

In Motion and Momentum Modules Evaluation

Department of Social Development
2018

Contents

List of Acronyms:	4
EXECUTIVE SUMMARY	5
INTRODUCTION	8
In Motion Module Theory of Change	10
Momentum Module Theory of Change	11
FINDINGS	12
1. To what extent did introduction to the modules has addressed the identified gap in services and programs for social assistance clients with pre-employability needs?	12
1.1 Did modules address the service gap?	12
1.2 Is the modules curriculum relevant to the needs of clients with pre-employability?	13
1.3 To what extent have the modules reached clients with pre-employability needs?	14
2. Did participation in the Modules have the intended impact on participants' motivation, employability and resiliency?	16
2.1 Impact on participant's employability	16
2.2 Have the modules had any impact on the level of engagement in case planning and interventions?	20
2.3 Have the modules had any impact on the time clients need to progress from PES into CPS, WS or employment?	26
3. Are the Modules implemented consistently across the province?	29
3.1 Are the modules filled up to the maximum capacity?	29
3.2 Consistency of the Case Managers' support to the participants	32
3.4 How the modules' outcomes vary by region?	34
CONCLUSION	36
RECOMMENDATIONS	37
METHODOLOGY	38

List of Tables

Table 1. Facilitators' survey: Based on your experience, do you find the Modules' curriculum being relevant to the participants' needs?	14
Table 2. Case Managers' survey: Did you notice any progress with your clients' pre-employability barriers (such as low self-esteem, poor communication skills, low self-awareness (negative self-talk), interpersonal skills, etc.)?	19
Table 3. Case Managers' survey: Did you notice any improvements in your clients' motivation after they graduated compared to before the Modules?	20
Table 4. Facilitators' survey: On average, what impact (positive or negative) do the modules have on the following aspects of participants life:.....	22
Table 5. Case Managers' survey: Did you notice a change in your clients' willingness / engagement to case planning after they graduated from both In Motion and Momentum compared to before the modules?	22
Table 6. Case Managers' survey: In general, do you meet with your clients more often after they graduate from the Modules?	23
Table 7. Facilitators' survey: On average, what impact (positive or negative) do the Modules have on the following aspects of the participants life:.....	23
Table 8. Case Managers' survey: Did you notice any changes in your clients after the graduation in regards to participation in other programs or interventions?	25
Table 9. Facilitators' survey: Do participants maintain contact with you after the graduation? ..	26
Table 10. Participants progress from PES into CPS, WS, employment or education	26
Table 11: Case Managers survey: How difficult is it for you to recruit clients in the modules? ..	30
Table 12. Facilitators' survey: How satisfied are you with the current level of the case managers' involvement in the following mandatory and optional activities?	32
Table 13. Case Managers' survey: In general, do you meet with your clients more often after they graduate from the Modules?	33
Table 14: Case Managers' survey: What is your level of agreement with the following statement: "I have sufficient resources, including time, to support my clients after they graduate from the Modules"?	33
Table 15: Focus Groups participation.....	39
Table 16 How long have you been working as a Case Manager?	40
Table 17. Description of the S.A. clients in the compared data sets.....	40
Table 18. S.A. history of the S.A. clients in the compared data sets	41

List of Figures

Figure 1: Composition of the modules' participants by gender and region as of December 2017	15
Figure 2: Number of S.A. clients who completed either one or both modules (participants) and those who never took it (non-participants) as of December 2017	15
Figure 3: Average change in participants' self-assessment before and after the modules (on a scale 1 to 5). Top three questions for each module, average for 2015 and 2016 combined	16
Figure 4: Proportion of modules' graduates and non-graduates enrolled in other programs or interventions.....	24
Figure 5: Time to enrol in ELE Continuum for graduates and non-graduates	24
Figure 6: Sequential patterns of the clients' progress through the caseloads and off S.A.....	27
Figure 7: Time to progress to CPS caseload for graduates and non-graduates.....	27
Figure 8: Time to progress to WS caseload for graduates and non-graduates.....	27
Figure 9: Average size of the classes	29
Figure 10: Wait time between the modules for those completed both modules	31
Figure 11: Proportion of the participants enrolling in the second module (<i>Momentum</i>).....	31
Figure 12: Proportion of the participants who had pre-meeting by region (%).....	32
Figure 13: Case Managers' survey: What is your level of agreement with the following statement: "Modules' curriculum is relevant to the needs of clients with pre-employability barriers"?	34
Figure 14: Case Managers' survey: Improvements in the graduates' motivation after the modules	34
Figure 15: Case Managers' survey: Improvements in the graduates' willingness / engagement to case planning after the modules, % of responded Case Managers	35
Figure 16: Case Managers' survey: Improvements in the graduates' interest in other programs or interventions after the modules, % of responded Case Managers	35

List of Acronyms:

SD	Department of Social Development, Government of New Brunswick
CCDF	Canadian Career Development Foundation
CDO	Career Development Opportunities program (SD)
CPS	Career Planning Services caseload in CDO
ELE Continuum	Experiential Learning and Employment Continuum, a joint project of SD and Department of Post-Secondary Education and Labour
PES	Pre-Employability Services caseload in CDO
S.A.	Social Assistance program
WS	Wok Services caseload in CDO

EXECUTIVE SUMMARY

The Department of Social Development undertook an internal evaluation of the pre-employability modules *In Motion* and *Momentum* in 2017-2018 year in order to identify the extent of the effect they are having on employability of S.A. clients. The modules were developed for the Department by the Canadian Career Development Foundation in 2014 and specifically targeted pre-employability barriers of S.A. clients.

The purpose of this evaluation was to examine whether the modules produce the intended effect and determine its duration, as well as to assess the model fidelity and consistency of its implementation across the province to inform potential adjustments. The evaluation covered a period of two first years since the implementation of the modules (2015-2016 and 2016-2017). The evaluation used qualitative and quantitative data. Two sites (one in rural and one in urban region) were selected to study the module's impact on the participants and its duration. In addition, electronic surveys were conducted with Case Managers (n=56) and modules' Facilitators (n=14) across the province.

HAVE THE MODULES ADDRESSED THE SERVICE GAP?

Modules have addressed the identified service gap for pre-employability services for S.A. client and offered a unique programming in every region of the province. *In Motion* and *Momentum* offered curriculum that is largely relevant to the needs of the S.A. clients with pre-employability barriers and who are meeting participation criteria of the modules. The majority (86%) of the modules graduates would recommend them to others. Prior to the modules, S.A. clients with pre-employability barriers and general resistance to case planning, had no programming available to help them overcome these barriers and prepare them for career-related interventions. Modules provided S.A. clients with a positive non-judgemental environment to re-discover their strengths and interests; to meet with their Case Managers in a different format and in a neutral environment without the stigma associated with the visits to SD.

Most of the Case Managers who responded to the survey and all of the modules' facilitators agreed that modules curriculum is relevant to the needs of clients with pre-employability barriers. Although, some Case Managers noted that the modules are not for every client and some found modules activities childish and more suitable for women. All lines of evidence indicated that *In Motion* module is slightly more relevant compared to *Momentum*.

During the first two years of implementation (2015-2017), modules have reached their targeted population, with majority of the participants being S.A. clients from PES caseload who were on S.A. for over five years. In total, 668 individuals completed *In Motion* over the course of two fiscal years (2015-2016 and 2016-2017). Just over half of them (54%) have also completed *Momentum*. Modules were offered in all eight regions giving S.A. clients in both rural and urban region equal opportunity to participate. To date, approximately one fifth of the S.A. clients in the PES have completed either one or both modules. Whether or not the remaining PES clients are meeting modules' participation criteria is unknown.

Average age of the modules' participants was 36 years and the majority (77%) were women. The modules were not targeting women specifically and therefore, their predominance was rather unexpected. However, this gender disparity is only occurred in half of the regions, mostly urban (Fredericton, Moncton and Saint John).

MODULES' EFFECT ON PARTICIPANTS

Participation in the modules were found to have a strong positive impact on a wide range of participants' pre-employability barriers as modules' curriculum incorporates a variety of experiential activities and projects. Upon completion of both modules, S.A. clients reported a greater openness to changes, improved self-esteem, self-awareness, resilience and a greater sense of personal control, as intended. The results of a self-assessment survey of all graduates show that the strongest progress was observed with regards to their ability to see possibilities around them, resilience, motivation, level of social support and self-efficacy.

The modules exposed them to a different lifestyle: positive attitude, structured routine, new place, new social network, healthy food, busy day full of meaningful activities. Participants experienced positive stability and order in their lives – regardless of what might happen at home, they can count on the support from the group every day of the class.

In general, S.A. clients graduated from the modules with a notable increase in their motivation. This has been evident through the feedback obtained from the participants themselves, Case Managers and facilitators. Modules also appeared to have a strong positive impact on the clients' relationship with Case Managers. All lines of evidence suggest that modules increased clients' level of engagement in case planning as well.

Overall, participation in the modules stimulates participants' interest in other programs and interventions and increases likelihood of their progression to the next caseload, compared to those who completed only *In Motion* or dropped out of it. Those who completed both modules were also found to enroll in ELE Continuum or move to the next caseload sooner. Modules graduates do not necessary progress in a linear sequence with many skipping CPS caseload and going directly to WS.

Over half of the participants who completed both modules waited for more than one month between the modules. Furthermore, one third of them waited for three or more months. Wait time appeared to be nearly twice longer in urban regions compared to rural regions. However, longer wait time had no effect on the proportion of participants enrolling into the second module (*Momentum*).

Overall, Case Managers from the urban regions reported stronger positive effect of the modules more often compared to their rural counterparts. Majority of the Case Managers in the urban regions reported having sufficient resources, including time, to support their clients after the graduation, compared to a much smaller proportion of the Case Managers in rural regions.

The progress in the graduates' employability was particularly strong right after the graduation and during the first two-three months. However, most of the Case Managers indicated that over

time, graduates tend to lose the momentum and initial excitement created by the modules. This decrease in the modules' positive impact is largely affecting those graduates who were not able to develop a concrete plan to move forward, did not have a clear goal, or were not certain if the goal was right for them. They somewhat lost their vision of a positive change in their life and had returned to their old habits.

RECOMMENDATIONS

1. Ensure graduates are supported and followed up after the modules and in between
 - Increase proportion of Case Managers meeting with their client more often after the graduation in rural areas.
 - Address the lack of resources reported by the Case Managers in rural areas.
 - Consider either bringing the wait time between the modules down, as recommended in the curricular, or developing a back-up plan to maintain some level of engagement for the participants while they wait for the second module.
2. Increase opportunity for peer support for S.A. clients with pre-employability needs
 - Modules' graduates demonstrated willingness to promote the modules to their peers on a number of occasions. Capitalise on the graduates' positive experience to address recruitment problem, appeal to male S.A. clients, and encourage more clients to benefit from the modules.
 - Make transition out of the modules more gradual allowing graduates to tap into the support system they develop during the modules for some time after the graduation.
3. Increase opportunities for meaningful collective involvement for the graduates
 - Increase awareness about volunteer opportunities or social enterprises
 - Explore potential for the graduates to realise their talents or hobbies

INTRODUCTION

In 2014, following comprehensive internal consultations and a scan of existing resources, Social Development (SD), with the help of the Canadian Career Development Foundation (CCDF), developed a 2-part program for delivery to small groups of Social Assistance (S.A.) clients assessed as having pre-employability needs. This 2-part program is meant to assist the participant to move along a continuum to greater awareness and acquisition of life and employability skills.

The modules are highly experiential, with an emphasis on hands-on activities followed by reflection so that participants can be supported to understand, label and integrate their learning. The whole program is based on Change Theory¹, recognizing that personal transformation (such as moving from not feeling positive about self to feeling pretty good about self) doesn't happen overnight or at the same pace for different people. The modules were built to try to meet participants where they are and to gradually and developmentally build toward the intended outcomes. The development of the modules used best practices in other jurisdictions, the latest research on the brain, motivation, learning and empowerment to create the PES modules.

IN MOTION

The first module, titled *In Motion*, focuses on empowerment, motivation and self-discovery. This 9-day module provides an opportunity for participants to take a step back, get some clarity about their own sense of direction and take control over important parts of their life.

The goal of this module is to engage clients in a change process and in taking positive steps towards improving their future. In order to reach this goal, the following objectives have to be met:

- provide opportunities for participants to experience success, pride, respect, connection and achievement;
- provide support to clients to build self-esteem, confidence, a sense of personal control, skills; and
- stimulate clients motivation to build their future.

The module is meant to complement ongoing case management in Pre-Employability Service (PES) caseload. There are no strict participation criteria for the module but participants should be ready to engage with the module facilitator towards life improvement. It is important to have a pre-meeting with the client, case manager and module facilitator. Module should be delivered in small group setting (8 to 10 participants). Days will run from 9am to 3pm. Topics should be covered in a period of three weeks, three days per week for a total of nine days.

Recognizing that all participants are already in motion, the module's strategy is to help to redirect it rather than stop it. This is supported in the session in many ways, including module's

¹ John C. Norcross, Paul M. Krebs, James O. Prochaska, *Stages of Change*. JOURNAL OF CLINICAL PSYCHOLOGY: IN SESSION, Vol. 67(2), 143-154 (2011)

approach to rolling with resistance and potential disruptions. *In Motion* includes a variety of “impact activities” that encourage “a-ha moments” and the element of surprise. It is highly experiential and emphasizes hands-on activities followed by reflection so that participants can be supported to understand label and integrate their learning.

CCDF has developed a complete curriculum for the *In Motion*, which includes a facilitators and participants guide. In 2015, SD established eight separate service agreements for the delivery of the PES modules for clients for each of the eight regions served by SD. All regions completed the first delivery of *In Motion* in May 2015.

MOMENTUM

The second module, titled *Momentum*, continues with many of the themes introduced in module 1, but at a deeper level.

The goal of this module is to enable clients to create a vision for now and the future that is consistent with their personal life values. In order to achieve this goal, the following objectives need to be met:

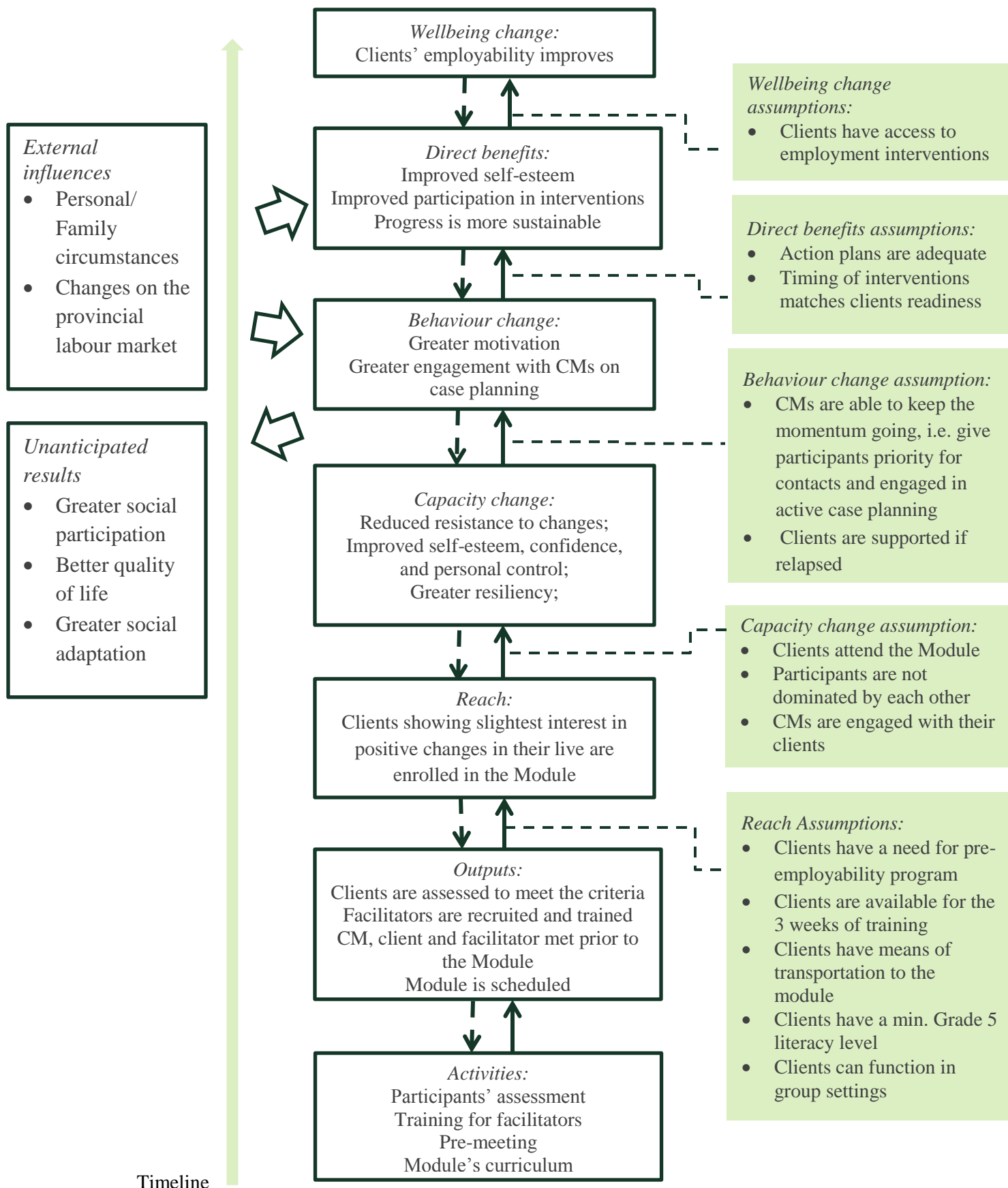
- help clients to identify and build targeted life and basic employability skills;
- provide clients with opportunities to practice setting realistic and meaningful goals connected to their needs and vision for the future;
- provide clients with opportunities to practice developing and implementing action plans that reflect their vision and goals, address barriers and include appropriate supports;
- provide clients with opportunities to explore possible roles (work, learning, volunteer) that connect to self and potential to contribute to family/community; and
- provide clients with opportunities to explore a wide range of options and opportunities so their horizons are broadened.

This module is 15-day long and is delivered over four weeks Tuesday to Friday from 8:30 am to 3 pm, with a shorter last week. The module provides opportunities for the clients to develop and implement a collective project that either addresses a common need of the group or a need in their community. This project provides an opportunity to collectively practice and further develop the attitudes, skills and strategies participants will need to use in building their own preferred futures. It gives an opportunity to personalize, apply and extend the knowledge, skills and attitudes they acquired in module 1. It provides a chance to build a sense of personal capacity, try out roles and responsibilities and develop both personal and collective pride. Importantly, this module also enables clients to experience a sense of contribution beyond self – a key protective factor in developing and sustaining personal resilience.

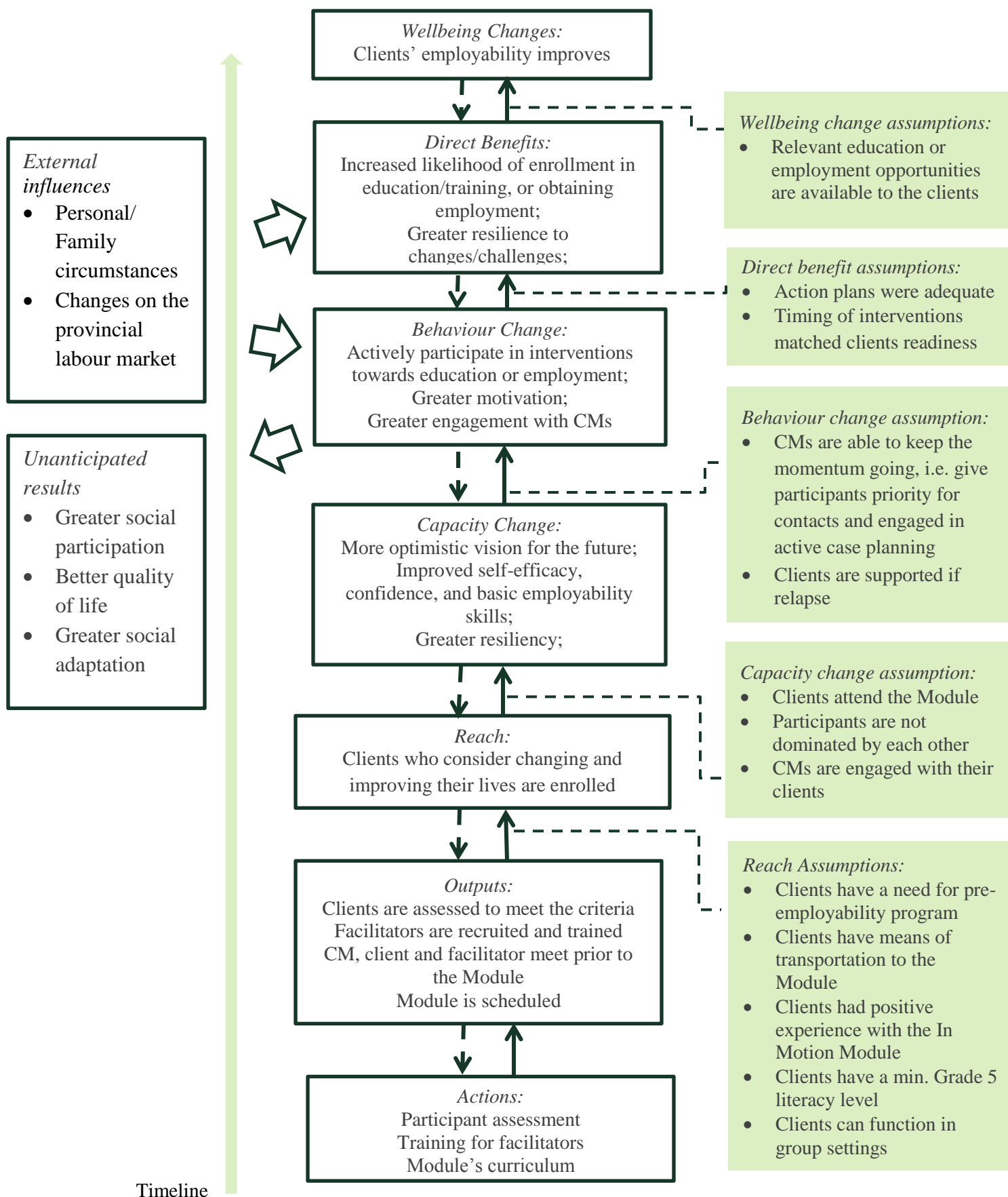
Module 2 focuses on four themes:

- I AM (my interests, values and motivators);
- I CAN (my skills, strengths and supports that can help me along the road);
- I WANT (my preferred vision for the future); and
- I WILL (my plan for working towards my preferred future).

In Motion Module Theory of Change



Momentum Module Theory of Change



FINDINGS

1. To what extent did introduction to the modules has addressed the identified gap in services and programs for social assistance clients with pre-employability needs?

1.1 Did modules address the service gap?

PES modules have addressed the identified service gap for pre-employability services for S.A. client and offered unique programming in every region of the province. Social assistance clients with pre-employability barriers often lack basic fundamental skills including ability to maintain a routine, work ethic, communication/interpersonal skills, self-esteem, motivation and time management, social support, among others².

Introduction of *In Motion* and *Momentum* modules provided a unique opportunity to Social Assistance (S.A.) clients to improve their self-awareness, self-confidence, interpersonal skills, and motivation to work on a number of other pre-employability barriers. Modules allowed clients to broaden their horizons and experience various opportunities outside of their day to day life, including new social connections, new routine, healthy lifestyle, hobbies, volunteering, etc. Many Case Managers and S.A. clients noted exceptional quality of the modules' facilitation.

Modules provided S.A. clients with a positive non-judgemental environment to re-discover their strengths and interests; to meet with their Case Managers in a different format and in a neutral environment without the stigma associated with the visits to SD.

Most of the Case Managers (73%), who responded to the evaluation's survey, agreed (with 33% strongly agreeing), that modules have addressed the gap in services and programs that existed for clients with pre-employability needs.

S.A. clients who attended the evaluation's focus groups unanimously noted that participation in the modules gave them a reason to leave the house, allowed them to experience a work-like routine, and a safe space to step out of their comfort zone. It also enabled them to explore their strengths and interests as well as to develop a sense of belonging.

A few Case Managers pointed to an alternative program available in Region 2 – *Power UP*. They found this program being more suitable for some of their clients. However, there is no alternative to the modules on the province-wide scale.

“Cannot praise this program enough. This program works well in an area that has very little programming available.”- Case Manager

“These modules have been a huge benefit to our clients and have provided them with the quality time they require in order to feel like a part of their community and to encourage motivation.” - Case Manager

² Formative Evaluation of the ELE Continuum. PRA (2018) and Client Barriers Research Project, SD (2005)

1.2 Is the modules curriculum relevant to the needs of clients with pre-employability?

In Motion and *Momentum* curriculum are largely relevant to the needs of the S.A. clients with pre-employability barriers and who are ready for interactions in a group setting.

Most of the Case Managers (85%) who responded to the survey and all (100%) of the modules' facilitators agreed that modules curriculum is relevant to the needs of clients with pre-employability barriers. Although, some Case Managers noted that the modules are not for every client and some found modules activities childish and more suitable for women.

Below is a list of the most common modules' benefits identified by the Case Managers:

- Learn about themselves and get interested in moving forward
- Practical tools and skills to plan for their goals
- Bonding with Case Managers and motivation
- Routine of getting up and being involved in something
- Help empower clients to know they are not alone in their experience of being on Assistance

The majority (86%) of the modules graduates³ would recommend the modules to others, based on a self-assessment questionnaire completed at the end of each module.

All of the focus groups participants said that they have enjoyed the modules and provided numerous examples of how the models were relevant to them:

- Modules are empowering
- Modules help to overcome social isolation and inner stigma/shame
- Modules allow experiencing work/school like daily routine

Many focus group attendees expressed an interest in extending the modules or developing a third module to prolong the experience.

In Motion versus Momentum

All lines of evidence indicates that *In Motion* module is slightly more relevant compared to *Momentum*. Many clients felt somewhat disappointed with the second modules (*Momentum*) finding it less impactful and sometimes more challenging in terms of the groups' dynamic. The

"Let's them establish a routine, work on elements of their lives that need to be focused on before looking at other case planning items, allowing them to participate without the feeling of being "forced" to move toward work/school." - Case Manager

"The freedom to discover oneself without fear of judgement." - Facilitator

"Learned a lot about myself and the group through group activities, we were not shamed for it but supported." - Focus group participant

"The speed of change in *In Motion* was greater than in *Momentum*." - Focus group participant

³ In Motion graduates who completed self-assessment questionnaire n= 668. Momentum graduates who completed self-assessment questionnaire n=405

degree of change they experienced during the first module was so high that they expected the second module would continue lifting their spirit higher and higher. The impact of the second module was different and therefore, somewhat disappointing to the participants.

Focus group participants provided a number of suggestions for improving the modules. Many called for more practical experience and more volunteer work. Many participants asked for a presentation on mental health services as part of the modules. Some participants, particularly those from the CPS caseload, were eager to start looking for work and felt that Momentum should have a stronger career focus.

The difference in relevance especially stands out in the responses from the module facilitators where a 20% drop in the relevance was found:

Table 1. **Facilitators' survey:** Based on your experience, do you find the Modules' curriculum being relevant to the participants' needs?

	Somewhat relevant	Completely relevant	Number of responses
In Motion	7.7%	92.3%	13
Momentum	27.3%	72.7%	11
Totals:			13

Not so relevant

Several Case Managers noted that their clients found some of the modules' activities childish. Some also suggested that these modules do not work equally effective for everyone and those clients, who are not ready yet for a group work, would most likely withdraw anyways.

1.3 To what extent have the modules reached clients with pre-employability needs?

The modules have successfully reached their primarily target clients, i.e. S.A. clients from the Pre-Employability Services (PES) caseload.

In total, 668 individuals⁴ completed *In Motion* over the course of two fiscal years (2015-2016 and 2016-2017). Just over half of them (54% or 363) have also completed *Momentum*. The majority of the participants (84%) were S.A. clients from the PES caseload. The remaining 16% were mostly CPS clients. Although, CPS clients were not originally targeted by the modules, Case Managers noted that modules help to re-evaluate their clients' original goal or gain motivation, especially when their case plans encounter difficulties or fall apart.

⁴ Number of unique individuals as identified in the NB Case database by their Member ID. Only individuals who successfully completed the modules.

Average age of the modules' participants was 36 years. Most of them (77%) were women (Figure 1). Modules were not targeting women specifically and therefore, their predominance was rather unexpected. However, this gender disparity was only observed in half of the regions, primarily urban. Three urban regions and region 8 had the highest (82% to 89%) proportion of female participants. Regions 4, 5, 6 and 7 had a much more even composition in terms of gender with an average of 62% of the participants being females.

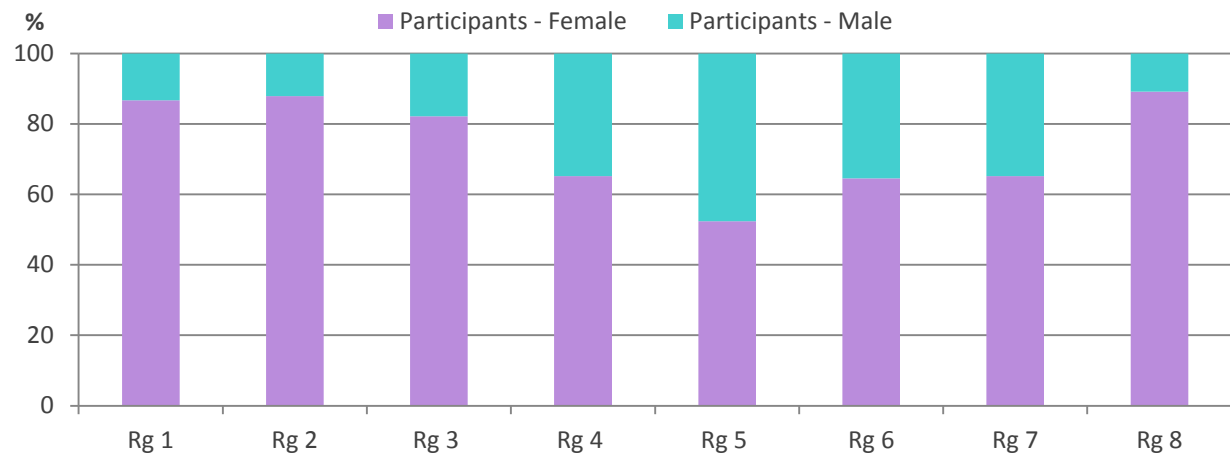


Figure 1: Composition of the modules' participants by gender and region as (%)

Modules were offered in all eight regions reaching S.A. clients in both rural and urban region. To date, approximately one fifth of the S.A. clients in the PES have completed either one or both modules (Figure 2). The numbers in Figure 2 are based on general criteria such as age and sex and do not account for individual employability barriers. Whether or not the remaining PES clients can potentially participate in the modules is unknown. Urban regions have a bigger pool of the clients who have not participated in the modules compared to rural areas. On average, women represent slightly over half (57%) of the non-participants in every region.

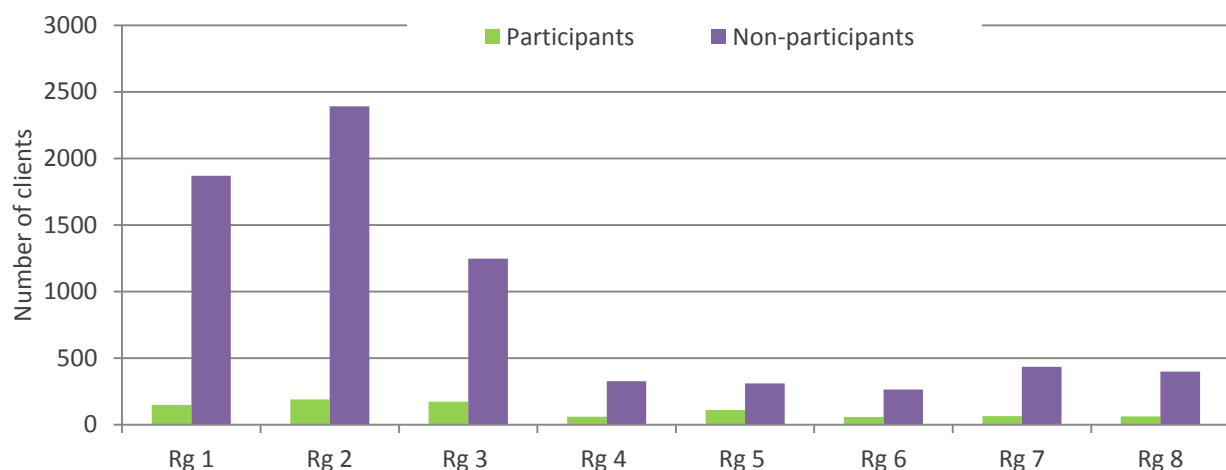


Figure 2: Number of S.A. clients who completed either one or both modules (participants) and those who never took it (non-participants⁵) as of December 2017

⁵ Non-participants group includes only the clients in the same age groups (15-54 years old) as the participants.

2. Did participation in the Modules have the intended impact on participants' motivation, employability and resiliency?

Participation in the modules were found to have a strong positive impact on a wide range of participants' pre-employability barriers as modules' curriculum incorporates a variety of experiential activities and projects. The modules were found to have positive effect on participants' motivation, self-esteem, relationship and level of engagement with their Case Managers, and interest in other programs. The progress in graduates' employability, motivation and level of engagement was particularly strong right after the graduation and during the first two-three months. The impact is lasting longer for those clients, who are actively engaged in taking steps towards their goal. Many focus group participants reported continuing using the skills and tools they learned in the modules nine month after the graduation.

"It's nice to see the clients growth in such a short period of time" - Case Manager

All focus group participants reported having greatly enjoyed the new routine, sense of belonging and peer support they experienced during the modules. Participants feared losing all of the above as their graduation approached. They called for a continuing opportunity for being engaged in something meaningful together, such as volunteering, to maintain their social connectedness.

2.1 Impact on participant's employability

Participation in the modules was found to have a strong positive impact on the following aspects of S.A. clients' employability: self-esteem, self-awareness, interpersonal skills, communication skills, resilience, etc.

The results of the self-assessment survey of all graduates show that the strongest progress is observed with regards to their ability to see possibilities around them, resilience, motivation, level of social support and self-efficacy.

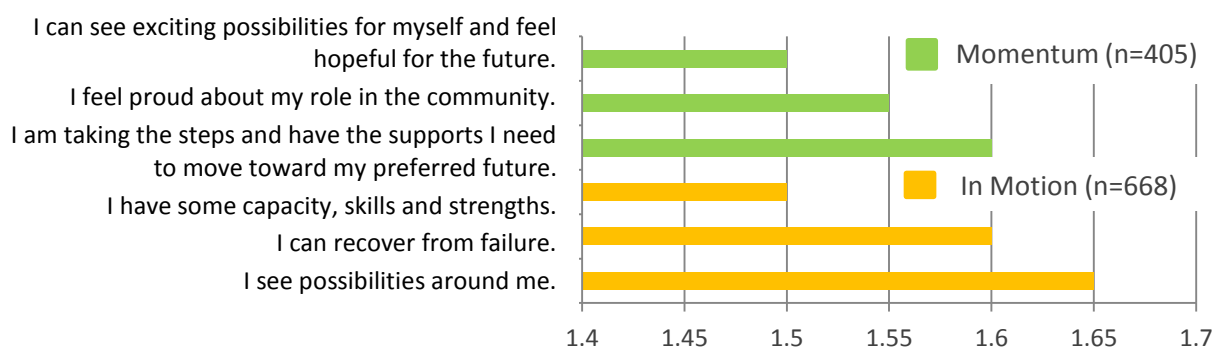


Figure 3: Average change in participants' self-assessment before and after the modules (on a scale 1 to 5). Top three questions for each module, average for 2015 and 2016 combined

Improved self-awareness and self-esteem

Participants reported having a safe, non-judgemental environment where they were encouraged to explore their skills, inner strength and interest. Participants felt empowered and motivated as their capabilities were recognised and valued by other group members, facilitators and their Case Managers. Participants' experience during the modules helped them to realise that they are capable of making positive changes in their lives.

“Being on social assistance is like getting stuck, my views are limited by the few things I might see in a telescope. Once I came here, I broadened awareness of my potential.” - Focus group participant

Many focus group participants reported discovering new talents or areas of interest such as decorating, gardening, tidying up and organizing. Some saw a potential career link to their new interests and pursued further training in these areas after the graduation. Many participants reported continuing on with their new interests or hobbies. Some started a vegetable garden; others were reading more, exercising more, quitted smoking, etc.

They feel listened and valued...they discover who they truly are deep down” – Case Manager

Social support and resilience

Participation in the modules improved participants' level of social support, which is an important component of one's employability. Positive and supportive social networks are something that many S.A. clients do not have in their day-to-day environment. In reality, their own social networks embedded in the intergenerational poverty and are counterproductive to any changes.

“Learned a lot about myself and the group through group activities, we were not shamed for it but supported.” – Focus group participant

All of the focus group participants valued opportunities for social interaction and peer support that modules have provided. Sharing their life experience and seeing each other overcoming difficulties helped participants to strengthen their resilience. Many noted becoming stronger and not giving up easily due to the modules.

“Being part of something where they feel a sense of belonging and where their ideas/input are valued is extremely empowering” - Facilitator

Many focus group participants reported realising that they are not alone and that others in their group are facing similar challenges like social isolation, financial hardship, low self-esteem, difficult personal situations, etc. Participants bonded within their groups, developed a sense of belonging and offered each other support and comfort. Participants valued their group experience and clearly feared losing it after the modules ended. They enjoyed volunteering together, working on the community project together, and their daily check-in activities that helped them to cope with difficult situations.

Participants learned to accept help and support from others and become more aware of the resources available to them. Many focus group participants stressed that modules gave them a purpose to get outside and get engaged in something meaningful. They developed a sense of belonging and draw their motivation largely from the support coming from their group members and facilitator.

“How can I reach my goals? I break it down to specific actions. That is something that I got from the program.” – Focus group 3

Improved Communication and Interpersonal skills

Focus group participants reported improvements in their interpersonal, communication and conflict resolution skills. Several of them opened up about overcoming an extreme shyness they had prior to the modules. These individuals reported significant progress in their personal development over the course of the modules.

“I enjoyed the structure and the routine of getting up early, dropping my daughter at day care and going to the program. It got me prepared for school. It made me a responsible adult.” – Focus group 2 participant

Nearly all of the focus group participants reported feeling more comfortable and confident stepping out of their comfort zone, challenging themselves and feeling more resilient. Some noted that their personal / family relationships have improved and they feel less stressed as the result.

“The satisfaction and pride they achieve from completing the community project is a big factor in increasing belief in their ability to set and achieve goals, work through problems and work as part of a team.” – Facilitator

Getting ready for work/school like daily routine

Participants experienced structured daily routine, managed their personal life – “work” balance. Some tried a day care for their children for the first time realising that it benefits them and their children. For those who enrolled in education program after the modules, this was a safe environment to experience the new routine.

“... we visited a special care home and sang along with the patients. It was magical. It gave me a lot of strength.” – Focus group 3 participant

Other practical skills, graduates acquired through the modules include breaking up their goal into small manageable steps, ability to prioritise tasks and time management, working in a group setting. These skills and practical experience have prepared modules’ graduates for their next steps, like attending school, or starting employment, as well as achieving their personal goals.

Improved self-efficacy

Modules’ graduates acquired skills and gained experience that is necessary to be able to start and accomplish a task. Many of the S.A. clients do not have the opportunity or ability to feel that sense of pride in starting something and seeing it through to completion. Modules have provided participants with opportunities to apply their skills on practice through various activities, volunteerism and community projects. The satisfaction and pride from completing

community projects strongly contributed to increasing participants’ belief in their ability to set and achieve goals.

Case Managers also noted a better awareness of the negative effect that low self-esteem and the negative self-talk have on one’s live amongst their clients who completed the modules.

Most of the focus group participants reported developing a goal (either personal or career oriented) by graduation time. Some goals were concrete, some still in an idea form, others had multiple small goals. According to the facilitators’ survey, goals related to bettering their future or finding employment are more common amongst the modules’ participants in general. The level of enthusiasm about the goals varied – some saw concrete steps they need to be undertaking, others were not quite sure where to start. Many participants were planning to enroll in education; some applied for work or were working on resume and receiving career counselling. Subsequent focus groups at two-three and six-nine months after the graduation demonstrated that many of the participants have achieved or continued working towards their goals.

Duration of the effect

The progress in the graduates’ employability was particularly strong right after the graduation and during the first two-three months. However, most of the Case Managers indicated that over time, graduates tend to lose the momentum and initial excitement created by the modules (Table 2).

Table 2. **Case Managers’ survey:** Did you notice any progress with your clients' pre-employability barriers (such as low self-esteem, poor communication skills, low self-awareness (negative self-talk), interpersonal skills, etc.)? (n=42)

	Regressed significantly	Regressed slightly	No changes	Progressed slightly	Progressed significantly	Do not know
Right after the graduation	0%	0%	5%	38%	57%	0%
2-3 month after the graduation	0%	2%	10%	43%	40%	5%
6-9 month after the graduation	5%	2%	19%	48%	14%	12%

After the graduation, many focus group participants reported a sudden feeling of emptiness compared to several weeks of a busy structured routine during the modules. Participants commented on missing the routine and social support the most. They also missed the excitement and challenge of learning and doing new things each day in the modules, their facilitator and daily connections with other participants.

Focus group participants longed to continue doing something meaningful together, to continue volunteering together, and to maintain social connectedness. Two-three months after the graduation, many participants reported staying in touch through Facebook, occasional

gatherings, etc. In one group, a participant offered his/her home to meet regularly to continue with the gratitude journal activity after the graduation.

The non-judging environment and peer support were found to be important foundational components of the empowerment participants experienced during the modules. After the graduation, participants commented on finding themselves again in a pre-module environment with nothing to do and no reason to get up.

Some Case Managers stressed how critical is it to follow up, engage and support the graduates through development and implementation of their plans, and to ensure they do not slide back into their old patterns, especially when they don't have that support in their personal lives.

2.2 Have the modules had any impact on the level of engagement in case planning and interventions?

Increased motivation

In general, social assistance clients graduated from the modules with a notable increase in their motivation. This has been evident through the feedback obtained from the participants themselves, Case Managers and modules’ facilitators. Most of the Case Managers (70%) and over half of the facilitators (54%) reported a positive impact on the participant’s motivation. Focus groups participants described their motivation as “sky high” at graduation time.

Shortly after the graduation (two to three months after), motivation generally decreases but still remains relatively strong. Further on (six to nine month after the graduation), even more of the modules’ graduates would generally experience a reduction in their motivation according to Case Managers.

Table 3. **Case Managers’ survey:** Did you notice any improvements in your clients' motivation after they graduated compared to before the Modules? (n=42)

	Motivation significantly decreases	Motivation somewhat decreases	No changes	Motivation somewhat improves	Motivation significantly improves
Right after the graduation	0	0	12%	31%	67%
2-3 month after the graduation	0	17%	14%	55%	14%
6-9 month after the graduation	17%	9%	19%	48%	2%

“Most participants who have not set a specific employment or program/education related goal post program fear falling back into old routines, regressing and losing their forward Momentum without specific supports in place.” - Facilitator

“I don’t want to slip through the cracks again. We need to have follow ups for accountability, once a week for example, otherwise how will we keep our momentum?” – Focus group 1 participant

Participants described their motivation after the graduation as a plateau – it has elevated greatly and was relatively stable during the modules and, for most of them, in between the two modules. Many participants reported feeling empowered to take actions and start making changes in their life. Participants noted fluctuations in their level of motivation. The “sky high” level at the graduation was usually followed by a downturn and then rose again.

“I’m still moving, but not as fast. I gained that experience. I did it before, I can do it again. To stand up. Look at what the group did to me. Before, I could regress way faster.”- Focus group 2 participant

Most of the focus groups participants showed a relatively strong motivation even six to nine month after the graduation. However, it has to be noted, that representation of the participants who graduated six to nine months ago in these focus groups might be subjected to a self-selection bias, i.e. only those graduates who continued to feel motivated and proud of their achievements might chose to attend the focus groups, while those who lost their motivation and made no progress might chose not to participate.

“All the Case Managers were here and they actually took part of the activity. It was really nice to have them here and encouraging us.” – Focus group 2 participant

The connection between being actively working on their goal / plan and the level of motivation was evident throughout the focus groups. Many participants commented on how their experience during the modules helped them to understand and accept that “one step forward, two steps back” is still a progress; that difficulties and set backs are part of their journey forward, which will not be linear and quick. As they continued to experience small achievements and dealing with challenging situations, participants felt proud of their small successes. Many were happy and proud to continue carrying on with taking care of themselves, staying positive and embracing their new habits, such as exercising more, reading more, quitting smoking or losing extra weight.

“I feel that I can tell my CM anything since the graduation. I feel comfortable with him.” – Focus group 3 participant

Reduced resistance to case planning

Modules appeared to have a positive impact on the clients’ relationship with their Case Managers. All lines of evidence also suggest that modules also increased clients’ level of engagement in case planning.

A large proportion of the focus group participants already had a trusting relationship with their Case Managers. Those who had not, noted a positive change in their relationship, and reported being more open to case planning. These improvements appeared to have a long lasting effect, with the focus group participants six to nine month after graduation saying they trust their Case Managers and have better relationships.

Almost all (90%) of Case Managers and facilitators who responded to the surveys also reported a positive impact of the modules.

Table 4. **Facilitators' survey:** On average, what impact (positive or negative) do the modules have on the following aspects of participants life: (n=13)

	Highly negative	Somewhat negative	No impact	Somewhat positive	Highly positive
Relationship with the case manager	0%	0%	8%	54%	38%

Focus group participants noted positive changes in the way they perceive their Case Managers, realising that Case Managers are there to help them. Participants were deeply touched with the fact that their Case Managers made time (in some cases, from their personal/vacation time) to attend their presentations and other activities. Participants saw this as an indicator of the Case Managers' true interest and support. Such an experience helped to break the stigma associated with S.A., develop trust and better the relationship with Case Managers.

Table 5. **Case Managers' survey:** Did you notice a change in your clients' willingness / engagement to case planning after they graduated from both In Motion and Momentum compared to before the modules? (n=44)

	Much less engaged	Somewhat less engaged	No changes	Somewhat more engaged	Much more engaged
Right after the graduation	0	0	4	32	64
2-3 moth after the graduation	0	7	18	54	20
6-9 month after the graduation	7	7	25	45	7

Case Managers' survey results show a decrease in the level of engagement over time (Table 5). At the same time, participants maintain a strong interest in case planning and meeting with their Case Managers, as observed during the focus groups at two-three and six-nine months after the graduation. In fact, many of the participants expressed a desire to be in contact more often, even if it is just a check-up call. Participants felt a great void in the amount of support after the graduation. Many have asked for a closer follow-up after the modules in order to stay positive and motivated.

The frequency of meetings between the graduates and Case Managers reduces dramatically in about six month after the graduation (Table 6), although, this might be due to a decreased need for the meetings as a case plan would be already developed by this time and next steps/programs most likely lined up.

“The clients are excited and engaged for the first couple of weeks following the module, but then tend to lose the motivation and go back to regular habits.” – Case Manager

“There should be a way to be held accountable for what's next, to keep the motivation.” – Focus group 1 participant

Table 6. **Case Managers' survey:** In general, do you meet with your clients more often after they graduate from the Modules? (n=40)

	Yes, more often	No, same as before the modules
Right after the graduation	85%	15%
2-3 moth after the graduation	60%	40%
6-9 month after the graduation	18%	82%

Case Managers stressed in the survey comments, the importance of having a meeting with the client right after the graduation and maintaining the frequent follow up contacts to keep clients' motivation and engagement going. Ongoing support and Motivational Interviews were also noted as being important for supporting clients' confidence as they make steps towards their goals.

Some Case Mangers also suggested that their high caseload and inflexibility over the scheduling process could be improved to accommodate for more frequent follow ups. There were several suggestions for a more detailed report from the facilitators on each client, or a follow up meeting with the facilitator.

Intensity of referrals/interventions

Modules appeared to stimulate participants' interest in other programs and interventions. This was observed in all lines of evidence, with over two thirds of both Case Managers and facilitators reporting a highly positive impact (Table 7).

Table 7. **Facilitators' survey:** On average, what impact (positive or negative) do the Modules have on the following aspects of the participants life: (n=13)

	Highly negative	Somewhat negative	No impact	Somewhat positive	Highly positive
Interest in other programs /workshops	0%	0%	8%	31%	61%
Interest in volunteering	0%	0%	15%	77%	8%

Analysis of the program data shows that a larger proportion of participants who completed both modules have enrolled in programs or interventions, including ELE Continuum and other Career Development (CDO) or Department of Post-Secondary Education and Training (PETL) funded interventions, compared to those who completed *In Motion* only or dropped out of *In Motion* (Figure 4).

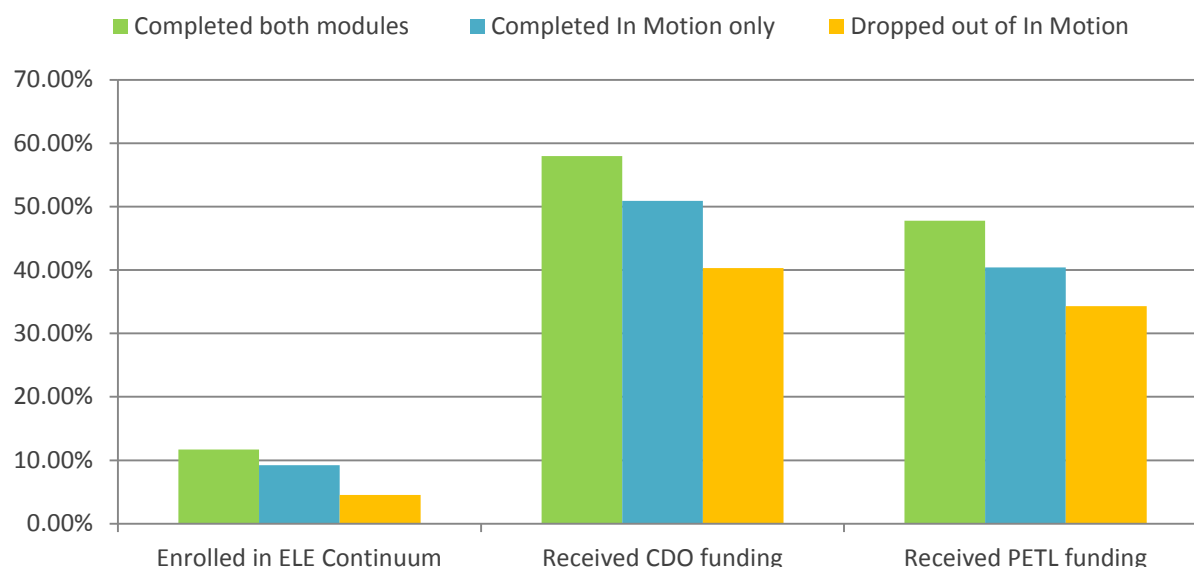


Figure 4. Proportion of modules' graduates and non-graduates enrolled in other programs or interventions (% of total number in the category)

The analysis looked at all S.A. clients who enrolled in the modules during 2015-2017 years. These clients have met the modules participation criteria and therefore had somewhat comparable level of employability barriers. These individuals were divided into three categories based on the duration of their exposure to the modules impact. Those who completed both modules (*In Motion* and *Momentum*) experienced the full curriculum and therefore had an opportunity to benefit from the full intended impact. Those who completed *In Motion* only received partial impact. Those who dropped out of *In Motion* had received nearly no impact. While age, gender and S.A history of the clients in all three groups is comparable, a slightly higher proportion of the clients who completed both modules had post-secondary education and high school diploma and less dependents.

Modules participants who completed both modules enrolled in the ELE Continuum sooner compared to those who completed *In Motion* only (Figure 5).

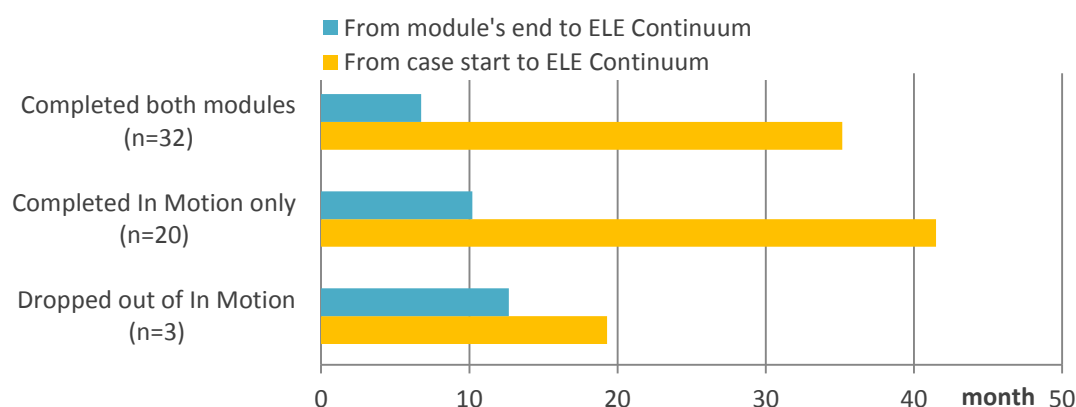


Figure 5. Time to enrol in ELE Continuum for graduates and non-graduates (month)

Modules’ graduates, who enrolled in the ELE Continuum had a much higher completion rate for the classroom component (83%) compared to those who have not participated in the modules (43%). Although, more modules’ graduates dropped out while waiting for work placement or during the placement components of the Continuum compared to non-participants.

The impact of the modules were found to be at its strongest point right after graduation, with two thirds of the Case Managers reporting that their clients were much more interested in other programs or interventions. However, it somewhat decreased over the time.

Table 8. **Case Managers’ survey:** Did you notice any changes in your clients after the graduation in regards to participation in other programs or interventions? (n=42)

	Much less interested	Somewhat less interested	No changes	Somewhat more interested	Much more interested
Right after the graduation	0%	0%	2%	34%	59%
2-3 moth after the graduation	0%	4%	14%	50%	26%
6-9 month after the graduation	5%	7%	19%	54%	7%

During the focus groups, this decrease was mostly visible in those who were not able to develop a concrete plan to move forward, those who did not have a clear goal or those who were not certain if the goal was right for them. They somewhat lost their vision of a positive change in their live and had returned to their old habits.

Some graduates did not have a timely transition from the modules to their next step. This is often a reality in rural areas, where program options for social assistance clients and educational/training programs in general are limited or require a longer commute. Graduates eager to start moving towards changing their lives, felt frustrated with the limited options available after the modules. Some said they had already exhausted all possible programming options and felt being stuck or lost again.

Many participants started seeing a career counsellor after the modules. In some instances, this appeared to reduce the level of communication, support and follow up from their Case Managers. While seeing a career counsellor suggests a progress in the clients’ employability, it could compromise the premise of their success – support and follow-up from the Case Manager. Several participants noted feeling less motivated as they started to work with the career counsellors. Career counsellor helps with resume and cover letters, but participants felt at lost when there were no responses to their job

“I don’t have enough motivation to do my goals by myself. Group work at the program was giving me motivation... she [career counsellor] gave me six things to do and I didn’t do it.... Giving me six things to do, had me lost.” – Focus group 2 participant

applications. Although this situation is a normal part of the job search process, participants were not prepared to deal with it and felt lost.

This evaluation found an unplanned outcome of the modules. Over the course of the modules, participants developed trust and quality relationship with the facilitators. Many of them are staying in contact with the facilitators, and are more open and comfortable with them compared to their Case Managers.

Table 9. **Facilitators' survey:** Do participants maintain contact with you after the graduation? (n=13)

Most (60% to 84%) of the participants	30.8%
About half of the participants	30.8%
Some (16% to 40%) of the participants	15%
Very few (less than 15%) of the participants	23%

Graduates maintained contact with the facilitators primarily through the Facebook, phone or email. Primary reasons for staying in touch were: to seek support and to stay in touch, followed by seeking advice and to sharing their success stories.

2.3 Have the modules had any impact on the time clients need to progress from PES into CPS, WS or employment?

Based on the size of the samples analysed and the given timeframe (two years), it can be concluded that participants who completed both modules are more likely to progress to the next caseload (PES or Work Services (WS)) compared to those who completed only *In Motion* or dropped out of it (Table 10). Those who completed at least one module, i.e. *In Motion* only or both modules, are slightly more likely to exit S.A. to employment or education compared to those who dropped out.

Table 10. Participants progress from PES into CPS, WS, employment or education (source: NB Case)

	Total number of clients	Progressed to CPS and/or WS		Exited to work or education ⁶	
		Number	%	Number	%
1. Completed both modules	274	65	24%	8	3%
2. Completed <i>In Motion</i> only	218	30	14%	6	3%
3. Dropped out of <i>In Motion</i>	67	2	3%	1	1%

⁶ These numbers represent the number of S.A. clients for whom the exit reason in NB Case was selected as "employment" or "education"

Modules graduates progressing to the next caseload do not necessarily progress in linear sequence. Of those who made the progress, 40% of the first category (both modules) and 30% of the second category (*In Motion* only), skipped CPS caseload and went directly to WS after their respective graduations. Of all 15 individuals who exited to work or education, only two (from the second category) progressed to WS prior to the exit. Others exited S.A. directly from the PES caseload (Figure 6).

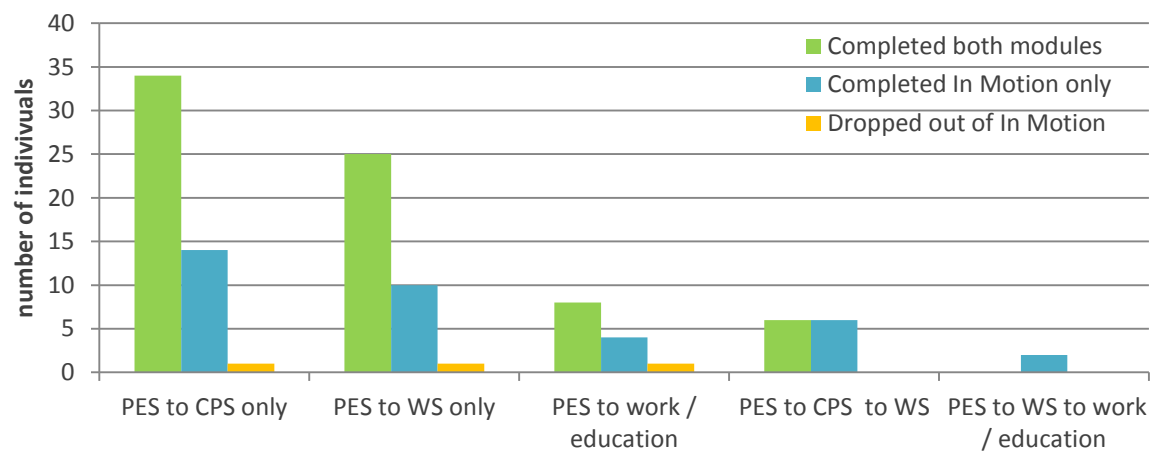


Figure 6. Sequential patterns of the clients' progress through the caseloads and off S.A. (Source: NB Case)

Modules were also found to shorten the time required to progress to CPS or WS (Figure 7, Figure 8) as participants who completed both modules moved to next caseload sooner compared to those who completed *In Motion* only.

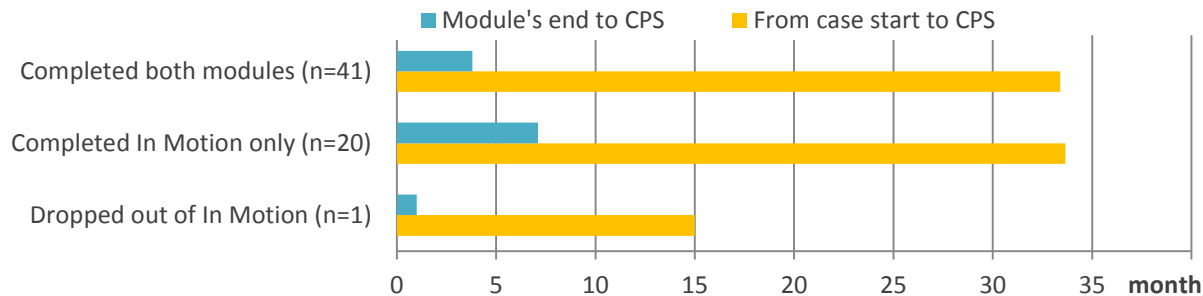


Figure 7. Time to progress to CPS caseload for graduates and non-graduates (month)

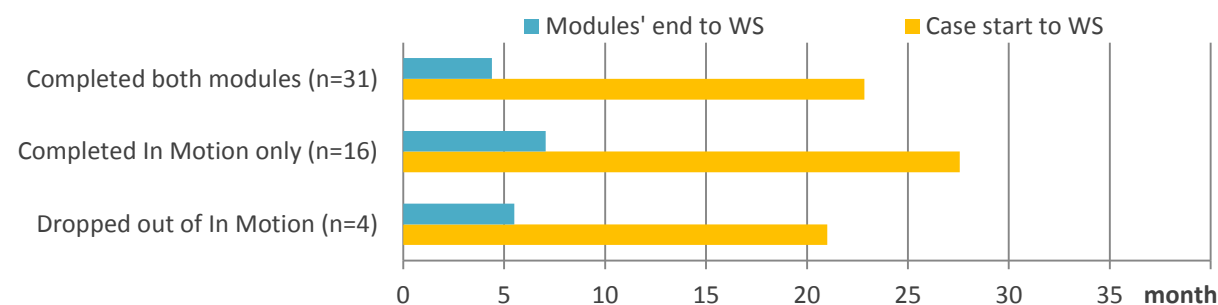


Figure 8. Time to progress to WS caseload for graduates and non-graduates (month)

Many focus group participants noted that they started a career support intervention or have worked on their application for General Education Diploma (GED) or post-secondary education. Some said they were applying for jobs. According to facilitators' survey, goals related to better their future or find employment are more common amongst the modules' participants.

There was a strong agreement amongst the Case Managers (91% of the respondents) that participation in the modules has no negative effect on the clients and caused no delay on case planning. However, some focus group participants felt their case planning process has been on hold while they took part in the modules or waited for the second module, which can be for more than a month.

3. Are the Modules implemented consistently across the province?

3.1 Are the modules filled up to the maximum capacity?

During the first two years of implementation (2015-2016 and 2016-2017), there were 123 *In Motion* and 92 *Momentum* modules delivered across the province. On average, both modules were filled up to 70% of their maximum capacity. The number of modules offered in the second year has increased by 12% for *In Motion* and more than doubled for *Momentum*. In urban regions, there were on average 12 *In Motion* and 9 *Momentum* modules offered per year per region. In rural regions the number of modules offered was smaller with 5 *In Motion* and 3.7 *Momentum* modules being offered per year per region on average. Modules were delivered at the highest capacity in the region 5 (Restigouche), region 7 (Miramichi) and region 3 (Fredericton).

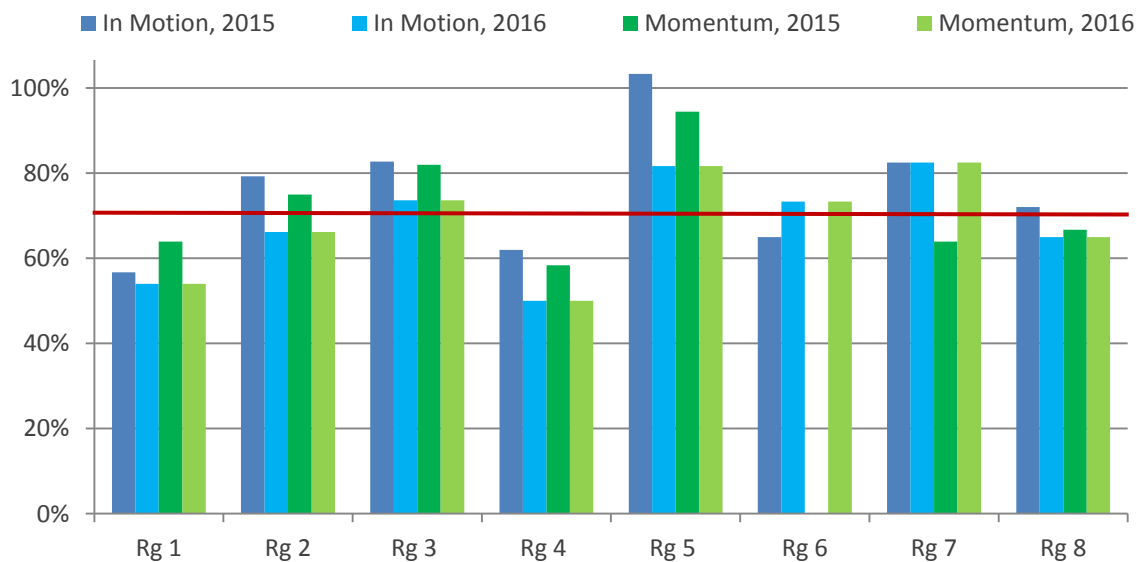


Figure 9: Average size of the classes (percentage of the maximum capacity)

Overall, modules were well attended with the average of 82% attendance rate for both modules. Completion rate for both modules was high with the average of 88%.

Half of the Case Managers (50%) who responded to the survey reported difficulties with recruiting clients for *In Motion* (Table 11). However, only 32% reported difficulties with recruiting clients for the second module, *Momentum*.

Table 11: **Case Managers survey:** How difficult is it for you to recruit clients in the modules? (n=50)

	Very difficult	Somewhat difficult	Neutral	Somewhat easy	Very easy
In Motion	12%	38%	22%	24%	2%
Momentum	8%	24%	18%	26%	20%

Recruitment for the *In Motion* appeared to be more challenging in the rural regions with over two thirds of the Case Managers (64%) reporting difficulties compared to just over one third (40%) in the urban regions. However, with regards to the recruitment for the *Momentum*, there was no rural-urban difference.

Three quarters (75%) of the Case Managers who responded to the survey indicated having sufficient information to explain the benefits of the modules to their clients. Case Managers and modules' facilitators identified the following barriers impeding clients' participation in the modules:

- personal and health-related barriers
- finding a childcare
- resistance to a change or lack of interest
- competing programs or busy with case planning
- transportation (in some cases, fear of using it)

“I have had participants tell me that they encountered resistance and sometimes active discouragement from friends/family or neighbours. Being exposed, through the program to positive supports/ideas and the concept that they can aspire to or achieve something better for themselves is so important and powerful.” - Facilitator

Many facilitators indicated that resistance from family, friends and partners poses a serious barrier for the participants. This further emphasizes the importance of the positive social support that participants gain through the modules from each other and facilitator, as many of them lack it in their personal lives.

Over half (53%) of those who completed both modules has waited for more than one month between the modules according to the program data (Figure 10). Furthermore, one third (33%) of the participants has waited for three or more months. The issue of the waiting time exceeding the guideline outlined in the modules curriculum was echoed by over one third of the responded Case Managers (38%) who indicated that their clients have been waiting between the two modules in 2016-2017 for more than one month.

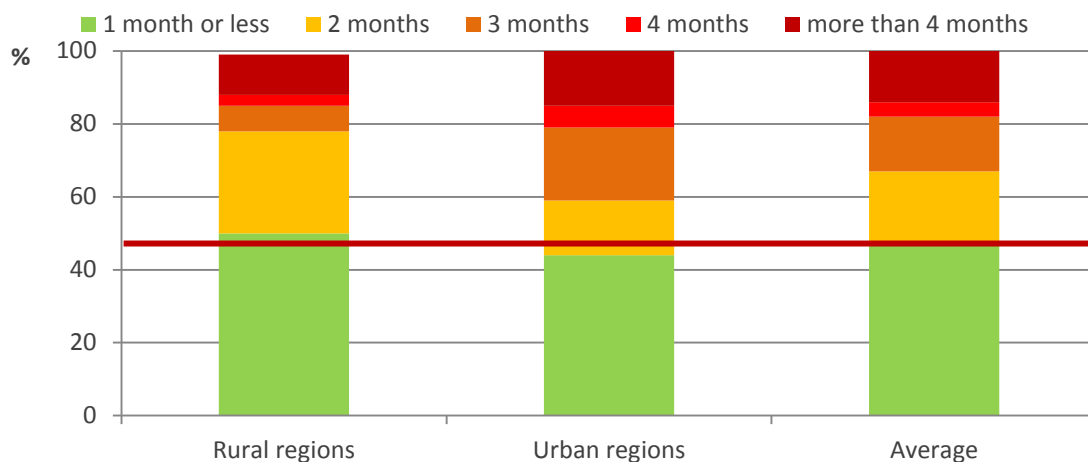


Figure 10: Wait time between the modules for those completed both modules (%). Source: NB Case data

Wait time appeared to be nearly twice longer in urban regions where 41% of the participants waited for three months or longer compared to only 22% of the participants in rural regions. However, longer wait time appeared to have no effect on the proportion of participants enrolling into the second module (*Momentum*) with slightly higher proportion of *In Motion* graduates from urban regions enrolling into *Momentum* compared to the rural regions (Figure 11).

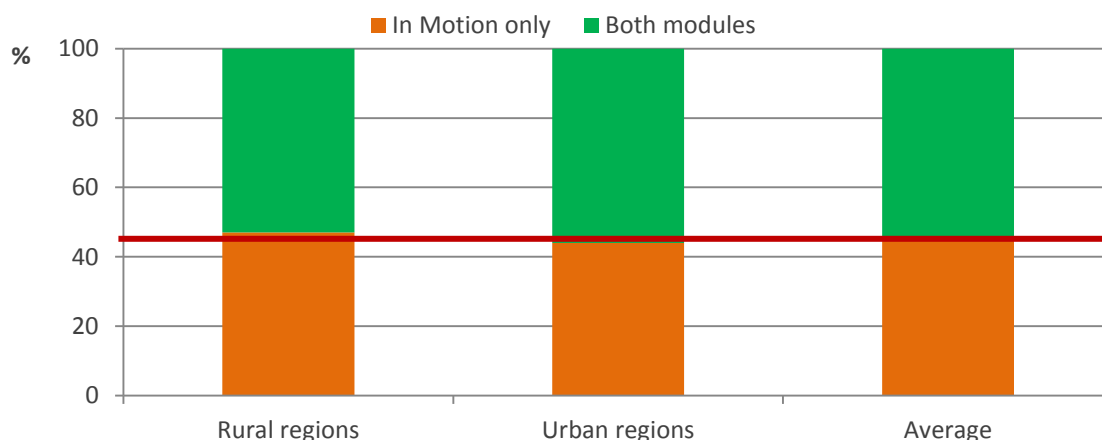


Figure 11: Proportion of the participants enrolling in the second module (*Momentum*). (Source: NB Case data.)

Just over half of the S.A. clients (55% or 376) who graduate from *In Motion* did not continue into *Momentum*. The following reasons were the most common reasons for not continuing as provided by Case Managers:

- found employment, chosen to do job searching instead or focus on other programs/education;
- personal or health issues;
- did not enjoy the *In Motion*, not interested or wait time is too long;
- not ready, addiction issues, or *In Motion* uncovered some issues that needed being addressed before moving on.

3.2 Consistency of the Case Managers' support to the participants

Guidelines for the modules curriculum regarding the pre-meeting are largely followed. Majority of the modules' participants (90%) have met with facilitator and their Case Manager prior to the modules. However, this proportion is much higher in the rural regions (97% on average) compared to the urban regions (86% on average) (Figure 12).

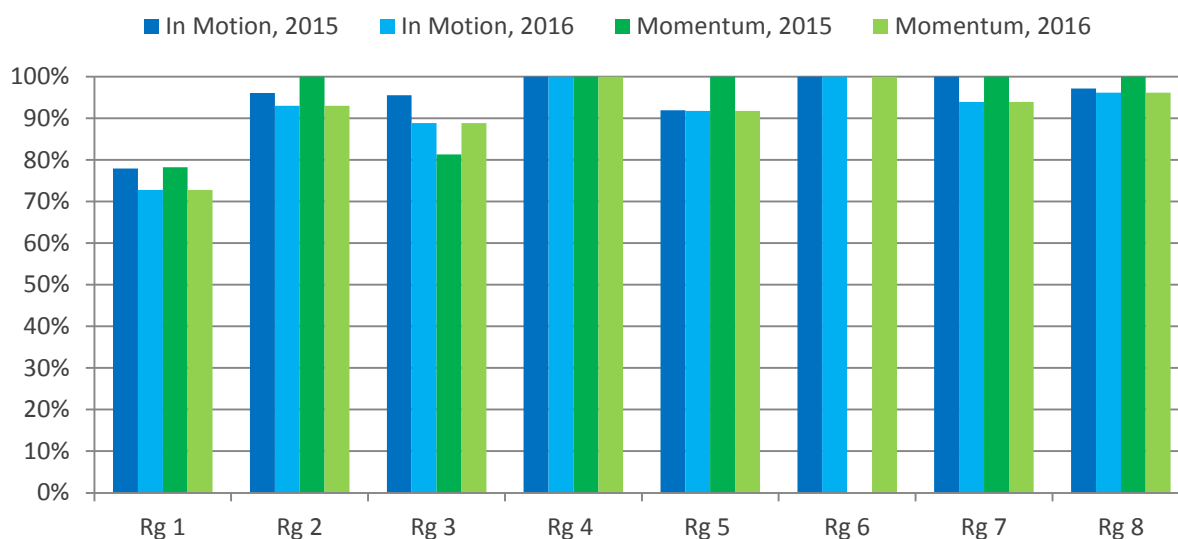


Figure 12: Proportion of the participants who had pre-meeting by region (%)

Most of the facilitators (over 90%) were satisfied with the level of involvement of the Case Managers in the pre-meetings, graduation ceremony and support to the clients throughout the modules. Nearly two thirds (54-61%) were very satisfied. In addition, over one-third (40%) were satisfied with the Case Managers' involvement in optional activities such as group lunches and community projects. Most of the facilitators (80%) were satisfied with the level of communication they had with the Case Managers, with over a half (54%) being very satisfied.

Table 12. **Facilitators' survey:** How satisfied are you with the current level of the case managers' involvement in the following mandatory and optional activities? (n=13).

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
Pre-meetings	8%	0%	0%	31%	61%	0%
Graduation	8%	0%	8%	23%	61%	0%
Community projects	8%	0%	15%	23%	15%	38%
Group lunches	8%	0%	15%	23%	15%	38%
Support throughout the modules	8%	0%	0%	38%	54%	0%

All focus group 1 participants had the pre-meetings and found them helpful. Between the modules, some participants indicated having a meeting (in some instances several meetings) with their Case Managers to start planning for the next steps. Many felt the need to stay connected and supported between the modules and reached out to their facilitator. Many felt lost and at a standstill while waiting for the next module.

“In between, it felt like I was pushed off a buss, but ... I wanted to keep on riding.” – Focus group 1 participant

In the urban regions, proportion of Case Managers meeting with the graduates more often and maintaining this frequency of the contacts for a longer period of time appears to be higher compared to the rural regions, where no Case Managers reported meeting with their clients more often 6-9 month after the graduation.

Table 13. **Case Managers’ survey:** In general, do you meet with your clients more often after they graduate from the Modules? (n=40)

	Average	Yes, more often	
		Urban regions	Rural regions
Right after the graduation	85%	96%	69%
2-3 moth after the graduation	60%	72%	40%
6-9 month after the graduation	18%	29%	0%

Majority of the Case Managers in the urban regions (63%) reported having sufficient resources, including time, to support their clients after the graduation. In the rural regions, only one third (37%) agreed with the statement, while one third disagreed.

Table 14: **Case Managers’ survey:** What is your level of agreement with the following statement: "I have sufficient resources, including time, to support my clients after they graduate from the Modules"? (n=44)

	Average	Urban	Rural
Strongly disagree	4.5%	4%	6%
Disagree	20.5%	15%	31%
Neutral	22.7%	18%	25%
Agree	45.5%	56%	31%
Strongly agree	6.8%	7%	6%

3.4 How the modules' outcomes vary by region?

Case Managers in the urban regions felt stronger about the modules' relevance compare to their rural counterparts:

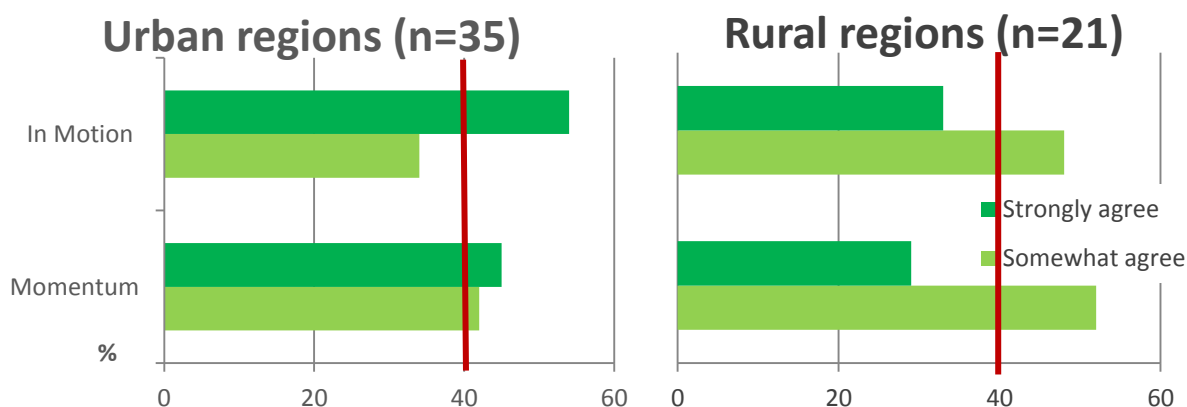


Figure 13: **Case Managers' survey:** What is your level of agreement with the following statement: "Modules' curriculum is relevant to the needs of clients with pre-employability barriers"? (% of respondents)

Improvements in the graduates' motivation reported by the Case Managers from urban regions are stronger compare to rural.

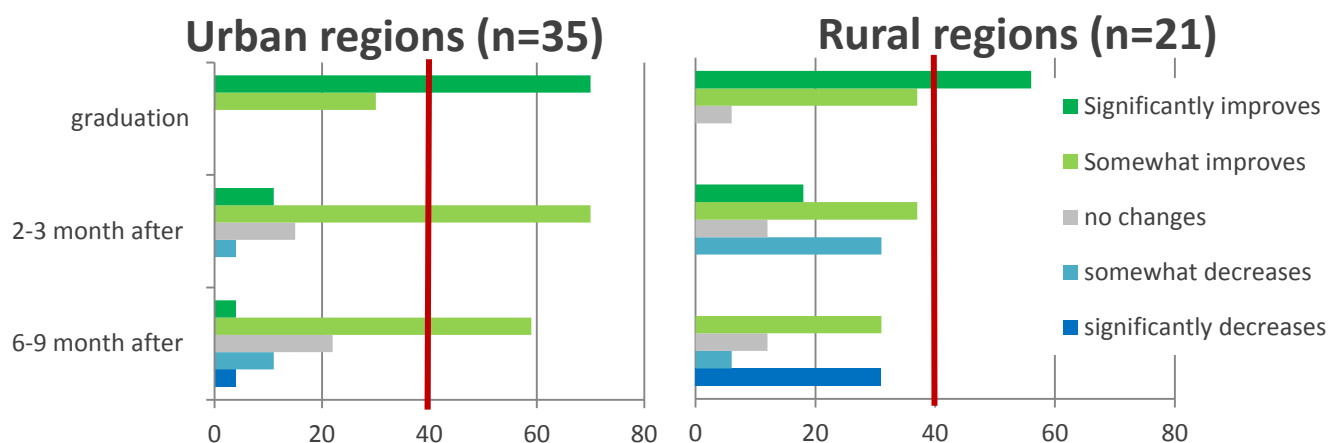


Figure 14: **Case Managers' survey:** Improvements in the graduates' motivation after the modules (% of responded Case Managers)

Improvements in the graduates' level of engagement in the case planning as reported by the Case Managers are stronger in urban regions compared to rural.

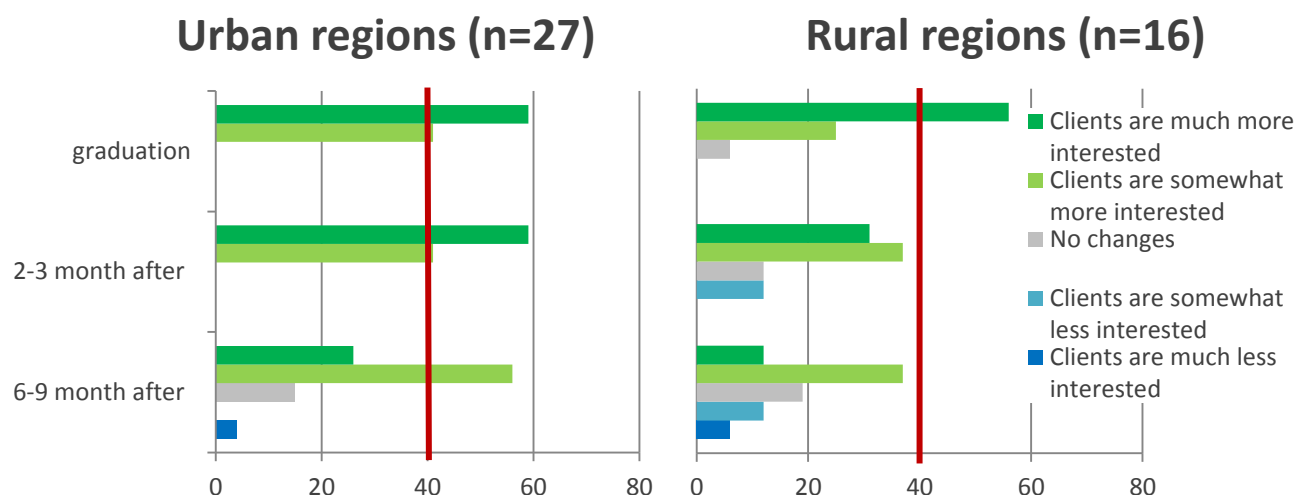


Figure 15: **Case Managers' survey:** Improvements in the graduates' willingness / engagement to case planning after the modules, % of responded Case Managers

Improvements in the graduates' interest in other programs or interventions after the modules reported by the CM from urban regions are stronger and tend to last longer compare to the rural.

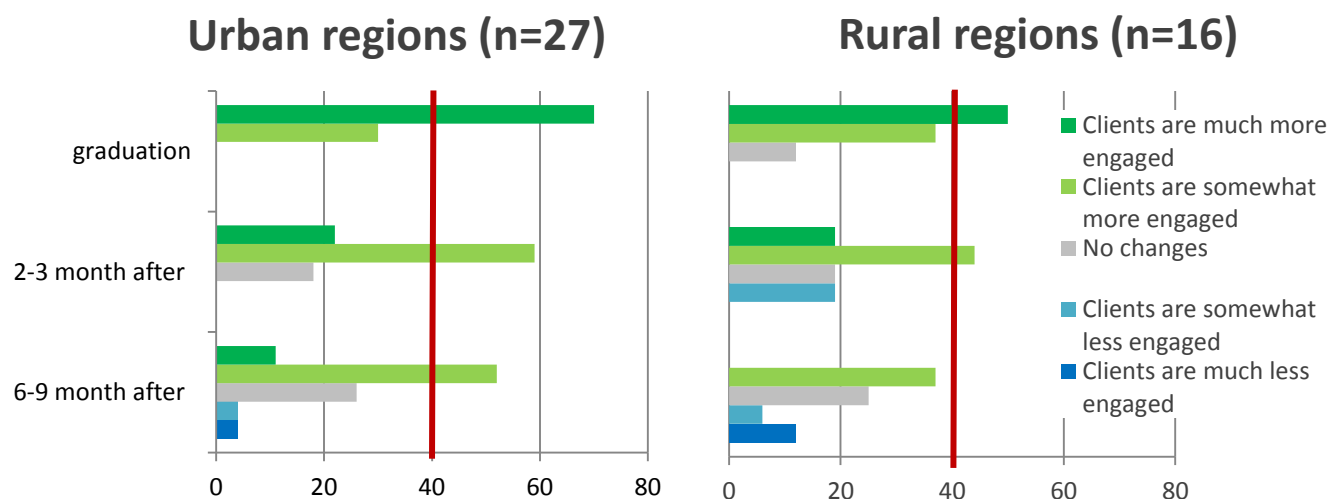


Figure 16: **Case Managers' survey:** Improvements in the graduates' interest in other programs or interventions after the modules, % of responded Case Managers

Overall, Case Managers from the urban regions reported stronger positive effect of the modules more often compared to their rural counterparts. In particular, significant improvements in the clients motivation, level of engagement in case planning, as well as interest in other programs or interventions right after the graduation were reported.

CONCLUSION

In Motion and *Momentum* modules were successfully implemented during the initial two years in all regions of the province. During the first two years of implementation (2015-2017), these modules have reached their targeted population, with majority of the modules' participants being S.A. clients from PES caseload who were on S.A. for over five years. Modules curricular proved to be relevant to the S.A. clients with pre-employability barriers and received highly positive feedback from all those involved: participants, Case Managers and facilitators.

Participation in the modules was found to have a strong positive impact on a wide range of participants' pre-employability barriers as intended. Upon completion of both modules, S.A. clients reported a greater openness to changes, improved self-esteem, self-awareness, resilience and a greater sense of personal control, as intended. The results of a self-assessment survey of all graduates show that the strongest progress was observed with regards to their ability to see possibilities around them, resilience, motivation, level of social support and self-efficacy.

Participation in the modules has produced the intended positive impact on S.A. clients' motivation and level of engagement in case planning. Modules' graduates showed a stronger interest in other interventions, were more likely to progress to a next caseload and required shorter period of time to make this progression compared to those who have not benefited from the full impact of both modules.

The positive effect of the modules tends to decrease gradually several months after the graduation. However, this tendency most likely affects only those graduates, who were not able to develop a realistic plan and stick to its implementation. Inability to achieve traction towards their goal has a negative effect on their self-efficacy and causes relapse.

The change in the environment clients experience after the graduation is quite drastic with many focus group participants reporting a sudden feeling of emptiness compared to several weeks of a busy structured routine they experienced during the modules. Non-judging environment, daily connections and peer support during the modules were important foundational components that empowered participants and stimulated accountability for accomplishing their tasks. After the graduation, participants commented on finding themselves again in a pre-module environment with nothing to do and no reason to get up.

Some Case Managers also stressed how critical it is to follow up, engage and support the graduates through development and implementation of their plans, and to ensure they do not slide back into their old patterns, especially when they don't have that support in their personal lives.

RECOMMENDATIONS

This evaluation developed the following recommendations:

Ensure graduates are supported and followed up after the modules and in between

- Increase proportion of Case Managers meeting with their client more often after the graduation in rural areas.
- Address the lack of resources reported by the Case Managers in rural areas.
- Consider either bringing the wait time between the modules down, as recommended in the curricular, or developing a back-up plan to maintain some level of engagement for the participants while they wait for the second module.

Increase opportunity for peer support for S.A. clients with pre-employability needs

- Modules' graduates demonstrated willingness to promote the modules to their peers on a number of occasions. Capitalise on the graduates' positive experience to address recruitment problem, appeal to male S.A. clients, and encourage more clients to benefit from the modules.
- Make transition out of the modules more gradual allowing graduates to tap into the support system they develop during the modules for some time after the graduation.

Increase opportunities for meaningful collective involvement for the graduates

- Increase awareness about volunteer opportunities or social enterprises
- Explore potential for the graduates to realise their talents or hobbies

METHODOLOGY

This evaluation was carried out internally by SD. A steering committee was formed to guide and direct implementation of the evaluation. This committee comprised of the program consultant, two regional CDO supervisors, a Case Manager and two modules' facilitators. The evaluation has been carried by a working group comprised of the program evaluator (lead) and the acting senior statistical analyst from the Integrated Planning, Reporting and Accountabilities Branch, with the assistance of the program consultant.

Purpose of the evaluation

The purpose of this evaluation is to identify extent of the effect the PES modules are having on employability of S.A. clients. This evaluation also examined accuracy and consistency of the modules' implementation across the province to inform potential adjustments. The scope of this evaluation was three-fold:

- Examine effectiveness of the modules in addressing identified gap in services and programs for S.A. clients with pre-employability needs.
- Assess effectiveness of the PES Modules on improving participants' motivation, resiliency and employability.
- Examine consistency of the modules' delivery across the province including timing and sequence of the modules offered; composition and number of participants in a module; case managers' referral practices and degree of their follow up with the participants after the modules.

Evaluation Standards

This evaluation was guided by the Canadian Evaluation Society standards: utility, feasibility, propriety and accuracy.

Utility

The utility standards are intended to ensure that an evaluation will serve the information needs of intended users.

Feasibility

The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

Propriety

The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

Evaluation Sites

Two New Brunswick regions were selected as evaluation sites: Bathurst/Campbellton (rural site) and Fredericton (urban site). These two sites were chosen to compare participants experience in urban and rural settings, and in English and French regions.

Evaluation Design and Sources of Information

Lines of evidence are coming from both qualitative and quantitative sources. Qualitative data was collected from module participants with focus groups and from Case Managers and module Facilitators with a qualitative section of an electronic survey. Quantitative data was derived from the case management database, the program data, and an electronic survey administered to Case Managers and Facilitators.

Focus groups with module participants

Six focus groups with former module participants were facilitated in the evaluation sites. Focus group one was held just before participants graduated from the Momentum module. Focus group two was organized with the same participants two-three months after the graduation. Finally, the third focus group was comprised of former Momentum graduates who completed their training six-nine months before. In total, 23 modules' graduates took part in the focus groups.

Table 15: Focus Groups participation

	Fredericton		Campbellton		Bathurst	
	# of participants	Participation rate	# of participants	Participation rate	# of participants	Participation rate
FG 1	9	100%	4	66.7%		
FG 2	Same 6 participants	67%	Same 3 participants	42.9%		
FG 3	4	26.7%			6	42.3%

The thematic content analysis approach was used to derive themes from the focus group transcripts.

Online Surveys

An online survey was sent to all Case Managers. Only those with experience with the modules were asked to complete the survey. There were 57 responses in total with 49 complete and 8 partially complete. All regions were represented, although 62% of the responded Case Managers are working in the three urban regions: Fredericton, Moncton and Saint John. Over the half (56%) of the respondents have been working as Case Managers for more than three years (Table 16). Most of the Case Managers (80%) worked with the PES caseload, others worked with CPS and WS.

Table 16 How long have you been working as a Case Manager?

How long have you been working as a Case Manager?	% of the respondents
Less than a year	22.8%
1-3 years	21.1%
More than 3 years	56.1%

Modules' facilitators were also invited to complete an online questionnaire. In total, 14 facilitators have completed the survey.

Both surveys asked questions about the relevance of the modules, modules impact on participants' motivation and level of engagement into case planning, lessons learned and other comments.

NB Case data base and program data

Two main data sources were used in this evaluation:

- Program data collected by the Case Managers, Facilitators and program consultant (i.e. module start and end date, completion rates)
- NB Case (i.e. demographics, caseload identification, case duration, S.A. history)

Number of individuals who completed *In Motion* and *Momentum* was calculated using data on S.A. clients from NB Case. Number of unique individuals was identified in NB Case database by their Member ID. Only individuals who successfully completed either one or both modules were included.

For comparative analysis of modules' participant's transitions through the CDO caseloads after their participation in the intervention, two main data sources were used. This data was used to compare together module participants who were head of case in PES caseload and who completed *In Motion* and *Momentum* modules, *In Motion* module only or who enrolled in a module but did not complete it from April 1st 2015 to March 31st 2017. In addition, relevant data for clients who met these inclusion criteria's was pulled until December 2017 in order to capture case transitions in time (i.e. from PES to CPS).

Table 17. Description of the S.A. clients in the compared data sets

		Total number of clients	Females		With dependants		From urban regions		With a high school diploma or equivalent		With post- secondary education	
		N	n	%	n	%	n	%	n	%	n	%
1.	Completed both modules	274	222	81	104	38	169	62	128	55	40	17
2.	Completed <i>In Motion</i> only	218	166	76	74	34	128	59	85	49	26	15
3.	Dropped out of <i>In Motion</i>	67	44	66	20	30	37	55	24	41	7	12
Total:		559	432	77	198	35	334	60	237	51	73	16

Table 18. S.A. history of the S.A. clients in the compared data sets

		Total number of clients	<5 years on S.A.		5+ years on S.A.	
			#	%	#	%
1.	Completed both modules	274	24	9%	250	91%
2.	Completed <i>In Motion</i> only	218	18	8%	200	92%
3.	Dropped out of <i>In Motion</i>	67	4	6%	63	94%