

Huron County Youth Employment Research Project

Final Report

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Huron County Youth Employment Research Project

EXECUTIVE SUMMARY

As in the 2006 results, students responded as expected and provided the researcher with a sufficient amount of data to complete this report on the skills of Huron County's youth. The sample was representative of the grade 12 student population, but again there were more female responses than male – in this case because females provided more valid responses than males in the population. Nonetheless, the data found is still a useful representation when referring to the youth population of Huron County.

The average marks of the student population in all classes, English, math and science were all standard, however, females on average, indicated scoring higher in all subject areas. When evaluating based on course level, university preparation students illustrated that they score highest in all key classes, but similar to the 2006 results, workplace preparation students state that they score higher than college preparation students in classes as well. All averages fall within a decent range with none dropping below 70%.

Students indicated taking the most extra credits in the 'Technology Education,' category, followed next by 'World Studies' and 'Arts.' Similar to the 2006 report, students revealed that they took less business and computer courses, but it is recognized that there are fewer course options for these categories. It's important to identify that only 16.9% of the population plan to enter business-related programs such as sales and service, management and business administration, while a large number of students plan on entering fields that relate to the technology, world studies and arts. Perhaps if there were more courses offered in the business-related field, more students would enter those occupations because they have a better grasp on the issues and ideas surrounding those industries.

Compared to the 2006 study, students displayed that they are more active in extra curricular activities; both in the percentage of the population, but also in number of hours per week. Once again, sports are the most common of the out-of-school activities, but there is good representation in all other groups as well.

Next, students' work-related experience and skills, including volunteer, part-time and summer-time employment, co-op and family business or home-based work, were discussed. Approximately 72% of the students have part-time employment throughout the school year, which increases during the summer months. A larger percentage of females have jobs throughout the year, with more consistent hours. However, in general, males still receive more work hours throughout the year than females because they are able to acquire traditionally male-oriented jobs that tend to have longer hours. The same results were found across all sectors of work; there appeared to be more job opportunities for males, as they have the capability to obtain traditionally male jobs, but also roles that are not gender specific. The career-based stereotypes and lack of hours may be an influencing factor in females' decision to leave this area as well as their future education and career choices, so it is important that this issue be addressed.

As in the 2006 study, the gendered choices continued throughout their future education and career plans. The results immediately suggest that there is less overall interest in the trade industry, with only 2% of the female population indicating they want to enter that area of post-secondary education. In addition to university and college programs selected, the career selection also showed some gender-bias results with females choosing health and education roles and males most often selecting trades and primary industry fields.

When asked if they plan to live and work in Huron County in the future, both genders had a higher leaving rate, with males being the most likely to leave this area. Although students put some consideration into the future job market, their reasons for staying or leaving Huron County are mostly related to their social networks. Students indicated that their main reason for leaving was because they believe life will be more exciting in another place, while identifying nearness to family and friends as their main reason for staying in the area.

Like in the 2006 study, it was revealed that the best way to communicate with students is to address their social networks, including their friends and family. In regards to how they found their volunteer experience, jobs, and their decision for future education and career paths,

students said that they discussed it with family members or friends. In order to influence students, it is recognized that grassroots, word-of-mouth strategies are the most efficient way to achieve the desired results, but this also reveals that use of social media (ie. Facebook, Twitter, etc.) to communicate with youth could be highly successful.

The results illustrate that students have a good grasp on their surroundings and how that will impact their future. They also have a good understanding of what they need to do to achieve their desired future success. However, after comparing to the 2006 results, it is clear that the students' skill sets, marks, their current employment as well as their future education and employment have remained static for the most part. This means that the action plan used to address the underlying issues found in the 2006 report were unsuccessful in making any positive outcomes within the past four years.

In addition to further develop the skills and experience of youth, it's important that as a rural community we encourage youth to return to our area following post-secondary education. We, as a community, need to evolve and advance; instead of concentrating on things that have traditionally worked in our area (ie. agriculture), we need to look at how other industry areas can increase the economy, workforce and population of the County. This will in turn support local businesses, as well as our health care and education systems in our communities.

1.0 INTRODUCTION

Huron County is facing the reality and constant challenge that most rural areas face: the possibility of losing their population to larger urban centres not found within their region. In addition to many other economically troublesome issues, Huron County faces high youth out migration, as many youth must leave the area to pursue post-secondary education and never return after leaving. Larger urban centres offer a wider diversity and an increased number of jobs available, with the possibility of higher salaries, which encourages people to stay in those areas over smaller communities.

To aid in the preservation and growth of rural communities, both demographically and economically, more information was needed on the labour market in our area. Thus, in 2006, the *Huron Perth Community Skills Map* Report was released, which included information on different aspects of the Huron County workforce, including areas of employment, employee skills, training opportunities, as well as the current skills and future aspirations of the area's youth. The report was useful for local businesses and industries, local school boards as well as the development of economic strategies.

In 2010, the Huron Business Development Corporation (HBDC) was given the opportunity to update the information revealed in the 2006 *Huron Perth Community Skills Map* report, specifically the youth aspect of the project. Therefore, this study aims to re-measure the current skills and future employment interests of Huron County's youth by sampling grade 12 students in the five area high schools.

Combined with new residents of the area, youth represent the future of a region's labour force. This study surveys grade 12 students because within the next few years, they will graduate from high school, university/college/trades, vocational, apprenticeship programs, and be working full time.

The study will survey a sample of grade 12 students within the County to learn about aspects relating to youth skills based on classes taken, level of study and averages in key courses; volunteer, co-op and employment experience; career interests and future residency plans. The key goals of this project are to learn:

- The students' current skills
- The students' desire for future education
- The students' plan for place and type of employment in the future

The results from this study will help important bodies within the County of Huron learn about the youth employment opportunities that currently exist in our area; the high-interest areas and gaps in youth employment as well as the capacity to provide jobs for their future career interests. It will also help to discover what motivates youth to move away from the area and how we can bring them back to the Huron County workforce following any post-secondary education.

2.0 METHODOLOGY

2.1 Survey Design

This questionnaire was originally developed by Harry Cummings and colleagues for an earlier project in Bruce-Grey (Bruce Grey Huron Perth Georgian Triangle Training Board (BGHPGTTB), 2006) and Huron-Perth (Huron Perth Community Skills Map, 2006). It was thought to be a useful resource tool for gathering skills, employment information and future employment goals from high school students.

The survey is designed to include major categories of interest relating to the labour market in general, as established by the research team and the steering committee of the Bruce and Grey County project in 2006. This survey was based on the materials and direction provided by the Huron Business Development Corporation and was kept as similar as possible to ensure an accurate comparison to the previous study. The main categories included the assessment of the level of current skills learned by students, where they have obtained these skills, their plans for future education and employment, while reviewing the motivation behind their choices.

The survey is expected to provide an understand on students' current skills by learning about their average mark in three key subject areas, then discovering the extra credit courses taken. Students were also asked to rate themselves on various skill sets learned using a 5-point

scale. The combination of self-assessed skills, the number of credits completed, the level of key courses, and the averages in those key courses should be an adequate representation of the skills students in Huron County have learned throughout their high school career.

Students' work history, including volunteer, co-op placements, paid part time during the school year, paid summer employment, and/or work done at home or for a family business, helps to understand the current skills of the population and where students obtained those skills. By assessing their employment history, this can provide pertinent information about their learned employable experience and skills such as management, welding, and customer service skills.

Next the survey asked students about their future educational and employment plans. Questions included what post-secondary educational institution they planned to attend if any, their field of study, as well as what industry and occupation they wanted to hold in the future. Students were also asked if they plan to reside in Huron County in the future, which aids in our knowledge about the future workforce of the area.

Throughout the survey, students were polled on their reasons for choosing their volunteer, work, future field of study and future residential plans. The combination of these questions should provide an outlook on the current skills, future skills and plans of Huron County's youth.

2.2 Population

The future labour force for a region is made up of the current work force, minus those who die or leave, plus new citizens via the school system or in-migration. The youth element would even include unborn children because they could be part of the future work force of the region. Given that this population is impossible to representatively sample, grade 12 students enrolled in area high schools were surveyed. Overall there are 1,098 grade 12 students enrolled in the four high schools in the Avon Maitland District School Board (AMDSB) and the single high school from the Huron Perth Catholic District School Board (HPCDSB) found in Huron. Due to time, monetary and logistical constraints, and to keep the survey results accurate and comparable to the 2006 Huron County youth skills study, the other grades and private schools were not included in the sample structure.

Table 3.1: Participating Schools by Location, and School Board

School	Location	School Board
Central Huron Secondary School (CHSS)	Clinton	AMDSB
St. Anne Catholic Secondary School	Clinton	HPCDSB
South Huron District High School (SHDHS)	Exeter	AMDSB
F.E. Madill Secondary School (FEMSS)	Wingham	AMDBS
Goderich District Collegiate Institute (GDCI)	Goderich	AMDSB

2.3 Sampling Strategy

To have a statistically representative sample of the 1,098 grade 12 Huron County student population and to have a 5% confidence interval and a 95% confidence level, it was necessary to obtain 285 valid survey responses from randomly selected individuals drawn from an inclusive list of all students in the sample structure (1,098 students). As the administrative difficulties of delivering surveys to students randomly selected from the sample population, like in the 2006 survey, the researcher was forced to use cluster sampling (unit=class). Therefore, valid responses from approximately 25% of the total population was necessary to receive statistically representative results.

The use of cluster sampling allows the administration of this survey to become much simpler. The researcher must only contact 25 different classes within the schools rather than contacting the 285 randomly selected individuals' separately. This sample method also allows for the survey to be administered through regular class times via the teacher instead of arranging to survey a small number of students from a variety of classes throughout the five schools.

Due to the time frame of the research project, the researcher was confined to sampling semester 2 classes only. Given that repetition of the same student would jeopardize the survey results from being statistically representative of the sample frame, there was the challenge of selecting classes that reached the greatest number of students without sampling the same

students twice. For the four Avon Maitland District School Board high schools, the solution was to select various levels of grade 12 classes offered during the same class period at each different school, as it would be impossible for a student to be enrolled in more than one class during a single time period. For St. Anne Catholic Secondary School, grade 12 religion classes were selected as the sample population.

Given that the time frame for survey completion was nearing the end of the semester where there are more class trips, etc., the researcher decided it was better to have the opportunity to survey more students and have too many completed surveys, than to not receive the numbers necessary to be statistically representative of the sample population. Thus, within the 25 different grade 12 classes chosen to be surveyed for this study, 432 students or approximately 40% of the total population were represented. Therefore to obtain a statistically representative sample of 285 students, it was necessary to expect at least a 66% response rate from the sample frame.

2.4 Survey Administration

In April 2010, the researcher was put in contact with a superintendent from the Avon Maitland District School Board (AMDSB). In order to receive permission from the school board to complete this study, it was necessary for the researcher to present the information to AMDSB's system leaders/senior staff. Once approved by the board, the researcher was provided with an AMDSB staff representative to act as a liaison between the researcher, schools', principals' and teachers' on this project. With AMDSB's approval of the survey process, this ensured that all AMDSB high schools within Huron County would participate in the study.

Subsequently, the staff liaison alerted all of the AMDSB high school principals' via email about the project, providing details on the overview and goals of the project, the type of information being collected, and the administration process for the project. School participation was confirmed and dates/times for survey completion were arranged for each school during the month of May.

Like in the previous study, teachers' administered survey completion within their own classrooms for ease of data collection. Due to lack of equal computer availability, surveys were printed and distributed through the AMDSB interdepartmental mail system to each of their four participating high schools in Huron County. As indicated in the original email and follow-up emails, once the survey was completed, the schools' and teachers' were asked to return the completed surveys through the interdepartmental mail system, to the head office of AMDSB.

Similarly, to have St. Anne Catholic Secondary School participate in this study, the principal of the school was contacted by the researcher. The principal assigned the grade 12 religion teacher to assist with the facilitation of the survey in their school. It was arranged that completed surveys would be collected by the researcher.

In order to collect and manage the data, valid surveys were manually inputted into *Survey Monkey* software. Manual entry allowed for the recognition of any unreasonable answers.

3.0 RESULTS

3.1 Response Rates

As previously mentioned, 432 surveys had the opportunity to be completed in the 25 classes that were sampled within the high schools included in the study. At least 285 responses were necessary to ensure a representative sample, which means at least 66% of the population needed to provide valid responses. As identified in Table 3.2, the response rate was 69.9%. This response rate provided us with a 95% confidence level with a +/-4% confidence interval. It is evident from the results that it was necessary to survey a larger population than required to receive accurate results at this time of the school year. Please note that for throughout this report, "N" will be used to represent the number of responses.

Table 3.2: Response Rates

County	School	Location	Total Sample	Total Response	Response Rate
Huron	CHSS	Clinton	93	63	67.7%
	St. Anne	Clinton	60	41	68.3%
	SHDHS	Exeter	94	70	74.5%
	FEMSS	Wingham	99	70	70.7%
	GDCI	Goderich	86	58	67.4%
Total			432	302	69.9%

3.2 Respondent Profiles

To verify the representativeness of a sample from a total population, it is necessary to compare to another variable; in this case, gender. Table 3.3 illustrates the age of survey respondents for this survey versus the entire Huron County youth population aged 15 – 19. Although the table reveals that we are surveying a larger percentage of females than the larger population indicates, it is important to remember that the census data includes a larger age demographic per gender then being assessed in the current survey. Given that the number of responses are not the same for both genders, comparisons in this report will be done based on the proportion of males to the proportion of females.

Table 3.3: Sample Population by Gender Compared with Census Data

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Sample	142	47.0	160	53.0	302	100.0
Census (15-19)*	2210	51.3	2095	48.7	4305	100.0

*Robertson 24, 25

The age variable is another important way to describe the sample and is also helpful in discovering any irregularities in the sample population. Like in the 2006 study, the males represented in our sample seem to be older than females. Perhaps this is because males fail more classes, but it can also be explained by more male students staying back for a fifth year of high school: 7.7% of males versus 2.5% of females indicated they were in their second year of grade 12 courses. Unfortunately this survey did not research student history for failed classes or asking why students stayed to complete an extra year of high school. However, the relationship between age and gender is weak, so the implications on the survey will again be minimal.

Table 3.4: Sample Population by Gender and Age

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
17	0	0.0	0	0.0	0	0.0
18	109	76.8	134	83.8	243	80.5
19	30	21.1	25	15.6	55	18.2
20	2	1.4	1	0.6	3	1.0
21	1	0.7	0	0.0	1	0.3
Total	142	100.0	160	100.0	302	100.0

The following table illustrates average mark by gender in key subject areas. From the data collected, females have a significantly higher average in 'All Classes,' English, and science. Unlike the 2006 study, males and females only do equally well in math. When comparing to the 2006 results, females have increased their average in all subject areas, while males are higher in all except math.

Table 3.5: Average Marks by Gender

	Gender					
	Male		Female		Total	
	Mean	N	Mean	N	Mean	N
Marks in All Classes	75.3%	142	78.39%	160	77.0	302
Marks in English	72.6%	142	76.14%	160	74.5	302
Marks in Math	71.4%	142	73.30%	160	72.4	302
Marks in Science	72.8%	142	79.98%	160	76.6	302

3.3 Skills

Given that the 2010 survey is a replication of the 2006 survey for comparative purposes, the manner in which skills were measured and identified are the same. Although skills can be measured in a number of ways, no single method exists to fully identify them. This survey measures students' skills according to students' extra credits, extra-curricular activities, volunteer work, part-time work, summer work, as well as family business and/or home-based work.

3.4 Courses

It is important to discover the skills and interests of students based on the extra-credit courses they select, but first it's important to learn how well students are learning the materials and skills taught in three main areas of study: English, math and science. Using the average mark provided by teachers, the knowledge gained and skills learned can be measured.

When compared to the 2006 results, the workplace level of both English and science courses have increased significantly, but it is recognized that there is not an adequate representation of workplace students to identify this as an accurate interpretation of all workplace students. The college level science average has also significantly increased, but the other course averages remain relatively the same.

It is relevant to note that in general, university level students demonstrated that they have higher marks in all classes, but the smaller number of workplace students illustrated that their marks are higher than the college preparation students.

As mentioned in the 2006 report, this study illustrates that students have sufficient averages in classes taken. Thus it is expected that students are learning the thoughts, ideas, skills and materials taught in these class. Examining the courses taken should be an adequate indicator of the skills these students have learned.

Please note that in Table 3.6, although the option was offered, there were no responses for English or science in the university/college preparation courses, most likely because that level is not offered in those subjects. There are also missing responses for each course below, but please note that they were excluded from the data appearing in the chart because they were at the grade 10 academic or applied level.

Table 3.6: Mean Mark in Course by Level

	Course					
	English		Math		Science	
	Mean	N	Mean	N	Mean	N
University Preparation	77.85	148	74.85	126	75.73	150
Univ/Collage Preparation	0.0	0	74.76	17	0.0	0
Collage Preparation	72.77	141	70.38	141	73.73	84
Workplace Preparation	75.33	9	72.25	12	74.80	5
Total	75.37	298	72.61	296	74.69	239

Understanding the extra-credit courses taken can be helpful in determining the skills and interests of Huron County's youth. However, like in the 2006 results, there is very little variation in the courses selected by males and females. Technology courses were the only exception: on average, males were likely to take at least one more tech credit than females.

The 'Technological Education' credit category has the highest overall average of courses taken, exceeding the 2006 average and surpassing the average number of 'World Studies' credits

that lead the pack in 2006. 'Computer Studies' once again has the lowest average of credits taken. The rest of the courses all have slightly higher averages, but none that have significant increases.

Comparable to the 2006 survey, both 'Business' and 'Computer Studies' courses have the lowest averages of all types of extra-credit courses offered. As previously recognized, there are a smaller number of business and computer studies courses, so students are limited within these class categories. Similarly, the wide variation of credits that fall under the 'Technological Education,' category could be the reason that the average credits taken are so high.

Table 3.7: Mean Number of Credits by Gender

		Arts Credits	Business Credits	World Studies Credits	Technological Educational Credits	Computer Studies Credits
Males	Mean	2.31	1.68	2.67	3.74	1.80
	N	129	79	132	131	52
Females	Mean	2.59	1.86	2.91	2.61	1.55
	N	152	111	156	145	40
Huron County	Mean	2.45	1.77	2.79	3.18	1.68
	N	281	190	288	276	92

3.5 Extra-Curricular Activities

Measurement of students' extra-curricular participation provides insight into their structured activities when not in the classroom, which should not go unnoticed. In this study, 88 (62.0%) males and 126 (78.8%) females said that they participate in extra-curricular activities during the school year. An average 70.9% participation in such extra-curricular activities is significantly greater than the approximately 60% overall participation rate found in the 2006 study. Similar to the 2006 study, majority of male students spent between 1 and 6 hours per week on extra-curricular activities. However, on a weekly average, the majority of females spent between 1 and 9 hours on extra-curricular activities, which is higher than the previous results.

This survey addresses three key categories of extra-curricular activities. Under the 'Other Group' option, students listed participation in a wide variety of groups, but similar to the 2006 study, they most often listed 4-H, Ontario Students Against Impaired Driving (OSAID), Cadets, church/youth groups, various school committees (yearbook, prom, etc.) or clubs (Reach for the Top, environmental, video, chess, etc.), and various other civic organizations (Global Village, Relay for Life, etc.), while others also stated they were involved in a program called Peer Mentors.

In comparison to the previous study, male participation in sports has significantly increased; while their participation in all other activities has decreased. Female participation in students' council has significantly increased; their participation in arts groups and other groups have significantly decreased; while their participation in sports remains about the same. Again sports are by far the most popular extra-curricular activity for both genders.

Please note that the percentages listed in Table 3.8 represent only those who said that they participate in extra-curricular activities. This means that for all males who said they participate in extra-curricular activities, 84.1% participate in a sport group. Given that a student can participate in more than one activity outside of school time, the percentages total more than 100%.

Table 3.8: Extra-Curricular Participation by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Sport Group	74	84.1	93	73.8	167	76.6
Art Group	24	28.2	49	38.9	73	34.1
Council/Government Group	11	12.5	28	22.2	39	18.2
Other Group	30	34.1	65	51.6	95	44.4

3.6 Volunteer Activities

Volunteer activities also provide insight into student skills, in a non-academic or job-related manner. The following sections will deal more directly with job-related skills gained by Huron County youth.

The Ontario Secondary School Diploma (OSSD) requires that students perform at least 40 hours of volunteer work during their high school years. From the results, 94 (66.2%) males and 126 (78.8%) females have volunteered during the past year. The results illustrated that 16.7% of females have volunteered over 100 hours in the past year, while only 4.3% of males indicated volunteering more of their time. This reveals that females are much more willing to spend their free time helping other groups, regardless of the reason.

Similar to the 2006 study, the main reason for students to volunteer was graduation. Results show that females are more likely to volunteer more of their time, which is reflected in their more diverse reasons for volunteering.

Table 3.9: Reasons for Volunteering

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
To Graduate	59	62.8	50	39.7	109	49.5
Asked to Help by Friend, Family	15	16.0	29	23.0	44	20
To Gain Skills, Experience for Future Job	8	8.5	23	18.3	31	14.1
Help a Cause I Believe in	8	8.5	18	14.3	26	11.8
Other	2	2.1	3	2.4	5	2.3
Parents Wanted me to	1	1.1	3	2.4	4	1.8
Legal Duty to Complete Public Service	1	1.1	0		1	0.5
Total	94	100.0	126	100.0	220	100.0

The following table illustrates the possible industries that students can volunteer. The only noticeable industry difference is 'Agriculture', where males outnumbered females close to 3 to 1 compared to the 4 to 1 ratio in 2006. Both males and females have increased their hours in an agricultural group, while females have decreased their hours in 'Health Care, Social Assistance' and increased their hours in other areas. Similar to the 2006 results, 'Information, Culture, Recreation' and 'Religious, Civic, Environmental, Social Advocacy' represented approximately 60% of all volunteer-based responses.

Table 3.10: Distribution of the Industries of Volunteers by Gender

	Gender			
	Male		Female	
	N	%	N	%
Information, Culture, Recreation	28	29.8	39	31.0
Religious, Civic, Environmental, Social Advocacy	23	24.5	34	27.0
Agriculture	22	23.4	10	7.9
Health Care, Social Assistance	9	9.6	22	17.5
Educational Organization	8	8.5	16	12.7
Professional, Scientific, Technical Services	3	3.2	2	1.6
Public Administration	1	1.1	2	1.6
Finance, Insurance, Real Estate	0	0.0	1	0.8
Other	0	0.0	0	0.0
Total	94	100.1*	126	100.1*

*Due to rounding error

As each industry provides different skill sets, identifying key areas of volunteering and the types of skills learned through those volunteer positions provides useful information about the skills of Huron County's youth. As the following chart indicates, males focus on the 'Building, Repairing, Technical, Hands-On Work,' outnumbering females 6 to 1, while females prefer 'Social Assistance, Teaching, Coaching.' Once again, 'Organizing/Supervising Events' is a popular volunteer activity for both genders.

Table 3.11: Main Volunteer Activity by Gender

	Gender			
	Male		Female	
	N	%	N	%
Organizing/Supervising Events	24	25.8	37	29.4
Building, Repairing, Technical, Hands-On Work	19	20.4	4	3.2
Social Assistance, Teaching, Coaching	13	14.0	34	27.0
Other	9	9.7	8	6.3
Selling Products, Services for Fundraising	6	6.5	10	7.9
Using Agriculture, Horticultural Skills	6	6.5	1	0.8
Health Care, Support, Counselling	5	5.4	12	9.5
Designing Posters, Web Pages, Painting, Photography	3	3.2	2	1.6
Office Work	3	3.2	4	3.2
Providing Information to the Public, Canvassing	3	3.2	1	0.8
Computer-Based Work	1	1.1	0	0.0
Managing Money/Finances	1	1.1	3	2.4
Mentoring in Business/Finance Organization	0	0.0	1	0.8
Committee or Board Member	0	0.0	9	7.1
Mentoring in Law Office, with Social Worker, Teacher	0	0.0	0	0.0
Mentoring with Doctor, Veterinarian	0	0.0	0	0.0
Mentoring with Scientist, Engineer, Agricultural Specialist	0	0.0	0	0.0
Total	93	100.1*	126	100.0

*Due to rounding error

Discovering how students learn about their volunteer positions is beneficial to local organizations because it can help them reach their demographics and target audiences more efficiently. Like the previous study, word-of-mouth between friends and family is the most important communication channel.

Table 3.12: Source of Volunteer Position

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Friend, Family Told Me	70	74.5	88	69.8	158	71.8
Heard it at School	13	13.8	19	15.1	32	14.6
Contacted the Organization	4	4.3	6	4.8	10	4.5
Other	4	4.3	11	8.7	15	6.8
Saw an Ad, Flyer, Sign	3	3.2	2	1.6	5	2.3
Total	94	100.1*	126	100.0	220	99.9*

*Due to rounding error

3.7 Paid Employment

Majority of the grade 12 students surveyed had both school year (72.8%) and summer time (80.5%) employment. However, when compared to the 2006 results, both employment periods have significantly dropped for males. School year employment rates for females have also dropped, while their summer time employment remains the same.

Table 3.13: Employment Rate by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Paid Job During School Year	96	67.6	124	77.5	220	72.8
Paid Job During Summer	107	75.3	136	85.0	243	80.5

Unlike the 2006 study, the results illustrate that females' work more often than males all year round; they also have more consistency of hours during both the school year and summer. However, during the school year, males working 25 hours or more a week outnumber females 2 to 1, which increased to 3 to 1 during the summer months.

Table 3.14: Hours Worked per Week During the School Year

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
0	1	1.0	1	0.8	2	0.9
1 to 3	4	4.2	2	1.6	6	2.7
4 to 6	5	5.2	6	4.8	11	5.0
7 to 9	5	5.2	4	3.2	9	4.1
10 to 12	18	18.8	24	19.4	42	19.1
13 to 15	16	16.7	23	18.5	39	17.7
16 to 18	2	2.1	13	10.5	15	6.8
19 to 21	15	15.6	28	22.6	43	19.5
22 to 24	6	6.3	6	4.8	12	5.6
25 or more	24	25.0	17	13.7	41	18.6
Total	96	100.0	124	100.0	220	100.0

Table 3.15: Hours Worked per Week During the Summer

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
0	0	0.0	0	0.0	0	0.0
1 to 5	3	2.8	3	2.2	6	2.5
6 to 10	4	3.7	10	7.4	14	5.9
11 to 15	9	8.4	12	8.8	21	8.6
16 to 20	11	10.3	25	18.4	36	14.8
21 to 25	12	11.2	16	1.8	28	11.5
26 to 30	9	8.4	14	10.3	23	9.5
31 to 35	5	4.7	16	11.8	21	8.6
36 to 40	27	25.3	23	16.8	50	20.6
41 to 45	5	4.7	5	3.7	10	4.1
46 to 50	7	6.5	6	4.4	13	5.3
More than 50	15	14.0	6	4.4	21	8.6
Total	107	100.0	136	100.0	243	100.0

Similar to the 2006 results, the industries in which students work can provide a good indication for the difference in hours worked. Females tend to be employed by 'Wholesale and Retail Trade,' 'Accommodation, Food Services,' while in addition to those, males are also employed by agriculture and construction jobs. Generally, males tend to be employed in more industries than females and in areas that tend to have longer hours, putting females at a disadvantage like discovered in 2006. Yet again there is a lack of a summertime boom in the 'Accommodation, Food Services' category, which is peculiar due to it being tourism season in our area.

Table 3.16: Employment Industry by Time of Year and Gender

	Gender			
	Male		Female	
	School Job Industry	Summer Job Industry	School Job Industry	Summer Job Industry
Wholesale and Retail Trade	20.8%	19.6%	29.8%	27.2%
Accommodation, Food Services	19.8%	16.8%	36.3%	38.2%
Agriculture, Forestry, Fishing, Etc.	19.8%	20.6%	6.5%	8.8%
Construction	16.7%	21.5%	0.8%	1.5%
Other Services	6.3%	7.5%	1.6%	2.2%
Business, Building, Support Services	3.1%	0.0%	1.6%	1.5%
Manufacturing	3.1%	2.8%	3.2%	2.2%
Other	2.1%	1.9%	2.4%	0.7%
Professional, Scientific, Technical Services	2.1%	0.0%	0.0%	0.7%
Transportation and Warehousing	2.1%	2.8%	0.0%	0.0%
Educational Services	1.0%	0.0%	0.8%	0.0%
Information, Culture, Recreation	1.0%	3.8%	3.2%	5.9%
Public Administration	1.0%	0.0%	2.4%	1.5%
Utilities	1.0%	0.9%	0.0%	0.0%
Health Care, Social Assistance	0.0%	0.9%	10.5%	8.1%
Finance, Insurance, Real Estate	0.0%	0.0%	0.8%	0.7%
Religious, Civic, Environmental, Social Advocacy	0.0%	0.9%	0.0%	0.7%
Total	100.0%	100.0%	100.0%	100.0%

Understanding the reasons and means for finding paid employment can also be useful information, because it helps assess what is important to the students. Both males and females indicated that having extra cash was most important, but females also tend to work to save money for their future education more than males. Both consider skills and experience equally as important.

Table 3.17: Reasons for Employment by Gender

		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
School Year	Money for Free Time, to Buy Things	55	57.3	46	37.1	101	45.9
	Money for Future Education For Skills, Experience	23	24.0	51	41.1	74	33.7
	Parents Wanted Me to Work	7	7.3	12	9.8	19	8.6
	Asked by Friend, Family	5	5.2	6	4.8	11	5
	Other	3	3.1	3	2.4	6	2.7
	To See if it Was Interesting	2	2.1	2	1.6	4	1.8
	Money to Help my Family	1	1.0	0	0.0	1	0.5
	Total	96	100.0	124	100.0	220	100.0
Summer	Money for Free Time, to Buy Things	67	62.6	47	34.6	114	46.9
	Money for Future Education For Skills, Experience	28	26.2	64	47.1	92	37.9
		3	2.8	6	4.4	9	3.7

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Parents Wanted Me to Work	5	4.7	6	4.4	11	4.6
Asked by Friend, Family	4	3.7	5	3.7	9	3.7
Other	0	0.0	3	2.2	3	1.2
To See if it Was Interesting	0	0.0	1	0.7	1	0.4
Money to Help my Family	0	0.0	4	2.9	4	1.6
Total	107	100.0	136	100.0	243	100.0

In addition, how the students learned about the job is also helpful information. Similar to the 2006 study, word-of-mouth is the most popular method, followed by applying for jobs that are not advertised. Like the in the volunteer section, traditional advertising means do not seem to work, which means that local organizations need to target the youth audience with that in mind.

Table 3.18: Source of Employment

	How Part-Time Job was Found		How Summer Job was Found	
	N	%	N	%
	Family, Friend, Neighbour	124	56.4	150
Submitted Application for Job Not Advertised	65	29.5	58	23.9
Newspaper, Printed Ad	19	8.6	19	7.8
Other	11	5	15	6.2
Consulted Employment Agency, Job Counsellor	1	0.5	0	0.0
Posted an 'Employment Wanted' Ad	0	0.0	1	0.4
Total	220	100.00	243	100.0

3.8 Co-op Employment

Co-op employment is yet another area where youth skills and interests can be accessed. The co-op program is designed to provide students with a practical combination of theoretical and hands-on learning to help them learn about possible career opportunities. This study revealed that 20% of the females and 26.8% of the males surveyed have taken the co-op course in the past year, which is significantly greater than 2006. Most of the females (81.3%) took 2 co-op credits, while males were split fairly evenly between 2 (50%) and 4 (42.1%) co-op credits.

Similar to the 2006 study, males dominate the traditional industries of construction and agriculture, while females dominate their traditional industries of 'Educational Services' and 'Health Care, Social Assistance.' 'Other Services' including repair, maintenance, personal care, hairstyling, pet care and photo finishing also ranked high among this group, like the previous study.

Table 3.19: Co-op Industry by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Educational Services	5	13.3	12	36.4	17	24.3
Construction	13	34.2	1	3.0	14	20.0
Health Care, Social Assistance	1	2.6	9	27.3	10	14.3
Other Services	6	15.8	2	6.1	8	11.4
Agriculture	6	15.8	1	3.0	7	10.1
Information, Culture, Recreation	4	10.5	1	3.0	5	7.2
Accommodation, Food Services	1	2.6	2	6.1	3	4.3
Manufacturing	1	2.6	0	0.0	1	1.4
Wholesale and Retail Trade	1	2.6	0	0.0	1	1.4

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Finance, Insurance, Real Estate, Leasing	0	0.0	1	3.0	1	1.4
Professional, Scientific, Technical Services	0	0.0	1	3.0	1	1.4
Public Administration	0	0.0	1	3.0	1	1.4
Religious, Civic, Social Advocacy	0	0.0	1	3.0	1	1.4
Business, Building, Support Services	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0
Transportation, Warehousing	0	0.0	0	0.0	0	0.0
Utilities	0	0.0	0	0.0	0	0.0
Total	38	100.0	32	100.0	70	100.0

The main reasons for students to enroll in a co-op course were to gain skills and experience or to find out if it was an interesting career choice. Numerous males also indicated that they took the course to gain apprenticeship hours. Unlike the 2006 study, taking the course because it was easy did not rank as high for either gender, although males tended to select this course for that reason more often than females. Both genders also said they've taken the co-op course because a teacher or counsellor recommended that they take the course.

Table 3.20: Reason for Taking Co-op Course

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Gain Skills, Experience	16	42.1	12	37.5	28	40.0
To See if it was Interesting	5	13.2	13	40.6	18	25.7
Hours for Apprenticeship	9	23.7	1	3.1	10	14.3
Thought it Would be Easy	4	10.5	2	6.3	6	8.6
Teacher, Counsellor Suggested	3	7.9	3	9.4	6	8.6
It						
Friend was Taking Course	0	0.0	1	3.1	1	1.4
Other	1	2.6	0	0.0	1	1.4
Parents Wanted me to Work	0	0.0	0	0.0	0	0.0
Total	38	100.0	32	100.0	70	100.0

3.9 Unpaid Work from Home

As the 2006 report indicated, this area can be the most difficult to measure since the 'paid employee' label is not always clear to students. However, this is a great way to learn about the skills of youth, because often this work and learning has been done over several years given that the 'employer' and 'employee' have interacted with each other much longer than the typical work or volunteer experience at this age.

Approximately 50% (140 students) of both males and female populations said that they complete some form of work at home or at a family owned/operated business. Females specify working between 1 and 9 hours during the school year with increased hours during the summer months. During the school year, males either worked between 1 and 9 hours or over 25. During the summer months, many males worked over 25 hours.

Table 3.21: Type of Unpaid Work at Home

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
On Family Farm	31	47.0	28	37.8	59	42.1
Chores Around the House	11	16.7	28	37.8	39	27.9
Other Business Type	9	13.6	9	12.2	18	12.9
Family's Trade Business	13	19.7	4	5.4	17	12.1
Family's Store	1	1.5	4	5.4	5	3.6
Family's Restaurant	1	1.5	1	1.4	2	1.4
Total	66	100.0	74	100.0	140	100.0

Both genders appear to benefit from the family farm and other types of family businesses. Females are typical given more housework tasks than males, while males receive more benefit to a family trade business. In comparison to the 2006 study, most responses are similar, except there seems to be less emphasis on trade businesses and more emphasis on other types of businesses, which means an increase in equal opportunity for students.

3.10 Self-Assessment of Skills

Given that we are measuring students' skills in a number of ways, it important to ask respondents to complete a self-assessment of the skills they have learned. Self-assessments tend to be considered unreliable, because respondents often judge themselves more positively than their skills actually provide. Nonetheless, they can be useful in supporting the other variables measured in this survey.

Although several aspects of the survey measured the skills sets of youth, this section deals directly with specific skills. Addressing various skills including reading, writing, math, and creative thinking, this survey allowed students to evaluate themselves using a 5-point scale system from poor to excellent. Typically statistics do not allow for averaging scales such as this, but the mean score on each overall skill is the most easily recognizable measure. Thus, these results are only to be taken as a guide to discover the most common answers and to identify any skill patterns.

Table 3.22 outlines that although females tend to rate themselves slightly higher than males, for most skills, males and females rate themselves relatively the same. Similar to the 2006 results, there is an exception for the 'Physical, Mechanical, Hands-on Skills' category where males rated themselves almost one full point higher than females.

Like the 2006 study results, in general, university preparation students rated themselves higher than college preparation students. However, there was little difference between college and workplace preparation students, but it's important to note that there were not enough workplace preparation students sampled to conclude that these results are an accurate representation. Based on the variety of answers and wide-use of all possible responses, it suggests that students rated themselves rather truthfully.

Table 3.22: Mean Self-Assessment of Skills

	Gender		
	Male	Female	Total
Teamwork Skills	3.82	3.94	3.88
Reading Skills	3.66	3.94	3.81
Social, Interpersonal Skills	3.64	3.94	3.80
Creative Thinking	3.63	3.77	3.71
Analysis, Decision-Making Skills	3.74	3.41	3.56
Writing Skills	3.34	3.68	3.52
Oral Communication Skills	3.50	3.50	3.50
Leadership Skills	3.33	3.61	3.48
Computer Skills	3.40	3.48	3.44
Adaptability Skills	3.55	3.15	3.34
Self-Management Skills	3.06	3.49	3.29

	Gender		
	Male	Female	Total
Administration, Planning Skills	3.06	3.47	3.27
Creativity, Artistic Skills	3.06	3.42	3.25
Technological Skills	3.54	3.01	3.25
Physical, Mechanical, Hands-on Skills	3.66	2.78	3.20
Math Skills	3.29	3.04	3.16

3.11 Future Education Plans

When studying Huron County's youth and their skills, it important to understand their current skills, but it's also very useful to learn about their future skills and interests to gauge potential career paths.

The results of this study yielded similar results for the institutions' that students' plan to attend, but there is a decrease in the number of males interested in 'Trade, Vocational, Apprenticeship' and an increased preference of college. Females have slightly increased their interest in university and decreased their interest in the trade-related fields as well.

Table 3.23: Educational Institution Choice by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
University	39	33.9	69	47.9	108	41.7
College	59	51.3	72	50.0	131	50.6
Trade, Vocational, Apprenticeship	17	14.8	3	2.1	20	7.7
Total	115	100.0	144	100.0	259	100.0

It is important to review the results of the post-secondary education selections, as it reveals how stereotypical views on careers are still impacting students' choices today. As time passes and these stereotypes become less visible it is important that local industries, organizations, and post-secondary education facilities use these types of results to effectively communicate to the appropriate target audience.

Similar to the 2006 study, the university program selections appear to follow gendered career paths. Females tend to prefer an arts degree, then science and lastly commerce, while males tend to go for science degree programs, and give more consideration to commerce degrees. However, the gendered career selections are slightly less prominent in the current results. As time passes, career-based stereotypes are fading, allowing for a more diverse field selection in the job market.

Table 3.24: University Program by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Bachelor of Arts	13	33.3	37	53.6	50	46.3
Bachelor of Commerce	7	17.9	10	14.5	17	15.7
Bachelor of Science	19	48.8	22	31.9	41	38.0
Total	39	100.0	69	100.0	108	100.0

Just like in 2006, these 'traditional' gendered career paths are also evident at the college level. Males prefer engineering technology and information technology fields, while females focus on health sciences and community services. However, there is a significantly larger ratio of males to females entering into the protective services and media studies fields as well. Nonetheless, there is still less selection of the traditional gendered careers than in the 2006 study.

Table 3.25: College Program by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Health Sciences	7	12.3	31	43.1	38	29.0
Protective Services	14	24.6	5	6.9	19	14.5
Engineering Technology	13	22.8	3	4.2	16	12.2
Community Services	1	1.7	11	15.3	12	9.2
Other	5	5.3	6	8.3	11	8.4
Business	4	7.0	6	8.3	10	7.6
Media Studies	8	14.0	1	1.4	9	6.9
Hospitality, Tourism	0	0.0	6	8.3	6	4.6
General Arts, Sciences	2	3.5	3	4.2	5	3.8
Information, Technology, Culture	5	8.8	0	0.0	5	3.8
Total	59	100.0	72	100.0	131	100.0

Trade programs have a decreased interest in general. It's important to note that 92.4% of females and 87.8% of males indicated that it was 'fairly important' or 'very important' to their parent(s) or guardian(s) that they pursue post-secondary education. Perhaps collage and university programs are pushed harder than other types of post-secondary education by the parent(s) or guardian(s) of the students and by some of the schools curriculums, minimizing the level of student exposure to those industries.

Consistent with the 2006 survey results, males only select traditional male careers. Given that very few females surveyed expressed an interest in a trade program, it could reveal that females are choosing more gendered roles in post-secondary education as generally 'trade' industry jobs are traditionally male-centric.

Table 3.26: Trade, Vocational, or Apprentice Program by Gender

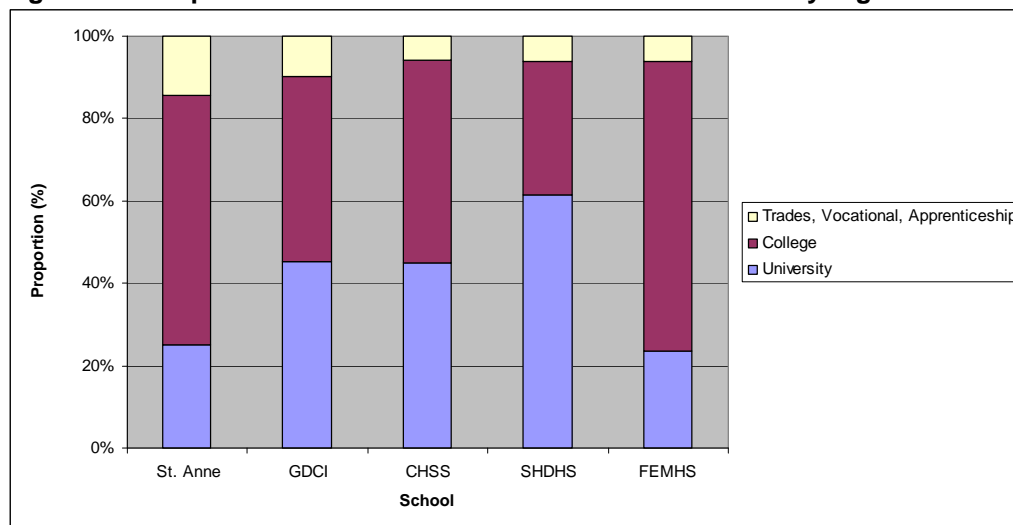
	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Automotive Service Technician	3	17.6	0	0.0	3	15.0
Carpenter	3	17.6	0	0.0	3	15.0
Plumber	3	17.6	0	0.0	3	15.0
Other	1	5.9	2	66.7	3	15.0
Auto Body Repair	2	11.8	0	0.0	2	10.0
Machinist	2	11.8	0	0.0	2	10.0
Air Conditioner, Refrigeration	1	5.9	0	0.0	1	5.0
Electrician	1	5.9	0	0.0	1	5.0
Hairstylist	0	0.0	1	33.3	1	5.0
Sheet Metal Worker	1	5.9	0	0.0	1	5.0
Baker	0	0.0	0	0.0	0	0.0
Cabinet Maker	0	0.0	0	0.0	0	0.0
Chef/Cook	0	0.0	0	0.0	0	0.0
Computer Number Control	0	0.0	0	0.0	0	0.0
Machining						
Drafting	0	0.0	0	0.0	0	0.0
Drywell Applicator	0	0.0	0	0.0	0	0.0
Electrician (General)	0	0.0	0	0.0	0	0.0
Horticulture	0	0.0	0	0.0	0	0.0
Millwright (industrial mechanic)	0	0.0	0	0.0	0	0.0
Mould Maker	0	0.0	0	0.0	0	0.0
Roofer	0	0.0	0	0.0	0	0.0

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Tool and Die Maker	0	0.0	0	0.0	0	0.0
Truck and Coach Technician	0	0.0	0	0.0	0	0.0
Welding, Fitting	0	0.0	0	0.0	0	0.0
Total	17	100.0	3	100.0	20	100.0

It's important to not only look at post-secondary education based on gender, but also by school. As mentioned in the 2006 report, some high schools have curriculums that are geared toward students pursuing university, while others cater to college or trade programs. This is not as evident in these results, but there is still some variation between schools.

When compared to the 2006 results, it's immediately evident that there is less interest in trade, vocational, and apprenticeship programs. SHDHS has an increased population with plans of attending university, but all other schools have approximately the same ratio of university and college plans as they did in the previous study.

Figure 3.2: Proportions of the Educational Institution Choices by High School



3.12 Future Employment Plans

Studies on the youth labour force of an area must recognize students' plans for future education; fields of study; career industry; and if they plan on moving back to the region. If they do not plan to stay or come back to Huron County, those students no longer represent the future labour force of our area.

Similar to the 2006 results, the return rates of students headed to university are lower than both college and trade programs. Unfortunately, the results of this study indicated that students preparing for college are also expressing a decreased interest in returning to Huron County. Due to Huron County's distant proximity to larger city centres, students may intend to reside in or closer to those areas instead in our rural communities. It also is realized that students may assume that Huron County does not have the capacity or availability for the career fields and jobs they are interested in obtaining. Once again, those who plan on enrolling in trade or vocational plans have the best chance of returning to the area after their educational studies, but they account for a much smaller portion of the sample frame.

It is important to note and understand the limitations in the possible answer to the question regarding students desire to stay or leave Huron County. Some students made comments pointing out that they plan to leave for a short period of time (to gain experience, to travel, etc.), but there was no response allotted for those who planned to leave and eventually come back to live in this area.

Table 3.27: Plans to Stay by Post-Secondary Institution

	Institution					
	University		College		Trade, Vocational, Apprenticeship	
	N	%	N	%	N	%
Stay	34	31.5	53	40.5	10	50.0
Leave	74	68.5	78	59.5	10	50.0
Total	108	100.0	131	100.0	20	100.0

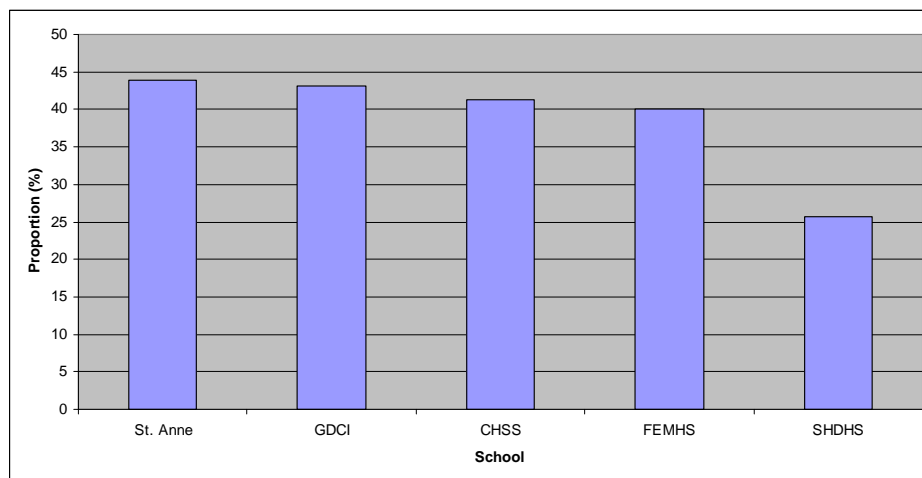
Males and females have expressed a difference in their decision to stay or leave Huron County in the future. Like the 2006 study, both genders have indicated a stronger desire to leave the area than stay, with males once again revealing that they are more likely to leave the region than females. While females have remained relatively the same since the previous study, mostly likely due to similar reasons surrounding their fewer work hours throughout the year, males have conveyed an increased interest in leaving Huron County. Given that the future of family farming is more uncertain as time passes, males may see more new opportunity in larger urban centres than our rural area.

Table 3.28: Plans to Stay by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Stay	49	34.5	65	40.6	114	37.7
Leave	93	65.5	95	59.4	188	62.3
Total	142	100.0	160	100.0	302	100.0

It is relevant to examine the students' future plans by each school surveyed in this study. As previously mentioned, there was little interest from all schools in trade, vocational or apprenticeship programs, so plans to stay by school can not be reasoned by the types of programs students are attending as they were in 2006. As indicated in Figure 3.3, there is very little difference between schools in their plans to stay; except for SHDHS which has a 15% higher departure rate than the other schools. The results revealed that of the five high schools surveyed, SHDHS had the highest population of students who planned on attending university, which may affect their decision to reside outside of Huron County. Also noteworthy is that SHDHS is the only school with a close proximity to a larger urban centre (London); students may have had more exposure to these areas, making them more likely to desire the city lifestyle.

Figure 3.3: Plans to Stay by School



In addition to looking at students plans to stay in Huron County by school, their future plans can also be assessed by the industry and occupation in which they would like to work. As illustrated in Table 3.30, 'Art, Culture, Recreation, Sport,' 'Natural, Applied Science,' and 'Sales and Service' had a higher rate for students wanting to leave Huron County, which may be because these jobs are perceived to less available in our rural area. Jobs in the 'Primary Industry,' 'Processing, Manufacturing, and Utilities,' and 'Tradesperson, Transport, Equipment Operator' categories are more associated with our communities, so people interested in these career areas are most interested in staying. These results are similar to those found in 2006.

Table 3.29: Plans to Stay by Future Occupation

	Stay in Huron					
	Yes		No		Total	
	N	%	N	%	N	%
Health	28	40.0	42	60.0	70	100.0
Social Science, Education, Government, Religion	26	42.6	35	57.4	61	100.0
Art, Culture, Recreation, Sport	5	10.9	41	89.1	46	100.0
Tradesperson, Transport, Equipment Operator	18	54.5	15	45.5	33	100.0
Sales and Service	6	25.0	18	75.0	24	100.0
Business, Finance, Administration	10	45.5	12	54.5	22	100.0
Natural, Applied Science	5	29.4	12	70.6	17	100.0
Primary Industry	6	54.5	5	45.5	11	100.0
Other	3	33.3	6	66.7	9	100.0
Management	4	80.0	1	20.0	5	100.0
Processing, Manufacturing, Utilities	3	75.0	1	25.0	4	100.0

By looking at the industries students plan on entering, the results are very similar to the 2006 results. 'Information, Culture, Recreation,' and 'Professional, Scientific, Technical Services,' are among the fields where students are planning to leave, while students entering the 'Construction' and 'Agriculture, Forestry, Fishing, Mining, Oil, Gas' industries are more likely to stay in Huron County. When comparing to the 2006 results, 'Health Care, Social Assistance' has a larger percentage of people interested in leaving, while 'Educational Services' has more people interested in returning to the area following post-secondary education.

With the health care and educational industries being among the most popular industries, it's relevant to discuss the recent decline in job opportunities in both of those fields in our area. These are the industries youth are interested in, but soon we will not have the capacity to support their return and work in these occupations.

Note that there are industries with larger portions to stay or leave, but they are not as noteworthy because not as many responses are being considered.

Table 3.30: Plans to Stay by Future Industry

	Stay in Huron					
	Yes		No		Total	
	N	%	N	%	N	%
Health Care, Social Assistance	33	40.7	48	59.3	81	100.0
Information, Culture, Recreation	4	11.1	32	88.9	36	100.0
Educational Services	16	55.2	13	44.8	29	100.0
Construction	14	56.0	11	44.0	25	100.0

	Yes		No		Total	
	N	%	N	%	N	%
Professional, Scientific, Technical Services	5	21.7	18	78.3	23	100.0
Public Administration	5	23.8	16	76.2	21	100.0
Business, Building, Support Services	4	25.00	12	75.0	16	100.0
Agriculture, Forestry, Fishing, Mining, Oil, Gas	11	73.3	4	26.7	15	100.0
Other Services	5	45.5	6	54.5	11	100.0
Finance, Real Estate, Leasing	5	62.5	3	37.5	8	100.0
Other	1	12.5	7	87.5	8	100.0
Accommodation, Food Services	4	57.1	3	42.9	7	100.0
Manufacturing	4	57.1	3	42.9	7	100.0
Wholesale and Retail Trade	0	0.0	5	100.0	5	100.0
Religious, Civic, Social Advocacy	0	0.0	4	100.0	4	100.0
Transportation and Warehousing	3	75.0	1	25.0	4	100.0
Utilities	0	0.0	2	100.0	2	100.0

As Table 3.32 and 3.33 illustrate, respondents revealed that their decision to stay or leave this area was less related to their future jobs and more about their social networks or their outlook on Huron County in general. Given that the majority of these youth have not experienced anything other than rural living, most indicate that they believe life will be more exciting in a different place, just like in the previous study. Also similar to the 2006 study, the students list being near their friends and family and liking their community as the reasons they want to stay in Huron County. Both also list jobs or lack of jobs as a reason in their decision, but that is not as important as the other reasons highlighted. Local organizations must ultimately make area youth *like* the area to encourage them to come back to live following post-secondary education.

Please note that respondents were asked to mark all reasons that apply, thus making the total more than 100%.

Table 3.31: Reasons for Leaving by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Life More Exciting Elsewhere	55	58.5	68	71.6	123	65.1
No Interesting Jobs	39	41.5	53	55.8	92	48.7
No Jobs	24	25.5	26	27.4	50	26.5

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
No Well-Paying Jobs	16	17.0	16	16.8	32	16.9
Other	21	22.3	4	4.2	25	13.2

Table 3.32: Reasons for Staying by Gender

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Near Friends, Family	32	66.7	54	83.1	86	76.1
Like my Community	25	52.1	36	55.4	61	54.0
Plenty of Interesting Jobs	13	27.1	18	27.7	31	27.4
Plenty of Well-Paid Jobs	7	14.6	14	21.5	21	18.6
Other	2	4.2	2	3.1	4	3.5

When evaluating students' plans for post-secondary education, it is necessary to also assess what influenced them to come to that decision. Like the 2006 study, students expressed that their main reason for their post-secondary education choice was based on their own thoughts and interests. These results suggest that classes at school are the next important, but the data shows that there is a huge gap between the top two influencing factors for post-secondary education. There is still very little input or advice coming from their interactions, showing that local organizations and school communities are still fighting the battle of connecting with students.

Table 3.33: Factors Influencing Plans for Post-Secondary Education

	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Own Thoughts, Interests	55	47.8	67	46.5	122	47.1
Classes at School	17	14.8	25	17.4	42	16.2
Desire for Good Job, High Income	9	7.8	15	10.4	24	9.3
Job Experiences	11	9.6	11	7.6	22	8.5
Co-op Placement	10	8.7	8	5.6	18	6.9
Parents' Opinion	4	3.5	9	6.3	13	5.0
Volunteer Experiences	3	2.6	4	2.8	7	2.7
Advice from Counsellor, Teacher, Mentor	3	2.6	3	2.1	6	2.3
Other	3	1.7	1	0.7	4	1.5
Friends' Opinion	0	0.0	1	0.7	1	0.4
Career Education, Guidance Class	0	0.0	0	0.0	0	0.0
Total	115	100.0	144	100.0	259	99.9*

*Due to rounding error

4.0 RECOMMENDATIONS

Based on survey findings, here are recommendations for making positive changes to the skills, employment and future plans of Huron County's youth.

Student Communication Liaison Position

- To further understand students' motivations and desires, it is necessary to research and discover students in a more interactive way than this survey allows. Results showed that many students favoured word-of-mouth communication strategies, thus it's important to go straight to youth to learn more about how we can positively influence the choices they make.
- In order to leverage this opportunity, the local school boards and/or community may want to consider a pilot project to hire a 'Student Communication Liaison' to act as a student mentor that will interact and engage the high school-aged students in Huron County. This individual would gain the trust and respect from students that will allow them to learn about what interests youth, how they would like to gain skills, what youth find entertaining, how they think we can make Huron County a more interesting place to live for area youth, etc. Generally, this individual would engage students in a positive, interactive way that they will absorb to learn about their interests and motivations, which will help local institutions in curriculum development, local job markets, training, etc.
- Starting with a pilot project, this staff person would be responsible for recommending, developing, executing and evaluating strategies, campaigns, programs that would increase effective communication with area youth about various issues.

Further Development of a Creative Economy

- As seen in the results, about 21% of the youth population sampled indicated they were interested in pursuing careers in 'creative' industries, of those responses, only 3% indicated that they wanted to live in Huron County. Currently, the 'creative' jobs represent

- approximately 5% of the Huron County workforce (Robertson 7). If there is youth interest in those types of careers, we need to further develop the creative economy industry in Huron County. If we do not increase jobs in this field, we'll lose the younger generation to larger urban centres that currently have more capacity for these industries.
- In addition to improving the local economy, the development of creative industries in our area could also increase in-migration of a younger workforce from other areas that have occupations in those fields.
 - In addition, students indicated that they wanted to leave this area to discover more interesting places. Since students seem to have an interest in arts-related industries, perhaps the development of a creative industry in our area would spark more arts-related initiatives in the region, making it more positively perceived by youth in Huron County.

Increase Practical Experience

- Results revealed that the participation in the co-op program has significantly increased since 2006 and suggested that 65.7% of the students who took the course did so to gain experience or to discover if it was an interesting career path. This shows that students are beginning to recognize that value of receiving hands-on experience with potential career path and that mentality needs to be fostered so that youth in the area can further develop their employable skills.
To continue the increased participation in this program, school boards need to do more promotion within the schools, but also need to increase interaction within each community. They need to work with industries within each community to provide more diversity in the type of career choices offered, so that regardless of their interests, students feel like they are developing useful skills.
Increasing the number of students involved in the co-op program will increase the employable skills of the Huron County's youth, but will also give them a better understanding of the jobs opportunities within the area.
- Offering a wider variety of in-class courses that offer more practical experience through partnerships with groups in the community would also be beneficial. This could include courses such as:
 - Environmental-based courses where students are educated about environmental issues and then observe practical applications through local stewardship and conservation groups.
 - Social advocacy/volunteer-type courses that encourage teamwork with class-based projects such as building a house for Habitat for Humanity, planning a fundraising event for a local charity, etc. Results showed that 49.5% of students participated in volunteer activities because they were required to complete hours to graduate, so this would be a more positive way of encouraging students to get involved in volunteering and charitable work.
 - Marketing-based courses where through group-based projects students learn how to market products and services of local businesses within each community. School boards should focus on developing mutually beneficial partnerships with local Chambers and BIA's as well as the County-wide initiative, *Huron Local First*, a campaign that encourages consumers to buy locally, to help students gain more meaningful hands-on skills.
 - Communications and media courses including social media; radio broadcasting; website and print design; as well as newspaper writing and development; that could be done for each school to educate students about local and world news, community and fundraising events as well as school-related issues. Students could work with local industries including the local radio stations and newspapers. This could also happen on a County-wide level with shared responsibilities between students and schools to encourage teamwork and problem-solving skills.

- Business and computer-related classes that discuss entrepreneurship, small-business plans and management with a partnership with the Huron Small Business Enterprise Centre (SBEC) or other business-minded groups.
- Agriculture-based programs that worked with training programs hosted through the group including the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA), to provide skills and techniques on various types of farming. Agriculture programming could also include the growing of community
- It is recommended that first, school boards conduct a study or focus group that assesses the wants and needs of students to help identify the areas of interest for these additional extra-credit courses. The objective is to develop programming that helps the students discover future fields while developing skills. Even though we now know what careers they are interested in, it's still important to learn what specific ideas within those fields that they would like to learn.
- There are various County-wide community programs that exist across industry sectors that could benefit the skills and knowledge of youth. It is important that the school boards acknowledge and partner with these programs to promote extra-curricular participation in activities that can further build the skills and experience of the areas youth. The community-based interactive programs include the Heritage and Culture Partnership program, *Engaging Huron Youth in Arts and Culture*; the Huron County Health Unit program, Youth SPARK; the Regional Equine and Agricultural Centre of Huron's (REACH) youth culinary and equine programming, etc.
- Ultimately, encouraging students to get more involved in the community will help create a more positive community affiliation for youth, which will hopefully increase their desire to return to the area following post-secondary education. Increasing community interaction will also heighten the respect and awareness of youth skills within the community.

5.0 CONSIDERATIONS FOR FUTURE SURVEY FACILITATION

This study assessed students' current skills well, but after completing this study it is realized that there are areas that the survey could be improved to further understand the skills and motivation of youth. Before completing any future studies on the skills, current employment and future education and career paths of Huron County youth, please consider the following additions to the survey:

Family History/Background

Discovering more about the experiences that shape an individual provide more insight as to the motivation behind their decisions. For example, it would be interesting to learn if family income plays a role in the decision to go to post-secondary education or in a students' plan to stay or leave the area. This will help define audiences that need more positive reinforcement regarding themselves and the area.

Expansion of Future Education Plans

Various students indicated that the options under the "future education plans" category did not adequately represent their plans. The current survey provided two answers: graduate from high school and attend university, college, a trade or vocational institute or begin an apprenticeship; or graduate or leave high school and find a job. It was illustrated that some students plan to work for a year or travel and then go to post-secondary school. Ultimately, the question should provide a third option that states that they will take some time off and then pursue post-secondary education, and a fourth option, 'Other,' to be fair and inclusive.

Expand Occupation/Industry Options

The survey includes a good list of traditional and new jobs and industries, but since popular jobs are always changing, it's important that the next researcher make sure that all jobs are somehow represented in the options provided.

Additional Responses to Staying/Leaving the Area

As with the absence of answer options for the future education plans question, students also suggested that the survey offer more options the question about staying or leaving in Huron County. Some students stated that they planned to leave Huron County to gain experience and learn about other places but would eventually move back to Huron County – this situation is not accounted for in the current answer options.

Check All that Apply

Many students indicated that they worked or volunteered in several different industries, not just a single industry within the past year. It's important that the survey address this issue by having students answer all that apply or allowing them to prioritize the fields where they have gained experience.

Overall, it's important that the questions being asked reflect and are relevant to the time period of the survey distribution. Adding new questions may change the comparability factor, but it will provide an opportunity to discover more relevant information about youth that can affect their skill sets, employment and their future goals.

6.0 REFERENCES

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4. *SurveyMonkey*. 1999. Web. 6 June 2010.

APPENDIX A – SUMMARY OF KEY RESULTS

Item	Huron County - 2010 Results	Huron & Perth Counties - 2006 Results	Discussion
Population	Males: 142 (47.0%) Females: 160 (53.0%) Total: 302 (100.0%)	Males: 334 (45.4%) Females: 401 (54.6%) Total: 735 (100.0%)	<ul style="list-style-type: none"> ▪ Both studies surveyed more females than males; comparisons both relied on proportions
Average Marks	All Classes: 77.0% English: 74.5% Math: 72.4% Science: 79.8%	All Classes: 75.7% English: 73.6% Math: 72.9% Science: 71.9%	<ul style="list-style-type: none"> ▪ Females reported scoring higher in all subject areas ▪ Similar to 2006, university level students had the highest scores in all subject areas, but the average marks of workplace students did, in some cases, exceed the students in college preparation courses
Extra-Credits	Arts: 2.45 (credits) Business: 1.77 World Studies: 2.79 Technological Education: 3.18 Computer Studies: 1.68	Arts: 2.04 (credits) Business: 1.25 World Studies: 2.66 Technological Education: 2.51 Computer Studies: 0.99	<ul style="list-style-type: none"> ▪ 'Technological Education', 'World Studies' and 'Art' remain the most popular extra-credit courses ▪ 'Business' and 'Computer Studies' are the least popular, but there tends to be less courses offered in those categories
Extra-Curricular Activities	Yes: 70.9% Sport Group: 76.6% Art Group: 34.1% Council/Government: 18.2% Other Group: 44.4%	Yes: 60.0% (approximately) Sport Group: 74.1% Art Group: 41.2% Council/Government: 17.8% Other Group: 60.1%	<ul style="list-style-type: none"> ▪ Majority of males in both 2006 and 2010 spent 1 to 6 hours participating in extra-curricular activities, while females increased their participation from 1 to 6 hours to 1 to 9 hours on average in 2010
Volunteer Activities	Yes: 72.8%	Yes: 67.6% (approximately)	<ul style="list-style-type: none"> ▪ 49.5% said they volunteer 'to graduate' ▪ Like in 2006, 'Information, Culture, Recreation' and 'Religious, Civic, Environmental, Social Advocacy' represented approx. 60% of all responses ▪ Similar to 2006, 71.8% said they heard about it from their friends or family
Paid Employment	School Year: 72.8% Summer: 80.5%	School Year: 83.1% Summer: 85.8%	<ul style="list-style-type: none"> ▪ More females work year-round, with more consistent hours, while males tend to work more hours ▪ Traditional gendered roles still create a division within the workforce ▪ 'Wholesale and Retail Trade' and 'Accommodation, Food Services' industries represent 65.4% ▪ Again, students heard about jobs by word-of-mouth
Co-op Employment	Yes: 46.6%	Yes: 25.4% (approximately)	<ul style="list-style-type: none"> ▪ 'Educational Services' and 'Health Care, Social Assistance' are the most popular industries for females, while males state 'Construction,'

			<p>'Agriculture' and 'Other Services'</p> <ul style="list-style-type: none"> 65.7% indicate that they take the co-op course to gain skills and experience and/or learning if its an interesting career; not because it was easy like they indicated in 2006
Unpaid Work from Home	Yes: 46.4%	Yes: 45.9% (approximately)	<ul style="list-style-type: none"> Most students state that they do work on a family farm or do chores around the house Females are typically given more housework, while males often receive more benefit from family trade businesses
Future Education	University: 41.7% College: 50.6% Trade, Vocational, Apprenticeship: 7.7%	University: 40.9% College: 44.9% Trade, Vocational, Apprenticeship: 14.2%	<ul style="list-style-type: none"> 85.8% plan on enrolling in post-secondary education (slightly lower than in 2006) Future education paths tend to be gendered, but less so than in 2006
Future Employment Plans	<p><u>Top 5 Future Industries</u></p> <ul style="list-style-type: none"> Health Care, Social Assistance – 26.8% Information, Culture, Recreation – 11.9% Educational Services – 9.6% Construction – 8.3% 	<p><u>Top 5 Future Industries</u></p> <ul style="list-style-type: none"> Health Care, Social Assistance – 18.6%* Educational Services – 12.4%* Professional, Scientific, Technical Services – 11.8%* Information, Culture, Recreation – 9.1%* Agriculture, Forestry, Fishing, Mining, Oil Gas – 7.1% <p>*Approximately</p>	<ul style="list-style-type: none"> Like in 2006, 'Information, Culture, Recreation' and 'Professional, Scientific, Technical Services' are the fields were students plan to leave, while 'Construction' and 'Agriculture, Forestry, Fishing, Mining, Oil Gas' mostly plan to stay
Stay/Leave Huron County	Stay: 37.7% Leave: 62.3%	Stay: 44.0% Leave: 56.0%	<ul style="list-style-type: none"> Males state that they are more likely to leave Huron County than females Only 25% of SHDHS students plan to live in the area (highest percentage of university-bound students within this school) 68.5% of university-bound students and 59.5% of college-bound students said they did not plan to live in Huron County following post-secondary education Students who plan to stay indicate that being near family and friends and liking the area are their main reasons for staying Students plan to leave because they think life will be more interesting in another place

HURON COUNTY HIGH SCHOOL SKILLS SURVEY

SELF-COMPLETED QUESTIONNAIRE

This survey collects information about youth, the skills they have acquired through school, work and other activities, and their plans for the future. The responses you provide will assist the Huron County Youth Employment Research Project and other organizations within your communities to plan programs and services for people like you.

This is NOT a test and there are no right or wrong answers.

School ID: to be pre-entered and coded by school
Student ID: to be pre-entered and coded by sample class

CONFIDENTIAL ONCE COMPLETED

The Huron County High School Skills Survey is conducted through a partnership of the following organizations:

- * Huron Business Development Corporation
- * Avon Maitland District School Board
- * Huron-Perth Catholic District School Board

* This survey was originally developed by the Bruce Grey Huron Perth Georgian Triangle Training Board (BGHPGTTB) in 2005.

SECTION A: School Courses

OVERALL

1. What GRADE are you in?

2. What is your approximate overall AVERAGE for all classes this year?

ENGLISH

3. What is the GRADE of your current or most recently completed English course?

4. What is the LEVEL of that English course?

₁ Academic ₂ Applied ₃ University ₄ College ₅ Workplace ₆ Open

5. What is your approximate overall AVERAGE for that course?

MATH

6. What is the GRADE of your current or most recently completed Math course?

7. What is the LEVEL of that Math course?

₁ Academic ₂ Applied ₃ University ₄ College ₅ Workplace ₆ U/C

8. What is your approximate overall AVERAGE for that course?

SCIENCE (biology, chemistry, physics)

9. What is the GRADE of your current or most recently completed Science course?

10. What is the LEVEL of that Science course?

₁ Academic ₂ Applied ₃ University ₄ College ₅ Workplace ₆ U/C

11. What is your approximate overall AVERAGE for that course?

ADDITIONAL COURSES

- **By the end of this academic year, how many TOTAL CREDITS will you have received in the following subjects?**

12. ARTS (dance, drama, media arts, music, visual arts)

____ credits

13. BUSINESS STUDIES (accounting, entrepreneurial studies, information technology, marketing, and organizational studies)

____ credits

14. CANADIAN AND WORLD STUDIES (economics, geography, history, law, and politics)

____ credits

15. TECHNOLOGICAL EDUCATION (communication technology, construction technology, health and personal services, hospitality and tourism, manufacturing technology, tech. design, and transportation technology)

____ credits

16. COMPUTER STUDIES (computer and information science, computer engineering)

____ credits

Section B: Extra-curricular Activities

17. Since September, have you participated in any EXTRA-CURRICULAR ACTIVITIES either through school or with another group/organization?

₁ Yes

₂ No

➔ If you said YES, continue to Q18.

➔ If you said NO, go to Section C.

18. Have you participated in a sport or physical activity with a team or coach (hockey, figure skating, karate, swimming, dance, yoga, etc.)?

₁ Yes

₂ No

19. Have you participated in an art, drama, or music group or club (painting, theatre/plays, school band, piano, choir, etc.)?

₁ Yes

₂ No

20. Have you participated in student council or student government?

₁ Yes

₂ No

21. Have you participated in another type of group or club? (church group, cadets, audio-visual, yearbook committee, 4-H, OSAID, youth group, Reach for the Top, chess club, prom committee, etc.)

₁ Yes, please specify: _____

₂ No

22. Since September, how many TOTAL HOURS PER WEEK do you usually spend on extra-curricular activities?

_____ hours per week

Section C: Volunteer Activities

23. During the PAST YEAR, have you done any unpaid volunteer work?

- ₁ Yes ₂ No

→ If you said YES, continue to Q24.

→ If you said NO, go to Section D.

24. Which of the following industry categories best describes the ORGANIZATION you volunteer for? (CHECK ONE ONLY)

- ₁ **Agricultural Organization** (fair, livestock show, agricultural society, etc.)
- ₇ **Finance, Insurance, Real Estate Organization** (bank, credit union, investment agency, insurance dealer, real estate, rental company)
- ₈ **Professional, Scientific and Technical Service Organization** (legal, accounting, architecture, engineering, surveying, graphic design, scientific research, advertising, veterinary)
- ₁₀ **Educational Organization** (elementary and secondary schools, college, university, business school, technical and trade school)
- ₁₁ **Health Care or Social Assistance Organization** (doctor, dentist, nursing, support for elderly or disabled, retirement home, child day-care)
- ₁₂ **Information, Culture, and Recreation Organization** (newspaper, internet, radio and TV; performing arts; sports leagues, clubs, and associations; camp; museum; library; heritage site; golf course; skiing facility; fitness centre; bowling centre; outdoors club)
- ₁₅ **Religious, Civic, Environmental or Social Advocacy Organization** [church, charity (Cancer Society, Heart and Stroke, Terry Fox Run, etc.), community group (Lion's Club, Rotary, Salvation Army, Kinsmen, Knights of Columbus), environmental conservation, awareness raising]
- ₁₆ **Public Administration** (federal, provincial, municipal government)
- _x **Other**, please specify name and type of organization:
-

25. Please indicate the ACTIVITY you spent the greatest amount of time at as a volunteer. (CHECK ONE ONLY)

- ₁ Acting as a committee or board member
- ₁ Organizing or supervising an event
- ₂ Office work, administration, clerical (copying, mailing, etc.)
- ₂ Helping to manage money or finances
- ₂ Mentoring in a business or finance organization
- ₃ Computer-based work (designing a web site, working with spread sheets)
- ₃ Mentoring with a scientist, engineer, or agricultural specialist
- ₄ Health care, support or counseling (working with the elderly, friendly visits)
- ₄ Mentoring with a doctor, veterinarian, or other health professional
- ₅ Social assistance, teaching, or coaching (social work, mentoring, camp counseling, children's sports)
- ₅ Mentoring in a law office, with a social worker or a teacher
- ₆ Using creative skills in graphic design (posters, web pages), painting, photography
- ₆ Writing newsletters, broadcasting, canvassing, campaigning or in some other way providing information to the public
- ₇ Selling a product or service in order to raise money; fundraising
- ₈ Building, repairing, technical, or hands-on work
- ₈ Using agricultural or horticultural skills (farming, gardening, yard work)
- _x Other, please specify: _____

26. How many TOTAL HOURS would you estimate that you spent volunteering in the past YEAR?

____ hours

27. Which of the following best describes how you found an organization to volunteer for? (CHECK ONE ONLY)

- ₁ A friend or family member told me about it.
- ₂ I heard about it at school.
- ₃ I saw an advertisement/flyer OR a sign or booth in a public place
- ₄ I contacted an organization for information on volunteer opportunities.
- _x Other, please specify: _____

28. Which of the following best describes your main reason for starting any volunteer activities? (CHECK ONE ONLY)

- ₁ I had to volunteer in order to graduate from high school.
- ₂ I was asked to help by a friend or family member.
- ₃ I had to complete public service hours due to an incident involving legal authorities (police, judge, lawyer).
- ₄ I wanted to gain some skills and experience so I could get a better job in the future; have more to show on my resume.
- ₅ My parent(s) wanted me to volunteer.
- ₆ I wanted to help in a cause I personally believe in.
- _x Another reason, please specify: _____

Section D: Part-time Work Activities

29. During the PAST SCHOOL YEAR, did you do any work for pay for an employer OR at an odd job?

(NOT a summer job, NOT through Co-op, and NOT at home)

₁ Yes

₂ No

➔ If you said YES, continue to Q30.

➔ If you said NO, go to Section E.

30. Which of the following industry categories best describes your EMPLOYER for your part-time job? (CHECK ONE ONLY)

- ₁ **Agriculture**, Forestry, Fishing, Mining, Oil and Gas
- ₂ **Utilities** (power generation and distribution; water; sewage)
- ₃ **Construction** (of buildings, roads, utility systems) and/or **Specialty Trade Contractor** (masonry, glass, roofing, siding, electrical, plumbing, heating, air-conditioning, dry walling, painting, flooring, tiling)
- ₄ **Manufacturing** (production, factory work)
- ₅ **Wholesale and Retail Trade** (distributor; electronics, hardware, grocery, clothing, sporting goods, book stores, gas stations, nursery/garden centre)
- ₆ **Transportation and Warehousing** (rail, truck, bus, delivery; storage)
- ₇ **Finance, Insurance, Real Estate and Leasing** (bank, credit union, investment agency, insurance dealer, real estate, rental company)
- ₈ **Professional, Scientific and Technical Services** (legal, accounting, architecture, engineering, surveying, graphic design, scientific research, advertising, veterinary)
- ₉ **Business, Building and Other Support Services** (management of companies; office administration, call centre/telemarketing, travel agency, security, janitorial, office cleaning, waste collection)
- ₁₀ **Educational Services** (elementary and secondary schools, college, university, business school, technical and trade school, dance school)
- ₁₁ **Health Care and Social Assistance** (doctor, dentist, nursing, support for elderly, child and youth services, child day-care, babysitting)
- ₁₂ **Information, Culture, and Recreation** (newspaper, book, internet publishing; radio and TV broadcasting; telecommunications; performing arts; spectator sports; museum; library; heritage site; amusement park; casino; golf course; skiing facility; fitness centre; bowling centre)
- ₁₃ **Accommodation and Food Services** (hotels, motels, B&Bs, RV parks; restaurant, fast-food, bar)
- ₁₄ **Other Services** (repair & maintenance; automotive repair, personal care, beauty, hairstyling; dry cleaning and laundry; pet care; photo finishing)
- ₁₅ **Religious, Civic and Social Advocacy Organization**
- ₁₆ **Public Administration** (federal, provincial, municipal government)
- _x **Other**, please specify: _____

31. During the PAST SCHOOL YEAR, how many hours ON AVERAGE did you work in one week?

____ hours

32. During the PAST SCHOOL YEAR, how many TOTAL WEEKS did you work?

____ weeks

33. Which of the following best describes how you found your part-time job? (CHECK ONE ONLY)

- ₁ Through a family member, friend or neighbor.
- ₂ I responded to a newspaper or print ad.
- ₃ I submitted an application to an employer for a job that wasn't advertised.
- ₄ By posting an ad stating that I was looking for work.
- ₅ By consulting an employment agency or job counselor.
- _x Other, please specify: _____

34. Which of the following best describes your main reason for getting a part-time job? (CHECK ONE ONLY)

- ₁ I wanted money to spend in my free time or to buy things.
- ₂ I wanted money for my future education.
- ₃ I needed money to help my family.
- ₄ I was asked to work by a friend or family member.
- ₅ I wanted to gain some skills and work experience.
- ₆ I wanted to find out if I was interested in a certain type of job/career.
- ₇ My parent(s) wanted me to work.
- _x Another reason, please specify: _____

Section E: Summer Work Activities

35. During the PAST SUMMER, have you done any work for pay for an employer OR at an odd job?

(NOT during school, NOT at home)

₁ Yes

₂ No

➔ If you said YES, continue to Q36.

➔ If you said NO, go to Section F.

36. Which of the following industry categories best describes your EMPLOYER for your summer job? (CHECK ONE ONLY)

- ₁ **Agriculture**, Forestry, Fishing, Mining, Oil and Gas
- ₂ **Utilities** (power generation and distribution; water; sewage)
- ₃ **Construction** (of buildings, roads, utility systems) and/or **Specialty Trade Contractor** (masonry, glass, roofing, siding, electrical, plumbing, heating, air-conditioning, dry walling, painting, flooring, tiling)
- ₄ **Manufacturing** (production, factory work)
- ₅ **Wholesale and Retail Trade** (distributor; electronics, hardware, grocery, clothing, sporting goods, book stores, gas stations, nursery/garden centre)
- ₆ **Transportation and Warehousing** (rail, truck, bus, delivery; storage)
- ₇ **Finance, Insurance, Real Estate and Leasing** (bank, credit union, investment agency, insurance dealer, real estate, rental company)
- ₈ **Professional, Scientific and Technical Services** (legal, accounting, architecture, engineering, surveying, graphic design, scientific research, advertising, veterinary)
- ₉ **Business, Building and Other Support Services** (management of companies; office administration, call centre/telemarketing, travel agency, security, janitorial, office cleaning, waste collection)
- ₁₀ **Educational Services** (elementary and secondary schools, college, university, business school, technical and trade school)
- ₁₁ **Health Care and Social Assistance** (doctor, dentist, nursing, support for elderly, child and youth services, child day-care)
- ₁₂ **Information, Culture, and Recreation** (newspaper, book, internet publishing; radio and TV broadcasting; telecommunications; performing arts; spectator sports; museum; library; heritage site; amusement park; casino; golf course; skiing facility; fitness centre; bowling centre)
- ₁₃ **Accommodation and Food Services** (hotels, motels, B&Bs, RV parks; restaurant, fast-food, bar)
- ₁₄ **Other Services** (repair & maintenance; personal care, beauty, hairstyling; dry cleaning and laundry; pet care; photo finishing)
- ₁₅ **Religious, Civic and Social Advocacy Organization**
- ₁₆ **Public Administration** (federal, provincial, municipal government)
- _x **Other**, please specify: _____

37. During the PAST SUMMER, how many hours ON AVERAGE did you work in one week?

____ hours

38. During the PAST SUMMER, how many TOTAL WEEKS did you work?

____ weeks

39. Which of the following best describes how you found your summer job? (CHECK ONE ONLY)

- ₁ Through a family member, friend or neighbor.
- ₂ I responded to a newspaper or print ad.
- ₃ I submitted an application to an employer for a job that wasn't advertised.
- ₄ By posting an ad stating that I was looking for work.
- ₅ By consulting an employment agency or job counselor.
- _x Other, please specify: _____

40. Which of the following best describes your main reason for getting a summer job? (CHECK ONE ONLY)

- ₁ I wanted money to spend in my free time or to buy things.
- ₂ I wanted money for my future education.
- ₃ I needed money to help my family.
- ₄ I was asked to work by a friend or family member.
- ₅ I wanted to gain some skills and work experience.
- ₆ I wanted to find out if I was interested in a certain type of job/career.
- ₇ My parent(s) wanted me to work.
- _x Another reason, please specify: _____

Section F: Work Through a School Co-op Program

41. During the PAST SCHOOL YEAR, have you taken any Co-op courses that placed you in a job?

₁ Yes

₂ No

→ If you said YES, continue to Q42.

→ If you said NO, go to Section G.

42. Which of the following categories best describes your job placement ORGANIZATION? (CHECK ONE ONLY)

- ₁ **Agriculture**, Forestry, Fishing, Mining, Oil and Gas
- ₂ **Utilities** (power generation and distribution; water; sewage)
- ₃ **Construction** (of buildings, roads, utility systems) and/or **Specialty Trade Contractor** (masonry, glass, roofing, siding, electrical, plumbing, heating, air-conditioning, dry walling, painting, flooring, tiling)
- ₄ **Manufacturing** (production, factory work)
- ₅ **Wholesale and Retail Trade** (distributor; electronics, hardware, grocery, clothing, sporting goods, book stores, gas stations, nursery/garden centre)
- ₆ **Transportation and Warehousing** (rail, truck, bus, delivery; storage)
- ₇ **Finance, Insurance, Real Estate and Leasing** (bank, credit union, investment agency, insurance dealer, real estate, rental company)
- ₈ **Professional, Scientific and Technical Services** (legal, accounting, architecture, engineering, surveying, graphic design, scientific research, advertising, veterinary)
- ₉ **Business, Building and Other Support Services** (management of companies; office administration, call centre/telemarketing, travel agency, security, janitorial, office cleaning, waste collection)
- ₁₀ **Educational Services** (elementary and secondary schools, college, university, business school, technical and trade school)
- ₁₁ **Health Care and Social Assistance** (doctor, dentist, nursing, support for elderly, child and youth services, child day-care)
- ₁₂ **Information, Culture, and Recreation** (newspaper, book, internet publishing; radio and TV broadcasting; telecommunications; performing arts; spectator sports; museum; library; heritage site; amusement park; casino; golf course; skiing facility; fitness centre; bowling centre)
- ₁₃ **Accommodation and Food Services** (hotels, motels, B&Bs, RV parks; restaurant, fast-food, bar)
- ₁₄ **Other Services** (repair & maintenance; personal care, beauty, hairstyling; dry cleaning and laundry; pet care; photo finishing)
- ₁₅ **Religious, Civic and Social Advocacy Organization**
- ₁₆ **Public Administration** (federal, provincial, municipal government)
- _x **Other**, please specify: _____

43. How many TOTAL CREDITS have you taken in co-op?

_____ credits

44. Which of the following best describes your main reason for taking a co-op course in school? (CHECK ONE ONLY)

- ₁ A teacher or counselor suggested I should take the course.
- ₂ I wanted to start accumulating hours for an apprenticeship.
- ₃ My friend(s) were taking the course.
- ₄ I thought the course would be easy.
- ₅ I wanted to gain some skills and work experience.
- ₆ I wanted to find out if I was interested in a certain type of job/career.
- ₇ My parent(s) wanted me to take the course.
- _x Another reason, please specify: _____

Section G: Work at Home

45. During the PAST YEAR, have you done any work on your family's farm or at your family's business (for pay or not)?

- ₁ Yes ₂ No

➔ If you said YES, continue to Q46.

➔ If you said NO, go to Section H.

46. Which of the following statements best describes your work at home? (CHECK ONE ONLY)

- ₁ I often work on my family farm (dairy, beef, hogs, poultry, cash crops).
- ₂ I often work for my family's trade business (plumbing, electrical, carpentry, painting, dry-walling, landscaping, etc).
- ₃ I often work at my family's store (hardware, clothing, grocery, etc).
- ₄ I often work at my family's restaurant.
- ₅ I often do chores around my house (cleaning, dishes, watching siblings, house repair, painting, gardening, yard work, etc)
- _x My family owns another business that I often work for: _____

47. During the PAST SCHOOL YEAR, how many hours ON AVERAGE did you work at home in one week?

_____ hours

48. During the PAST SUMMER, how many hours ON AVERAGE did you work at home in one week?

_____ hours

Section H: My Overall Skills

Overall, I would rate my...	Poor	Fair	Good	Very Good	Excellent
49. reading skills as... (understanding written information, picking out key ideas and concepts)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
50. writing skills as... (able to present thoughts and ideas in a clear, concise, logical manner)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
51. oral communication skills as... (getting your message across in discussions or in a presentation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
52. mathematical skills as... (understanding computations, using math concepts, graphs, charts)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
53. social, interpersonal skills as... (relating well with others, comfortable in social situations, respect diversity)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
54. analytical, decision-making and problem solving skills as... (understand problem, find a solution)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
55. teamwork skills as... (working cooperatively with others, contributing constructively to group)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
56. computer skills as... (using word processing, spreadsheets, internet; knowledge of software, etc)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
57. self-management and organizational skills as... (discipline, manage time, initiative)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
58. administration/planning skills as... (co-ordinate tasks systematically, establishing goals and objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
59. leadership skills as... (motivating others, facilitating group interactions, inspiring respect)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
60. creative thinking skills as... (new ideas, innovation, imagination)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
61. technological skills as... (understanding technical systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
62. physical, mechanical or hands-on skills as... (operating, repairing)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
63. performance, creativity, artistic skills as... (arts, dance, music)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
64. adaptability skills as... (flexible, tolerant of change)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Section I: My Plans for Future Education

65. Which of the following statements best describes your plans for the near future?

- A.** I plan to graduate high school and attend university, college, a trade or vocational institute, or begin an apprenticeship.
- B.** I plan to graduate high school and find a job OR I plan to leave high school and find a job.

→ If you answered A, continue to Q66.

→ If you answered B, go to Section J.

66. Which of the following statements best describes your thoughts and ideas about additional school or training after high school? (CHECK ONE ONLY)

- 1** I know about my career options and I am pretty sure about what I want to do, so I plan to apply to a particular program.
(e.g. I want to be an Engineer, so I plan to apply to an engineering program at university; I want to be a Police Officer, so I plan to apply to a protective services program at college; I want to be a Millwright, so I plan to apply to an apprenticeship program at a college or vocational institute)
- 2** I don't really know what I want to do as a career, but I know my general areas of interest so that is what I will pursue at university or college.
- 3** I don't really know what I want to do as a career, but I know that I need more education or training to get a good job.

67. Which of the following has most influenced your plans for post-secondary education (university, college, trade school)? (CHECK ONE ONLY)

- 1** My classes at school
- 2** My volunteer experiences
- 3** My job experiences
- 4** My Co-op placement
- 5** A career education or guidance class
- 6** The advice of a school counselor, teacher, or other mentor
- 7** My friends' opinions
- 8** My parents' opinions
- 9** My own thoughts and interests
- 10** My desire for a good job and a high income
- x** Other, please specify: _____

68. How important is it to your parent(s) or guardian(s) that you pursue post-secondary education?

₁ not important at all ₂ slightly important ₃ fairly important ₄ very important

69. How confident are you that you will be accepted to and complete a university/college/trade school program?

₁ not confident at all ₂ fairly confident ₃ confident ₄ very confident

70. Which of the following educational institutes would you most like to attend? (CHECK ONE ONLY)

₁ **A.** university

₂ **B.** college (degree program)

₃ **C.** trade, vocational or apprenticeship (certificate or diploma program)

➔ If you answered A, go to Q71.

➔ If you answered B, go to Q72.

➔ If you answered C, go to Q73.

71. Which of the following university degree programs do you most likely think you will pursue? (CHECK ONE ONLY)

₁ **Bachelor of Arts** (Agricultural Economics, Anthropology/Sociology, Drama, Economics, English, Fine Art, Geography, History, Music, Philosophy, Political Science, Rural Development, Women's Studies, etc.)

₂ **Bachelor of Commerce** (Agricultural Business, Business Administration, Hotel and Food Administration, Management Economics, Marketing, Tourism Management, etc.)

₃ **Bachelor of Science** (Agriculture, Biology, Botany, Chemistry, Computer and Information Science, Ecology, Engineering, Kinesiology, Mathematics, Physics, Statistics, Zoology, etc.)

➔ Now go to Section J.

72. Which of the following college programs do you most likely think you will pursue? (CHECK ONE ONLY)

- 1 Business** (accounting, financial planning, human resources, marketing, office administration, etc)
- 2 Community Services** (child and youth, developmental services, early childhood education, recreation and leisure services, social services, teacher aide, etc)
- 3 Engineering Technology** (architectural, civic, electrical, environmental, mechanical engineering)
- 4 General Arts and Sciences**
- 5 Health Sciences** (nursing, dental assistance, massage therapy, personal support, paramedic, etc)
- 6 Hospitality and Tourism** (cook/chef, food and beverage management, hotel management, travel and tourism, etc)
- 7 Information Technology/Computing** (analyst, programmer, software development, technician, etc)
- 8 Media Studies** (advertising, broadcasting, film, multimedia)
- 9 Protective Services** (law, policing, security, firefighting)
- x Other program**, please specify: _____

➔ **Now go to Section J.**

73. Which of the following trade or apprenticeship programs do you most likely think you will pursue? (CHECK ONE ONLY)

<input type="checkbox"/> 1 Air cond. and refrigeration repair	<input type="checkbox"/> 2 Auto body repair
<input type="checkbox"/> 3 Automotive service technician	<input type="checkbox"/> 4 Baker
<input type="checkbox"/> 5 Cabinet maker	<input type="checkbox"/> 6 Carpenter
<input type="checkbox"/> 7 Chef/Cook	<input type="checkbox"/> 8 Computer num'l control machining
<input type="checkbox"/> 9 Drafting	<input type="checkbox"/> 10 Drywall applicator
<input type="checkbox"/> 11 Electrician (general)	<input type="checkbox"/> 12 Electrician (industrial)
<input type="checkbox"/> 13 Hairstylist	<input type="checkbox"/> 14 Horticulture
<input type="checkbox"/> 15 Machinist (general)	<input type="checkbox"/> 16 Millwright (industrial mechanic)
<input type="checkbox"/> 17 Mould maker	<input type="checkbox"/> 18 Plumber
<input type="checkbox"/> 19 Roofer	<input type="checkbox"/> 20 Sheet metal worker
<input type="checkbox"/> 21 Tool and die maker	<input type="checkbox"/> 22 Truck and coach technician
<input type="checkbox"/> 23 Welding, fitting	<input type="checkbox"/> x Other:

➔ **Now go to Section J.**

Section J: My Plans for a Future Career

74. Which of the following industry categories represents the type of EMPLOYER you are most likely to work for? (CHECK ONE ONLY)

- 1 Agriculture**, Forestry, Fishing, Mining, Oil and Gas
- 2 Utilities** (power generation and distribution; water; sewage)
- 3 Construction** (of buildings, roads, utility systems) and/or **Specialty Trade Contractor** (masonry, glass, roofing, siding, electrical, plumbing, heating, air-conditioning, dry walling, painting, flooring, tiling)
- 4 Manufacturing** (production, factory work)
- 5 Wholesale and Retail Trade** (distributor; electronics, hardware, grocery, clothing, sporting goods, book stores, gas stations, nursery/garden centre)
- 6 Transportation and Warehousing** (rail, truck, bus, delivery; storage)
- 7 Finance, Insurance, Real Estate and Leasing** (bank, credit union, investment agency, insurance dealer, real estate, rental company)
- 8 Professional, Scientific and Technical Services** (legal, accounting, architecture, engineering, surveying, graphic design, scientific research, advertising, veterinary)
- 9 Business, Building and Other Support Services** (management of companies; office administration, call centre/telemarketing, travel agency, security, janitorial, office cleaning, waste collection)
- 10 Educational Services** (elementary and secondary schools, college, university, business school, technical and trade school)
- 11 Health Care and Social Assistance** (doctor, dentist, nursing, support for elderly, child and youth services, child day-care)
- 12 Information, Culture, and Recreation** (newspaper, book, internet publishing; radio and TV broadcasting; telecommunications; performing arts; spectator sports; museum; library; heritage site; amusement park; casino; golf course; skiing facility; fitness centre; bowling centre)
- 13 Accommodation and Food Services** (hotels, motels, B&Bs, RV parks; restaurant, fast-food, bar)
- 14 Other Services** (repair & maintenance; personal care, beauty, hairstyling; dry cleaning and laundry; pet care; photo finishing)
- 15 Religious, Civic and Social Advocacy Organization**
- 16 Public Administration** (federal, provincial, municipal government)
- x Other**, please specify: _____

75. Which of the following OCCUPATIONS do you think you will most likely have in the future? (CHECK ONE ONLY)

- ₁ **Management Occupation**
- ₂ **Business, Finance and Administrative Occupation**
(auditor, accountant, investment professional, bookkeeper, insurance adjustor, secretary, administrative officer, clerical, etc)
- ₃ **Natural and Applied Sciences and Related Occupation**
(scientist, agricultural specialist, engineer, architect, planner, mathematician, software engineer, information systems analyst, computer programmer, web designer, technical specialist, etc)
- ₄ **Health Occupation**
(physician, dentist, veterinarian, pharmacist, physiotherapist, nutritionist, registered nurse, health technician, health support service, etc)
- ₅ **Social Science, Education, Government Service and Religion** (judge, lawyer, psychologist, social worker, minister of religion, policy and program officer, teacher, professor, childcare worker, other instructor, etc)
- ₆ **Art, Culture, Recreation and Sport Occupation**
(librarian, writer, journalist, musician, actor, dancer, painter, photographer, broadcaster, graphic artist, video editor, designer, athlete, coach, etc)
- ₇ **Sales and Service Occupation**
(supervisor, sales representative, retail salesperson, cashier, chef, bartender, police officer, firefighter, security guard, travel and tourism, childcare, teacher's aide, home support, hairstylist, etc)
- ₈ **Tradesperson, Transport or Equipment Operator**
(contractor, plumber, carpenter, masonry, roofer, painter, electrician, telecommunication technician, machinist, tool and die, metal forming, mechanic, heavy equipment operator, transportation operator, etc)
- ₉ **Primary Industry Occupation**
(farmer and farm manager, agricultural and related service contractor, nursery and greenhouse operator, landscaping and grounds maintenance, forester, miner, fisher, etc)
- ₁₀ **Processing, Manufacturing and Utilities Occupation**
(machine operator in manufacturing, assembler in manufacturing, labourer, etc)
- _x **Other**, please specify: _____

76. Who have you TALKED TO about your interests in this career? (MARK ALL THAT APPLY)

- ₁ My parent(s), family, relatives and friends
- ₂ A guidance counselor, career education advisor, or teacher at school
- ₃ Someone working in the profession
- ₄ No one

77. What else has DIRECTED you toward pursuing this career? (MARK ALL THAT APPLY)

- ₁ My classes at school
- ₂ My volunteer work
- ₃ My part-time or summer job
- ₄ My co-op placement
- ₅ My own interests, thoughts, and ideas
- ₆ My results from an aptitude or career-match test
- ₇ A career education class
- ₈ Job shadowing
- _x Something else, please specify: _____

78. Do you expect to find a job and live in Huron County?

- ➔ If you answered Yes, go to Q79.
- ➔ If you answered No, go to Q80.

79. What are the main reasons you plan to stay in Huron County? (MARK ALL THAT APPLY)

- ₁ There are plenty of jobs in the area that I am interested in.
- ₂ The jobs here provide a good salary.
- ₃ I want to be near my friends and family.
- ₄ I like my community and think it is a great place to live.
- _x Another reason, please specify: _____

80. What are the main reasons you do NOT plan to stay in Huron County to live and work? (MARK ALL THAT APPLY)

- ₁ There are no jobs here that I am interested in; not enough variety in job opportunities
- ₂ There are no jobs here that pay enough.
- ₃ There are not enough jobs here at all.
- ₄ I think life will be more exciting in another place.
- _x Another reason, please specify: _____

