



HORATIO ALGER ASSOCIATION OF CANADA

Honouring Perseverance, Integrity & Excellence

VOICES OF OUR YOUTH

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RESEARCH AND AUTHORSHIP

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The source of data for the report is the 2018 Voices of Our Youth survey. Nanos Research founder Nik Nanos, assisted by Jennifer Henwood and their team administered the survey. Nanos Research's expertise, vision, and hard work appear in the richness of the data and wealth of information the results of this survey contain about today's high school students and recent graduates.

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This report was prepared by a team of researchers at Simon Fraser University, led by Dr. Michelle Pidgeon, Associate Professor of Higher Education and Director of the Centre for the Study of Educational Leadership and Policy Studies, and assisted by Ms. Andrea Leveille. Pidgeon and her team analyzed and interpreted the data discussed in the report, and collaborated with Nanos Research in developing the survey.

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The Horatio Alger Association of Canada is grateful to the more than 2,000 young men and women who participated in the 2018 Voices of Our Youth Survey.

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ACKNOWLEDGEMENTS

The 2018 Voices of Our Youth report has been produced by the Horatio Alger Association of Canada to explore the perspectives and concerns of young Canadians at this particular juncture in our nation's history. We hope to learn about contemporary issues and trends that are shaping the next generation of future Canadian leaders.

The Voices of Our Youth study parallels the State of Our Nation's Youth survey, which has been conducted every four years since 1997 by our affiliated organization in the United States, the Horatio Alger Association of Distinguished Americans. Both organizations share a mission to recognize individuals who have overcome humble beginnings and adversity to achieve success through free enterprise. Both also provide scholarships leading to rewarding and productive careers for young people who have faced economic hardships and other forms of adversity. Through the generosity of our Members and friends, the Horatio Alger Association of Canada is proud to award privately funded, need-based scholarships to students in Canada's ten provinces and three territories.

The Horatio Alger Association is pleased to work with Nanos Research and Simon Fraser University's Centre for the Study of Educational Leadership and Policy in conducting this important project. Information gleaned from the Voices of Our Youth survey will support the Association's efforts to serve its scholarship recipients. We will also share this report with educators, policymakers, the media, and other individuals and organizations concerned with the well-being of young people. We look forward to periodically conducting similar surveys in the future to gain a continuum of information about factors that are having the greatest impact on young Canadians.

We are grateful to our Members and friends who made this report possible and who generously support the mission of the Horatio Alger Association of Canada.

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AN INTRODUCTORY WORD

Dear Reader,

The Horatio Alger Association of Canada, of which I am a proud Member, is pleased to present in these pages our first-ever Voices of Our Youth survey and report. This survey is unique in that it presents the attitudes, opinions and beliefs of young Canadians aged 14-23.

This survey is the latest initiative of the Horatio Alger Association of Canada, a registered charity that serves two main functions. First, it recognizes Canadians who have demonstrated perseverance and achieved great success in life. These individuals receive the Horatio Alger International Award and become a lifelong Member of the Association. I was honoured to be inducted as a Member earlier this year.

Second, the Association awards annual scholarships to deserving young Canadians in every province and territory. Horatio Alger scholarships are funded by the generosity of Members and are awarded to deserving students in financial need who have overcome significant adversity while demonstrating strength of character, strong academics, a commitment to pursuing higher education as well as a desire to contribute to society.

Our Canadian scholarship giving has continually grown. Beginning in 2019, a total of 200 need-based scholarships of \$5,000 and \$10,000 each will be bestowed, representing a value of \$1.2 million annually. Since 2012, over \$3.19 million in scholarships have been awarded to 645 deserving young Canadians.

Our Voices of Our Youth survey is another contribution. Our hope that its findings will help inform policy- and decision-makers about the sentiments of young people from across the country about the view of Canadian youth on important political, social, economic, and educational questions.

On behalf of the Association, our thanks to Nik Nanos and his colleagues at Nanos Research Group and to Professor Michelle Pidgeon and the Centre for Educational Leadership and Policy at Simon Fraser University for their great work on this project.

We hope you enjoy reading its findings.

Sincerely,



The Rt. Hon. David Johnston
28th Governor General of Canada

OVERVIEW OF FINDINGS

The 2018 Voices of Our Youth report provides valuable insight into the realities of young people in today's complex world. By surveying Canadian youth from ages 14 to 23 who are current high school students or recent graduates, the report offers insights into the opinions and attitudes of young Canadians on topics such as: what is important when thinking about education and career goals, level of satisfaction with the system of government, and confidence in various Canadian institutions (e.g., military, police, senate), as well as perceptions of Canada's support of Indigenous peoples and the Truth and Reconciliation (TRC) report (Truth and Reconciliation Commission of Canada, 2015b, 2015a). In addition, this survey asks questions that explore where young Canadians get their news, perceptions of standards of living over the next 10 years, post-secondary education aspirations, level of worry parent(s)/guardian(s) have for them and interest in their lives, the effect of technology on young people, and problems and issues facing youth.

There are also specific questions asking current high school students about plans for post-secondary education, and views toward their own learning in school relative to notions of being prepared to meet the demands of the "real world." This report provides a unique snapshot of Canadian youth and a basis upon which future surveys can measure and track trends over time with Canadian youth. The results of this report are subsequently organized around seven key findings:

1. Factors for a Successful Life
2. Optimism for Canada—Government, Institutions, & Values
3. Indigenous Peoples, Residential Schools, & Reconciliation
4. Media, Technology, & Its Influence
5. Facing Challenges & Managing Stress
6. Parental/Guardian Involvement
7. Education Pathways & Future Plans

Results from the Voices of Our Youth survey support seven findings. First, young people overwhelmingly believe that hard work is more important than good luck in achieving success in life. They also express the desire to have a life where they are very well off financially, are able to help take care of others, support and protect their communities, take care of the environment, and work on issues of equity. Sizeable shares of young people also indicate that raising a family is a key factor to having a successful life.

Second, while somewhat skeptical toward government, today's youth are satisfied overall with the system of government in Canada. Their level of satisfaction may stem from the value they assign to the rights and freedoms that come with Canadian citizenship, such as: 1. The freedoms of thought, belief, opinion, and expression; 2. The right to life, liberty, and security of the person; and 3. Rights to everyone equal under the law. Young people also express confidence in Canadian institutions like the health care system, justice (including the RCMP, provincial/city police, and military), and the educational system. However, Canadian youth also have a vision for a better, more equitable future. Three key changes young people want to see occur for the country include: 1. Increasing access to affordable housing; 2. Making sure all races are treated equally; and 3. Addressing issues of poverty and homelessness. Overall, young people are optimistic about the future of Canada, and many feel that the standard of living will be higher for the next generation.

Third, Indigenous issues matter to young people in this country. They feel the Canadian government is doing a good job at providing appropriate Indigenous content in the school curriculum, but many feel that government is doing an average job in supporting Indigenous peoples. Young people are supportive of the government doing better at increasing the quality of life on reserves. They also feel that more funding could be invested in First Nations, Métis, and Inuit cultural programming and language programming. Young people also wish to learn more about the Aboriginal peoples of this country and feel optimistic about the future of the relationship between Canada and First Nations, Métis, and Inuit peoples.

In terms of reconciliation, most young people feel they understand the impact of residential schools on Indigenous peoples and their families, and also feel that all Canadians are responsible for the Calls to Action put forward by the Truth and Reconciliation Commission (TRC) to make change in Canadian society.

Fourth, young people see technology as having both positive and negative impacts on their lives. Although they believe it helps them develop technological and research skills, they also recognize that sometimes it negatively impacts their relationships with parent(s)/guardian(s) and friends, their attention spans, and their levels of physical activity. The top source for news young people turn to is online social media feeds, the second is their friends and parent(s)/guardian(s). Most young people feel they know more than their parent(s)/guardian(s) about technology.

Fifth, young people are facing multiple challenges (e.g., academics, financial pressure, work demands) and consequently must manage stress on a daily basis in their lives. Life concerns (e.g., what will they do with their lives) and academic concerns (e.g., doing well in school, getting into college/university) are the top concerns of young people today. When asked about sources of stress—who is applying the pressure to do well—young people report a combination of themselves and their parent(s)/guardian(s). Friends are sources of pressure to look a certain way, seek popularity, and engage in sexual activity. Just under one-third of young people report incidents of cyberbullying, further adding to the stress and pressures they feel. Just under half of the young people surveyed are working, either full-time or part-time. Of the 51% who are not employed, some are looking for work and others are not. Financial stressors are evident in their worries about supporting themselves and paying for university or college. Given the stressors facing young people, many feel that they are “somewhat” managing the stress, while some young people are clearly not coping well with stress. Financial, school, and other life pressures (e.g., being popular; looking a certain way) are compounding and may lead to subsequent challenges with mental, social, and physical health along with their performance at school and/or at work.

Sixth, parent(s)/guardian(s) are, in the eyes of today’s youth, maintaining critical roles in their children’s lives. Aspects of their lives where parent(s)/guardian(s) express interest in are: school work, friends and social circles, career futures and educational goals. Most young people feel their parent(s)/guardian(s)’ level of interest is “about the right amount already,” and that their parent(s)/guardian(s) could be slightly less interested in their dating relationships and how much time they spend online with technology. Young people wish their parent(s)/guardian(s) were slightly more interested in their activities (e.g., sports, arts).

Seventh, most young people plan on entering post-secondary education and almost half of them wish to complete a university degree or higher over the course of their lifetime. While they worry about how they will pay for their education (e.g., debt aversion is high amongst young people), they also feel optimistic that they will pursue future education. Although students may not want to take on student loans that need to be repaid, they do have a plan on how they would pay for their education, such as family resources, personal savings (e.g., employment savings), and applying for scholarships and bursaries. For those who will not go to post-secondary education right after high school, the top reasons are: not having the finances to pay for it, needing to find full-time employment, not liking school, and responsibilities to support their family.

SELECTED KEY FINDINGS

FACTORS FOR A SUCCESSFUL LIFE

For today's youth, a successful life stems from a combination of money, generosity, serving and protecting others, equity, taking care of the environment, family, and hard work.

- Financial Stability and Helping Others are the top two factors that young people feel are important for a successful life.
- Serving and Protecting Society and Community and Helping Promote Issues of Equity are the third and fourth most important factors to young people.
- The Environment and Having a Family are the fifth and sixth most important factors in having a successful life, respectively.
- Hard work is more important than luck according to 79% of both high school students and graduates to having a successful life.

CAUTIOUS OPTIMISM FOR CANADA

- 70% of high school students and 71% of graduates are "hopeful" (or "somewhat hopeful") for the Future.
- Over 50% of high school students and graduates are "satisfied" or "somewhat satisfied" with the current system of government in Canada.
- Close to 50% of young people feel they can trust the government only some of the time.
- The three most important freedoms Canadians enjoy, according to young people, are: 1. Freedom of thought, belief, opinion, and expression; 2. Right to life, liberty, and security of person; and 3. Rights of everyone to equal protection under the law.
- The most important changes in the country that young people would like to focus on are: 1. Increasing access to affordable housing; 2. Making sure people of all races are treated equally; 3. Addressing issues of poverty and homelessness in Canada; 4. Reducing the economic gap between rich and poor; 5. Cutting taxes and reducing government spending; and 6. Increasing support of environment protections in Canada.

Confidence in Canadian Institutions

- Young people have "a great deal" or "quite a bit" of confidence in Canadian institutions. For example, 54% of high school students and 63% of graduates have confidence in the health care system. Slightly over 50% of students and graduates also have confidence in the RCMP, provincial/city police, and the military. Around 50% of high school students and graduates are confident in the public education system.

- However, young people are somewhat less confident in other Canadian institutions. For example, only 34% of students and 40% of graduates are confident in the federal government and parliament. Similarly, around 33% of students and graduates express confidence in the senate, and 24% of students and 22% of graduates have little or no confidence.

INDIGENOUS PEOPLES & YOUNG CANADIANS

Government Could Be Doing More to Support

- Overall, young people score the government as “average” on supporting First Nations, Métis, and Inuit peoples of this country (e.g., quality of life on reserves, including the views of Indigenous leaders on political decision making). For example, while slightly more than one-quarter of students and graduates feel Canada is doing a “very good” or “good” job in ensuring quality of life on reserves, more young people, 32% of high school students and 35% of graduates, feel the government is doing a “poor” or “very poor” job with the quality of life on reserves.
- Canada is doing a somewhat better job of ensuring Indigenous peoples are not discriminated against and protecting treaty rights (e.g., 33% of young people rank this as “very good” or “good” job on both these items).
- Young people overall feel that there is more Indigenous content in the classroom; about 34% feel this is “very good” or “good,” while 29% feel the country is doing a “poor” or “very poor” job.

Indigenous Peoples Are Important

- 79% of high school students and graduates “agree” or “somewhat agree” that Indigenous peoples should have an important role in protecting the environment.
- 73% of students and 75% of graduates feel that Indigenous issues are important for all Canadians to care about.

Indigenous Languages & Cultures Matter

- Young people feel that the government should support cultural programs for First Nations, Métis, and Inuit (69% students; 74% graduates) and language programs (66% of students; 75% of graduates).
- 67% of high school students and 70% of graduates want to learn more about Indigenous peoples.
- 62% of high school students and 61% of graduates feel optimistic about the future of the relationship that Canada has with First Nations, Métis, and Inuit.

Reconciliation Is Being Taken Up by Young People

- 61% of high school students and 63% of graduates feel that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society.
- 66% of students and 68% of graduates feel they understand the impact residential schools have had on Aboriginal peoples and their families.
- More young people are talking about residential schools and reconciliation with their friends (e.g., 45% of students; 52% of graduates) than with family members (e.g., 43% students; 36% graduates).

THE POSITIVE & NOT-SO-POSITIVE IMPACTS OF TECHNOLOGY

- Social Media is the source for news and what is happening in the world for 61% of high school students and 66% of graduates. Family and friends are the second-top source of news for young people (55% and 54% respectively).
- Young people feel that using technology helps their technology skills (76% of students; 79% of graduates) and their ability to research and find information (74% of high school students; 77% of graduates).
- 43% of students and 51% of graduates see technology having a negative impact on their attention span and level of physical activity and fitness.

STUDENTS FACE MULTIPLE CHALLENGES & STRESSORS

- **Life & academic concerns** are the top problems and issues facing young people today. Sixty percent of high school students and 77% of graduates feel the pressure to have their life all figured out; 67% of students and 69% of graduates feel pressure to do well in school.
- **Pressure is on.** Graduates identify having to have life figured out (77%) and personal finances (73%) as major or minor problems in their lives. The top pressures high school students identify are also pressure to do well in school (67%) and to have life figured out (60%).
- **Saying no to drugs.** Seventy-one percent of high school students and 75% of graduates report they do not feel pressure to do drugs.
- **Sources of pressure: self and parents.** In looking at who is putting pressure on young people, most identify areas of their lives where it is a combination of themselves and their parents (e.g., to do well in school, to go to post-secondary education, to have life figured out. **Peers** are more likely to be sources of pressure or influence to look a certain way, to be popular, or to have sex).
- Young people say the average age a person should become financially independent from their parents is 22.
- 59% of graduates and 31% of high school students are working. Of those who work, high school students are more likely to work part-time (84%), and 50% of those who graduate work part-time.

- **Experiencing bullying.** Forty percent of high school students and 37% of graduates report that being bullied (in person or online via social media) is a “major” or “minor” problem for them, while 29% of high school students and 33% of graduates report that something negative about them had been posted online.
- **Somewhat well.** When asked how they were coping with stress, most indicate they are doing somewhat well (41% students; 36% graduates). Yet, 17% of students and 28% of graduates report they are “somewhat not well” or “not well” at managing the stress of their lives.
- **Stress is having an impact on all aspects of young people’s lives.** Young people report negative impacts of stress on their mental health (76% of graduates); self-esteem (59% students; 74% graduates); and their physical health (45% students; 68% graduates). Sixty percent of young people report negative impacts on their school work. Sixty-one percent of graduates and 48% of high school students also report that stress negatively impacts their relationships with friends and peers.

PARENTAL/GUARDIAN INVOLVEMENT & CONCERN

- 54% of high school students and 37% of graduates report their parent(s)/guardian(s) pay a lot of attention to their school work and classes.
- Parents have “just about the right level of interest already” in various aspects of young people’s lives (e.g., performance at school, who their friends were, career future, and planning for university/college). Parents could be “less interested,” according to young people, in their dating and relationships and the amount of time they spend on electronic devices. Parents could be “more interested” in activities young people are involved in (e.g., sports, music).
- The top two worries of parents are personal safety of their children and their children’s future.

POST-SECONDARY EDUCATION ASPIRATIONS & FUTURE PLANS

High School & Preparing for Life

- **Schools receive a “B.”** When asked what letter grade they would give to their school, 46% of the high school students gave their school a B. Fifty-three percent of high school students also feel that their school is doing a “very good job” or “somewhat good job” in preparing them for life; while another 29% rate their high school as “average,” and roughly 16% rank their school as doing a “somewhat poor job” or “very poor job.”
- **Teachers have value.** When asked what most directly impacts the quality of their education 24% of high school students note it is their teachers and another 20% feel it is the quality of the courses they could take.
- **Wish to learn.** Financial literacy and life skills (e.g., cooking, cleaning) are two areas of life the high school students wish they could learn more about in school.

Plans for Further Education beyond High School

- **Desire for future education.** Eighty-eight percent of high school students and 68% of graduates plan to complete a degree/diploma/certificate. Of those youth,
 - 36% of students and 39% of graduates wish to complete a university degree.
 - 30% of students and 32% of graduates intend to pursue graduate education.
 - Approximately 20% of young people wish to complete a college/vocational degree, diploma, or certificate.

The majority of young people intend to take the traditional route of going to university directly after graduating high school (83% of high school students; 76% of graduates).

- **Choice to defer going to university/college.** Of the young people who choose to defer their entry into post-secondary education, 74% of high school students and 76% of graduates do so because of limited financial resources and the need to seek employment. Some young people (57% of students; 46% of graduates) also have family responsibilities that prevent them from going to university or college right away. For others, the choice not to go on to post-secondary education is due to having interests and opportunities that do not require university or college credentials, or simply not liking school.

Finances Matter

- **Worried won't have enough money.** Twenty-six percent of high school students and graduates have no financial concerns and are confident they have enough funds to attend post-secondary education. This is not the case for 47% of students and graduates who have some concerns, but feel they will probably have enough funds for university or college. However, 27% of students and graduates have major concerns and are not sure they will have enough funds.
- **Debt aversion is real with young people today.** The most common sources for funding their post-secondary education are: family resources, personal savings (e.g., employment income), and scholarships/bursaries. Only 19% of students and 18% of graduates intend to take out student loans or other financial supports that they will have to repay.

FINDINGS

1. FACTORS FOR A SUCCESSFUL LIFE

When asked to rank the importance of a variety of factors on their education, career, and life goals, both high school students and high school graduates value being very well off financially (84% and 88% respectively) and helping others who are in difficulty (85% and 86%).

Factors Important to Having a Successful Life

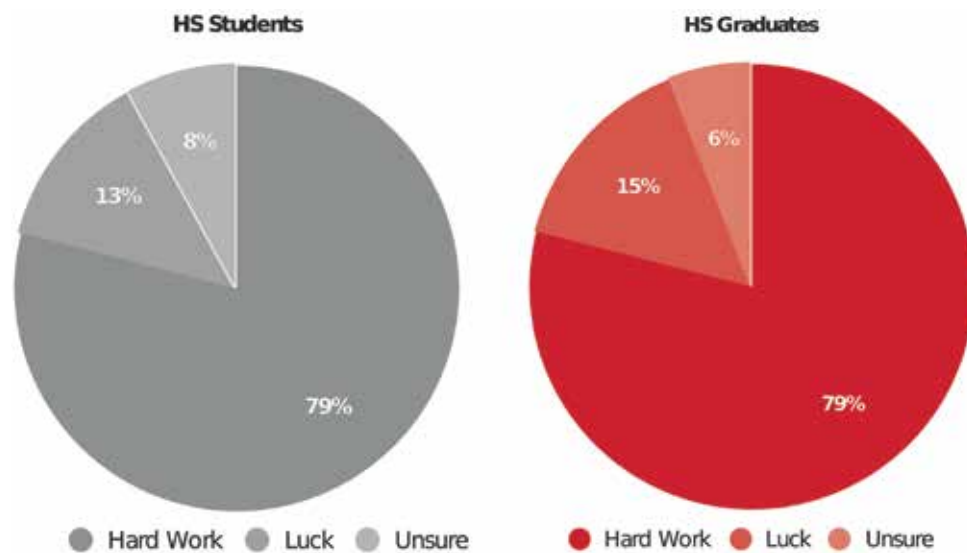


Over three-quarters of young people also feel that serving and protecting society and their community is important to them (76% students and 78% graduates) and also helping to promote issues of equity (e.g., race, gender, sexuality) (74% students and 78% graduates respectively). Seventy-five percent of high school students and 76% of graduates feel it is “important”/“somewhat important” to become involved in programs to clean up the environment. Seventy-four percent of high school students feel that raising a family is important to them, 72% of graduates feel the same way, whereas 66% of high school students and 68% of graduates feel it is important to become successful in a business of their own.

Fifty-seven percent of high school students and 63% of graduates feel that it is important to make a contribution to science. It is not surprising given the religious and ethnic diversity across Canada, which is represented in the young people who responded to this survey, over 60% of them feel that having cultural traditions and practices as part of their life is also important to their life goals. However, fewer young people feel it is important to integrate religion or spirituality in their life (e.g., 48% students and 49% graduates feel it is “important”/“somewhat important,” while 26% and 27% indicate it is unimportant). Fifty-two percent of high school students and 59% of graduates feel it is important to participate in one of the fine arts (e.g., writing, singing, dancing). Later in the survey, young people were asked various questions related to Indigenous peoples, residential schools, and reconciliation. Within the series of items related to having a successful life, one question asked how important they feel it is to make an ongoing contribution to reconciliation with Indigenous peoples. Fifty-three percent of high school students and 59% of graduates feel it is “important”/“somewhat important,” and only 16% and 14% respectively feel it is “unimportant.”

From their responses to this series of questions on what makes a successful life, young people are telling us what matters to them is financial stability, caring for others and the environment, raising a family, making contributions to science, owning their own business, and participating in the fine arts.

What Is More Important for Success in Life: Hard Work or Luck?



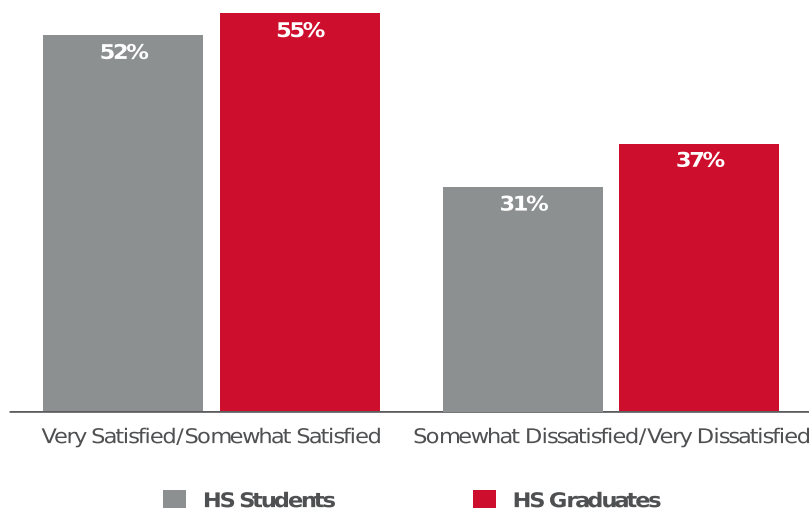
When asked what is more important for success, hard work or luck, it is impressive to see that 79% of high school students and graduates feel it is hard work that helps one have a successful life.

Within Canada, the complexities and intersection of one's realities impacts one's opportunities later in life (e.g., parental education, socioeconomic status, disability, race/ethnicity/religion, sexuality, K-12 education, location—urban, rural, or remote). For example, in 2016, 54% of Canadians aged 25-64 had either college or university qualifications, up from 48% in 2006. Canada continues to rank first among the Organization for Economic Co-operation and Development (OECD) countries in the proportion of college and university graduates (Statistics Canada, 2017a). The intention of the majority of young people to pursue higher education follows the trend of Canadians completing post-secondary education after high school. The next section of the report explores young people's opinions and attitudes towards the government, institutions, and country as a whole.

2. OPTIMISM FOR CANADA—GOVERNMENT, INSTITUTIONS, & VALUES

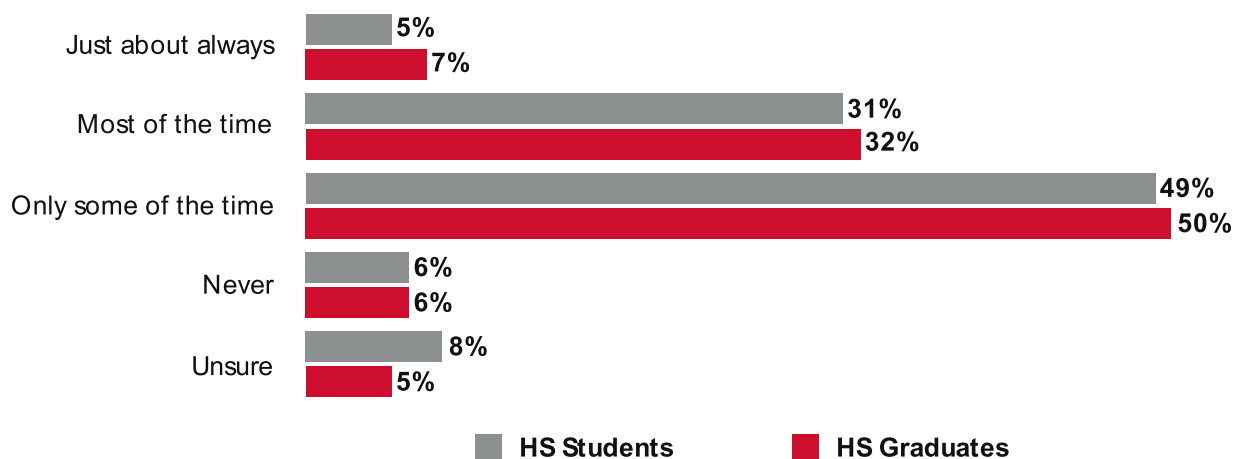
The perceptions of young people, particularly among those who are not yet legal voting age, is critical to understanding the health of the democracy, and rights and freedoms we enjoy as Canadians.

Level of Satisfaction with System of Government



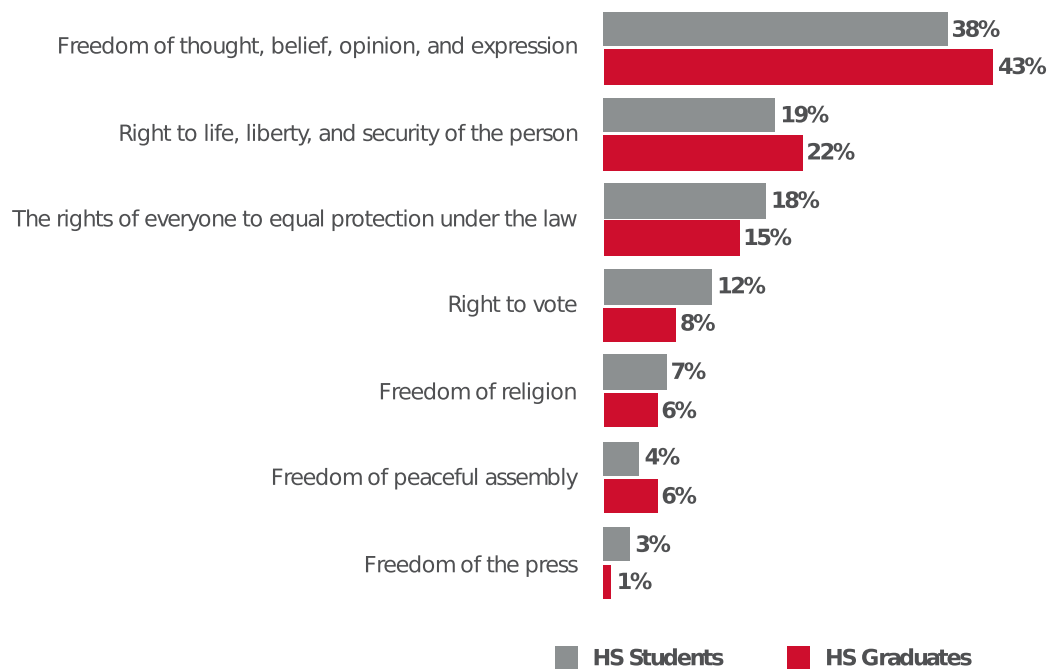
Fifty-two percent of high school students and 55% of high school graduates are either “very satisfied” or “somewhat satisfied” with the system of government in Canada. Another 31%-37% respectively from each group feel “somewhat dissatisfied” or “very dissatisfied” with the current system.

Level of Trust in Government to Do the Right Thing



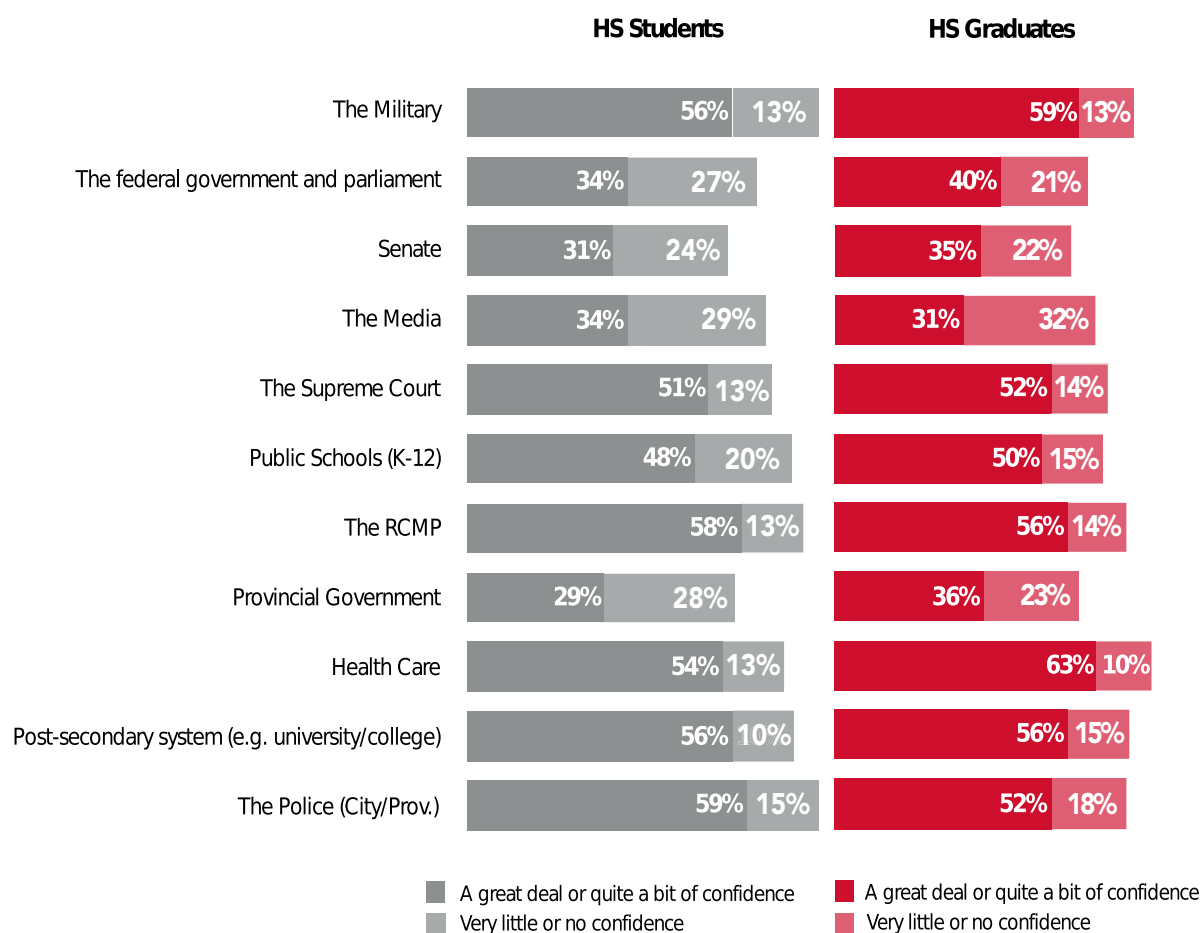
Young people's level of trust in the government, evident by their responses to the question, "What is the amount of time you can trust the government to do what is right?" is indicative of the work ahead for Canadian leaders to build trust within this soon-to-be-voting population. Thirty-one percent of high school students and 32% of graduates feel they can trust the government most of the time, while 49% of students and 50% of graduates feel they can trust the government only some of the time. Fewer young people feel that they can never trust the government to do the right thing (e.g., 6% of students and graduates).

Most Important Freedom Canadians Enjoy



When asked what is the most important freedom that Canadians enjoy (e.g., Human Rights Code [Legislative Services Branch, 2017], the 1982 Charter of Rights and Freedoms [Legislative Services Branch, 2015]), for both high school students (38%) and high school graduates (43%) the most important is freedom of thought, belief, opinion, and expression. Another 19% of students and 22% of graduates value the right to life, liberty, and security of the person. The rights of equality, evident as important to this generation, also emerge in their value of the rights of everyone to equal protection under the law (18% high school students and 15% high school graduates). The right to vote is ranked important by 12% of high school students and 8% of graduates. The freedom of conscience and religion (7% of students; 6% of graduates), freedom of peaceful assembly (4% of students; 6% of graduates), and freedom of the press (3% of students; 0.7% of graduates) are the lowest ranked of the freedoms Canadians enjoy.

Level of Confidence in Canadian Institutions



In thinking about values that Canadian youth deem important, there is also a series of questions on their level of confidence in Canadian institutions, many of which are meant to protect, instill, or uphold these values and freedoms in society (e.g., the military, the government, senate, the police including the RCMP, provincial police, public K-12 schools, and post-secondary institutions).

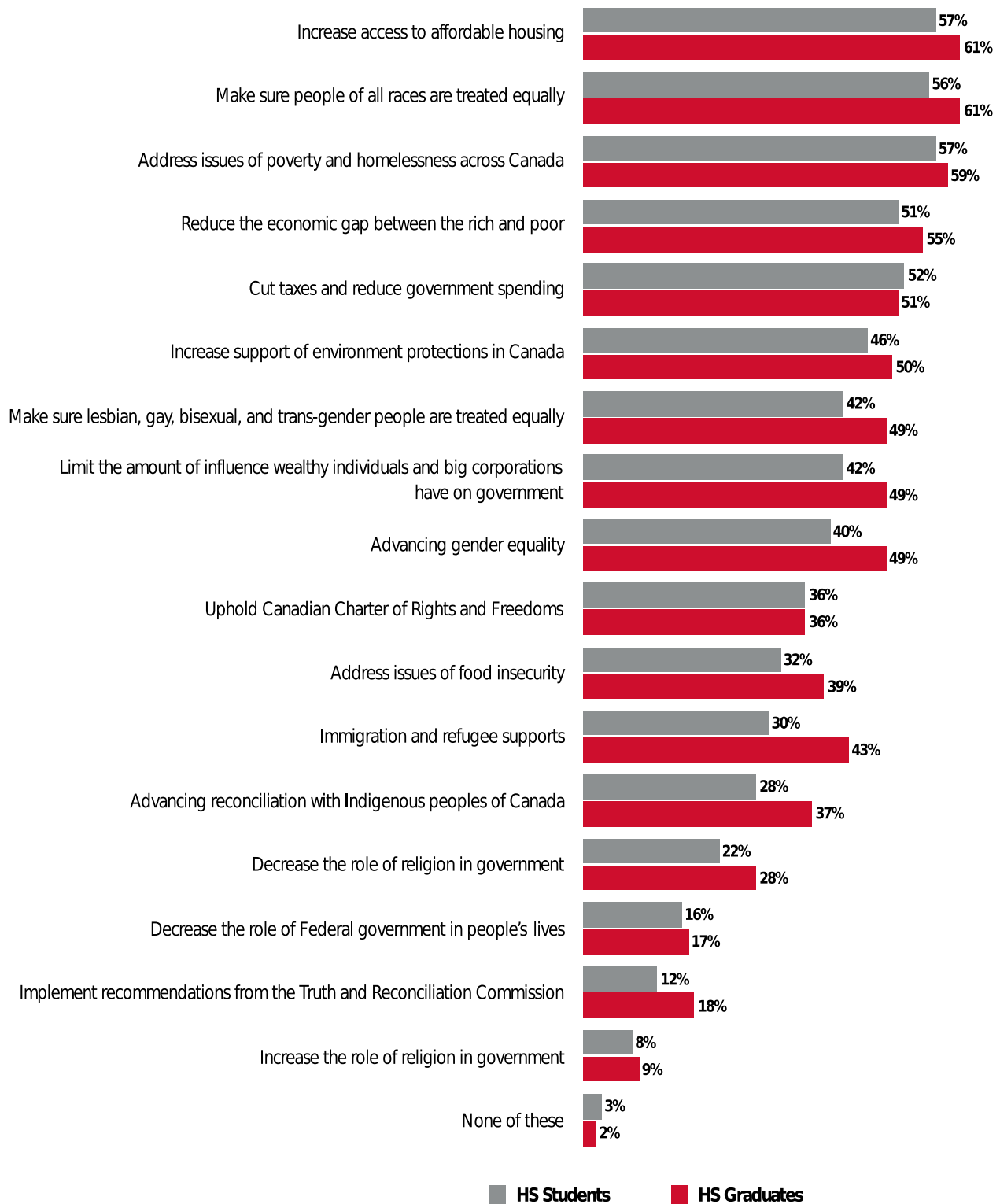
Fifty-four percent of high school students and 63% of graduates have a great deal or quite a bit of confidence in the Canadian health care system. They also indicate a fairly strong level of confidence with the national police force, the Royal Canadian Mounted Police (RCMP) (58% students and 56% graduates) and provincial/city police forces (59% students and 52% graduates), and the military (56% of students and 59% of graduates).

In terms of the Canadian educational system, 48% of high school students and 50% of graduates have a “great deal” or “quite a bit” of confidence in the K-12 public schools. Fifty-six percent of both current students and graduates have a “great deal” or “quite a bit” of confidence in the post-secondary system of universities and colleges.

However, parallel to their level of trust of government, current high school students and graduates express more variability in their level of confidence in the federal government and parliament. For example, 34% students hold “a great deal” or “quite a bit of confidence,” compared to 39% of students with “some confidence,” and 27% with “very little confidence” or “no confidence at all” in the federal government and parliament. For those who have already graduated high school, 40% have a “great deal of confidence” (or “quite a bit”), 39% have “some confidence,” and 21% have “very little” or “no confidence at all” in the federal government and parliament. In terms of the Canadian senate, 31% of high school students and 35% of graduates express strong confidence (i.e., “a great deal” or “quite a bit”), while more hold “some confidence” (e.g., 45% and 44%), and 24% of high school students and 22% of graduates hold “very little confidence” or “no confidence” at all in the senate.

Similarly, their level of confidence in the provincial government also varies, 29% of high school students and 36% of graduates hold “a great deal” or “quite a bit” of confidence in provincial government; more hold “some confidence” (e.g., 43% and 40%), and fewer hold “very little confidence” or “no confidence at all” in provincial government (e.g., students 28%; graduates 23%). The institution where young people hold the least amount of confidence is the media; this is interesting given results discussed later in the report that pertain to the important role media plays in the lives of young people, particularly in terms of being their primary source of news. While 34% of high school students and 31% of graduates have a “great deal of confidence” in media; 29% and 32% of their peer group have “very little confidence” or “no confidence at all” in media.

Most Important Changes Ahead for Canada



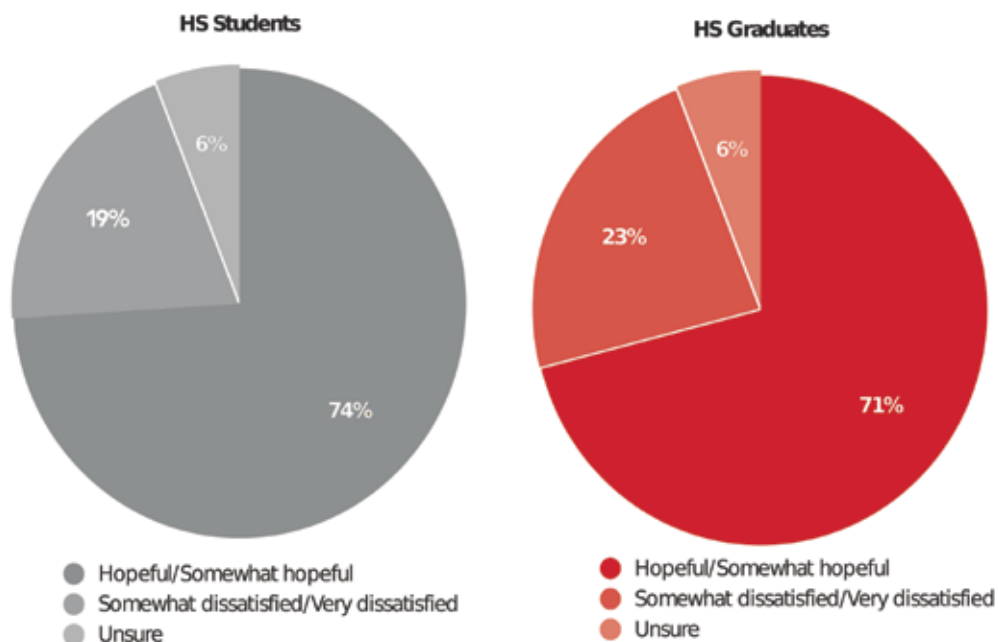
When asked to indicate what are the most important changes ahead for the country, young people have a very clear sense of what is important to their futures and the future of all Canadians. For example, 57% of high school students and 61% of graduates feel more attention is needed to increase access to affordable housing. The second-most pressing issue of change is making sure that all races are treated equally (e.g., 56% of high school students; 61% of graduates). Linked to affordable housing and equity is addressing issues of poverty and homelessness, with 57% of high school students and 59% of graduates feeling this is important to Canada's future.

Both high school students (51%) and graduates (55%) are also concerned with reducing the economic gap between the rich and poor in this country. Fifty-two percent of students and 51% of graduates feel that Canada needs to cut taxes and reduce government spending.

Forty-six percent of high school students and 50% of graduates want to see an increase in support of environmental protections in Canada in the future. Another 42% of high school students and 49% of graduates feel it is important to make sure lesbian, gay, bisexual, and trans-gender people are treated equally. Forty percent of high school students and 49% of graduates feel that gender equity should be advanced in this country. Forty-two percent of high school students and 49% of graduates also feel it is important to limit the amount of influence wealthy individuals and big corporations have on government.

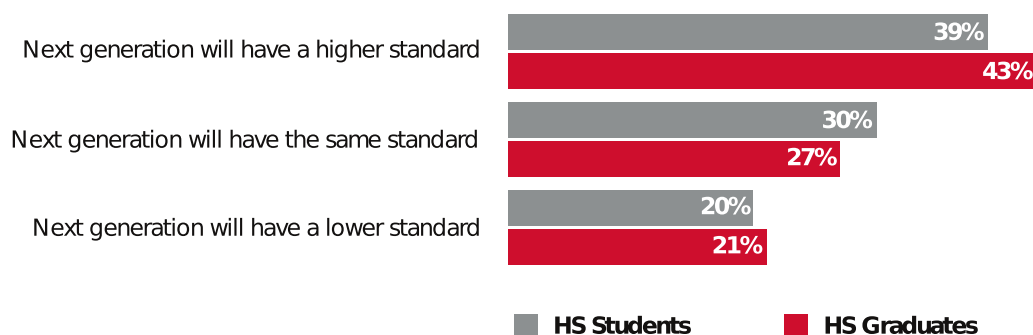
Thirty-six percent of youth, in both groups, feel it is important for Canada to uphold its Charter of Rights and Freedoms. Also connected to reducing poverty, another 32% of high school students and 39% of graduates feel it is important to specifically address food security. Also connected to equality and equity, 30% of high school students and 43% of graduates feel it is important to address immigration and refugee supports. Twenty-eight percent and 37% respectively from these two groups feel it is important to advance reconciliation with Indigenous peoples of Canada. Interestingly, only 12% of students and 18% of graduates feel it is important to implement the recommendations from the Truth and Reconciliation Commission. Fewer young people feel that decreasing the role of religion in government is important, only 22% of high school students and 28% of graduates feel this is important. Other areas of importance (i.e., statements with less than 20% of responses in both groups) are decreasing the role of the federal government in people's lives and increasing the role of religion in government. Only 3% of students and 2% of graduates feel that none of the options provided were important changes for the country.

Outlook on the Future of the Country



When asked about how optimistic they feel about the future of the country, 74% of the high school students and 71% of graduates state they are “hopeful” or “somewhat hopeful” for the future.

Expectations on the Standard of Living of Canadians over the Next 10 Years

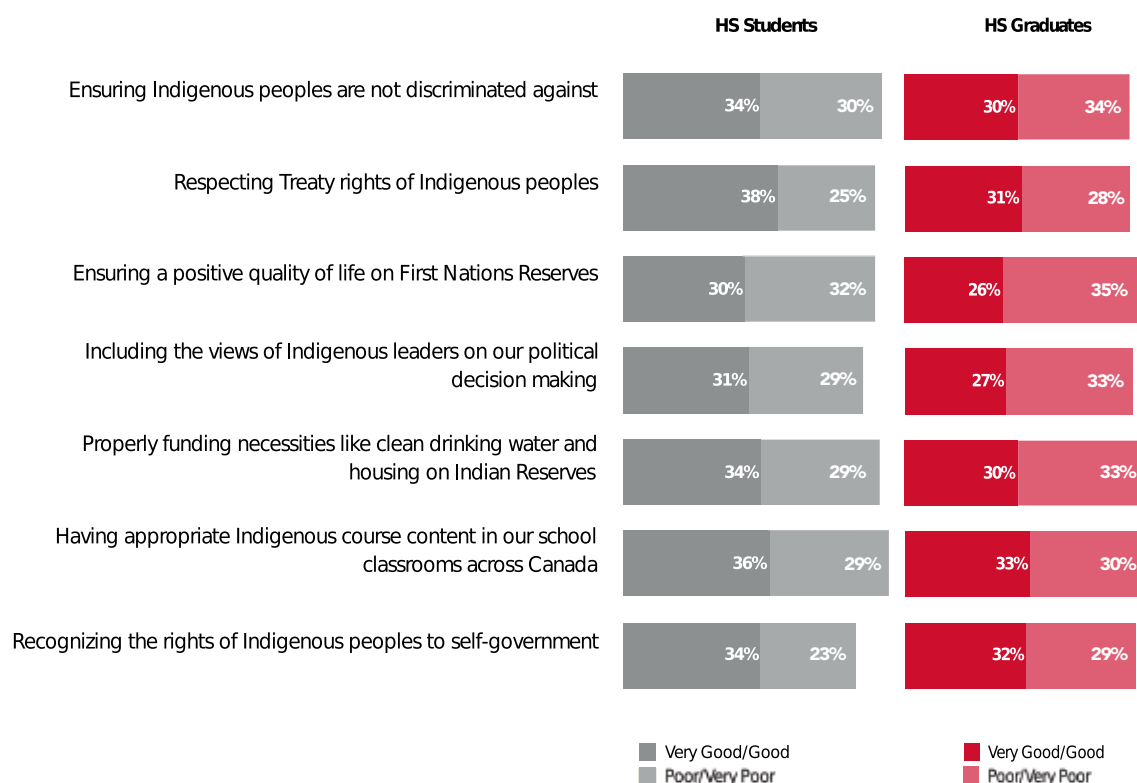


Young people are also optimistic that the standard of living will be higher for the next generation (e.g., 39% of high school students; 43% of graduates). Thirty percent of high school students and 27% of graduates feel the standard of living will remain the same for the next generation. Only 20% of students and 21% of graduates feel the next generation would be living at a lower standard.

3. INDIGENOUS PEOPLES, RESIDENTIAL SCHOOLS, & RECONCILIATION

Canada has more than 1 million people who self-identify as First Nations, Métis, or Inuit. Concern for their collective well-being (e.g., socioeconomic status, educational attainment, health and wellness) varies across segments of Canadian society. Attention to the well-being of this important Canadian population has been put to the forefront of the nation's mind with the recent Truth and Reconciliation (2015) report, and more specifically the 94 Calls to Action that asks all Canadians to recognize and understand the intergenerational impact residential school history has on First Nations, Métis, and Inuit families. Residential schools were government sponsored religious boarding schools that operated from 1831 to 1996 with the intent to assimilate Indigenous children into Euro-Western culture. More than 150,000 children attended these school and, as the Truth and Reconciliation Commission found, many of them experienced physical, emotional, and sexual abuse. Canada's relationship with its First peoples has a tumultuous legacy, hindered by policy and political lack of will or disinterest to enact societal and systematic change to empower Indigenous peoples' self-determination over their lands and territories, education, health, languages, and cultural lives.

How Well Canada Is Addressing Indigenous Issues



There has been increased attention given to improving non-Aboriginal Canadians' understanding of Aboriginal people's lives and cultures, historically and contemporarily through the 1972 Indian Control Over Indian Education (National Indian Brotherhood, 1972), the Royal Commission on Aboriginal Peoples (Royal Commission on Aboriginal Peoples, 1996), to the Indigenous Education Accord (Association of Canadian Deans of Education [ACDE], 2009) and the recent TRC (2015) Calls to Action. To gauge understanding of the importance of these issues, young people in this survey were asked a series of questions related to Indigenous peoples, their perceptions of Canada's support of Indigenous peoples and other questions related to the TRC (2015) Calls to Action and Reconciliation.

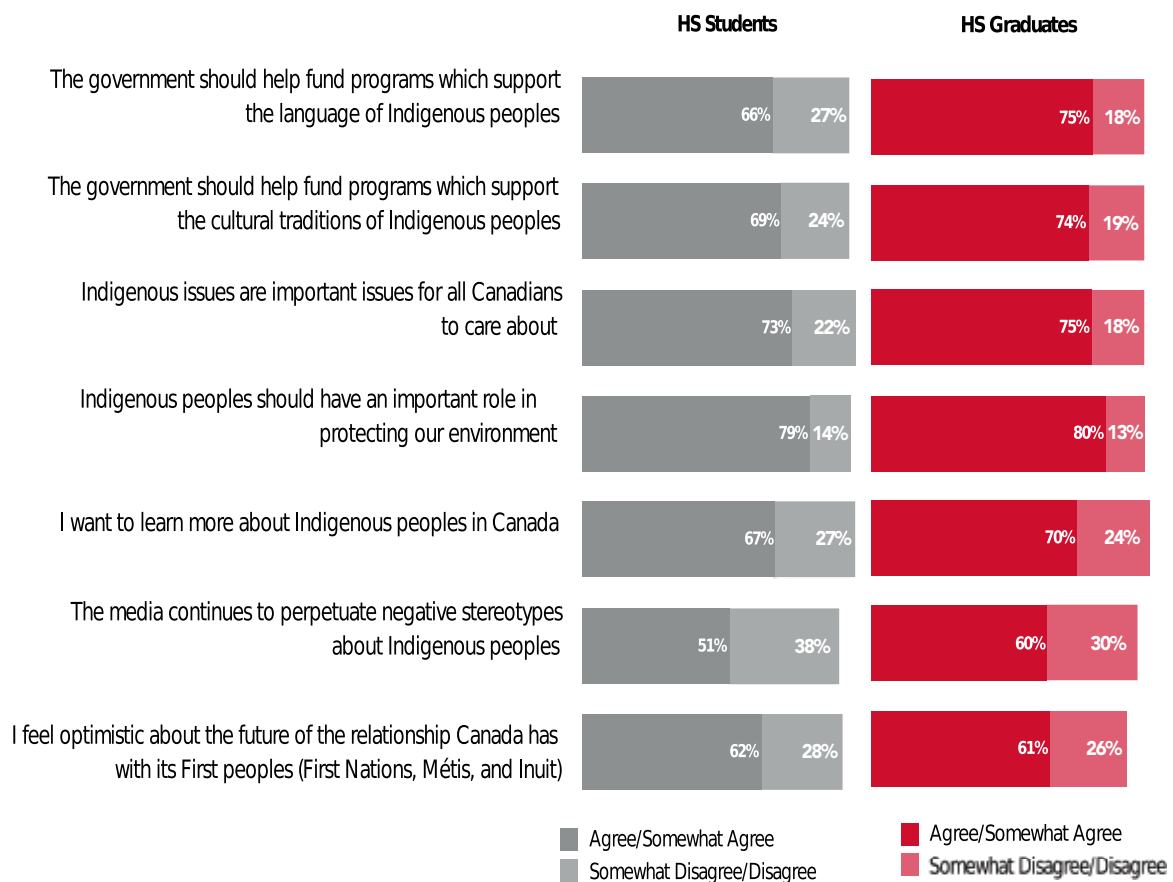
According to the young people's responses, there is roughly equal weighting on perceptions of how well Canada is addressing various issues facing First Nation, Métis, and Inuit peoples. At best, according to the high school students and graduates who responded to the survey, Canada is scoring "average" in supporting Indigenous peoples; more young people feel that Canada is doing a "very poor" to "poor" job at ensuring a positive quality of life on First Nations Reserves (e.g., 32% high school students, 35% of graduates); while 30% and 26% of these two groups feel that Canada is doing a "very good" to "good" job ensuring quality of life on-reserve.

Thirty-four percent of high school students and 30% of graduates feel that Canada is doing a "very good"/"good" job ensuring Indigenous peoples are not discriminated against. However, 30% of students and 34% of graduates rate Canada as being "very poor" or "poor" in dealing with discrimination against First Nations, Métis, and Inuit peoples.

Slightly higher levels of agreement are reported when asked if Canada has been doing better in having appropriate Indigenous course content in the school classrooms (e.g., 36% of high school students and 33% of graduates rank this item as "very good"/"good"), while 29% of high school students and 30% of graduates feel that schools were doing "poor"/"very poor" on this issue. Furthermore, 34% of high school students and 32% of graduates feel that Canada is doing a "very good"/"good" job at recognizing the rights of Indigenous peoples to self-government. Fewer young people feel that the government is doing a "poor"/"very poor" job on recognizing this right (e.g., 23% of students; 29% of graduates).

Another 38% of high school students and 31% of graduates feel that Canada is doing a "very good"/"good" job at respecting treaty rights of Indigenous peoples (whereas 25% and 28% of these two groups felt the country is doing a "poor"/"very poor" job). There are slightly parallel rankings that Canada is doing a "very good"/"good" job (i.e., 31% students and 27% graduates respectively) to "poor"/"very poor" (i.e., 29% students and 33% graduates) job of including the views of Indigenous leaders in political decision making. Also, 29% of students and slightly more graduates (33%) feel that Canada has been doing a "poor"/"very poor" job of properly funding necessities like clean drinking water and housing on Indian reservations (e.g., compared to 34% of students and 30% of graduates who rank it as a "very good" to "good" job).

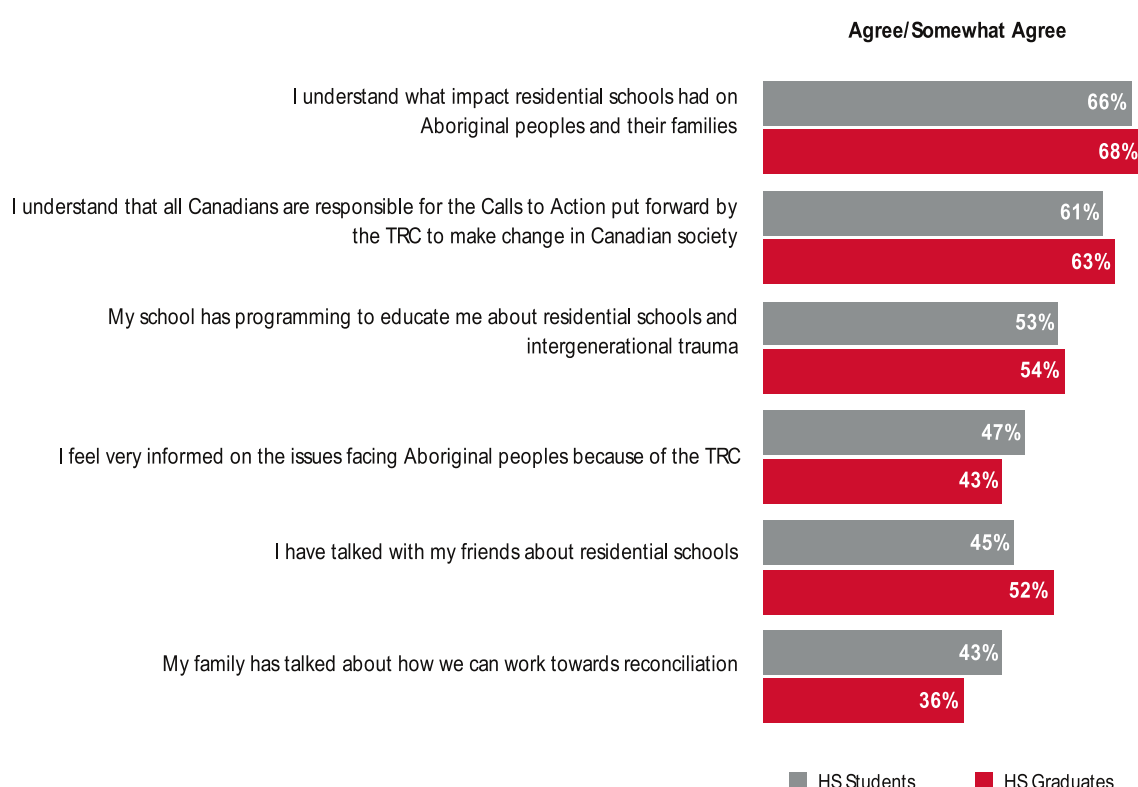
Level of Agreement with Various Statements Related to Indigenous Issues & Reconciliation



The survey asked a series of questions to understand young people's level of agreement (e.g., "agree," "somewhat agree," "somewhat disagree," or "disagree") with various aspects of Indigenous peoples and the responsibilities of government and Canada to Indigenous peoples. Seventy-nine percent of high school students and 80% of graduates "agree" or "somewhat agree" with the statement that Indigenous peoples should have an important role in protecting our environment. Seventy-three percent of high school students and 75% of graduates feel that Indigenous issues are important for all Canadians to care about. However, 51% of high school students and 60% of graduates "agreed" or "somewhat agreed" that the media continues to perpetuate negative stereotypes about Indigenous peoples. This latter point shows that there is still work to be done in changing perceptions towards Indigenous peoples, particularly in how media engages with Indigenous stories.

Indigenous language & culture matter. Sixty-six percent of high school students and 75% of graduates feel that the government should help fund programs which support the language of Indigenous peoples, while 69% of students and 74% of graduates feel the government should also fund programs which support the cultural traditions of Indigenous peoples. In addition, 67% of high school students and 70% of graduates agree that they want to learn more about Indigenous peoples in Canada. Interestingly, connecting to the optimism young people had regarding Canada's future, 62% of high school students and 61% of graduates feel optimistic about the future of the relationship Canada has with its First peoples (First Nations, Métis, and Inuit).

The TRC, Residential Schools, & Reconciliation

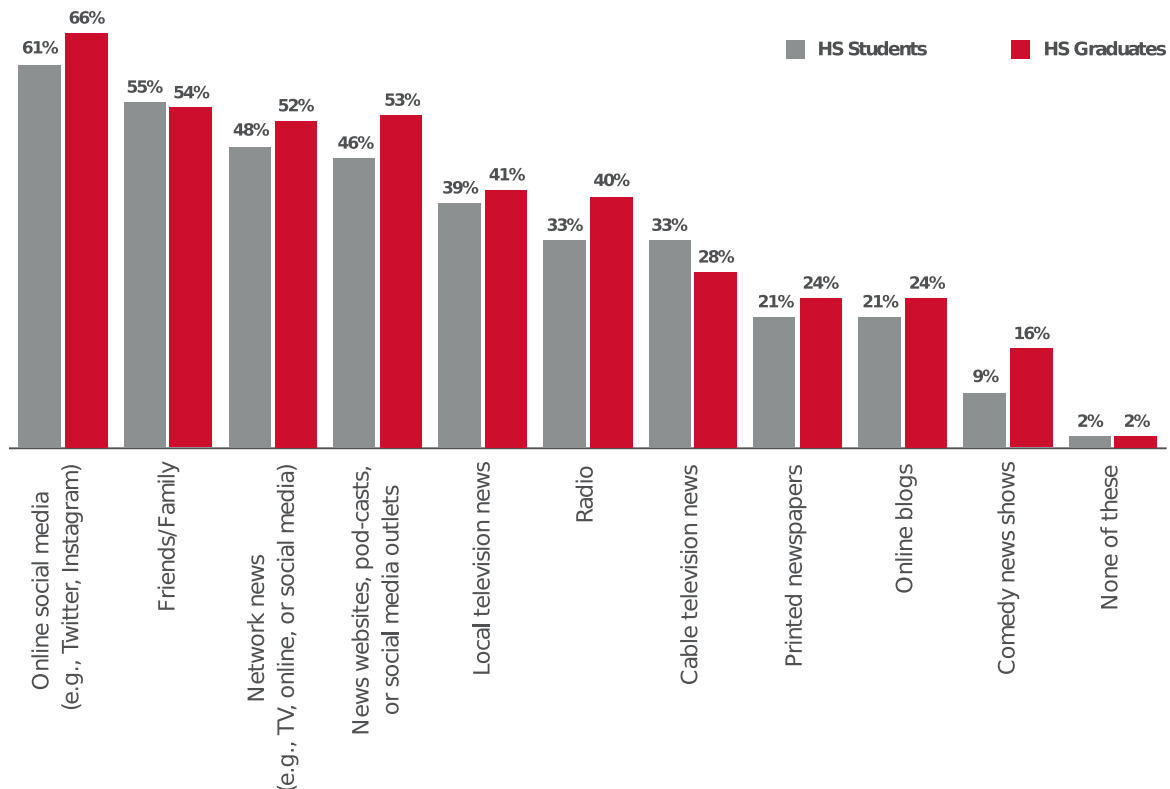


Reconciliation is being taken up by young people. Sixty-one percent of high school students and 63% of graduates feel that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society. Sixty-six percent of high school students and 68% of graduates feel they understand the impact residential schools had on Indigenous peoples and their families. Young people are talking about residential schools and reconciliation with their friends (e.g., 45% of students; 52% of graduates) more than with family members (e.g., 43% students; 36% graduates).

4. MEDIA, TECHNOLOGY, & ITS INFLUENCE

Recently published statistics show that 80% of young people (aged 18-34) are frequent users of social media (e.g., Facebook, YouTube) on a weekly basis (Statistica, 2018). Another study adds evidence that Facebook, YouTube, and Twitter are used on a weekly basis by Canadians (McKinnon, 2018).

Sources of News



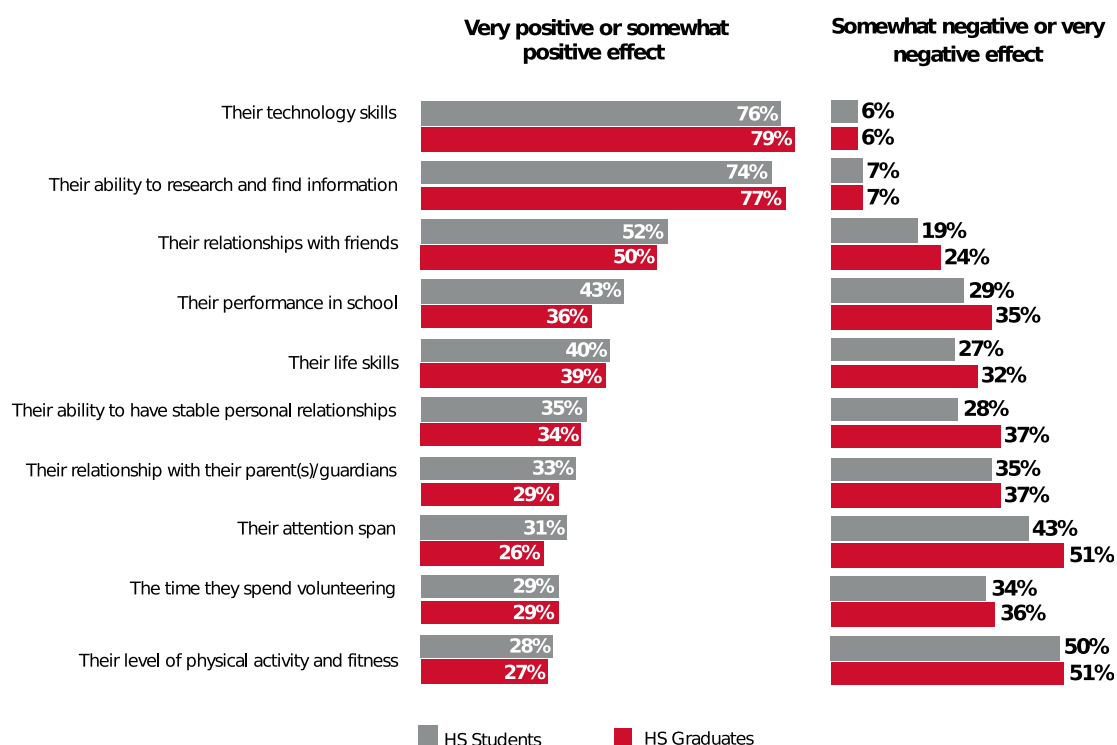
With the advent of smart phones, social media, and wider and faster access to information, young people have the world at their fingertips (McKinnon, 2018; Shaw RocketFund, 2017). McKinnon (2018) discusses the fact that youth are going online to learn, play games, and socialize. It therefore should not be surprising that 61% of high school students and 66% of graduates turn to social media (e.g., Twitter, Instagram) as an important source of news and information about what is going on in the world.

The next important source of young people's news is their family and friends (e.g., 55% of high school students; 54% of graduates). The Network News (e.g., TV, online, or social media) is in third as their source of news (e.g., 48% students; 52% graduates).

Forty-six percent of students and 53% of graduates turn to news websites, pod-casts, or social media outlets, while 39% of students and 41% of graduates turn to their local television news for sources of information. Radio still remains a source of news or what's going on for 33% of high school students and 40% of graduates; slightly fewer rely on cable television news (e.g., 33% students; 28% graduates).

The figure presenting sources of news clearly shows that young people are consulting with more than one source for their news, and many are using online platforms for accessing their news. Less common sources were printed newspapers or online blogs for their sources of news.

Effects of Technology



The positive & negative. The effect of technology on young people is a concern to many as their access is made increasingly easier with investment in internet access across the country. Young people responding to this survey recognize both the benefits and negative effects of technology. For example, 76% of high school students and 79% of graduates feel that using technology has a “very positive” to “somewhat positive” effect on their technological skills, while 74% of students and 77% of graduates feel that technology has helped their ability to research and find information. Furthermore, 43% of high school students and 36% of graduates feel technology has a “very positive” (or “somewhat positive”) effect on their performance at school.

There are some areas of young people's lives where there are mixed reactions as to how technology impacts them. For example, 40% of high school students and 39% of graduates feel technology has a "very positive" to "somewhat positive" effect on their life skills. But 27% of high school students and 32% of graduates feel the opposite, in that technology has a "somewhat negative" to "very negative" impact on young people's life skills.

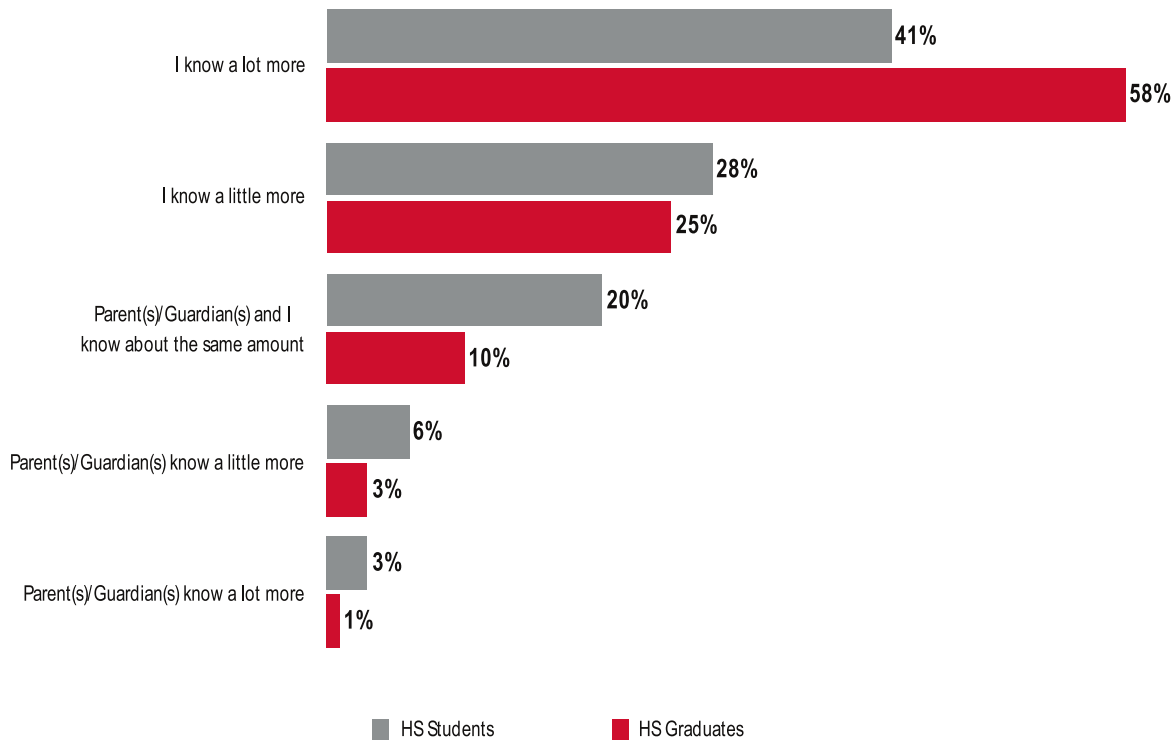
The tension of the "positive" and "negative" influences of technology is also evident in how young people respond to the impact of technology on their relationships with friends and their ability to have stable personal relationships. Fifty-two percent of students and 50% of graduates feel technology has a "very positive" to "somewhat positive" impact on their relationships with friends; another 19% of students and 24% of graduates feel it has a "somewhat negative" or "very negative" effect.

Thirty-five percent of high school students and 34% of graduates feel that technology has a "very positive" to "somewhat positive" effect on their ability to have stable relationships (compared to 28% and 37% of those who feel it has a negative impact). Thirty-three percent of high school students and 29% of graduates feel technology has a "very positive" or "somewhat positive" effect on their relationships with their parent(s)/guardian(s). Another 35% of students and 37% of graduates feel that technology has a "somewhat negative" to "very negative" effect on their relationships with their parent(s)/guardian(s). Forty-three percent of high school students and 36% of graduates feel that technology has a "very positive" to "somewhat positive" effect on their performance in school while 29% of students and 35% of graduates feel it has a "somewhat negative" to "very negative" effect on their school performance.

Technology also is perceived to have both positive and negative effects on the time young people spend volunteering. For example, approximately 29% of high school students and graduates feel it has a positive effect, while 34% of students and 36% of graduates see technology as having a negative impact on their volunteer work.

Although technology may help young people in school and to do research, it is also perceived to have a negative impact on young people's attention span and more so on young people's level of physical activity and fitness. For example, 43% of high school students and 51% of graduates feel that technology has a negative impact on young people's attention span (compared to 31% and 26% respectively who feel it has a "very positive" to "somewhat positive" effect), while 50% of high school students and 51% of graduates feel using technology has a "somewhat negative" to "very negative" impact on the physical activity and fitness of young people.

Parental Knowledge of Technology



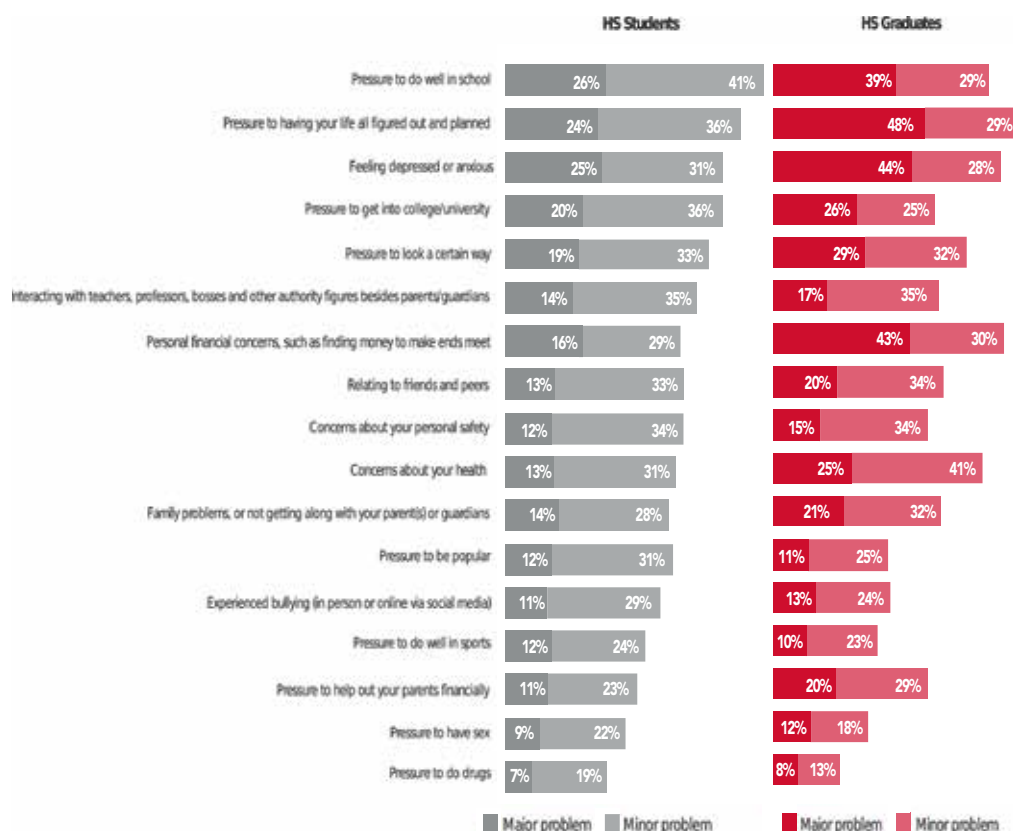
Young people were also asked to share how they rate their knowledge of technology in comparison to their parents.

Statistica (2017) reports that young people are more frequent users of social media compared to older Canadians (e.g., 82% of youth use Facebook weekly compared to 73% of 35–54-year-olds). Young people definitely feel they know more about technology than their parents: 41% of high school students and 58% of graduates think they know a lot more than their parent(s)/guardian(s). Twenty-eight percent of students and 25% of graduates feel they know a little more than their parent(s)/guardian(s). In both groups, a small minority feel their parents know a little more (6% of students; 3% of graduates) than they do about technology and even fewer (3% of students; 1% of graduates) feel their parents know a lot more about technology than they.

5. FACING CHALLENGES & MANAGING STRESS

Young people today face a multitude of pressures and experience stress from pressure to look or act a certain way, family problems, worrying about finances, mental health concerns, and/or their future (Heath & Shapiro, 2014; Vuchnich & Chai, 2018).

Problems & Issues Faced by Youth



Life concerns are the top problems and issues facing youth today. High school students' (67%) top pressure is to do well in school, while graduates (77%) indicate their top pressure is to have their lives all figured out. **Academic concerns** are also on the minds of graduates, of whom 68% feel pressure to do well in school (i.e., ranking as a "major problem" or "minor problem"). High school students (60%) also feel the pressure to have their life figured out. Fifty-five percent of high school students and 51% graduates feel pressure to get into college and/or university. While more identify interacting with teachers, professors, bosses, and other authority figures as a minor problem, it is a "major"/"minor" problem for 49% of high school students and 52% of graduates. This is noteworthy in that if they are feeling pressure to do well in school (or get into post-secondary education), being comfortable with asking questions, getting help, and/or support from teachers/professors/bosses is an important life skill to have to navigate one's future.

Sources of pressure. Notably, for the high school graduates, in addition to the pressure to have their lives figured out and to do well academically, other problems they are experiencing include personal financial concerns; such as finding money to make ends meet (73%), feeling depressed or anxious (72%), concerns about their health (65%), and pressure to look a certain way (61%). It should be noted that more participants report these as “major” problems rather than “minor” problems. The acknowledgment of the multiple pressures of finances, doing well in school, and social pressures is important to supporting these graduates after high school. Forty-nine percent of graduates also have the added pressure of helping out their family financially, whereas 61% of high school students report this is not a problem for them (although 35% of students do note it as a problem).

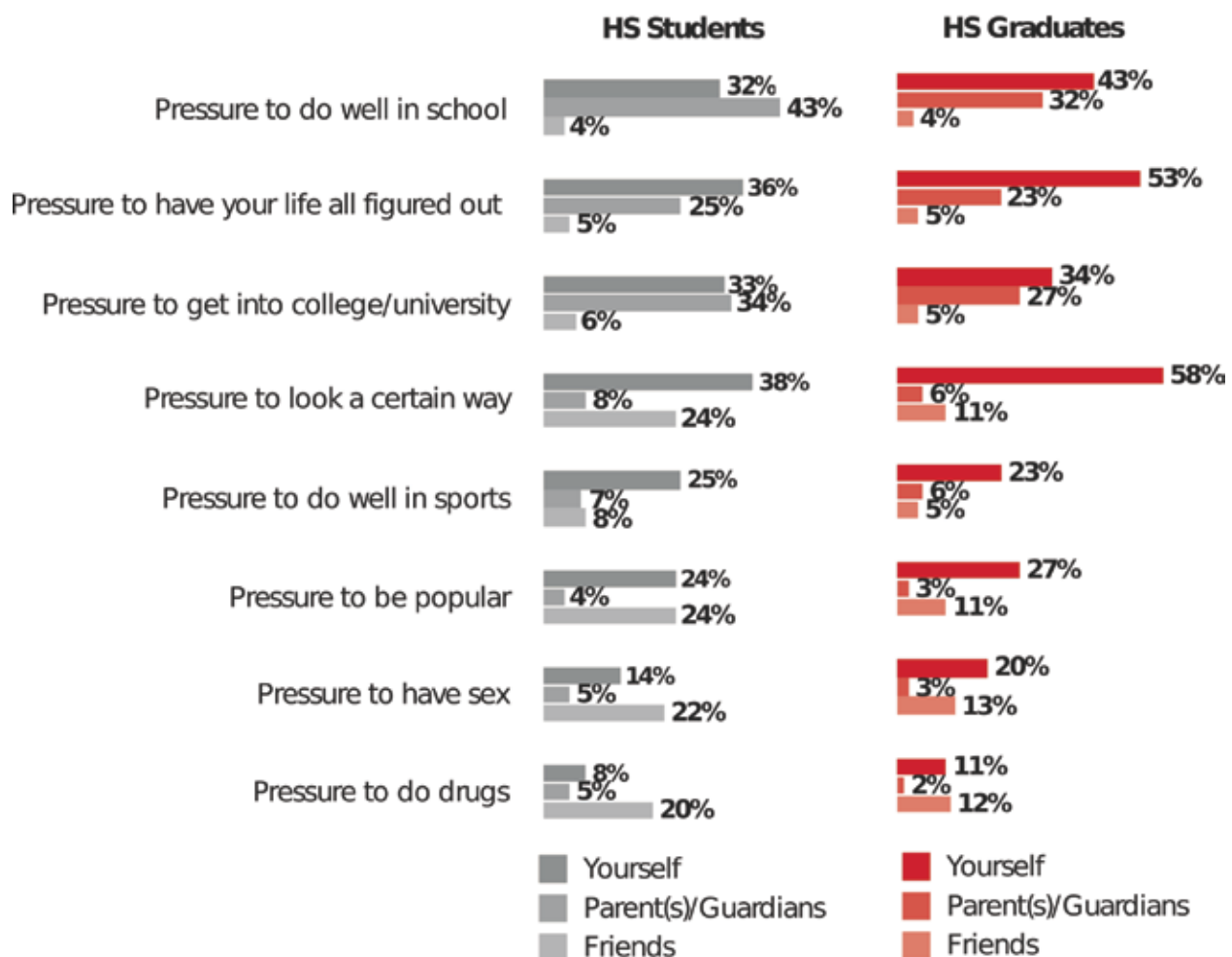
For high school students, their major/minor problems are feeling depressed or anxious (56%); pressure to look a certain way (52%); personal financial concerns, such as finding money to make ends meet (46%); and concerns about their health (44%).

Relationships are sometimes a problem. Forty-three percent of high school students and 53% of graduates report that family problems or not getting along with your parent(s) or guardian(s) is a “major” or “minor” problem for them. In terms of relating to friends and peers, 46% of high school students and 53% of graduates feel this is a “major” or “minor” problem for them. Related to relationships is the pressure some young people feel to be popular. This is evident among the young people in this survey, and is felt slightly more by high school students (42%) compared to graduates (36%) (whereas 55% of high school students and 60% of graduates report this is not a problem for them).

Online & personal safety. While 57% of students and 60% of graduates report that they have not had any problems with bullying (either in person or online via social media), 40% of high school students and 37% of graduates did report it was a “major” or “minor” problem for them. This is concerning given the rise in cyberbullying over the last decade (Rubin, 2014). Concerns over one’s personal safety was almost equally noted by 46% of high school students and 49% of graduates.

Not feeling pressure. Seventy-one percent of high school students and 75% of graduates do not feel pressure to do drugs. Over 65% of high school students and graduates report that they do not have a problem with pressure to have sex. Sixty-one percent of high school students and 63% of graduates report that the pressure to do well in sports is not a problem for them.

Sources of Pressure for Today's Young People



Origin of Pressure

When asked about who is applying the pressure (e.g., themselves, parent(s)/guardian(s), friends, teachers, or coaches), young people respond to most items that it is a combination of themselves and parent(s)/guardian(s) or themselves and their friends. Within this figure, we omitted teachers and coaches as the data tables show these two groups are least likely to be the source of pressure on young people.

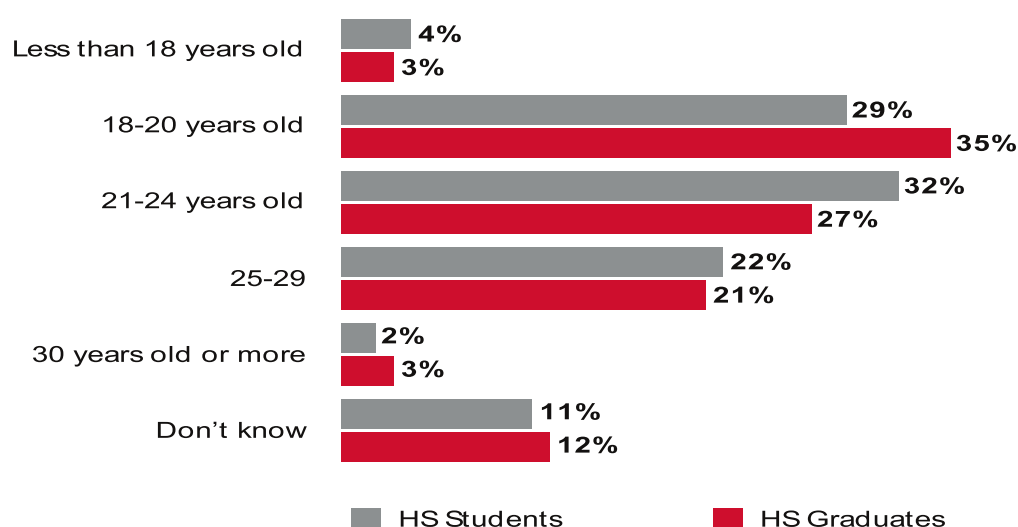
Self & parent(s)/guardian(s). Pressure to do well in school is a combination of the young people themselves (32% students; 43% graduates) and their parent(s)/guardian(s) (43% students; 32% graduates). Teachers and coaches are the least likely to be identified as putting pressure on students or graduates. Graduates also put a lot of the pressure on themselves to have their life all figured out and planned (53%), while

fewer report that pressure comes from their parent(s)/guardian(s) (23%). Whereas high school students report that they feel the pressure comes from themselves (36%) and their parent(s)/guardian(s) (25%) to have their life all figured out and planned. There also seems to be similar self-pressure and parental/guardian-pressure put on young people to get into college or university. For example, one-third of high school students and graduates say that pressure comes from themselves; another 34% of students and 27% of graduates attribute that pressure as coming from their parent(s)/guardian(s).

Peers. Considering the earlier discussion about the pressures young people are facing, peer pressure is mostly felt by high school students to look a certain way (24%). Alternately, high school graduates feel they apply more pressure to themselves to look a certain way (58%), and feel less pressure from friends to do so (11%).

While the pressure to do drugs is less for both groups, both high school students (20%) and graduates (12%) indicate that any pressure to do drugs comes largely from their friends. Young people also report that their friends are also more likely to put pressure on them to have sex (22% students; 13% graduates) and to be popular (24% students; 11% graduates). However, young people report they are also putting pressure on themselves to have sex (14% students; 20% graduates) and be popular (24% students; 27% graduates).

Age When One Should Become Financially Independent

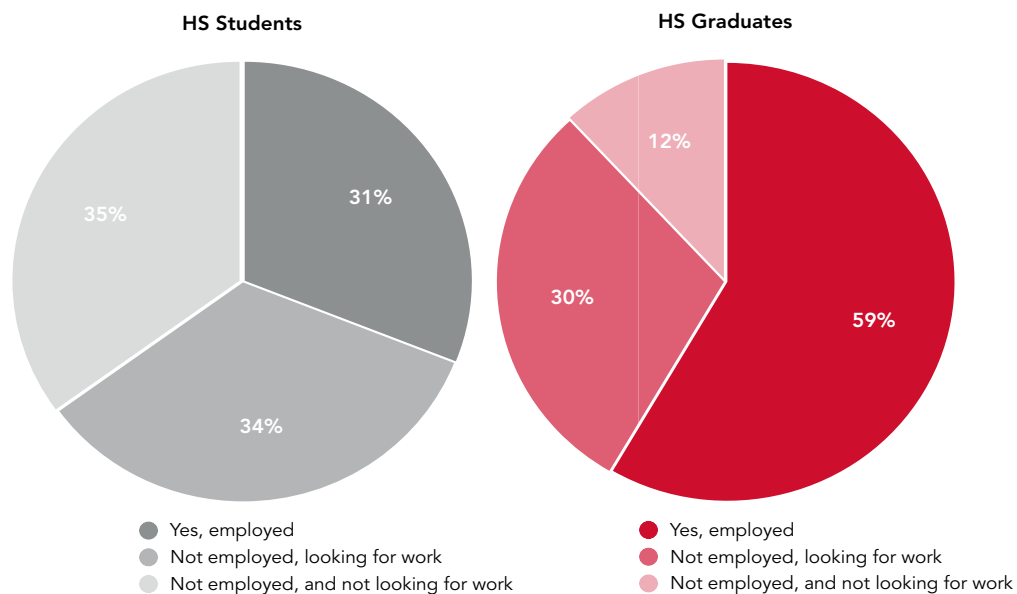


Given young people's desire to be well off financially, and also their concerns related to funding their post-secondary education, it is important to understand at what age they think young people should be financially independent from their parent(s)/guardian(s).

Polls find that young people feel they should be financially independent by age 27 (Chevreau, 2014). Within this survey, they believe the average age of financial independence to be 22 years of age. However, more graduates (35%) feel the age of independence is between 18 and 20 years old than high school students (29%). More high school students (32%) compared to graduates (27%) feel the age of independence is 21–24 years old. Twenty-two percent of students and 21% of graduates feel the age of independence is 25–29 years of age. Three percent or less of each group feel one should become independent at 30 years or more.

Royal Bank Wealth Management Group (2016) reports that young people are underprepared for their financial futures. First, they need to understand the financial implications of debt repayment from incurring post-secondary education-related debt. Secondly, young people also must be prepared to deal with the financial implications from the likely realities they will inherit wealth from their parents. Consequently, many young people lack the financial literacy skills for budgeting, debt repayment, income management, spending, investments, and long-term planning for things like retirement (Carrick, 2018; Royal Bank Wealth Management Group, 2016).

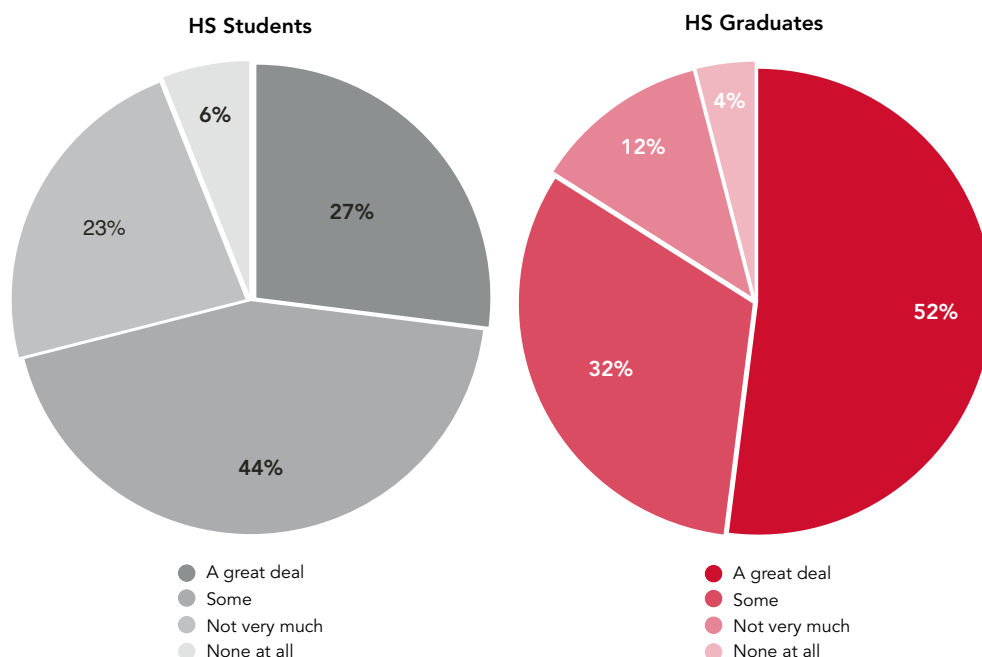
Current Status of Employment



Within aspirations for career and life, and even financial independence, more young people today are working to support themselves, and sometimes their families. In fact, 59% of graduates and 31% of high school students are working. It makes sense that most high school students are working part-time (84%), whereas the graduates report working either full-time (50%) or part-time (50%).

Given the unemployment rate of young people in Canada (11.7% in 2018) (“Canada Youth Unemployment Rate 1976-2018,” 2018), it is not surprising to see that 34% of high school students and 30% of graduates are not employed but looking for work. Only 35% of high school students and 12% of graduates report being not employed and not looking for work.

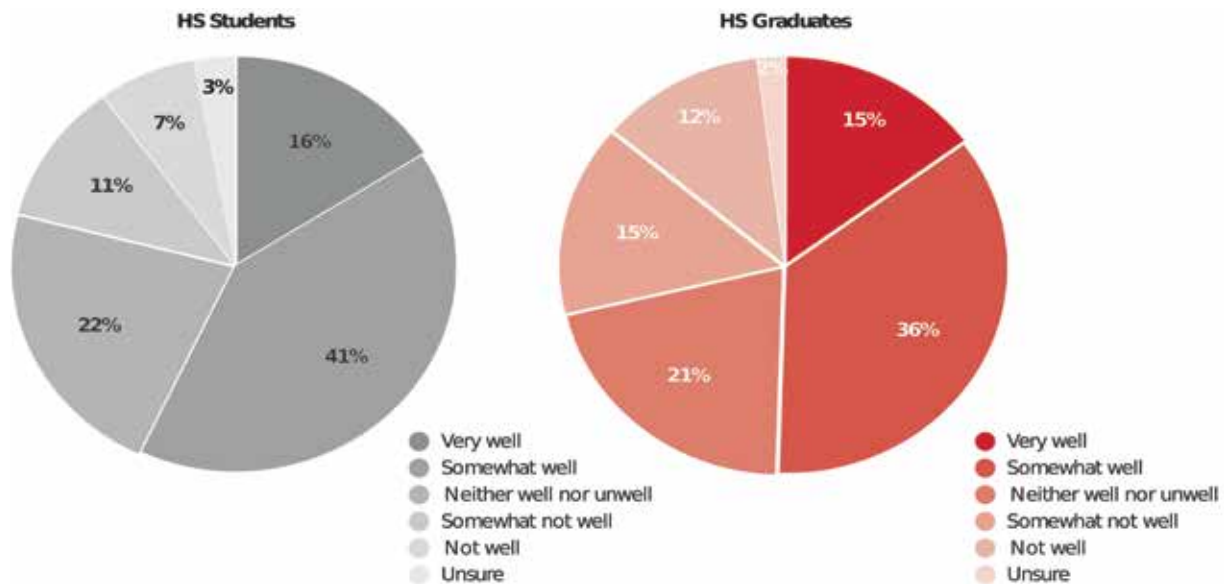
Amount of Stress Experienced over the Last Three Months



Stress & coping. It is no wonder that, given the multiple responsibilities, pressures, and expectations facing young people today, many of them are experiencing stress. Fifty-two percent of graduates report experiencing a great deal of stress over the last three months, and an additional 32% of graduates report some stress over the same time period.

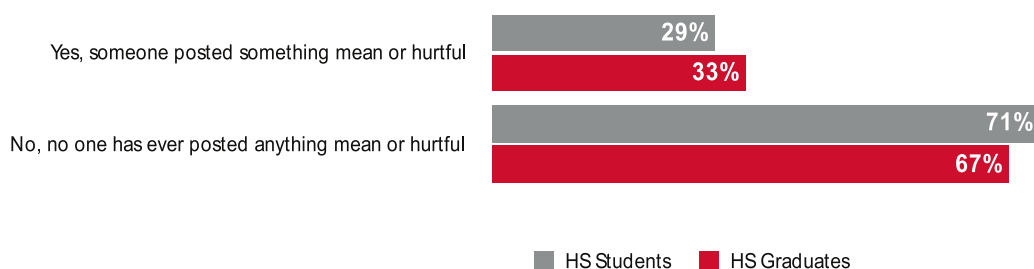
High school students are less likely to experience a great deal of stress (27%), compared to the graduates (52%), but they report experiencing some stress (44%) over the last three months. The comparatively higher level of stress graduates are experiencing may be connected to pressures identified previously (e.g., financial pressures, having their life figured out, to do well in school, and look a certain way).

How Well Young People Manage Stress



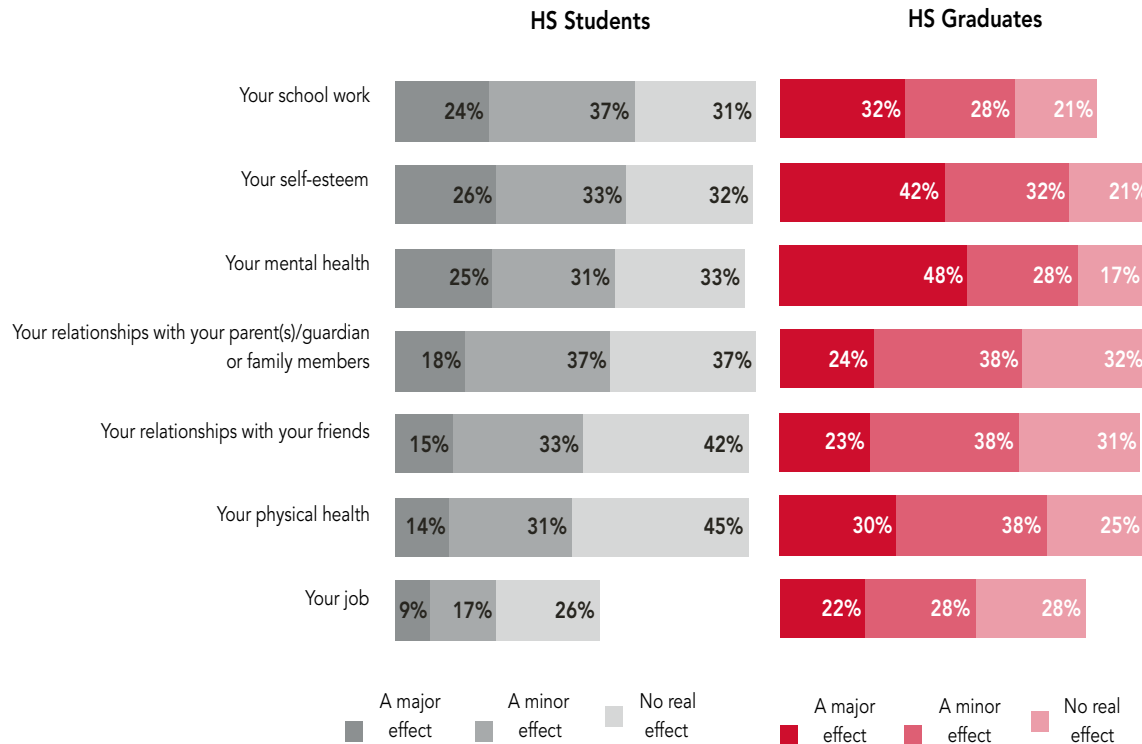
When asked how well they manage stress, 41% of high school students and 36% of graduates report “somewhat well,” while 22% of students and 21% of graduates report “neither well nor unwell.” Fewer young people feel they are doing “very well” at managing stress (16% students; 15% graduates). On the opposite end of the spectrum, 7% of high school students and 12% of graduates report they are “not doing well” in managing the stress of their lives.

Incidents with Mean or Hurtful Online Postings



Related to the earlier discussion on technology use, an additional stressor young people face comes in the form of cyberbullying (Cassidy, Faucher, & Jackson, 2017; Faucher, Cassidy, & Jackson, 2015). In a separate question asking young people whether or not they have experienced someone posting something mean or hurtful about them online: 29% of high school students and 33% of graduates report that indeed something negative about them has been posted online.

Effect of Stress on Young People's Lives



The effects of stress can impact multiple aspects of young people's lives from their school work, relationships with parent(s)/guardian(s), friends, job, to their self-esteem, mental and physical health (Heath & Shapiro, 2014; Racco, 2018; Vuchnich & Chai, 2018).

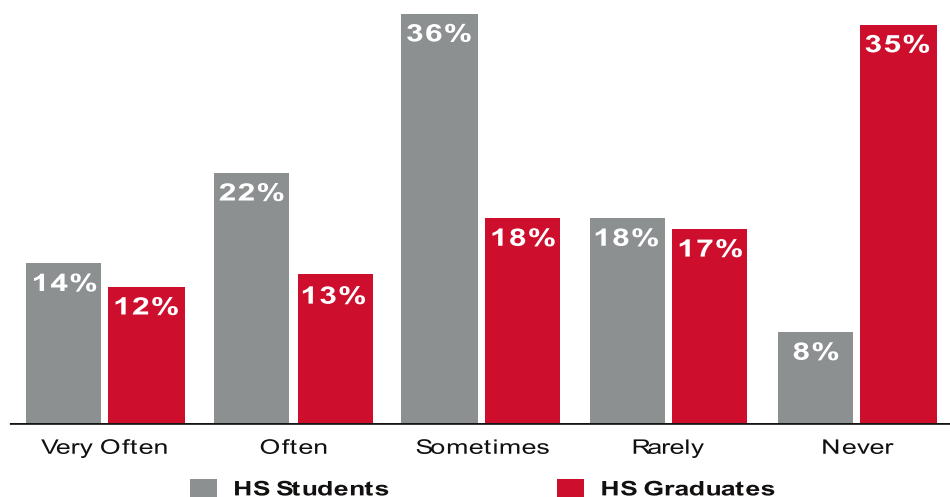
Stress is having an effect on young people's lives. High school graduates are more likely to state that stress has a "major effect" or "minor effect" on their mental health (76%), self-esteem (74%), physical health (68%), relationships with parent(s)/guardian(s) or family members (62%), relationship with friends (61%), school work (60%), and job (50%).

Although high school students report having less "major stress" than graduates, they are also experiencing stress. Mostly, this stress is impacting their school work (61%), self-esteem (59%), mental health (56%), relationship with parent(s)/guardian(s) or family members (55%), relationships with friends (48%), physical health (45%), and their jobs (26%).

6. PARENTAL/GUARDIAN INVOLVEMENT

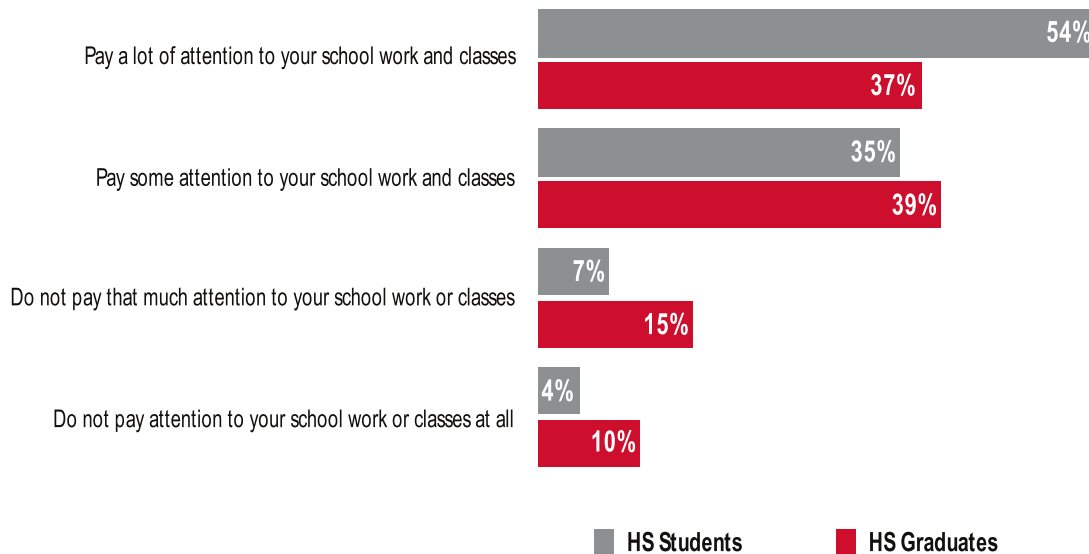
Parental/Guardian involvement in young people’s lives can be both a source of support and a source of stress (as seen earlier when speaking of who is exerting pressure on young people). Youth responding to the survey were asked to reflect on their parent(s)/guardian(s)’ involvement in their lives and levels of concern they had towards different aspects of the youths’ lives. The results provide important information regarding the role Canadian parent(s) and guardian(s) play in their children’s development, aspirations, and overall lives. For example, one way parents are involved in their children’s lives is through their schooling, specifically at the K-12 level, particularly by talking to their children’s teachers.

Frequency Parent(s)/Guardian(s) Talk to Teachers



Current high school students report that their parents speak to their teachers “very often” (14%), “often” (22%), “sometimes” (36%), “rarely” (18%), and “never” (8%). This stands in contrast to graduates who report that their parents “never” spoke to their teachers (35%), 12% report “very often,” 13% say “often,” 18% report “sometimes,” and 17% indicate that their parents “rarely” spoke to their teachers.

Level of Interest of Parents in Aspects of Young People's Lives

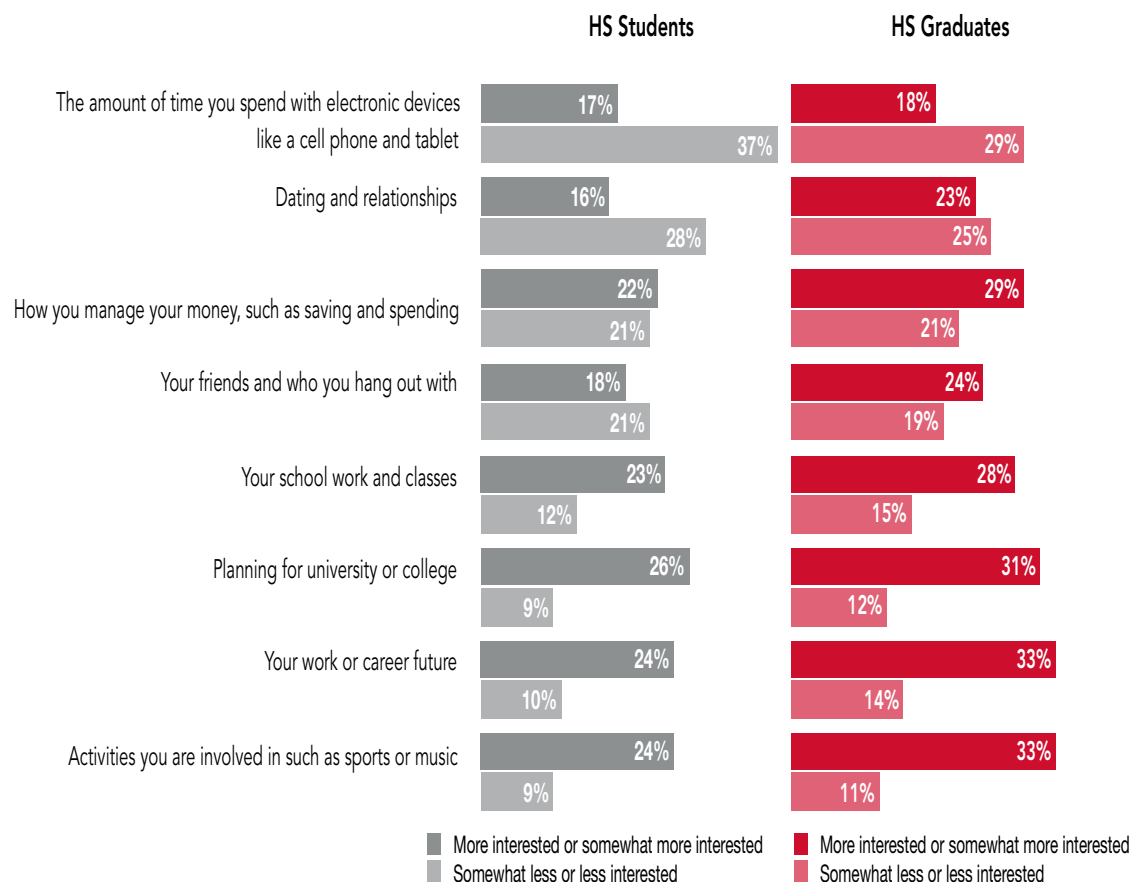


Another way parent(s) or guardian(s) express interest in their children's lives is through inquiring about school work and their academic performance.

For high school students, 54% feel their parent(s)/guardian(s) pay a lot of attention to their school work and classes with another 35% reporting they feel their parents pay some attention to their school work and classes. Eleven percent of high school students feel their parents pay little or no attention to their schooling or academic performance.

For graduates, 37% of them say their parent(s)/guardian(s) paid a lot of attention to their school work and classes; slightly more (39%) feel their parent(s)/guardian(s) paid some attention to their school work and classes. And 25% of graduates feel their parent(s)/guardian(s) paid little to no attention to their school work or classes.

Desire for Parent(s)/Guardian(s) Interest

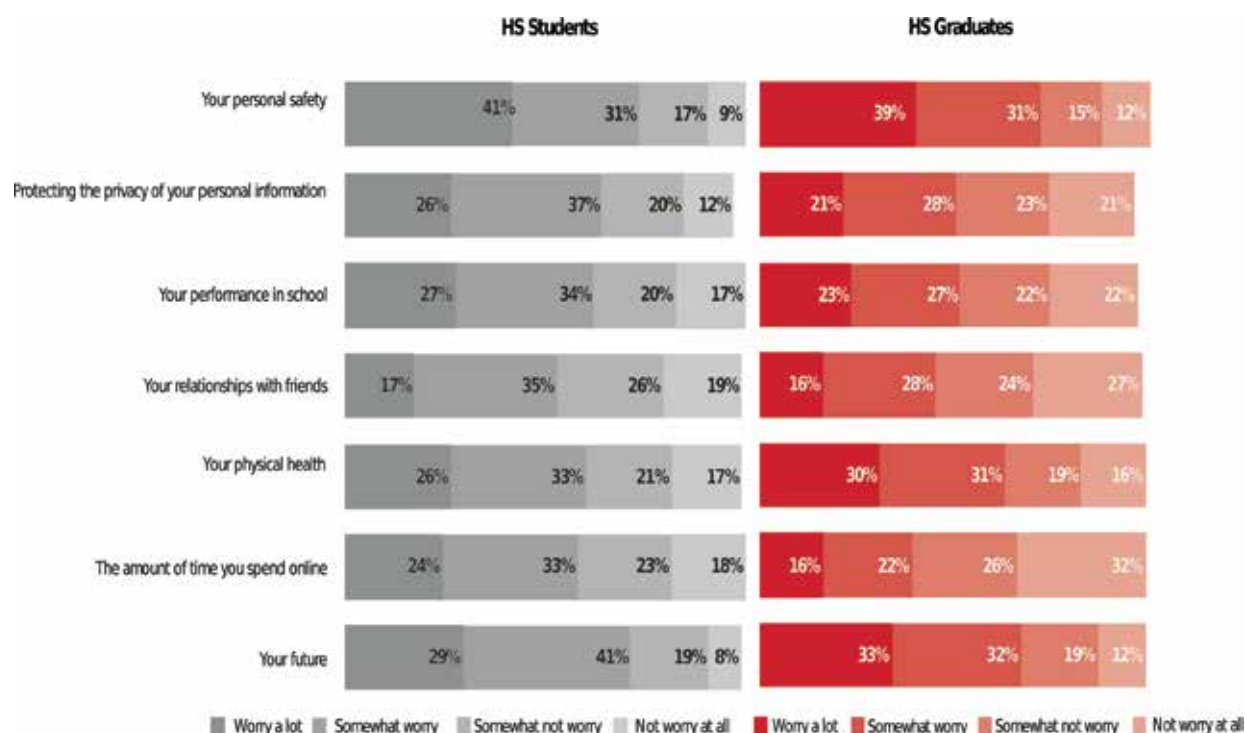


Other aspects of young people's lives where parents express some interest include school work, friends and social circles, career futures, and educational plans. When asked whether or not they wish their parents were "more interested," "somewhat more interested," or "somewhat less interested," or "less interested" in various aspects of their lives, it may not be surprising that most of the high school students and graduates (e.g., 50% or more) feel that their parent(s) or guardian(s) have "just about the right amount of interest already." This particularly relates to parental/guardian interest in their school work and classes (62% students; 52% graduates) as well as the friends they hang out with (58% students; 52% graduates). They also feel that their parent(s)/guardian(s) are just about right in the level of interest directed to their work or career future (62% students; 48% graduates) and planning for university or college (60% students; 50% graduates).

Parental/guardian level of interest is “about the right amount already.” While many survey respondents are okay with the current interest of parents in their future careers, 24% of high school students and 33% of graduates wish their parent(s)/guardian(s) were “somewhat more interested” or “more interested” in their work or career future. At the same time, 21% of both students and graduates wish their parents were “somewhat less interested” or “less interested” in their money management skills; whereas 22% of students and 29% of graduates wish their parent(s)/guardian(s) were more interested in how they managed money. Outside of those who are content with their current level of parental/guardian interest, amongst those planning for university or college 26% of students and 31% of graduates wish their parents were more interested in this aspect of their lives.

It may not be surprising that young people would prefer their parent(s)/guardian(s) to be “less interested” (or at least “somewhat less interested”) in their dating and relationships. For example, 28% of high school students and 25% of graduates wish their parents were a little less interested in their love lives. They also express that they wish their parents were “somewhat less interested” or “less interested” in the amount of time they spend with electronic devices (37% students; 29% graduates). Less than 20% of these two groups of young people wish for more interest from their parents in this regard. One area where young people want more parental/guardian interest relates to the activities they are involved in (e.g., sport, music) especially for graduates (33%, versus 24% of students).

Amount of Worry Parent(s)/Guardian(s) Have



Young people know their parent(s)/guardian(s) worry. It is evident from young people's responses to the survey, they know that parent(s)/guardian(s) worry. Seventy-two percent of high school students and 69% of graduates feel that their parent(s)/guardian(s) "worry a lot" or "somewhat worry" for their personal safety.

Elsewhere in this report, young people share their stresses and worries about their future and performing well in school. Seventy percent of high school students and 65% of graduates share they feel that their parent(s)/guardian(s) "worry a lot" or "somewhat worry" about their future. Their parent(s)/guardian(s) also express this worry to them, whether "a lot" or "somewhat," regarding academic performance (e.g., 60% high school students; 50% of graduates). According to survey responses, 52% of high school students and 43% of graduates feel their parent(s)/guardian(s) also "worry a lot" or "somewhat worry" about their relationships with their friends.

Fifty-nine percent of high school students and 61% of graduates feel their parent(s)/guardian(s) also worry (either "a lot" or "somewhat") about their physical health. High school students (63%) feel that their parent(s)/guardian(s) worry about protecting the privacy of their children's personal information, and 57% said their parent(s)/guardian(s) worry about how much time they spend online. Whereas slightly fewer graduates feel that their parent(s)/guardian(s) worry about these two aspects of their lives, with 49% indicating their parent(s)/guardian(s) "worry a lot" or "somewhat" regarding their privacy, only 37% feel their parent(s)/guardian(s) worry about how much time they spent online.

7. EDUCATION PATHWAYS & FUTURE PLANS

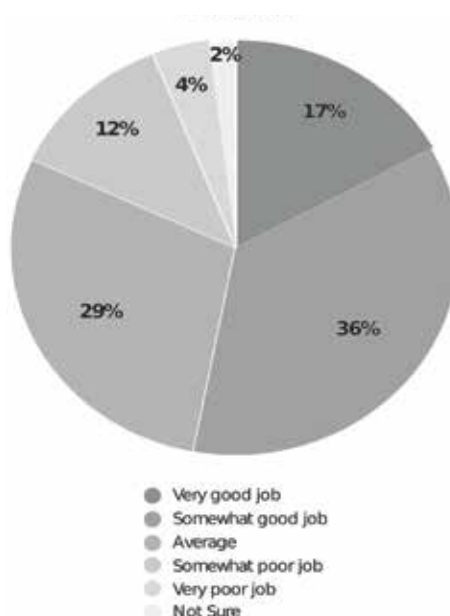
Education is a pathway to a better quality of life. Individuals who attain a post-secondary degree enjoy myriad advantages in terms of employment opportunities, lifetime earnings, health and well-being, and overall higher quality of life (Frenette, 2014). Twenty-five percent of working-aged Canadians have a university degree, and another 32% have a post-secondary college diploma or certificate (Statistics Canada, 2017a). The next section of this report discusses how high school students feel about their high school education and then discusses high school students' and graduates' aspirations for further education.

High school students & schooling for life.

To foreground the discussion of post-secondary aspirations and plans, high school students were asked to report on their schooling experiences and, more specifically, what they feel they should be learning in high school to prepare them for life.

Schools receive a “B.” When asked what letter grade they would give to their school, 46% of the high school students gave their school a B. Twenty-four percent of students rank their school as performing at an A-level, whereas 20% give their school a C grade. Only 7% of students feel their school deserve a D, and fewer than that (3%) fail their school entirely.

How Well Schools Are Teaching High School Students



Life skills. When asked how well their school is teaching them the skills they need to be successful in life, 17% of high school students state they feel that their school is doing a “very good job,” while more (36%) feel their school is doing a “somewhat a good job,” hence the B grade given earlier. Although 29% feel their school is doing an “average” job of preparing them with the skills they need in life, 12% feel their school is doing a “somewhat poor job,” and another 4% think their school is doing a “very poor job.”

High school students were also asked about the most important contributors to the quality of education they are receiving from their schools. Twenty-four percent of students feel that their teachers are the most important factor in their learning. Another 20% value the variety and quality of the courses they can take. Around 14% of high school students suggest their school does a good job at providing job training, and 11% appreciate the quality of college preparation they are receiving. Another 10% of high school students feel their quality of education is also due to the up-to-date technology in their school. Respectively, 6% and 5% of students value their athletic

and music and arts programs. Fewer students (4%) feel the security and personal safety they had at school helped their education, and fewer credit the counsellors within their schools (3%).

Wish to learn. Returning to how education can help prepare young people with the skills they need in life: high school students were asked what they wish they were learning in school to be more successful in life. As an open-ended response, this question elicited a variety of different viewpoints.

First, students want life skills. Twenty-two percent of high school students comment on wanting to learn basic life skills in school, which includes things like cooking, cleaning, and other household skills.

Second, connecting to their worries and concerns about finances and wanting to be financially well off later in life, 20% of high school students comment that they want to have more financial literacy offered in schools; where financial literacy encompasses money management, saving, budgeting, taxes, and investing.

Third, 6% of students desire career preparation. This for students includes learning about careers, developing more job skills, and basic skills such as resume building.

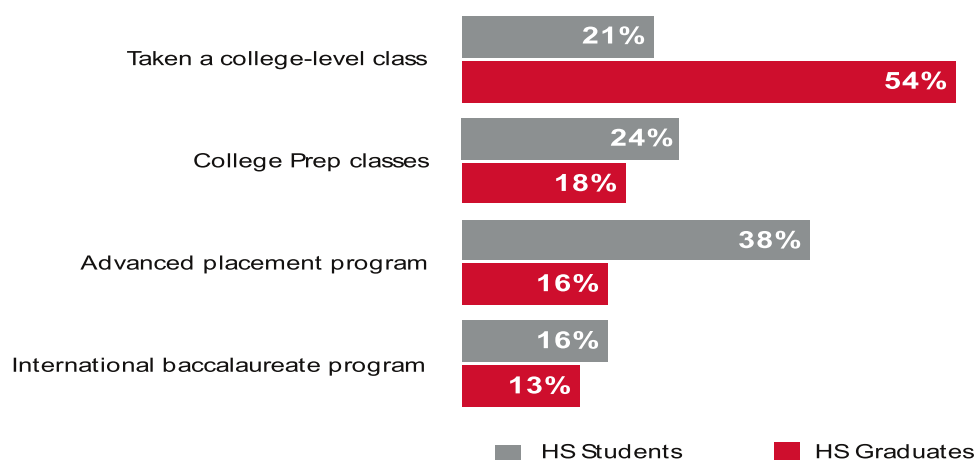
Plans for post-secondary education. As we learned from the young people, approximately half of the group have parents who either went to college or university and the majority of their parents have completed their degree, diploma, or certificate. Young people express stress and worry about their future lives, performing well in school, and the desire to complete some form of post-secondary education.

In the self-reporting of their grades from their last report card, most of the high school students indicate they are doing well in school (e.g., 25% have mostly As, 33% report a mix of As and Bs, 14% have mostly Bs, and 18% have a mix of Bs and Cs). Less than 6% of the entire group have Cs or lower. In thinking about preparing to go to post-secondary education, of those who have the option within their K-12 schooling, 23% of high school students and 64% of graduates have completed some form of college-prep courses.

Desire for further education over their lifetime. Among those who plan to attend post-secondary education, 36% of students and 39% of graduates indicate wanting to work toward a university degree. However, young people are also not just going to stop at completing a university degree: 30% of high school students and 32% of graduates also intend to complete a graduate degree (e.g., master's, doctorate) or professional degree (e.g., medicine, law, nursing, teaching).

Another 21% of high school students and 20% of graduates indicate the highest level of education they want to complete is a college or vocational certificate and/or diploma. Twelve percent of high school students and 8% of graduates wish to complete a community college degree. Fewer high school students (0.3%) and graduates (0.3%) wish to complete trade school/apprenticeship. However, this may not reflect those who want to complete their trades training through a community college program.

College-Prep-Type Courses

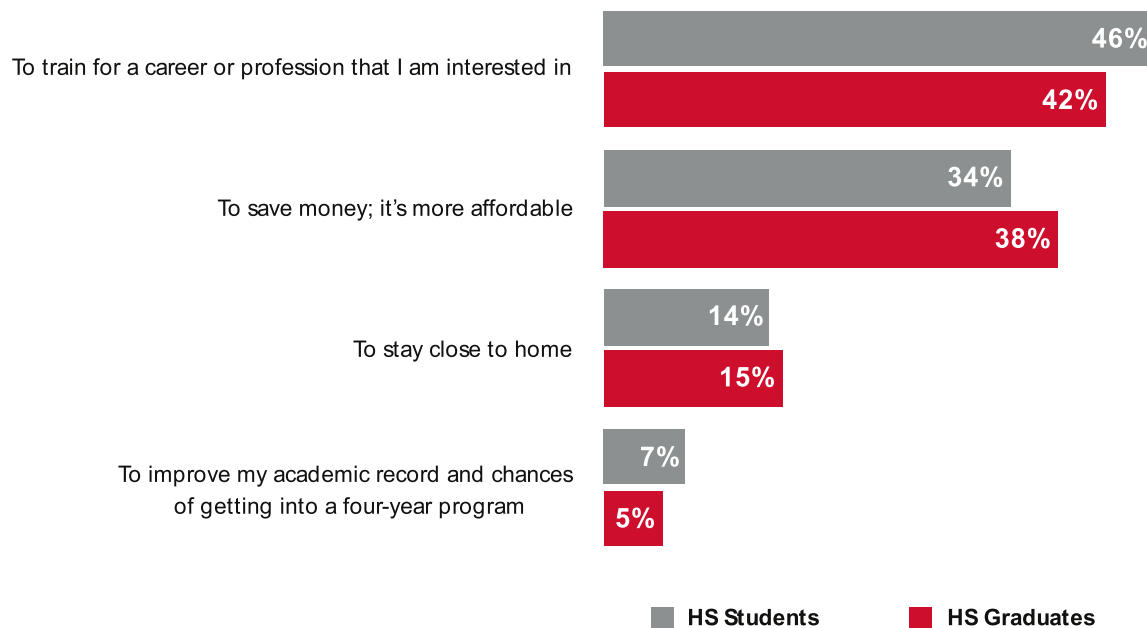


College-prep courses. Of respondents who have participated in college-prep-type courses, over half of the graduates and 21% of high school students have completed a college-level class. Another 24% of students and 18% of graduates have taken college-prep classes. Thirty-eight percent of high school students and 16% of graduates have completed an advance placement program. Another 16% of students and 13% of graduates have enrolled and completed an international baccalaureate program.

Between their grades and completing some form of college-prep coursework, it is not surprising that 88% of high school students and 68% of graduates plan to complete some form of post-secondary education. Twenty-four percent of the graduates have already completed some form of post-secondary education. Eight percent of both students and graduates indicate they have no plans to pursue further education.

When asked whether or not they have plans to enter university immediately after graduation from high school, 83% of high school students and 76% of graduates indicate they aspire to enter university directly after high school. However, others indicate they would attend another post-secondary institution.

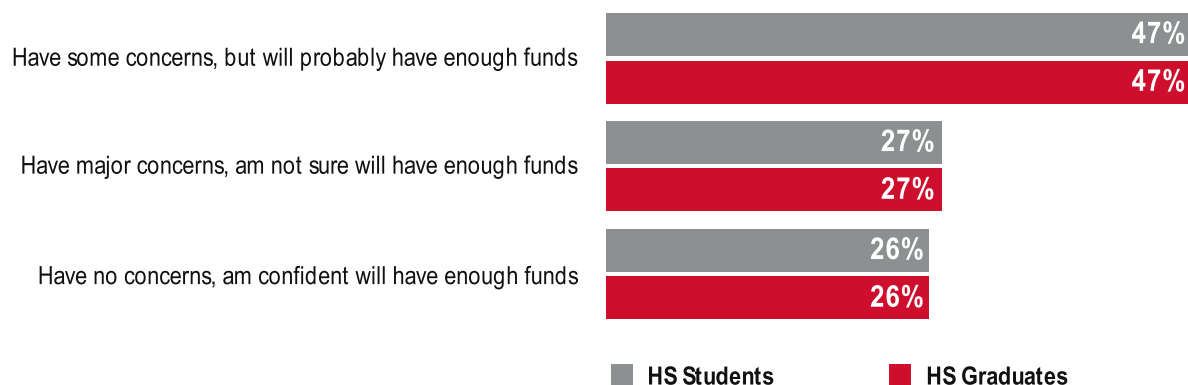
Reasons for Choosing to Complete Vocational Certificate or Community College Degree



Why choose college. Of those who indicate they want to complete a community college/vocational certificate, diploma, or degree, 46% of high school students and 42% of graduates feel they want to train for a particular career or profession of interest. Another 34% of students and 38% of graduates indicate they want to save money as community college is more affordable. Staying close to home, which also connects to affordability, is important for 14% of high school students and 15% of graduates. Fewer students (7%) and graduates (5%) wish to attend college to improve their academic record and chances of getting into a four-year program.

Research shows us that students after high school may take multiple pathways to and through post-secondary education (Andres, 2009; Childs, Finnie, & Martinello, 2017; Wyn & Andres, 2010). The group of young people who participated in the current study reflect the larger society: 25% of high school students and 23% of graduates indicate they definitely will enroll in some form of other post-secondary education before enrolling in university.

Financing Post-Secondary Education



Having the desire, drive, and academic requirements to enter higher education is just part of the puzzle to completing a degree, certificate, or diploma. One must also think how students will pay for their post-secondary education. The full cost of attending post-secondary education goes beyond tuition, and includes living expenses, food, residence fees (or rent), transportation, books, and supplies (Employment and Social Development Canada, 2015).

According to Statistics Canada (2017b) the tuition fees associated with post-secondary degree programs show an increase in 2017–2018. The actual cost that students pay, however, depends on their program of study, and the grants and assistance they may receive. Tuition for undergraduate programs for Canadian full-time students is, on average, \$6,571 in 2017–2018, up 3.1% from the previous academic year. The average cost for graduate programs is \$6,907, a 1.8% increase over 2016–2017 (Statistics Canada, 2017b).

In their review of the Canadian Student Loan Programs from 2015 to 2016, at the time of leaving post-secondary education, the average debt load was \$12,783 (up 2.4% since 2014). University students have the highest debt load upon completion of their degree, whereas the debt load incurred by completing a college diploma or certificate is lower (Employment and Social Development Canada, 2018). There are 488,781 full-time borrowers and 12,086 part-time borrowers using the Canada Student Loan Program to pay for their post-secondary education (Employment and Social Development Canada, 2018).

Worried won't have enough money. Young people are concerned about their ability to cover the costs of their education. Twenty-six percent of both high school students and graduates have no concerns and are confident they will have enough funds for their education. Whereas 47% of students and graduates have some concerns, but feel they will probably have enough funds, 27% of students and graduates have major concerns and are not sure they will have enough funds to cover the costs for their education.

Debt aversion is real with young people today. Increasingly, a trend of debt aversion among young people and their families is being documented (Allentuck, 2016; Finnie, 2010; Frenette, 2014; Johnson & Montmarquette, 2011). Debt aversion is defined as “the personal calculation that the sacrifice of debt accumulation and repayment are not worth the return one will get from post-secondary education” (Canadian Federation of Students, 2012). When examining the details of financial barriers to participation in Canada, research has found that debt aversion is strong among non-attendees (i.e., those who do not attend post-secondary education), cited by one in four who said that financial issues were preventing their enrollment (Canadian Federation of Students, 2012).

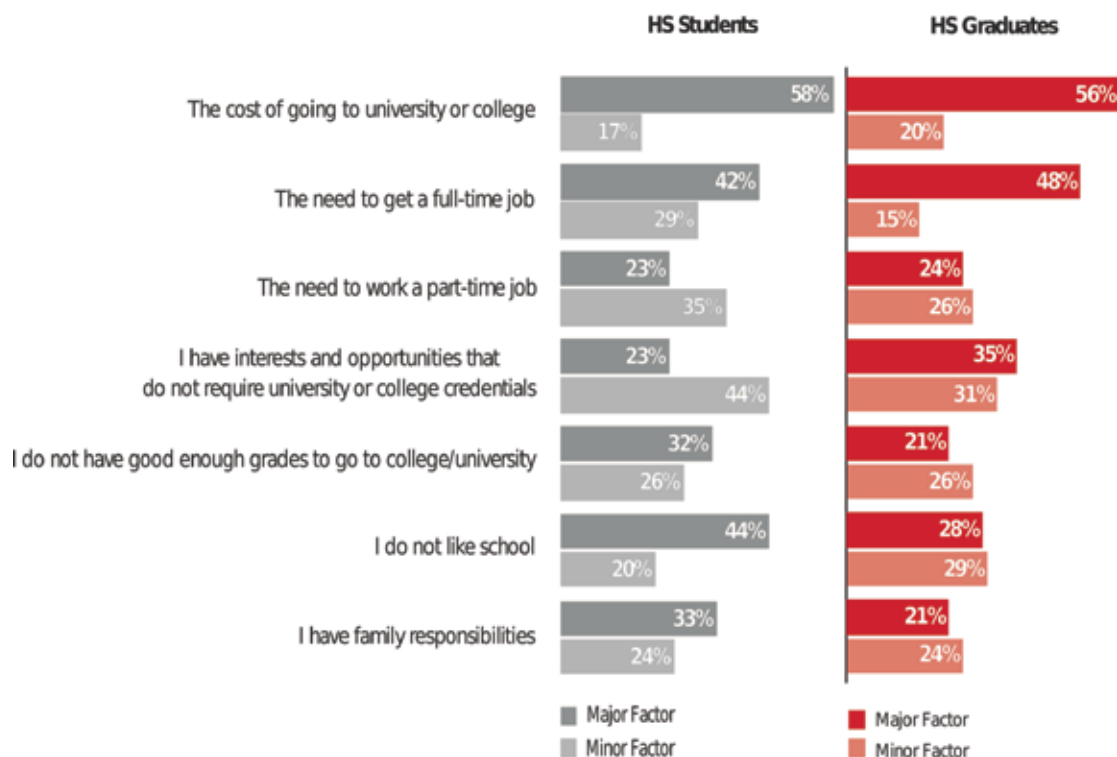
Although many young people who responded to this survey are planning to attend post-secondary education, many also worry about having enough money to cover their costs; less than 20% of students and graduates want to take out loans and other forms of financial aid they have to repay. The desire to invest in education seems to be connected to how young people intend to pay for further education. For example, many note they intend to use family resources, including parent(s) or guardian(s) and relatives (32% of students; 30% of graduates) to pay for their post-secondary education. Twenty-four percent of high school students and 28% of graduates also have their own resources, such as money from work or work-study programs to rely on for financing their education. Another 24% of students and 22% of graduates are going to seek financial support in the form of scholarships and grants. Less than 2% of students and graduates have some form of other funds (e.g., RESP, band funding, own savings, military service).

Not always an option. However, not all young people will go on to post-secondary education immediately after graduation. Some choose (or have) to wait for their opportunity to pursue higher education. Those who will not enroll directly after high school were asked which factors influenced their thinking.

Continuing from the earlier discussion of finances, it is quite evident that the cost of going to university or college is a “major factor” for over half of high school students (58%) and graduates (56%); an additional 17% of students and 20% of graduates feel the cost is a “minor factor” in their decision not to enroll in post-secondary education right away. This means that approximately 75% of young people who are choosing to delay entering post-secondary education are doing so due to financial concerns.

Also connected to finances, and the desire to support themselves financially, 71% of high school students and 64% of graduates indicate they need to work a full-time job before they attending college or university. Furthermore, 58% of high school students and 50% of graduates state they need to get a part-time job prior to going on to post-secondary education.

Reasons Why Young People Will Not Pursue Post-Secondary Education after Graduation



Finances and the need to work may be some reasons young people do not go on to post-secondary education right after high school. Some young people also have family responsibilities that prevent them from going on to university or college right away. For example, 57% of high school students and 46% of graduates indicate their family responsibilities are a “major factor” or “minor factor” in their decision to delay entry.

For other young people—67% of students and 66% of graduates—having interests and opportunities that do not require university or college credentials undergird their intentions not to pursue post-secondary education. In addition, 63% of high school students and 57% of graduates state their dislike of school is a “major factor” or “minor factor” in their decision not to pursue post-secondary education after high school. Fifty-eight percent of students and 47% of graduates feel that they do not have good enough grades to go to college/university.

RESEARCH METHODS

The 2018 Horatio Alger Voices of Our Youth survey was conducted as a collaborative effort between Nanos Research and Simon Fraser University's Centre for the Study of Educational Leadership and Policy. The report was prepared by Dr. Michelle Pidgeon, with the assistance of CSELP research assistant, Ms. Andrea Leveille, on behalf of the Horatio Alger Association of Canada.

Nanos Research conducted the survey in both English and French. The survey met the standards set forth by the MRIA (<http://mria-arim.ca/polling>) and also underwent ethical review process at Simon Fraser University. [See Technical Report prepared by Nanos Research in Appendix A.]

From June 21 to July 23, 2018, 2,070 Canadian high school students and high school graduates between 14 and 23 years of age participated in an online survey, administered by the Nanos Research Group. Participants were screened prior to their accessing the survey to ensure they met the criteria (between ages of 14–23; current high school student or high school graduate). Excluded from the survey were youth younger than 14 and older than 23 years of ages and individuals not attending high schools or not having graduated from high school.

The online survey had 156 questions (e.g., forced choice, Likert scale, open ended responses). The questions were focused around what factors youth deemed important when thinking about education and career goals, their satisfaction with the system of government, and confidence in various Canadian institutions (e.g., military, police, senate); youth's perception of Canada's support of Indigenous peoples and the Truth and Reconciliation (TRC) report. Questions also explored where they get their news, perceptions of standard of living over the next 10 years, post-secondary aspirations, level of worry parent(s)/guardian(s) had for them and interest in their lives, the effect of technology on young people, and problems and issues faced by youth.

Demographic Summary

The results were weighted by region and by age within each region using the latest 2016 Census information and the sample is geographically stratified to ensure a distribution across all regions of Canada: Atlantic region (5.8%, inclusive of NL 1.3%, NB, 1.8%, NS, 2.5%; PEI 0.4%), Quebec (20.6%), Ontario (40.7%), Manitoba (4.1%), Saskatchewan (3.4%), Alberta (11.6%), and British Columbia (13.7%).



Distribution of Participants by Province

Participants in this study were represented across genders (e.g., 54% of high school students and 68% of graduates were female; 46% of students and 31% of graduates were male; and 0.6% of both groups identified as other).

Diversity represented in Canada was also reflected in who responded to this survey. Seventy-one percent of high school students and 61% of graduates identified as White/Caucasian; the remaining ~30% and 40% of participants represented various ethnic groups (e.g., Asian, Black/African, South Asian, and Middle Eastern). Also, approximately 9% of students and graduates self-identified as being First Nations, Métis, or Inuit.

Participants also were spread out in terms of where they live. Around 36% of high school students and 34% of graduates were living in a large city. Twenty-eight percent of students and 31% of graduates were living in a medium-to-small city. Almost 20% of both groups were living in a suburb near a city. Around 10% of high school students and 8% of graduates indicated they were living in a small town not near a city. Approximately 7% from each group shared they were living in a rural or remote area. Less than 1% of students and graduates were living on-reserve.

While the majority of young people responded they were not religious (55% of high school students; 60% of graduates), those who identified as religious were most prevalently Roman Catholic (27% of students; 21% of graduates). Another 10% of high school students and 8% of graduates were Protestant. Another 3-4% of students and graduates identified as Anglican. Another 4% and 5% of each group respectively indicated they were Muslim and less than 2% of participants were Jewish.

In terms of parent education level, slightly more than half of the parent(s)/guardian(s) of high school students and graduates had attended university, and of those, over approximately 85%-89% of these parent(s)/guardian(s) completed a degree.

Fifty-eight percent of high school students and 54% of graduates indicated their parent(s)/guardian(s) had attended college. Of those parent(s)/guardian(s), approximately 90% of them also completed a college degree or diploma.

Although data analysis was conducted comparing responses for the total sample and also between groups (e.g., ages, gender, geographic region), this report focuses on the comparison of responses between those who were enrolled in high school (i.e., high school students) and those who had graduated from high school.

DATA TABLES

Distribution of High School Students and Graduates by Age, Sex and Ethnicity

| | HS Students % | HS Graduates % |
|-----------------------|------------------|-------------------|
| Age | | |
| 14 | 24.2 | 0.2 |
| 15 | 24.2 | 0.2 |
| 16 | 24.1 | 0.7 |
| 17 | 17.1 | 5.1 |
| 18 | 4.4 | 12.3 |
| 19 | 1.0 | 15.4 |
| 20 | 2.0 | 15.4 |
| 21 | 0.9 | 16.7 |
| 22 | 1.1 | 16.9 |
| 23 | 1.0 | 17.1 |
| Gender | | |
| Female | 53.6 | 68.2 |
| Male | 45.8 | 31.2 |
| Other | 0.6 | 0.6 |
| Ethnicity/Race | | |
| White/Caucasian | 70.9 | 60.6 |
| Asian | 7.8 | 14.5 |
| Black/African | 5.5 | 7.2 |
| South Asian | 6.1 | 7.6 |
| Middle Eastern | 2.3 | 3.8 |

Note: 3.0% preferred not to identify their race/ethnicity

Distribution of High School Students and Graduates by Living Area, Parental Education, and Religious Beliefs

| | High School Students % | High School Graduates % |
|---|---------------------------|----------------------------|
| Living Area | | |
| Large city | 35.9 | 34.0 |
| Medium-to-small city | 27.6 | 30.5 |
| Suburb near a city | 18.9 | 19.6 |
| Small town not near a city | 9.7 | 8.2 |
| Rural or remote area | 7.4 | 7.1 |
| On-reserve | 0.6 | 0.7 |
| Parent(s)/Guardian(s) Education | | |
| YES - Attended university | 53.2 | 55.9 |
| ~ Completed University | 86.9 | 89.1 |
| YES - Attended College | 58.5 | 53.9 |
| ~ Completed College | 90.7 | 89.3 |
| Religious Background/Beliefs | | |
| Not religious/Don't belong to an organized church | 55.2 | 60.5 |
| Roman Catholic | 27.1 | 21.3 |
| Anglican | 3.4 | 3.5 |
| Jewish | 1.3 | 1.2 |
| Muslim | 3.5 | 5.1 |
| Protestant | 9.5 | 8.4 |

Self-Identify as First Nations, Métis, or Inuit

| | High School Students % | High School Graduates % |
|----------------------------------|---------------------------|----------------------------|
| Yes, First Nations, Métis, Inuit | 8.9 | 8.7 |
| No, not Aboriginal | 91.1 | 91.3 |

Who They Live With

| | High School Students % | High School Graduates % |
|--------------------------|---------------------------|----------------------------|
| Who They Live With | | |
| Mother | 86.5 | 61.8 |
| Father | 72.9 | 48.3 |
| Guardian(s) | 2.6 | 4.2 |
| Stepfather | 7.8 | 3.7 |
| Stepmother | 3.7 | 2.1 |
| Sister(s) | 39.1 | 27.2 |
| Brother(s) | 41.5 | 25.4 |
| Grandparent(s) | 7.7 | 6.5 |
| Friends | 1.9 | 5.4 |
| Foster Parents | 0.3 | 0.6 |
| Spouse/Significant other | 1.0 | 13.2 |
| Roommates | 1.0 | 9.1 |
| Live Alone | 1.1 | 10.4 |

Where They Went to High School

| | High School Students % | High School Graduates % |
|--|---------------------------|----------------------------|
| Type of High School | | |
| Public (non-religious) | 66.3 | 54.6 |
| Religious public | 9.8 | 10.4 |
| Private religious | 4.8 | 6.4 |
| CEGEP | 2.3 | 10.1 |
| Private non-religious | 3.8 | 3.5 |
| International Baccalaureate | 3.6 | 5.4 |
| Home/Taught by Parent(s)/ Guardian(s) | 2.0 | 1.5 |
| Boarding | 0.9 | 2.2 |

Languages Spoken At Home

| | High School Students % | High School Graduates % |
|----------------------|---------------------------|----------------------------|
| Language | | |
| English | 29.1 | 52.8 |
| French | 21.5 | 25.5 |
| Spanish | 3.1 | 3.6 |
| Cantonese | 1.9 | 4.7 |
| Mandarin | 1.9 | 3.6 |
| Hindi | 1.3 | 2.6 |
| Punjabi | 1.1 | 2.6 |
| Tagalog | 1.3 | 2.4 |
| Urdu | 1.7 | 1.2 |
| Arabic | 0.3 | 2.5 |
| Italian | 0.9 | 1.5 |
| Japanese | 0.6 | 1.7 |
| German | 0.5 | 1.1 |
| Korean | 0.4 | 1.9 |
| Tamil | 0.1 | 1.2 |
| Vietnamese | 0.6 | 1.3 |
| Creoles | 0.3 | 1.1 |
| Aboriginal languages | 0.3 | 1.1 |
| Ukrainian | 0.9 | 0.4 |
| Romanian | 0.4 | 0.8 |
| Persian | 0.7 | 0.4 |
| Portugese | 0.3 | 0.7 |
| Serbian | 0.4 | 0.5 |
| Turkish | 0.3 | 0.3 |
| Polish | 0.2 | 0.4 |
| Somali | 0.2 | 0.3 |
| No other languages | 1.8 | 2.4 |

Important Factors When Thinking About Education, Career, and Life Goals

| | Important % | Somewhat Important % | Somewhat Unimportant % | Unimportant (%) | Unsure (%) |
|---|-------------|----------------------|------------------------|-----------------|------------|
| Making a contribution to science | | | | | |
| HS Students | 24.2 | 33.1 | 21.8 | 12.1 | 8.9 |
| HS Graduates | 30.4 | 32.3 | 19.3 | 13.0 | 5.0 |
| Becoming successful in a business of your own | | | | | |
| HS Students | 34.4 | 31.9 | 16.2 | 8.1 | 9.4 |
| HS Graduates | 36.5 | 31.6 | 17.7 | 9.3 | 4.9 |
| Raising a family | | | | | |
| HS Students | 41.0 | 33.4 | 10.9 | 7.3 | 7.4 |
| HS Graduates | 49.5 | 22.6 | 11.8 | 11.4 | 4.7 |
| Being very well off financially | | | | | |
| HS Students | 48.8 | 35.6 | 9.1 | 2.9 | 3.6 |
| HS Graduates | 55.1 | 32.7 | 7.5 | 2.4 | 2.3 |
| Participating in one of the fine arts (e.g., writing, acting, singing, dancing) | | | | | |
| HS Students | 24.7 | 27.2 | 20.3 | 22.4 | 5.4 |
| HS Graduates | 30.4 | 28.4 | 19.8 | 17.2 | 4.2 |
| Becoming involved in programs to clean up environment | | | | | |
| HS Students | 31.7 | 43.7 | 14.7 | 5.6 | 4.4 |
| HS Graduates | 36.2 | 39.7 | 15.8 | 4.8 | 3.6 |
| Helping to promote equity issues (e.g., race, gender, sexuality) | | | | | |
| HS Students | 35.5 | 38.7 | 12.9 | 9.4 | 3.5 |
| HS Graduates | 43.9 | 34.5 | 10.6 | 7.0 | 4.0 |
| Serving and protecting society and my community | | | | | |
| HS Students | 32.7 | 42.8 | 13.0 | 5.1 | 6.4 |
| HS Graduates | 37.1 | 41.1 | 14.3 | 4.1 | 3.5 |
| Integrating religion or spirituality into your life | | | | | |
| HS Students | 20.2 | 28.1 | 20.5 | 25.9 | 5.4 |
| HS Graduates | 26.3 | 23.1 | 19.0 | 27.1 | 4.6 |

Important Factors When Thinking About Education, Career, and Life Goals (Con't)

| | Important (%) | Somewhat Important (%) | Somewhat Unimportant (%) | Unimportant (%) | Unsure (%) |
|--|---------------|------------------------|--------------------------|-----------------|------------|
| Having cultural traditions and practices part of your life | | | | | |
| HS Students | 25.4 | 38.2 | 19.3 | 11.2 | 5.9 |
| HS Graduates | 30.2 | 35.0 | 17.1 | 12.8 | 5.0 |
| Helping others who are in difficulty | | | | | |
| HS Students | 43.4 | 41.6 | 9.0 | 2.8 | 3.2 |
| HS Graduates | 52.4 | 34.0 | 7.7 | 2.9 | 3.0 |
| Making an ongoing contribution to Reconciliation with Indigenous Peoples | | | | | |
| HS Students | 21.1 | 31.4 | 20.1 | 15.6 | 11.8 |
| HS Graduates | 25.5 | 33.1 | 17.3 | 14.0 | 10.1 |

What Is More Important for Success? Luck or Hard Work

| | HS Students % | HS Graduates % |
|-----------|---------------|----------------|
| Hard work | 79.3 | 79.1 |
| Luck | 12.8 | 14.7 |
| Unsure | 7.9 | 6.2 |

Level of Satisfaction with System of Government

| | HS Students % | HS Graduates % |
|-----------------------|------------------|-------------------|
| Very satisfied | 11.7 | 10.7 |
| Somewhat satisfied | 40.5 | 44.4 |
| Somewhat dissatisfied | 20.5 | 26.6 |
| Very dissatisfied | 10.5 | 10.4 |
| Unsure | 16.7 | 7.9 |

Amount of Time Can You Trust the Government to Do What Is Right.

| | HS Students % | HS Graduates % |
|-----------------------|------------------|-------------------|
| Just about always | 5.3 | 7.2 |
| Most of the time | 31.3 | 31.9 |
| Only some of the time | 49.3 | 50.1 |
| Never | 6.2 | 6.0 |
| Unsure | 8.0 | 4.8 |

Most Important Freedom that Canadians Enjoy

| | HS Students % | HS Graduates % |
|--|------------------|-------------------|
| Single Most Important Freedom | | |
| Freedom of thought, belief, opinion, and expression | 38.0 | 42.7 |
| Right to life, liberty, and security of the person | 19.1 | 22.2 |
| The rights of everyone to equal protection under the law | 17.6 | 14.7 |
| Right to vote | 11.8 | 8.4 |
| Freedom of conscience and religion | 6.8 | 5.7 |
| Freedom of peaceful assembly | 4.2 | 5.6 |
| Freedom of the press | 2.6 | 0.7 |

Level of Confidence in Canadian Institutions

| | A great deal of confidence | Quite a bit of confidence | Some confidence | Very little confi- dence | No confidence at all |
|--|-------------------------------|------------------------------|-----------------|-----------------------------|-------------------------|
| The Military | | | | | |
| HS Students | 25.3 | 31.1 | 30.8 | 8.3 | 4.6 |
| HS Graduates | 23.2 | 35.3 | 28.9 | 8.9 | 3.8 |
| The federal government and parliament | | | | | |
| HS Students | 8.5 | 25.8 | 39.1 | 19.5 | 7.1 |
| HS Graduates | 9.7 | 30.3 | 38.7 | 15.6 | 5.6 |

Level of Confidence in Canadian Institutions (con't)

| | A great deal of confidence | Quite a bit of confidence | Some Confidence | Very little Confidence | No confidence at all |
|---|----------------------------|---------------------------|-----------------|------------------------|----------------------|
| Senate | | | | | |
| HS Students | 6.9 | 24.1 | 45.0 | 16.9 | 7.2 |
| HS Graduates | 7.8 | 27.1 | 43.5 | 16.4 | 5.1 |
| The Media | | | | | |
| HS Students | 8.7 | 24.8 | 37.7 | 22.5 | 6.3 |
| HS Graduates | 8.5 | 22.6 | 37.1 | 22.9 | 9.0 |
| The Supreme Court | | | | | |
| HS Students | 16.9 | 33.8 | 36.1 | 9.8 | 3.4 |
| HS Graduates | 16.6 | 35.4 | 34.4 | 10.5 | 3.2 |
| Public Schools (K-12) | | | | | |
| HS Students | 13.6 | 33.9 | 33.0 | 15.3 | 4.2 |
| HS Graduates | 14.2 | 35.4 | 35.7 | 10.0 | 4.7 |
| The RCMP | | | | | |
| HS Students | 20.1 | 38.1 | 29.3 | 8.7 | 3.8 |
| HS Graduates | 19.8 | 36.6 | 29.8 | 9.4 | 4.4 |
| Provincial government | | | | | |
| HS Students | 8.0 | 20.5 | 43.3 | 20.7 | 7.4 |
| HS Graduates | 9.7 | 26.7 | 40.2 | 17.6 | 5.8 |
| Health Care | | | | | |
| HS Students | 21.4 | 32.9 | 32.7 | 10.7 | 2.3 |
| HS Graduates | 24.3 | 39.1 | 26.8 | 7.1 | 2.8 |
| Post-secondary system (e.g. university/colleges) | | | | | |
| HS Students | 18.0 | 38.0 | 34.3 | 7.9 | 1.8 |
| HS Graduates | 18.3 | 37.7 | 29.5 | 10.9 | 3.5 |
| The Police (City/Prov) | | | | | |
| HS Students | 17.9 | 41.0 | 25.8 | 10.6 | 4.8 |
| HS Graduates | 17.6 | 34.7 | 29.6 | 12.1 | 6.0 |

Most Important Changes for the Country

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Increase access to affordable housing | 56.5 | 61.2 |
| Make sure people of all races are treated equally | 55.7 | 61.2 |
| Address issues of poverty and homelessness across Canada | 56.5 | 58.6 |
| Reduce the economic gap between the rich and poor | 51.3 | 54.7 |
| Cut taxes and reduce government spending | 51.5 | 50.9 |
| Increase support of environment protections in Canada | 45.8 | 49.7 |
| Make sure lesbian, gay, bisexual, and trans-gender people are treated equally | 42.1 | 49.4 |
| Limit the amount of influence wealthy individuals and big corporations have on government | 42.1 | 49.0 |
| Advancing gender equity | 39.6 | 48.6 |
| Uphold Canadian Charter of Rights and Freedoms | 35.6 | 35.7 |
| Address issues of food insecurity | 31.8 | 39.3 |
| Immigration and refugee supports | 29.8 | 43.3 |
| Advancing reconciliation with Indigenous peoples of Canada | 27.7 | 36.5 |
| Decrease the role of religion in government | 22.3 | 28.3 |
| Decrease the role of Federal government in people's lives | 16.3 | 17.0 |
| Implement recommendations from the Truth and Reconciliation Commission | 12.2 | 17.5 |
| Increase the role of religion in government | 8.0 | 9.4 |
| None of these | 2.5 | 2.2 |

How Youth Perceive Canada's Support of Indigenous Peoples

| | Very Good % | Good % | Average % | Poor % | Very Poor % | Unsure % |
|---|-------------|--------|-----------|--------|-------------|----------|
| Ensuring Indigenous peoples are not discriminated against | | | | | | |
| HS Students | 12.2 | 22.2 | 29.8 | 18.7 | 11.5 | 5.7 |
| HS Graduates | 11.4 | 18.8 | 29.1 | 19.2 | 14.7 | 6.7 |
| Respecting Treaty rights of Indigenous peoples | | | | | | |
| HS Students | 11.3 | 26.3 | 29.6 | 15.4 | 9.3 | 8.1 |
| HS Graduates | 11.7 | 19.2 | 31.7 | 17.8 | 10.3 | 9.3 |
| Ensuring a positive quality of life on First Nations Reserves | | | | | | |
| HS Students | 9.8 | 19.7 | 30.5 | 17.0 | 14.7 | 8.3 |
| HS Graduates | 10.4 | 15.2 | 29.9 | 17.9 | 17.0 | 9.5 |
| Including the views of Indigenous leaders on our political decision making | | | | | | |
| HS Students | 9.4 | 21.8 | 31.8 | 19.5 | 8.9 | 8.6 |
| HS Graduates | 9.6 | 17.2 | 29.2 | 20.1 | 13.3 | 10.7 |
| Properly funding necessities like clean drinking water and housing on Indian Reserves | | | | | | |
| HS Students | 11.0 | 22.7 | 27.5 | 16.3 | 12.3 | 10.1 |
| HS Graduates | 10.9 | 19.2 | 25.7 | 18.4 | 14.4 | 11.3 |
| Having appropriate Indigenous course content in our school classrooms across Canada | | | | | | |
| HS Students | 12.7 | 23.7 | 28.3 | 19.1 | 9.4 | 6.8 |
| HS Graduates | 12.4 | 20.4 | 29.7 | 15.7 | 14.0 | 7.8 |
| Recognizing the rights of Indigenous peoples to self-government | | | | | | |
| HS Students | 11.8 | 22.5 | 34.2 | 15.3 | 7.9 | 8.4 |
| HS Graduates | 12.1 | 19.5 | 30.5 | 18.6 | 10.1 | 9.2 |

Level of Agreement with Various Aspects of Indigenous Issues in Canada

| | Agree % | Somewhat Agree % | Somewhat Disagree % | Disagree % | Unsure % |
|---|---------|------------------|---------------------|------------|----------|
| The government should help fund programs which support the language of Indigenous peoples | | | | | |
| HS Students | 33.6 | 32.7 | 16.7 | 10.0 | 7.0 |
| HS Graduates | 41.0 | 34.2 | 10.8 | 6.8 | 7.2 |
| The government should help fund programs which support the cultural traditions of Indigenous peoples | | | | | |
| HS Students | 33.3 | 35.9 | 13.3 | 10.5 | 7.0 |
| HS Graduates | 40.1 | 33.5 | 12.2 | 6.9 | 7.3 |
| Indigenous issues are important issues for all Canadians to care about. | | | | | |
| HS Students | 36.2 | 36.4 | 13.9 | 7.7 | 5.8 |
| HS Graduates | 44.3 | 31.1 | 11.1 | 7.2 | 6.4 |
| Indigenous peoples should have an important role in protecting our environment | | | | | |
| HS Students | 38.2 | 40.3 | 9.8 | 4.6 | 7.1 |
| HS Graduates | 45.7 | 33.9 | 8.0 | 4.7 | 7.7 |
| I want to learn more about Indigenous peoples in Canada | | | | | |
| HS Students | 29.2 | 37.9 | 14.3 | 12.3 | 6.1 |
| HS Graduates | 39.1 | 31.3 | 13.4 | 10.5 | 5.8 |
| The media continues to perpetuate negative stereotypes about Indigenous peoples | | | | | |
| HS Students | 19.3 | 31.5 | 22.8 | 15.4 | 10.9 |
| HS Graduates | 24.6 | 34.9 | 19.1 | 11.3 | 10.1 |
| I feel optimistic about the future of the relationship Canada has with its First peoples (First Nations, Métis, and Inuit). | | | | | |
| HS Students | 19.2 | 42.5 | 19.2 | 8.5 | 10.5 |
| HS Graduates | 18.9 | 42.1 | 17.0 | 8.6 | 13.4 |

Level of Understanding/Discussion of the TRC's Report, Residential Schools, and Reconciliation

| | Agree % | Somewhat Agree % | Somewhat Disagree % | Disagree % | Unsure % |
|---|---------|------------------|---------------------|------------|----------|
| My school has programming to educate me about residential schools and intergenerational trauma | | | | | |
| HS Students | 24.0 | 29.2 | 15.9 | 18.3 | 12.5 |
| HS Graduates | 25.8 | 27.7 | 16.5 | 19.3 | 10.7 |
| My family has talked about how we can work towards reconciliation | | | | | |
| HS Students | 16.5 | 26.0 | 18.7 | 30.0 | 8.8 |
| HS Graduates | 13.3 | 22.9 | 17.2 | 36.4 | 10.1 |
| I have talked with my friends about residential schools | | | | | |
| HS Students | 20.2 | 24.5 | 19.1 | 28.8 | 7.3 |
| HS Graduates | 26.1 | 26.3 | 14.6 | 25.2 | 7.8 |
| I feel very informed on the issues facing Aboriginal peoples because of the TRC | | | | | |
| HS Students | 16.7 | 30.0 | 20.1 | 20.6 | 12.6 |
| HS Graduates | 15.7 | 27.3 | 25.4 | 20.4 | 11.3 |
| I understand that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society | | | | | |
| HS Students | 26.5 | 34.7 | 11.3 | 9.3 | 18.2 |
| HS Graduates | 28.4 | 34.2 | 13.2 | 8.7 | 15.5 |
| I understand what impact residential schools had on Aboriginal peoples and their families | | | | | |
| HS Students | 32.5 | 33.1 | 12.6 | 9.3 | 12.5 |
| HS Graduates | 39.5 | 28.8 | 12.1 | 10.0 | 9.7 |

Outlook Toward the Future of the Country

| | HS Students % | HS Graduates % |
|-----------------------|------------------|-------------------|
| Hopeful | 31.5 | 30.3 |
| Somewhat hopeful | 42.8 | 40.5 |
| Somewhat dissatisfied | 13.7 | 16.9 |
| Very dissatisfied | 5.7 | 6.5 |
| Unsure | 6.3 | 5.8 |

Standard of Living of Canadians over Next 10 Years

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Next generation will have a higher standard | 38.5 | 43.2 |
| Next generation will have the same standard | 29.7 | 26.9 |
| Next generation will have a lower standard | 20.2 | 21.2 |
| Unsure | 11.6 | 8.7 |

Important Sources for Getting News

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Online social media (e.g., Twitter, Instagram) | 61.4 | 65.7 |
| Friends/Family | 54.9 | 54.1 |
| Network news (e.g., TV, online, or social media) | 48.0 | 51.7 |
| News websites, pod-casts, or social media outlets | 45.6 | 52.5 |
| Local television news | 39.3 | 41.1 |
| Radio | 32.8 | 39.9 |
| Cable television news | 32.8 | 28.3 |
| Printed newspapers | 20.9 | 23.7 |
| Online blogs | 20.9 | 23.5 |
| Comedy news shows | 8.8 | 15.5 |
| None of these | 1.7 | 2.2 |

Current Grade Given to Schools

| | HS Students (%) |
|---|-----------------|
| A | 24.1 |
| B | 46.0 |
| C | 20.3 |
| D | 7.0 |
| F | 2.6 |

How Well Schools Are Teaching High School Students the Skills Needed to Be Successful in Life

| | HS Students (%) |
|-------------------|-----------------|
| Very good job | 16.9 |
| Somewhat good job | 35.5 |
| Average | 29.4 |
| Somewhat poor job | 12.1 |
| Very poor job | 4.4 |
| Not sure | 1.7 |

Current High School Students' Opinion on the Most Important Quality of Education They Are Receiving From Their Schools

| | HS Students % |
|--------------------------------|---------------|
| Teachers | 23.9 |
| Variety and quality of courses | 20.2 |
| Job training | 13.7 |
| College preparation | 11.1 |
| Up-to-date technology | 9.8 |
| Athletic programs | 5.7 |
| Music and Arts programs | 5.2 |
| Security and personal safety | 4.3 |
| Counsellors | 3.2 |
| Clubs and societies | 2.0 |
| Other | 0.6 |
| Unsure | 0.2 |

What High School Students Wish They Were Learning in School to Be More Successful in Life (open ended response)

| | HS Students % |
|--|------------------|
| Money/saving/budges/taxes/investing | 20.3 |
| Basic life skills (e.g., cooking, cleaning, household skills) | 22.0 |
| Prepare us for careers/more job skills/resume building | 5.5 |
| Math/Science | 4.0 |
| More/better teachers/more help for students | 3.9 |
| Computer skills/programming/technology | 3.6 |
| More hands on training/education/field trips | 3.0 |
| Social skills/communication skills | 2.7 |
| History/more accurate history/Aboriginal history | 2.6 |
| More discipline/reality check for poor students/allow us to fail | 2.0 |
| Prepare us for post secondary/the future | 1.9 |
| More discussion/choice in what we learn | 1.8 |
| Teach us more about the world | 1.7 |
| Mentorship/guidance | 1.7 |
| Teach more about politics/government | 1.5 |
| Mental/physical/sexual health | 1.3 |
| Writing/reading/literacy | 1.1 |
| Art/music/acting/creative skills | 0.9 |
| Teach more languages/additional languages | 0.9 |
| Other | 5.6 |
| Nothing else/have what I need | 6.5 |
| Unsure | 5.6 |

Grades Received from Last Report Card (Self-reported data)

| | HS Students % |
|-----------------------|------------------|
| Mostly As | 24.9 |
| A mix of As and Bs | 33.2 |
| Mostly Bs | 14.3 |
| A mix of Bs and Cs | 17.9 |
| Mostly Cs | 3.2 |
| A mix of Cs and Ds | 1.6 |
| Mostly Ds | 0.5 |
| A mix of Ds and Fs | 0.1 |
| Mostly Fs | 0.3 |
| Unsure/Can't remember | 4.1 |

Participation in College Prep Type Courses

| YES | HS Students 22.6% | HS Graduates 64.2% |
|-------------------------------------|----------------------|-----------------------|
| College Prep classes | 24.4 | 17.5 |
| Advanced placement program | 38.0 | 15.6 |
| International baccalaureate program | 16.4 | 13.2 |
| Taken a college-level class | 21.2 | 53.7 |

Plans to Complete Post-Secondary Education

| | HS Students % | HS Graduates % |
|--|------------------|-------------------|
| Yes, plan to complete degree/diploma/certificate | 87.9 | 67.6 |
| Already completed degree/diploma/certificate | 4.0 | 24.2 |
| No, do not plan to complete degree/diploma/certificate | 8.1 | 8.2 |

Activities Participated in as High School Student during 2017-2018 School Year

| | HS Students % | HS Graduates % |
|--|---------------|----------------|
| I participated in band, choir, or orchestra | 28.8 | 15.6 |
| I played organized or competitive sports | 45.3 | 27.1 |
| I participated in the fine arts (e.g, acting, dancing) | 31.7 | 33.8 |

Highest Degree Intended to Earn in Lifetime (by those who plan to attend PSE)

| | HS Students % | HS Graduates % |
|--|------------------|-------------------|
| University degree | 36.2 | 38.6 |
| Graduate (e.g., master's or doctorate) or professional degree (e.g., medicine, law, nursing, teaching) | 29.9 | 31.9 |
| College/Vocational certificate or diploma | 20.9 | 20.2 |
| Community college degree | 11.5 | 8.4 |
| Trade school/apprenticeship | 0.3 | 0.3 |
| High school | 0.1 | 0.2 |
| Military | 0.1 | 0.0 |
| Unsure | 1.0 | 0.3 |

Reasons Why Choosing to Complete Vocational Certificate or Community College Degree

| College/Vocational certificate or diploma | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| To train for a career or profession that I am interested in | 45.5 | 41.6 |
| To save money; it's more affordable | 34.0 | 38.0 |
| To stay close to home | 13.8 | 15.2 |
| To improve my academic record and chances of getting into a four-year program | 6.7 | 5.2 |

Plans to Enroll in Other PSE* Before Enrolling in University

| | HS Students % | HS Graduates % |
|----------------------------|------------------|-------------------|
| Definitely will enroll | 24.9 | 22.5 |
| Probably will enroll | 29.4 | 23.2 |
| Probably will NOT enroll | 34.1 | 26.0 |
| Definitely will NOT enroll | 11.6 | 28.1 |

Note: Other PSE= Vocational or technical program, community college or two year program.

Plans to Enter University Immediately after Graduation from High School

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Yes, plan to enter immediately after graduation | 82.7 | 75.6 |
| No, do not plan to enter immediately after graduation | 17.3 | 24.4 |

Financing Post-Secondary Education

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Have no concerns, am confident will have enough funds | 25.6 | 26.4 |
| Have some concerns, but will probably have enough funds | 47.0 | 46.6 |
| Have major concerns, am not sure will have enough funds | 27.4 | 27.0 |

Sources of Finances for Post-Secondary Education

| | HS Students % | HS Graduates % |
|--|------------------|-------------------|
| Family resources, including parent(s) or guardians, and relatives | 31.8 | 30.4 |
| Your own resources, such as money from work or work-study programs | 24.2 | 28.2 |
| Financial aid that you will not need to repay, such as grants and scholarships | 23.5 | 22.4 |
| Loans and other forms of financial aid that you will need to repay | 18.6 | 17.7 |
| Other (e.g., RESP, Band funding, Own savings/ Other family, Military service) | 1.9 | 1.4 |

Factors in Decision Not to Enroll in Post-Secondary Education after Graduation

| | Major Factor % | Minor Factor % | Not Really a Factor % | Unsure % |
|--|----------------|----------------|-----------------------|----------|
| The cost of going to university or college | | | | |
| HS Students | 57.5 | 16.6 | 8.8 | 17.1 |
| HS Graduates | 55.6 | 20.4 | 18.0 | 6.1 |
| The need to get a full time job | | | | |
| HS Students | 41.7 | 29.3 | 18.4 | 10.6 |
| HS Graduates | 48.3 | 15.2 | 26.9 | 9.5 |
| The need to work a part-time job | | | | |
| HS Students | 22.6 | 35.1 | 27.0 | 15.3 |
| HS Graduates | 24.1 | 26.2 | 38.0 | 11.8 |
| I have interests and opportunities that do not require university or college credentials | | | | |
| HS Students | 23.2 | 43.6 | 20.0 | 13.2 |
| HS Graduates | 34.8 | 31.3 | 20.8 | 13.1 |
| I do not have good enough grades to go to college/university | | | | |
| HS Students | 32.4 | 25.7 | 26.9 | 15.1 |
| HS Graduates | 20.8 | 26.2 | 42.6 | 10.4 |
| I do not like school | | | | |
| HS Students | 43.7 | 19.5 | 24.5 | 12.3 |
| HS Graduates | 28.0 | 28.7 | 37.7 | 5.6 |
| I have family responsibilities | | | | |
| HS Students | 32.9 | 23.6 | 35.4 | 8.2 |
| HS Graduates | 21.3 | 24.3 | 46.5 | 7.9 |

Age When One Should Become Financially Independent of Parents

| | HS Students % | HS Graduates % |
|------------------------|------------------|-------------------|
| Less than 18 years old | 3.5 | 3.3 |
| 18-20 years old | 29.3 | 34.7 |
| 21-24 years old | 32.2 | 26.9 |
| 25-29 | 21.8 | 20.7 |
| 30 years old or more | 2.4 | 2.7 |
| Don't know | 10.9 | 11.7 |
| Average expected age | 21.7 | 21.6 |

Current Employment Status

| | HS Students % | HS Graduates % |
|--|------------------|-------------------|
| Yes, employed | 30.8 | 58.6 |
| Not employed, looking for work | 34.4 | 29.5 |
| Not employed, and not looking for work | 34.8 | 12.0 |

Status of Employment

| | HS Students % | HS Graduates % |
|--------------------|------------------|-------------------|
| Employed full-time | 16.2 | 49.7 |
| Employed part-time | 83.8 | 50.3 |

Frequency that Parent(s)/Guardian(s) Talk to Teachers

| | HS Students % | HS Graduates % |
|------------|------------------|-------------------|
| Very Often | 13.7 | 12.0 |
| Often | 21.5 | 13.3 |
| Sometimes | 36.3 | 18.0 |
| Rarely | 18.1 | 17.1 |
| Never | 7.9 | 34.6 |
| Unsure | 2.5 | 5.0 |

Level of Parent(s)/Guardian(s) Worry

| | Worry a lot % | Somewhat worry % | Somewhat not worry % | Not worry at all % | Unsure % |
|---|------------------|------------------------|----------------------------|--------------------------|-------------|
| Your personal safety | | | | | |
| HS Students | 41.0 | 30.9 | 16.6 | 8.8 | 2.7 |
| HS Graduates | 38.5 | 30.5 | 14.7 | 12.4 | 3.8 |
| Protecting the privacy of your personal information | | | | | |
| HS Students | 26.1 | 37.3 | 20.1 | 11.8 | 4.7 |
| HS Graduates | 21.0 | 27.6 | 22.8 | 21.4 | 7.2 |
| Your performance in school | | | | | |
| HS Students | 26.5 | 33.8 | 20.4 | 16.8 | 2.5 |
| HS Graduates | 23.2 | 27.2 | 22.3 | 22.1 | 5.2 |
| Your relationships with friends | | | | | |
| HS Students | 17.1 | 34.5 | 25.9 | 19.4 | 3.1 |
| HS Graduates | 15.8 | 27.5 | 24.3 | 27.1 | 5.3 |
| Your physical health | | | | | |
| HS Students | 25.6 | 33.2 | 21.1 | 16.6 | 3.6 |
| HS Graduates | 29.8 | 31.4 | 18.7 | 16.2 | 3.9 |
| The amount of time you spend online | | | | | |
| HS Students | 23.7 | 33.1 | 23.4 | 17.5 | 2.3 |
| HS Graduates | 15.6 | 21.8 | 25.7 | 31.9 | 5.1 |
| Your future | | | | | |
| HS Students | 28.6 | 40.9 | 18.6 | 8.2 | 3.7 |
| HS Graduates | 33.1 | 31.7 | 19.2 | 11.6 | 4.4 |

Desire for Parent/Guardian Interest

| | Wish they were more interested % | Wish they were somewhat more interested % | Interest is about the right amount already % | Wish they were somewhat less interested % | Wish they were less interested % | Unsure % |
|--|----------------------------------|---|--|---|----------------------------------|----------|
| Your friends and who you hang out with | | | | | | |
| HS Students | 8.8 | 9.4 | 57.5 | 13.8 | 6.8 | 3.8 |
| HS Graduates | 10.4 | 13.7 | 51.9 | 11.0 | 7.6 | 5.3 |
| The amount of time you spend with electronic devices, like a cell phone and tablet | | | | | | |
| HS Students | 8.0 | 9.1 | 42.4 | 19.6 | 17.2 | 3.6 |
| HS Graduates | 8.6 | 9.6 | 46.2 | 16.9 | 12.2 | 6.5 |
| Your school work and classes | | | | | | |
| HS Students | 8.9 | 13.8 | 62.1 | 8.7 | 3.7 | 2.8 |
| HS Graduates | 12.5 | 15.4 | 51.7 | 10.6 | 4.2 | 5.6 |
| Dating and relationships | | | | | | |
| HS Students | 7.3 | 8.3 | 47.3 | 17.7 | 10.5 | 9.0 |
| HS Graduates | 11.8 | 11.4 | 44.3 | 14.1 | 11.2 | 7.1 |
| Activities you are involved in such as sports or music | | | | | | |
| HS Students | 9.7 | 13.8 | 62.3 | 5.6 | 3.3 | 5.4 |
| HS Graduates | 14.4 | 18.9 | 48.6 | 6.9 | 3.9 | 7.3 |
| How you manage your money, such as saving and spending | | | | | | |
| HS Students | 8.8 | 13.2 | 52.4 | 14.7 | 6.6 | 4.4 |
| HS Graduates | 12.1 | 16.8 | 45.4 | 13.6 | 7.5 | 4.6 |
| Your work or career future | | | | | | |
| HS Students | 9.6 | 14.4 | 61.6 | 6.7 | 3.2 | 4.5 |
| HS Graduates | 14.9 | 18.3 | 47.8 | 9.9 | 4.4 | 4.7 |
| Planning for university or college | | | | | | |
| HS Students | 10.5 | 15.5 | 59.8 | 6.4 | 2.5 | 5.3 |
| HS Graduates | 15.4 | 15.4 | 50.1 | 7.2 | 5.1 | 6.8 |

Effect of Technology on Young People

| | Very Positive Effect % | Somewhat Positive Effect % | No Effect Either Way % | Somewhat Negative Effect % | Very Negative Effect % | Unsure % |
|---|------------------------|----------------------------|------------------------|----------------------------|------------------------|----------|
| Their technology skills | | | | | | |
| HS Students | 38.5 | 37.8 | 13.9 | 4.9 | 1.3 | 3.6 |
| HS Graduates | 49.1 | 30.2 | 11.1 | 3.8 | 1.8 | 3.9 |
| Their ability to research and find information | | | | | | |
| HS Students | 44.9 | 29.4 | 15.2 | 5.8 | 0.7 | 3.9 |
| HS Graduates | 49.6 | 27.0 | 12.7 | 4.5 | 2.1 | 4.1 |
| Their life skills | | | | | | |
| HS Students | 13.9 | 26.4 | 27.4 | 22.4 | 5.0 | 4.9 |
| HS Graduates | 16.0 | 23.4 | 22.7 | 23.9 | 8.4 | 5.7 |
| Their performance in school | | | | | | |
| HS Students | 14.7 | 28.2 | 22.7 | 24.8 | 4.5 | 5.4 |
| HS Graduates | 14.5 | 21.6 | 22.8 | 27.3 | 7.6 | 6.1 |
| Their relationships with friends | | | | | | |
| HS Students | 17.8 | 34.3 | 23.1 | 15.6 | 3.5 | 5.8 |
| HS Graduates | 17.7 | 32.5 | 20.7 | 17.4 | 6.1 | 5.5 |
| Their relationship with their parent(s)/guardians | | | | | | |
| HS Students | 12.4 | 20.2 | 25.7 | 29.9 | 5.6 | 6.3 |
| HS Graduates | 14.9 | 13.8 | 27.5 | 28.5 | 8.7 | 6.7 |
| Their attention span | | | | | | |
| HS Students | 11.8 | 19.1 | 20.8 | 28.2 | 15.2 | 4.9 |
| HS Graduates | 11.3 | 14.4 | 16.1 | 32.3 | 19.0 | 6.9 |
| Their level of physical activity and fitness | | | | | | |
| HS Students | 11.2 | 16.4 | 18.7 | 30.1 | 19.5 | 4.1 |
| HS Graduates | 11.0 | 16.3 | 17.0 | 31.5 | 19.8 | 4.3 |
| Their ability to have stable personal relationships | | | | | | |
| HS Students | 12.6 | 22.4 | 30.9 | 22.9 | 5.4 | 5.7 |
| HS Graduates | 13.1 | 20.7 | 22.5 | 26.6 | 10.2 | 7.0 |
| The time they spend volunteering | | | | | | |
| HS Students | 11.2 | 17.9 | 28.0 | 20.2 | 13.7 | 8.9 |
| HS Graduates | 14.0 | 15.1 | 26.6 | 21.3 | 14.4 | 8.6 |

Interest of Parent(s)/Guardian(s) in School Work and Academic Performance

| | HS Students % | HS Graduates % |
|---|---------------|----------------|
| Pay a lot of attention to your school work and classes | 54.2 | 36.5 |
| Pay some attention to your school work and classes | 34.5 | 39.0 |
| Do not pay that much attention to your school work or classes | 7.4 | 14.7 |
| Do not pay attention to your school work or classes at all | 4.0 | 9.8 |

Technology Knowledge Compared to Parent(s)/Guardian(s)

| | HS Students % | HS Graduates % |
|--|---------------|----------------|
| I know a lot more | 40.5 | 57.8 |
| I know a little more | 27.7 | 24.9 |
| Parent(s)/Guardian(s) and I know about the same amount | 19.7 | 10.3 |
| Parent(s)/Guardian(s) know a little more | 6.1 | 2.9 |
| Parent(s)/Guardian(s) know a lot more | 2.8 | 1.0 |
| Unsure | 3.2 | 3.0 |

Problems and Issues Faced by Youth

| | Major problem for me % | Minor problem for me % | Not a problem for me % | Unsure % |
|--|------------------------------|------------------------------|------------------------------|-------------|
| Family problems, or not getting along with your parent(s) or guardian(s) | | | | |
| HS Students | 14.3 | 28.2 | 54.8 | 2.6 |
| HS Graduates | 20.8 | 31.7 | 44.0 | 3.5 |
| Pressure to look a certain way | | | | |
| HS Students | 19.0 | 33.0 | 44.9 | 3.1 |
| HS Graduates | 28.8 | 32.4 | 35.4 | 3.4 |
| Pressure to help out your parents financially | | | | |
| HS Students | 11.3 | 23.4 | 60.5 | 4.9 |
| HS Graduates | 20.3 | 28.9 | 47.1 | 3.8 |
| Concerns about your personal safety | | | | |
| HS Students | 11.7 | 34.0 | 50.7 | 3.6 |
| HS Graduates | 15.3 | 33.6 | 47.8 | 3.3 |
| Concerns about your health | | | | |
| HS Students | 12.9 | 31.0 | 53.2 | 2.9 |
| HS Graduates | 24.5 | 40.6 | 31.7 | 3.1 |
| Personal financial concerns, such as finding money to make ends meet | | | | |
| HS Students | 16.4 | 29.4 | 48.6 | 5.6 |
| HS Graduates | 42.9 | 30.4 | 23.3 | 3.4 |
| Relating to friends and peers | | | | |
| HS Students | 12.7 | 33.0 | 50.7 | 3.6 |
| HS Graduates | 19.6 | 33.7 | 43.5 | 3.3 |
| Feeling depressed or anxious | | | | |
| HS Students | 24.6 | 31.4 | 41.1 | 2.9 |
| HS Graduates | 43.9 | 27.7 | 25.5 | 2.9 |
| Experienced bullying (in person or online via social media) | | | | |
| HS Students | 11.2 | 28.6 | 56.9 | 3.3 |
| HS Graduates | 13.1 | 24.1 | 59.9 | 3.0 |

Problems and Issues Faced by Youth (con't)

| | Major problem for me % | Minor problem for me % | Not a problem for me % | Unsure % |
|---|------------------------------|------------------------------|------------------------------|-------------|
| Interacting with teachers, professors, bosses and other authority figures besides parent(s)/guardian(s) | | | | |
| HS Students | 13.7 | 35.1 | 48.3 | 2.9 |
| HS Graduates | 16.7 | 34.9 | 44.5 | 3.9 |
| Pressure to do well in school | | | | |
| HS Students | 25.5 | 40.9 | 31.0 | 2.6 |
| HS Graduates | 39.3 | 29.3 | 28.1 | 3.3 |
| Pressure to get into college/university | | | | |
| HS Students | 19.5 | 35.7 | 40.6 | 4.3 |
| HS Graduates | 26.3 | 24.7 | 45.6 | 3.4 |
| Pressure to have sex | | | | |
| HS Students | 8.6 | 22.3 | 64.6 | 4.4 |
| HS Graduates | 12.0 | 18.2 | 65.2 | 4.6 |
| Pressure to be popular | | | | |
| HS Students | 11.7 | 30.5 | 54.6 | 3.3 |
| HS Graduates | 11.3 | 24.8 | 60.2 | 3.6 |
| Pressure to do well in sports | | | | |
| HS Students | 12.2 | 23.7 | 60.6 | 3.5 |
| HS Graduates | 9.6 | 22.5 | 63.2 | 4.6 |
| Pressure to do drugs | | | | |
| HS Students | 6.5 | 19.0 | 70.5 | 3.9 |
| HS Graduates | 8.1 | 12.8 | 75.2 | 4.0 |
| Pressure to having your life all figured out and planned | | | | |
| HS Students | 24.3 | 35.9 | 35.9 | 3.9 |
| HS Graduates | 47.8 | 28.9 | 19.9 | 3.4 |

Origin of Pressure

| | Yourself % | Parent(s)/ Guardian(s) % | Friends % | Teachers % | Coach % | N/A % |
|--|---------------|--------------------------------|--------------|---------------|------------|----------|
| Pressure to look a certain way | | | | | | |
| HS Students | 37.5 | 8.1 | 23.6 | 2.3 | 0.0 | 28.5 |
| HS Graduates | 58.1 | 6.3 | 11.4 | 1.0 | 0.6 | 22.5 |
| Pressure to do well in school | | | | | | |
| HS Students | 31.5 | 43.0 | 4.0 | 6.8 | 0.5 | 14.2 |
| HS Graduates | 42.6 | 32.3 | 4.1 | 4.6 | 0.7 | 15.7 |
| Pressure to get into college/university | | | | | | |
| HS Students | 32.9 | 33.7 | 6.1 | 4.0 | 0.3 | 23.1 |
| HS Graduates | 34.4 | 26.8 | 5.3 | 2.7 | 0.5 | 30.2 |
| Pressure to have sex | | | | | | |
| HS Students | 13.5 | 4.5 | 21.5 | 2.5 | 0.1 | 57.9 |
| HS Graduates | 19.7 | 3.1 | 12.8 | 3.0 | 0.5 | 60.9 |
| Pressure to be popular | | | | | | |
| HS Students | 23.8 | 3.8 | 23.8 | 1.5 | 1.1 | 46.1 |
| HS Graduates | 26.7 | 2.6 | 11.0 | 2.3 | 1.8 | 55.6 |
| Pressure to do well in sports | | | | | | |
| HS Students | 25.3 | 7.2 | 8.0 | 3.3 | 9.8 | 46.4 |
| HS Graduates | 23.3 | 5.9 | 4.8 | 2.5 | 5.1 | 58.4 |
| Pressure to do drugs | | | | | | |
| HS Students | 8.1 | 4.5 | 19.9 | 1.1 | 1.8 | 64.8 |
| HS Graduates | 11.0 | 1.9 | 12.2 | 2.0 | 1.8 | 71.1 |
| Pressure to having your life all figured out and planned | | | | | | |
| HS Students | 36.2 | 25.2 | 4.7 | 4.0 | 0.4 | 29.5 |
| HS Graduates | 52.5 | 22.8 | 4.5 | 4.3 | 0.6 | 15 |

Amount of Stress Experienced Over Last Three Months

| | HS Students % | HS Graduates % |
|---------------|------------------|-------------------|
| A great deal | 27.2 | 51.8 |
| Some | 43.7 | 32.2 |
| Not very much | 23.2 | 12.3 |
| None at all | 5.9 | 3.7 |

Ability to Manage Stress

| | HS Students % | HS Graduates % |
|-------------------------|------------------|-------------------|
| Very well | 16.3 | 14.6 |
| Somewhat well | 40.9 | 35.6 |
| Neither well nor unwell | 22.4 | 20.7 |
| Somewhat not well | 10.8 | 15.2 |
| Not well | 6.8 | 12.3 |
| Unsure | 3.0 | 1.5 |

Incidents with Mean or Hurtful Online Postings

| | HS Students % | HS Graduates % |
|---|------------------|-------------------|
| Yes, someone posted something mean or hurtful | 28.7 | 33.2 |
| No, no one has ever posted anything mean or hurtful | 71.3 | 66.8 |

Effect of Stress

| | A major effect % | A minor effect % | No real effect % | N/A % |
|--|------------------|------------------|------------------|-------|
| Your school work | | | | |
| HS Students | 24.0 | 37.4 | 31.1 | 2.5 |
| HS Graduates | 31.7 | 28.2 | 20.7 | 19.4 |
| Your relationships with your parent(s)/guardian(s) or family members | | | | |
| HS Students | 17.8 | 36.7 | 36.9 | 8.5 |
| HS Graduates | 24.3 | 38.0 | 31.7 | 6.0 |
| Your relationships with your friends | | | | |
| HS Students | 14.5 | 33.4 | 42.1 | 10.0 |
| HS Graduates | 23.0 | 38.4 | 30.9 | 7.6 |
| Your job | | | | |
| HS Students | 8.7 | 17.0 | 26.1 | 48.1 |
| HS Graduates | 22.1 | 27.5 | 28.2 | 22.2 |
| Your self-esteem | | | | |
| HS Students | 25.7 | 33.4 | 31.7 | 9.2 |
| HS Graduates | 41.6 | 32.3 | 20.7 | 5.5 |
| Your mental health | | | | |
| HS Students | 24.9 | 31.2 | 32.9 | 10.9 |
| HS Graduates | 48.4 | 27.6 | 17.3 | 6.8 |
| Your physical health | | | | |
| HS Students | 14.3 | 30.8 | 44.7 | 10.2 |
| HS Graduates | 30.1 | 38.1 | 25.1 | 6.7 |

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APPENDIX A: TECHNICAL NOTE

TECHNICAL NOTE

| Element | Description | Element | Description |
|--|---|-------------------------|--|
| Organization who commissioned the research | The Horatio Alger Association of Canada. | Weighting of Data | The results were weighted by region and by age within each region using the latest Census information (2016) and the sample is geographically stratified to ensure a distribution across all regions of Canada. See tables for full weighting disclosure. |
| Final Sample Size | 2,070 Canadian high school students and high school graduates between 14 and 23 years of age. | Screening | Participants were screened to ensure they were 14 to 23 years of age; screened to ensure they are high school students or recent high school graduates. Only participants that met the above criteria were invited to participate. |
| Margin of Error | Not applicable. | Excluded Demographics | Individuals younger than 14 years old and older than 23 years of age; Individuals not attending high school or not having graduated from high school. |
| Mode of Survey | Online survey. | Stratification | By age and gender using the latest Census information (2016) and the sample is geographically stratified to be representative of Canada. |
| Sampling Method Base | Canadian high school students and high school graduates (14 to 23 years of age). | Estimated Response Rate | Not applicable. |
| Demographics (Captured) | Atlantic Canada, Quebec, Ontario, Prairies, British Columbia; Men and Women; 14 to 23 years of age. Six digit postal code was used to validate geography. | Question Order | All questions were asked in the order they were written in the questionnaire. |
| Fieldwork/Validation | Not applicable. | Question Content | All questions in the questionnaire were asked of individuals. |
| Number of Calls | Not applicable. | Question Wording | The questions in the tabulations are written exactly as they were asked to individuals. |
| Time of Calls | Not applicable. | Survey Company | Nanos Research. |
| Field Dates | June 21 st to July 23 rd , 2018. | Contact | Contact Nanos Research for more information or with any concerns or questions. http://www.nanos.co Telephone: (613) 234-4666 ext. 237 Email: info@nanosresearch.com . |
| Language of Survey | The survey was conducted in both English and French. | | |
| Standards | This meets the standards set forth by the MRIA which can be found here: https://mria-arim.ca/polling | | |



THE HORATIO ALGER ASSOCIATION OF CANADA

OVERVIEW

The Horatio Alger Association of Canada is a charitable organization dedicated to the belief that hard work, honesty, and determination can conquer all obstacles.

The Association honours the achievements of Canadians who have succeeded in spite of adversity and who encourage young people to pursue their dreams through higher education. These exceptional individuals receive the prestigious International Horatio Alger Award and are inducted into the Horatio Alger Association of Canada as lifelong Members. Through its Members, the Association educates Canadian youth about the economic and personal opportunities afforded to them by the free-enterprise system.

Members of the Association include Alain Bouchard, Dominic D'Alessandro, Murray Edwards, Serge Godin, Wayne Gretzky, the Right Honourable David Johnston, Rebecca MacDonald, the late G. Wallace F. McCain, the Right Honourable Brian Mulroney, Jim Pattison, Gerald W. Schwartz, Isadore Sharp, Prem Watsa and Rick Waugh.

The Association also awards need-based scholarships annually to deserving students across Canada, who have financial need and who have persevered through adversity. In addition, the Association mentors its Scholars and underscores the importance of helping others. Members work directly to provide promising young people with the support, education and confidence needed to realize their aspirations.

MISSION

- To induct as Members of the Association contemporary role models whose experiences exemplify that opportunities for a successful life are available to all individuals who are dedicated to the principles of integrity, hard work, perseverance and compassion for others.
- To provide scholarship assistance to deserving young Canadians who have demonstrated integrity and determination in overcoming adversity, academic potential, and the personal aspiration to make a unique contribution to society.
- To mentor scholarship recipients and educate all youth about the limitless possibilities that are available through the free market system, while underscoring the importance of service to others.

HISTORY

The Horatio Alger Association of Canada was founded in 2009 to inspire individual Canadians to reach their highest potential, thereby strengthening Canadian society as a whole. The Association was created to recognize men and women of outstanding achievement and to educate young Canadians about the limitless opportunities that exist through the free market system.

The Horatio Alger Association bears the name of renowned author Horatio Alger, Jr., whose tales of overcoming adversity through unyielding perseverance and basic moral principles captivated the public in the late 19th century.

The Horatio Alger Association of Canada is the Canadian affiliate of the Horatio Alger Association of Distinguished Americans, Inc. The American Association was created in 1947 with the goal of reigniting hope among younger generations and educating people about the economic and personal opportunities afforded them by the free-enterprise system.

In 2012, Horatio Alger Members founded the Association's first Canadian scholarship program for students in Ontario. The following year, a new scholarship program was established in Quebec in honour of former Prime Minister and Association Member, The Right Honourable Brian Mulroney. In 2014, the Association expanded its scholarship reach to Alberta and British Columbia with two new scholarship programs in honour of Horatio Alger Member, Jim Pattison.

Thanks to the generosity of Horatio Alger Members, a \$10 million endowment was created to enable the Association to expand its scholarship support nationally. Since 2015, scholarships of up to \$10,000 are available to students from all Canadian provinces and territories through the Horatio Alger Canadian Scholarship Program. As of 2019, the Association will award 200 scholarships to deserving young Canadians, doubling its previous financial commitment to \$1.2 million per year.

Along with the American Association, the Horatio Alger Association of Canada has awarded more than \$159 million in scholarships to 25,000 students since 1984.

| HORATIO ALGER MEMBERS | SCHOLARSHIP PROGRAM | 2017 SCHOLAR PROFILE | | |
|--|--|--|--|--|
| 13 Members Inducted \$10 MILLION Endowment Fund | 645 Scholars Since 2012 \$3.19 MILLION Awarded Since 2012 | \$25,145 Average Family Income 3 Average Family Size 89% Average High School Grade | 100% Financial Need 54% Divorce of a Parent/Guardian 51% Abandonment by Parent/Guardian 45% Physical, Mental or Sexual Abuse 40% Drug/Alcohol Abuse in Household | 25% Disability or Serious Illness 1% Death of a Parent or Guardian 12% Incarceration of Parent/Guardian 8% Ward of State/Foster Care 8% Experienced Homelessness |

\$650K

in scholarships
awarded to 130
Scholars in 2018

INCLUDING:



\$400K
Canadian



\$200K
Fairfax Financial



\$50K
Entrepreneurial



MENTORING

INTERNSHIPS

FINANCIAL ADVISING

SUPPORT AND REFERRAL LINE

ALUMNI ASSOCIATION



HORATIO ALGER ASSOCIATION OF CANADA

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