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Volume 2

Future to Discover:
[Interim Impacts Report]



CANADA MILLENNIUM SCHOLARSHIP FOUNDATION
FONDATION CANADIENNE DES BOURSES D'ÉTUDES DU MILLÉNAIRE

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Future to Discover: [Interim Impacts Report]

Produced by:



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FONDATION CANADIENNE DES BOURSES D'ÉTUDES DU MILLÉNAIRE

In Collaboration with:



November 2009

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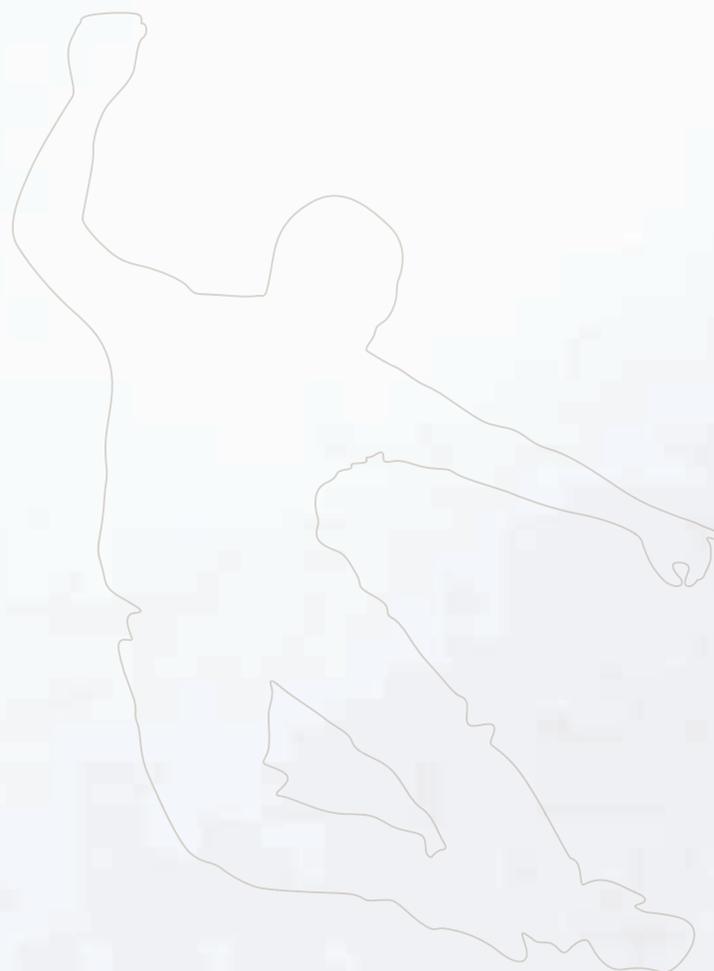


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Highlights

The goal of the *Future to Discover* Pilot Project is to develop evidence about what works to improve access to post-secondary education for young Canadians. It tests the effectiveness of two interventions: *Explore Your Horizons*, which has been designed to provide high school students with enhanced career education over three years through workshops, a magazine, and a members-only Web site; and *Learning Accounts*, which promises non-repayable financial aid to students from low-income families. *Explore Your Horizons* was implemented in Manitoba (where it was known as *Future to Discover*) and New Brunswick; *Learning Accounts* was implemented only in New Brunswick.

The focus in this report—the second in a series of three—is on the implementation of these two interventions and their early impacts. Evidence for these analyses is derived from student surveys; in-depth interviews and focus groups with students, parents, and administrative and delivery personnel; observations of workshops; project documents; and databases that tracked attendance and Web site usage.

The evaluation of *Future to Discover* uses a rigorous random-assignment design, often considered the “gold standard” in program evaluation, in which the experiences of project participants who are offered either or both of the interventions are compared to similar participants who do not receive the interventions. The project recruited a total of 5,429 students, 3,979 of whom have provided the detailed follow-up data used in this report. The report considers the effects of the interventions on students from subgroups who tend to be under-represented in post-secondary education. The two target groups are youth from

- lower-income lower education (LILE) families, that is, those residing in families with incomes at or below-median for the province *and* where neither parent held a post-secondary credential from two or more years of study; and
- low parental education or “first generation” families (FGF) where parents had achieved a high school diploma or less and never attended post-secondary education.

The analysis of implementation concluded that the offer of *Explore Your Horizons* was given a fair test; it was implemented according to its original design and consistently at all sites in both provinces and to both cohorts of students. *Future to Discover* personnel demonstrated a high level of awareness of the implementation objectives, and used a variety of procedures to promote consistency, make the intervention accessible, and encourage participation.

Among those offered *Explore Your Horizons*, attendance at workshops declined over time and a minority used the Web site. However, roughly three-quarters reported having read one or more articles in the magazine, and the same proportion or more attended at least one of the 20 workshops. Roughly half of those invited attended six or more workshops. Attendance tended to be higher in New Brunswick than in Manitoba and, in both provinces, lower among students in the two subgroups of interest. Interestingly, rates of participation were much higher among these target group members if they were offered a Learning Account alongside *Explore Your Horizons*.

Respondents to the Grade 12 survey were generally positive or neutral about *Explore Your Horizons*; for example, 60 per cent agreed that the intervention had helped them decide what to do after high school, and 80 per cent said they would recommend the intervention to their friends.

Learning Accounts was also implemented as planned, but required a higher level of staff effort than expected to encourage students to enrol, open their accounts, and apply for payments. Approximately 90 per cent of those assigned to receive *Learning Accounts* were still eligible after their Grade 12 year, but their awareness of having an account, as reported in the follow-up survey, was low (particularly among Anglophone participants), although the majority were able to recall salient features of the program.

It is too early to know the impact of either *Explore Your Horizons* or *Learning Accounts* on students' enrolment in post-secondary education or completion of their first year of studies. Thus this report focuses on early and intermediate outcomes that were anticipated to lead to increased post-secondary enrolment, such as increased awareness of the role of post-secondary education and behaviour in high school. The story that emerges about these interim impacts is complex and difficult to summarize. Often, changes are observed for only one province, for only one of the two linguistic sectors, or for one or both target groups.

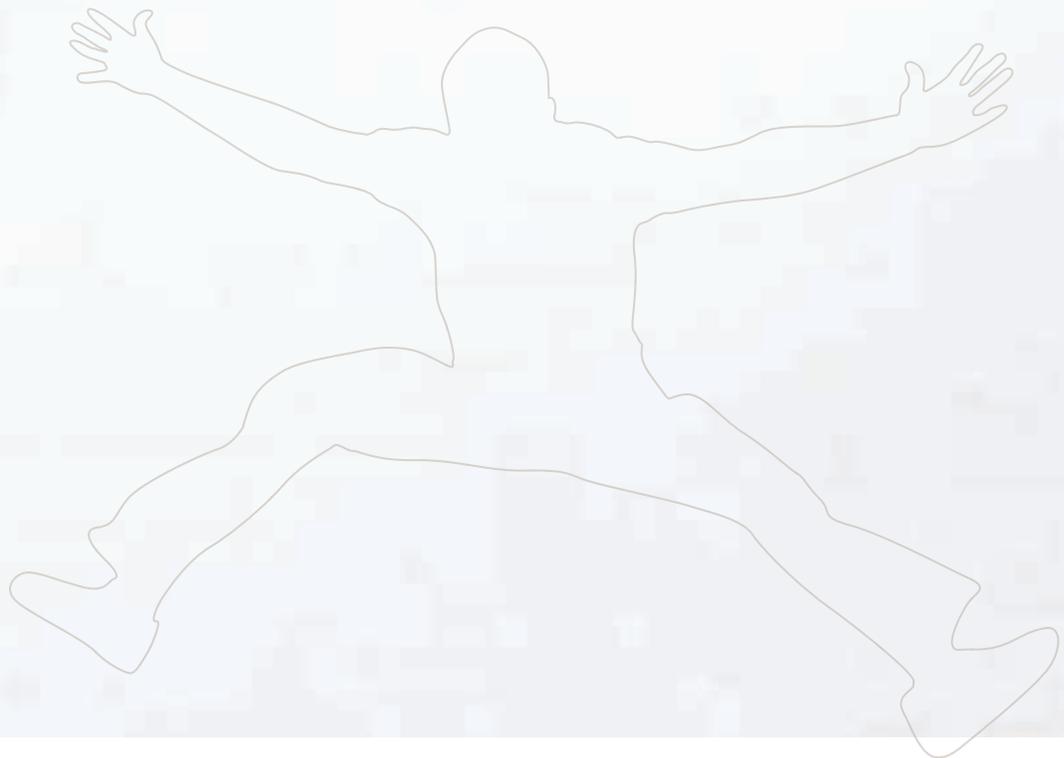
Explore Your Horizons did not increase the overall proportion of students who aspired to pursue post-secondary education relative to the comparison group, but it did so among Anglophone students in New Brunswick in the LILE and FGF subgroups and among Francophone students in the FGF subgroup. *Explore Your Horizons* also tended to shift aspirations among participants in New Brunswick. It caused more Francophone students to seek to attend university and more Anglophone students to seek to apply for apprenticeships.

The pattern of interim impacts for *Explore Your Horizons* suggests that Francophone participants in New Brunswick were affected across a broader range of outcomes than either Anglophone participants in New Brunswick or all participants in Manitoba, particularly among the two subgroups of interest. These students reported more thought about the future, altered expectations about the need for post-secondary education, and changes in their direction during high school, such as decreased rates of dropping out of high school. Among Anglophone participants in New Brunswick, the most consistent results related to increased knowledge about the costs and financing of post-secondary education. Fewer participants in Manitoba reported facing a financial barrier to post-secondary education after being offered *Explore Your Horizons*, and participants in both subgroups in that province reported a greater orientation toward the future than previously.

Learning Accounts also produced some modest interim impacts for New Brunswick participants. A greater proportion of Anglophone students in the LILE and FGF subgroups sought to pursue post-secondary education. Other impacts were noted in students' thinking about the future, their expectations about post-secondary education, and their aspirations for specific credentials, particularly among Francophone participants. An unintended effect of *Learning Accounts*—similar to that of *Explore Your Horizons*—was that fewer Francophone participants reported that parents or other relatives had saved in a Registered Education Savings Plan (RESP) for their education.

When *Learning Accounts* were combined with *Explore Your Horizons*, the main impacts were dramatic increases in participation in both interventions, and a modest broadening in the range of outcomes observed for each intervention separately. For example, the combined intervention increased the proportion of Anglophone participants in the key subgroups who aspired to obtain post-secondary education credentials, and switched credential preferences toward university among Francophone participants. Anglophone participants reported increased awareness of student financial aid. Francophone participants were more likely to feel they needed post-secondary education and more of their parents rated post-secondary education as very important.

The findings in the report are necessarily tentative, since they are presented before the completion of *Learning Accounts* and without information about students' enrolment in post-secondary education. A more complete picture is expected to emerge in the final impact report, which is anticipated for the fall of 2011 and which will document these post-secondary impacts and provide a benefit-cost analysis of *Future to Discover*.



An Introduction to the *Future to Discover* Pilot Project

Introduction

Future to Discover is a pilot project established by the Canada Millennium Scholarship Foundation, in collaboration with the provincial governments of Manitoba and New Brunswick. The goal of *Future to Discover* is to develop evidence about what works to increase access to post-secondary education (PSE) in Canada, particularly for young people from families with lower incomes and those with little or no experience in post-secondary education, or both. *Future to Discover* does this by testing the effectiveness of two interventions: *Explore Your Horizons*, which is designed to provide high school students with enhanced career development education; and *Learning Accounts*, which promises non-repayable financial aid to students from low-income families.

This is the second in a series of three reports on *Future to Discover*. The first—the Early Implementation Report—described the design, planning, and early implementation of the project. This report presents the evaluation of the implementation of *Explore Your Horizons* and *Learning Accounts* up until the point that student participants leave high school, along with early impact results. These early outcomes are necessarily tentative, since the primary impacts of interest to the study—students' enrolment in post-secondary education and completion of their first year of studies—are not yet known. As a result, the preliminary impacts are focused on understanding the mechanisms by which the interventions might operate to increase access. A more complete picture of how they work is expected to emerge in the final impact report, documenting post-secondary impacts, in the fall of 2011.

The purpose of this chapter is fourfold:

- to describe the need and rationale for the *Future to Discover* Pilot Project;
- to describe the research and sample design and the two interventions under study;
- to explain the use made of the original program logic model in presenting early impacts to aid understanding of the mechanisms by which the interventions might operate to increase access; and
- to provide an overview of the structure of the report.



CHAPTER SUMMARY

■ *Future to Discover* is a pilot project established by the Canada Millennium Scholarship Foundation, with the provincial governments of Manitoba and New Brunswick. It aims to develop evidence about what works to increase access to post-secondary education, particularly for lower-income students and those whose parents have little or no post-secondary experience. Research indicates that such students are under-represented in post-secondary education.

■ The *Future to Discover* pilot project is designed to find out whether either or both of the following interventions will increase access to post-secondary education:

■ *Explore Your Horizons* (termed “*Future to Discover*” in Manitoba), which encompasses a number of components designed to help high school students improve their knowledge of the role of post-secondary education and how they might access it, to help them explore their future options through career education, and to provide guidance to their parents on how to support their children through this process; and

■ *Learning Accounts*, a financial incentive designed for high school students in New Brunswick with family incomes below the provincial median. It provides an early guarantee of a grant worth up to \$8,000, conditional upon high school completion and subsequent participation in post-secondary education.

■ These two practical interventions have the potential to increase access to post-secondary education, and could be used by provincial governments. Both *Explore Your Horizons* and *Learning Accounts* were developed by experts in career education on the basis of the latest research in the field, and were designed to be practical and feasible to implement. However, there is little existing evidence to determine if interventions like these will be successful. *Future to Discover* will create such evidence, determining the interventions’ impacts on completion of the first year of a participant’s chosen post-secondary program, along with a number of other short-term and intermediate impacts.

■ There are three aspects to *Future to Discover*’s analyses: (1) an impact study, (2) implementation research, and (3) benefit-cost analysis. The evaluation of *Future to Discover* uses a rigorous random-assignment design, in which students who are offered either or both of the interventions are compared to similar students who do not receive the interventions. The complex research design also takes into account linguistic and other designated groups that are of interest to the project’s provincial government partners. Data are being collected from numerous sources over a period of at least six years. Analyses to date show that recruitment and random assignment have been successful.

■ This is the second of three *Future to Discover* research reports, the focus of which is on the implementation of the interventions and their short-term and intermediate impacts. As such, this is a partial story; longer-term impacts—in particular on participants’ access to post-secondary education—will not be known until post-secondary data are analyzed for the final report, which is expected to be published in late 2011. Information about the baseline characteristics of *Future to Discover* participants and the early implementation of *Explore Your Horizons* and *Learning Accounts* can be found in the Early Implementation Report (SRDC, 2007).

THE RESEARCH PROBLEM: RATIONALE AND DESIGN OF THE *FUTURE TO DISCOVER* PILOT PROJECT

While Canada’s rates of participation in post-secondary education are relatively high when measured against international, normative standards, specific groups are under-represented, such as low-income students and those whose parents have little or no post-secondary experience. This may be due to a number of barriers, including low parental expectations, limited financial resources, and perceptions that overestimate the costs and underestimate the feasibility and benefits of post-secondary education. Another barrier may also be a lack of knowledge about the four streams of post-secondary education: apprenticeship, university, private vocational institute, and community college. Research suggests that offering developmentally appropriate information about post-secondary education through a coordinated network of services and sources during different stages of high school could increase youth access to post-secondary education (Looker & Lowe, 2001; Canada Millennium Scholarship Foundation, 2003).¹

Text Box 1.1: Post-Secondary Education—Definition

While definitions of post-secondary education vary in the research literature, the *Future to Discover* pilot project emphasizes four equivalent streams:

- Vocational training—from private vocational institutes such as business colleges
- Apprenticeship programs—primarily for trades
- University—including four-year degree programs
- Community college—including one-, two-, and three-year diploma and degree programs

These four streams of post-secondary education may be provided by both public and private institutions and in a wide variety of settings in and outside of the traditional classroom, including worksites and on-line courses. Students may eventually obtain a degree, a diploma, a certificate, or other accreditation, but given the focus of *Future to Discover* on access, the primary impacts of interest are enrolment in and completion of students’ first year of studies.

¹ For a review of the relevant literature, readers are referred to Chapter 1, *Future to Discover* Pilot Project Early Implementation Report, Canada Millennium Scholarship Foundation (2007), pp 4–10.

After reviewing a number of career education programs used in Canada and the United States and consulting with key stakeholders and the two provincial project partners (Manitoba and New Brunswick), two interventions were developed for the Canada Millennium Scholarship Foundation for pilot testing through *Future to Discover*:

- enhanced career education, including readily accessible and developmentally appropriate information and advice about post-secondary education; and/or
- an early commitment of non-repayable financial aid.

The first of these interventions is labelled “*Explore Your Horizons*” (“*Future to Discover*” in Manitoba) and encompasses a number of components providing career education and career advice. It is designed to help high school students learn about various types of post-secondary education and how they might access these, and to explore their future options through career education. It also aims to teach parents how to better support and respond to their children’s career education exploration and decision making.

The second intervention, “*Learning Accounts*,” is a financial incentive designed for students with family incomes below the provincial median. It provides an early guarantee of a grant worth up to \$8,000, conditional upon high school completion and subsequent participation in post-secondary education.

The Pilot Project aims to find out whether either or both of the interventions will increase access to post-secondary education, especially among those with lower family incomes and/or low levels of parental education.

There is little existing evidence to determine whether interventions like *Explore Your Horizons* and *Learning Accounts* will be successful. *Future to Discover* will create such evidence using a true experimental design, in which students are randomly assigned to receive either or both of the interventions, or to a “control” group of similar students who do not receive the interventions. Comparisons are then made between the groups for anticipated outcomes to determine the impact of the interventions. This randomized design or “social experiment” is the most rigorous type of evaluation. It will provide the most valid estimates of how the two interventions affect the principal outcomes of interest—completion of the first year of a participant’s chosen post-secondary program—along with a number of other short-term and intermediate impacts.

In addition to the impact evaluation, *Future to Discover* also encompasses implementation research and benefit-cost analysis. As a demonstration project, *Future to Discover* will determine the feasibility of implementing *Explore Your Horizons* and *Learning Accounts* in the field, which will be of interest to policy-makers in various levels of government, as well as to practitioners and educators.

This document is the second in a series of three reports on *Future to Discover*. It covers the first four years of the pilot project, from the recruitment and baseline survey of participants in Grade 9 up until their completion of the project’s Grade 12 Follow-up Survey and the graduation from high school of those who do so “on time.” As an interim report, it presents the evaluation of the implementation of *Explore Your Horizons* and of *Learning Accounts*, along with early impacts on observed outcomes. The choice of early outcomes to report is based on the original program logic model since impacts on these outcomes sheds light on whether the interventions are working as anticipated. However, any conclusions about the effectiveness of the interventions would be premature, since *Learning Accounts* is still in operation and the final post-secondary follow-up survey has not yet been conducted. The primary impacts of interest to the study—students’ enrolment in post-secondary education and completion of their first year of studies—are not yet known.

In the absence of evidence of effectiveness, early impact results help to improve understanding of the mechanisms by which the interventions may or may not be working to alter participants’ access to post-secondary education. They can also help to identify for whom the interventions are working as anticipated. A more complete picture of whether the interventions actually work to generate the outcomes of interest must wait for the final impact report, due in the fall of 2011.

Tables 1.1 and 1.2 provide an outline of the main stages of the project. Participants were recruited during their Grade 9 year in 2004 and 2005 in New Brunswick, and in 2005 in Manitoba. Interventions had stages specific to each year following recruitment (indicated in the tables as grades 10, 11, 12, PSE Year 1, and so on) and thus the interventions were run for two successive “cohorts” in New Brunswick. Researchers waited to collect and then pool data from both cohorts before reporting the project findings for any given year following recruitment.

Text Box 1.2: Project Names

This box lists alphabetically the various project names that are used throughout this report. Full descriptions of these names are provided in subsequent chapters.

- **Career Focusing (CF)**—One of the six components of *Explore Your Horizons*.
- **Explore Your Horizons (EYH)**—The career education intervention being tested in New Brunswick.
- **F2D**—A magazine, one of the six components of *Explore Your Horizons*.
- **Future in Focus (FIF)**—One of the six components of *Explore Your Horizons*.
- **Future to Discover (FTD)**—The name given to the career education intervention (identical to *Explore Your Horizons* in New Brunswick) being tested in Manitoba.
- **Future to Discover Pilot Project**—The name given to the overall pilot project being run in New Brunswick and Manitoba. The project title is shortened to “*Future to Discover*” in situations where this will not be confused with the name of the career education intervention in Manitoba.
- **Future to Discover Web site**—One of the six components of *Explore Your Horizons*.
- **Lasting Gifts (LG)**—One of the six components of *Explore Your Horizons*.
- **Learning Accounts (LA)**—The name given to the financial incentive intervention being tested in New Brunswick.
- **Post-secondary Ambassadors (PSA)**—One of the six components of *Explore Your Horizons*.

Table 1.1: Timelines for the *Explore Your Horizons* Pilot Intervention

Year	Grade	New Brunswick Cohort 1 Activities					
2003–2004	9	Recruitment (baseline survey)					
2004–2005	10	Orientation Sessions					
		Career Focusing	Lasting Gifts	Future in Focus	PSA	F2D	Web Site Access
		6 workshops (2 hours each)			2 workshops (2 hours each)	Issue 1, 2	Yes
2005–2006	11		4 workshops (2 hours each)		2 workshops (2 hours each)	Issue 3, 4	Yes
2006–2007	12			4 workshops (2 hours each) plus orientation session	2 workshops (2 hours each)	Issue 5, 6	Yes
		(Grade 12 follow-up survey)					
2007–2008	PSE 1	Early implementation report					
2008–2009	PSE 2	Interim impact report					
2009–2010	PSE 3	(Post-secondary follow-up survey)					
2010–2011	PSE 4						
2011–2012	PSE 5	Final impact report					

Table 1.2: Projected Pattern of Instalments and Payments for the *Learning Accounts (LA)* Pilot Intervention (New Brunswick only)

Year	Grade	Cohort 1 Activities			
		LA Instalments	LA Statements	LA Payments for ≥ 2-year PSE Program	LA Payments for ≤ 1-year PSE Program
2003–2004	9	Recruitment (baseline survey)			
2004–2005	10	\$2,000 at end of Grade 10	Mailed end of Grade 10		
2005–2006	11	\$2,000 at end of Grade 11	Mailed end of Grade 11		
2006–2007	12	\$4,000 at end of Grade 12	Mailed end of Grade 12; sent with payment request package		
		(Grade 12 follow-up survey)			
2007–2008	PSE 1			\$2,000 with confirmation of initial PSE enrolment; \$2,000 start of winter term	\$2,000 with confirmation of initial PSE enrolment; \$2,000 start of winter term
2008–2009	PSE 2		Sent with payment request package	\$2,000 start of fall term; \$2,000 start of winter term	
		Interim impact report			
2009–2010	PSE 3	(Post-secondary follow-up survey)			
2010–2011	PSE 4				
2011–2012	PSE 5	Final impact report			

Grade	New Brunswick Cohort 2 / Manitoba Activities					
8						
9	Recruitment (baseline survey)					
10	Orientation Sessions					
	Career Focusing	Lasting Gifts	Future in Focus	PSA	F2D	Web Site Access
	6 workshops (2 hours each)			2 workshops (2 hours each)	Issue 1, 2	Yes
11		4 workshops (2 hours each)		2 workshops (2 hours each)	Issue 3, 4	Yes
12			4 workshops (2 hours each) plus orientation session	2 workshops (2 hours each)	Issue 5, 6	Yes
	(Grade 12 follow-up survey)					
PSE 1	Interim impact report					
PSE 2						
PSE 3	(Post-secondary follow-up survey)					
PSE 4	Final impact report					

Grade	Cohort 2 Activities			
	LA Instalments	LA Statements	LA Payments for ≥ 2-year PSE Program	LA Payments for ≤ 1-year PSE Program
8				
9	Recruitment (baseline survey)			
10	\$2,000 at end of Grade 10	Mailed end of Grade 10		
11	\$2,000 at end of Grade 11	Mailed end of Grade 11		
12	\$4,000 at end of Grade 12	Mailed end of Grade 12; sent with payment request package		
	(Grade 12 follow-up survey)			
PSE 1			\$2,000 with confirmation of initial PSE enrolment; \$2,000 start of winter term	\$2,000 with confirmation of initial PSE enrolment; \$2,000 start of winter term
	Interim impact report			
PSE 2		Sent with payment request package	\$2,000 start of fall term; \$2,000 start of winter term	
PSE 3	(Post-secondary follow-up survey)			
PSE 4	Final impact report			

OVERVIEW OF INTERVENTIONS AND LOGIC MODELS

Explore Your Horizons

There are six integrated components to the *Explore Your Horizons* career education intervention: (1) Career Focusing, (2) Lasting Gifts, (3) Future in Focus, (4) Post-secondary Ambassadors, (5) the *Future to Discover* Web site, and (6) the *F2D* magazine. All participants in the intervention are offered all six components over three years of programming, through grades 10, 11, and 12 of high school.

Each component of *Explore Your Horizons* is described in more detail in Chapter 2, but essentially, all six are designed to teach and reinforce key concepts of career exploration and development, whether these are personal (e.g., the concepts of resilience and adaptability), technical (e.g., how to network), or tactical (e.g., “manoeuvring” as a deliberate strategy to explore different career options). When feasible, the developers of the various components and the delivery personnel met together to ensure that *Explore Your Horizons* components were cohesive and well integrated.

The involvement of parents/guardians is a fundamental feature of the *Explore Your Horizons* intervention, in terms of their participation and support of their child in the career exploration process. Parents/guardians are invited to attend sessions with their children at the start of the intervention, midway, and at the end. As Table 1.1 shows, the very first *Explore Your Horizons* activity is an orientation session for participants and their parents/guardians in Grade 10 to learn more about *Explore Your Horizons* and to sign a participation declaration. Parents/guardians are also invited to attend the last of six Career Focusing workshops in Grade 10, all of the workshops of the Lasting Gifts component, an orientation session at the start of Future in Focus, and the last Future in Focus workshop that takes place near the end of Grade 12—the final workshop of *Explore Your Horizons*. Parents’/guardians’ attendance at the last workshop is intended to give them the opportunity to celebrate their child’s participation in *Explore Your Horizons* and to learn what was accomplished in Future in Focus.

All *Explore Your Horizons* workshops take place in classrooms at participating schools, after the last class of the day. The exceptions are those to which parents are invited, which take place in the evenings to accommodate parents’ schedules. Facilitators with a career counselling or education background were hired to animate the sessions, except for the Post-secondary Ambassador workshops, which were animated by students already enrolled in apprenticeships, private vocational institutions, community colleges, or universities.²

Table 1.3 presents a basic logic model for *Explore Your Horizons*, to illustrate what the intervention is intended to achieve and how. More specifically, the logic model lists what resources are needed to accomplish the intervention’s objectives, what initial and intermediate changes in behaviour would permit the intervention to meet its objectives, and what short-, intermediate-, and long-term impacts are anticipated as a result of the intervention.

The logic model provides a framework for understanding how *Explore Your Horizons* might work to increase access to post-secondary education. It documents the intermediate changes in the orientation and behaviour of participants that might be expected if *Explore Your Horizons* works to change students’ outcomes in relation to access via the proposed mechanisms. Because the logic model includes intermediate outcomes that might be observed if *Explore Your Horizons* is working as originally expected, it was an important organizing structure for the project’s data collection and for the presentation of results in the present report.

It is important to note that any program logic model represents a set of *assumptions* about how the intervention operates; these in turn may be based on related program theory, academic theory, practical knowledge, and experience, or all of these.³ In the case of *Future to Discover*, the logic models for both *Explore Your Horizons* and *Learning Accounts* were developed by SRDC researchers in collaboration with provincial partners and other project stakeholders, in order to make explicit the assumptions about what was needed to make the interventions work, and the causal links between activities and outcomes, or impacts. While these assumptions were based on extensive collective knowledge and experience, alongside expectations derived from different academic theories, *Future to Discover* is nevertheless a *pilot project*; as such, the logic models are also being tested, at least as much as the interventions themselves. The original assumptions may be found not to hold in situations where the intervention is eventually effective in achieving its principal outcome of interest. Similarly, original model assumptions may be found to hold in situations where the intervention is eventually found ineffective in achieving its principal outcome of interest. These situations may occur because possible mechanisms were mis-conceptualized at the outset or because there have been subsequent changes in the design or implementation of the intervention.⁴ Nonetheless, the logic models were established as the principal “guides for the development of research instruments and data collection” and for observing whether “the interventions work as intended” (SRDC, 2007, p.11), so they form the framework for presenting findings in this report. The short-term and intermediate impacts in the third column of Table 1.3 are reported in chapters 4 and 6 of this report.

² Facilitators were also present at Post-secondary Ambassador workshops to provide assistance when required.

³ For a fuller description of logic models and the evaluation of program theory, see Chen (2005), and Bamberger, Brugh, & Malby (2006).

⁴ Here is example of how the logic model used to design data collection (and thus defining subsequent analysis) may become dated. The “Future in Focus” Grade 12 component of *Explore Your Horizons* was developed after the *Explore Your Horizons* logic model. Future in Focus incorporated the concept of developing or enhancing participants’ “resilience” should they face challenges while pursuing their chosen post-secondary pathways (Canadian Career Development Foundation, 2007). While Future in Focus participants in Grade 12 might therefore be expected to exhibit greater resilience, such that they might be more likely to persist in attempting to achieve their post-secondary goals, analysis based on the logic model will not detect such an effect.

Table 1.3: Logic Model for *Explore Your Horizons*

Resources/ Inputs	Activities/ Participant Responses	Short-Term & Intermediate Impacts	Long-Term Impacts
<ul style="list-style-type: none"> ■ All activities and services provided according to design protocols (i.e., the Operations Manual)⁵ ■ Grade 9 students who have agreed to participate in the research study ■ Parents who have agreed to participate with their children ■ Post-secondary education system with sufficient places to accommodate any possible increases in student numbers that might be generated by the experiment 	<ul style="list-style-type: none"> ■ Students and parents must be notified and understand what participation in <i>Explore Your Horizons</i> involves ■ Students and parents participate in the intervention: they attend and engage in sessions, read mail and Web-based material, and learn to use the material and other relevant resources 	<ul style="list-style-type: none"> ■ Increased orientation toward future activities ■ Increased awareness of post-secondary and career options ■ Change in intentions and rates of application to pursue post-secondary education ■ Altered expectations about post-secondary education ■ Increased interest in high school and increased attendance ■ Decreased rates of early high school leaving/drop-out ■ Changes in chosen high school courses ■ Increased rates of high school graduation ■ Improved course grades, test scores, and overall GPA ■ Change in peer groups (i.e., composition, future orientation, and future expectations) ■ Change in perceived worth of post-secondary education ■ Increased knowledge of the different costs of post-secondary education and financing options ■ Increased saving to meet the costs of post-secondary education 	<ul style="list-style-type: none"> ■ Successful enrolment in a PSE program recognized by Canada Student Loans ■ Successful completion of the first year of a chosen post-secondary education program

The logic model presented in Table 1.3 provides the framework for how both the implementation and interim impacts of *Explore Your Horizons* are presented in this report. Chapter 2 presents a description and evaluation of the intervention's implementation (see "Resources" and "Activities" in Table 1.3), and the analyses in Chapter 4 assess to what extent project participants' attitudes and behaviours have changed by Grade 12 (relative to the comparison group) as a result of being offered *Explore Your Horizons*. It is important to note that, while there may be impacts on longer-term outcomes such as persistence into the second and later years of post-secondary programs, completion of programs and certification will not be observed under the current research described in this report. Similarly, subsequent labour market participation outcomes are beyond the scope of the current work.

Learning Accounts

Explore Your Horizons was implemented in both Manitoba and New Brunswick, but *Learning Accounts* was implemented only in New Brunswick.

Stakeholders in the project agreed on an eligibility criterion for the *Learning Accounts* intervention based on annual household income below the New Brunswick median.⁶ A major assumption was that lower-income students anticipate having inadequate financial resources to pay for their post-secondary education, particularly university and college. *Learning Accounts* participants who attend a New Brunswick high school until graduation and who successfully enrol in a post-secondary education program (recognized by Canada Student Loans) would receive up to a maximum of \$8,000 over two years to subsidize their post-secondary education expenses. Table 1.4 presents the basic logic model for *Learning Accounts*.

5 As *Future to Discover's* procedures, curricula, and scripts were developed, they were captured in an operations manual and provided to the deliverers of the interventions in each province, such as facilitators and post-secondary ambassadors, to assist in intervention delivery. While most of the particular components of *Explore Your Horizons* and *Learning Accounts* were decided by the beginning of 2004, some details of the later components were finalized in 2006.

6 Family income was determined from amounts reported for income tax purposes, and the median cut off was derived from Census 2001 estimates for households with children aged 6–17 years and rounded up to the nearest \$5,000 level.

The accumulation of funds over time in *Learning Accounts* was intended to recognize each participant's continued commitment to education. Thus, participants in *Learning Accounts* had to still be attending a New Brunswick high school at the end of Grade 10 to receive an instalment of \$2,000 in their account, and they had to still be attending a New Brunswick high school at the end of Grade 11 to receive another \$2,000. Thereafter, *Learning Accounts* participants who successfully graduated from a New Brunswick high school would have another instalment of \$4,000 added to the account.⁷ If they successfully enrolled in a post-secondary education program, they could draw from the accumulated funds in their account. Once their enrolment status has been confirmed, *Learning Accounts* participants can request a \$2,000 payment twice per academic year, for a total maximum of \$8,000 in a two-year period. The check on enrolment is performed by New Brunswick Student Financial Services or the New Brunswick Apprenticeship Bureau (for registered apprentices), and all funds must be claimed within six years of the account being offered at the start of Grade 10.⁸

The logic model for *Learning Accounts* is similar to the model for *Explore Your Horizons* in that both are early interventions assumed to influence participants' future orientation and preparations for post-secondary education during their high school careers. *Explore Your Horizons* is expected to do so because the intervention takes active steps to engage students in activities to aid such planning and decision making. For *Learning Accounts*, it is the offer of \$8,000 conditional on post-secondary enrolment that is hypothesized to provide an incentive for participants to alter their behaviour to make enrolment more likely. The *Learning Accounts* offer would thus be expected to stimulate participants to make their own independent efforts to seek out information on post-secondary education and career guidance. *Explore Your Horizons* participants may be stimulated to take similar steps, supplementary to and perhaps encouraged by their enhanced career education intervention. Some participants in New Brunswick were offered both interventions simultaneously. For these students, responses and impact patterns consistent with both logic models are anticipated.

Table 1.4: Logic Model for *Learning Accounts*

Resources/ Inputs	Activities/ Participant Responses	Short-Term & Intermediate Impacts	Long-Term Impacts
<ul style="list-style-type: none"> ■ All activities and services provided according to design protocols (i.e., the Operations Manual), including a payment system ■ Grade 9 students who have agreed to participate in the research study ■ Parents who have agreed to participate with their children ■ Post-secondary education system with sufficient places to accommodate any possible increases in student numbers that might be generated by the experiment 	<ul style="list-style-type: none"> ■ Students and parents must be notified and understand what participation in <i>Learning Accounts</i> involves ■ Students and parents participate in the intervention: provide required information at the required time to open the account and to request payments; remain contactable for mail-based account administration 	<ul style="list-style-type: none"> ■ Increased orientation toward future activities ■ Increased awareness of post-secondary and career options ■ Change in intentions and rates of application to pursue post-secondary education ■ Altered expectations about post-secondary education ■ Increased interest in high school and increased attendance ■ Decreased rates of early high school leaving/drop-out ■ Changes in chosen high school courses ■ Increased rates of high school graduation ■ Improved course grades, test scores, and overall GPA ■ Increased knowledge of the different costs of post-secondary education and financing options ■ Increased certainty about the ability to cover PSE costs ■ Increased saving to meet the costs of post-secondary education 	<ul style="list-style-type: none"> ■ Successful enrolment in a PSE program recognized by Canada Student Loans ■ Successful completion of the first year of a chosen post-secondary education program

7 For both cohorts and for all participants, access to the maximum amount is conditional on completion of secondary studies within four years of opening the account. Upon successful completion of secondary studies in New Brunswick through a high school diploma, Adult Education Diploma, or a general Education Development diploma, participants will be entitled to the full bursary of \$8,000 in their accounts. Students not completing secondary studies within the time frame remain entitled to past installments in their accounts.

8 It is important to note that, unlike *Explore Your Horizons*, there is no fixed year for *Learning Accounts* delivery; rather, instalments and payments can be made over several years. A student who takes three years to complete grades 10 through 12 at a New Brunswick school is entitled to receive a payment in any two of the three years following his or her graduation, and the payment amount depends on the number of instalments in the student's account. For example, a student who has accumulated \$4,000 in their account by the end of Grade 11 but who graduates from a Quebec school (rather than a New Brunswick school) before enrolling in a post-secondary education program will receive \$4,000, which will be made available to them during the delivery period for *Learning Accounts*.

The logic model for *Learning Accounts* differs subtly from that for *Explore Your Horizons* in four ways:

- As mentioned above, unlike *Explore Your Horizons*, *Learning Accounts* is not a career education intervention and so any changes in participants' personal career awareness and post-secondary planning will arise out of their own efforts to seek out support for such activities.
- The \$8,000 grant may increase certainty among *Learning Accounts* participants that they can afford to pursue post-secondary education. If this makes post-secondary education a more realistic proposition, those offered *Learning Accounts* may be more likely than those in the comparison group to have considered how they might fund their post-secondary education. This could involve identifying means such as student financial aid to supplement their Learning Account funds. Nonetheless, they may be less likely than *Explore Your Horizons* participants to explore the full range of alternative sources of post-secondary funding.
- *Learning Accounts* is not expected to directly change participants' peer groups in the same manner as *Explore Your Horizons*. *Learning Accounts* does not bring students together in new groups to participate in out-of-school workshops. Any changes in peer groups under *Learning Accounts* would thus be due to students choosing to engage in different activities of their own volition in order to increase their chances of accessing post-secondary education, such as enrolling in more rigorous courses, or identifying with new peer groups (such as those planning to attend post-secondary education).
- *Learning Accounts* does not include a parental component. Therefore, there is a much higher expectation that *Explore Your Horizons*, which does involve parents, will alter the intensity and quality of interactions between parents and project participants with respect to post-secondary planning.

The analysis of the implementation and impacts of *Learning Accounts* is presented in Chapter 5 and the impacts of *Explore Your Horizons* plus *Learning Accounts* appear in Chapter 6. The short-term and intermediate impacts are reported for the anticipated outcomes listed in the third column of the Table 1.4.

Future to Discover Pilot Project Partnerships

The *Future to Discover* Pilot Project is made possible because of key partnerships between the Canada Millennium Scholarship Foundation and the Government of New Brunswick and the Government of Manitoba. Both provincial governments undertook to establish *Future to Discover* offices within their respective departments or ministries of education to coordinate activities related to the pilot project in their province. Each *Future to Discover* Office is under the direction of a provincial coordinator, who is responsible for the overall coordination of *Future to Discover* in each province, including supervision of *Explore Your Horizons* facilitators and liaison with the Foundation and various working groups that were formed to oversee the implementation of the *Future to Discover* Pilot Project.

The key partners responsible for delivering *Learning Accounts* are the New Brunswick *Future to Discover* Office, which liaises directly with participants; New Brunswick Student Financial Services, which verifies applications; and the Foundation, which maintains the accounts and makes payments.

A number of contractors were engaged to develop and/or implement specific components of *Explore Your Horizons*. The Educational Policy Institute (EPI) created the initial course-pack used as the basis for the Post-secondary Ambassadors component, the *Future to Discover* Web site, and the *F2D* magazines; staff from PGF Consultants and later DMHS Group Inc. then finalized the Post-secondary Ambassadors component and provided training. Allegro 168 Communications + Design helped to finalize and deliver the *Future to Discover* Web site and the *F2D* magazines. The development of Career Focusing and its related training was undertaken by Jobmatics™. Lasting Gifts and Future in Focus and their training were developed by the Canadian Career Development Foundation (CCDF), which also provided advice on the design of the *Explore Your Horizons* intervention as a whole. Finally, Sierra Systems was contracted to develop the Project Management Information System (PMIS), the database used for project management and administration, including participant attendance.

The role of the Social Research and Demonstration Corporation (SRDC) is to evaluate the *Future to Discover* Pilot Project, which included developing the research design and a research protocol for each province. These protocols provide a formal description of the set of scientific and ethical methodologies and rules that govern the evaluation of the project. SRDC was also responsible for coordinating the recruitment of over 5,400 participants in the two provinces, including the development of procedures for securing the informed consent and baseline data from the students and their parents/legal guardians. SRDC continues to be responsible for managing the ongoing collection of data on outcomes and implementation, gathering information for the benefit-cost analysis for each intervention, and publishing the findings in early implementation, interim impact, and final impact reports.

OVERVIEW OF *FUTURE TO DISCOVER'S* RESEARCH SAMPLES AND DATA SOURCES

The design of *Future to Discover* reflects the interests and needs of the two partnering provinces. In New Brunswick, there are two separate education systems for Francophone and Anglophone students, the former smaller than the latter. Recruitment in New Brunswick took place over two years in order to secure a sufficiently large sample of participants to detect policy-relevant impacts. As a result, students in two successive Grade 9 years were recruited in 2004 and 2005 and became part of either Cohort 1 or Cohort 2, respectively.

The recruitment process for *Future to Discover* had multiple stages, all aimed at obtaining the informed consent of sufficient numbers of students in the various research groups in order to detect significant differences in the impacts of interest to policy-makers. All school districts in New Brunswick were invited to take part, but in Manitoba, invitations had to be targeted to larger schools that were not already participating in another Canada Millennium Scholarship Foundation research project. Within school districts, schools were selected according to the number of Grade 9 students and, particularly, the expected numbers in the designated group, that is, belonging to families with lower incomes and with little or no post-secondary education. In New Brunswick, effort was made to recruit equal numbers of Anglophone and Francophone students.

Recruitment began in New Brunswick in the spring of 2004. Students who were in Grade 9 that year at the selected 30 schools were informed of the *Future to Discover* project by mail and given an opportunity to “opt out” of the project. The same process was followed a year later with students in Cohort 2 at the same schools in New Brunswick and at 23 schools in Manitoba (although only 21 Manitoba schools were sites for *Explore Your Horizons* delivery).⁹ In all, only 72 out of 15,578 students opted not to participate in the *Future to Discover* project at this stage.

The next stage of recruitment involved Statistics Canada contacting a random sample of these 15,506 students to arrange a home visit, in which the student and his or her parent or guardian received additional information about the *Future to Discover* pilot project. If both parent and child provided consent to participate, baseline information was collected by means of a survey (completed by the student) and a short interview with the parent or guardian. Eligibility for the *Learning Accounts* intervention was determined from income information provided by the parent. Somewhat greater numbers of families participated at this stage of the project in New Brunswick than in Manitoba: an average of 78 per cent of those contacted agreed to participate in New Brunswick as project participants (76 per cent for Cohort 1 and 80 per cent for Cohort 2), versus 60 per cent of those contacted who agreed to participate in Manitoba. In all, there were 5,429 students recruited as project participants.¹⁰

Random Assignment to Multiple Groups

The decision to test both *Learning Accounts* and *Explore Your Horizons* in New Brunswick provided an opportunity to test the impact of offering both interventions simultaneously among equivalent groups of students. Comparisons of impacts between groups receiving *Explore Your Horizons plus Learning Accounts* and those receiving only *Learning Accounts* reveal the incremental impact of adding enhanced career education to *Learning Accounts*. Moreover, comparisons of impacts between those receiving *Explore Your Horizons plus Learning Accounts* and those receiving only *Explore Your Horizons* reveal the incremental impact of adding a *Learning Account* to the career education intervention. Three program groups were thus created for New Brunswick: those students who received only *Explore Your Horizons*, those who received only *Learning Accounts*, and those who received both interventions combined.

In Manitoba, there were insufficient numbers of Francophone students to be able to adequately test differential impacts by linguistic sector, so the sample of Francophone students in that province was pooled with the Anglophone student sample. It was determined that sufficient numbers of students could be recruited in Manitoba in a single year or cohort. The resulting research design takes these provincial requirements into account, but is necessarily complex. In all, there are 15 different experimental contrasts or comparisons to be examined (see Table 1.5).

The random assignment of participants was undertaken by SRDC following recruitment using a computer program. Given the number of research groups in New Brunswick, the assignment of students was one of the most complex ever used in a Canadian demonstration project. The process had to satisfy a number of requirements simultaneously, including creating an analytically useful sample, respecting the initial targets for participation in each group, maintaining feasible and comparable class sizes for *Explore Your Horizons* within each school, and staying within the budget allotted for follow-up surveys with participants.

⁹ Students were recruited in Grade 9, mostly from schools with all four grades 9 through 12. However, students were recruited from four schools acting as feeder schools for two grade 10–12 schools. Thus students were recruited at 23 schools for *Explore Your Horizons* delivery at 21 sites.

¹⁰ Descriptive information on those who completed the baseline survey is presented in Chapter 4 of the *FTD* Early Implementation Report (SRDC, 2007).

Table 1.5: Experimental Contrasts in *Future to Discover*

Sample	Experimental Contrast(s)	Contribution to Impact Analysis
NB LA-eligible sample (separate for Anglophone and Francophone linguistic sectors)	EYH versus comparison group	Impact of offering EYH to lower-income families (see Chapter 4)
	LA versus comparison group	Impact of offering Learning Accounts to lower-income families (see Chapter 5)
	EYH plus LA versus comparison group	Impact of offering a combined intervention of EYH with LA to lower-income families (see Chapter 6)
	EYH versus LA	The relative impact of offering one intervention to lower-income families compared to the other (see Chapter 6)
	EYH plus LA versus LA	The incremental impact of offering EYH in addition to a Learning Account to lower-income families (see Chapter 6)
	EYH plus LA versus EYH	The incremental impact of offering a Learning Account in addition EYH to lower-income families (see Chapter 6)
NB LA-ineligible sample (separately for Anglophone and Francophone linguistic sectors) combined with LA-eligible sample	EYH versus comparison group	Impact of offering EYH to all students (see Chapter 4)
MB	EYH versus comparison group	Impact of offering EYH to all students (see Chapter 4)

The proportions assigned to different groups reflected the need to make the interventions feasible for implementation and to ensure that the various research groups had comparison groups of equivalent size and characteristics. At this point, eligible students were randomly assigned to one of the following groups: in New Brunswick, to either a comparison group, a group that would receive *Learning Accounts* only, a group that would receive *Explore Your Horizons* only, or a group that would receive both *Explore Your Horizons* and *Learning Accounts* combined. Separate groups were created for Anglophone and Francophone participants. In Manitoba, students were randomly assigned either to a comparison group or to a group that would receive *Explore Your Horizons* only.

After assignment, students were notified of the results by letter and reminded of the importance of their continued research participation, regardless of the group to which they had been assigned. They were also provided with information on how to contact their provincial *Future to Discover* Office and SRDC, should they have questions about their participation in the project.

Random Assignment was Successful

Analysis of the results of the baseline survey indicates that despite the challenges associated with random assignment for *Future to Discover*, the process was successful in a variety of ways. First of all, the demographic and socio-economic characteristics of the students recruited for the *Future to Discover* pilot project are the same as those as would be expected for a sample of Grade 9 students from both provinces.¹¹ Roughly equal numbers of students (around 1,000) were recruited from each of the program populations of interest in this project: New Brunswick

Francophone students who are eligible to receive *Learning Accounts* (i.e., lower income); New Brunswick Francophone students who are ineligible for *Learning Accounts* (i.e., higher income); New Brunswick Anglophone students who are eligible to receive *Learning Accounts*; New Brunswick Anglophone students who are *Learning Accounts*-ineligible; and Manitoba students. Table 1.6 presents descriptive information of project participants who responded to both the baseline and Grade 12 follow-up surveys.

Second, sufficient numbers of students in the designated group—those whose families have lower incomes and low levels of parental education—were recruited to support analysis of the impact of the interventions on this important sub-group. Third, analysis of the results of the baseline survey identified sub-groups of students who will be of interest for later analysis on impacts, particularly in terms of high school engagement and educational aspirations.

Finally, random assignment succeeded in creating groups that were statistically equivalent. In other words, the differences between the experimental and comparison groups on nearly all observed characteristics were statistically insignificant or close to zero. As would be expected with a sample of this size, some chance differences did arise. While such differences do not introduce error, SRDC researchers nevertheless have adopted a technique called “regression adjustment,” which is the usual procedure for increasing the precision of estimates of impact by taking into account (“adjusting”) the chance differences found at baseline.

¹¹ More information about characteristics of the program and comparison groups in each province can be found in the *FTD* Early Implementation Report (SRDC, 2007), in Chapter 4, and in the appendices.

Table 1.6: Characteristics of Project Participants¹²

	Column Percentages				
	Manitoba	New Brunswick			
	All	Francophone All	Anglophone All	Francophone LA-Eligible	Anglophone LA-Eligible
Student characteristics					
Male (%)	49.52	46.67	47.21	47.18	45.66
Female (%)	50.48	53.33	52.79	52.82	54.34
Age (average)	14.42	14.47	14.49	14.52	14.52
White (%)	90.41	99.26	96.98	99.16	95.66
Aboriginal (%)	13.91	1.42	4.54	1.77	6.35
Ever had difficulty hearing, seeing, learning, etc. (parent report) (%)	8.87	5.79	9.27	6.47	9.13
Average mark this year 80+ (%)	44.61	45.60	49.73	36.41	42.96
Household characteristics					
Number of children	2.11	1.82	2.02	1.84	2.08
One-parent household (%)	16.31	22.23	22.55	32.99	33.74
Parents' "highest level" of educational attainment (either parent) (%)					
Less than high school	9.95	17.12	8.35	25.78	12.92
High school diploma (%)	18.82	21.67	27.02	27.35	34.08
Trade/College/Apprenticeship (%)	48.56	44.95	48.78	41.23	46.77
University degree (%)	22.66	16.26	15.84	5.64	6.24
Total family income by category (%)					
Less than 20K	6.40	16.29	17.23	26.51	28.06
20K less than 40K	13.79	26.33	25.78	43.32	42.09
40K less than 60K	21.18	25.90	23.99	29.85	29.73
60K less than 80K	21.92	13.26	15.71	††	††
80K or more	36.70	18.22	17.30	††	††
Is participant in LILE (designated) group? (%)					
Yes—student is in lower parental income category <i>and</i> neither co-resident parent has a 2-year PSE diploma or certificate	27.67	50.06	52.18	78.29	81.51
No—student is in higher parental income category <i>or</i> at least one co-resident parent has a 2-year PSE diploma or certificate	72.33	49.94	47.82	21.71	18.49
Sample Size (total = 3,979)¹³	834	1,624	1,521	958	898

Source: FTD Baseline survey.

†† = Results based on sample sizes too small for publication.

12 Terminology for this table is derived from the wording of the survey questions, which in turn was based on Statistics Canada's Youth in Transition Survey (YITs), in order to provide an equivalent basis for comparison of results.

13 Sample comprises those who responded to both the baseline and Grade 12 follow-up surveys, from the pool of the initial 5,429 participants, minus those who were not contacted for the follow-up survey (n = 795), minus children in provincial care (n = 11). Of 4,623 possible respondents, surveys were conducted with 3,979, representing a response rate of 86 per cent.

Sample Divisions

The *Future to Discover* pilot project maximizes the use of its sample analytically by contrasting outcomes in different permutations across groups receiving one, both, or neither of the two interventions under examination and by assessing the effects on subgroups. The analyses thus reflect the original experimental assignments of the sample into the different groups eligible for each intervention and later analytical divisions for subgroup analysis. Unfortunately, this efficiency in analytical design complicates the presentation of findings.

The impact analysis presented in this report is always experimental: it compares outcomes across statistically equivalent program and comparison groups to determine the effects of the interventions. Random assignment of students to the groups ensures that the only systematic difference between the groups is the program that each group is offered. Which students were subject to assignment to different groups did vary depending on eligibility for the interventions and thus the composition of the groups compared does shift between sets of analyses. For example, in Chapter 4, the difference on any given outcome between the group offered *Explore Your Horizons* and the comparison group receiving no program offer provides the estimate of the impact of *Explore Your Horizons* on the outcome. The same is true for the impact estimates of *Learning Accounts* in Chapter 5, except that the statistically equivalent comparison group used in the analysis is not the same as the group used in the *Explore Your Horizons* comparison. The reason for these differences stems largely from the treatment of income in decisions about eligibility and analysis, as explained below.

Treatment of Income in Eligibility and Analysis

The sample allocation in *Future to Discover* is complicated by the fact that *Learning Accounts* can be offered only in New Brunswick to participants with a family income below the specified cut-off level for a given family size. During in-home baseline interviews, Statistics Canada interviewers requested each parent's total income as recorded on Line 150 of their previous year's tax return(s). Parents in families providing this information and who were verified as below the required cut off by Statistics Canada, signed the *Learning Accounts*-eligible ("LA eligible") consent form. This form explained that they were eligible for assignment to one of four groups: *Learning Accounts* only, *Explore Your Horizons* only, *Explore Your Horizons* plus *Learning Accounts*, or the comparison group.¹⁴ Families who were verified as having income above the required cut off or who were unwilling to provide information from Line 150 were deemed ineligible for *Learning Accounts* ("LA ineligible") and received a different consent form. This form establishes the possibility of assignment to either *Explore Your Horizons* or to the comparison group, but not *Learning Accounts*.

The consequence of adopting the above approach to determine eligibility for the project interventions was that it may have placed some lower-income families—those unwilling to provide income information from their tax returns—in the otherwise higher-income "LA-ineligible" group. Survey data suggests that this was the case. The families who were unwilling to provide

income information from Line 150 of their tax returns were asked to report income via a standard set of survey income questions, and virtually all did so. The proportion of families deemed "LA-ineligible" who nonetheless reported survey income levels that fell below the "LA-eligible" threshold was around one in seven. Among Francophone LA-ineligible participants, 14.3 per cent fell below the lower income threshold on the survey measure. Among Anglophone LA-ineligible participants, 12.9 per cent fell below the lower income threshold on the survey measure. A more complete explanation is provided in SRDC (2007).

Given the above anomaly, some analyses use survey-defined income groups to present impacts for lower-income sub-groups, as explained below.

Subgroup Definitions

The project seeks to determine the impacts of the interventions on students most likely to need additional support to access post-secondary education. These were identified at the outset as those whose families have lower incomes and whose parents have little or no experience of post-secondary education. As explained at the start of the chapter, a "designated" group—also known as the LILE (lower income and lower education) sub-group—is of particular interest because research has shown family income and parental education to be strongly correlated with young people's academic achievement and participation in post-secondary education.¹⁵ Impacts will also be analyzed in this report for a second sub-group from "first generation" families (labelled FGF), comprising students whose parents have no post-secondary experience (that is, the highest education level of both parents was "high school or less" at baseline). Such students may be particularly disadvantaged in seeking information and advice on post-secondary transitions.

Given the eligibility restrictions and analytical intentions described in the previous section, the original sample of 5,429 project participants is divided in many different ways in this report. The following tables illustrate some of the divisions. Table 1.7 shows how the sample is allocated to different experimental groups by province, by linguistic sector in New Brunswick, and by verified income ("LA eligible" or "LA ineligible"). The table shades in colour all groups followed up with surveys. In order to reduce programming and survey costs, about a third of the original LA-ineligible participants were randomly allocated to a no-follow-up comparison group, tracked only with administrative data. Impact comparisons in this report are based only on the sample members who received follow-up and who responded to the Grade 12 survey.

The table shows how "full sample" comparisons are possible between the *Explore Your Horizons* group and the comparison group for both provinces and sectors, but that only the lower-income portion of these groups is used for comparisons with the *EYH+LA* and *LA* only groups. Thus all impact analyses that include the offer of *Learning Accounts* involve comparisons with statistically equivalent LA-eligible sample below the lower-income cut off.

14 On the form they acknowledged that, should their child be assigned to a *Learning Accounts* group, SRDC would ask them to permit release of their Canada Revenue Agency data for further confirmation.

15 For example, Knighton & Mirza (2002); Barr-Telford, Cartwright, Prasil, & Shimmons (2003); Statistics Canada (2007); Tomkowicz, & Bushnik (2003); Human Resources Development Canada & Statistics Canada (2002); and Looker (2001).

Table 1.7: The Original Sample Assignment to Experimental Groups in *Future to Discover*

Family Income	MB		NB Francophone				NB Anglophone			
Higher income or not verified [Learning Accounts ineligible]	EYH	Comp	EYH	Comparison (no survey follow-up)		Comp	EYH	Comparison (no survey follow-up)		Comp
Below median [Learning Accounts eligible]	EYH	Comp	EYH	EYH+LA	LA	Comp	EYH	EYH+LA	LA	Comp
Sample Size	1,042		2,234				2,142			

EYH = Explore Your Horizons program group

LA = Learning Accounts program group

EYH+LA = Explore Your Horizons plus Learning Accounts program group

Comp = Comparison group

While the divisions in Table 1.7 are used analytically for the principal impact analyses in this report, analyses are also presented for two education sub-groups: students whose parents have lower-income and lower-education status (LILE), and those whose parents hold no post-secondary experience. The analytical division for LILE purposes is illustrated in Table 1.8. Participants are classified as LILE based on survey measures of income on which somewhat more participants are identified as

lower-income than meet the program definition of "LA eligible." Thus, *Explore Your Horizons* impacts for the LILE sample are derived by comparing those meeting the survey's lower-education and lower-income criteria. Impacts for LILE comparisons that include groups offered LA and EYH+LA are derived for those potentially eligible for LA, which is the more restrictively defined LA-eligible group.

Table 1.8: Analytical Assignment to LILE and Non-LILE Groups

Family Income		Lower Income Lower Education Families (LILE)							
		LILE Neither parent has a post-secondary credential from 2 or more years study AND survey-recorded income was below the median				Non-LILE 1+ parents has(ve) a post-secondary credential from 2 or more years study OR survey-recorded income was above the median			
Higher income or not verified [Learning Accounts ineligible]	Above survey recorded median income	EYH	Comparison (no survey follow-up) (NB only)		Comp	EYH	Comparison (no survey follow-up) (NB only)		Comp
Below median [Learning Accounts eligible]	Below survey recorded median income	EYH	EYH+LA (NB only)	LA (NB only)	Comp	EYH	EYH+LA (NB only)	LA (NB only)	Comp

EYH = Explore Your Horizons program group

LA = Learning Accounts program group

EYH+LA = Explore Your Horizons plus Learning Accounts program group

Comp = Comparison group

PURPOSE AND STRUCTURE OF THE REPORT

The purpose of this report is to present the results of the implementation evaluation of the *Future to Discover* pilot project, and its short-term and intermediate impacts. Chapters 2, 3, and 4 examine the *Explore Your Horizons* intervention in detail, providing in turn an analysis of its implementation, of participants' exposure to its components, and of the impacts experienced by those offered it. Similarly, Chapter 5 outlines the implementation and impacts of the *Learning Accounts* intervention. Chapter 6 rounds out the story by looking at the effects of offering both interventions together, including the incremental impacts of adding each to the other (example, from adding *Learning Accounts* to *Explore Your Horizons*, and vice versa) and differences in impacts obtained from offering one intervention rather than the other.

In each of these chapters, the logic models for the two interventions provide the organizing structure for the presentation of results. Once the implementation of *Explore Your Horizons* and *Learning Accounts* is described and analyzed, the results of the impact analyses are grouped under the following three main themes, according to the logic models in tables 1.3 and 1.4: (1) thinking and planning for the future, (2) changing direction in high school, and (3) improving knowledge of post-secondary education costs and financing.

The primary focus, within a very wide range of possible analyses, is on these intermediate "logic model" impacts for the three program groups: those who received *Explore Your Horizons* only, those receiving *Learning Accounts* only, and those who received both interventions combined. The focus is on reporting the impacts across all participants offered each intervention, and on the following two subgroups: the LILE group, and the FGF ("first generation" family) group of participants whose parents reported no post-secondary education experience at baseline. Data for these impacts and groups are presented in the text, and more detailed information is presented in tables in the relevant chapters. Other results, not part of the logic model, receive less attention in the report. Such minor results include outcomes related to employment and parental engagement, and impacts for other sub-groups, such as those defined by gender or different levels of school achievement (at baseline). If such additional analyses aid understanding of the primary impact analyses, they are referred to in the text of chapters. A separate annex has been prepared containing all the detailed tables referenced in this report (and also including full reporting of impacts without regression adjustment).

The final chapter of this report summarizes the major findings of this phase of the *Future to Discover* Pilot Project and describes the next steps in the research. Specifically, it outlines the additional data collection planned during late 2009 and 2010, including a post-secondary follow-up survey of participants and collection of data on post-secondary enrolment and financing from administrative records. Once these data are analyzed, a final report detailing the long-term impacts of *Future to Discover* will be published, planned for late 2011.

Explore Your Horizons Implementation

Introduction

This chapter reports on the implementation of *Explore Your Horizons*.¹ It outlines the implementation objectives and assesses the extent to which these were achieved. Sources of evidence for this assessment include primary data from site observations, interview and focus group transcripts, surveys of student participants, and secondary data such as meeting minutes and the project operations manuals.

Separate sections discuss the implementation of each of the components of *Explore Your Horizons*, and the intervention as a whole. In each case, an overview of goals and content are presented first, in order to outline the *intended* implementation, followed by a description of delivery issues and participant response. Issues related to attendance and usage of the various components are discussed only insofar as these might have affected delivery, since participant exposure to the interventions is the subject of the next chapter. This chapter concludes that the offer of *Explore Your Horizons* was given a fair test, and that implementation was consistent across sites and time. At the end of the chapter, there is a brief discussion of implementation “lessons learned.”

¹ *Explore Your Horizons* is known as *Future to Discover* in Manitoba. For consistency and clarity, this chapter will refer to both the Manitoba and New Brunswick programs as *Explore Your Horizons*.



CHAPTER SUMMARY

- **Explore Your Horizons was implemented as intended, according to its original design.** All components—the workshops, the *Future to Discover* Web site, and the *F2D* magazine—were delivered in all sites in both provinces and to both cohorts in New Brunswick.
- **The offer of *Explore Your Horizons* was given a fair test.** It was implemented consistently at all sites in Manitoba and New Brunswick, and to both cohorts.
- **Facilitators, provincial coordinators, and *Future to Discover* office staff ensured the intervention was made available to all participants.** They used a variety of means to invite participants to workshops and keep them informed of workshop schedules; they ensured participants were aware of the Web site and the *F2D* magazine; and they used a variety of incentives to encourage attendance and use of the different components.
- **There was a high level of awareness among delivery staff of the implementation objectives, especially the need for consistency.** Staff used a variety of procedures to promote consistency, including extensive training and follow-up, the use of scripts, and regular communication among and between the staff of both provinces.
- **Facilitators and post-secondary ambassadors demonstrated close adherence to the scripts for delivery of the workshops,** despite the fact that this was new to most of them. Agendas and activities were consistent among observed workshops, and the same materials were made available to participants in all workshops, such as workbooks, overheads, and posters. Moreover, all workshops were held at designated locations and times.
- **Participants who responded to the Grade 12 survey were generally positive or neutral in their assessments of *Explore Your Horizons* overall.** Participants varied more in their attitudes toward specific components. They tended to favour the Post-secondary Ambassador workshops most, and to favour the *Future to Discover* Web site least.
- **In focus groups, students and parents gave positive comments about the variety of benefits derived from participating in the intervention.** These more detailed responses about their experience of *Explore Your Horizons* included a smaller number of concerns on topics such as scheduling conflicts, duration, and content that was not perceived as engaging.

DATA SOURCES AND METHODS

Primary data sources for this chapter include participants' responses to the *Future to Discover* baseline and Grade 12 surveys; field notes from observations of *Explore Your Horizons* sessions by SRDC personnel; transcripts of in-depth interviews with facilitators, provincial coordinators, and *Future to Discover* office staff; and transcripts from focus group interviews with post-secondary ambassadors, students, and parents² (see Text Box 2.1).

Text Box 2.1: Sources of Primary Qualitative Data

Field observations by SRDC:

- 6 Orientation sessions—
2 Manitoba, 4 New Brunswick
- 33 Career Focusing sessions—
12 Manitoba, 21 New Brunswick
- 19 Lasting Gifts sessions—
8 Manitoba, 11 New Brunswick
- 21 Future in Focus sessions—
8 Manitoba, 13 New Brunswick

■ **Total: 79 observations of *Explore Your Horizons* sessions**

- In-depth interviews of facilitators, provincial coordinators, and *Future to Discover* office staff by SRDC:

- 7 with facilitators—
3 Manitoba, 4 New Brunswick
- 4 with provincial coordinators—
2 Manitoba, 2 New Brunswick
- 2 with *FTD* office staff—
1 Manitoba, 1 New Brunswick

■ **Total: 13 in-depth interviews**

Focus group interviews by SRDC:

- 12 focus groups with parents and students—
4 Manitoba, 8 New Brunswick
- 4 focus groups with post-secondary ambassadors—
2 Manitoba, 2 New Brunswick

■ **Total: 16 focus group interviews**

2 In this report, "parent" refers to the parent or legal guardian of the participating student.

The Grade 12 survey was conducted by telephone with student participants roughly 30 months after their recruitment and completion of the baseline survey.³ Students who reported having attended at least one *Explore Your Horizons* session were asked about their attendance, what they remembered about the various sessions, and what they thought about them.

SRDC personnel also regularly conducted field observations of *Explore Your Horizons* workshops in order to better understand how the intervention worked and observe any issues related to delivery or consistency.⁴ In addition, researchers conducted semi-structured interviews with *Future to Discover* office staff, provincial coordinators, and facilitators, and moderated focus groups with post-secondary ambassadors, student participants, and parents. Students and parents who frequently attended sessions were selected for focus groups because researchers felt they would be most knowledgeable about any implementation issues. Their views do not necessarily represent those of other participants, particularly those who seldom or never attended.

Secondary data sources include minutes from meetings (including those of the Operations Working Group, and of facilitators and staff), and the *Future to Discover* operations manuals for New Brunswick and Manitoba.

EXPLORE YOUR HORIZONS DESIGN

Explore Your Horizons was designed as an early intervention of enhanced career education to promote access to post-secondary education. It consists of 20 workshops, including 6 for Career Focusing, 4 for Lasting Gifts, 4 for Future in Focus, and 6 Post-secondary Ambassador workshops.⁵ In addition, six issues of *F2D* magazine are delivered to participants' homes, and access is provided to the members-only *Future to Discover* Web site throughout the intervention. All participants in the intervention are offered all six components over three years of programming, through grades 10, 11, and 12 of high school, based in part on research evidence showing greater career maturity among older students.⁶ All six components are designed to teach and reinforce key concepts of career education development, and to do so in a cohesive and integrated manner. Table 2.1 and subsequent sections provide more specific information about the rationale and intended delivery of each component.

Table 2.1: The Six Components of *Explore Your Horizons*

Component	Rationale	Frequency in Grade 10	Frequency in Grade 11	Frequency in Grade 12
Career Focusing	To help high school students explore career and education options and develop suitable career education plans. Parents are invited to the final session.	6 workshops of 2 hours (12 hours)		
Lasting Gifts	To help parents understand career development and how to support their children through the process. Parents and children are invited to attend all sessions together.		4 workshops of 2 hours (8 hours)	
Future in Focus	To help students manage transitions and build resilience to overcome challenges, such as through support networks. Parents are invited to the final session.			4 workshops of 2 hours (8 hours) plus orientation session
Post-secondary Ambassadors	To promote career exploration and education planning by establishing connections between high school students and students currently enrolled in a range of post-secondary education and training programs.	2 workshops of 2 hours (4 hours)	2 workshops of 2 hours (4 hours)	2 workshops of 2 hours (4 hours)
<i>Future to Discover</i> Web site	To provide information about career and education planning to encourage education and training after high school. Profiles, articles, and quizzes are presented in a colourful format designed to be appealing to youth.	Accessible throughout <i>Explore Your Horizons</i> . Participants gain graduated access to more site information over the three-year period.		
<i>F2D</i> Magazine	Same as for the <i>Future to Discover</i> Web site above.	2 issues	2 issues	2 issues

³ Survey responses reported in this chapter are those related to *Explore Your Horizons* implementation. Responses related to the short-term and intermediate impacts in the logic model are summarized in subsequent chapters. Hence, the survey sample cited in this chapter consists of those respondents who were assigned to receive *Explore Your Horizons* and who responded to the implementation module of the Grade 12 survey ($n = 1,812$).

⁴ Researchers did not generally observe the Post-secondary Ambassador workshops, since it was thought their presence might interfere with rapport-building among the ambassadors and students. For this component, *Future to Discover* facilitators were primarily responsible for observing delivery, and they and the ambassadors were interviewed at length about the experience.

⁵ Two Post-secondary Ambassador workshops are held in each of the three years of the intervention.

⁶ See Akos, Konold, & Niles (2004); Patton & Creed (2001); and Creed & Patton (2003).

Early components of *Explore Your Horizons* focus on providing students with information about the wide range of options for careers and post-secondary education, and on helping them develop a better understanding of their personal interests and preferences. The emphasis in these sessions is on career exploration, that is, finding a range of options students might find personally meaningful. Subsequent components are intended to help students use this self-knowledge to develop and refine their career education plans. Much of this later content focuses on where to find sources of information and how to use it—including various types of post-secondary programs and their costs, financial aid and budgeting, or the experience of working in specific environments or jobs. The emphasis in the final stages of the intervention is on helping students to implement their career education plans successfully, including anticipating and overcoming obstacles and drawing on resources for support.

While *Explore Your Horizons* is primarily aimed at helping students, it also explicitly encourages the participation of parents. The assumptions are that parents play a key role in their children's decisions about the future, and that their support would make the intervention more effective for students. Parents are invited to attend sessions with their children at the start of the intervention, midway, and at the end; they are invited to two orientation sessions, the final sessions of Career Focusing and Future in Focus, and the entire Lasting Gifts component. The parent's attendance at the last workshop is intended to give them the opportunity to celebrate their child's participation in *Explore Your Horizons* and to learn what they have accomplished.

The *Explore Your Horizons* workshops are intended to be delivered by specially trained facilitators who have a background in career counselling or education, working in teams of two. The Post-secondary Ambassador workshops are the exception, since these are facilitated by teams of three students who are already enrolled in apprenticeships, private vocational institutions, community colleges, or universities. The curriculum for all *Explore Your Horizons* sessions is delivered through a combination of presentations, discussions, and activities in accordance with a guiding set of instructions or "scripts." These scripts were developed specifically for the *Future to Discover* Pilot Project, to ensure consistent delivery of the intervention across sites and over time. They are meant to act as delivery guidelines for facilitators and ambassadors, providing step-by-step instructions and key points to make during discussions and activities, without dictating delivery word-for-word. Participants also receive workbooks for each component, which contain curriculum-based exercises, as well as additional information and optional activities (for example, a list of possible questions to ask during a campus visit).

After extensive deliberation, stakeholders decided that the most feasible way to implement *Explore Your Horizons* and encourage students' attendance would be to hold workshops at participating schools after school hours, ideally about 15 minutes after the end of the last class of the day.⁷ Sessions to which parents are invited would be held in the early evening, to make it easier for them to attend. It was also expected that facilitators would have the flexibility to hold make-up sessions whenever a number of students could not attend.

IMPLEMENTATION OBJECTIVES

As outlined in the Early Implementation Report,⁸ the objectives for implementing *Explore Your Horizons* are the following:

- To ensure that *Explore Your Horizons* received a "fair test" by being delivered as designed;
- To promote consistent delivery of *Explore Your Horizons* components across sites and time;
- To ensure that staff involved in the implementation of *Explore Your Horizons* were aware of implementation objectives and were prepared to facilitate the sessions accordingly; and
- To encourage participation in and maximize participant exposure to *Explore Your Horizons* components.

Implementation research examines the extent to which these objectives were achieved. The Early Implementation Report determined that these objectives were achieved in the first year of the intervention, particularly those regarding participation and staff awareness of the objectives. This chapter analyzes the three-year implementation of *Explore Your Horizons*, with a particular emphasis on fair test and consistency of delivery. It reports on operational challenges and successes, and summarizes participants' responses, both to individual components and to the intervention as a whole. Finally, it reviews some early "lessons learned" for possible future implementation of *Explore Your Horizons*.

⁷ For those students for whom this might pose transportation problems, it was expected that facilitators could provide taxi vouchers.

⁸ SRDC (2007), Chapter 5, pp. 72–73.

IMPLEMENTATION OF EACH COMPONENT

Career Focusing

Goals and Content

Career Focusing is the first *Explore Your Horizons* component to which students are invited in Grade 10. Developed by Jobmatics™, Career Focusing emphasizes both career *exploration* and career *planning*. The intent of this component is to help participants begin to focus on career and education options, and become motivated to develop clearly articulated career education plans before they graduate.⁹ More specifically, it aims to help students discover personally meaningful career options and learn how to prepare for post-secondary education and/or the labour market following high school graduation.

During the six workshops, students use the Career Focusing workbooks and related activities to identify personal values, strengths, and characteristics that could help them to identify what work environments and job options they might enjoy. For instance, one assignment has students bring or speak about personal items or “artifacts” that represent things or activities they enjoy, and to think about why those items are meaningful to them. This in turn leads to the development of a personal *focus statement*, a short phrase that is intended to describe a participant’s core values or *raison d’être* (for example, “I like to help people understand things” or “I enjoy seeing how things work together”). The focus statement is intended to help participants identify personally meaningful and appropriate career options and disregard others as irrelevant or unsuitable. As such, it is the key concept or activity for Career Focusing, and forms the basis for several subsequent *Explore Your Horizons* activities. Guided by this self-knowledge, participants learn in subsequent workshops how to find and use information about labour market conditions, specific job options, and related educational requirements. The resulting documents—such as “My Workstyle Preferences,” “My Top Work Options,” and “My Academic Realities”—form the basis of a draft plan for each student’s remaining course choices during high school and for post-secondary education. Students are encouraged to keep these materials in a *Future to Discover* binder, and refer to them throughout their high school careers.

Delivery

The delivery of Career Focusing—as with the other components of *Explore Your Horizons*—involved considerable logistical work for facilitators. Scheduling was a particular challenge, and facilitators worked closely with school personnel to ensure that workshops would not conflict with school activities, that appropriate rooms were reserved, and that students were reminded to attend, such as by organizing general announcements over the loudspeaker at dismissal time. This was part of a generally high degree of effort put into encouraging participants’ attendance at workshops, which included mailing workshop schedules to participants’ homes, phone messages, email updates about sessions,¹⁰ and follow-up calls to identify and resolve obstacles to attendance (such as transportation) and to schedule make-up sessions.^{11 12}

Based on a review of all data sources, the Career Focusing workshops appear to have been delivered according to the model. Agendas were comparable across sites and key activities were conducted as planned. At observed sessions, facilitators explained agendas, the purpose of the activities, and how these were linked, both within each workshop and between workshops. Facilitators generally followed the prepared scripts but occasionally made modifications intended to make the material more natural and authentic. As one facilitator said, “*I rewrote the script in my own words.*” This type of minor adaptation was not only permitted but encouraged, following detailed discussion with provincial coordinators, and during staff meetings and training. In New Brunswick, facilitators and the Provincial Coordinator felt the initial Career Focusing scripts needed fine tuning—particularly to help align the English and French versions—and had to work quickly to review and finalize them to ensure consistency of implementation across sites and, later, with the second cohort.

In meetings and interviews, a few facilitators said they’d found it challenging to complete Career Focusing activities within the allotted time, in part because of the quantity of material and the wide range of students’ learning styles and needs: “*It was hard . . . There were some who could work independently and some who couldn’t.*” Timing was sometimes also challenging during workshops that required participants to explore different career education Web sites; occasionally, there weren’t enough computers for every student, Internet access was slow, or the Web sites themselves took more time to navigate than anticipated.

Observations by SRDC indicate that most participants were attentive during the Career Focusing sessions, and those who provided feedback to facilitators generally made positive comments. However, some program participants appeared less engaged by the Career Focusing material, which occasionally contributed to a lacklustre atmosphere; moreover, a few facilitators noted that it could be challenging to engage the less-attentive students. This diminished responsiveness may also have been due to fatigue and timing (that sessions were held at the end of the school day) and/or the format, which required participants to listen attentively for significant periods of time and to complete exercises in their workbooks.

Finally, there were also a few unforeseen circumstances that posed difficulties for delivery of the Career Focusing component. Poor weather and flooding in both provinces forced the postponement of some Career Focusing workshops, and intensifying job action on the part of New Brunswick teachers during the first year of implementation meant that school staff was not available to help encourage attendance. Workshops were never cancelled due to low attendance, however, and attendance at Career Focusing sessions was not significantly different between cohorts 1 and 2. Moreover, these difficulties appeared to affect the logistics of delivery, not the workshops themselves.

9 See Career Focusing Student Workbook, p 2.

10 Manitoba students indicated a preference for email correspondence, so updates about sessions were sent electronically. If no response was received, facilitators followed up by telephone. In addition, facilitators and *Future to Discover* office staff contacted many students through their school’s “Talk mail” or “Phone mail” system, in which a recorded message is sent simultaneously to a list of telephone numbers. All schools in New Brunswick and some schools in Manitoba had access to this system.

11 Make-up sessions were replacement sessions run for students missing a scheduled session.

12 Incentives such as snacks and prizes were also used to encourage attendance and are discussed in more detail in Chapter 3.

Participant Response

The *Future to Discover* Grade 12 follow-up survey revealed that out of 1,812 respondents who had been assigned to receive *Explore Your Horizons*, 70.3 per cent recalled having been invited to Career Focusing sessions.¹³ Slightly more (76.3 per cent) recalled having been given a focus statement; however, only 53.2 per cent of these individuals recalled what their focus statement was about. Among those who did remember, most said their statement was primarily about "Helping/Working with people/others," followed by "exploring/discovering/learning."¹⁴

When students in the focus groups were asked how useful they found the focus statements, most responded that they found the focus statements helpful, even if they were somewhat general. A student in New Brunswick remarked, *"It helped me understand what I'm like and what I want to do, and that I want to work with people and I don't want to sit behind a desk all day. I just want to get out there."* Facilitators, provincial coordinators, and *Future to Discover* office staff were particularly positive about focus statements, perhaps in part because they knew this was the key activity for Career Focusing. They used adjectives such as "powerful," and "profound" to describe the experience of developing the focus statements; one Manitoba staff person remarked, *"It enables a young person . . . to really get at the heart of what's important to them."* It was also noted that doing the focus statement activity had more general benefits: *"I think it was a good idea we did the focus statement, that's for sure. That helped the kids know themselves better, and it helped us know them better, so it helped us help them."*

Participants were asked how useful they found Career Focusing in general: 26.3 per cent of survey respondents said they found Career Focusing sessions "very useful," 49.1 per cent indicated they were "somewhat useful," and just 12.4 per cent said they were "not very useful."¹⁵ When asked what they liked most about *Explore Your Horizons/Future to Discover*, 15.3 per cent of program participants cited Career Focusing; 6.6 per cent said that they liked Career Focusing least. The following comment from a student in New Brunswick echoed those of several others in the focus groups: *"The best thing would have to be the range, that there's not just a few careers, there's like thousands and thousands and there's more to come . . . It shows us that we can . . . transfer our skills and our interests into something that we want to do for the rest of our lives . . ."*

In another focus group—this one in Manitoba—a parent described the influence Career Focusing seemed to have on her daughter:

[It] . . . had a big impact on [her] . . . She really took that to heart . . . just sitting down and figuring all the different jobs that were out there . . . I know she had spent probably I'd say a good six weeks sort of thinking of all of these other ones that she had added up and thinking about what kind of a job it would be and how she would end up there.

Attendance

As shown in the next chapter, attendance at Career Focusing declined over the course of the six workshops in both New Brunswick and Manitoba. In some cases, decreasing attendance meant minor delivery adjustments, such as having to adapt activities that were designed for a larger group, and that, as a result, didn't last as long as intended. The sequential nature of the curriculum also meant that it was challenging for facilitators when students attended who had been absent from previous sessions and were missing important information.

Whenever possible, facilitators helped bring students up-to-date on any material they had missed. In some cases, this was done in an informal manner, as described in the following observation of a Career Focusing 5 session: *"[Facilitator] stays with the two students that needed to catch up. She shows them the posters and tells them a bit what was done in the past sessions that they missed. As she works with them alone, they catch up in 10 minutes and can now join the rest of the students."* Facilitators also held more formal make-up sessions¹⁶ with interested students. This was particularly true for Career Focusing 2, since it is at this session that participants developed their focus statements. In a couple of instances, facilitators even held these sessions in the second and third years, when some participants started attending *Explore your Horizons* workshops for the first time.

Post-Secondary Ambassador Workshops

Goals and Content

The Post-secondary Ambassador workshops were designed to establish connections between high school students and a small team of older students currently enrolled in post-secondary education.¹⁷ The intent was for post-secondary ambassadors to act as role models for the students, helping them to learn more about life after high school. In this way, the post-secondary ambassadors were to directly and indirectly promote students' career exploration and education planning.

The first two workshops contain information on the large number and variety of possible occupations and options for post-secondary education, and the factors that may make it easier or more difficult to pursue such career education options. Subsequent workshops focus on the costs associated with living away from home (such as rent, transportation, utilities) and other aspects of life in post-secondary education. In each workshop, interactive games such as "Human Bingo" and "Graduate Pursuit"—the latter modelled after the board game Trivial Pursuit®—are used as the primary means of delivering and exploring career education information and establishing good rapport. Moreover, each workshop allocates time for informal discussion, whereby participants gather in small groups to talk with the ambassadors about their post-secondary lives.

13 Attempts were made to contact all participants, using methods mentioned on the previous page.

14 These descriptions are based on thematic analysis of students' responses to the question, "Please tell me, what was your focus statement mainly about?"

15 12.1 per cent answered, "Don't know."

16 In the first year of implementation, facilitators tried various means and formats to assist students to "make up" content from missed sessions. Thereafter, make-up sessions were intended to replicate the original sessions as closely as possible in length and activity, and are therefore recorded as regular sessions in the PMIS. As a result, the exact number of sessions held to make up missed attendance is not known.

17 The content of the Post-secondary Ambassador workshops is based on an information course pack prepared by the Educational Policy Institute for the Canada Millennium Scholarship Foundation in 2003, following a model established by the Indiana Career and Post-secondary Advancement Centre (ICPAC). The workshops themselves were developed by PGF Consultants Inc. and finalized by the DMHS Group Inc.

Over the course of the *Explore Your Horizons* intervention, students meet with post-secondary ambassadors a total of six times, attending two two-hour workshops per academic year, beginning in Grade 10. Typically, three ambassadors facilitate each workshop, along with a facilitator who is present to observe, provide support when needed, and offer feedback to ambassadors on workshop delivery.

Delivery

Feedback from a variety of sources suggests that the Post-secondary Ambassador workshops were a particularly successful component of *Explore Your Horizons*. Due no doubt to their extensive training, the ambassadors were largely aware of the objectives of the component and facilitated workshops accordingly. Moreover, the workshops appear to have been delivered consistently to program participants across both provinces and cohorts.

In total, 15 post-secondary ambassadors were hired in Manitoba and 32 in New Brunswick. The recruitment campaign to fill the post-secondary ambassador positions was comprehensive to ensure diversity among candidates in terms of life-experience, background, and post-secondary knowledge; intellectual, relationship, and personal competencies; and language fluency in English or French. Despite great effort in both provinces, there were fewer candidates enrolled in non-university education streams, particularly those who were French-speaking.¹⁸ While the ambassadors themselves were observed to emphasize the non-hierarchical model of the four streams of post-secondary education during delivery (according to the scripts), the curriculum also involved them sharing their own education “journey.” This meant that participants occasionally heard more about university than other streams, and this was remarked upon by a couple of participants in their focus groups.

Prior to facilitating any workshops, the post-secondary ambassadors received comprehensive training during a 2- or 3-day retreat in the fall and 1.5-day retreat in January for each year of the intervention. Virtually all the ambassadors were able to fulfill their time commitment to the project, and there was little turnover.¹⁹ Ambassadors received feedback on their performance throughout the project from facilitators, and in general, facilitators were very positive about the selection of the ambassadors, their skills, and how they related to the students. A couple of facilitators remarked that sometimes ambassadors relied on them more than anticipated during the workshops, though it wasn't clear if that was because of under-developed facilitation skills, the need for help to answer a question, or a natural deference to the older adult in the room. The fact that most ambassadors relied on facilitators for transportation added another layer of logistical complexity to an already demanding schedule.

A couple of delivery staff noted that occasionally, an ambassador could be slow to respond to emails (which made scheduling difficult) or could be insufficiently prepared for their workshop. However, such events were rare. Overall, the facilitators and the two provincial coordinators were quite impressed with the performance of post-secondary ambassadors. As one facilitator remarked, *“They were good ambassadors; they were there on time, they knew what they needed to do, they worked well with one another, they shared their responsibilities, and they were great with the kids.”*

The post-secondary ambassadors themselves described very few implementation challenges. A couple of ambassadors said they felt disconnected from the rest of the *Future to Discover* Pilot Project because they didn't know enough about the other *Explore Your Horizons* components. A few others noted that the focus on games in the workshops sometimes detracted from their larger message or meaning. As one ambassador stated, *“... games seemed more focused on the competition, which was hard to get away from ... how [do you] ... convey these messages when they're more worried about 'Did I win?' 'Did I get a point for that?'”*

A number of the comments from ambassadors in their focus groups centred on the scripts, though there was no consensus of opinion. Several ambassadors felt the scripts were a good foundation for discussion: *“They're very well-designed and help to engage the students even when we can't.”* Others said the scripts were *“very dense and formal,” “cheesy,”* or perhaps not developmentally appropriate: *“Not to be blunt, but these kids aren't 10 [years old].”* Nevertheless, observations and feedback from facilitators indicate the scripts were closely adhered to and adjusted only according to the ambassadors' personal delivery styles.

In general, however, the post-secondary ambassadors agreed that this component of the intervention was a good one. They saw their role in the program as invaluable and perceived themselves to be *“a guide,” “a friend,”* and *“a role model”* for students. One ambassador described the connection made with participants this way:

From time to time, when you get the connection with one or two students ... They can understand where you came from and what you've been through ... You feel like you've actually gotten through to them ... It's a pretty cool feeling ...

¹⁸ This may reflect the greater number of students enrolled in the university sector, or the fact that it was easier for students in a three- or four-year program to make the one-year commitment to being a post-secondary ambassador.

¹⁹ There were only three instances in which ambassadors had to resign because they were not able to attend a portion of the training. New ambassadors who had been placed on a waiting list were immediately hired and trained as replacements to minimize any disruption in delivery.

Participant Response

The majority of respondents to the Grade 12 survey (75.0 per cent) agreed or strongly agreed with the statement, “Post-secondary Ambassador workshops are fun and interesting,” and 43.9 per cent said that Post-secondary Ambassador workshops were their favourite component of *Future to Discover*. Based on comments from students and parents in the focus groups, this reaction appears to be related to participants’ perceptions that the activities were more interactive and engaging than in other components. Just as important, however, seems to be the fact that post-secondary ambassadors were close in age to participants. One parent said, “*She often talked to me about the ambassadors when they came. It wasn’t the facilitators talking, or Dad, or Mom; it was a kid who was telling them about his experience as a student and she really liked that.*” The following comments from students were typical: “*I just really enjoyed hearing their stories . . . ’cause then it gives you a better idea of how it actually is*”; “*. . . they’re going through what we’re about to go through, so we were more involved.*”

Similarly, 42.0 per cent of survey respondents said they found these sessions to be “very useful” and 32.7 per cent thought they were “somewhat useful”; only 8.7 per cent did not find the sessions useful. One program participant shared an experience that might explain this reaction: “*. . . I’d always get stuck in the college group with one post-secondary ambassador, so I’d always only hear about their college experience and I’d never hear [about] university or private vocation [a] institutes . . . It was kind of not helpful.*”

The majority of survey respondents (75.8 per cent), however, agreed/strongly agreed with the statement “Post-secondary ambassadors let me know what post-secondary education is really like for someone like me.” Students seemed to particularly appreciate that many ambassadors had experienced challenges and were willing to share these with them. As one student stated, “*. . . every one of them had . . . a huge story. They didn’t find the perfect thing and go to it; they had to change majors a million times and change schools and transfer and take a year off and drop out and go back in . . . It was really interesting to find that out.*”

Moreover, this insight seemed in turn to help some students manage their expectations and think more realistically about their future. For example, one student revealed, “*I found it interesting to talk to them about what their standard of living is and . . . what it’s like to live away from home . . . You talk to somebody who’s already been down that road. It’s interesting to know what we can expect.*”

Lasting Gifts

Goals and Content

Lasting Gifts is a series of four workshops developed by the Canadian Career Development Foundation and adapted for the *Future to Discover* Pilot Project.²⁰ This component is intended to help parents become “career allies” for their children by learning about and supporting their children’s career education development. It informs parents and students about how to research labour market information, and to better understand career development (Bezanson, 2002).

To facilitate the participation of parents, Lasting Gifts workshops are planned as two-hour evening sessions. As in other components of *Explore Your Horizons*, the Lasting Gifts curriculum is delivered through a combination of presentations, group discussions, activities, and exercises. Facilitators present information about the evolving nature of the labour market, what skills and strategies are likely to be in demand in the future (for example, lifelong learning and adaptability), and different approaches to exploring career options (such as doing interviews with family and friends to gain information about their jobs).

Using this information, parents and students are encouraged to consider how traditional messages about careers and the future can be re-framed to support strategic career decisions. They are also encouraged to think about how the focus statements students developed in Career Focusing can connect to students’ “preferred future,” and what resources (both personal and external) they could access to achieve that vision. Unlike the Career Focusing workbook, the Lasting Gifts participant booklet has fewer exercises and more session content, as well as ideas for optional follow-up activities for parents and students (for example, suggested questions for information interviews).

Delivery

Data from all sources indicate that the implementation of the Lasting Gifts sessions went reasonably well in both New Brunswick and Manitoba. Moreover, delivery of Lasting Gifts was consistent with the program model and consistent in both provinces and for both New Brunswick cohorts. Field notes from site observations by SRDC researchers show that similar agendas were presented at virtually every session, and that key activities were conducted as prescribed. Two New Brunswick facilitators said that they felt better prepared for the second round of Lasting Gifts sessions (i.e., for Cohort 2) since the training was held earlier in the summer, and this gave them more time to become familiar with the material.

20 For example, Lasting Gifts was initially designed as an intervention for parents, but was adapted to include students for the *Future to Discover* pilot project.

It was noted by both provincial coordinators and facilitators that, because the curriculum for Lasting Gifts was not developed at the same time as the other *Future to Discover* components, they had to build in “hooks” or links among components into the scripts during training and implementation: *“There’re no hooks in Lasting Gifts that have been formally added . . . When we did the Lasting Gifts training . . . we kind of made a note in the scripts where they could maybe add in some information about the Web site, and link it to the Web site.”*

In terms of the delivery of Lasting Gifts, there were three particular—and interrelated—challenges noted by facilitators and staff in both provinces: (1) content that seemed abstract or “heavy”; (2) initial hesitation on the part of some parents and students to engage in discussion (primarily in the first session or two); and (3) subsequent difficulties with facilitation and timing. As one facilitator observed, *“It’s a lot of information. It’s really content heavy . . . You’re introducing new concepts to both the parents and the teens. You’re trying to get them to keep an open mind . . . and some of the ideas and concepts sound a bit lofty.”* This meant that facilitators needed to develop concrete examples to make the material of Lasting Gifts more accessible, particularly for students, who generally had less work experience to relate to the content. According to some facilitators, it also meant that, with some groups, it was initially difficult to encourage discussion among participants. A facilitator in New Brunswick described how these challenges accumulated:

Sometimes there was less participation. That was difficult, because it seemed as if the facilitators were doing all the talking, because . . . there was less sharing in some places . . . It was a lot better at the end of the year, but at the beginning there was more embarrassment, not as much sharing. Except that, when the workshop was over, they wouldn’t let us go. It would be 9 o’clock and we still hadn’t left . . . because they went back over things we had talked about, but not necessarily in front of everyone . . . I’m telling you, we just couldn’t leave!

This comment demonstrates the subtle pressure facilitators sometimes felt to shift roles—from delivering career development information to providing career counselling or advice to individual participants. Another facilitator commented, *“That happened really, really often—parents and kids would stay and talk with us . . . Because that was a need we didn’t necessarily deal with in our session as such—careers, exploring careers. We were more likely to give them tools to go get information.”* A few delivery staff spoke of realizing they also had to shift their emphasis from delivering information to facilitating group participation. One staff person said she learned that good facilitation is like “a dance,” in which each party sometimes takes the lead but both are *“in the same rhythm.”* Other facilitators mentioned that they found it helpful to have discussions in small groups (as opposed to plenary-style) and to focus their efforts on encouraging the participation of specific individuals.

Aside from the obvious explanation of participants’ fatigue and the evening time slot, one reason for some participants’ initial reticence may have been the generally low attendance at Lasting Gifts sessions (see Chapter 3). A few staff members suggested another factor may have been the format of having parents attend with their children—that some teens may have felt uncomfortable having parents present, and some parents may have felt self-conscious if they were not familiar with the information being discussed. According to one staff person, *“ . . . the whole Lasting Gifts program is supposed to help [parents] help their kids better, but not everyone is very comfortable being in situations where things may come out that they don’t know.”*

Similarly, a few *Future to Discover* staff members suggested that relationship dynamics between parent and child can greatly affect the success of the Lasting Gifts program, especially during adolescence, when parent-child relationships may not be their smoothest. For this reason, there were a few suggestions from facilitators and coordinators about delivering Lasting Gifts at an earlier age, such as in grades 8, 9, or 10, *“before that adolescent period really, really starts.”*

According to facilitators, however, participation in Lasting Gifts discussions and activities increased in subsequent sessions, especially by parents, and this was confirmed in observations by SRDC researchers. Several of the facilitators remarked that parents seemed better able to understand and relate to the material. For example,

The parents . . . understand . . . how the world of work is changing and what that means. Teens aren’t there. You can see their eyes almost glaze over. And they’re just . . . not interested . . . The parents really are because they’ve been in the work world and they understand the changes and they can relate and they can share stories.

Some facilitators noted that the easiest activities to implement—and to which participants responded most favourably—were those that were interactive, such as when parents related their own career stories, and when parents and students shared experiences that had made each proud of the other.

Participant Response

Responses from students on the Grade 12 survey about the usefulness of Lasting Gifts workshops were mixed. Overall, 38.4 per cent of survey respondents found Lasting Gifts “somewhat useful,” 23.6 per cent found it “very useful,” and 14.7 per cent found it “not very useful.”²¹ In general, fewer respondents from Manitoba tended to perceive Lasting Gifts as very useful (8.1 per cent) than those from New Brunswick (on average, 28 per cent). Among the latter, a greater proportion of lower-income Francophone participants perceived Lasting Gifts as “very useful” than either Anglophone or higher-income Francophone participants.²² Those receiving both *Explore Your Horizons* and *Learning Accounts* were twice as likely to rate the Lasting Gifts sessions as “very useful” than those receiving *Explore Your Horizons* only. Just 4.4 per cent of respondents to the survey said that Lasting Gifts was the component they liked most of *Explore Your Horizons/Future to Discover*, and 11.4 per cent said it was the component they liked least.

Students expressed equally mixed responses about Lasting Gifts in focus groups, with several saying they found the content “long” and “boring”; “Of the three years, I found that was the least interesting . . . I found that it didn’t really have anything to do with the future, it was just talk.” A couple of students felt that some of the content of Lasting Gifts was “too personal” for group discussion, either in front of other parents or their own. As one student said, “Having your parents there, it’s a little different . . . I think it put a little pressure on me personally . . . It’s like, your dad’s here, he’s watching and listening to what I’m saying, ‘don’t say anything stupid.’ Before, it was just kind of like more people my own age . . .”

Several students in the focus groups, however, said they were “fine” with having their parents attend Lasting Gifts with them, or were more positive, saying that “it was a treat,” or “I liked it better with the parents here.” Some students said they appreciated having their parents present to give feedback and guidance; others spoke about it being a useful way for their parents to know what was happening at the workshops, “. . . so they could actually be involved in helping plan what’s going to happen after high school.” Others said it was helpful to know their parent could attend even if it was without them, and a couple of them seemed surprised their parents enjoyed the workshops and were committed to attending.

In their focus groups, most parents said they had enjoyed the Lasting Gifts workshops, in some cases, more than their children had. Moreover, in contrast to the students—several of whom had difficulty describing the purpose of Lasting Gifts or were ambivalent about its benefits—parents who participated in the focus group discussions were generally very positive and specific about the benefits of Lasting Gifts for themselves and their children. Parents and students identified the same activities as being the most interesting: “Pride Experiences,” in which

parents and children wrote about the quality in each other of which they were most proud, and then shared that together; and hearing parents talk about their own, sometimes varied careers. As one student commented, “I think my favourite thing would be . . . hearing the parents talk about their journey to what they [do], their job now, and see all the hardships or the stuff they had to go through to get where they are. And see how long the journey takes to get there.”

Parents identified a number of benefits to these activities: they helped their children understand that other adults could be resources for their career development, and helped them to feel validated in their role as parents, especially when other parents’ advice was the same as their own. Moreover, they demonstrated the number of career possibilities open to their children, and the value of indirect career paths. The notion that “many roads can lead to the preferred future” was seen by parents to be particularly reassuring for students: “Kids . . . often think . . . I have to choose a career path and that’s . . . what I have to do.’ It took a little pressure off them, I think, to realize that, you know, you don’t always . . . land where you set your direction . . . Sometimes you spin off here or spin off there and that’s okay.” Likewise, a couple of parents said they now felt more comfortable with the idea that their children could pursue a few different career options; others said their children were now specifically talking about having a “Plan B” or alternate career plan, as they had been encouraged to do in the workshops.

More generally, a number of parents said that Lasting Gifts had improved communication with their children—not that this was always apparent at the sessions. As one mother put it, “I think he liked hearing the other parents, but not necessarily having me there with him. (laughs) He didn’t talk to me at all during the group discussion, but we talked afterwards, at home.” Several parents mentioned that the workshops had given them opportunities to talk about students’ choices for life after high school, even when parents had missed a session. Often, parents described these conversations taking place on the ride home from the Lasting Gifts sessions, over dinner, or even a day or two later.

Finally, a few parents spoke of Lasting Gifts as having opened their children’s eyes to their own, emerging competencies, and having helped “them discover themselves.” At the same time, these parents said it gave them a chance to see their children in a different light, too, and to better appreciate them. Again, the activity regarding Pride Experiences was often a stimulus. One mother from Manitoba recounted her experience this way:

That session we discussed . . . the traits of our child, and they wrote down our traits and then we were to talk about them . . . It was . . . shocking to both of us . . . She was, ‘you really think so? . . . You really think I’m an organized person?’ . . . I think for a minute she just kind of stopped and said, ‘well, you know, could my mother be right?’

21 23.1 per cent answered, “Don’t know.”

22 The “very useful” response was chosen by 36.1 per cent of lower-income Francophone participants, versus 28.9 per cent of higher-income Francophone participants, 26.0 per cent of lower-income Anglophones, and 19.5 per cent of higher-income Anglophones.

Future in Focus

Goals and Content

Future in Focus is intended to be delivered in Grade 12 to build and strengthen students' resilience in preparation for life after high school. The Canadian Career Development Foundation, which developed both Future in Focus and Lasting Gifts, defines resilience as "the capacity to deal with, or bounce back from, unexpected challenges and disappointments."²³ As with previous components of *Explore Your Horizons*, the Future in Focus curriculum attempts to balance concrete, practical information about the realities of life after high school with interesting activities geared to building the skills participants will need as they face transitions and challenges in life. The Future in Focus workbook explains the concept of resilience and contains the exercises undertaken throughout the four workshops.

During the first three sessions, facilitators encourage students to anticipate possible barriers or setbacks, and how to overcome them. For example, one workshop is devoted to building a network of supporters for participants' pursuit of post-secondary studies, including parents, friends, teachers, neighbours, and others. Another workshop asks students to reflect on the personal qualities of someone they find inspiring, and to use these as guideposts to achieving their personal goals. Throughout Future in Focus, participants are encouraged to develop an action plan that will prepare them for life after high school. At the fourth workshop—to which parents are invited—students share their action plans and their progress through the curriculum with their parents, and receive a certificate of recognition for their participation in *Explore Your Horizons*.

Delivery

The data indicate that the delivery of Future in Focus followed the program model reasonably well.²⁴ Facilitators in both Manitoba and New Brunswick followed the scripts quite closely, although some staff also felt that adherence to the scripts was overemphasized. Facilitators generally found the Future in Focus activities easy to implement. There were several comments from facilitators and coordinators about Future in Focus being one of the strongest components of *Explore Your Horizons* because it integrated and "solidified" material covered previously. These staff also felt the concepts presented in this component—resilience, support, and inspiration—were among the most important in *Explore Your Horizons* because they were so relevant to the transition that students would soon make to life after high school. Moreover, these staff said they thought the Future in Focus curriculum was more effective at linking activities with messages, was not as "content heavy," and was more fun for students. Finally, several staff remarked that they found the training for Future in Focus "outstanding."

Nonetheless, a few facilitators said there was too much material for the allotted time, and that specific activities took longer than anticipated. Moreover, generally staff wished they had had more choice as to which activities they could implement, especially since, in their opinion, some activities didn't work equally well with all groups. One suggestion was to deliver more of the Future in Focus activities in the fall term to avoid conflicting with the heavy demands of Grade 12, especially toward the end of the year.

Participant Response

There was very little feedback from parents or students directly related to Future in Focus. There were few questions about Future in Focus on the Grade 12 survey, since this component had not yet been completed in all locations.²⁵ In focus groups, participants tended to talk about *Explore Your Horizons* in general, even when asked specifically about Future in Focus. In many cases, they seemed to have difficulty differentiating this component from previous ones.

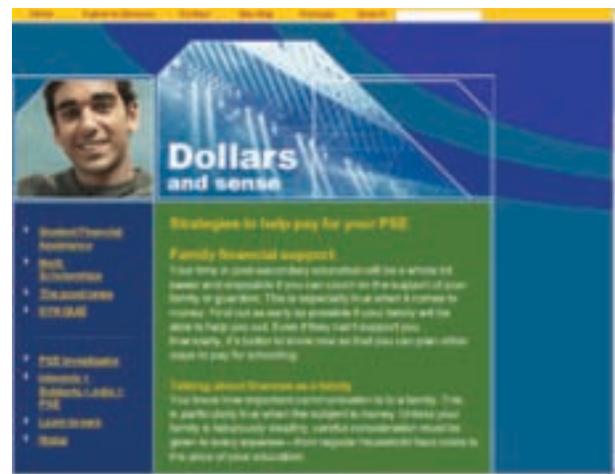
The Future to Discover Web Site

Goals and Content

The *Future to Discover* Web site was launched in 2004 as a dedicated, members-only Web site containing information intentionally similar to the content of *F2D* magazine (discussed in a later section). The Web site was meant to provide another means for delivering education and career development information to participants with access to a computer and the Internet, and for those who might prefer learning on-line.²⁶ All content on the Web site reflected up-to-date, provincially relevant subject matter in the field of career education, and matched the content of recent workshops.

The *Future to Discover* Web site was designed by Allegro 168 Communications + Design to allow participants to access information via one of two language portals—English or French. Figure 2.1 provides an example page of the *Future to Discover* Web site during the second year of the intervention.

Figure 2.1: Example of *Future to Discover* Web Site Content, Year 2.



²³ See Canadian Career Development Foundation (2007).

²⁴ One change implemented in both provinces was the addition of a Future in Focus orientation session—primarily for parents—to provide an overview of this program component and to encourage student attendance.

²⁵ Future in Focus will feature in the later, post-secondary follow-up survey.

²⁶ For further information on the rationale for having both a magazine and Web site component, the reader is directed to Chapter 2 of the *FTD* Early Implementation Report, page 24.

Delivery

The *Future to Discover* Web site was available for the entire period of the intervention. Access to the Web site was based on unique usernames and access keys, enabling usage to be tracked individually for all participants. Pages of content aimed for each grade year were available sequentially to users based on their current academic year.

Facilitators frequently reminded participants about the Web site and encouraged its use, but the curriculum did not call for its use during workshops. Attempts to link Web site content with that of the workshops were mainly done at facilitators' own initiative, since *Explore Your Horizons* scripts rarely referred to the Web site. As one facilitator reported, "We were always telling them, 'Visit your Web site; it has been created just for you exclusively.'" In addition to verbal encouragements, facilitators sometimes quizzed participants about the content of the Web site and offered prizes such as a pen or a chocolate for correct responses,²⁷ particularly during the first year of implementation. A few program participants recalled these incentives in the focus groups, but most did not make an explicit link between these and their own access or usage of the Web site.

Delivery challenges with the Web site mainly concerned access. The initial scratch cards containing students' access keys were quite delicate and students sometimes erased their access keys accidentally when scratching off the seal, which meant that the keys had to be reissued by facilitators.²⁸ Particularly in the early Career Focusing sessions, students were observed asking facilitators for help with replacement of access keys, and facilitators had to remind students of the correct procedure for access, until sturdier cards were issued by the Web site developer part-way through Year 1. In addition, many students said they found it difficult to remember the 10-digit codes or otherwise gain access to the site. In such cases, participants had to seek assistance from facilitators to gain entry to the Web site, but this could occasionally be time-consuming. The extent to which these access problems contributed to the low overall usage of the Web site over the course of the intervention is difficult to determine.²⁹

While over 90 per cent of program group respondents to the Grade 12 survey indicated they had access to a computer and/or the Internet, lack of on-line access to the Web site remained an issue for a few. This was either because dial-up Internet service was too slow, because they did not have a home computer, or because "it's frowned upon to be on the computer during school hours." As one *Future to Discover* staff person remarked, "We have a lot of students who fall below the median income for a family in [this province], which meant to me that not all students were going to have access to a computer."

One facilitator noted that when attempting to access French content in the early stages of the intervention in Year 1, some Francophone program participants were automatically directed through an English portal of the *Future to Discover* Web site: "We Francophones couldn't easily access it . . . we tried to give the little stickers with their code on it . . . it wouldn't register or it kept changing over to English constantly when you were on-line; it was frustrating." Once discovered, the developers of the Web site promptly corrected this problem. Analysis of the Grade 12 survey data reveals that no Francophone program participants mentioned language barriers as a reason for not visiting the Web site, or for not visiting it more often.

Participant Response

Only 3.8 per cent of respondents to the Grade 12 survey said the *Future to Discover* Web site was the *Explore Your Horizons* component they liked most (see Figure 2.3), and 21.5 per cent reported that they liked the Web site least (see Figure 2.4). The proportions that said the Web site was "somewhat useful" or "not very useful" were roughly the same (28.4 and 28.8 per cent, respectively), and 8.8 per cent thought the site was "very useful" (see Table 2.2). The highest proportion of responses was for "Don't know" (33.8 per cent), which is not surprising given the number of participants who did not access or use the site.³⁰

Participants provided diverse responses regarding their opinions of the *Future to Discover* Web site during focus group discussions. Positive comments from students included that the site was "nice-looking" and "well-designed." Interestingly, a couple of students said they thought the Web site was "nice to have" and "a safety net," even though they themselves hadn't actually used it. Less positive reactions included comments such as, "There was too much of it that didn't help," and "I was clicking on things. I didn't know where to go and then I just got confused and closed it off." A few students remarked that the similarity between the Web site and other components—a deliberate design feature—was, in fact, off-putting: "All the magazines are the same stuff as the workshops and the Web site was the same stuff as the magazine, so you know, just repetitive."

27 Informal quizzes and prizes were also used to encourage readership of *F2D* magazine.

28 All program participants were assigned User IDs and unique "access key" codes that had to be entered in order to gain access to the Web site. Students received their codes in a scratch card inserted into the first issue of the *F2D* magazine. While these codes were required for initial access, once logged in, participants could choose their own password for subsequent use (SRDC, 2007).

29 See Chapter 3 for additional information on this issue.

30 See Chapter 3.

F2D Magazine

Goals and Content

F2D is the name of the magazine sent to all project participants assigned to receive *Explore Your Horizons*. Like the *Future to Discover* Web site, F2D was designed by Allegro 168 Communications + Design³¹ to be compatible with other *Explore Your Horizons* content. It includes topics such as the importance of post-secondary education, how to learn about different workplaces, and budgeting tips. A key objective of F2D is to offer education and career development information to participants who might have difficulty attending *Explore Your Horizons* sessions or who might not have access to a computer or the Internet to review similar program information being offered on-line (see discussion on the *Future to Discover* Web site, pp. 37–38).

As seen in Figure 2.2, F2D uses vibrant colours and text styles, and integrates pictures and graphics into the text. The format is intended to be appealing, useful, developmentally suitable, and meaningful to a young audience. The design assumed students would be more likely to read one or two articles at one time rather than an entire issue cover to cover. The developers also expected that mailing F2D issues to participants' homes would increase the frequency of discussions between parents and students about their plans for life beyond high school. F2D was hole-punched so it could be kept in participants' project binders, which they had received at the start of *Explore Your Horizons*.

Figure 2.2: Example F2D Content, Year 2—Issue 2, Pages 12–13



Delivery

The *Future to Discover* offices in Manitoba and New Brunswick mailed program participants two issues of F2D per year—once in the fall and once in the spring. *Future to Discover* office staff in both provinces regularly updated contact information to ensure that program participants who moved would continue to receive their magazines, and no major delivery challenges were noted.³² During *Explore Your Horizons* sessions, SRDC researchers occasionally observed students mention they had not yet received the latest issue of the magazine, and there were a couple of comments made to this effect in focus groups (for example, “I don’t even know if I got the third one”). However, this appeared to be an issue of timing or problems with recall rather than non-receipt.

F2D was routinely promoted by the facilitators, who would bring a copy of the latest issue to *Explore Your Horizons* workshops to show students what they could expect to receive soon by mail, and to make links to the content of other *Explore Your Horizons* components. One facilitator recounted, “I pull it out all of the time. ‘Did you get your magazine? Look at your magazine.’ and we kind of look through it . . . If you highlight some of the things for them . . . like the student aid, which ties in nicely with the PSA Grade 12 workshops on finances, then they can actually go ‘Oh yeah!’”

Participant Response

Based on their responses to the Grade 12 survey, almost all program participants (89.5 per cent) recalled receiving F2D. However, when asked more specifically in focus groups about the frequency with which they received F2D, responses were more varied: “twice a year,” “one every year,” “every few months.” One participant admitted s/he had “no idea” when s/he had received F2D.

Students’ attitudes toward F2D were somewhat polarized. Nine (9.2) per cent of survey respondents identified F2D as the *Explore Your Horizons* component they liked most (see Figure 2.3), about half of all respondents (50.6 per cent) felt F2D was “somewhat useful,” and 14.2 per cent thought it was “very useful” (see Table 2.2). On the other hand, 19.9 per cent of participants said they liked F2D the least (see Figure 2.4) and 23.2 per cent thought the magazine was “not very useful” (see Table 2.2).

When asked during focus group discussions about what they liked most about the magazine, some participants identified the regularly featured profiles, some of which featured post-secondary ambassadors: “. . . it’s interesting to know what people are going through in the places they go . . . it tells where they’re going and what they’re taking . . . It gives you an idea that you might not be alone in the situation you’re going through.”

Those participants who did not like the magazine gave diverse reasons, such as that it contained too much general information, or that they couldn’t yet relate to the content: “When I first got them, it just seemed ‘oh yeah, whatever, I’m not there yet’ and I put it away.” Others felt the content was “kiddish and goofy . . . trying to connect but not really doing it.” More than a few program participants said they were distracted by the various text, graphics, and colours: “It’s really overwhelming . . . there is so much going on . . . there’s too much to look at and understand”; “The colours are like, ‘arghh!’” Some felt they were able to get the same information from the *Explore Your Horizons* workshops or the Internet, and a few participants suggested it was “a waste to print off all these copies and give it to people who aren’t going to look at it.” Since the focus groups comprised those who attended *Explore Your Horizons* workshops frequently, these responses may not reflect the opinions of students who seldom or never attended workshops, and for whom F2D was particularly designed.

³¹ F2D was originally based on a course pack produced by the Educational Policy Institute.

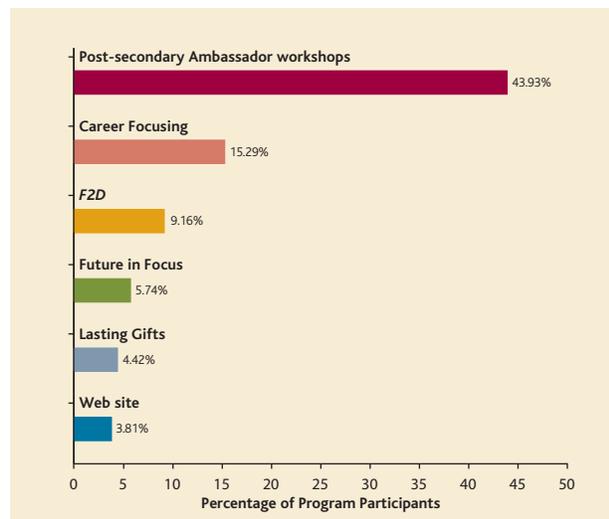
³² There was only one instance in which a box of F2D magazines was misplaced, but the delay in delivery was less than two weeks’ duration, so this was not considered to have an impact.

OVERALL IMPLEMENTATION

Participant Response

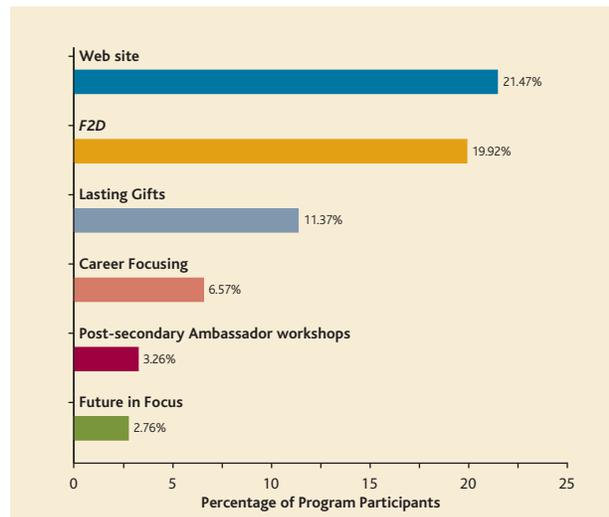
The Grade 12 survey asked participants a series of questions about their attitudes toward *Explore Your Horizons* as a whole. When asked what they liked most about the intervention, the Post-secondary Ambassador workshops were the clear favourite (chosen by 43.9 per cent of respondents; see Figure 2.3), followed by Career Focusing (15.3 per cent), and *F2D* (9.2 per cent). Future in Focus, Lasting Gifts, and the *Future to Discover* Web site were each favoured by roughly 5 per cent of respondents or fewer.³³ It should be noted that at the time of the survey, many respondents had not yet completed the Future in Focus workshops, so responses may not reflect participants' full experience of this component.

Figure 2.3: What do you Like Most About EYH?



Source: Calculations from program participants' Grade 12 survey data.

Figure 2.4: What do you Like Least About EYH?



Source: Calculations from program participants' Grade 12 survey data.

Figure 2.4 shows that roughly equal numbers of respondents liked the *Future to Discover* Web site and the *F2D* magazine least (21.5 and 19.9 per cent, respectively). Lasting Gifts was identified by 11.4 per cent of respondents as their least favourite component, and Career Focusing by 6.6 per cent. The Post-secondary Ambassador Workshops and Future in Focus were each identified as being the least favoured component by only about 3 per cent of respondents.³⁴ It would appear that, while participants clearly preferred the Post-secondary Ambassador Workshops above other components, opinions about the *F2D* magazine, and to a lesser extent the Future in Focus workshops, were more polarized.

When asked how useful they found each component, the Post-secondary Ambassador workshops again received the most positive responses, with 42.0 per cent of all respondents saying they were "very useful" (see Table 2.2). In contrast, the *Future to Discover* Web site received the fewest "very useful" responses (roughly 9 per cent). Responses about the utility of *F2D* again demonstrate somewhat ambivalent opinions: the magazine received the second-lowest percentage of "very useful" responses (14.2 per cent) and the second-highest percentage of "not very useful" responses (23.2 per cent), yet half of all respondents still regarded it as a "somewhat useful" component of *Explore Your Horizons*.

The survey responses were further analyzed to determine if there were differences in the opinions of New Brunswick students who received both *Explore Your Horizons* and *Learning Accounts* from those who received *Explore Your Horizons* on its own. As shown in Table 2.2, those who received both interventions generally perceived the various components of *Explore Your Horizons* to be more useful than those who received *Explore Your Horizons* alone. Fewer respondents in the EYH/LA group rated components "not very useful" and more rated components "somewhat useful" or "very useful" than did respondents in the EYH-only group; in most cases, these differences were statistically significant.

Participants were also asked on the survey to respond to a series of statements about *Explore Your Horizons* overall, and to indicate the extent to which they agreed or disagreed (see Table 2.3). For the most part, general assessments of the intervention were quite positive, though a significant minority were less satisfied. For example, 59.6 per cent of respondents agreed or strongly agreed with the statement, "*Explore Your Horizons/Future to Discover* helped me decide what to do after high school," but 33.3 per cent disagreed or strongly disagreed with this statement.³⁵ When asked to respond to the statement, "I think *Explore Your Horizons/Future to Discover* made a difference in my life," 64.6 per cent agreed or strongly agreed, while 27.4 per cent disagreed or strongly disagreed.

33 15.5 per cent of respondents indicated "Don't know" and 1.6 per cent identified other aspects of *Explore Your Horizons* (for example, "All of it") as what they liked most.

34 A considerable number (30.7 per cent) of respondents indicated "Don't know," and 2.8 per cent identified other aspects of *Explore Your Horizons* as what they liked least. Of the latter, most said "I liked them all."

35 The percentage of respondents who chose the "Don't Know" option for this and the other questions was between 6 and 8 per cent.

**Table 2.2: Impacts on Perceived Utility of *Explore Your Horizons/Learning Accounts* (Adjusted)
(Percentage Distribution at 30 Months—*EYH/LA* vs. *EYH* Group)**

	All Participants	New Brunswick			
		<i>EYH/LA</i> Group	<i>EYH</i> Group	Impact	(Standard Error)
Career Focusing sessions in Grade 10 are ... (%)					
Not very useful	12.36	7.70	12.50	-4.80**	2.09
Somewhat useful	49.06	50.06	42.16	7.91**	3.50
Very useful	26.32	35.19	28.18	7.01**	3.27
Post-secondary Ambassador sessions are ... (%)					
Not very useful	8.66	4.13	9.02	-4.89***	1.69
Somewhat useful	32.67	31.09	32.20	-1.11	3.27
Very useful	42.00	54.21	36.71	17.49***	3.43
Lasting Gifts sessions in Grade 11 are ... (%)					
Not very useful	14.68	8.56	14.10	-5.55**	2.19
Somewhat useful	38.41	40.22	34.09	6.13*	3.40
Very useful	23.57	38.02	22.27	15.75***	3.22
<i>Future to Discover</i> Web site is ... (%)					
Not very useful	28.81	26.94	25.10	1.84	3.09
Somewhat useful	28.42	31.88	23.25	8.64***	3.15
Very useful	8.77	11.18	10.94	0.24	2.20
<i>F2D</i> magazine is ... (%)					
Not very useful	23.23	18.72	18.74	-0.02	2.72
Somewhat useful	50.55	53.39	45.69	7.69**	3.52
Very useful	14.18	19.76	18.19	1.57	2.75
Sample Size	1,812	482	367		

Source: *FTD* Grade 12 Survey.

Sample sizes vary for individual measures because of missing values.

Two-tailed t-tests were applied to differences in characteristics between treatment groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

The response to the statement, "Overall, the *Explore Your Horizons/Future to Discover* program is a waste of time," indicated the largest proportion in support of the program: 84.4 per cent of respondents disagreed or strongly disagreed with the statement, and only 9.3 per cent of students agreed or strongly agreed. Similarly, 80.1 per cent of students said they agreed or strongly agreed that they would recommend *Explore Your Horizons/Future to Discover* to their friends; 13.4 per cent disagreed or strongly disagreed.

The most equivocal response was to the final statement in the series, "I think students in *Explore Your Horizons/Future to Discover* have a better chance of getting into a post-secondary education program than other high school students." In this case, there were almost equal numbers of respondents who agreed or strongly agreed with this statement (48.3 per cent) as those who disagreed or strongly disagreed (45.3 per cent).

Table 2.3 also shows that the response to all five statements is more positive from those who received *Explore Your Horizons* plus *Learning Accounts* than from those who received *Explore Your Horizons* alone. In most cases, the proportion of those who answer with the most favourable response option is twice as high among those receiving both interventions. The pattern of a more positive response from the combined intervention group is also demonstrated, though less markedly, in responses to the final statement, "I think students in *Explore Your Horizons/Future to Discover* have a better chance of getting into a post-secondary education program than other high school students," with more in agreement (54.5 per cent) than in disagreement (41.2 per cent). Those receiving *Explore Your Horizons* alone are more evenly divided in their opinions.

**Table 2.3: Impacts on Attitudes Toward Explore Your Horizons/Learning Accounts (Adjusted)
(Percentage at 30 Months—EYH/LA vs. EYH Group)**

	All Participants	New Brunswick			
		EYH/LA Group	EYH Group	Impact	(Standard Error)
EYH/FTD helped me decide what to do after high school (%)					
Strongly disagree	3.15	††	††	††	††
Disagree	30.13	17.78	28.15	-10.37***	2.91
Agree	48.90	59.39	44.07	15.32***	3.49
Strongly agree	10.71	17.32	9.13	8.19***	2.41
EYH/FTD made a difference in my life (%)					
Strongly disagree	2.70	††	††	††	††
Disagree	24.72	13.50	25.59	-12.09***	2.72
Agree	52.81	60.78	48.51	12.28***	3.49
Strongly agree	11.76	19.83	8.83	11.01***	2.48
Overall, the EYH/FTD program is a waste of time (%)					
Strongly disagree	23.01	30.30	17.69	12.61***	2.97
Disagree	61.42	62.33	62.01	0.31	3.40
Agree	8.55	2.49	8.18	-5.69***	1.51
Strongly agree	0.77	0.59	1.13	-0.53	0.64
I would recommend EYH/FTD to my friends (%)					
Strongly disagree	1.27	††	††	††	††
Disagree	12.14	4.52	7.96	-3.44**	1.67
Agree	62.25	64.49	62.44	2.05	3.36
Strongly agree	17.83	26.72	14.77	11.96***	2.82
I think students in EYH/FTD have a better chance of getting into a PSE program than other high school students (%)					
Strongly disagree	5.08	3.60	5.08	-1.48	1.42
Disagree	40.23	37.63	38.59	-0.96	3.37
Agree	41.78	46.97	39.94	7.03**	3.45
Strongly agree	6.51	7.55	4.80	2.74	1.72
Sample Size	1,812	482	367		

Source: FTD Grade 12 Survey.

Sample sizes vary for individual measures because of missing values.

Two-tailed t-tests were applied to differences in characteristics between treatment groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

†† = Results based on sample sizes too small for publication.

The focus groups allowed for a more thorough discussion of students' experience of *Explore Your Horizons* among those who attended workshops fairly frequently. Many focus group participants said they felt excited and lucky when they first received the invitation to participate in *Explore Your Horizons*, even if they weren't certain what would be involved: "Well, at first, I wasn't exactly sure what it was, but I was proud to have been accepted anyway." Others had a better idea of the purpose

of the intervention: "I felt that it was an opportunity to get some help or advice . . . about post-secondary education." Several students said their parents were also pleased with their acceptance into the program group: "They know what they went through to get to college and university . . . So they . . . were excited that I might get a better understanding of, like, my real future." A few students mentioned they were disappointed not to have received a Learning Account.

When asked to describe *Explore Your Horizons/Future to Discover* in one word, many students chose adjectives such as “interesting,” “informative,” or “helpful/beneficial”; single responses included “positive,” “useful,” “enriching,” “fun,” “encouraging,” “different,” “path,” “experience,” and “flowingly” (in the sense of seamless). Several participants used more neutral evaluative language such as, “fine” or “all right.” When asked for more detail, these students remained fairly neutral: for example, “There wasn’t anything like super, super, super good or . . . I wasn’t like really, really enthusiastic about it . . . They were just okay, they were good.” Some of the less enthusiastic responses seemed related to logistics and how *Explore Your Horizons* workshops conflicted with work, sports, or other activities. A few students said they had misunderstood or underestimated the time commitment required; others complained that the content was “boring,” that the sessions were too long, and that the whole intervention was too long for those who already had an idea of where they were headed. Conversely, one student spoke about feeling pressured about planning for the future: “Throughout the project they were like asking us like, ‘Oh, do you know what you want to be now?’ . . . And I’m like, ‘Isn’t this Future to Discover? Like, I’m here to figure it out. And I thought . . . I was . . . failing them.’”

Still, many students said they liked how *Explore Your Horizons* showed them “a broad spectrum of jobs,” such as this student: “Well . . . before Future to Discover . . . I was just stuck in the mind set that when you go to university, [it’s for] engineering or like a scientist or like . . . a doctor, but it helped me realize that there is more than just the big three jobs out there.” Similarly, many students said that *Explore Your Horizons* had helped them both to broaden their horizons (for example, “it opened my eyes”) and to narrow their focus on a more specific path for career education. A number of students said they had learned a great deal from their participation, either about themselves or about the world of work and post-secondary education. One student summed it up as follows: “Future to Discover helped me pick what was right for me, then how to get there, then how to prepare.”

In their focus groups, parents were generally much more detailed—and more positive—about *Explore Your Horizons* than students.³⁶ In fact, several parents noted a distinction between their children’s reactions to *Explore Your Horizons/Future to Discover* and what they as parents perceived to be its effect on the students. As one mother in New Brunswick noted, “She might think it was boring, but she’s actually enjoyed the information she’s gotten from it.” In fact, virtually every parent interviewed in the focus groups asserted that *Explore Your Horizons* had had some positive impact on his or her child, and in many cases, the benefits they described were similar to those described by the students, such as, “it opened his eyes,” or “it opens their horizons.” Just as with Lasting Gifts and the Post-secondary Ambassador workshops, a number of parents spoke about their children’s realization that there was no one “right” career pathway; for some, this meant that university was not necessarily the only—even the preferred—option for post-secondary education (for example, “she’s always felt it was university or nothing”). For other students, parents said *Explore Your Horizons* had helped them realize that university and other forms of post-secondary education are in fact, more feasible than was previously imagined. In a few cases, students and their parents had concluded that it might be advantageous

to take a year “off” for personal reflection and development through travel, work, or voluntary service programs before deciding which career education path to pursue.

A few parents also described how *Explore Your Horizons* had helped their children to discover and (re)define their personal strengths and preferences and to explore these through different types of research, such as networking and informational interviewing. According to these parents, this in turn had helped their children focus on finding a career that would be personally meaningful, or as one father commented, to “. . . make sure you’re looking for something you’re going to enjoy, as opposed to, ‘I want a high-paying job.’ Well, that’s not going to get you out of bed every morning . . .” Other benefits mentioned—though less frequently—by parents for their children included understanding the value of education, lifelong learning, and work-life balance; and increased self-confidence, self-esteem, and perseverance. Even those whose children had a clear idea from the beginning about their chosen career path said they thought their children had benefited from the information they received, even if not for the entire duration of the intervention.

Finally, parents were clear that while their children were the direct beneficiaries of *Explore Your Horizons*, they and their families had also benefited from participating. For some, the benefit was learning about the changing labour market: “It even gave me second thoughts on my own career, and I’ve been [doing it] for 22 years . . . Makes you stop and think where you could go.” For many, the benefit was improved communication with their children: “It’s also made me be able to listen a lot easier . . . just knowing there’s more ways to get to one place than the traditional one-step thing.” For a few, the benefit was to other children in the family, either because they as parents knew better how to guide them, or because these other children now knew how to access career development information, often as a result of having viewed the *Future to Discover* Web site or *F2D* magazine. Older children occasionally provided a means of comparison for the impact of *Explore Your Horizons*, as well:

My older son . . . says, ‘What’s the point of post-secondary education? I can’t afford it anyway so why go?’ He never did. Whereas [my son (who participated in Explore Your Horizons)] is looking at it a different way now; he’ll work for a year, gain up some money and job experience, and then go for it that way. So I’ve got two different aspects of the spectrum in my family.”

One parent in Manitoba summed up the benefits of *Explore Your Horizons* this way: “Well, it . . . allowed them to first explore what their options are and what their interests were and . . . spend the time to explore their options and explore the possibilities . . . and how to get where they want to go and what they need to get there.”

When asked what changes they would make to *Explore Your Horizons*, both parents and students said they thought the intervention should be broadened to include more students, that is, not just those who had been assigned to the program group. More specifically, they recommended incorporating the intervention into the regular curriculum for credit, either as an optional or a mandatory course. Several parents suggested customizing elements of the program to the specific needs or

³⁶ This positive response may be due to a number of factors: the influence of social dynamics within the group; parents wanting their children to succeed (and therefore viewing any intervention with this aim in a positive light); or parents seeing more value in the curriculum, given their greater experience in the job market. It should also be remembered that the children of these parents were among the most frequent attendees of *Explore Your Horizons* and, hence, both parents and children may have been more motivated to derive whatever benefits were possible from the intervention.

circumstances of individual students: "... it wasn't as one-on-one as what we were really hoping ... , we hoped that they would sit down with [her] and analyze her ... as an individual."³⁷ Similarly, a number of students in several focus groups said they would have appreciated more information about scholarships, loans, and bursaries, as well as guidance and specific help with how to complete such applications. Other suggestions by parents included having more young people involved, either as ambassadors or as facilitators, changing the venue, and using more up-to-date technology than overheads for presentations, in order to be more appealing to students.

Was the Implementation a Fair Test?

As mentioned near the start of the chapter, the purpose of the implementation research is to determine the extent to which the objectives for *Explore Your Horizons* implementation were met, especially in terms of fair test and consistency of delivery. The essential question regarding fair test is whether the program was delivered as designed. In other words, did *Future to Discover* staff and facilitators follow the procedures in the operations manuals? Was the intervention made available to all participants? The distinction between this second question and attendance is important, since what is evaluated here is the offer of *Explore Your Horizons* in accordance with its design as a voluntary, after-school program. While high levels of attendance and usage may be desirable, this is a separate issue from whether or not the intervention was implemented as designed.

Data from a variety of sources³⁸ indicate that all components of *Explore Your Horizons* were delivered in all sites and for both cohorts. Minor changes were made to the curriculum of the Post-secondary Ambassador workshops and to Future in Focus. However, these were made with full agreement of all partners and did not affect implementation, since both occurred during the design phase or prior to implementation of each component, and did not change in the middle of the delivery of workshop content.³⁹ No other changes to the curriculum were noted.

The operations manuals and workshop scripts were the primary means for communicating the design of the intervention to delivery staff in both provinces.⁴⁰ When asked during interviews and focus groups about the operations manuals, provincial coordinators and *Future to Discover* office staff appeared very knowledgeable about them. Most facilitators said they tended to focus more on the scripts (which were based on the manuals) and their regular discussions of procedures with *Future to Discover* office staff, and less on the manuals themselves. The post-secondary ambassadors also demonstrated strong familiarity with the scripts during training. While the scripts were developed for the *Future to Discover* Pilot Project primarily to ensure consistency across sites, they appear to have functioned as a means of aiding program adherence as well.⁴¹

In terms of making the intervention accessible, it is clear that facilitators took great care to inform every student assigned to receive *Explore Your Horizons* of the workshop schedule, whether by letter, phone message from the school, email, or telephone calls (or all of these, where necessary). There were some indications that computer and Internet access may have been problematic for a few participants—especially those in rural regions. Despite some problems with recall, all participants who could be contacted appear to have been sent the six copies of *F2D* magazine. Certainly, facilitators regularly took the initiative to mention these two components during workshops, since this was not emphasized in the scripts.

All workshops were held in accordance with the design intent, either at the end of the classes or in the evening, and almost always on school property.⁴² While this choice of venue was the most practical and was intended to make workshops accessible for students, there were a few comments from parents and students in focus groups that indicate this may not have been attractive in some cases. As one mother remarked about her son, "... he's in school all day. He likes coming home after school. He does not like having to go anywhere else."

While the exact number of make-up sessions is not known, facilitators often made use of these sessions to ensure that interested students who had missed a session still received the main elements of the curriculum. In most cases, facilitators were able to keep these sessions as similar as possible to the original format. Make-up sessions often took place during lunch hours or spare periods, and facilitators found that with fewer participants, it was easy to cover the material in less time. In these cases, facilitators and provincial coordinators generally agreed that it was better to provide as much of the content as possible, even if it meant having to adapt the activities and timelines accordingly.

The content of *Explore Your Horizons* was designed to be conceptually accessible to students and their parents, but facilitators also worked hard to make this happen. They used agendas at virtually all sessions to orient participants, they routinely explained workshop objectives, and they adapted language and delivery to meet participants' needs when necessary. Nevertheless, some aspects of *Explore Your Horizons* were perceived by some participants as not being developmentally appropriate, including the content of Lasting Gifts, the graphics in *F2D* and on the Web site, or the language of some of the scripts. It is possible that this perceived lack of developmental "fit" by some participants may have impeded their full engagement in *Explore Your Horizons*.⁴³ On balance, however, the efforts made to optimize accessibility of the intervention and adherence to its design led researchers to conclude that a fair test was made of the offer of *Explore Your Horizons*.

37 *Explore Your Horizons* was never intended to replace the role of school guidance counsellors to provide individualized information and career counselling; rather, the emphasis was on helping students and their parents learn how to access information about careers and post-secondary education and apply this to their particular circumstances.

38 In this case, primarily from SRDC observations and meeting notes, while project management information system data (discussed in Chapter 3) indicates that participants were invited and the sessions were delivered.

39 During the design phase, it was decided that Post-secondary Ambassador Workshop 11b was too similar to existing curriculum in both New Brunswick and Manitoba, and so the program developer modified the content. The addition of an Orientation session to Future in Focus also occurred prior to the implementation of this component, and was done to provide parents with an overview of the component, not the material itself.

40 Facilitators had access to both the operations manuals and the scripts, whereas the post-secondary ambassadors were expected to use the scripts, not the manuals.

41 Use of scripts is discussed in more detail in the section on consistency on page 45.

42 The last workshops of Career Focusing and Future in Focus were occasionally held in the cafeteria or at a neighbourhood restaurant, in accordance with the operations manuals in both provinces.

43 It is equally possible that the developmental level of the material helped engage other participants who might otherwise have been disengaged if it had been framed differently. However, in the absence of comments from all participants on this issue, it is impossible to generalize.

Was Delivery Consistent?

The key question related to the consistency of *Explore Your Horizons* delivery is whether or not the intervention was implemented in the same way across sites and time, that is, in both provinces and for both cohorts. Related questions include the following:

- Was the content of each workshop and component the same at all sites and for each cohort?
- Did facilitators work from the same scripts?
- Were the same materials distributed to all program group members?
- Were sessions offered at similar venues, and with similar opportunities to attend?

The answer to these questions is yes. Given the scale of the intervention, the implementation of *Explore Your Horizons* was highly consistent across sites and time. In interviews and focus groups, provincial coordinators, *Future to Discover* office staff, facilitators, and post-secondary ambassadors in both provinces indicated a high level of awareness of the importance of consistency as an implementation principle, and a commitment to implementing a variety of measures to achieve this (see Text Box 2.2). As one facilitator remarked:

So whatever I do at one place, I want to make sure I do it at another so that they're all getting the same. You know, so I talk about using the magazine and I try and use it everywhere. If I'm going to use it one place, I try and use it everywhere, that kind of thing. I ask for the same announcements, and the same kind of thing from all of the schools.

The use of scripts was a particularly important means of ensuring consistent implementation of *Explore Your Horizons*. These scripts served as detailed delivery guidelines for facilitators and post-secondary ambassadors. In interviews, many spoke about trying hard to use the scripts consistently, despite the fact that they weren't familiar with using them: "*Following a script wasn't our usual way of doing things*"; "*It was so new and I had never done this kind of, you know, research thing, where you had to . . . make sure you followed the script.*"

Many of the facilitators and post-secondary ambassadors who participated in in-depth or focus group interviews reported that they adapted the scripts to put them into their own words, to make delivery of the material more natural or authentic. This was consistent with procedures in the Operations Manual, but nevertheless, facilitators occasionally checked with their Provincial Coordinator about variations they wanted to use. As noted by several staff members, both facilitators and ambassadors became more accustomed to using the scripts and integrating them into their own facilitation style, which resulted in a more relaxed, improved facilitation over time. When asked what they found most helpful to promote consistency, delivery staff cited training, scripts, and videotaped practice sessions, the chance to observe each other in action and de-brief afterwards, "mixing up" facilitator teams, and face-to-face staff meetings.

Text Box 2.2: Procedures Used to Promote Consistency of Implementation

- A consistent approach to staff training, with emphasis on the use of scripts.
- Adherence to program design and delivery as described in the Operations Manual.
- Having pairs of facilitators review scripts independently and together prior to workshops, and reviewing content for Post-secondary Ambassador workshops with ambassadors prior to sessions.
- A commitment to raising potential variations immediately with provincial coordinators, and circulating these to all facilitators.
- Having "Consistency in delivery" included as an agenda item at staff teleconferences, in-person meetings, and in communications shared among facilitators in both provinces (and both linguistic sectors in New Brunswick).
- Having facilitator teams observe one another in the field, to compare delivery styles and to ensure that content covered was the same.
- Post-observation discussions of any potential consistency issues with the facilitators and, as appropriate, with the Provincial Coordinator.
- Communication among facilitators or post-secondary ambassadors and their Provincial Coordinator whenever difficulties were experienced.
- Having communications among New Brunswick staff or among Manitoba staff shared between the two provinces.
- Having provincial coordinators bring consistency concerns to the Operations Group for review, to ensure further information-sharing between provinces and with researchers.

As a result of these procedures, researchers observed the content of the workshops to be quite consistent, as evidenced by comparable agendas and activities (see *Was the Implementation a Fair Test?* on page 44). Even when only one or two students attended, facilitators tried to implement the same activities as were intended for a larger group, though this sometimes required modifications. Despite consistent presentation of content, low attendance was on occasion observed to affect the breadth and length of discussions, and the atmosphere of the workshops. This variation in group interaction may have subtly affected participants' experience of the *Explore Your Horizons* sessions (see *Participant Response* on page 40).

Minor variations also occurred in the implementation of Career Focusing by design. In both provinces, some facilitators chose to deliver the second Career Focusing workshop (which included facilitating participants' development of "focus statements") in teams of four while others split the class into two groups. Both these formats were suggested by the program developer and were outlined in the scripts.⁴⁴ Facilitators in New Brunswick also received approval in Year 1 to deliver the overlapping content of Career Focusing workshops 3, 4, and 5 in a flexible manner, since much of the content was highly interconnected. In addition, the refinement of Career Focusing scripts in the early stages of implementation in Year 1 meant that Francophone facilitators had to deliver a couple of workshops using English scripts, but nevertheless, they indicated they felt adequately trained and prepared, and no differences in delivery were observed.

As previously mentioned, the delivery of workshops occurred almost exclusively in classrooms on school property, in both provinces and for both cohorts. Participants at all sites had access to the same primary materials for *Explore Your Horizons* workshops, such as participant workbooks, the 28 occupational posters, and the National Occupational Classification resource book. The content of *F2D* and the Web site was identical in both provinces except for references to specific Web sites or scholarship information.

All *Explore Your Horizons* workshops were delivered according to the schedule outlined in Table 2.1. The limited number of delivery staff and the large number of participating schools in both provinces meant that the delivery sequence of Post-secondary Ambassador workshops vis-à-vis Career Focusing workshops varied across sites.⁴⁵ The need for a flexible delivery schedule was recognized in early stages of the Pilot Project, and was approved by the National Working Group in Year 1. As mentioned earlier, the delivery schedule in both provinces was also affected periodically by the postponement of workshops due to bad weather and illness, but researchers did not consider any of these events to have had an impact on overall delivery of the intervention.

Lastly—and as would be expected with any intervention replicated over time—implementation of *Explore Your Horizons* went more smoothly the second year as a result of the learning and experience gained in New Brunswick with Cohort 1. This benefited not only the New Brunswick staff and Cohort 2 participants, but Manitoba staff as well. Training schedules were adjusted; staff became more knowledgeable about the material, how it interconnected, and how best to deliver it; and many of the initial logistical concerns were ironed out. In contrast with the first year, facilitators and staff in New Brunswick reported having a much better sense of the intervention as a whole during the second year, and being more at ease with the fit between *Explore Your Horizons* and the needs of the pilot project (for example, as evidenced by their more flexible use of scripts). However, these subtle improvements in implementation did not translate into differences observed between each cohort's workshops, so it is unclear to what extent they affected participants' experience of *Explore Your Horizons*, if at all.

In summary, the objectives for fair test and consistency for the implementation of *Explore Your Horizons* were achieved, and in some cases, exceeded, in both provinces. Facilitators in particular made significant efforts to ensure the intervention was accessible to all students who wanted to participate, that its implementation was consistent, and that it conformed to design. These efforts were likely due in part to the fact that the intervention was part of a pilot project, and probably exceeded what might reasonably be expected in routine implementation.

Provincial Differences

Researchers observed no significant differences in the implementation of *Explore Your Horizons* in Manitoba and New Brunswick. Somewhat different challenges were encountered in each province, however. In some Manitoba school districts, for instance, students could choose which of several schools they wished to attend, which meant it was sometimes challenging to locate students who had transferred schools. In New Brunswick, there was a relatively short time between the finalization and delivery of early components such as Career Focusing, as mentioned earlier. In both cases, however, *Future to Discover* staff dealt with these challenges through collaboration and communication, and neither was observed to have a significant impact on the delivery of *Explore Your Horizons* to participants. Moreover, *Future to Discover* staff in both provinces implemented the same measures to encourage consistency of implementation, not least of which was regular communication between provincial staff.

⁴⁴ This was done to ensure individualized attention while developing students' focus statements, and the choice of one format over the other was usually made on the basis of how many facilitators were available for the session, and anticipated attendance.

⁴⁵ For example, the second Post-secondary Ambassador workshop did not always occur after Career Focusing 4 or 5, for scheduling reasons.

Implementation Lessons Learned

It would be premature to provide a final verdict on the implementation of interventions before their final impacts are known. This section instead focuses on issues related to implementation; the lessons learned are based on the responses from students and parents, and especially from delivery staff, as well as on observations by researchers. Many of these lessons have been alluded to in previous sections and are therefore mentioned only briefly here.

- Establishing good partnerships with school personnel made it much easier to organize and deliver school-based interventions like *Explore Your Horizons* by facilitating access to rooms, avoiding conflicts with events on the school calendar, and encouraging participation by students.
- Scheduling was also easier with teams of delivery personnel (in this case, facilitators and post-secondary ambassadors) to maximize staffing flexibility, especially to deal with real-life implementation challenges posed by staff illness, turnover, bad weather, etc.
- Attendance will doubtless be an issue with any voluntary, after-school program, especially one that lasts several years; therefore, solutions need to be multi-faceted. In this case, it is difficult to imagine that delivery staff could have put any greater effort into encouraging participation. Strategies that seemed particularly successful for *Explore Your Horizons* included using multiple methods to communicate with participants about schedules, having facilitators follow-up personally with participants who missed sessions, providing lots of food that was appealing to students, and using other incentives.
- Providing extensive training and follow-up and detailed delivery guidelines (in this case, scripts) helped to achieve high levels of adherence to program models and consistency of implementation across sites. Procedures that seemed particularly effective for the consistent delivery of *Explore Your Horizons* included giving delivery staff a chance to practise their facilitation, to observe themselves (for example via videotape) and others in action, and to de-brief afterwards; having regular discussions in staff meetings/teleconferences about delivery issues, with a particular focus on consistency; and having regular communication and face-to-face meetings among delivery staff from different sites.
- When using scripts, it was important for delivery staff to have the flexibility to adapt them to their personal style to ensure a more natural and engaging presentation. It was helpful to provide some choice in activities, since not all groups would respond the same way. Similarly, guidelines on how to adapt activities for groups of various sizes would be helpful.

CONCLUSION

In summary, the implementation evaluation of *Explore Your Horizons* indicates that objectives for the fair test and consistency of the overall delivery of the intervention were generally met or exceeded. Previous conclusions in the Early Implementation Report about delivery staff being aware of implementation objectives were supported with data obtained over the course of the intervention. Facilitators, provincial coordinators, and *Future to Discover* office staff all worked hard to ensure the intervention was accessible to all those who wanted to participate. They also provided make-up sessions and, where feasible, worked one-on-one with participants who missed sessions to bring them up-to-date on workshop content, and made sure participants were aware of material in all components.

Together with the post-secondary ambassadors, these staff members used a variety of procedures to achieve a remarkable degree of consistency in implementation across sites and time, especially given the scale of the project. No major differences were observed between provinces or between cohorts, although delivery staff reported feeling their facilitation improved over time. Other lessons learned through the implementation period related to the value of collaborating with school personnel and working in teams; the importance of extensive training and follow-up to promote consistency and adherence to the program model, especially the use of scripts, and using a variety of methods to promote participation.

Students were fairly positive in their general assessments of *Explore Your Horizons*, but varied more in their opinions about specific components. The Post-secondary Ambassador workshops were a particular favourite, while the *Future to Discover* Web site was regarded as the least effective. Some students reported having problems with the schedule of *Explore Your Horizons* workshops and their duration, and being less engaged by some of the content. The majority of students in focus groups, and their parents, reported a variety of benefits from having participated, such as broadening their horizons and narrowing their focus to options that were more meaningful and rewarding. Participants' attendance and use of *Explore Your Horizons* components is explored in more detail in the next chapter.

Explore Your Horizons Participation

Introduction

This chapter analyzes the extent to which participants took part in *Explore Your Horizons* activities, either by attending workshops, reading the *F2D* magazine, or visiting the *Future to Discover* Web site. The analysis uses the same data sources as the previous chapter, but with the important addition of attendance data from the Project Management Information System (PMIS), and Web site usage tracking data.

As in Chapter 2, separate sections discuss attendance or usage for each component of *Explore Your Horizons*, as well as for the intervention as a whole. Participation rates¹ are presented for all participants in Manitoba and New Brunswick and for subgroups. The chapter also contrasts the participation of those in New Brunswick who were assigned to receive *Explore Your Horizons* with those assigned to receive both *Explore Your Horizons* and *Learning Accounts* together. Feedback from participants, parents, and delivery staff is included to help explain differences in participation. The chapter ends with a conclusion about the implications of these participation patterns for the impact analyses in subsequent chapters.

¹ "Attendance" is used in reference to participants' presence at *Explore Your Horizons* workshops, whereas "usage" refers to readership of the *F2D* magazine and exploration of the *Future to Discover* Web site. "Participation" and "exposure" are more general terms that include both attendance and usage. All terms refer to participation by the student (as opposed to the parent/guardian or other adult) unless specifically stated.



CHAPTER SUMMARY

- **Most participants attended at least one of the twenty *Explore Your Horizons* workshops on offer, and many attended multiple workshops.** In Manitoba, three quarters (76 per cent) of all participants attended at least one workshop, and nearly half (48 per cent) attended six or more. In New Brunswick, 84 per cent of both Anglophone and Francophone participants attended at least one workshop. In both sectors, over half of all participants (60 and 61 per cent, respectively) attended six or more workshops.
- **Attendance at workshops steadily declined until midway through the second year of the intervention, after which it was relatively stable (based on the project's conservative measure of participation).** In Manitoba, attendance declined by 29 percentage points between the first four sessions and the last four. In New Brunswick, the decline was 26 percentage points among Anglophone participants, and 22 percentage points among Francophone participants.
- **Attendance at *Explore Your Horizons* workshops was higher in both linguistic sectors in New Brunswick than in Manitoba, both initially and over time.** In Manitoba, attendance reached its highest at 66 per cent of participants, and just 16 per cent attended the last four sessions. Among New Brunswick Anglophone participants, the highest attendance was 73 per cent of participants, with 13 per cent attending the last four sessions. The equivalent proportions for Francophone participants in New Brunswick were 71 per cent and 19 per cent, respectively. In New Brunswick, female Francophone participants attended in significantly greater proportions and more frequently than their male counterparts, but this was the only group for whom there were consistent significant gender differences.
- **Participants from families with lower parental education and income were less likely to attend than other participants.** This was true in both provinces and both linguistic sectors. The effect was reversed, however—and to a highly significant degree—by the addition of a Learning Account.
- **Those who were in the combined *Explore Your Horizons* plus *Learning Accounts* group in New Brunswick attended more sessions and in greater proportions than those in the group receiving *Explore Your Horizons* alone.** This was particularly true for Francophone participants in the combined intervention group. Among Anglophone participants, significant differences were also apparent between the program groups, particularly in the average number of sessions attended.
- **A majority of participants said they had read at least one article in the *F2D* magazine.** Comments in focus groups indicate that some participants' interest in the magazine waned over time, but several said they kept the magazines for future reference.
- **The *Future to Discover* Web site was not used by the majority of participants and usage declined considerably over time.** Rates of use—while low overall—were highest among New Brunswick Anglophone participants, followed by Manitoba participants.
- ***Future to Discover* staff in both provinces used a variety of methods to encourage participation.** It is unlikely that more could have been done to increase participation, given the design of the intervention.

SOURCES AND METHODS

Primary data sources for this chapter include responses to the *Future to Discover* Grade 12 participant survey; field notes from observations of *Explore Your Horizons* sessions by SRDC personnel; transcripts of in-depth interviews with *Future to Discover* office staff, provincial coordinators, and facilitators; and transcripts from focus group interviews with post-secondary ambassadors, participants, and parents. Secondary data sources include attendance data from the Project Management Information System (PMIS); Web site usage tracking data from Allegro 168 Communications + Design, minutes from meetings (including those of the Operations Working Group, and of facilitators and staff); and the *Future to Discover* operations manuals for New Brunswick and Manitoba.

In the Grade 12 survey, participants who were assigned to receive *Explore Your Horizons* were asked how often they had attended workshops, read the *F2D* magazine, and accessed the *Future to Discover* Web site. Based on the frequency of their attendance and usage of the components, participants were asked why they and their parents/guardians hadn't participated more often. Researchers also conducted in-depth interviews with *Future to Discover* office staff, provincial coordinators, and facilitators, and moderated focus groups with post-secondary ambassadors, participants, and parents.² Participants and parents who were invited to focus groups were those who were frequent attendees, since they could comment on a broad range of implementation issues. Their views do not necessarily represent the views of other participants, particularly those who seldom or never attended.

It is worth noting that the calculations of participation applied in this report are very conservative. The base for calculating participation rates over three years is the full sample of participants initially offered the chance to participate, not those who attended the first session or who signed up to participate. No allowance is made for participant illness, residential moves, changes in school, poor weather, withdrawal from program contact, or other constraints on attendance. Participation rates would be higher—and possibly more comparable to those recorded for other voluntary programs—if such allowances were made. However, because experimental impacts presented in chapters 4, 5, and 6 are similarly derived from the full sample, exposure to the intervention is examined in this chapter on the same basis.

2 See Chapter 2 for more information about data sources.

IMPLEMENTATION OBJECTIVES

As noted in Chapter 2, the fourth objective for the implementation of *Explore Your Horizons* was “to encourage participation in and maximize participant exposure to *Explore Your Horizons* components.” Chapter 2 emphasized the distinction between successful delivery of the offer of *Explore Your Horizons* components and actual participation. Of course, participants who are not exposed to the intervention’s workshops, Web site, or magazine cannot benefit from them.

Explore Your Horizons did not set targets for participation in *Explore Your Horizons* for several reasons. First, *Explore Your Horizons* was tested as a voluntary program outside of school hours, making targets arbitrary and irrelevant. Second, it was impossible to know which participants would be most likely to benefit from the intervention (that is, the designated group) before the time came for them to enrol in post-secondary education. Third, the required level of participation or exposure—and to which components—for impacts to occur was unknown.

As a result, it was decided that promoting high rates of participation (in effect, a target of 100 per cent) across the program group would be the best way to ensure the intervention had a chance to influence the designated group. Since participation was not mandatory, other means of encouraging participation had to be used.³ However, the success of these efforts is difficult to determine. Participation rates alone do not provide indications of success; rather, their value lies in revealing patterns of exposure to the different components for all participants, as well as variations in exposure for different subgroups. Participation is therefore examined in this chapter by gender, parental education, and education combined with family income, for each province and linguistic group. Of particular interest are potential differences in participation rates of those in the two program groups: between those who were assigned to receive *Explore Your Horizons* alone and those assigned to receive both *Explore Your Horizons* and *Learning Accounts* together. The patterns of exposure identified in this chapter need to be kept in mind when examining the impacts of this exposure in chapters 4 and 6.

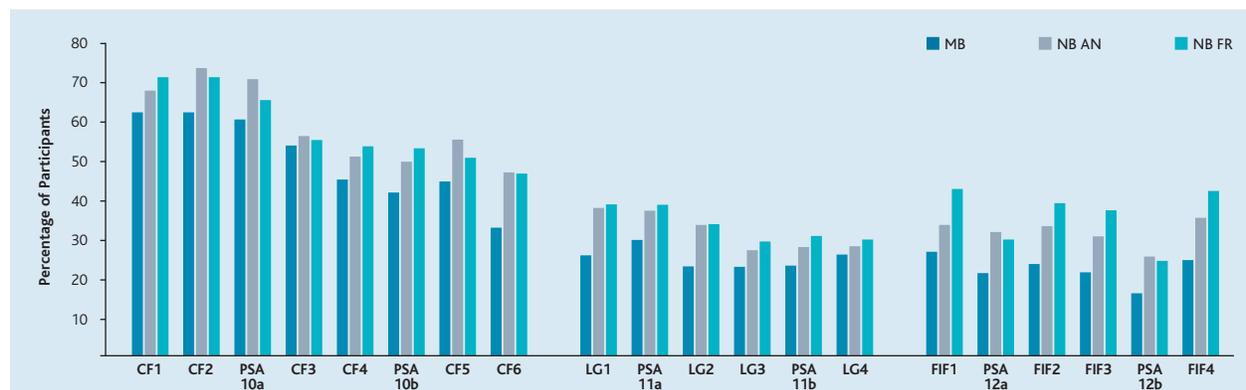
PARTICIPATION IN EXPLORE YOUR HORIZONS COMPONENTS

This section reports participation for all *Explore Your Horizons* components over the three-year period of its implementation, including the Web site and *F2D* magazine. Attendance at *Explore Your Horizons* workshops for all participants is summarized in Figure 3.1 and for participants in Manitoba, in Table 3.1. Attendance by participants in New Brunswick is summarized in Tables 3.2 and 3.3. In these tables, proportional rates of attendance (that is, the percentage of eligible participants who attended) are presented along with frequency of attendance (that is, the average number of sessions attended) by component. More detailed information about participants’ proportional attendance at each workshop is found in Tables A3.1, A3.2, and A3.3 in Appendix 3.⁴ Use of the *F2D* magazine and the *Future to Discover* Web site is discussed under each component section that follows.

As seen in Figure 3.1, attendance by all participants at *Explore Your Horizons* workshops was highest during the initial workshops, then declined over time until roughly halfway through the intervention, at which point it held relatively steady. In Manitoba and in both linguistic sectors in New Brunswick, this relative plateau was reached partway through Year 2, after which attendance levelled off for approximately the last nine sessions (in other words, for the last two Lasting Gifts workshops, the last three Post-secondary Ambassador workshops, and all of Future in Focus). A slight increase was seen in attendance in Year 3 among Francophone participants in New Brunswick.

In very general terms, overall attendance peaked at the second Career Focusing workshop at just over two-thirds of program participants, and then declined by approximately one-third. This decline was most apparent among participants in Manitoba, where attendance between the first and last *Explore Your Horizons* workshop (that is, between Career Focusing 1 and Future in Focus 4) dropped by 37.4 percentage points. However, rates of decline were only slightly less in New Brunswick: 32.2 percentage points among Anglophone participants and 28.8 percentage points among Francophone participants. When attendance at the first four sessions is compared to that at the last four sessions, the rate of decline is somewhat less, but follows a similar pattern: a decline of 29.2 percentage points in Manitoba, and a decline of 26.2 and 22.0 percentage points among Anglophone and Francophone participants in New Brunswick, respectively (see tables 3.1 and 3.2).

Figure 3.1: Attendance at *Explore Your Horizons* by Session—All Participants



Source: Project Management Information System (PMIS).

³ Many of these were described in the preceding chapter, but are also listed in *Understanding Participation* on page 32.
⁴ Information about attendance at each workshop by the New Brunswick cohort can be found in SRDC (2009). In this supplementary document, appendices 3.4 and 3.5 detail attendance by each Anglophone cohort, and appendices 3.6 and 3.7 detail attendance by each Francophone cohort in New Brunswick.

Table 3.1: Attendance at Explore Your Horizons Sessions by Manitoba Participants

Session	All	LILE	Non-LILE	Difference	Parents with HS or Less	Parents with any PSE	Difference
Session Attendance							
Attended no sessions	23.6	34.5	18.3	16.1***	32.8	18.9	13.9***
Attended 1–5 sessions (25% or less)	28.6	29.9	28.4	1.5	34.9	25.5	9.4**
Attended 6–10 sessions (26–50%)	20.2	15.8	22.0	-6.1*	15.6	22.6	-6.9**
Attended 11–15 sessions or more (51–75%)	11.0	7.9	12.4	-4.5*	5.7	13.6	-7.9***
Attended 16–20 sessions (76–100%)	16.6	11.9	18.9	-7.0**	10.9	19.4	-8.5***
Attended all sessions	3.3	2.3	3.9	-1.6	††	††	††
Attended first four sessions ¹	41.9	30.5	47.0	-16.5***	27.1	49.3	-22.3***
Attended last four sessions	12.7	9.6	14.2	-4.6	5.7	16.3	-10.5***
Average Number of Sessions Attended							
Career Focusing	3.0	2.3	3.3	-1.0***	2.3	3.4	-1.1***
Post-secondary Ambassador workshops	1.9	1.4	2.1	-0.7***	1.3	2.2	-0.9***
Lasting Gifts	0.9	0.7	1.1	-0.4***	0.6	1.1	-0.5***
Future in Focus	0.9	0.7	1.1	-0.4***	0.6	1.1	-0.5***
All sessions, including Orientation	7.4	5.6	8.2	-2.6***	5.3	8.4	-3.2***
All sessions, excluding Orientation	6.8	5.1	7.6	-2.5***	4.7	7.8	-3.1***
Of first four sessions ¹	2.4	1.9	2.6	-0.7***	1.9	2.7	-0.8***
Of last four sessions	0.8	0.6	0.9	-0.3**	0.5	1.0	-0.5***
Other							
Participation agreements signed	60.2	45.8	66.9	-21.2***	51.6	64.6	-13.0***
Sample Size	573	177	387		192	381	

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

†† = Results based on sample sizes too small for publication.

Table 3.2: Attendance at *Explore Your Horizons* Sessions in New Brunswick by LILE Status—Cohorts 1 & 2 Combined

Session	Anglophone				Francophone			
	All	LILE	Non-LILE	Difference	All	LILE	Non-LILE	Difference
Session Attendance								
Attended no sessions	16.5	17.9	14.8	3.0	15.6	16.3	14.8	1.4
Attended 1–5 sessions (25% or less)	23.6	24.2	22.9	1.3	23.5	25.1	21.7	3.4
Attended 6–10 sessions (26–50%)	21.2	20.3	22.4	-2.0	21.1	19.3	23.2	-3.9
Attended 11–15 sessions or more (51–75%)	18.4	15.8	21.6	-5.8**	16.7	16.7	16.8	-0.1
Attended 16–20 sessions (76–100%)	20.3	21.8	18.3	3.4	23.2	22.6	23.5	-0.8
Attended all sessions	2.7	2.7	2.7	0.0	3.9	4.7	3.0	1.8
Attended first four sessions ¹	42.3	41.7	42.9	-1.2	40.6	39.1	42.2	-3.1
Attended last four sessions	16.1	16.4	15.6	0.8	18.6	19.3	17.3	2.1
Average Number of Sessions Attended								
Career Focusing	3.5	3.3	3.6	-0.3*	3.4	3.3	3.6	-0.4**
Post-secondary Ambassador workshops	2.4	2.4	2.4	0.0	2.4	2.3	2.5	-0.2
Lasting Gifts	1.2	1.2	1.2	0.0	1.3	1.3	1.3	0.0
Future in Focus	1.3	1.3	1.3	0.0	1.6	1.6	1.6	0.0
All sessions, including Orientation	9.1	8.9	9.3	-0.3	9.4	9.1	9.7	-0.6
All sessions, excluding Orientation	8.4	8.2	8.5	-0.3	8.7	8.4	9.0	-0.6
Of first four sessions ¹	2.6	2.6	2.7	-0.1	2.6	2.5	2.7	-0.2**
Of last four sessions	1.2	1.2	1.2	0.0	1.4	1.4	1.4	0.0
Other								
Participation agreements signed	81.0	81.7	80.1	1.7	77.7	79.0	76.0	3.0
Sample Size	859	487	371		893	486	405	

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups. Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Table 3.3: Attendance at Explore Your Horizons Sessions in New Brunswick by Level of Parental Education—Cohorts 1 & 2

Session	Anglophone				Francophone			
	All	HS or Less	Any PSE	Difference	All	HS or Less	Any PSE	Difference
Session Attendance								
Attended no sessions	16.5	20.6	13.9	6.7**	15.6	16.9	14.6	2.4
Attended 1–5 sessions (25% or less)	23.6	27.5	21.2	6.3**	23.5	29.1	19.4	9.7***
Attended 6–10 sessions (26–50%)	21.2	17.9	23.3	-5.4*	21.1	18.8	22.7	-3.9
Attended 11–15 sessions or more (51–75%)	18.4	16.4	19.7	-3.2	16.7	15.9	17.3	-1.4
Attended 16–20 sessions (76–100%)	20.3	17.6	21.9	-4.3	23.2	19.3	26.0	-6.7
Attended all sessions	2.7	3.0	2.5	0.5	3.9	4.0	3.9	0.1
Attended first four sessions ¹	42.3	39.1	44.3	-5.2	40.6	38.6	42.1	-3.5
Attended last four sessions	16.1	15.2	16.6	-1.4	18.6	17.2	19.6	-2.4
Average Number of Sessions Attended								
Career Focusing	3.5	3.1	3.7	-0.5***	3.4	3.1	3.6	-0.5***
Post-secondary Ambassador workshops	2.4	2.1	2.5	-0.4***	2.4	2.1	2.5	-0.4***
Lasting Gifts	1.2	1.1	1.3	-0.2*	1.3	1.2	1.4	-0.2**
Future in Focus	1.3	1.1	1.4	-0.3***	1.6	1.4	1.7	-0.3**
All sessions, including Orientation	9.1	8.2	9.6	-1.5***	9.4	8.5	10.0	-1.5***
All sessions, excluding Orientation	8.4	7.5	8.9	-1.4***	8.7	7.9	9.2	-1.4***
Of first four sessions ¹	2.6	2.5	2.7	-0.3**	2.6	2.5	2.7	-0.2**
Of last four sessions	1.2	1.1	1.3	-0.2**	1.4	1.3	1.5	-0.2*
Other								
Participation agreements signed	81.0	78.2	82.8	-4.6*	77.7	75.9	79.0	-3.1
Sample Size	859	335	524		893	378	515	

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Career Focusing

Data from the PMIS (as shown in Figure 3.1) show that overall attendance at initial Career Focusing workshops was in the range of 60 to 70 per cent of those assigned to receive *Explore Your Horizons*. It decreased over time in both provinces, and in both linguistic sectors in New Brunswick, dropping between 24 to 34 percentage points over the course of the academic year.⁵

Fewer LILE participants attended Career Focusing workshops than did non-LILE participants in both provinces and both linguistic sectors.⁶ The average number of Career Focusing sessions attended was also lower for the LILE group. These differences were particularly significant in Manitoba.⁷

Participants whose parents held a high school diploma or less as their highest education level ("first generation family" or FGF participants) generally attended Career Focusing workshops in much smaller proportions than those whose parents had some post-secondary education. Moreover, these participants attended Career Focusing much less frequently than those with higher parental education. For instance, in Manitoba, the average number of Career Focusing workshops attended by FGF participants was 2.3 sessions, compared to an average of 3.4 sessions attended by participants whose parents had education above the high school level (see Table 3.1). In New Brunswick, the average number of Career Focusing workshops attended by participants with lower parental education was 3.1 in both linguistic sectors, whereas Anglophone participants with higher parental education attended an average of 3.7 sessions, and their Francophone counterparts attended an average of 3.6 sessions (see Table 3.3).

⁵ Decline is measured from highest to lowest workshop attendance in Year 1, as seen in appendices 3.1, 3.2, and 3.3.

⁶ More differences in attendance by LILE status were noted among Francophone participants in Cohort 2 in New Brunswick. See Appendix 3.7, SRDC (2009).

⁷ **p. <.001 (see Table 3.1)

Post-Secondary Ambassador Workshops

About 60 (59.5) per cent of participants in Manitoba, 69.7 per cent of New Brunswick Anglophone participants, and 64.4 per cent of New Brunswick Francophone participants attended the first Post-secondary Ambassador Workshop in Grade 10. However, attendance in both provinces and linguistic sectors diminished considerably over the three years. The sixth and final Post-secondary Ambassador Workshop in Grade 12 was attended by only 15.5 per cent of participants in Manitoba, and by 24.8 per cent of Anglophone participants and 23.7 per cent of Francophone participants in New Brunswick (see appendices 3.1, 3.2, and 3.3).

There were no statistically significant differences in attendance at Post-secondary Ambassador workshops between the LILE and non-LILE participants in New Brunswick, except at the second workshop. In Manitoba, however, these differences were highly significant, with the non-LILE group attending in much greater proportions and more frequently. FGF participants also attended fewer workshops and in lower proportions, almost half as frequently again in Manitoba as those with higher-educated parents (an average of 1.3 versus 2.2 sessions). In New Brunswick, the frequency of attendance between the two education subgroups was not as dramatically different as it had been in Manitoba, but in many cases these differences were nonetheless statistically significant, and this was true of both linguistic sectors.

Lasting Gifts

Most participants assigned to receive *Explore Your Horizons* (72.4 per cent) said on the Grade 12 survey they recalled being invited to the Lasting Gifts workshops. However, only about a quarter to roughly a third of eligible participants typically attended any given Lasting Gifts workshop.⁸

In all cases, there was a considerable drop in attendance between the last workshop of Year 1 (either Career Focusing 6 or Post-secondary Ambassador Workshop 2) and the first Lasting Gifts workshop at the beginning of Year 2. The drop off in attendance could have been due to one or more of a number of factors: the long gap in contact during the summer break, the fact that Lasting Gifts workshops were held in the evening rather than straight after school and/or that parents/guardians were invited, dissatisfaction with the intervention as a whole, or possible general attendance “fatigue” after the first year. Certainly, responses to the Grade 12 survey indicated problems with scheduling for at least some families.⁹

Attendance at Lasting Gifts workshops generally held steady over the four sessions in Manitoba, but tended to drop off by about 10 percentage points over the year in New Brunswick, with no major differences between linguistic sectors or cohorts. In Manitoba, the average number of Lasting Gifts sessions attended was 0.9, while in New Brunswick, it was 1.2 for Anglophone participants and 1.3 for Francophone participants.

Many participants attended Lasting Gifts sessions with at least one parent or guardian.¹⁰ However, a sizeable minority of participants attended without parents and, occasionally, parents attended without their children. In Manitoba, the percentage of participants attending Lasting Gifts sessions without an accompanying adult ranged from 5.2 to 9.1 per cent of all participants (or roughly a quarter of those present). In New Brunswick, 2.7 to 6.0 per cent of participants were unaccompanied by an adult (usually less than a fifth of those present). In both provinces, one per cent of invited adults, on average, attended Lasting Gifts without their children.

In Manitoba, non-LILE participants and their parents attended Lasting Gifts workshops much more often (at almost twice the rate) than did LILE participants.¹¹ This was not the case for either Francophone or Anglophone LILE participants in New Brunswick, as seen in identical rates of average session attendance for Lasting Gifts (see Table 3.2).¹² In both provinces, fewer FGF participants attended Lasting Gifts workshops and they attended less frequently than those in the higher parental education subgroup.

Future in Focus

As can be seen in Figure 3.1, attendance at Future in Focus generally held steady over the four workshops in both provinces and linguistic groups. In Manitoba, attendance ranged from 20.8 to 26.1 per cent of program participants, and in New Brunswick it ranged from 29.9 to 34.6 per cent of Anglophone participants, and 36.5 to 41.9 per cent of Francophone participants. In the first two cases, this level of attendance was roughly the same as it had been for Lasting Gifts; for Francophone participants, however, this represented an increase in attendance of roughly eight percentage points.

The average number of Future in Focus sessions attended by participants in Manitoba was one session (0.9), and in New Brunswick, the average attended by Anglophone participants was 1.3 sessions and by Francophone participants, 1.6 sessions. For the latter group, this is slightly higher than the 1.3 session average for Lasting Gifts. The final Future in Focus workshop was attended by 15.7 per cent of all parents/guardians in Manitoba, which meant that an adult was present for roughly two-thirds of participants attending. In New Brunswick, roughly 30 per cent of parents in both linguistic groups attended the last workshop, which equates to an adult for approximately three-quarters or more of participants attending. The pattern of attendance related to LILE and FGF subgroups was similar to that of other components.

8 Attendance at Lasting Gifts ranged from 22.2 to 25.3 per cent of Manitoba participants, from 26.4 to 37.1 per cent of New Brunswick Anglophone participants, 28.6 to 38.0 per cent of New Brunswick Francophone participants.

9 See *Understanding Participation*.

10 Participants were invited to bring another family member or adult if a parent or guardian could not attend.

11 All contrasts were highly significant.

12 However, significant differences were occasionally seen in individual workshop attendance by Francophone LILE participants, as seen in Appendix 3.2.

Future to Discover Web Site

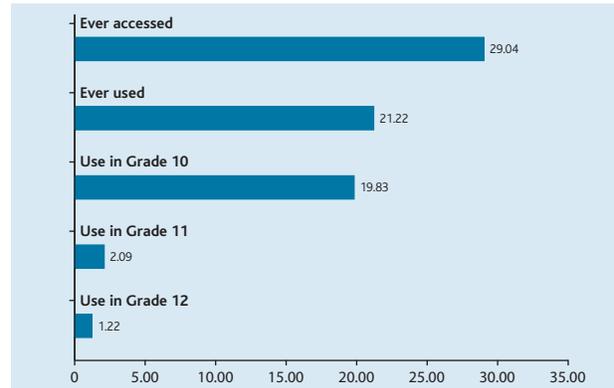
Tracking data for the *Future to Discover* Web site differentiate between “access”—defined as having logged onto the Web site with an access key—and “usage,” which refers to exploration of the Web site beyond the initial welcome page. This distinction is important because of differences in patterns of access and usage.¹³ At a general level, only about a quarter (24.1 per cent) of all eligible participants,¹⁴ on average, accessed the *Future to Discover* Web site at least once over the course of the intervention, and somewhat fewer (approximately 20 per cent overall) went on to use it. Usage of the Web site occurred primarily in participants’ first year of involvement in *Explore Your Horizons*.¹⁵

The figures outline provincial differences in rates of access and usage. As indicated in Figure 3.2, 29 per cent of program participants in Manitoba accessed the Web site at least once and about 21.2 per cent used it more thoroughly. Usage was more common during Grade 10 (19.8 per cent used it in this year). Only 2.1 per cent of participants in Grade 11 and 1.2 per cent in Grade 12 used the Web site.

Almost 15 (14.8) per cent of Francophone program participants in New Brunswick accessed the Web site (Figure 3.3). About 12.2 per cent used it in the first year, and about 5 per cent or less used it in subsequent years. About 29.6 per cent of Anglophone program participants in New Brunswick accessed the Web site and most (25.5 per cent) went on to use it (Figure 3.4). Again, Web site usage occurred mostly during the first year (18.3 per cent) then sharply declined to 4.4 per cent in Grade 11 and increased slightly to 7.2 per cent in Grade 12.

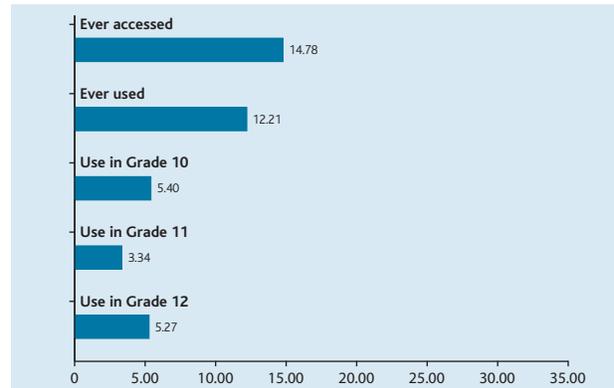
Interestingly, almost twice as many program group respondents to the Grade 12 survey reported having accessed the Web site than had actually done so.¹⁶ It is possible that respondents confused the *Future to Discover* Web site with other Web sites such as *Choices Explorer*[®], which was usually visited during the third Career Focusing workshop.¹⁷ However, this does not explain all “false positive” responses.¹⁸ It is also possible that participants accessed the login page for the *Future to Discover* Web site without actually logging on, experienced recall error, misinterpreted the question, confused the names of various Web sites, or were simply trying to provide what they thought would be the “right” answer.

Figure 3.2: Proportion of Eligible MB Anglophone Program Participants that Accessed and Used the *FTD* Web Site



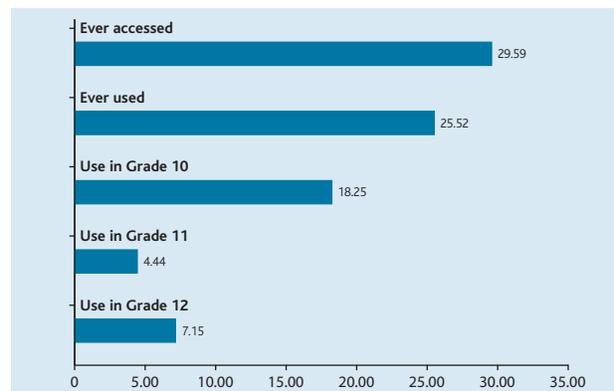
Sources: Calculations from Grade 12 survey and Web site tracking data.

Figure 3.3: Proportion of Eligible NB Francophone Program Participants that Accessed and Used the *FTD* Web Site



Sources: Calculations from Grade 12 survey and Web site tracking data.

Figure 3.4: Proportion of Eligible NB Anglophone Program Participants that Accessed and Used the *FTD* Web Site



Sources: Calculations from Grade 12 survey and Web site tracking data.

¹³ For more information about Web site access in the first Year by different subgroups, see the *FTD* Early Implementation Report.

¹⁴ Eligible participants include those in both provinces who were assigned to receive *Explore Your Horizons* (either alone or with *Learning Accounts*), in addition to those who were not contacted for follow-up with the Grade 12 survey.

¹⁵ This discussion is based on the Web site tracking sample who also responded to the 30-month survey ($n = 2,164$).

¹⁶ A combined analysis of 30-month survey and *Future to Discover* Web site data showed that of the 891 program participants who responded “yes” to the question “Have you visited *Future to Discover’s* Web site?”, 530 actually didn’t, which means the overall proportion of participants with “false positive” responses is 59 per cent.

¹⁷ *Choices Explorer*[®] is an on-line exploration system that provides extensive career education information to high school students in both provinces through partnership with the federal government (HRSDC). *Choices Explorer*[®] is a registered trademark of Canada Employment Insurance Commission and is used under licence by Bridges Transitions Co.

¹⁸ When attendance data were analyzed, 67 per cent of the participants who gave “false positive” responses attended Career Focusing 3. Confusion over these two Web sites was therefore unlikely to explain the remaining 33 per cent of false positive responses.

When asked on the survey why they had not accessed the *Future to Discover* Web site, the most common reasons cited by participants were lack of interest (21.4 per cent), lack of knowledge about the Web site's existence (21.2 per cent), and lack of easy Internet access (15.5 per cent). In addition, 22.2 per cent of those who did not access the Web site said they had lost or forgotten their "Password/ Passkey."¹⁹ To help assess the extent to which administrative problems with passwords could have contributed to the overall low rate of Web site access, Web site data were analyzed by cohort in New Brunswick. The resulting analysis indicated that delivery problems with passwords played at most a limited role in reducing Web site access.²⁰

Observations and focus group discussions yielded additional information about why *Explore Your Horizons* participants chose not to access the Web site or use it more often. As on the survey, participants frequently mentioned problems with passwords, or said the Web site was "confusing" or "complicated" to use. Many said they didn't have time or interest in visiting the Web site, or said they just "forgot." One participant admitted, "I'd rather just go play outside or whatever than sit on the computer and then read something (laughter)"; another said, "When I go home, I'm all *Future to Discover*-ed out." Even some of those who did access the Web site initially said they lacked enough time to use it more extensively, or that it didn't appeal to them.

Most parents who participated in the focus groups admitted they were not aware of whether their children used the *Future to Discover* Web site, or that they gave up encouraging its use after a while. As one parent said, "I tried to get [my son] to go on as soon as they got their password, 'go on check it out, see what it's all about.' That was kind of hard to do, so I only nagged him so long to do that." However, a few of the parents visited the Web site—usually in the early stages of the intervention—and liked it: "I thought it was very informative; I learned some stuff on it." There were also a few reports of siblings using the Web site.

F2D Magazine

F2D magazines were sent to participants' homes, so inferences about the usage of the magazines are derived from participants' self-report on the Grade 12 survey and focus group discussions. Nine in ten (89.5 per cent of) survey respondents recalled receiving F2D. Most (72.8 per cent) said they had read one or more articles and 35.7 per cent said their parent/guardian had done so as well.

In focus groups, a few participants said they referred to their magazines when they received them. For example, one program participant said, "I skimmed through it when I got it, and then if it had any Web sites or information that sounded like I needed it, I'd go check it out on the Internet." A few parents also reported that their children read the magazine more or less regularly, and in some cases, they did as well: "The first couple of ones

that came, she was very interested and went through them and read them from front to back... My husband and I as well as her went through them." Others, however, reported more cursory use of the magazine—such as looking at the graphics—or declining interest: "I tried looking through it and nothing grabbed my attention so I just didn't anymore... I tried reading some of them, but they just didn't keep my attention." In fact, the magazine was designed to be read in a casual fashion (that is, not cover-to-cover). When asked why they didn't make more use of the magazine, most participants said they "just didn't have time" or that they forgot about it. For at least one participant, facilitators' early use of inducements to increase participation in different components of *Explore Your Horizons* did not have a lasting effect: "They don't offer prizes anymore... there's no inspiration."

It is notable that both participants and parents reported keeping the F2D magazines rather than throwing them out. This was true of those who read F2D fairly regularly as well as those who did so less often. When asked why they might be saving F2D, especially if they weren't reading them, one participant clarified, "I saved them all because I thought I could use it as a resource when [the] time gets closer to when I have to get into university or something along those lines." One parent told researchers, "I think they were really good little magazines, I just don't know if the kids utilized them or appreciated them." When asked why they thought their children were not reading F2D, one parent remarked, "Just putting it aside until later, and later just doesn't happen."

PARTICIPATION IN WORKSHOP SESSIONS BY PROVINCE

Manitoba—All Participants

As mentioned earlier, attendance at *Explore Your Horizons* workshops for participants in Manitoba is summarized in Table 3.1, with more detailed information presented in Appendix 3.1. The latter shows that, in Manitoba, roughly six in ten participants invited to participate in *Explore Your Horizons* did so initially, with 60.2 per cent signing participant declarations,²¹ and 61.3 per cent of participants attending the first Career Focusing workshop.²² Appendix 3.1 also shows that attendance in Manitoba reached its highest point (66.1 per cent of participants) at Career Focusing 2, after which it declined considerably until midway through Year 2. For example, attendance at the final Career Focusing workshop at the end of Year 1 was 32.1 per cent.

Typically, a quarter (22.2 to 29.0 per cent) of Manitoba participants attended workshops in Year 2 (that is, Lasting Gifts and the third and fourth Post-secondary Ambassador workshops). In Year 3, attendance at Future in Focus workshops was about the same as in Year 2 (20.8 to 26 per cent); however, the proportion dropped slightly for the last two Post-secondary Ambassador workshops (20.6 and 15.5 per cent, respectively).

19 In addition, 5.5 per cent answered, "Don't know" and 13.9 per cent gave other reasons (again, lost or forgotten passwords/passkeys were mentioned).

20 Only 19.6 per cent of eligible program participants in New Brunswick Cohort 1 accessed the site at least once, whereas access rates for Cohort 2, which experienced fewer "Password/Passkey" problems, were only slightly higher at 23.6 per cent. Moreover, only 29 per cent of Manitoba participants—who participated in *Future to Discover* at the same time as Cohort 2 in New Brunswick—accessed the *Future to Discover* Web site.

21 The participant declaration was a document that recorded a student's commitment to participate. Completion of the standard form was not mandatory prior to participation in *Explore Your Horizons*.

22 60.6 per cent of student participants attended the first Orientation session, virtually all with a parent or guardian (59.7); and 59.5 per cent attended the first Post-secondary Ambassador workshop.

The decline in attendance over time among all Manitoba participants can be seen by comparing the proportion of all participants who attended all of the first four sessions²³ with the proportion who attended the last four sessions²⁴: 41.9 compared to 12.7 per cent. Similarly, the average number of sessions attended dropped from 2.4 of the first four sessions to 0.8 of the last four sessions. On average, Manitoba participants attended half of all Career Focusing workshops (3 of 6), a third of all Post-secondary Ambassador workshops (1.9 of 6), and a quarter of all Lasting Gifts and Future in Focus workshops (0.9 of 4 in both cases).

Averages can mask the distribution of exposure. Approximately a quarter (23.6 per cent) of eligible participants did not attend any *Explore Your Horizons* workshops, and just over another quarter (28.6 per cent) attended five workshops or fewer (see Table 3.1). At the opposite end of the spectrum, 16.6 per cent of participants in Manitoba attended three-quarters or more of the workshops (16–20 sessions), with 3.3 per cent attending all workshops.

Based on historic rates of access to post-secondary education, participants who might be expected to benefit most from the intervention—those with lower family incomes and lower parental education at baseline—were less likely to attend than those with higher family incomes and higher parental education. As seen in Table 3.1, participants in Manitoba whose parents had some post-secondary experience attended in much greater proportions and more frequently than FGF participants (whose parents had high school or less). All differences are statistically significant, with the greatest difference in the proportion that attended the first four sessions, followed by those who did not attend any sessions.

The table also shows that participants in the non-LILE subgroup in Manitoba (that is, with higher levels of family income and parental education) were more likely to attend than those in the LILE subgroup. The differences are statistically significant in most cases. Again, the greatest difference is seen among those who attended the first four sessions, followed by those who did not attend any sessions. Gender did not seem to be related to attendance at *Explore Your Horizons* workshops in Manitoba.

New Brunswick—Anglophone Participants

In general, New Brunswick participants were more likely to attend *Explore Your Horizons* sessions than Manitoba participants. Appendix 3.2 shows that in New Brunswick, 81.0 per cent of Anglophone participants assigned to the program group signed participation agreements and approximately 70 per cent attended the first Career Focusing and Post-secondary Ambassador workshops.²⁵

Similar to in Manitoba, the highest attendance among Anglophone participants in New Brunswick (72.5 per cent) was at the second Career Focusing workshop. The decline in attendance over the first year was less steep (at roughly 26 percentage points), with 46.1 per cent of participants attending Career Focusing 6. Typically, about a third of Anglophone participants in New Brunswick attended each workshop in years 2 and 3, with a slight drop for the last Post-secondary Ambassador workshop (to 24.8 per cent).

The higher rates of attendance among Anglophone participants in New Brunswick compared to Manitoba are reflected in both the higher proportions attending more frequently (for example, 18.4 per cent of participants attended 11 to 15 sessions, and 20.3 per cent attended 16 to 20 sessions, as seen in Table 3.2) and in lower proportions of those who did not attend any sessions (16.5 per cent). The proportion of Anglophone participants in New Brunswick who attended all *Explore Your Horizons* sessions was 2.7 per cent.

On average, Anglophone participants in New Brunswick attended just over half of the Career Focusing sessions (3.5 sessions), and roughly a third each of all Post-secondary Ambassador workshops (2.4), Lasting Gifts (1.2) and Future in Focus workshops (1.3). Average session attendance dropped by about half between the first four sessions and the last four sessions.

Summary attendance figures for subgroups of participants are also provided in tables 3.2 and 3.3. The first shows New Brunswick participants in both linguistic sectors grouped by LILE status, and the second, by level of parental education. In both tables, the patterns are much less clear than they were in Manitoba. Non-LILE Anglophone participants in New Brunswick generally attended in greater proportions (and fewer did not attend any sessions) than LILE participants (see Table 3.2), but these differences were not statistically significant. The trend reversed among those who attended most (16–20) sessions, and the proportion who attended all sessions was identical in both groups. Likewise, the average number of sessions attended was virtually identical in both groups, except for the Career Focusing workshops, which were attended slightly more often by participants in the non-LILE subgroup.

Table 3.3 shows that Anglophone participants in New Brunswick whose parents had some post-secondary education experience were generally more likely to attend *Explore Your Horizons* workshops than those with lower levels of parental education, although these differences rarely achieved statistical significance. The exception was attendance at *all* sessions: FGF participants attended in slightly (but not significantly) greater proportions than those with higher parental education. As in Manitoba, no significant gender differences in attendance were noted among Anglophone participants in New Brunswick.

23 Typically, Career Focusing 1, 2, and 3 and the first Post-secondary Ambassador workshop.

24 Typically, Future in Focus 3 and 4 and the last two Post-secondary Ambassador workshops.

25 70.0 per cent of student participants attended the Orientation session, 66.8 per cent attended the first Career Focusing session, and 69.7 per cent attended the first Post-secondary Ambassador workshop.

New Brunswick—Francophone Participants

New Brunswick Francophone participants attended in patterns broadly similar to those of their Anglophone counterparts.²⁶ As shown in Appendix 3.3, similarly high proportions of New Brunswick Francophone participants participated initially in *Explore Your Horizons*: 77.7 per cent signed participant declarations, and 70.2 per cent attended the first Career Focusing workshop.²⁷

Among Francophone participants, the highest attendance was at the first Orientation session (70.9 per cent), but attendance declined more steeply in Year 1 than it did for Anglophone participants (by 25.1 percentage points), such that Career Focusing 6 was attended by 45.8 per cent of eligible participants. Typically, one third of participants attended each session in Year 2, and slightly more (roughly 35 per cent) attended in Year 3. As with participants in Manitoba and Anglophone participants in New Brunswick, fewer Francophone participants attended the last two Post-secondary Ambassador workshops than attended Future in Focus workshops.

The decline in attendance among New Brunswick Francophone participants at all *Explore Your Horizons* workshops was very similar to that of Anglophone participants: attendance dropped 22.0 percentage points from 40.6 per cent for the first four sessions to 18.6 per cent for the last four sessions. Likewise, the average number of sessions attended for the same sessions dropped from 2.6 to 1.4 sessions.

The pattern of session attendance by Francophone participants was similar, if slightly higher, than that of Anglophone participants. One-sixth of participants (15.6 per cent) did not attend any *Explore Your Horizons* workshops, and roughly one-quarter (23.5 per cent) attended five sessions or fewer. Another quarter of all Francophone participants attended 16–20 workshops, and 3.9 per cent attended all sessions. New Brunswick Francophone participants attended over half of all Career Focusing workshops (3.4 sessions) on average, over a third of the Post-secondary Ambassador workshops (2.4), and roughly a third each of Lasting Gifts (1.3) and Future in Focus (1.6) workshops.

Unlike among other participants, there were gender differences in attendance among Francophone participants in New Brunswick. Female Francophone participants attended *Explore Your Horizons* workshops in greater proportions than their male counterparts, and far fewer did not attend any sessions. In most cases, these differences were statistically significant. In addition, female Francophone participants in New Brunswick attended significantly more workshops (that is, attended more frequently) than did males across all components of *Explore Your Horizons*.

Attendance among other Francophone subgroups was similar to that of Anglophone participants in New Brunswick. Table 3.2 shows somewhat similar patterns of overall attendance between Francophone and Anglophone LILE participants in New Brunswick. While non-LILE Francophone participants generally attended in greater proportions than did their LILE counterparts, these differences did not achieve statistical significance. Moreover, LILE status was not associated with differences in average session attendance among Francophone participants, except in terms of attendance at Career Focusing and the first four sessions of *Explore Your Horizons*, which were attended much more frequently by non-LILE participants.²⁸

Francophone FGF participants were less likely to attend *Explore Your Horizons* than participants whose parents had post-secondary education experience (see Table 3.3). However, both were equally likely to be found among those who attended all sessions. Greater differences were seen in terms of average session attendance, with Francophone participants in the higher parental education subgroup attending much more frequently than those in the lower parental education subgroup.

PARTICIPATION BY PROGRAM GROUP

Notwithstanding patterns of participation in the various components of *Explore Your Horizons* by province and subgroup, a question of particular interest is whether the addition of a *Learning Account* had an impact on attendance. In other words, were there any differences in attendance between participants in New Brunswick who were assigned to receive both *Explore Your Horizons* and *Learning Accounts*, and those assigned to receive *Explore Your Horizons* on its own? Since participants were randomly assigned to these program groups, it can be concluded that any differences between groups would be due to the intervention. As such, comparisons of the groups indicate true experimental impacts, rather than just differences between groups.

26 However, more statistically significant differences are noted (and at higher levels of significance) among participants in Cohort 2. See appendices 3.6 and 3.7 in SRDC (2009).

27 70.9 per cent attended the Orientation session but slightly fewer (64.4) attended the first Post-secondary Ambassador workshop.

28 However, LILE status and parental education were associated with a greater number of significant differences in attendance at individual workshops among Francophone participants in Cohort 2 than in Cohort 1. See SRDC (2009).

Table 3.4: Attendance at Explore Your Horizons Sessions in New Brunswick by LA-Eligible Sample, by Group—Cohorts 1 & 2 (Adjusted)

Session	LA Eligible Students		Anglophone			Francophone		
	ANG ¹	FR ²	EYH/LA	EYH	Impact	EYH/LA	EYH	Impact
Session Attendance								
Attended no sessions	16.8	14.4	12.0	22.9	-10.9***	9.0	21.1	-12.1***
Attended 1–5 sessions (25% or less)	22.1	22.8	19.6	25.3	-5.7	17.8	29.1	-11.2***
Attended 6–10 sessions (26–50%)	21.0	18.0	20.5	21.6	-1.1	15.1	21.6	-6.5*
Attended 11–15 sessions or more (51–75%)	17.4	19.7	18.7	15.7	3.1	23.4	14.9	8.5**
Attended 16–20 sessions (76–100%)	22.7	25.2	29.1	14.6	14.5***	34.7	13.3	21.4***
Attended all sessions	3.0	4.2	3.6	2.2	1.4	5.5	2.6	2.9
Attended first four sessions ¹	41.7	40.8	47.2	34.6	12.6***	46.2	34.1	12.1***
Attended last four sessions	18.8	20.5	23.2	13.1	10.2***	27.7	11.5	16.2***
Average Number of Sessions Attended								
Career Focusing	3.4	3.4	3.8	3.1	0.7***	3.8	2.9	1.0***
Post-secondary Ambassador workshops	2.5	2.5	2.8	2.0	0.9***	3.0	1.9	1.1***
Lasting Gifts	1.3	1.4	1.6	0.9	0.7***	1.9	0.8	1.1***
Future in Focus	1.4	1.8	1.7	1.0	0.7***	2.3	1.2	1.1***
All sessions, including Orientation	9.3	9.8	10.7	7.6	3.1***	11.8	7.4	4.4***
All sessions, excluding Orientation	8.6	9.1	9.9	6.9	3.0***	11.0	6.7	4.3***
Of first four sessions ¹	2.6	2.6	2.8	2.4	0.5***	2.8	2.3	0.5***
Of last four sessions	1.3	1.6	1.7	0.9	0.7***	2.0	1.0	1.0***
Other								
Participation agreements signed	83.8	83.3	94.6	70.0	24.5***	96.6	66.6	30.0***
Sample Size	506	473	284	222		263	210	

¹ Anglophone

² Francophone

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Table 3.4 presents the contrasts in attendance between participants in New Brunswick assigned to the *Explore Your Horizons* plus *Learning Accounts* group, and those in the *Explore Your Horizons*-only group, by linguistic sector.²⁹ In general, those in the combined intervention group attended *Explore Your Horizons* workshops in greater proportions than those offered *Explore Your Horizons* alone; this is true of both linguistic sectors, but particularly of Francophone participants. Differences in session attendance are highly statistically significant among those who did not attend any sessions and those who attended most or all (16–20) sessions. In both cases—and in both linguistic sectors—the rate of attendance of the combined intervention group is twice that of the single intervention group.

Participants offered a *Learning Account* also attended workshops much more frequently than those offered *Explore Your Horizons* alone; as Table 3.4 shows, contrasts in average workshop attendance were highly statistically significant for both linguistic sectors. While rates of attendance in the *Explore Your Horizons*-only group were roughly similar among Anglophone and Francophone participants, Francophone participants who were offered a *Learning Account* attended more frequently than their Anglophone counterparts, especially those who attended all sessions.

²⁹ The sample for the *Explore Your Horizons* group has been restricted to those who meet the eligibility criteria for *Learning Accounts*, in order to improve comparability (by minimizing the effect of income).

Table 3.5: Attendance at *Explore Your Horizons* Sessions in New Brunswick by Program Group—Cohorts 1 & 2 Combined (Adjusted) Participants Whose Parents' Education is High School or Less (*EYH/LA* to *EYH* Comparison Restricted to *LA*-Eligible)

Session	All Students		Anglophone			Francophone		
	ANG ¹	FR ²	<i>EYH/LA</i>	<i>EYH</i>	Impact	<i>EYH/LA</i>	<i>EYH</i>	Impact
Session Attendance								
Attended no sessions	19.8	15.5	15.1	24.2	-9.1*	9.1	23.2	-14.2***
Attended 1–5 sessions (25% or less)	26.8	28.4	23.7	27.7	-4.0	21.3	32.5	-11.2*
Attended 6–10 sessions (26–50%)	18.2	18.7	21.4	17.5	3.9	16.2	19.3	-3.1
Attended 11–15 sessions or more (51–75%)	17.2	17.7	14.3	20.6	-6.3	23.5	13.6	9.9*
Attended 16–20 sessions (76–100%)	18.2	19.7	25.5	9.9	15.5***	29.9	11.4	18.6***
Attended all sessions	3.2	3.6	4.4	2.6	1.8	5.6	3.1	2.5
Attended first four sessions ¹	39.5	38.4	45.0	34.9	10.1	42.1	31.9	10.3*
Attended last four sessions	16.2	17.4	20.4	12.2	8.2*	25.9	10.0	16.0***
Average Number of Sessions Attended								
Career Focusing	3.2	3.2	3.4	3.0	0.5	3.6	2.6	1.0***
Post-secondary Ambassador workshops	2.2	2.2	2.6	1.9	0.7***	2.8	1.7	1.1***
Lasting Gifts	1.2	1.2	1.4	0.9	0.6***	1.8	0.8	1.1***
Future in Focus	1.2	1.5	1.5	0.8	0.6***	2.1	1.1	1.0***
All sessions, including Orientation	8.3	8.8	9.6	7.2	2.5***	11.1	6.8	4.3***
All sessions, excluding Orientation	7.7	8.2	8.9	6.5	2.4***	10.3	6.2	4.1***
Of first four sessions ¹	2.5	2.5	2.7	2.4	0.3	2.7	2.1	0.6***
Of last four sessions	1.1	1.4	1.4	0.8	0.6***	1.9	1.0	1.0***
Other								
Participation agreements signed	79.3	79.4	92.2	65.6	26.7***	97.9	60.2	37.7***
Sample Size	314	310	144	104		133	116	

¹ Anglophone

² Francophone

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Table 3.5 similarly contrasts attendance between the two program groups, but with the sample further restricted to FGF participants. Among these participants, participants in the combined group generally—though not always—attended *Explore Your Horizons* workshops in greater proportions and more frequently than those offered *Explore Your Horizons* alone. These differences were statistically significant for the Anglophone and Francophone sectors, but particularly so for the latter. For both linguistic sectors, the impact on attending most or all (16–20) workshops was very large and statistically significant.

Adding a *Learning Account* had an even larger impact on attendance among LILE participants (see Table 3.6). For both Anglophone and Francophone LILE participants, the impact of being in the combined intervention group was most obvious at the extremes of the attendance continuum, that is, among those who did not attend any sessions and those who attended most or all (16–20) sessions. The combined intervention group of LILE participants also attended a much higher average number of sessions (across all components).

Table 3.6: Attendance at Explore Your Horizons Sessions in New Brunswick by Program Group—Cohorts 1 & 2 Combined (Adjusted LILE Participants Only (EYH/LA to EYH Comparison Restricted to LA-Eligible))

Session	All Students		Anglophone			Francophone		
	ANG ¹	FR ²	EYH/LA	EYH	Impact	EYH/LA	EYH	Impact
Session Attendance								
Attended no sessions	16.8	15.0	12.7	23.6	-10.8***	8.3	22.9	-14.6***
Attended 1–5 sessions (25% or less)	23.5	24.4	21.8	25.8	-3.9	20.3	28.2	-7.9*
Attended 6–10 sessions (26–50%)	20.6	19.3	19.5	21.2	-1.7	16.1	21.4	-5.3
Attended 11–15 sessions or more (51–75%)	16.6	18.8	16.6	16.1	0.5	22.5	14.8	7.7*
Attended 16–20 sessions (76–100%)	22.6	22.6	29.3	13.4	15.9***	32.7	12.7	20.0***
Attended all sessions	2.9	4.6	3.9	2.0	1.8	6.3	3.3	3.0
Attended first four sessions ¹	42.3	37.8	48.2	35.4	12.7***	43.8	33.5	10.3**
Attended last four sessions	17.5	19.3	22.4	11.5	10.9***	27.9	11.3	16.6***
Average Number of Sessions Attended								
Career Focusing	3.4	3.3	3.6	3.0	0.6***	3.7	2.8	0.9***
Post-secondary Ambassador workshops	2.4	2.4	2.8	1.9	0.9***	2.9	1.8	1.1***
Lasting Gifts	1.3	1.3	1.6	0.9	0.7***	1.9	0.8	1.1***
Future in Focus	1.4	1.7	1.7	0.9	0.7***	2.2	1.2	1.0***
All sessions, including Orientation	9.2	9.3	10.4	7.4	2.9***	11.4	7.2	4.2***
All sessions, excluding Orientation	8.5	8.6	9.7	6.8	2.9***	10.7	6.5	4.1***
Of first four sessions ¹	2.6	2.5	2.8	2.4	0.4***	2.7	2.2	0.5***
Of last four sessions	1.3	1.5	1.6	0.9	0.7***	2.0	1.0	1.0***
Other								
Participation agreements signed	83.2	82.0	93.2	68.9	24.3***	97.2	66.3	30.9***
Sample Size	447	394	242	179		201	167	

¹ Anglophone

² Francophone

Source: Project Management Information System (PMIS).

¹ excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

In summary, the addition of a *Learning Account* had a large and significant impact on participants' attendance at *Explore Your Horizons* workshops in New Brunswick among both subgroups—LILE participants and those with lower levels of parental education. This was true for both linguistic sectors, but particularly for Francophone participants. Given the strength of this impact, it is possible that the effect of adding a *Learning Account* is one reason for the generally higher attendance in New Brunswick than in Manitoba, as seen earlier in this chapter.

UNDERSTANDING PARTICIPATION

Chapter 2 outlined some of the measures taken to encourage participation in *Explore Your Horizons*, in accordance with the fourth implementation objective.³⁰ In New Brunswick, letters were sent home from principals at participating schools to promote the *Future to Discover* Pilot Project and to encourage participants and parents to participate. Facilitators regularly promoted the *Future to Discover* Web site and *F2D* magazine when delivering workshops, and the Web site address was included in all correspondence. In addition to scheduling make-up sessions, facilitators also made numerous telephone calls to locate participants, notify them of sessions, remind them to attend, and follow up to resolve any obstacles to attendance (such as providing payments for transportation, if necessary).

30 These measures are also described in detail in Chapter 6 of the *FTD* Early Implementation Report (SRDC, 2007).

Facilitators and other *Future to Discover* staff worked particularly hard to encourage attendance among participants who were not attending. In some cases, participants had transferred to schools that did not offer *Explore Your Horizons*; other participants had left school altogether and were difficult to contact. In Manitoba, notes were added into the *F2D* magazine prior to mail out in an effort to reach those who were not attending. In both provinces, facilitators and *Future to Discover* staff worked closely with area schools to try to locate participants so that, at a minimum, they could continue to receive *F2D* and, if possible, receive assistance to attend *Explore Your Horizons* workshops as well. It should be noted that such efforts often went beyond what might reasonably be expected during typical program implementation, and this may have increased attendance rates above what might normally be expected in a long-term, voluntary program. Yet despite these strenuous efforts—as shown throughout this chapter—participation in *Explore Your Horizons* declined over time. This was true of workshop attendance, use of the *Future to Discover* Web site, and, based on anecdotal evidence, the *F2D* magazine as well (though the latter is difficult to determine).

When asked in the Grade 12 survey why they had not attended *Explore Your Horizons* sessions more often, 27.3 per cent of respondents cited scheduling conflicts with work, 13.7 per cent cited conflicts with sports, and 13.0 per cent indicated more generally that the timing of the sessions was not good. Almost 10 (9.9) per cent of respondents said they had not heard about the sessions. Participants were also asked in the survey about the reasons *their parents* had not attended Lasting Gifts sessions. Again, timing was the greatest barrier: the primary reasons cited were “Conflict with work” (36.8 per cent), “Other family responsibilities” (9.9 per cent), or that the “Timing of sessions” didn’t suit their needs (10.4 per cent).³¹ Another 14.9 per cent said their parents had not heard about the sessions.

In focus groups, some participants said they did not like the pacing of content delivery and the duration of the intervention as a whole. Participants and parents made a number of comments to the effect that it was hard to sustain the effort to attend *Explore Your Horizons* over three years. This constraint was felt particularly in Grade 12 when participants had to apply for post-secondary education and related scholarships and loans while still maintaining sufficiently high marks and, in many cases, also working part time. Some participants said that their parents had “made” them go to the *Explore Your Horizons* sessions. This was corroborated by some of the parents, such as one from Manitoba, who described her daughter’s attitude this way: “Overall, it was . . . kind of like, boring but okay . . . I’m doing it ‘cause I have to. I committed, I’m going to finish it to the end, right?” It would also appear that for some participants, others’ lack of attendance became an issue, dampening their own enthusiasm for attending sessions. A participant from Manitoba remarked, “. . . there was just kind of random people there, it didn’t really feel like we were much of a group . . . It’s hard to feel enthused about going (by) yourself . . .”

In their focus groups, a few parents said they felt their children had not taken their involvement with *Explore Your Horizons* seriously enough, and one parent said she thought any program would have a hard time maintaining participants’ interest: “The kids are hard to please. If you think you’re going to come here every two, three months and have something they’re going to like, it’s really difficult . . . I think they expect they’re going to be amused, entertained, it’s got to be fun for them or else they won’t do it, I find.”

Based on information from parents’ focus groups, it seems likely that participants’ ambivalence about attending *Explore Your Horizons* was primarily due to scheduling. As one mother explained, “I think . . . it was a physical effort to move, from point A to point B . . . It wasn’t the workshop, it was . . . the fact of going back to school there. It was, ‘Mom, I spend my days there; do I have to?’ . . . But once she was there . . . she was glad. I know that for her it was very, very enlightening.” In fact, there were a couple of comments from parents that they, too, had felt they needed a nudge to attend; as one parent remarked, “. . . you had to be pushed to come, but after you had gone you were glad.”

EXPOSURE TO EXPLORE YOUR HORIZONS

As mentioned at the start of the chapter, it is not known how much participation or exposure to *Explore Your Horizons* components—or to which components—is sufficient for the intervention to have an impact. It is also too early to determine the extent of these impacts, before participants’ enrolment in post-secondary education. Nevertheless, it is important to establish the extent to which participants had any exposure to *Future to Discover*, in order to interpret findings about impacts, if and when these occur.

It is clear the *Future to Discover* Web site was the least utilized component of *Explore Your Horizons*, having been accessed by only about one quarter of all participants. However, almost three-quarters (72.8 per cent) of all respondents to the Grade 12 survey reported having read at least one article of the *F2D* magazine, and attendance data indicate that the majority of participants attended at least one workshop session. In Manitoba, 76.4 per cent of participants attended one or more sessions, while in New Brunswick, almost 85 per cent of both Anglophone and Francophone participants attended at least one session.³²

31 11.2 per cent responded, “Don’t know” and 12.4 per cent responded, “Other”.

32 83.5 and 84.5 per cent, respectively. Figures are derived from the proportions “attending no sessions” in Tables 3.1 and 3.2.

Table 3.7: Explore Your Horizons Workshop Attendance by Magazine and Web Access

	Manitoba		New Brunswick							
	All		Anglophone				Francophone			
			EYH Only		EYH+LA		EYH Only		EYH+LA	
Read Magazine or Accessed Web Site	Neither Read Magazine nor Accessed Web Site	Read Magazine or Accessed Web Site	Neither Read Magazine nor Accessed Web Site	Read Magazine or Accessed Web Site	Neither Read Magazine nor Accessed Web Site	Read Magazine or Accessed Web Site	Neither Read Magazine nor Accessed Web Site	Read Magazine or Accessed Web Site	Neither Read Magazine nor Accessed Web Site	
EYH Workshop Attendance										
Attended no workshops	12.0	18.6	8.7	13.2	7.6	††	7.7	12.9	4.2	10.6
1–5 workshops	22.5	42.9	20.9	35.3	14.2	25.0	23.1	19.0	15.1	14.9
6–10 workshops	24.6	18.6	24.5	16.2	19.8	29.2	25.0	37.1	13.9	14.9
11–15 workshops	16.7	††	23.0	22.1	21.8	33.3	18.1	16.4	27.1	23.4
16–20 workshops	24.3	††	23.0	13.2	36.6	††	26.2	14.7	39.8	36.2
Sample Size	342	70	335	68	197	24	260	116	166	47

Sources: PMIS (attendance data), 30-month survey (data re: F2D magazine use), and Web site usage data.

†† = Results based on sample sizes too small for publication.

When these data sources are examined together (see Table 3.7), very few participants had no exposure whatsoever to any component of *Explore Your Horizons*. In Manitoba, for example, the percentage of participants who attended no workshop sessions nor accessed the Web site nor read the F2D magazine constituted less than three per cent of all participants in the program group.³³ Among Anglophone participants in New Brunswick, the percentage of those with no apparent participation was two per cent of those offered *Explore Your Horizons*-only, and less than one per cent (0.43 per cent) of those offered both *Explore Your Horizons* and *Learning Accounts*. Among Francophone participants, the numbers were similarly small: three per cent of those offered *Explore Your Horizons*-only showed no apparent use or participation, as did two per cent of those offered both interventions.

Moreover, the data suggest there was a sizeable group of participants who attended *Explore Your Horizons* workshops on a fairly frequent basis. While the proportion of those who attended all sessions was quite small in both provinces (roughly 3 per cent), almost 30 to 40 per cent of all participants attended more than half the sessions.³⁴ It is as yet unclear whether this degree of exposure will be sufficient to generate impacts on post-secondary access, particularly for the designated groups of interest (that is, LILE and FGF participants). In both provinces and linguistic groups, attendance was highest among those with higher levels of family income and parental education—those who, historically, are most likely to enrol in post-secondary education, and on whom the intervention is least likely to have an effect. On the other hand, the addition of a *Learning Account* had a large impact on attendance for participants in both designated groups, so this will be a group of particular interest in subsequent analyses.

33 Sample sizes for this analysis are based on those for whom data was available: 444 participants in Manitoba, and in New Brunswick, 624 Anglophone participants and 589 Francophone participants.

34 The proportion of participants attending more than 50 per cent of sessions (that is, 11 or more) was 27.6 per cent in Manitoba, 38.7 per cent of Anglophone participants in New Brunswick, and 39.9 per cent of Francophone participants in New Brunswick.

CONCLUSION

Explore Your Horizons was offered as a voluntary program, outside of school hours. It is clear that *Future to Discover* staff (including facilitators, provincial coordinators, and *Future to Discover* office staff) in both Manitoba and New Brunswick went to great lengths and used a variety of methods to encourage participation in *Explore Your Horizons*, to an extent unlikely to be replicated in an expanded program.³⁵ Despite their best efforts, however, participation rates declined significantly over time. Usage rates for the *Future to Discover* Web site were low at the start of the program and activity barely registered in later years. While levels of *F2D* readership appear to have been fairly high, reports from some participants indicate interest in the magazine waned over time, even if some kept the magazine for future reference. Attendance at workshops steadily declined through the first half of the intervention, then held steady for the second half, at roughly 25 to 30 per cent of participants. Attendance levels were lower in Manitoba than in New Brunswick, and somewhat higher among Francophone than Anglophone participants.

Nevertheless, virtually all participants were exposed to some *Explore Your Horizons* components. Between 76 to 85 per cent of all participants attended at least one workshop, and roughly half attended more than six workshops. It may be argued that *Explore Your Horizons* could potentially achieve its maximal impact on post-secondary enrolment even if only a minority of eligible participants took part—provided those participants were those who would not otherwise have enrolled in post-secondary education. There is no way of knowing who these people are in advance of their enrolment in post-secondary education, but it may be assumed they make up a substantial proportion of the LILE and FGF subgroups identified in the sample. While these subgroups demonstrated low participation overall, it is notable that substantial proportions of these groups *did* attend half the sessions or more. If these were the participants most influenced to enrol in post-secondary education by *Explore Your Horizons* then participation rates were perhaps as high as they needed to be for the intervention to have its maximal impact. Whether the participants who were most in need of *Explore Your Horizons* participated to a sufficient degree is a very difficult question to answer. It will be possible to answer it empirically to some degree in the final report, when impacts on post-secondary enrolment for different subgroups can be calculated.

³⁵ At the same time, an expanded program might pursue alternative approaches, such as running sessions during school hours, or promoting the Web site widely, to increase participation.

Interim Impacts of *Explore Your Horizons*

Introduction

As described in chapters 1 and 2, the *Explore Your Horizons* intervention comprised multiple components designed with several objectives:

- to provide information and support to help participants identify possible career choices;
- to provide enhanced and more accessible information about possible post-secondary program options and prerequisites at the high school level, as well as financial aid and support services available;
- to provide youth with the tools to facilitate their transition to post-secondary education;
- to inform parents about the role post-secondary education could play for their children;
- to assist parents to become more able supporters of their children in choosing among post-secondary options.

The intervention's goal—not observable at the present stage of analysis—is to increase participants' access to post-secondary education. More specifically, *Explore Your Horizons* is expected to do this by increasing access among youth who traditionally are under-represented in post-secondary programs.

This chapter presents changes observed in the attitude and the behaviour of participants after three years of the intervention. Observations were made using the *FTD* Grade 12 follow-up survey, which took place in late fall 2006 for Cohort 1 in New Brunswick and late fall 2007 for Cohort 2 in New Brunswick and for Manitoba, at a time when most of the participants were attending their last year of high school. High school graduation data from the completion of this school year were also collected from administrative sources and analyzed.

The chapter is divided into four sections. The first section describes how the impacts are measured in the *Future to Discover* Pilot Project. The second section describes the difference in services (broadly of the kind offered by *Explore Your Horizons*) reported between the participants in the program groups offered access to *Explore Your Horizons* and the participants in the comparison group who were not. The third section presents the changes in the attitudes, future orientation, and behaviour of participants who had the opportunity to participate in *Explore Your Horizons*. The fourth section considers whether the reported level of these changes might differ when only the actual participants exposed to *Explore Your Horizons* interventions are considered.



CHAPTER SUMMARY

- **The offer of *Explore Your Horizons* created a strong difference in reports of treatment received for the program group.** While some comparison group members reported participation in similar activities, their experiences would not likely resemble closely those of *Explore Your Horizons* participants who had been offered a uniquely comprehensive package of enhanced career education components.
- **As anticipated, the attitudes and behaviours of the designated group of participants from low-income and low-education families (LILE) and first-generation families (FGF) participants was affected by the intervention—although not consistently—in both provinces.**^{1,2} *Explore Your Horizons* increased the future orientation, post-secondary credential preferences, and familiarity with student financial aid.
- **Participants from the New Brunswick Francophone sector tended to be affected across a broad range of outcomes by the *Explore Your Horizons* offer.** They increased their orientation toward the future and changed their peer group composition. *Explore Your Horizons* encouraged NB Francophone LILE and FGF participants to alter their aspirations toward post-secondary education such that their resulting aspirations matched those of participants who traditionally would go on to attend post-secondary education. The NB Francophone LILE participants have altered their expectations about post-secondary education while their perception of financial barrier decreased.
- **Interim impacts were observed for New Brunswick Anglophone participants on a narrower range of outcomes** including post-secondary aspirations and awareness of student financial aid.
- **Manitoba participants changed their behaviour and attitudes in response to *Explore Your Horizons*.** Manitoba participants exhibited greater certainty about their ability to cover the costs of post-secondary education. The Manitoba designated group (LILE) were more likely to be thinking about the future and altered their expectations about post-secondary education. FGF participants showed increased interest in high school, increasing the time they spent on homework.

MEASURING IMPACTS IN THE *FUTURE TO DISCOVER* PILOT PROJECT

Most high school students in Canada could be expected to access post-secondary education without the assistance of *Future to Discover* interventions.³ Some of these students will be exposed to programs and services that could help them to access post-secondary education. To measure the impact of *Future to Discover* interventions in this environment requires being able to compare what program group participants would have achieved with and without the interventions. The experience of the comparison group represents the counterfactual, or expected, outcomes achieved without enhanced career education, and with only the assistance of existing programs. The impact analysis compares the experiences of two statistically equivalent groups—one that was assigned to receive the offer of the intervention and one that was not. This statistical equivalence is achieved by randomly assigning *Future to Discover* participants into the different program groups and the comparison group, as described in Chapter 1. The impacts are adjusted to compensate for minor variations between the experimental groups, as described in Text Box 4.1.

In this report, the description of interim impacts is provided separately for each province of implementation. New Brunswick has two parallel but separate education systems in recognition of the province's linguistic duality. The interim impact results for New Brunswick participants are thus presented separately for each linguistic sector.

Impacts are also presented for several subgroups of interest: for the designated group of participants from lower-income and lower-education families (LILE), and separately for participants from families with different education backgrounds at the time of the baseline. In this project, unless otherwise indicated, lower-income families are defined as families reporting at baseline a combined parental income lower than a cut-off level derived from the provincial median recorded in the 2001 Census (SRDC, 2007). This threshold was equalized to take into account the number of adults plus children in each household under 18. LILE families are further defined as those lower-income families where the parents have no diploma or certificate that requires two years of full-time classroom instruction after high school.

1 LILE students resided in families in which, at the time of recruitment, neither parent held a post-secondary credential that required two years of full-time schooling and where family income fell below the provincial median.

2 FGF participants resided in families in which, at the time of recruitment, neither parent had attended a post-secondary education program.

3 Canada Millennium Scholarship Foundation, *The Price of Knowledge: Access and Student Finance in Canada*, Third Edition (p.18, Table 1.III.1)



Text Box 4.1: Regression Adjustment

The results presented in this chapter have been derived from an adjusted general linear model. It is standard practice to use a multiple regression model to increase the precision (reduce the size of the standard error) of the program impact estimate in a randomized experiment (Orr, 1999). One consequence is that program impacts of a smaller magnitude can be detected. Such models specify an outcome measure (e.g., grade point average) as the dependent variable, and specify a dummy variable, indicating program or comparison group status, plus several background characteristics as independent variables. The regression coefficient for the program/control variables provides a direct measure of the impact of the program on the outcome, controlling for the background characteristics (covariates) in the model. These covariates are not required to eliminate selection bias (because random assignment itself achieves this), but they do help to reduce individual variation in the outcome, and this reduces the standard error of the estimated impact coefficient. Another way to consider the effect of regression adjustment is that it reduces variability in the impact estimate that can occur because of chance differences in program and comparison group characteristics following the random assignment undertaken at the outset of the experiment.

Although report tables present regression-adjusted impact estimates, SRDC has verified the results against identically constructed tables presenting unadjusted impact estimates, which are also available on request (SRDC, 2009).

"TREATMENT DIFFERENTIAL" BETWEEN PARTICIPANTS OFFERED AND NOT OFFERED *EXPLORE YOUR HORIZONS*

In order to better understand the impact of the *Future to Discover* interventions, it is valuable to assess the extent of exposure to programs or services equivalent or similar to those of *Future to Discover*. This assessment of "treatment differential" (or impact of the treatment offer on actual receipt of services) is valuable in circumstances where an equivalent service could affect the experience of the comparison group. Then, should estimated impacts of the *Explore Your Horizons* offer on post-secondary enrolment prove lower than anticipated, it is possible to determine how far this is due to the difference in treatments received by program and comparison group members. In this chapter and the two that follow, this analysis is reported for *Explore Your Horizons*, *Learning Accounts*, and the combined interventions, respectively. The conclusion is that all three created substantial differences in treatment, at least in as far as recalled by Grade 12 survey respondents. The analysis for *Explore Your Horizons* is presented in tables 4.1 through 4.4 and explained in Text Box 4.2.

Text Box 4.2: Analysis of the Treatment Differential Established by *Explore Your Horizons*

As *Future to Discover* was offering complementary services to existing provision, it is important to try to assess how far the offer led to an increase in the intensity or exposure to particular services that might influence post-secondary planning. If there was no change in exposure brought about by offering *Future to Discover* interventions, there would be little chance for the intervention to have any impact on the desired outcomes.

As presented in Chapter 2, the *Explore Your Horizons* intervention offered additional after-school and evening workshops and sessions, as well as a Web site and magazine, promoting enhanced career education to program group participants. Comparison and program group members remained eligible to receive all the existing services and programs relating to career education and post-secondary planning already available to high school students.

While the Program Management Information System and Web site data used in Chapter 2 recorded exposure of program group participants to *Explore Your Horizons* components in detail (as reported in Chapter 3), analysis of the treatment differential is difficult because of the need to assess the use made of similar services by the comparison as well as the program groups. Furthermore, given the broad range of activities and topics covered by *Explore Your Horizons*, it is difficult to determine fully the nature of similar services that might influence the same outcomes as *Explore Your Horizons*. A series of survey questions was developed and asked of all FTD Grade 12 follow-up survey respondents concerning receipt of similar services. Since these were to be asked of program and comparison group members simultaneously, the questions did not refer to *Explore Your Horizons* components by name, nor did they describe components so specifically that comparable services structured somewhat differently would be ignored.

Based on the answers to these questions provided by every respondent, the treatment differential is calculated as the proportion of program group members recalling receipt of services less the proportion of comparison group members recalling receipt. The larger the difference, the more confident researchers can be that *Explore Your Horizons* provided services that would not normally be offered to high school students without the intervention. In turn, the evaluation can conclude that the calculated impact on other outcomes, such as post-secondary enrolment, results from the difference in services received. However, survey responses are always vulnerable to various errors in interpretation or recall, and so caution is required in interpretation of the estimated treatment differential. For example, errors made by program group members in recall of services received up to two years earlier could bias estimates of the differential downward.

Survey questions were designed to assess students' participation in sessions similar to Career Focusing and Post-secondary Ambassador workshops as well as parents' participation in *Lasting Gifts*. The survey was run too early in the Grade 12 year to assess specifically exposure to Future in Focus. Questions on Web site usage and magazine reading were also included.

Three questions assessed participation in sessions similar to Career Focusing. First, students were asked, "People learn about what they might want to do in the future in lots of different ways. I will now ask you some questions about types of classes, workshops, or other activities that you may have participated in over the period since you began Grade 10. Please include activities outside of school. Have you taken part in one or more classes or workshops that offered to help you identify potential career choices?" Then students were asked, "Were these classes or workshops always part of your regular high school classes, were they sometimes part of your regular classes, or never part of your regular classes?" And finally (to determine differential levels of exposure to such workshops), they were asked, "Since you began Grade 10, how many times did you attend classes or workshops like this, that were not part of your regular high school classes?" The wording of these questions was likely sufficiently generic to capture student participation in *Lasting Gifts* and *Future in Focus* sessions as well.

Table 4.1 reveals that the *Explore Your Horizons* offer significantly increased the proportion of students attending workshops to help identify career choices by between 9.6 and 14.5 percentage points across all three study groups. Furthermore, when only those sessions that were run outside of regular school hours are considered (as *Explore Your Horizons* sessions were), the proportion attending any sessions outside of school was around 18 percentage points higher for *Explore Your Horizons* participants. Nearly all of this increase was accounted for by higher proportions attending three or more such sessions outside of school. For example, 36.5 per cent of Manitoba *Explore Your Horizons* participants attended three or more such out-of-school sessions, compared with 16.8 per cent of the equivalent comparison group. Among New Brunswick Francophone students, the estimate of this type of "treatment differential" was 25 percentage points. Results are presented for all the participants in a specific province and/or linguistic sector. However, the results were similar for the respective LILE and FGF participant subgroups.

The questions that probed exposure to sessions similar to Post-secondary Ambassador workshops were "Have you taken part in one or more classes or workshops that involved talking about post-secondary options with older students who were already enrolled in post-secondary education programs?" and "Since you began Grade 10, how many times did you attend classes or workshops like this, that were not part of your regular high school classes?"

Table 4.2 reveals that the majority (typically around two-thirds, depending on the study group) of the comparison group recalled no such sessions outside of regular classes. At the same time, very few comparison group members (7.9 per cent of the Manitoba comparison group and up to 12.0 per cent of the New Brunswick Francophone comparison group) recalled four or more such sessions. While program group members were a little less certain of their recall, a half or more recalled attending at least one such session and between a quarter and a third of program group members recalled four or more sessions with post-secondary students. These results suggest "treatment differentials" of 11 to 33 percentage points, depending on the measure of exposure chosen. Those results are similar for the respective LILE and FGF participant subgroups.

To assess exposure to sessions similar to Lasting Gifts, participants were first asked, "Have your parents or guardians spent time helping you to identify potential career or post-secondary education choices that might be right for you?" Table 4.3 shows that similarly high proportions in both program and comparison groups confirmed that their parents had spent time in this way. A higher proportion of non-LILE compared to LILE participants said that their parents spent time helping them identify potential careers. When asked, "To the best of your knowledge, have your parents or guardians attended any classes or workshops that would help them in providing this assistance to you?" a treatment differential emerged ranging from 12.6 percentage points in Manitoba to 22.8 percentage points for Anglophone New Brunswick participants. So while the *Explore Your Horizons* offer of *Lasting Gifts* seemed to double the proportion of survey respondents aware of parental attendance at such workshops, the workshops did not seem to increase the proportion perceiving that they received parental support.⁴

Table 4.4 presents results for non-workshop components of *Explore Your Horizons*. There was no difference between the large proportions of both program and comparison group respondents answering yes to the question, "Since you began Grade 10 have you ever visited Web sites to help you investigate possible career or post-secondary choices?" This implies that students were not choosing to access the Internet for

such investigations as a result of *Explore Your Horizons*. Of course, since the *FTD* Web site was exclusive to *Explore Your Horizons* participants, the program group had one additional Web site to choose from in their investigations. Three questions probed magazine reading activities: "Since you began Grade 10, have you read one or more magazines to help you investigate possible career or post-secondary education choices?"; "Did you read a single copy of one magazine or did you read more than that?"; and "Have you been reading different copies of the same magazine?" Table 4.4 shows the results from all three questions. In no jurisdiction did *Explore Your Horizons* increase reports of ever having read a magazine to help identify career or post-secondary education options: around 65 to 80 per cent of students reported doing so. *Explore Your Horizons* had an impact on the frequency with which the same magazine was consulted. For example, among Anglophone New Brunswick participants, 36.2 per cent of the program group reported reading multiple copies of the same magazine (which is likely to be *F2D*) compared to 23.1 per cent of the comparison group (who did not have access to *F2D*). No treatment differential of this type was evident among Francophone participants in New Brunswick. These results are similar for the respective LILE and FGF participant subgroups.

The results in tables 4.1 to 4.4 suggest that *Explore Your Horizons* did create a strong treatment differential for the program group. The analysis implies that experiences of *Explore Your Horizons*-type sessions were considerably higher for those offered the intervention. Reading of multiple copies of the same magazine to explore post-secondary education or career options also increased. Of course, the exact nature of the similarities and differences between *Explore Your Horizons* services among program participants and those reported by comparison group members cannot be known. The experiences of the comparison group members reporting these activities would not likely resemble closely those of *Explore Your Horizons* participants who had been offered a uniquely comprehensive package of enhanced career education components by the project. The generic nature of the survey questions used to assess the treatment differential and the recall biases that may affect the responses call for caution in drawing any conclusions about the true comparability of any treatments reported by comparison group members. The above analysis offers firm evidence only for the conclusion that many fewer of the comparison group received comparable services.

⁴ *Explore Your Horizons* may have increased other aspects of parental support such as frequency, intensity, or topics covered. Parental involvement is discussed again later in the chapter.

Table 4.1: Exposure to *EYH* Type Services—Career Class and Workshop Attendance

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Attended class/workshop offered to help identify potential career choices (%)									
All	75.33	60.84	14.49*** (3.24)	78.71	64.89	13.83*** (2.76)	80.93	71.29	9.64*** (2.71)
LILE group	71.90	57.68	14.21** (6.25)	76.81	63.42	13.39*** (4.18)	83.53	72.16	11.38*** (4.04)
Non-LILE group	76.45	61.86	14.58*** (3.82)	79.54	65.40	14.14*** (3.71)	78.88	70.65	8.23** (3.64)
Parents with high school or less	74.62	65.97	8.65 (6.09)	76.44	64.57	11.87*** (4.58)	84.28	70.16	14.11*** (4.71)
Parents with any PSE	75.26	59.42	15.84*** (3.83)	79.93	64.98	14.94*** (3.46)	79.35	71.81	7.54** (3.30)
Took a class/workshop for career information outside of school regular classes (%)									
All	62.87	41.77	21.10*** (3.43)	68.45	47.34	21.11*** (2.96)	68.48	52.61	15.86*** (3.06)
LILE group	54.06	33.72	20.35*** (6.56)	65.81	48.13	17.68*** (4.48)	67.26	48.64	18.62*** (4.55)
Non-LILE group	66.08	44.78	21.30*** (4.01)	69.76	46.30	23.47*** (3.96)	68.91	55.55	13.36*** (4.13)
Parents with high school or less	61.60	43.87	17.73*** (6.44)	61.00	46.84	14.16*** (4.89)	62.50	46.54	15.96*** (5.33)
Parents with any PSE	63.06	41.41	21.66*** (4.04)	72.45	47.42	25.03*** (3.70)	71.16	55.28	15.88*** (3.72)
Number of classes/workshops taken outside of school regular classes (%)—All									
0	41.71	64.61	-22.90*** (3.42)	35.09	56.22	-21.13*** (2.98)	33.38	52.56	-19.18*** (3.07)
1–2	12.34	13.85	-1.51 (2.37)	9.72	15.28	-5.55*** (2.06)	15.24	18.22	-2.97 (2.39)
3–4	12.32	7.92	4.40** (2.14)	16.83	11.70	5.13** (2.10)	11.80	10.63	1.17 (2.00)
5 or more	24.16	8.90	15.26*** (2.60)	33.36	13.50	19.86*** (2.44)	32.31	13.05	19.26*** (2.51)
Does not know if class/workshop was part of school regular classes (%)	9.47	4.72	4.75** (1.84)	4.99	3.30	1.69 (1.20)	7.26	5.54	1.72 (1.56)

Continued on next page

Table 4.1: Exposure to EYH Type Services—Career Class and Workshop Attendance (Cont'd)

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
EYH Group				Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)	
Number of classes/workshops taken outside of school regular classes (%)									
LILE									
0	52.63	69.33	-16.70** (6.57)	40.45	53.13	-12.68*** (4.50)	35.36	55.32	-19.96*** (4.59)
1–2	5.97	12.31	-6.34 (4.61)	9.77	15.44	-5.67* (3.12)	13.64	15.97	-2.33 (3.56)
3–4	12.15	6.68	5.47 (4.12)	16.21	10.62	5.59* (3.19)	8.28	10.08	-1.79 (2.97)
5 or more	20.63	8.68	11.95** (5.03)	29.50	16.19	13.31*** (3.68)	32.83	12.37	20.46*** (3.76)
Does not know if class/workshop was part of school regular classes (%)	8.63	3.00	5.63 (3.58)	4.06	4.62	-0.56* (1.82)	9.89	6.27	3.62 (2.32)
Non-LILE									
0	37.61	62.76	-25.15*** (4.00)	31.42	58.73	-27.31*** (3.98)	32.26	50.63	-18.38*** (4.14)
1–2	14.77	14.58	0.19 (2.80)	9.62	15.20	-5.59** (2.77)	16.52	19.94	-3.42 (3.22)
3–4	11.84	8.63	3.21 (2.50)	17.09	12.20	4.89* (2.82)	14.07	11.15	2.92 (2.68)
5 or more	26.00	8.42	17.58*** (3.06)	35.90	11.38	24.52*** (3.26)	31.80	13.49	18.31*** (3.39)
Does not know if class/workshop was part of school regular classes (%)	9.78	5.61	4.16* (2.18)	5.98	2.49	3.48** (1.61)	5.36	4.79	0.56 (2.09)
Number of classes/workshops taken outside of school regular classes (%)									
Parents with high school or less									
0	41.96	59.09	-17.13*** (6.43)	42.21	53.69	-11.47** (4.95)	39.13	56.36	-17.23*** (5.37)
1–2	14.41	17.45	-3.04 (4.48)	9.45	15.88	-6.43* (3.44)	16.44	16.99	-0.55 (4.17)
3–4	10.38	5.84	4.55 (4.02)	16.06	14.58	1.48 (3.50)	9.85	12.65	-2.80 (3.49)
5 or more	25.12	13.92	11.20** (4.90)	30.21	12.55	17.66*** (4.07)	26.55	10.01	16.54*** (4.39)
Does not know if class/workshop was part of school regular classes (%)	8.12	3.70	4.42 (3.47)	2.07	3.31	-1.23* (2.00)	8.03	3.99	4.04 (2.73)
Parents with any PSE									
0	41.75	66.40	-24.65*** (4.02)	31.18	57.58	-26.40*** (3.72)	30.73	51.00	-20.27*** (3.74)
1–2	11.26	12.75	-1.48 (2.80)	9.85	15.07	-5.22** (2.58)	14.72	18.71	-3.99 (2.91)
3–4	13.03	8.82	4.21* (2.51)	17.39	10.23	7.16*** (2.63)	12.75	9.71	3.04 (2.43)
5 or more	24.04	6.80	17.24*** (3.06)	35.00	13.90	21.10*** (3.05)	34.90	14.39	20.51*** (3.06)
Does not know if class/workshop was part of school regular classes (%)	9.91	5.23	4.67** (2.17)	6.57	3.22	3.35** (1.50)	6.90	6.19	0.71 (1.90)
Sample Size	443	390		452	671		430	607	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.2: Exposure to *EYH* Type Services—Attendance of Classes and Workshops with Older PSE-Enrolled Students

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Number of classes/workshops with older PSE-enrolled student attended (%)—All									
0 classes/workshops	46.06	68.29	-22.23*** (3.39)	43.39	63.92	-20.53*** (2.94)	33.79	62.55	-28.76*** (3.01)
1 class/workshop	6.29	6.48	-0.18 (1.73)	7.63	7.22	0.41 (1.60)	6.24	6.68	-0.45 (1.58)
2 classes/workshops	8.02	9.40	-1.39 (1.98)	10.79	8.60	2.19 (1.80)	12.06	9.79	2.27 (1.97)
3 classes/workshops	7.89	5.68	2.21 (1.79)	9.21	5.78	3.43** (1.57)	7.74	6.80	0.93 (1.64)
4 or more classes/workshops	25.60	7.88	17.73*** (2.59)	24.84	12.03	12.81*** (2.25)	34.53	10.82	23.70*** (2.44)
Does not know if attended class/workshop with older PSE-enrolled student	6.14	2.27	3.86*** (1.43)	4.14	2.46	1.68 (1.07)	5.65	3.35	2.30* (1.28)
Number of classes/workshops with older PSE-enrolled student attended (%)									
LILE									
0 classes/workshops	54.99	70.14	-15.15** (6.47)	43.76	66.04	-22.28*** (4.46)	40.96	65.80	-24.84*** (4.50)
1 class/workshop	4.12	-0.24	4.36 + (3.32)	9.27	5.79	3.48 (2.41)	5.57	7.17	-1.59 (2.36)
2 classes/workshops	4.20	7.31	-3.10 (3.82)	12.05	8.17	3.87 (2.72)	11.95	9.91	2.04 (2.95)
3 classes/workshops	7.76	8.97	-1.21 (3.42)	8.13	4.89	3.24 (2.39)	4.89	5.42	-0.53 (2.45)
4 or more classes/workshops	24.46	10.09	14.37*** (4.99)	23.46	11.09	12.37*** (3.40)	30.97	9.86	21.11*** (3.64)
Does not know if attended class/workshop with older PSE-enrolled student	4.47	3.74	0.72 (2.76)	3.34	4.01	-0.67 ++ (1.61)	5.65	1.84	3.81** (1.89)
Non-LILE									
0 classes/workshops	42.09	67.53	-25.44*** (3.97)	44.00	62.78	-18.79*** (3.94)	28.74	60.53	-31.79*** (4.06)
1 class/workshop	7.09	9.18	-2.09 + (2.04)	6.50	8.29	-1.80 (2.13)	6.83	6.28	0.56 (2.13)
2 classes/workshops	9.49	10.16	-0.68 (2.34)	9.89	8.83	1.06 (2.41)	11.89	10.12	1.78 (2.66)
3 classes/workshops	7.77	4.59	3.18 (2.09)	9.85	6.39	3.46 (2.11)	9.95	7.74	2.21 (2.21)
4 or more classes/workshops	26.75	6.64	20.11*** (3.06)	24.92	12.43	12.48*** (3.01)	36.93	11.19	25.74*** (3.29)
Does not know if attended class/workshop with older PSE-enrolled student	6.81	1.90	4.91*** (1.69)	4.86	1.28	3.58** (1.43)	5.65	4.14	1.51 (1.71)

Continued on next page

Table 4.2: Exposure to EYH Type Services—Attendance of Classes and Workshops with Older PSE-Enrolled Students (Cont'd)

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
EYH Group				Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)	
Number of classes/workshops with older PSE-enrolled student attended (%)									
Parents with high school or less									
0 classes/workshops	50.19	66.96	-16.77*** (6.31)	44.43	67.25	-22.83*** (4.88)	44.32	65.00	-20.68*** (5.24)
1 class/workshop	5.25	3.67	1.59 (3.23)	9.67	7.80	1.87 (2.64)	7.52	6.17	1.35 (2.75)
2 classes/workshops	7.64	11.56	-3.91 (3.70)	12.06	10.11	1.95 (2.98)	9.03	10.52	-1.49 (3.44)
3 classes/workshops	7.12	5.47	1.65 (3.33)	8.35	5.44	2.91 (2.62)	6.80	6.71	0.09 (2.86)
4 or more classes/workshops	26.53	9.95	16.58*** (4.84)	22.33	6.93	15.40*** (3.73)	26.17	7.96	18.22*** (4.24)
Does not know if attended class/workshop with older PSE-enrolled student	3.26	2.40	0.87 (2.66)	3.17	2.47	0.70 (1.77)	6.16	3.64	2.51 (2.23)
Parents with any PSE									
0 classes/workshops	44.34	68.66	-24.32*** (4.00)	43.11	62.04	-18.93*** (3.69)	28.86	61.68	-32.82*** (3.67)
1 class/workshop	6.62	7.64	-1.02 (2.04)	6.55	6.97	-0.42 (2.00)	5.64	6.92	-1.28 (1.92)
2 classes/workshops	8.13	8.67	-0.54 (2.34)	10.18	7.89	2.29 (2.26)	13.46	9.46	4.00* (2.41)
3 classes/workshops	8.21	5.79	2.42 (2.11)	9.60	6.06	3.55* (1.98)	8.21	6.76	1.45 (2.00)
4 or more classes/workshops	25.37	6.93	18.43*** (3.06)	25.89	14.64	11.25*** (2.82)	38.37	12.03	26.34*** (2.97)
Does not know if attended class/workshop with older PSE-enrolled student	7.34	2.31	5.03*** (1.69)	4.67	2.41	2.26* (1.34)	5.46	3.15	2.30 (1.56)
Sample Size	443	389		447	668		429	607	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups of Parents with high school or less versus

Parents with any PSE are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.3: Exposure to *EYH* Type Services—Parental Involvement in Identifying Potential Career or PSE Options

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Parent has spent time helping participant to identify potential career or PSE options (%)									
All	79.83	76.81	3.02 (2.84)	86.91	83.72	3.19 (2.21)	83.83	84.77	-0.94 (2.29)
LILE group	75.28	72.50	2.78 (5.47)	81.59	84.16	-2.56 ⁺⁺ (3.34)	80.88	80.96	-0.08 (3.45)
Non-LILE group	81.42	78.93	2.49 (3.37)	90.56	82.69	7.87 ^{***+} (2.96)	85.56	87.23	-1.67 (3.11)
Parents with high school or less	76.22	65.76	10.46 ^{**+} (5.30)	82.68	82.72	-0.04 (3.65)	81.12	78.40	2.72 (4.00)
Parents with any PSE	81.15	81.12	0.03 ⁺ (3.34)	89.25	83.99	5.27 [*] (2.77)	84.98	87.65	-2.67 (2.80)
Parent has attended classes/workshops in order to assist the participant in identifying potential career and PSE options (%)									
All	26.63	14.00	12.63 ^{***} (2.84)	39.47	18.32	21.15 ^{***} (2.65)	43.12	20.30	22.82 ^{***} (2.83)
LILE group	26.80	9.59	17.21 ^{***} (5.43)	33.26	21.00	12.26 ^{***+} (4.00)	37.11	18.29	18.82 ^{***} (4.23)
Non-LILE group	26.67	15.55	11.12 ^{***} (3.36)	43.48	15.65	27.83 ^{***+} (3.54)	47.49	21.06	26.43 ^{***} (3.82)
Parents with high school or less	21.06	11.04	10.02 [*] (5.30)	32.67	21.12	11.56 ^{***+} (4.37)	34.77	15.66	19.11 ^{***} (4.93)
Parents with any PSE	29.01	15.13	13.89 ^{***} (3.35)	43.38	16.57	26.81 ^{***+} (3.32)	46.95	22.33	24.62 ^{***} (3.46)
Sample Size	444	391		454	672		431	608	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.4: Exposure to EYH Type Services—Usage of Media Sources for Identifying Potential Career or PSE Options (Since Grade 10)

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Since Grade 10, have you ever visited Web site to help identify potential career or PSE options? (%)									
All	82.30	83.75	-1.45 (2.59)	72.93	75.75	-2.81 (2.64)	85.52	85.90	-0.39 (2.22)
LILE group	76.81	86.55	-9.74* (4.98)	73.44	74.16	-0.72 (3.99)	83.45	82.38	1.07 (3.31)
Non-LILE group	84.10	83.25	0.85* (3.07)	72.13	76.69	-4.56 (3.54)	86.68	88.31	-1.63 (2.99)
Parents with high school or less	78.12	84.55	-6.43 (4.85)	73.24	74.61	-1.37 (4.37)	83.00	89.14	-6.14* (3.85)
Parents with any PSE	83.91	83.71	0.20 (3.06)	72.72	76.30	-3.58 (3.32)	86.78	84.38	2.40* (2.70)
Since Grade 10, have you read a single magazine to help identify potential career or PSE options? (%)									
All	15.77	18.34	-2.57 (2.65)	12.94	11.86	1.08 (2.02)	13.50	19.78	-6.28*** (2.41)
LILE group	12.61	21.33	-8.71* (5.09)	14.21	10.66	3.55 (3.05)	13.11	20.90	-7.79** (3.61)
Non-LILE group	17.35	17.15	0.19 (3.13)	11.64	12.50	-0.86 (2.69)	13.94	19.11	-5.17 (3.26)
Parents with high school or less	15.49	18.32	-2.83 (4.95)	14.93	11.20	3.73 (3.35)	15.79	20.20	-4.42 (4.16)
Parents with any PSE	15.94	18.29	-2.36 (3.13)	11.82	12.26	-0.44 (2.52)	12.37	19.67	-7.30** (2.95)
Since Grade 10, have you read different magazines to help identify potential career or PSE options? (%)									
All	25.92	32.26	-6.33** (3.18)	20.98	25.41	-4.43* (2.61)	24.90	36.15	-11.25*** (2.95)
LILE group	27.58	24.37	3.21** (6.07)	21.27	20.43	0.84* (3.95)	27.66	34.41	-6.75 (4.41)
Non-LILE group	24.55	35.48	-10.93*** (3.73)	20.32	28.59	-8.27** (3.48)	22.99	37.67	-14.67*** (3.98)
Parents with high school or less	28.77	29.03	-0.25 (5.92)	22.44	23.65	-1.21 (4.34)	27.87	31.19	-3.32* (5.09)
Parents with any PSE	24.77	33.32	-8.55** (3.75)	20.08	26.39	-6.30* (3.27)	23.37	38.48	-15.11*** (3.62)
Since Grade 10, have read two or more copies of the same magazine to help identify potential career or PSE options? (%)									
All	24.83	14.94	9.89*** (2.79)	35.27	34.60	0.67 (2.93)	36.15	23.08	13.07*** (2.83)
LILE group	23.36	16.60	6.76 (5.36)	36.87	39.94	-3.07 (4.43)	35.82	22.17	13.65*** (4.22)
Non-LILE group	25.56	14.22	11.34*** (3.30)	34.57	31.18	3.39 (3.91)	35.77	23.17	12.60*** (3.81)
Parents with high school or less	20.25	18.52	1.72* (5.20)	36.62	38.35	-1.72 (4.87)	33.56	27.86	5.70* (4.88)
Parents with any PSE	26.83	13.67	13.16*** (3.30)	34.81	32.54	2.27 (3.66)	37.56	20.75	16.81*** (3.46)
Sample Size	444	391		454	672		432	607	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

IMPACT OF THE OFFER OF *EXPLORE YOUR HORIZONS*

The main impact of interest for *Explore Your Horizons*, which cannot be estimated at this stage, is access to post-secondary education. It is currently possible to examine interim impacts on outcomes observed during high school. These can be classified either as (a) intermediate outcomes proposed in the program logic model (see Chapter 1) as indicators that *Explore Your Horizons* is changing students' and parents' attitudes and behaviours as expected; or (b) likely precursors to an increase in access to post-secondary education.

This analysis of *Explore Your Horizons* participants will estimate the interim impacts of the *Explore Your Horizons* offer on outcomes such as the following:

- Thinking and planning for the future
- Changing direction through high school
- Improved knowledge of post-secondary education costs and financing

The interim impacts are reported for Manitoba and for each linguistic sector in New Brunswick. In addition to the impacts across the project sample, the chapter's focus is on two other subgroups of students: those possessing LILE characteristics, identified at the project outset (SRDC, 2007⁹) as the project's "designated" group least likely to access post-secondary education; and FGF participants who are presented in the tables as participants whose parents have a high school diploma or less. Impacts on other subgroups are briefly considered within each section.

Impacts on Thinking and Planning for the Future

Encouraging students to think more about their future could lead them to alter their expectations and their aspirations with respect to post-secondary study. Students could become more aware of the role post-secondary education might play in helping them to achieve what they want in life. *Explore Your Horizons* might change a student's aspirations to pursue post-secondary education by demonstrating its importance or accessibility and/or by encouraging the student to consider a wider range of options.

By helping participants to discover their abilities, interests, and ambitions, and by providing them with information about post-secondary education programs to match to career interests, *Explore Your Horizons* might increase their orientation toward the future and increase their awareness of post-secondary options, which in turn could lead to an altered expectation about their own post-secondary education, a change in aspirations to pursue post-secondary education, and/or a change in plans to apply to pursue post-secondary education.

For the full sample, as well as for the LILE group and the FGF students, impacts of *Explore Your Horizons* on orientation toward the future were observed for New Brunswick Francophone participants (Table 4.5). A higher proportion of program group participants mentioned that they had thought about what they would be doing in the near future. Similar impacts were observed for the LILE and FGF participant subgroups in Manitoba. However, no significant impacts were observed on the awareness of post-secondary options (Table 4.6).

Still, *Explore Your Horizons* seems to have altered the expectations of participants about post-secondary education. More LILE participants in New Brunswick and in Manitoba strongly agreed that they would need to keep studying after high school to achieve what they wanted in life (Table 4.7).

Explore Your Horizons had impacts on participants' stated aspirations to pursue a post-secondary education credential for participants in both linguistics sectors in New Brunswick and in Manitoba, but the patterns of these impacts differed (Table 4.8).

For the New Brunswick Francophone participants, *Explore Your Horizons* increased the proportion of FGF participants who would like to pursue post-secondary education. This was also reflected in their plans to apply (Table 4.9).

Explore Your Horizons also produced shifts in credential preferences among New Brunswick Francophone participants. It increased the proportion of the all participants in this group, the LILE, and the FGF subgroups who said they would like to pursue a university degree (by 5.4, 13.3 and 8.7 percentage points, respectively) and decreased the proportion of participants with the desire to pursue a community college diploma (Table 4.8). This shift was seen similarly in their plans to apply (Table 4.9).

It is possible that *Explore Your Horizons* is acting to bring the post-secondary aspirations of LILE and FGF participants into line with those students who are traditionally most likely to access post-secondary education.

Among New Brunswick Anglophone LILE participants offered *Explore Your Horizons*, a higher proportion aspired to pursue any type of post-secondary education credential, although this was not reflected in their plans to apply to post-secondary education programs. More of these participants intended to pursue an apprenticeship and fewer of them intended to pursue a college diploma. This switch was also significant in their plans to apply to post-secondary education programs (tables 4.8 and 4.9).

Among New Brunswick Anglophone FGF participants, the switch in preferences was between apprenticeship and university. More of these participants aspired to obtain an apprenticeship and fewer aspired to obtain a university degree. This switch did not carry through into plans to apply (tables 4.8 and 4.9).

Table 4.5: Impacts of EYH on Participants' Orientation Toward Future Activities

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
EYH Group				Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)	
Thought about what you will be doing in the near future (%)									
All	96.53	96.50	0.03 (1.25)	97.30	94.30	3.00** (1.27)	97.74	97.71	0.03 (0.95)
LILE group	96.05	91.00	5.05** (2.40)	97.06	89.59	7.47*** (1.94)	98.87	97.12	1.76 (1.43)
Non-LILE group	96.46	98.68	-2.22** (1.47)	96.84	97.37	-0.53*** (1.70)	96.81	98.15	-1.33 (1.29)
Parents with high school or less	97.95	92.83	5.12** (2.33)	96.05	87.15	8.90*** (2.09)	96.51	97.57	-1.06 (1.66)
Parents with any PSE	95.80	97.95	-2.15*** (1.47)	97.57	97.95	-0.39*** (1.58)	98.33	97.73	0.60 (1.16)
Strongly agree with the statement, "At this point in my life, it is important for me to decide what my future career or work will be" (%)									
All	33.75	36.38	-2.62 (3.34)	41.53	42.30	-0.77 (2.97)	43.41	45.27	-1.86 (3.18)
LILE group	36.54	43.04	-6.50 (6.48)	42.90	41.18	1.73 (4.51)	42.87	44.14	-1.26 (4.75)
Non-LILE group	32.94	34.19	-1.24 (3.97)	40.16	43.17	-3.02 (4.00)	44.11	45.90	-1.79 (4.29)
Parents with high school or less	38.22	35.91	2.31 (6.23)	34.21	35.63	-1.42 (4.93)	39.67	48.60	-8.93 (5.52)
Parents with any PSE	31.58	36.76	-5.18 (3.94)	45.23	45.42	-0.19 (3.73)	45.35	43.56	1.78 (3.88)
Parents or guardians talk to participant about his/her future education or career options at least a few times each week (%)									
All	29.22	27.54	1.69 (3.17)	41.79	45.55	-3.76 (3.05)	39.42	40.31	-0.89 (3.09)
LILE group	25.74	21.25	4.49 (6.09)	40.39	45.19	-4.80 (4.61)	35.50	38.13	-2.63 (4.62)
Non-LILE group	30.94	30.12	0.82 (3.75)	43.48	46.05	-2.57 (4.09)	42.18	41.12	1.06 (4.18)
Parents with high school or less	23.05	26.60	-3.54 (5.92)	40.94	48.55	-7.61 (5.04)	34.84	34.13	0.71 (5.38)
Parents with any PSE	31.77	28.09	3.68 (3.74)	42.40	43.98	-1.58 (3.83)	41.47	43.03	-1.56 (3.77)
Sample Size	444	391		452	670		431	609	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.6: Impacts of *EYH* on Awareness of Post-Secondary Options

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Strongly agree with the statement, "I know enough about the different kinds of jobs that exist to make a choice about my future" (%)									
All	18.98	16.01	2.97 (2.69)	24.89	22.82	2.07 (2.61)	22.84	20.68	2.16 (2.61)
LILE group	23.27	16.17	7.10 (5.19)	23.52	24.15	-0.63 (3.93)	18.38	18.84	-0.46 (3.87)
Non-LILE group	17.55	15.92	1.64 (3.19)	25.39	21.91	3.48 (3.48)	26.43	21.86	4.57 (3.51)
Parents with high school or less	16.38	17.40	-1.02 (5.03)	20.43	22.68	-2.25 (4.31)	21.28	23.07	-1.79 (4.53)
Parents with any PSE	20.28	15.32	4.96 (3.18)	27.32	22.80	4.51 (3.27)	23.64	19.53	4.11 (3.18)
Strongly agree with the statement, "I know my own interests and abilities well enough to decide on a future career or type of work" (%)									
All	29.52	34.08	-4.56 (3.28)	34.65	34.13	0.52 (2.90)	32.83	33.04	-0.21 (2.97)
LILE group	29.96	36.02	-6.06 (6.30)	35.27	31.44	3.83 (4.38)	30.54	32.14	-1.60 (4.44)
Non-LILE group	29.57	33.17	-3.61 (3.88)	33.16	35.99	-2.83 (3.87)	34.62	33.73	0.89 (4.00)
Parents with high school or less	28.39	34.58	-6.19 (6.15)	35.37	32.82	2.54 (4.81)	26.92	32.30	-5.39 (5.15)
Parents with any PSE	30.20	33.70	-3.51 (3.87)	34.09	35.01	-0.91 (3.64)	35.63	33.26	2.37 (3.63)
Sample Size	443	389		449	671		431	609	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.7: Impacts of EYH on Participants' Expectations About PSE

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Strongly agree with the statement, "I will need to keep studying after high school to achieve what I want in life" (%)									
All	53.28	50.64	2.64 (3.36)	55.55	52.19	3.36 (2.91)	59.64	57.55	2.09 (3.03)
LILE group	56.07	45.09	10.98* (6.45)	54.58	44.81	9.77** (4.38)	57.88	56.01	1.86 (4.52)
Non-LILE group	51.77	52.78	-1.01 (3.96)	55.19	57.22	-2.03** (3.89)	60.57	58.19	2.38 (4.09)
Parents with high school or less	52.81	46.44	6.37 (6.29)	52.17	44.35	7.82 (4.80)	56.31	59.32	-3.01 (5.27)
Parents with any PSE	53.10	52.58	0.53 (3.96)	56.95	56.19	0.76 (3.65)	61.27	56.66	4.62 (3.69)
Getting more education after high school is very important to at least one parent (%)									
All	81.53	80.72	0.80 (2.62)	88.20	87.04	1.16 (2.04)	88.06	89.96	-1.90 (2.01)
LILE group	82.78	76.04	6.74 (5.04)	89.16	85.59	3.58 (3.09)	82.84	87.97	-5.12* (3.03)
Non-LILE group	81.11	82.67	-1.55 (3.08)	87.23	88.01	-0.78 (2.74)	91.59	91.02	0.57 (2.70)
Parents with high school or less	78.42	76.32	2.09 (4.90)	86.34	83.24	3.10 (3.37)	82.05	86.95	-4.90 (3.50)
Parents with any PSE	82.82	82.38	0.44 (3.09)	89.04	88.95	0.09 (2.57)	90.81	91.22	-0.41 (2.44)
Sample Size	442	389		454	672		431	608	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.8: Impacts of *EYH* on Participants' Aspirations to Pursue PSE

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				<i>EYH</i> Group	Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)
Aspires to pursue a PSE credential (%)									
All	94.40	93.18	1.22 (1.66)	96.60	95.95	0.65 (1.19)	96.53	95.35	1.17 (1.27)
LILE group	91.00	91.49	-0.49 (3.20)	95.93	93.91	2.02 (1.81)	95.40	91.40	4.00** (1.91)
Non-LILE group	95.37	94.01	1.36 (1.97)	96.74	97.10	-0.36 (1.60)	97.03	98.19	-1.16** (1.73)
Parents with high school or less	91.55	90.29	1.26 (3.11)	97.51	93.13	4.39** (1.97)	94.11	90.26	3.85* (2.21)
Parents with any PSE	95.44	94.47	0.97 (1.96)	95.96	97.44	-1.48** (1.49)	97.54	97.69	-0.14 (1.55)
PSE credential¹ aspires to pursue (%)—All									
University	63.25	62.97	0.28 (2.95)	56.77	51.38	5.39** (2.50)	54.29	54.32	-0.03 (2.69)
Trade certificate	17.46	20.98	-3.51 (2.70)	13.98	15.39	-1.40 (2.16)	19.26	19.27	-0.01 (2.30)
Apprenticeship	16.14	19.89	-3.75 (2.60)	6.61	8.80	-2.19 (1.66)	14.79	12.77	2.02 (2.08)
College diploma	32.14	30.64	1.51 (3.26)	43.51	48.33	-4.82* (2.73)	36.93	39.72	-2.79 (3.00)

Continued on next page

Table 4.8: Impacts of EYH on Participants' Aspirations to Pursue PSE (Cont'd)

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
EYH Group				Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)	
PSE credential¹ aspires to pursue (%)									
LILE									
University	52.00	53.83	-1.83 (5.65)	52.83	39.52	13.31 ^{***} (3.79)	49.62	45.19	4.43 (4.07)
Trade certificate	21.85	16.46	5.39 ⁺⁺ (5.17)	10.45	10.88	-0.43 (3.27)	15.99	16.80	-0.81 (3.44)
Apprenticeship	19.22	24.51	-5.30 (4.98)	6.07	8.90	-2.83 (2.51)	14.73	12.72	2.02 (3.12)
College diploma	28.78	34.18	-5.40 (6.25)	46.85	55.80	-8.95 ^{**} (4.16)	39.52	44.56	-5.04 (4.50)
Non-LILE									
University	67.51	66.66	0.85 (3.47)	57.82	59.10	-1.28 ^{***} (3.36)	56.22	60.61	-4.40 (3.68)
Trade certificate	15.80	22.46	-6.66 ^{**} (3.18)	15.99	17.99	-2.00 (2.90)	22.50	21.19	1.31 (3.11)
Apprenticeship	15.08	17.58	-2.50 (3.06)	7.05	8.53	-1.48 (2.22)	15.38	13.06	2.32 (2.82)
College diploma	33.26	29.31	3.95 (3.84)	42.81	43.82	-1.01 (3.69)	36.07	36.71	-0.63 (4.07)
PSE credential¹ aspires to pursue (%)									
Parents with high school or less									
University	58.35	58.54	-0.20 (5.54)	55.59	46.93	8.66 ^{**} (4.17)	40.95	49.94	-8.99 ^{*,+} (4.68)
Trade certificate	16.92	22.27	-5.35 (5.05)	11.59	14.82	-3.23 (3.58)	20.22	15.90	4.32 (4.00)
Apprenticeship	14.65	21.28	-6.63 (4.86)	5.95	8.73	-2.77 (2.75)	15.74	7.14	8.60 ^{**} (3.61)
College diploma	30.39	27.90	2.49 (6.10)	48.18	50.96	-2.79 (4.54)	40.17	40.21	-0.04 (5.22)
Parents with any PSE									
University	65.48	64.48	1.00 (3.49)	57.02	54.05	2.97 (3.16)	60.43	56.24	4.19 ⁺⁺ (3.29)
Trade certificate	17.76	20.44	-2.69 (3.18)	15.23	15.68	-0.45 (2.71)	18.75	20.82	-2.08 (2.81)
Apprenticeship	16.78	19.40	-2.61 (3.06)	7.02	8.69	-1.68 (2.08)	14.23	15.40	-1.17 ⁺⁺ (2.54)
College diploma	32.62	31.94	0.69 (3.84)	41.23	46.83	-5.60 (3.44)	35.46	39.48	-4.02 (3.67)
Sample Size	440	388		449	665		430	608	

Source: FTD Grade 12 survey.

Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

Table 4.9: Impacts of *EYH* on Plans to Apply to Pursue PSE

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Knows type of programs plans to apply for (%)									
All	72.24	75.03	-2.79 (3.10)	84.17	85.87	-1.70 (2.17)	84.74	84.29	0.45 (2.25)
LILE group	65.33	68.31	-2.98 (5.93)	84.86	81.40	3.46 ⁺⁺ (3.30)	81.85	79.66	2.19 (3.40)
Non-LILE group	74.58	77.50	-2.92 (3.66)	82.85	88.43	-5.58 ^{‡+} (2.91)	85.98	87.21	-1.23 (3.06)
Parents with high school or less	67.90	70.34	-2.44 (5.77)	86.38	82.19	4.19 ⁺⁺ (3.61)	81.15	81.99	-0.84 (3.94)
Parents with any PSE	73.93	77.05	-3.12 (3.66)	82.82	87.76	-4.94 ^{‡+} (2.72)	86.38	85.27	1.11 (2.75)
Type of program¹ student plans to apply for (%)—All									
University	46.29	48.96	-2.68 (3.28)	49.90	43.66	6.24 ^{**} (2.60)	48.49	46.16	2.34 (2.68)
Trade certificate	12.09	11.05	1.04 (2.26)	5.21	5.19	0.03 (1.40)	13.32	13.59	-0.27 (2.07)
Apprenticeship	10.64	11.13	-0.49 (2.19)	2.63	1.87	0.76 (0.92)	9.72	6.37	3.35 ^{**} (1.66)
College diploma	21.77	20.35	1.42 (2.89)	34.78	39.52	-4.73 [*] (2.81)	29.38	32.00	-2.62 (2.93)
Other type of diploma	1.02	1.48	-0.46 (0.78)	1.23	1.79	-0.56 (0.75)	1.03	2.41	-1.39 (0.87)
Type of program¹ student plans to apply for (%)									
LILE									
University	35.39	42.60	-7.21 (6.29)	46.82	31.53	15.29 ^{***} (3.96)	45.23	37.74	7.49 [*] (4.07)
Trade certificate	14.26	7.77	6.48 (4.33)	5.68	4.73	0.95 (2.12)	11.62	9.81	1.81 (3.09)
Apprenticeship	12.25	10.40	1.85 (4.18)	1.70	0.97	0.73 (1.40)	11.64	8.02	3.62 (2.50)
College diploma	20.93	18.40	2.53 (5.57)	39.25	47.52	-8.26 [*] (4.28)	31.34	38.36	-7.02 (4.40)
Other type of diploma	0.22	1.60	-1.38 (1.43)	1.33	1.01	0.32 (1.15)	1.30	2.62	-1.32 (1.30)
Non-LILE									
University	50.63	51.73	-1.10 (3.86)	50.10	51.30	-1.20 ⁺⁺⁺ (3.48)	49.19	51.91	-2.72 ⁺ (3.65)
Trade certificate	10.96	12.19	-1.23 (2.66)	4.86	5.51	-0.65 (1.86)	14.68	15.97	-1.29 (2.77)
Apprenticeship	9.72	11.33	-1.61 (2.57)	3.35	2.46	0.89 (1.23)	8.60	5.23	3.37 (2.25)
College diploma	21.90	21.25	0.66 (3.42)	33.00	34.58	-1.58 (3.76)	28.87	27.74	1.13 (3.95)
Other type of diploma	1.42	1.02	0.40 (0.88)	1.05	2.17	-1.12 (1.01)	0.81	2.28	-1.47 (1.17)

Continued on next page

Table 4.9: Impacts of EYH on Plans to Apply to Pursue PSE (Cont'd)

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Type of program ¹ student plans to apply for (%)									
Parents with high school or less									
University	41.75	43.64	-1.90 (6.13)	47.47	38.28	9.19** (4.36)	38.11	42.24	-4.12 (4.71)
Trade certificate	12.99	12.90	0.09 (4.22)	5.68	6.54	-0.86 (2.32)	10.54	10.69	-0.16 (3.62)
Apprenticeship	7.98	12.33	-4.35 (4.07)	1.70	-0.32	2.03 (1.54)	6.11	5.07	1.03 (2.92)
College diploma	19.51	13.38	6.13 (5.38)	37.67	41.86	-4.19 (4.69)	31.55	37.25	-5.70 (5.13)
Other type of diploma	1.61	3.17	-1.56 (1.45)	2.05	2.04	0.01 (1.26)	1.11	4.30	-3.20** (1.52)
Parents with any PSE									
University	48.37	50.86	-2.49 (3.88)	50.78	46.64	4.14 (3.27)	53.09	47.88	5.21 (3.27)
Trade certificate	11.60	10.46	1.14 (2.67)	5.02	4.54	0.48 (1.74)	14.59	14.82	-0.22 (2.52)
Apprenticeship	11.64	10.87	0.77 (2.58)	3.03	2.91	0.12 (1.15)	11.38	6.85	4.53** (2.03)
College diploma	22.51	23.22	-0.71 (3.41)	33.50	38.12	-4.62 (3.52)	28.57	29.50	-0.93 (3.57)
Other type of diploma	0.81	0.80	0.00 (0.92)	0.81	1.66	-0.85 (0.94)	1.03	1.53	-0.50 (1.05)
Sample Size	439	382		445	658		426	602	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

Impacts on Changing High School Direction

If *Explore Your Horizons* led more students to become acquainted with the academic requirements of post-secondary education programs matching their career preferences, they might make different academic and behavioural choices in high school in order to realize their career goals. Also, *Explore Your Horizons* might bring about changes in a student's peer group (its composition and, in particular, the future orientations and future expectations of its members). This might happen either by bringing each participant into contact with a group of student peers—who might not otherwise have had reason to interact with one another—in *Explore Your Horizons* sessions or by causing the student to seek out new, but like-minded peers, possibly those more orientated toward achieving educational goals.

In general, the program logic model anticipated that students might show an increased interest in high school, be more likely to attend school, be less likely to drop out, and, eventually, be more likely to graduate. Accordingly, impact analyses conducted for this chapter assessed changing directions in high school, including different measures of working habits at school, changes in peer groups, high school attendance, and high school graduation.

Explore Your Horizons did lead to some changes in peer group composition. On the one hand, a higher proportion of the full New Brunswick Francophone sample said that all of their friends thought completing high school was very important. On the other hand, fewer LILE Manitoba and New Brunswick Anglophone participants said this (Table 4.10). Further analysis of response patterns (available in SRDC, 2009), reveals that more participants reported that *some or most* rather than *all* of their friends thought completing high school was very important. Thus, *Explore Your Horizons* may not have changed the peer group so much as increased the participants' awareness of the expectations of their friends with respect to high school graduation.

Very few impacts were detected on indicators of interest in high school and high school attendance. Some small impacts were observed (Table 4.11), with the main finding relating to Manitoba FGF participants. *Explore Your Horizons* markedly increased the proportion of these participants spending five hours or more in total each week on homework and study for all their courses.

Explore Your Horizons increased the proportion of LILE and FGF New Brunswick Francophone participants still attending school at the time of the survey (Table 4.12). However, data from education records show that these survey findings did not translate into increases in the graduation rate within three years for these groups (Table 4.13).

Oddly, *Explore Your Horizons* reduced the on-time within province graduation rate of New Brunswick Francophone non-LILE students relative to the comparison group. This may be a chance finding,⁶ or possibly more of these participants left the provincial education system (and thus could not be traced in the administrative records from which graduation rates are calculated).

Impacts on Improved Knowledge of Post-Secondary Education Costs and Financing

The anticipated cost of tuition, books, and living accommodations can affect the decision to enrol in post-secondary education. Statistics Canada's Youth in Transition Survey found approximately two out of every three Canadians aged 18 to 20 who reported barriers⁷ to going as far as they would like in education cited financial barriers (Bowlby and McMullen, 2002⁸). Improving the knowledge of students facing access barriers about the costs and benefits of post-secondary education and how to finance their education could lead to a change in how they value post-secondary education and increase their certainty about being able to pay the costs of post-secondary education. In turn this might reduce the extent of perceived financial barriers to accessing post-secondary education.

For New Brunswick Anglophone participants, *Explore Your Horizons* increased their self-reports of their knowledge of post-secondary education financing. More than half the program group (53.1 per cent) said they felt familiar with student financial aid, compared with 43.9 per cent of comparison group members. This impact was larger for LILE participants and FGF participants (Table 4.14). The impacts in the New Brunswick Anglophone sector did not occur in other jurisdictions.

On a broader note, *Explore Your Horizons* does not seem to have changed the perceived worth of post-secondary education in a significant way (Table 4.15). There was no increase in stated intentions to borrow to pay for post-secondary education (Table 4.16) and no increase in participants saving from their employment for post-secondary education, and *Explore Your Horizons* led to a decrease in reports that parents of New Brunswick Francophone participants were saving for their post-secondary education (Table 4.17). However, *Explore Your Horizons* did increase participants' certainty about their ability to cover the costs of post-secondary education (equivalent to reducing perceived financial barriers to post-secondary education) among Manitoba participants (Table 4.16).

6 The statistical significance of findings is presented in terms of confidence that the results do not arise by chance. Three asterisks (***) indicate findings that have a one per cent probability of arising by chance. Two asterisks (**) indicate findings that have a five per cent probability of arising by chance. A single asterisk (*) indicates findings that have a ten per cent probability of arising by chance.

7 Those reporting barriers represented just under half the sample.

8 p. 59.

Table 4.10: Impacts of EYH on Composition of Peer Groups

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
EYH Group				Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)	
All friends are/were planning to further their education or training beyond high school (%)									
All	24.18	22.91	1.27 (2.99)	49.10	48.65	0.45 (3.05)	30.56	32.74	-2.18 (2.88)
LILE group	22.40	18.40	4.00 (5.73)	51.30	46.93	4.37 (4.61)	25.91	25.92	-0.01 (4.31)
Non-LILE group	25.19	24.53	0.66 (3.52)	47.53	49.72	-2.19 (4.09)	33.13	37.33	-4.20 (3.89)
Parents with high school or less	21.19	19.73	1.46 (5.59)	51.23	44.28	6.95 (5.04)	26.42	29.00	-2.57 (5.04)
Parents with any PSE	25.52	24.04	1.48 (3.52)	47.73	50.86	-3.13 (3.83)	32.47	34.33	-1.86 (3.53)
No friends have/had dropped out of high school without graduating (%)									
All	63.88	66.83	-2.95 (3.18)	69.11	69.96	-0.85 (2.72)	70.58	66.55	4.03 (2.82)
LILE group	57.66	60.78	-3.12 (6.10)	68.62	64.40	4.21 (4.12)	65.11	60.36	4.75 (4.25)
Non-LILE group	66.21	69.88	-3.67 (3.76)	68.59	73.45	-4.86 (3.65)	73.57	70.71	2.86 (3.85)
Parents with high school or less	54.25	58.10	-3.84 (5.93)	64.83	63.25	1.58 (4.51)	68.62	61.12	7.50 (4.93)
Parents with any PSE	67.77	70.43	-2.67 (3.75)	71.08	73.29	-2.21 (3.41)	71.43	68.96	2.47 (3.46)
All friends think/thought completing high school is/was very important (%)									
All	61.45	64.37	-2.92 (3.37)	71.22	66.29	4.92* (2.81)	62.73	61.82	0.91 (2.99)
LILE group	59.71	73.70	-13.99** (6.42)	71.69	66.37	5.32 (4.26)	53.03	59.07	-6.04** (4.47)
Non-LILE group	62.78	61.19	1.59** (3.95)	70.84	66.19	4.65 (3.76)	69.48	62.86	6.63** (4.05)
Parents with high school or less	58.64	62.84	-4.20 (6.30)	69.68	65.06	4.62 (4.65)	60.63	62.08	-1.45 (5.21)
Parents with any PSE	62.64	64.95	-2.30 (3.97)	71.99	66.90	5.09 (3.53)	63.85	61.52	2.33 (3.66)
Sample Size	442	391		453	670		431	610	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.11: Impacts of *EYH* on Interest in High School and High School Attendance

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Spends 5 hours or more in total each week on homework and study for all courses (%)									
All	45.29	42.01	3.28 (3.35)	55.39	52.66	2.73 (2.95)	52.67	56.54	-3.88 (3.05)
LILE group	41.87	36.73	5.14 (6.44)	57.11	54.10	3.01 (4.46)	50.98	54.27	-3.30 (4.56)
Non-LILE group	46.02	44.04	1.98 (3.95)	54.36	51.75	2.61 (3.95)	53.95	57.67	-3.72 (4.13)
Parents with high school or less	45.41	30.56	14.85** (6.23)	55.21	53.25	1.96 (4.89)	47.30	52.56	-5.26 (5.30)
Parents with any PSE	45.05	46.36	-1.31** (3.94)	55.46	52.44	3.02 (3.71)	55.15	58.26	-3.11 (3.73)
Absent from school 4 or more days for any reason (%)									
All	50.98	50.96	0.01 (3.50)	29.81	27.30	2.51 (2.76)	35.53	32.64	2.89 (2.92)
LILE group	45.80	55.74	-9.95* (6.75)	32.85	30.13	2.71 (4.17)	40.86	36.91	3.96 (4.35)
Non-LILE group	52.97	49.66	3.31* (4.14)	28.05	25.73	2.32 (3.69)	31.63	29.94	1.70 (3.95)
Parents with high school or less	46.70	45.48	1.22 (6.56)	29.59	26.85	2.74 (4.57)	28.50	30.51	-2.01 (5.07)
Parents with any PSE	52.47	53.37	-0.90 (4.13)	29.93	27.53	2.40 (3.46)	38.79	33.57	5.23 (3.57)
Feel/felt that the statement "I am/was interested in what I am/was learning in class" is/was true all of the time (%)									
All	11.53	15.63	-4.10* (2.41)	40.74	38.45	2.29 (2.98)	17.43	17.50	-0.07 (2.42)
LILE group	13.34	15.40	-2.06 (4.62)	43.30	41.72	1.59 (4.48)	17.41	16.17	1.24 (3.60)
Non-LILE group	10.77	15.86	-5.09* (2.85)	38.79	36.56	2.23 (3.99)	16.96	18.58	-1.62 (3.26)
Parents with high school or less	9.70	16.74	-7.04 (4.50)	41.14	37.48	3.66 (4.93)	21.64	17.26	4.37 (4.21)
Parents with any PSE	12.35	15.19	-2.84 (2.84)	40.51	38.90	1.61 (3.74)	15.40	17.73	-2.33 (2.95)
Never felt that the statement "I do/did as little work as possible; I just want/wanted to get by" is/was true (%)									
All	39.16	36.78	2.38 (3.33)	63.90	61.06	2.84 (2.86)	51.62	49.64	1.98 (3.09)
LILE group	39.64	40.79	-1.15 (6.41)	68.33	62.45	5.88 (4.32)	54.23	52.95	1.28 (4.61)
Non-LILE group	38.97	34.91	4.06 (3.92)	60.41	60.63	-0.23 (3.83)	49.43	47.34	2.09 (4.17)
Parents with high school or less	36.19	40.06	-3.87 (6.24)	65.81	57.54	8.27* (4.75)	55.70	51.93	3.77 (5.38)
Parents with any PSE	40.67	35.39	5.28 (3.92)	62.63	63.07	-0.45 (3.58)	49.83	48.52	1.31 (3.78)
Sample Size	443	391		453	673		432	610	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.12: Impacts of EYH on Leaving High School Early/Dropping out

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Currently attending high school (%)									
All	94.01	93.75	0.26 (1.57)	95.66	94.60	1.07 (1.31)	96.66	96.01	0.65 (1.21)
LILE group	89.56	88.84	0.72 (3.06)	96.13	91.59	4.54 ^{**+} (1.99)	95.00	93.52	1.49 (1.82)
Non-LILE group	95.42	96.07	-0.64 (1.89)	94.68	96.46	-1.79 ^{**} (1.77)	97.70	97.67	0.02 (1.65)
Parents with high school or less	87.70	85.80	1.90 (2.95)	95.59	90.13	5.45 ^{**+} (2.17)	92.29	94.80	-2.51 ⁺ (2.11)
Parents with any PSE	96.39	97.06	-0.67 (1.86)	95.45	96.93	-1.48 ^{**} (1.65)	98.73	96.47	2.26 ⁺ (1.48)
Sample Size	444	391		454	673		432	610	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.13: Impacts of EYH on "On Time" High School Graduation

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Graduated high school within three years of assignment in province of recruitment (%)									
All	81.49	79.39	2.09 (2.45)	84.93	87.74	-2.81 (1.98)	85.40	85.09	0.31 (2.15)
LILE group	74.50	74.46	0.03 (4.82)	85.77	85.10	0.67 (3.03)	84.08	80.49	3.59 (3.27)
Non-LILE group	83.83	81.76	2.07 (2.97)	83.68	89.33	-5.65 ^{**} (2.66)	85.82	87.99	-2.17 (2.93)
Parents with high school or less	74.33	69.57	4.76 (4.66)	83.11	83.34	-0.24 (3.31)	82.80	83.71	-0.90 (3.80)
Parents with any PSE	84.12	83.50	0.62 (2.94)	85.67	89.93	-4.26 [*] (2.49)	86.71	85.55	1.17 (2.65)
Sample Size	441	391		445	657		424	578	

Source: High school and district-level administrative data.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.14: Impacts of *EYH* on Knowledge of PSE Costs and Financing

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Somewhat or very familiar with student financial aid (%)									
All	40.18	37.53	2.65 (3.45)	62.94	65.00	-2.06 (2.93)	53.08	43.88	9.20*** (3.14)
LILE group	45.89	43.86	2.03 (6.60)	68.34	65.15	3.19* (4.42)	53.82	36.43	17.39*** (4.66)
Non-LILE group	38.41	35.33	3.07 (4.07)	58.22	64.96	-6.74* (3.93)	51.69	49.20	2.49** (4.22)
Parents with high school or less	40.07	43.20	-3.13 (6.43)	66.95	61.91	5.04* (4.87)	53.20	39.39	13.80** (5.45)
Parents with any PSE	40.21	35.48	4.73 (4.07)	60.56	66.77	-6.21* (3.67)	52.92	45.98	6.94* (3.83)
Perceived university tuitions (\$)									
All	5,873.45	5,584.42	289.04 (455.17)	7,134.56	7,442.17	-307.61 (400.97)	7,230.57	8,147.19	-916.62** (441.86)
LILE group	6,828.19	6,818.80	9.39 (879.53)	7,213.50	8,005.20	-791.70 (631.16)	7,308.05	7,974.80	-666.75 (672.16)
Non-LILE group	5,524.43	5,109.03	415.39 (532.33)	7,132.30	7,124.90	7.41 (523.00)	7,154.95	8,277.60	-1,122.65* (586.05)
Parents with high school or less	5,654.65	6,872.25	-1,217.60** (849.03)	6,690.27	7,266.51	-576.24 (697.54)	8,304.43	7,441.00	863.43*** (783.88)
Parents with any PSE	5,968.66	5,106.93	861.73** (535.93)	7,337.71	7,492.96	-155.25 (490.34)	6,761.87	8,474.35	-1,712.48*** (529.57)
Perceived college tuitions (\$)									
All	4,665.99	4,445.77	220.22 (390.62)	4,134.59	4,205.83	-71.24 (292.51)	4,911.93	5,462.25	-550.32 (371.51)
LILE group	5,895.01	5,293.44	601.58 (741.02)	4,205.01	4,606.68	-401.68 (451.97)	4,997.69	5,838.54	-840.86 (560.33)
Non-LILE group	4,211.39	4,079.91	131.48 (462.17)	4,112.47	3,937.70	174.78 (386.66)	4,885.83	5,233.15	-347.32 (494.18)
Parents with high school or less	4,764.52	5,332.71	-568.19 (728.35)	3,979.23	4,685.27	-706.04 (497.05)	5,185.04	5,306.14	-121.10 (657.67)
Parents with any PSE	4,632.40	4,105.50	526.91 (462.54)	4,248.23	3,957.52	290.71 (362.09)	4,782.74	5,541.57	-758.83* (447.06)
Sample Size	443	390		449	667		431	607	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.15: Impacts of EYH on Participants' Perceptions of the Value of PSE

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Thinks that the cost incurred to obtain a PSE is a good long-term investment (%)									
All	96.76	96.83	-0.07 (1.26)	97.45	97.85	-0.40 (0.94)	98.27	98.85	-0.58 (0.77)
LILE group	97.05	95.12	1.94 (2.46)	96.90	98.94	-2.03 (1.42)	97.25	98.64	-1.39 (1.14)
Non-LILE group	96.42	97.54	-1.13 (1.50)	97.97	97.17	0.80 (1.26)	99.03	98.95	0.08 (1.03)
Parents with high school or less	97.86	95.79	2.07 (2.37)	96.56	98.12	-1.56 (1.55)	97.87	98.91	-1.04 (1.34)
Parents with any PSE	96.10	97.40	-1.30 (1.49)	97.93	97.70	0.23 (1.17)	98.46	98.82	-0.36 (0.93)
Sample Size	434	377		438	654		423	596	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.16: Impacts of *EYH* on Participants' Certainty of their Ability to Cover the Cost of PSE

	Manitoba			New Brunswick					
	<i>EYH</i> Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
<i>EYH</i> Group				Comparison Group	Impact (s.e)	<i>EYH</i> Group	Comparison Group	Impact (s.e)	
Would like to pursue PSE but will not pursue because of financial reasons (%)									
All	10.39	18.28	-7.90*** (2.40)	6.92	7.55	-0.63 (1.62)	15.71	13.17	2.53 (2.23)
LILE group	10.39	21.93	-11.55** (4.60)	3.67	7.89	-4.22*+ (2.46)	19.68	16.63	3.05 (3.34)
Non-LILE group	10.81	16.23	-5.41* (2.84)	9.49	7.23	2.26** (2.16)	13.30	10.82	2.48 (3.00)
Parents with high school or less	14.59	23.66	-9.07** (4.48)	3.38	5.22	-1.84 (2.69)	12.56	11.06	1.50 (3.87)
Parents with any PSE	8.62	16.22	-7.60*** (2.83)	8.71	8.61	0.10 (2.02)	17.21	14.03	3.18 (2.72)
Intends to borrow to pay for PSE (%)									
All	53.93	55.04	-1.11 (3.56)	72.86	71.53	1.33 (2.71)	69.32	68.87	0.45 (2.94)
LILE group	47.42	54.25	-6.83 (6.85)	79.26	77.35	1.92 (4.08)	73.11	71.62	1.49 (4.40)
Non-LILE group	55.62	55.61	0.01 (4.24)	68.69	68.26	0.44 (3.65)	67.78	66.94	0.85 (3.97)
Parents with high school or less	50.43	47.93	2.50 (6.67)	73.53	70.30	3.24 (4.48)	66.21	67.83	-1.62 (5.15)
Parents with any PSE	54.96	58.16	-3.21 (4.22)	72.49	72.04	0.45 (3.40)	70.83	69.19	1.64 (3.58)
Sample Size	439	386		442	652		428	603	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 4.17: Impacts of EYH on RESP Saving to Meet the Cost of PSE

	Manitoba			New Brunswick					
	EYH Group	Comparison Group	Impact (s.e)	Francophone			Anglophone		
				EYH Group	Comparison Group	Impact (s.e)	EYH Group	Comparison Group	Impact (s.e)
Parents or relatives saving in a RESP for participant's education (participant report) (%)									
All	47.00	48.55	-1.55 (3.28)	45.87	52.22	-6.35** (2.86)	41.76	38.70	3.06 (2.91)
LILE group	31.81	34.57	-2.76 (6.32)	30.82	41.79	-10.97** (4.35)	27.41	26.64	0.78 (4.41)
Non-LILE group	53.11	54.56	-1.45 (3.89)	55.54	57.88	-2.34 (3.86)	50.59	46.87	3.71 (3.98)
Parents with high school or less	36.24	39.72	-3.48 (6.15)	39.05	46.25	-7.20 (4.73)	34.52	35.02	-0.51 (5.10)
Parents with any PSE	51.71	51.80	-0.08 (3.88)	49.18	55.36	-6.18* (3.60)	45.02	40.41	4.61 (3.58)
Sample Size	444	391		454	673		431	609	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

SUMMARY OF INTERIM IMPACTS BY PROVINCE AND SECTOR

New Brunswick Francophone Sector

Explore Your Horizons seems to have brought about more changes related to the program logic model for participants in the New Brunswick Francophone sector, than for those in the Anglophone sector or for participants in Manitoba. It increased New Brunswick Francophone participants' orientation toward the future and it changed their peer group composition as anticipated. The designated (LILE) group and FGF participants had by Grade 12 altered their aspirations toward post-secondary education such that they matched those of students who traditionally do access PSE. *Explore Your Horizons* seems to have decreased the high school drop-out rate for those groups, although there was no impact on high school graduation and a decrease in the proportion of parents or relatives saving in a Registered Education Savings Plan (RESP) for PSE. In summary, there were more impacts in line with the program logic model in their future orientation and high school activities than in their knowledge of post-secondary costs and financing.

New Brunswick Anglophone Sector

Among New Brunswick Anglophone participants, *Explore Your Horizons* brought about some changes in aspirations to pursue post-secondary education. But, unlike the changes in aspirations of students in the New Brunswick Francophone sector, changes in the Anglophone sector were not mirrored in participants' plans to apply for post-secondary education. A change in the peer group composition was observed. This change could potentially reflect the participants' better realization of their closest friends' aspirations about school. The strongest impacts in line with the program logic model concerned awareness of post-secondary financing.

Manitoba

Explore Your Horizons increased Manitoba participants' orientation toward the future and their certainty about their ability to cover post-secondary education costs. The MB designated (LILE) group altered their expectations about post-secondary education and changed their peer group composition. As for New Brunswick Anglophone participants, this change may simply reflect the participants' realization of their closest friends' aspirations about school. Among FGF participants, there was an increase in the proportion spending more time on their homework and study. There were thus a small number of impacts in all three areas of the program logic model.

All Jurisdictions

In conclusion, across all students, there were only a few impacts in line with the program logic model. Impacts were, however, seen more often among the LILE and FGF participant subgroups who traditionally face barriers in access to post-secondary education. Impacts were seen for some groups of students for most outcomes anticipated at this intermediate stage of the program logic model. However, the findings were inconsistent in that they arose for only some of the indicators or in only one or two of the three jurisdictions involved.

It should be noted that interim impacts on outcomes not predicted in the program logic model have not been included here, and so the intervention may be leading to changes in PSE access by altering attitudes and behaviour in ways unmeasured in data collection to date. It will not be possible to confirm whether the interim impacts detected represent a good prediction of increased access to post-secondary education before the results on access to post-secondary education are available.

THE EFFECT OF DIFFERENCES IN PARTICIPATION IN *EXPLORE YOUR HORIZONS*

The impact results presented above are based on a comparison of outcomes observed among a group of students who were all offered *Explore Your Horizons* against outcomes for an identical comparison group. In many cases, such impacts are of interest to policy-makers since they wish to know the consequence of introducing a program that is voluntary and that may not be taken up by all those offered it. However, some policy-makers may be interested in the effect of the *Explore Your Horizons* components themselves—what evaluators often call the program “treatment”—on those who participate and not merely the effect of *offering* the program to people who might participate in it. In the context of *Explore Your Horizons*, “treatment on the treated” estimates could be of interest to those who wish to make the intervention available as a largely in-school program (as an elective or compulsory class).

Bloom (1984) has developed a procedure to estimate the “treatment on the treated” impacts in specific circumstances. This procedure is commonly called the “no-show” adjustment. It involves dividing the impact estimate derived for the program group (and reported in terms of percentage points in the preceding sections) by the participation rate (the proportion of the program group who actually participated).

In considering whether to adjust impacts on key outcomes using Bloom’s “no show” adjustment, researchers came to the conclusion that this procedure might not be appropriate and/or bring limited understanding of the *Explore Your Horizons* interventions at this stage of reporting. This is largely because there is no sufficient or meaningful way to define a “no show” in terms of *Explore Your Horizons* participation.

Definitions of Participation

To apply the “no show” procedure, it is necessary to define and measure the proportion of “no shows.” *Explore Your Horizons* comprises six components with varying modes of delivery (in after-school and evening sessions, via mail and on-line, to students and to parents) all of which are posited by the logic model to influence post-secondary planning. One estimate of the “no show” proportion would include those who attended no sessions, never accessed the Web site, and reported to the survey that they read no copies of *F2D* magazine.

The “no show” proportions for *Explore Your Horizons* for each jurisdiction are provided below based on the exposure definition used in Chapter 3 (Table 3.7):

- 3.2 per cent of Manitoba program group members
- 2.2 per cent of New Brunswick Anglophone *Explore Your Horizons*-only program group members
- 4.0 per cent of New Brunswick Francophone *Explore Your Horizons*-only program group members

“No show” levels in the LILE subgroup ranged from 2.0 per cent among NB Anglophone participants to 5.7 per cent among NB Francophone participants. “No show” levels in the FGF participant subgroup ranged from 3.3 per cent among NB Anglophone participants to 4.8 per cent in Manitoba. As such, participation rates are 0.94 (94 per cent) or higher, which results in no meaningful change to the interim impacts presented in this chapter.

As Chapter 3 demonstrated, there is more to participation than engaging in a single activity. There is a continuum across all groups from those who participated a great deal to those who participated very little. The key subgroups of interest tended to be over-represented among those who participated less often. Of course, *Explore Your Horizons* may well have a larger overall impact if it were possible to ensure that participation levels were higher among those in subgroups who could most benefit from its components. It might especially have a larger impact on those in the target subgroups. Low “no show” levels do not discount such possibilities. However, they do render application of the “no show” adjustment of limited value to those interested in learning what *Explore Your Horizons* impacts might have been, if higher participation had been achieved.

Learning Accounts: Activities, Participation Rates, and Impacts During Grades 10-12

Introduction

Chapter 5 covers both the implementation of *Learning Accounts* in grades 10 through 12, and the impacts of the intervention on participants' post-secondary education attitudes and plans. Since *Learning Accounts* was implemented only for project participants who at the time of recruitment resided in lower-income families in New Brunswick, the analysis is restricted to this study group. The sources of evidence for the implementation findings include secondary data from the Project Management Information System, minutes of facilitator meetings, the *Future to Discover* Grade 12 survey, and primary data gathered directly from *Future to Discover* staff.¹ Data on the impacts of *Learning Accounts* are drawn from the *Future to Discover* Grade 12 survey.

¹ It is important to note that all project communications with *Learning Accounts* participants were designed in ways that avoided the identification of program group members to others. The aim was to preserve the confidentiality of baseline survey responses by not revealing the lower-income status of participants that qualified them for *Learning Accounts*. Thus, focus groups were not held specifically with *Learning Accounts* participants or their parents, and any mention of *Learning Accounts* at focus groups was incidental.



CHAPTER SUMMARY

- **1,097 students were randomly assigned to receive Learning Accounts either by itself, or in combination with Explore Your Horizons.** Of these students, 93.4 per cent were still eligible after Grade 10 (meaning they met the requirements necessary up to that point to receive payment), and 90.2 per cent of Cohort 1 remained eligible after their Grade 12 year.
- **Learning Accounts participants responding to the Grade 12 survey reported low awareness of having a “Learning Account.”** This was more pronounced for the Anglophone sector (38.6 per cent) than the Francophone (58.4 per cent).
- **Among those Learning Accounts participants who reported that they had a Learning Account, most were aware of the salient features of the program.** In particular, the total amount of \$8,000 was recalled by the majority both of Francophone (83.8 per cent) and Anglophone participants (77.3 per cent).
- **Learning Accounts was implemented as planned, but required a higher level of staff effort than initially thought.** This was true for activities throughout the Learning Accounts implementation, from encouraging participants to enrol and open their accounts, to determining their ongoing eligibility for instalments, to contacting them to promote applications for payments when eligible.
- **There is evidence of interim impacts in line with the program logic model for Learning Accounts.** Although too soon to know whether Learning Accounts will have an impact on post-secondary education access, Learning Accounts did produce some modest interim impacts on thinking and planning for the future, high school behaviour, and knowledge of post-secondary education costs.
- **Some of the largest impacts of Learning Accounts were for subgroups defined by education and income.** There is evidence that Learning Accounts is having some of the desired effects on the LILE and FGF groups of participants, i.e., those from lower-income households whose parents have lower levels of education, and from first generation families.
- **Impacts of Learning Accounts were higher for the Explore Your Horizons plus Learning Accounts combined group than for the Learning Accounts group alone.** These impacts are discussed in Chapter 6.

LEARNING ACCOUNTS ACTIVITIES AND PARTICIPATION

Only those participants with baseline incomes below the provincial median in New Brunswick were eligible to be offered Learning Accounts. Unlike *Explore Your Horizons*, the Learning Accounts intervention did not involve routine in-person contact between participants and *Future to Discover* staff. Rather, the implementation involved ensuring participant awareness about the pattern of instalments and payments of Learning Accounts as shown in Table 5.1.

Staff activities were directly linked to promoting participants' awareness of the rules concerning Learning Accounts instalments and encouraging participants to take the necessary steps to receive payments. More specifically, activities included the following:

- Participant and parent notification by mail and by telephone, as required, about the eligibility rules for accumulating instalments, and understanding of these rules.
- Verification of eligibility for yearly instalments.
- Notification by mail and by telephone, as required, regarding eligibility for instalments, account balances and the closure date.
- Reminders of ongoing eligibility status and encouragement to complete post-secondary studies and apply for account payments.
- Mailing of Learning Accounts Request for Payment packages, and assistance with their completion.
- Verification of all personal and post-secondary institution data included in applications.
- Verification of post-secondary education eligibility, enrolment, and attendance with New Brunswick Student Financial Services and New Brunswick Apprenticeship Bureau.
- Tracking the issue of cheques from the Canada Millennium Scholarship Foundation.
- Notification by telephone to each participant found ineligible by New Brunswick Student Financial Services or the New Brunswick Apprenticeship Bureau to ensure all information is correct and the participant understands any changes required for eligibility.
- Follow-up of students listed as not attending high school at the end of Grade 10, 11, or 12 to identify transfers outside Future to Discover school sites or outside New Brunswick, or attendance at alternative education sites.
- Follow-up of participants with returned mail and/or incorrect contact information.

Table 5.1: Pattern of Instalments and Payments for *Learning Accounts* (LA)

Grade	LA Instalments	LA Statements	LA Payments for Post-Secondary Education Program Lasting 2+ Years	LA Payments for Post-Secondary Education Program of = < 1 Year
10	\$2,000 at end of Grade 10	Mailed upon completion of Grade 10		
11	\$2,000 at end of Grade 11	Mailed upon completion of Grade 11		
12	\$4,000 at end of Grade 12	Mailed upon completion of Grade 12/Graduation, along with "Request for Payment" package		
Post-secondary year 1			\$2,000 with confirmation of post-secondary education enrolment; \$2,000 at start of winter term	\$2,000 with confirmation of post-secondary education enrolment; \$2,000 at start of winter term ^a
Post-secondary year 2			\$2,000 at start of fall term; \$2,000 at start of winter term	

^a Participants enrolled in programs four months or less in length can request a disbursement of \$2,000 at the start of their program and another \$2,000 upon successful completion. To receive the second payment, they need to submit proof of program completion at one of the three withdrawal deadlines each year.

The detailed procedures for opening the *Learning Accounts* are found in the *Future to Discover* Early Implementation Report and so are not repeated here. The current report focuses on activities associated with making *Learning Accounts* payments (see Text Box 5.1). Tallies of the proportions of participants who applied for and received *Learning Accounts*—and the amounts received—will be included in the *Future to Discover* Final Impacts Report.

Making Instalments

Participants accumulated *Learning Accounts* funds in three instalments typically made during the last three years of their secondary studies.² *Learning Accounts* are not individual accounts opened at a financial institution. They exist as "virtual" accounts: instalments are recorded electronically for each participant. The first instalment of \$2,000 is recorded after verification of

active student status with the New Brunswick Department of Education's Central Student Data Repository, typically at the end of Grade 10. Eligibility for the second instalment of \$2,000 is determined and recorded the same way, typically at the end of Grade 11. The third instalment is for \$4,000 and is recorded upon successful completion of a New Brunswick High School Diploma, having completed the program of studies prescribed by the Minister of Education, either through attending a New Brunswick high school, alternative site, or completing an Adult Education Diploma or General Education Development diploma. Participants who do not graduate from a New Brunswick high school but who gain admission to a recognized post-secondary institution can withdraw the funds they have successfully accumulated in their *Learning Accounts*.

Text Box 5.1 *Learning Accounts* Payment Procedures

- Request for Payment packages containing an application form, declaration and consent form, checklist, instructions for completion, and FAQs were mailed by the New Brunswick *Future to Discover* Office (FTDO) to *Learning Accounts* participants in June 2007 (Cohort 1) and June 2008 (Cohort 2).
- Participants who register as a full-time student (i.e., at least a 60 per cent course load) at an institution recognized by the Canada Students Loans Program (CSLP) submit applications to the FTDO before the September deadline.
- FTDO staff submit appropriate data to New Brunswick Student Financial Services for verification of program eligibility, enrolment, and attendance.
- Students whose registration is not confirmed, or who have enrolled in a program not recognized by CSLP, are informed by the FTDO.
- FTDO transmits a list of students eligible for payment to the Canada Millennium Scholarship Foundation to issue cheques.
- Applications are received in three *Learning Accounts* payment cycles per year: September, January, and May.
- Participants are allowed to request payments for a maximum of two out of the three payment cycles in an academic year.
- T4A slips are issued annually for the *Learning Accounts* grants.
- New application packages are to be sent by the FTDO to all participants six weeks prior to the next withdrawal period.
- All eligible students who have not applied for a particular withdrawal are to be phoned before the deadline.

² Students could take four years to complete the final three years of high school studies or compress their studies into less time and still be eligible for the full \$8,000 upon graduation from a New Brunswick high school.

To facilitate the administration of *Learning Accounts*, all participants who obtained a New Brunswick High School Diploma or equivalent are eligible for the full \$8,000 in their Learning Account, regardless of their accumulation of instalments or active status during each year of high school. Nonetheless, to receive the full amount, graduation from a New Brunswick high school or equivalent must take place before the end of the *fourth* year after signing the Learning Account participant declaration.

New Brunswick *Future to Discover* Office (FTDO) staff are responsible for keeping records of participants' annual *Learning Accounts* instalments, and notifying the Foundation about which participants are ultimately eligible to receive their *Learning Accounts* payments.

Prior to the final year, participants are reminded that they remain eligible for potential instalments for one more year.

Making Payments

In June at the end of Grade 12, the FTDO mailed participants a Request for Payment package containing an application form to gather information about their post-secondary education program and updated contact information, a declaration and consent form to sign, an instruction sheet for completing the application, a checklist, and FAQs. Participants who successfully enrol in a recognized post-secondary education program³ within the allotted time frame become eligible to apply for *Learning Accounts* payments. Cohort 1 participants can request *Learning Accounts* payments until their May 2010 deadline, while for Cohort 2 participants, the deadline is May 2011. Monies remaining in accounts after those deadlines cannot be accessed, and the accounts will be closed.

Once the forms are completed and returned to the FTDO, staff confirm post-secondary education enrolment, program eligibility, and attendance via New Brunswick Student Financial Services by sending them a list of students requesting payments. Those with confirmed enrolment are then forwarded to the Foundation. The Foundation is responsible for issuing cheques for *Learning Accounts* payments. There are three cheque production run deadlines per calendar year, and participants are permitted to receive a maximum of two instalments (of \$2,000 each) totalling \$4,000 in each year from their Learning Account. The application/cheque production deadlines are held firm to ensure the timely payment of funds; however, participants who miss the deadline but have funds remaining can re-apply at the next deadline provided they are still in school. New Brunswick Student Financial Services checks that the program for which students have registered is on the eligible list, and that they are attending the program. If these conditions are not fulfilled, the FTDO contacts the student for resolution.

Participants are not penalized for changing programs or post-secondary institutions after having received an instalment. Participants who have completed a program and have funds remaining may apply for additional funds from their *Learning Accounts* to attend a second program.

New application packages are sent by the FTDO to all participants six weeks prior to the next withdrawal period. Although *Learning Accounts* are not taxable⁴, they are still considered to be income and thus the Foundation is responsible for issuing T4A slips to recipients.

The Implementation Effort

The implementation of *Learning Accounts* occurred as planned, although efforts to reach participants required a higher level of staff effort than anticipated. This is true for all stages of the implementation, from the opening of accounts to the completion of application forms for funds. The strategies that FTDO staff employed to encourage the opening of accounts in Year 1—letters, telephone calls, repeated mailings of packages—were again employed for the Request for Payment packages. The strategy of extending the deadline for application packages was not adopted for payments. This was not necessary because participants missing one payment deadline can aim for the next one in four months' time (assuming they are still enrolled full-time), unlike the requirement to open the account during Year 1 or forfeit eligibility.

Given three payment cycles per year, the number of students eligible for *Learning Accounts*, and the objective of promoting the use of the accounts, the staff work effort for *Learning Accounts* went beyond the FTDO. Facilitators assisted with the task of phoning eligible participants to remind them of the funds available to them, and to encourage completion of withdrawal packages. Facilitators identified themselves on the phone simply as "FTD staff," and were assigned students according to each facilitator's originating high school rather than his or her *Explore Your Horizons* assignment. This was done to avoid any potential discomfort associated with students being identified as lower-income (by virtue of their eligibility for *Learning Accounts*) to facilitators with whom they might have worked in *Explore Your Horizons*.

Not all eligible students recalled having *Learning Accounts* or the amounts of money therein at the time they were contacted by facilitators and FTDO staff. This is despite efforts the participants were required to make in order to enrol in the project and open a Learning Account, and despite the annual mailing of statements from the FTDO. Staff also reported that some students who were aware of their accounts were reluctant to request funds from them. Reasons given included that they felt they did not need the money at that time, and that they were concerned about the potential effect of *Learning Accounts* on receipt of other types of financial aid. Other students expressed interest in completing Request for Payments packages, but ultimately did not submit them. Facilitators and FTDO staff continued to call these participants until the deadline.

³ A recognized post-secondary education program is defined as a program delivered by an organization whose students are currently eligible for student assistance under the Canada Student Loan Program (CSLP) and various provincial student financial assistance offices.

⁴ In the [2006 budget](#), the Government of Canada made all scholarships and bursaries non-taxable. This is a change from a prior (2000) budget, which increased the tax exemption for scholarships and grants from \$500 to \$3,000. www.fin.gc.ca/budget06/bp/bpa3a-eng.asp

The determination of each participant's "active status" in the school system after grades 10 and 11 and of his or her graduation after Grade 12 was also more labour-intensive than anticipated. Difficulties included incomplete or inaccurate school records, students moving out of province, home-schooling, and/or attendance at alternate sites. In each case where participants did not appear on the Central Data Repository files, FTDO staff attempted to trace participants' whereabouts and confirm their eligibility for *Learning Accounts*. In keeping with the objective of encouraging participation, staff pursued extensive avenues to find students and determine their status. As a result, there were only a very small number of cases for which "active status" could not be reinstated.

Eligibility Rates

Participants in the *Learning Accounts* program groups (*Learning Accounts* and *Explore Your Horizons plus Learning Accounts*) had several steps in order to maintain their eligibility for funds. First, each participant and his or her parent(s) needed to complete the declaration form in the application package indicating their agreement to the program requirements. Then, to qualify for the full \$8,000, each needed to graduate from a New Brunswick high school or equivalent. As reported in the *Future to Discover* Early Implementation Report (SRDC, 2007), 72 of the 1,097 participants in both cohorts 1 and 2 who were assigned to *Learning Accounts* (6.6 per cent) did not complete their declarations in the first year and were therefore no longer eligible for the funds. Another 16 Cohort 1 students either withdrew from *LA* or did not meet the graduation requirement by the September 2008 deadline for making their application, making them no longer eligible for payments. In this way, 90.2 per cent of Cohort 1 initially assigned to *LA* remained eligible after Grade 12. Comparable numbers for Cohort 2 will be calculated following the September 2009 deadline for them to make their first application for funds.

Participant Awareness of *Learning Accounts*

Only participants randomly assigned to either the *Learning Accounts* or the *Explore Your Horizons plus Learning Accounts* combined group answered questions on awareness of *Learning Accounts* in the Grade 12 follow-up survey. It is important to note that the Grade 12 survey was conducted during the fall of Grade 12, and that FTDO communications regarding eligibility for annual instalments and for payments did not commence until the end of Grade 12. Thus, participants and the FTDO had little reason to be in contact around the time of the Grade 12 survey.

Despite significant contact from the FTDO staff at the time of account opening, and subsequent mailings regarding instalments, responses to the Grade 12 survey implementation module indicate that participants' awareness of the features of *Learning Accounts* was lower than might have been anticipated in the program logic model (Chapter 1). Although high school students' knowledge of financial aid programs might not be expected to be high, given the sum of money involved in *Learning Accounts*, the fact that it is a grant, the effort required by participants to complete applications to open their accounts, and FTDO letters noting instalments, awareness was notably low.

As shown below in Table 5.2, 58.4 per cent of Francophone sector participants and only 38.6 per cent of those in the Anglophone sector answered "yes" when asked, "Do you have a Learning Account?" When those who were unaware were asked, "What is the main reason why you do not have a Learning Account?" the most frequent responses were that they did not know about it, or simply that they did not know why. There is no indication that scepticism about the offer played a role, a potential factor that was previously postulated.

Table 5.2: Participant Awareness of *Learning Accounts*

	Francophone			Anglophone		
	Yes (%)	No (%)	Don't Know	Yes (%)	No (%)	Don't Know
All offered a Learning Account						
Aware that they have a Learning Account	58.4	18.5	23.1	38.6	28.0	33.4
Sample Size	498			479		
	Correct (%)	Other (%)	Don't Know / Not Stated	Correct (%)	Other (%)	Don't Know / Not Stated
All aware of Learning Account						
Correctly identify \$4,000 as current balance*	62.2	19.9	17.9	51.9	20.5	27.6
Correctly identify \$8,000 as maximum amount	83.8	3.1	13.1	77.3	3.8	18.9
Sample Size	291			185		

*This is the correct answer for the majority of *Future to Discover* Grade 12 survey respondents. However, this is not true for those who did not sign declarations, or those who did not remain in active status at school each year, as they would not be eligible for regular instalments.
Source: *FTD* Grade 12 survey.

Although overall awareness was low, a large majority of participants who were aware that they had a Learning Account correctly identified \$8,000 as the maximum amount, with 83.8 per cent of Francophone participants and 77.3 per cent of Anglophone participants answering correctly. Just over half of the Anglophone (51.9 per cent) and rather more Francophone (62.2 per cent) participants reported \$4,000 as their current balance, a response that was correct for virtually all participants at the time of the survey.^{5,6}

Among these participants who were aware that they had an account, Table 5.3 demonstrates generally high awareness of the program rules. Anglophone participants generally held higher awareness than Francophone participants. For example, nearly three-quarters (73.5 per cent) of Anglophone participants knew that the following statement was false, compared with 55.0 per cent of Francophone participants: "If you move to another province you cannot keep your Learning Account." Similarly, over three-quarters of Anglophone and 52.6 per cent

of Francophone participants knew that they could use their *Learning Accounts* to study outside of their province. Two-thirds of Anglophone (67.0 per cent) and half (49.8 per cent) of Francophone participants knew that they could take a year off high school and still be able to get their *Learning Accounts*. Francophone and Anglophone participants in roughly equal number (78.4 per cent and 76.8 per cent respectively) were aware that *Learning Account* eligibility was not contingent upon getting good grades at school.

Three-quarters of all the participants who recalled having a Learning Account (76.6 per cent of Francophone participants and 78.4 per cent of Anglophone participants) either agreed or strongly agreed with the statement, "I am more likely to get more education after high school because I have a Learning Account."

Table 5.3: Participant Awareness of Learning Accounts Rules

	Francophone			Anglophone		
	True (%)	False (%)	Don't Know	True (%)	False (%)	Don't Know
Learning Accounts Rules (True/False)						
If you move to another province you cannot keep your Learning Account.	26.8	55.0	18.2	13.0	73.5	13.5
To be eligible for a Learning Account you need good grades.	18.6	78.4	3.1	16.8	76.8	6.5
You can use your Learning Account to study outside your province.	52.6	28.5	18.9	77.3	12.4	10.3
You can take a year off high school and still be able to get your Learning Account.	49.8	35.4	14.8	67.0	20.5	12.4
Sample Size	291			185		

Correct answers are highlighted.
Source: FTD Grade 12 survey.

⁵ Gender was not a factor influencing awareness of *Learning Accounts*, either in the Anglophone or Francophone sector.

⁶ Awareness of *Learning Accounts* was associated with attendance at *Explore Your Horizons* sessions, among participants in the combined *Explore Your Horizons/ Learning Accounts* group.

IMPACTS OF OFFERING *LEARNING ACCOUNTS*

This section uses Grade 12 survey data to assess the impacts of *Learning Accounts* anticipated in the program logic model (Chapter 1). Impacts are reported for students in the Francophone and Anglophone sector schools separately. Program and comparison group members were asked the same questions in these modules of the Grade 12 survey enabling their answers to be compared. This is in contrast to responses to questions from the survey's implementation module analyzed on page 100, which only *Learning Accounts* participants answered.

Following the same format as for preceding and following chapters, the impact analyses in this chapter are presented under four headings: *Exposure to Learning Accounts*, *Thinking and Planning for the Future*, *Changing Direction in High School*, and *Improved Knowledge of Post-Secondary Education Costs and Financing*. Tables presented in each section contain the main impacts that correspond directly to the program logic model and include impacts for subgroups based on income and parental education. In keeping with the format of the rest of this report, all are included regardless of whether or not statistically significant impacts were detected; statistically significant impacts are highlighted in the text. Note that, while the impact tables in this chapter include the "LILE" subgroup, there is no "non-LILE" counterpart; this is because *Learning Accounts* was offered only to participants from lower-income families. There are no higher-income families and too few of the lower-income participants with parents who hold a post-secondary education credential from two or more years of study to form a "non-LILE" subgroup. This is in contrast to tables in the previous chapter, because a larger "non-LILE" subgroup was offered the *Explore Your Horizons* intervention.

Exposure to Learning Accounts

Of primary importance in an impact evaluation is that program group participants receive the intervention being tested, in this case, the offer at the start of Grade 10 of a *Learning Account*. In order for *Learning Accounts* to have an impact, participants must be aware of their eligibility, of the account's existence, and the potential benefits it offers in order to factor *Learning Accounts* into their decisions about their futures.

When asked, "Has anyone, such as an organization, promised to give you money if you choose to participate in a post-secondary program?" *Learning Accounts* participants had a much stronger tendency than those in the comparison group to say "yes" and to cite the amount offered correctly as \$8,000. Nonetheless, just under half of those who had completed the paperwork necessary to open a *Learning Account* answered the question negatively. One in ten comparison group members (by definition not offered a *Learning Account*) felt they had received an offer of this kind. So, while the offer did create a substantial difference in responses to these questions, it was not as large as might have been anticipated.

Several factors may account for a smaller treatment differential than expected. Comparison group members may mistakenly recall their recruitment interview into *Future to Discover* as an offer of a *Learning Account*. Other recall errors and survey errors may play a role, including differing interpretations of the question, given that it was phrased in generic terms. *Learning Accounts* holders might think that those running a survey for *Future to Discover* would know of their program status and be interested to know only of any *other* source of funds offered. Some support for this theory is found when the responses among the program group to the generic questions are cross-tabulated with the program-group-only question, "Do you have a *Learning Account*?" In this case, of the participants who replied "Yes" that they did have a *Learning Account*, only 62.2 per cent of Anglophone participants and 62.7 per cent of Francophone participants replied affirmatively that they had been promised money for post-secondary education by an organization.

Table 5.4 shows that, among Francophone participants, those offered *Learning Accounts* were much more likely to recall the promise of money. A third recalled the amount as \$8,000. None in the comparison group cited this amount. Anglophone participants were similarly much more likely than comparison group members to recall such a promise of money. A quarter recalled the amount as \$8,000. Just one per cent in the comparison group cited this amount. Across both linguistic sectors, parental education was associated with participants' awareness of their *Learning Accounts* and the amount promised. FGF participants were less likely to recall having a *Learning Account* than those participants whose parents had any post-secondary education experience.

Table 5.4: Participant Recall of Exposure to Learning Accounts (or Similar Offers)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Has anyone, such as an organization, promised money if you choose to participate in PSE? (%)—All						
Has been promised money	50.12	9.49	40.64*** (3.68)	43.04	9.39	33.66*** (3.87)
Less than \$8,000	7.85	4.89	2.97 (2.28)	8.46	3.68	4.78** (2.23)
\$8,000	32.77	0.01	32.76*** (3.11)	26.19	1.28	24.91*** (3.34)
More than \$8,000	3.11	1.60	1.51 (1.44)	2.26	1.39	0.87 (1.48)
Does not know amount of money promised	6.39	2.99	3.40* (2.00)	6.14	3.04	3.10 (1.96)
Has anyone, such as an organization, promised money if you choose to participate in PSE? (%)—LILE						
Has been promised money	51.75	10.59	41.16*** (4.14)	38.95	8.38	30.57*** (4.28)
Less than \$8,000	9.09	5.89	3.21 (2.56)	8.39	4.04	4.35* (2.49)
\$8,000	34.13	0.13	34.00*** (3.50)	23.50	0.63	22.87*** (3.71)
More than \$8,000	2.93	0.99	1.94 (1.62)	2.44	1.57	0.86 (1.65)
Does not know amount of money promised	5.60	3.58	2.02 (2.25)	4.62	2.14	2.48 (2.16)
Has anyone, such as an organization, promised money if you choose to participate in PSE (%)						
Parents with high school or less						
Has been promised money	45.22	7.30	37.92*** (5.04)	34.96	10.12	24.84*** (5.59)
Less than \$8,000	7.11	4.76	2.35 (3.12)	9.00	2.13	6.86** (3.22)
\$8,000	30.64	0.35	30.29*** (4.26)	22.06	2.11	19.95*** (4.83)
More than \$8,000	1.38	-0.07	1.45 (1.97)	0.67	2.49	-1.82* (2.14)
Does not know amount of money promised	6.09	2.26	3.83 (2.74)	3.24	3.39	-0.15 (2.84)
Parents with any PSE						
Has been promised money	55.14	11.71	43.43*** (5.41)	49.26	8.53	40.73*** (5.36)
Less than \$8,000	8.17	4.92	3.25 (3.35)	7.94	5.40	2.54 (3.08)
\$8,000	35.12	-0.51	35.63*** (4.57)	29.16	0.39	28.76*** (4.63)
More than \$8,000	5.23	3.56	1.67 (2.11)	3.64	0.16	3.48* (2.05)
Does not know amount of money promised	6.63	3.75	2.88 (2.94)	8.52	2.57	5.95** (2.72)
Sample Size	251	266		237	236	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Thinking and Planning for the Future

The logic model proposes that simply making students aware of their own personal *Learning Accounts* could—like *Explore Your Horizons*—encourage them to look ahead and plan for their futures, increase their orientation toward the future, cause them to increase their awareness of post-secondary and career options, change their perception of the role post-secondary education could play in their lives, and thereby change their intentions and rate of application to pursue post-secondary education. Unlike *Explore Your Horizons*-only and *Explore Your Horizons* plus *Learning Accounts* participants, of course, *Learning Accounts*-only participants would receive no additional support from the intervention for their career education or seeking of post-secondary information.

Increased Orientation Toward Future Activities

The offer of *Learning Accounts* caused more students in target subgroups from the Francophone sector to think about their future. As shown in Table 5.5, Francophone participants in the LILE subgroup who were offered *Learning Accounts* were significantly more likely to answer positively (93.8 per cent) than those in the LILE comparison group (89.6). FGF participants were much more likely to respond affirmatively (94.6 per cent) when offered *Learning Accounts* than those in the comparison group (85.1 per cent). Interestingly, among those whose parents had any post-secondary education experience, the *Learning Accounts* group was less likely to report thinking about their future (93.3 per cent) than the comparison group (99.4).

Table 5.5: Impacts of *Learning Accounts* on Orientation Toward Future Activities

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Thought about what you will be doing in the near future (%)						
All	93.85	91.79	2.06 (2.04)	96.78	96.73	0.05 (1.36)
LILE group	93.81	89.60	4.20* (2.30)	95.97	96.66	-0.69 (1.51)
Parents with high school or less	94.59	85.13	9.47*** (2.79)	95.53	96.34	-0.81 (1.97)
Parents with any PSE	93.28	99.44	-6.16** (2.97)	97.93	96.93	1.00 (1.87)
Strongly agree with the statement, "At this point in my life, it is important for me to decide what my future career or work will be" (%)						
All	45.99	42.60	3.39 (4.30)	44.28	45.05	-0.78 (4.59)
LILE group	45.08	40.65	4.43 (4.85)	42.00	45.76	-3.76 (5.11)
Parents with high school or less	45.60	36.16	9.44 (5.88)	44.95	46.39	-1.44 (6.67)
Parents with any PSE	46.46	50.29	-3.83 (6.28)	43.63	43.82	-0.19 (6.33)
Parents or guardians talk to participant about his/her future education or career options at least a few times each week (%)						
All	43.58	46.00	-2.42 (4.41)	32.26	36.39	-4.13 (4.35)
LILE group	42.69	45.27	-2.57 (4.95)	28.64	36.24	-7.60 (4.86)
Parents with high school or less	40.68	50.96	-10.28* (6.03)	25.16	31.50	-6.34 (6.33)
Parents with any PSE	46.84	40.02	6.82* (6.43)	38.97	40.33	-1.36 (6.02)
Sample Size	253	269		244	243	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Increased Awareness of Post-Secondary Options

Learning Accounts had no impact on participants' agreement with the following statements: "I know enough about the different kinds of jobs that exist to make a choice about my future" and "I know my own interests and abilities well enough to decide on a future career or type of work" (Table 5.6).

Change in Intentions to Pursue Post-Secondary Education

Learning Accounts had an impact in the Anglophone sector on aspirations to pursue post-secondary education (Table 5.7). There was no statistically significant impact across all participants offered *Learning Accounts*, but the impact was large for

FGF participants (96.0 per cent compared to 87.0 per cent in the comparison group).⁷ A smaller, but still significant, impact on aspirations to pursue post-secondary education was also detected for the Anglophone LILE subgroup.

Among Francophone participants whose parents had post-secondary education experience, those offered *Learning Accounts* were more likely to aspire to pursue a university degree (42.7 per cent) than their comparison group counterparts (32.9 per cent). The final report will consider the extent to which these impacts on aspirations translate into impacts on behaviour.

Table 5.6: Impacts of *Learning Accounts* on Awareness of Post-Secondary Options

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Strongly agree with the statement, "I know enough about the different kinds of jobs that exist to make a choice about my future." (%)						
All	25.83	22.51	3.32 (3.74)	25.11	20.97	4.14 (3.89)
LILE group	24.38	24.20	0.18 (4.20)	25.89	21.65	4.24 (4.33)
Parents with high school or less	24.06	23.97	0.09 (5.14)	26.77	21.45	5.32 (5.65)
Parents with any PSE	28.45	20.88	7.57 (5.46)	24.21	20.22	3.98 (5.37)
Strongly agree with the statement, "I know my own interests and abilities well enough to decide on a future career or type of work." (%)						
All	36.29	33.00	3.29 (4.19)	36.45	32.64	3.81 (4.35)
LILE group	36.14	32.30	3.84 (4.73)	35.46	32.93	2.53 (4.84)
Parents with high school or less	37.93	33.32	4.61 (5.73)	36.17	30.80	5.37 (6.32)
Parents with any PSE	35.41	32.91	2.50 (6.15)	37.14	34.23	2.92 (6.00)
Sample Size	252	269		242	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

⁷ The *** in the right margin of Table 5.7 indicates that this impact was significantly different from the intervention's effect on participants whose parents had post-secondary education experience.

Table 5.7: Impacts of Learning Accounts on Aspirations to Pursue PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Aspires to pursue a PSE credential (%)						
All	94.48	92.98	1.49 (2.16)	95.84	92.75	3.09 (1.98)
LILE group	94.67	93.14	1.54 (2.43)	95.32	91.13	4.19* (2.21)
Parents with high school or less	94.50	90.58	3.92 (2.95)	96.03	87.01	9.02*** (2.85)
Parents with any PSE	94.76	95.88	-1.12 (3.17)	95.82	98.52	-2.70*** (2.71)
PSE credential¹ aspires to pursue (%)—All						
University	39.14	34.24	4.89 (3.67)	40.56	41.66	-1.11 (4.07)
Trade certificate	12.32	13.46	-1.14 (3.02)	27.99	22.59	5.40 (3.56)
Apprenticeship	6.34	10.02	-3.68 (2.38)	14.41	16.08	-1.67 (3.15)
College diploma	58.18	60.04	-1.86 (4.12)	45.65	46.76	-1.12 (4.48)
PSE credential¹ aspires to pursue (%)—LILE						
University	37.63	31.78	5.85 (4.14)	38.39	40.30	-1.90 (4.55)
Trade certificate	12.50	10.97	1.53 (3.39)	26.13	20.31	5.82 (3.95)
Apprenticeship	6.70	9.71	-3.00 (2.68)	12.48	14.87	-2.40 (3.50)
College diploma	60.53	62.33	-1.80 (4.63)	48.60	47.51	1.09 (4.98)
PSE credential¹ aspires to pursue (%)						
Parents with high school or less						
University	36.71	35.12	1.59 (5.05)	37.83	39.91	-2.08 (5.90)
Trade certificate	12.30	12.43	-0.13 (4.12)	24.86	18.46	6.40 (5.15)
Apprenticeship	6.30	9.37	-3.06 (3.25)	10.67	11.61	-0.94 (4.54)
College diploma	61.62	59.21	2.41 (5.62)	43.87	44.06	-0.19 (6.51)
Parents with any PSE						
University	42.72	32.98	9.75* (5.41)	43.11	42.70	0.40 (5.61)
Trade certificate	12.60	14.56	-1.96 (4.42)	30.37	26.73	3.64 (4.90)
Apprenticeship	6.34	10.75	-4.41 (3.48)	17.34	20.66	-3.32 (4.32)
College diploma	53.96	61.30	-7.33 (6.03)	47.28	49.44	-2.16 (6.19)
Sample Size	249	264		243	242	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

Table 5.8: Impacts of Learning Accounts on Plans to Apply for PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Knows type of programs plans to apply for (%)						
All	84.89	82.41	2.48 (3.26)	80.77	78.70	2.08 (3.59)
LILE group	84.69	81.39	3.30 (3.68)	79.24	79.44	-0.20 (4.00)
Parents with high school or less	82.95	78.08	4.87 (4.46)	76.54	77.19	-0.65 (5.23)
Parents with any PSE	87.53	87.30	0.23 (4.76)	84.51	79.67	4.84 (4.95)
Type of program¹ student plans to apply for (%)—All						
University	34.52	29.10	5.42 (3.67)	34.55	33.76	0.79 (4.01)
Trade certificate	8.21	4.79	3.42 (2.14)	21.09	14.19	6.90** (3.17)
Apprenticeship	4.18	1.63	2.55* (1.55)	7.77	8.49	-0.72 (2.56)
College diploma	47.99	50.93	-2.94 (4.32)	34.28	38.53	-4.25 (4.37)
Other type of diploma	2.11	1.07	1.04 (0.99)	0.86	2.84	-1.98 (1.33)
Type of program¹ student plans to apply for (%)—LILE						
University	32.64	24.51	8.12* (4.17)	31.88	33.48	-1.59 (4.47)
Trade certificate	9.03	4.60	4.43* (2.41)	19.70	12.44	7.26** (3.51)
Apprenticeship	4.56	1.45	3.11* (1.74)	6.31	8.64	-2.33 (2.85)
College diploma	49.46	53.22	-3.75 (4.86)	35.30	39.23	-3.94 (4.87)
Other type of diploma	2.46	1.35	1.11 (1.12)	1.13	2.99	-1.86 (1.49)

Continued on next page

Table 5.8: Impacts of *Learning Accounts* on Plans to Apply for PSE (Cont'd)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Type of program ¹ student plans to apply for (%)						
Parents with high school or less						
University	32.11	26.85	5.27 (5.07)	33.27	32.93	0.35 (5.80)
Trade certificate	11.52	6.71	4.82* (2.92)	18.64	11.81	6.83 (4.59)
Apprenticeship	5.39	0.63	4.77** (2.11)	5.04	7.49	-2.45 (3.71)
College diploma	46.88	49.34	-2.47 (5.91)	27.58	39.53	-11.95* (6.33)
Other type of diploma	1.34	0.36	0.98 (1.36)	0.28	3.31	-3.03 (1.93)
Parents with any PSE						
University	38.65	31.46	7.19 (5.42)	35.88	33.96	1.92 (5.52)
Trade certificate	4.47	2.65	1.82 (3.12)	23.14	16.46	6.69 (4.37)
Apprenticeship	2.79	2.81	-0.01 (2.26)	10.30	9.13	1.17 (3.53)
College diploma	48.64	52.87	-4.24 (6.32)	39.62	37.30	2.32 (6.03)
Other type of diploma	2.88	1.90	0.99 (1.45)	1.38	2.27	-0.89 (1.84)
Sample Size	245	261		238	238	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as ^ = 10 per cent; ^^ = 5 per cent; ^^^ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

Despite the impacts on aspirations, the offer of *Learning Accounts* did not increase the proportion of participants intending to apply for post-secondary education (Table 5.8). However, *Learning Accounts* did alter the program choices among those planning to apply. It increased the proportion of Francophone participants saying they would apply for an apprenticeship (4.2 per cent versus 1.6 per cent for the comparison group). Among Anglophone participants, *Learning Accounts* increased the proportion planning to apply for a trade certificate program (21.1 per cent versus 14.2 per cent for the comparison group). Other impacts on plans to apply were detected for the LILE subgroup and FGF participants; however, with small sample sizes and multiple response categories, the interpretation is not clear.

Altered Expectations About Post-Secondary Education

Among Francophone participants, the *Learning Account* offer increased the proportion who strongly agreed with the statement, "I will need to keep studying after high school to achieve what I want in life" (Table 5.9). It is interesting to note that this impact was anticipated for the *Explore Your Horizons* intervention and also observed among Francophone LILE participants (Chapter 4, Table 4.7).

Also among Francophone participants only, *Learning Accounts* increased the proportion of participants reporting that getting more education after high school was very important to at least one of their parents. This varied by parental education subgroups; the highest impacts were found for FGF participants (90.8 per cent stated this compared to 80.1 per cent of the comparison group).

Table 5.9: Impacts of Learning Accounts on Expectations About PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Strongly agree with the statement, "I will need to keep studying after high school to achieve what I want in life." (%)						
All	53.29	45.34	7.96* (4.21)	53.36	55.05	-1.69 (4.48)
LILE group	53.24	41.78	11.46** (4.74)	51.64	54.78	-3.13 (4.98)
Parents with high school or less	52.32	39.95	12.37** (5.75)	52.98	55.11	-2.13 (6.50)
Parents with any PSE	55.06	51.85	3.22 (6.15)	53.86	54.83	-0.97 (6.20)
Getting more education after high school is very important to at least one parent (%)						
All	89.26	83.95	5.31* (2.90)	85.35	87.46	-2.12 (3.07)
LILE group	90.66	83.45	7.20** (3.26)	83.49	87.68	-4.20 (3.43)
Parents with high school or less	90.77	80.09	10.68*** (3.98)	77.67	84.68	-7.00 (4.44)
Parents with any PSE	87.72	88.66	-0.94** (4.22)	91.72	89.75	1.97 (4.21)
Sample Size	254	269		243	241	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Changing Direction in High School

One consequence of *Learning Accounts* encouraging students to plan more for their post-secondary education could be that *Learning Accounts* holders alter their use of educational programs on offer at their high school to better meet the requirements of their chosen post-secondary pathways. In general, students might show increased interest in high school, be less likely to drop out, and be more likely to attend and to graduate. *Learning Accounts* might change a student's peer group (composition, the future orientations and future expectations of its members) through these altered course choices or because they choose to mix more with students holding similar post-secondary plans.

This section includes analysis of the following impacts, presented in tables 5.10 to 5.13:

- Increased interest in high school and high school attendance,
- Decreasing rates of early high school leaving/drop out,
- Increased rates of high school graduation, and
- Changes in peer group.

Learning Accounts did not have an impact in any of these areas, with two exceptions:

- Francophone sector participants whose parents had post-secondary education experience were less likely to report school absences for four days or more when offered *Learning Accounts* (18.6 per cent) than comparison group members (32.3 per cent) (Table 5.10).
- Anglophones in the *Learning Accounts* group were more likely to report that none of their friends had dropped out of high school without graduating (62.9 per cent) than their counterparts in the comparison group (55.0 per cent) (Table 5.13).⁸

As well, an analysis of school records data found that *Learning Accounts* did not appear to have an impact on "on time" high school graduation (that is, within three years of starting *Learning Accounts* in Grade 10) (Table 5.12).

⁸ Although not directly deriving from the logic model for *Learning Accounts*, changes in peer groups might be expected to follow increased interest in high school, for example.

Table 5.10: Impacts of *Learning Accounts* on Interest in High School and High School Attendance

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Less than 5 hours spent in total each week on homework and study for all courses (%)						
All	35.36	39.09	-3.73 (4.28)	39.70	41.86	-2.16 (4.46)
LILE group	37.49	39.58	-2.09 (4.80)	41.08	41.07	0.01 (4.96)
Parents with high school or less	40.04	39.01	1.03 (5.84)	43.26	43.97	-0.71 (6.46)
Parents with any PSE	30.20	39.29	-9.09 (6.28)	36.61	40.01	-3.40 (6.16)
Absent from school 4 or more days for any reason (%)						
All	27.55	31.15	-3.60 (4.15)	40.64	41.45	-0.81 (4.47)
LILE group	28.27	31.51	-3.24 (4.67)	42.58	40.44	2.15 (5.00)
Parents with high school or less	35.21	30.20	5.01 ⁺⁺ (5.68)	39.91	40.06	-0.14 (6.48)
Parents with any PSE	18.64	32.31	-13.66 ^{***} (6.05)	41.74	42.31	-0.56 (6.18)
Feel/felt that the statement "I am/was interested in what I am/was learning in class" is/was true all of the time (%)						
All	45.73	42.66	3.07 (4.39)	21.99	19.06	2.93 (3.67)
LILE group	45.11	44.03	1.08 (4.92)	22.29	19.32	2.97 (4.08)
Parents with high school or less	44.58	43.70	0.89 (6.02)	20.19	18.46	1.73 (5.32)
Parents with any PSE	46.52	41.47	5.05 (6.44)	23.75	19.39	4.36 (5.06)
Never felt that the statement "I do/did as little work as possible; I just want/wanted to get by" is/was true (%)						
All	60.90	58.45	2.45 (4.22)	53.93	49.24	4.69 (4.48)
LILE group	62.06	59.18	2.88 (4.75)	51.92	52.14	-0.22 (5.00)
Parents with high school or less	58.61	56.85	1.76 (5.78)	51.13	49.89	1.24 (6.53)
Parents with any PSE	63.09	60.31	2.78 (6.18)	56.74	48.27	8.46 (6.19)
Sample Size	254	270		244	243	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 5.11: Impacts of *Learning Accounts* on Rates of Early High School Leaving/Dropping-out

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Currently attending high school (%)						
All	91.66	90.61	1.05 (2.29)	91.27	92.76	-1.49 (2.27)
LILE group	91.87	89.57	2.31 (2.56)	90.59	91.61	-1.02 (2.54)
Parents with high school or less	89.14	87.45	1.68 (3.12)	87.87	91.48	-3.62 (3.29)
Parents with any PSE	94.63	94.36	0.27 (3.34)	94.17	93.70	0.47 (3.13)
Sample Size	254	270		244	243	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 5.12: Impacts of *Learning Accounts* on Rates of "On Time" High School Graduation

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Graduated high school within three years of assignment in province of recruitment (%)						
All	81.98	80.40	1.57 (3.34)	77.33	76.33	1.00 (3.57)
LILE group	84.18	79.86	4.32 (3.76)	79.13	75.35	3.77 (4.02)
Parents with high school or less	80.78	78.43	2.34 (4.64)	79.12	76.72	2.40 (5.22)
Parents with any PSE	83.01	82.48	0.53 (4.85)	76.18	75.58	0.59 (4.98)
Sample Size	249	259		237	227	

Source: High school and district-level administrative data.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 5.13: Impacts of *Learning Accounts* on Peer Group Composition

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
All friends are/were planning to further their education or training beyond high school (%)						
All	49.87	46.15	3.73 (4.40)	25.12	27.27	-2.15 (3.99)
LILE group	49.68	45.34	4.34 (4.95)	27.30	25.01	2.29 (4.46)
Parents with high school or less	48.68	40.80	7.88 (6.04)	22.54	24.83	-2.29 (5.83)
Parents with any PSE	51.17	52.48	-1.31 (6.40)	27.78	29.10	-1.32 (5.54)
No friends have/had dropped out of high school without graduating (%)						
All	57.11	62.97	-5.86 (4.19)	62.93	54.96	7.97* (4.36)
LILE group	54.73	58.87	-4.13 (4.72)	61.97	54.28	7.68 (4.86)
Parents with high school or less	52.51	56.03	-3.52 (5.77)	61.07	51.19	9.89 (6.32)
Parents with any PSE	62.52	70.92	-8.40 (6.11)	64.70	58.54	6.16 (6.01)
All friends think/thought completing high school is/was very important (%)						
All	66.93	64.45	2.48 (4.15)	58.99	57.08	1.92 (4.48)
LILE group	66.75	65.13	1.62 (4.68)	57.19	58.70	-1.51 (4.98)
Parents with high school or less	66.35	63.72	2.63 (5.72)	59.31	58.03	1.28 (6.52)
Parents with any PSE	67.74	65.36	2.39 (6.05)	59.37	55.71	3.66 (6.19)
Sample Size	252	267		244	243	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Improved Knowledge of Post-Secondary Education Costs and Financing

Having been encouraged to think about post-secondary education possibly earlier than they might have otherwise, and how to access their *Learning Accounts* resources, *Learning Accounts* holders might be expected to take action to learn more about accessing post-secondary education. They might increase their knowledge of post-secondary education costs and financing, especially with respect to their certainty about how they might plan to cover post-secondary program costs. One consequence postulated in the logic model was that holding a Learning Account might increase saving for post-secondary education, if students became more likely to pursue post-secondary education and realized that more than \$8,000 would be needed in many cases to meet the additional costs of post-secondary education.

Learning Accounts did not have an impact on perception about the worth of post-secondary education (Table 5.14).

Among Anglophone participants, the offer of *Learning Accounts* resulted in lower students' estimates of the level of university tuition in New Brunswick (Table 5.15). The average estimate was more realistic than that of the comparison group. The shift was substantial for participants whose parents had post-secondary education experience. This impact was also detected for *Explore Your Horizons* (Chapter 4), where it was anticipated that by providing more information about the relative costs and benefits of university tuition, *Explore Your Horizons* students would shift to more realistic perceptions. The shift occurred for some offered *Learning Accounts* without direct provision of the information by the intervention.

Learning Accounts also caused Anglophone FGF participants to report that they were somewhat or very familiar with financial aid (45.6 per cent) than their comparison group counterparts (34.2 per cent).

Table 5.14: Impacts of *Learning Accounts* on Perceived Value of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Thinks that the cost incurred to obtain a PSE is a good long-term investment (%)						
All	96.27	97.97	-1.70 (1.41)	97.06	98.01	-0.95 (1.47)
LILE group	97.10	98.38	-1.28 (1.59)	96.14	98.07	-1.93 (1.64)
Parents with high school or less	97.63	97.18	0.44 (1.92)	96.23	98.30	-2.07 (2.14)
Parents with any PSE	94.87	98.89	-4.02* (2.05)	97.61	97.72	-0.11 (2.01)
Sample Size	247	263		236	238	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 5.15: Impacts of *Learning Accounts* on Knowledge of PSE Costs and Financing

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Somewhat or very familiar with student financial aid (%)						
All	56.01	62.03	-6.02 (4.29)	41.66	37.45	4.22 (4.48)
LILE group	55.53	62.26	-6.73 (4.84)	42.17	34.91	7.26 (4.99)
Parents with high school or less	53.37	58.06	-4.69 (5.88)	45.55	34.19	11.36* (6.52)
Parents with any PSE	59.34	66.77	-7.43 (6.25)	38.53	40.90	-2.37 (6.20)
Perceived university tuition (\$)						
All	8,304.46	7,548.73	755.73 (659.48)	7,078.48	8,280.13	-1,201.65** (591.60)
LILE group	8,141.01	7,959.32	181.69 (748.74)	7,392.28	8,256.05	-863.77 (658.89)
Parents with high school or less	8,268.91	7,251.03	1,017.87 (924.14)	7,400.78	7,538.96	-138.18+ (856.56)
Parents with any PSE	8,309.47	7,836.50	472.97 (936.85)	6,900.45	9,011.09	-2,110.64*** (813.40)
Perceived college tuition (\$)						
All	4,893.11	4,359.68	533.43 (389.14)	5,539.44	5,697.26	-157.82 (587.71)
LILE group	4,950.01	4,380.10	569.91 (440.28)	5,597.06	5,773.29	-176.24 (654.59)
Parents with high school or less	5,169.81	4,389.60	780.21 (545.08)	5,450.57	5,851.55	-400.98 (857.75)
Parents with any PSE	4,603.93	4,320.70	283.22 (557.17)	5,574.59	5,555.26	19.33 (805.89)
Sample Size	251	266		243	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Survey respondents were asked which barriers might stand in the way of their post-secondary aspirations. Table 5.16 reports the proportion who aspired to post-secondary education but who also anticipated financial barriers might stand in their way. *Learning Accounts* did not create statistically significant impacts in the responses between program and comparison groups overall; there was a marginal difference between the perceptions of subgroups in the Anglophone sector depending on the parents' education level, but the differences were not large.

Learning Accounts did not affect participants' intentions to borrow to pay for post-secondary education.

Among Francophone participants, *Learning Accounts* reduced the extent to which participants reported that parents or other relatives were saving money for them in a RESP (Table 5.17). While 40.3 per cent of the comparison group said their parents or relatives were saving in a RESP for post-secondary education, only 31.1 per cent of those offered *Learning Accounts* reported this. Parental education plays a role here, with lower levels of parental education being associated with lower reported rates of RESP saving. These effects are in the opposite direction expected by the logic model, suggesting that *Learning Accounts* does not encourage students and their families to learn about and plan

Table 5.16: Impacts of *Learning Accounts* on Certainty About the Ability to Cover Costs of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Would like to pursue PSE but will not pursue because of financial reasons (%)						
All	5.65	5.83	-0.18 (2.16)	13.88	15.43	-1.55 (3.34)
LILE group	5.22	6.99	-1.76 (2.43)	15.19	15.99	-0.80 (3.72)
Parents with high school or less	4.03	5.52	-1.48 (2.97)	17.55	12.89	4.66 * (4.83)
Parents with any PSE	7.45	6.17	1.29 (3.13)	11.37	17.93	-6.56 * (4.63)
Intends to borrow to pay for PSE (%)						
All	75.91	74.85	1.06 (3.84)	67.94	73.06	-5.12 (4.23)
LILE group	75.47	77.09	-1.62 (4.33)	65.76	72.78	-7.03 (4.71)
Parents with high school or less	76.98	76.10	0.88 (5.30)	68.68	73.57	-4.89 (6.16)
Parents with any PSE	74.58	73.39	1.20 (5.56)	67.88	72.09	-4.21 (5.81)
Sample Size	240	262		240	239	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

to meet the additional costs in post-secondary education. Rather, it appears that the *Learning Accounts* may cause them to reduce their perceived need for additional resources to pay for post-secondary education. Further evidence for this hypothesis comes from examining project participants' plans for financing their post-secondary education through employment. The offer of *Learning Accounts* reduced the proportion of Francophone participants intending to work full time while in post-secondary education and increased the proportion intending to work part time (SRDC, 2009).

CONCLUSION

This chapter has considered delivery of *Learning Accounts* and its impacts, up to the completion of Grade 12, although delivery continues until 2011. *Learning Accounts* was implemented as planned, but required a higher level of staff effort than initially thought. Although it is too soon to know whether *Learning Accounts* will have an impact on access to post-secondary education, *Learning Accounts* did produce some modest interim impacts on thinking and planning for the future, post-secondary credential preferences, attitudes toward post-secondary education, and knowledge of post-secondary education costs.

Table 5.17: Impacts of *Learning Accounts* on RESP Saving to Meet the Cost of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	LA Group	Comparison Group	Impact (s.e)	LA Group	Comparison Group	Impact (s.e)
Parents or relatives saved in a RESP for participant's education (%)						
All	31.14	40.29	-9.15** (4.13)	24.37	25.86	-1.49 (3.89)
LILE group	27.93	37.39	-9.47** (4.68)	22.94	24.39	-1.46 (4.35)
Parents with high school or less	23.06	35.15	-12.09** (5.67)	19.03	21.31	-2.28 (5.64)
Parents with any PSE	41.16	46.22	-5.06 (6.07)	29.32	29.60	-0.28 (5.38)
Sample Size	254	270		244	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Interim Impacts of Combining *Future to Discover* Interventions for New Brunswick Lower-Income Families

Introduction

This chapter provides interpretation of the *Future to Discover* Grade 12 follow-up survey and high school graduation impacts for several permutations of the *Explore Your Horizons* and *Learning Accounts* interventions offered. This is necessarily an early and partial story on *Future to Discover* impacts since the interventions tested by the *Future to Discover* Pilot Project are mainly concerned with increasing student enrolment and completion of the first year of post-secondary education. The final impact report of the *Future to Discover* Pilot Project will examine the interventions' success in achieving these outcomes.



CHAPTER SUMMARY

- Exposure to services similar to those offered by *Explore Your Horizons* and *Learning Accounts* was low for the comparison group. The reported patterns of receipt of such treatments among those offered both *Explore Your Horizons* and *Learning Accounts* differed little from those offered one or the other.
- The combination of *Explore Your Horizons* plus *Learning Accounts* seems to have had an impact on thinking and planning for the future among program group members relative to the comparison group. These impacts were positive for LILE participants and those whose parents have post-secondary education experience, relative to the equivalent members of the comparison group. There were some additional positive impacts on reports of parents' orientation to post-secondary education in the Anglophone linguistic sector.
- The effects of *Explore Your Horizons* and *Learning Accounts* on participants' activities while in high school are difficult to interpret or inconsistent. *Explore Your Horizons* plus *Learning Accounts* resulted in no impacts on educational activities at school relative to the comparison group. However, there were small positive impacts on peer group changes.
- Receiving both *Explore Your Horizons* and *Learning Accounts* did not significantly change the reported intention to borrow to pay for post-secondary education. There were some small impacts of the interventions on intentions to borrow to pay for post-secondary education among Francophone students, with *Learning Accounts* tending to reduce the reported intention to borrow by LILE and FGF participant subgroups.

BACKGROUND AND DATA SOURCES

As described in Chapter 1, *Future to Discover* offered students interventions intended to help increase access to post-secondary education. Program group members received early notice of financial aid (*Learning Accounts*) or enhanced career education (*Explore Your Horizons*) or both interventions. To help determine the effect of the interventions at this interim stage of the project prior to possible post-secondary education enrolment, this report assesses progress toward achieving outcomes described in the program logic models under which *Explore Your Horizons* and *Learning Accounts* are expected to operate. These models include a number of assumptions about delivery of the interventions and participants' responses. The conditions set out in the models were those posited at the outset of the project as needing to be met to allow each intervention to operate successfully. The responses or outcomes were those representing how students were expected to respond to the interventions, in ways that might indicate increased intention to pursue post-secondary goals.¹

So far this report has examined the impacts of *Explore Your Horizons* on Manitoba and New Brunswick participants during Grade 10 to Grade 12 (in Chapter 4) and the impacts of *Learning Accounts* on New Brunswick participants from lower-income families (in Chapter 5). The present chapter considers the interim impact of both interventions offered together to New Brunswick participants from lower-income families. Importantly, it assesses the *incremental addition of Learning Accounts to Explore Your Horizons* and *vice versa*. Determining the incremental addition considers the situation where students were offered both interventions simultaneously, and seeks to answer the following questions: "What additional impact can be attributed to *Learning Accounts* over and above the effect of *Explore Your Horizons*?" and "What additional impact can be attributed to *Explore Your Horizons* over and above the effect of *Learning Accounts*?" Expectations of the interventions' effects when combined reflect both logic models simultaneously. Thus, somewhat larger impacts might be expected if the interventions are effective for different subgroups of the target population.

The data used in this chapter cover three years of high school experience. For pilot project participants pursuing a traditional and uninterrupted pathway through high school, the grades covered are 10, 11, and 12. The data come from the *Future to Discover* Grade 12 follow-up survey of project participants, which occurred during fall and early winter of the third year (Grade 12 for those on the traditional pathway). Experimental groups within the sample of participants from lower-income families can be validly compared to test the effect of *Learning Accounts* both in combination with *Explore Your Horizons* and separately from *Explore Your Horizons*.²

¹ See Chapter 1 and the *Future to Discover* Early Implementation Report (SRDC, 2007) for more details on the *Future to Discover* program logic models.

² *Learning Accounts* was not available in Manitoba or for higher-income students in New Brunswick.

INTERIM IMPACTS OF COMBINED INTERVENTIONS

For this chapter, the status of New Brunswick students at the time of the survey, or as recorded on their school records, is compared across four different pairings of experimental groups, for each linguistic sector:

- *Explore Your Horizons* plus *Learning Accounts* group versus the comparison group
- *Explore Your Horizons* plus *Learning Accounts* group versus the *Learning Accounts* group
- *Explore Your Horizons* plus *Learning Accounts* group versus *Explore Your Horizons* group (lower-income sample only)
- *Explore Your Horizons* group (lower-income sample only) versus the *Learning Accounts* group

In this way, interim outcomes following the offer of both interventions (*Explore Your Horizons* plus *Learning Accounts*) to students can be compared to those of students offered no new intervention (in the comparison group), to those of students offered only a *Learning Account*, and to those of students offered only *Explore Your Horizons*. Since such comparisons assess the relative effectiveness of the interventions when added to one another, the comparison of the outcomes for students offered *Explore Your Horizons*-only and *Learning Accounts*-only interventions is also analyzed.

The comparison of the *Explore Your Horizons* plus *Learning Accounts* against the comparison group will be the major focus of this chapter, for all New Brunswick lower-income families and two subgroups³ (i.e., LILE and FGF participants). Results from the other three pairings of experimental groups above are used to shed further light on the effects of offering *Explore Your Horizons* in combination with *Learning Accounts*. For example, it is sometimes possible to determine which intervention within the combination is responsible for changing the impacts attributable to one intervention or the other.

Receipt of Treatment

The logic model for the *Explore Your Horizons* intervention anticipates that students offered *Explore Your Horizons* would attend sessions, read the *F2D* magazines, as well as access the *Future to Discover* Web site. The logic model for the *Learning Accounts* intervention anticipates that students offered *Learning Accounts* would be aware of the offer and know how to access the funds. As mentioned in chapters 4 and 5, for these *Future to Discover* interventions to have an impact over and above existing educational services and funding available to high school students, participants offered the interventions needed to receive services that were additional to or different from those they would normally receive. To see whether such a “treatment differential” was created, the survey contained questions about the receipt of enhanced career education components and promises of funding similar to *Explore Your Horizons* and *Learning Accounts* offered by the project. For example, the survey included questions that asked students whether they recalled attending sessions and workshops with purposes and structure similar to those of *Explore Your Horizons*. Participants’ responses were examined to see whether students offered *Explore Your Horizons* or *Learning Accounts* recalled the services and whether the group of students who received no new intervention (the comparison group) recalled any similar services.

The findings in chapters 4 and 5 suggest that exposure to *Explore Your Horizons*-like and *Learning Accounts*-like services among comparison group members was much lower than among the respective program group members. Analysis for this chapter, described below, finds that exposure to similar services among comparison group members was also much lower than among *Explore Your Horizons* plus *Learning Accounts* program group members. Patterns of receipt of the treatments reported by participants offered both interventions differed little from those reported by participants offered one or the other, and the differences between components reportedly received arose where they would have been expected by design. Notably, given attendance differences reported in Chapter 3, those offered *Explore Your Horizons* were—if also offered *Learning Accounts*—no more likely to report participation in *Explore Your Horizons* activities. Participants in the Francophone sector and in the Anglophone LILE subgroup also recalled the participation of their parents in sessions intended to help them to help their children identify career and post-secondary education options. If offered *Learning Accounts*, these students were much more likely to recall their parents attending the sessions.

For both Francophone and Anglophone linguistic sectors, those offered *Learning Accounts* were more likely to recall the promise of money and its amount if they were also offered *Explore Your Horizons*.

3 The subgroup analyses are based on project participant characteristics measured at baseline.

Table 6.1: Exposure to *EYH*-Type Services—Career Class and Workshop Attendance

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Attended class/workshop offered to help identify potential career choices (%)						
All	78.57	59.18	19.40*** (4.09)	82.77	70.28	12.49*** (3.83)
LILE group	79.19	59.53	19.66*** (4.65)	83.42	69.78	13.64*** (4.24)
Parents with high school or less	80.36	59.30	21.07*** (5.65)	82.50	70.98	11.52** (5.54)
Parents with any PSE	76.57	59.05	17.52*** (5.97)	83.14	69.43	13.72** (5.33)
Took a class/workshop for career information outside of school regular classes (%)						
All	64.65	42.35	22.30*** (4.37)	68.04	50.46	17.58*** (4.40)
LILE group	67.97	45.56	22.41*** (4.95)	68.49	47.12	21.37*** (4.87)
Parents with high school or less	68.54	42.45	26.09*** (6.02)	63.80	44.02	19.78*** (6.35)
Parents with any PSE	60.66	42.18	18.47*** (6.37)	72.06	56.18	15.88*** (6.15)
Number of classes/workshops taken outside of school regular classes (%)—All						
0	38.78	59.68	-20.90*** (4.41)	34.59	54.20	-19.61*** (4.43)
1–2	13.59	15.16	-1.57 (2.94)	14.20	18.84	-4.64 (3.38)
3–4	9.62	8.93	0.69 (2.94)	14.73	9.80	4.92* (2.99)
5 or more	29.57	12.74	16.83*** (3.57)	25.67	11.23	14.44*** (3.53)
Does not know if class/workshop was part of school regular classes (%)	8.43	3.48	4.95** (1.95)	10.82	5.93	4.89** (2.38)
Number of classes/workshops taken outside of school regular classes (%)—LILE						
0	35.84	55.18	-19.34*** (4.99)	34.04	56.39	-22.35*** (4.91)
1–2	15.06	15.49	-0.43 (3.34)	15.11	15.80	-0.69 (3.71)
3–4	10.63	11.10	-0.47 (3.34)	16.62	9.33	7.29** (3.28)
5 or more	30.21	14.91	15.30*** (4.06)	23.62	11.48	12.14*** (3.88)
Does not know if class/workshop was part of school regular classes (%)	8.27	3.33	4.94** (2.22)	10.61	7.00	3.62 (2.61)

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Table 6.1: Exposure to *EYH*-Type Services—Career Class and Workshop Attendance (Cont'd)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Number of classes/workshops taken outside of school regular classes (%)						
Parents with high school or less						
0	38.02	56.81	-18.79*** (6.10)	38.24	58.49	-20.25*** (6.42)
1–2	14.84	16.23	-1.39 (4.07)	14.42	16.83	-2.41 (4.88)
3–4	11.66	12.89	-1.23 (4.06)	18.19	9.12	9.06** (4.31)
5 or more	27.79	10.89	16.90*** (4.94)	22.39	10.05	12.35** (5.09)
Does not know if class/workshop was part of school regular classes (%)	7.69	3.19	4.51* (2.71)	6.76	5.51	1.25 (3.42)
Parents with any PSE						
0	39.50	63.09	-23.58*** (6.41)	31.18	50.72	-19.54*** (6.16)
1–2	12.25	13.91	-1.67 (4.28)	14.11	20.57	-6.47 (4.69)
3–4	7.44	4.36	3.09 (4.26)	11.85	10.53	1.32 (4.14)
5 or more	31.46	14.89	16.57*** (5.19)	28.50	11.99	16.51*** (4.89)
Does not know if class/workshop was part of school regular classes (%)	9.35	3.76	5.59** (2.84)	14.37	6.19	8.18** (3.28)
Sample Size	246	269		234	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

For students from both linguistic sectors, when asked about services such as workshops to identify career choices (similar to the Career Focusing, Lasting Gifts, or Future in Focus components of *Explore Your Horizons*), *Explore Your Horizons* plus *Learning Accounts* increased reports of participation compared to the comparison group (Table 6.1) and compared to *Learning Accounts* alone (SRDC, 2009). As expected, *Explore Your Horizons* alone increased participation in such workshops relative to *Learning Accounts* alone (SRDC, 2009).

Participants from the LILE and FGF subgroups offered *Explore Your Horizons* plus *Learning Accounts* were more likely to report attending a workshop for career information outside regular classroom hours than the equivalent subgroups of comparison group students (Table 6.1).⁴

4 See SRDC, 2009.

Table 6.2: Exposure to *EYH*-Type Services—Attendance of Classes and Workshops with Older PSE-Enrolled Students

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Number of classes/workshops with older PSE-enrolled student attended (%)—All						
0 classes/workshops	45.47	67.68	-22.21*** (4.29)	30.88	63.97	-33.08*** (4.34)
1 class/workshop	3.95	5.38	-1.43 (2.05)	5.42	6.99	-1.57 (2.23)
2 classes/workshops	10.59	8.54	2.04 (2.69)	11.56	12.26	-0.70 (2.95)
3 classes/workshops	4.52	3.77	0.75 (1.98)	6.66	5.61	1.05 (2.13)
4 or more classes/workshops	27.67	11.30	16.37*** (3.32)	34.77	9.35	25.43*** (3.56)
Does not know if attended class/workshop with older PSE-enrolled student	7.80	3.32	4.48** (1.77)	10.71	1.83	8.88*** (2.00)
Number of classes/workshops with older PSE-enrolled student attended (%)—LILE						
0 classes/workshops	48.73	69.86	-21.13*** (4.87)	31.57	66.60	-35.02*** (4.81)
1 class/workshop	3.68	4.65	-0.98 (2.34)	5.17	6.24	-1.07 (2.46)
2 classes/workshops	9.80	8.43	1.36 (3.07)	13.89	11.04	2.85 (3.23)
3 classes/workshops	5.09	3.88	1.21 (2.25)	6.50	6.15	0.35 (2.35)
4 or more classes/workshops	24.13	9.96	14.16*** (3.78)	32.03	8.35	23.67*** (3.90)
Does not know if attended class/workshop with older PSE-enrolled student	8.59	3.22	5.37*** (2.02)	10.84	1.62	9.22*** (2.21)

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Table 6.2: Exposure to *EYH*-Type Services—Attendance of Classes and Workshops with Older PSE-Enrolled Students (Cont'd)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Number of classes/workshops with older PSE-enrolled student attended (%)						
Parents with high school or less						
0 classes/workshops	47.88	73.91	-26.03*** (5.89)	35.73	64.65	-28.91*** (6.28)
1 class/workshop	2.22	4.96	-2.74 (2.83)	3.93	6.69	-2.76 (3.23)
2 classes/workshops	11.17	9.49	1.68 (3.71)	11.09	13.30	-2.21 (4.25)
3 classes/workshops	5.81	4.86	0.96 (2.73)	8.12	5.18	2.94 (3.07)
4 or more classes/workshops	24.10	4.90	19.20*** (4.57)	34.18	8.41	25.76*** (5.13)
Does not know if attended class/workshop with older PSE-enrolled student	8.82	1.88	6.94*** (2.44)	6.94	1.77	5.18* (2.88)
Parents with any PSE						
0 classes/workshops	42.52	60.46	-17.94*** (6.25)	26.16	63.88	-37.72*** (6.06)
1 class/workshop	6.19	5.82	0.37 (3.00)	6.87	7.30	-0.43 (3.11)
2 classes/workshops	9.75	7.53	2.22 (3.93)	12.10	11.04	1.06 (4.10)
3 classes/workshops	3.29	2.51	0.78 (2.89)	5.35	5.90	-0.54 (2.97)
4 or more classes/workshops	31.45	18.68	12.77*** (4.84)	35.49	10.21	25.28*** (4.95)
Does not know if attended class/workshop with older PSE-enrolled student	6.80	4.99	1.81 (2.58)	14.03	1.67	12.36*** (2.78)
Sample Size	243	266		235	241	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

As shown in Table 6.2, the proportions of *Explore Your Horizons* plus *Learning Accounts* participants from both linguistic sectors attending classes/workshops with older students already enrolled in post-secondary education were higher than for the comparison group. Those offered *Explore Your Horizons* plus *Learning Accounts* were more likely than those of the comparison group or those offered *Learning Accounts* only to recall attending four or more classes/workshops with older students.⁵

5 See SRDC, 2009.

Table 6.3: Exposure to *EYH*-Type Services—Parents' Involvement in Identifying Potential Career or PSE Options

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Parent has spent time helping participant identify potential career or PSE options (%)						
All	81.53	81.39	0.14 (3.43)	83.65	78.08	5.56 (3.66)
LILE group	84.42	82.61	1.81 (3.91)	83.16	77.57	5.59 (4.03)
Parents with high school or less	82.54	80.81	1.73 (4.74)	81.23	71.17	10.07* (5.27)
Parents with any PSE	80.83	81.93	-1.10 (5.03)	85.83	84.41	1.42 (5.10)
Parent has attended classes/workshops in order to provide assistance to identify potential career and PSE options for participant (%)						
All	48.31	16.32	31.99*** (3.86)	44.91	18.04	26.87*** (4.15)
LILE group	48.51	18.79	29.71*** (4.40)	45.06	18.09	26.97*** (4.53)
Parents with high school or less	45.27	19.67	25.60*** (5.30)	42.30	16.42	25.88*** (5.99)
Parents with any PSE	52.12	11.89	40.24*** (5.69)	47.26	19.28	27.98*** (5.77)
Sample Size	247	269		235	241	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Similar patterns of results were observed for participants' reports of parental attendance at workshops to learn how to assist their children with their career choices and post-secondary education options (Table 6.3). However, youth from the Francophone sector offered a *Learning Account* in combination with *Explore Your Horizons* were more likely than those offered *Explore Your Horizons* alone to say that their parents attended workshops in order to provide assistance to them (SRDC, 2009). No permutation of interventions brought about significant changes in the participants reports of whether parents or guardians actually spent time helping them identify potential career education options.

For both linguistic sectors, impacts of the offer of *Explore Your Horizons* with *Learning Accounts* on the usage of media sources for identifying potential career options were somewhat inconsistent. Participants from the Anglophone linguistic sector offered the combination were much more likely than comparison group members to report reading two or more copies of the same magazine to help identify potential career or post-secondary education options since Grade 10 (44.2 per cent versus 21.9 per cent, Table 6.4).

LILE participants in the Anglophone linguistic sector were significantly more likely to recall reading two or more copies of the same magazine to help identify potential career or post-secondary education options than their comparison group counterparts (an increase of 19.1 percentage points, Table 6.4). Also, *Explore Your Horizons* plus *Learning Accounts* caused a significantly higher proportion among participants whose parents had post-secondary experience than among FGF participants to recall reading two or more copies of the same magazine to help identify potential career or post-secondary education options.

Table 6.4: Exposure to EYH-Type Services—Usage of Media Sources for Identifying Potential Career Options

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Since Grade 10, have ever visited a Web site to help identify potential career or PSE options (%)						
All	73.59	74.77	-1.18 (3.92)	82.15	81.58	0.57 (3.46)
LILE group	73.77	74.12	-0.36 (4.47)	81.37	81.08	0.29 (3.79)
Parents with high school or less	72.86	73.63	-0.77 (5.39)	78.25	86.53	-8.29* (4.97)
Parents with any PSE	74.24	76.09	-1.85 (5.73)	85.52	76.57	8.95* (4.78)
Since Grade 10, have read a single magazine to help identify potential career or PSE options (%)						
All	13.53	9.72	3.81 (3.00)	15.44	21.59	-6.14* (3.55)
LILE group	15.33	10.34	4.98 (3.41)	17.12	22.08	-4.95 (3.89)
Parents with high school or less	14.57	10.94	3.62 (4.14)	20.31	21.25	-0.94 (5.10)
Parents with any PSE	12.49	8.38	4.10 (4.38)	11.29	22.18	-10.89** (4.94)
Since Grade 10, have read many but different magazines to help identify potential career or PSE options (%)						
All	12.94	21.35	-8.41** (3.64)	19.53	34.61	-15.09*** (4.24)
LILE group	13.18	20.14	-6.96* (4.11)	19.39	33.51	-14.12*** (4.66)
Parents with high school or less	12.00	20.93	-8.93* (5.01)	21.61	31.79	-10.18* (6.09)
Parents with any PSE	14.01	22.01	-8.00 (5.30)	17.63	37.36	-19.73*** (5.90)
Since Grade 10, have read two or more copies of the same magazine to help identify potential career or PSE options (%)						
All	43.88	40.47	3.42 (4.32)	44.15	21.94	22.20*** (4.24)
LILE group	45.28	40.23	5.04 (4.88)	41.56	22.43	19.13*** (4.65)
Parents with high school or less	47.24	41.81	5.43 (5.95)	37.94	25.27	12.67** (6.08)
Parents with any PSE	40.05	38.79	1.26 (6.30)	49.62	18.32	31.30*** (5.89)
Sample Size	247	269		235	241	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 6.5: Participant Recall of Exposure to *Learning Accounts* (or Similar Offers)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Has anyone, such as an organization, promised money if you choose to participate in PSE? (%)—All						
Have been promised any money	60.88	9.49	51.39*** (3.71)	62.46	9.39	53.07*** (3.92)
Less than \$8,000	9.48	4.89	4.60** (2.30)	8.55	3.68	4.87** (2.26)
\$8,000	38.69	0.01	38.68*** (3.14)	42.32	1.28	41.04*** (3.38)
More than \$8,000	4.49	1.60	2.89** (1.45)	5.18	1.39	3.79** (1.50)
Does not know amount of money promised	8.22	2.99	5.23*** (2.01)	6.41	3.04	3.37* (1.99)
Has anyone, such as an organization, promised money if you choose to participate in PSE? (%)—LILE						
Have been promised any money	57.65	10.59	47.06*** (4.22)	62.40	8.38	54.02*** (4.30)
Less than \$8,000	8.93	5.89	3.04 (2.61)	8.83	4.04	4.79* (2.50)
\$8,000	36.60	0.13	36.47*** (3.56)	40.99	0.63	40.36*** (3.73)
More than \$8,000	4.25	0.99	3.26** (1.65)	5.30	1.57	3.72** (1.65)
Does not know amount of money promised	7.87	3.58	4.29* (2.29)	7.29	2.14	5.15** (2.17)
Has anyone, such as an organization, promised money if you choose to participate in PSE? (%)						
Parents with high school or less						
Have been promised any money	56.14	7.30	48.84*** (5.13)	65.19	10.12	55.07*** (5.65)
Less than \$8,000	7.02	4.76	2.26 (3.18)	13.60	2.13	11.47*** (3.25)
\$8,000	35.99	0.35	35.64*** (4.33)	39.12	2.11	37.01*** (4.88)
More than \$8,000	3.98	-0.07	4.05** (2.00)	4.95	2.49	2.46 (2.17)
Does not know amount of money promised	9.14	2.26	6.88** (2.79)	7.52	3.39	4.13 (2.87)
Parents with any PSE						
Have been promised any money	66.36	11.71	54.65*** (5.43)	60.43	8.53	51.90*** (5.43)
Less than \$8,000	12.44	4.92	7.52** (3.36)	4.34	5.40	-1.06*** (3.12)
\$8,000	41.59	-0.51	42.10*** (4.59)	45.19	0.39	44.80*** (4.69)
More than \$8,000	4.99	3.56	1.44 (2.12)	5.35	0.16	5.18** (2.08)
Does not know amount of money promised	7.34	3.75	3.59 (2.95)	5.55	2.57	2.98 (2.76)
Sample Size	242	266		227	236	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

For students from both linguistic sectors, those offered *Explore Your Horizons* alongside *Learning Accounts* were highly likely to recall that “someone, such as an organization” had promised them money, and that they had been offered \$8,000, conditional on enrolling in post-secondary education, relative to the comparison group (Table 6.5). As expected by design, students offered *Explore Your Horizons* plus *Learning Accounts* were significantly more likely than *Explore Your Horizons*-only students to report that someone had promised them money.⁶ More than 60 per cent recalled such a promise of money, and around four in ten knew that the amount was \$8,000.⁷ This was also higher than the proportion that recalled the promise among *Learning Accounts*-only program group members. Results from subgroup analyses⁸ suggest that, among those offered both *Explore Your Horizons* and *Learning Accounts* interventions, participants in the LILE group were significantly more likely to recall that they had been promised money than their comparison group counterparts. Also *Explore Your Horizons* plus *Learning Accounts* students with at least one parent with post-secondary education experience were significantly less likely than FGF participants to recall that the amount was \$8,000.

Thinking and Planning for the Future

The combination of *Explore Your Horizons* plus *Learning Accounts* seems to have increased the extent to which participants think and plan for the future relative to the comparison group, especially for the LILE subgroup and participants whose parents have any post-secondary education experience. The combination of *Explore Your Horizons* plus *Learning Accounts* seems to have produced similar impacts on thinking and planning for the future as *Explore Your Horizons* on its own, but had additional positive impacts on reports of parents’ orientation toward post-secondary education for participants in the Anglophone linguistic sector.

New Brunswick Francophone Sector

The program logic models anticipate that both *Explore Your Horizons* and *Learning Accounts* will increase participants’ orientations toward the future. Those in the New Brunswick Francophone sector offered the combination *Explore Your Horizons* plus *Learning Accounts* were more likely than comparison group members to report having thought about the future (an increase of 3.6 percentage points, Table 6.6). This increase in future orientation was fairly uniform across interventions. The *incremental addition* of *Learning Accounts* to *Explore Your Horizons* and *vice versa* did not significantly add to the effect.⁹ When the participants offered *Explore Your Horizons* only and those offered *Learning Accounts* only are compared, there was also no significant difference on this outcome between the two interventions.¹⁰

Participants in the LILE group¹¹ offered *Explore Your Horizons* plus *Learning Accounts* students were more likely to have thought about what they would do in the near future than their comparison group counterparts (95.3 per cent for *Explore Your Horizons* plus *Learning Accounts* compared to 89.6 per cent for comparison group, Table 6.6). A somewhat larger impact was seen for FGF participants (94.4 per cent versus 85.1 per cent). However, among subgroups, adding *Explore Your Horizons* to *Learning Accounts* or *Learning Accounts* to *Explore Your Horizons* did not produce significant differences in future orientation.¹²

6 See SRDC, 2009.

7 The findings are consistent for the different comparisons of treatment mentioned in this chapter (SRDC, 2009).

8 The subgroup analyses are based on project participant characteristics measured at baseline.

9 See SRDC, 2009.

10 See SRDC, 2009. It must be noted that the proportions thinking about the future are already very high, making it difficult for the interventions to increase this proportion further.

11 See Chapter 1 and the *Future to Discover* Early Implementation Report (SRDC, 2007) for background information on program logic models and the definition of lower-income lower-education families.

12 See SRDC, 2009.

Table 6.6: Impacts of *EYH+LA* on Participants' Orientation Toward Future Activities

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Thought about what you will be doing in the near future (%)						
All	95.38	91.79	3.59* (2.05)	98.95	96.73	2.22 (1.37)
LILE group	95.29	89.60	5.68** (2.34)	98.66	96.66	1.99 (1.51)
Parents with high school or less	94.42	85.13	9.29*** (2.81)	98.85	96.34	2.51 (1.97)
Parents with any PSE	96.40	99.44	-3.04*** (2.98)	99.02	96.93	2.09 (1.91)
Strongly agree with the statement, "At this point in my life, it is important for me to decide what my future career or work will be" (%)						
All	45.87	42.60	3.27 (4.31)	43.76	45.05	-1.30 (4.65)
LILE group	46.60	40.65	5.95 (4.92)	45.33	45.76	-0.43 (5.09)
Parents with high school or less	49.54	36.16	13.37** (5.92)	49.37	46.39	2.98 (6.67)
Parents with any PSE	42.21	50.29	-8.08** (6.29)	38.87	43.82	-4.95 (6.45)
Parents or guardians talk to participant about his/her future education or career options at least a few times each week (%)						
All	48.32	46.00	2.32 (4.44)	34.80	36.39	-1.59 (4.40)
LILE group	48.91	45.27	3.64 (5.04)	36.78	36.24	0.54 (4.84)
Parents with high school or less	46.16	50.96	-4.79* (6.08)	34.36	31.50	2.86 (6.34)
Parents with any PSE	50.59	40.02	10.57* (6.49)	35.08	40.33	-5.26 (6.14)
Sample Size	247	269		235	243	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

The survey included questions that sought to find out whether students had made important decisions about their future career or work. There was no impact of *Explore Your Horizons* plus *Learning Accounts* on the proportion strongly agreeing that they had reached a point in their lives where making this decision was important (Table 6.6) nor on the proportion feeling they knew their own interests and abilities well enough to decide on a future career or type of work (Table 6.7). Subgroup analysis of LILE participants suggests that there was no difference between those offered *Explore Your Horizons* plus *Learning Accounts* and the comparison group.¹³ However, the combined intervention caused more FGF participants than those whose parents had post-secondary education experience to state that they knew their own interests and abilities well

enough to decide on future career or type of work (Table 6.7). Also, *Explore Your Horizons* plus *Learning Accounts* FGF participants were more likely to feel that it was important to make a decision about their future career or work (49.5 per cent versus 36.1 per cent for their comparison group counterparts). These findings are consistent with the program logic model proposition that *Explore Your Horizons* and *Learning Accounts* increase orientation toward future activities.

There were no significant changes in reports of parents or guardians talking to project participants about their future education or career options for any of the four comparisons across the different pairings of experimental groups mentioned above.¹⁴

13 There were no incremental impacts either on answers to these two questions. See SRDC, 2009.

14 See Table 6.6 and SRDC, 2009.

Table 6.7: Impacts of EYH+LA on Awareness of Post-Secondary Options

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Strongly agree with the statement, "I know enough about the different kinds of jobs that exist to make a choice about my future" (%)						
All	20.27	22.51	-2.25 (3.77)	24.13	20.97	3.16 (3.94)
LILE group	23.26	24.20	-0.93 (4.27)	23.79	21.65	2.14 (4.31)
Parents with high school or less	23.76	23.97	-0.21 (5.19)	19.76	21.45	-1.69 (5.64)
Parents with any PSE	16.02	20.88	-4.86 (5.50)	27.86	20.22	7.64 (5.49)
Strongly agree with the statement, "I know my own interests and abilities well enough to decide on a future career or type of work" (%)						
All	35.29	33.00	2.29 (4.19)	38.47	32.64	5.84 (4.41)
LILE group	35.30	32.30	3.00 (4.78)	38.60	32.93	5.67 (4.84)
Parents with high school or less	38.64	33.32	5.32 (5.78)	41.85	30.80	11.05* (6.32)
Parents with any PSE	30.85	32.91	-2.06 (6.15)	35.42	34.23	1.20 (6.14)
Sample Size	246	269		233	243	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Receiving *Learning Accounts* and *Explore Your Horizons* was anticipated to increase students' awareness of their post-secondary options. However, as shown in Table 6.7, there were no changes in students' reports that they knew enough about the different kinds of jobs that exist to make choices about their future, nor changes in the proportions knowing enough about their interests and abilities to decide on a future career or type of work.

Table 6.8: Impacts of *EYH+LA* on Aspirations to Pursue PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Aspires to pursue PSE credential (%)						
All	93.37	92.98	0.38 (2.17)	95.89	92.75	3.13 (2.00)
LILE group	93.40	93.14	0.26 (2.48)	96.51	91.13	5.38** (2.20)
Parents with high school or less	93.15	90.58	2.57 (2.99)	96.48	87.01	9.47*** (2.85)
Parents with any PSE	93.44	95.88	-2.44 (3.18)	95.49	98.52	-3.03*** (2.77)
Type of PSE credential¹ aspires to pursue (%)—All						
University	44.96	34.24	10.71*** (3.69)	46.88	41.66	5.22 (4.11)
Trade certificate	13.20	13.46	-0.26 (3.03)	18.04	22.59	-4.55 (3.59)
Apprenticeship	7.31	10.02	-2.71 (2.39)	12.95	16.08	-3.14 (3.19)
College diploma	53.57	60.04	-6.46 (4.14)	43.31	46.76	-3.45 (4.53)
Type of PSE credential¹ aspires to pursue (%)—LILE						
University	43.95	31.78	12.17*** (4.22)	44.84	40.30	4.54 (4.52)
Trade certificate	13.97	10.97	3.00 (3.45)	19.24	20.31	-1.07 (3.93)
Apprenticeship	8.40	9.71	-1.31 (2.73)	15.20	14.87	0.33 (3.48)
College diploma	54.05	62.33	-8.28* (4.71)	43.68	47.51	-3.84 (4.96)
Type of PSE credential¹ aspires to pursue (%)						
Parents with high school or less						
University	43.07	35.12	7.95 (5.10)	41.50	39.91	1.59 (5.89)
Trade certificate	10.86	12.43	-1.57 (4.17)	22.31	18.46	3.85** (5.14)
Apprenticeship	8.54	9.37	-0.82 (3.28)	20.68	11.61	9.07*** (4.53)
College diploma	55.07	59.21	-4.14 (5.68)	44.29	44.06	0.23 (6.50)
Parents with any PSE						
University	46.43	32.98	13.46** (5.44)	51.77	42.70	9.06 (5.71)
Trade certificate	15.61	14.56	1.04 (4.45)	14.56	26.73	-12.17** (4.99)
Apprenticeship	6.09	10.75	-4.66 (3.50)	6.40	20.66	-14.26*** (4.40)
College diploma	52.06	61.30	-9.24 (6.06)	42.31	49.44	-7.14 (6.31)
Sample Size	242	264		235	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups of Parents with high school or less versus

Parents with any PSE are indicated as + = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

As mentioned earlier, if participants receive interventions that increase their orientation toward the future and their awareness of post-secondary options, one result could be increased aspirations to pursue post-secondary education and heightened appreciation of the worth of post-secondary education. Those offered the combination *Explore Your Horizons* plus *Learning Accounts* were more likely than comparison group members to report that they aspired to pursue a university degree (an increase of 10.7 percentage points among those offered *Explore Your Horizons* plus *Learning Accounts*, Table 6.8). This result is similar to earlier findings in Chapter 4 for those offered only *Explore Your Horizons*. However, there is no additional impact that can be attributed to *Learning Accounts* over and above the effect of *Explore Your Horizons*, nor any additional impact that can be attributed to *Explore Your Horizons* over and above the effect of *Learning Accounts* with regard to students' intentions to pursue post-secondary education. Those offered *Explore Your Horizons* alone were more likely than those offered *Learning Accounts* alone to report an aspiration to pursue a university degree.¹⁵

Among the LILE group, *Explore Your Horizons* plus *Learning Accounts* increased by 12.2 percentage points aspirations to pursue a university degree and decreased by 8.3 percentage points aspirations to pursue a college diploma (Table 6.8). These findings are similar when comparing the offer of *Explore Your Horizons* only to that of *Learning Accounts* only for the LILE group. *Explore Your Horizons* brings about an increase of 9.1 percentage points in aspirations to pursue a university degree and a corresponding decrease of 9.1 percentage points in aspirations to pursue a college diploma compared with *Learning Accounts* only.¹⁶ The addition of *Learning Accounts* to *Explore Your Horizons* and the addition of *Explore Your Horizons* to *Learning Accounts* brought about no additional impacts among the LILE group. Among participants offered *Explore Your Horizons* plus *Learning Accounts* those whose parents had post-secondary education experience were more likely to report an aspiration to pursue a university degree compared with their comparison group counterparts (46.4 per cent versus 33.0 per cent, Table 6.8).

One of the goals of offering *Explore Your Horizons* and *Learning Accounts* services to students is that this would lead to the change in rate of applications to pursue post-secondary education. The program logic model anticipated was that *Explore Your Horizons* would help students to gain knowledge of the types of programs they could apply for and help them to make decisions to apply. As shown in Table 6.9, there was no significant increase in reported plans to apply for post-secondary education. Subgroup analysis for LILE and FGF participants yields similar results.

¹⁵ See SRDC, 2009.

¹⁶ See SRDC, 2009.

Table 6.9: Impacts of *EYH+LA* on Plans to Apply to Pursue PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Knows type of programs plans to apply for (%)						
All	83.50	82.41	1.08 (3.26)	79.97	78.70	1.28 (3.64)
LILE group	82.34	81.39	0.95 (3.74)	81.45	79.44	2.01 (3.99)
Parents with high school or less	80.21	78.08	2.13 (4.52)	78.39	77.19	1.20 (5.23)
Parents with any PSE	86.71	87.30	-0.59 (4.74)	81.31	79.67	1.64 (5.06)
Type of program¹ student plans to apply for (%)—All						
University	39.08	29.10	9.98*** (3.69)	40.34	33.76	6.58 (4.06)
Trade certificate	4.67	4.79	-0.12 (2.15)	11.32	14.19	-2.87 (3.20)
Apprenticeship	2.86	1.63	1.23 (1.56)	8.00	8.49	-0.49 (2.59)
College diploma	42.52	50.93	-8.41* (4.35)	33.49	38.53	-5.05 (4.42)
Other type of diploma	0.50	1.07	-0.57 (1.00)	3.11	2.84	0.27 (1.35)
Type of program¹ student plans to apply for (%)—LILE						
University	37.80	24.51	13.29*** (4.26)	39.22	33.48	5.75 (4.46)
Trade certificate	5.80	4.60	1.20 (2.46)	13.24	12.44	0.80 (3.50)
Apprenticeship	2.52	1.45	1.07 (1.78)	8.75	8.64	0.10 (2.84)
College diploma	42.41	53.22	-10.80** (4.97)	34.76	39.23	-4.47 (4.85)
Other type of diploma	0.57	1.35	-0.78 (1.14)	3.17	2.99	0.17 (1.48)

Continued on next page

Table 6.9: Impacts of EYH+LA on Plans to Apply to Pursue PSE (Cont'd)

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Type of program¹ student plans to apply for (%)						
Parents with high school or less						
University	34.97	26.85	8.13 (5.17)	36.14	32.93	3.21 (5.78)
Trade certificate	4.90	6.71	-1.81 (2.98)	14.33	11.81	2.52 (4.57)
Apprenticeship	2.65	0.63	2.03 (2.15)	10.92	7.49	3.43 (3.70)
College diploma	42.88	49.34	-6.46 (6.03)	35.06	39.53	-4.47 (6.31)
Other type of diploma	-0.15	0.36	-0.51 (1.38)	2.95	3.31	-0.36 (1.93)
Parents with any PSE						
University	42.65	31.46	11.19** (5.42)	44.16	33.96	10.20* (5.66)
Trade certificate	4.25	2.65	1.60 (3.12)	8.71	16.46	-7.75* (4.48)
Apprenticeship	3.10	2.81	0.30 (2.26)	5.40	9.13	-3.73 (3.62)
College diploma	42.51	52.87	-10.36 (6.32)	31.96	37.30	-5.33 (6.18)
Other type of diploma	1.26	1.90	-0.64 (1.45)	3.25	2.27	0.98 (1.89)
Sample Size	241	261		228	238	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

¹ Multiple responses were accepted.

Those offered *Explore Your Horizons* plus *Learning Accounts* were much more likely to report that they planned to apply to a university degree program than those in the comparison group (39.1 per cent versus 29.1 per cent). Fewer reported they planned to apply for a college program (a decrease of 8.4 percentage points). There were no incremental differences between the interventions.¹⁷

The impacts were similar for the LILE subgroup. *Explore Your Horizons* plus *Learning Accounts* students were more likely to report planning to apply to a university degree program than their comparison group counterparts (an increase of 13.3 percentage points, Table 6.9) and fewer reported they planned to apply to a college diploma program compared with comparison group students (a decrease of 10.8 percentage points). A similar effect was seen for students whose parents held post-secondary education experience.

Table 6.10: Impacts of *EYH+LA* on Expectations About PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Strongly agree with the statement, "I will need to keep studying after high school to achieve what I want in life" (%)						
All	52.07	45.34	6.73 (4.24)	52.38	55.05	-2.67 (4.53)
LILE group	52.39	41.78	10.62** (4.82)	51.87	54.78	-2.90 (4.96)
Parents with high school or less	58.27	39.95	18.32*** (5.82)	50.82	55.11	-4.28 (6.52)
Parents with any PSE	45.17	51.85	-6.68*** (6.18)	53.69	54.83	-1.14 (6.30)
Getting more education after high school is very important to at least one parent (%)						
All	90.98	83.95	7.02** (2.91)	91.20	87.46	3.73 (3.11)
LILE group	93.12	83.45	9.67*** (3.30)	91.14	87.68	3.46 (3.42)
Parents with high school or less	93.65	80.09	13.56*** (4.00)	92.16	84.68	7.48* (4.44)
Parents with any PSE	88.12	88.66	-0.54** (4.25)	90.34	89.75	0.59 (4.31)
Sample Size	247	269		234	241	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

The survey sought participants' perceptions of their "need to keep studying after high school" to achieve what they wanted in life. The reports of participants offered *Explore Your Horizons* plus *Learning Accounts* are compared with the comparison group in Table 6.10. Measured across all participants offered *Explore Your Horizons* plus *Learning Accounts*, there was no impact on this outcome. However, the offer did produce an impact for LILE (an increase of 10.6 percentage points) and FGF participants (an increase of 18.3 percentage points).

Participants offered *Explore Your Horizons* plus *Learning Accounts* were significantly more likely than comparison group members to report that at least one of their parents thought getting more education after high school was very important (91.0 per cent versus 84.0 per cent). *Explore Your Horizons* plus *Learning Accounts* seemed to have significant impacts on these attitudes, when the *Explore Your Horizons* intervention on its own did not have this effect (Chapter 4). This finding applied also for parents of LILE and FGF participants.

The enhanced career education provided by *Explore Your Horizons* was anticipated to help students make better decisions in planning for their futures, and increase their chances of accessing post-secondary education after graduating high school. However, for participants in the Francophone sector, there was no impact of the intervention on overall intention to pursue a post-secondary education credential. Equivalently high proportions of all experimental groups intended to pursue this aim. It remains to be seen whether the interventions alter the rate at which these uniformly high levels of aspirations are converted into actual enrolment, as other research has found only a fraction of those who aspire for a credential eventually enrol.¹⁸ The interventions may have shifted participants' preferences for different types of credentials. For example, those offered only *Explore Your Horizons* or *Explore Your Horizons* plus *Learning Accounts* seemed somewhat more likely to aspire to obtain a university degree than those offered only *Learning Accounts* or those in the comparison group.

18 See, for example, Roderick et al. (2008) who find only half the high school seniors who aspire to enter four-year college actually enroll in the fall following graduation.

New Brunswick Anglophone Sector

The pattern of impacts on thinking and planning for the future in the Anglophone sector differed somewhat from those in the Francophone sector. *Explore Your Horizons* plus *Learning Accounts* increased aspirations to obtain one or more post-secondary credentials among participants in the LILE group and among FGF participants. There were no impacts on orientation toward future activities, nor increased awareness of post-secondary options (tables 6.6 and 6.7).

Across all participants offered the combination of interventions, there was no impact on overall aspirations to pursue a post-secondary credential (Table 6.8). However, among those in the LILE group, 96.5 per cent aspired to pursue a post-secondary education credential—a significant increase over the already-high 91.1 per cent in the comparison group. FGF participants were also more likely to report aspirations to pursue post-secondary education (an increase of 9.5 percentage points).

Explore Your Horizons altered preferences for different post-secondary credentials relative to *Learning Accounts*, and the *Explore Your Horizons* effect seemed to dominate in the combined intervention. The addition of *Explore Your Horizons* to *Learning Accounts* significantly reduced aspirations to obtain a trade certificate (18.0 per cent versus 28.0 per cent).¹⁹ Those offered only *Explore Your Horizons* were also somewhat less likely to favour obtaining a trade certificate than those offered *Learning Accounts* only (a decrease of 8.6 percentage points, SRDC, 2009).

The offer of *Explore Your Horizons* and *Learning Accounts* simultaneously increased the proportion of FGF participants desiring an apprenticeship credential (an increase of 9.1 percentage points) while it decreased preferences for a trade certificate or apprenticeship credential among participants with parents who had post-secondary education experience (a decrease of 12.2 percentage points for a trade certificate and 14.3 percentage points for an apprenticeship). The effect of adding *Explore Your Horizons* to *Learning Accounts* also differed with parental education experience.²⁰

The impacts of *Explore Your Horizons* plus *Learning Accounts* on intentions to apply for post-secondary education were only observed in subgroups. It decreased the proportion who intended to apply for a trade certificate among participants whose parents held post-secondary education experience (Table 6.9). For this subgroup of students, it was the addition of *Explore Your Horizons* to *Learning Accounts* that significantly reduced aspirations to apply for a trade certificate program (8.7 per cent versus 23.1 per cent).²¹

Among all participants offered the combination, *Explore Your Horizons* plus *Learning Accounts* had no detectable impact on the proportion reporting that at least one of their parents considered getting more education after high school to be very important (Table 6.10). There were, however, some incremental impacts from adding *Explore Your Horizons* to *Learning Accounts* and adding *Learning Accounts* to *Explore Your Horizons* for this outcome (SRDC, 2009).

Changing Direction in High School

Full participation in *Explore Your Horizons* sessions would make non-trivial demands on participants' time (up to 40 hours of sessions were delivered over the three years)²² at the same time as its components encouraged students to spend their time engaged in career exploration, post-secondary planning, and making the best use of their remaining time in high school to prepare for and support their future plans.

The *Learning Accounts* offer had the potential to lead similarly motivated students to spend their time both in and out of school differently. The program logic model expectation was for *Explore Your Horizons* and *Learning Accounts* to increase participants' interest in high school at the same time as motivating them to save to meet the cost of post-secondary education. Savings would most likely come from parents, relatives or the participants' own employment. These effects are explored in this section.

Overall the effects of *Explore Your Horizons* and *Learning Accounts* on participants' activities during Grade 10 to Grade 12 are quite difficult to interpret. *Explore Your Horizons* plus *Learning Accounts* resulted in no impacts on educational activities at school relative to the comparison group. Nonetheless, there were small, positive impacts on their peer groups.

19 See SRDC, 2009.

20 See SRDC, 2009.

21 See SRDC, 2009.

22 See Table 2.1 (Chapter 2) of the *Future to Discover* Early Implementation Report (SRDC 2007).

Table 6.11: Impacts of *EYH+LA* on Interest in High School and High School Attendance

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Less than 5 hours spent in total each week on homework and study for all courses (%)						
All	43.14	39.09	4.05 (4.30)	43.75	41.86	1.89 (4.51)
LILE group	45.02	39.58	5.45 (4.88)	45.56	41.07	4.49 (4.94)
Parents with high school or less	42.67	39.01	3.66 (5.90)	45.52	43.97	1.55 (6.48)
Parents with any PSE	43.47	39.29	4.18 (6.31)	42.20	40.01	2.19 (6.27)
Absent from school 4 or more days for any reason (%)						
All	36.54	31.15	5.39 (4.17)	42.22	41.45	0.77 (4.52)
LILE group	38.73	31.51	7.22 (4.74)	42.39	40.44	1.95 (4.98)
Parents with high school or less	35.78	30.20	5.59 (5.72)	37.39	40.06	-2.67 (6.51)
Parents with any PSE	37.58	32.31	5.27 (6.08)	46.34	42.31	4.04 (6.27)
Feel/felt that the statement, "I am/was interested in what I am/was learning in class," is/was true all of the time (%)						
All	48.26	42.66	5.60 (4.41)	19.93	19.06	0.87 (3.71)
LILE group	53.78	44.03	9.76* (5.01)	18.73	19.32	-0.59 (4.07)
Parents with high school or less	50.00	43.70	6.31 (6.09)	16.32	18.46	-2.14 (5.32)
Parents with any PSE	46.73	41.47	5.25 (6.47)	22.93	19.39	3.54 (5.16)
Never felt that the statement, "I do/did as little work as possible; I just want/wanted to get by," is/was true (%)						
All	53.04	58.45	-5.41 (4.23)	46.76	49.24	-2.47 (4.54)
LILE group	53.57	59.18	-5.60 (4.81)	49.21	52.14	-2.93 (4.98)
Parents with high school or less	54.00	56.85	-2.85 (5.82)	51.75	49.89	1.85 (6.56)
Parents with any PSE	52.33	60.31	-7.98 (6.19)	42.25	48.27	-6.02 (6.30)
Sample Size	247	270		235	243	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 6.12: Impacts of EYH+LA on Rates of Early High School Leaving/Dropping-out

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Currently attending high school (%)						
All	91.91	90.61	1.30 (2.30)	93.93	92.76	1.18 (2.29)
LILE group	94.32	89.57	4.75* (2.60)	94.35	91.61	2.73 (2.53)
Parents with high school or less	91.75	87.45	4.30 (3.16)	94.34	91.48	2.86 (3.29)
Parents with any PSE	92.09	94.36	-2.27 (3.36)	93.69	93.70	-0.01 (3.19)
Sample Size	247	270		235	243	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

New Brunswick Francophone Sector

There was no detectable impact of *Explore Your Horizons* and *Learning Accounts* on participants' engagement in educational activities at school. For example, those offered *Explore Your Horizons* plus *Learning Accounts* were about as likely to engage in fewer than five hours of homework or study as comparison group members. Similarly, those offered the combined intervention were about as likely to report four or more days absence from school in the year to date (Table 6.11).

The impacts were somewhat inconsistent for the *incremental addition of Learning Accounts to Explore Your Horizons* and *vice versa*.²³ Overall these results do not suggest any strong additional impact on educational engagement attributable to *Explore Your Horizons* over and above the effect of *Learning Accounts* or *vice versa*. There were no differences generated for subgroups.

The survey found no major increases in the probability of still being at school, although LILE students offered the combined intervention were marginally less likely to have left school by the time of the survey (Table 6.12), echoing the impact on this outcome seen for *Explore Your Horizons*-only in Chapter 4.²⁴

23 See SRDC, 2009. The addition of *Learning Accounts* to *Explore Your Horizons* (and to a lesser degree *vice versa*) increased the proportion reporting that they were sometimes just "coasting" at school (it reduced the proportion of students reporting that they never felt that they were doing as little work as possible to just get by at school). This is a counterintuitive finding and may arise due to an unmeasured increase in awareness of the efforts required to achieve post-secondary aspirations among those participating in *Explore Your Horizons*. (Those who received a Learning Account were more likely to participate in an *Explore your Horizons* session). The result is not evident in impacts on graduation (see later section) although impacts on school marks have yet to be derived.

24 See Chapter 1 and the *Future to Discover* Early Implementation Report for more details on the *Future to Discover* program logic models.

Table 6.13: Impacts of *EYH+LA* on Peer Group Composition

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
All friends are/were planning to further their education or training beyond high school (%)						
All	47.68	46.15	1.53 (4.41)	23.72	27.27	-3.55 (4.04)
LILE group	45.92	45.34	0.59 (5.02)	24.60	25.01	-0.41 (4.45)
Parents with high school or less	45.41	40.80	4.61 (6.07)	21.65	24.83	-3.18 (5.86)
Parents with any PSE	50.23	52.48	-2.26 (6.43)	25.60	29.10	-3.50 (5.64)
No friends have/had dropped out of high school without graduating (%)						
All	65.23	62.97	2.26 (4.18)	59.41	54.96	4.45 (4.41)
LILE group	64.90	58.87	6.04 (4.77)	60.73	54.28	6.45 (4.84)
Parents with high school or less	63.61	56.03	7.59 (5.77)	64.50	51.19	13.31** (6.33)
Parents with any PSE	67.04	70.92	-3.87 (6.11)	55.09	58.54	-3.45* (6.13)
All friends think/thought completing high school is/was very important (%)						
All	64.10	64.45	-0.36 (4.16)	52.68	57.08	-4.40 (4.54)
LILE group	63.68	65.13	-1.45 (4.74)	52.67	58.70	-6.03 (4.97)
Parents with high school or less	60.75	63.72	-2.96 (5.73)	50.62	58.03	-7.41 (6.54)
Parents with any PSE	67.57	65.36	2.22 (6.08)	54.26	55.71	-1.45 (6.32)
Sample Size	247	267		235	243	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

The original program logic model hypothesized that the offer of *Explore Your Horizons* would bring about peer group changes leading to increased future orientation and post-secondary expectations within the groups of friends closest to the interventions' participants. Overall, *Explore Your Horizons* plus *Learning Accounts* did not alter peer group composition (Table 6.13). However, there were small, positive impacts on peer groups reported by those offered *Explore Your Horizons* plus *Learning Accounts* relative to those offered *Learning Accounts* only. The offer of *Explore Your Horizons* plus *Learning Accounts* increased the proportion of students who said none of their friends had dropped out of high school (an increase of 8.1 percentage points, SRDC, 2009). Similar to these findings for *Explore Your Horizons* plus *Learning Accounts*, there were small, positive impacts on

peer groups reported by those offered *Explore Your Horizons* only compared to those offered *Learning Accounts* only. Fewer reported having close friends who had dropped out of high school.²⁵

There is some weak evidence that *Explore Your Horizons* alters peer groups in the key target subgroups more than does *Learning Accounts*. The addition of *Explore Your Horizons* to *Learning Accounts* reduced the proportion of LILE participants reporting that their close friends had dropped out of high school. For this LILE group, fewer *Explore Your Horizons*-only participants reported friends who had dropped out of high school.²⁶ The addition of *Explore Your Horizons* to *Learning Accounts* reduced the proportion of FGF participants reporting that close friends had dropped out of high school.

²⁵ See SRDC, 2009.

²⁶ See SRDC, 2009.

Table 6.14: Impacts of EYH+LA on "On-Time" High School Graduation

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Graduated high school within three years of assignment in province of recruitment (%)						
All	78.08	80.40	-2.32 (3.35)	80.58	76.33	4.25 (3.61)
LILE group	81.92	79.86	2.06 (3.81)	81.29	75.35	5.94 (4.00)
Parents with high school or less	75.11	78.43	-3.32 (4.65)	85.18	76.72	8.46 (5.23)
Parents with any PSE	81.50	82.48	-0.99 (4.90)	76.70	75.58	1.12 (5.07)
Sample Size	243	259		229	227	

Source: High school and district-level administrative data.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

New Brunswick Anglophone Sector

Similar to the Francophone sector, there were few clear impacts of *Explore Your Horizons* plus *Learning Accounts* in the Anglophone sector on participants' engagement in educational activities at school (Table 6.11).²⁷ There were no impacts on staying on in school (Table 6.12).

There were few impacts on peer groups reported by those offered *Explore Your Horizons* plus *Learning Accounts* relative to comparison group. A subgroup analysis of LILE participants also found no impacts. However, there appear to be very small positive impacts on peer groups reported by FGF participants. More of those offered *Explore Your Horizons* plus *Learning Accounts* mentioned that none of their friends had dropped out of high school (an increase of 13.3 percentage points, Table 6.13).

High School Graduation

One of the anticipated short-term and intermediate impacts arising from participation in *Explore Your Horizons* or *Learning Accounts* was an increase in "on time" high school graduation. By encouraging students to fulfill the prerequisites for post-secondary education (and to qualify for the final instalment in *Learning Accounts*), the intervention was expected to encourage on-time graduation among participants who might not otherwise have done so.²⁸

This analysis uses high school and district-level administrative data, which include high school graduation indicators for project participants in New Brunswick who graduated from high school "on time" (within three years of their completion of the Grade 9 year in which they were recruited). This indicator does not record out-of-province graduation. Table 6.14 shows that there was no significant difference between *Explore Your Horizons* plus *Learning Accounts* participants and comparison group participants in rates of "on-time" graduation. There were no incremental or subgroup impacts.²⁹ Thus, *Explore Your Horizons* and *Learning Accounts* do not appear to have any effect (positive or negative) on "on-time" within-province graduation.³⁰

27 See SRDC, 2009. For the subgroup of participants whose parents held some post-secondary education experience, the addition of *Explore Your Horizons* to *Learning Accounts* increased the proportion reporting that they were sometimes just "coasting" at school (it reduced the proportion of students reporting that they never felt that doing little work as possible to just get by at school was true). This is a counterintuitive finding and may arise due to an unmeasured increase in awareness of efforts required to achieve post-secondary aspirations among those participating in *Explore Your Horizons*. The result is not evident in impacts on graduation (see next section) although impacts on school marks have yet to be derived.

28 See *Future to Discover* Early Implementation Report (SRDC, 2007).

29 A subgroup analysis using project participant characteristics measured at baseline revealed no impacts on "on-time" high school graduation.

30 See SRDC, 2009.

Table 6.15: Impacts of *EYH+LA* on Perceived Value of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Thinks that the cost incurred to obtain a PSE is a good long-term investment (%)						
All	98.81	97.97	0.84 (1.40)	97.26	98.01	-0.75 (1.49)
LILE group	99.22	98.38	0.84 (1.61)	96.78	98.07	-1.29 (1.63)
Parents with high school or less	98.42	97.18	1.23 (1.93)	96.28	98.30	-2.02 (2.15)
Parents with any PSE	99.19	98.89	0.29 (2.06)	98.15	97.72	0.43 (2.05)
Sample Size	245	263		227	238	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as + = 10 per cent; ++ = 5 per cent; +++ = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Improved Knowledge of Post-Secondary Education Costs and Financing

The interventions were anticipated to improve participants' perceptions of the value of post-secondary education. Specifically, the proportion of participants who reported in the survey that post-secondary education was a good long-term investment was expected to increase. Impacts of the combined intervention on this and related outcomes were inconsistent. There was no change in participants' reported intentions to borrow to pay for post-secondary education, except for some small impacts on intentions to borrow among Francophone students. *Learning Accounts* tended to reduce the proportions of LILE and FGF participants reporting an intention to borrow.

New Brunswick Francophone Sector

The impacts of the combined *Explore Your Horizons* and *Learning Accounts* interventions were anticipated to reflect both program logic models simultaneously. One of the expected outcomes in the *Learning Accounts* logic model was that students' increased orientation toward the future and understanding of the role to be played by post-secondary education within their own futures would eventually lead to more students valuing post-secondary education, which would contribute in part to an increase in enrolment in post-secondary education. As shown in Table 6.15, *Explore Your Horizons* plus *Learning Accounts* brought about no significant increase in the proportion of participants reporting that the cost of post-secondary education represented a good long-term investment. This view was widely held by members of the comparison group, leaving little room for growth. Nevertheless, the addition of *Explore Your Horizons* to *Learning Accounts* did slightly increase the proportion of participants who thought the cost represented a good long-term investment (an increase of 2.5 percentage points).³¹

31 See SRDC, 2009.

Table 6.16: Impacts of EYH+LA on Knowledge of PSE Costs and Financing

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	EYH/LA Group	Comparison Group	Impact (s.e)	EYH/LA Group	Comparison Group	Impact (s.e)
Somewhat or very familiar with student financial aid (%)						
All	66.03	62.03	4.01 (4.31)	49.38	37.45	11.93*** (4.53)
LILE group	67.01	62.26	4.75 (4.91)	45.66	34.91	10.75** (4.97)
Parents with high school or less	62.35	58.06	4.29 (5.92)	46.51	34.19	12.31* (6.51)
Parents with any PSE	69.77	66.77	3.00 (6.32)	52.09	40.90	11.19* (6.32)
Perceived university tuition (\$)						
All	7,574.49	7,548.73	25.76 (663.64)	7,547.08	8,280.13	-733.05 (604.65)
LILE group	7,587.29	7,959.32	-372.03 (767.65)	7,735.88	8,256.05	-520.17 (659.49)
Parents with high school or less	7,367.40	7,251.03	116.37 (934.64)	7,251.52	7,538.96	-287.44 (880.39)
Parents with any PSE	7,821.10	7,836.50	-15.39 (938.51)	7,758.46	9,011.09	-1,252.63 (825.03)
Perceived college tuition (\$)						
All	4,424.79	4,359.68	65.11 (389.87)	5,585.33	5,697.26	-111.93 (595.79)
LILE group	4,439.21	4,380.10	59.11 (449.59)	5,477.97	5,773.29	-295.33 (651.97)
Parents with high school or less	4,415.93	4,389.60	26.33 (543.84)	5,341.43	5,851.55	-510.12 (863.86)
Parents with any PSE	4,440.70	4,320.70	120.00 (559.60)	5,809.04	5,555.26	253.77 (817.94)
Sample Size	243	266		235	242	

Source: FTD Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

There were some marginal incremental effects of adding the interventions to one another for different groups. Adding *Explore Your Horizons* to *Learning Accounts* increased the proportion who felt that the costs represented a good long-term investment among participants whose parents held post-secondary education experience.³²

The combined intervention had no effects on participants' reports of their own familiarity with student financial aid. However, *Explore Your Horizons*-only participants were more likely to report that they were somewhat or very familiar with student financial aid than *Learning Accounts*-only participants (SRDC, 2009). LILE and FGF participants offered *Explore Your Horizons* only were more likely to report they were somewhat or very familiar with student financial aid than their respective *Learning Accounts*-only counterparts.

Explore Your Horizons was established to increase the provision of more accurate information on the costs and benefits of post-secondary education. The program logic model anticipated that participants who were more aware of the role post-secondary education might play in their future—and who had investigated its relative costs and benefits—might possess more realistic estimates of the costs of such education. When the Grade 12 survey asked all those offered *Explore Your Horizons* plus *Learning Accounts* for their best guess of average college and university tuition in the province, there was no detectable change in their estimates relative to those of comparison group members. The offer of *Explore Your Horizons* did reduce students' estimates of university tuition and college tuition compared with students offered *Learning Accounts* only (SRDC, 2009).

32 See SRDC, 2009.

Table 6.17: Impacts of *EYH+LA* on Participants' Certainty About their Ability to Cover the Cost of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Would like to pursue PSE but will not pursue because of financial reasons (%)						
All	6.38	5.83	0.56 (2.16)	15.16	15.43	-0.28 (3.39)
LILE group	5.67	6.99	-1.32 (2.46)	14.51	15.99	-1.48 (3.71)
Parents with high school or less	6.15	5.52	0.64 (2.98)	13.70	12.89	0.80 (4.83)
Parents with any PSE	6.67	6.17	0.51 (3.15)	16.40	17.93	-1.53 (4.73)
Intends to borrow to pay for PSE (%)						
All	72.62	74.85	-2.22 (3.85)	67.36	73.06	-5.70 (4.27)
LILE group	70.88	77.09	-6.21 (4.39)	66.93	72.78	-5.86 (4.68)
Parents with high school or less	68.00	76.10	-8.10 (5.34)	62.91	73.57	-10.66* (6.10)
Parents with any PSE	77.48	73.39	4.09 (5.58)	71.11	72.09	-0.98 (5.96)
Sample Size	237	262		230	239	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

Table 6.18: Impacts of *EYH+LA* on RESP Saving to Meet the Cost of PSE

	New Brunswick—LA-Eligible					
	Francophone			Anglophone		
	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)	<i>EYH/LA</i> Group	Comparison Group	Impact (s.e)
Parents or relatives saved in a RESP for participant's education (%)						
All	37.56	40.29	-2.73 (4.16)	21.50	25.86	-4.36 (3.94)
LILE group	37.48	37.39	0.09 (4.76)	22.37	24.39	-2.02 (4.33)
Parents with high school or less	31.59	35.15	-3.56 (5.73)	19.06	21.31	-2.25 (5.65)
Parents with any PSE	43.60	46.22	-2.63 (6.10)	23.72	29.60	-5.88 (5.48)
Sample Size	247	270		235	242	

Source: *FTD* Grade 12 survey.

Estimates regression adjusted. Sample sizes vary for individual measures because of missing values.

Statistical significance levels for impacts within subgroups are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

Statistical significance levels for differences in impacts across subgroups are indicated as † = 10 per cent; †† = 5 per cent; ††† = 1 per cent.

Rounding may cause slight discrepancies in sums and differences.

There was no impact on the proportion of participants reporting that they faced financial barriers in the pursuit of their preferred post-secondary education pathway, as shown in Table 6.17. Subgroup analysis of LILE and FGF participants suggested that adding *Learning Accounts* to *Explore Your Horizons* reduced students' intentions to borrow for post-secondary education.³³ This might be expected if the anticipation of receiving additional funding through *Learning Accounts* to pay for post-secondary education dominated over effects of either intervention to improve knowledge of the benefits relative to costs of such education.

The interventions had very few effects overall on participants' certainty over financing to pay for post-secondary education. Overall, offering *Explore Your Horizons* plus *Learning Accounts* did not alter the proportions of participants who knew whether or not their parents or other relatives had saved for their education in a RESP relative to the comparison group (Table 6.18). However, for the LILE subgroup, the addition of *Explore Your Horizons* to *Learning Accounts* increased the proportion reporting that their parents had saved for their education.³⁴

New Brunswick Anglophone Sector

Similar to findings for the Francophone linguistic sector, there was no significant difference in the Anglophone sector between *Explore Your Horizons* plus *Learning Accounts* participants and the comparison group when asked whether the costs of post-secondary education represented a good long-term investment (Table 6.15). However, in contrast to findings in the Francophone linguistic sector, the interventions seemed to have increased significantly the proportion of participants considering themselves familiar with student financial aid (an increase of 11.9 percentage points, Table 6.16). *Explore Your Horizons*-only participants were also more likely to report that they were somewhat or very familiar with student financial aid than *Learning Accounts*-only participants (SRDC, 2009).

Explore Your Horizons plus *Learning Accounts* increased self-reported familiarity with financial aid for key target subgroups also (Table 6.16). The addition of *Learning Accounts* to *Explore Your Horizons* decreased the proportion of LILE subgroup participants who reported familiarity with aid.³⁵ Possibly, the offer of a Learning Account reduced the propensity for project participants to seek out such information. This may also account for why FGF participants offered *Explore Your Horizons* plus *Learning Accounts* were less likely to report an intention to borrow to pay for post-secondary education relative to their comparison group counterparts (Table 6.17). Overall, however, there were no impacts on the extent to which participants cited financial barriers to their post-secondary aspirations.

Similar to the findings for the Francophone linguistic sector, *Explore Your Horizons* plus *Learning Accounts* appears to have no effect on the proportion of participants overall who knew whether their parents had saved for their education (Table 6.18). However, adding a Learning Account to *Explore Your Horizons* reduced the proportion of participants, whose parents held any post-secondary education experience, reporting that their parents had saved for post-secondary education (SRDC, 2009).

CONCLUSION

The bulk of the analysis in this chapter has examined the interim impacts of *Explore Your Horizons* plus *Learning Accounts* when offered as a combined intervention to New Brunswick lower-income families, relative to no new intervention. Contrasts have been included from the incremental impact of adding one intervention to the other in order to shed light on which intervention may be driving the effects. Impacts on two key subgroups—students from LILE families and FGF participants—have been considered in the same way. Interim impacts considered how students were thinking and planning for the future, any detected changes in the pathways they were pursuing through high school, and their knowledge of post-secondary education costs and financing.

The results indicate that comparison group exposure to similar *Learning Accounts*- and *Explore Your Horizons*-type services was low, and the patterns of receipt of treatment for those offered both *Explore Your Horizons* and *Learning Accounts* differed little from those offered one intervention or the other. The combined intervention had similar impacts on thinking and planning for the future as did *Explore Your Horizons* on its own. The effects of *Explore Your Horizons* and *Learning Accounts* on activities while in high school were either difficult to interpret or inconsistent. In general, there were no impacts on educational activities at school relative to the comparison group. It appears that there were some small impacts of the interventions on intentions to borrow to pay for post-secondary education among Francophone students, with *Learning Accounts* tending to reduce the reported intention to borrow among members of the LILE subgroup and FGF participants. The combination of *Explore Your Horizons* plus *Learning Accounts* increased awareness of student financial aid in the Anglophone sector but in general it did not increase or reduce intentions to borrow to pay for post-secondary education relative to the comparison group.

33 See SRDC, 2009.

34 See SRDC, 2009.

35 See SRDC, 2009.

Current Knowledge on *Future to Discover* Interventions and Looking Ahead

Introduction

This chapter has two purposes: to review the conclusions from the analyses presented earlier in this report, and to look ahead to the remaining research activities and findings to be reported in the *FTD* Final Impacts Report in 2011. At this interim stage of the investigation, using data collected to 2008, it is possible to assess with some confidence the quality of the implementation of *Future to Discover's* interventions, but to consider only a partial picture of the effectiveness of the interventions. *Learning Accounts* and *Explore your Horizons* were implemented in 2004 and 2005 as early interventions anticipated to counter barriers faced by high school students in their access to post-secondary education. If successful, these interventions held the prospect of changing the fundamental aspects of participants' adult lives.¹ It is thus to be anticipated that evidence on the effectiveness of the interventions will need to be collected over the long term. The next report will be able to assess impacts during two years of the post-secondary education period—the earliest years during which impacts on access might be observed—and provide estimates of the interventions' benefits relative to their costs.

1 See, for example, Stark (2007).



CHAPTER SUMMARY

- **The offer of *Explore Your Horizons* was given a fair test.** Delivery was consistent with the design, over time and between sites. Although participants were informed about the workshops and many reported finding the material useful, attendance was often low. Offering *Explore Your Horizons* in combination with *Learning Accounts* increased attendance at *Explore Your Horizons* sessions.
- **The offer of *Learning Accounts* was delivered effectively during the period observed for this report.** More than 90 per cent of eligible program participants took up the offer and qualified for each of the three instalments into their account, totalling \$8,000. However, there was low recall of holding the account during the fall of Grade 12, prior to reminder calls from the *FTD* Office.
- ***Explore Your Horizons* increased thinking and planning for the future—mostly for New Brunswick Francophone sector participants and, to a lesser degree, for LILE and FGF participants from Manitoba.** *Explore Your Horizons* increased the proportions aspiring for a post-secondary credential among Francophone FGF participants and Anglophone LILE and FGF participants. In the Francophone sector, the intervention induced switching of post-secondary program preferences.
- **There were very few impacts of *Explore Your Horizons* on participants' directions in high school.** In the Francophone sector, LILE and FGF participants were more likely to still be in school at the time of the Grade 12 survey.
- ***Explore Your Horizons* improved knowledge of post-secondary education costs and financing, mostly for New Brunswick Anglophone sector participants.** For Manitoba participants, *Explore Your Horizons* reduced the perception of financial barriers to the pursuit of post-secondary education.
- ***Learning Accounts* increased the proportions of New Brunswick Francophone sector FGF participants thinking about the future.** While it increased the proportion of Anglophone FGF participants aspiring to obtain any post-secondary credential, it mainly increased the proportions of Francophone sector participants planning to apply to trade and apprenticeship programs.
- ***Learning Accounts* improved knowledge of post-secondary education costs and financing, mostly for New Brunswick Anglophone sector participants.** *Learning Accounts* reduced the likelihood of Francophone sector students being aware that parents or relatives saving for the participant's future education in a RESP.
- **Understanding the effects of the different interventions for different groups will be easier in the context of final results on access to post-secondary education.** Inconsistent results to date may reflect shortcomings of the logic model that anticipated impacts in these areas. The mechanisms that generate final impacts on access may become more apparent from analysis in the final report, once these impacts are known.
- **A wide range of data will contribute to analysis in the final report.** Alongside documentation of the operations of *Learning Accounts*, the report will provide an account of "lessons learned" during implementation of both *Learning Accounts* and *Explore Your Horizons* and analysis to help understand the patterns of impacts that arise. A benefit-cost analysis will consider whether the benefits of the interventions outweigh the costs for participants, governments, and society as a whole.

WHAT STAGE HAS *FUTURE TO DISCOVER* REACHED?

Across the three main areas of evaluation of the *Future to Discover* pilot project—implementation research, impact analysis, and benefit-cost analysis—different stages have been reached. The implementation research has been largely completed for *Explore Your Horizons* but continues for *Learning Accounts*. The impact analysis is in its early stages, examining intermediate outcomes that were anticipated in the interventions' logic models but are not necessarily strong proxies for the principal *post-secondary* outcomes of interest. The benefit-cost analysis is still in its data collection stage.

The *Future to Discover* Pilot Project has a complex research design, which takes into account linguistic and other designated groups of interest across the two participating provinces, as well as six experimental contrasts in New Brunswick and one experimental contrast in Manitoba. The study has permitted analyses that are rich, complex, and detailed, yet often difficult to interpret. Even at this preliminary stage, the research has learned a great deal. Analyses to date show that the interventions have been successfully delivered and that they are capable of producing changes in behaviour and attitudes across the dimensions of change hypothesized in the original logic model. Yet such changes have not been detected consistently across or within the jurisdictions or population subgroups of interest.

WHAT HAS BEEN LEARNED SO FAR ABOUT THE INTERVENTIONS?

Implementation

The offer of *Explore Your Horizons* was given a fair test. *Explore Your Horizons* was delivered in a manner consistent with its design. It was delivered consistently across sites. It was offered at reasonable times and locations for high school students and their parents. Participants and parents were informed of the time and place of workshops, as well as the location of the Web site. Program facilitators took strong and repeated steps to encourage attendance at workshops and the use of the *Explore Your Horizons* Web site and *FTD* magazine. Participants and parents reported finding the material useful. Therefore, the implementation provided a “fair test” of the offer of *Explore Your Horizons*.

Nevertheless, the offer of *Explore Your Horizons* was often not taken up by participants. Overall levels of participation typically declined during the project period. Moreover, participation was somewhat lower for participants in LILE and FGF subgroups—groups anticipated to be most in need of additional assistance to access post-secondary education. Low attendance at some sessions did require minor modifications to the intended delivery, but all those offered the opportunity to participate and who took it received the full content of sessions and engaged in the associated activities. No sessions were cancelled due to low attendance. Web site usage was low initially and dropped in the final two years. While nearly every participant had some exposure to some element of *Explore Your Horizons*, it remains to be seen whether the range and intensity of exposure will be enough to change their rates of enrolment in post-secondary education and completion of the first year in their chosen program.

Learning Accounts has also been delivered according to its design during the period observed for this report, up to the point of high school graduation. More than 90 per cent of those eligible took the *Learning Accounts* offer by signing, along with their parent(s), a participant declaration spelling out the intervention rules. Virtually all who did so also qualified for each of the three instalments into their Learning Account, allowing them to complete high school with \$8,000 in their accounts. When responding to the *FTD* Grade 12 follow-up survey, between a half and two-thirds of these participants did not recall that they held a Learning Account. Calls from the *FTD* Office to remind Learning Accounts holders of their status, which took place after the survey was completed, may increase participants’ level of awareness. It remains to be seen whether levels of awareness of the accounts among those most in need of additional assistance to access post-secondary education will be sufficient to change behaviour in terms of rates of enrolment in post-secondary education and completion of the first year in their chosen program.

The combined offer of *Explore Your Horizons* with *Learning Accounts* increased participation in *Explore Your Horizons* and awareness of *Learning Accounts*. Offering the two interventions together seemed to increase exposure to both. Session attendance was higher and was sustained longer over the project period among program group members offered *Explore Your Horizons* plus *Learning Accounts* relative to those offered *Explore Your Horizons* only. Participants’ recall of receiving the offer of money to pursue post-secondary education—and recall of the precise amount (\$8,000)—was higher among program group members offered *Explore Your Horizons* plus *Learning Accounts* relative to those offered *Learning Accounts* only.

The interventions have thus been delivered consistently, in accordance with the designers’ intent, sufficient to permit a fair test of the effectiveness of the interventions as voluntary programs. The following section reviews the impacts observed to date.

Interim Impacts

Analysis of interim impacts provides some evidence that the awareness, intentions, opinions, and behaviour of participants offered *Explore Your Horizons* and/or *Learning Accounts* altered in the ways that were expected to occur in the interventions’ logic models. However, the evidence varied by province and by subgroups of participants.

The interim impacts are thus considered below for three groups in turn: (a) all participants offered each intervention; (b) participants from LILE families, whose parents at baseline reported below median income and no post-secondary credential from two or more years of study; and (c) FGF participants (participants whose parents at baseline held a highest education level of high school completion or less).

Impacts can be detected only for outcomes that were measured, and the central organizing framework for data collection and the presentation of impacts are the program logic models developed at the project outset and described in Chapter 1. These set out the originally anticipated changes in participants’ attitudes and behaviour over time. In this report, measures of these changes have been grouped in three domains of outcomes for analysis: thinking and planning for the future, changing direction in high school, and knowledge of post-secondary education costs and financing. Because these were the mechanisms by which the interventions were expected to bring about changes in access to post-secondary education, the logic models are as much under test as the interventions themselves. There is a risk that the interim impact analysis may have overlooked other mechanisms by which the interventions increase access. There will be a chance to assess, and hopefully explain, any such inconsistencies when final impact data are available.

Table 7.1 presents a summary of all interim impacts based on the program logic model outcomes—analyzed earlier in chapters 4 through 6. In order to present patterns of results across interventions, the outcomes anticipated in *Explore Your Horizons* and *Learning Accounts* logic models are combined. By reading down the columns, it is possible to see where impacts arose for different groups of participants. Impacts are reported for each of the three main program groups (*Explore Your Horizons* only, *Learning Accounts* only, and *Explore Your Horizons* plus *Learning Accounts*) relative to the comparison group. The existence of a statistically significant impact is highlighted by shading green for impacts in line with logic model expectations and red for unanticipated impacts). The direction of the impact is shown by the signs “+” and “-”. The signs increase in number with researchers’ level of confidence. For example, “+++” indicates a positive impact likely to occur by chance only 1 per cent of the time (equivalent to “***” in earlier chapter tables) and “-” indicates a negative impact likely to occur by chance 10 per cent of the time.²

Before reviewing the results, it should be noted that three sets of findings are not included in Table 7.1 due to the late acquisition of underlying data. Impacts on participants’ choices of secondary school courses, their course grades, and overall GPA await analysis during 2009. SRDC will publish these results as a separate working paper.

Impacts for all Participants Eligible for the Interventions

Analysis of interim impacts provides limited and mixed evidence that the awareness, intentions, opinions, and behaviour of participants offered *Explore Your Horizons* or *Learning Accounts* altered in the ways that were posited to occur in the program logic models.

In terms of thinking and planning for the future (Table 7.1a), orientation toward the future did increase among New Brunswick Francophone recipients of the *Explore Your Horizons* and *Explore Your Horizons* plus *Learning Accounts* offers. Although there were generally no overall changes in the proportions aspiring to pursue a post-secondary education credential, there were some shifts in post-secondary education preferences. New Brunswick Francophone participants offered *Explore Your Horizons* were less likely to aspire to obtain a community college diploma and—alongside those offered *Explore Your Horizons* plus *Learning Accounts*—were more likely to aspire to obtain a university degree. These effects were stronger still for intentions to apply, including a positive impact on New Brunswick Anglophone participants offered *EYH* on their intentions to apply for an apprenticeship. The interventions were thus having effects on post-secondary education choices, but mostly among those who already would have had aspirations to pursue post-secondary education. *Explore Your Horizons* plus *Learning Accounts* and *Learning Accounts* seemed to increase the proportion of New Brunswick Francophone parents who valued a post-secondary education for their children.

The interventions had only minor effects on **changing direction in high school** (Table 7.1b), including no impacts on “on time” graduation.

With respect to **knowledge of post-secondary education costs and financing** (Table 7.1c), *Explore Your Horizons* significantly decreased the extent to which Manitoba participants who aspired to pursue post-secondary education foresaw a financial barrier standing in their way. This was the major impact detected for the full sample of Manitoba participants. *Explore Your Horizons* and *Explore Your Horizons* plus *Learning Accounts* seemed to increase the proportion of New Brunswick Anglophone participants reporting that they were familiar with student financial aid relative to those with no intervention. Both *Explore Your Horizons* and *Learning Accounts* (although oddly, not when offered in combination) seemed to reduce the scale of New Brunswick Anglophone participants’ estimates of university tuition costs, without affecting their opinions on whether the cost incurred to obtain a post-secondary education represented a good long-term investment. Each of *Explore Your Horizons* and *Learning Accounts*, offered on their own, seemed to decrease the proportion of New Brunswick Francophone participants reporting that they were aware that their parents or other relatives were saving in a RESP for their post-secondary education.

Impacts for Participants in the Lower-Income Lower-Education (LILE) Subgroup

Analysis of interim impacts provided evidence of somewhat more and stronger effects for participants in the study’s LILE designated group,³ than across all participants as reported above. LILE participants are from lower-income, lower-education—or LILE—families, and have parents who reported at or below-median income and no credential from two or more years’ post-secondary study at the time of baseline recruitment. The results from Tables 7.1a, b, and c suggest that *Explore Your Horizons* and *Learning Accounts* were changing awareness, intentions, opinions, and behaviour in ways that were posited in the program logic models and in some ways that were not.

In terms of **thinking and planning for the future**, orientation toward the future increased among Manitoba LILE participants offered *Explore Your Horizons* and New Brunswick Francophone LILE participants offered *Explore Your Horizons*, *Learning Accounts*, and *Explore Your Horizons* plus *Learning Accounts* combined. Also, those same groups recognized in higher proportions than their counterparts that they needed to keep studying after high school to achieve what they wanted in life. Although there were no changes detected in the full samples of Manitoba, New Brunswick Francophone, and New Brunswick Anglophone participants in proportions who aspired to pursue a post-secondary education credential, there was an increase in such aspirations among New Brunswick Anglophone LILE participants offered *each intervention*. This is the strongest evidence so far that these interventions could increase participants’ demand for post-secondary education.

2 Of 714 impacts presented in Table 7.1, 20 are detected at the highest level of statistical significance, “+++” or “---” (the number detected is about three times the number anticipated to be detected by chance); 43 are “++” or “--” (meaning that there are 63 at this level or above, or about twice the number anticipated to be detected by chance) and 34 are “+” or “-” (meaning that there are 97 at this level or above, or about 1.5 times the number anticipated to be detected by chance). These statistical confidence levels are important, because there is considerable scope for some of the cited impacts (especially those marked “+” and “-”) to have arisen by chance (Schochet, 2008).

3 The study used this definition to characterize the group traditionally least likely to pursue post-secondary education in Canada, among whom the intervention would need to alter behaviour in order to generate impacts on post-secondary education access.

Table 7.1a: Summary of Short-Term and Intermediate Impacts on Program Logic Model Outcomes—Thinking and Planning for the Future

Outcome	Experimental Contrast	All Sample			LILE			FGF		
		Manitoba	New Brunswick		Manitoba	New Brunswick		Manitoba	New Brunswick	
			FR ¹	ANG ²		FR ¹	ANG ²		FR ¹	ANG ²
Thinking and Planning for the Future										
Increased orientation toward future activities										
Thought about what you will be doing in the near future	EYH vs C		++		++	+++		++	+++	
	LA vs C					+			+++	
	EYH+LA vs C		+			++			+++	
Strongly agree with the statement, "At this point in my life, it is important for me to decide what my future career or work will be."	EYH vs C									
	LA vs C									
	EYH+LA vs C								++	
Parents or guardians talk to participant about his/her future education or career options at least a few times each week	EYH vs C									
	LA vs C								-	
	EYH+LA vs C								-	
Increased awareness of post-secondary options										
Strongly agree with the statement, "I know enough about the different kinds of jobs that exist to make a choice about my future."	EYH vs C									
	LA vs C									
	EYH+LA vs C									
Strongly agree with the statement, "I know my own interests and abilities well enough to decide on a future career or type of work."	EYH vs C									
	LA vs C									
	EYH+LA vs C									+
Change in intentions (aspirations) to pursue PSE credential										
Aspires to pursue PSE credential	EYH vs C					++		++	+	
	LA vs C					+			+++	
	EYH+LA vs C					++			+++	
Aspires to pursue university degree	EYH vs C		++			+++		++	-	
	LA vs C									
	EYH+LA vs C		+++			+++				
Aspires to pursue trade certificate	EYH vs C									
	LA vs C									
	EYH+LA vs C									
Aspires to pursue apprenticeship	EYH vs C									++
	LA vs C									
	EYH+LA vs C									++
Aspires to pursue college diploma	EYH vs C		-			--				
	LA vs C									
	EYH+LA vs C					-				

Continued on next page

Table 7.1a: Summary of Short-Term and Intermediate Impacts on Program Logic Model Outcomes—
Thinking and Planning for the Future (Cont'd)

Outcome	Experimental Contrast	All Sample			LILE			FGF		
		Manitoba	New Brunswick		Manitoba	New Brunswick		Manitoba	New Brunswick	
			FR ¹	ANG ²		FR ¹	ANG ²		FR ¹	ANG ²
Thinking and Planning for the Future (Cont'd)										
Change in PSE credential aspires to pursue										
Knows type of programs plans to apply for	EYH vs C									
	LA vs C									
	EYH+LA vs C									
Plans to apply for university degree	EYH vs C		++			+++	+		++	
	LA vs C					+				
	EYH+LA vs C		+++			+++				
Plans to apply for trade certificate program	EYH vs C									
	LA vs C			++		+	++		+	
	EYH+LA vs C									
Plans to apply for apprenticeship	EYH vs C			++						
	LA vs C		+			+			++	
	EYH+LA vs C									
Plans to apply for college diploma	EYH vs C		-			-				
	LA vs C									-
	EYH+LA vs C		-			--				
Plans to apply to "other" type of program	EYH vs C									--
	LA vs C									
	EYH+LA vs C									
Altered expectations about PSE										
Student strongly agrees with the statement, "I will need to keep studying after high school to achieve what I want in life."	EYH vs C				+	++				
	LA vs C		+			++			++	
	EYH+LA vs C					++			+++	
Getting more education after high school is very important to at least one parent.	EYH vs C						-			
	LA vs C		+			++			+++	
	EYH+LA vs C		++			+++			+++	+

Continued on next page

**Table 7.1b: Summary of Short-Term and Intermediate Impacts on Program Logic Model Outcomes—
Changing Direction in High School**

Outcome	Experimental Contrast	All Sample				LILE			FGF		
		Manitoba		New Brunswick		Manitoba		New Brunswick	Manitoba		New Brunswick
				FR ¹	ANG ²			FR ¹	ANG ²		
Changing Direction in High School											
Increased interest in high school and attendance at high school											
Spends less than five hours in total each week on homework and study for all courses	EYH vs C									--	
	LA vs C										
	EYH+LA vs C										
Absent from school for 4+ days for any reason, including skipping without permission during this school year	EYH vs C										
	LA vs C										
	EYH+LA vs C										
The statement, "I am/was interested in what I am/was learning in class," is true all of the time.	EYH vs C		-								
	LA vs C										
	EYH+LA vs C						+				
The statement, "I do/did as little work as possible; I just want/wanted to get by" was never true.	EYH vs C									+	
	LA vs C										
	EYH+LA vs C										
Decreased rates of early high school leaving/drop-out											
Still in high school	EYH vs C						++			++	
	LA vs C										
	EYH+LA vs C						+				
Increased rates of high school graduation											
Graduated high school within three years of assignment in province of recruitment	EYH vs C										
	LA vs C										
	EYH+LA vs C										
Change in peer groups (i.e., composition, future orientation, and future expectations)											
All friends are planning to further their education or training beyond high school.	EYH vs C										
	LA vs C										
	EYH+LA vs C										
No friends have dropped out of high school without graduating.	EYH vs C										
	LA vs C				+						
	EYH+LA vs C										++
All friends think completing high school is very important.	EYH vs C		+			--					
	LA vs C										
	EYH+LA vs C										

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Table 7.1c: Summary of Short-Term and Intermediate Impacts on Program Logic Model Outcomes—Improved Knowledge of PSE Costs and Financing

Outcome	Experimental Contrast	All Sample				LILE			FGF	
		Manitoba	New Brunswick		Manitoba	New Brunswick		Manitoba	New Brunswick	
			FR ¹	ANG ²		FR ¹	ANG ²		FR ¹	ANG ²
Improved Knowledge of PSE Costs and Financing										
Change in perceived worth of PSE										
Thinks that the cost incurred to obtain a PSE is a good long-term investment	EYH vs C									
	LA vs C									
	EYH+LA vs C									
Increased knowledge of PSE costs and financing										
Somewhat or very familiar with student financial aid	EYH vs C			+++			+++			++
	LA vs C									+
	EYH+LA vs C			+++			++			+
Perceived university tuition \$	EYH vs C			--						
	LA vs C			--						
	EYH+LA vs C									
Perceived college tuition \$	EYH vs C									
	LA vs C									
	EYH+LA vs C									
Increased certainty about the ability to cover PSE costs (LA)										
Students report facing a financial barrier to PSE aspiration.	EYH vs C	---			--	-		--		
	LA vs C									
	EYH+LA vs C									
Intends to borrow to pay for PSE	EYH vs C									
	LA vs C									
	EYH+LA vs C									-
Increased saving to meet the costs of PSE										
Parents or relatives saved in a RESP for participant's education.	EYH vs C		--			--				
	LA vs C		--			--		--		
	EYH+LA vs C									

¹ Francophone
² Anglophone

A two-tailed t-test was applied to differences between the outcomes for the experimental groups. Statistical significance levels are indicated as follows:

10 per cent	5 per cent	1 per cent	
+	++	+++	Positive signed, anticipated impact
-	--	---	Negative signed, anticipated impact
+	++	+++	Positive signed, unanticipated impact
-	--	---	Negative signed, unanticipated impact
			Not applicable
			No statistically significant impact

There were also some shifts in post-secondary education credential preferences. New Brunswick Francophone LILE participants offered *Explore Your Horizons* were less likely to aspire to obtain a community college diploma than comparison group members and—alongside those offered *Explore Your Horizons* plus *Learning Accounts*—were more likely to aspire to obtain a university degree. Among New Brunswick Anglophone LILE participants, plans to apply for a trade or vocational qualification increased among those offered *Learning Accounts*. *Explore Your Horizons* plus *Learning Accounts* and *Learning Accounts* only seemed to increase the proportion of New Brunswick Francophone LILE parents who valued post-secondary education for their children.

There were very few effects on **changing participants' directions in high school**. *Explore Your Horizons* increased the proportion of New Brunswick Francophone LILE participants who reported that they were still attending school. However, there were no impacts of *Explore Your Horizons*, *Learning Accounts*, or *Explore Your Horizons* plus *Learning Accounts* on “on-time” graduation. Furthermore, it appeared to decrease the proportions of Manitoba LILE participants reporting that all their friends thought completing high school was very important.

With respect to **knowledge of post-secondary education costs and financing**, *Explore Your Horizons* significantly decreased the proportion among Manitoba LILE participants aspiring to pursue post-secondary education who foresaw financial barriers standing in their way. It had a similar effect for New Brunswick Francophone LILE participants. *Explore Your Horizons* and *Explore Your Horizons* plus *Learning Accounts* increased the proportion of New Brunswick Anglophone LILE participants reporting themselves familiar with student financial aid relative to those with no intervention. Each of *Explore Your Horizons* and *Learning Accounts*, when offered on their own, seemed to decrease the proportion of New Brunswick Francophone LILE participants reporting that they were aware that their parents or other relatives were saving in a RESP for their post-secondary education.

Impacts for Participants in the First Generation Families (FGF) Subgroup

One belief underlying the design of *Explore Your Horizons* was that the intervention might prove effective in providing support and assistance in post-secondary planning to participants whose parents had completed a high school education or less, with no post-secondary education experience. Analysis of interim impacts has provided some evidence that changes in the awareness, intentions, opinions, and behaviour that were anticipated to occur for participants in the LILE group also occurred for FGF participants when offered *Explore Your Horizons*, *Learning Accounts*, or *Explore Your Horizons* plus *Learning Accounts*.

In terms of **thinking and planning for the future**, *Explore Your Horizons* increased orientation toward the future among participants whose parents had pursued only high school education or less in Manitoba and in the New Brunswick Francophone sector. *Learning Accounts* and *Explore Your Horizons* plus *Learning Accounts* had similar effects for the latter group and also increased the proportion recognizing that they needed to keep studying after high school to achieve what they wanted in life.

Explore Your Horizons increased the proportions aspiring to pursue a post-secondary education credential among New Brunswick Francophone and New Brunswick Anglophone FGF participants. *Explore Your Horizons* plus *Learning Accounts* and *Learning Accounts* only also produced significant increases in post-secondary education aspirations for these New Brunswick Anglophone participants. Among FGF participants, *Explore Your Horizons* and *Explore Your Horizons* plus *Learning Accounts* increased aspirations among Anglophone participants to pursue an apprenticeship. Among Francophone participants, *Explore Your Horizons* increased proportions aspiring to pursue a university degree and increased the proportion intending to apply for a university program, while *Learning Accounts* increased the proportion intending to apply to apprenticeship and trade/vocational programs.

Explore Your Horizons plus *Learning Accounts* and *Learning Accounts* seemed to increase the proportion of New Brunswick Francophone FGF participants who felt they had at least one parent who valued their post-secondary education. *Explore Your Horizons* and *Learning Accounts* offered in combination led to the same change among New Brunswick Anglophone parents of FGF participants.

In terms of **changing direction in high school**, there was an increase in homework and study hours among Manitoba *Explore Your Horizons* FGF participants. *Explore Your Horizons* appeared to increase the chances that New Brunswick Francophone participants in this subgroup were still in school at the time of the survey. However, there were no impacts of either *Explore Your Horizons* or *Learning Accounts* on “on-time” graduation. The only detected effect on the peers of these participants was from the combination *Explore Your Horizons* plus *Learning Accounts*, which increased the proportion of New Brunswick Anglophone participants who reported none of their friends had dropped out of high school.

With respect to **knowledge of post-secondary education costs and financing**, *Explore Your Horizons* significantly decreased the proportion among Manitoba FGF participants who aspired to pursue post-secondary education but who foresaw financial barriers standing in their way. *Explore Your Horizons*, *Explore Your Horizons* plus *Learning Accounts*, and *Learning Accounts* each seemed to increase the proportion of New Brunswick Anglophone participants who reported themselves familiar with student financial aid relative to those with no new intervention. *Learning Accounts* led to a decrease in the proportion of New Brunswick Francophone participants who reported that their parents or other relatives were saving in a RESP for their post-secondary education.

Emerging Patterns of Impacts?

Future to Discover is testing different interventions across different jurisdictions and population subgroups. The interventions have produced impacts on some early and intermediate outcomes for some groups, and on different outcomes for other groups. No single group has experienced all the changes originally hypothesized. This suggests that *Explore Your Horizons* and *Learning Accounts* on their own or in combination are capable of changing student behaviour and attitudes in line with the program logic models, but there are no consistent effects within or across provincial groups or subgroups. The implication is that the mechanisms by which any increase in access to post-secondary education will be achieved by such interventions must also be assumed to vary.

For example, few detected impacts of the interventions on in-school behaviour have been observed so far. There is no evidence of increases in high school graduation—one of the posited effects—and few impacts on peer group composition to suggest that participants will be influenced in their behaviour by different role models.

Much of the evidence to date indicates that an increase in motivation may be providing a possible mechanism for increasing access. In Manitoba and in the New Brunswick Francophone sector, especially among key subgroups, there is some evidence of greater orientation toward the future. In the New Brunswick Francophone sector, again especially for key subgroups, there were more impacts on participants' recognition of their need for post-secondary study to achieve what they want in life and on parental aspirations. These were not evident in the Anglophone sector, where the most consistent effects were in participants' reported familiarity with financial aid. Yet *Explore Your Horizons*, *Learning Accounts*, and *Explore Your Horizons plus Learning Accounts* did lead to overall increases in the proportions aspiring to pursue post-secondary education among LILE and FGF subgroups in the Anglophone New Brunswick sector.

Adding *Explore Your Horizons* to *Learning Accounts*, or *Learning Accounts* to *Explore Your Horizons*, could alter impacts either through increasing exposure to one of the interventions or to both. As mentioned above, exposure to both interventions increased when they were offered together. However, there were few additional effects observed from the combination of *Explore Your Horizons plus Learning Accounts* that were not also observed from either the offer of *Learning Accounts* or *Explore Your Horizons* alone. Two exceptions are the increased proportions of New Brunswick Francophone FGF participants reporting that they had reached a point in their lives where it was important to decide about their future career or work, and of New Brunswick Anglophone FGF participants reporting that no friends had dropped out of high school. The effect of combining the interventions will be more readily apparent when the final impacts are known.

Many of the interim effects posited in the interventions' logic models have not been detected across any one single group of participants. Thus, it is not clear at this point whether *Explore Your Horizons*, *Learning Accounts*, or *Explore Your Horizons plus Learning Accounts* has a single mechanism by which it might generate impacts on access to post-secondary education. It could be that the lack of certainty emerging from the interim impact analysis is due to a failure of the original logic models to capture the likely mechanisms by which interventions will increase access (which, for example, do not include efforts to build participants' resilience, one of the aims of *Future in Focus* developed after the models were established). If the logic models do correctly propose the mechanisms, then inconsistent impacts may represent a failure of measurement, though, given the multiple measures included across several data sources, a wholesale failure of measurement is unlikely. Alternatively, the inconsistency may indicate that the interventions are unlikely to generate consistent impacts on access, at least across the student population as a whole. More clarity will be possible when final impact results are reported in the next pilot project report.

WHAT WILL BE LEARNED BY THE FINAL REPORT?

The final *Future to Discover* research report—to be published in late 2011—will present a concluding story on implementation, the main impacts of interest, and a benefit-cost analysis. Information about impacts on the main outcomes of interest—in particular, about participants' access to post-secondary education—will not be known until after administrative and survey data from 2009 and 2010 is analyzed for the final report. It will also be possible for the final report to consider the scope for modifications to the interventions that might increase their effectiveness.

Future Implementation Research

Although the implementation of *Explore Your Horizons* for the pilot project is complete, payments from *Learning Accounts* continue until May 2010 for Cohort 1 and May 2011 for Cohort 2. The patterns of and reasons for payment will be reported in the final impact report, based on data collected from the Project Management Information System in New Brunswick and by the Canada Millennium Scholarship Foundation, which will make payments until mid-2009. Interviews with those administering the intervention will increase understanding of *Learning Accounts* operations and will assist the interpretation of impacts.

The key roles of implementation research are to document program operations, provide an account of "lessons learned" during implementation, and provide insight into the patterns of program impacts that arise. The following data—collected throughout the *Future to Discover* Pilot Project—will support these roles in the final impacts report:

- Cumulative data on program delivery from quantitative and qualitative sources, including the post-secondary participant survey, Project Management Information System, interviews, observations, meeting notes, and operations manuals for the project. The data already utilized for implementation results reported in chapters 2, 3, and 5 in this report will be available, with additional data collected to May 2011, to assess questions about how the interventions have been delivered and participants' responses to them. The main focus will be on *Learning Accounts*, although some post-secondary survey data covering the final few months of *Explore your Horizons* delivery will also be available.
- An "environmental scan" of the context for intervention delivery. From the outset, researchers have been collecting data on secondary and post-secondary programming in Manitoba, New Brunswick, and Canada nationally. To understand *Future to Discover's* final results, it will be important to assess the counterfactual program environment against which the interventions have been tested. Similar interventions made available to program and comparison group members could alter the treatment differential and/or provide a context for understanding take up or impacts. Furthermore, an understanding of the availability of places in post-secondary education institutions will be of critical importance in understanding impacts on post-secondary enrolment. Finally, analysis of data on demographic trends, education, and economic policy will help to position the findings for future policy relevance.
- A longitudinal qualitative panel study of a subgroup of project participants. A small number of *Future to Discover* participants from New Brunswick and Manitoba have been interviewed as part of a supplementary study that also involves BC AVID Pilot Project participants in British Columbia. The main objective is to determine how young people make decisions about their post-secondary futures and to track how this decision making may change over time, from grades 10 through 12 and into the early post-secondary period. Analysis of these data provides one means to discover whether the services and resources offered by the interventions met any of the needs participants had for information or support in their decisions at different points in time. The results will indicate if there were any gaps in programming or in timing that future interventions might seek to remedy.

In summary, implementation research helps to answer important "how" and "why" questions about the effects of interventions, which can shed considerable light on impact estimates, whether anomalous or expected. In situations where findings vary by location, timing, participant characteristics, or linguistic sector, implementation research can prove critical in making sense of evaluation findings.

Future Impact Analysis

The final report will document the interventions' impacts on the project's principal outcomes of interest: access to post-secondary education. This has been operationalized for the project in two measures: whether the participants have enrolled in post-secondary education within 66 months of initial recruitment into the project; and whether they have completed or have completed the first year of their chosen post-secondary program. The program logic models anticipate increases in both measures relative to the comparison group.

The final report will include important secondary findings of interest, including impacts on the types of post-secondary program applied for and enrolled in, the locations of the programs, and types of post-secondary financing obtained. It will consider these impacts across a wide range of subgroups including the LILE and FGF target groups as well as groups based on gender and high school achievement at baseline.

The main sources of data will be the following:

- The *Future to Discover* post-secondary survey, fielded in late 2009 for New Brunswick Cohort 1 and late 2010 for New Brunswick Cohort 2 and Manitoba participants.
- Post-secondary enrolment data from post-secondary institutions.
- Student financial aid data from Manitoba and New Brunswick.

Analysis will need to draw on multiple sources of data. The survey can collect data from every student tracked for the survey and include questions on submitted applications and on attitudes not available from administrative sources. But, after 66 months, there will inevitably be some attrition from the survey sample that causes some participants to be absent from survey data. Administrative data can include participants who fail to respond to surveys but can cover only students registered within specific institutions or collective data systems. Participants who pursue education out-of-province or who pursue programs within-province but not covered by the main administrative data sources will be missed.

Benefit-Cost Analysis

The final report will include a full benefit-cost analysis to determine whether the interventions represent a net benefit to three key groups: participants, governments, and society as a whole. Providing estimates of the net benefit answers a critical question for policy-makers who wish to know if the interventions represent an effective investment of program dollars. The analysis attributes a dollar value to post-secondary participation and other program impacts for participants and subtracts the costs incurred by the intervention. Data from many of the same sources used for implementation research and impact analysis are used to estimate the interventions' costs and benefits, while supplementary data are required to estimate wider-reaching costs and benefits, such as longer-term returns to post-secondary education.

APPENDICES

Appendix 1: Analysis of Non-Response Bias in the *Future to Discover* Grade 12 Follow-up Survey

Appendix 2: Reliability of *FTD* Grade 12 Survey Questions on Implementation

Appendix 3: Supplementary Analysis of Attendance at Workshops for *Explore Your Horizons*



APPENDIX 1: Analysis of Non-Response Bias in the *Future to Discover* Grade 12 Follow-up Survey

The findings of the *Future to Discover* Interim Impacts report are estimated based on the experience of *FTD* Grade 12 survey sample respondents. The reliability of the findings may be affected by bias if there is selective non-response to this survey. This appendix presents an analysis of the Grade 12 follow-up survey response rates. It assesses the extent of bias that may be introduced by survey non-response,¹ and it presents impact estimates using administrative records, which are unaffected by survey non-response.

SURVEY RESPONSE RATE

The Grade 12 survey sample for the *Future to Discover* project included 4,633 original study participants.² However, results discussed in the report are based on the 3,979 participants who responded to the survey. Since 644 participants did not respond to the survey, the estimated survey response rate is 86.1 per cent.

Table A1.1: *FTD* Grade 12 Survey Response Rate by Category

Category	Response Rate	Proportion in Survey Sample	<i>FTD</i> Grade 12 Survey Sample		<i>FTD</i> Grade 12 Survey Respondents	
			Number of Students in Sample	Proportion of Students in Sample	Number of Students Responding	Proportion of Respondents
Total		86.07	4,623	100.00	3,979	100.00
Program Group	85.22	49.90	2,707	58.56	2,307	57.98
Comparison Group	87.27	36.17	1,916	41.44	1,672	42.02
Manitoba	80.12	18.04	1,041	22.52	834	20.96
<i>EYH</i>	77.35	9.60	574	12.42	444	11.16
Comparison	83.51	8.44	467	10.10	390	9.80
New Brunswick	87.80	68.03	3,582	77.48	3,145	79.04
NB—LA Eligible—LA	90.99	10.71	544	11.77	495	12.44
NB—LA Eligible— <i>EYH/LA</i>	88.12	10.43	547	11.83	482	12.11
NB—LA Eligible— <i>EYH</i>	84.95	7.94	432	9.35	367	9.22
NB—LA Eligible—Comparison	85.19	11.08	601	13.00	512	12.87
NB—LA Ineligible— <i>EYH</i>	85.08	11.23	610	13.20	519	13.04
NB—LA Ineligible—Comparison	90.80	16.66	848	18.34	770	19.35
Anglophone	83.48	32.90	1,822	39.41	1,521	38.23
NB—LA Eligible—LA	86.53	5.28	282	6.10	244	6.13
NB—LA Eligible— <i>EYH/LA</i>	82.75	5.08	284	6.14	235	5.91
NB—LA Eligible— <i>EYH</i>	79.28	3.81	222	4.80	176	4.42
NB—LA Eligible—Comparison	78.14	5.26	311	6.73	243	6.11
NB—LA Ineligible— <i>EYH</i>	83.93	5.54	305	6.60	256	6.43
NB—LA Ineligible—Comparison	87.80	7.94	418	9.04	367	9.22
Francophone	92.27	35.13	1,760	38.07	1,624	40.81
NB—LA Eligible—LA	95.80	5.43	262	5.67	251	6.31
NB—LA Eligible— <i>EYH/LA</i>	93.92	5.34	263	5.69	247	6.21
NB—LA Eligible— <i>EYH</i>	90.95	4.13	210	4.54	191	4.80
NB—LA Eligible—Comparison	92.76	5.82	290	6.27	269	6.76
NB—LA Ineligible— <i>EYH</i>	86.23	5.69	305	6.60	263	6.61
NB—LA Ineligible—Comparison	93.72	8.72	430	9.30	403	10.13

Source: *FTD* Grade 12 Survey.

Rounding may cause slight discrepancies in sums.

There were 5,429 students recruited for *Future to Discover*. The analysis in this table excludes 11 students who were children in care of the province at the time of selection, and for whom full baseline survey data was not collected.

1 The analysis of non-respondents is not reported due to the very small sample sizes across the experimental groups.

2 There were 5,429 students recruited for *Future to Discover*. The Grade 12 survey followed up with 4,633 students. The analysis in this appendix excludes 11 students who were children in care of the province at the time of selection and for whom full baseline survey data were not collected.

As shown in Table A1.1, New Brunswick (at 87.8 per cent)³ had a higher response rate than Manitoba (at 80.1 per cent). Results in Table A1.1 also suggest that the response rate among members of the comparison group was slightly higher⁴ than among members of the program group⁵ (87.3 per cent compared with 85.2 per cent). Comparing the program groups for each intervention, *Explore Your Horizons* participants were the least likely to respond to the survey.⁶ For example, in Manitoba, the difference between program and comparison group response rates was 6.2 percentage points. Among the *Learning Accounts*-ineligible New Brunswick sample, the comparison group response rate was 90.8 per cent compared with 85.1 per cent for the *Explore Your Horizons* group. The New Brunswick *Learning Accounts*-only program group had the highest response rate at 91.0 per cent, followed by the *Explore Your Horizons* plus *Learning Accounts* combined group (88.1 per cent) and then the comparison group (85.2 per cent). Among *Learning Accounts*-eligible participants in New Brunswick, the *Explore Your Horizons*-only group had the lowest response rate, at 85.0 per cent.

New Brunswick Francophone students were more likely to participate in the survey (92.3 per cent) than their Anglophone counterparts (83.5 per cent).⁷ Comparison of Francophone and Anglophone response rates reveals that this pattern applies for all the different interventions, as shown in Table A1.1.

Although the overall Grade 12 survey response rate was relatively high, there was a difference in survey response rates across the interventions. For both Manitoba and New Brunswick, the *Explore Your Horizons* group response rate⁸ is the lowest. As for treatment groups, the *Learning Accounts* group has the highest response rate, followed by the *Explore Your Horizons* plus *Learning Accounts* for both linguistic sectors.

EFFECTS OF NON-RESPONSE ON SAMPLE COMPOSITION

In order to establish to what extent the Grade 12 survey respondents resembled the issued sample, the baseline characteristics of the overall survey sample and of the survey respondents were compared. It was important not only to look at the effect of response on the composition of the full sample, but also to consider whether survey attrition affected the program (*Explore Your Horizons*, *Explore Your Horizons* plus *Learning Accounts*, *Learning Accounts*) and comparison groups equally.

Tables A1.2, A1.3, and A1.4 compare baseline characteristics of the *Explore Your Horizons* and comparison groups for Manitoba, and New Brunswick Anglophone and Francophone linguistic sectors.⁹

Manitoba

Table A1.2 indicates some differences between *Explore Your Horizons* and comparison group members in the Grade 12 survey sample for students with higher-educated parents. There were fewer students in the *Explore Your Horizons* group compared with the comparison group whose co-resident parent held a trade, college, or apprenticeship level of education. On the other hand, there were more *Explore Your Horizons* participants relative to comparison group members whose co-resident parent held a university degree. Both of those traits were significantly different.¹⁰

The differences between *Explore Your Horizons* and comparison groups for survey respondents were similar to those in the Grade 12 survey sample. The survey did not alter the balance of the groups, except that somewhat more students from the *Explore Your Horizons* group had moved home at least once, and this difference achieved marginal statistical significance (at the 10 per cent level).

3 The difference of 7.7 percentage points for Manitoba and New Brunswick was highly statistically significant at the 1 per cent level.

4 The difference of 2.1 percentage points for program and comparison groups was found significant at the 5 per cent level.

5 *Explore Your Horizons*, *Explore Your Horizons* plus *Learning Accounts* and *Learning Accounts* only, combined.

6 New Brunswick combined Anglophone and Francophone.

7 The difference of 8.8 percentage points was statistically significant at the 1 per cent level.

8 For New Brunswick, combined Anglophone and Francophone sectors.

9 Comparisons were performed for all New Brunswick *Learning Accounts*-eligible experimental contrasts: *Explore Your Horizons* plus *Learning Accounts* versus comparison, *Explore Your Horizons* versus *Learning Accounts*, *Explore Your Horizons* plus *Learning Accounts* versus *Learning Accounts*, *Explore Your Horizons* plus *Learning Accounts* versus *Explore Your Horizons*, *Explore Your Horizons* versus comparison, and *Learning Accounts* versus comparison. Results found were similar to those presented in the Appendix.

10 The effect of such chance variation in randomly assigned groups on the impact comparisons conducted for the main report chapters is controlled to some degree by "regression adjustment" of impact estimates (see Chapter 2 for an explanation).

Table A1.2: Comparison of Baseline Characteristics Between Grade 12 Survey Sample and Respondents—Manitoba

Baseline Characteristics	FTD Grade 12 Survey Sample			FTD Grade 12 Survey Sample—Respondents		
	EYH (1)	Comparison Group (2)	Difference (3)	EYH (4)	Comparison Group (5)	Difference (6)
Gender—Female (%)	48.26	51.18	-2.92	48.65	52.56	-3.92
Average Mark this Year 80% and Above (%)	40.54	41.78	-1.24	44.52	44.71	-0.19
Mean Age	14.44	14.43	0.02	14.41	14.43	-0.02
Cultural or Racial Group— Aboriginal (%)	16.72	13.92	2.81	15.09	12.56	2.53
Designated Group—LILE (%)	31.33	30.02	1.31	28.54	26.68	1.85
Ever Had Difficulty Hearing, Seeing, Learning, etc. (%)	8.19	9.85	-1.66	8.11	9.74	-1.64
Co-Resident Parent with Highest Level of Education (%)						
High School or Less	33.45	29.98	3.47	30.63	26.67	3.96
Less than HS	11.85	10.71	1.14	11.26	8.46	2.80
HS Diploma	21.60	19.27	2.33	19.37	18.21	1.16
Any PSE	66.55	70.02	-3.47	69.37	73.33	-3.96
Trade/College/Apprenticeship	43.21	50.96	-7.76**	44.59	53.08	-8.48**
University Degree	23.34	19.06	4.29*	24.77	20.26	4.52
Family Income—Below Median (%)	50.52	49.04	1.49	46.40	45.64	0.76
Less than 20K	8.47	7.44	1.03	7.21	5.50	1.71
20K Less than 40K	15.32	15.32	0.00	14.19	13.35	0.84
40K Less than 60K	21.62	21.88	-0.26	20.47	21.99	-1.52
60K Less than 80K	21.98	20.35	1.63	23.02	20.68	2.34
80K or More	32.61	35.01	-2.40	35.12	38.48	-3.37
Family Income Project Category— Lower Income (%)	37.98	36.40	1.58	36.04	32.31	3.73
Single Parent Household (%)	19.51	17.13	2.38	18.02	14.36	3.66
Average Number of Children in Household	2.12	2.08	0.04	2.13	2.09	0.05
Number of Moves Since Child Was Born						
None (%)	25.22	29.61	-4.39	25.57	30.77	-5.20*
Mean (inc.zeros)	2.20	2.10	0.11	2.10	2.00	0.10
Sample Size	574	467		444	390	

Sources: FTD Grade 12 Survey and Baseline Survey.
Rounding may cause slight discrepancies in sums.

There were 5,429 students recruited for *Future to Discover*. The analysis in this table excludes 11 students who were children in care of the province at the time of selection, and for whom full baseline survey data was not collected.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.
LILE—low income low education.

**Table A1.3: Comparison of Baseline Characteristics Between Grade 12 Survey Sample and Respondents—
New Brunswick, Francophone**

Baseline Characteristics	FTD Grade 12 Survey Sample			FTD Grade 12 Survey Sample—Respondents		
	EYH (1)	Comparison Group (2)	Difference (3)	EYH (4)	Comparison Group (5)	Difference (6)
Gender—Female (%)	53.81	52.13	1.68	55.42	52.88	2.54
Average Mark this Year 80% and Above (%)	47.56	45.28	2.28	49.84	46.77	3.07
Mean Age	14.50	14.47	0.02	14.48	14.46	0.01
Cultural or Racial Group— Aboriginal (%)	1.84	1.10	0.74	1.81	1.18	0.63
Designated Group—LILE (%)	44.39	43.23	1.16	45.31	42.84	2.47
Ever Had Difficulty Hearing, Seeing, Learning, etc. (%)	4.31	6.37	-2.06	4.50	6.06	-1.56
Co-Resident Parent with Highest Level of Education (%)						
High School or Less	37.44	36.17	1.27	37.21	35.81	1.41
Less than HS	15.55	15.69	-0.13	15.61	15.57	0.04
HS Diploma	21.89	20.48	1.40	21.61	20.24	1.37
Any PSE	62.56	63.83	-1.27	62.79	64.19	-1.41
Trade/College/Apprenticeship	45.17	45.07	0.10	45.29	44.74	0.55
University Degree	17.39	18.76	-1.37	17.49	19.45	-1.96
Family Income—Below Median (%)	49.64	49.22	0.42	48.85	48.12	0.74
Less than 20K	15.42	13.32	2.10	15.81	12.66	3.15
20K Less than 40K	20.87	24.27	-3.40	21.83	23.85	-2.03
40K Less than 60K	25.11	23.52	1.59	24.82	24.30	0.52
60K Less than 80K	14.08	18.69	-4.61**	13.16	18.43	-5.28**
80K or More	24.52	20.21	4.32*	24.38	20.76	3.62
Family Income Project Category— Lower Income (%)	50.00	49.46	0.54	51.45	49.20	2.25
Single Parent Household (%)	20.19	19.58	0.61	20.58	18.68	1.90
Average Number of Children in Household	1.84	1.83	0.01	1.85	1.82	0.03
Number of Moves Since Child Was Born						
None (%)	38.60	37.37	1.23	38.48	37.75	0.73
Mean (inc.zeros)	1.78	1.85	-0.07	1.81	1.79	0.02
Sample Size	515	720		454	672	

Sources: FTD Grade 12 Survey and Baseline Survey.

Rounding may cause slight discrepancies in sums.

There were 5,429 students recruited for *Future to Discover*. The analysis in this table excludes 11 students who were children in care of the province at the time of selection, and for whom full baseline survey data was not collected.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

LILE—low income low education.

New Brunswick—Francophone

As shown in Table A1.3, some program-comparison differences were also present in the New Brunswick Francophone Grade 12 survey sample. There were differences in the proportions reporting family income of \$60,000 to less than \$80,000 and those reporting

family income of \$80,000 or more. These differences were slightly altered among respondents to the Grade 12 survey but no new differences were introduced.

**Table A1.4: Comparison of Baseline Characteristics Between Grade 12 Survey Sample and Respondents—
New Brunswick, Anglophone**

Baseline Characteristics	FTD Grade 12 Survey Sample			FTD Grade 12 Survey Sample—Respondents		
	EYH (1)	Comparison Group (2)	Difference (3)	EYH (4)	Comparison Group (5)	Difference (6)
Gender—Female (%)	51.32	52.18	-0.86	51.51	54.41	-2.90
Average Mark this Year 80% and Above (%)	51.49	45.69	5.80**	54.51	49.50	5.01
Mean Age	14.48	14.51	-0.02	14.47	14.48	-0.01
Cultural or Racial Group— Aboriginal (%)	5.34	4.46	0.88	4.04	4.04	0.00
Designated Group—LILE (%)	44.68	49.07	-4.39	45.50	45.49	0.00
Ever Had Difficulty Hearing, Seeing, Learning, etc. (%)	9.70	10.21	-0.50	9.06	10.42	-1.37
Co-Resident Parent with Highest Level of Education (%)						
High School or Less	34.11	36.49	-2.39	33.21	33.39	-0.17
Less than HS	8.13	10.53	-2.40	7.62	8.04	-0.43
HS Diploma	25.97	25.96	0.01	25.60	25.34	0.25
Any PSE	65.89	63.51	2.39	66.79	66.61	0.17
Trade/College/Apprenticeship	47.19	46.57	0.62	47.98	47.92	0.07
University Degree	18.71	16.94	1.76	18.80	18.70	0.11
Family Income—Below Median (%)	51.73	49.69	2.04	49.72	46.29	3.44
Less than 20K	16.97	15.63	1.34	14.95	12.68	2.28
20K Less than 40K	19.68	24.38	-4.71**	20.21	22.30	-2.09
40K Less than 60K	22.81	22.16	0.65	22.54	23.93	-1.39
60K Less than 80K	20.76	17.39	3.38	20.92	18.83	2.10
80K or More	19.78	20.44	-0.66	21.38	22.27	-0.89
Family Income Project Category— Lower Income (%)	50.00	50.58	-0.58	48.47	47.69	0.78
Single Parent Household (%)	21.43	22.36	-0.93	19.60	18.86	0.74
Average Number of Children in Household	1.97	2.00	-0.03	1.98	1.98	0.00
Number of Moves Since Child Was Born						
None (%)	30.72	26.86	3.86	32.08	29.44	2.65
Mean (inc.zeros)	2.09	2.52	-0.42***	2.04	2.31	-0.26
Sample Size	527	729		432	610	

Sources: FTD Grade 12 Survey and Baseline Survey.

Rounding may cause slight discrepancies in sums.

There were 5,429 students recruited for *Future to Discover*. The analysis in this table excludes 11 students who were children in care of the province at the time of selection, and for whom full baseline survey data was not collected.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

LILE—low income low education.

New Brunswick—Anglophone

Similar to Manitoba and the New Brunswick Francophone sector, the New Brunswick Anglophone survey sample exhibited differences in a few characteristics between program and comparison groups (see Table A1.4). The *Explore Your Horizons* group contains disproportionately more students with grade A and above and fewer in one of the lower family income groups (\$20,000 to less than \$40,000). In addition, comparison group students changed their residence (mean of number of moves since child was born) more often than their *Explore Your Horizons* group counterparts. These differences were no longer significant among respondents to the Grade 12 survey.

Thus, despite some remaining differences reflecting chance variation in the baseline sample composition, Grade 12 survey respondents were found to represent well the baseline characteristics of the overall sample. In a small number of cases, survey attrition slightly increased existing program-comparison group differences, but more often, attrition served to eliminate significant differences between the groups.

IMPACT ESTIMATES FROM ADMINISTRATIVE RECORDS

In addition to data from the Grade 12 survey, this report uses high school and district level administrative data for impact evaluation. The information in the administrative data was collected after the baseline survey, which means those records are particularly useful to assess any possible bias introduced by attrition in post-baseline survey sample characteristics.

Table A1.5 compares the proportions graduating high school in the province of recruitment within three years of assignment for *Explore Your Horizons* and comparison groups¹¹ for the issued survey sample and survey respondents.¹²

The proportions of participants graduating high school are higher for Grade 12 survey respondents compared to the overall Grade 12 survey sample. Attrition tended to reduce the number of non-graduates included in the survey sample. This effect was stronger for the *Explore Your Horizons* group in Manitoba and for the comparison group in the New Brunswick Anglophone linguistic sector.¹³ Importantly, conclusions of zero impacts on graduation in the reports of graduation impacts in chapters 3 through 6 were not altered by the decision to use the Grade 12 survey samples rather than the full sample.

Overall, the differences between the Grade 12 survey sample and respondents were not significant and did not offer evidence of response bias on impact estimates.

Table A1.5: Comparison of Impacts on Whether Graduated “On Time” from High School Within Three Years of Assignment in Province of Recruitment

	FTD Grade 12 Survey Sample			FTD Grade 12 Survey Sample—Respondents		
	EYH (1)	Comparison Group (2)	Difference (3)	EYH (4)	Comparison Group (5)	Difference (6)
Manitoba						
Graduated	73.51	76.34	-2.84	80.50	80.51	-0.01
n =	570	465		441	390	
New Brunswick—Anglophone						
Graduated	82.22	79.61	2.61	84.85	84.04	0.82
n =	501	694		445	656	
New Brunswick—Francophone						
Graduated	83.08	85.35	-2.27	84.48	86.53	-2.05
n =	509	677		424	578	

Source: Provincial and school district administrative data.

Rounding may cause slight discrepancies in sums.

There were 5,429 students recruited for *Future to Discover*. The analysis in this table excludes 11 students who were children in care of the province at the time of selection, and for whom full baseline survey data was not collected.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

11 Comparisons were performed for all New Brunswick *Learning Accounts*-eligible experimental contrasts: *Explore Your Horizons* plus *Learning Accounts* versus comparison, *Explore Your Horizons* versus *Learning Accounts*, *Explore Your Horizons* plus *Learning Accounts* versus *Learning Accounts*, *Explore Your Horizons* plus *Learning Accounts* versus *Explore Your Horizons*, *Explore Your Horizons* versus comparison, and *Learning Accounts* versus comparison. Results found were similar to those presented in the Appendix.

12 The analysis of survey non-respondents from these administrative data is not reported due to very small sample sizes across the experimental permutations.

13 The difference was 7.0 per cent points for the Manitoba *Explore Your Horizons* group. The difference was 4.4 per cent points for the New Brunswick Anglophone linguistic sector comparison group.

APPENDIX 2: Reliability of FTD Grade 12 Survey Questions on Implementation

The purpose of this section is to examine discrepancies between attendance at *Explore Your Horizons* sessions as recorded in the Project Management Information System (PMIS) and participants' responses related to attendance in the Grade 12 survey. The evidence presented below suggests that the proportions of erroneous responses are relatively low and do not appear to change the conclusions of analysis in the present study.

At several points in the survey, respondents in the relevant program groups were asked whether they attended a given component of *Explore Your Horizons/Future to Discover*. If they responded "yes," they were then asked for their opinion about it. However, examination of PMIS data reveals that, at the time of the Grade 12 survey interview, some survey respondents whose survey answers implied that they had attended an *Explore Your Horizons/Future to Discover* component had not actually attended that component. The opposite was also the case: participants recorded as attending sessions in the PMIS indicated to survey interviewers that they had not. These discrepancies may arise due to errors of recall, other random errors, or misunderstandings of the Grade 12 survey questions.

Unlike many program evaluations, the *Future to Discover* Pilot Project benefits from an independent record of attendance (the PMIS) against which the reports of Grade 12 survey respondents' accounts can be verified. Researchers consider the PMIS to provide more reliable evidence of attendance

than the survey because PMIS data were collected and entered shortly after each *Explore Your Horizons/Future to Discover* session by the projects' paid facilitators. High school students responding to the survey were, by contrast, recalling in a single brief telephone interview their activities from a period extending back more than two years. Assuming the PMIS to be the document of record, close inspection of student 30-month survey data suggests two potential problems for analysis of students' responses to the program: (1) some reports of program experiences may be missing from the analysis because students failed to recall attending, and (2) students' reports of their program experiences may not be reliable if they did not attend.

Table A2.1 shows that about 55 per cent of survey respondents who *did not recall* attending one or more Career Focusing sessions *actually did do so*, and almost 8 per cent of survey respondents who *did not* attend any Career Focusing sessions *mistakenly recalled attending* at least once. The same table shows that approximately 62 per cent of survey respondents who *did not* recall obtaining a Career Focusing Focus Statement *did attend* one or more Career Focusing session. Of course, some survey respondents may have attended only Career Focusing sessions that *did not* aim to generate their Career Focusing Focus Statements (e.g., Career Focusing 1). Only around 3 per cent of survey respondents who *did not* attend any Career Focusing sessions *erroneously recalled* obtaining a Career Focusing Focus Statement.

Table A2.1: Respondents' Recall of Career Focusing (CF) Attendance and Obtaining a Focus Statement by Actual Attendance (Percentage Distribution at 30 Months from Baseline—All EYH Participant Survey Respondents in Manitoba and New Brunswick Combined)

	Proportion of Those Reporting Who ...			
	Recalled Attending one or More CF Session	Didn't Recall Attending any CF Session	Recalled Obtaining CF Focus Statement	Didn't Recall Obtaining CF Focus Statement
Attendance of Respondents at Career Focusing Sessions (PMIS Data)				
Attended one or More Career Focusing Session? (%)				
YES	92.3	55.4	97.4	62.2
NO	7.7	44.6	2.6	37.8
Sample Size	1,181	455	1,035	751

Sources: PMIS data and FTD Grade 12 survey.

Table A2.2 below shows that about 50 per cent of survey respondents who *did not recall* attending one or more Post-secondary Ambassador workshop *actually did* attend. Roughly 4 per cent of participant survey respondents who *did not attend* any Post-secondary Ambassador workshops *recalled attending* at least one.

According to the figures presented in Table A2.3, about 9 per cent of participant survey respondents who *did not recall* attending one or more Lasting Gifts session *did so*, whereas nearly 20 per cent of participant survey respondents who *did recall* attending Lasting Gifts session *did not actually attend* any of the sessions. Such discrepancies may reflect poor recall of having attended any *Explore Your Horizons/Future to Discover* sessions, or mistaken recall of attendance at a similar program/activity in which students explored their interests, education, or career choices at school.

Imprecise recall of attendance at *Explore Your Horizons/Future to Discover* sessions could affect the reliability of survey respondents' reports of their experiences of sessions. Tables A2.4 and A2.5 provide some examples. Many survey respondents selected *Post-secondary Ambassadors* as the *Explore Your Horizons/Future to Discover* component they liked "most" (see Chapter 2, Figure 2.3), and relatively few selected this component as the component they liked "least" (see Chapter 2, Figure 2.4). Yet a small number of these survey respondents did not actually attend *Post-secondary Ambassador* workshops. About 4 per cent of survey respondents who *did not* attend any of the Post-secondary Ambassador workshops said it was the feature they liked "most," and almost 24 per cent said it was the feature they liked "least" (see Table A2.4).

Similar patterns of responses emerged when examining survey respondents' actual attendance at Career Focusing and Lasting Gifts sessions against their responses to questions on components they liked "most" and "least."

Most survey respondents who attended at least one Career Focusing session in Grade 10 found this element of the intervention to be "somewhat useful," a smaller proportion found it "very useful," and even fewer found it to be "not very useful." However, a proportion of each response group did not actually attend any Career Focusing sessions. The proportions were about 6 per cent of those who responded "very useful," about 12 per cent of those who responded "somewhat useful," and about 30 per cent of those who responded "not very useful" (see Table A2.5).

Again, similar patterns of responses emerge from analysis of survey responses on utility by attendance at Post-secondary Ambassador and Lasting Gifts workshops. A relatively high proportion among those reporting Lasting Gifts "not very useful" were non-attendees.

There may be several explanations why survey respondents felt able to pass judgement on a component without apparent experience of the component to base the judgement on. The first is the remote possibility that the PMIS records were inaccurate and attendance at sessions or associated make-up sessions was missed. Given intensive verification efforts by facilitators, FTD offices, and SRDC, this seems unlikely. Survey respondents may have confused one component with another.

Table A2.2: Respondents' Recall of Post-Secondary Ambassador (PSA) Workshop Attendance by Actual Attendance (Percentage Distribution at 30 Months from Baseline—All EYH Participant Survey Respondents in Manitoba and New Brunswick Combined)

	Proportion of Those Reporting who ...	
	Recall Attending one or More PSA Workshop	Don't Recall Attending any PSA Workshop
Attendance of Respondents at Post-Secondary Ambassador Workshops (PMIS Data)		
Attended one or More PSA Workshop? (%)		
YES	95.7	50.2
NO	4.3	49.8
Sample Size	1,156	624

Sources: PMIS data and FTD Grade 12 survey.

It is also possible that they had heard from other program group members (or their parents in the case of Lasting Gifts) that certain features of the intervention were popular or were found useful (or not) and responded accordingly. It is possible that in a more abstract sense, non-attendee survey respondents liked or disliked *the idea* of certain features of the intervention (such as the proposed content or timing of sessions). It might be that non-attendee survey respondents wished to appear knowledgeable about the *Explore Your Horizons/Future to Discover* intervention that they had agreed to participate in, even if they didn't attend. According to Alwin (2007), these and other types of responses are very common sources of measurement error that need to be taken into consideration when analyzing data from surveys.

Table A2.6 reproduces Chapter 2's utility findings—presented in Table 2.2—and shows the extent to which the figures presented in that table change when non-attendees who responded to the 30-month survey are *excluded* from the analysis. Chi-square tests were used to examine differences in the three utility variables between all respondents to the survey and respondents to the survey who attended at least one session. There were significant differences in each variable between these two groups mainly due to the latter group's more favourable disposition toward the intervention (i.e., those who attended represented the majority and demonstrated a greater tendency to report that *Explore Your Horizons/Future to Discover* sessions were useful). For the most part, the differences in interpretation are minor.

Non-attendees do have a somewhat greater propensity to report that sessions were not useful, a finding that might reflect a number of scenarios. Non-attendee survey respondents

- may have anticipated not finding the sessions useful and so may have chosen not to attend (for example, they may have thought that their parents would never attend any Lasting Gifts sessions or be able to assist them when making education and/or career decisions thus decided that the sessions would not be of use to them).
- may have chosen to rationalize a decision not to attend for other reasons by reference to the sessions' usefulness.
- may have heard others' perceptions of the usefulness of different elements of the intervention.

The analysis in Chapter 2 concluded that *Explore your Horizons* sessions were popular with survey respondents and were found useful. Since including non-attendees' views does not alter this conclusion, these students' views are retained within the analysis for Chapter 2. While the views of non-attendee survey respondents may well be legitimate, including them in the reported findings on preferences and utility means these findings are not based solely on respondent experience. Moreover, the views of some attendees (those who did not respond to the survey) are omitted from the report. The analysis in this appendix thus urges some caution in interpretation of the survey responses.

Table A2.3: Respondents' Recall of Attendance at Lasting Gifts (LG) Sessions by Actual Attendance (Percentage Distribution at 30 Months from Baseline—All EYH Participant Survey Respondents in Manitoba and New Brunswick Combined)

	Proportion of Those Reporting who ...	
	Recall Attending one or More LG Sessions	Don't Recall Attending any LG Sessions
Attendance of Respondents at Lasting Gifts Sessions (PMIS Data)		
Attended one or More LG Session? (%)		
YES	80.4	9.4
NO	19.6	90.6
Sample Size	1,032	703

Sources: PMIS data and FTD Grade 12 survey.

Table A2.4: Respondents' Reports of Liking Post-Secondary Ambassador (PSA) Workshops Most or Least by Actual Attendance (Percentage Distribution at 30 Months from Baseline—All EYH Participant Survey Respondents in Manitoba and New Brunswick Combined)

	Proportion of Those Reporting They Like PSAs ...	
	... MOST	... LEAST
Attendance of Respondents at PSA Workshops (PMIS Data)		
Attended one or More PSA Workshop? (%)		
YES	96.1	76.3
NO	3.9	23.7
Sample Size	796	59

Sources: PMIS data and FTD Grade 12 survey.

Table A2.5: Perceived Utility of Career Focusing Sessions by Session Attendance (Percentage Distribution at 30 Months from Baseline—All EYH Participant Survey Respondents in Manitoba and New Brunswick Combined)

	Proportion of Those Reporting that Career Focusing Sessions in Grade 10 Were ...		
	Very Useful	Somewhat Useful	Not Very Useful
Attendance of Respondents at Career Focusing Sessions (PMIS Data)			
Attended one or More Career Focusing Session? (%)			
YES	94.1	88.4	70.5
NO	5.9	11.6	29.5
Sample Size	477	889	224

Sources: PMIS data and FTD Grade 12 survey.

**Table A2.6: Perceived Utility of Explore Your Horizons/Future to Discover Sessions
(Percentage Distribution at 30 Months from Baseline—All Program Group Survey Respondents
Versus Those Who Attended One or More of Each Components' Sessions)**

	All Survey Respondents		Student Survey Respondents Who Attended at Least One Session		
	Frequency	Percentage (%)	Frequency	Percentage (%)	Percentage Difference
Career Focusing Sessions in Grade 10 are ... ***					
Not very useful	224	12.4	158	10.5	1.8
Somewhat useful	889	49.1	786	52.4	-3.4
Very useful	477	26.3	449	30.0	-3.6
Sample Size	1,812		1,499		
Post-Secondary Ambassador Workshops are ... ***					
Not very useful	157	8.7	92	6.4	2.3
Somewhat useful	592	32.7	485	33.6	-1.0
Very useful	761	42.0	722	50.1	-8.1
Sample Size	1,812		1,442		
Lasting Gifts Sessions in Grade 11 are ... ***					
Not very useful	266	14.7	93	9.9	4.8
Somewhat useful	696	38.4	444	47.3	-8.9
Very useful	427	23.6	356	37.9	-14.3
Sample Size	1,812		939		

Sources: PMIS and FTD Grade 12 survey; responses for all EYH participants in MB and NB are combined.
 χ^2 tests were applied to differences between groups.
 Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.
 "Refused" and "Don't know" responses were treated as missing.

APPENDIX 3: Supplementary Analysis of Attendance at Workshops for *Explore Your Horizons*

Chapter 3 of this report presents participation for all *Explore Your Horizons* components over the three-year period of its implementation. Appendix 3 contains more detailed information about participants' attendance at each workshop in the following tables.

Table A3.1: Attendance at *Explore Your Horizons* Sessions by Manitoba Participants—Per Cent Attending

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Orientation											
Participants	1	60.6	57.1	64.3	-7.2*	48.6	65.9	-17.3***	54.2	63.8	-9.6**
Adults	1	59.7	58.1	61.4	-3.3	45.2	66.2	-21.0***	50.0	64.6	-14.6***
Career Focusing											
Participants	1	61.3	59.5	63.2	-3.7	46.9	68.0	-21.1***	48.4	67.7	-19.3***
	2	66.1	65.2	67.1	-1.9	53.7	72.1	-18.4***	52.6	73.0	-20.4***
	3	52.9	53.4	52.3	1.0	42.4	57.6	-15.3***	39.6	59.6	-20.0***
	4	44.3	41.6	47.3	-5.7	32.8	49.6	-16.8***	31.3	50.9	-19.7***
	5	43.8	42.9	44.8	-1.9	33.3	48.3	-15.0***	31.8	49.9	-18.1***
	6	32.1	29.1	35.4	-6.3	22.0	36.4	-14.4***	22.4	37.0	-14.6***
Adults	6	31.4	28.4	34.7	-6.3	21.5	35.9	-14.4***	22.4	36.0	-13.6***
Post-secondary Ambassador Workshops											
Participants	1	59.5	56.1	63.2	-7.1*	47.5	65.1	-17.7***	46.9	65.9	-19.0***
	2	41.0	39.9	42.2	-2.4	33.3	44.4	-11.1**	28.1	47.5	-19.4***
	3	29.0	27.4	30.7	-3.3	19.8	33.1	-13.3***	19.3	33.9	-14.6***
	4	22.5	21.6	23.5	-1.8	16.9	25.3	-8.4**	14.1	26.8	-12.7***
	5	20.6	18.6	22.7	-4.2	13.6	24.3	-10.7***	12.5	24.7	-12.2***
	6	15.5	15.9	15.2	0.7	12.4	17.1	-4.6	8.9	18.9	-10.0***
Lasting Gifts											
Participants	1	25.1	24.7	25.6	-1.0	19.2	27.6	-8.4**	17.2	29.1	-11.9***
	2	22.3	22.0	22.7	-0.8	14.7	26.1	-11.4***	13.0	27.0	-14.0***
	3	22.2	20.9	23.5	-2.5	15.8	25.1	-9.2***	14.1	26.2	-12.2***
	4	25.3	23.0	27.8	-4.8	16.4	29.5	-13.1***	15.6	30.2	-14.6***
Adults	1	21.8	19.6	24.2	-4.6	15.3	24.8	-9.6***	15.1	25.2	-10.1***
	2	17.8	15.5	20.2	-4.7	11.3	20.7	-9.4***	9.9	21.8	-11.9***
	3	15.5	14.5	16.6	-2.1	7.9	18.9	-11.0***	6.3	20.2	-14.0***
	4	17.1	14.5	19.9	-5.3*	8.5	20.9	-12.5***	8.9	21.3	-12.4***

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Table A3.1: Attendance at *Explore Your Horizons* Sessions by Manitoba Participants—Per Cent Attending (Cont'd)

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Lasting Gifts (Cont'd)											
Participants with adults	1	19.9	18.6	21.3	-2.7	14.7	22.2	-7.5**	14.6	22.6	-8.0**
	2	16.2	14.9	17.7	-2.8	10.2	19.1	-9.0***	8.9	19.9	-11.1***
	3	14.8	14.2	15.5	-1.3	7.9	17.8	-9.9***	6.3	19.2	-12.9***
	4	16.2	13.5	19.1	-5.6*	7.3	20.2	-12.8***	8.3	20.2	-11.9***
Participants only	1	5.2	6.1	4.3	1.7	4.5	5.4	-0.9	2.6	6.6	-4.0**
	2	6.1	7.1	5.1	2.0	4.5	7.0	-2.5	4.2	7.1	-2.9
	3	7.3	6.8	7.9	-1.2	7.9	7.2	0.7	7.8	7.1	0.7
	4	9.1	9.5	8.7	0.8	9.0	9.3	-0.3	7.3	10.0	-2.7
Adults only	1	1.9	1.0	2.9	-1.9	0.6	2.6	-2.0**	0.5	2.6	-2.1**
	2	1.6	0.7	2.5	-1.9*	1.1	1.6	-0.4	1.0	1.8	-0.8
	3	0.7	0.3	1.1	-0.7	0.0	1.0	-1.0**	0.0	1.1	-1.1**
	4	0.9	1.0	0.7	0.3	1.1	0.8	0.4	0.5	1.1	-0.5
Future in Focus											
Participants	1	26.0	25.7	26.4	-0.7	19.2	29.5	-10.2***	17.7	30.2	-12.5***
	2	22.9	22.0	23.8	-1.9	15.8	26.4	-10.5***	13.5	27.6	-14.0***
	3	20.8	19.9	21.7	-1.7	15.3	23.5	-8.3**	10.9	25.7	-14.8***
	4	23.9	22.3	25.6	-3.3	18.1	26.6	-8.5**	15.6	28.1	-12.5***
Adults	4	15.7	13.9	17.7	-3.8	10.7	18.1	-7.4**	9.9	18.6	-8.7***
Other											
Participation agreement signed		60.2	59.8	60.7	-0.9	45.8	66.9	-21.1**	51.6	64.6	-13.0**
Sample Size		573	296	277		177	387		192	381	

Source: Project Management Information System.

Excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

**Table A3.2: Attendance at *Explore Your Horizons* Sessions by New Brunswick Anglophone Participants, Cohorts 1 & 2—
Per Cent Attending**

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Orientation											
Participants	1	70.0	70.0	69.9	0.1	67.6	73.0	-5.5*	65.4	72.9	-7.5**
Adults	1	70.4	69.5	71.3	-1.7	67.4	74.4	-7.0**	65.4	73.7	-8.3***
Career Focusing											
Participants	1	66.8	66.7	67.0	-0.3	65.3	68.7	-3.4	62.7	69.5	-6.8**
	2	72.5	72.7	72.4	0.3	70.0	75.7	-5.7*	67.8	75.6	-7.8**
	3	55.3	54.7	55.9	-1.2	54.2	56.6	-2.4	51.3	57.8	-6.5*
	4	50.1	52.0	48.2	3.8	49.7	50.4	-0.7	46.6	52.3	-5.7
	5	54.4	53.5	55.2	-1.7	51.1	58.5	-7.4**	47.2	59.0	-11.8***
	6	46.1	45.8	46.4	-0.6	42.1	51.2	-9.1***	37.0	51.9	-14.9***
Adults	6	45.8	46.3	45.2	1.0	41.9	50.7	-8.8**	36.4	51.7	-15.3***
Post-secondary Ambassador Workshops											
Participants	1	69.7	70.3	69.2	1.0	68.4	71.4	-3.1	66.6	71.8	-5.2
	2	48.8	50.8	46.8	4.0	45.4	53.1	-7.7**	39.7	54.6	-14.9***
	3	36.4	36.9	36.0	1.0	37.0	35.8	1.1	31.0	39.9	-8.8***
	4	27.2	28.3	26.2	2.1	28.5	25.6	2.9	26.3	27.9	-1.6
	5	31.0	30.2	31.7	-1.5	31.8	29.9	1.9	26.0	34.2	-8.2**
	6	24.8	26.4	23.3	3.1	26.1	23.2	2.9	24.5	25.0	-0.5
Lasting Gifts											
Participants	1	37.1	38.8	35.5	3.3	37.2	36.9	0.2	31.3	40.8	-9.5***
	2	32.8	33.3	32.4	1.0	31.8	34.0	-2.1	29.9	34.7	-4.9
	3	26.4	28.3	24.7	3.6	27.3	25.1	2.2	26.6	26.3	0.2
	4	27.4	31.2	23.8	7.4**	28.5	25.9	2.7	24.8	29.0	-4.2
Adults	1	35.4	36.7	34.2	2.5	34.9	35.8	-0.9	29.3	39.3	-10.1***
	2	30.3	32.4	28.3	4.1	28.5	32.3	-3.8	25.4	33.4	-8.0**
	3	22.9	24.0	21.9	2.0	22.6	23.2	-0.6	20.9	24.2	-3.3
	4	24.6	28.1	21.3	6.8**	25.5	23.5	2.0	21.8	26.3	-4.5

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**Table A3.2: Attendance at *Explore Your Horizons* Sessions by New Brunswick Anglophone Participants, Cohorts 1 & 2—
Per Cent Attending (Cont'd)**

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Lasting Gifts (Cont'd)											
Participants with adults	1	34.5	36.5	32.6	3.9	34.5	34.2	0.3	28.7	38.2	-9.5***
	2	29.0	30.5	27.6	2.9	27.5	30.7	-3.2	25.1	31.5	-6.4**
	3	21.9	23.5	20.4	3.1	22.0	21.6	0.4	20.6	22.7	-2.1
	4	23.5	27.3	19.9	7.4**	24.4	22.4	2.1	20.9	25.2	-4.3
Participants only	1	2.7	2.4	2.9	-0.5	2.7	2.7	0.0	2.7	2.7	0.0
	2	3.8	2.9	4.8	-1.9	4.3	3.2	1.1	4.8	3.2	1.5
	3	4.5	4.8	4.3	0.5	5.3	3.5	1.8	6.0	3.6	2.3
	4	3.8	3.8	3.8	0.0	4.1	3.5	0.6	3.9	3.8	0.1
Adults only	1	0.9	0.2	1.6	-1.3**	0.4	1.6	-1.2*	0.6	1.1	-0.5
	2	1.3	1.9	0.7	1.2	1.0	1.6	-0.6	0.3	1.9	-1.6**
	3	1.0	0.5	1.6	-1.1	0.6	1.6	-1.0	0.3	1.5	-1.2**
	4	1.0	0.7	1.4	-0.6	1.0	1.1	-0.1	0.9	1.1	-0.2
Future in Focus											
Participants	1	32.8	33.1	32.6	0.5	32.4	33.4	-1.0	28.1	35.9	-7.8**
	2	32.5	33.6	31.4	2.1	31.6	33.7	-2.1	27.8	35.5	-7.7**
	3	29.9	30.7	29.2	1.5	30.8	28.8	2.0	26.6	32.1	-5.5*
	4	34.6	36.2	33.0	3.2	34.7	34.5	0.2	29.0	38.2	-9.2***
Adults	4	30.4	31.9	29.0	2.9	30.8	29.9	0.9	26.3	33.0	-6.7**
Other											
Participation agreement signed		81.0	81.3	80.8	0.5	81.7	80.1	1.7	78.2	82.8	-4.6*
Sample Size		859	417	442		487	371		335	524	

Source: Project Management Information System.

Excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

**Table A3.3: Attendance at *Explore Your Horizons* Sessions by New Brunswick Francophone Participants, Cohorts 1 & 2—
Per Cent Attending**

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Orientation											
Participants	1	70.9	65.8	75.4	-9.6***	67.7	74.6	-6.9**	64.8	75.3	-10.5***
Adults	1	70.9	67.5	73.9	-6.4**	66.9	75.6	-8.7***	63.2	76.5	-13.3***
Career Focusing											
Participants	1	70.2	66.0	73.9	-7.9**	69.1	71.4	-2.2	68.5	71.5	-2.9
	2	70.2	64.4	75.4	-11.0***	66.0	75.1	-9.0***	65.3	73.8	-8.4***
	3	54.3	45.9	61.7	-15.7***	50.6	58.5	-7.9**	50.3	57.3	-7.0**
	4	52.7	45.7	59.0	-13.3***	49.4	56.5	-7.2**	46.6	57.3	-10.7***
	5	49.8	45.7	53.5	-7.8**	46.7	53.3	-6.6**	43.4	54.6	-11.2***
	6	45.8	41.6	49.5	-7.8**	43.2	48.9	-5.7*	40.7	49.5	-8.8***
Adults	6	44.1	40.2	47.6	-7.4**	40.3	48.6	-8.3**	39.2	47.8	-8.6**
Post-secondary Ambassador Workshops											
Participants	1	64.4	57.7	70.3	-12.7***	62.6	66.4	-3.9	61.6	66.4	-4.8
	2	52.2	47.6	56.2	-8.6**	47.7	57.3	-9.5***	43.4	58.6	-15.3***
	3	37.9	33.0	42.1	-9.1***	37.0	38.5	-1.5	35.2	39.8	-4.6
	4	30.0	29.7	30.3	-0.7	29.2	30.6	-1.4	26.5	32.6	-6.2**
	5	29.1	27.3	30.7	-3.5	28.2	30.1	-1.9	25.7	31.7	-6.0*
	6	23.7	20.8	26.3	-5.5*	24.5	22.5	2.0	22.2	24.9	-2.6
Lasting Gifts											
Participants	1	38.0	34.9	40.6	-5.7*	39.3	36.3	3.0	37.3	38.4	-1.1
	2	33.0	31.8	34.1	-2.3	32.5	33.6	-1.1	30.4	35.0	-4.5
	3	28.6	25.6	31.2	-5.6*	27.6	29.6	-2.1	23.5	32.2	-8.7***
	4	29.1	25.4	32.4	-7.1**	28.4	29.6	-1.2	25.1	32.0	-6.9**
Adults	1	38.0	34.7	40.8	-6.2*	36.0	40.2	-4.2	33.3	41.4	-8.0**
	2	29.5	27.3	31.4	-4.1	28.4	30.9	-2.5	28.0	30.5	-2.4
	3	24.9	22.2	27.2	-4.9*	23.9	26.2	-2.3	20.4	28.2	-7.8***
	4	24.9	22.0	27.4	-5.4*	24.1	25.7	-1.6	21.7	27.2	-5.5*

Continued on next page

**Table A3.3: Attendance at *Explore Your Horizons* Sessions by New Brunswick Francophone Participants, Cohorts 1 & 2—
Per Cent Attending (Cont'd)**

Session	Session Number	All	Male	Female	Difference	LILE	Non-LILE	Difference	High school or less	Any PSE	Difference
Lasting Gifts (Cont'd)											
Participants with adults	1	34.0	30.9	36.8	-6.0*	34.6	33.3	1.2	32.0	35.5	-3.5
	2	28.1	26.6	29.5	-2.9	27.8	28.6	-0.9	27.2	28.7	-1.5
	3	23.7	20.8	26.3	-5.5*	23.3	24.4	-1.2	20.1	26.4	-6.3**
	4	23.1	19.9	25.9	-6.0**	22.8	23.2	-0.4	20.6	24.9	-4.2
Participants only	1	3.9	4.1	3.8	0.3	4.7	3.0	1.8	5.3	2.9	2.4*
	2	4.9	5.3	4.6	0.6	4.7	4.9	-0.2	3.2	6.2	-3.0**
	3	4.8	4.8	4.8	-0.1	4.3	5.2	-0.9	3.4	5.8	-2.4*
	4	6.0	5.5	6.5	-1.0	5.6	6.4	-0.9	4.5	7.2	-2.7*
Adults only	1	3.9	3.8	4.0	-0.2	1.4	6.9	-5.5***	1.3	5.8	-4.5***
	2	1.3	0.7	1.9	-1.2	0.6	2.2	-1.6**	0.8	1.7	-1.0
	3	1.1	1.4	0.8	0.6	0.6	1.7	-1.1	0.3	1.7	-1.5**
	4	1.8	2.2	1.5	0.7	1.2	2.5	-1.2	1.1	2.3	-1.3
Future in Focus											
Participants	1	41.9	38.3	45.1	-6.8**	41.4	42.2	-0.9	37.3	45.2	-7.9**
	2	38.3	35.9	40.4	-4.5	38.5	37.8	0.7	35.5	40.4	-4.9
	3	36.5	33.5	39.2	-5.7*	36.6	36.0	0.6	32.5	39.4	-6.9**
	4	41.4	37.1	45.3	-8.2**	41.2	41.5	-0.3	38.1	43.9	-5.8*
Adults	4	31.0	30.1	31.8	-1.6	31.1	30.9	0.2	29.1	32.4	-3.3
Other											
Participation agreement signed		77.7	75.1	80.0	-4.9*	79.0	76.0	3.0	75.9	79.0	-3.1
Sample Size		893	418	475		486	405		378	515	

Source: Project Management Information System.

Excluding Orientation session.

A two-tailed t-test was applied to differences between the outcomes for the program and control groups.

Statistical significance levels are indicated as * = 10 per cent; ** = 5 per cent; *** = 1 per cent.

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