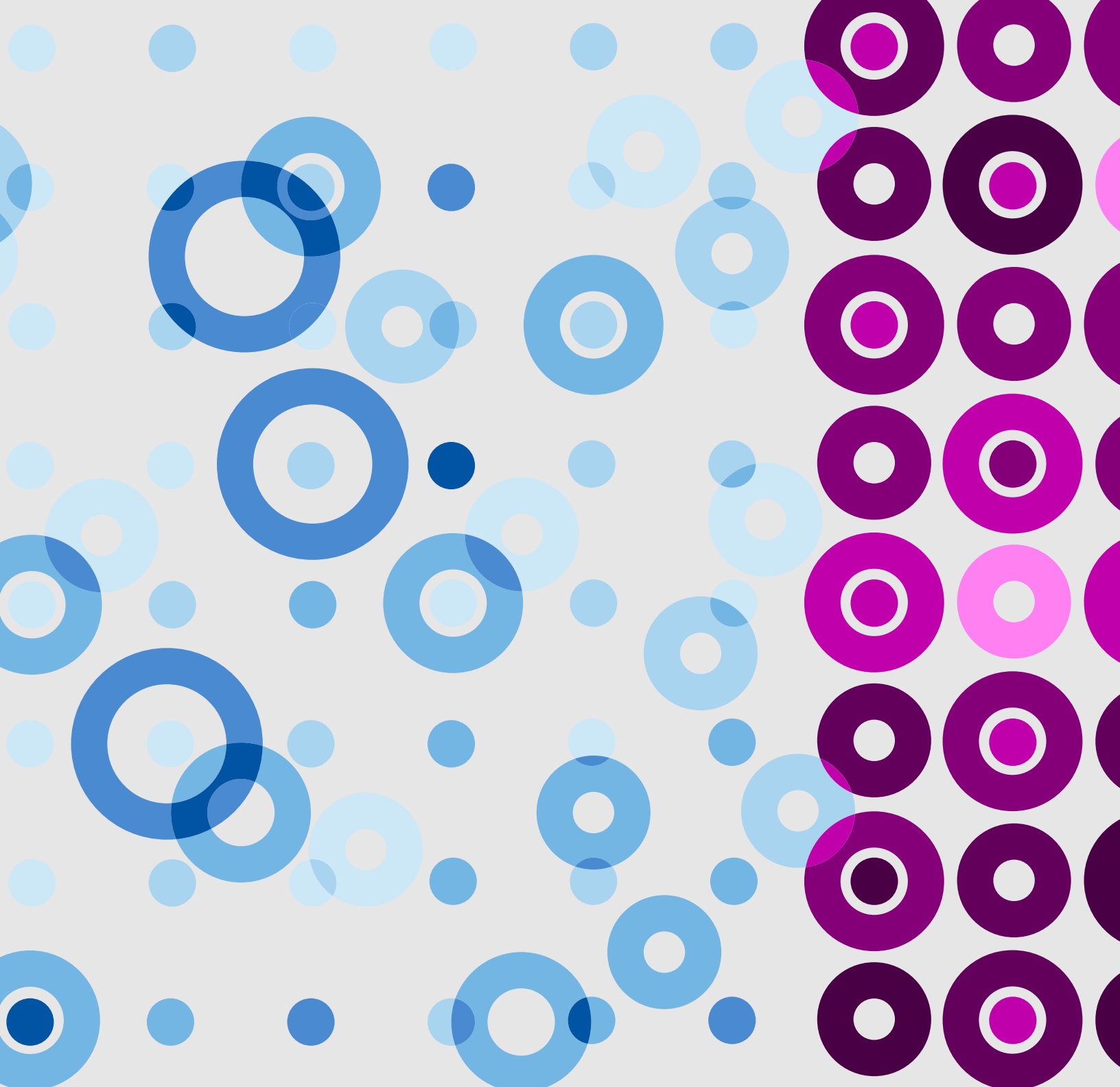




Reboot Plus Expansion

Interim Report 3

July 2026

Blueprint

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Acknowledgements

About the Future Skills Centre

[FSC](#) is a forward-thinking centre for research and collaboration dedicated to driving innovation in skills development so that everyone in Canada can be prepared for the future of work. We partner with policymakers, researchers, practitioners, employers and labour, and post-secondary institutions to solve pressing labour market challenges and ensure that everyone can benefit from relevant lifelong learning opportunities. We are founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and Signal49 Research, and are funded by the Government of Canada's [Future Skills Program](#).

About Blueprint

[Blueprint](#) helps leaders use data and evidence to tackle complex public policy challenges across Canada.

We partner with government, community, philanthropic, and industry leaders to strengthen public systems and deliver better outcomes. Our team brings together policy analysts, evaluators, economists, data scientists, and implementation experts — people who know how to turn insight into action. Our work is grounded in deep subject-matter expertise, rigorous methods, and a real-world understanding of how systems operate and evolve. More than just an advisor, we're also partners in change. We provide key support at every stage of the policy and program lifecycle: from early strategy and design to implementation, evaluation, and continuous improvement.

As a consortium partner of the Future Skills Centre, Blueprint works with partners and stakeholders to collaboratively generate and use evidence to help solve pressing future skills challenges.

The *Reboot Plus Expansion: Interim Report 3* is funded by the Government of Canada's [Future Skills Program](#).



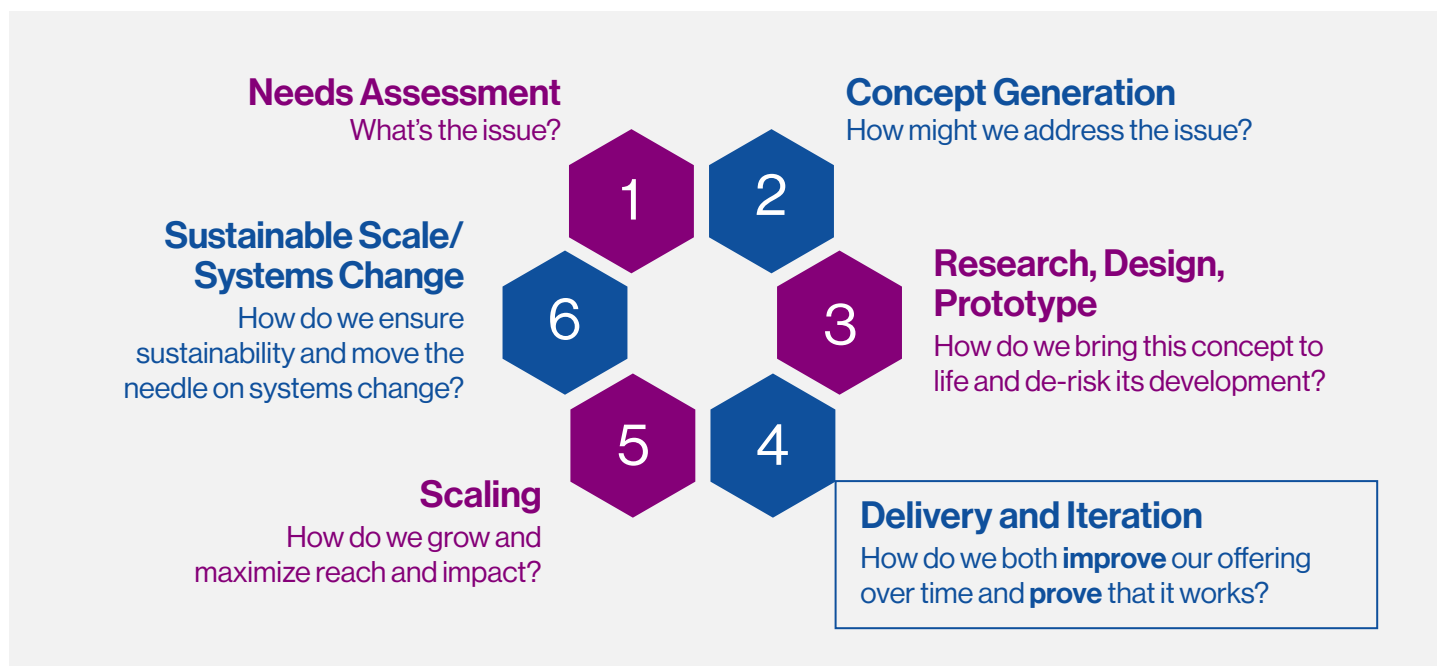
Preface

Canada's labour market is evolving rapidly, requiring responsive and evidence-based skills development programs. While many innovative programs emerge, scaling them beyond the pilot stage remains challenging. To address this, the **Future Skills Centre (FSC)** and **Blueprint** launched the **Scaling Up Skills Development Portfolio** and partnered with 11 organizations to support their scaling efforts. Blueprint works closely with each grantee to generate ongoing evidence, moving beyond the

traditional 'one study at a time' approach to support continuous program improvement and scalability.

Aligned with the six-stage innovation cycle (see **Figure 1**), we focus on advancing interventions from the Delivery Phase (Stage 4) to the Scaling Phase (Stage 5), ultimately supporting Sustainable Systems Change at Stage 6. For more about our evidence generation approach and model, see our [Scaling Design Report](#).

Figure 1 | Evolution and scaling of Reboot Plus





Introduction

Although high school (HS) completion rates have increased over the past decade, many young people in Canada continue to disengage from HS before graduating.ⁱ Early disengagement from education is associated with major consequences for youth employment, earnings, and well-being.ⁱⁱ

In 2015, [Douglas College](#) and the [Burnaby School District](#) in BC launched Education Reboot, a program designed to help disengaged youth complete HS, transition to post-secondary education (PSE), and improve their labour market prospects. Now called [Reboot Plus](#), the program is led by Douglas College and [PEERs Employment Education Resources](#). It serves youth aged 17 to 24 who have dropped out of HS, are at risk of dropping out, and/or who are unsure of their academic and

career pathways. Reboot Plus delivers a blend of career exploration, skills training, experiential learning, and exposure to colleges. It also provides wraparound supports, including access to mental health, transportation, and childcare resources, to reinforce educational persistence.

In response to promising early outcomes and feasibility to scale, the Future Skills Centre (FSC)¹ funded the Reboot Plus Expansion in 2022, bringing Reboot Plus to three additional provinces: Alberta, Newfoundland and Labrador, and Ontario. The project is part of Blueprint's FSC-funded [Scaling Up Skills Development Portfolio](#), through which Blueprint is generating evidence on Reboot Plus's effectiveness and scalability.

¹ FSC funded a local version of the project in 2020.

In this report

This *Interim Report* presents findings from Blueprint's analysis of data collected from the Reboot Plus Expansion from October 2022 to September 2025. It is the third in a series; our two prior reports are:

- [Interim Report 1](#) (September 2024), investigating the program's uptake, participant experiences and early outcomes, and implementation for the first three delivery semesters,² from October 2022 to December 2023; and
- [Interim Report 2](#) (April 2025), presenting findings from two new semesters and examining uptake, participant experiences and early outcomes, and employer and professional awareness from January 2024 to January 2025.

This report updates findings above based on data from all six semesters, gathered from October 2022 to September 2025. It also explores the costs of replicating and scaling across sites. It has five sections:

- **Context (p. 7)** describes youth needs and the system gaps and opportunities to which Reboot Plus responds.
- **About Reboot Plus (pp. 8–15)** discusses the program's design and delivery and theory of change.
- **Methodology (pp. 16–21)** presents our evaluation approach, including our learning agenda, evaluation design, data sources, and limitations.
- **Findings (pp. 22–45)** presents results related to the questions in our learning agenda on uptake and reach, participant experiences and outcomes, and program costs.
- **Conclusions (pp. 46–49)** summarizes our findings and offers considerations for future program iterations.



² In this report, “semester” refers to program timelines aligned with fall and winter terms, while “cohort” refers to a group of participants enrolled at the same time. Some semesters included multiple cohorts. Previous reports on Reboot Plus referred to ‘semesters’ as ‘cycles.’



1. Context

Youth disengagement and HS non-completion

Despite rising HS completion rates over the last 10 years, many young people in Canada still leave HS before earning a diploma.ⁱⁱⁱ Recent national data indicate that approximately 16% of youth do not graduate HS on time^{iv} and 5% never obtain a HS credential by age 34.^v Those who leave HS early often have foundational skills gaps^{vi} and are less likely to pursue further education or training. Without a diploma, they face increased risk of un- or underemployment and long-term disconnection from the labour market.^{vii}

A range of interrelated factors contributes to early disengagement, including declining motivation and self-confidence, limited academic and career guidance, financial pressures, and mental health challenges.^{viii} These stressors often compound, making it difficult for youth to stay connected to school and envision a pathway to further education or work.

Existing educational retention and bridging supports

In Canada, supports for early education retention appear largely oriented toward prevention and in-school intervention. Many established initiatives help students while enrolled in HS, delivering academic, mentoring, and wraparound supports through school-based or affiliated settings. For example, [Pathways to Education](#), a flagship, federally supported program, focuses on preventing dropout among low-income HS students via mentoring, tutoring, and financial supports. Similarly, interventions funded through Employment and Social Development Canada's [Supports for Student Learning Program](#) emphasize

after-school programming, tutoring, and wraparound services to help students before they disengage. Many provincial and territorial systems also invest in dual credit and secondary-to-post-secondary bridging programs, in which students earn post-secondary credits while enrolled in HS.

While these programs intend to support engagement and smooth transitions to PSE, they require ongoing HS enrolment and sufficient academic standing. This limits their accessibility for disengaged youth or those requiring more intensive re-engagement. Fewer programs function as short-term re-engagement or bridge interventions for youth no longer in HS or not well-served by in-school supports.

Reboot Plus and the re-engagement gap

Reboot Plus responds to this gap by operating outside HS settings and focusing on re-engagement, career exploration, and transitions back to education or employment. Reboot Plus incorporates best practices to support early education retention and re-engagement among youth at risk of not completing HS, including career navigation and guidance toward PSE, mentoring, flexible delivery, and access to wraparound supports.^{ix} By combining these elements in a short, intensive program, Reboot Plus intends to provide a more flexible and supportive pathway for youth navigating barriers to education and employment.

“These stressors often compound, making it difficult for youth to stay connected to school and envision a pathway to further education or work.”



2. About Reboot Plus

2.1. Program purpose, evolution, and scaling

Reboot Plus helps youth who have left HS—or are at risk of leaving it—complete their education and explore PSE and career options. Originally called Education Reboot, the program was launched in 2015 by Douglas College and the Burnaby School District in BC and funded by the Ministry of Advanced Education, with support from Coast Capital Savings. The program was a flexible, 12-week, in-class career development intervention. It operated in BC from 2015 to 2018, gradually expanding its goals, program length, school district partnerships, and participant reach.

In late 2019, Douglas College received funding from the FSC to develop and test the program, now called Reboot Plus, through a partnership with Burnaby, Surrey, and Richmond School Districts, PEERs Employment and Education Resources, and the Boards of Trade in Burnaby and Surrey, BC. Today,

Reboot Plus offers a blend of career exploration, skills training, and exposure to PSE for participants through experiential learning at college campuses over 16 weeks. Its holistic, flexible design integrates informational interviews and workforce preparation. This includes opportunities for youth to discuss career pathways with employers and professionals specializing in their fields of interest, and access to wraparound supports, such as mental health and housing. This FSC-funded project included delivery of three program semesters.³

Given promising results from the FSC-funded pilot, FSC then funded the Reboot Plus Expansion from 2022 to 2025. This aimed to scale and test Reboot Plus among a larger number of youth across four new college sites in three new provinces: Alberta, Newfoundland and Labrador, and Ontario. The Expansion is part of Blueprint's FSC-funded

³ As noted in the Introduction, “semester” refers to program timelines aligned with fall and winter terms, while “cohort” refers to a group of participants enrolled at the same time. Some semesters included multiple cohorts.

[Scaling Up Skills Development Portfolio](#), an initiative that aims to generate evidence and insights for the scaling of promising skills interventions.

In 2026, the program was awarded funding as part of [FSC's REPLICATE Stream](#). Blueprint's focus for this upcoming phase is on strengthening evidence of its effectiveness and scalability, with a focus on generating learnings about replicability.

Our evaluation will analyze the experiences of up to 40 new participants, as well as follow-up data from participants in the preceding scaling phase. This will support a robust assessment of longer-term outcomes and implementation learnings across phases.

Table 1 presents program scaling phases. This report's phase is shaded pink.

Table 1 | Evolution and scaling of Reboot Plus

Years	Funders	Geographies	Delivery sites	No. of participants	Design and iteration
2015–2018	BC Ministry of Advanced Education and Coast Capital	BC	1 (Douglas College)	119	12 weeks of in-class delivery focused on career development and planning
2019–2021	FSC	BC	1 (Douglas College)	92	16 weeks of delivery, including in-class career development and planning, mentorship, college visits, and experiential learning
2022–2025	FSC	BC, AB, NL, ON	5 (Bow Valley, Douglas, Fanshawe, and Humber Colleges and College of the North Atlantic)	336	As above
2025–2026	FSC	ON, NL	2 (Fanshawe College and the College of the North Atlantic)	Target: 40	As above

2.2. Program design

2.2.1. Recruitment, eligibility, and screening

HS teachers and counsellors flag and refer youth who are at risk of not graduating. Additional referral pathways include community organizations, social services, family and peer networks, and self-referral to reach youth already disconnected from formal education systems. To be eligible, youth must be:

- between 17 and 24 years old,
- identified as at risk of not graduating HS (i.e., are 17 or 18 years old and at least 1–2 credits short of graduation), or
- a HS graduate but without a PSE credential and not in education, training, or employment (NEET).

Youth are introduced to Reboot Plus through information sessions, individual outreach, and follow-up communication. Facilitators conduct intake interviews with interested youth to assess interests, motivation, and readiness to engage in activities.

2.2.2. Components

Participants engage in the following components over a period of 16 weeks (approximately one academic semester):

- **Group-based career development and action planning at college campuses.** Participants attend in-person, facilitator-led sessions at colleges, creating a structured yet supportive bridge to PSE. Through self-assessment, exploration, and pathway alignment activities,

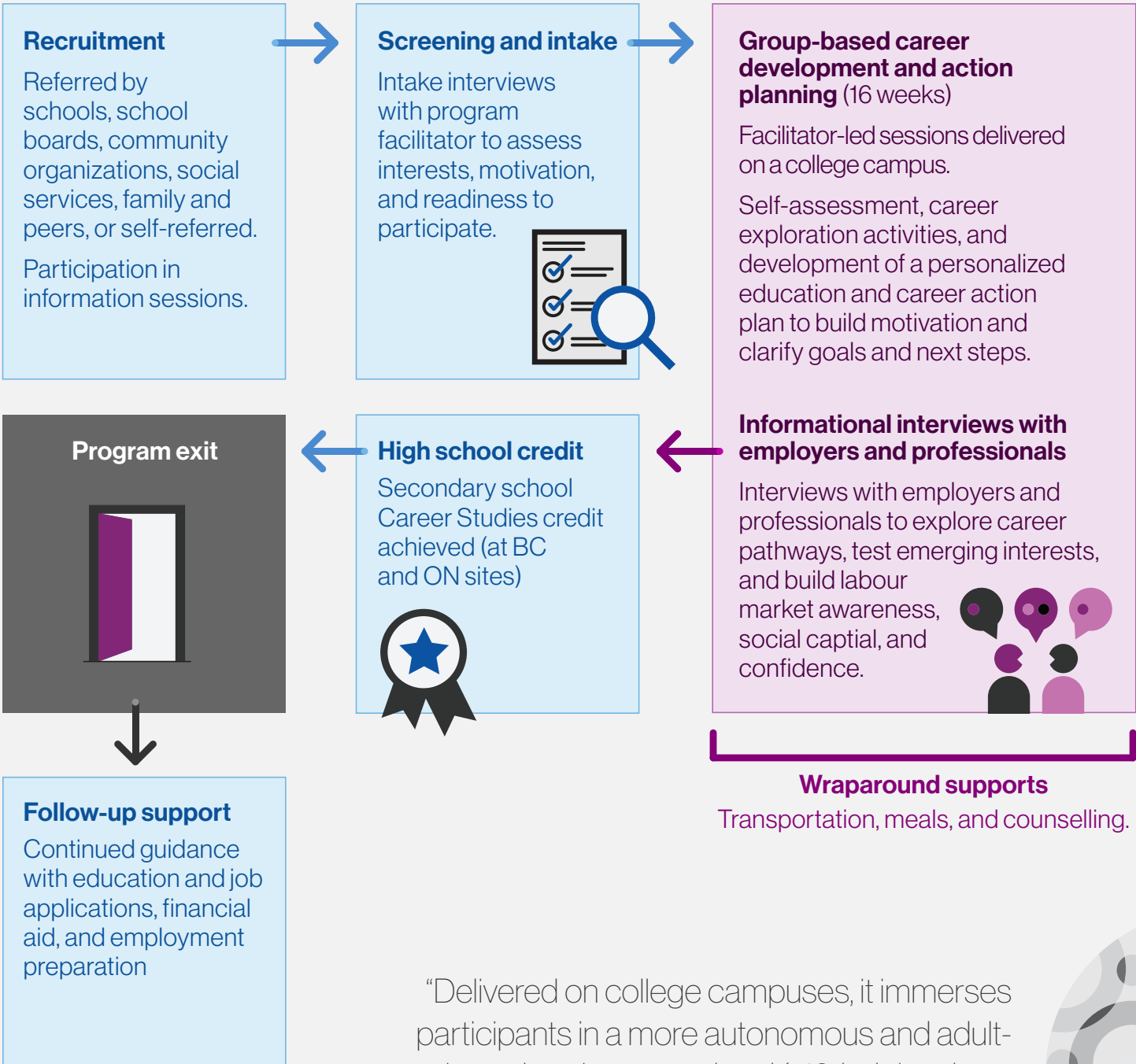
participants build motivation, clarify goals, and co-develop a personalized education and career action plan that serves as a capstone and transition tool.

- **Informational interviews.** Participants engage directly with employers and professionals to explore real-world career pathways, ask questions, and test their emerging interests. Interviews build labour market awareness, social capital, and career confidence, particularly for youth with limited exposure to professional networks.
- **Wraparound supports.** Flexible, non-academic supports, such as transportation assistance, meals, and counselling, help stabilize attendance, strengthen engagement, and support persistence and completion.
- **HS credits.** In partnership with participating school boards, some youth who have not completed HS can earn a career studies credit through participation. This creates a tangible credential pathway and supports re-engagement with formal education. Four school boards from BC and Ontario provided such credits.⁴
- **Post-program supports.** After the program, participants receive unlimited follow-up guidance with education and job applications, financial aid, and employment preparation. This supports transitions and momentum toward longer-term education and employment goals.

4 Burnaby School Board (BC), New Westminster School Board (BC), Surrey School Board (BC), Richmond School Board (BC), and Thames Valley District School Board (ON) provided HS credits to Reboot Plus participants. CNA, Humber College, and Bow Valley College did not sign MOUs with school boards and did not provide credits to participants. We do not have data on the Maple Ridge – Pitt Meadows School Board (BC).

Figure 2 depicts the participant journey through Reboot Plus.

Figure 2 | Participant journey



“Delivered on college campuses, it immerses participants in a more autonomous and adult-oriented environment than K–12, helping them reframe their identities as learners and increase engagement and confidence in future pathways.”

2.2.3. Design principles

Throughout activities described above, Reboot Plus embeds the following design principles:

- **Holistic.** Facilitators integrate career exploration with skill-building in communication, emotional intelligence, and resilience while offering mental health strategies and individualized supports.
- **Flexible, low-pressure approach.** Participants can leave and rejoin during the term without penalty and do not have to complete assignments. While attendance at 70% of activities is encouraged, participants can progress at their own pace. They also complete a personalized education and career action plan.
- **Diversity, equity, and inclusion.** Reboot Plus provides individualized, trauma-informed supports that reflect participants' diverse experiences, including those from equity-deserving groups, and prioritizes psychological safety and responsiveness over a one-size-fits-all structure.
- **Experiential learning.** The program engages participants in semesters of hands-on experience, reflection, conceptualization, and application to support understanding, skill development, and personal growth. Delivered on college campuses, it immerses participants in a more autonomous and adult-oriented environment than K–12, helping them reframe their identities as learners and increase engagement and confidence in future pathways.

- **Universal Design for Learning (UDL).** Guided by UDL principles, the program offers multiple ways for participants to engage with content and demonstrate learning. This flexibility ensures accessibility for youth facing economic, psychological, learning, and other barriers.
- **Hope-centred and theory-based career development.** The curriculum draws on diverse career theories—including Hope-Centred Career Development, Chaos Theory of Careers, Life-Career Rainbow, and Planned Happenstance—and incorporates employer engagement to help participants clarify goals, strengthen agency, and navigate evolving pathways.

For further context on UDL and career theories, see **Appendix A**.



2.2.4. Delivery

Reboot Plus has been delivered through a partnership between: Douglas College in BC; PEERs Employment and Education Resources; Bow Valley College (BVC) in Alberta; College of the North Atlantic (CNA) in Newfoundland and Labrador; and Fanshawe College and Humber College in Ontario.

It receives referrals from school boards and high schools and promotional support from local boards of trade and chambers of commerce. Douglas College serves as the project lead, working with delivery partners to support and monitor delivery across sites. **Table 2** summarizes partner roles.

Table 2 | Reboot Plus partners and roles

Partner	Role
Douglas College	Leads and oversees the program. This includes selecting delivery partners, overseeing overall delivery, supporting delivery partners' implementation through training, providing a <i>Program Manual</i> and <i>Facilitator Guide</i> , intaking participants, and delivering the program to youth within participating BC school boards.
PEERs Employment and Education Resources	Supports program management and employer engagement; oversees outreach to employers and boards of trade; maintains the employer database; and leads external communications to increase awareness among stakeholders.
PSE institutional partners	Conduct intake and deliver the program to participating youth. Colleges are Bow Valley College, College of the North Atlantic, Fanshawe College, and Humber College
School boards	Identify and refer eligible youth to PSE delivery partners; support implementation by coordinating with college staff and securing school-level buy-in. School board representatives included district principals and HS staff (i.e., teachers, counsellors, and educational assistants). Participating school boards are: Burnaby School Board (BC), New Westminster School Board (BC), Surrey School Board (BC), Newfoundland & Labrador English School District (NL), and Thames Valley District School Board (ON). Previously, Richmond School Board (BC) and Maple Ridge – Pitt Meadows School Board (BC) were also involved.
High schools	Identify and refer eligible youth to PSE delivery partners; support implementation by coordinating with college staff; and support and encourage student participation and attendance.
Boards of trade and chambers of commerce	Promote the program to employers, highlight participants' career interests, and encourage professionals within their business networks to participate.

At each college site, the program is delivered by the following team:

- The **Program Manager** oversees overall delivery (staff supervision, budgeting, and research coordination) and is the main liaison with school districts, employer organizations, and the college community.
- The **Facilitator** is the primary point of contact for participants and is responsible for delivering the curriculum, supporting skill development, administering assessments, and guiding participants through individualized learning and action planning.

- The **Career Liaison** leads employer and professional engagement by recruiting guest speakers, coordinating informational interviews, and providing career coaching and supporting workshop delivery in collaboration with the Facilitator.
- **Community Outreach staff** promote the program, work with boards of trade and chambers of commerce, and connect participants with professionals aligned to their career interests to support employer recruitment.

Table 3 summarizes timelines, program lengths, and delivery institutions per semester.

Table 3 | Partner delivery and timelines

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Timelines	Fall 2022 (Oct. 2022– Feb. 2023)	Winter 2023 (Feb.– June 2023)	Fall 2023 (Oct.– Dec. 2023)	Winter 2024 (March– June 2024)	Fall 2024 (Sept. 2024– Jan. 2025)	Winter 2025 (Feb.– June 2025)
Duration	16 Weeks	16 Weeks	12 Weeks*	12 Weeks*	16 Weeks	16 Weeks
PSE delivery partners	DC	•DC •BVC •CNA •Fanshawe •Humber	•DC •CNA •Fanshawe	•DC •Fanshawe	•DC •CNA •Fanshawe	•DC •CNA •Fanshawe

* The program was shortened for semesters 3 and 4 to account for delays in project funding.

2.2.5. Theory of change

Figure 3 presents the theory of change for Reboot Plus, outlining the inputs, activities, and pathways to intended outcomes. It also identifies factors that may mediate or moderate the achievement of these outcomes. These include participant characteristics (e.g., the barriers to HS completion demonstrated by participants, participant pre-program graduation status); program delivery and quality; and degree of employer and school board engagement (e.g. MOUs with school boards to provide HS credit).

Figure 3 | Theory of change

Inputs

- FSC funding
- Partnerships between schools, school boards, PSE institutions, and boards of trade and chambers of commerce
- Reboot Plus program staff
- Curriculum, Program Manual, and Facilitator Guide
- Participating employers and professional

Activities

- Outreach and recruitment
- Screening and intake
- Group-based career development and action planning at college campuses
- Informational interviews with employers and professionals
- Wraparound supports, including transportation, meals, and counselling

Outputs

- Program completion (with an encouraged goal of 70% attendance)
- Employer and professional interviews undertaken
- HS credit (as applicable, in BC and ON)

Short-term outcomes

- Increased self-esteem and awareness of strengths
- Increased interpersonal communication skills
- Increased clarity on career goals and pathways and job search strategies
- Increased attendance at and engagement in HS

Long-term outcomes

- HS graduation
- Enrolment in PSE

Mediating and moderating factors

- Participant characteristics; program delivery and quality; and degree of employer and school board engagement.

3. Methodology

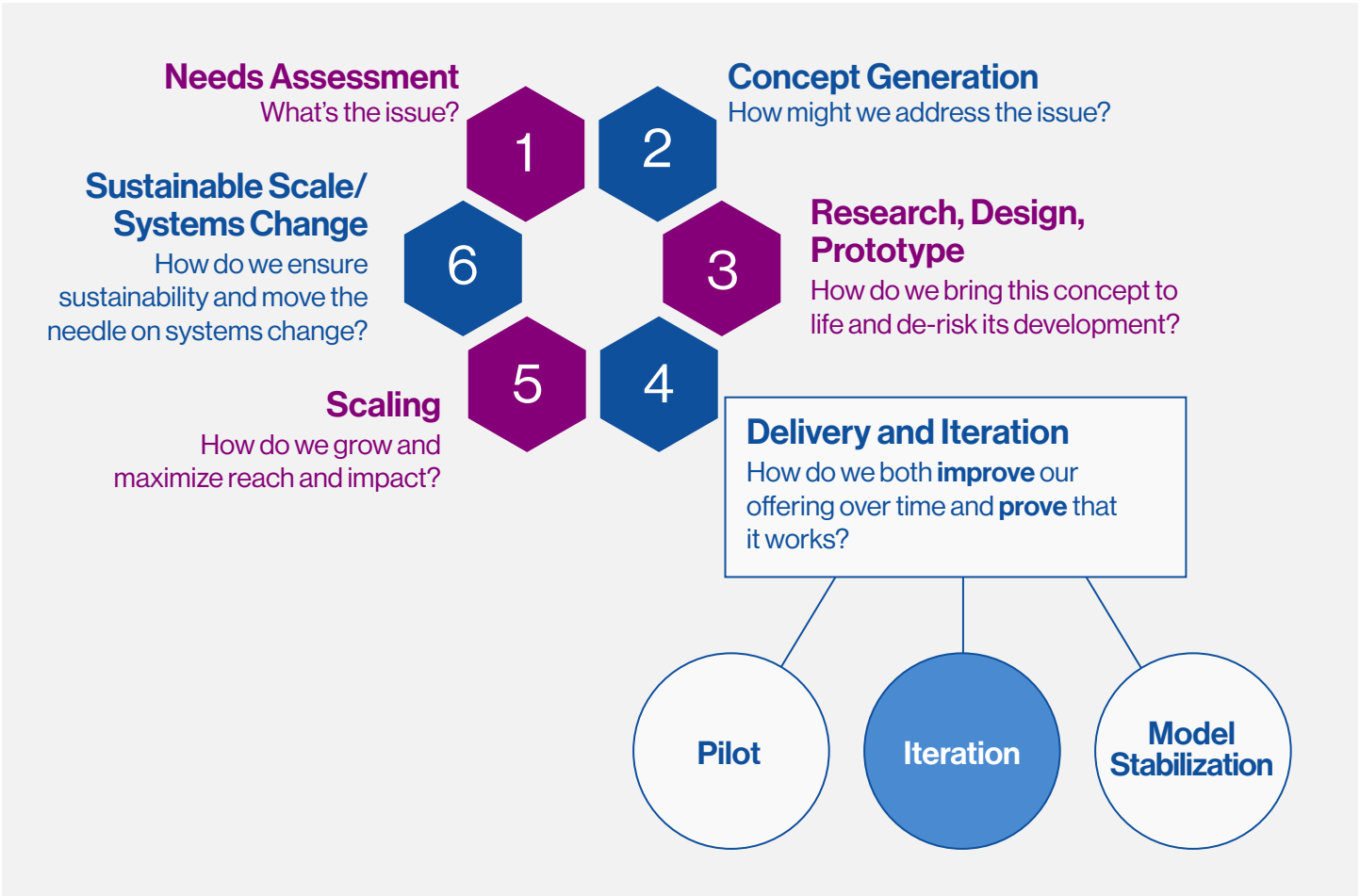
3.1. Blueprint’s evidence generation approach

Reboot Plus is in **Stage 4: Delivery and Iteration** of our innovation cycle, introduced in our **Preface** on p. 4. Within **Stage 4**, Reboot Plus is in **Stage 4b: Iteration**, as shown in **Figure 4**.

Since its launch in 2015 as Education Reboot, Reboot Plus has progressed from a proof-of-concept pilot in BC to a program scaling to multiple delivery sites, school districts, and provinces.

Project leads are actively testing and refining the program as it expands to new contexts. At this stage, we are focusing on generating ongoing evidence to strengthen design and delivery, while assessing whether Reboot Plus is achieving intended outcomes for youth.

Figure 4 | The six-stage innovation cycle and Stage 4: Delivery and Iteration sub-phases



3.2. Learning agenda

Our learning agenda focuses on five areas of inquiry: program reach and uptake; participant experiences; program outcomes; implementation and scaling; and costs. We pose the following questions:

1. Program reach and uptake

- How many participants were reached? How did reach vary across sites?
- Who participated? Did the program reach its target demographic?
- What were participants' motivations to apply?

2. Participant experiences

- Were participants satisfied with the program?

3. Program outcomes

- Did participants experience improvements in:
 - General self-efficacy,
 - Interpersonal communication competencies,
 - Self-awareness and self-esteem, and
 - Greater recognition of personal strengths?
- Did participants achieve greater job clarity?
- Did participants receive a HS credit and/or graduate HS? Do they attribute their achievement to Reboot Plus?
- Did participants pursue PSE? Do they attribute their decision to Reboot Plus?

4. Implementation

- What adaptations were made to the program across sites, and why?
- What were the enablers and constraints for successful implementation?

5. Costs

- How much did it cost to deliver Reboot Plus, and what factors influenced cost?
- What are the projected costs for optimal delivery and adding new partners?

Blueprint applies a Common Outcomes Framework to assess participant outcomes across our Scaling Up Skills Development portfolio, enabling consistent measurement and cross-project comparison. However, not all measures are applicable to every intervention. Reboot Plus differs from most programs in our portfolio in its focus on younger people and on supporting HS completion and transitions to PSE rather than immediate labour market outcomes. While longer-term impacts on employment and earnings may emerge, these fall outside the current evaluation period. As such, employment-related measures (e.g., for earnings, benefits, job quality, and retention) were excluded from our analysis.⁵

See **Appendix B** for Blueprint's Common Outcomes Framework.

⁵ Rigorous assessment of employment outcomes can happen through longitudinal data linkage with Statistics Canada administrative datasets.

3.3. Evaluation design, data sources, and sample sizes

This evaluation uses a mixed-methods design, combining survey data and administrative data with interviews, focus groups, and open-ended surveys.

Table 4 (below) summarizes the data sources, sample sizes, and purpose of each.

- We assessed **participant outcomes** using baseline, exit, and follow-up surveys, supplemented by administrative and school board data. The availability of data differed across program semesters and partner sites as collection processes evolved over time. We note that semesters 1 and 2 had limited follow-up and administrative data. School board data were available only for sites with MOUs with local school boards.
- To strengthen our analysis of **educational outcomes**, including HS completion and PSE engagement, we triangulated surveys,

administrative data, and school board records. Administrative and school board data were collected retrospectively for participants who consented to the evaluation. Remaining gaps (caused by inconsistent administrative data availability and low follow-up survey responses) were addressed via a one-time, ad-hoc follow-up survey sent to participants across all semesters.

- **Implementation and scaling** were examined through interviews, focus groups, surveys, and administrative worksheets completed by program staff, school board partners, and industry professionals.
- **Cost analyses** drew on quarterly administrative cost reports submitted to FSC, supplemented by standardized cost and staff time worksheets completed by delivery partners.

Table 4 | Data sources and sample sizes

Data source	Date administered	Response rates and sample sizes ^a
Administrative data Collected and provided by program partners. Included participants' HS type (standard or alternative), school board, credits earned through Reboot Plus, HS enrolment status at intake, and PSE application or enrolment status. Available for all consenting participants from semesters 1–6 for whom personal identifying data was available (a subset of consenting participants).	June–Sept. 2025	93% (171/184)
Baseline survey Administered to consenting participants from semesters 1–6; collected socio-demographic, education and employment status, and baseline self-assessments of general self-efficacy, job clarity, and interpersonal communication competence.	Semester 4: Apr. 2024 Semester 5: Oct. 2024 Semester 6: Feb. 2025	63% (200/315)

Data source	Date administered	Response rates and sample sizes ^a
Exit survey Administered to consenting participants from semesters 1–6. Captured program experiences, education and employment status, and post-training self-assessments of general self-efficacy, job clarity, and interpersonal communication competence.	Semester 3: Dec. 2023 Semester 4: June 2024 Semester 5: Jan. 2025 Semester 6: June 2025	66% (157/294)
Three-month follow-up survey Administered to consenting participants from semesters 3–6 to collect data on employment and education outcomes. ^b	Semester 3: March 2024 Semester 4: Sept. 2024 Semester 5: Apr. 2025 Semester 6: Sept. 2025	68% (96/141)
Nine-month follow-up survey^c Administered to consenting participants from semesters 3 and 4 to collect education and employment outcomes. Data for the remaining terms became available after the collection cut-off for this report, September 2025, and will be included in the upcoming report.	Semester 3: Sept. 2024 Semester 4: June 2025	69% (34/49)
Ad-hoc follow-up survey^d Administered to consenting participants from semesters 1–6 (for whom personal identifying information was available) to gather education outcomes data.	June–Sept. 2025	73% (134/184)
School board data Collected and shared by school boards that signed MOUs with colleges. Available for DC (for all six semesters) and Fanshawe (semesters 3 to 6) only. Includes credits earned for Reboot Plus and HS graduation status for consenting participants.	June–Sept. 2025	88% (80/91)
Industry professional surveys Anonymized survey administered by career liaisons to industry professionals to gather their perspectives on recruiting youth. Sent each time they presented as in-class speakers or engaged with participants in informational interviews.	Throughout semester delivery	215
Exit interviews Conducted with youth identified by facilitators as interested in being interviewed to understand their program experiences and outcomes.	Semester 3: Dec. 2023 Semester 4: June 2024 Semester 5: Jan. 2025 Semester 6: June 2025	23
Focus groups and interviews with staff Conducted with staff and partners from the five colleges to understand their experiences.	July 2023, 2024, and 2025	5 colleges

Data source	Date administered	Response rates and sample sizes ^a
Interview with PEERs Conducted with PEERs to understand their experiences engaging with industry professionals.	July 2023	1
School board interviews^e Conducted to gain school board representative perspectives about the program, including its unique value and enablers for scalability.	July–Aug. 2025	5
FSC quarterly reports and administrative cost data Collected and shared by DC for all delivery partners (semesters 1–6) on quarterly delivery costs.	Throughout semester delivery	16 of 17
Cost worksheets Collected by Blueprint (semesters 2–6) and completed by partners to capture costs beyond those reported in FSC quarterly reports. Aimed to standardize cost reporting and determine full delivery costs.	Throughout semester delivery	11 semesters
Time worksheets Collected by Blueprint and completed by partners on time spent by program staff on activities during delivery to support cost analysis.	Throughout semester delivery	17

a Survey denominators reflect the number of participants who were sent each survey.

b Data collection for terms 1 and 2 was led by of Douglas College. No follow-up surveys were administered to participants during terms 1 and 2.

c The current report covers data collected up to September 2025. Any forthcoming data will be represented in future reports.

d As noted elsewhere, to mitigate low response rates in the follow-up surveys, we deployed an ad-hoc survey administered at a single point in time to all participants, regardless of semester. This provided information on participants’ educational outcomes.

e School board representatives included district principals and HS staff (i.e., teachers, counselors, and educational assistants). Boards were Burnaby School Board (BC), New Westminster School Board (BC), Surrey School Board (BC), Richmond School Board (BC), and Thames Valley District School Board (ON).

f Cost worksheets were unavailable for Douglas College.

3.4. Data limitations

Findings should be interpreted within the context of the following limitations.

- **Incomplete program completion data may not fully reflect attrition.** The number of participants who remained in the program or dropped out was collected consistently across all sites only after semester 4 (except for CNA, for which we have data for semesters 2 and 3). We collaborated with Douglas College and Fanshawe College to identify ways to retrieve these data in semesters 1–3, but the data available were limited. As a result, findings related to reach and completion may not fully reflect participant attrition across all sites and semesters.
- **Survey design and data collection varied across program semesters, limiting direct comparisons over time.** Survey instruments changed after evaluation responsibilities shifted from Douglas College to Blueprint following semester 2, resulting in expanded socio-demographic data at intake and exit. Further, no follow-up surveys were conducted in semesters 1 and 2 and semesters 3 and 4 were shortened from 16 to 12 weeks due to funding and administrative delays. No baseline survey was administered in semester 3. Baseline surveys were also completed at different points depending on when consent was received. This resulted in variable intervals between baseline and exit surveys across participants. To address data gaps, an ad hoc survey was administered at one point to all participants, regardless of semester or completion date. While this provided information on educational outcomes, differences in the timing of post-exit survey completion across

participants introduced additional variability. It may have influenced our ability to capture certain outcomes, such as HS completion. Variation in follow-up timing meant that some data were collected earlier or later than originally planned, making it unclear whether the timing affected outcome rates. As a result, findings related to changes in skills and educational outcomes should be interpreted with caution.

- **Differences in survey timing affected interpretation of outcomes.** To address data gaps, some baseline information was collected retrospectively through exit surveys, and an ad hoc survey was later administered to participants across all semesters. Baseline and follow-up surveys were also completed at different times depending on consent and participant availability. Findings on skills development and educational attainment should be interpreted with caution, as survey timing may have influenced outcome rates in ways that cannot be fully determined.
- **Interviews reflect the experiences of more engaged participants** or those who were more likely to be open to participating in interviews. Captured perspectives may not fully represent those of less engaged participants.
- **Response rates varied across survey questions.** Not all respondents answered each question. Some sections or scales appeared to require more time or effort, resulting in lower completion rates and smaller sample sizes than others. This limits the reliability and generalizability of outcome findings.



4. Findings

4.1. Program uptake and reach

Reboot Plus achieved strong uptake and retention across sites and consistently reached youth at risk of not completing HS, including many from alternative schools and equity-deserving groups. Participants were primarily motivated to earn HS credits, progress toward graduation, and explore PSE and career pathways. Differences in enrolment across sites reflected local implementation and partnership contexts.

4.1.1. Enrolment

Reboot Plus achieved strong uptake, retention, and completion rates, while enrolment differences across sites reflected implementation timing, partnership development, and delivery capacity.

Table 5 (on the next page) shows enrolment numbers at each site for each semester. In total:

- The program reached **336 youth** across **five sites** and **six semesters**.

- Most were enrolled with Douglas College (**55%**) and Fanshawe College (**25%**) and recruited through school boards and high schools.
- Over **92%** of participants completed the program; only **26** withdrew.⁶

Notably, the program does not use recruitment targets. Instead, partners sought to enrol as many participants as delivery staff capacity would allow (e.g., for Douglas College, this was up to 20 participants per cohort).

⁶ Withdrawal data were available only for semesters 4 to 6.

Table 5 | Program enrolment (including dropouts)

	Douglas College	Fanshawe College	College of the North Atlantic	Bow Valley College	Humber College	Totals
Semester 1 (Fall 2022)	28	Did not participate	Did not participate	Did not participate	Did not participate	28
Semester 2 (Winter 2023)	48	36	5	25	11	125
Semester 3 (Fall 2023)	21	7	5	Did not participate	Did not participate	33
Semester 4 (Winter 2024)	31	4	Did not participate	Did not participate	Did not participate	35
Semester 5 (Fall 2024)	39	23	8	Did not participate	Did not participate	70
Semester 6 (Winter 2025)	19	13	13	Did not participate	Did not participate	45
Totals	186 (55%)	83 (25%)	31 (9%)	25 (8%)	11 (3%)	336 (100%)

Source. Administrative data

The College of the North Atlantic, Bow Valley College, and Humber College reported in focus groups and interviews that they experienced recruitment challenges, resulting in lower enrolment than anticipated. They attributed challenges to misalignment between funding start dates and academic calendars, variability in school board engagement and referral pathways, and the

inherent difficulty of reaching at-risk youth in the absence of formal HS partnerships, particularly in rural contexts. As discussed in detail in the previous [Interim Report](#) (pp. 22–23), these factors reflect early-stage implementation and partnership dynamics rather than a lack of demand for the program; they provided important lessons to inform subsequent recruitment strategies.

4.1.2. Participant characteristics

The program consistently reached youth at risk of not completing HS, including many from alternative education settings and equity-deserving groups.

Table 6 (on the following page) presents survey respondent characteristics from semesters 1 to 6, drawing on socio-demographic data from the baseline survey.⁷

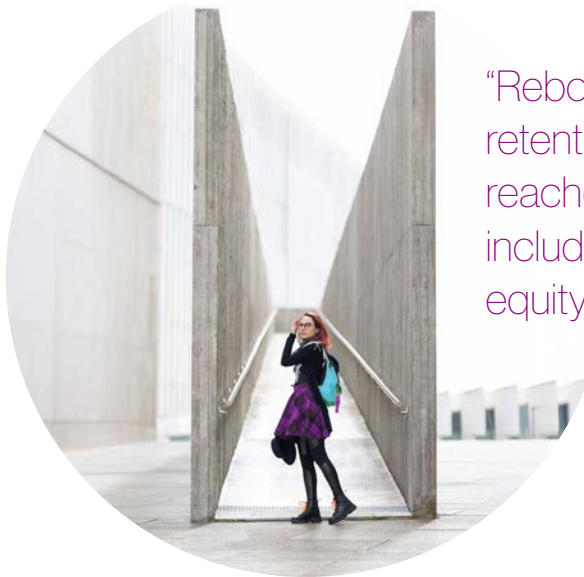
Reboot Plus reached its target demographic of youth (aged 17 to 24, with an average age of 18) at risk of not graduating HS and those who had left without graduating. Most participants identified with one or more factors associated with a higher likelihood of not completing HS:

- 30% reported having a negative overall experience of HS;

- 54% had attended more than one HS;
- 81% who were in HS at intake were attending an alternative high school;⁸ and
- 64% reported at least one of the above.

A notable proportion identified as belonging to various equity-deserving groups:

- 38% contributed financially to their household and 26% were on government assistance;
- 41% belonged to visible minority groups (i.e., non-white and non-Indigenous);
- 31% self-identified as having a disability;
- 21% were Indigenous;
- 13% identified as transgender; and
- 9% identified as gender-diverse.



“Reboot Plus achieved strong uptake and retention across sites and consistently reached youth at risk of not completing HS, including many from alternative schools and equity-deserving groups.”

⁷ Denominators vary across socio-demographic characteristics because different surveys were used across program terms, and not all questions were asked of all participants. Some socio-demographic information for semester 3 was collected retrospectively through the exit survey, which was completed by 18 participants.

⁸ Alternative (or “alternate” in BC) education programs are K-12 programs for students whose needs are not being met in a regular (or “mainstream”) HS setting and/or students who are interested in specialized programming (e.g., arts-focused schools, sports schools, Indigenous-focused learning, etc.). School board representatives shared that students who are disengaged and/or who struggle with the structure of mainstream schools (e.g., due to challenges with attendance, behaviour, mental health, life instability, etc.) are more likely to attend alternative high schools.

Table 6 | Socio-demographic characteristics of Reboot Plus participants

Categories	Characteristics	% (N=184)
Age	<17 years	6%
	17–20 years	75%
	20–24 years	18%
	24+ years	2%
	Average age	18
Gender	Girl/woman	42%
	Boy/man	49%
	Gender non-binary	9% ⁹
	Two-spirited	<1%
	Transgender	13% ¹⁰
Ethnic groups	Visible minority (i.e., non-white and non-Indigenous)	41%
	Indigenous	21%
Immigration	Immigrants	23%
	Newcomers (arrived in Canada <5 years before enrolment)	11%
Disability¹¹	Participants identifying as having a disability	31%
Financial status	Contributing financially at home	38%
	On government assistance	26%
	In employment at time of enrolment	25%
Education: HS enrolment at intake	In HS	80% (N=132)
	Not in HS	20% (N=34)
In HS at intake (N=129) ^b	At a mainstream HS	19%
	At an 'alternative' HS	81%
Not in HS at intake (N=33) ^b	Already graduated	42%
	Do not plan on returning to HS	33%
	On a break but planning to return to HS	24%
Experience with education	Attended more than one HS	54%
	Very or somewhat negative overall experience of school	30% ^a

Source. Baseline survey

a Experience with education was asked only in the survey to Douglas College participants during semesters 1 and 2.

b These are sub-questions for those who were in HS and those who were not. Out of the 132 in high school, we have information on type of school for 129. Similarly, for the 34 not in HS, we have information about why they were not in HS for 33.

9 Includes those who are gender-fluid, gender-queer, and androgynous.

10 Note: Transgender individuals may also be represented within one or more of the categories listed above. As a result, percentages across categories may total more than 100%.

11 Indicates any physical, mental, developmental, cognitive, learning, communication, sight, hearing, or functional limitation that, in interaction with a barrier, could hinder a person's full and equal participation in society.

4.1.3. Participants’ motivations to apply

Participants were primarily motivated to apply by the chance to earn a HS credit, progress toward graduation, and gain clarity about PSE and career pathways.

Interviewed participants were primarily motivated to join to earn a HS credit, catch up on missed courses,

and move closer to graduation. Many sought clarity about their futures and career options. Roughly half enrolled to explore PSE and career pathways and use the program to better understand what career fields looked like in practice. Fewer were motivated by curiosity about college environments.

4.2. Participant experiences

Participants reported high satisfaction, describing the program as engaging, supportive, and informative for future education and career decisions.

As shown in **Table 7**, and consistent with results in the *Interim Reports*, **87%** of exit survey respondents were somewhat or very satisfied with the program and **89%** said they had either already recommended it or were likely to do so.

Table 7 | Overall satisfaction and likelihood to recommend

Satisfaction (N=151)					
Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	
2%	3%	8%	24%	64%	
			Sum of agreement options		
			87%		
Likelihood to recommend (N=150)					
Very unlikely to recommend	Unlikely to recommend	Neither likely nor unlikely	Likely to recommend	Very likely to recommend	I've already recommended to someone
1%	0%	10%	31%	35%	23%
			Sum of agreement options		
			89%		

Source. Exit survey (semesters 1–6)

Table 8 presents participant responses from semesters 3–6 on the program’s utility in helping them achieve goals and build skills. Respondents felt the program was useful in providing more clarity about their future and career (**92%**); building confidence (**79%**); building self-awareness (**79%**); and encouraging them to complete HS (**77%**).

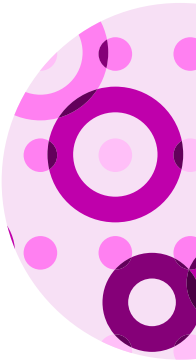
Proportions are **5 to 7 percentage points** higher than those reported in the previous *Interim Report*, with the exception of ‘clarity on future and career pathways’ (which remained unchanged). This increase reflects the inclusion of additional cohorts (semesters 5 and 6) rather than changes among the same respondents.

Table 8 | Perceptions of program utility

Was Reboot Plus ...	Not useful	A little useful	Somewhat useful	Very useful
... useful in encouraging the completion of HS (N=104)?	9%	14%	21%	56%
			Sum of agreement options	
			77%	
... useful in giving more clarity about future and possible careers available to you (N=107)?	0%	8%	23%	68%
			Sum of agreement options	
			92%	
... useful in building confidence (N=107)?	7%	15%	34%	45%
			Sum of agreement options	
			79%	
... useful in building self-awareness (N=107)?	5%	16%	37%	42%
			Sum of agreement options	
			79%	

Source. Exit survey (semesters 3–6)

“The cohort-based model fostered peer support, belonging, and confidence.”



Interviews with participants, staff, and school board representatives provide further details about drivers of satisfaction. We summarize key observations below.

Participants consistently described facilitators as supportive, inclusive, and motivating.

Participants valued clear explanations, frequent check-ins, and safe, non-judgmental environments where they felt included and heard. Many said they would miss their facilitators because of the encouragement and guidance they received. School board representatives noted that the program created positive and inclusive learning environments that helped students feel safe and supported, particularly those who had negative experiences in more traditional educational settings.

"[My facilitator] was really positive and encouraging, and I found the way she explained things made sense to me. Because that's something I had struggled with in school. [I did] not really understand what my teachers meant. She was really good at doing one-on-one with each student if they missed something or if they needed help with something. I never felt shy to ask for help."

—Participant (Douglas College), interview

"[Facilitators] know these kids are struggling. They know that they can't have the same rules as you might have with other kinds of programs. My kids are vulnerable; they're disconnected. They have really traumatic experiences. So, to be welcomed and forgiven when you don't show up on time or to be welcomed back after you've missed a week or two ... The hope that they've given the kids has been really the most tangible benefit for the students."

—School board representative, interview



Participants described Reboot Plus as engaging and practically useful, with a structure and curriculum that supported participation and skill development.

Participants described Reboot Plus as useful and fun, and often more so than HS. They appreciated the weekly routine, minimal homework, and predictable two-day schedule, which made it easy to balance other responsibilities. Some missed the program and its sense of belonging and structure after it ended.

"I was a little bit sad [after Reboot ended] because I really liked the course, I liked my teachers, and I liked the routine of going to school every two days."

—Participant (Douglas College), interview

Participants also valued the curriculum's practical focus and flexibility. They expressed that the program helped them explore their interests, career options, and life skills in a structured way, while the in-class format and facilitator support encouraged engagement, particularly for those who found independent work challenging. Although some participants noted overlap with HS self-discovery content, they generally felt this was outweighed by the usefulness of practical activities, such as developing elevator pitches, résumés, cover letters, and action plans. School board representatives similarly reported receiving positive feedback from participants about the curriculum.

Informational interviews and career exposure activities helped participants clarify their education and career pathways.

Participants found the informational interviews highly valuable. They noted that preparing for and leading conversations with professionals strengthened their communication skills, built confidence, and offered honest insights into daily work, skills, challenges, and non-linear career paths. This made careers feel more concrete and attainable.

"I [liked] getting a realistic view into what the day-to-day conditions are like and asking if there's anything difficult about the job that I should know."

—Participant (Douglas College), interview

Post-participation survey findings suggest professionals also viewed the program positively. **Ninety percent** (193/214) of respondents reported being more willing to participate in similar initiatives, and **78%** said the experience improved their understanding of how to support youth entering the workforce. These findings are consistent with and explored in further detail in our April 2025 *Interim Report*.

"Exposure to PSE environments increased participants' confidence and sense of belonging."

The cohort-based model fostered peer support, belonging, and confidence.

Participant interviewees felt the cohort model was a key source of peer support and community. They appreciated working with others with similar goals and meeting new people. Newcomers appreciated gaining exposure to Canadian culture. Smaller classes helped reduce anxiety and made it easier for participants to “be themselves,” though a few wished for even smaller groups.

Exposure to PSE environments increased participants’ confidence and sense of belonging.

Participants noted campus tours, site visits, student ID cards, and financial aid information as major program strengths. These experiences provided concrete previews of post-secondary life and increased their comfort navigating college environments. Staff noted that access to and the routine of attending campuses were often transformative—building pride, confidence, and a stronger sense of belonging among socially isolated youth.

4.3. Participant outcomes

Participants reported meaningful improvements in confidence, communication skills, self-awareness, and clarity about their future pathways. Findings also suggest that Reboot Plus supported progress toward HS completion and PSE, with many participants graduating, earning credits, applying to PSE, or planning to continue their education.

4.3.1. Skills and self-awareness

Participants reported modest but significant increases in general self-efficacy.

General self-efficacy indicates optimism when dealing with difficulties in life and “the belief that one can perform novel or difficult tasks or cope with adversity.”¹² It is differentiated from domain-specific self-efficacy, or the belief in one’s ability to succeed in specific situations or tasks.

Table 9 on the next page presents the proportion of participants with positive, negative, or unchanged scores in general self-efficacy, as well as the average change in scores across all participants. On the exit survey, **56%** of respondents reported an increase in their self-rated general self-efficacy. The average score increased significantly by **0.14 points** from baseline to post-program (**p=0.00**).¹³ These findings suggest the program contributed to modest improvements in participants’ confidence, ability to manage challenges, and cope with difficult situations.

12 We used a validated General Self-efficacy Scale: Schwarzer, R., & Jerusalem, M. (1995). General self-efficacy scale (GSE). [Database record]. APA PsycTests. <https://psycnet.apa.org/doiLanding?doi=10.1037%2Ft00393-000>

13 As noted above in **Table 8**, **79%** of exit survey respondents from terms 3–6 (**85/107**) indicated that Reboot Plus was useful in enhancing their self-awareness.

Table 9 | General self-efficacy

General self-efficacy (N=122)		
% of respondents whose change in average scores was:	Positive	56%
	Negative	27%
	Unchanged	17%
Average change in scores		+0.14 (p=0.00)

Source. Baseline and exit surveys (semesters 1, 2, 4, 5, 6)

Interviewed participants reported increased confidence in their ability to manage responsibilities, stay organized, and attend HS more regularly. For some, the experience helped reduce feelings of being overwhelmed and self-doubt, reinforcing their capability and self-efficacy in a structured learning setting.

“I’m more confident in my ability to get things done and stay on top of stuff because I hadn’t been in regular, in-person school for quite a while. I was really worried that I wasn’t going to be able to complete the course and stay on top of everything. I felt like I was going to be too overwhelmed. And I was the opposite of that.”

—Participant (Douglas College), interview

Participants reported modest but meaningful improvements in communication skills, confidence, and social interaction.

Interpersonal communication competence¹⁴ includes self-disclosure, empathy, social relaxation, assertiveness, interaction management, altercentrism (the ability to adjust one’s perceptions based on others in a conversation), expressiveness, supportiveness, immediacy (the ability to reduce perceived distance in conversation), and environmental control.

Table 10 (on the next page) presents the proportion of participants with positive, negative, or unchanged scores in interpersonal communication confidence, as well as the average change in scores across all participants. On the exit survey, **48%** of respondents showed an improvement in their scores. The average change was **+0.08 (p=0.05)**.

These results suggest modest but meaningful improvements, with the improvement in average scores indicating a shift toward stronger communication skills, including empathy, expressiveness, and the ability to manage interactions effectively.

14 We used the validated Interpersonal Communication Competence Scale: Rubin, R., & Martin, M. (1994). Development of a measure of interpersonal competence. *Communication Research Reports*, 11, 33–44. https://www.researchgate.net/publication/238318722_Development_of_a_measure_of_interpersonal_competence

Table 10 | Interpersonal communication competence

General self-efficacy (N=122)		
% of respondents whose change in average scores was:	Positive	48%
	Negative	39%
	Unchanged	13%
Average change in scores		+0.08 (p=0.05)

Source. Baseline and exit surveys (semesters 1, 2, 4, 5, 6)

Interviewed participants described increased self-confidence, particularly in communication and managing social interactions. Many described feeling more comfortable communicating in social settings and with peers, and overcoming anxiety in professional or academic contexts, during interviews or classroom discussions. Exposure to colleges and being treated as ‘adults’ were cited as key factors contributing to their confidence. School board representatives noted that participants appeared more confident in their skills and saw improvements in their communication abilities.

“Reboot actually helped me learn how to communicate with people better. I was building up confidence slowly. At the beginning of the classes, my voice was really quiet, and I just sat in the back. And closer to the end, I was actually joining in on conversations. Oh my God, conversations! I was initiating conversations! I was actually talking to people!”

— Participant (Douglas College), interview

Participants reported stronger self-awareness, self-esteem, and recognition of their personal strengths and growth areas.

We assessed participants’ self-awareness, self-esteem, and their perceptions of their abilities and areas they could improve. We then aggregated these answers into an overall self-esteem score.¹⁵

Table 11 (on the following page) presents the proportion of participants with a positive, negative, or unchanged change in self-esteem score, and the average change in scores across all participants. Over **51%** of participants showed improvement in their overall self-esteem scores. The increase in average scores indicates a positive shift in how they perceived their abilities, self-worth, and areas for growth (**p=0.01**).

“Participants reported meaningful improvements in confidence, communication skills, self-awareness, and clarity about their future pathways.”

15 We measured self-esteem through a four-item scale closely adapted from the Rosenberg Self-Esteem Scale (RSES): Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). e. *Measures Package*, 61. <https://www.apa.org/obesity-guideline/rosenberg-self-esteem.pdf>. Refer to Appendix C for the scale items and full breakdown of findings.

Table 11 | Perceptions of self-awareness, self-esteem and personal strengths

Perceptions of self-awareness, self-esteem and personal strengths (N=75)		
% of respondents whose change in average scores was:	Positive	51%
	Negative	25%
	Unchanged	24%
Average change in scores		+0.16 (p=0.01)

Source. Baseline and exit surveys (semesters 4, 5, 6 only); includes only participants who completed both surveys. Results for individual questions are provided in **Appendix C**.

4.3.2. Job clarity

Participants achieved greater clarity and confidence about their career pathways and plans.

Job clarity¹⁶ indicates clarity in career goals, pathways, and job search strategies. **Table 12** presents the proportion of participants with positive, negative, or unchanged scores in job clarity, and the average change in scores across all participants.

On the exit survey, **67%** of respondents showed increased clarity about their career pathways. The average score rose by **0.36** points from baseline, indicating a positive shift overall. The findings suggest, with confidence, that participants demonstrated positive change in scores on average (**p=0.00**) and made meaningful improvements in their understanding of their career direction and the steps needed to achieve their goals.

Table 12 | Clarity about career pathways

Perceptions of job clarity (N=75)		
% of respondents whose change in average scores was:	Positive	67%
	Negative	21%
	Unchanged	13%
Average change in scores		+0.36 (p=0.00)

Source. Baseline and exit surveys (semesters 1, 2, 4, 5, 6)

16 We used the Career Goal Clarity validated scale: Wanberg, C. R., Hough, L. M., & Song, Z. (2002). Predictive validity of a multidisciplinary model of reemployment success. *Journal of Applied Psychology*, 87(6), 1100–1120. <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0021-9010.87.6.1100>

Interviewed participants reported increased clarity about their future plans, including a clearer understanding of their next steps. They confirmed prior interests, discovered new options, and used insights from informational interviews to determine plans. Some also identified the work environments in which they would thrive. Most reported a more positive outlook, feeling less daunted and more hopeful about the future. Gaining a clearer career pathway, by confirming existing interests or discovering new options, helped them overcome uncertainty, fear, and insecurity.

“I feel much less nervous about the future. It seems much less daunting and intimidating. [The program] helped me realize it’s not all or nothing. I’m not going to fail if I can’t do this, and so the future seems much, much less daunting and intimidating.”

—Participant (Douglas College), interview

“I feel like I have a more crystal-clear vision of the path I want to go down. I had many interests at the very beginning, and they helped me narrow them down.”

—Participant (Fanshawe College), interview

4.3.3. HS credit attainment and graduation

One of the program’s central goals is to help participants complete HS. Since youth enter Reboot Plus at different stages of their educational journey and face different barriers and risks, the time needed to graduate varies across participants. Our measurement approach reflects this variability:

- we measure graduation based on whether participants had graduated HS by the most recent data collection point;
- we limit analyses of credit attainment and graduation to participants who had not yet graduated HS at baseline; and
- to maximize participant coverage, we use the most recent information available¹⁷ from multiple data sources, including:
 - three- and nine-month follow-up surveys,
 - the one-time ad hoc follow-up survey (fielded in June 2025),
 - partner organization administrative data, and
 - school board records.

Most participants within school boards offering credits earned a HS credit through Reboot Plus.

Some school boards allowed participants to earn credits for participating. Among participants affiliated with these boards, HS credit data were available for **148 participants** by combining data from school board records (**53%**), administrative data (**42%**), and ad-hoc surveys (**5%**). These data show that **70%** of respondents earned a HS credit.

¹⁷ The most recent data point for participants ranged from under one-month post-program (for semester 6 participants) to 28 months after completion (for semester 1 participants). The median follow-up time in this sample was approximately five months after completion, which reflects a higher representation among semester 5 and 6 participants within this sample.

Most Reboot Plus participants of graduation age graduated HS at follow-up.

Graduation data was available for **137 participants** via the ad-hoc and follow-up surveys (available for **88%** of these participants) and school board records (available for **12%** of participants). Of this sample, some participants were not old enough to graduate from HS as of completion. Therefore, we measured graduation rates specifically among participants who would be 18+ (and expected to graduate) by June 2025, our ad-hoc survey follow-up point.

Table 13 presents the proportion of individuals who graduated by June 2024, divided by those who were and were not in HS at baseline. Among respondents who were at least 18 by June 2025:

- **69%** (55/80) had graduated HS, including
 - **72%** (49/69) of those in HS at baseline, and
 - **55%** (6/11) of those not in HS at baseline.

Table 13 | Participant HS graduation rates, among those 18 or older as of June 2025

	Graduated by June 2025	Not graduated by June 2025
In HS at baseline	72% (49/69)	28% (20/69)
Not in HS at baseline	55% (6/11)	45% (5/11)
Totals	69% (55/80)	31% (25/80)

Source. Ad-hoc survey

Findings indicate that a majority of participants who were at expected graduation age completed HS by the follow-up point, reflecting meaningful progress toward the program’s core educational objective. In other words, Reboot Plus helped the majority (**72%**) of participants who were enrolled in HS at intake graduate and helped some youth who were not engaged in HS at intake re-engage with education and graduate.

Supporting students already on a graduation pathway is an important achievement. But facilitating re-engagement among previously disengaged youth represents a particularly notable outcome given the additional barriers these youth face in returning to and completing school.

Most respondents reported that the program supported their future planning and HS completion.

Table 14 (on the next page) presents participant responses from the ad hoc survey on if Reboot Plus helped them make decisions about the future and help them complete HS (or if they expected it would). Among respondents:

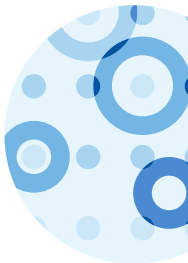
- **89%** said that Reboot Plus helped them make decisions about school, work, or their future;
- among those who graduated, **69%** said the program helped them complete HS;
- among those who had not graduated or were not expected to, **83%** reported that they planned to complete HS; and
 - of those, **77%** indicated that Reboot Plus was helping them plan to do so.

Table 14 | Participant feedback on the role of Reboot Plus on HS completion

	Response	% of respondents
Among all Reboot Plus participants: Did Reboot help you make decisions about school, work, or your future? (N=134)	Yes	89%
	No	7%
	Not sure	0%
	Prefer not to say	4%
Among participants who graduated or received the Canadian Adult Education Credential (CAEC) or the General Educational Development (GED) ¹⁸ : Did Reboot help you complete HS or get your CAEC/GED? (N=87)	Yes	69%
	No	29%
	Not sure	0%
	Prefer not to say	2%
Among participants who had not graduated or were not expected to graduate: Do you plan to complete HS or get your CAEC/GED? (N=47)	Yes	83%
	No	9%
	Not sure	6%
	Prefer not to say	2%
Among participants who plan to complete HS: Did Reboot help you plan to complete HS or get your CAEC/GED? (N=39)	Yes	77%
	No	21%
	Not sure	0%
	Prefer not to say	2%

Source: Ad-hoc survey

“Gaining a clearer career pathway, by confirming existing interests or discovering new options, helped them overcome uncertainty, fear, and insecurity.”



18 The Canadian Adult Education Credential (CAEC), introduced in 2024, is Canada's current HS equivalency credential for adults who do not have a HS diploma. The General Educational Development (GED) was the HS equivalency program used in most Canadian provinces and territories prior to 2024, when it was replaced by the CAEC.

4.3.4. PSE application, enrolment, and aspirations

Reboot Plus participants showed strong momentum toward PSE, with many applying to or enrolling in PSE programs.

Similar to HS graduation attainment, PSE outcomes were measured only among participants expected to graduate and be eligible for PSE by the June 2025, our ad-hoc survey follow-up point. **Table 15** presents rates of enrolment in PSE, participant indications of the role of Reboot Plus on this decision, and future intentions to enrol. Based on data (N=146) from our ad-hoc survey (available for **92%** of participants) along with partner administrative data (available for **8%** of participants):

- **50%** of participants had applied to a PSE program. Of those applicants:
 - **49%** had attended or were currently attending PSE,
 - **76%** reported that Reboot Plus helped them decide to apply, and
 - **69%** reported that Reboot Plus supported them through the application process.
- Among those who had not applied to or attended PSE, **88%** said that they planned to do so, and **83%** reported that Reboot Plus helped them decide.

Table 15 | Post-secondary enrolment rates, intent, and influence of Reboot Plus

	Status	% of participants
Total sample (N=146)	% who applied to a PSE program	50%
Of those who applied to PSE (N=71)	% attending or attended PSE	49%
	Reboot Plus helped decision to apply	76%
	Reboot Plus supported application process	69%
Future intent for PSE (N=96)	Plan to apply	88%
Of those who plan to apply (N=84)	Reboot Plus helped decision to apply	83%

Source. Ad-hoc survey and administrative data

Nearly all interviewed participants had either enrolled in or noted a strong intention to pursue further education soon. Many shared that they felt comfortable continuing at the same colleges where they attended Reboot Plus. School board representatives were also encouraged by the PSE-related outcomes.

"I feel very ready—like I can't wait to graduate and get up to the college. Honestly, I was looking for a time to meet with [college staff] so I can get some forms to do my application and take digital animation at the college."

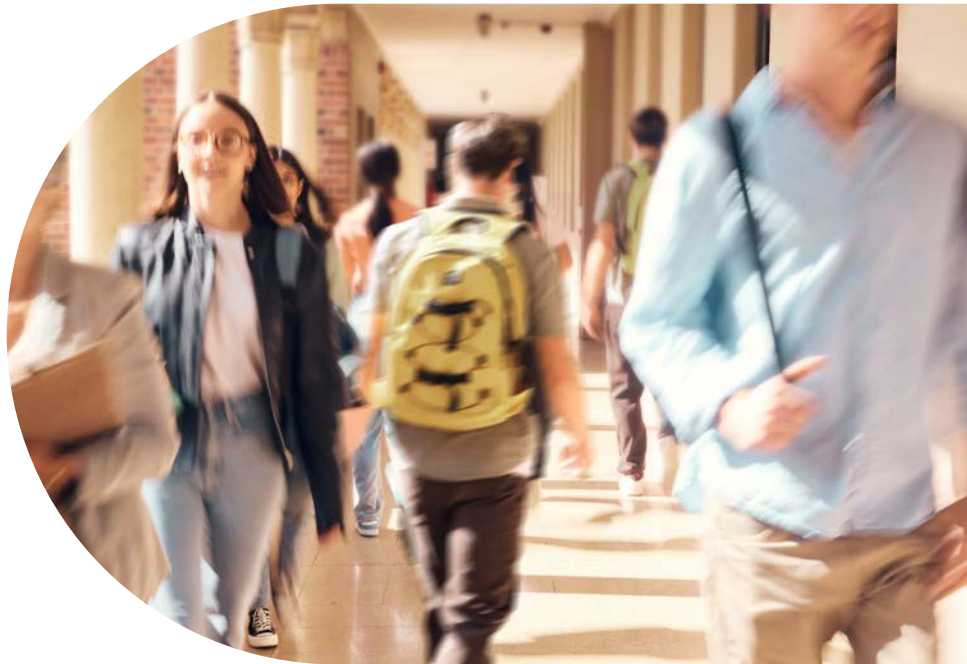
—Participant (Douglas College), interview

"The first outcome is: I have more students going to Douglas College than I ever have in the past. Out of the students I sent to Reboot Plus this year, I think six or eight of them are going to post-secondary for sure. Those [numbers] are huge because we tend not to get a lot of that."

—School board representative, interview

Some participants still expressed uncertainty. Those individuals noted they would benefit from further support from family and friends and additional resources (not specific to Reboot Plus), such as financial aid, mentorship, assistance with applications and references, and ongoing confidence-building.

"Reboot Plus participants showed strong momentum toward PSE, with many applying to or enrolling in PSE programs."



4.4. Implementation

Our first [Interim Report](#) highlighted the importance of staff capacity, adequate recruitment timelines, and streamlined administrative processes. Data to assess program implementation came primarily from interviews and focus groups with program

staff, peers, and school board representatives, as well as a review of program documents such as *Program Manual* and *Facilitator's Guide*. This section adds further detail on adaptations and enablers and constraints for scaling.

Reboot Plus's flexible design allowed sites to adapt recruitment, curriculum delivery, and participant supports to local contexts and student needs while maintaining core program objectives. Findings also highlight the importance of strong school board partnerships, clear referral pathways, credit-recognition arrangements, and stable funding in supporting consistent implementation and student engagement across sites.

4.4.1. Program adaptations

The program's flexible design helped sites meet participant needs while focusing on core goals.

Reboot Plus delivery is guided by the *Program Manual and Facilitator's Guide*, which provide clear materials and expectations while allowing sites to adjust pacing, activities, and examples to fit local contexts. Program staff valued the curriculum's "comprehensiveness and flexibility," and school board representatives saw this flexibility as central to the program's value. It helped sites respond to different levels of work readiness, mental health needs, and learning profiles without changing the core curriculum.

Flexibility also shaped our working definition of "successful" implementation:

- recruitment volumes aligned with staff and program capacity;
- curriculum delivery consistent with program standards;

- high participant and stakeholder satisfaction; and
- progress toward core participant outcomes (i.e., HS completion and engagement in PSE).

When school board referrals were limited, staff responded with more flexible and community-based recruitment approaches.

Sites adjusted outreach, timelines, and referral sources based on staff capacity, funding timing, and strength of school board support. In early semesters, sites with more staff capacity used broader campaigns, including social media, posters, press releases, and radio. Others worked directly with school boards to identify participants.

Where school board partnerships were still developing, referral processes were sometimes less structured or less aligned with the intended target population. For example, Bow Valley College (BVC) and College of the North Atlantic (CNA) operated without board agreements, so they expanded community outreach. At BVC, this broadened

reach but made it more difficult to focus on youth at risk of not completing HS. At CNA, recruitment included youth no longer in school and those who had applied to college before but were disengaged and no longer enrolled, which was less aligned with program goals.

These adaptations helped sites keep operating and move toward recruitment targets. In some cases, they also weakened alignment between recruitment processes and the program's intended population.

Facilitators adapted delivery to better engage participants with diverse learning needs.

Delivery varied across sites and cohorts based on participant needs and funding constraints. The program was typically offered over 16 weeks, but some cohorts were shortened to 12 weeks because of funding delays.

Facilitators adjusted content and pacing for students facing barriers, such as anxiety, inconsistent school attendance, learning needs, and low confidence in traditional schools. Common adaptations included:

- reducing emphasis on essential skills content, especially assessments that tended to disengage participants;
- replacing some activities and topics with more youth-friendly options suited to participants' literacy and language levels; and
- re-ordering or selectively using curriculum materials rather than following the curriculum step by step.

Wraparound supports and transition planning helped students participate more consistently.

Sites and school boards adapted supports to help students engage. These included transportation

assistance, food, and student ID cards, which gave participants access to campus services like the library, gym, and counselling.

In some cases, school boards assigned staff to help students move gradually from alternative school settings into the college environment. Staff organized campus visits before the program began, accompanied students to class and college early on, then reduced their presence over time. They also coordinated attendance tracking with college instructors and liaised between families. These supports made the college setting more accessible for students who might otherwise have found participation overwhelming.

Sites adapted school board partnership and credit-recognition processes to fit local and provincial requirements.

A key variation was how colleges and school boards shared responsibility for delivery and credit-granting. In sites with formal school board partnerships, board staff recruited students, visited classrooms, joined intake and exit processes, monitored attendance and engagement, and supported students during delivery. School boards also mapped Reboot Plus onto existing provincial credit systems, such as BC's Career Life Connections and, in one case, Work Experience 12. College instructors provided attendance records, rubrics, and descriptive feedback, but final grading and credit assignment remained with HS teachers.

These arrangements responded to provincial requirements and teacher-union concerns about outsourcing assessment. In some cases, schools provided extra instruction where Reboot Plus did not fully cover required curriculum content.

Sites strengthened outreach to professional networks to sustain volunteer engagement and labour market exposure.

Reboot Plus gives participants access to professionals so they can explore career pathways, build networks, and learn more about industries and labour markets aligned with their interests. Over time, sites refined how they recruited and engaged these professionals.

In early semesters, professionals were recruited through chambers of commerce and professional associations. Later, they became more targeted, focusing on industries that fit local labour market needs and using existing networks and tailored outreach to specific individuals.

More established sites, such as Douglas College, used proactive campaigns to recruit a broad range of professionals for participants with diverse career interests. Smaller sites relied more on established partnerships and local community networks. These refinements helped sites maintain a reliable and diverse volunteer pool, giving youth meaningful opportunities for informational interviews and career exploration.

4.4.2. Implementation enablers and constraints

We gathered data on implementation constraints and enablers from interviews and focus groups with program staff, partners, and school board representatives. Overall, these data point to four factors shaping Reboot Plus's implementation:

- 1. Strong school board partnerships and liaison roles supported smoother implementation and student engagement.** Formal MOUs, clear role expectations, dedicated liaison staff, and structured communication between boards

and colleges supported recruitment, credit recognition, and problem-solving.

- 2. Academic credit recognition increased the program's legitimacy and perceived value.**

Embedding Reboot Plus within existing credit structures (e.g., CLC, Work Experience 12), while respecting provincial regulations and teacher-union expectations around grading authority, made participation feel meaningful and legitimate for both students and schools.

- 3. Strong referral and recruitment systems were important for reaching the target population.**

Clear referral pathways, sufficient timelines, and strong partnerships helped sites reach youth at risk of not completing HS. Weak referral systems, compressed timelines, and funding uncertainty pushed some sites toward broader, less targeted recruitment.

- 4. Funding instability and competing system priorities constrained consistent delivery across sites.**

Year-to-year funding uncertainty, complex MOU negotiations, competing school priorities, and logistical barriers, such as transportation and scheduling, caused implementation challenges. Limited provincial recognition—including the lack of formal MOUs with school boards and limited ability to offer HS credits—combined with inconsistent referral systems, made it more difficult to reach the intended population and sustain program delivery.

“The program's flexible, student-centred delivery was central to participant engagement.”

4.5. Costs

Reboot Plus required substantial start-up investment and staffing resources, but per-participant costs declined as sites became more established and cohort sizes increased. Findings suggest that long-term efficiency depends on stable recruitment, sustained partnerships, and delivering repeated cohorts at sufficient scale while maintaining the relationship-based supports central to participant engagement.

To support scaling and replication decisions for Reboot Plus, we estimate delivery costs, and specifically:

- the total cost of delivering this phase of the program;
- the cost per cohort and cost per participant at different delivery sites; and
- how these costs may be incurred in future replications.

The analysis incorporates two data sources:

1. partner budgets and quarterly reports to FSC, outlining expenditures associated with delivering Reboot Plus and drawing on FSC grant funding, and
2. reporting from partners on expenditures for program delivery that **did not** draw on FSC grant funding, and instead represented in-kind contributions of existing partner resources.

Analyses were limited to partners for whom we had sufficient cost data: Fanshawe College, Douglas College, and College of the North Atlantic (CNA).¹⁹ We omitted incomplete data from Bow Valley College and Humber College.

¹⁹ We generate cost estimates from these data by summing the total costs associated with each delivery semester, and then dividing them across cohorts and participants served during that semester. We also divide costs into wages and benefits paid to delivery staff and costs for facilities and direct participant supports.

4.5.1. Program costs and drivers

Reboot Plus required substantial start-up investment, but per-participant costs declined as sites became more established and cohort sizes increased.

Table 16 (on the next page) shows estimates of costs per semester, cohort, and participant across partners. It includes one-time start-up costs for Fanshawe College and CNA. As shown:

- The total cost of delivering the Reboot Plus Expansion was at least **\$1,759,153** across three program sites and five semesters (2–6).
- Omitting start-up costs, the average cost per cohort was **\$87,958**.
 - Per-cohort costs varied by partner, with lowest average costs at Douglas College and highest at Fanshawe College.
- The cost per participant across all partners, semesters, and cohorts was **\$6,663**.
 - Cost per participant also varied by partner and semester. At its most established iteration at Douglas College, when a single facilitator operated two cohorts per semester, the cost per participant ranged from **\$3,911** to **\$4,141**.

In semester 5, Fanshawe College almost matched this, reaching **\$4,568** per participant despite running only a single cohort. CNA experienced higher per-participant costs, though for their

largest cohort in semester 6 they reached a cost of **\$7,224**. These figures represent the lowest cost per participant experienced by each partner. Costs were higher for earlier semesters with fewer participants.

Table 16 | Costs by partner, semester, class, and participants

Partner	Semester	Cohorts	Total participants	Cost per semester	Cost per cohort	Cost per participant
Fanshawe College	Start-up			\$60,596		
	Semester 2	3	36	\$339,689	\$113,230	\$9,436
	Semester 3	1	7	\$97,500	\$97,500	\$13,929
	Semester 4	1	4	\$94,010	\$94,010	\$23,503
	Semester 5	1	23	\$105,057	\$105,057	\$4,568
	Semester 6	1	13	\$91,933	\$91,933	\$7,072
Fanshawe College averages			12 per cohort		\$104,027	\$8,773
Douglas College	Semester 2 and 3	4	69	\$269,868	\$67,467	\$3,911
	Semester 4 and 5	4	70	\$289,871	\$72,468	\$4,141
	Semester 6	2	19	\$109,160	\$54,580	\$5,745
Douglas College averages			16 per cohort		\$66,890	\$4,234
CNA	Start-up			\$13,806		
	Semester 2	1	5	\$117,531	\$117,531	\$23,506
	Semester 3	1	5	\$76,226	\$76,226	\$15,245
	Semester 6	1	13	\$93,906	\$93,906	\$7,224
CNA averages		8 per cohort			\$95,888	\$12,507
Overall total	20	20	264	\$1,759,153		
Overall averages		13 per cohort			\$87,958	\$6,663

Staffing represented the largest cost across sites, with smaller cohorts associated with higher fixed labour costs per participant.

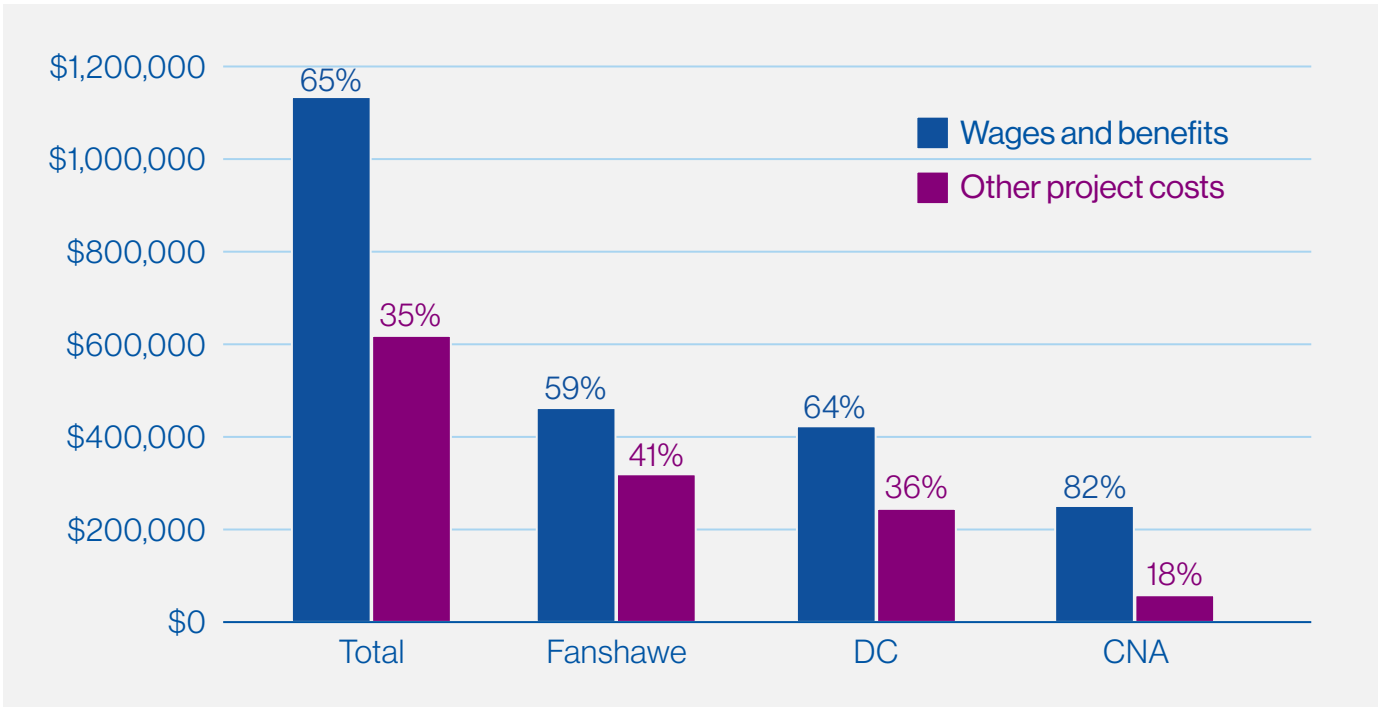
Figure 5 provides a breakdown of total wages and benefits compared to other costs across partners. Wages and benefits represent the costs of staff who either delivered the program or supported delivery. Other costs represent participant-related expenses, such as food, transportation, and supplies, and direct delivery costs, such as facilities. As shown:

- wages and benefits represent the largest cost,

accounting for roughly two-thirds of overall program costs (~**65%**); and

- the ratio of wages and benefits to other project costs varied by partner. Fanshawe College had the lowest percentage of wage costs (**59%**), followed by Douglas College (**64%**). CNA had a higher percentage of wage costs at **82%**. This difference is likely driven by smaller cohort sizes at CNA, and that wages act as a fixed cost in Reboot Plus, since facilitator time is fixed for each cohort while participant-related costs vary with cohort size.

Figure 5 | Total cost of wages and benefits versus other project costs



Start-up investments and cohort size were the primary drivers of variation in costs across sites and semesters, with the latter influenced by recruitment timelines and implementation maturity.

Variations in costs by semester and site were driven primarily by start-up expenses and the relationship between costs and class size.

- **Start-up costs.** The program incurs substantial initial costs associated with establishing trust, developing a referral network, and engaging schools and professionals that may initially be hesitant to participate. Start-up investments include outreach, marketing, staff training, and materials. They are critical to implementation and help ensure effective recruitment,

engagement, and delivery. Once the program and relationships are established, ongoing marketing and outreach needs diminish. Initial investments in staff and training decrease, especially when staff are retained. Administrative expenses fall and recruitment becomes smoother. This results in lower per-participant costs as the program continues.

- **Cohorts and class size.** Costs are influenced by the number of participants, with delivery achieving the greatest efficiency when facilitators run combined cohorts simultaneously.²⁰ For example, Douglas College had lower per-semester costs because higher participant recruitment allowed two simultaneous cohorts with a single facilitator. Class size is often determined by program location, with rural sites typically enrolling fewer participants. Delays in funding can also constrain recruitment, resulting in reduced cohort sizes and higher per-participant costs.



4.5.2. Implications for future delivery

Delivery was most cost-efficient when sites ran repeated larger cohorts. Effective implementation depends on maintaining smaller cohort sizes, particularly in rural contexts. New sites will face meaningful start-up costs to establish partnerships, recruitment systems, and staff capacity.

- **Costs under optimal cohort size.** Delivery is most efficient within repeated larger cohorts. This is due to efficiencies in leveraging fixed costs, such as wages, and economies of scale, with multiple cohorts delivered concurrently with a single facilitator. However, for effective implementation, partner consensus is that the ideal cohort size consists of **15 participants** or fewer. We expect that in urban centres, repeated delivery of 15-participant cohorts is possible and could achieve per-participant costs of **\$4,000**, in line with Douglas College's delivery cost for similar cohorts. In rural sites, delivering consistently to 15 individuals may be challenging; a more appropriate target cohort size may be **10 participants**, at a per-cohort cost of roughly **\$5,500**.
- **Costs of adding new partners.** We expect that a new delivery partner would spend approximately **\$15,000 to \$60,000** in start-up costs. Roughly half would be spent on establishing partnerships with school boards and professionals and the rest on participant recruitment strategies and facilitator training.

²⁰ Analysis indicates a moderate positive correlation between other costs and class size ($r=0.721$, $p=0.012$); however, the data are insufficient to reliably predict this relationship, as support costs can vary considerably even among cohorts of similar sizes.



5. Conclusions

5.1. Summary of findings

- **Reboot Plus successfully engaged youth at risk of not completing HS.** The program reached 336 youth, with many facing multiple barriers and from equity-deserving backgrounds.
- **Participants reported high satisfaction with the program.** Many participants identified supportive facilitators, small cohort sizes, exposure to college environments, and wraparound supports as key strengths.
- **Participants reported improvements in confidence, self-awareness, communication skills, and career clarity.** Reboot Plus helped participants build self-efficacy, strengthen interpersonal and career development skills, and increase optimism about their futures.
- **Most participants graduated HS and many pursued PSE pathways, often citing Reboot Plus as influential in their decision-making.** Among participants who reached expected graduation age, 69% completed HS by follow-up. Sixty-nine percent of these graduates said Reboot Plus helped them complete HS. Many others reported that the program supported their plans to graduate. Participants also showed strong interest in PSE, with half of those age 18+ applying to programs. Seventy-six percent credited Reboot Plus with helping shape those decisions.
- **The program's flexible, student-centred delivery was central to participant engagement.** Small cohorts, relationship-based facilitation, career exposure, delivery on college campuses, and practical supports, such as transportation and food, helped participants remain engaged and envision themselves pursuing further education. Sites also adapted curriculum, wraparound supports, and recruitment to reflect local needs and contexts while maintaining core principles.

- **Implementation success depended on strong school board partnerships, aligned referral systems, and supportive policy and funding conditions.** Sites with formal partnerships, clear referral pathways, and alignment with local school boards were better able to recruit and support youth. Conversely, inconsistent school board engagement, funding instability, and challenges related to credit recognition and administrative processes constrained implementation. These issues could make sustained delivery more difficult in some jurisdictions.

- **Cost findings suggest that Reboot Plus becomes more efficient as delivery stabilizes and cohort sizes increase.** Implementation required substantial upfront investment, particularly for establishing partnerships, recruitment systems, and facilitator training. However, per-participant costs declined as sites matured, recruitment pipelines strengthened, and cohorts grew. Repeated delivery of 15-participant cohorts may achieve per-participant costs of \$4,000 in urban settings; rural delivery contexts may require smaller cohorts and higher costs.

5.2. Implications

Findings from the Reboot Plus evaluation point to several broader implications for youth re-engagement programming. Together, they reinforce existing evidence on the importance of flexible, relationship-based approaches that combine multiple forms of support to help youth remain engaged in education and build pathways toward future employment.

Youth facing multiple barriers may benefit from multiple forms of support.

Reboot Plus provides an example of a youth re-engagement program that combines career exploration, post-secondary exposure, mentoring relationships, experiential learning, and wraparound supports. Participants identified many of these elements as valuable to their engagement and experiences, suggesting that multi-faceted approaches may help address the diverse needs of youth facing multiple barriers.

This aligns with findings from the broader evidence, summarized in Blueprint's [Mapping Youth Pathways](#), which highlights the potential value of approaches that combine career-connected learning, mentoring, flexibility, and wraparound supports to help youth navigate transitions from education to employment.

Flexible, relationship-based delivery promotes youth engagement.

Participants consistently identified supportive facilitators, small cohorts, and individualized supports as important for their engagement and experiences. This aligns with the broader evidence,^x which highlights the importance of trusting relationships and personalized supports in helping youth remain engaged in education and employment pathways, particularly for those facing multiple barriers.

Exposure to PSE and career pathways builds confidence and clarifies future pathways.

Evidence in Blueprint's *Mapping Youth Pathways* suggests that guidance toward PSE, career-connected learning, and early exposure to work can support HS completion and smoother transitions to education and employment. Findings from the Reboot Plus evaluation align: delivery on college campuses, career exploration activities, and opportunities to interact with professionals helped participants clarify goals and, with strengthened confidence, begin to see PSE as a more attainable pathway.

Sustained investment in program delivery can improve efficiency and implementation.

Findings in this report suggest that programs may become more efficient as delivery stabilizes over time. Reboot Plus experienced declining per-participant costs as recruitment pathways strengthened, partnerships matured, and cohort sizes increased. These findings highlight the importance of sustained investment in youth re-engagement programming. Short-term or intermittent funding may limit opportunities to realize efficiencies that emerge as implementation processes become more established and delivery models mature.

Understanding return on investment is important when assessing the value of youth re-engagement programs.

At approximately \$4,000 per participant in mature urban sites, Reboot Plus operates at a cost comparable to other intensive youth support programs.^{xi} The evaluation found positive outcomes related to HS completion, post-secondary participation, confidence, and future planning. While longer-term educational and labour market outcomes have not yet been measured, these findings suggest the potential for impacts that extend beyond the program period.

The importance of understanding these longer-term impacts is underscored by the substantial costs associated with youth disconnection from education and employment. Reboot Plus is designed to support outcomes that may reduce the risk of young people becoming disconnected from education, training, or work. Blueprint's [*Made in Ontario NEET Youth Research Initiative*](#) estimated that the fiscal costs associated with NEET youth, including health care, social assistance, homelessness, and crime, total approximately \$1.92 billion annually in Ontario. Foregone earnings associated with youth disconnection total an additional \$6.4 billion per year. Therefore, even modest improvements in HS completion, post-secondary participation, and labour market attachment could generate benefits that exceed program costs.

Continued evidence generation on longer-term educational and employment outcomes will help assess the return on investment of programs such as Reboot Plus and inform decisions about future investment and scaling.

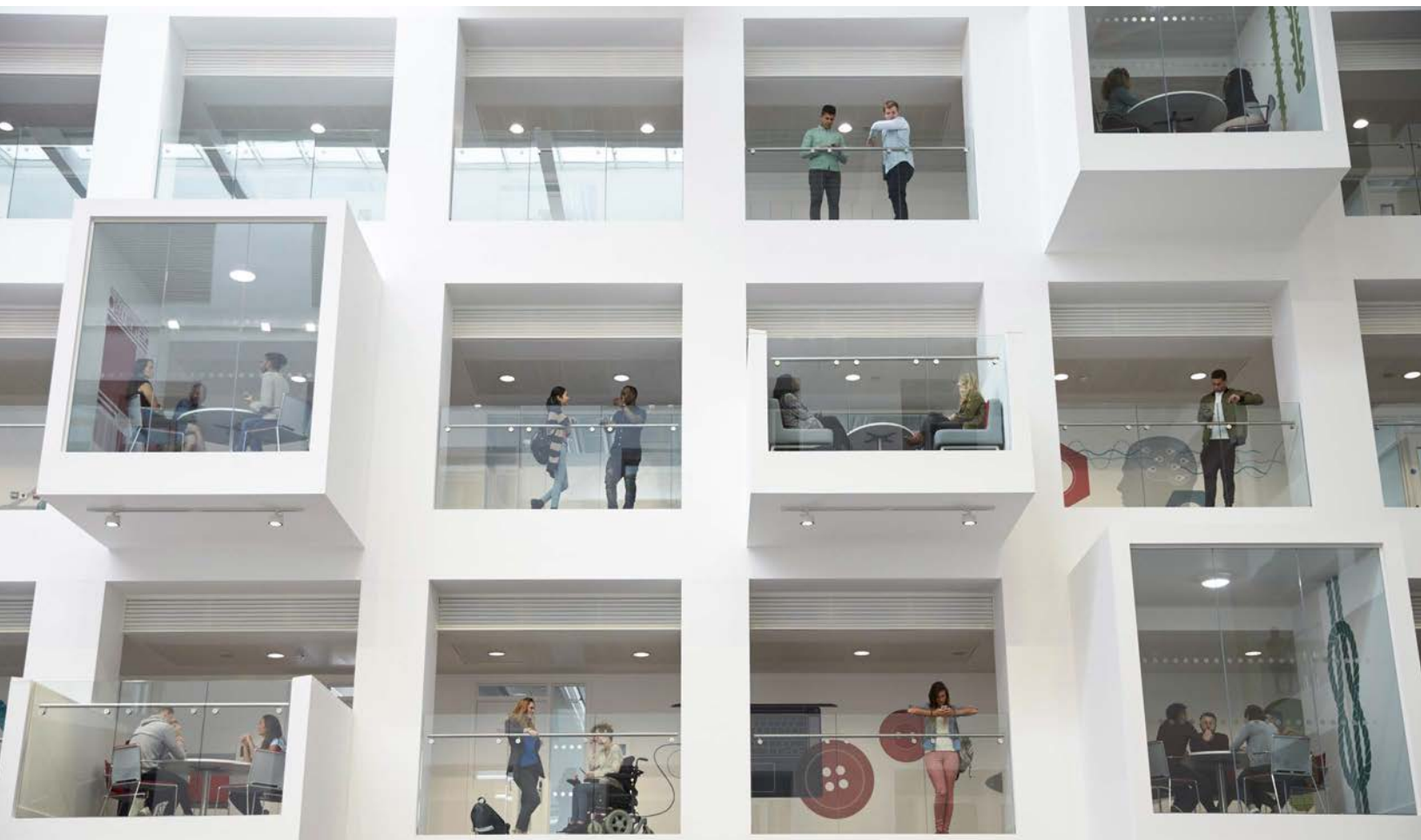
5.3. Next steps

Reboot Plus enters its next phase with new funding from FSC to continue replication at Fanshawe College and CNA. Each site will deliver one additional term, serving up to 20 participants, to support continued learning about program delivery, strengthen the evidence base, and complete longitudinal follow-up for earlier cohorts.

Blueprint will continue to support evaluation and evidence generation throughout, with a focus

on program fidelity, replication, scalability, and sustainability, and on whether outcomes observed to date can be consistently achieved across sites. Findings from this phase will be integrated with evidence from earlier stages to produce a summative *Final Report* in December 2026, providing a more complete assessment of program impact and readiness for broader scale.

“Even modest improvements in HS completion, post-secondary participation, and labour market attachment could generate benefits that exceed program costs.”



Appendix A:

Expanded notes on program principles

Holistic elements. By integrating holistic elements, Reboot Plus aims to help participants chart career pathways and improve self-esteem and interpersonal skills. The curriculum builds key communication and emotional intelligence skills while offering strategies to manage mental health challenges and build resilience. It also provides participants with opportunities to interact with professionals in participants' fields of interest, as well as a range of supports designed to help youth re-engage with education and career development.

Flexible, low-pressure approach. The program's flexible delivery structure allows participants who step away to rejoin at any time during the term, ensuring continuous support without pressure. The program does not require formal completion of any activity or assignment and does not penalize participants for missing elements. However, attending approximately 70% of classes is strongly encouraged by Facilitators and all participants are encouraged (and supported) to complete a personal education and career action plan.

Diversity, equity, and inclusion (DEI). Reboot Plus places significant emphasis on upholding DEI. Many participants belong to equity-deserving groups; given that some participants have experienced bullying or abuse, the program adopts a trauma-informed approach and provides comprehensive, individualized support. Rather than catering to a one-size-fits-all model, Reboot Plus honours the unique circumstances and experiences of each participant.

Experiential learning is a core element; this approach posits that learning occurs through a process of experience, reflection, conceptualization, and experimentation—that individuals learn best when they engage in concrete experiences, reflect on their actions, develop new concepts, and then apply them through active experimentation. Learning is a cyclical process, where each stage is interdependent and contributes to the overall experience, fostering an understanding of the material studied and enhancing personal growth and development.^{xii}

Universal Design for Learning (UDL). The model is rooted in [CAST's principles of UDL](#), which advocate for programs that centre the needs of learners (here, youth with economic and psychological barriers) and acknowledge that not all people are able to complete work in the same way. UDL accommodates this diversity by providing multiple means of engagement, representation, and action/expression, allowing learners to choose how they interact with content.^{xiii}

Hope-Centred Career Development (HCCD). The Reboot Plus model places hope at the centre of career development, helping participants identify their values, interests, and skills to pursue future pathways with confidence. Key HCCD competencies include self-reflection, self-clarity, visioning, goal setting, planning, and adapting, aiming to foster resilience and positive attitudes. Curriculum activities progressively build upon one another, mirroring HCCD's emphasis on developing interconnected career competencies to help participants maintain a sense of agency and optimism as they explore careers and develop their skills.^{xiv} Employer interviews are also emblematic of HCCD in action: by engaging directly

with professionals about real-life pathways — including career pivots, missteps, and personal stories — participants gain valuable insight that supports career clarification and informed, self-directed planning

Introduction to varieties of career theories. The curriculum introduces career planning through the lens of a variety of career theories, including Chaos Career theory,^{xv} Life-Career Rainbow theory,^{xvi} and Planned Happenstance theory.^{xvii}

Appendix B:

Blueprint's common outcomes framework

Table B1 | Blueprint's common outcomes framework

	Outcome	Indicators
Socio-demographics	Sex and gender	Sex at birth
		Self-identified gender
	Age	Age
	Location	Province
		Region and municipality
	Marital status	Marital status
	Children and dependents	Children
		Dependents
		Household size
	Household income	Household income
	Education	Highest credential obtained
		Location of highest credential attainment
	Indigenous Identity	Self-identified Indigenous identity
	Francophone status and languages spoken	First language spoken
		Official languages
		Language spoken at home
		Other languages spoken (at home)
Employment status and history	Employment	Place of birth
		Year of arrival
	Citizenship status	Citizenship status
		Citizenship status
	Racial identity	Self-identification as member of racialized group
	Disability	Self-identified disability
	Earnings	Employment status
		Nature of employment (e.g., permanent, temporary, full/part-time, etc.)
		Hours worked per week
		Wages
	Industry and occupation of employment	Annual earnings
		NAICS code of job
	Work history	NOC code of job
		Time since last employed
		NOC code of job
	(Social assistance) Income source	NAICS code of job
		Income sources

	Outcome	Indicators
Intermediate outcomes	Program completion	Successful completion of planned activities
	Participant satisfaction	Satisfaction with program
		Perceived utility of program
		Likelihood to recommend
Customized intermediate outcomes	Skills gains	Measured gains in specific skills
	Program-specific credential attainment	Attainment of program-specific credentials
Long-term outcomes	Employment and retention	Employment status
		Nature of employment (e.g., permanent, temporary, full/part-time, etc.)
		Retention
	Earnings	Hours worked per week
		Wages
		Annual earnings
	Benefits	Presence of benefits including paid leave, health and dental coverage, pension plan
	Industry and occupation of employment	NAICS code of job
		NOC code of job
	Job satisfaction	Satisfaction with job
		Perceived opportunity for career advancement
		Perceived job security
	Enrolment in further education	Enrolment in further education
		Type of training
		Field of study
	Credential attainment	Attainment of high school or PSE credentials
		Field of study credentials

Appendix C:

Detailed self-esteem score results

As shown in **Table C1**, at exit, participant agreement increased across all items, with gains ranging from **7 to 11 percentage points**. A **9%** decrease was also observed in participants wishing they had more self-respect (as this item was reverse coded, this represents a positive shift).

Table C1 | Perceptions of self-awareness, self-esteem, and personal strengths

	% that agreed at baseline (N=75)	% that agreed at exit (N=75)	Change
I feel that I have a number of good qualities.	71%	79%	+8%
On the whole, I feel satisfied with myself.	40%	51%	+11%
I know what my strengths and areas of improvement are.	76%	83%	+7%
I wish I could have more respect for myself (reverse coded).	65%	56%	-9%

Source. Baseline and exit surveys (semesters 4, 5, 6); includes only participants who completed both surveys.

Endnotes

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- xii Institute for Experiential Learning. (2024). *What is experiential learning?* <https://experientiallearninginstitute.org/what-is-experiential-learning/>
- xiii CAST. (2024). *Universal Design for Learning guidelines version 3.0*. <https://udlguidelines.cast.org/>
- xiv Amundson, N. E., Goddard, T., Niles, S. G., Yoon, H. J., & Schmidt, J. (2016). *Hope-centred career interventions: Research project – Final report*. MixtMode, UBC, William & Mary, The George Washington University, & CERIC. <https://ceric.ca/wpdm-package/hope-centred-career-interventions-research-project/?wpdmdl=19267&refresh=692d080dad4211764558861>

- xv Chaos Career theory emphasizes the dynamic, unpredictable nature of career paths, noting that chance events and external influences significantly shape those journeys. Challenging notions of linear progression and certainty, it advocates for adaptability and resilience in the face of change and uncertainty. For more, see:

Pryor, R. G. L., & Bright, J. (2003). The chaos theory of careers. *Australian Journal of Career Development*, 12(3), 12–20. <https://doi.org/10.1177/103841620301200304>

- xvi Life-Career Rainbow theory visualizes life as a rainbow; each arch represents a stage from birth to late adulthood. It posits that we play multiple roles simultaneously throughout life—such as child, student, worker, parent, and citizen. These vary at different life stages, each associated with specific career-related tasks and challenges. The theory emphasizes that our careers are dynamic, lifelong processes influenced by personal and environmental factors—that career choices are essentially expressions of self-concept, holistically evolving with other aspects of life. For more, see:

Super, D. E. (1957). *The psychology of careers: An introduction to vocational development*. Harper & Bros.

- xvii Planned Happenstance theory emphasizes the role of chance events in career development, asserting that individuals can prepare for unplanned opportunities. Instead of attempting to predict a specific career path, individuals should develop skills that allow them to recognize and seize unexpected opportunities. Key skills include enhanced curiosity, persistence, flexibility, optimism, and risk-taking, which enable individuals to navigate the unpredictable nature of life and work. For more, see:

Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77(2), 115–124.
<https://doi.org/10.1002/j.1556-6676.1999.tb02431.x>



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