

# Evaluation of **Virtual Workplace Tours** project undertaken by **3+ Economic Development Corporation**

## Final Report

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# Table of Contents

I. Introduction.....	1
Background.....	1
The Project .....	1
Theory of Change .....	2
II. Methodology .....	5
Methods .....	5
Limitations .....	5
III. Findings.....	6
Effectiveness.....	6
Design and Delivery .....	12
Relevance .....	14
IV. Conclusions & Recommendations .....	15
Appendix A: Evaluation Matrix.....	17
Appendix B: Interview Guides – English and French.....	20
Interview Guide for 3+ Staff .....	21
Guide d’entrevue destiné au personnel de 3+ .....	23
Appendix C: Consent Forms – English and French .....	26
Parental/Caregiver Consent Form for Interviews.....	26
Formulaire de consentement pour parents/tuteurs .....	28

# I. Introduction

## Background

Goss Gilroy Inc. (GGI) was hired by the Future Skills Centre (FSC) to provide strategic evaluation and learning support to community-based organizations that have received funding from FSC to carry out innovation projects. 3+ Economic Development Corporation is one of these organizations, having received funding to implement the “Virtual Workplace Tours” project.

This evaluation is intended to help 3+ Economic Development Corporation to document its accomplishments, as well as identify lessons learned from this undertaking. This report presents the findings of this evaluation.

## The Project

As the lead economic development agency for the City of Dieppe and Moncton, & Town of Riverview, 3+ Economic Development Corporation has worked to improve the economic well-being of Greater Moncton citizens through the attraction of new companies, growth of existing businesses, workforce development, and entrepreneurship support activities.

However, due to regionalization and municipal reform, **3+ Corporation will now become the Economic Development division of the Southeast Regional Service Commission** and cover Southeast New Brunswick, rather than just Greater Moncton. This means that future priority initiatives will need to cover a larger area and scope to ensure these are benefiting both urban and rural areas equally.

In 2019, 3+ Economic Development Corporation was a lead organization in the development of the Greater Moncton Regional Workforce Development Strategy. This strategy revealed that employers commonly report that finding and cultivating qualified workers is a concern in the region. To respond to this, 3+ Economic Development Corporation developed a pilot program designed to provide experiential learning to high school students to explore career opportunities through worksite tours. But the advent of COVID-19 made in-person tours less feasible. Therefore, 3+ Economic Development Corporation looked at alternative ways to provide youth with an experiential learning experience. The ‘Virtual Workplace Tours’ project, funded by Future Skills Centre (FSC) resulted from that.

# Theory of Change

A theory of change explains how an intervention is expected to produce its results<sup>1</sup>.

## The Problem

As indicated above, in the development of Greater Moncton Regional Workforce Development Strategy, many employers reported that finding and cultivating qualified workers is a concern in the region. At the same time, it was believed that many young people did not perceive there to be feasible work options in their region, and often moved away. This pilot program was developed to expose youth to the opportunities in their region, in order to help their career decision-making, and also address the needs of employers to find qualified workers.

With the advent of COVID-19 restrictions, in-person tours were not feasible, and the idea to pilot the tours as virtual ones arose.


## Target Groups

This project primarily targets youth in the Greater Moncton region, both in the Anglophone and Francophone school divisions, to connect students to pathways for career success. Employers are also a target group, although the benefits to them in terms of filling labour gaps are over a longer term; after the students graduate, possibly undertake post-secondary education, and then join the workforce.

## Mechanisms of Change

This project posits that experiential learning can help develop qualified, knowledgeable, dedicated employees from the ground-up by connecting students to regional employers and showing them where their education can lead.

In planning this evaluation, a logic model was developed to outline the project's activities and the results expected from them.

The logic model (see the next page) shows the **activities** that the project planned and undertook. The second line with the star  icon shows the main activities of the project: virtual workplace tours, developing a speakers' bureau, and implementing virtual reality career exploration. The top line shows the other 'management'-type activities that 3+ Economic Development Corporation undertook to make the project a reality: developing partnerships with the education sector and industry, and using website and social media postings about the project for marketing and knowledge sharing.

The **outputs** are the direct result of those activities: virtual tours were held, students attended, recordings were posted online; speakers with diverse representation were recruited, the online

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<sup>1</sup> Treasury Board of Canada Secretariat, *Theory-Based Approaches to Evaluation: Concepts and Practices*, <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/evaluation-government-canada/theory-based-approaches-evaluation-concepts-practices.html#toc4>

bureau was developed and made available on the website; virtual reality equipment and software was purchased, and students participated in virtual reality career exploration.

The **immediate outcomes** are the changes that are expected to come from these activities and outputs, in a short period, and largely attributable to the project. The expected immediate outcomes include that students learn about and explore career opportunities in the region, businesses promote their industry to a pipeline of future talent, and connections between youth and employers are made.

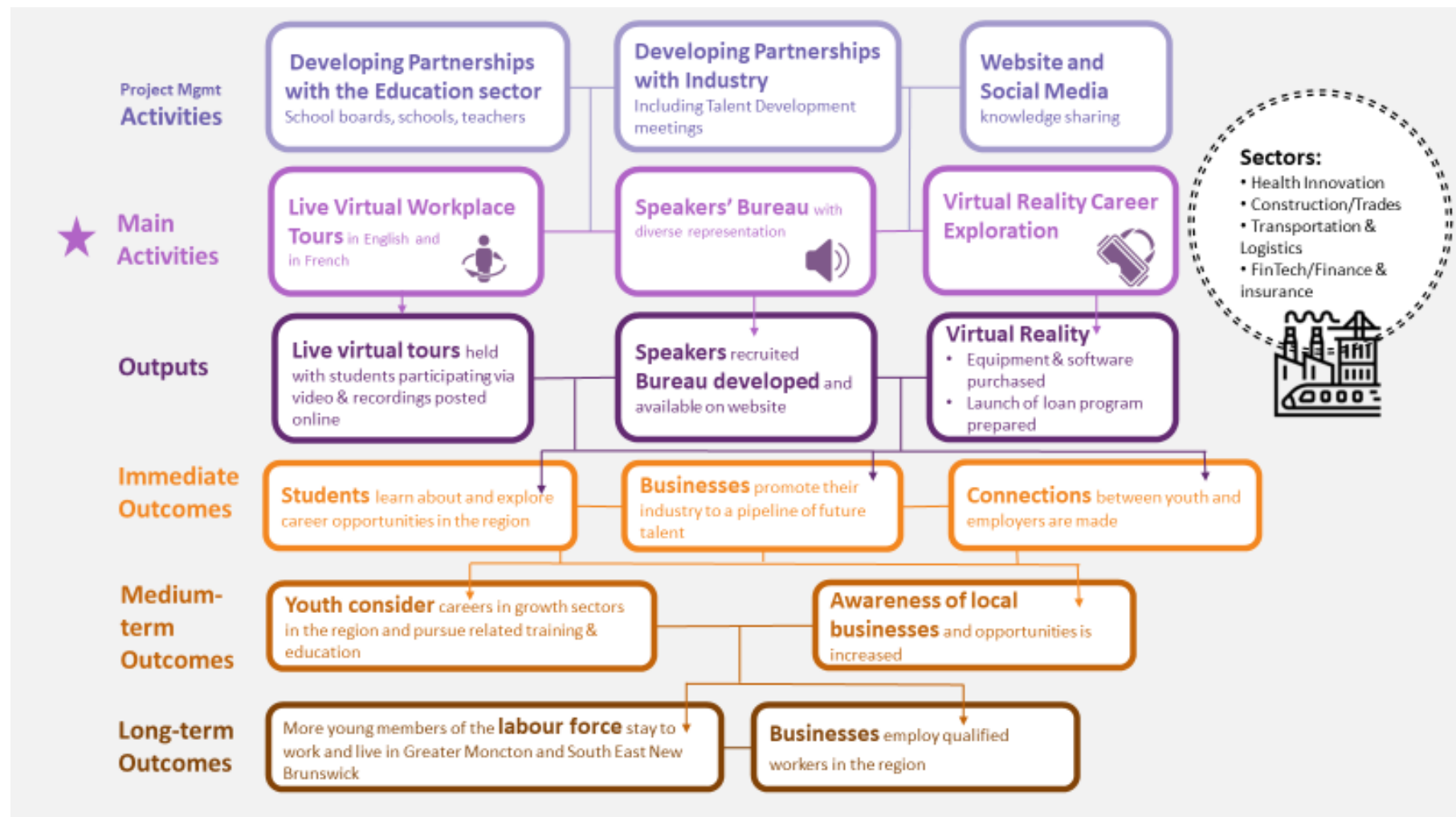
The **intermediate outcomes** are the changes expected in the medium-term to which the project is expected to contribute, at least in part. Youth may consider careers in growth sectors in the region and possibly pursue related training and education, while awareness of local businesses and opportunities is increased.

The **long-term outcomes** are the changes that may result at a later time in the future. As a concept, medium and long-term outcomes are less directly attributable to an intervention (i.e. the project) alone, since other intervening factors play a role over time. For example, the project may contribute to the long-term outcome of “More young members of the labour force stay to work and live in Greater Moncton and South East New Brunswick”, but of course, there are many other external factors that influence achievement of this outcome over time, such as other changes in the province, the economy, personal life events, and other factors. As a small intervention, this project can only be expected to contribute towards these long-term changes.

### Assumptions

One key assumption that this results chain depends upon is the idea that exposing youth to career opportunities in the region may lead to them selecting some of these career paths and staying in the region. Whether this assumption holds or not would primarily affect the feasibility of medium to long-term outcomes being achieved. Even if youth do not ultimately choose these career paths, immediate outcomes can be achieved, such as having youth learn about and explore career opportunities, as well as some medium-term outcomes such as having businesses increase overall awareness about opportunities in the region. Although having current students eventually fill these careers is a goal of the 3+ Economic Development Corporation, the educators interviewed as part of this evaluation indicated that their goals are primarily to expose to students to many career options, so they can make informed choices. For them, that is the key positive outcome of the project.

## Logic Model for the Virtual Workplace Tours project



## II. Methodology

### Methods

The following methods were used to conduct the evaluation:

- **Document review**

Reviewed documents include the project application, quarterly reports, and workplan, submitted by 3+ Corporation to FSC. 3+ Corporation also provided additional project information and documentation to GGI. Relevant websites were also reviewed.

- **Interviews**

Interviews were conducted with:

- 2 staff members of 3+ Economic Development Corporation
- 2 representatives from the Anglophone and Francophone School Districts, who acted as liaisons between 3+ Corporation and the participating teachers and students.
- 2 students who were tour 'hosts' (one in French, one in English)
  - Students were provided a \$25 honorarium for participating in the evaluation.
- A representative of the marketing firm which filmed and performed the logistics for the virtual tours.

Interview guides were developed and translated, and are included in Appendix B.

Consent forms for parents or guardians were also developed (included in Appendix C), and signatures were obtained before students were interviewed.

### Limitations

Some representatives of the companies which participated in the tours, and a teacher were contacted to request interviews. However, they were either not able to participate or did not respond.



## III. Findings

### Effectiveness

The first set of evaluation questions (EQ) relate to the effectiveness of the project, considering whether it has achieved its targeted outcomes and impacts.

#### **EQ1.1 Has the project been effective in undertaking its planned activities and outputs?**

The project was undertaken between March 2021 and March 31, 2023.

##### **Live Virtual Workplace Tours**

The project has **completed 14 virtual tours, with 2 more planned for April 2023**: one in English and one in French in each of 8 sectors. The remaining tours are the English and French tours for the Fintech (Financial Technology) sector. They were originally scheduled to be held in March 2023; however, the host company withdrew at the last minute. A new host has been secured and the tours are planned for the upcoming month.

For each location, the tours were hosted by a student, with one student from the Francophone school division hosting the French tour, and one student from the English School Division hosting the English tour. These tours were watched live by students in the enrolled classrooms, with participants being able to send questions from their phones using a 'chat' function. These questions were conveyed to the student hosts, who could ask the businesses.

The first few visits were broadcast live using Microsoft Teams. However, it was found that the quality of the video was not good enough, and so there was a change to use YouTube instead.

There were a small number of the tours which experienced technical or other problems (such as inclement weather) and had to be recorded in advance.

The firm Peach Marketing was hired to execute and film the tours and produce the videos. The marketing firm conducted initial visits with the tour sites, and developed a plan and script for the visits.

The student hosts were provided with their scripts for the visits on an iPad, including suggestions for extra questions they could ask.

The videos of these tours were initially posted on the website of 3+ Economic Development Corporation. <https://3plus.ca/youth/familiarization-tours/>

However, as the visits began to use YouTube instead of Microsoft Teams, as well as because the hosting of videos on the organization's website requires capacity and cost, there was a move to post the videos to 3+'s YouTube channel (<https://www.youtube.com/@3pluscorp/channels>)

The relevant playlist can be found here: [https://youtube.com/playlist?list=PLXHjQFeElgx\\_D7LCh-vgfVBxRcNTHY4Mx](https://youtube.com/playlist?list=PLXHjQFeElgx_D7LCh-vgfVBxRcNTHY4Mx)

**Table 1: Live Virtual Tours**

Sector	Location	Year	Participation	Videos posted
<b>Live Virtual Tours</b>				
Transportation	Parts for Trucks	2021	1350 participants attended, from: <ul style="list-style-type: none"> <li>• 3 Anglophone &amp;</li> <li>• 51 Francophone classrooms</li> </ul>	3+ website & YouTube (FR & EN)
Construction	Riko Passive Homes	2022	1200 participants from <ul style="list-style-type: none"> <li>• 6 Anglophone &amp;</li> <li>• 42 Francophone classrooms</li> </ul>	3+ website & YouTube (FR & EN)
Health Innovation	BlueCross Medavie	2022	250 participants from <ul style="list-style-type: none"> <li>• 4 Anglophone &amp;</li> <li>• 6 Francophone classrooms</li> </ul>	3+ website & YouTube (FR & EN)
Post-Secondary Education	Oulton College	2022	350 participants from <ul style="list-style-type: none"> <li>• 1 Anglophone &amp;</li> <li>• 13 Francophone classrooms</li> </ul>	YouTube (FR & EN)
IT	Missing Link Technologies	2022	800 participants from <ul style="list-style-type: none"> <li>• 5 Anglophone &amp;</li> <li>• 27 Francophone classrooms</li> </ul>	YouTube (FR & EN)
Retail and Tourism	Delta Beauséjour	2023	300 participants from <ul style="list-style-type: none"> <li>• 5 Anglophone &amp;</li> <li>• 7 Francophone classrooms</li> </ul>	YouTube (FR & EN)
Advanced Manufacturing	Malley Industries	2023	725 participants from <ul style="list-style-type: none"> <li>• 9 Anglophone &amp;</li> <li>• 20 Francophone classrooms</li> </ul>	YouTube (FR & EN)
Fintech	e6 International	2023	Live tours planned for April 2023.	YouTube (FR & EN)

As can be seen in Table 1, the participation was much higher from Francophone schools than Anglophone schools. According to interviewees, the likely reason for this is that the Anglophone East School District does not have 'learning objectives' associated with this in their curriculum, whereas the Francophone South School District does.

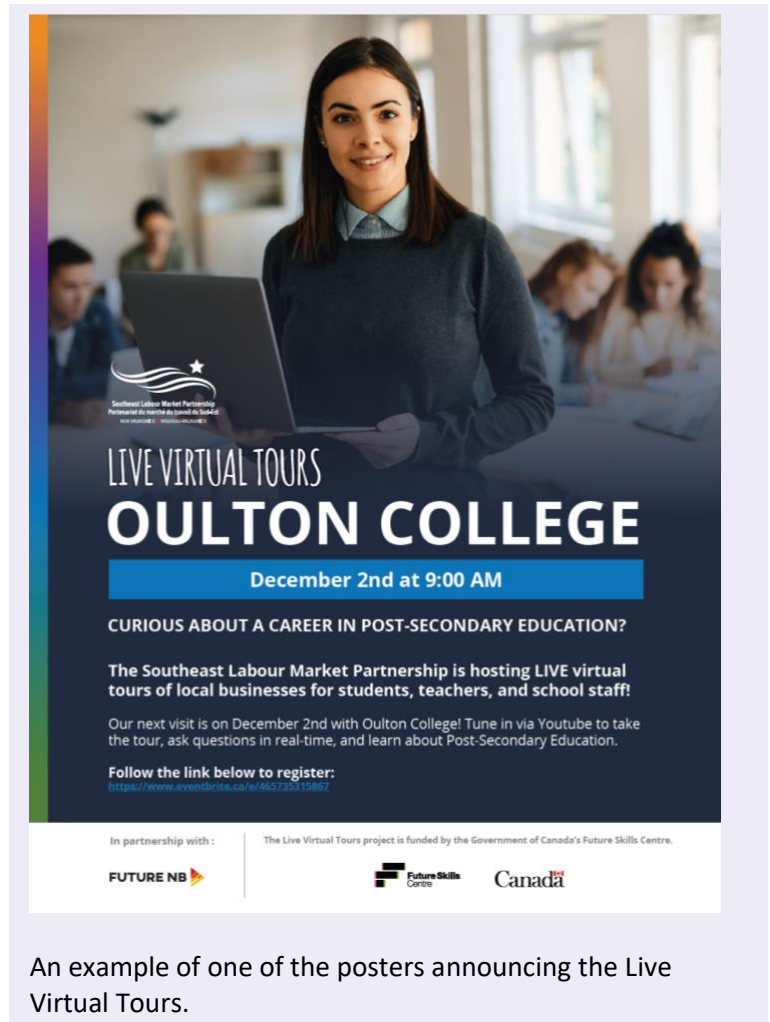
It was indicated that this may change as the Anglophone School District undergoes changes in the coming year.

### 360° Videos

In addition to the Live Virtual Tours, 16 '360° Videos' were developed, one in each Official Language for 8 sectors. These videos present different work environments in their industries of focus, in collaboration with local businesses. The purpose of these is to provide an introduction to the sector ahead of the live tour.

**Table 2: 360° Videos developed**

Sector	Location	Videos posted
<b>360° videos</b>		
Fintech	DPL PropertyGuys.com	YouTube (FR & EN)
Health Innovation	Eastern Prosthetic Breathe Biomedical	YouTube (FR & EN)
Construction	Avant Garde Construction Management	YouTube (FR & EN)
Advanced Manufacturing	O'Brien Materials	YouTube (FR & EN)
IT	Nanoptix	YouTube (FR & EN)
Post-Secondary Education	NBCC Moncton	YouTube (FR & EN)
Retail and Tourism	Centre Homarus	YouTube (FR & EN)
Transportation	Maillet Transport Ltd.	YouTube (FR & EN)



An example of one of the posters announcing the Live Virtual Tours.

## Speakers' Bureau

Another activity of this project is the development of a "Speaker's Bureau" by 3+ Economic Development Corporation. This program allows teachers to welcome business representatives (speakers) to come speak to their classrooms and share about their career stories and advice with youth.

# SPEAKER'S BUREAU

## ? WHAT IS THE SPEAKER'S BUREAU?

The Speaker's Bureau is a collection of professionals in the Greater Moncton area who are interested in helping young New Brunswickers to engage in employment in this province. It's an opportunity to share career stories and advice with the next generation of our workforce. We are looking to connect teachers and students to employers from various industries and professions. Connections to the workforce are key to developing career awareness and interest. With your expertise, students can discover a new field of interest and you can build your pipeline of future employees.

## 🎤 HOW DOES THE SPEAKER'S BUREAU WORK?

Once we receive a request for a speaker, 3+ Corporation will search the volunteer database to find a suitable match. If you are a good fit, an email will be sent to you with request details. Volunteering through the Speaker's Bureau has no minimal time commitment; you accept only the opportunities that fit your schedule. Once a request is accepted, you and the educator will coordinate dates and times, plus details about the request.

Speaking activities can range in lengths and formats. You could join the class for an in-person presentation or via virtual classroom depending on your preferences.

## 💬 WHAT SHOULD I TALK ABOUT?

All speaking engagements are unique, however, speakers can talk about their jobs, career path, daily tasks, education, requirements for the job, etc.

Your story could include:

- Who you are, what you do and why you chose this career?
- Where you went to school and your education
- Your past jobs
- Your current role
- Your daily tasks
- Types of people who should consider your type of work
- Interesting details that people might not know about the job or the employer
- Experiences or stories you are comfortable sharing with students

## ✓ HOW DO I SIGN UP TO BECOME A SPEAKER?

Click the link below to be redirected to Speaker's Bureau Sign up form.

**SPEAKER SIGN UP**

For any questions or concerns, please contact:  
vanessa@3plus.ca

By participating in this program, you are directly providing experiential learning opportunities to students. You will help youth make direct connections between their classroom learning and the real world of employment. This helps to create student engagement, motivation, knowledge, and resiliency.

We encourage people of all backgrounds, genders, and ethnicities to volunteer for the Speaker's Bureau. We want to ensure all students feel seen and have role models they can look up to.

Handout from the 3+ website at: <https://3plus.ca/youth/speakers-bureau/>

3+ Corporation has developed the website and as of March 2022, had 20 speakers signed up from various industries. At that time, over 40% of speakers were in an equity-seeking group. A local marketing firm (M5 Marketing) was engaged to develop a speaker recruitment plan and assist in marketing the bureau as well as other project components to local school districts.

In 2022, the focus of activities was on a “revamp” of the website to ensure a better user experience. This included improving the messaging of the program, asking for headshots and bios of speakers, and more. Additionally, 3+ Corporation also promoted the program at various networking events to encourage the business community to sign up. The focus in 2023 is to finalize the French side of the Speaker’s Bureau and then promote it.

By the end of this project in March 2023, the initial work for the Speakers’ Bureau has been undertaken, as described above. The next steps will be to develop the process for teachers to request a speaker, and to connect to teachers and market the Bureau, so that the Speaker’s Bureau can start being used.

### Virtual Reality Career Exploration

Two virtual reality headsets were purchased by 3+ Corporation in 2022. The goal is for teachers to be able to rent these out for their classrooms and provide their students with an additional “experiential learning opportunity”, that is, career simulation from a selection of industries. The headsets were purchased with this programming.

3+ Corporation is currently working on finalizing the rental and liability process. Once complete, it is expected they will be able to launch this into the school system later in 2023.

Interviewees indicated that this will likely be well-received by schools. The school districts each currently own one (or a limited number of) VR headset(s), which has reportedly been very popular, and they would welcome access to additional sets.

### EQ1.2 Has the project been effective in achieving its anticipated immediate outcomes?

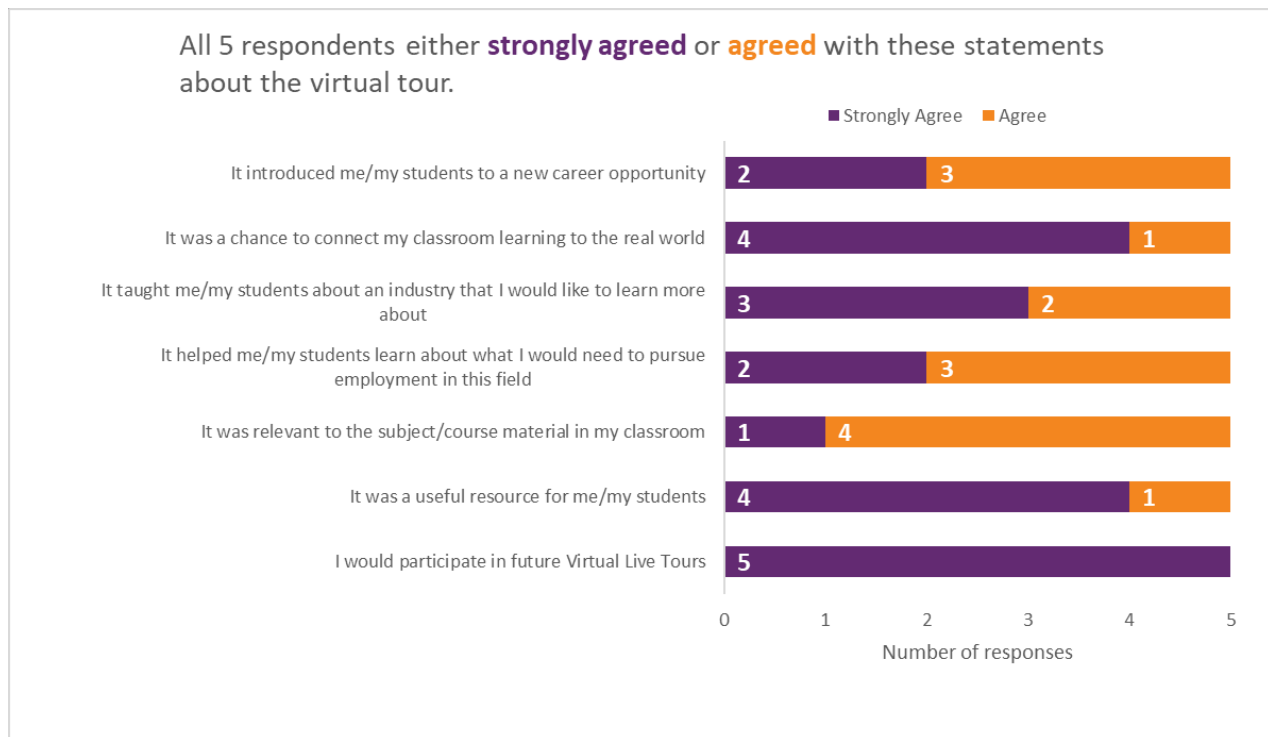
One of the immediate outcomes of this project was expected to be that **students learn about and explore career opportunities in the region**. The execution of the tours and the participation of students has led to this outcome.

While no students who watched the tours online were interviewed, the two interviewed student hosts both indicated that they learned more about local career opportunities, and about the nature of different jobs within the industries they focused on.

This evaluation had access to the results of one survey filled out by five people (three students, two teachers) who had watched a live virtual tour. While their responses are not statistically representative, this does provide an indication about how this immediate outcome was achieved. As shown in Figure 1, all of the respondents either “agreed” or “strongly agreed” that the tour “introduced me/my students to a new career opportunity”, and that it “helped me/my students learn about what I would need to pursue employment in this field.” (Note that there were also

options to “neither agree nor disagree”, “disagree” and “strongly disagree”, but no one selected those options.)

**Figure 1: Five Responses to a Survey about a Virtual Tour**



Another expected outcome was that **businesses could promote their industry to a pipeline of future talent**, which was done. Because no businesses responded to the request for an interview for the evaluation, it was not possible to receive their feedback regarding the benefits of participating.

However, other interviewees indicated that the businesses were very positive about the experience and the employees taking part in the tours seemed to enjoy it. According to interviews, it was more difficult to recruit businesses to participate in the 360° videos because these focused more on a whole industry, and not on their individual business in particular. (By comparison, while the Live Virtual Tours also discussed the industry as a whole, they toured and primarily focused on one business place.) In addition, these 360° videos were not broadcast to a live audience, and the nature of public engagement with their recordings is unknown.

### **EQ1.3 Has the project been effective in contributing to its anticipated medium-term outcomes?**

The anticipated medium-term outcomes were that **youth consider careers in growth sectors in the region and pursue related training & education**, while **awareness of local businesses and opportunities is increased**.

All interviewees who were asked about these outcomes indicated that it really is too early to tell what kind of influence the tours would have on whether youth consider pursuing the specific careers presented.

From the point of view of educators and schools, interviewees indicated that it is career exploration that they seek for students, assisting them with better understanding and awareness of career pathways, rather than ensuring that students pursue the specific careers in the region.

Therefore, even if students do not necessarily pursue the specific careers presented, **an outcome of this project may be that their decision-making will be better informed.**

## Design and Delivery

### EQ2.1 What lessons have been learned about how the project was designed and delivered?

What worked well, and what might be done differently in the future, regarding, for example:

- the components of the project (tours, speakers' bureau, VR)
- their implementation (timing, partnerships, methods)?

#### Having Student Hosts is a Best Practice

Having student hosts, as these tours did, was indicated by interviewees to be a best practice, which helps to engage the students who are watching.

#### Logistics

The logistics of implementing the virtual tours were complicated, and the hiring of a third-party firm to plan, execute and film them was necessary. It was also costly, and so future decisions about undertaking more tours should take this into consideration.

#### Technical Issues

Using Microsoft Teams for the tours produced videos of too low a quality, and YouTube was found to be a better option.

Using a microphone that could be passed around between speakers (instead of static microphones on a lapel) was found to be better.

#### Advantages of Virtual vs. In-person Tours

The workplace tours were initially planned to occur in-person. However, when COVID-19 happened, the new model of virtual tours was adopted. Now that in-person tours are feasible again, interviewees indicated that there are advantages to both types of tours, and feedback was mixed regarding whether it would be best to continue with a focus on virtual tours, or on in-person tours. Some of the advantages mentioned by interviewees are outlined in the table below.



Moving forward, it is likely that pursuing a mix of both types of tours would be beneficial, depending on circumstance and needs.

**Table 3: Advantages of Virtual and In-person Tours**

Virtual Tours	In-person Tours
Can reach a wider audience, including rural students	Easier to have engagement and interest from participants when on site
Educators can expose students to a greater variety of opportunities, with the possibility of taking part in more tours than could be done with in-person visits.	The appetite for in-person experiences may be higher as some ‘fatigue’ regarding virtual content exists after three years of pandemic restrictions.
No transportation (e.g., bussing) challenges and costs, nor parental permission forms needed	No production costs (e.g., script writing, video production)
They make workplace tours possible during times with in-person restrictions (such as during the COVID-19 pandemic).	

### Alignment with Classes

One of the challenges identified was aligning the live tours with class times. Different schools have different class period start and end times, and a live tour may not correspond with these. In addition, the classes with relevance to a particular tour may not be held at the corresponding time. (For example, a science teacher may be more interested in having their class watch a tour of a health innovation business, but not a retail and tourism one. The live tour of the health business would have to line up with the time period of the science class for that teacher to participate.)

Methods to reduce the mismatch between the live tour times and school schedules could help increase participation.

Interviewees also mentioned that with experiential learning principles, there should be a ‘reflection component’ for students after the tour, which would be something that teachers could animate.

### Components of the Project

While the outcomes of the live virtual tours are positive, it is not possible to determine to what extent the 360° videos have been useful. It was more challenging to secure employers to participate in the 360° videos, and the extent of public interaction with the posted videos is unknown.



## Relevance

### **EQ3.1 Is the project relevant to the needs of the region in terms of career and skills development?**

The rationale for this project arose from an assessment of the needs of the region. As mentioned, in 2019, 3+ Economic Development Corporation led the Greater Moncton Regional Workforce Development Strategy, which indicated that employers commonly report that finding and cultivating qualified workers is a concern in the region.

3+ Corporation has continued working with partners and employers in the region to determine workforce development needs. The live Virtual Workplace Tours have all focused on the identified priority industries for workforce development.

The project continues to be relevant to the needs of the region in terms of career and skills development.

## IV. Conclusions & Recommendations

### Conclusions

#### **C1. Project Activities and Immediate Outcomes were achieved, although some continued work remains to fully implement the Speakers' Bureau and Virtual Reality headset loan programs.**

The Virtual Workplace Tours project was effectively implemented, with live tours in both Official Languages being held in the priority sectors identified for the region. The videos of these tours remain available on YouTube.

The preparatory work for the development of a Speaker's Bureau has been completed, with implementation to follow by connecting with teachers.

Virtual Reality headsets have been acquired and will soon be loaned out to schools as another tool for career exploration.

Now that 3+ Corporation is becoming the Economic Development division of the Southeast Regional Service Commission, there is the opportunity to serve a larger populace, including a focus on rural communities within the region. Attention will be required to ensure that there is follow-up to implement the Speakers' Bureau and Virtual Reality headset loan programs.

#### **C2. Virtual Workplace Tours have been a successful method to contribute to local career exploration for youth, especially during pandemic times. It does not replace in-person tours as a 'tool', but complements it.**

The model of Virtual Workplace Tours offers different advantages in comparison to in-person tours. Most notably, it increases the number of students who can attend and makes them available to students in different locations. In-person tours may have other advantages, such as greater engagement by participants who attend. Both are useful tools and contribute to the development of the labour force in the Southeast New Brunswick region.

#### **C3. Having other students act as tour 'hosts' is a best practice.**

Having student hosts, as these tours did, was indicated by interviewees to be a best practice, which helps to engage the students who are watching.

## Recommendations

**R1.** To reduce some of the barriers to participation for any future live virtual tours, it is recommended that 3+ Corporation work with School Boards and teachers to determine the **optimal timing** of the live tours during the school day, and to **align the tours with curriculum and learning objectives**. In addition, 3+ could offer support or materials for teachers to implement a **'reflection component'** for students after the tour, in support of experiential learning principles.

**R2.** It is recommended that planning and measures be taken to ensure the successful **implementation of the Speakers' Bureau and Virtual Reality** headset loan programs, as 3+ Corporation becomes the Economic Development department of the Southeast Regional Service Commission.

## Appendix A: Evaluation Matrix

### Evaluation Framework Matrix

The Evaluation Framework Matrix was developed in planning the evaluation, in order to establish the essential questions that the evaluation would attempt to answer. This framework sets out the Evaluation Questions, as well as indicators to measure them, and the methods applicable to each question. The initial draft was revised in consultation with 3+ Economic Development Corporation.

Evaluation Questions What do we want to know?	Indicators How will we measure it?	Methods		
		Doc review	Interviews	Survey & Forms
<b>1. Effectiveness</b>				
1.1 Has the project been effective in undertaking its planned activities and outputs?	Number of live virtual workplace tours in English and in French  Number of students who attended  Number of speakers recruited for speakers' bureau  Diversity and representativeness of speakers (including gender, immigrant status, racialized individuals)  Use of the speakers' bureau by schools  Virtual Reality (VR) equipment purchased  Preparations undertaken for launch of VR equipment loan program	X	X	

Evaluation Questions	Indicators	Methods		
		Doc review	Interviews	Survey & Forms
What do we want to know?	How will we measure it?			
1.2 Has the project been effective in achieving its anticipated immediate outcomes?	<p>Change in participants' awareness about career opportunities in the region</p> <p>Businesses' feedback regarding the benefits of participating</p> <p>Nature of the connections made between youth and businesses</p>		X	X
1.3 Has the project been effective in contributing to its anticipated medium-term outcomes?	<p>Whether youth consider pursuing specific careers presented in the tours</p> <p>Whether youth and other members of the community are more aware of local career opportunities</p>		X	X
<b>2. Design &amp; Delivery</b>				
<p>2.1 What lessons have been learned about how the project was designed and delivered?</p> <p>What worked well, and what might be done differently in the future, regarding, for example:</p> <ul style="list-style-type: none"> <li>the components of the project (tours, speakers' bureau, VR)</li> </ul>	<p>Opinions regarding the benefits of the different project activities</p> <p>Suggestions for improvements</p> <p>Opinions regarding the nature of implementation of the project</p>	X	X	X

Evaluation Questions	Indicators	Methods		
		Doc review	Interviews	Survey & Forms
What do we want to know?	How will we measure it?			
<ul style="list-style-type: none"> <li>their implementation (timing, partnerships, methods) ?</li> </ul>				
<b>3. Relevance</b>				
3.1 Is the project relevant to the needs of the region in terms of career and skills development?	Nature of the needs of the region in terms of career and skills development	X	X	

## Appendix B: Interview Guides – English and French

The following is the interview guide used for interviewing the staff of 3+ Economic Development Corporation. A separate guide was developed for interviewing other stakeholders. However, given that the other guide is a variant of this, it is not attached here, to avoid duplication.

# Evaluation of 'Virtual Workplace Tours' program

## Interview Guide for 3+ Staff

Virtual Workplace Tours is a pilot program developed and implemented by **3+ Economic Development Corporation** to provide experiential learning to high school students to explore career opportunities through virtual tours of workplaces in the Greater Moncton region.

This project was funded by the the Future Skills Centre (FSC). Goss Gilroy Inc. (GGI), a consulting company, has been engaged to support 3+ Economic Development Corporation in conducting an evaluation of the project. This evaluation will help 3+ Economic Development Corporation document its accomplishments, as well as identify lessons learned from this undertaking.

As a part of the evaluation, we are conducting interviews with people who have been involved in the project.

Note that your decision to participate in this evaluation is voluntary. The information collected will be held anonymously, managed in accordance with the Privacy Act and other applicable privacy laws, and used for the purpose of the evaluation only. Your specific responses will not be attributed to you in any report resulting from this study.

Do you have any questions before we begin?

<b>Question</b>
1. Please tell me about your role, and how you have been involved with the Virtual Workplace Tours project.
Answer:
<b>Relevance</b>
2. (EQ3.1) Why did this project come about? OR Why was this project useful or necessary? What are the needs that the project was trying to address? To what extent have these needs been addressed?
Answer:
<b>Effectiveness</b>
3. (EQ1.1) If you were involved in the <b>Virtual Workplace Tours</b> : Please tell me about the project's activities in the area of Virtual Workplace Tours. <i>(Prompts: How many have been held, in which languages, with which industries?)</i>
Answer:



<p>4. (EQ1.1) If you were involved in the <b>Speakers' Bureau</b>:</p> <p>Please tell me about the project's activities related to the development of the Speakers' Bureau.</p> <p><i>(Prompts: How were Speakers identified and recruited? How did the project pursue its goal of obtaining a diverse range of speakers that represent the NB population?</i></p> <p><i>How was/is the Bureau promoted to potential users?)</i></p>
<p>Answer:</p>
<p>5. (EQ1.1) If you were involved with the <b>Virtual Reality Career Exploration</b>:</p> <p>Please tell me about the project's activities related to the development of the Virtual Reality Career Exploration.</p>
<p>Answer:</p>
<p>6. (EQ1.2) <b>Immediate Outcomes</b></p> <p>What kind of impacts has the project had in the short-term?</p> <ul style="list-style-type: none"> <li>• Has it increased participants' awareness about career opportunities in the region?</li> <li>• What kind of benefits have businesses experienced from participating?</li> <li>• Have there been some connections made between youth and businesses?</li> </ul>
<p>Answer:</p>
<p>7. (EQ1.3) <b>Intermediate (Medium-term) Outcomes</b></p> <p>What kind of impacts do you think the project has had or may have in the medium-term?</p> <ul style="list-style-type: none"> <li>• Has it encouraged youth to consider pursuing specific careers presented in the tours?</li> <li>• Has it raised awareness among youth and other members of the community about local career opportunities?</li> </ul>
<p>Answer:</p>
<p><b>Design and Delivery</b></p>
<p>8. (EQ2.1) <b>Lessons Learned:</b></p> <p>What worked well and why?</p> <p>What would you do differently in the future and why?</p> <p>This could be in relation to:</p> <ul style="list-style-type: none"> <li>• the components of the project (tours, speakers' bureau, VR), or</li> <li>• their implementation (timing, partnerships, methods) ?</li> </ul>
<p>Answer:</p>
<p>9. Do you have any other comments or feedback?</p>
<p>Answer:</p>

Thanks very much for your participation.

# Évaluation du programme des visites virtuelles de lieux de travail

## Guide d'entrevue destiné au personnel de 3+

Les visites virtuelles de lieux de travail font partie d'un programme pilote conçu et mis en œuvre par la **Corporation de développement économique 3+** pour offrir aux élèves du secondaire une occasion d'apprentissage par l'expérience destinée à leur faire découvrir des lieux de travail dans la grande région de Moncton et explorer des perspectives de carrière.

Le projet a été financé par le Centre des compétences futures (CCF). La société de consultants Goss Gilroy Inc. (GGI) a reçu le mandat d'assister la Corporation de développement économique 3+ dans la conduite d'une évaluation du projet. Cet examen aidera la Corporation à documenter ses réalisations et à tirer des leçons de son expérience.

Une partie de l'évaluation consiste à mener des entrevues auprès des personnes ayant participé au projet.

Veuillez noter que votre participation à l'évaluation est volontaire. L'information recueillie ne servira qu'aux fins de l'évaluation; elle sera conservée de façon anonyme et traitée conformément à la *Loi sur la protection des renseignements personnels* et aux autres lois applicables en la matière. Aucun rapport découlant de notre étude ne permettra de vous attribuer les réponses que vous nous donnerez.

Avant de commencer, avez-vous des questions?

<b>Question</b>
1. Parlez-moi de votre rôle et de votre implication dans le projet de visites virtuelles de lieux de travail.
Réponse :
<b>Pertinence</b>
2. (EQ3.1) Pour quelles raisons a-t-on voulu mettre ce projet sur pied? OU En quoi ce projet était-il jugé utile ou nécessaire? Quels besoins le projet visait-il à combler? Dans quelle mesure a-t-on réussi à les combler?
Réponse :

<b>Efficacité</b>
<p>3. (EQ1.1) Si vous avez participé à l'organisation des <b>visites virtuelles</b> :</p> <p>Parlez-moi des activités qui se sont déroulées pour mener à bien le projet. <i>(Questions incitatives : combien de visites ont eu lieu, dans quelles langues et dans quels secteurs?)</i></p>
Réponse :
<p>4. (EQ1.1) Si vous avez participé au <b>Bureau de conférenciers</b> :</p> <p>Parlez-moi des activités ayant mené à la mise sur pied de ce bureau.</p> <p><i>(Questions incitatives : combien de personnes ont été identifiées et recrutées? En quoi le projet a-t-il poursuivi l'objectif de réunir un éventail diversifié de conférenciers et de conférencières représentatifs de la population du Nouveau-Brunswick?</i></p> <p><i>Comment en a-t-on fait ou en fait-on la promotion auprès des utilisateurs potentiels?)</i></p>
Réponse :
<p>5. (EQ1.1) Si vous avez participé au volet <b>exploration des carrières au moyen de la réalité virtuelle</b> :</p> <p>Parlez-moi des activités ayant mené à la mise sur pied de ce volet.</p>
Réponse :
<p>6. (EQ1.2) <b>Résultats immédiats</b></p> <p>Quelles retombées le projet a-t-il eues à court terme?</p> <ul style="list-style-type: none"> <li>• A-t-il amélioré la connaissance des perspectives de carrière dans la région parmi les participants et participantes?</li> <li>• Quels avantages les entreprises en ont-elles retirés?</li> <li>• Des liens se sont-ils créés entre les jeunes et les entreprises?</li> </ul>
Réponse :
<p>7. (EQ1.3) <b>Résultats intermédiaires (à moyen terme)</b></p> <p>À votre avis, quelles retombées le projet a-t-il eues ou pourrait-il avoir à moyen terme?</p> <ul style="list-style-type: none"> <li>• A-t-il incité des jeunes à envisager l'une des carrières présentées durant les visites?</li> <li>• A-t-il amélioré la connaissance des perspectives d'emploi dans la région des jeunes et d'autres membres de la communauté?</li> </ul>
Réponse :
<b>Conception et prestation</b>
<p>8. (EQ2.1) <b>Leçons apprises</b> :</p> <p>Qu'est-ce qui a bien fonctionné et pourquoi?</p> <p>Que feriez-vous différemment à l'avenir et pourquoi?</p> <p>Cela pourrait concerner :</p> <ul style="list-style-type: none"> <li>• les volets du projet (visites, bureau des conférenciers, réalité virtuelle) ou</li> </ul>

• leur mise en œuvre (moment, partenariat, méthode)?
Réponse :
9. Auriez-vous d'autres commentaires ou réflexions?
Réponse :

Merci infiniment d'avoir participé à l'entrevue.

## Appendix C: Consent Forms – English and French

### Evaluation of ‘Virtual Workplace Tours’ program

#### Parental/Caregiver Consent Form for Interviews

Dear Parent or Caregiver,

Your child has participated as a host for a live Virtual Workplace Tour. This letter is to invite students who have acted as tour hosts to participate in a virtual interview regarding their experience.

##### **Why?**

Virtual Workplace Tours is a pilot program developed and implemented by 3+ Economic Development Corporation to provide experiential learning to high school students to explore career opportunities through virtual tours of workplaces in the Greater Moncton region.

Goss Gilroy Inc. (GGI), a consulting company, has been engaged to support 3+ Economic Development Corporation in conducting an evaluation of the project. This evaluation will help 3+ Economic Development Corporation document its accomplishments, as well as identify lessons learned from this undertaking.

As a part of the evaluation, GGI is conducting interviews with people who have been involved in the project.

##### **Confidentiality**

- Participation in an interview is completely voluntary.
- No student names will appear in any reporting on the evaluation’s findings.
- The information collected will be held anonymously, managed in accordance with the Privacy Act and other applicable privacy laws, and used for the purpose of the evaluation only.

##### **What will it involve?**

- The interview will be conducted over Zoom, Teams or Google Meet at a time of the student’s choosing. The interviewer will be a representative from GGI. ( [www.ggi.ca](http://www.ggi.ca) )
- It will take approximately 30 minutes.
- Students who participate will be sent a \$25 honorarium.

##### **Questions?**

If you have any questions regarding the evaluation or the interview process, please contact Nicole LaBossiere of Goss Gilroy Inc. (GGI), at [nlabossiere@ggi.ca](mailto:nlabossiere@ggi.ca), or at (709) 754-2065 ext. 222.

### Consent

Do you consent to be contacted for your child to participate in a virtual interview in the future for the Virtual Workplace Tours evaluation?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please provide an **email address** where the \$25 honorarium can be sent by Interac bank transfer. If bank transfer is not possible, please provide a full mailing address.

\_\_\_\_\_

Youth's name: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Parent's signature : \_\_\_\_\_

# Évaluation du programme des visites virtuelles de lieux de travail

## Formulaire de consentement pour parents/tuteurs

Cher parent ou tuteur,

Votre enfant a participé en tant qu'animateur(trice) à une visite virtuelle du lieu de travail. Cette lettre a pour but d'inviter les élèves qui ont été les animateurs(trices) de la visite à participer à une interview virtuelle concernant leur expérience.

### Pourquoi?

Les visites virtuelles de lieux de travail sont un programme pilote élaboré et mis en œuvre par la Corporation de développement économique 3+ afin d'offrir un apprentissage par l'expérience aux élèves du secondaire et de leur permettre d'explorer les possibilités de carrière grâce à des visites virtuelles de lieux de travail dans la région du Grand Moncton.

La société d'experts-conseils Goss Gilroy Inc. (GGI) a été engagée pour aider la Corporation de développement économique 3+ à évaluer le projet. Cette évaluation aidera la Société de développement économique 3+ à documenter ses réalisations et à identifier les leçons tirées de cette entreprise.

Dans le cadre de l'évaluation, GGI mène des entretiens avec des personnes ayant participé au projet.

### Confidentialité des entretiens

- La participation à un entretien est entièrement volontaire.
- Aucun nom d'étudiant n'apparaîtra dans les rapports sur les résultats de l'évaluation.
- Les informations recueillies seront conservées de manière anonyme, gérées conformément à la Loi sur la protection de la vie privée et aux autres lois applicables en la matière, et utilisées uniquement dans le cadre de l'évaluation.

### En quoi consistera l'entretien ?

- L'entretien se déroulera sur Zoom, Teams ou Google Meet au moment choisi par l'étudiant. L'interviewer sera un représentant de GGI. ( [www.ggi.ca](http://www.ggi.ca) )
- L'entretien durera environ 30 minutes.
- Les étudiants qui participeront à l'entretien recevront des honoraires de 25 \$.

### Vous avez des questions ?

Si vous avez des questions concernant l'évaluation ou le processus d'entretien, veuillez contacter Nicole LaBossiere de Goss Gilroy Inc. (GGI), à l'adresse nlabossiere@ggi.ca, ou au (709) 754-2065, poste 222.

### **Consentement**

Consentez-vous que votre enfant participe à un entretien virtuel dans le cadre de l'évaluation des visites virtuelles sur le lieu de travail ?

Oui \_\_\_\_\_ Non \_\_\_\_\_

Veillez fournir une **adresse électronique** à laquelle les 25 dollars d'honoraires peuvent être envoyés par virement bancaire Interac. Si le virement bancaire n'est pas possible, veuillez fournir une adresse postale complète.

\_\_\_\_\_

Nom de l'étudiant : \_\_\_\_\_

Nom du parent/tuteur : \_\_\_\_\_

Signature du parent/tuteur : \_\_\_\_\_