

Nipissing Poverty Reduction through Education Program (N-PREP): Year 3 Evaluation Report

Prepared by:

**David Zarifa, PhD
Canada Research Chair
Professor
Department of Sociology
Nipissing University
North Bay, Ontario**

**Gregory P. Brown, PhD
Professor
School of Criminology and Criminal Justice
Department of Sociology
Director, Institute for Applied Social Research (IASR)
Nipissing University
North Bay, Ontario**

November, 2018

TABLE OF CONTENTS

<u>EXECUTIVE SUMMARY</u>	5
<u>1. BACKGROUND AND SCOPE</u>	7
<u>2. METHODOLOGY</u>	8
PART A – YEAR 3 FOCUS GROUPS	
2.1. <i>Focus Group Methodology – January 2018</i>	8
a. <i>Stage 1 Focus Group for January 2018 Cohort</i>	
2.2. <i>Focus Group Methodology – March 2018</i>	9
a. <i>Stage 2 Focus Group for September 2017 Cohort</i>	
2.3. <i>Focus Group Methodology – May 2018</i>	10
a. <i>Stage 2 Focus Group for January 2018 Cohort</i>	
b. <i>Stage 2 Focus Group for All In-Program Cohorts</i>	
2.4. <i>Focus Group Methodology – August 2018</i>	11
a. <i>Service Providers Focus Group</i>	
PART B – YEAR 3 SURVEYS	
2.5. <i>Survey Methodology – January 2018</i>	12
a. <i>Stage 1 Survey for January 2018 Cohort</i>	
2.6. <i>Survey Methodology – March 2018</i>	13
a. <i>Stage 2 Survey for September 2017 Cohort</i>	
2.7. <i>Survey Methodology – May 2018</i>	13
a. <i>Stage 2 Survey for January 2018 Cohort</i>	
b. <i>Stage 2 Survey for All In-Program Cohorts</i>	
2.8. <i>Survey Methodology – Graduate Follow Ups</i>	14
<u>3. RESULTS</u>	16
PART A – YEAR 3 FOCUS GROUPS	
3.1. <i>Focus Group Results – January 2018</i>	16
a. <i>Stage 1 Focus Group for January 2018 Cohort</i>	
3.2. <i>Focus Group Results – March 2018</i>	20
a. <i>Stage 2 Focus Group for September 2017 Cohort</i>	
3.3. <i>Focus Group Results – May 2018</i>	22
a. <i>Stage 2 Focus Group for January 2018 Cohort</i>	
b. <i>Stage 2 Focus Group for All In-Program Cohorts</i>	
3.4. <i>Focus Group Results – August 2018</i>	27

a. Service Providers Focus Group

PART B – YEAR 3 SURVEYS

<i>3.5. Survey Results – January 2018</i>	35
<i>a. Stage 1 Survey for January 2018 Cohort</i>	
<i>3.6. Survey Results – March 2018</i>	40
<i>a. Stage 2 Survey for September 2017 Cohort</i>	
<i>3.7. Survey Results – May 2018</i>	49
<i>a. Stage 2 Survey for January 2018 Cohort</i>	
<i>b. Stage 2 Survey for All In-Program Cohorts</i>	
<i>3.8. Survey Results – Graduate Follow Ups</i>	66
<i>a. 3 Month Survey - October 2017</i>	
<i>b. 6 Month Survey – October 2017</i>	
<i>c. 6 Month Survey – January 2018</i>	
<i>d. 3 Month Survey – April 2018</i>	
<i>e. 1 Year Survey – April 2018</i>	
<i>f. 3 Month Survey – July 2018</i>	
<i>g. 6 Month Survey – July 2018</i>	

4. YEAR 3 DISCUSSION **94**

5. THREE YEAR OVERVIEW: SUMMARIES AND RECOMMENDATIONS **102**

PART A – FOCUS GROUPS

<i>5.1. Stage 1 - Intake Cohorts January 2016 – January 2018</i>	102
<i>5.2. Stage 2 – In-Program Cohorts May 2016 – May 2018</i>	104
<i>5.3. N-PREP Service Providers – January 2016 and June 2018</i>	105

PART B – SURVEYS

<i>5.4. Stage 1 Survey Results</i>	107
<i>5.5. Stage 2 Survey Results</i>	112
<i>5.6. 3 Month Graduate Follow Ups</i>	121
<i>5.7. 6 Month Graduate Follow Ups</i>	126

PART C – CASE STUDIES ON N-PREP SUCCESS STORIES

<i>5.8. Amanda (Social Services Worker, Completed January 2018)</i>	130
<i>5.9. Sam (Social Services Worker, Completed April 2018)</i>	131
<i>5.10. Discussion</i>	132
<i>5.11. Recommendations</i>	133

<u>6. REFERENCES</u>		134
<u>APPENDIX A</u>	<i>N-PREP Student Survey, Stage 1</i>	135
<u>APPENDIX B</u>	<i>N-PREP Student Survey, Stage 2</i>	139
<u>APPENDIX C</u>	<i>N-PREP 3 Month Graduate Survey</i>	143
<u>APPENDIX D</u>	<i>N-PREP 6 Month Graduate Survey</i>	147
<u>APPENDIX E</u>	<i>N-PREP 1 Year Graduate Survey</i>	151

EXECUTIVE SUMMARY

- The Nipissing Poverty Reduction through Education Program (N-PREP) is an innovative, three-year pilot program designed to encourage Ontario Works clients to enhance their employability by obtaining a post-secondary education. A major component underlying the success of this program is the expansive safety net of educational, financial, and personal supports and services offered to N-PREP clients to foster education achievement.
- N-PREP was designed and implemented by the Nipissing District Social Services Administration Board and Canadore College from 2015 to 2018, through the support of funds provided by the Province of Ontario's Local Poverty Reduction Fund.
- The goal of this report is to provide the Nipissing Poverty Reduction through Education Program (N-PREP) project team with the results from Stage 1 and Stage 2 focus groups and student surveys and Graduate Follow-up surveys and conducted between October, 2017 and August, 2018. In addition, this report marks the final evaluation report for the program, and includes three-year summaries across Stage 1, Stage 2 focus groups and student surveys and Graduate Follow-up surveys, two case studies with successful NPREP graduates, and recommendations for continuing the program.
- Overall, the following five cohorts of N-PREP clients are evaluated in this report.
 - January 2016 (n=4)
 - September 2016 (n=66)
 - January 2017 (n=9)
 - September 2017 (n=58)
 - January 2018 (n=7)
- As in Year 1 and Year 2 evaluation reports (see Zarifa and Brown, 2016, 2017), to increase the validity and reliability of the evaluation research, a multi-method measurement strategy was employed. Year 3's evaluation activities were comprised of focus groups, self-administered questionnaires, and telephone surveys.
- In order to capture program expectations, Stage 1 focus groups and surveys were conducted with N-PREP program clients in January 2018.
- To measure N-PREP client satisfaction, Stage 2 focus groups and surveys were conducted on in-program cohorts in March 2018 and May 2018.
- To measure Service Provider program expectations, focus groups were conducted with N-PREP service providers in August 2018.
- To measure N-PREP graduates' early employment experiences and satisfaction with N-PREP supports transitioning into the workforce, 3 Month, 6 Month and 1 Year Graduate Follow-up Surveys were conducted with N-PREP program graduates in October 2017, January 2018, April 2018 and July 2018.

- Across all Stage 1 surveys, there is strong evidence to suggest that students are satisfied with their initial N-PREP experiences and that the program is meeting their initial expectations. The focus group results also show that N-PREP staff (i.e., Student Navigator) are a critical component to students' involvement in the program. Both surveys and focus group results suggest that N-PREP participants would not have returned to school otherwise, and that N-PREP provides a sense of hope for the future.
- Across all Stage 2 surveys and focus groups, the results indicate a high level of satisfaction with the N-PREP program in general. However, many students indicated that they had not yet received reduced residence fees, paid summer internships, or assistance with transportation.
- Across all 3 Month Graduate Follow Up Surveys, the vast majority of graduates were satisfied with the role N-PREP played in helping them transition to the workplace and saw N-PREP as playing an important role in achieving their education, career and life goals. Nearly half of the graduates interviewed, obtained employment within 3 months of completing their program, and all of the graduates who were employed felt that the work they were doing was related to the program that they completed at Canadore College.
- Across all 6 Month Graduate Follow Up Surveys, about two-thirds of the graduates were working, and about half of those working were employed in occupations that were related to their education at Canadore College.
- N-PREP continues to draw very positive assessments both from clients, and from the service providers involved with the program. There are some measureable program successes in clients gaining employment, remaining in college to complete programs of study, in improved physical and mental wellness, in positive role-modelling for children and others, and in the reduction of individual receiving Ontario Works financial support.
- What is required now is a longer period of time (three years more at least) and ongoing funding to validly evaluate the long-term impact of the N-PREP program on clients, their families, the community, and Ontario Works.

1. BACKGROUND AND SCOPE

The goal of this report is to provide the Nipissing Poverty Reduction through Education Program (N-PREP) project team with the results from Stage 1 and Stage 2 focus groups and student surveys and Graduate Follow-up surveys conducted between October, 2017 and August, 2018. In addition, this report marks the final evaluation report for the program, and includes three-year summaries across service provider focus groups, Stage 1 and Stage 2 student focus groups and surveys and Graduate Follow-up surveys, and overall program recommendations.

At Stage 1, the evaluation team's focus groups and client surveys are designed to capture the expectations of NPREP clients as they commence their studies at Canadore College. Stage 2 focus groups and surveys are administered once students have spent at least one full term in the program, and are designed to measure the ongoing satisfaction of NPREP participants. The 3 Month Follow-up survey is designed to capture the satisfaction levels of N-PREP graduates as they transition into the workforce as well as profile their early employment experiences. The 6 Month Follow-up survey is designed to capture the current employment status of graduates 6 months after completing their program, and also to re-administer the global measures of life satisfaction post-N-PREP. The 1 Year Follow-up survey is designed to capture the longer term employment experiences, one year after completing their programs at Canadore College.

Overall, 58 clients registered in the September, 2017 N-PREP cohort, and began their studies at Canadore College on Tuesday, September 5, 2017. Thirteen clients registered in the January, 2018 N-PREP cohort, and began their studies at Canadore College on Monday, January 22, 2018. It is important to note that Canadore College instructors were on strike in the Fall of 2017, and thus the Winter 2018 term start date was delayed. In terms of graduates, 9 students completed their programs at Canadore College in April, 2017, 4 students completed their programs at Canadore College in July, 2017, 5 students completed their programs at Canadore College in January, 2018, and 23 students completed their programs at Canadore College in April, 2018.

As in previous years, to measure student expectations and satisfaction with NPREP supports and services, Dr. Greg Brown and Dr. David Zarifa administered client surveys, and conducted focus groups with program clients on Thursday, January 18, 2018, Thursday, March 8, 2018, and Thursday, May 24, 2018. An additional focus group with NPREP service providers was conducted on June 27, 2018. To measure graduates' employment experiences and satisfaction levels, we administered the 6 Month Follow-up phone surveys to April, 2017 completers in October, 2017, and the 1 Year Follow-up phone surveys in April, 2018. Individuals who completed their programs in July, 2017 were surveyed at 3 months in October, 2017, at 6 months in January, 2018, and at one year in July, 2018. This report describes the results of these evaluation activities.

2. METHODOLOGY

PART A – YEAR 3 FOCUS GROUPS

As in Year 1 and Year 2 of the evaluation (see Zarifa and Brown, 2016; 2017), a multi-method strategy was used in Year 3 to conduct the research, comprised of both focus groups and self-administered questionnaires. A multi-method research strategy is particularly beneficial for increasing the validity and reliability of the research results by corroborating observations from two complementary methods.

2.1. Focus Group Methodology – January 2018

a. Stage 1 Focus Group for January 2018 Cohort

A nominal group technique (NGT) and was used to conduct the N-PREP program client focus group. Following the identical process employed with the each of the new intakes of N-PREP clients over the past three years, the client focus group participants were presented with the following two main topic questions:

1. *“In what way do you think your involvement in the N-PREP will make your life better? Do you see any problems or barriers to your involvement in the program?”*

and,

2. *“What has been the best thing about your involvement with N-PREP? What has been the worst thing?”*

In response to Question #1, participants were asked to take 10 minutes to list on a sheet of paper as many ideas as they could think of about how the N-PREP program will make their life better, as well as potential problems or barriers to their involvement. Then, beginning first with how their involvement in N-PREP will make their life better, each focus group participant was asked in turn to recite one item from their list of ideas, and each of these was recorded and numbered in order on a flip-chart at the front of the room. This process continued in round-robin fashion until the participants had no more items from their list to add to the flip-chart. Next, the focus group participants were asked in turn to recite one item from their list of potential problems or barriers to the involvement in N-PREP. Again, each focus group participant was asked in turn to recite one item from their list, and each of these was recorded and numbered on a flip-chart at the front of the room, with the process continuing in round-robin fashion until there were no more items to add to the flip-chart.

Finally, with all of the items, both for making their life better and for problems and barriers, recorded on the flip-chart pages and displayed on flip-chart sheets of paper taped around the room, the focus group participants were asked to record on a piece of paper their ranking of each of the recorded flip-chart items on a scale ranging from 1 'not at all important', 2 'somewhat important' to 3 'very important'. The N-PREP clients' rankings of flip-chart items and the flip-chart sheets themselves were then collected together to be entered into the SPSS (Statistical

Package for the Social Sciences) statistical program for analysis. At this point, the focus group participants were given a ten-minute refreshment break.

The same NGT focus group process was repeated to gather the N-PREP program clients' responses to Question #2.

A total of 8 clients participated in the focus group session held at Canadore College on the afternoon of Thursday, January 18, 2018. A total of forty-one (41) different items were generated by the participants in response to the focus group questions.

2.2. Focus Group Methodology – March 2018

a. Stage 2 Focus Group for September 2017 Cohort

Following the identical process employed at Stage 2 throughout the NPREP evaluation process, the clients who entered the program in September 2017 were presented with the following main topic questions:

“Based on your own experiences to date, what do you like most about your involvement with the NPREP program? What do you like least about your involvement with the NPREP program?”

In response to the main topic question, participants were asked to take 10 minutes to list on a sheet of paper as many ideas as they could think of about what they liked most about the NPREP program, and what they liked least about the program. Then, beginning first with what they liked most about the NPREP program, each focus group participant was asked in turn to recite one item from their list of ideas, and each of these was recorded and numbered in order on a flip-chart at the front of the room. This process continued in round-robin fashion until the participants had no more items from their list to add to the flip-chart. Next, the focus group participants were asked in turn to recite one item from their list of about what they liked least about the program, and each of these was recorded and numbered on a flip-chart at the front of the room, again with the process continuing in round-robin fashion until there were no more items to add to the flip-chart.

Finally, with all of the items, both what they liked most and what they liked least recorded on the flip-chart pages and displayed on flip-chart sheets of paper taped around the room, the focus group participants were asked to record on a piece of paper their ranking of each of the recorded flip-chart items on a scale ranging from 1 'not at all important', 2 'somewhat important' to 3 'very important'. The NPREP clients' rankings of flip-chart items and the flip-chart sheets themselves were then collected together to be entered into the SPSS (Statistical Package for the Social Sciences) statistical program for analysis. At this point, the focus group participants were given a ten-minute refreshment break.

In an open session following the break, the focus group participants were asked for suggestions for how the NPREP program could be improved, and these suggestions were recorded and numbered on the flip-chart at the front of the room. However, program clients were not required to rank the items.

Due to scheduling conflicts, only two (2) clients participated in the focus group session held at Canadore College late in the afternoon of Thursday, March 8, 2018. A total of twenty-one (21) different items were generated by the participants in response to the focus group questions.

2.3. Focus Group Methodology – May 2018

a. Stage 2 Focus Group for January 2018 Cohort

The nominal group technique (NGT) was used to conduct the N-PREP program client focus group. Following the identical process employed at Stage 2 throughout the N-PREP evaluation process, the clients who entered the program in January 2018 were presented with the following main topic questions:

“Based on your own experiences to date, what do you like most about your involvement with the N-PREP program? What do you like least about your involvement with the N-PREP program?”

In response to the main topic questions, participants were asked to take 10 minutes to list on a sheet of paper as many ideas as they could think of about what they liked most about the N-PREP program, and what they liked least about the program. Then, beginning first with what they liked most about the N-PREP program, each focus group participant was asked in turn to recite one item from their list of ideas, and each of these was recorded and numbered in order on a flip-chart at the front of the room. This process continued in round-robin fashion until the participants had no more items from their list to add to the flip-chart. Next, the focus group participants were asked in turn to recite one item from their list of about what they liked least about the program, and each of these was recorded and numbered on a flip-chart at the front of the room, again with the process continuing in round-robin fashion until there were no more items to add to the flip-chart.

Finally, with all of the items, both what they liked most and what they liked least recorded on the flip-chart pages and displayed on flip-chart sheets of paper taped around the room, the focus group participants were asked to record on a piece of paper their ranking of each of the recorded flip-chart items on a scale ranging from 1 'not at all important', 2 'somewhat important' to 3 'very important'. The N-PREP clients' rankings of flip-chart items and the flip-chart sheets themselves were then collected together to be entered into the SPSS (Statistical Package for the Social Sciences) statistical program for analysis. At this point, the focus group participants were given a ten-minute refreshment break.

In an open session following the break, the focus group participants were asked for suggestions about how the N-PREP program could be improved, and these suggestions were recorded and numbered on the flip-chart at the front of the room. The focus group participants were then asked to rank the importance of the suggested improvements on a scale ranging from 1 'not at all important', 2 'somewhat important' to 3 'very important'.

Due to scheduling conflicts, only four (4) clients participated in the January 2018 intake focus group session held at Canadore College late in the afternoon of Wednesday, May 24, 2018. A

total of twenty-three (23) different items were generated by the participants in response to the focus group questions.

b. Stage 2 Focus Group for All In-Program Cohorts

In order to further assess ongoing perceptions of the N-PREP program, all other currently in-program clients participated in a Stage 2 focus group held at Canadore College on Wednesday, May 24, 2018. Following the identical process employed at Stage 2 throughout the N-PREP evaluation process, clients who were presented with the following main topic questions:

“Based on your own experiences to date, what do you like most about your involvement with the N-PREP program? What do you like least about your involvement with the N-PREP program?”

Eight (8) clients participated in the focus group. A total of thirty-eight (38) different items were generated by the participants in response to the focus group questions.

2.4. Focus Group Methodology – August 2018

a. Service Providers Focus Group

Paralleling the focus group session conducted with the N-PREP service providers at the beginning of the program in September 2016, an NGT focus group session for service providers was held at Canadore College on Wednesday, June 27, 2018. Nine (9) service providers participated in the focus group session.

The N-PREP service providers were presented with the following two major themes and topic questions:

From your perspective, what are the services and supports provided by N-PREP in order for students to achieve the goals of the program? From your perspective, what are the barriers to providing such services and supports?

and,

“From your perspective, what do you consider a success in N-PREP? What do you consider a failure in N-PREP?”

The NGT focus group process, including the recording and ranking of identified items, was identical to that employed through the N-PREP evaluation.

The N-PREP service providers identified one hundred and forty-three (143) items in response to the focus group questions.

PART B – YEAR 3 SURVEYS

2.5. Survey Methodology – January 2018

a. Stage 1 Survey for January 2018 Cohort

Purpose and Scope

As in Years 1 and 2 of the N-PREP evaluation, the Stage 1 survey is employed to provide a baseline measure of students' level of satisfaction and expectations prior to entering the N-PREP program. The results of which contribute to both the process evaluation and the impact of the N-PREP program.

The Stage 1 questionnaire is included in Appendix A. The questionnaire contains two sections. First, in Section 1, students were asked several questions about their initial satisfaction with the enrolment process into N-PREP, the impact of N-PREP on their likelihood of returning to school, and their overall level of satisfaction with the N-PREP program. To further measure the intensity of their opinions, all questions in this section were measured on 5-point likert scales (Dillman et al., 2009). In Section 2, students were asked a few questions about their expectations of the N-PREP program. Students were first asked to nominally identify any and all student supports and services that were important in deciding to enroll in the program. The second set of questions also employed 5-point likert scales to measure the level of importance students see N-PREP playing in achieving their education, career, and life goals. Finally, questions in Section 3 asked students to subjectively rate their overall and projected levels of life satisfaction and well-being. Both questions were measured on 10-point scales with 0 referring to "Not at all satisfied" and 10 being "Completely satisfied", and have been employed on many national and cross-national surveys (e.g., World Values Survey, European Social Survey, Canadian General Social Survey, British Household Panel Study, German Socio-Economic Panel) (see OECD, 2013).

For further details on item design and selection, please see Zarifa and Brown (2016).

Sample Selection and Administration of Questionnaire

The total number of students starting the N-PREP program in January, 2018 was 13. Approximately one week prior to data collection, all students were contacted by the N-PREP staff, and were asked to participate in the survey and focus groups on Thursday, January 18, 2018. Overall, 8 students participated and filled out the questionnaire. To ensure the highest possible response rate, the questionnaire was handed out to students immediately prior to the Stage 1 focus group on January 18, 2018. Students were given as much time as needed to fill out the questionnaire, and a 10 minute refreshment break was given upon survey completion, prior to commencing the focus groups.

All 8 students completed surveys during the focus group. As such, just under two-thirds of all students (n=13) in the January 2018 Cohort of N-PREP were represented in the Stage 1 survey.

2.6. Survey Methodology – March 2018

a. Stage 2 Survey for September 2017 Cohort

Purpose and Scope

As in Years 1 and 2, the Stage 2 survey measures students' level of satisfaction after spending the Fall, 2017 term enrolled in the N-PREP program. The results are beneficial for the active monitoring of program supports and services provided to N-PREP clients.

The final questionnaire is shown in Appendix B. In Section 1 of the questionnaire, students were asked a question (also used in Stage 1), which asks them to report their overall satisfaction with the N-PREP program. In Section 2, students were asked to report their level of satisfaction with 12 services and supports offered by the N-PREP program. As in the Stage 1 survey, to get at the intensity of their opinions, all questions in this survey were measured on 5-point likert scales (Dillman et al., 2009).

For further details on item design and selection, please see Zarifa and Brown (2016).

Sample Selection and Administration of Questionnaire

All students in the September, 2017 cohort were contacted by the N-PREP staff, and were asked to participate in the survey and focus groups on Tuesday, February 6, 2018. Unfortunately, only 1 student attended the focus group. This student was given the Stage 2 questionnaire to fill out. To increase response rates, copies of the Stage 2 survey were left with N-PREP staff for approximately three weeks following the attempted focus group. An additional 18 students self-administered the Stage 2 survey during this period. The focus group was re-scheduled for Thursday, March 8, 2018. All students present were asked to fill out a Stage 2 questionnaire if they had not already done so. All students present had already completed the survey, so no new questionnaires were completed on March 8, 2018.

Overall, 19 students participated and filled out the questionnaire. As such, this represents about 33% of all students enrolled in the September 2017 cohort (n=58) of the N-PREP program.

2.7. Survey Methodology – May 2018

a. Stage 2 Survey for January 2018 Cohort

Purpose and Scope

For the January 2018 Cohort, the Stage 2 survey measures students' level of satisfaction after spending the Winter, 2018 term enrolled in the N-PREP program. Described above, the final questionnaire is shown in Appendix B.

Sample Selection and Administration of Questionnaire

All students in the January, 2018 cohort were contacted by the N-PREP staff, and were asked to participate in the survey and focus groups on Thursday, May 24, 2018. Four students attended

the focus group, and were given the Stage 2 questionnaire to fill out. To increase response rates, copies of the Stage 2 survey were left with N-PREP staff for approximately three weeks following the attempted focus group. No additional students self-administered the Stage 2 survey during this period.

Overall, four students participated and filled out the questionnaire. As such, this represents about 57% of all students enrolled in the January 2018 cohort (n=7) of the N-PREP program.

b. Stage 2 Survey for All In-Program Cohorts

Purpose and Scope

The Stage 2 survey is also beneficial for measuring students' ongoing levels of satisfaction, even after spending more than one term in the NPREP program. In May, 2018, the Stage 2 survey was administered to all other in-program cohorts (not including January 2018).

Sample Selection and Administration of Questionnaire

All students in all active cohorts were contacted by the N-PREP staff, and were asked to participate in the survey and focus groups on Thursday, May 24, 2018. Eight students attended the focus group, and completed the Stage 2 questionnaire at that time. Once again, to increase response rates, copies of the Stage 2 survey were left with N-PREP staff for approximately three weeks following the attempted focus group. Yet, no additional students completed the Stage 2 surveys.

2.8. Survey Methodology – Graduate Follow-Ups

Purpose and Scope

To measure the initial employment outcomes and capture the level of satisfaction of N-PREP clients as they leave the program, graduates were followed up and interviewed via telephone surveys at 3 months, 6 months and 1 year after the completion of their respective Canadore College programs.

In July, 2017, the first round of the 3 Month Surveys were conducted to capture the initial outcomes of April, 2017 program completers (see Zarifa and Brown, 2017 for results). In October, 2017, 3 Month Surveys were conducted to capture the initial outcomes of the July, 2017 program completers. As well, 6 Month Surveys were also conducted in October, 2017 for the April, 2017 program completers, to capture the longer term employment outcomes as well as re-administer the global life satisfaction measures that were first asked at Stage 1. In January, 2018, the 6 Month Follow Up Survey was administered to the July, 2017 program completers. In April, 2018, the 3 Month Follow Up Survey was administered to the January, 2018 program completers, and to capture the longer term employment outcomes, the 1 Year Follow Up Survey was administered to the April, 2017 program completers. Finally, in July, 2018, the 6 Month Follow Up Survey was administered to the January, 2018 program completers, and the 1 Year Follow Up Survey was administered to the July, 2017 program completers.

The 3 Month Graduate Follow Up Survey is available in Appendix C. The 3 Month Survey includes a number of satisfaction items specific to N-PREP's role in transitioning clients out of postsecondary education and into employment. The 3 Month Survey includes two sections. Section 1 asks a series of question about graduates' satisfaction with N-PREP. All responses for these satisfaction questions were standardized into 5-point Likert scales ranging from 'very dissatisfied' to 'very satisfied' (see Dillman et al. 2009). Section 2 includes a series of questions to capture the graduates' main activity, current occupation and employment characteristics, and their opinions on the role N-PREP played in these activities. Many of the employment indicators were modified slightly from analogous items in Statistics Canada's 2013 National Graduates Survey (Statistics Canada, 2014).

The 6 Month Graduate Follow Up Survey is available in Appendix D. The 6 Month Survey contains two sections. In the first section, the survey asks the same series of questions that were asked in section 2 of the 3 Month Survey. Specifically, it asks questions on graduates' main activity, current occupation and employment characteristics, and opinions on N-PREP's role in achieving these outcomes. In section 2, graduates are asked the same global life satisfaction and well-being measures (both current and projected in 5 years' time) that were first administered in the Stage 1 evaluation surveys.

The 1 Year Graduate Follow Up Survey is available in Appendix E. The 1 Year Survey provides a longer term measure of employment status after NPREP. The survey asks the same series of employment experience questions as section 2 of the 3 Month Survey, and section 1 of the 6 Month Survey described previously.

Sample Selection and Administration of Questionnaire

Overall, nine N-PREP students finished their programs at Canadore College in April, 2017, four students completed their programs in July, 2017, five students completed their programs in January, 2018, and 23 students completed programs in April, 2018. Graduate follow-up surveys were conducted in October, 2017, January, 2018, April, 2018, and July, 2018. For each round of graduate follow-ups, N-PREP staff emailed graduates and indicated that the evaluation team would be conducting interviews in the near future. At that time, graduates were also made aware of an additional incentive to participate in the survey - \$10 Tim Horton's gift cards. The telephone surveys were administered over a period of two to three weeks. As many as six callback attempts were performed to reduce non-response, and where potential respondents did not have a phone, email options were provided to potential respondents.

In October, 2017, two graduates from the July, 2017 group completed the 3 Month Follow Up survey, and three graduates from the April, 2017 group completed the 6 Month Follow Up survey. In January, 2018, two students from the July, 2017 completers completed the 6 Month Graduate Follow Up survey. In April, 2018, two graduates from the January, 2018 group completed the 3 Month Follow Up survey, and one graduate from the April, 2017 group completed the 1 Year Follow Up survey. Finally, in July, 2018, one graduate completed the 3 Month Follow Up survey, and unfortunately, none of the four graduates from the July, 2017 group completed the 1 Year Follow Up survey.

3. RESULTS

The focus group responses were not collected from a random (probability) sample of subjects and, consequently, only descriptive statistics are reported here.

PART A – YEAR 3 FOCUS GROUPS

3.1. Focus Group Results – January 2018

a. Stage 1 Focus Group for January 2018 Cohort

In response to the Stage 1 main topic question “*In what way do you think your involvement in the NPREP will make your life better? Do you see any problems or barriers to your involvement in the program?*”, items identified by the eight focus group participants are shown in Table(s) 1a and 1b below, along with the ranking of the importance of that item from their perspective.

As shown in Table 3.1.1, in line with the findings from previous Stage 1 focus groups, the support provided by the NPREP staff (100%) and help provided to clients in achieving their goals (100%), along with reducing the stress (100%) associated with returning to school were highly valued by all of the focus group participants as things that serve to make their life better in returning to postsecondary education. In addition, opening up career opportunities (87.5%), help with staying on track with studies (87.5%) and building self-confidence (75%) were rated as ‘Very Important’ components of the NPREP program by a strong majority of the focus group participants. Staying focused on classes (62.5%), staff informing students about previously unknown resources available to them (62.5%) and an empathetic environment fostered by the Student Navigator (62.5%) were rated as ‘Very Important’ by a majority of the participants. A majority (75%) of the focus group participants rated ‘helps with keeping organized’ as ‘Somewhat Important’.

Table 3.1.1
January 2018 Intake N-PREP Clients
“In what ways do you think your involvement in N-PREP will make your life better?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Help in achieving end goals	-	-	8 (100)
2	Making a fresh start	-	5 (62.5)	3 (37.5)
3	Focusing on the present	1 (12.5)	5 (62.5)	2 (25.0)
4	Helps stay on track with my studies	-	1 (12.5)	7 (87.5)
5	Support	-	-	8 (100)

6	Helps make my dream job a reality	2 (25.0)	3 (37.5)	3 (37.5)
7	Makes life less stressful	-	-	8 (100)
8	Helps with keeping organized	1 (12.5)	6 (75.0)	1 (12.5)
9	Self-confidence	1 (12.5)	1 (12.5)	6 (75.0)
10	Setting an example for my family	4 (50.0)	1 (12.5)	3 (37.5)
11	Opens up career opportunities	1 (12.5)	-	7 (87.5)
12	Helps you stay in school	-	4 (50.0)	4 (50.0)
13	Staying focused on classes	-	3 (37.5)	5 (62.5)
14	Making unknown resources available	-	3 (37.5)	5 (62.5)
15	Deferring up-front costs (e.g. school supplies)	-	4 (50.0)	4 (50.0)
16	Empathetic environment – the student navigator	-	3 (37.5)	5 (62.5)

As shown in Table 3.1.2, only financial survival on limited funds while attending college was identified by a majority (87.5%) of the focus group participants as a ‘Very Important’ problem or barrier that could affect their ongoing involvement in NPREP.

Table 3.1.2
January 2018 Intake N-PREP Clients
“Do you see any problems or barriers to your involvement in the program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Financial survival on limited funds	1 (12.5)		7 (87.5)
2	Don’t want to be career student – may take too long to meet goals	4 (50.0)	3 (37.5)	1 (12.5)
3	Navigator at Commerce Court only 2 days in a week	6 (75.0)	1 (12.5)	1 (12.5)
4	Had to change entire schedule to accommodate school	5 (62.5)	2 (25.0)	1 (12.5)
5	Legal/court issues	7 (87.5)		1 (12.5)
6	Childcare and ex-partner issues	6 (75.0)	1 (12.5)	1 (12.5)
7	Having to go to a new campus (from main to Commerce Court)	7 (87.5)		1 (12.5)

The focus group participants' responses to *Question #2 "What has been the best thing about your involvement with N-PREP? What has been the worst thing?"* are detailed in Tables 3.1.3 and 3.1.4 below.

Table 3.1.3
January 2018 Intake N-PREP Clients
"What has been the best thing about your involvement with N-PREP?"
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Support and not having to do it alone			8 (100)
2	Going back to school knowing you won't be alone		1 (12.5)	7 (87.5)
3	Student Navigator is empathetic to personal issues and situation		2 (25.0)	6 (75.0)
4	Help with residence – a place to live	4 (50.0)		4 (50.0)
5	Help with getting enrolled in school		2 (25.0)	6 (75.0)
6	Provided with the information if didn't have it		1 (12.5)	7 (87.5)
7	After meeting with Student Navigator feeling life worth living, things will get better	1 (12.5)	2 (25.0)	5 (62.5)
8	Having access to the necessary tools to be successful		1 (12.5)	7 (87.5)
9	Having the right information and guidance		1 (12.5)	7 (87.5)
10	Reminders		3 (37.5)	5 (62.5)
11	Everything			8 (100)

Among the best things about the NPREP program, the January 2018 intake focus group participants were unanimous in pointing to 'support and not having to do it alone' (100%) and 'everything' (100%) about the program as 'Very Important'. A strong majority also found the sense of not being alone (87.5%), being provided with the necessary information if they didn't have it (87.5%), having the right information and guidance (87.5%) and having the right tools to be successful in their program (87.5%) as 'Very Important' elements of the NPREP program, along with the an empathetic and supportive Student Navigator (75%) who provides a strong sense of hope for the future (62.5%). Help with the school enrollment process was also identified as 'Very Important' by the focus group participants.

As shown in Table 3.1.4 below, only ‘Not finding out about NPREP sooner’ was cited by a majority of the focus group participants (62.5%) as a ‘worst thing’ about their involvement in NPREP.

Table 3.1.4
January 2018 Intake N-PREP Clients
“What has been the worst thing about your involvement with N-PREP?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Not finding out about NPREP sooner	1 (12.5)	2 (25.0)	5 (62.5)
2	Not finding out about assistance with residence, housing	4 (50.0)	2 (25.0)	2 (25.0)
3	Having to wait to hear back about OSAP and doing all the paperwork yourself	5 (62.5)	1 (12.5)	2 (25.0)
4	Financial struggles during the program, and being able to keep going	1 (12.5)	3 (37.5)	4 (50.0)
5	Cost of living in residence	4 (50.0)	3 (37.5)	1 (12.5)
6	Lack of information on declaring bankruptcy	4 (50.0)	2 (25.0)	2 (25.0)
7	Problems with delay in OSAP funding	3 (37.5)	1 (12.5)	4 (50.0)

3.2. Focus Group Results – March 2018

a. Stage 2 Focus Group - September 2017 Cohort

In response to the main topic questions “Based on your own experiences to date, what do you like most about your involvement with the NPREP program? What do you like least about your involvement with the NPREP program?” the items identified by the participants in the September 2017 Stage 2 client focus group are shown in Tables 3.2.1 and 3.2.2 below, along with the ranking of the importance of each of the items from their perspective.

Table 3.2.1
Stage 2 September 2017 Intake NPREP Clients
“Based on your own experiences to date, what do you like most about your involvement with the N-PREP program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 2 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Helpful and knowledgeable staff			2 (100)
2	Always someone to talk to when stressed out		1 (50)	1 (50)
3	Back-pack funds really help out			2 (100)
4	Free printing and stapling		1 (50)	1 (50)
5	Quiet area to work in across from the office			2 (100)
6	Always someone available 8 am – 4 pm			2 (100)
7	Personal attention		1 (50)	1 (50)
8	Staff that are knowledgeable about school resources		1 (50)	1 (50)
9	Help with bursaries		2 (100)	
10	Help with paperwork – e.g. OSAP			2 (100)

The two participating September 2017 cohort members were unanimous in pointing to the helpful and knowledgeable staff (100%), always having someone available (100%), help with paperwork, especially for OSAP (100%) and the back-pack supplies and funding (100%) as ‘Very Important’ things they like about their involvement in NPREP.

As shown in Table 3.2.2, among the items identified by the participants as something they liked least, only their concern that the NPREP program may end (100%) was identified as ‘Very

Important’ by a majority. ‘Not enough money in backpack fund’ to pay for all of the necessary school supplies was identified as ‘Somewhat Important’ by both (100%) of the participants.

Table 3.2.2
Stage 2 September 2017 Intake NPREP Clients
“Based on your own experiences to date, what do you like least about your involvement with the N-PREP program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 2 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Not enough money in backpack fund		2 (100)	
2	Should have been contingency funding made available during and after strike to help with extra expenses		1 (50)	1 (50)
3	Program may be ending			2 (100)
4	Should be requirement to attend focus groups		1 (50)	1 (50)

In response to the open request to the Stage 2 September 2017 focus group participants for suggestions for changes or improvements to be made to the NPREP program, the unrated responses are detailed in Table 3.2.3 below. Having a bigger employment search office with more computers available, and located away from the student lounge was suggested by the participants, along with providing some means for students to have a laptop over the summer period. In addition, having a student Navigator or other staff available for students taking courses in the evening, along with providing funding to assist students required to pay for a criminal record background check as part of their college program were mentioned as possible improvements in the NPREP program.

Table 3.2.3
Stage 2 September 2017 Intake NPREP Clients
Suggested Changes or Improvements to the N-PREP program
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 2 Participants)

#	Focus Group Item
1	Have someone available at night for those taking evening courses
2	Bigger employment search room with more computers
3	Able to keep laptop over the summer
4	Better access for students that need laptops
6	Employment office too close to student lounge
7	Provide funding for those who have to get criminal records checks

3.3. Focus Group Results – May 2018

a. Stage 2 Focus Group for January 2018 Cohort

In response to the main topic questions “Based on your own experiences to date, what do you like most about your involvement with the N-PREP program? What do you like least about your involvement with the N-PREP program?” the items identified by the participants in the January 2018 intake Stage 2 focus group are shown in Tables 3.3.1 and 3.3.2 below, along with the ranking of the importance of each of the items from the individual participants’ perspective.

Table 3.3.1
Stage 2 January 2018 Intake N-PREP Clients
“Based on your own experiences to date, what do you like most about your involvement with the N-PREP program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 4 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Supportive staff			4 (100)
2	Access to laptops	1 (25.0)	1 (25.0)	2 (50.0)
3	Help in getting jobs		2 (50.0)	2 (50.0)
4	Keeping us updated on program supports		2 (50.0)	2 (50.0)
5	Backpack funding			4 (100)
6	Housing on campus	2 (50.0)	1 (25.0)	1 (25.0)
7	Reimbursement for program expenses		1 (25.0)	3 (75.0)
8	Providing locker and lock	2 (50.0)		2 (50.0)
9	Bus pass	2 (50.0)	1 (25.0)	1 (25.0)
10	Workshops on resumes and job search strategies	1 (25.0)	2 (50.0)	1 (25.0)
11	Help with OSAP and course registration		1 (25.0)	3 (75.0)
12	Keeping us updated on marks and attendance		1 (25.0)	3 (75.0)
13	Pushed to get higher marks	1 (25.0)	1 (25.0)	2 (50.0)
14	Funding for first aid course for program		1 (25.0)	3 (75.0)
15	Arranged to have OSAP pay directly for the course and textbooks	1 (25.0)		3 (75.0)

The January 2018 intake focus group participants were unanimous (100%) in pointing to the supportive staff and the backpack funding as ‘Very Important’ likes about the N-PREP program, and important keys to client success. In addition, reimbursement for program expenses, help

with OSAP and course registrations, being updated by staff on marks and attendance, funding to complete required first aid courses and arranging to have OSAP pay directly for courses and textbooks were also identified by a strong majority (75%) of the participants as ‘Very Important’ things they liked about the program.

Though access to affordable housing can be a challenge for many N-PREP clients, on-campus housing is ‘Not at all important’ as issue for most clients (75% - Table 3.3.2).

Table 3.3.2
Stage 2 January 2018 Intake N-PREP Clients
“Based on your own experiences to date, what do you like least about your involvement with the N-PREP program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 4 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Rent is too expensive for on-campus housing	3 (75.0)		1 (25.0)

Responses to the request for suggestions for changes or improvements in the N-PREP program are shown in Table 3.3.3 below, along with the January 2018 intake focus group participants’ rankings of the importance of each suggestion.

Table 3.3.3
Stage 2 January 2018 Intake N-PREP Clients
Suggested Changes or Improvements to the N-PREP program
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 4 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Promote program better – more advertising		2 (50.0)	2 (50.0)
2	More computers in office area for NREP students to use		3 (75.0)	1 (25.0)
3	Cheaper parking pass	1 (25.0)	1 (25.0)	2 (50.0)
4	More information on when/how to spend backpack funds		1 (25.0)	3 (75.0)
5	Mandatory student check-ins with N-PREP staff		3 (75.0)	1 (25.0)
6	Newer or updated laptops		3 (75.0)	1 (25.0)
7	Provide access to N-PREP even for those not on Ontario Works	-	-	-

A majority (75%) of the January 2018 intake focus group participants identified a need for more information on how to budget the funds provided with the backpack in order to ensure that there was sufficient money to buy supplies that they might need later in the term, rather than spending all of their funds at the beginning. A majority (75%) of the focus group participants rated more computers in the N-PREP office area, newer or updated laptops, and mandatory student check-ins with staff as ‘Somewhat Important’ changes to be made in the program. Although item #7 was not ranked by the participants, a majority agreed that the N-PREP program should be offered to other groups beyond Ontario Works clients.

b. Stage 2 Focus Group for All In-Program Cohorts

Responses from all other currently in-program N-PREP clients to the main topic questions “Based on your own experiences to date, what do you like most about your involvement with the N-PREP program? What do you like least about your involvement with the N-PREP program?” are displayed in Table 3.3.4 and Table 3.3.5 on the following pages.

For the N-PREP clients who have been in the program for an extended period of one to two or more years, ‘help with paperwork’, ‘lots of support’, ‘help with computers’ and ‘help with registration for OSAP’ are unanimously (100%) rated as ‘Very Important’ likes about their involvement in N-PREP. A strong majority (87.5%) point to ‘help with school supplies’, ‘backpack’, ‘navigators are empathetic’ ‘monitoring progress’ ‘friendly smiles’ and ‘gave us purpose’ as important, ongoing positives about the program, along with ‘always someone to talk to’ (75%), ‘resources in the office area’ (75%), and ‘huge job board’ (75%). In addition, a majority (62.5%) of the focus group participants identified ‘helping out with food’, ‘access to career and employment resources’, ‘keeping us updated on grades’, ‘tutoring’ and ‘emails informing us about local services, jobs, how to save money’ as ‘Very Important’ likes about the N-PREP program.

Table 3.3.4
Stage 2 All Other Currently In-Program Cohorts
“Based on your own experiences to date, what do you like most about your involvement with the ‘N-PREP program?’”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Help with school supplies		1 (12.5)	7 (87.5)
2	Always someone to talk to		2 (25.0)	6 (75.0)
3	Assistance with navigating the college bureaucracy	1 (12.5)	3 (37.5)	4 (50.0)
4	Helped out with food	1 (12.5)	2 (25.0)	5 (62.5)
5	Help with paperwork (e.g. printing, faxes)			8 (100)
6	Backpack	1 (12.5)		7 (87.5)

7	During strike, workshops held during the week	1 (12.5)	4 (50.0)	3 (37.5)
8	Lots of support			8 (100)
9	Access to career and employment resources		3 (37.5)	5 (62.5)
10	Christmas parties and other social events	2 (25.0)	4 (50.0)	2 (25.0)
11	Keeping us updated on grades	1 (12.5)	2 (25.0)	5 (62.5)
12	Navigators are empathetic		1 (12.5)	7 (87.5)
13	Monitoring progress		1 (12.5)	7 (87.5)
14	Navigator help in dealing with problems with professors	2 (25.0)	2 (25.0)	4 (50.0)
15	Tutoring	1 (12.5)	2 (25.0)	5 (62.5)
16	Friendly smiles		1 (12.5)	7 (87.5)
17	Help with computers			8 (100)
18	Resources in the office area		2 (25.0)	6 (75.0)
19	Huge job board		2 (25.0)	6 (75.0)
20	Emails informing us about local services, jobs, how to save money		3 (37.5)	5 (62.5)
21	Gave us purpose		1 (12.5)	7 (87.5)
22	Help with registration for OSAP			8 (100)
23	Help with doing taxes	1 (12.5)	3 (37.5)	4 (50.0)

Among the items identified by the other in-program N-PREP focus group participants as things they like least about the program (Table 3.3.5), 100% of participants pointed to ‘people not showing up to focus group sessions’ as a ‘Very Important’ source of dissatisfaction, followed by ‘need more advertising – OW not advertising it’ (87.5%), ‘lack of communication about available resources’ (62.5%) and need for ‘follow-up after information sessions’ (62.5%).

Table 3.3.5
Stage 2 All Other Currently In-Program Cohorts
“Based on your own experiences to date, what do you like least about your involvement with the N-PREP program?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	People not showing up to focus group sessions			8 (100)

2	When you are doing really well you don't get the same amount of attention and support	3 (37.5)	4 (50.0)	1 (12.5)
3	Sometimes communication not the greatest	1 (12.5)	4 (50.0)	3 (37.5)
4	Lack of communication about available resources	1 (12.5)	2 (25.0)	5 (62.5)
5	Need more advertising – OW not advertising it		1 (12.5)	7 (87.5)
6	Follow-up after information sessions	2 (25.0)	1 (12.5)	5 (62.5)

Among the other currently in-program N-PREP focus group clients, there was 100% agreement on the ‘Very Important’ need to provide more financial help to help with course-related costs (e.g. first aid certification, parking pass at hospital, equipment needs) as one way to improve the program, along with more advertising about the N-PREP program (Table 3.3.6). In addition, a majority agreed that more help with the high cost of textbooks and a dedicated space for the N-PREP program would be ‘Very Important’ improvements.

Table 3.3.6
Stage 2 All Other Currently In-Program Cohorts
Suggested Changes or Improvements to the N-PREP program
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Different ways of paying for college besides OSAP	3 (37.5)	2 (25.0)	3 (37.5)
2	Advertise sports and other on-campus clubs	5 (62.5)		3 (37.5)
3	More N-PREP staff		4 (50.0)	4 (50.0)
4	Lab just for N-PREP	1 (12.5)	3 (37.5)	4 (50.0)
5	More financial help with specific course needs (e.g. computer programs you might have to buy)			8 (100)
6	More advertising about the program			8 (100)
7	Help with cost of textbooks		2 (25.0)	6 (75.0)
8	Dedicated space for N-PREP program		2 (25.0)	6 (75.0)
9	Change name of N-PREP – right now it has a negative meaning *(missing responses = 2)		3 (50.0)	3 (50.0)

3.4. Focus Group Results – August 2018

a. Service Providers Focus Group

The service provider focus groups participants' responses to the first theme and main topic questions "From your perspective, what are the services and supports provided by N-PREP in order for students to achieve the goals of the program? From your perspective, what are the barriers to providing such services and supports?" are displayed in Tables 3.4.1 and 3.4.2 below.

Table 3.4.1

N-PREP Service Providers

"From your perspective, what are the services and supports provided by N-PREP in order for students to achieve the goals of the program?"

By Rating of Importance - Number and (Percent)

(N = One Focus Group, 9 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Dental care	2 (22.2)	3 (33.3)	4 (44.4)
2	One-on-one employment counselling	1 (11.1)	1 (11.1)	7 (77.8)
3	Access to mental health services on campus	1 (11.1)	2 (22.2)	6 (66.7)
4	Central contact for information for N-PREP clients		3 (33.3)	6 (66.7)
5	Advocate for students and the N-PREP program itself	1 (11.1)	1 (11.1)	7 (77.8)
6	N-PREP referral and distribution lists	2 (22.2)	5 (55.6)	2 (22.2)
7	recruitment and enrolment	1 (11.1)	4 (44.4)	4 (44.4)
8	Support system		2 (22.2)	7 (77.8)
9	Ontario Works assistance and benefits through the transition	2 (22.2)	3 (33.3)	4 (44.4)
10	Learning plans	2 (22.2)	3 (33.3)	4 (44.4)
11	Communicate job vacancies	2 (22.2)	4 (44.4)	3 (33.3)
12	Coordination and facilitation of appointments at Canadore	1 (11.1)	5 (55.6)	3 (33.3)
13	Lunch and learn sessions at DNSSAB		3 (33.3)	6 (66.7)
14	Orientation, workshops and social events to promote student engagement	1 (11.1)	4 (44.4)	4 (44.4)
15	Loan library	2 (22.2)	4 (44.4)	3 (33.3)
16	Securing child care	2 (22.2)	1 (11.1)	6 (66.7)
17	Connecting Ontario Works clients to Canadore College supports	2 (22.2)	1 (11.1)	6 (66.7)

18	Assistance with personal issues and struggles		3 (33.3)	6 (66.7)
19	Assistance with problem solving		5 (55.6)	4 (44.4)
20	Access to learning advisors	1 (11.1)	3 (33.3)	5 (55.6)
21	Regular N-PREP team meetings		4 (44.4)	5 (55.6)
22	Tough love	3 (33.3)	6 (66.7)	
23	Backpacks	1 (11.1)	1 (11.1)	7 (77.8)
24	Marketing N-PREP to potential candidates	3 (33.3)	2 (22.2)	3 (33.3)
25	Financial assistance	2 (22.2)		7 (77.8)
26	Social media	4 (44.4)	4 (44.4)	1 (11.1)
27	Pay students' application fee	2 (22.2)	6 (66.7)	1 (11.1)
28	regular reminders to students	1 (11.1)	5 (55.6)	3 (33.3)
29	Workshop delivery	2 (22.2)	4 (44.4)	3 (33.3)
30	Technology assistance	1 (11.1)	4 (44.4)	4 (44.4)
31	Act as go-between for case managers and Navigator	1 (11.1)	4 (44.4)	4 (44.4)
32	Work around OSAP barriers	2 (22.2)	2 (22.2)	5 (55.6)
33	Work placements	2 (22.2)	2 (22.2)	5 (55.6)
34	Safe place to discuss personal issues	1 (11.1)	2 (22.2)	6 (66.7)
35	Help with housing	2 (22.2)	1 (11.1)	6 (66.7)
36	Help with homework	4 (44.4)	2 (22.2)	3 (33.3)
37	Touch point for daily contact	1 (11.1)	3 (33.3)	5 (55.6)
38	Offering hope		1 (11.1)	8 (88.9)
39	Wellness checks	2 (22.2)	2 (22.2)	5 (55.6)
40	N-PREP Leads and the Navigator	1 (11.1)	1 (11.1)	7 (77.8)
41	Work together to resolve conflicts	1 (11.1)	3 (33.3)	5 (55.6)
42	Jobs	2 (22.2)		7 (77.8)
43	Assistance during incarceration	3 (33.3)	4 (44.4)	2 (22.2)
44	Mitigating risks	2 (22.2)	3 (33.3)	4 (44.4)
45	Opening up opportunities	2	1	6

		(22.2)	(11.1)	(66.7)
46	Help with navigating through college departments	2 (22.2)	4 (44.4)	3 (33.3)
47	Program data collection and analysis	1 (11.1)	3 (33.3)	5 (55.6)
48	Inspire confidence to do more education	2 (22.2)	4 (44.4)	3 (33.3)
49	Student mental health support	1 (11.1)	1 (11.1)	7 (77.8)
50	Assistance with transcripts	3 (33.3)	3 (33.3)	3 (33.3)
51	Escalated issues and disciplinary action	2 (22.2)	5 (55.6)	2 (22.2)
52	Tutoring – receiving or giving	2 (22.2)	4 (44.4)	3 (33.3)
53	Peer counselling	3 (33.3)	3 (33.3)	3 (33.3)
54	Flexibility and accommodations	4 (44.4)	3 (33.3)	2 (22.2)
55	Follow-up calls	2 (22.2)	4 (44.4)	3 (33.3)
56	N-PREP bursaries	1 (11.1)	5 (55.6)	3 (33.3)
57	Rides to appointments	4 (44.4)	4 (44.4)	1 (11.1)
58	Watching children of N-PREP clients	4 (44.4)	4 (44.4)	1 (11.1)
59	Help to implement changes in program	1 (11.1)	5 (55.6)	3 (33.3)
60	Help overcome personal barriers	1 (11.1)	3 (33.3)	5 (55.6)
61	Assist with doing students' taxes	4 (44.4)	3 (33.3)	2 (22.2)
62	Food bank	2 (22.2)	3 (33.3)	4 (44.4)
63	Laptop rentals	1 (11.1)	2 (22.2)	6 (66.7)
64	Class registration	2 (22.2)	3 (33.3)	4 (44.4)
65	Being the 'middle man'	1 (11.1)	4 (44.4)	4 (44.4)
66	Help with transcripts and eligibility to graduate	2 (22.2)	4 (44.4)	3 (33.3)
67	Help with applications	2 (22.2)	2 (22.2)	5 (55.6)
68	Act as a 'personal assistant'	1 (11.1)	3 (33.3)	5 (55.6)

A total of 68 different services and supports provided by the N-PREP service providers were identified (Table 3.4.1). The strongest agreement around any single item among the participants (88.9%) was that the N-PREP program was 'Very Important' in 'offering hope' to clients. A strong majority (77.8%) also identified 'one-on-one employment counselling', 'advocate for

students and the N-PREP program itself’, ‘support system’, ‘marketing N-PREP to potential candidate’, ‘financial assistance’, the availability of ‘N-PREP Leads and the Navigator’, ‘jobs’ and ‘student mental health support’ as ‘Very Important’ components of the service provided by the N-PREP program. In addition, ‘access to mental health services on campus’, ‘central contact for information for N-PREP clients’, ‘lunch and learn sessions at DNSSAB’, ‘securing child care’, ‘connecting OW clients to Canadore College supports’, ‘assistance with personal issues and struggles’, safe place to discuss personal issues’, ‘help with housing’, ‘opening up opportunities’, and ‘laptop rentals’ were pointed to by a majority (66.7%) as ‘Very Important’ components of the N-PREP program. Other aspects of the NPREP program identified by a majority (55.6%) of the service provider focus group participants include ‘access to learning advisors’, ‘regular N-PREP team meetings’, ‘work around OSAP barriers’, ‘work placements’, ‘touch point for daily contact’, ‘wellness checks’, ‘work together to resolve conflicts’, ‘program data collection and analysis’ ‘help overcome personal barriers’, ‘help with applications’ and ‘act as a personal assistant’.

The service provider focus group participants identified 44 different potential barriers to providing services to clients in the NPREP program.

Table 3.4.2
N-PREP Service Providers
“From your perspective, what are the barriers to providing such services and supports?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 9 Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	Collecting program data	2 (22.2)	2 (22.2)	5 (55.6)
2	Lack of confidence of clients		3 (33.3)	6 (66.7)
3	Difficulties in obtaining funding	1 (11.1)	3 (33.3)	5 (55.6)
4	Building adequate support system around student			9 (100)
5	Students not having a phone or email		3 (33.3)	6 (66.7)
6	Lack of follow-through or motivation	1 (11.1)	4 (44.4)	4 (44.4)
7	Staffing		2 (22.2)	7 (77.8)
8	Ongoing financial needs of students		2 (22.2)	7 (77.8)
9	Student engagement		1 (11.1)	8 (88.9)
10	Measuring employment outcomes	1 (11.1)	3 (33.3)	5 (55.6)
11	Measuring impact of N-PREP on poverty		4 (44.4)	5 (55.6)

12	Intergenerational poverty	1 (11.1)	5 (55.6)	3 (33.3)
13	Fear of unknown	1 (11.1)	3 (33.3)	5 (55.6)
14	Lack of clear admission requirements	1 (11.1)	4 (44.4)	4 (44.4)
15	Criminal record and no pardon	1 (11.1)	3 (33.3)	5 (55.6)
16	Habitual dependence on assistance		6 (66.7)	3 (33.3)
17	Which academic term they enter can determine program choice	2 (22.2)	2 (22.2)	5 (55.6)
18	Incarceration	1 (11.1)	4 (44.4)	4 (44.4)
19	Mental health and addictions		1 (11.1)	8 (88.9)
20	Availability of program funding going forward		1 (11.1)	8 (88.9)
21	Inappropriate or unstable housing		5 (55.6)	4 (44.4)
22	Poor money management skills		4 (44.4)	5 (55.6)
23	Prioritizing		2 (22.2)	7 (77.8)
24	Bankruptcy	1 (11.1)	4 (44.4)	4 (44.4)
25	Time management		3 (33.3)	6 (66.7)
26	Need for structure	2 (22.2)	3 (33.3)	4 (44.4)
27	Not enough time to do everything well	1 (11.1)	3 (33.3)	5 (55.6)
28	Lack of childcare	1 (11.1)	5 (55.6)	3 (33.3)
29	Child and family obligations	1 (11.1)	4 (44.4)	4 (44.4)
30	High rate of non-response		2 (22.2)	7 (77.8)
31	Unclear, undefined career goals	1 (11.1)	4 (44.4)	4 (44.4)
32	Internal Canadore College lack of flexibility	2 (22.2)	6 (66.7)	1 (11.1)
33	Going off medication	1	4 (44.4)	4 (44.4)
34	Unrealistic expectations		2 (22.2)	7 (77.8)
35	Ongoing crises		3 (33.3)	6 (66.7)
36	Lack of personal supports		1 (11.1)	8 (88.9)
37	Need for disclosure of background in order to provide help	2 (22.2)	3 (33.3)	4 (44.4)
38	Inconsistency among DNSSAB recruitment staff	3 (33.3)	2 (22.2)	4 (44.4)
39	Student accountability		3	6

			(33.3)	(66.7)
40	Illness	1 (11.1)	4 (44.4)	4 (44.4)
41	Government ministry policies (e.g. OSAP)	1 (11.1)	6 (66.7)	2 (22.2)
42	Difficulty navigating services	2 (22.2)	4 (44.4)	3 (33.3)
43	Stress management		4 (44.4)	5 (55.6)
44	Transportation	1 (11.1)	5 (55.6)	3 (33.3)

There was unanimous (100%) agreement among the N-PREP service providers that building an adequate support system around clients was a ‘Very Important’ challenge given the often unique needs of individual clients. As well, a strong majority (88.9%) cited ‘student engagement’, ‘mental health and addictions’, ‘lack of personal supports’ and uncertainty about program funding going forward as ‘Very Important’ barriers. More than three-quarters (77.8%) also cited ‘staffing’, ‘ongoing financial needs of students’, ‘prioritizing’, ‘high rate of non-response’ (to presentations about the program) and ‘unrealistic expectations’ as very important barriers to client success. In addition, ‘more than two-thirds (66.7%) of the service providers agreed that ‘lack of confidence of clients’, ‘students not having a phone or email’, ‘time management’, ‘ongoing crises’ and ‘student accountability’ were ‘Very Important’ barriers to success. A majority (55.6%) of the service provider focus group participants also pointed to ‘fear of unknown’, ‘criminal record and no pardon’, ‘poor money management skills’, ‘stress management’, ‘which academic term they enter can determine program choice’, and ‘collecting program data’, ‘difficulties in obtaining funds’, ‘measuring employment outcomes’, ‘measuring impact of N-PREP on poverty’, ‘not enough time to do everything well’ as important barriers both to client success, and to measure the impact of the N-PREP program.

The NPREP service provider focus group participants’ responses to the second theme and topic questions “*From your perspective, what do you consider a success in N-PREP? What do you consider a failure in N-PREP?*” are presented in Table 3.4.3 and Table 3.4.4 on the following pages.

Service providers unanimously (100%) cited ‘graduating from their program at Canadore College’, ‘getting employment’, ‘becoming self-sufficient’, ‘breaking the cycle of intergenerational social assistance’ and ‘provincial adoption of N-PREP model’ as ‘Very Important’ measures of success for the N-PREP program. In addition, a majority of the service providers pointed to ‘providing hope for the future’ (87.5%), ‘mental and physical wellness’ (87.5%), ‘high retention rate’ (87.5%) and ‘student transformation’ (87.5%) as ‘Very Important’ measures of program success, along with ‘anything a student does that takes them out of their comfort zone’ (75.0%), ‘moving on to higher education’ (75.0%) ‘making province aware of cost of not doing N-PREP’ (75.0%), ‘demonstrating resilience’ (62.5%), ‘reducing recidivism’ (62.5%), increased probability of graduating’ (62.5%) and ‘achieving goals under Ontario’s poverty reduction strategy’ (62.5%).

Table 3.4.3
N-PREP Service Providers
“From your perspective, what do you consider a success in N-PREP?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8* Participants)

#	Focus Group Item	Not At All Important 1	on to higher education'	Somewhat Important 2	Very Important 3
1	Any student who transitions from Ontario Works to Canadore College	1 (12.5)		3 (37.5)	4 (50.0)
2	If a student comes to a 'lunch and learn' to find out about N-PREP			6 (75.0)	2 (25.0)
3	Anything a student does that takes them out of their comfort zone	1 (12.5)		1 (12.5)	6 (75.0)
4	Trying their best	1 (12.5)		3 (37.5)	4 (50.0)
5	Graduating from their program at Canadore College				8 (100)
6	Providing hope for the future			1 (12.5)	7 (87.5)
7	Actually completing the referral to N-PREP	1 (12.5)		4 (50.0)	3 (37.5)
8	Getting employment				8 (100)
9	Becoming self-sufficient				8 (100)
10	Obtaining employment even while still on Ontario Works	1 (12.5)		3 (37.5)	4 (50.0)
11	Moving on to higher education			2 (25.0)	6 (75.0)
12	Mental and physical wellness			1 (12.5)	7 (87.5)
13	Breaking the cycle of intergenerational social assistance				8 (100)
14	Demonstrating resilience			3 (37.5)	5 (62.5)
15	Working with Navigator to stay focused	1 (12.5)		4 (50.0)	3 (37.5)
16	OSAP loan repayment	1 (12.5)		4 (50.0)	3 (37.5)
17	Provincial adoption of N-PREP model				8 (100)
18	Showing up everyday	1 (12.5)		3 (37.5)	4 (50.0)
19	Reducing recidivism (demonstrating cost effectiveness of N-PREP)	1 (12.5)		2 (25.0)	5 (62.5)
20	Making province aware of the cost of not doing N-PREP	1 (12.5)		1 (12.5)	6 (75.0)
21	Clients that are willing to ask for help	1 (12.5)		4 (50.0)	3 (37.5)
22	Word of mouth – clients and others promoting N-PREP	1 (12.5)		6 (75.0)	1 (12.5)

23	Increased probability of graduating			3 (37.5)	5 (62.5)
24	High retention rate			1 (12.5)	7 (87.5)
25	Achieving goals under Ontario's poverty reduction strategy			3 (37.5)	5 (62.5)
26	Student transformation			1 (12.5)	7 (87.5)

* One of the service provider focus group participants had to leave the session, and did not rank the items

According to the service providers, failure of the N-PREP program (Table 3.4.4) would be indicated by inability to secure ongoing funding to continue the program (87.5%), along with 'clients giving up before they start' (62.5%), 'recidivism – returning back on to OW' (62.5%) and 'stigma associated with being in N-PREP' (62.5%).

Table 3.4.4
N-PREP Service Providers
“From your perspective, what do you consider a failure in N-PREP?”
By Rating of Importance - Number and (Percent)
(N = One Focus Group, 8* Participants)

#	Focus Group Item	Not At All Important 1	Somewhat Important 2	Very Important 3
1	If ongoing funding for N-PREP does not pan out		1 (12.5)	7 (87.5)
2	Clients giving up before they start		3 (37.5)	5 (62.5)
3	Succeeding and then failing		5 (62.5)	3 (37.5)
4	Lack of feedback from provincial poverty office	1 (12.5)	6 (75.0)	1 (12.5)
5	Recidivism – returning back on to Ontario Works		3 (37.5)	5 (62.5)
6	Lack of locally-available employment in their field		3 (37.5)	5 (62.5)
7	Failure to share results with other poverty reduction programs		7 (87.5)	1 (12.5)
8	Stigma associated with being in N-PREP		3 (37.5)	5 (62.5)

* One of the service provider focus group participants had to leave the session, and did not rank the items

PART B – YEAR 3 SURVEYS

3.5. Survey Results – January 2018

As mentioned above with respect to the focus groups, the self-administered surveys were not distributed to a random (probability) sample of respondents and, consequently, only descriptive statistics are reported here.

a. Stage 1 Survey for January 2018 Cohort

Section 1: Initial Satisfaction

In Section 1 of the Stage 1 survey, students were asked several questions to measure their initial levels of satisfaction with N-PREP. Table 3.5.1 shows the results for students' level of satisfaction with the enrolment process. Similar to previous cohorts, all students (100%) who completed the questionnaire indicated that they were satisfied with the current enrolment process into N-PREP, with 75% expressing that they were 'very satisfied'.

Table 3.5.1
N-PREP Clients
“How satisfied are you with the enrolment process into N-PREP?”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Enrolment Process	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	2 (25.0)
Very Satisfied	6 (75.0)

In Table 3.5.2, students are asked how likely they would have returned to school if N-PREP were not in place. Most students would not have gone back to school –stating that it was either ‘very unlikely’ (37.5%) or ‘unlikely’ (37.5%) that they would have gone back to school without N-PREP. An additional two students (25.0%) reported that they were neutral (neither likely nor unlikely).

Table 3.5.2
N-PREP Clients
“How likely would you have returned to school if the N-PREP program were not in place?”
By Rating of Likelihood - Number and (Percent)
(n = 8 Respondents)

Likelihood of Returning to School if N-PREP Not in Place	Response
Very Unlikely	3 (37.5)
Unlikely	3 (37.5)
Neutral	2 (25.0)
Likely	0 (-)
Very Likely	0 (-)

Finally, Table 3.5.3 shows the responses for students’ overall level of satisfaction with the N-PREP program. As in previous cohorts, all students indicated that they were satisfied with N-PREP, with 87.5% indicating a high level of satisfaction (i.e., ‘very satisfied’) with the N-PREP program.

Table 3.5.3
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	1 (12.5)
Very Satisfied	7 (87.5)

Section 2: Expectations

In Section 2, students are asked several questions to capture the importance they placed on N-PREP's supports and services. It also asks respondents to indicate what they expect from N-PREP in terms of their education, career, and life goals. Table 3.5.4 shows the level of importance students placed on each of the N-PREP supports and services in terms of their decision to enroll. As with previous cohorts, all supports and services were deemed important influences on enrolment decisions to varying degrees. Among this cohort, the strongest support points to customized transition and employer liaison services (62.5%), individualized education plans (62.5%), provision of program-related equipment/supplies (62.5%), and access to career determination tools (50%).

Table 3.5.4
N-PREP Clients

“Which of the following student supports and services were important to you in deciding to enroll in the N-PREP program?”

Number and (Percent)
(n = 8 Respondents)

Student Supports and Services Important to Clients	Yes	No
Career Transition and Employer Liaison Services	5 (62.5)	3 (37.5)
Customized Transition Supports into Post-secondary Schooling	2 (25.0)	6 (75.0)
Continuous Enrolment	3 (37.5)	5 (62.5)
Access to Career Determination Tools	4 (50.0)	4 (50.0)
Dedicated Mentor and Career Navigator	3 (37.5)	5 (62.5)
Individualized Education Plans	5 (62.5)	3 (37.5)
Customized Transition Support Plans into Summer Employment	3 (37.5)	5 (62.5)
Reduced Residence Fees	3 (37.5)	5 (62.5)
Provision of Program-related Equipment/Supplies	5 (62.5)	3 (37.5)
Paid Summer Internships	1 (12.5)	7 (87.5)
Financial Incentives Based on the Achievement of Milestones	2 (25.0)	6 (75.0)
Assistance with Transportation where Public Transportation is Not Available	3 (37.5)	5 (62.5)

In Table 3.5.5, the results from the question that asked students how important they expect N-PREP will be in achieving their education goals are shown. All students indicated that they expected N-PREP would be important for achieving their education goals, with 75.0% stating N-PREP would be ‘very important’ for reaching their education goals.

Table 3.5.5
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	2 (25.0)
Very important	6 (75.0)

Table 3.5.6 shows the results from the question that asked students about their expectations about N-PREP’s impact on achieving their career goals. In comparison to the previous question on education goals, respondents feel N-PREP might be less important in achieving their career goals. Still, 62.5% believed N-PREP would be ‘moderately important’ and 25.0% stated N-PREP would be ‘very important’ in reaching career goals.

Table 3.5.6
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	0 (-)
Low importance	0

	(-)
Neutral	1 (12.5)
Moderately important	5 (62.5)
Very important	2 (25.0)

Finally, in Table 3.5.7 the level of importance students expect that N-PREP will play on achieving their life goals is shown. Similar to the previous question, 62.5% believed N-PREP would be ‘moderately important’ and 25.0% stated N-PREP would be ‘very important’ in achieving their life goals.

Table 3.5.7
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your life goals?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	1 (12.5)
Moderately important	5 (62.5)
Very important	2 (25.0)

Section 3: Life Satisfaction

The final section of the survey includes two questions to measure students subjective well-being. The valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’. First, students were first asked to rate their current satisfaction with life. Their reported life satisfaction scores ranged from 0 to 9 among the students, and the average life satisfaction score among this cohort of N-PREP students was 4.88. This figure is even lower than the January 2016 cohort, which reported an average score of 6. As with the January 2016 cohort, 4.88 is lower than both the Canadian and OECD averages at 7.2 and 6.6 respectively (OECD, 2015).

The second subjective measure asked students to report how satisfied with their life that they expect to feel in 5 years' time. This self-reported measure provides a useful indication of students' level of optimism or pessimism about their well-being in the future (OECD, 2013). As with all previous cohorts, the students report comparatively higher scores on this measure (8.75) indicating that they are quite optimistic about their future well-being.

3.6. Survey Results – March 2018

a. Stage 2 Survey for September 2017 Cohort

Section 1: Overall Satisfaction

As in the Stage 1 survey, Section 1 of the Stage 2 survey also asked students to report their overall level of satisfaction with N-PREP. The results of this global satisfaction indicator are shown in Table 3.6.1. Overall, 15 of 19 respondents (78.9%) indicated that they were 'very satisfied', and an additional 3 respondents stated they were 'satisfied' with the N-PREP program. Only 1 student mentioned that they were 'dissatisfied'.

Table 3.6.1
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	0 (-)
Satisfied	3 (15.8)
Very Satisfied	15 (78.9)
Not Applicable	0 (-)

Section 2: Satisfaction with N-PREP Services and Supports

In Section 2, the survey asked students several questions around their level of satisfaction with 12 different supports and services available to those enrolled in N-PREP. Students who did not receive a particular service or support were asked to report ‘Not applicable’.

Table 3.6.2 shows the results of the level of satisfaction with career transition and employer liaison services. Approximately 63% of the respondents indicated that they were either ‘satisfied’ or ‘very satisfied’, 1 student indicated that they were ‘dissatisfied’, 1 student was neutral, and 26.3% of students reported that they had not yet received career transition and employer liaison services.

Table 3.6.2
N-PREP Clients
“Level of Satisfaction: Career Transition and Employer Liaison Services”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Career Transition and Employer Liaison Services	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	1 (5.3)
Satisfied	4 (21.1)
Very Satisfied	8 (42.1)
Not Applicable	5 (26.3)

Table 3.6.3 shows the level of satisfaction with customized transition supports into post-secondary schooling. Similar to previous cohorts, nearly all respondents (73.7%, ‘very satisfied’ + 15.8%, ‘satisfied’) were satisfied; 1 student indicated that they were ‘dissatisfied’; and 1 student indicated that they did not receive a customized transition support.

Table 3.6.3
N-PREP Clients
“Level of Satisfaction: Customized Transition Supports into Post-secondary Schooling”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Customized Transition Supports	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	0 (-)
Satisfied	3 (15.8)
Very Satisfied	14 (73.7)
Not Applicable	1 (5.3)

In Table 3.6.4, students' level of satisfaction with the program's continuous enrolment is shown. Nearly all students were satisfied, with 57.9% reporting that they were 'very satisfied'. Again, 1 student reported that they were 'dissatisfied', and 1 student reported that they did not receive the service.

Table 3.6.4
N-PREP Clients
“Level of Satisfaction: Continuous Enrolment”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Continuous Enrolment	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	0 (-)
Satisfied	6 (31.6)
Very Satisfied	11 (57.9)
Not Applicable	1 (5.3)

The results in Table 3.6.5 show that 15 of 19 students (79%) are satisfied with N-PREP's strong interest inventory and access to career determination tools; 1 student reported that they were 'dissatisfied'; 1 reported that they were neutral; and 2 students reported not applicable.

Table 3.6.5
N-PREP Clients
“Level of Satisfaction: Strong Interest Inventory/Access to Career Determination Tools”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Strong Interest Inventory	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	1 (5.3)
Satisfied	4 (21.1)
Very Satisfied	11 (57.9)
Not Applicable	2 (10.5)

In terms of satisfaction with the student navigator, as with previous cohorts, the results show a high level of satisfaction. Nearly all (18 of 19) students reported that they were satisfied, with 16 (84.2%) stating that they were 'very satisfied'.

Table 3.6.6
N-PREP Clients
“Level of Satisfaction: Student Navigator”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Student Navigator	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (5.3)
Satisfied	2

	(10.5)
Very Satisfied	16 (84.2)
Not Applicable	0 (-)

In terms of individualized education plans, Table 3.6.7 shows that most students are ‘satisfied’ or ‘very satisfied’ (57.9%), 5 students reported that they were neutral on the service, and 3 respondents indicated that they had not yet received an individualized education plan at the time of this survey.

Table 3.6.7
N-PREP Clients
“Level of Satisfaction: Individualized Education Plans”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Individualized Education Plans	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	5 (26.3)
Satisfied	2 (10.5)
Very Satisfied	9 (47.4)
Not Applicable	3 (15.8)

In Table 3.6.8, the level of satisfaction with respect to customized transition support plans into summer employment is shown. About 42% indicated that they have not yet received this service; nearly 32% report that they are satisfied; 3 students are neutral on their level of satisfaction; and 2 students are ‘dissatisfied’.

Table 3.6.8
N-PREP Clients
“Level of Satisfaction: Customized Transition Support Plans into Summer Employment”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Transition Support Plans into Summer Employment	Response
Very Dissatisfied	0 (-)
Dissatisfied	2 (10.5)
Neutral	3 (15.8)
Satisfied	0 (-)
Very Satisfied	6 (31.6)
Not Applicable	8 (42.1)

In Table 3.6.9, the results from the level of client satisfaction with reduced residence fees are shown. Overall, 42.1% of students indicated that they have not received reduced residence fees; about 37% of students were satisfied; 2 students were neutral; and 2 students were ‘dissatisfied’ with this service. As noted in the previous reports, it is important to note that not all N-PREP clients reside on-campus, and as such, may not require reduced residence fees.

Table 3.6.9
N-PREP Clients
“Level of Satisfaction: Reduced Residence Fees”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Reduced Residence Fees	Response
Very Dissatisfied	0 (-)
Dissatisfied	2 (10.5)
Neutral	2 (10.5)
Satisfied	1 (5.3)
Very Satisfied	6 (31.6)
Not Applicable	8 (42.1)

Table 3.6.10 shows that the great majority of clients (73.7%) are ‘very satisfied’ with the provision of equipment and supplies by the N-PREP program. An additional 15.8% report that they are satisfied, one individual indicates that they did not receive program-related equipment/supplies, and one student reports that they are ‘dissatisfied’.

Table 3.6.10
N-PREP Clients
“Level of Satisfaction: Provision of Program-related Equipment/supplies”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Provision of Program-related Equipment/Supplies	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	1 (5.3)
Satisfied	3 (15.8)
Very Satisfied	14 (73.7)
Not Applicable	0 (-)

Overall, most (63.2%) N-PREP students report that they have not yet received a paid summer internship (see Table 3.6.11). As in previous cohorts, this high figure is to be expected, since the September 2017 cohort of students have not yet been in their programs over a summer term.

Table 3.6.11
N-PREP Clients
“Level of Satisfaction: Paid Summer Internships”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Paid Summer Internships	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (5.3)
Neutral	2 (10.5)

Satisfied	1 (5.3)
Very Satisfied	3 (15.8)
Not Applicable	12 (63.2)

In Table 3.6.12, over half of the students (10) indicated that they were satisfied with the financial incentives N-PREP offers for achieving milestones throughout their programs. Two students (10.5%) reported that they were dissatisfied with the financial incentives, and 31.6% report that they have not yet received any financial incentives.

Table 3.6.12
N-PREP Clients
“Level of Satisfaction: Financial Incentives Based on the Achievement of Milestones”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Financial Incentives for Achieving Milestones	Response
Very Dissatisfied	1 (5.3)
Dissatisfied	1 (5.3)
Neutral	1 (6.3)
Satisfied	5 (26.3)
Very Satisfied	5 (26.3)
Not Applicable	6 (31.6)

Finally, in terms of transportation assistance, similar to previous cohorts Table 3.6.13 shows that 57.9% of students did not receive assistance. Among those who did receive assistance, 5 of these 8 individuals were either ‘satisfied’ or ‘very satisfied’.

Table 3.6.13
N-PREP Clients

“Level of Satisfaction: Assistance with Transportation where Public Transportation is Not Available”

By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Transportation Assistance	Response
Very Dissatisfied	1 (5.3)
Dissatisfied	0 (-)
Neutral	2 (10.5)
Satisfied	1 (5.3)
Very Satisfied	4 (21.1)
Not Applicable	10 (57.9)

3.7. Survey Results – May 2018

a. Stage 2 Survey for January 2018 Cohort

Section 1: Overall Satisfaction

As in the Stage 1 survey, Section 1 of the Stage 2 survey asked students to report their overall level of satisfaction with N-PREP. The results of this global satisfaction indicator are shown in Table 3.7.1. The findings point to a high level of satisfaction with N-PREP as a whole, as all respondents (100.0%) indicated that they were ‘very satisfied’.

Table 3.7.1
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	5 (100.0)
Not Applicable	0 (-)

Section 2: Satisfaction with N-PREP Services and Supports

In the second section, students were asked several questions about their level of satisfaction with 12 different supports and services available to those enrolled in N-PREP. Students who did not receive a particular service or support were asked to select the ‘Not applicable’ option.

The distribution of student responses on the level of satisfaction with career transition and employer liaison services are shown in Table 3.7.2. Fully 50% of the respondents indicated that they were ‘satisfied’, and the remaining half reported that they had not yet received career transition and employer liaison services.

Table 3.7.2
N-PREP Clients
“Level of Satisfaction: Career Transition and Employer Liaison Services”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Career Transition and Employer Liaison Services	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	2 (50.0)
Very Satisfied	0 (-)
Not Applicable	2 (50.0)

Table 3.7.3 shows the level of satisfaction with customized transition supports into post-secondary schooling. Similar to previous cohorts, nearly all respondents (50.0%, ‘very satisfied’ + 25.0%, ‘satisfied’) were satisfied, and 1 student indicated that they did not receive a customized transition support into post-secondary schooling.

Table 3.7.3
N-PREP Clients
“Level of Satisfaction: Customized Transition Supports into Post-secondary Schooling”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Customized Transition Supports	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	1 (25.0)

Very Satisfied	2 (50.0)
Not Applicable	1 (25.0)

Table 3.7.4 shows the results from the question that asked students to report their level of satisfaction with the program's continuous enrolment. Nearly all students were satisfied (3 of 4), with 50.0% reporting that they were 'very satisfied'. Again, 1 student reported that they did not receive the service.

Table 3.7.4
N-PREP Clients
“Level of Satisfaction: Continuous Enrolment”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Continuous Enrolment	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	1 (25.0)
Very Satisfied	2 (50.0)
Not Applicable	1 (25.0)

The results displayed in Table 3.7.5 reveal that 3 of 4 students (75%) are satisfied with N-PREP's strong interest inventory and access to career determination tools, and 1 student reported that they were 'neutral'.

Table 3.7.5
N-PREP Clients
“Level of Satisfaction: Strong Interest Inventory/Access to Career Determination Tools”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Strong Interest Inventory	Response
---	----------

Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (25.0)
Satisfied	2 (50.0)
Very Satisfied	1 (25.0)
Not Applicable	0 (-)

In terms of satisfaction with the student navigator, the results in Table 3.7.6 show a high level of satisfaction. Nearly all (3 of 4) students reported that they were satisfied, and one student reported that they were ‘neutral’.

Table 3.7.6
N-PREP Clients
“Level of Satisfaction: Student Navigator”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Student Navigator	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (25.0)
Satisfied	1 (25.0)
Very Satisfied	2 (50.0)
Not Applicable	0 (-)

In terms of individualized education plans, Table 3.7.7 shows that most students are ‘very satisfied’ (75.0%), and 1 respondent indicated that they had not yet received an individualized education plan at the time of this survey.

Table 3.7.7
N-PREP Clients
“Level of Satisfaction: Individualized Education Plans”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Individualized Education Plans	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	3 (75.0)
Not Applicable	1 (25.0)

In Table 3.7.8, the level of satisfaction with respect to customized transition support plans into summer employment is shown. Fully 25% indicated that they have not yet received this service; 50% report that they are ‘satisfied’ or ‘very satisfied’; and 25% of students are neutral on their level of satisfaction.

Table 3.7.8
N-PREP Clients
“Level of Satisfaction: Customized Transition Support Plans into Summer Employment”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Transition Support Plans into Summer Employment	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (25.0)
Satisfied	1 (25.0)

Very Satisfied	1 (25.0)
Not Applicable	1 (25.0)

Table 3.7.9 shows the results from the level of client satisfaction with reduced residence fees. Fully 50% of students indicated that they have not received reduced residence fees, 1 student indicated that they were satisfied; and 1 student was neutral. As noted earlier, not all N-PREP clients reside on-campus, and may not require reduced residence fees.

Table 3.7.9
N-PREP Clients
“Level of Satisfaction: Reduced Residence Fees”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Reduced Residence Fees	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (25.0)
Satisfied	1 (25.0)
Very Satisfied	0 (-)
Not Applicable	2 (50.0)

Table 3.7.10 shows that the all students (100.0%) are satisfied with the provision of equipment and supplies by the N-PREP program, with 50% of these indicating that they are ‘very satisfied’.

Table 3.7.10
N-PREP Clients
“Level of Satisfaction: Provision of Program-related Equipment/supplies”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

	Response
--	-----------------

Satisfaction with Provision of Program-related Equipment/Supplies	
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	2 (50.0)
Very Satisfied	2 (50.0)
Not Applicable	0 (-)

Overall, all (100.0%) N-PREP students report that they had not yet received a paid summer internship (see Table 3.7.11). This is understandable, since the January 2018 cohort of students had not yet been enrolled in their programs over a summer term.

Table 3.7.11
N-PREP Clients
“Level of Satisfaction: Paid Summer Internships”
By Rating of Satisfaction - Number and (Percent)
(n = 19 Respondents)

Satisfaction with Paid Summer Internships	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	0 (-)
Not Applicable	4 (100.0)

In Table 3.7.12, one student (25%) indicated that they were ‘very satisfied’ with the financial incentives N-PREP offers for achieving milestones throughout their programs, while 75.0% report that they have not yet received any financial incentives.

Table 3.7.12
N-PREP Clients
“Level of Satisfaction: Financial Incentives Based on the Achievement of Milestones”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Financial Incentives for Achieving Milestones	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	1 (25.0)
Not Applicable	3 (75.0)

Finally, in terms of transportation assistance, similar to previous cohorts Table 3.7.13 shows that one student was ‘satisfied’ with this support, and 75.0% of students did not receive assistance.

Table 3.7.13
N-PREP Clients
“Level of Satisfaction: Assistance with Transportation where Public Transportation is Not Available”
By Rating of Satisfaction - Number and (Percent)
(n = 4 Respondents)

Satisfaction with Transportation Assistance	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)

Satisfied	1 (25.0)
Very Satisfied	0 (-)
Not Applicable	3 (75.0)

b. Stage 2 Survey for All In-Program Cohorts

Section 1: Overall Satisfaction

The first question on the Stage 2 survey asked students to report their overall level of satisfaction with N-PREP. Overall, Table 3.7.14 once again shows that all in-program respondents (100.0%) indicated that they were ‘very satisfied’ with the N-PREP program.

Table 3.7.14
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	8 (100.0)
Not Applicable	0 (-)

Section 2: Satisfaction with N-PREP Services and Supports

In Section 2, the survey asked students several questions around their level of satisfaction with 12 different supports and services available to those enrolled in N-PREP. Students who did not receive a particular service or support were asked to report ‘Not applicable’.

Table 3.7.15 shows the results of the level of satisfaction with career transition and employer liaison services. Nearly all respondents (7 of 8) indicated that they were either ‘satisfied’ or ‘very satisfied’, and 1 student reported that they had not yet received career transition and employer liaison services.

Table 3.7.15
N-PREP Clients
“Level of Satisfaction: Career Transition and Employer Liaison Services”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Career Transition and Employer Liaison Services	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	3 (37.5)
Very Satisfied	4 (50.0)
Not Applicable	1 (12.5)

Table 3.7.16 shows the level of satisfaction with customized transition supports into post-secondary schooling. All respondents (87.5%, ‘very satisfied’ + 12.5%, ‘satisfied’) were satisfied.

Table 3.7.16
N-PREP Clients
“Level of Satisfaction: Customized Transition Supports into Post-secondary Schooling”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

	Response
--	-----------------

Satisfaction with Customized Transition Supports	
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	1 (12.5)
Very Satisfied	7 (87.5)
Not Applicable	0 (-)

In Table 3.7.17, students' level of satisfaction with the program's continuous enrolment is shown. A very high level of satisfaction is revealed, as all students were 'very satisfied'.

Table 3.7.17
N-PREP Clients
“Level of Satisfaction: Continuous Enrolment”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Continuous Enrolment	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	8 (100.0)
Not Applicable	0 (-)

The results in Table 3.7.18 show that 7 of 8 students (87.5%) are satisfied with N-PREP's strong interest inventory and access to career determination tools, and 1 student reported not applicable.

Table 3.7.18
N-PREP Clients
“Level of Satisfaction: Strong Interest Inventory/Access to Career Determination Tools”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Strong Interest Inventory	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	7 (87.5)
Not Applicable	1 (12.5)

In terms of satisfaction with the student navigator (see Table 3.7.19), once again the results show a high level of satisfaction. All students reported that they were ‘very satisfied’. These results of course echo the many positive sentiments surrounding the navigator that students report in the focus groups.

Table 3.7.19
N-PREP Clients
“Level of Satisfaction: Student Navigator”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Student Navigator	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)

Satisfied	0 (-)
Very Satisfied	8 (100.0)
Not Applicable	0 (-)

In terms of individualized education plans, Table 3.7.20 shows that all students are ‘satisfied’ or ‘very satisfied’, with 7 of 8 expressing that they are ‘very satisfied’.

Table 3.7.20
N-PREP Clients
“Level of Satisfaction: Individualized Education Plans”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Individualized Education Plans	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	1 (12.5)
Very Satisfied	7 (87.5)
Not Applicable	0 (-)

In Table 3.7.21, the level of satisfaction with respect to customized transition support plans into summer employment is shown. Fully 12.5% indicated that they have not yet received this service; 25.0% report that they are satisfied; and 62.5% are ‘very satisfied’.

Table 3.7.21
N-PREP Clients
“Level of Satisfaction: Customized Transition Support Plans into Summer Employment”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

	Response
--	-----------------

Satisfaction with Transition Support Plans into Summer Employment	
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	2 (25.0)
Very Satisfied	5 (62.5)
Not Applicable	1 (12.5)

In Table 3.7.22, the results from the level of client satisfaction with reduced residence fees are shown. Overall, 50.0% of students indicated that they have not received reduced residence fees; about 38% of students were ‘very satisfied’; and 1 student was ‘neutral’. As noted above, some students may not require reduced residence fees.

Table 3.7.22
N-PREP Clients
“Level of Satisfaction: Reduced Residence Fees”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Reduced Residence Fees	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (12.5)
Satisfied	0 (-)
Very Satisfied	3 (37.5)
Not Applicable	4 (50.0)

Table 3.7.23 shows that the great majority of clients (87.5%) are ‘very satisfied’ with the provision of equipment and supplies by the N-PREP program. Again, this corroborates with student comments about the benefits of the “back pack” during the focus groups. One individual indicated that they did not receive program-related equipment/supplies.

Table 3.7.23
N-PREP Clients
“Level of Satisfaction: Provision of Program-related Equipment/supplies”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Provision of Program-related Equipment/Supplies	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (12.5)
Satisfied	0 (-)
Very Satisfied	7 (87.5)
Not Applicable	0 (-)

Overall, most (62.5%) N-PREP students report that they have not yet received a paid summer internship (see Table 3.7.24).

Table 3.7.24
N-PREP Clients
“Level of Satisfaction: Paid Summer Internships”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Paid Summer Internships	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (12.5)

Satisfied	0 (-)
Very Satisfied	2 (25.0)
Not Applicable	5 (62.5)

In Table 3.7.25, half of the students indicated that they were satisfied with the financial incentives N-PREP offers for achieving milestones throughout their programs. One student (12.5%) reported that they were ‘neutral’, and 37.5% report that they have not yet received any financial incentives.

Table 3.7.25
N-PREP Clients
“Level of Satisfaction: Financial Incentives Based on the Achievement of Milestones”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Financial Incentives for Achieving Milestones	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (12.5)
Satisfied	1 (12.5)
Very Satisfied	3 (37.5)
Not Applicable	3 (37.5)

Finally, in terms of transportation assistance, Table 3.7.26 shows that 75.0% of students did not receive assistance. Among those who did receive assistance, both were ‘very satisfied’.

Table 3.7.26
N-PREP Clients
“Level of Satisfaction: Assistance with Transportation where Public Transportation is Not Available”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Transportation Assistance	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	2 (25.0)
Not Applicable	6 (75.0)

3.8. Survey Results – Graduate Follow-Ups

a. 3 Month Survey – October 2017

Section 1: Satisfaction with the N-PREP Program

In Section 1, graduates were asked several questions about their satisfaction N-PREP, with specific reference to the role N-PREP played in helping them transition into the workforce. It is important to note, that these questions are asked of graduates only three months after the completion of their Canadore College programs. It is also important to bear in mind that these results should be interpreted with some caution, since the results are based on very small sample sizes.

Table 3.7.27 displays the results from the question that asked graduates to report their level of satisfaction with the role N-PREP playing in helping them transition into the workforce. The results show that 1 of the graduates contacted was ‘satisfied’ and 1 of the graduates was ‘dissatisfied’ with the role N-PREP played in helping them transition into the workforce.

Table 3.7.27
N-PREP Clients
“Level of Satisfaction: Role N-PREP Played in Helping You Transition into the Workforce”
By Rating of Satisfaction - Number and (Percent)
(n = 2 Respondents)

Satisfaction with Role of N-PREP in Transition to Workforce	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (50.0)
Neutral	0 (-)
Satisfied	1 (50.0)
Very Satisfied	0 (-)

Table 3.7.28 shows the distribution of graduates' responses when asked how likely they would have returned to the workforce, if N-PREP were not in place. Similar to the 3 Month responses from the April 2016 completers, both graduates reported that it is likely that they would have returned to the workforce even if N-PREP were not in place.

Table 3.7.28
N-PREP Clients
“Likelihood of Returning to the Workforce if N-PREP Program Not in Place”
By Rating of Satisfaction - Number and (Percent)
(n = 2 Respondents)

Likelihood of Returning to Workforce without N-PREP	Response
Very Unlikely	0 (-)
Unlikely	0 (-)
Neutral	0 (-)
Likely	1 (50.0)
Very Likely	1 (50.0)

In Table 3.7.29, the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their education goals are shown. Both respondents attributed ‘high importance’ to N-PREP in achieving their education goals.

Table 3.7.29
N-PREP Clients
“How important was/is the N-PREP program in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)
Low importance	0

	(-)
Neutral	0 (-)
Moderately important	1 (50.0)
Very important	1 (50.0)

Table 3.7.30 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their career goals. In terms of career goals, 1 graduate reported that N-PREP was ‘very important’ in achieving their career goals, and 1 stated that they were neutral.

Table 3.7.30
N-PREP Clients
“How important was/is the N-PREP program in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	1 (50.0)
Moderately important	0 (-)
Very important	1 (50.0)

Finally, Table 3.7.31 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their life goals. Similar to the question on education goals above, both respondents stated that N-PREP was important in achieving their life goals.

Table 3.7.31
N-PREP Clients
“How important was/is the N-PREP program in achieving your life goals?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	1 (50.0)
Very important	1 (50.0)

Section 2: Employment Experiences

In Section 2, graduates were asked several questions about their employment experiences 3 months after the completion of their programs at Canadore College.

Table 3.7.32 shows the results to an initial question which asked respondents to report their main activity. Unlike what was observed among the April, 2016 graduates, unfortunately none of the July 2017 completers that the evaluation team was able to interview were working. One individual reported that their main activity was taking care of family or household responsibilities, and the other said they were without work and looking for work. With respect to the second individual, it is important to note that they would be classified as unemployed, yet deemed a participant in the labour force (Statistics Canada, 2012).

Table 3.7.32
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

Main Activity	Response
Going to school	0 (-)
Working	0 (-)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	1 (50.0)
Without work and looking for work	1 (50.0)
Travelling	0 (-)

Since neither graduates reported that they were working, no contingency questions related to their current employment situations were administered (see Appendix C). However, graduates who stated that work was not their main activity were asked to report the main reason why they were not currently working. One graduate stated that it was “because of living in North Bay” and the other mentioned that they “haven’t found employment”. It is important to note that this reported difficulty of finding work in North Bay was mentioned among the April 2017 graduates as well.

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. Only one respondent commented with the following: “Liked the program, just wished there was more assistance in finding a job.” This finding echoes that of the April 2017 graduates, where respondents suggested a mentorship program would be helpful for the job search and interview process.

b. 6 Month Survey – October 2017

Section 1: Employment Experiences

In Section 1, graduates who completed their programs in April 2017 were asked several questions about their employment experiences 6 months after the completion of their programs at Canadore College.

Table 3.7.33 shows the results to an initial question which asked respondents to report their main activity. Overall, two-thirds of the graduates the evaluation team was able to reach were working, and one-third of the graduates were going to school.

Table 3.7.33
N-PREP Clients

“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 3 Respondents)

Main Activity	Response
Going to school	1 (33.3)
Working	2 (66.6)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	0 (-)
Travelling	0 (-)

Graduates who reported that they were working, were then asked several contingency questions related to their current employment situations (see Appendix C). Of those who reported working was their main activity, the follow-up questions revealed the following results. First, in terms of current job/occupations and employment status, one graduate was working as a bakery employee, and the other was working at the Canadian Mental Health Association.

Table 3.7.34 shows the results when asking only those working about how closely their job was related to their Canadore College program. One graduate reported that their job was ‘closely related’ to their program at Canadore College, and one reported that it was ‘not at all related’.

Table 3.7.34
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Education-Job Match	Response
---------------------	----------

Closely Related	1 (50.0)
Somewhat Related	0 (-)
Not Related at all	1 (50.0)

In Table 3.7.35, the results of the question that asked the extent to which graduates' employment was related to their summer internship are displayed. It is important to note that indeed one of the graduates is working in a job that was related to one of their summer internships held during their time at Canadore.

Table 3.7.35
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Summer Internship-Job Match	Response
Yes	1 (50.0)
No	1 (50.0)
Don't know	0 (-)
I didn't have a summer internship	0 (-)

Table 3.7.36 shows the graduates opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. The results suggest none of those employed felt that N-PREP was instrumental in helping them find their current job.

Table 3.7.36
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

N-PREP help obtain current job	Response
Yes	0 (-)
No	2 (100.0)
Don't know	0 (-)

Finally, graduates who reported that work was not their main activity were asked to report the main reason why they were not currently working. This individual reported that it was because they were in school.

Section 2: Life Satisfaction

Section 2 of the survey includes two questions to measure students subjective well-being. These questions were first asked of N-PREP participants as they entered their programs in the Stage 1 Surveys. The valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’. First, students were first asked to rate their current satisfaction with life. Their reported life satisfaction scores ranged from 6 to 8 among the students, and the average life satisfaction score among this cohort of N-PREP students was 7. This score is higher than the January 2016 and 2018 cohorts, but is comparable to the other cohorts and similar to the Canadian average and above the OECD average at 7.2 and 6.6 respectively (OECD, 2015).

The second subjective measure asked students to report how satisfied with their life that they expect to feel in 5 years’ time. This self-reported measure provides a useful indication of students’ level of optimism or pessimism about their well-being in the future (OECD, 2013). Two students reported comparatively higher scores (10) indicating that they are still quite optimistic about their future well-being. However, one student was upset when asked this question and refused to provide an answer. This individual was upset that they did not have a job in their field and as a result did not wish to answer this question.

At the end of the interviews, graduates were also provided with an opportunity to share any additional information. One respondent reported “you guys are great”. A second respondent provided advice to N-PREP staff regarding post-N-PREP employment supports. They stated the following: “help with school but none helping get a job; need to assist with helping after graduation; mentorship program to help find a job; need motivation to keep going and applying since it doesn’t come right away; I felt I was lucky finding a job but not everyone is lucky and a mentorship program would be helpful.”

c. 6 Month Survey – January 2018

Section 1: Employment Experiences

In Section 1, graduates who completed their programs in July 2017 were asked several questions about their employment experiences 6 months after the completion of their programs at Canadore College.

Table 3.7.37 shows the results to an initial question which asked respondents to report their main activity. Overall, one of the graduates the evaluation team was able to contact and interview were working, and the other graduate was without work, but was looking for work. Once again, it is important to note that despite the fact that not all graduates were employed, they would be classified as unemployed, and deemed participants in the labour force (Statistics Canada, 2012).

Table 3.7.37
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Main Activity	Response
Going to school	0 (-)
Working	1 (50.0)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	1 (50.0)
Travelling	0 (-)

As with the April 2017 graduates, July 2017 graduates who reported that they were working, were then asked several contingency questions related to their current employment situations (see Appendix C). Of those who reported working was their main activity, the follow-up questions revealed the following results. First, in terms of current job/occupations and employment status, the one graduate who was working was employed part-time (about 10 hours per week) in a family-owned business doing snow removal.

Table 3.7.38 shows the results when asking those working about how closely their job was related to their Canadore College program. Not surprising, given the occupation reported above, the respondent who was working stated their job was not related at all to their program at Canadore College.

Table 3.7.38
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Education-Job Match	Response
Closely Related	0 (-)
Somewhat Related	0 (-)
Not Related at all	1 (100.0)

Table 3.7.39 shows the results of the question that asked the extent to which graduates’ employment was related to their summer internship. The respondent indicated that their job is not related to a summer internship held during their time at Canadore.

Table 3.7.39
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 2 Respondents)

Summer Internship-Job Match	Response
Yes	0 (-)
No	1 (100.0)

Don't know	0 (-)
I didn't have a summer internship	0 (-)

Table 3.7.40 shows the graduates opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. The results indicate that the employed respondent did not feel that N-PREP was instrumental.

Table 3.7.40
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

N-PREP help obtain current job	Response
Yes	0 (-)
No	1 (100.0)
Don't know	0 (-)

Finally, graduates who stated that work was not their main activity were asked to report the main reason why they were not currently working. The graduate who reported not working stated the following: “no one hired yet; hard to find apprenticeship; told to keep trying; maybe in the Spring.”

Section 2: Life Satisfaction

The second section of the 6 Month Follow Up survey includes two questions to measure students subjective well-being. The valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’. First, students were first asked to rate their current satisfaction with life. Similar to the April 2017 graduates, the July 2017 graduates also report average scores at 7, which is comparable to the Canadian and OECD averages.

Second, students were also asked to report how satisfied with their life that they expect to feel in 5 years’ time. This self-reported measure provides a useful indication of students’ level of optimism or pessimism about their well-being in the future (OECD, 2013). As with the April 2017 6 Month Follow Ups, the students report comparatively higher scores (9.5) indicating that they are still quite optimistic about their future well-being.

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. One respondent reported the following: “No it was awesome; not their fault no job yet; just told to apply out of town; hard to find work in North Bay; student navigator was awesome wanted to say thank you.” Once again, North Bay’s employment situation was mentioned as a possible obstacle to finding employment.

d. 3 Month Survey – April 2018

Section 1: Satisfaction with the N-PREP Program

As described earlier, in Section 1, graduates, who completed their programs in January 2018, were asked several questions about their satisfaction N-PREP, and the role N-PREP played in helping them transition into the workforce. It is important to interpret these findings with caution, since only 1 graduate completed the survey.

Table 3.7.41 displays the results from the question that asked graduates to report their level of satisfaction with the role N-PREP playing in helping them transition into the workforce. The results show that the respondent was ‘very satisfied’ with the role N-PREP played in helping them transition into the workforce.

Table 3.7.41
N-PREP Clients
“Level of Satisfaction: Role N-PREP Played in Helping You Transition into the Workforce”
By Rating of Satisfaction - Number and (Percent)
(n = 1 Respondent)

Satisfaction with Role of N-PREP in Transition to Workforce	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	1 (100.0)

Table 3.7.42 shows the graduates' responses when asked how likely they would have returned to the workforce, if N-PREP were not in place. Unlike previous 3 Month surveys, the graduate reported that it is 'unlikely' that they would have returned to the workforce even if N-PREP were not in place.

Table 3.7.42
N-PREP Clients
“Likelihood of Returning to the Workforce if N-PREP Program Not in Place”
By Rating of Satisfaction - Number and (Percent)
(n = 1 Respondent)

Likelihood of Returning to Workforce without N-PREP	Response
Very Unlikely	0 (-)
Unlikely	1 (100.0)
Neutral	0 (-)
Likely	0 (-)
Very Likely	0 (-)

In Table 3.7.43, the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their education goals are shown. Similar to previous cohorts, the respondent expressed N-PREP was 'very important' in achieving their education goals.

Table 3.7.43
N-PREP Clients
“How important was/is the N-PREP program in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	0

	(-)
Very important	1 (100.0)

Table 3.7.44 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their career goals. In terms of career goals, the respondent indicated that N-PREP was ‘very important’ in achieving their career goals.

Table 3.7.44
N-PREP Clients
“How important was/is the N-PREP program in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	0 (-)
Very important	1 (100.0)

Finally, Table 3.7.45 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their life goals. The respondent stated that N-PREP was ‘moderately important’ in achieving their life goals.

Table 3.7.45
N-PREP Clients
“How important was/is the N-PREP program in achieving your life goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	0 (-)
Low importance	0

	(-)
Neutral	0 (-)
Moderately important	1 (100.0)
Very important	0 (-)

Section 2: Employment Experiences

In the second section, graduates were asked several questions about their employment experiences 3 months after the completion of their programs at Canadore College.

Table 3.7.46 shows that similar to the April 2016 completers and unlike the July 2017 completers, working is revealed as a prominent main activity.

Table 3.7.46
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Main Activity	Response
Going to school	0 (-)
Working	1 (100.0)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	0 (-)
Travelling	0 (-)

Since the respondent indicated that they were working, they were asked several questions related to their employment. The respondent indicated that they were employed full-time as a program support clerk for a provincial ministry, and the start date was within one month of completing their program at Canadore College.

Table 3.7.47 shows the results when asking those working about how closely their job was related to their Canadore College program. In addition to securing employment it important to note that the respondent reported that their job was ‘closely related’ to their program at Canadore College.

Table 3.7.47
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Education-Job Match	Response
Closely Related	1 (100.0)
Somewhat Related	0 (-)
Not Related at all	0 (-)

Table 3.7.48 shows the results of the question that asked the extent to which graduates’ employment was related to their summer internship. The respondent indicated they did not hold a summer internship during their time at Canadore.

Table 3.7.48
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Summer Internship-Job Match	Response
Yes	0 (-)
No	0 (-)
Don’t know	0 (-)
I didn’t have a summer internship	1 (100.0)

Table 3.7.49 shows the graduates opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. The respondent expressed that N-PREP was instrumental in helping them obtain their current job.

Table 3.7.49
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

N-PREP help obtain current job	Response
Yes	1 (100.0)
No	0 (-)
Don't know	0 (-)

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. The respondent reported that they “hope the program continues” since it is “valuable to students on OW”.

e. 1 Year Survey – April 2018

One year after the completion of their programs at Canadore College, April 2017 completers were surveyed one final time and asked several questions about their employment experiences. The employment questions are identical to those in section 2 of the 3 Month Follow Up and section 1 of the 6 Month Follow Up. Given the small sample size (n=1), these results should be interpreted with caution.

Table 3.7.50 shows that the one respondent who completed the interview reported that they were working and going to school.

Table 3.7.50
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Main Activity	Response
Going to school	0

	(-)
Working	0 (-)
Working and going to school (only if time spent is equal)	1 (100.0)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	0 (-)
Travelling	0 (-)

Since the respondent indicated that they were working, they were then follow up questions to gather additional details related to their employment. When asked about their job, the respondent indicated that they were working 30 hours per week as a personal support worker, and the start date for this job was roughly 8 months after completing their program at Canadore College.

Table 3.7.51 shows the results when asking those working about how closely their job was related to their Canadore College program. Indeed, the respondent reported that their job was ‘closely related’ to their program at Canadore College.

Table 3.7.51
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Education-Job Match	Response
Closely Related	1 (100.0)
Somewhat Related	0 (-)
Not Related at all	0 (-)

Table 3.7.58 shows the results of the question that asked the extent to which graduates’ employment was related to their summer internship. The respondent indicated they did not hold a summer internship during their time at Canadore.

Table 3.7.58
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Summer Internship-Job Match	Response
Yes	0 (-)
No	0 (-)
Don't know	0 (-)
I didn't have a summer internship	1 (100.0)

Table 3.7.59 shows the graduates opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. The respondent stated that N-PREP was instrumental in helping them obtain their current job.

Table 3.7.59
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

N-PREP help obtain current job	Response
Yes	1 (100.0)
No	0 (-)
Don't know	0 (-)

As in the 3 Month and 6 Month interviews, prior to finishing, graduates were also provided with an opportunity to share any additional information. The respondent reported that “[N-PREP staff] are fabulous”.

f. 3 Month Survey – July 2018

Section 1: Satisfaction with the N-PREP Program

As described previously, section 1 asked several questions about graduates' satisfaction with N-PREP, with specific reference to the role N-PREP played in helping them transition into the workforce. Once again, figures should be interpreted with caution given the small number of respondents (n=1).

Table 3.7.60 displays the results from the question that asked April 2018 graduates to report their level of satisfaction with the role N-PREP playing in helping them transition into the workforce. The respondent indicated that they were 'very satisfied' with the role N-PREP played in helping them transition into the workforce.

Table 3.7.60
N-PREP Clients
“Level of Satisfaction: Role N-PREP Played in Helping You Transition into the Workforce”
By Rating of Satisfaction - Number and (Percent)
(n = 1 Respondent)

Satisfaction with Role of N-PREP in Transition to Workforce	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0 (-)
Satisfied	0 (-)
Very Satisfied	1 (100.0)

Table 3.7.61 shows their response when asked how likely they would have returned to the workforce, if N-PREP were not in place. The respondent stated that they were neither likely nor unlikely (i.e., neutral).

Table 3.7.61
N-PREP Clients
“Likelihood of Returning to the Workforce if N-PREP Program Not in Place”
By Rating of Satisfaction - Number and (Percent)
(n = 1 Respondent)

Likelihood of Returning to Workforce without N-PREP	Response
Very Unlikely	0 (-)
Unlikely	0 (-)
Neutral	1 (100.0)
Likely	0 (-)
Very Likely	0 (-)

In Table 3.7.62, the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their education goals are shown. As in prior surveys, the respondent attributed ‘high importance’ to N-PREP in achieving their education goals.

Table 3.7.62
N-PREP Clients
“How important was/is the N-PREP program in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	0 (-)

Very important	1 (100.0)
----------------	--------------

Similarly, Table 3.7.63 shows that in terms of career goals, the graduate reported that N-PREP was ‘very important’ in achieving their career goals.

Table 3.7.63
N-PREP Clients
“How important was/is the N-PREP program in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	0 (-)
Very important	1 (100.0)

Finally, Table 3.7.64 reveals that the respondent also stated that N-PREP was ‘very important’ in achieving their life goals.

Table 3.7.64
N-PREP Clients
“How important was/is the N-PREP program in achieving your life goals?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	0 (-)

Moderately important	0 (-)
Very important	1 (100.0)

Section 2: Employment Experiences

The second section asked several questions about their employment experiences 3 months after the completion of their programs at Canadore College.

Table 3.7.65 shows that the respondent selected ‘working’ as their main activity. As a result, several follow up questions regarding their employment were administered.

Table 3.7.65
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Main Activity	Response
Going to school	0 (-)
Working	1 (100.0)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	0 (-)
Travelling	0 (-)

When asked about their job, the respondent indicated that they were working full-time (40 hours per week) as an accountant, and the start date for this job was two months (February 2018) prior to completing their program at Canadore College.

Not surprisingly, given their start date, Table 3.7.66 shows that the respondent reported that their job was ‘closely related’ to their program at Canadore College.

Table 3.7.66
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Education-Job Match	Response
Closely Related	1 (100.0)
Somewhat Related	0 (-)
Not Related at all	0 (-)

Table 3.7.67 shows the results of the question that asked the extent to which graduates’ employment was related to their summer internship. Unlike the other cohorts, the respondent indicated that the job was related to a summer internship during their time at Canadore.

Table 3.7.67
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Summer Internship-Job Match	Response
Yes	1 (100.0)
No	0 (-)
Don’t know	0 (-)
I didn’t have a summer internship	0 (-)

Similar to previous cohorts at this stage, the results in Table 3.7.68 reveal that the respondent stated that N-PREP was instrumental in helping them obtain their current job.

Table 3.7.68
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

N-PREP help obtain current job	Response
Yes	1 (100.0)
No	0 (-)
Don't know	0 (-)

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. The respondent reported that “[N-PREP staff] are awesome. Couldn’t have made it through school without them. They will bend over backwards for you”.

g. 6 Month Survey – July 2018

Section 1: Employment Experiences

As described earlier, in Section 1, graduates who completed their programs in January 2018 were asked several questions about their employment experiences 6 months after the completion of their programs at Canadore College. Again, only one respondent completed the interview, so all findings should be interpreted with caution.

Table 3.7.69 shows that the graduate the evaluation team was able to reach and agreed to participate was working.

Table 3.7.69
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Main Activity	Response
Going to school	0 (-)
Working	1

	(100.0)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	0 (-)
Travelling	0 (-)

Graduates who reported that they were working, were then asked several contingency questions related to their current employment situations (see Appendix C). Of those who reported working was their main activity, the follow-up questions revealed the following results. First, in terms of current job/occupations and employment status, the graduate was working full-time (37 hours) as a program support clerk at a provincial ministry office.

Table 3.7.70 shows the results when asking only those working about how closely their job was related to their Canadore College program. The respondent reported that their job was ‘closely related’ to their program at Canadore College.

Table 3.7.70
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Education-Job Match	Response
Closely Related	1 (100.0)
Somewhat Related	0 (-)
Not Related at all	0 (-)

In Table 3.7.71, the results of the question that asked the extent to which graduates’ employment was related to their summer internship are displayed. Indeed, the graduate is working in a job that was related to one of their summer internships held during their time at Canadore.

Table 3.7.71
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

Summer Internship-Job Match	Response
Yes	1 (100.0)
No	0 (-)
Don't know	0 (-)
I didn't have a summer internship	0 (-)

Table 3.7.72 shows the respondent did not feel that N-PREP was instrumental in helping them find their current job.

Table 3.7.72
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 1 Respondent)

N-PREP help obtain current job	Response
Yes	0 (-)
No	1 (100.0)
Don't know	0 (-)

Section 2: Life Satisfaction

Section 2 of the survey includes two questions to measure students subjective well-being. These questions were first asked of N-PREP participants as they entered their programs in the Stage 1 Surveys. The valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’. First, students were first asked to rate their current satisfaction with life. The one graduate reported a life satisfaction score of 7, which is comparable to the other cohorts at this

stage and in between the Canadian and OECD averages at 7.2 and 6.6 respectively (OECD, 2015).

The second subjective measure asked students to report how satisfied with their life that they expect to feel in 5 years' time. This self-reported measure provides a useful indication of students' level of optimism or pessimism about their well-being in the future (OECD, 2013). The graduate reported a comparatively higher score (9) suggesting that they are still quite optimistic about their future well-being.

As in the other surveys, prior to completing the interview, graduates were also provided with an opportunity to share any additional information. The respondent reported "they are awesome...[they] still contact me about job postings".

4. YEAR 3 DISCUSSION

January 2018 Cohort

The results reported from January 18, 2018, focus group session (n=8) and surveys (n=8) with the January 2018 Cohort of N-PREP clients provide an early snapshot of client perceptions of the strengths and barriers surrounding their involvement in the program.

Stage 1 Focus Group

As in the previous Stage 1 focus groups, the January 2018 intake focus group participants point to the strong support provided by the NPREP staff and the Student Navigator as key components of their success in the program, and in making their lives better. Significantly, as the NPREP program entered its third year, and as the mechanics of supplying students with the resources (backpack, computer), funding (support in getting, resolving issues with OSAP), resolving transportation and housing issues and getting enrolled and set up in programs and courses become ‘second nature’ to the staff and clients involved in the program, the role that staff support, and that of the Student Navigator, plays in student success and ongoing involvement is made even more apparent as the foundation for program success for what is often a disadvantaged, vulnerable group of individuals seeking access to the means to making a better life for themselves and their family. Not having to do it alone, but with the support of the NPREP staff and their fellow students, and having the right resources (e.g. school supplies, computer, printing) to be successful were pointed to as a ‘Very Important’ best things about the program.

At the same time, having the financial means to continue in their program until its completion is a strong source of concern among clients, along with not finding out about the NPREP program earlier.

Stage 1 Survey

The Stage 1 survey also provides a nice portrait of the students’ satisfaction with their initial experiences with N-PREP, offers insights into student expectations about what they hope N-PREP will help them achieve, and captures baseline measures of life satisfaction as students enter the program. Several findings from the surveys are worthy of note.

First, in line with the results from the January 2016, September 2016, January 2017 and September 2017 cohorts, the January 2018 cohort similarly report a high level of satisfaction with their early experiences with N-PREP. Students are satisfied not only with the enrolment process, but they also suggested that N-PREP was critical piece of the puzzle in their decision to return to school, and likely would not have done so without the program in place. Second, all program supports and services were deemed important. But among this cohort, the strongest pull factors to get them to enroll were customized transition and employer liaison services, individualized education plans, provision of program-related supplies, and access to career determination tools. Third, the results for this cohort once again show that N-PREP students see the program as important for achieving their immediate educational goal as well as broader career and life outcomes. Finally, much like the January 2016, January 2017 and September

2017 cohorts, the January 2018 N-PREP cohort reported an average life satisfaction score that is below both the Canadian and OECD averages. Actually, they reported a score of 4.88, which is the lowest score recorded in the Stage 1 surveys. What is perhaps more troubling is that two of the eight students reported scores of 0, indicating that they are ‘not at all satisfied’ with their life. However, as with all previous N-PREP cohorts, the students expected their life satisfaction and well-being to be substantially better in 5 years’ time – an average score of 8.75. Once again, these results suggest that N-PREP gives much-needed hope, inspiration, and support to a vulnerable population that they too can overcome the difficulties of returning to post-secondary education and improve their life outcomes.

Stage 2 Focus Group

As with previous N-PREP cohorts, the N-PREP January 2018 intake clients continue to point to the very important role that staff, and the backpack play in supporting students as they return to post-secondary education. Supporting students through the OSAP and course registration process, and providing funding for course-related expenses such as first aid training is key to ongoing student engagement and involvement in the program, couple with monitoring and updating students on grades and attendance.

Among the ‘Very Important’ suggestions offered by the January 2018 clients for improving the N-PREP program was more instruction on how best to budget the backpack funds to ensure there is sufficient money to buy necessary supplies throughout the term.

Stage 2 Survey

The Stage 2 survey measures students’ satisfaction with each support and service, after spending some time in the program. The questions were also designed to allow N-PREP staff to assess the extent to which report that they have received a particular support or service.

The results from the Stage 2 survey show a high level of satisfaction toward N-PREP and its various supports and services. In fact, all respondents indicated that they were ‘very satisfied’ with N-PREP as a whole. For this cohort, the highest levels of satisfaction were indicated for the individualized education plans, student navigator, and the provision of program-related equipment/supplies. The services and supports that the most clients state they have not yet received among this cohort were paid summer internships (100.0%), financial compensation for achieving milestones (75.0%.), reduced residence fees (50.0%), career transition and employer liaison services (50.0%), customized transition supports (25.0%), continuous enrolment (25.0%), individualized education plans (25.0%), and customized support plans into summer employment (25.0%). As mentioned previously, it remains important for N-PREP staff to take note of service uptakes and ensure needs are being met and services offered to those who qualify for these supports and services.

September 2017 Cohort

The results reported from the March 8, 2018, focus group sessions (n=2) and surveys (n=19) with the September 2017 Cohort of N-PREP clients shed light on their ongoing level of satisfaction with the N-PREP program.

Stage 2 Focus Group

The two participating focus group members from the September 2017 cohort were, like the January 2018 cohort, unanimous in their support for the role that the NPREP staff play in ensuring the success of the program clients along with, again, supplying the resources and helping with the funding that are required for student success. The focus group participants raised the possibility that the NPREP program may end as a stressful concern. The September 2017 focus group participants recommended that a larger office space, with more computers be set up in a quiet area to be used for the purpose of employment searches. Funding to assist students required to obtain a criminal records check was also recommended.

Stage 2 Survey

The results from the Stage 2 survey show that the great majority of N-PREP students are very satisfied with the N-PREP program and its various supports and services. In response to the global question on satisfaction with N-PREP as a whole, 78.9% of respondents reported that they were ‘very satisfied’ with N-PREP, an additional 15.8% stated they were ‘satisfied’, and only 1 individual was dissatisfied.

Similar to other cohorts, the highest levels of satisfaction were indicated for the student navigator, provision of program-related equipment/supplies, customized transition supports into post-secondary schooling, and continuous enrolment. The services and supports that the most clients state they have not yet received among this cohort were paid summer internships (63.2%), assistance with transportation (57.9%), customized transition supports into summer employment (42.1%), reduced residence fees (42.1%), and financial compensation for achieving milestones (31.6%). It is important to note that timing of program entry, individual performance, and client circumstances may impact their likelihood of making use of some of these services. Again, it is important for N-PREP staff to ensure needs are being met and services offered to those who qualify for these supports and services.

All Other Currently In-Program Cohorts

Stage 2 Focus Group

N-PREP clients engaged in the program for a more extended period of time continue to rate staff support, including help with paperwork, course registration and OSAP applications, and help with computer needs as ‘Very Important’ to student success, along with the backpack and information on jobs, resources and other services available to support students, including advice on budgeting and saving money.

N-PREP clients continue to point to the perceived lack of advertising/information available about program at the Ontario Works point of contact as a significant concern, including a lack of follow-up after information sessions are provided.

Among suggestions for improving the N-PREP program, the currently in-program focus group participants unanimously pointed to the need to provide more financial help to help with course-related costs (e.g. first aid certification, parking pass at hospital, equipment needs, textbooks) as an important way to improve the program, along with providing a dedicated space for the N-PREP program.

Stage 2 Survey

The Stage 2 surveys show that the great majority of N-PREP clients are very satisfied with the N-PREP program and its various supports and services. Specifically, 100.0% of these clients said they were ‘very satisfied’ with N-PREP in general. With respect to specific supports and services, the results remain similar to previous Stage 2 surveys. High levels of satisfaction were expressed for the access to career determination tools, student navigator, provision of program-related equipment/supplies, customized transition supports into post-secondary schooling, and continuous enrolment. Two services and supports stand out in that the most clients state they have not yet received among these students. Fully 50.0% stated they had not received reduced residence fees, 62.5% stated they had not received, 75% said they had not received assistance with transportation costs. This last finding resonates with the focus group discussion around the lack of funds to support parking passes as an alternative to bus passes.

Service Providers

Focus Group

Significantly, service providers ranked ‘offering hope’ as the most important (88.9%) element of the N-PREP program, followed by the staff support system, financial assistance and mental health and addictions supports provided for clients. A broad range of other supports and services provided to clients were identified by the service providers, including help with childcare and housing, providing laptop rentals and computer support, assistance with paperwork, course registration and OSAP, work placements and ‘wellness checks’.

Given the broad range of service needs of N-PREP clients, the service providers were unanimous in identifying that building an adequate support system around clients was a ‘Very Important’ challenge and barrier to success, followed by lack of personal supports, mental health and addictions, financial needs, criminal record and poor money management skills. At the same time, NPREP ongoing funding issues and the difficulty in collecting data to measure employment outcomes and the impact of the program on poverty locally are considerable challenges.

According to the service provider focus group participants, the strongest measures of N-PREP success are clients’ completion of their program and graduation from Canadore College, coupled

with getting employment, becoming self-sufficient and breaking the cycle of intergenerational poverty. In addition, service providers cited ‘student transformation’ and ‘demonstrating resilience’ along with ‘mental and physical wellness’ as other measures of N-PREP success. Ultimately, service providers noted, they would hope that local success of N-PREP would make the case for provincial adoption of the program model. Alternatively, failure of the N-PREP program would be demonstrated by return clients to reliance on Ontario Works, and eventually, withdrawal of funding for N-PREP.

Graduate Follow Ups

The results reported from the 3 Month Surveys shed light on the initial workforce outcomes of N-PREP graduates as well as their satisfaction with N-PREP’s role in making the transition from school at Canadore College to the workforce. The results reported from the 6 Month Surveys capture the longer term workforce outcomes, and graduates’ post-N-PREP levels of life satisfaction and well-being. Finally, the results from the 1 Year Surveys provide a final measurement of the employment status of program completers.

3 Month Survey – October 2017

The results of the October 2017 3 Month Graduate Follow-up Surveys provide a first look at the early employment outcomes of N-PREP participants who completed their programs in July 2017. Several findings from this set of N-PREP graduates are worthy of note. It is important to interpret these findings with caution, as they are based on a very small sample of graduates (n=2).

Unlike the 3 Month results from the April 2017 graduates, the level of satisfaction among the July 2017 completers is mixed – one is dissatisfied and the other is satisfied. However, both indicated that it is unlikely that they would have returned to the workforce if N-PREP were not in place.

Both N-PREP graduates placed a great deal of importance on the role N-PREP played in meeting their education and life goals. In terms of career goals, one stated N-PREP was ‘very important’ in achieving their career goals, and one was neutral.

In terms of employment experiences, none of the graduates had secured employment within three months of completing their program in July, 2017. One graduate was taking care of family or household responsibilities, while the other was unemployed.

When asked to explain why they were not currently working, one graduate (similar to others in the April, 2017 graduates) pointed to few opportunities in the North Bay labour force as being difficult for finding work, and the other reported difficulties finding work. When asked to provide any further feedback, one student expressed their appreciation for N-PREP, but wished there was more assistance finding a job. This finding was similar to that expressed by individuals in the April, 2017 completion group, where more supports geared toward the job search, job application process, and mentorship for job interviews were suggested. To reduce the

likelihood of N-PREP graduates returning to Ontario Works, it is important for N-PREP to continue to offer career-related supports to these individuals as they navigate the workforce.

6 Month Survey – October 2017

The results of the October 2017 6 Month Graduate Follow-up Surveys provide a longer term look at the employment outcomes of N-PREP participants who completed their programs in April, 2017. Once again, it is important to interpret these results with caution, as they are based on a very small sample of graduates (n=3).

In terms of their main activity, one graduate stated that they were going to school, while the two others reported that they were working. One of these graduates was working in a bakery, and the other was working for the Canadian Mental Health Association. When asked if the job was related to their program, one of those employed stated that it was ‘closely related’ and the other ‘not at all related’. The same picture emerged when asked if it was related to their summer internships held at Canadore, as one indicated that it was related. Still, both employed individuals reported that N-PREP was not instrumental in helping them obtain their current job.

In terms of life satisfaction, the average life satisfaction score was 7, which is comparable to the average levels of life satisfaction captured among N-PREP cohorts in Stage 1 (when they enter N-PREP). Two graduates also reported perfect scores of 10 for their projected future levels of well-being. However, it is important to note that one graduate refused to provide an answer, as they were upset that they did not yet have employment in their field.

The open-ended feedback at the end of the surveys provides additional insights that are worthy of note. One respondent indicated that they were pleased with N-PREP and its staff. Another graduate suggested that N-PREP needs to offer more employment supports such as helping graduates get a job, mentorship to help find employment in order to keep graduates motivated and to help them from getting discouraged if employment does not come right away.

6 Month Survey – January 2018

The results of the January 2018 6 Month Graduate Follow-up Surveys provide a longer term look at the employment outcomes of N-PREP participants who completed their programs in July, 2017. Once again, only two graduates (n=2) responded to the phone interviews, so it is important to interpret these results with caution.

In terms of their main activity, one graduate stated that they were without work and looking for work, and the other graduate was working. Both would be classified as being ‘in the labour force’ (Statistics Canada, 2012). The one graduate who was working was employed part-time (about 10 hours per week) in a snow-removal business. When asked if the job was related to their program, the individual stated that it was ‘not at all related’. This individual also indicated that it was not related to summer internships, nor was N-PREP instrumental in helping them obtain their job.

In terms of life satisfaction, the July, 2018 completers also report an average life satisfaction score of 7, and comparatively higher scores (9.5) for future levels of life satisfaction. It is important to note that despite the difficulties many of the graduates are facing in the labour market, they are still optimistic about their future well-being in 5 years' time.

Finally, among this group, one individual mentioned North Bay's employment situation as an obstacle for finding a job, a comment that resonates with what was reported in several of the 3 and 6 Month follow ups.

3 Month Survey – April 2018

The results of the April 2018 3 Month Graduate Follow-up Surveys provide a first look at the early employment outcomes of N-PREP participants who completed their programs in January 2018. Again, it is important to interpret these findings with caution, as they are based on only one graduate.

Overall, the respondent indicated a high level of satisfaction for the role N-PREP played in helping them transition into the workforce. In the same manner, they indicated that it is unlikely that they would have returned to the workforce without N-PREP. In terms of the important role N-PREP played on meeting their education and life goals, the respondent indicated N-PREP was very important in these respects, and in terms of career goals, they also saw N-PREP as playing an important role.

In terms of employment experiences, the respondent had secured full-time employment as a program support clerk for the provincial government within three months of completing their program in January, 2018. Further, the graduate indicated that the position was closely related to their studies at Canadore, and that N-PREP was instrumental in helping them secure this job.

1 Year Survey – April 2018

One year after completing their programs, April 2017 completers were interviewed to capture a longer term picture of their employment activities. Unfortunately, attrition was quite high among the group, and only one respondent completed the interview. In terms of their main activity, the graduate stated that they were working and going to school. The graduate was working as a personal support worker (30 hours per week). When asked if the job was related to their program, the individual stated that it was 'closely related' and that N-PREP was instrumental in helping them obtain their job.

3 Month Survey – July 2018

The results of the July 2018 3 Month Graduate Follow-up Surveys provide a first look at the early employment outcomes of N-PREP participants who completed their programs in April 2018. Unfortunately, after 6 callbacks and attempts to administer the survey via email, only one client completed the survey. In the future, survey response rates might be enhanced by holding events at Canadore for recent graduates and administering follow up surveys to attendees face-to-face rather than by phone.

Similar to the January 2018 completers, this respondent also indicated that they were very satisfied with the role N-PREP played in helping them transition into the workforce. In addition, this respondent placed a great deal of importance on the role N-PREP played in meeting their education, life and career goals (i.e., ‘very satisfied’).

For employment, the graduate had secured employment as an accountant within three months of completing their program in April, 2018. Moreover, the job was closely related to their program at Canadore College, and a summer internship that they held during their studies. The graduate also indicated that N-PREP played an instrumental role in helping them find this employment.

6 Month Survey – July 2018

The results of the July 2018 6 Month Graduate Follow-up Surveys provide a longer term look at the employment outcomes of N-PREP participants who completed their programs in January, 2018. Once again, only one graduate (n=1) responded to the phone interviews, so it is important to interpret these results with caution.

In terms of their main activity, the graduate stated that they were indeed working full-time (37 hours per week) as a program support clerk at a provincial ministry office. When asked if the job was related to their program, the individual stated that it was ‘closely related’. This individual also indicated that it was related to summer internships, but felt that N-PREP was not instrumental in helping them obtain this job.

In terms of life satisfaction, the April, 2018 completer also reports a current life satisfaction score of 7, and a comparatively higher score (9) for future levels of life satisfaction. This finding is in step with prior results from the 6 Month follow up surveys.

5. THREE YEAR OVERVIEW: SUMMARY RESULTS AND RECOMMENDATIONS

Over the course of the N-PREP program, beginning in January 2016 and running through December 2018, focus groups and survey questionnaires were administered to a total of five (5) client/student intakes¹, and two focus groups were conducted with N-PREP service providers, one at the beginning of the program, and one following the last intake of students into the program. In addition, a number of graduate follow-up personal interviews were conducted with clients/students who had completed the program. Finally, two case studies were conducted with clients who successfully overcome many obstacles to achieving a post-secondary education, gainful employment, and improved life outcomes as a direct result from N-PREP's existence. The data collected from these evaluation activities over the course of years 1 (2016), 2 (2017) and 3 (2018) are summarized below.

PART A – FOCUS GROUPS

5.1. Stage 1 - Intake Cohorts January 2016 – January 2018

i. “In what ways do you think your involvement in N-PREP will make your life better?”

Invariably, across the five client intakes and the three years the N-PREP program has been in operation, intake cohort clients expressed their hope that N-PREP would change their lives for the better – in particular, by giving them the education and skills to “move forward”, “get off social assistance”, be able to “support my child and others”, and have “self-esteem”. Among the N-PREP clients with children, being a “positive role model” was mentioned as an important outcome of their involvement in the program.

The intake clients noted that “No N-PREP, no school” – without the program, and the significant supports it provides, they would never have considered or been able to return to school. Among the supports highly valued by the intake clients are the significant staff support provided, especially by the Navigator: assistance with course registrations and OSAP funding; the ‘backpack’ supplies and funding; access to laptop computers; and funding for program-related criminal records checks, first aid courses and specialized materials.

Consistently, the intake clients observed that the broad range of supports provided by N-PREP was key to their remaining in the program, and completing their post-secondary education – everything from providing support for finding housing and daycare, financial support and budgeting assistance, through help with parking fees, arranging employment placements and summer employment, dealing with OSAP regulations and coordinating with various involved agencies, to monitoring student attendance and progress, providing incentives for performance, and reminding students about important dates and program requirements. The ‘wrap around’ service net provided by the N-PREP program is, in the opinion of clients, the reason for their decision to return to school, and for their continuing involvement.

¹ January 2016; September 2016; January 2017; September 2017; January 2018

ii. *Do you see any problems or barriers to your involvement in the program?*

Financial concerns were pointed to most commonly as a potential barrier to continuing in N-PREP; having enough money for expenses, fears of accumulating too much debt, or previous default/inability to secure OSAP. In addition, family demands, including childcare demands and dependent adults they were responsible for providing care for were noted as possible barriers. Medical and mental health concerns, addiction and previous criminal charges were also mentioned as possible barriers to ongoing involvement in the program.

iii. *“What has been the best thing about your involvement with NPREP?”*

Consistently, across the five N-PREP intakes, clients responded that ‘hope’ was the best thing about their involvement, along with the continuous support that the ‘friendly’ and ‘caring’ staff provide, backpack school supplies, financial support, and help with dealing with OSAP. In addition, access to laptops and computer support were mentioned often. As well, the follow-up supports N-PREP offers in helping clients prepare resumes and find a job following graduation were noted by many clients as a ‘very important’ best thing about their involvement in the program.

iv. *“What has been the worst thing about your involvement with N-PREP?”*

N-PREP clients found that adjusting to the post-secondary school environment, negotiating the registration, OSAP and general paperwork demands, making family, childcare and transportation arrangements, and worrying about finances were their most significant concerns. A majority of the clients observed that ‘not finding out about N-PREP sooner’ was an issue – pointing again to the need to renew efforts to inform related services staff about the program, as well as members of the public.

5.2. Stage 2 – In-Program Cohorts May 2016 – May 2018

i. “Based on your own experiences to date, what do you like most about your involvement with the N-PREP program?”

Invariably, in-program N-PREP clients pointed to the staff position of Student Navigator as a critical component to their success – in organizing and coordinating courses, resources, paperwork and support services – and for acting as an advocate for clients as they make the transition back to school. The ongoing support provided through the backpack supplies and funding, access to laptops, summer job opportunities and the all-encompassing, ‘open door’ staff support and encouragement were all rated as ‘Very Important’ likes about the N-PREP program. In addition, tutoring, help with legal and financial problems and career guidance and job search support were mentioned as important services provided by N-PREP.

ii. “Based on your own experiences to date, what do you like least about your involvement with the N-PREP program?”

In-program N-PREP clients, especially those in the early intake cohorts, noted the need for more Student Navigator support at the Commerce Court Campus – a need that was quickly addressed by Canadore College. For clients with dependents, the lack of dental or vision care benefits or childcare on campus was cited as an important concern and drawback to enrolling in a fulltime post-secondary program. Course-specific costs for criminal records checks, first-aid certifications or hospital parking passes, and the cost of on-campus parking were noted to be unexpected and burdensome costs for many clients. The lack of choice of programs to enroll in, especially for those entering in January intakes, was also pointed to as a problem. In-program clients also expressed fear that the N-PREP program might not be continued, leaving them with considerable uncertainty about how to continue their post-secondary education.

iii. Suggested Changes or Improvements to the N-PREP program

Among the changes or improvements in the N-PREP program suggested by the in-program clients, additional information and support in dealing with OSAP funding, including addressing the issue of previous loan defaults was a priority. As well, clients recommended that more information be provided about how to properly budget the backpack supplies and funding to ensure that resources lasted throughout the school term.

In-program clients consistently pointed to the need to better advertise the N-PREP program: according to the clients, those responsible for referring clients to N-PREP do not do a good job of informing all eligible clients about the program, and the program itself is poorly advertised, relying instead by and large on ‘word of mouth’ information being passed on amongst Ontario Works clients and others. At the same time, the in-program clients recommended that N-PREP be made available to other groups, including ODSP clients.

In-program clients with dependents recommended that N-PREP and Canadore College investigate making available childcare, dental and vision-care programs for clients, and investigate options for those clients responsible for adult dependent care.

In-program clients noted that as the N-PREP program continues to grow, there will be a need to hire more staff to continue to provide much-needed supports to students.

A number of the in-program clients asked that evaluation reports be shared with clients.

5.3 N-PREP Service Providers – January 2016 and June 2018

i. “From your perspective, what are the services and supports that should be provided by N-PREP in order for students to achieve the goals of the program?”

Service providers identified a broad range of personal, administrative, financial and school-related supports that must be provided, reflecting the diverse needs of the N-PREP clients. Key to student success is making sure that the support system is place before clients begin the program, to ensure that the early stresses and challenge of returning to school do not result in program drop-outs. An essential component of the support system must be services to address personal and family problems that may detract from the clients’ ability to fully engage in the program, including mental health and addictions supports, addressing problems with the criminal justice system, child and dependent care supports, securing stable housing, and life skills counselling, especially how to manage a budget.

As was true for the N-PREP clients, the service providers agreed that the backpack supplies and funding, along with access to laptop computers and computer resources, are critical to the successful entry/re-entry of clients into post-secondary education, along with the critical role that the Student Navigator plays in being the ‘one-stop’ central point of contact for clients seeking assistance, in identifying and coordinating needed service supports, and in advocating for students. As students move through their program of study, providing employment-related supports to prepare clients for employment following graduation is an essential component of the N-PREP program, including offering student job placements while still in-program, summer job opportunities, resume preparation, job search strategies, and post-graduation follow-up employment-related supports.

ii. “From your perspective, what are the barriers to providing such services and supports?”

Service providers pointed to the intergenerational culture of poverty experienced by many of the N-PREP clients, and the ‘fear of the unknown’ in returning to school, as very significant barriers both to beginning the program, and for remaining in the program. Personal and family problems, mental health and addictions, conflict with the law, dependent care and stable housing, lack of financial resources and a lack of positive role models and self-confidence are challenges that impact on the probable success of clients. Poor life skills, inability to prioritize and manage time, and unrealistic expectations for success can pose considerable barriers for students completing the program successfully.

As with the N-PREP clients, services providers noted the barriers that securing OSAP funding can pose for clients seeking to re-enter post-secondary education after having defaulted on a previous OSAP loan.

Uncertainty about ongoing funding for the N-PREP program is a significant source of stress among the clients, who fear that they will not have the supports or the time to finish their program and find employment, and so will end up ‘back at square one’.

iii. “From your perspective, what do you consider a success in N-PREP?”

For the service providers, a low program drop-out rate is the first, albeit limited, measure of program success – the longer clients remain engaged in their program of study, the greater the impact the engagement will have on the individual, and those around them. As is borne out as well in the client surveys and in the focus groups, the impact on the quality of life of clients, the fostering of self-esteem and a sense of confidence in their abilities, coupled with the positive role modelling that takes place for clients with dependents, is a significant contribution and measure of the success of N-PREP.

A high graduation rate for students (beginning in the 40% range and growing), and clients finding employment after graduation or going on to complete additional post-secondary education will be an obvious measure of success: although early indications are that the number of such successes is growing, the N-PREP program has not been in place a sufficient amount of time to measure outcomes for the majority of clients, who are still in-program.

Ultimately, graduation, employment and elimination of reliance on Ontario Works or other forms of social assistance, and breaking the cycle of intergenerational poverty, is the end goal and measurement of the success of N-PREP.

iv. “From your perspective, what do you consider a failure in N-PREP?”

Service providers observed that a high drop-out rate, and a low graduation rate (20% or less) would be strong measures of the failure of the N-PREP program. A less obvious measure of failure would be the impact that a high drop-out rate and low graduation rate would have on the personal lives of N-PREP clients: after having taken the chance to return to school, finding oneself with even greater debt, but now nothing to show for one’s efforts and back on social assistance would be a devastating blow to one’s self-esteem.

The service providers also pointed out that failure to build on the lessons of the N-PREP program, to continue to improve on attempts to engage clients on social assistance in further education and employment skills programs, would represent a truly significant loss – to the social welfare support system, to current clients, and to those who might be diverted from social assistance in the future.

PART B – SURVEYS

5.4. Stage 1 Survey Results

Section 1: Initial Satisfaction

The Stage 1 Survey was designed to capture an initial level of client satisfaction prior to starting their programs at Canadore College. Table 5.4.1 shows the combined results for students' level of satisfaction with the enrolment process across all N-PREP cohorts of students who filled out Stage 1 surveys (n=58). The sample breakdown across intakes is as follows: January 2016 (n=2); September 2016 (n=25); January 2017 (n=4); September 2017 (n=19); and January 2018 (n=8).

Overall, 98.3% of students who completed the questionnaire indicated that they were satisfied with the current enrolment process into N-PREP, with 77.6% expressing that they were 'very satisfied'. Only one individual was neutral. It is important to note that *no* individuals across the five intakes were dissatisfied with N-PREP's enrolment process.

Table 5.4.1
N-PREP Clients
“How satisfied are you with the enrolment process into N-PREP?”
By Rating of Satisfaction - Number and (Percent)
(n = 58 Respondents)

Satisfaction with Enrolment Process	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	1 (1.7)
Satisfied	12 (20.7)
Very Satisfied	45 (77.6)

In Table 5.4.2, the results suggest that N-PREP was a critical factor leading to OW clients' decisions to return to school. About 52% of all students stated that it was unlikely that they would have returned to school if N-PREP were not in place, and only about 16% of students felt that they likely would have gone back to school even if N-PREP were not available.

Table 5.4.2
N-PREP Clients
“How likely would you have returned to school if the N-PREP program were not in place?”
By Rating of Likelihood - Number and (Percent)
(n = 58 Respondents)

Likelihood of Returning to School if N-PREP Not in Place	Response
Very Unlikely	17 (29.3)
Unlikely	13 (22.4)
Neutral	19 (32.8)
Likely	5 (8.6)
Very Likely	4 (6.9)

Finally, in Table 5.4.3, all students across the five intakes indicated that they were satisfied with N-PREP prior to starting their programs at Canadore College, with 81.0% indicating a high level of satisfaction (i.e., ‘very satisfied’) with the N-PREP program.

Table 5.4.3
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 58 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	0

	(-)
Satisfied	11 (19.0)
Very Satisfied	47 (81.0)

Section 2: Expectations

Table 5.4.4 shows the level of importance students placed on each of the N-PREP supports and services in terms of their decision to enroll. All supports and services were deemed important influences on enrolment decisions to varying degrees. Across all cohorts, the strongest pull factors appear to be the provision of program-related equipment/supplies (60.3%), continuous enrolment (56.9%), individualized education plans (56.9%), and customized transition supports into post-secondary education (53.4%). Interestingly, the Navigator was not emphasized as a key attractant to the program, but as seen across the Stage 2 focus groups, the Navigator emerges as a core support to student success and well-being.

Table 5.4.4
N-PREP Clients

“Which of the following student supports and services were important to you in deciding to enroll in the N-PREP program?”

Number and (Percent)
(n = 58 Respondents)

Student Supports and Services Important to Clients	Yes	No
Career Transition and Employer Liaison Services	28 (48.3)	30 (51.7)
Customized Transition Supports into Post-secondary Schooling	31 (53.4)	27 (46.6)
Continuous Enrolment	33 (56.9)	25 (43.1)
Access to Career Determination Tools	30 (48.3)	28 (51.7)
Dedicated Mentor and Career Navigator	27 (46.6)	31 (53.4)
Individualized Education Plans	33 (56.9)	25 (43.1)
Customized Transition Support Plans into Summer Employment	23 (39.7)	35 (60.3)
Reduced Residence Fees	28 (48.3)	30 (51.7)
Provision of Program-related Equipment/Supplies	35	23

	(60.3)	(39.7)
Paid Summer Internships	27 (46.6)	31 (53.4)
Financial Incentives Based on the Achievement of Milestones	30 (51.7)	28 (48.3)
Assistance with Transportation where Public Transportation is Not Available	26 (44.8)	32 (55.2)

In Table 5.4.5, the results indicate that all but four clients who remained ‘neutral’ indicated that they expected N-PREP would be important for achieving their education goals, with 63.8% stating N-PREP would be ‘very important’ for reaching their education goals.

Table 5.4.5
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 58 Respondents)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	4 (6.9)
Moderately important	17 (29.3)
Very important	37 (63.8)

Similarly, Table 5.4.6 shows that all (93.1%) but four respondents who remained ‘neutral’ felt N-PREP would be important in reaching career goals.

Table 5.4.6
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 58 Respondents)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	0 (-)
Low importance	0 (-)
Neutral	4 (6.9)
Moderately important	25 (43.1)
Very important	29 (50.0)

Finally, in Table 5.4.7, the results show that clients see N-PREP as important to achieving their life goals as well. In fact, 84.5% believed N-PREP would be ‘moderately important’ or ‘very important’ in achieving their life goals.

Table 5.4.7
N-PREP Clients
“How important do you expect the N-PREP program will be in achieving your life goals?”
By Rating of Importance - Number and (Percent)
(n = 58 Respondents)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	1 (1.7)
Low importance	0 (-)
Neutral	8 (13.8)
Moderately important	29 (50.0)
Very important	20 (34.5)

Section 3: Life Satisfaction

The final section of the Stage 1 survey includes two questions to measure students subjective well-being. Once again, the valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’.

In terms of life satisfaction, reported scores ranged from 0 to 9 among the students, and the average life satisfaction score among all cohorts of N-PREP students was 6.6, which is lower than the Canadian averages at 7.2 (OECD, 2015).

The second subjective measure asked students to report how satisfied with their life that they expect to feel in 5 years’ time. This self-reported measure provides a useful indication of students’ level of optimism or pessimism about their well-being in the future (OECD, 2013). Across all cohorts, the combined score was 8.88, suggesting that N-PREP clients are quite optimistic about their future well-being life outcomes. Again, this finding resonates with the expression of ‘hope’ for the future that N-PREP instills in former OW clients.

5.5. Stage 2 Survey Results

Over the duration of the N-PREP program, 66 Stage 2 surveys were administered to N-PREP clients to measure their ongoing levels of satisfaction with the program and its various supports and services. The combined results from these surveys are described below.

Section 1: Overall Satisfaction

As in the Stage 1 survey, Section 1 of the Stage 2 survey also asked students to report their overall level of satisfaction with N-PREP. Across all cohorts, 87.9% of respondents indicated that they were ‘very satisfied’ with N-PREP, and an additional 10.6% stated they were ‘satisfied’ with the N-PREP program (see Table 5.5.1). Across all surveys, only 1 student mentioned that they were ‘dissatisfied’.

Table 5.5.1
N-PREP Clients
“Overall, how satisfied are you with the N-PREP program?”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Overall Satisfaction with N-PREP	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)

Neutral	0 (-)
Satisfied	7 (10.6)
Very Satisfied	58 (87.9)
Not Applicable	0 (-)

Section 2: Satisfaction with N-PREP Services and Supports

Table 5.5.2 shows that approximately 65.3% of the respondents indicated that they were either ‘satisfied’ or ‘very satisfied’, 1 student indicated that they were ‘dissatisfied’, 3 students were neutral, and 28.8% of students reported that they had not yet received career transition and employer liaison services.

Table 5.5.2
N-PREP Clients
“Level of Satisfaction: Career Transition and Employer Liaison Services”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Career Transition and Employer Liaison Services	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)
Neutral	3 (4.5)
Satisfied	13 (19.7)
Very Satisfied	30 (45.5)
Not Applicable	19 (28.8)

Table 5.5.3 shows the level of satisfaction with customized transition supports into post-secondary schooling. Across all cohorts, nearly all respondents (77.3%, ‘very satisfied’ +

13.6%, ‘satisfied’) were satisfied; 1 student indicated that they were ‘dissatisfied’; and 4 students indicated that they did not receive a customized transition support.

Table 5.5.3
N-PREP Clients
“Level of Satisfaction: Customized Transition Supports into Post-secondary Schooling”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Customized Transition Supports	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)
Neutral	0 (-)
Satisfied	9 (13.6)
Very Satisfied	51 (77.3)
Not Applicable	4 (6.1)

In Table 5.5.4, students’ level of satisfaction with the program’s continuous enrolment is shown. Nearly all students were satisfied, with 74.2% reporting that they were ‘very satisfied’. Again, 1 student reported that they were ‘dissatisfied’, and 3 students reported that they did not receive the service.

Table 5.5.4
N-PREP Clients
“Level of Satisfaction: Continuous Enrolment”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Continuous Enrolment	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)
Neutral	0 (-)

Satisfied	13 (19.7)
Very Satisfied	49 (74.2)
Not Applicable	3 (4.5)

Table 5.5.5 shows 87.9% of respondents were satisfied with N-PREP's strong interest inventory and access to career determination tools at Stage 2; 1 student reported that they were 'dissatisfied'; 1 reported that they were neutral; and 4 students reported not applicable.

Table 5.5.5
N-PREP Clients
“Level of Satisfaction: Strong Interest Inventory/Access to Career Determination Tools”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Strong Interest Inventory	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)
Neutral	3 (4.5)
Satisfied	13 (19.7)
Very Satisfied	45 (68.2)
Not Applicable	4 (6.1)

In terms of satisfaction with the student navigator, across all N-PREP cohorts, the results in Table 5.5.6 show a high level of satisfaction. Nearly all students (57 of 66) reported that they were ‘very satisfied’, with 7 more stating that they were ‘satisfied’.

Table 5.5.6
N-PREP Clients
“Level of Satisfaction: Student Navigator”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Student Navigator	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	2 (3.0)
Satisfied	7 (10.6)
Very Satisfied	57 (86.4)
Not Applicable	0 (-)

In terms of individualized education plans, Table 5.5.7 shows that most students are ‘satisfied’ or ‘very satisfied’ (78.8%), 5 students reported that they were neutral on the service, and 9 respondents indicated that they had not received an individualized education plan.

Table 5.5.7
N-PREP Clients
“Level of Satisfaction: Individualized Education Plans”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Individualized Education Plans	Response
Very Dissatisfied	0 (-)
Dissatisfied	0 (-)
Neutral	5 (7.6)

Satisfied	7 (10.6)
Very Satisfied	45 (68.2)
Not Applicable	9 (13.6)

In Table 5.5.8, the level of satisfaction with respect to customized transition support plans into summer employment is shown. About 30% indicated that they have not yet received this service; nearly 55% reported that they were satisfied; 8 students were neutral on their level of satisfaction; and 2 students were ‘dissatisfied’.

Table 5.5.8
N-PREP Clients
“Level of Satisfaction: Customized Transition Support Plans into Summer Employment”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Transition Support Plans into Summer Employment	Response
Very Dissatisfied	0 (-)
Dissatisfied	2 (3.0)
Neutral	8 (12.1)
Satisfied	6 (9.1)
Very Satisfied	30 (45.5)
Not Applicable	20 (30.3)

In Table 5.5.9, the results from the level of client satisfaction with reduced residence fees are shown. Overall, 56.1% of students at Stage 2 indicated that they have not received reduced residence fees; about 30% of students were satisfied; 7 students were neutral; and 2 students were ‘dissatisfied’ with this service. As noted in over the course of the program in previous reports, not all N-PREP clients reside on-campus, and may not require reduced residence fees.

Table 5.5.9
N-PREP Clients
“Level of Satisfaction: Reduced Residence Fees”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Reduced Residence Fees	Response
Very Dissatisfied	0 (-)
Dissatisfied	2 (3.0)
Neutral	7 (10.6)
Satisfied	3 (4.5)
Very Satisfied	17 (25.8)
Not Applicable	37 (56.1)

Table 5.5.10 shows that the great majority of clients across the five cohorts (81.8%) were ‘very satisfied’ with the provision of equipment and supplies by the N-PREP program. An additional 12.1% report that they are satisfied.

Table 5.5.10
N-PREP Clients
“Level of Satisfaction: Provision of Program-related Equipment/supplies”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Provision of Program-related Equipment/Supplies	Response
Very Dissatisfied	0 (-)
Dissatisfied	1

	(1.5)
Neutral	2 (3.0)
Satisfied	8 (12.1)
Very Satisfied	54 (81.8)
Not Applicable	1 (1.5)

Overall, most (69.7%) N-PREP students report that they had not yet received a paid summer internship (see Table 5.5.11). For the September cohorts, this high figure is understandable, since students would not have been in their programs over a summer term.

Table 5.5.11
N-PREP Clients
“Level of Satisfaction: Paid Summer Internships”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Paid Summer Internships	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (1.5)
Neutral	5 (7.6)
Satisfied	2 (3.0)
Very Satisfied	12 (18.2)
Not Applicable	46 (69.7)

In Table 5.5.12, nearly 64% of the students indicated that they were satisfied with the financial incentives N-PREP offers for achieving milestones throughout their programs. Two students (3%) reported that they were dissatisfied with the financial incentives, and 28.8% reported that they had received any financial incentives.

Table 5.5.12
N-PREP Clients
“Level of Satisfaction: Financial Incentives Based on the Achievement of Milestones”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Financial Incentives for Achieving Milestones	Response
Very Dissatisfied	1 (1.5)
Dissatisfied	1 (1.5)
Neutral	3 (4.5)
Satisfied	10 (15.2)
Very Satisfied	32 (48.5)
Not Applicable	19 (28.8)

Finally, in terms of transportation assistance, similar to previous cohorts Table 5.5.13 shows that 69.7% of students did not receive assistance. Among those who did receive assistance, 16 of these 20 individuals were either ‘satisfied’ or ‘very satisfied’.

Table 5.5.13
N-PREP Clients
“Level of Satisfaction: Assistance with Transportation where Public Transportation is Not Available”
By Rating of Satisfaction - Number and (Percent)
(n = 66 Respondents)

Satisfaction with Transportation Assistance	Response
Very Dissatisfied	1 (1.5)
Dissatisfied	0 (-)

Neutral	3 (4.5)
Satisfied	4 (6.1)
Very Satisfied	12 (18.2)
Not Applicable	46 (69.7)

5.6. 3 Month Graduate Follow Ups

From the summer of 2017 to the summer of 2018, 3 Month Graduate Follow Up surveys were conducted over the phone with former N-PREP students. Overall, eight 3 Month Graduate Follow Up surveys were completed (April 2017, n=4; July 2017, n=2; April 2018, n=1; July 2018, n=1). The combined results of these surveys are described below. It is important to interpret these results cautiously, given the small sample size.

Section 1: Satisfaction with the N-PREP Program

In Section 1, graduates were asked several questions about their satisfaction N-PREP, with specific reference to the role N-PREP played in helping them transition into the workforce. Table 5.5.14 displays the results from the question that asked graduates to report their level of satisfaction with the role N-PREP playing in helping them transition into the workforce. The results show that 75.0% of the graduates contacted were satisfied; 1 of the graduates was ‘dissatisfied’; and 1 was ‘neutral’ with the role N-PREP played in helping them transition into the workforce.

Table 5.5.14
N-PREP Clients
“Level of Satisfaction: Role N-PREP Played in Helping You Transition into the Workforce”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Satisfaction with Role of N-PREP in Transition to Workforce	Response
Very Dissatisfied	0 (-)
Dissatisfied	1 (12.5)
Neutral	1 (12.5)
Satisfied	4 (50.0)

Very Satisfied	2 (25.0)
----------------	-------------

Table 5.5.15 shows the distribution of graduates' responses when asked how likely they would have returned to the workforce, if N-PREP were not in place. Five graduates reported that it is likely that they would have returned to the workforce even if N-PREP were not in place, while two remained neutral and another stated 'unlikely'.

Table 5.5.15
N-PREP Clients
“Likelihood of Returning to the Workforce if N-PREP Program Not in Place”
By Rating of Satisfaction - Number and (Percent)
(n = 8 Respondents)

Likelihood of Returning to Workforce without N-PREP	Response
Very Unlikely	0 (-)
Unlikely	1 (12.5)
Neutral	2 (25.0)
Likely	4 (50.0)
Very Likely	1 (12.5)

In Table 5.5.16, the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their education goals are shown. Fully, 75% of respondents deemed N-PREP important in achieving their education goals.

Table 5.5.16
N-PREP Clients
“How important was/is the N-PREP program in achieving your education goals?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Importance of N-PREP in Achieving Education Goals	Response
Not at all important	0 (-)

Low importance	1 (12.5)
Neutral	1 (12.5)
Moderately important	2 (25.0)
Very important	4 (50.0)

Table 5.5.17 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their career goals. In terms of career goals, once again 75% of graduates reported that N-PREP was important in achieving their career goals.

Table 5.5.17
N-PREP Clients
“How important was/is the N-PREP program in achieving your career goals?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Importance of N-PREP in Achieving Career Goals	Response
Not at all important	1 (12.5)
Low importance	0 (-)
Neutral	1 (12.5)
Moderately important	1 (12.5)
Very important	5 (62.5)

Finally, Table 5.5.18 shows the results of a question that asked respondents to report the level of importance they feel N-PREP had on achieving their life goals. Even greater relevance was observed for this measure. Interestingly, 87.5% of respondents stated that N-PREP was important in achieving their life goals.

Table 5.5.18
N-PREP Clients
“How important was/is the N-PREP program in achieving your life goals?”
By Rating of Importance - Number and (Percent)

(n = 8 Respondents)

Importance of N-PREP in Achieving Life Goals	Response
Not at all important	1 (12.5)
Low importance	0 (-)
Neutral	0 (-)
Moderately important	4 (50.0)
Very important	3 (37.5)

Section 2: Employment Experiences

In Section 2 of the 3 Month Follow Ups, graduates were asked several questions about their employment experiences after the completion of their programs at Canadore College.

Table 5.5.19 shows the results to an initial question which asked respondents to report their main activity. Fifty percent of graduates at the 3 month mark stated they were working, and an additional three graduates were in the labour force looking for work.

Table 5.5.19
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 8 Respondents)

Main Activity	Response
Going to school	0 (-)
Working	4 (50.0)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	1 (12.5)
Without work and looking for work	3 (37.5)
Travelling	0

	(-)
--	-----

Graduates who were working, were then asked several contingency questions related to their employment. The four working graduates were employed as accountants, program support clerks at government agencies, respite workers, and construction workers. While one individual was working approximately 10 hours per week, the other three employed graduates held full-time employment with a minimum of 37.5 hours per week.

Table 5.5.20 shows the results when asking those working about how closely their job was related to their Canadore College program. In addition to securing employment it important to note that 75.0% of respondents reported that their job was ‘closely related’ to their program at Canadore College, and the remaining 25.0% stated it was ‘somewhat related’.

Table 5.5.20
Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondent)

Education-Job Match	Response
Closely Related	3 (75.0)
Somewhat Related	1 (25.0)
Not Related at all	0 (-)

Table 5.5.21 shows the results of the question that asked the extent to which graduates’ employment was related to their summer internship. Only one respondent indicated that it was related to a summer internship held during their time at Canadore.

Table 5.5.21
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

Summer Internship-Job Match	Response
Yes	1

	(25.0)
No	0 (-)
Don't know	0 (-)
I didn't have a summer internship	3 (75.0)

Table 5.5.22 shows the graduates' opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. Seventy-five percent of respondents expressed that N-PREP was instrumental in helping them obtain their current job.

Table 5.5.22
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

N-PREP help obtain current job	Response
Yes	3 (75.0)
No	1 (25.0)
Don't know	0 (-)

Graduates who stated that work was not their main activity were asked to report the main reason why they were not currently working. One graduate stated that it was “because of living in North Bay”, another mentioned that they “haven't found employment”, and another mentioned that they “can't find anything in field, no license or vehicle to get to the job”.

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. Respondents commented with the following employment support suggestions: “Liked the program, just wished there was more assistance in finding a job” and “Mentorship program would be helpful for people who come off Ontario Works to help with job interviews, etc.”, and another “wished there was more assistance in finding a job”.

5.7. 6 Month Graduate Follow Ups

Six months after completing their programs, Canadore College graduates were contacted again for another follow up phone interview. Overall, six graduates completed 6 Month Follow Up

surveys over the period October 2017 to July 2018 (October 2017, n=3; January 2018, n=2; July 2018, n=1). The combined results from the six month follow ups are described below.

Section 1: Employment Experiences

In Section 1 of the survey, graduates were asked a series of questions about their employment experiences. Table 5.5.23 shows the results to an initial question which asked respondents to report their main activity. Overall, 66.7% of the graduates were working, and one other graduate was without work, but was looking for work.

Table 5.5.23
N-PREP Clients
“What is your main activity? Are you...?”
By Rating of Importance - Number and (Percent)
(n = 6 Respondents)

Main Activity	Response
Going to school	1 (16.7)
Working	4 (66.7)
Working and going to school (only if time spent is equal)	0 (-)
Taking care of family or household responsibilities	0 (-)
Without work and looking for work	1 (16.7)
Travelling	0 (-)

As with the 3 Month Follow Ups, graduates who reported that they were working, were then asked several contingency questions related to their current employment situations (see Appendix D). In terms of current job/occupations, graduates were working as bakery employees, program support clerks, snow removal crew, and personal support workers. Two of these graduates were working on a part-time basis (20 hours or less), and two were working 35 hours a week or more.

Table 5.5.24 shows the results when asking those working about how closely their job was related to their Canadore College program. Not surprising, given the occupations reported above, two of the respondents who were working stated their job was not related at all to their program at Canadore College.

Table 5.5.24

Working N-PREP Clients
“How closely is your job related to the program you completed at Canadore? Is it...?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

Education-Job Match	Response
Closely Related	2 (50.0)
Somewhat Related	0 (-)
Not Related at all	2 (50.0)

Table 5.5.25 shows the results of the question that asked the extent to which graduates' employment was related to their summer internship. Half of the respondents indicated that their job is not related to a summer internship held during their time at Canadore.

Table 5.5.25
Working N-PREP Clients
“Is this job related to one or more summer internships that you held during your time at Canadore College?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

Summer Internship-Job Match	Response
Yes	2 (50.0)
No	2 (50.0)
Don't know	0 (-)
I didn't have a summer internship	0 (-)

Table 5.5.26 shows the graduates opinions as to whether or not N-PREP was instrumental in helping them obtain their current job. The results indicate that none of the employed respondents felt that N-PREP was instrumental in helping them obtain their current job.

Table 5.5.26
Working N-PREP Clients
“Was N-PREP instrumental in helping you obtain your current job?”
By Rating of Importance - Number and (Percent)
(n = 4 Respondents)

N-PREP help obtain current job	Response
Yes	0 (-)
No	4 (100.0)
Don't know	0 (-)

Finally, graduates who stated that work was not their main activity were asked to report the main reason why they were not currently working. The graduates who reported not working stated the following: “because in school”, and “no one hired yet; hard to find apprenticeship; told to keep trying; maybe in the Spring.”

Section 2: Life Satisfaction

The second section of the 6 Month Follow Up survey includes two questions to measure students subjective well-being. The valid responses to these two questions range from zero to 10. A score of zero indicates that students feel ‘not at all satisfied’ and a score of 10 means that they felt ‘completely satisfied’. First, students were first asked to rate their current satisfaction with life. Across all 6 Month surveys, graduates reported average scores at 7, which is slightly below the Canadian average at 7.2 and (OECD, 2013).

Second, students were also asked to report how satisfied with their life that they expect to feel in 5 years’ time. This self-reported measure provides a useful indication of students’ level of optimism or pessimism about their well-being in the future (OECD, 2013). Across all cohorts, the students reported comparatively higher scores (9.6) indicating that they are still quite optimistic about their future well-being.

Prior to finishing the interviews, graduates were also provided with an opportunity to share any additional information. One respondent reported the following: “No it was awesome; not their fault no job yet; just told to apply out of town; hard to find work in North Bay; student navigator was awesome wanted to say thank you.” Once again, North Bay’s employment situation was mentioned as a possible obstacle to finding employment. One respondent stated “Help with school but none helping get a job; need to assist with helping after graduation; mentorship program to help find a job; need motivation to keep going and applying since it doesn’t come right away; I felt I was lucky finding a job but not everyone is lucky and a mentorship program would be helpful.” Yet, others commented that “[NPREP staff] still contacts [them] about job postings.”

PART C – CASE STUDIES ON N-PREP SUCCESS STORIES

5.8. Amanda (Social Services Worker, Completed January 2018)

Amanda started in the Social Services Worker program at Canadore College in January 2016, with the assistance of NPREP. Amanda learned about NPREP through her Ontario Works (OW) counsellor. At the time her counsellor was giving her assistance in structuring her resume in order to find part-time work.

In the years leading up to this point, Amanda had gone through a separation with her husband and the split coupled with the responsibilities of her special needs child, Amanda was struggling. Being a single mom and trying to meet all of the needs her son required was tough, subsequently she was forced to quit her job in order to give her son what he needs. She was living just outside of North Bay and she made the decision that she would move into North Bay because of the services that One Kids Place offered. After her move, once she was settled, Amanda decided she was going to try and get part-time work and that is when she met with her Ontario Works counsellor and she advised her of the Nipissing Poverty Reduction through Education Program (NPREP).

Amanda enrolled at Canadore with the help of NPREP and she successfully completed her program in January 2018. Amanda speaks highly of NPREP, but more specifically the staff. She stated “although they [the staff] weren’t social workers they were willing to go above and beyond with all questions asked.” Amanda noted how critical the staff were in helping her get a job following her graduation.

Currently Amanda is working full-time for the government of Ontario. Her job involves assisting people who are on Ontario Works. As for her future goals, Amanda hopes to get her student loans paid off as quickly as possible and get out of debt in order to start the process of buying a house. She is thankful for the opportunity she was given to return to school through the help of NPREP.

5.9. Sam (Social Services Worker, Completed April 2018)

Sam enrolled in the Social Services Worker program at Canadore in September 2016. Sam was born in Western Canada and moved to Ontario in early 1980s. He moved to Ontario to enroll in the University of Waterloo, in which he eventually earned a B.A. in Political Science. Sam married during this time and moved to North Bay where he worked in the social services field. While in North Bay, he and his wife had six children. Unfortunately, during the late 1990s, Sam experienced some mental health issues and he was hospitalized for some time. When he was released, he and his wife decided the best decision was for him to stay home with the children, which in turn led him to staying at home raising the children for the next fifteen years.

Once the children were grown up and out of the house, Sam decided he wanted to return to the workforce. Since he was out of work so long he decided to take advantage of some of the programs that Ontario Disability Support Program (ODSP) offered in regards to building a resume, taking job interviews etc. Sam explained the difficulties he found finding a job similar to the one he had worked previously with his B.A. He first thought just a job as a cashier at a grocery store, or just a simple job for him to keep busy but while in an ODSP programs, one of the trainers told him about NPREP. This led Sam back to school for a two-year program at Canadore.

Sam had many positive comments about NPREP. He noted “they [NPREP staff] certainly made the transition back to school easier.” Sam noted that the financial assistance was great because it not only helped with school supplies but for clothing he could wear once he re-entered the work world. Aside from the financial help, Sam said the biggest help was the support the NPREP staff offered. He said that knowing they would help with almost any problem school related or not, it made it easier for him to focus on his studies. He said that they took a lot of his worries away about returning to school. Most importantly, Sam said without NPREP he most likely would not have returned to school.

Sam successfully completed his program in April 2018. He is currently working at Canadore College and looking for full-time work in his field. He noted if he is unable to find full time work he would consider returning to school to complete another program at Canadore College to further his knowledge. Within the next five years Sam’s goals are to be working full-time, ideally in the frontline of a social services job. He is passionate about seeing differences in his work every day and working in a frontline job he believes will help fulfill that goal. He has thought about looking for a job working for Ontario Disability Support Program (ODSP) or Ontario Works (OW) because he has met a lot of people in those careers, many who have been amazing help and he wants to be that person for future people who are in a position he once was.

5.10. Discussion

The continuous evaluation of the N-PREP program, including repeated surveys and focus groups with clients and focus groups with service providers, supported N-PREP staff in quickly implementing changes in the program to address concerns or recommended changes.

By year three of the N-PREP operations, clients express a very high degree of satisfaction with the program at both program entry as well as ongoing satisfaction after spend some time enrolled at Canadore College. Very few concerns remained unresolved from the focus group discussions and the surveys. Still, some clients with dependents do continue to raise the issue of lack of dental and vision care, and the lack of a childcare facility on campus. In addition, finances remain an issue for many clients, including the need for more support and instruction in budgeting skills. Clients consistently point out the very valuable advice and advocacy provided by N-PREP staff with regard to OSAP funding, and addressing past defaults on loans. Clients also observed a need to consider better advertising the N-PREP program to potential Ontario Works clients, and expanding N-PREP to eligible clients with other social service agencies, including ODSP.

Given the precarious labour market in North Bay, the graduate follow ups also highlight the need for N-PREP program staff to keep regular contact with their graduates, and facilitate employment supports, job readiness, and career mentorship in the year that follows the completion of their Canadore College programs. This is an important school-work bridge that requires continued support to ensure that the upskilled former OW clients (i.e., N-PREP completers) make the full transition from OW to school to gainful employment, and reduce their likelihood of recidivism. It is especially important to help graduates make the transition to gainful employment within the first six months, since OSAP repayment begins six months after program completion.

For the service providers, the three years of experience with N-PREP, and three years of ‘working the bugs out’ represents a significant achievement and learning experience curve, and extending the funding for the program and even expanding its service mandate will build on these accomplishments. By placing even more Ontario Works clients in post-secondary education and later gainful employment, N-PREP will further impact the intergenerational culture of poverty, and will further reduce Ontario Works caseloads both in the immediate term and, through the positive role modelling represented by N-PREP clients for their children and peers, in the future.

N-PREP is a unique, intensive, comprehensive support service model for addressing the complex needs of individuals in poverty. Early indications are that N-PREP demonstrates growing success in addressing these complex needs, including fostering hope, self-confidence, supporting retention in post-secondary education, involvement in employment, and reduction in the Ontario Works caseload. Ultimately, N-PREP represents a hopeful model for addressing the problems of intergenerational poverty.

5.11. Recommendations

As the conclusion of year three of the N-PREP program draws near, it is clear that the program continues to draw very positive assessments both from clients, and from the service providers involved with the program. Certainly, still at this early stage, there are some measureable program successes, in clients gaining employment, remaining in college to complete programs of study, in improved physical and mental wellness, in positive role-modelling for children and others, and in the reduction of individual receiving Ontario Works financial support.

Most certainly, what is required now is a longer period of time (three years more at least) and ongoing funding to validly evaluate the long-term impact of the N-PREP program on clients, their families, the community, and Ontario Works.

Based on the evaluation results of the repeated focus groups with N-PREP clients and service providers, repeated surveys with clients, and the follow-up interviews with clients who completed the program and graduated from post-secondary education into employment, the following recommendations are made:

1. that N-PREP service providers consider means to ensure that N-PREP is more broadly advertised to eligible clients;
2. that N-PREP service providers investigate means for clients to access dental care and vision care while in program;
3. that N-PREP service providers investigate options to facilitate access to childcare or dependent care for clients with these responsibilities;
4. that N-PREP service providers consider expanding the mandate of the N-PREP program to include other clients on social assistance, including ODSP clients;
5. that N-PREP service providers consider means to ensure that graduates have employment supports and career mentorship at least one year after completing their programs;
6. that, in order to fully evaluate the outcomes of the N-PREP program, including completion of postsecondary education, transition to gainful employment and reduction in reliance on social assistance, the N-PREP program be funded for an additional three-year period;
7. that additional funding for the N-PREP program for a three-year period be prorated for projected increases in the number of clients, in order to ensure sufficient funding for staff and support services that are foundation components for program success; and
8. that, as part of provincial government programs and initiatives to reduce poverty, consideration be given to implementing the N-PREP program in other communities both in northeastern Ontario, and elsewhere in the province.

6. REFERENCES

Deming, David and Susan Dynarski. 2009. "Into College, Out of Poverty? Policies to Increase the Postsecondary Attainment of the Poor." National Bureau of Economic Research. Working Paper No. 15387. <http://www.nber.org/papers/w15387>.

Dillman, D., J. Smyth, L. Christian. 2009. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 3rd Edition. Hoboken, NJ: John Wiley & Sons, Inc.

OECD [Organisation for Economic Co-operation and Development]. 2013. *OECD Guidelines on Measuring Subjective Well-being*. Paris, France: OECD Publishing. <http://dx.doi.org/10.1787/9789264191655-en>. Accessed November 15, 2015.

OECD [Organisation for Economic Co-operation and Development]. 2015. OECD Better Life Index. Paris, France: OECD Publishing. <http://www.oecdbetterlifeindex.org/topics/life-satisfaction/>. Accessed November 17, 2015.

Statistics Canada. 2014. *National Graduates Survey (NGS) 2013: Class of 2009-2010*. Ottawa, ON: Statistics Canada.

Statistics. Canada. 2012. *Guide to the Labour Force Survey, 2012*. Ottawa, ON: Statistics Canada. Catalogue no. 71-543-G. <http://www.statcan.gc.ca/pub/71-543-g/71-543-g2012001-eng.pdf>. Accessed October 13, 2017.

Zarifa, D. and G. Brown. 2017. *Nipissing Poverty Reduction through Education Program (N-PREP): Year 2 Evaluation Report*. A Report Submitted to the District of Nipissing Social Services Administration Board and Canadore College.

Zarifa, D. and G. Brown. 2016. *Nipissing Poverty Reduction through Education Program (N-PREP): Year 1 Evaluation Report*. A Report Submitted to the District of Nipissing Social Services Administration Board and Canadore College.

Appendix A

N-PREP Student Survey, Stage I

In this survey, we ask you about your initial satisfaction and expectations of the Nipissing Poverty Reduction Through Education Program (N-PREP). All of your responses will be kept strictly confidential, and will only be used for evaluating the N-PREP program.

Your Name: _____

Section 1: Your Initial Satisfaction with the N-PREP Program

In this section, we ask you a few questions about your satisfaction with N-PREP. Please shade in only one response for each question.

1. How satisfied are you with the enrolment process into N-PREP?

- ☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

2. How likely would you have returned to school if the N-PREP program were not in place?

- ☐ Very unlikely ☐ Unlikely ☐ Neutral ☐ Likely ☐ Very likely

3. Overall, how satisfied are you with the N-PREP program?

- ☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

Section 2: Your Expectations about the Importance of the N-PREP Program

In this section, we ask you a few questions about your expectations of the N-PREP program.

4. Which of the following student supports and services were important to you in deciding to enroll in the N-PREP program? (check ✓ all that apply)

- ☐ Career Transition and Employer Liaison Services
- ☐ Customized Transition Supports into Post-secondary Schooling
- ☐ Continuous enrolment
- ☐ Access to Career Determination Tools
- ☐ Dedicated Mentor and Career Navigator
- ☐ Individualized Education Plans
- ☐ Customized Transition Support Plans into Summer Employment
- ☐ Reduced Residence Fees
- ☐ Provision of program-related equipment/supplies
- ☐ Paid Summer Internships

- ☐ Financial Incentives Based on the Achievement of Milestones
- ☐ Assistance with Transportation where Public Transportation is Not Available
- ☐ Other (please write in the space provided) _____

In the next few questions, we want to know about what you expect from N-PREP. Please shade in only one response for each question.

5. How important do you expect the N-PREP program will be in achieving your education goals?

- | | | | | |
|-------------------------|-----------------------|-----------------------|-------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all
important | Low
importance | Neutral | Moderately
important | Very important |

6. How important do you expect the N-PREP program will be in achieving your career goals?

- | | | | | |
|-------------------------|-----------------------|-----------------------|-------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all
important | Low
importance | Neutral | Moderately
important | Very important |

7. How important do you expect the N-PREP program will be in achieving your life goals?

- | | | | | |
|-------------------------|-----------------------|-----------------------|-------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all
important | Low
importance | Neutral | Moderately
important | Very important |

Section 3: Your Life Satisfaction

In this section, we want to ask you questions about your life satisfaction and well-being.

The following questions ask how satisfied you feel, on a scale from 0 to 10. Zero means you feel “not at all satisfied” and 10 means you feel “completely satisfied”. Please shade in only one response for each question.

8. Overall, how satisfied are you with life as a whole these days?

- | | | | | | | | | | | |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not at all
satisfied | | | | | | | | | | Completely
satisfied |

9. As your best guess, overall, how satisfied with your life do you expect to feel in 5 years' time?

- | | | | | | | | | | | |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Not at all
satisfied | | | | | | | | | | Completely
satisfied |

Comments:

Thank you for completing this survey!

Your responses are very valuable in helping the N-PREP team make informed decisions about the process, delivery and impact of the N-PREP program.

Appendix B

N-PREP Student Survey, Stage 2

In this survey, we ask you about your current satisfaction with the Nipissing Poverty Reduction Through Education Program (N-PREP). All of your responses will be kept strictly confidential, and will only be used for evaluating the N-PREP program.

Your Name: _____

Section 1: Your Overall Satisfaction with the N-PREP Program

In this section, we ask you about your overall level of satisfaction with N-PREP. Please shade in only one response for each question.

1. Overall, how satisfied are you with the N-PREP program?

☐ ☐ ☐ ☐ ☐
Very Dissatisfied Neutral Satisfied Very
dissatisfied satisfied

Section 2: Your Current Satisfaction with N-PREP Supports and Services

In this section, we ask you about your level of satisfaction with each of the student supports and services offered by the N-PREP program. Please shade in only one response for each question. If you have not received the support or service, please shade in 'Not applicable'.

2. Career Transition and Employer Liaison Services

☐ ☐ ☐ ☐ ☐ ☐
Very Dissatisfied Neutral Satisfied Very Not
dissatisfied satisfied applicable

3. Customized Transition Supports into Post-secondary Schooling

☐ ☐ ☐ ☐ ☐ ☐
Very Dissatisfied Neutral Satisfied Very Not
dissatisfied satisfied applicable

4. Continuous Enrolment

☐ ☐ ☐ ☐ ☐ ☐
Very Dissatisfied Neutral Satisfied Very Not
dissatisfied satisfied applicable

5. Strong Interest Inventory/Access to Career Determination Tools

☐ ☐ ☐ ☐ ☐ ☐
Very Dissatisfied Neutral Satisfied Very Not
dissatisfied satisfied applicable

6. Student Navigator

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

7. Individualized Education Plans

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

8. Customized Transition Support Plans into Summer Employment

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

9. Reduced Residence Fees

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

10. Provision of Program-related Equipment/supplies

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

11. Paid Summer Internships

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

12. Financial Incentives Based on the Achievement of Milestones

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

13. Assistance with Transportation where Public Transportation is Not Available

☐ Very
dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very
satisfied ☐ Not
applicable

Comments:

Thank you for completing this survey!

Your responses are very valuable in helping the N-PREP team make informed decisions about the process, delivery and impact of the N-PREP program.

Appendix C

N-PREP Transition and Graduate Survey (3 Month)

Client Name: _____

Date of Interview: _____

Canadore Program Completion Date: _____

INTERVIEWER: In this short survey, we will ask you several questions about your satisfaction transitioning into the workforce and your employment experiences after the completion of the Nipissing Poverty Reduction Through Education Program (N-PREP). All of your responses will be kept strictly confidential, and will only be used for evaluating the N-PREP program.

[Universe: All Respondents.]

Section 1: Your Satisfaction with the N-PREP Program

INTERVIEWER: In this section, we ask you a few questions about your satisfaction with N-PREP. Please state your level of satisfaction, using one of the following: very dissatisfied, dissatisfied, neutral, satisfied or very satisfied.

1. How satisfied are you with the role N-PREP played in helping you transition into the workforce?

☐ ☐ ☐ ☐ ☐
Very dissatisfied Dissatisfied Neutral Satisfied Very satisfied

2. How likely would you have returned to the workforce if the N-PREP program were not in place?

☐ ☐ ☐ ☐ ☐
Very unlikely Unlikely Neutral Likely Very likely

3. How important was/is the N-PREP program in achieving your education goals?

☐ ☐ ☐ ☐ ☐
Not at all important Low importance Neutral Moderately important Very important

4. How important was/is the N-PREP program in achieving your career goals?

☐ ☐ ☐ ☐ ☐
Not at all important Low importance Neutral Moderately important Very important

5. How important was/is the N-PREP program in achieving your life goals?

☐ ☐ ☐ ☐ ☐
Not at all important Low importance Neutral Moderately important Very important

[Universe: All Respondents.]

Section 2: Employment Experiences

INTERVIEWER: In this section, we will ask you questions about your employment experiences after completing your program at Canadore College.

6. What is your main activity? Are you...?

INTERVIEWER: Read categories to respondent.

- ☐ Going to school (GO TO Q14.)
- ☐ Working
- ☐ Working and going to school (only if time spent is equal)
- ☐ Taking care of family or household responsibilities (GO TO Q14.)
- ☐ Without work and looking for work (GO TO Q14.)
- ☐ Travelling (GO TO Q14.)
- ☐ Other – Specify: _____(GO TO Q14.)

[Universe: Respondents who are working.]

7. What is your current job/occupation? _____

INTERVIEWER: Enter a detailed description. For example: legal secretary, plumber, fishing guide, wood furniture assembler, secondary school teacher, computer programmer.

8. When did you start this job?

INTERVIEWER: Specify: _____

10. On average, how many paid hours do you usually work per week in this job?

INTERVIEWER: Specify: _____

11. How closely is your job related to the program you completed at Canadore? Is it...?

INTERVIEWER: Read categories to respondent.

- ☐ **Closely related**
- ☐ **Somewhat related**
- ☐ **Not related at all**

12. Is this job related to one or more summer internships that you held during your time at Canadore College?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ I didn't have a summer internship

13. Was N-PREP instrumental in helping you obtain your current job?

- ☐ Yes
- ☐ No
- ☐ Don't know

[Universe: Respondents not currently in the workforce.]

14. What is the main reason why you are not currently working?

INTERVIEWER: Specify: _____

[Universe: All Respondents.]

15. Do you have any additional information that you wish to share with the N-PREP staff?

INTERVIEWER: Record all comments.

INTERVIEWER: Thank you for completing this survey! Your responses are very valuable in helping the N-PREP team make informed decisions about the process, delivery and impact of the N-PREP program.

Appendix D

N-PREP Graduate Survey (6 Month)

Client Name: _____

Date of Interview: _____

Canadore Program Completion Date: _____

INTERVIEWER: In this short survey, we will ask you several questions your employment experiences after the completion of the Nipissing Poverty Reduction Through Education Program (N-PREP). All of your responses will be kept strictly confidential, and will only be used for evaluating the N-PREP program.

[Universe: All Respondents.]

Section 1: Employment Experiences

INTERVIEWER: In this section, we will ask you questions about your employment experiences after completing your program at Canadore College.

1. What is your main activity? Are you...?

INTERVIEWER: Read categories to respondent.

- ☐ Going to school (GO TO Q8.)
- ☐ Working
- ☐ Working and going to school (only if time spent is equal)
- ☐ Taking care of family or household responsibilities (GO TO Q8.)
- ☐ Without work and looking for work (GO TO Q8.)
- ☐ Travelling (GO TO Q8.)
- ☐ Other – Specify: _____ (GO TO Q8.)

[Universe: Respondents who are working.]

2. What is your current job/occupation? _____

INTERVIEWER: Enter a detailed description. For example: legal secretary, plumber, fishing guide, wood furniture assembler, secondary school teacher, computer programmer.

3. When did you start this job?

INTERVIEWER: Specify: _____

4. On average, how many paid hours do you usually work per week in this job?

INTERVIEWER: Specify: _____

5. How closely is your job related to the program you completed at Canadore? Is it...?

INTERVIEWER: Read categories to respondent.

- ☐ Closely related
- ☐ Somewhat related
- ☐ Not related at all

6. Is this job related to one or more summer internships that you held during your time at Canadore College?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ I didn't have a summer internship

7. Was N-PREP instrumental in helping you obtain your current job?

- ☐ Yes
- ☐ No
- ☐ Don't know

[Universe: Respondents not currently in the workforce.]

8. What is the main reason why you are not currently working?

INTERVIEWER: Specify: _____

[Universe: All Respondents.]

Section 2: Your Life Satisfaction

INTERVIEWER: In this section, we want to ask you questions about your life satisfaction and well-being. The following questions ask how satisfied you feel, on a scale from 0 to 10. Zero means you feel "not at all satisfied" and 10 means you feel "completely satisfied".

9. Overall, how satisfied are you with life as a whole these days?

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied										Completely satisfied

10. As your best guess, overall, how satisfied with your life do you expect to feel in 5 years' time?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied										Completely satisfied

[Universe: All Respondents.]

11. Do you have any additional information that you wish to share with the N-PREP staff?

INTERVIEWER: Record all comments.

INTERVIEWER: Thank you for completing this survey! Your responses are very valuable in helping the N-PREP team make informed decisions about the process, delivery and impact of the N-PREP program.

Appendix E

N-PREP Graduate Survey (One Year)

Client Name: _____

Date of Interview: _____

Canadore Program Completion Date: _____

INTERVIEWER: In this short survey, we will ask you several questions your employment experiences after the completion of the Nipissing Poverty Reduction Through Education Program (N-PREP). All of your responses will be kept strictly confidential, and will only be used for evaluating the N-PREP program.

[Universe: All Respondents.]

Section 1: Employment Experiences

INTERVIEWER: In this section, we will ask you questions about your employment experiences after completing your program at Canadore College.

1. What is your main activity? Are you...?

INTERVIEWER: Read categories to respondent.

- ☐ Going to school (GO TO Q8.)
- ☐ Working
- ☐ Working and going to school (only if time spent is equal)
- ☐ Taking care of family or household responsibilities (GO TO Q8.)
- ☐ Without work and looking for work (GO TO Q8.)
- ☐ Travelling (GO TO Q8.)
- ☐ Other – Specify: _____ (GO TO Q8.)

[Universe: Respondents who are working.]

2. What is your current job/occupation? _____

INTERVIEWER: Enter a detailed description. For example: legal secretary, plumber, fishing guide, wood furniture assembler, secondary school teacher, computer programmer.

3. When did you start this job?

INTERVIEWER: Specify: _____

4. On average, how many paid hours do you usually work per week in this job?

INTERVIEWER: Specify: _____

5. How closely is your job related to the program you completed at Canadore? Is it...?

INTERVIEWER: Read categories to respondent.

- ☐ **Closely related**
- ☐ **Somewhat related**
- ☐ **Not related at all**

6. Is this job related to one or more summer internships that you held during your time at Canadore College?

- ☐ **Yes**
- ☐ **No**
- ☐ **Don't know**
- ☐ **I didn't have a summer internship**

7. Was N-PREP instrumental in helping you obtain your current job?

- ☐ **Yes**
- ☐ **No**
- ☐ **Don't know**

[Universe: Respondents not currently in the workforce.]

8. What is the main reason why you are not currently working?

INTERVIEWER: Specify: _____

[Universe: All Respondents.]

9. Do you have any additional information that you wish to share with the N-PREP staff?

INTERVIEWER: Record all comments.

INTERVIEWER: Thank you for completing this survey! Your responses are very valuable in helping the N-PREP team make informed decisions about the process, delivery and impact of the N-PREP program.