes. Once all themes had been identified, instances of those themes were tallied. It was possible for one respondent to touch on multiple themes, but if he/she raised the same theme more than once, it was counted as only one instance of that theme.

All analyses were conducted at the level of stakeholder group (i.e., findings are presented separately for apprentices, agencies, and colleges) and stakeholder perspectives are also compared. Where appropriate, analyses were also conducted on subgroups of the stakeholder group (e.g., active apprentices versus enrolled but inactive apprentices).

III. FINDINGS

Findings are organized in line with the evaluation questions presented above. Not all respondents answered every question on the survey. The number of respondents to each question is denoted by 'N' in the tables below. There is a progressive loss of respondents to the Apprentices survey in particular.

A. What are the characteristics of the DSW Apprenticeship Program stakeholders?

Apprentices

The average age of apprentices who responded to the survey was approximately 44; the youngest respondent was 20 and the oldest 66. On average, apprentices had spent 11 years working in the DS sector, 9 of which were with their current employer. Apprentices earned an average of $21.28 per hour.

141 apprentice respondents were Direct Support Professionals, and 8 were Management Staff. The largest percentage of apprentices (33.8%) had a college diploma; 22% had some college experience, and about 14% had a university degree.

Table 1A. Apprentice Characteristics					
	MEAN	MIN	MAX	STANDARD DEVIATION	N
Age	43.9	20	66	10.6	140
Number of years working in the DS Sector	11.5	1.0	39.0	7.0	148
Number of years working with current employer	9.9	0.2	31.0	6.1	149
Wage (per hour)	$21.28	$11.00	$33.94	$3.14	140
Positions & Employment Type	**FULL-TIME**		**PART-TIME**	**CASUAL/RELIEF**	**N**
Direct Support Professional	82		54	5	141
Management Staff	8		0	0	8
Highest Level of Education Reached	**FREQUENCY**			**PERCENT**	
High School Diploma	25			16.9	

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Some College	33	22.3
College Diploma	50	33.8
Some University	7	4.7
University Degree	21	14.2
Other	12	8.1
N	148	100

About 57% of apprentices who responded to the survey were currently enrolled in the Program. 7.4% had withdrawn from the Program, and 34.9% had graduated (i.e., obtained their Certificate of Apprenticeship). It should be noted that 50% of apprentice respondents represented only 6 agencies. See Appendix A for the breakdown of apprentices by reported agency and college.

Table 2A. Respondent Status with Respect to DSW Apprenticeship Program		
Select the option that best describes you:	FREQUENCY	PERCENT
I am currently enrolled and active in the DSW Apprenticeship Program.	55	36.9
I was enrolled in the DSW Apprenticeship Program, but have withdrawn.	11	7.4
I am enrolled in the DSW Apprenticeship Program, but have not started the Program.	7	4.7
I am enrolled in the DSW Apprenticeship Program, but am not currently taking classes.	21	14.1
I have graduated from the DSW Apprenticeship Program (i.e., I have obtained my DSW Certificate of Apprenticeship).	52	34.9
Other[4]	3	2.0
N	149	100

When asked whether they intended to pursue the DSW Diploma, 57.3% of respondents reported 'yes'. 5.5% of apprentices were pursuing it and 10.5% had already received the Diploma.

Apprentices who were currently enrolled in the Program anticipated that it would take them about 4 years to obtain their Certificate of Apprenticeship (see Table 3). This average is inflated slightly

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[4] Two apprentices had completed their courses and work hours, but had not officially obtained their Certificates of Apprenticeship. A third apprentice had been enrolled at Centennial College, but the Program had been discontinued.

by a few responses indicating an anticipated completion time of 7, 8, or 9 years (e.g., max = 9.1). These responses came from apprentices who were not currently taking classes and likely projected a longer completion time because of this. In addition, these apprentices all intended to pursue the DSW Diploma and potentially included years to complete the Diploma in their estimates.

Table 3A. Years to Certificate Completion/Withdrawal					
	MEAN	MIN	MAX	STANDARD DEVIATION	N
Enrolled Students – Years to Certificate Completion (Anticipated)	4.0	1.5	9.1	1.81	70
Graduated Students – Years to Certificate Completion	3.6	1.6	16.6	2.3	48
Withdrawn Students – Years to Withdrawal	2.4	0.7	4.9	1.4	9

Agencies/Employers

Of those who responded to the agency survey, 72.5% were Management Staff. Another 20.9% were Executive Directors and the remainder were Direct Support Professionals.

Table 4A. Positions of Employer Respondents		
	FREQUENCY	PERCENT
Direct Support Professional	6	6.6
Management Staff	66	72.5
Executive Director	19	20.9
N	91	100

Slightly more than half (54.9%) of agencies that participated in the survey were currently sponsoring the program; 29.7% had never sponsored it. At about 15% of agencies, the Program was either suspended or cancelled. 71.4% of agencies reported that their Direct-Support Employees were unionized.

Table 5A. Unionization and Agency Status with Respect to DSW Apprenticeship Program			
Is your agency sponsoring the DSW Apprenticeship Program?	**FREQUENCY**	**PERCENT**	**% UNIONIZED**
Yes, currently sponsoring	50	54.9	66
Sponsored in the past, but Program is currently suspended	10	11.0	50
Sponsored in the past, but Program is cancelled	4	4.4	100
Have never sponsored	27	29.7	85.2
N	91	100	71.4

On average, agencies had 8.5 employees who were currently active in the program, 2.8 who were enrolled but currently inactive, 2.6 who had withdrawn in the last 3 years and 8.5 who obtained their DSW Certificate of Apprenticeship (COA) in the last 3 years. 51.9% of 54 agencies indicated that they required employees to complete the DSW Diploma.

Table 6A. Agency Characteristics					
In Agency:	**MEAN**	**MIN**	**MAX**	**STANDARD DEVIATION**	**N**
Program Suspended – Number of Months since Suspension	26.5	9	52	13.7	9
Program Cancelled – Number of Months since Cancellation	33.3	23	52	16.2	3
Number of Direct Support Professionals	223.5	3	2980	405.6	58
Number of Employees Eligible[5] for DSW Apprenticeship Program	117.6	2	999	173.0	58
Number of Enrolled Employees – Currently Active in Program	8.5	0	179	25.4	54
Number of Enrolled Employees – Currently Inactive in Program	2.8	0	60	8.3	54
Number of Employees who Withdrew in the last 3 years	2.6	0	20	3.9	54
Number of Employees who obtained their DSW COA in the last three years	8.5	0	179	25.4	54

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[5] Eligibility criteria in most agencies included full-time or part-time permanence at the agency, completion of probationary period, and a Grade 12 high school diploma equivalent.

Colleges

Of the 18 respondents to the College survey, 10 were DSW Program Coordinators and 5 were Deans or Associate Deans. The remaining respondents were a Manager, a Professor and a Program Development Officer.

All 6 of the colleges that currently deliver the DSW Apprenticeship Program responded to the survey. 7 colleges had never delivered it and 5 had either suspended or cancelled the Program. Of the 6 survey respondents from colleges that delivered the program, 4 were confident that it would continue to run and 2 indicated that they weren't sure. Respondents from colleges with suspended programs both answered "no" to the question of whether they were confident that the Program would continue to run in their colleges. Respondents from 11 colleges reported that their colleges offer the DSW Diploma Program.

Table 7A. College Status with Respect to DSW Apprenticeship Program	
Is your college delivering the DSW Apprenticeship Program?	**FREQUENCY**
Yes, currently delivering	6
Delivered in the past, but Program is currently suspended	2
Delivered in the past, but Program is cancelled	3
No, have never delivered	7
N	18

On average, the 6 colleges that deliver the Program had 51.8 active apprentices, and 36.5 applicants for the current school year, 34.8 of which had been accepted into the Program. Respondents from the 11 colleges that had delivered the Program at some point reported that apprentices took an average of 3 to 4 years to complete the Program.

Table 8A. College Characteristics	MEAN	MIN	MAX	STANDARD DEVIATION	N
Program Suspended – Number of Years Since Suspension	3	2	4	1.4	2
Program Cancelled – Number of Years Since Cancellation	7	1	15	173.0	3
Number of Apprentices – Currently Active	51.8	8	132	45.7	6

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Table 8A. College Characteristics	MEAN	MIN	MAX	STANDARD DEVIATION	N
Number of Applicants for Current School Year	36.5	3	180	70.7	6
Number of Apprentices Accepted for Current School Year	34.8	0[6]	180	71.6	6
Number of Apprentices who obtained their DSW COA in the last 3 years of Program	27.3	0	59	23.1	9
Number of Apprentices who withdrew from the Program in the last 3 years of Program	4.7	0	10	4.8	7

B. Why do Stakeholders Participate in the DSW Apprenticeship Program?

Apprentices

When apprentices were asked to indicate the main reasons they decided to enroll in the Program, the large majority (80.5%) reported that they wanted to support people with a developmental disability more effectively. The second most cited reason for enrolling in the Program was career advancement and promotion opportunities. Reasons related to interest and obtaining further education in the field of DS, and affordability of the Program were also cited by almost half of respondents.

Table 1B. Reasons for Enrolling in the DSW Apprenticeship Program (Apprentice-Reported)		
What were the main reasons you chose to enroll?[7]	# OF RESPONDENTS CITING REASON	% OF RESPONDENTS CITING REASON
To support people with a developmental disability more effectively	120	80.5
Career advancement/Promotion opportunities	99	66.4

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[6] Two colleges indicated a zero value for this question; one college had a waitlist of 27, so did not accept new applicants and the other had delayed intake until September 2016.

[7] Note that respondents were invited to "select all that apply"; for this reason, percentages of respondents citing each reason will not sum to 100%.

Table 1B. Reasons for Enrolling in the DSW Apprenticeship Program (Apprentice-Reported)

What were the main reasons you chose to enroll?[7]	# OF RESPONDENTS CITING REASON	% OF RESPONDENTS CITING REASON
Desire for specialized training/education in the DS area	75	50.3
General interest in the field of DS	72	48.3
Affordability of the program	68	45.6
Stepping stone in further education in the DS/Social Service System	67	45.0
Increase in hourly wage	40	26.8
Advice/suggestion from a manager	27	18.1
Advice/suggestion from a work colleague	18	12.1
Advice/suggestion from a career counsellor	4	2.7
Other	12	8.1

N=149

When colleges were asked for their perspective on why apprentices chose to participate in the Program, 6 out of 11 cited career advancement.

Outcome data provided by graduates of the Program can be examined to determine the extent to which apprentices' reasons for enrolling align with the outcomes of obtaining their Certificates of Apprenticeship. In fulfilment of their top reason for enrolling in the Program—the desire to support people with a developmental disability more effectively—89.8% of graduate respondents indicated that they felt better able to support people with developmental disabilities. Although approximately 66% of apprentices indicated that the desire for career advancement drove their decision to enroll in the Program, only 36.7% of graduate respondents reported that they had access to more opportunities for promotion upon receiving their Certificates of Apprenticeship. 22.4% of graduates received an increase in their hourly wage; this percentage is comparable to the percentage of apprentices who indicated an increase in hourly wage as a main reason for enrollment (26.8%). "Other" outcomes were endorsed by 14.3% of respondents; these primarily consisted of "no outcomes" responses.

Table 2B. Outcomes of Receiving the DSW Certificate of Apprenticeship (COA)

What have been the outcomes of receiving your DSW COA?	# OF RESPONDENTS ENDORSING OUTCOME	% OF RESPONDENTS ENDORSING OUTCOME
Feel that I am better able to support people with developmental disabilities	44	89.8
Had access to more opportunities for promotion	18	36.7
Advanced in my career at the agency who sponsored me in the Program	14	28.6
Received an increase in my hourly wage	11	22.4
Pursued further training/education in DS/Social Services sector	9	18.4
Secured employment in another sector	3	6.1
Moved for a part-time to a full-time position	3	6.1
Other	7	14.3

N=49

In line with the somewhat low percentages of graduates reporting that they received career advancement-related rewards as a result of obtaining the Certificates, a relatively low percentage of employer respondents indicated that they rewarded graduates in this way. 38.9% of employers reported offering career-advancement opportunities and 36.7% of graduates reported having access to more opportunities for promotion.

Table 3B. Employers' Means of Recognizing/Rewarding Employees for Attaining the DSW Certificate of Apprenticeship (Employer-Reported)

How does your agency recognize/reward employees who attain the DSW COA?	# OF RESPONDENTS	% OF RESPONDENTS
Career advancement opportunities	21	38.9
Access to full-time position	17	31.5
Pay increase	0	0
Other	12	22.2

N=54

By shedding light on the barriers to participation, apprentices' reasons for withdrawal from the Program provide a different angle on the question of why apprentices participate in the Program. Responses from the 11 former (non-graduated) apprentices indicated that lack of time was the main obstacle preventing them from continuing in the Program. This was reinforced by Employer respondents who, when asked for their opinion about the main reasons that employees withdrew

from the Program, indicated "lack of time" in 38.9% of 54 responses. 6 out of 11 colleges, instead, felt that lack of support from employers was the main obstacle to student participation.

Other apprentice-reported reasons for withdrawal from the Program included lack of information or information being too confusing, and feeling that the Program was not helpful in their jobs.

Agencies/Employers

The majority (85.9%) of respondents to the Agency survey indicated that their participation in the Program was a workforce development strategy for current employees. Almost as large a percentage of respondents (81.2%) cited the improved quality of service to individuals supported in the agency as their main reason for participation. Agencies were also interested in providing support to make DS a sector of choice for career and in using the Program as a retention strategy for DSWs.

College-reported reasons for agency participation in the Program were aligned with the top agency-reported reasons: an increase in skilled workforce and an upgrade in employee credentials.

Table 4B. Employer Reasons for Participating in the DSW Apprenticeship Program		
What were the main reasons your agency chose to participate in the DSW Apprenticeship Program?	# OF RESPONDENTS CITING REASON	% OF RESPONDENTS CITING REASON
Workforce development strategy for current employees	55	85.9
Improved quality of service to individuals supported in the agency	52	81.2
General support for education and development to make DS a sector of choice for career	51	79.7
Retention strategy for DSWs	34	53.1
Recruitment tool to support new hires	22	34.3
Fulfilling request by local college to support the Program	19	29.7
Access to standardized training	17	26.5
Other	5	7.8

N=64

When the 27 agencies who had never participated in the DSW Apprenticeship Program were asked why, 12 respondents reported that there was no demand from employees. 8 out of 11 colleges, instead, felt that staff scheduling challenges and finding coverage for apprentices who are attending classes were the main obstacles to employers' participation. Agencies who had

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never participated were asked if they would consider it; 17 out of 26 agencies responded that they would, and were hoping for an opportunity for participation to come about or to receive more information about the Program. See Appendix B for a full list of agencies who participated in the survey.

Colleges

The 7 colleges that had never offered the Program were asked about the main reasons why the Program had never been offered at their college. 6 out of 7 college respondents indicated that there was not enough student interest. 5 colleges had considered offering the Program: 1 had a pending application and 1 had been approved for delivery starting in the next academic year. Respondents from the 5 colleges with cancelled or suspended programs also cited lack of student interest. Concerns with the MTCU contract, and administrative burden associated with obtaining MTCU approval to deliver the Program were also mentioned as reasons for non-participation in the Program. See Appendix C for a list of colleges that participated in the survey and their program availability.

C. How Satisfied are Stakeholders with the DSW Apprenticeship Program?

All three stakeholder groups were asked to rate their level of overall satisfaction with the DSW Apprenticeship Program. The largest percentage of all three groups indicated that they were 'satisfied' with the Program. While a relatively large percentage of apprentices (30.8%) indicated that they were 'very satisfied,' very few agencies or colleges endorsed this response.

Table 1C. Number and Percent of Respondents at Each Level of Overall Satisfaction						
All things considered, how would you rate your overall satisfaction with the DSW Apprenticeship Program?						
	VERY DISSATISFIED	DISSATISFIED	NEITHER DISSATISFIED NOR SATISFIED	SATISFIED	VERY SATISFIED	NA
Apprentices (N=133)	7 (5.3%)	8 (6.0%)	13 (9.8%)	63 (47.4%)	41 (30.8%)	1 (0.8 %)
Agencies (N=54)	0	2 (3.7%)	10 (18.5%)	35 (64.8%)	7 (13.0%)	-
Colleges (N=10)	0	3	1	4	2	-
All Respondents (197)	7 (3.5%)	13 (6.6%)	24 (12.2%)	102 (51.8%)	50 (25.4%)	-

Apprentices

In order to determine whether the status of apprentices with respect to the Program was related to their level of satisfaction, apprentice satisfaction was compared across enrolment status. As expected, a larger percentage of active apprentices and apprentices who had obtained their Certificates of Apprenticeship than of inactive or withdrawn apprentices were 'very satisfied' with the Program.

Table 2C. Overall Satisfaction by Enrollment Status All things considered, how would you rate your overall satisfaction with the DSW Apprenticeship Program?						
	VERY DISSATISFIED	**DISSATISFIED**	**NEITHER DISSATISFIED NOR SATISFIED**	**SATISFIED**	**VERY SATISFIED**	**NA**
Currently Enrolled and Active (N=49)	1 (2.0%)	1 (2.0%)	2 (4.1%)	28 (57.1%)	17 (34.7%)	0
Enrolled, not started or not taking classes (N=25)	3 (12.0%)	0	8 (32.0%)	10 (40.0%)	3 (12.0%)	1 (4.0%)
Withdrawn (N=11)	2 (18.1%)	4 (36.3%)	0	5 (45.4%)	0	0
Obtained DSW COA (N=45)	1 (2.2%)	3 (6.7%)	3 (6.7%)	19 (42.2%)	19 (42.2%)	0
Other (N=3)	0	0	0	1 (33.3%)	2 (66.6%)	0
All Respondents (N=133)	7 (5.3%)	8 (6.0%)	13 (9.8%)	63 (47.4%)	41 (30.8%)	1 (0.8%)

The same pattern of satisfaction ratings emerged when apprentices were asked to rate their satisfaction with various aspects of the Program (e.g., location of classes, usefulness of learning materials, resources offered by employer): the majority of Apprentices were 'satisfied' or 'very satisfied' with all aspects. A particularly high percentage of apprentices were 'very satisfied' with the quality of college instruction (30.2%) and the quality of the on-the-job training (30.2%). See Appendix D for detailed satisfaction ratings.

Respondents who were 'dissatisfied' or 'very dissatisfied' with any aspects of the Program were asked to explain their dissatisfaction. Responses referenced the heavy workload in the schooling component, classes being located too far away or being scheduled too late at night, the need for more online courses, textbooks being too expensive and not used enough to justify the cost, and coordinators being difficult to reach or non-communicative.

Satisfaction was also measured through assessing apprentice agreement with several positive statements about their experiences with the Program. The findings paralleled the satisfaction

ratings findings in that the majority of apprentices either agreed or strongly agreed with the positive statements. In particular, a large percentage of apprentices strongly agreed that the Program had a positive impact on their workplace performance.

Also of note, about 20% of apprentice respondents disagreed or strongly disagreed with the statement that they felt recognized and rewarded by their employers for their work in the DSW Apprenticeship Program. Almost as many apprentices strongly agreed (15.4%) as strongly disagreed (16%) that knowing that their employer sponsored the Program was a driving factor in accepting their current positions.

Table 3C. Number and Percent of Apprentices at Each Level of Agreement						
	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE	NA
The in-class component of the Program helps/helped me to be better prepared for the work of a DSW.	6 (4.4%)	6 (4.4%)	14 (10.3%)	49 (36.0%)	39 (26.2%)	22 (16.2%)
The on-the-job training component of the Program helps/helped me to be better prepared for the work of a DSW.	3 (2.2%)	4 (2.9%)	26 (19.1%)	38 (27.9%)	45 (33.1%)	20 (13.4%)
My employer encourages graduates of the DSW Apprenticeship Program to pursue the DSW Diploma.	4 (2.9%)	13 (9.6%)	39 (28.7%)	30 (22.1%)	42 (30.9%)	8 (5.9%)
The DSW Apprenticeship Program has/had a positive impact on my workplace performance.	5 (3.7%)	1 (0.7%)	16 (11.8%)	45 (33.1%)	64 (47.1%)	5 (3.7%)
I feel that I am recognized and rewarded by my employer for my work in the DSW Apprenticeship Program.	14 (10.3%)	15 (11.0%)	41 (30.1%)	30 (22.1%)	29 (21.3%)	7 (5.1%)
The DSW Apprenticeship Program has/had a positive impact on the workplace culture.	8 (5.9%)	9 (6.6%)	33 (24.3%)	44 (32.4%)	41 (30.1%)	1 (0.7%)
I accepted my current position because I knew that my employer sponsored the DSW Apprenticeship Program.	23 (16.9%)	20 (14.7%)	19 (14.0%)	17 (12.5%)	21 (15.4%)	36 (26.5%)

Table 3C. Number and Percent of Apprentices at Each Level of Agreement						
	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE	NA
I am committed to a career in developmental services.	1 (0.7%)	0	5 (3.7%)	41 (30.1%)	76 (55.9%)	13 (9.6%)

N=136

Respondents who either disagreed or strongly disagreed with positive statements about their experiences with the Program were asked to explain their disagreement. These apprentices indicated that they were already well-prepared for their jobs and did not see the Program as providing additional benefit. They also reported that employers did not offer increases in salary, or pursue them for opportunities once they had obtained their Certificates.

As another means of assessing their overall satisfaction with the Program, apprentices were asked whether they would repeat their decision to enroll in the program. With the exception of those who had withdrawn from the Program, the majority of apprentices indicated that they would repeat their decision to enroll.

Table 4C. Repeating Decision to Enroll, by Enrollment Status			
Based on your experiences with the DSW Apprenticeship Program, would you repeat your decision to enroll in the Program?			
	YES	NO	DON'T KNOW
Currently Enrolled and Active (N=48)	42 (87.5%)	4 (8.3%)	2 (41.7%)
Enrolled, not started or not taking classes (N=24)	15 (62.5%)	2 (8.3%)	7 (29.2%)
Withdrawn (N=10)	2 (20.0%)	3 (30.0%)	5 (50.0%)
Obtained DSW COA (N=43)	34 (79.1%)	5 (11.6%)	4 (9.3%)
Other (N=3)	3 (100%)	0	0
All Respondents (N=128)	96 (75.0%)	14 (10.9%)	18 (14.1%)

On the whole, apprentices were satisfied with the Program, especially with respect to the quality of the college instruction and the on-the-job training and the Program's positive impact on their workplace performance and on the workplace culture. Apprentices were less satisfied with the incentives and recognition received for participating in the Program.

Agencies/Employers

As indicated in Table 1C, 64.8% of 54 agency respondents were satisfied with the DSW Apprenticeship Program; only 13% reported that they were 'very satisfied'. Their ratings of satisfaction with specific aspects of the Program are summarized in Appendix D. Almost no agencies reported dissatisfaction with any aspects of the Program; however, a large percentage took a neutral position in regards to their satisfaction. For example, about 41% of respondents were 'neither dissatisfied nor satisfied' with the organization of the Program. About 44% endorsed the same rating when asked about the strength of their partnership with the local college, and 37% felt this way about the impact of the Program on workplace culture.

Table 5C. Number and Percent of Employers at Each Level of Agreement					
	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE
My agency encourages graduates of the DSW Apprenticeship Program to pursue the DSW Diploma	0	1 (1.9%)	8 (14.8%)	30 (55.6%)	15 (27.8%)
My agency posts information about the DSW Apprenticeship Program on its website, or makes the information accessible to employees.	2 (3.7%)	6 (11.1%)	10 (18.5%)	24 (44.4%)	12 (22.2%)
My agency has mechanisms in place for information-sharing with colleges.	1 (1.9%)	9 (18.5%)	13 (24.1%)	24 (44.4%)	7 (13.0)
The DSW Apprenticeship Program has a positive impact on the Apprentices' Coach-Mentors.	0	1 (1.9%)	25 (46.3%)	26 (48.1%)	2 (3.7%)
The DSW Apprenticeship Program has a positive impact on the workplace performance of Apprentices.	0	2 (3.7%)	11 (20.4%)	35 (64.8%)	6 (11.1%)
The DSW Apprenticeship Program has/had a positive impact on the workplace culture.	0	1 (1.9%)	17 (31.5%)	33 (61.1%)	3 (5.6%)
My agency has a strong and collaborative relationship with the college providing the academic component of the Program.	1 (1.9%)	10 (18.5%)	18 (33.3%)	16 (29.6%)	9 (16.7%)

N=54

As a measure of satisfaction, agencies were also asked how likely they were to recommend the program to other agencies as an effective professional development tool. Again, their ratings followed a similar pattern to that of other satisfaction ratings, with about 63% indicating that they

were likely to recommend the Program, but only 24% indicating that they were very likely to recommend it.

Table 6C. Number and Percent of Employers Likely to Recommend the Program					
How likely would you be to recommend the Program to other agencies as an effective professional development tool?	VERY UNLIKELY	UNLIKELY	NEITHER UNLIKELY NOR LIKELY	LIKELY	VERY LIKELY
Currently Sponsoring (N=42)	0	1 (2.4%)	2 (4.8%)	29 (69.0%)	10 (23.8%)
Currently Suspended (N=8)	0	0	2 (25.0%)	5 (62.5%)	1 (12.5%)
Program Cancelled (N=4)	0	0	2 (50.0%)	0	2 (50.0%)
All Respondents (N=54)	0	1 (1.9%)	6 (11.1%)	34 (63.0%)	13 (24.1%)

Altogether, the findings suggest that agencies were more satisfied than they were dissatisfied with the Program, but there was also evidence of neutrality on the part of agencies toward many aspects of the Program.

Colleges

Although 4 out of 10 colleges indicated that they were 'satisfied' when asked about their overall satisfaction with the Program, the majority of respondents expressed a stronger position when asked about their satisfaction with specific aspects of the program. For example 6 out of 11 college respondents were 'very satisfied' with the organization of the Program (interestingly, only 4 of these colleges were currently delivering the program; 1 had suspended it, and the other had cancelled it). Similarly, 4 out of 11 colleges were 'very satisfied' with the level of student engagement (another 3 out of the 11 colleges were 'satisfied' with the level of student engagement). The highest level of college *dissatisfaction* was with the level of employer support for the Program, and the strength of the partnership with MTCU (both aspects received 'dissatisfied' or 'very dissatisfied' ratings from 5 out of 11 respondents). (See Appendix D for more details on college satisfaction ratings.)

When colleges were asked about the extent to which they agreed with several positive statements about the Program, 8 out of 10 respondents indicated that they *strongly* agreed that students are much more equipped for the job of a DSW by the time they graduate from the Apprenticeship Program. 5 out of the 6 colleges that were currently delivering the Apprenticeship Program

strongly agreed that they had mechanisms in place for information-sharing with agencies. Of note, 4 out of 10 college respondents strongly disagreed that their colleges had a strong and collaborative relationship with MTCU with regard to the Program; none of these 4 colleges were currently delivering the Program.

Table 7C. Number of Colleges at Each Level of Agreement	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE
My college encourages graduates of the DSW Apprenticeship Program to pursue the DSW Diploma	0	0	0	1	9
My college has strong and collaborative relationships with agencies who provide the on-the-job component of the Program.	0	1	0	5	4
My college has mechanisms in place for information-sharing with agencies	1	0	2	2	5
My college has a strong and collaborative relationship with MTCU with regard to the DSW Apprenticeship Program	4	1	1	1	3
Students are much more equipped for the job of a DSW by the time they graduate from the Apprenticeship Program.	0	0	0	2	8
I am very familiar with the structure of the on-the-job component of the DSW Apprenticeship Program.	0	0	0	2	8

N=10

Overall, colleges were satisfied with the Program, with a few exceptions when it came to the colleges' relationship with MTCU.

Impact of the Ontario College of Trades on the DSW Apprenticeship Program

When the Ontario College of Trades (OCOT) was formed in April 2013, the DSW Apprenticeship Program fell under its oversight. Registered apprentices are required to be members of the OCOT within 90 days of signing their Training Agreement with MTCU. All stakeholders were asked about whether the introduction of the OCOT had any impact on the Program.

From their responses, it is difficult to determine how much information apprentices had about the OCOT, and consequently, how able they were to assess its impact. Many responses seemed to be referencing the impact of the Program itself, rather than of the OCOT. The following results should

be interpreted with this caveat in mind. 29.9% of 117 apprentices saw no impact of the OCOT, 19.6% saw a positive impact, and 3.4% considered its impact negative.

Table 8C. College of Trades Impact on Program (Apprentice-Reported)			
In your opinion, what impact, if any, has the introduction of the Ontario College of Trades had on the DSW Apprenticeship Program?			
THEME	EXAMPLES	# ENDORSING	% ENDORSING
Positive	o Makes program more accessible & affordable (incentive program) o Makes people more aware of the sector o Professionalizes DSWs	23	19.6
Negative	o Lengthens completion time – takes too long to process paperwork o Complicates registration	4	3.4
No impact	o No benefit to joining; pay fees for no benefit o Haven't seen any impact	35	29.9
Not sure		14	12.0

N=117

Some agency respondents, too, seemed to be referring to the impact of the DSW Apprenticeship Program in their responses, while others were clearly referring to the impact of the OCOT. Employers were almost equally divided in their perceptions of whether the OCOT has had a positive or negative impact on the Program (14.3% endorsed positive impacts, and 16.3% endorsed negative). About 27% of employers weren't aware of any impact.

Table 9C. College of Trades Impact on Program (Employer-Reported)			
In your opinion, what impact, if any, has the introduction of the Ontario College of Trades had on the DSW Apprenticeship Program?			
THEME	EXAMPLES	# ENDORSING	% ENDORSING
Positive	o Makes going to college an option for people who didn't previously have the option o Professionalizes the sector; validates importance of the work o Provides incentive to enroll, which, in turn, creates better workforce	7	14.3

Negative	- Students get "bumped" from the Program for not registering properly with the OCOT - Registration with the OCOT has made the enrollment process more complicated and time-consuming - OCOT doesn't inform employers of changes to regulations or processes - There are OCOT and MTCU communication issues - Annual membership fee is a deterrent to recruiting future Apprentices and to completing the Program for current Apprentices	8	16.3
No impact	- No benefit to joining - No impact that can be seen	4	8.2
Not sure		9	18.4

N=49

Colleges were largely of the opinion that the OCOT had made either no impact or a negative one. They felt that MTCU support for the Program deteriorated once the OCOT was established, and that it added confusion in the system regarding roles and responsibilities. They also saw the membership fee for apprentices as a negative.

Table 10C. College of Trades Impact on Program (College-Reported)		
In your opinion, what impact, if any, has the introduction of the Ontario College of Trades had on the DSW Apprenticeship Program?		
THEME	**EXAMPLES**	**# ENDORSING**
Negative	- MTCU support deteriorated - Added confusion in the system regarding "who does what" for the Apprenticeship Program - DSW Apprentices have difficulty understanding how they fit into the OCOT (perceived themselves as Human Service Professionals, not "trades" people) - Membership fees for Apprentices	8
No impact	- Has not had an impact - None so far	4

N=10

Altogether, stakeholders were somewhat divided in their perceptions of the impact of the OCOT on the Program. A relatively large proportion in each group believed it had no impact so far. Findings are difficult to interpret, however, given that some respondents may have interpreted the question as being about the impact of the Program itself.

D. How do Stakeholders Contribute to the Success of the Program?

Provision of Supports to Apprentices

Providing supports to apprentices to participate in the DSW Apprenticeship Program is one way in which stakeholders can contribute to the Program's success.

When apprentices were asked how supported by their employers they felt in participating in the DSW Apprenticeship Program, 35.6% of 132 respondents reported that they felt supported. Approximately 22% of respondents reported feeling *very* supported, and 25% indicated that they felt neither unsupported nor supported. When perception of employer support was examined separately for each subset of apprentices, it was found that 45% of 49 currently enrolled apprentices felt supported. About 13% of graduates (N=45) indicated that they had felt unsupported or very unsupported by their employers while enrolled in the program.

Apprentices were asked about the specific types of supports their employers provided and how important these supports were to them. Employers were also asked about the types of supports they provided to apprentices. Findings are summarized in Table 1D below.

The largest percentage of respondents (38.9%) reported that they were provided with opportunities to apply the knowledge gained in class. Only slightly fewer respondents indicated that their employers provide partial payment for course fees and time off work to attend courses. The percentage of employers reporting that they provided partial payment for course fees is in line with apprentice reports. Interestingly, however, 75.9% of employers reported that they provided their apprentices with time off work to attend courses (as opposed to the 34.9% of apprentices who reported receiving this type of support from their employers).

The least endorsed type of support was full payment by employers for course fees. Although 42.3% of apprentices indicated that this type of support was very important to them, only 8.1% of respondents indicated that it was provided. 11% of employers reported providing full payment for course fees.

Similarly, although 39.2% of respondents indicated that constructive feedback from coach-mentors was very important to them, only 18.8% reported receiving this type of feedback from their employers. About 72% of employers, however, reported providing constructive feedback to their apprentices.

The 22.8% of apprentices who reported receiving "other" supports mainly indicated that no supports were provided or "none of the above". Employers' "other" responses references providing shift flexibility, a loan to be repaid through payroll deductions, and encouragement to meet with their peers to share information, books or other course materials.

Table 1D. Supports Provided to Apprentices by Employers			
Does your employer provide Apprentices with any of the following types of support? Does your agency provide Apprentices with any of the following types of support?	% OF RESPONDENTS REPORTING SUPPORT (APPRENTICE-REPORTED) N=149	% OF RESPONDENTS RATING SUPPORT AS 'IMPORTANT' OR 'VERY IMPORTANT' N=149	% OF RESPONDENTS REPORTING SUPPORT (EMPLOYER-REPORTED) N=54
Opportunities to apply the knowledge gained in class	38.9	47.7	79.6
Partial payment/reimbursement for course fees	35.6	44.6	35.2
Time off work to attend courses	34.9	38.5	75.9
Additional coaching and support from managers/supervisors	24.8	30.0	70.4
Opportunities to discuss the on-the-job training plan	19.5	33.8	70.3
Constructive feedback from coach-mentors	18.8	39.2	72.2
Additional on-the-job learning opportunities (e.g., temporary assignment to another work setting)	18.1	32.3	59.2
Full Payment/reimbursement for course fees	8.1	42.3	11.1
Other	22.8	-	14.8

Colleges were also asked to indicate the types of supports they provided to apprentices. Five out of 10 respondents reported providing apprentices with peer mentoring; 4 provided an apprenticeship counsellor, and 4 provided tutorials. Other responses included access to all student services, accessible learning services, and sign-language interpretation.

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Promoting the DSW Apprenticeship Program

Integral to the success of a work-based learning program is the plan for promotion and recruiting. Almost 50% of 133 apprentice respondents reported that their employers actively promoted the DSW Apprenticeship Program (36.8% were unsure) and almost 80% reported that they themselves promoted the Program to their peers. Of the 54 agency respondents, 53.7% reported that their agency was actively involved in promoting and recruiting employees for the Program. Apprentice- and agency-reported methods of program promotion are summarized in the Table below. Apprentices and agencies appeared more or less in agreement about the promotional methods used by agencies, with the exception of agency respondents making no mention of providing support to apprentices as a means of program promotion.

Table 2D. Methods Used by Employers for Program Promotion		
Describe how your agency promotes the Program or recruits employees for the Program.	% OF RESPONDENTS CITING METHOD (APPRENTICE-REPORTED) N=65	% OF RESPONDENTS CITING METHOD (EMPLOYER-REPORTED) N=29
Sends out email/memo/newsletter with information about the Program	36.9	27.5
Holds information sessions/Hosts speakers	16.9	17.2
Provides oral encouragement/discussing the Program in performance appraisals	16.9	24.1
Provides support to Apprentices (assisting with application, making schedule accommodations; funding textbooks)	13.8	-
Posts information about the Program on agency intranet	9.2	24.1

Apprentices' methods for program promotion all involved word-of-mouth communication with their peers. The largest percentage of apprentices reported talking to their peers about the benefits of the program and their positive experiences with it. They also encouraged others to enroll, highlighted the strengths of the Program or offered information about it.

Table 3D. Methods Used by Apprentices for Program Promotion (Apprentice-Reported)		
Describe how you promote the Program to your peers	# OF RESPONDENTS CITING METHOD	% OF RESPONDENTS CITING METHOD
Talking to peers about the benefits of the Program/confidence gained/positive experience	62	59.0
Encouraging others to enroll	19	18.1
Highlighting the strengths of the Program	17	16.2
Giving information about the Program (i.e., how it works)	14	13.3
Highlighting importance for job retention/letting them know it will become required	4	6.7

N=105

When colleges were asked whether they actively promoted the Program or recruited students for it, 5 out of the 6 colleges that currently deliver the Program reported that they did. Promotion occurred through college websites, job fairs, information sessions offered at agencies, the Program Advisory Committee, newsletters, and materials distributed via the HR departments.

E. What are the Program Strengths, Challenges, and Opportunities for Improvement?

Participants' responses to the open-ended portions of the survey provided further detail on the strengths and challenges of the DSW Apprenticeship Program and more context for the quantitative findings.

Program Strengths

Each stakeholder group was asked about the strengths of the Program. Their responses were grouped together under a number of key themes. Then, instances of that theme were tallied to calculate the percentage of respondents endorsing that theme.

Apprentice responses fell under 4 key themes: Accessibility, Quality of Training, Relevance to Field, and Opportunities Offered. Examples of instances of those themes appear in the Table below. The largest percentage of apprentice responses (25.6%) were related to the theme of the Program's accessibility. Apprentices liked that the Program was affordable and flexible, that it provided online classes and that it was accessible to those without a college diploma. The quality of the training in the Program was also seen as a strength by about 25% of respondents. Apprentices reported feeling well prepared by knowledgeable, supportive instructors.

Table 1E. Program Strengths (Apprentice-Reported)			
What do you see as the strengths of the DSW Apprenticeship Program?			
THEME	**EXAMPLES**	**# ENDORSING**	**% ENDORSING**
Accessibility	o Affordability of Program (e.g., low cost, attractive fees) o Flexibility of Program (e.g., ability to complete program while working full-time) o Online component o No Pre-requisites	32	25.6
Quality of Training	o Supports core competency knowledge; effectively equips people with skills and knowledge needed in the field o Excellent, supportive instructors o Very informative	31	24.8
Relevance to Field	o Immediate application of learning to field o Clear link between curriculum and real-world experiences	13	10.4
Opportunities Offered	o Networking opportunities o Opportunities for community connections o Opportunity to bridge to full Diploma Program	9	7.2

N=125

The program strengths cited by employers also fell under 4 themes: Improves Quality of Supports; Accessibility; "Earn While You Learn' Model; Professionalizes the DS Sector. 33.3% of employers felt that the improved quality of support provided to people with developmental disabilities by apprentices was a major strength of the Program. Similar to apprentices, 27.4% employers also cited the Program's accessibility as one of its strengths.

Table 2E. Program Strengths (Employer-Reported)

What do you see as the strengths of the DSW Apprenticeship Program?

THEME	EXAMPLES	# ENDORSING	% ENDORSING
Improves Quality of Supports	o More qualified job candidates as a result of Program o Program helping to improve the quality of supports that people receive o Program increases Apprentices' self-awareness, and knowledge of the field, and builds their confidence	17	33.3
Accessibility	o Flexibility of Program (e.g., work schedule accommodations) o Affordability of Program (e.g., completion grants; monetary assistance) o Small time commitment to complete Program	14	27.4
"Earn while you learn" Model	o Program enables people to work while studying; blends practical experience with classroom o Provides cost-effective learning o Program provides Apprentices with hands-on experience while they are meeting educational goals	11	21.5
Professionalizes DS Sector	o Program lends credibility to/professionalizes the direct support professional role o Program makes the DS sector a career of choice	5	9.8

N=51

Finally, colleges pointed to the quality of the education received, the flexibility, and the cost as the three main strengths of the Program. They highlighted the Program's solid curriculum, experienced teachers, and ability to provide cost-effective learning.

Table 3E. Program Strengths (College-Reported)

What do you see as the strengths of the DSW Apprenticeship Program?

THEME	EXAMPLES	# ENDORSING
Quality of Education Received	o Solid curriculum o Experienced teachers o Intense training	8
Flexibility	o Flexibility of Program (allows Apprentices to work while studying at their own pace)	3

Table 3E. Program Strengths (College-Reported)		
What do you see as the strengths of the DSW Apprenticeship Program?		
THEME	**EXAMPLES**	**# ENDORSING**
Cost	o Provides cost-effective learning (subsidy allows staff to take courses they might not otherwise be able to afford)	3

N=10

Program Challenges

Apprentices (current and previous) identified a number of challenges they faced in the Program including barriers to completion. Approximately 38% of 118 apprentice respondents identified time management as a major challenge. These respondents indicated that the high workload and number of courses were difficult to balance with personal life and job-related obligations. Availability of courses and access to classes was reported by 14.4% of apprentices as presenting challenges. Long waitlists for courses coupled with classes not being offered locally were seen as barriers to completion for several respondents. Financial challenges posed by taking courses for the Program were also cited by 9.3% of respondents.

Table 4E. Barriers to Completion & Other Program Challenges (Apprentice-Reported)			
THEME	**EXAMPLES**	**# OF RESPONDENTS**	**% OF RESPONDENTS**
Time Management	o Work/Life/School balance is challenging o Too many courses o High workload o Too far to travel	45	38.1
Course Availability/Access	o Waitlists for courses are too long; have to wait too long between semesters o Courses not offered locally	17	14.4
Financial Challenges	o College of Trades annual membership fee o Textbook fees o Unpaid time off work to attend classes	11	9.3

N=118

26 respondents to the Agency survey indicated other challenges they faced with respect to the Program. Administrative challenges were cited by 30.8% of respondents. Employers felt that they lacked the information to track student status in the Program successfully. They reported that registration for the Program was unnecessarily complicated and time-consuming as they

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attempted to help their apprentices through the process. The process to claim the $2000 completion grant from MTCU was also reported as being difficult to navigate.

Another 30.8% of employers cited resource challenges including lack of funding to support apprentices more effectively through the Program, lack of information about how the Program is delivered and what the employer role should be, and the shortage of accessible colleges offering the Program.

Agencies also experienced challenges in promoting the program. 26.9% of respondents felt that there was a lack of staff interest in the Program given that many staff were already in DSW positions, or that promoting the Program was difficult when having obtained the Certificate was not recognized by many agencies as being fully qualified anyway. Some agencies also mentioned the challenge of assigning tasks to employees (as part of a learning plan) that might conflict with union job descriptions.

Table 5E. Program Challenges (Employer-Reported)			
Describe the challenges you face or faced in the past with the Program?			
THEME	EXAMPLES	# OF RESPONDENTS	% OF RESPONDENTS
Administrative Challenges	o Wait lists for courses o Tracking student status in the Program o Registration is too time-consuming o Apprentice-learning expectations might conflict with bargaining-unit job requirements	8	30.8
Resources Challenges	o Lack of funding to support students o Lack of information about the administration of the Program; and agency role in the process o Lack of nearby Colleges offering the Program	8	30.8
Promotional Challenges	o Lack of staff interest in Program (especially when already in the DSW position) o Low enrollment o Promoting the benefits of the Program to employees is difficult when agencies don't recognize having obtained the Certificate as being fully qualified	7	26.9

N=26

Challenges faced by apprentices and employers manifested for colleges as lack of employer support for apprentices and low enrollment in the Program. 7 out of 10 college respondents felt that employers could be more supportive and accommodating of apprentices completing the

Program, and do more to promote the Program in their agencies. 4 out of 10 respondents saw this lack of support as leading to low enrollment and eventually suspension of the Program in their colleges.

Table 6E. Program Challenges (College-Reported)		
Describe the challenges you face with respect to the DSW Apprenticeship Program?		
THEME	EXAMPLES	# OF RESONDENTS
Support Challenges	o No MTCU support – funding cuts o MTCU presents administrative challenges o Lack of Employer support/flexibility/promotion of program	7
Enrollment Challenges	o Lack of enrollment – leading to program suspension o No incentives to enroll	4

N=10

All three stakeholder groups were also asked to list what they saw as weaknesses of the Program. The topics that were raised were usually related to the challenges they reported facing, and could be divided along five main themes:

- Lack of Incentives/Support for Program
- Program Organization
- Communication among Stakeholders
- Marketing/Promotion
- Course/College Availability

Each group touched on these themes from its own perspective. About 22% of 118 apprentice respondents mentioned issues related to the lack of incentives or support for the Program. They felt that their participation wasn't encouraged enough, and that they weren't recognized or rewarded for completing the Program. The yearly membership fee to the Ontario College of Trades was also seen by some as a disincentive. 9.8% of 51 agency respondents also referenced the lack of incentives as a weakness, mentioning that the Certificate that the Program provides is not sufficient to be fully qualified in some agencies. Colleges, too, cited lack of employer support as detrimental to creating incentives for apprentices in the Program.

Issues related to the organization of the Program were raised by both apprentices and agencies. About 6% of apprentices and 14% of agencies saw the Program as being disorganized because of poor planning and its inability to be offered consistently. They felt that the Program was unstable and often at risk of not continuing. They also felt that processes for registration and claiming

trasada

completion grants were complicated and confusing, and that in general, the Program was difficult to navigate.

All three stakeholder groups referenced the lack of communication among stakeholders as a weakness of the Program. Apprentices felt that they should have more direct communication from the colleges about how to navigate the Program, and a clear way of reaching coordinators about their questions. About 14% of agency respondents reported that relationships between agencies and colleges were not strong enough and that there were no information-sharing mechanisms in place. They felt that they had no connection to the colleges once the apprenticeships began. They also had little information about how the Program works and what they could do to improve it. Four out of 10 colleges corroborated the point that communication and collaboration between colleges and agencies did not exist. They further added that communication and collaboration with MTCU needed to improve.

Marketing and promotion of the Program were also referenced as needing improvement by a small percentage of agencies and colleges. They felt that to increase enrollment in the Program, awareness about it had to be spread more effectively.

Finally, the availability of courses and access to colleges was cited by both apprentices and agencies as being problematic. About 10% of apprentice respondents and 18% of agency respondents made some mention of the fact that the wait to get into courses often interrupted apprentices' progress in the Program, or that the small number of colleges offering the Program made access to classes difficult (especially in more rural communities). Both groups also mentioned that these factors contributed to the length of time needed to complete the Program.

Other course-related issues raised by apprentices included the overlap of material across courses, the usefulness of textbooks, and the number of courses required. About 18% of apprentices made reference to the course material being redundant, the textbooks being unhelpful, especially given their cost, and courses being too numerous for such a short time-frame.

Suggestions for Program Improvement

Stakeholders were asked to list their suggestions for improvements to the DSW Apprenticeship Program. Suggestions raised were, for the most part, related to reducing the challenges and weaknesses of the Program that they had identified.

26.1% of apprentices made suggestions for improving incentives to participate in the Program. These included working together with MTCU and their employers to identify the incentives that

are desirable to apprentices and ensuring that they are delivered upon completion of the Program. About 20% of apprentice suggestions were related to improving Program organization and communication. Apprentices suggested that they should be provided with more organized information about the processes to follow, who to direct questions to, and how to follow up for guidance or clarification. 13% of apprentices made course-related suggestions such as providing more fully-online courses and more affordable textbooks, and providing ratings courses by intensity of work the work involved. 12% of apprentices made no suggestions.

THEME	EXAMPLES	# CITING	% CITING
Table 7E. Suggestions for Improvement to Program (Apprentice-Suggested) **Please list any suggestion you have to improve the DSW Apprenticeship Program**			
Improving Incentives	o Remove the yearly membership fee needed to continue taking courses o Agencies should reward further education by giving employees promotions o Provide better funding to participate in the Program o Provide a "Fast-Track" option for those who have many years of experience as DSWs o Employers and MTCU should work with Apprentices to create incentives Apprentices will want o Make the Program mandatory	30	26.1
Improving Program Organization & Communication	o Provide Apprentices with a flow-chart of information including process, contacts and other guidance for their questions about the Program o Schools should have more contact with off-campus students to ask for their feedback o Provide more information on the waiting process and the average time to get into a College o Standardize/regulate the bridging process (from Apprenticeship to Diploma); provide clarity on specific expectations o Schools and College of Trades need to provide the same information to students o Streamline courses to reduce length of time to completion	22	19.1
Improving Courses and Access to Courses	o Provide more fully-online courses o Make textbooks more affordable o Include less nursing-type training in the materials; include more training on handling difficult behaviours o Provide ratings of courses by intensity of work, assignments, reading & research	15	13.0

N=115

Agency suggestions for improvement were aligned with apprentice suggestions. 37.2% of agency respondents made suggestions around improving communication among stakeholders. They recommended that a mechanism by which agencies can share success stories and apprentice-support strategies be created. They also asked for regular status reports on apprentices and easy access to Program updates and contacts. 21.6% of agencies thought incentives could be improved by providing sponsor agencies with more funding to offer better incentives and eliminating the Ontario College of Trades' annual membership fee. Detailed agency suggestions are listed in the Table below.

Table 8E. Suggestions for Improvement to Program (Employer-Suggested)			
Please list any suggestion you have to improve the DSW Apprenticeship Program			
THEME	EXAMPLES	# CITING	% CITING
Improving Communication	o Create a mechanism by which agencies who sponsor students can connect to share their successes and Apprentice support strategies o Provide agencies with regular status reports on Apprentices (estimated completion dates, drop outs, etc.) o Provide agencies with easy access to updates on changes to Program, Apprenticeship coordinators and contact information	19	37.2
Improving Incentives	o Provide sponsor agencies with funding to be able to offer better incentives to employees o Eliminate the OCOT annual membership fee and return to registering with MTCU	11	21.6
Improving Marketing and Promotion	o Use social media for more global/generic marketing of the Program o Prepare standard promotional materials that agencies can distribute to staff o Promote the program in secondary schools (just as other "trades" are promoted) o Target employees who don't already have post-secondary diplomas	6	11.8
Improving Availability of Colleges	o Use teleconference from classrooms to rural communities o More colleges should offer the Program	6	11.8

N=51

Like employers, colleges made suggestions for improving the promotion and marketing of the Program; however, they emphasized the responsibility of MTCU and agencies in making the Program more of a priority. They also agreed that more communication and collaboration was

needed among MTCU, OCOT, colleges and agencies clarify the goals of the program and plan its future.

Table 9E. Suggestions for Improvement to Program (College-Suggested)			
Please list any suggestion you have to improve the DSW Apprenticeship Program			
THEME		**EXAMPLES**	**# CITING**
Improving Promotion/ Recruitment	o	MTCU representatives should travel to different agencies enthusiastically promoting the Program as a viable option	5
	o	Agencies need to make the Program a priority	
Improving Communication & Collaboration to "reset" the Program	o	OCOT, MTCU, Colleges and HRS should meet to plan the future of the program	5
	o	Clarify the goals of the Program and ensure that all stakeholders are aware of the goals	
	o	Figure out a method of delivery that can work for all areas of the province	

N=10

Other suggestions for improvement from the various stakeholder groups included having more content related to providing individualized supports; requesting performance appraisals and letters of reference from apprentices to attest to their interests, aptitudes and commitment; offering more DSW Diploma programs in part-time formats rather than expanded apprenticeship programs; and ensuring that instructors have practical experience in the field.

IV. CONCLUSIONS AND RECOMMENDATIONS

Main Findings

The main findings of the DSW Apprenticeship Survey are grouped according to the five evaluation questions that the survey was designed to examine. Note that any percentages presented below are of the stakeholder sample used in this survey and not of the full population.

1. ***What are the characteristics of the stakeholders involved in the DSW Apprenticeship Program?***

- Apprentices who are participating or have participated in the program are an average of 44 years old, with about 11 years of experience in the DS sector. The majority are Direct Support Professionals who earn an average wage of $21.28 per hour. About 34% have a college diploma and another 22% have some college. 14% have a university degree. About half of apprentices intend to pursue the DSW Diploma and 10% have already obtained their DSW Diploma.

- Agencies who are participating or have participated in the program vary greatly in the number of direct support professionals they employ (from 3 to 2,980). For this reason, they also vary greatly in the number of apprentices they currently sponsor (from 0 to 179). Agencies sponsor an average of 8.5 active apprentices, although they have an average of 117.6 employees who are eligible for the Program. The direct support professionals are unionized at 71.4% of agencies. Agencies who have suspended their Program did so an average of 26.5 months ago, and those who have cancelled their Program did so an average of 33.3 months ago. 52% of agencies require their employees to obtain the DSW Diploma.

- There are currently 6 colleges who deliver the DSW Apprenticeship Program in Ontario. There are 6 additional colleges who previously offered the Program. Colleges have an average of 51.8 currently active apprentices and had an average of 36.5 applicants for the current school year. In the current school year, they accepted an average of 34.8 students. In the last 3 years, colleges have seen an average of 27.3 apprentices obtain their Certificates and an average of 4.7 apprentices withdraw from the Program.

2. *Why do stakeholders participate in the DSW Apprenticeship Program?*

- Apprentices enroll in the Program mainly to support people with a developmental disability more effectively. A large percentage is also interested in career advancement or promotion opportunities. About 90% of graduates feel better able to support people with developmental disabilities, but only about 37% feel that they had more opportunities for promotion once they graduated. Lack of time and lack of access to courses are among the main reasons why apprentices withdraw from the Program.

- Employers participate in the Program so that they can develop their workforce and provide an improved quality of service to the individuals they support. They are also motivated to provide general support for education in DS to make it a sector of choice for career. Lack of demand from employees is the biggest reason that employers do not participate in the Program.

- Colleges participate in the Program if there is enough student interest to keep enrollment steady. Challenges associated with obtaining MTCU approval and the Program's lack of fit with the college's vision are deterrents to participation.

3. *How satisfied are stakeholders with the DSW Apprenticeship Program?*

- On the whole, apprentices are satisfied with the Program, especially with respect to the quality of the college instruction and on-the-job training, and the Program's positive impact on their workplace performance and on the workplace culture. Apprentices are less satisfied with the incentives and recognition received for participating in the Program. 87.5% of them, however, would repeat their decision to enroll in the Program. Among the three stakeholder groups, apprentices are the most satisfied with the Program.

- Employers are more neutral in their satisfaction with the Program. No employers are strongly dissatisfied with any aspect of the Program but very few are strongly satisfied either (13%). When asked to rate their overall level of satisfaction with the program, most employers (64.8%) indicate that they are satisfied. The majority of employers are also satisfied with the Program's positive impact on the workplace performance of apprentices and on the workplace culture. About 63% of employers are likely to recommend the Program as a professional development tool.

- Colleges are, on the whole, satisfied with the Program, especially with respect to how well it prepares apprentices for the work of a DSW. Colleges who are no longer delivering the Program, however, are largely dissatisfied with their relationship with MTCU.

- With the exception of colleges, stakeholders feel neutrally with respect to the impact of the OCOT on the Program. All stakeholders, however allude to some confusion in administrative processes and role designation introduced as a result of the introduction of the OCOT.

4. ***How do stakeholders contribute to the success of the DSW Apprenticeship Program?***

- Only 35.6% of apprentices feel supported by their employers to participate in the Program, although 22% feel *very* supported. There is a discrepancy in apprentices' perceptions of support provided by their employers and employers' perceptions of the support they provide to apprentices. For example, although 35% of apprentices report getting time off work to attend classes, 76% of employers report providing time off work to attend courses. The same pattern is present for other forms of support as well (e.g., opportunities to apply the knowledge gained in class, additional coaching and support; constructive feedback from coach-mentors).

- About half of apprentices and half of employers report playing a role in the success of the Program through promoting it. Agencies promote the Program by providing information via email/memo/newsletter or other somewhat passive means. Apprentices relate the benefits, strengths, and positive experiences they've had with the Program to their peers and encourage them to participate. Colleges promote the Program through their websites, job fairs, Program Advisory Committee, and through their HR departments.

5. ***What are the strengths, challenges, and opportunities for improvement in the DSW Apprenticeship Program?***

- Strengths of the Program include: its accessibility (affordability, flexibility in allowing students to work while taking courses, and availability to those without college diplomas); its high-quality training (experienced teachers, and success in producing well-qualified job candidates in the DS sector); its contribution to professionalizing the sector; its clear

relevance to the field; and the ease with which it transitions apprentices to the DSW Diploma Program.

- For apprentices, challenges of the Program include time management, long waitlists for courses, navigating the processes for registration and program completion, lack of support from employers, and lack of incentives to participate. For employers, challenges include lack of information about the Program and about the employer's role, administrative burden, tracking student status in the Program, and challenges in incentivizing employees and promoting the Program. For colleges, challenges include MTCU funding cuts, administrative burden, and declining enrollment. Lack of communication and collaboration among stakeholders is seen as a Program weakness by all three stakeholder groups.

- There are opportunities for improvement in the areas of communication and provision of information, stakeholder collaboration, marketing and promotion, access and availability, employer engagement and creation of incentives.

Recommendations

Based on the findings of this survey, the following recommendations are made to address the opportunities that were identified for Program improvement.

1. Increase collaboration and communication among all stakeholder groups. Hold joint discussions, engaging all stakeholders, about the Program design and implementation. Apprentices, employers, and colleges should keep one another continuously informed of barriers or challenges they encounter and collaborate with MTCU and OCOT to address these challenges.

2. Conduct an in-depth review of the actual and potential benefits of the Program for apprentices and employers. This review will contribute to a better understanding of incentives to participate in the Program and inform decisions about the best use of financial and other resources in providing these incentives.

3. Create a dynamic, comprehensive Program information package or toolkit for use by apprentices and employers in navigating the Program. In this package, include flow charts for administrative processes; steps, procedures, and requirements for entering the Program; important contact information; descriptions of stakeholder roles and a "road

map" that clearly describes the bridging to the Diploma Program and the portability of credits.

4. Collect and publish robust data on the impact of the Program. At a minimum, data should be available on the number of apprentices who pass through the Program, and on the employment status and earnings of graduates. This information should be used to guide the further development of the Program and its value for apprentices and employers.

5. Strengthen access to and availability of the Program. Increase the flexibility of MTCU's Training Delivery Agent approval process in order to re-engage colleges that have been deterred from offering the Program by the cumbersome approval process. Offer a variety of delivery options (e.g., online, videoconferencing, hybrid options) to align better with apprentices' time pressures and varied learning styles. Support all colleges in offering online learning options.

6. Streamline the OCOT and MTCU's processes and regulations to make it easier for employers, apprentices, and colleges to manage paperwork, certification, and fees, and to clarify the roles played by each stakeholder. Facilitate information sessions on OCOT processes.

7. Expand promotion of the DSW Apprenticeship Program in the community by having colleges take the lead in launching more aggressive campaigns through newspapers, billboards, and other media. Host joint college/agency information sessions, and promote the Program at sector conferences and through sector HR Networks. Ensure that the messaging in all promotional materials is strong, consistent, and clear and is distributed frequently to employers and apprentices for use in promotion at their levels.

APPENDIX A – APPRENTICES REPRESENTED IN THE SURVEY

Table A1. Number of Apprentices at Each Reported College by Enrollment Status					
COLLEGE	ENROLLED	ENROLLED, NOT STARTED	WITHDRAWN	OBTAINED CERTIFICATE	TOTAL
Cambrian	-	-	-	1	1
Centennial	3	-	-	2	5
Conestoga	9	1	-	-	10
Fanshawe	15	1	2	8	26
George Brown	-	-	-	1	1
Georgian	5	-	1	9	15
Humber	19	3	4	9	35
Loyalist	26	1	2	16	45
Mohawk	2	1	-	1	4
St. Clair	-	-	-	4	4
St. Lawrence	-	-	1	-	1
N	79	7	10	51	147

Table A2. Number and Percentage of Apprentices at Each Reported Agency		
AGENCY	N	%
Alice Saddy Association	2	1.3
Brampton Caledon Community Living	2	1.3
Bruce Peninsula Association for Community Living	1	0.7
Camphill Communities Ontario	2	1.3
Choices Dundas	1	0.7
Christian Horizons	30	20.1
Community Living Brant	1	0.7
Community Living Cambridge	7	4.7
Community Living Chatham Kent	3	2.0
Community Living Dufferin	1	0.7
Community Living Durham North	6	4.0

Table A2. Number and Percentage of Apprentices at Each Reported Agency

AGENCY	N	%
Community Living Elgin	1	0.7
Community Living Guelph Wellington	11	7.4
Community Living Huntsville	2	1.2
Community Living Huronia	2	1.3
Community Living London	5	3.3
Community Living Manitoulin	2	1.3
Community Living Mississauga	6	4.0
Community Living Newmarket/Aurora District	2	1.3
Community Living Oakville	1	0.7
Community Living Oshawa Clarington	1	0.7
Community Living Owen Sound and District	4	2.7
Community Living Prince Edward	1	0.7
Community Living St. Mary's and Area	1	0.7
Community Living Toronto	15	10.1
Community Living Walkerton and District	1	0.7
Community Living Welland Pelham	1	0.7
Community Living Windsor	4	2.7
E3 Community Services	2	1.3
Forward House of London	1	0.7
Harmony Centre for Community Living Red Lake On	1	0.7
KW Habilitation	3	2.0
Lambton County Developmental Services	1	0.7
Mary Centre Archdiocese of Toronto	2	1.3
Meta Centre	4	2.7
Participation House Home Support Services London and Area	2	1.3
Quad County Support Services	2	1.3
New Leaf	1	0.7
Salvation Army	1	0.7
South East Grey Support Services	2	1.3
St Francis Advocates	1	0.7
The ABLE Network	1	0.7

Table A2. Number and Percentage of Apprentices at Each Reported Agency		
AGENCY	N	%
VIta Community Living Services	3	2.0
Woodstock and District Developmental Services	2	1.3
YWCA Hamilton	2	1.3

APPENDIX B – AGENCIES REPRESENTED IN THE SURVEY

Table B1. List of Agencies Represented in the Survey
AGENCY
Aldaview Services
Alice Saddy Association
Association pour l'intégration sociale d'Ottawa (AISO)
Avenue II Community Program Services
Broadview Village
Bruce Peninsula Association for Community Living
CHOICES
Christian Horizons
Cochrane Temiskaming Resource Centre
Community Living Access
Community Living Algoma
Community Living Cambridge
Community Living Central Huron
Community Living Chatham-Kent
Community Living Dufferin
Community Living Dundas County
Community Living Durham North
Community Living Elgin
Community Living Essex County
Community Living Fort Eerie
Community Living Fort Frances and District
Community Living Georgina
Community Living Glengarry
Community Living Grimsby, Lincoln and West Lincoln
Community Living Guelph Wellington
Community Living Haldimand
Community Living Hamilton
Community Living Huntsville

Table B1. List of Agencies Represented in the Survey
AGENCY
Community Living Huronia
Community Living Kawartha Lakes
Community Living Manitoulin
Community Living Meaford
Community Living Mississauga
Community Living Newmarket/Aurora District
Community Living North Bay
Community Living North Grenville
Community Living Oshawa/Clarington
Community Living Owen Sound and District
Community Living Parry Sound
Community Living Port Colborne Wainfleet
Community Living Prince Edward
Community Living Stratford and Area
Community Living Temiskaming South
Community Living Timmins
Community Living Toronto
Community Living Walkerton and District
Community Living Wallaceburg
Community Living Welland Pelham
Community Living Windsor
Community Living York South
Community Living-North Frontenac
Community Living-Stormont County
Crest Support Services
DSO Central West Region
E3 Community Services
Elmira District Community Living
Harmony Centre for Community Living
Ingersoll Support Services
James Bay A.C.L.

Table B1. List of Agencies Represented in the Survey
AGENCY
Kenora Association for Community Living
KW Habilitation
Lambton County Developmental Services
Mary Centre Archdiocese of Toronto
Meta Centre
Middlesex Community Living
Norfolk Association for Community Living
Ongwanada
OPTIONS Northwest
Ottawa Foyers Partage
Ottawa-Carleton LIfeskills Inc.
Participation House Support Services London & Area
Quad County Support Services
Reena
South-East Grey Support Services
St. Francis Advocates
The Participation House Project (Durham Region)
The Salvation Army Broadview Village
The Salvation Army Lawson Ministries
Total Communication Environment
Vita Community Living Services
Woodstock and District Developmental Services
YWCA Hamilton

Table B2: Number and Percent of Agencies Represented in the Survey by Region		
REGION	**N**	**%**
West	36	39.6
Central	24	26.4
North	16	17.6
East	12	13.2
Toronto	3	3.3

Appendix C – Colleges Represented in the Survey

Table C1. Program Availability at Colleges Who Participated in the Survey		
COLLEGE	Apprenticeship	Diploma
Algonquin	No	Yes
Collège Boréal	No	Yes
Cambrian	No	Yes
Centennial	No	Yes
Conestoga	Yes	No
Confederation	No	Yes
Durham	No	Yes
Fanshawe	Yes	Yes
Fleming	No	Yes
Georgian	Yes	Yes
Humber	Yes	Yes
Lambton	No	Yes
Loyalist	Yes	Yes
Mohawk	Yes	No
Niagara	No	No
Northern	No	Yes
Sheridan	No	No
St. Clair	Yes	Yes

APPENDIX D – STAKEHOLDER SATISFACTION RATINGS

Table D1. Number and Percent of Apprentices at Each Level of Satisfaction						
	VERY DIS-SATISFIED	**DISSATISFIED**	**NEITHER DISSATISFIED NOR SATISFIED**	**SATISFIED**	**VERY SATISFIED**	**NA**
Organization of the Program	13 (9.4%)	18 (12.9%)	13 (9.4%)	62 (44.6%)	31 (22.3%)	2 (1.4%)
Course Format (Classroom-based, online, other)	10 (7.2%)	6 (4.3%)	13 (9.4%)	69 (49.6%)	36 (25.9%)	5 (3.6%)
Location of classes/lectures	9 (6.5%)	8 (5.8%)	13 (9.4%)	47 (33.8%)	35 (25.2%)	27 (19.4%)
Scheduling of class lectures	9 (6.5%)	8 (5.8%)	16 (11.5%)	45 (32.4%)	31 (22.3%)	30 (21.6%)
Duration of class lectures	8 (5.8%)	8 (5.8%)	12 (8.6%)	51 (36.7%)	30 (21.6%)	30 (21.6%)
Ease with which course material is accessed	7 (5.0%)	9 (6.5%)	14 (10.1%)	63 (45.3%)	41 (29.5%)	5 (3.6%)
Time frame for completion of the Program	15 (10.8%)	19 (13.7%)	15 (10.8%)	50 (36.0%)	37 (26.6%)	3 (2.2%)
Quality of college instruction	8 (5.8%)	9 (6.5%)	18 (12.9%)	55 (39.6%)	42 (30.2%)	7 (5.0%)
Quality of on-the-job training	9 (6.5%)	6 (4.3%)	24 (17.3%)	43 (30.9%)	42 (30.2%)	15 (10.8%)
Usefulness of assigned learning material (e.g., textbooks)	14 (10.1%)	12 (8.6%)	26 (18.7%)	54 (38.8%)	30 (21.6%)	3 (2.2%)
Other resources offered by employer (e.g., specific courses)	10 (7.2%)	6 (4.3%)	28 (20.1%)	45 (32.4%)	25 (18.0%)	25 (18.0%)
Manageability of workload (e.g., taking classes while working)	10 (7.2%)	17 (12.2%)	25 (18.0%)	59 (42.4%)	23 (16.5%)	5 (3.6%)
Ease of transferability (i.e., transferring from one college to another that also offers the same Program)	13 (9.4%)	12 (8.6%)	28 (20.1%)	16 (11.5%)	9 (6.5%)	61 (43.9%)
Alignment between the in-class learning and the requirements of the job	9 (6.5%)	4 (2.9%)	22 (15.8%)	59 (42.4%)	31 (22.3%)	14 (10.1%)

N=136

Table D2. Number and Percent of Employers at Each Level of Satisfaction

	VERY DISSATISFIED	DISSATISFIED	NEITHER DISSATISFIED NOR SATISFIED	SATISFIED	VERY SATISFIED
Organization of the Program	0	4 (7.4%)	22 (40.7%)	24 (44.4%)	4 (7.4%)
Quality of college instruction	1 (1.9%)	0	14 (25.9%)	33 (61.1%)	6 (11.1%)
Amount of on-the-job training	1 (1.9%)	0	13 (24.1%)	31 (57.4%)	9 (16.7%)
Amount of time Apprentices spend in class	0	0	20 (37.0%)	32 (59.3%)	2 (3.7%)
Alignment between the in-class learning and the requirements of the job	1 (1.9%)	1 (1.9%)	12 (22.2%)	36 (66.7%)	4 (7.4%)
Strength of partnership with local college	1 (1.9%)	4 (7.4%)	24 (44.4%)	16 (29.6%)	9 (9.9%)
Impact of the Program on workplace culture	0	1 (1.9%)	20 (37.0%)	29 (53.7%)	4 (7.4%)
Impact of the Program on the workplace performance of Apprentices	0	1 (1.9%)	14 (25.9%)	32 (59.3%)	7 (13.0%)

N=54

Table D3. Number of Colleges at Each Level of Satisfaction

	VERY DISSATISFIED	DISSATISFIED	NEITHER DISSATISFIED NOR SATISFIED	SATISFIED	VERY SATISFIED
Organization of the Program	0	2	0	3	6
Level of student engagement	0	0	4	3	4
Level of employer support for the Program	3	2	0	5	1
Strength of partnerships with agencies who sponsor the Program	3	0	0	5	3
Strength of partnership with MTCU	4	1	3	1	3
Success rates of students (program completion rate for academic component)	0	0	2	7	2

N=11