

Yukon Youth Secondary School Transitions 2009-2010 – What Happens During and After Secondary Schooling Experiences?

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Table of Contents

Acknowledgments	i
Executive Summary	1
INTRODUCTION, BACKGROUND AND OVERVIEW	2
Objective of the survey	3
Purpose of the YYSSTS Final Report and supporting goals	3
Limitations of the survey	4
Project outcomes and future goals	4
METHODS	4
Consultation meetings, working groups, steering committee and discussions	5
Survey design and presentation	5
Student cohort and data collection	6
Data analysis, tables and research report from survey responses	6
RESULTS	7
<u>Demographics</u>	8
Table A.1 – Demographics of student population surveyed	8
<u>Students’ perspectives about high school curriculum</u>	9
Figure A.2 – Keeping up with course work in high school	9
Figure A.3 – Number of students that had difficulty keeping up with courses	10
<u>Topics and courses students wanted to access in high school</u>	10
Figure A.4 – Topics to include in course on how to succeed in high school	11
Table A.5 – Courses wanted that were not offered in high school	11
Table A.6 – Distance education courses students would have taken	13
Figure A.7 – Aboriginal history and culture learned in high school	14
<u>Factors affecting student success during high school</u>	14
Table A.8 – Factors that took away from student success in high school	14
Table A.9 – Factors that added to student success in high school	15
Table A.10 – Factors that would have helped students do better in courses	16
<u>Attendance</u>	16
Figure A.12 – Left high school before completing diploma or certificate	17
Figure A.13 – Grade levels in which students stopped attending high school	17
Figure A.14 – Reasons students left high school before completing	18
Reasons for returning or not returning to high school after leaving early	18
Reasons for staying though considering leaving high school early	19
<u>Jobs and Skills Learned in School</u>	19
Figure A.15 – Reasons for working during high school	20
Table A.16 – Skills learned in school applied in work outside of high school	20

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We extend appreciation to all of the 42 Yukon Department of Education experts and stakeholders who worked to shape the education indicators list developed for this survey. (For the full list of contributors, refer to Appendix A.)

We also appreciate the Yukon Bureau of Statistics team in the Operations, Research and Analysis and Information Services units for their contributions to this project, from fielding the survey to preparing the data for analysis and editing the final report.

Sincerely,

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Yukon Youth Secondary School Transitions Study – 2009-2010

Executive Summary

This survey was designed to obtain firsthand information about students' high school experiences and attendance histories as well as what their education and career goals were during and after finishing high school. The results from this survey are important as they will: assist Yukon Department of Education in its goal to prepare students to make an effective transition from high school to post secondary education and training; track the progress of students transitioning to post-secondary studies; investigate the feasibility of tracking the progress of its students in employment and in post-secondary education; and to monitor the success of its programs and policies aimed at helping students succeed in their high school education and to make the transition to post secondary education and the workforce.

All students who were registered in a high school in Yukon between Grade 8 in September 2004 and would have been at Grade 12 graduating age in June 2009 were selected to participate in this survey. A total of 226 respondents completed the survey (N=226). Results from this survey showed that most students who left high school, left in Grades 10 and 11 (34% and 32% of incidences respectively). The main reasons given for leaving high school were lack of interest (34.1%) and personal problems (20.2%). Of the 139/226 (61.5%) students who graduated from a Yukon high school with a high school graduate diploma, 27.3% went on to university and 17.3% of them went to college, while 2.9% did apprenticeships after completing high school. By contrast, of the 72/226 (or 31.9% of) students who did not complete high school, none went on to university while 13.9% of them went to college. Interestingly 95.6% of all students ranked importance of graduating from high school as important or very important. 44.3% of all students plan to take upgrading courses after or since finishing high school. Of the 139 Yukon high school graduates who went on to university, 64.4% found that high school had prepared them, 26.7% were somewhat prepared while only 0.1% were not prepared from their high school education. Of those in college (n=57), 52.6% found that high school had prepared them for their college studies, 26.3% were somewhat prepared and 19.3% were not at all prepared from high school.

52.2% of students responded that a course on how to succeed in high school would have been helpful for them at some point during their high school program. 73% of students (165/226) were interested in the introduction of a program accessible to high school students and those who left high school that would include high school upgrades with employment and apprenticeship training. 52.7% of students thought that what they learned about Aboriginal history and culture in high school gave them a good background about Yukon First Nations history and culture.

The main part-time and full-time jobs students held in the past two years during or after high school (whether or not they went on to post-secondary programs) were 'sales and service occupations' (46.9%), followed by 'trades, transport and equipment operators and related occupations' (18.2%). Most students thought the main barriers facing students transitioning from high school and seeking employment were: 'being out-competed by more experienced workers' (170/226 or 75.2% of all students); followed by 'not knowing what job they want' (71.7%); 'not

having the skills employers want' (70.8%); and 'not finishing high school' (69%). 66% of all students were satisfied or very satisfied with their overall high school experience.

INTRODUCTION, BACKGROUND AND OVERVIEW

By 2008, student enrolment in Yukon secondary schools (2,577) had decreased by 11.5% since 2004 (2,912) while student absenteeism had increased by 31% in the five years leading up to 2008 (Yukon Department of Education 2010: 72; Office of the Auditor General of Canada 2009: 12). In that same period (2008-2009) Yukon had a graduation rate of 67.3% (Statistics Canada 2010:19). Parameters of decreasing student enrolment alongside numbers indicating increased student absenteeism and a low graduation rate (relative to the rest of Canada) are education indicators pertaining to student performance, education experiences and life, work and education transitions during and after leaving or completing high school.

There are three foremost research areas that surfaced from two main recommendations provided in the 2009 Office of the Auditor General of Canada Report on 'Public Schools and Advanced Education: Yukon Department of Education' which are addressed by this Yukon Youth Secondary School Transitions Survey (YYSSTS) (formerly referred to as the High School Exit Survey [HSES]). Those recommendations from the Auditor General are that: Yukon Department of Education should track the progress of high school students transitioning to post secondary school; and, the Yukon Department of Education should investigate the feasibility of tracking the progress of its students in employment and in post-secondary education. This would allow it to monitor the success of its programs and policies aimed at helping students make the transition from high school to post-secondary education and the workforce (Auditor General of Canada 2009:14).

To address these matters, the Yukon Department of Education collaborated with the Yukon Bureau of Statistics in order to develop, administer, conduct statistical analysis and report on the YYSSTS. Responses to the survey were obtained through interviews with youth who had left or finished high school with a graduating year of summer 2009. It is hoped that this and future YYSSTS surveys, will yield meaningful insights towards these ends.

Deployment of this survey is proposed and planned for future years and will result in a baseline of time series data that will provide statistically valid, factually-based evidence of recurring gaps students are experiencing in the current education system.

The results from the YYSSTS will better inform Yukon Department of Education and other interested parties on how Yukon Department of Education can work towards improving student attendance, performance and completion of high school studies.

Objective of the survey

The objective of the YYSSTS is to obtain firsthand information about students' high school experiences as well as what their education and career goals are during and after leaving or finishing high school.

The results of this survey will provide insights into: Yukon high school student demographics; whether students are completing high school in Yukon; reasons why they stay and why they leave; what students have or have not learned in high school; social, economic and educational obstacles and aids they encounter; and whether or not the skills, education and career goals they develop during high school are being applied in their work and school lives after they leave high school.

If the Phase I - YYSSTS is carried out on a regular basis, a timeline of statistically valid baseline data will become available for measuring education indicator trends over time. This information can then be used to determine future research needs and build stronger Yukon Department of Education programming.

A Phase II survey has been designed to follow up on the same students interviewed in Phase I (summer 2009), two years after the initial summer 2010 interviews are done. If administered, the Phase II follow-up survey would be done in hopes of tracking the progress of Yukon secondary students one year and then three years after their graduating year.

Purpose of the YYSSTS Final Report and supporting goals

The purpose of this YYSSTS final report is to provide Yukon Department of Education with valid information concerning Yukon youth's¹ transitions from high school to workforce, apprenticeship and post secondary education placements based on the findings from the YYSSTS research project.

Yukon Department of Education states that it has three main goals:

1. Ensure who enters school in Yukon has the opportunity to successfully complete their education with dignity and purpose, prepared for the next phase of their lives.
2. Support and fulfill training for employment opportunities
3. Develop and support post-secondary and adult education and career opportunities.

(Yukon Department of Education 2010, Pg. 4)

The collective voices of Yukon high school students' responses are reflected in the results of this report and will help guide Yukon Department of Education, educators and project stakeholders in developing and administering education and skills development policies and programs that support these goals and promote a diversity of paths to lifelong learning and pathways for entering the workforce.

¹ Youth is defined as someone who is between the ages of 18 and 25 years old.

Limitations of the survey

The following limitations should be taken into account when interpreting the results from the birthing of the YYSSTS survey. The total number of respondents who participated (226) is not representative of all summer 2009 graduating year students (825) who withdrew from or completed high school in Yukon. The respondents who completed this survey were people who, at the time that the survey was undertaken (August 2010), were available at their previously listed phone number or whose current phone number was obtained from a contact who was available at a previously listed phone number. This is a census survey. No sampling was done. Interviewers attempted to contact all students of the summer 2010 graduating class who we had contact information for. The participation rate for the census was 27.4%. The refusal rate was 12%. Results from this survey establish a birthing year baseline for measuring Yukon high school students' successes, barriers and aids in their career development during and after high school at one moment in time (August 2010). Some of the information collected from the survey such as students' overall level of satisfaction with their high school experiences, is subjective but still considered to be useful.

Project outcomes and future goals

Once Yukon Bureau of Statistics collects three to five and further, ten years of time series data with the survey, Yukon Department of Education can use the survey results to see emerging issues and progress emerging from students' transitions from high school to advanced education and the labour force.

Results from this and future iterations of the YYSSTS will also provide Yukon Department of Education with information it can use for strategic planning and for benchmarking measurable action goals to track optimal use of its resources and progress towards its main goals and objectives.

METHODS

The Yukon Bureau of Statistics conducted this survey on behalf of Yukon Department of Education. Planning and background research for this survey took place from December 2009 to January 2010.

The author of this report researched and created a list of education indicators consisting of variables that measure for: high school attendance, retention, performance, skills development, high school education experience, progression and curriculum, as well as career planning, social, economic and 'high-school-to-advanced-education and labour market transitions' attributes. This was done in conjunction with the process of building a steering committee, working groups, consulting with stakeholders and working with senior management in Yukon Department Education.

Consultation meetings, working groups, steering committee and discussions

There were 42 steering committee and working group members who participated in meetings between January and February 2010 from Yukon Department of Education including: Advanced Education (Labour Market Programs & Services), high school superintendents, principals and other high school administrators, counselors, teachers, students, Aboriginal Education program counselors, directors, the Individual Learning Centre, administrative officials (Minister, Deputy Minister and assistants to those ministers in Education), policy and communications staff; in addition to Yukon College (Student Services; Institutional Research and Planning), the Council of Yukon First Nations (CYFN), Yukon Women in Trades and Technology (WITT), the Ta'an Kwäch'än Council and the Vuntut Gwitchin First Nation.

Consultation meetings took place between January and March 2010. The stakeholders comprising these committees and working groups were instrumental in providing guidance and feedback, engaging discussion and proposing particular topics and content on the proposed education indicators list. The process of consulting and discussing the survey objective and indicators with all of these participating education experts and having working group discussions greatly assisted with shaping the indicators list in a genuinely Yukon context. This process also provided the tools necessary to integrate Yukon Department of Education needs, goals, objectives and priorities into the research and development stage of the YYSSTS project work.

Survey design and presentation

All notes from consultation meetings were used to revise and build on the initial education indicators list and to guide the survey design. Relevant recurring and unique contributions, input and suggestions on the survey topics, indicators and overall survey content were highlighted, reviewed, weighed and considered for inclusion on the survey.

A committee, consisting of Yukon Department of Education senior management was invited to attend a presentation by the author of this report about the final indicators list that would guide and inform the content of the survey questions. This presentation and ensuing discussion took place on June 17, 2010, after which some final minor additions and alterations were made to the indicators list and survey content.

The survey questions were written in plain language using select multiple choice and short answer style questions. Definitions of terms were included on the survey form where it was deemed they may be needed for clarification to the interviewer or respondent. The questions were designed to determine student:

- demographic break downs
- experiences and progress with the high school curriculum
- skills development
- experiences with teachers and counselors
- experiences with their social, work and home life
- education and career goals they had during and after leaving or completing high school
- plans for and experience with post secondary training and employment.

The responses from the population of former and current Yukon high school students who completed this survey will help Yukon Department of Education understand why students are or are not completing high school in Yukon, what students have or have not learned in high school and whether or not the skills, education and career goals they developed are being applied in their work and school lives after they leave high school.

Student cohort and data collection

The data collection method for this survey was a one-to-one telephone interview. The names and phone numbers of the total population of Yukon high school registrants were retrieved from Yukon Department of Education administrative files (students registered in Grade 8 in 2004-2005, Grade 10 in 2006-2007, Grade 11 in 2007-2008, Grade 12 in 2008-2009), which comprised the defined student cohort and contact list. The list of Grade 9 registrants for the 2005-2006 semester was requested but could not be obtained in the weeks preceding or during the phone contact list compilation period (i.e. before the survey was scheduled to be fielded). The list is thorough despite the gap year and captured all students who registered or left the high school system between 2004 and 2009 except anyone who may have registered in and then left Grade 9 in the 2005-2006 semester. If any such cases exist, they will be surveyed in the next iteration of the survey for this cohort planned for the summer of 2012. It is however very likely that we captured most Grade 9 leavers for this cohort (prospective Summer 2009 high school graduates) in this Grade 8 (2004-2005) student list. This is indicated by the very low (<1%) dropout rate of students at the Grade 8 level (Figure A13, Pg 17 this report).

The fielding of this survey resulted in a total of 226 completed surveys from August 3rd to August 19th, 2010. The refusal to participate rate was 12% however most (500) students could not be reached either because they had moved, changed phone numbers or could not be found. (See Appendix B for a summary of results of contacting students from this student cohort.) 27.4% out of 825 selected respondents completed the survey with valid responses.

Our resulting dataset is large enough to provide detailed break downs of Yukon high school completers' and leavers' demographic, educational and socio-economic characteristics. This dataset is the first of its kind and is on its own very informative of Yukon youth progress and experiences within the Yukon high school education system. These data will become more statistically meaningful as we build up 3, 5 and 10-year longitudinal datasets if future iterations, analyses and reporting of the survey ensue, and longer term observations and trends can be observed.

Data analysis, tables and research report from survey responses

Responses from closed-ended questions produced categorical (or discrete) data which were analyzed using descriptive statistics. More specifically this was done by running frequency distribution statistics by classification categories and constructing frequency distribution tables in SAS Statistical Program. Results were analyzed and are reported here. Percentages presented in summary tables are rounded to the nearest tenth therefore not all percentages will equal exactly

100%. Percentages presented in pie charts are done in Excel and are expressed as whole numbers as this is a limitation of that particular graphics program. Classifications that resulted in displaying uniquely identifying demographic or personal characteristics that could reasonably be expected to reveal the individual identity of a participant are presented in aggregate form only or are suppressed in order to protect the privacy of individual participants.

Open-ended responses were coded, sorted and then classified according to predominant, recurring or important themes that emerged from the analysis of students' collective responses. The number of times a theme was observed in all survey responses is recorded next to the theme which is reported as a reason, factor, indicator or identifier.

A single respondent may have given more than one response when responding to one open-ended survey question, which will be applied to more than one theme. A single respondent may also have selected more than one option in a multiple-choice question from which they can select 'all that apply' from a list provided (including an 'other' & 'Specify other' option) which will also be applied to more than one theme.

Classification of the various education courses or programs students reported that they wanted to take in high school was done using the 'Classification of Instructional Programs (CIP), Canada, 2000, Special Aggregation Structure' whereby groupings are based on field of study and independent of level of study.

Classification of the various jobs students reported working at during and after high school was done using Statistics Canada's National Occupation Classification for Statistics (NOC-S) coding system. NOC-S classifies occupational information from statistical surveys based on work performed using a hierarchy which codes occupations into broad categories which are then divided and coded into more fine-grained categories. Occupations were, therefore, identified and grouped in terms of the work usually performed which is determined by the tasks, duties, and responsibilities of the occupation. Due to the limited amount of information provided in a job title, classifications were done to the most general category of occupations which is the 'Broad Occupational Category' whereby very broad rather than specific fields of work are represented. This level of NOC-S classification provides an indication of skill types Yukon students are acquiring but not skill level.

Results and discussion from this research follow.

RESULTS

Yukon high school students were asked a variety of questions about their demographic characteristics (age, gender [M or F], Aboriginal [Aborig], Yukon First Nations or Visible Minority. The next set of questions students responded to that were analyzed and are reported here are about students' experiences with their high school curriculum, their overall attendance, the jobs they held and the skills that they learned while at high school. Students were then asked about their perspectives and experiences during their time of transitioning from high school to post-

secondary education, training, and employment, their past and present education and career goals and their overall satisfaction with their high school experience. The results of students' aggregated responses to the Yukon Youth Secondary School Transitions Survey follows.

Demographics

Students who were registered in a high school in Yukon between Grade 8 in September 2004 and would have been at the age to have completed Grade 12 in June 2009 were contacted to participate in this survey in August 2010.

66.4% of the student population surveyed was non-Aboriginal, 27% was Yukon First Nations and 6.2% was Aboriginal (but not Yukon First Nation). 9.3% of the population self-identified as a visible minority and this category may include people who identified themselves as non-Aboriginal, Yukon First Nations or Aboriginal as well. 4/226 or 1.8 % of respondents responded 'Don't know' when asked whether they were Yukon First Nations, of other Aboriginal ancestry or if they would be classified as a visible minority.

Most respondents (84.9%) were between the ages of 19 (69%) or 20 (15.9%) years old at the time of interview (August 2010) (Table A.1). Three participants fell in the 23 to 29 age range.

Table A.1 - Demographics of student populations surveyed

Age (in 2010) ²	Non- Aboriginal		Yukon First Nation		Other Aboriginal (incl, Métis)		Visible Minority		Total (n=226)			
	M	F	M	F	M	F	M	F	#	%		
23-29	/	/	/	/	/	/	/	/	3	1.3		
22	/	/	/	4	/	/	/	0	11	4.9		
21	4	6	4	/	0	/	0	0	16	7.1		
20	8	11	6	9	/	0	0	4	36	15.9		
19	64	49	9	26	/	/	10	5	156	69		
18	/	/	0	0	0	0	0	0	4	1.8		
Total	80 or 35.4%	70 or 31%	61 or 27 %		14 or 6.2%		12 or 5.3%	9 or 4%	M	F	M	F
									107	119	47.4	52.7

M Male F Female / Data suppressed to protect identity and privacy of respondents.
0 = no response, true 0 or a value rounded to 0.

² Ages are based on year of birth at month and year of interview (Aug 2010) Technically, respondents' ages could have changed by a year at any day from up to 12 months before or 12 months after their actual age at the date of interview. This approach was decided on after some deliberation, however future surveys may ask for month and year of birth in order to tighten this year-long age range period to the nearest month.

217/226 or 96% of the student population were Yukon residents. 4 out of 9 students who were no longer Yukon residents lived in British Columbia at the time of interview. The other five were located outside of Yukon in Alberta, Florida and the Northwest Territories.

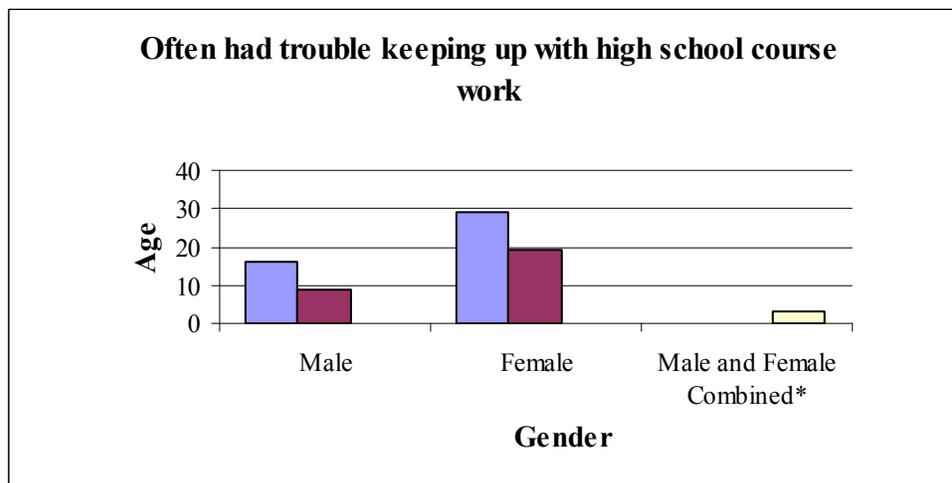
203/226 or 89.8% of the student population responded that English was their first language learned at home which they still understood. 5 spoke a Chinese language as their first language (Mandarin and Cantonese) and 3 had French as their first language. Other first languages still spoken were: German, Dutch, Hungarian (5), Tagalog, Farsi and Spanish (4), as well as northern Aboriginal peoples' languages; Kaska, Tlingit, Northern Tutchone, Southern Tutchone, and Vuntut Gwitchin (6).

46/226 or 20.4% of students had attended a high school outside of Yukon at some point.

Students' perspectives about high school curriculum

58 of (25.7%) of all respondents (n=226) often had trouble keeping up with course work in high school (Figure A.2). Another 55 of the 226 (24.3%) students surveyed reported sometimes having trouble keeping up with coursework. This amounts to 50% of all students experiencing some trouble keeping up with coursework. 44 (57.9%) of all 76 Aboriginal respondents³ and 69 of the 150 non-Aboriginal respondents (46%) had trouble or some trouble keeping up with course work.

Figure A.2 - Keeping up with coursework in high school



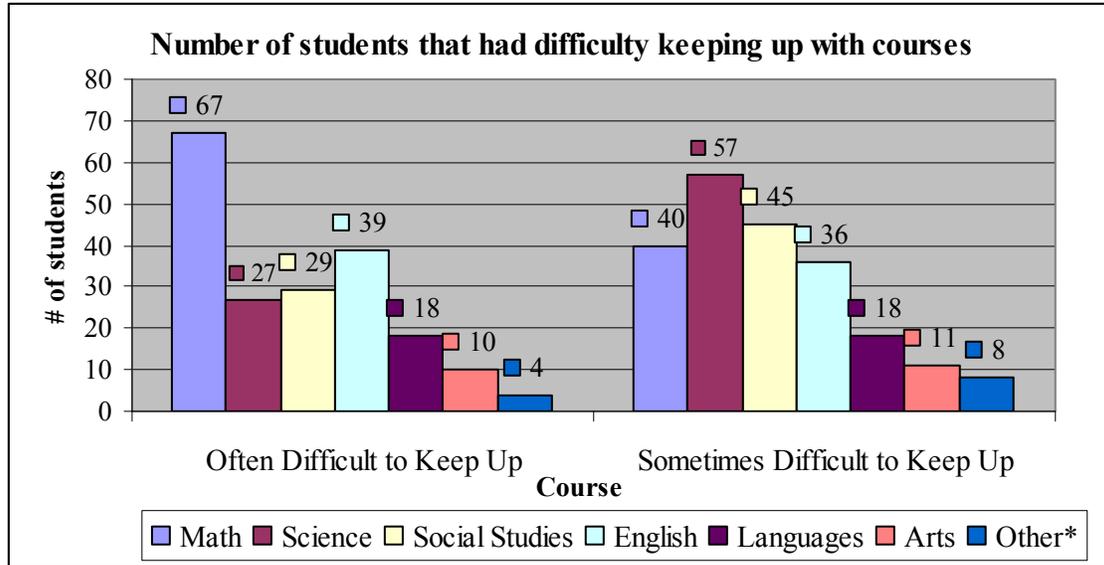
* Male and female counts are combined to protect the privacy and individual identities of participants.

Math, science and social studies were the courses most students experienced difficulty keeping up with during high school. ‘Other*’ courses students had trouble keeping up with were: Carpentry &

³ ‘Other Aboriginal’ includes Métis for this cohort and study. Yukon First Nation is a term and break-out that is independent of ‘other Aboriginal’ counts. The term ‘Aboriginal’ may refer to Yukon First Nations, other First Nations or Inuit and Métis or mixed inclusively (See Question F42 in Demographics section of the survey.)

Woodwork, Welding (4); Sewing, Computers, Gym (5), Philosophy, Psychology, Family Studies & Career-Personal Planning (3) (Figure A.3).

Figure A.3 - Number of students that had difficulty keeping up with courses

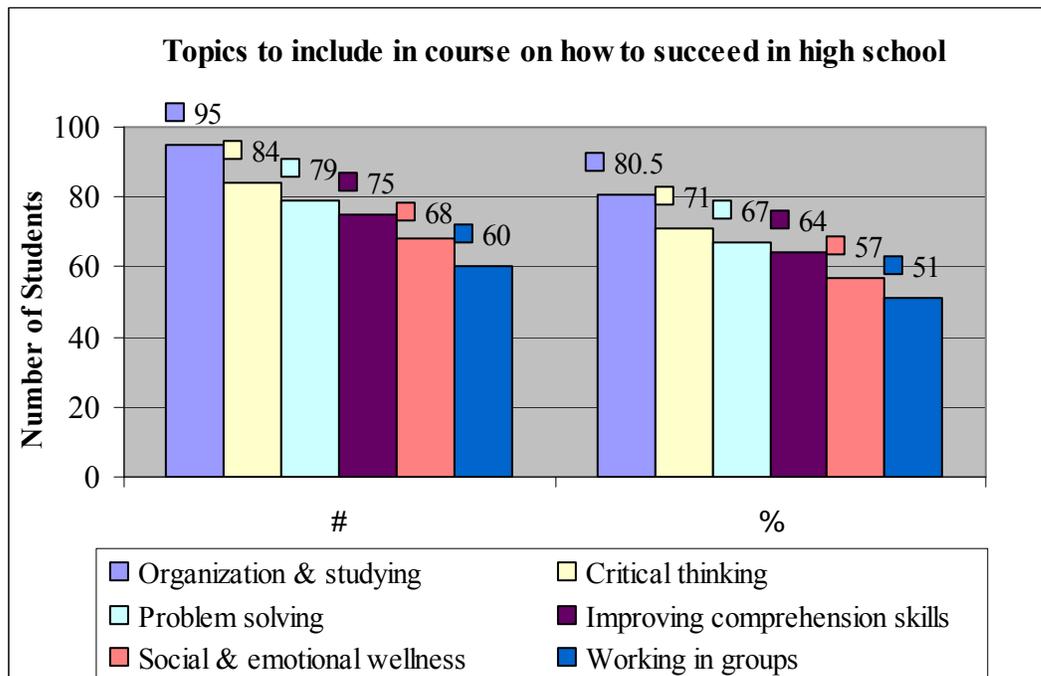


Topics and courses students wanted to access in high school

52.2% (118/226) of the population of students surveyed responded that a course on how to succeed in high school would have been helpful. 16/226 (7.1%) said they did not know if it would have helped them succeed or not. The top four topics students would have liked to have seen in such a course were: organization and study techniques (95/118 or 80.5% of students who would have found it helpful), critical thinking (71.2%), problem solving (66.9%) and improving comprehension skills (63.6%) (Figure A.4).

The following were the main choices of topics those students noted that they would like to see included in a course on how to succeed in high school reported along with the total percent and number of students who would want those topics included.

Figure A.4 - Topics to include in a course on how to succeed in high school



The three main categories of high school courses or programs that students wanted but that were not offered when they were in high school were ‘Visual and Performing Arts’ (31 students), ‘Humanities-Aboriginal & Foreign Languages, Literature & Linguistics’ (29), and Architecture, Engineering, & Related Technologies (21) (Table A.5).

Table A.5 - Courses wanted that were not offered in high school⁴

Instructional Program Classification	Examples of Courses Respondents Wanted to Take	Total (140 suggestions)
Visual & Performing Arts	Music, Photography, Drama, Textiles/Fashion Design, Graphic Design, Film, Sound & Design, Guitar, Glass Blowing	31
Humanities-Aboriginal & Foreign Languages, Literature & Linguistics	Spanish, Japanese, German, Aboriginal Languages	29

⁴ The following classification was done using the ‘Classification of Instructional Programs (CIP), Canada, 2000, Special Aggregation Structure’ whereby groupings are based on field of study and independent of level of study. The CIP was developed jointly by Statistics Canada and the National Center for Education Statistics. It is based on work undertaken as part of the creation of the North American Product Classification System (NAPCS) by Canada, the United States and Mexico (Statistics Canada 2010. Available: <http://www.statcan.gc.ca/concepts/definitions/education09-eng.htm>).

Instructional Program Classification	Examples of Courses Respondents Wanted to Take	Total (140 suggestions)
Architecture, Engineering, & Related Technologies	Welding, Mechanics, Electrical, Carpentry, Aviation	21
Personal Improvement & Leisure-Basic Skills	Driving, Introduction to University Lectures and Courses, How to Improve Writing & Reading, Advanced Placement ⁵ , Life Skills, How to Provide for Yourself After School, 'Hands On' Courses	10
Business, Management & Public Administration- Business, Management, Marketing and Related Support Services	Economics, Business, Accounting	9
Physical and Life Sciences and Technologies- Physical Sciences	Geological & Earth Sciences, Physics, Astronomy	9
Health, Parks, Recreation & Fitness Parks - Recreation, Leisure & Fitness Studies	Health & Physical Education/Fitness	4
Social & Behavioural Sciences & Law-Area, Ethnic, Cultural & Gender Studies	Aboriginal Studies, Local Cultural Studies	4
Mathematics & Statistics- Mathematics, General	Calculus	4
Personal, Protective & Transportation Services-Personal & Culinary Services- Cosmetology & Related Personal Grooming Services	Cosmetology, Hairdressing	4
Humanities-French Language	French	3
Humanities-History	History	3
Humanities-English Language & Literature/Letters-English Creative Writing	Creative writing	2
Social and Behavioural Sciences and Law-Psychology	Psychology	2
Social and Behavioural Sciences and Law-Social Sciences	Criminology, Political Science	2
Social and Behavioural Sciences	Law	2

⁵ Advanced Placement Program Canada is a program that offers high school students courses that are recognized to be equivalent to undergraduate courses in Canadian colleges and universities.

Instructional Program Classification	Examples of Courses Respondents Wanted to Take	Total (140 suggestions)
and Law-Legal Professions and Studies		
Physical and Life Sciences and Technologies-Biological and Physical Sciences	Biology	1

125/226 (55.3%) of all responding students would have taken distance education in high school if it were available; 6 did not know.

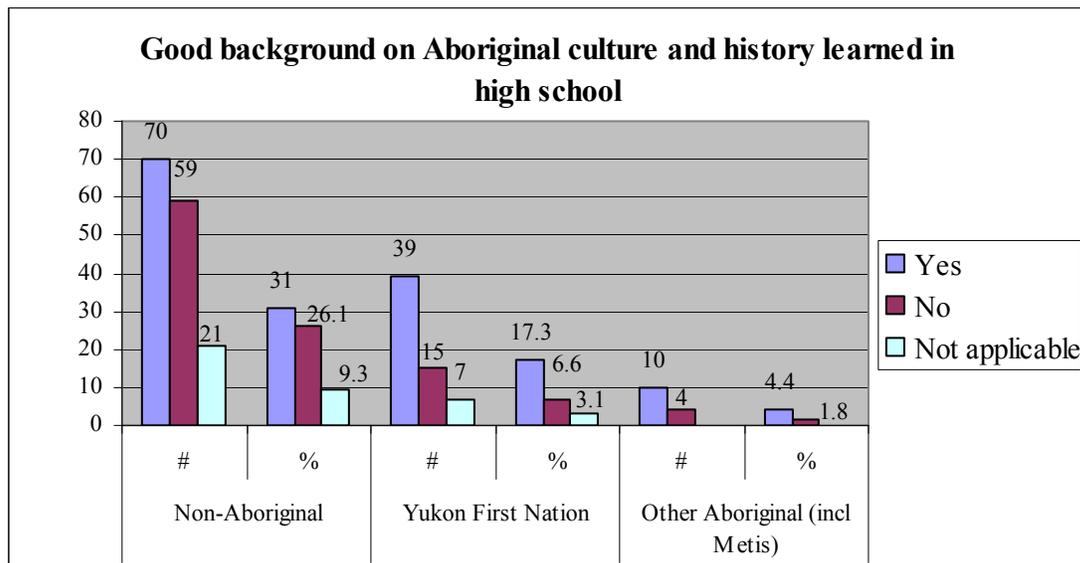
89 students reported they would take a specified course through distance education and 36 responded that they did not know if they would have taken specified courses if offered. From the 89 who did specify, the top four topics they would have taken by distance education had it been offered or they had been aware that it was available to them were: Math (38.2%), Science (22.5%), English (20.2%) and Social Studies (20.2%) (Table A. 6).

Table A.6 - Distance education courses students would have taken if available in school

Distance education courses students would have taken if available in high school (n=89)		
Courses	Total respondents	% of all cases
Math	34	38.2
Sciences (e.g. Biology, Chemistry, Physics)	20	22.5
English	18	20.2
Social Studies	18	20.2
Languages (e.g. French, Spanish, Asian, Aboriginal or other 2 nd or 3 rd language)	7	7.9
History	6	6.7
Art (i.e. art, arts & crafts, interior design & computer aided design)	5	5.6
Cooking	2	2.2
Carpentry	3	3.4
Others (i.e. Accounting, Physical Education, Aviation, Mechanics, Driver's License, Engineering, Geography, Information Technology, Band, Nursing, Occupational Knowledge, Retail Sales, Outdoor Education, Tourism)	13	14.6
'All' high school courses or 'Anything'	15	16.9

52.7% of students did and 34.5% of students did not think that what they had learned about Yukon Aboriginal history and culture in high school had given them a good background on the subject (Figure A.7).

Figure A.7 – Aboriginal history and culture learned in high school



These findings should be interpreted with the foresight that most students, particularly non-First Nation but also First Nation students are not aware of the breadth of knowledge about Aboriginal history and culture. As such, these results can only be said to represent the perspectives of this group of students at the point in time of interview.

Factors affecting student success during high school

The top 6 factors students identified that negatively impacted their success during high school were: attendance (35.5%), personal issues (25.2%), traumatic event (19.5%) and an unstable home environment (16.8%). This was followed by personal health issues (14.6%) and lack of a stable peer group at school (14.6%) (Table A.8).

Table A.8 - Factors that took away from student success in high school

Factors that took away from success	Total students (N=226)		% of all cases (530 cases)
	#	%	%
Attendance	87	38.5	16.4
Personal issues	57	25.2	10.8
Traumatic event	44	19.5	8.4
Unstable home environment	38	16.8	7.2
Personal health issues	33	14.6	6.2
Lack of stable peer group at school	33	14.6	6.2
Illness in family	28	12.4	5.3
Alcohol or drug use by those at home	26	11.5	4.9
Bullied at school	24	10.6	4.5

Factors that took away from success	Total students (N=226)		% of all cases (530 cases)
Parents separating or divorcing	22	9.7	4.2
Cultural or social exclusion	19	8.4	3.6
Pregnancy	13	5.8	2.5
Nothing	86	38.1	n/a

Other additional factors reported (20) which negatively affected student success include personal use of alcohol or drugs (approximately 3.5% of students surveyed) and lack of self-motivation during high school (2.2% of this cohort). Another 3.5% of students reported other factors including: problems with teachers, scheduling and having to work, moving and changing schools, depression, having a learning disability and not knowing what hindered their success. 38.1% of students stated that nothing negatively affected their success.

The top 4 factors that added to students' success during high school were: good teachers (82.7%), supportive parents/family (75.7%), their friends at high school (71.7%) and interesting courses (61.5%) (Table A.9).

Table A.9 - Factors that added to student success in high school

Factors that added to success	# of responses	% of total responses	% of total respondents
Good teachers	187	20.5	82.7
Supportive parents/family	171	18.7	75.7
Friends at high school	162	17.7	71.7
Interesting courses	139	15.2	61.5
Good principal	128	14.0	56.6
Supportive counselors	121	13.3	53.5
Nothing	5	0.1	2.2
Total Responses	913	100	n/a

8.4% (19) of the students named other factors that added to their success in high school as follows: participation in sports (3), alternative teaching methods & programs, supportive girlfriend, being bilingual, flexibility with courses, good school, good vice principal and supportive friends outside of school, having a baby, learning assistance teacher, mandatory study hour at dormitory resided at, people, personal determination, working with disabled children and seeing how they interact, small class sizes, "having straight teeth and a charming repertoire", as well as the Wood Street Centre and ACES programs.

Having access to more teachers, better teachers and more one-on-one time with teachers was the main factor that students identified would have helped them to do better in their courses. Better motivation, confidence, incentive, encouragement and work ethic was the second classification that emerged from students responses regarding factors that would have helped them do better in their courses (Table A.10).

Table A.10 - Factors that would have helped students do better in their courses

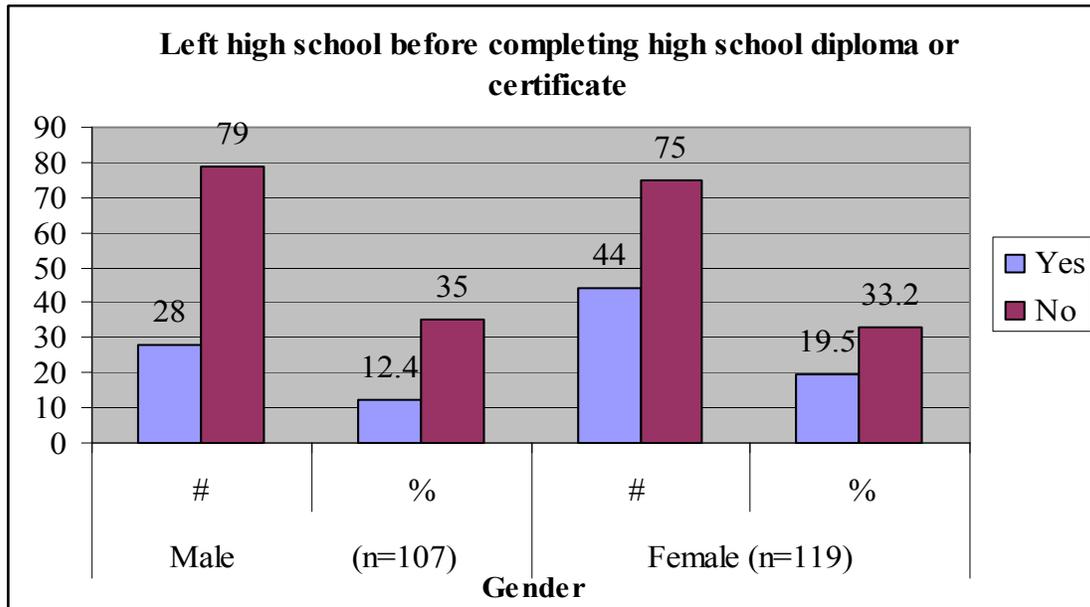
Factors that would have improved performance in courses	# and % of respondents (N=226)		% of cases (158 cases)
	#	%	
More teachers, better teachers, more one-on-one time with teachers	76	33.6	48
Better motivation, confidence, incentive, encouragement & work ethic	30	13.3	19
More study time, less class time, less homework, longer deadlines	14	6.2	9
Course on how to study, more group work & doing research	10	4.4	6
Smaller class sizes	10	4.4	6
Doing my homework	8	3.5	5
A tutor	5	2.2	3
Place advanced students & those who would excel at a slower pace in different classes	4	1.8	2.5
Newer school materials & technology	2	0.9	1.3

Attendance

Attendance is an indicator of student engagement with their high school education and is fundamentally connected with subsequent high school and post secondary experiences, outcomes, attitudes and aspirations (Finnie et al. 2008, pg.10).

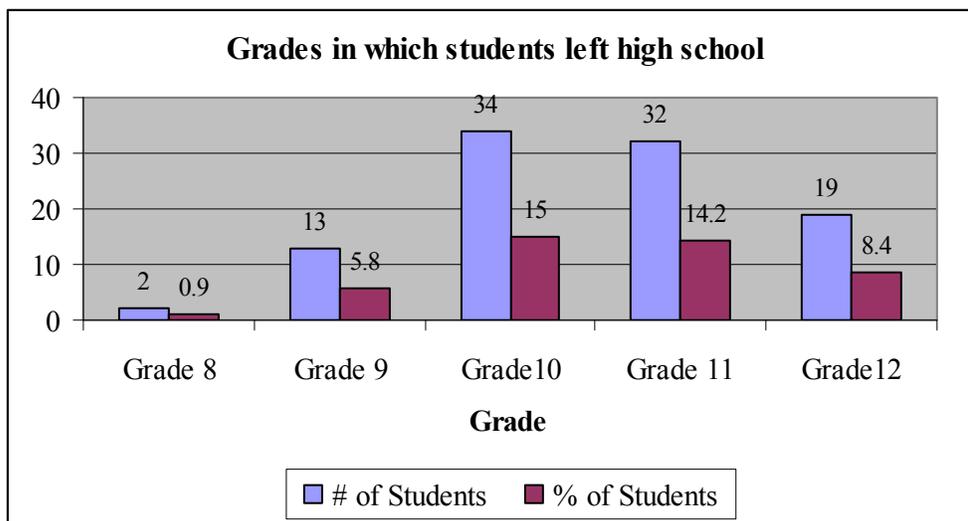
While 154/226 or 68.1% of all students remained in school, 72/226 or 31.9% dropped out of the Yukon high school they were enrolled in before completing their high school diploma or completion certificate. Looking at this by gender, 37% of all females and 26% of all males left high school at some point before completing high school (Figure A.12).

Figure A.12 - Left high school before completing high school diploma or certificate



Results of analysis showed that of the total number of students that left high school before completing their diploma or certificate which is 72/226 (or 31.9%), 39% left high school more than once. (Total number of incidences of students leaving high school is 100.) Most students left high school in Grades 10 and 11 (Figure A13).

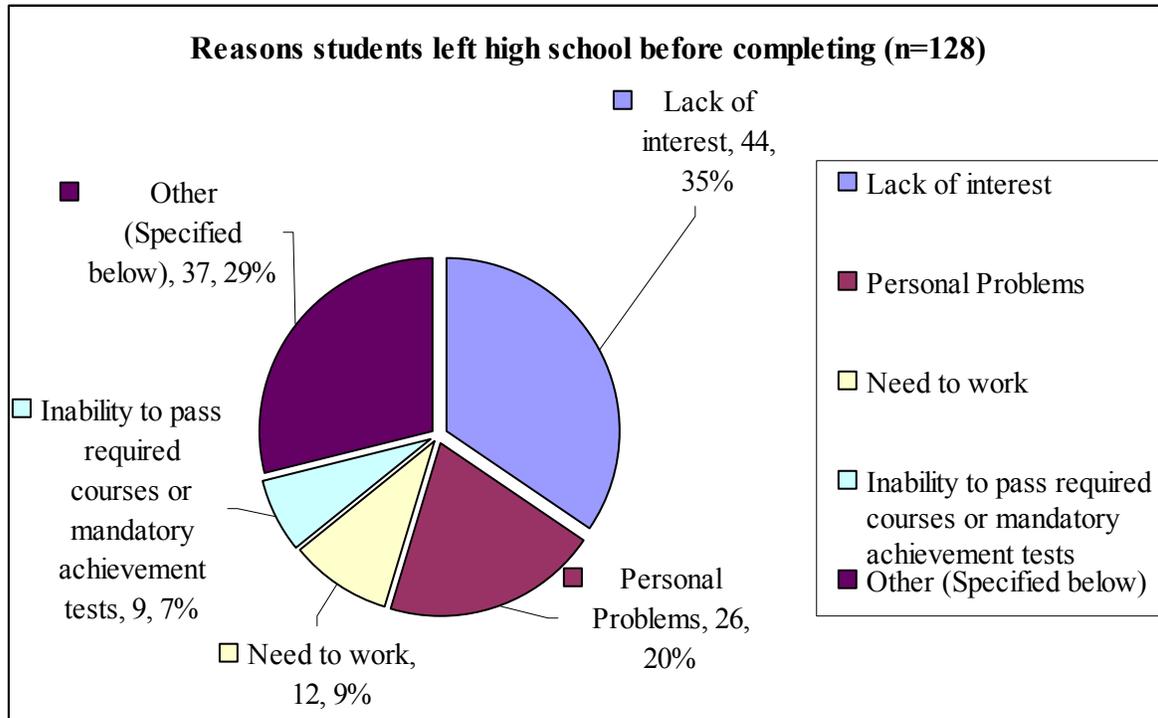
Figure A.13- Grade levels in which students stopped attending high school



Of the total number of reasons given (129), the most common reason why students left high school early was lack of interest (34.1%) followed by personal problems (20.2%) and the need to

work (9.3%). 7% left due to inability to pass courses. Respondents gave all reasons that applied to them (Figure A.14).

Figure A.14 - Reasons students left high school before completing



7 'other' main reasons students had for leaving high school before completing (n=37) were:

- a. Unstable home environment (9)
- b. Difficulty with courses (7)
- c. Family issues (6)
- d. Moved away and/or had to support themselves (5)
- e. Health issues (4)
- f. Trouble with authority &/or people at school (3)
- g. Being on drugs (3)

Reasons for returning or not returning to high school after leaving early

Of the 72 incidents of students leaving before completing their high school programs, 54 (75%) returned for one or more semesters.

The five main reasons given for returning to high school after leaving were:

- a. To finish/graduate, get more education & get a better job (25)
- b. Maturity, self-motivation and determination (10)
- c. Parents and supportive people encouraged them to go back (7)

- d. Principals or teachers encouraged them to finish (3)
- e. Having a child and wanting to show them they could do it (3)

12 of the 18 respondents who did not return to high school gave reasons why not as follows:

- a. Did not like environment, schooling or teachers at school (6)
- b. Became pregnant (3)
- c. Started working & liked or needed the work (3)

Reasons for staying though considering leaving high school early

33 of the 226 total respondents or 14.6% of students considered leaving high school.

Of those, the main reasons for not leaving and continuing on with high school were as follows:

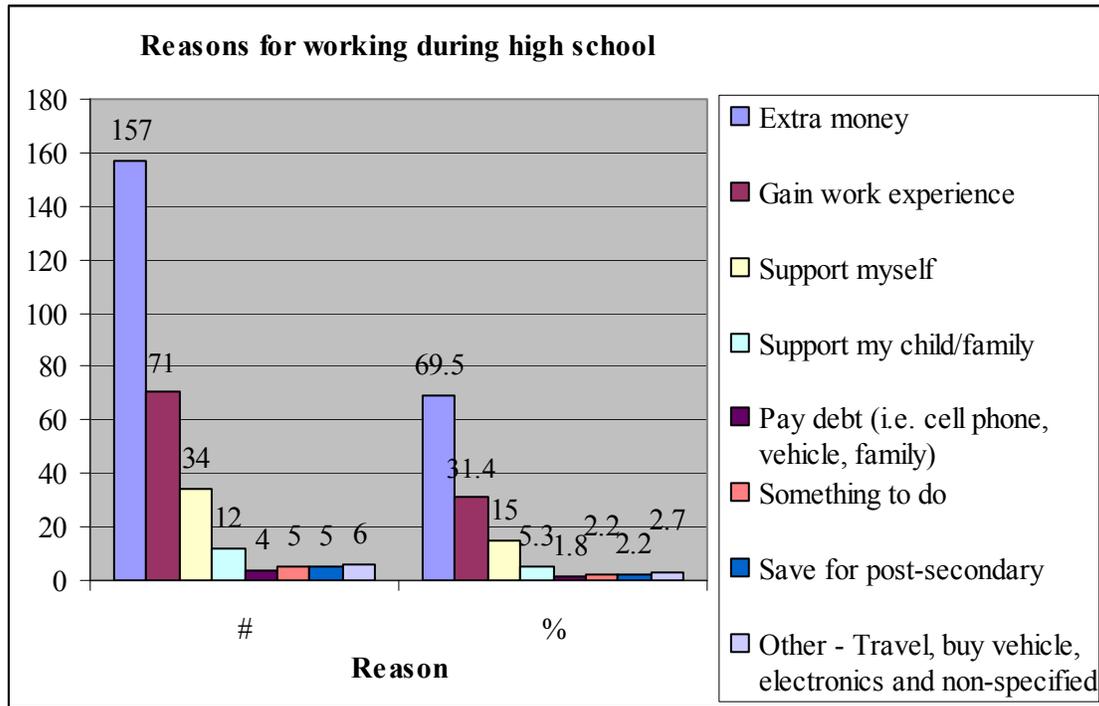
- a. To obtain a high school diploma (26)
- b. So I could further my education in the future (21)
- c. Encouraged by others to finish high school (19)
Specifically, encouraged by: family (16), teachers, principal and/or counselor (11), friends at school (10), friends outside of school (9)
- d. Friends were in school (12)
- e. Get a good job or trade (3)
- f. Other (4)

Jobs and skills learned in school

161 or 71.2% of all students held part-time jobs during high school, while an additional 19 (8.4%) held part-time jobs during high school just some of the time. 45 (19.9%) did not take on jobs during high school at all and the remainder selected 'Don't Know' in response.

Approximately 80% of respondents worked while they were in high school. The top two motivations behind students' decision to work during high school were to earn extra money (69.5%) and to gain work experience (31.4%) (Figure A.15).

Figure A.15 - Reasons for working during high school



Of the 218 students who worked after high school, 68.8% used skills learned in high school in their job while 29.8% did not. 27% of high school students did not use skills learned in high school outside of high school at all. 8.4% used those skills in their apprenticeships, while 5.3% did not (Table A.16).

Table A.16 - Skills learned in school applied in work outside of high school

Skills learned in school applied in work outside of high school						
	Job		Apprenticeship		Did Not Use	
	#	%	#	%	#	%
Yes	150	66.4	19	8.4	61	27.0
No	65	28.8	12	5.3	165	73
Don't Know	3	1.3	0	-	-	-
Missing	8	3.5	0	-	-	-
Did Not Take	0	-	195	86.3	-	-

0 no response, true 0 or a value rounded to 0.

- no data/not applicable

Students were asked whether high school prepared them for their college or university education. Of those in college (n=57), 52.6% had found that high school had prepared them for their college studies, 26.3% were somewhat prepared and 19.3% were not at all prepared (Figure A17).

By contrast, most students who went on to university found that high school had prepared them (64.4% were prepared from high school and 26.7% were somewhat prepared while only 0.1% were not prepared from their high school education in Yukon (Figure A.18).

Figure A.17 - Instances of high school preparing students for college

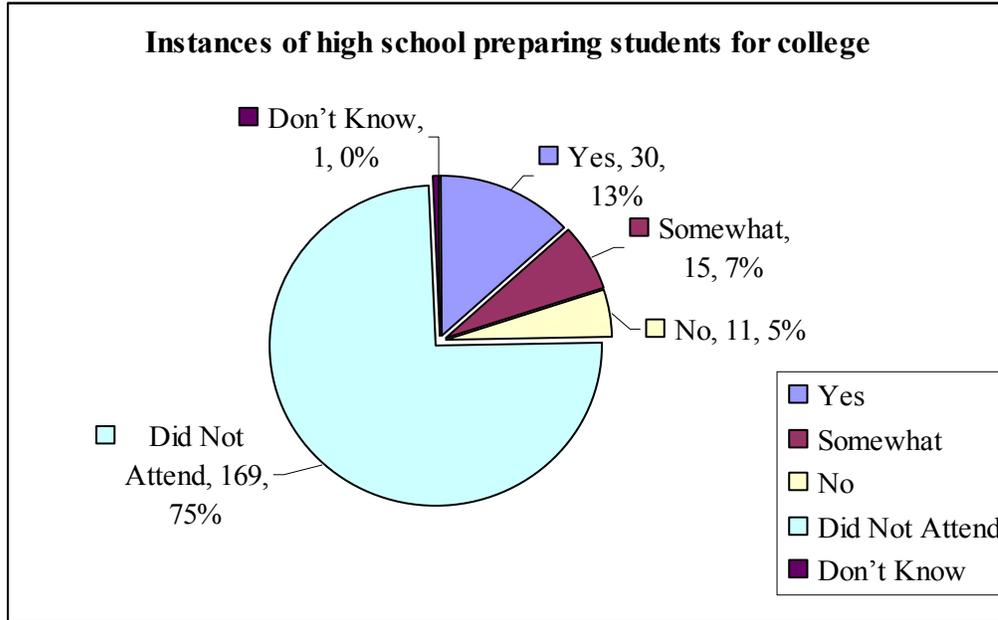
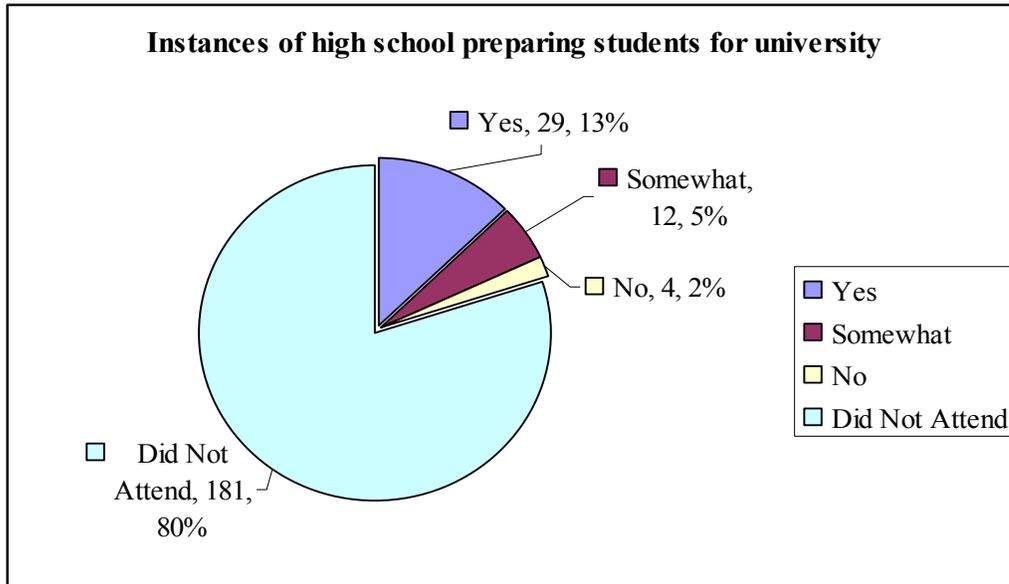


Figure A.18 - Instances of high school preparing students for university



85/226 or 37.6% of Yukon high school students did apprenticeship (12), college (35) or university (38) after high school⁶. Of those, 59/85 (69.4%) used skills they learned in volunteer and work experience in high school in their work in those programs after high school (Table A.19).

74 students (32.7%) used skills learned in their work and volunteer experience in high school in volunteer work undertaken outside of high school (Table A.19).

Table A.19 - High school volunteer & work skills used outside high school

Skills from volunteer & work experience in high school used outside high school		
Volunteer/Work	#	%
a. Job duties	127	56.2
b. Volunteer work	74	32.7
c. Apprenticeship program	12	5.3
d. College courses/program	20	8.9
e. University courses/program	27	12.0
f. Other: Did not do volunteer or work experience during high school	13	5.8
g. At home and in day to day life	6	2.7
h. In Interpersonal relations & travel	4	1.8
i. Don't Know	13	5.8

The most common income reported (26/109 or 23.9%) of those who completed high school ranged between \$1000 and \$1499 a month. The most common monthly income for those who did not complete high school (6/23 or 26.1%) was between \$500 and \$999 a month (Table A.20).

The median income range for high school completers is \$2,500/month. The median income range for high school leavers is \$2,000/month. The gender differences above and below the median are noteworthy, with 47/57 (82.5%) of female completers earning monthly incomes below the median as compared to 39/52 (75%) of male completers while only 7/57 (12.3%) of female completers earned over the \$2,500/month median. By contrast, 13/52 (25%) of male completers were earning over \$2,500/month. The gender difference in pay trend is the same for female and male 'high school leavers' with (8/12) 66.6% of females earning monthly incomes below the \$2,000/month median as compared to 5/11 (45.5%) of males. In addition, only 4/12 (33.3%) female leavers earned monthly incomes above the \$2,000/month median while 7/11 (63.6%) of males earned incomes above the \$2,000/month median.

⁶ College and university attendee statistics taken from those frequency results to the survey question D.26 'What did you do the September after you finished high school?'

Table A.20 - Income of completers and leavers who worked in high school

Income of high school completers and leavers who worked during high school							
Monthly Income from current (Summer 2010) Employment	High School Completers Who Worked During High School (n=109)			Early High School Leavers Who Worked During High School (n=23)			
		Male⁷	Female⁸	Total	Male	Female	Total
\$0 – \$499/mo	#	1/52	0/57	1/109	1/11	0/12	1/23
	%	1.9	0	0.9	9	0	4.4
\$500 - \$999/mo	#	7/52	10/57	17/109	2/11	4/12	6/23
	%	13.5	17.5	15.6	18.2	33.3	26.1
\$1000 - \$1499/mo	#	10/52	16/57	26/109	1/11	1/12	2/23
	%	19.2	28	23.9	9	8.3	8.7
\$1500 - \$1999/mo	#	8/52	11/57	19/109	0/11	3/12	3/23
	%	15.4	19.3	17.4	-	25	13
\$2000 - \$2499/mo	#	8/52	10/57	18/109	1/11	2/12	3/23
	%	15.4	17.5	16.5	9	16.7	13
\$2500 - \$2999/mo	#	5/52	3/57	8/109	3/11	0/12	3/23
	%	9.6	5.3	7.3	27.3	-	13
\$3000 - \$3499/mo	#	5/52	3/57	8/109	2/11	2/12	4/23
	%	9.6	5.3	7.3	18.2	16.7	17.4
\$4000 - \$4499/mo	#	1/52	0/57	1/109	0/11	0/12	1/23
	%	1.9	0	0.9	-	-	4.4
\$4500 - \$4999/mo	#	0/52	1/57	1/109	1/11	0/12	1/23
	%	0	1.8	0.9	9	-	4.4
> \$5000/mo	#	2/52	0/57	2/109	-	-	-
	%	3.9	0	1.8	-	-	-
Did not know	#	4/52	3/57	7/109	-	-	-
	%	7.7	5.3	6.4	-	-	-
Refuse	#	1/52	0/57	1/109	-	-	-
	%	1.9	0	0.9	-	-	-
Total	#	52/109	57/109	109/109	11/23	12/23	23/23
	%	47.7	52.3	100	47.8	52.2	100

0 no response, true 0 or a value rounded to 0.

- no data/not applicable

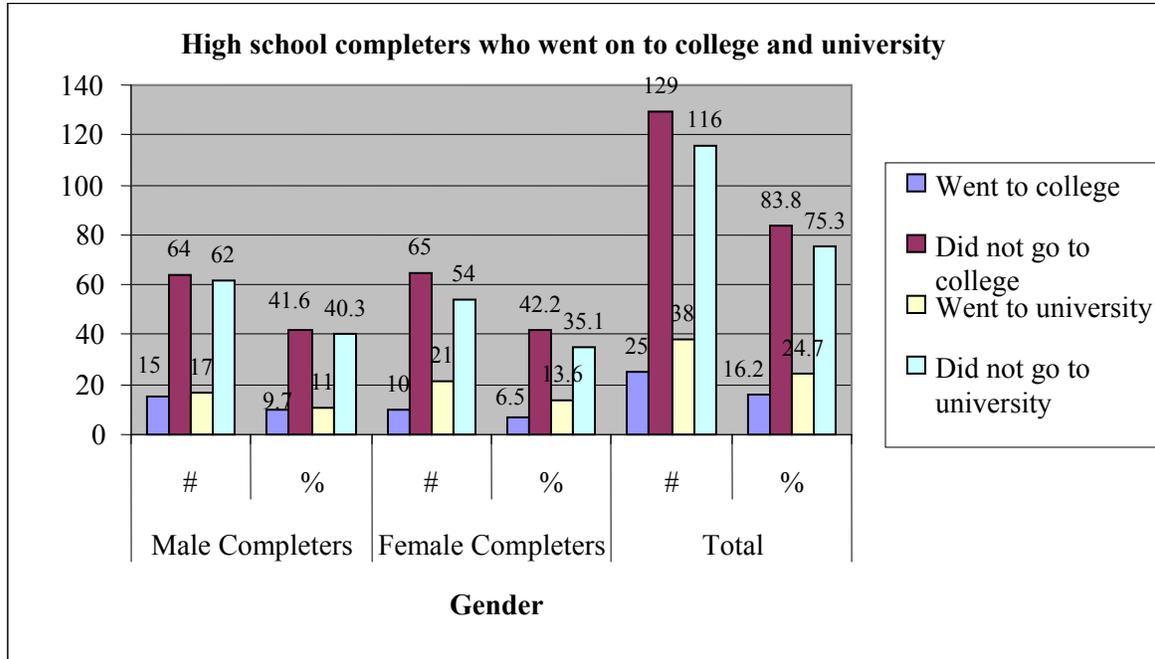
16.2% of Yukon high school completers surveyed went on to college and 24.7% went on to university the September after leaving or finishing high school. A total of 40.9% of completers

⁷ Represents males within the category of male completers who worked during high school

⁸ Represents females within the category of female completers who worked during high school

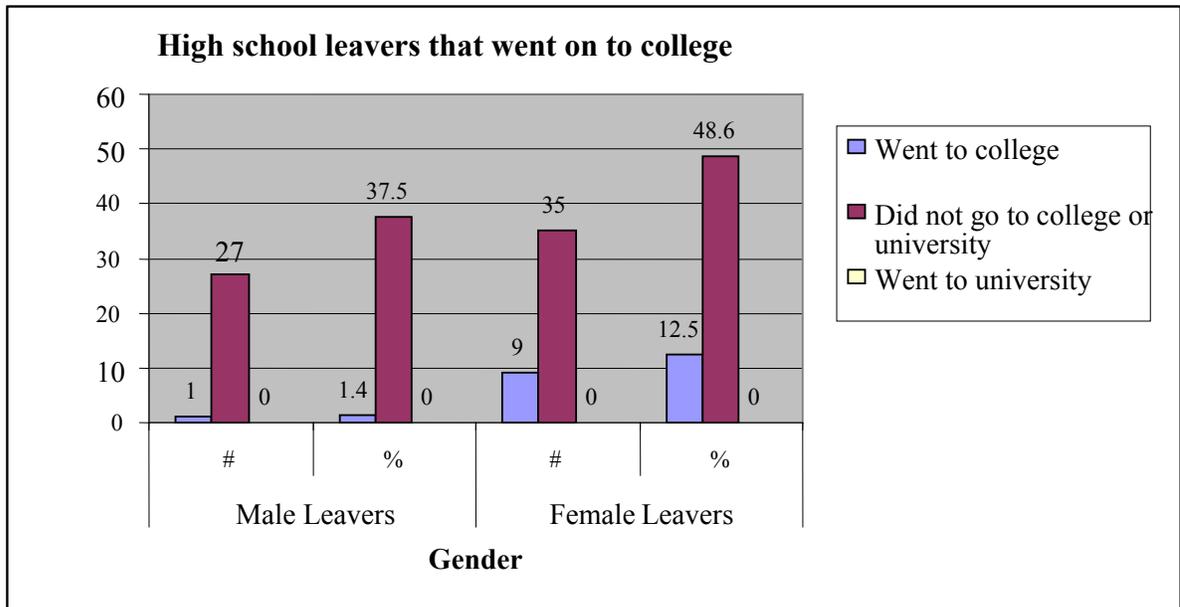
went in to post secondary education programs the September after leaving or finishing high school without taking a year or two off after high school (the gap year) (Figure A. 21).

Figure A.21 - High school completers who went on to college and university



No high school leavers went on to university and 10/72 went to college (Figure A.22).

Figure A.22 - High school leavers who went on to college and university



Types of jobs held in past two years

Students were asked what types of jobs they held in the past two years and could put down as many as the past 3 jobs worked (Table A.23). There are nine Broad Occupational Category⁹ types of jobs students reported working at during and after leaving high school. The most common occupation Yukon students went into was ‘Sales and Service Occupations’ with 106/226 (46.9%) working jobs in that field (refer to Job 1 column). The second most common category of occupation was ‘Trades, Transport and Equipment Operators and Related Occupations’ (41/226 or 18.1% of the total cohort).

Table A.23 - Student occupations in past two years

Occupation	Number of jobs held in that occupation			
	Job 1	Job 2	Job 3	Total Jobs
Business, Finance & Administrative Occupations	20	9	4	33
Health Occupations	7	-	-	7
Management Occupations	7	1	3	11
Natural & Applied Sciences & Related Occupations	7	3	1	11
Occupations in Art, Culture, Recreation & Sport	24	6	1	31
Occupations in Social Science, Education, Government Service & Religion	7	13	4	24
Occupations Unique to Primary Industry	2	9	2	13
Sales & Service Occupations	106	86	38	230
Trades, Transport & Equipment Operators & Related Occupations	41	16	8	65
Unclassified/Not enough Description to Classify	4	7	7	18
Total	225	150	68	443

Transitioning from high school to post secondary education and training

Students were asked whether or not they could have spoken to a course counselor about course selection during high school. Responses were as follows.

Course and career planning

202 of the 226 students (89.4%) reported that course counselors were accessible to them in high school. 15 or 6.6% of students responded that a course counselor was not available to them during high school. 6 responded that they did not know. There were three ‘Other’ reasons selected for

⁹ The Broad Occupational Categories were obtained using the NOC-S classification method described in the ‘Methods’ section of the report.

course counselor availability, all specifying that the course counseling was accessible but that it was not helpful (Table A.24).

Table A.24 - Accessibility of course counselor

Course Counselor Accessible	Male ¹⁰		Female		Male Yukon First Nations		Female Yukon First Nation		Other ¹¹ Aboriginal		Total (226)	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	74/80	92.5	61/70	87.1	17/20	85	39/41	95.1	11/15	73.3	202	89.4
No	6/80	7.5	4/70	5.7	5/76 or 6.6%						15	6.6
Don't Know	3/150 or 2%				3/76 or 4%						6	2.7
Other	3/226 or 1.3%										3	1.3

Students were subsequently asked whether or not they could have spoken to a counselor about career planning during high school. Again, 89.4% responded yes. 15 or 6.6% of the students said a career counselor was not accessible to them while 6 said they did not know. 3 'Other' responses about accessing a career counselor at high school were provided, with descriptions of 'accessible but not helpful' and 'took a course in career planning' (Table A.25).

Table A.25 - Accessibility of career counselor

Career Counselor Accessible	Male		Female		Male Yukon First Nations		Female Yukon First Nations		Other Aboriginal		Total (226)	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	73/80	91.3	61/70	87.1	16/20	80	39/41	95.1	13/15	86.7	202	89.4
No	5/80	6.3	5/70	7.1	5/76 or 6.6%						15	6.6
Don't Know	3				3/61 or 4.9%				0		6	2.7
Other	3/226 or 1.3%										3	1.3

0 = no response, true 0 or a value rounded to 0.

24/226 or 10.6% of students said that teachers were not accessible to them for course planning in high school. 13 students did not know and one selected 'Other' reason which was that the help was limited as it was a small school (Table A.26).

¹⁰ Male and Female splits are based on 'Demographics of students surveyed'. See Table A.1

¹¹ Other Aboriginal includes all Aboriginal and First Nations who are not Yukon First Nations including Métis.

Table A.26 - Accessibility of teachers for course planning

Teacher Accessible for Course Planning	Male		Female		Male Yukon First Nations		Female Yukon First Nations		Other Aboriginal		Total (226)	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	68/80	85	56/70	80	16/20	80	35/41	85.4	13/15	86.7	188	83.2
No	7/80	8.8	7/70	10	10/76 or 13.2%						24	10.6
Don't Know	5/80	6.3	8/70	11.4	/		/		/		13	5.8
Other	1/226 or 0.4%										1	0.4

/ Data suppressed to protect identity of and privacy of respondents.

181/226, (80%) of students found teachers accessible for career planning during high school. 29/226, (12.8%) of students found teachers unavailable for career planning while 13, (5.8%) did not know. 3 responded 'Other' and the other reasons specified were that they "may have been able to" but "only a few teachers were accessible" and "it depended on the teacher" (Table A.27).

Table A.27 - Accessibility of teachers for career planning

Teacher Accessible for Career Planning	Male		Female		Male Yukon First Nations		Female Yukon First Nations		Other Aboriginal		Total (226)	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	63/80	78.8	56/70	80	15/20	75	35/41	85.4	12/15	80	181	80.1
No	10/80	12.5	9/70	12.9	3/20	15	4/41	9.8	3/15	20	29	12.8
Don't Know	5/80	6.3	5/70	7.1	3/61 or 4.9%						13	5.8
Other	3/226 or 1.3%										3	1.3

31.9% of students found the career plan they developed in high school helped them with their current education and career plans and 32.3% found that it did not (Table A.28).

Table A.28 - Career plan in high school helped with achieving goals

Career Plan Helped	Male		Female		Yukon First Nations*				Other Aboriginal		Total	
	#	%	#	%	#	%			#	%	#	%
Yes	20/ 80	25	23/ 70	32.9	22/61 or 36.1%				7/ 15	46.7	72/ 226	31.9
					Male		Female					
Somewhat	23/ 80	28.8	15/ 70	21.4	6/ 20	30	9/ 41	22	3/ 15	20	56/ 226	24.8
No	29/ 80	36.3	24/ 70	34.3	6/ 20	30	10/ 41	24.4	4/ 15	26.7	73/ 226	32.3
Was Not Required	8/ 80	10	5/ 70	7.1	8/61 or 13.1%				0		21/ 226	9.3
Other	1/226 or 0.4%											
Don't Know	3/226 or 1.3%											

0 no response, true 0 or a value rounded to 0.

* Numbers of individual male and female Yukon First Nations are suppressed to protect participant confidentiality.

Students were asked what it was that they wanted to do while they were in high school, the September right after they finished or left high school. The most common plan was to go to work at a job (72/259 or 27.8%), followed by go to college (58/259 or 22.4%) and go to university (48/259 or 18.5% of responses) (Table A.29).

Table A.29 - Plans made in high school for the September after finishing high school

Post-High School Plan (Respondents could choose multiple responses)	# of responses	% of total responses (x/259)
Get a job/work at job	72	27.8
Go to college	58	22.4
Go to university	48	18.5
Go traveling	26	10
Start or continue an apprenticeship	16	6.2
Be an entrepreneur/start a business	8	3.1
Don't Know	12	4.6
Nothing	7	2.7
Take time off, move out, party	5	1.9
Volunteer	4	1.5
Other	3	1.2
Total Responses	259	100

When asked what they did do the September after they finished high school, 41.7% (the most common) of all responses was ‘got a job’ (Table A.30).

Table A.30 - What students did the September after finishing or leaving high school

Post-high school situation (Respondents could choose multiple responses)	# of responses	% of total responses
Got a job	108	41.7
Went to college	35	13.5
Went to university	38	14.7
Went traveling	24	9.3
Nothing	15	5.8
Volunteered	12	4.6
Other (Detailed below)	25	9.7
Don't know	2	0.8
Total Responses	259	100

Of the 47.8% students who went to work after high school (108/226), 84 worked full-time, 23 worked part-time (one had no answer); 8 left the Yukon for employment opportunities out of territory and 6 of those 8 planned to return to Yukon after gaining work experience outside.

32.3% (73/226) of students went on to either college or university training the September after high school (Table A.30). Of those, 50/73 (68.5%) students left Yukon to pursue advanced education training. 34/50 (68%) planned to return to Yukon to work once they finished their training, (22 left Yukon to attend university and 12 went out to attend college) and 3 would not be returning to Yukon. 15 out of territory university attendees and 21 out of territory college attendees (72% of those who left Yukon to attend college or university) did not know if they would return to Yukon after receiving their training. 23/73 (31.5%) of the students went on to Yukon College.

Some of the volunteer work Yukon high school students contributed to after finishing high school, (in 2009) was with: Canada World Youth, Gleaning for the Hungry, Katimavik, St. John's ambulance-air cadets, The Art Institute of Vancouver, Vanoc 2010 Olympics, Urban Multipurpose Aboriginal Youth Council, Watson Lake Fire Department, and Whitehorse Baptist Youth Ministries.

Students also reported 25 “Other” examples of what they did the September after finishing school:

- Just finished high school this year, in 2010, (4)
(Of those, 3/4 did not yet know what they wanted to do in fall of 2010)
- In the process of completing high school (6)
- Pregnant or staying home with baby/child (3)
- Took a course or program (5)
(i.e. carving course, leadership program, tourism and first aid (from Yukon Tourism Education Council) and Emergency Medical Response)

- Participated in sports or recreation activities, teams or programs (3) (i.e. hunting, skiing and cheerleading).
- Still other examples were given (4) namely: getting high school upgrading; planned to move out of territory but could not find a place to live; moved back and forth; and, sat around and drank with friends.

51.3% of respondents had attended or planned to attend Yukon College and 35% had no plans for attending (Table A.31).

Table A.31 - Plans for attending Yukon College

Responses (n=226)	Males ¹²		Females ¹³		Total	
	#	%	#	%	#	%
Yes	53/ 107	49.5	63/ 119	52.9	116/226	51.3
No	39/ 107	36.5	40/119	33.6	79/226	35
Don't Know	15/ 107	14	16/ 119	13.4	31/226	13.7
Total Responses	107/107	100	119/119	100	226/226	100

Responses (n=226)	Yukon First Nations ¹⁴		Other Aboriginal ¹⁵		Total	
	#	%	#	%	#	%
Yes	38/61	62.3	9/15	60	47/76	61.8
No	13/61	21.3	/	/	/	/
Don't Know	10/61	16.4	/	/	/	/
Total Responses	61/61	100	15/15	86.7	76/76	100

/ Data suppressed to protect identity and privacy of respondents.

76 of the 79 respondents who responded that they would not be attending Yukon College gave reasons upon being asked. Of those 21/76 or 27.6% reported that they did not attend because the courses or programs they wanted were not offered. 16/76 students (21.1%) were accepted to, registered and attending other post secondary schools (colleges or universities). One other main reason that students did not attend or plan on attending Yukon College (14/76 or 18.4% of those who did not plan on attending) was that they were planning on leaving Yukon.

When asked whether they took any online university or college courses, 11/226 (4.9%) responded 'yes'. Institutions that students named where they took their online courses from were: Bervard

¹² The denominator for the males responses is the total number of all males surveyed (107)

¹³ The denominator for the females responses is the total number of all females surveyed (119)

¹⁴ The denominator for Yukon First Nations responses is the total number of all Yukon First Nations respondents surveyed (61)

¹⁵ The denominator for Other Aboriginal responses is the total number of all Other Aboriginal respondents surveyed (15)

Community College, Carleton University, SAIT (Southern Alberta Institute of Technology), Simon Fraser University, Sunchild First Nation School, University of the Arctic, Yukon College (2), Ashworth College, (3 not listed/named course not school).

Courses taken were: Object-oriented programming I, computer science, calculus, ‘Circumpolar north’, financial accounting, general education, grade 12 upgrading including grade 12 chemistry, history and biology, staff development, kinesiology, and sociology.

100 of the 226 students interviewed (44.3%) planned to take upgrading courses after finishing high school. 10 students did not know yet if they would take upgrading courses (Table A.32).

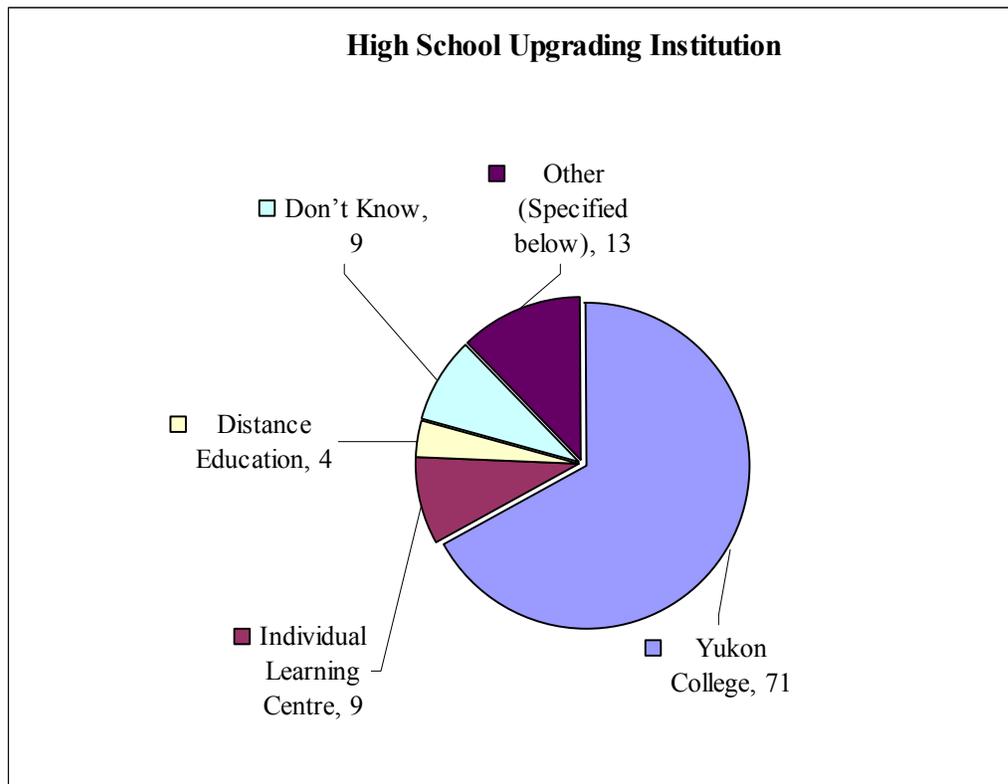
Table A.32 - Plans to take upgrading courses after high school

Plan to do upgrading Courses	Non-Aboriginal Males		Non-Aboriginal Females		Male Yukon First Nations		Female Yukon First Nations		Other Aboriginal		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	31/80	38.8	25/70	35.7	12/20	60	24/41	58.5	8/15	53.3	100/226	44.2
No	46/80	57.5	41/70	58.6	6/20	30	16/41	39	7/15	46.7	116/226	51.3
Don't Know	3/80	3.8	4/70	5.7	3				0	0	10/226	4.4

Students were asked where they were planning on taking their upgrading courses. Responses are demonstrated below (Figure A.33). Most students (68%) were or planned on taking their upgrading courses at Yukon College.

‘Other’ places where students were seeking upgrading were: Capilano University in Vancouver, Courtney (Dentistry) College in Colorado, US, Northern Alberta Institute of Technology, a college in Calgary, a college in Vancouver, in Red Deer, at a university down south through the Canadian armed forces, Teen Parent Centre (in Yukon), and high school. The distance education result of 4/100 includes those who are planning on taking on-line or web-based courses.

Figure A.33 - Institution where upgrading courses are planned



When asked what the highest level of education they expected to achieve was, the highest ranking responses were: a bachelor's degree (21.7%), a master's degree (13.7%) and a 2-year college diploma (8% of all respondents) (Table A.34).

Table A.34 - Highest level of education students expected to achieve

Education expecting to achieve	# of responses	% of respondents
Bachelor's Degree	49	21.7
Master's Degree	31	13.7
2-Year College Diploma	18	8
Trade/Technical Diploma	16	7.1
High School Diploma	15	6.6
Apprenticeship	16	7.1
4-Year College Diploma	13	5.8
1-Year College Certificate	11	4.9
Doctorate (PhD) Degree	11	4.9
Don't Know	36	15.9
Other (Specified Below)	10	4.4
Total	226	100

‘Other’ education levels and certificates student anticipated achieving were: a 3-year college diploma (2), general education diploma (2), military, pilot’s license, and red seal stamp (4).

81/226 of students (35.8%) needed upgrading after high school in order to take post secondary studies. 21 students (9.3%) did not know whether they would need upgrading after high school and 124 (54.9%) did not need upgrading after high school. 45 (19.9%) students responded that their need for upgrading prevents them from accessing college or university. 6 (2.7%) did not know and 30 (13.3%) were not going to be prevented from accessing college or university due to a need for upgrading.

Students were asked how important it was to them to receive training in high school, trades and college or university (in light of their own education and career goals at that time). 95.6% of all students ranked the importance of graduating from high school as important or very important. Just over 71% thought training in trades was important to very important and 88% ranked attending college or university as important to very important career goals (Table A.35).

Table A.35 - Importance of education and training

Education/ career goal	Not at all (1)		A little (2)		Somewhat (3)		Moderately (4)		Very (5)		Don't Know/ Ref	
	#	%	#	%	#	%	#	%	#	%	#	%
High school education	8	3.5	3	1.3	3	1.3	22	9.7	190	84.1	-	-
Graduate high school	4	1.8	2	0.9	3	1.3	12	5.3	204	90.3	5	2.2
Training in trades during high school	32	14.2	11	4.9	18	8	79	35	82	36.3	4	1.8
Training in trades after high school	38	16.8	10	4.4	18	8	73	32.3	81	35.8	6	2.7
Attend college or university	7	3.1	3	1.3	14	6.2	45	19.9	154	68.1	3	1.3

- no data/not applicable

Almost three quarters of students asked (165/226 or 73%) said that they would be interested in the introduction of a program that includes high school upgrades with employment and apprenticeship training that would be accessible to high school students as well as those who have left high school. 52 (23%) were not interested in such a program and 9 (4%) did not know whether or not they would be interested in a program of that kind.

When asked about their point of view about what the main barriers are facing students who are leaving high school and going to work, students reported: competing against more experienced workers, not knowing what job they wanted, not having the skills employers want, not finishing high school, lack of work experience, lack of available training, lack of resume writing skills and lack of interview experience as the top 8 barriers (Table A.36).

Table A.36 - Barriers from school to work

School to work transition barriers (Respondents could choose multiple responses)	# of Responses	% of Responses	% of Respondents
Out-competed by more experienced workers	170	12.4	75.2
Do not know what job they want	162	11.9	71.7
Do not have skills employers want	160	11.7	70.1
Did not finish high school	156	11.4	69
Lack of work experience	151	11.1	66.8
Lack of available training	147	10.8	65
Lack of resume writing skills	137	10	60.6
Lack of interview experience	135	9.9	59.7
Age	106	7.5	46.9
Other (Specified below)	34	2.5	15
Don't know/Refuse	9	0.7	4
Total	1,367	100	n/a

Other barriers to employment after high school that students gave as responses were: lack of interest/laziness (6), lack of maturity and common sense, lack of money/finances (4). Some other barriers identified were: wanting well-paying jobs (2), lack of education to start a career (2), that there are no jobs, lack of support from family, lack of networking, lack of experience depending on what you want to do, homework gets in the way, finding a supportive environment, drug and alcohol problems and social exclusion, high cost of living makes it hard to support yourself, and adjusting to work hours.

Satisfaction with high school education experience

66% of students were satisfied to very satisfied with their overall high school experience. 5.3% were dissatisfied or very dissatisfied with their high school experience (Table A.37).

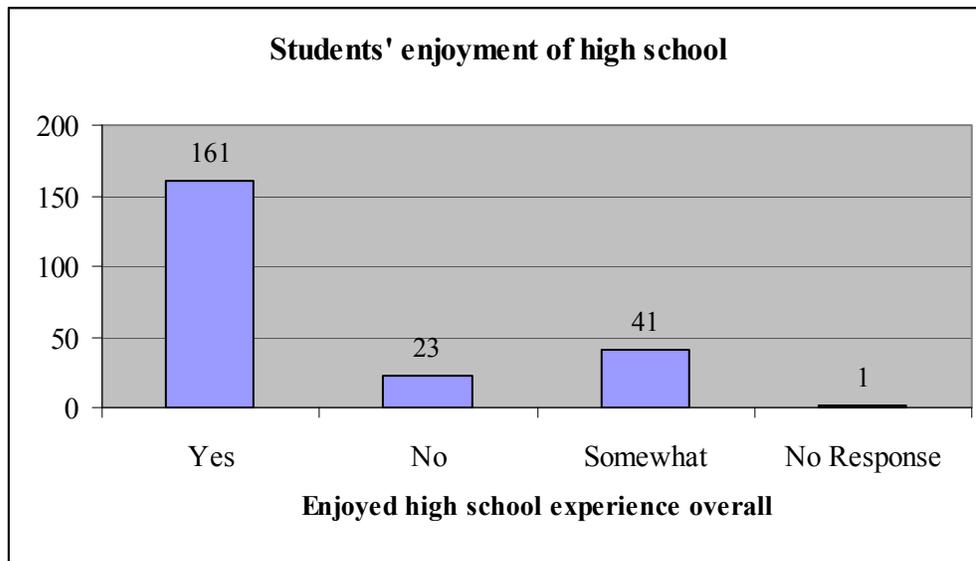
Table A.37 - Students' satisfaction with high school experience

Satisfaction with high school experience (N=226)		
	#	%
Very Dissatisfied (1)	2	0.9
Dissatisfied (2)	10	4.4
Neutral (3)	64	28.3
Satisfied (4)	117	51.8

Satisfaction with high school experience (N=226)		
Very Satisfied (5)	32	14.2
Refuse/Don't Know (6)	1	0.4

71.2% of students enjoyed their high school experience overall, 10.2% did not and 18.1% somewhat enjoyed their high school experience (Figure A.38).

Figure A.38 - Students' enjoyment of high school experience



46 (20.4%) of the students surveyed had attended a school outside Yukon at some point during their high school years. Of those, 4 attended outside Canada (USA, Russia, France), and 31 attended in other provinces namely: British Columbia (21), Alberta (10), Ontario and Northwest Territories, Manitoba, Newfoundland, Nova Scotia, Nunavut (10)¹⁶.

17/226 or 7.5% of students were going to be attending high school in September 2010, 15 of whom would be attending a high school in Yukon. 118/226 or 52.2% of respondents were going to be attending a post secondary program in September 2010.

¹⁶ To ensure participants' anonymity, tabulations producing groupings of three individuals or less were presented in aggregate form or omitted from the results report.

Past, present and future plans for education

Students were asked to specify whether they would be undertaking a university, college or apprenticeship program in September 2010. 27% were going to college, 21.7% to university and 4% to an apprenticeship (Table A.39).

Table A.39 – Post-secondary programs students were registering for in September 2010

Post secondary program type	(Non-Aborig) Males		(Non-Aborig) Females		Yukon First Nation		Other Aboriginal		Total	
	#	%	#	%	#	%	#	%	#	%
University	16/80	20	25/70	35.7	5/61	8.2	3/15	20	49/226	21.7
College	19/80	23.8	21/70	30	16/61	2.6	5/15	33.3	61/226	27
Apprenticeship	/	/	/	/	/	/	/	/	9/226	4
Don't Know/Refuse	/	/	/	/	/	/	/	/	1/226	0.4
Total Responses	35/80	43.8	46/70	65.7	21/61	34.4	8/15	53.3	120/226	53.1

/ Data suppressed to protect identity and privacy of respondents.

5/49 or 10.2% of students surveyed who were to be attending university in September 2010 were female Yukon First Nations students. 10/61 (16.4%) of students who responded that they would be attending college in September 2010 were female Yukon First Nations students.

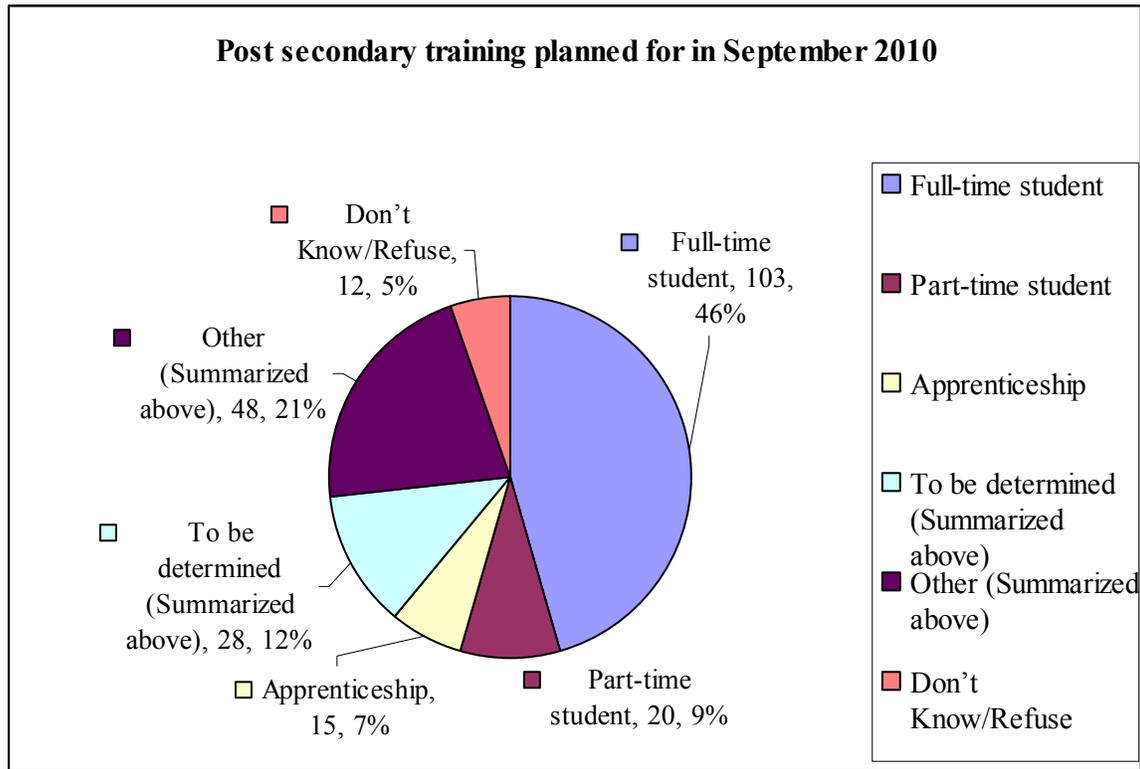
103/226 or 45.6% of students reported that they were going to be registered as full-time students in a university in September 2010 while another 20 (8.8%) were to be part-time university students.

15/226 (6.6%) were going on to do apprenticeships in September 2010.

28/226 or 12.4% of students surveyed were waiting on information (e.g. transcripts and information from institutions applied to, financing) or still deliberating on whether they would be a full-time student, part-time student, working on an apprenticeship or going to work at a job.

48/226 or 21.2% reported that they were doing 'other' things in September 2010 including: working full-time or part-time (43), upgrading at the college, raising a child, getting a pilot's license and hunting (Figure A.40).

Figure A.40 - Post secondary training planned for in September 2010



Levels of education respondents had completed up to summer 2010 ranged from high school graduate diploma (35.8% of respondents) to less than high school (17.7%) (Table A.41).

Table A.41 - Education completed by August 2010

Education completed up to August 2010 (n=226)	#	%
High school graduate diploma	81	35.8
Less than high school	40	17.7
High school graduate diploma & some university	35	15.5
High school graduate diploma & some college	16	7.1
Some college	5	2.2
Completion certificate	4	1.8
Some university	3	1.3
General education development (GED)	2	0.9
CEGEP	1	0.4
Apprenticeship	1	0.4
Other (Summarized below)	38	16.8

‘Other’ education students had completed at the time of interview (August 2010) included the following combinations: high school graduate diploma and apprenticeship (4), high school graduate diploma and 1-year college certificate (3), less than high school and technical certificate (4), and less than high school and some college (3). The remaining 24 ‘other education combinations (comprising 10.6%) of education completed were: those who obtained high school completion certificates in addition to college or technical training, and those who obtained high school graduate diplomas in addition to some trades, apprenticeship, college or technical training/certificates.

It is noteworthy that at the time of interview (August 2010) 132/226 (58.4%) of the students who were of grade 12 graduating age the year before (June 2009) had completed their high school graduate diploma and in some cases some college or university as well (Table A.41).

This completes the summary of results from the first iteration of the Yukon Youth Secondary School Transitions Survey (YYSSTS). It is hoped that this and future surveys will provide Yukon Department of Education with timely and useful information about Yukon high school students’ experiences before, during and after the period they did their studies as well as their experiences before, during and after leaving or graduating from high school in Yukon.

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APPENDIX A

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Staff with the Yukon Bureau of Statistics Operations as well as its Research and Analysis units also contributed to the Yukon Youth Secondary School Transitions Survey project.

APPENDIX B

Phone interview survey operations report summary

			Total
Number of selected respondents			825
Invalid contact information:			
02	Incorrect phone number		40
03	Non-working number		54
04	Fast busy signal, strange noise, dead silence		2
05	Fax machine		1
	Total		<u>97</u>
No contact:			
11	No contact / No answer		46
13	Answering machine or service		207
	Total		<u>253</u>
Contact made - non-interview			
08	Cell phone		5
19	No forwarding phone number		94
20	Information unavailable for duration of survey		68
24	No contact with selected respondent		20
30	Duplicate		4
56	Out of scope		14
90	Unusual/special circumstances		6
	Total		<u>211</u>
70	Completed surveys		226
71	Partial interviews		6
80	Refusals		32
	Refusal Rate:		12%

APPENDIX C

Yukon Youth Secondary School Transitions Survey

Interviewer: _____ Form #: _____

A1. Do you believe that you learned what you needed in the following subjects?

		Everything you needed	Almost everything you needed	Some of what you needed	Almost nothing you needed	Nothing you needed			
DK	R	N/A							
a) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Reading/Research Essay Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Technical Subjects <i>(such as; Computers, Carpentry, Drafting, Automotive, etc)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Analyzing and Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2. Did you have trouble keeping up with course work demands in high school?

- Yes
- Sometimes
- No → **Go to A3**
- Don't Know → **Go to A3**
- Refuse → **Go to A3**

A2.1 Can you identify which types of courses you had trouble keeping up with during high school?

	Often	Sometimes	Never	DK	R	N/A
a) Mathematics	<input type="checkbox"/>					
b) Science	<input type="checkbox"/>					
c) Social Studies	<input type="checkbox"/>					
d) English	<input type="checkbox"/>					
e) Languages	<input type="checkbox"/>					
f) Arts (eg.music)	<input type="checkbox"/>					
g) Other <i>(Specify)</i> _____	<input type="checkbox"/>					

A3. At any point would a course on how to succeed in high school have been helpful for you?
(e.g. preparing for classes, techniques for studying, health, social & emotional well being)

- Yes Don't Know
 No → *Go to A4* Refuse

A3.1 What would you like to learn in such a course?

- Working in a group Organizing & Studying Techniques
 Critical thinking Other (*Specify*) _____
 Problem solving Don't Know
 Social & Emotional Wellness Refuse
 Improving comprehension skills

A4. Do you think that what you learned in high school about Aboriginal culture provided you with good background knowledge about the history and culture of First Nations people in the Yukon?

- Yes
 No
 Not Applicable
 Don't Know
 Refuse

A5. What courses or programs would you have liked to take that were not available at your high school?

- _____

 Don't Know Refuse

A6. What would have helped you do better in your courses?
(more 1 on 1 time, extra homework ,more encouragement etc)

- _____

 Nothing Don't Know Refuse

A7. Did any of the following take away from your success during your high school studies?
(Mark all that apply)

- Unstable home environment Bullied by someone at school
 Personal health issues Personal emotional issues
 Illness in the family Dealing with a traumatic event
 Alcohol or drug use by those at home Cultural or social exclusion
 Parents separating or divorcing No
 Lack of a stable peer or social group at school Other (*Specify*) _____
 Pregnancy Don't know
 Attendance Refused

A8. What, if anything, added to your success during high school? (Mark all that apply)

- Supportive parents/family
- Supportive counselors'
- Good teachers
- Good principal
- Supportive friends at school
- Interesting courses
- Nothing
- Other (*Specify*) _____
- Don't know
- Refused

A9. If they were available to you, would you have taken distance education courses in high school?

- Yes
- No → **Go to B10**
- Don't Know
- Refuse

A9.1 What distance education courses would you take?

- _____
- Don't Know
 - Refuse

SECTION B: Attendance

B10. Did you leave the high school you attended at any time before completing your high school diploma or completion certificate?

- Yes
- No → **Skip to B11**
- Don't Know → **Skip to B11**
- Refuse → **Skip to B11**

B10.1 In which grade(s) did you leave high school?

- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Don't Know
- Refuse

B10.2 What were your main reasons for leaving high school? (Mark all that apply)

- Lack of interest
- Inability to pass required courses or mandatory achievement tests
- The need to work
- Personal problems
- Wanting to get into college early
- Other (*Specify*): _____
- Don't Know
- Refuse

B10.3 Did you ever return to high school after leaving for one or more semesters?

Yes → **B10.4 What prompted you to return?**

Don't Know Refuse

Go to C 12

No → **B10.5 Why did you not return to high school?**

Don't Know Refuse

Go to C 12

Don't Know
 Refuse

B11. Did you ever consider leaving high school?

- Yes
- No → **Go to C12**
- Don't Know → **Go to C12**
- Refuse → **Go to C12**

B11.1 What were your main motivations for continuing on with high school?

(Select up to 3)

- To obtain a high school diploma
- So I could further my education in the future
- I was encouraged to complete my high school by:
 - a) my family
 - b) teachers, principal and/or counselor
 - c) friends at school
 - d) friends outside of school
- Friends were in school
- Other (*Specify*) _____
- Don't Know
- Refuse

SECTION C: Jobs & Skills Learned in School

C12. Did you work at a part-time paid job while you were in high school?

- Yes
- No → **Go to C13**
- Sometimes
- Don't Know → **Go to C13**
- Refuse → **Go to C13**

C12.1 What were your reasons for working during high school? (Mark all that apply)

- To gain work experience
- To have extra spending money (*i.e. to buy clothes, games, to eat out, etc.*)
- To support yourself (*i.e. pay rent, food, bills*)
- To support family (*i.e. contribute to family household*)
- To support your child/children
- To pay off debts (*Specify type of 'debt'.*) _____
- Other (*Specify*): _____
- Don't Know
- Refuse

C13. Are you currently employed (either full-time or part-time)?

- Yes → **Go to C13.1**
- No → **Go to C14**
- Other (*Specify*): _____ → **Go to C14**
- Don't Know → **Go to C14**
- Refuse → **Go to C14**

C13.1 How many hours did you work at a paid job in the past month?

- 1-10 hours a week
- 11-20 hours a week
- 21-30 hours a week
- 31- 40 hours a week
- More than 40 hours a week
- Other (*Specify*): _____
- Don't Know
- Refuse

C13.2 What is your approximate monthly income from your current employment?

- \$ 0 - \$ 500/month
- \$ 500 - \$ 1000/month
- \$ 1000 - \$ 1500/month
- \$ 1500 - \$ 2000/month
- \$ 2000 - \$ 2500/month
- \$ 2500 - \$ 3000/month
- \$ 3000 - \$ 3500/month
- \$ 3500 - \$ 4000/month
- \$ 4000 - \$ 4500/month
- \$ 4500 - \$ 5000/month
- more than \$ 5000/month
- Other (*Specify*) _____
- Don't know
- Refuse

C14. In the past two years, what types of jobs have you held?

(Starting with the most recent job up to 3)

None → **Go to C16**

a) Job 1:

Job Title: _____ D/K R
Length of employment in months. _____ D/K R

Approximate hours per week:

- 1-10 hrs 21-30 hrs more the 40 hrs
- 11-20 hrs 31-40 hrs D/K R

Approximate hourly wage: \$ _____ per hr D/K R

b) Job 2:

Job Title: _____ D/K R
Length of employment in months. _____ D/K R

Approximate hours per week:

- 1-10 hrs 21-30 hrs more the 40 hrs
- 11-20 hrs 31-40 hrs D/K R

Approximate hourly wage: \$ _____ per hr D/K R

c) Job 3:

Job Title: _____ D/K R
Length of employment in months. _____ D/K R

Approximate hours per week:

- 1-10 hrs 21-30 hrs more the 40 hrs
- 11-20 hrs 31-40 hrs D/K R

Approximate hourly wage: \$ _____ per hr D/K R

- Don't know
- Refuse

C15. Have you used skills you learned in high school in any of your job duties?

- Yes
- No
- Don't Know
- Refuse

C16. Did high school prepare you for University education?

- Yes
- Somewhat (*Specify*): _____
- No → **C16.1 Why Not?** _____
- Did not attend _____
- Don't Know _____
- Refuse Don't Know Refuse

C17. Did high school prepare you for college education?

- Yes
- Somewhat (*Specify*): _____
- No → **C17.1 Why Not?** _____
- Did not attend _____
- Don't Know _____
- Refuse Don't Know Refuse

C18. Did you use skills that you learned in high school in your apprenticeship training and work?

- Yes
- No
- Did not take apprenticeship training
- Don't Know
- Refuse

C19. Did you use skills you learned from volunteer & work experience during high school, in: *Mark all that apply*)

- Your volunteer work outside of high school
- Your job duties outside of high school
- Your apprenticeship program (outside of high school)
- Your College course(s)/program
- Your University course(s)/program
- Did not use skills learned in high school after high school
- Other (*Specify*) _____
- Don't Know
- Refuse

SECTION D: Transitioning to Post Secondary Education & Training

D20. If you had wanted to, could you have talked to a counselor about course selection?

- Yes
- No
- Other (*Specify*): _____
- Don't Know
- Refuse

D21. If you had wanted to, could you have talked to a counselor about career planning?

- Yes
- No
- Other (*Specify*): _____
- Don't Know
- Refuse

D22. If you had wanted to, could you have talked to a teacher about course selection?

- Yes
- No
- Other (*Specify*): _____
- Don't Know
- Refuse

D23. If you had wanted to, could you have talked to a teacher about career planning?

- Yes
- No
- Other (*Specify*): _____
- Don't Know
- Refuse

D24. Did the career plan you developed in high school help you with your current education and career goals?

- Yes
- Somewhat
- No
- Was not required
- Other (*Specify*) _____
- Don't Know
- Refuse

**D25. While you were in high school, what did you want to do right after you finished or left?
Did you plan to: (*Mark all that apply*)**

- Get a job
- Go to college
- Go to university
- Start an apprenticeship
- Volunteer
- Nothing
- Other (*Specify*) _____
- Don't know
- Refuse

D26. What did you do the September after you left or finished high school? Did you:
(Mark all that apply)

Leave the Yukon → **D26.1 Did you leave the Yukon to pursue employment opportunities?**

- Yes → **Go to D26.2** Don't Know
 No → *Continue with D26* Refuse

D26.2 Did or do you plan to return to work in the Yukon after getting employment experience outside the Yukon?

Yes (Specify why)

No (Specify why not)

Don't Know Refuse

Get a job → **D26.3 Type of employment (Specify job title):**

Don't Know Refuse

D26.4 Was it ?

- Full-time Other (specify): _____
 Part-time Don't know
 An apprenticeship Refuse

Go to university → **D26.5 What university did you attend?**

a) Name: _____

Don't Know Refuse

b) What program of study or training did you take?

Don't Know Refuse

D26.6 Did you plan to return to work in the Yukon anytime after training outside?

Yes (Specify why)

No (Specify why not)

Don't Know Refuse

Go to college → **D26.7 What college, technical or educational institute did you attend?**

a) Name: _____

Don't Know Refuse

b) What program of study or training did you take?

Don't Know Refuse

D26.8 Did you plan to return to work in the Yukon anytime after training outside?

Yes (*Specify why*) _____

 No (*Specify why not*) _____

 Don't Know Refuse

Volunteer → **D26.9 What volunteer program and organization did you work with?**

a) Name: _____

Don't Know Refuse

b) What volunteer position did you take? *Specify title:* _____

 Don't Know Refuse

Travel

Nothing

Other (*Specify*) _____

Don't Know

Refuse

D27. Have you or will you be attending Yukon College?

Yes

No (*Specify why not*) _____

 Don't Know

Refuse

D28. In the past year, have you taken any online college or university courses?

Yes

No → **Go to D29**

Don't Know → **Go to D29**

Refused → **Go to D29**

D28.1 What online program and university are you taking courses with?

a) Name of program and university? _____

Don't Know Refuse

b) What program of study or training did you take? _____

Don't Know Refuse

D29. Did you take or do you plan to take upgrading and College preparation courses after leaving high school?

Yes

No → **Go to D30**

Don't Know

Refuse

D29.1 Where do you plan to take your upgrading courses? (Mark all that apply)

- Individual Learning Centre
- Yukon College
- High School (*Specify*) Name: _____
Province/Territory: _____
Country: _____
- Don't Know Refuse
- Distance Education including online and web-based courses
- Other (*Specify*): _____
- Don't Know
- Refused

D30. Do you need high school upgrading to take post secondary studies?

- Yes
- No → ***Go to D31***
- Don't Know → ***Go to D31***
- Refused → ***Go to D31***

D30.1 Does your need for upgrading prevent you from accessing college or university education?

- Yes
- No
- Don't Know
- Refused

D31. What is the highest level of education you expect to receive? (*Select one*)

- High School diploma
- 1-Year College Certificate
- 2-Year College Diploma
- 4-Year College Diploma
- Trade/technical diploma
- Apprenticeship
- Bachelor's Degree
- Master's degree
- Doctorate (PhD) degree
- Other (*Specify*) _____
- Don't Know
- Refused

D32. Given your own education and career goals, how important would you say it is . . .

	Very	Somewhat	Moderately	A Little	Not	D/K	R
a) to get a high school education	<input type="checkbox"/>						
b) to graduate from high school	<input type="checkbox"/>						
c) to get training in trades during high school (<i>e.g. mechanics, carving, hairdressing, etc.</i>)	<input type="checkbox"/>						
d) to get training in trades after high school (<i>e.g. mechanics, carving, hairdressing, etc.</i>)	<input type="checkbox"/>						
e) to attend college or university	<input type="checkbox"/>						

D33. Would you be interested in a program that includes high school upgrades with employment and apprenticeship training? This program would be accessible to high school students as well as to those who have left high school.

- Yes
- No
- Don't Know
- Refuse

D34. From your point of view, what are the main barriers facing students who are leaving high school and going to work ? (*mark up to 3*)

- Lack of work experience
- Did not finish high school
- Do not have skills employers want
- Lack of available training
- Lack of interview experience
- Do not know what job they want
- Out-competed for jobs by those with more experience in the labour force
- Resume writing skills
- Age
- Other (*Specify*): _____
- Don't know
- Refuse

SECTION E: Satisfaction with High School Education Experience

E35. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon ?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Don't Know
- Refuse

E36. Overall, did you enjoy your high school experience?

- Yes
- No
- Somewhat
- Don't Know
- Refuse

SECTION F: Demographics

F37. Are you: (*Interviewer note: please complete without reading if possible*)

- Male
- Female
- Refuse

F38. What year were you born? 19_____ Don't Know Refuse

F39. Are you currently a Yukon resident?

- Yes → *Go to F41*
- Don't Know
- No
- Refuse

F40. Where do you currently live? (*Include territory/province/state and country*)

- _____
- Don't Know
 - Refuse

F41. What is the language that you first learned at home and still understand?

F42. Are you Aboriginal?

- No
- Yes: Yukon First Nations → *Go to F42.1*
- Yes: Other First Nations or Inuit
- Yes: Métis or mixed
- Yes: Dene or Cree
- Yes: Other First Nations
(Specify) _____
- Don't Know
- Refuse

F43. Are you a member of a visible minority¹⁷?

- Yes
- No
- Don't Know
- Refuse

F44. Did you ever attend a high school outside of the Yukon?

- Yes
- No → *Go to F45*
- Don't Know → *Go to F45*
- Refuse → *Go to F45*

F42.1 Would that be:

- Carcross Tagish FN
- Champagne & Aishihik FN
- Kluane FN
- Kwanlin Dun FN
- Liard FN
- Little Salmon/Carmacks FN
- Nacho Nyak Dun
- Ross River Dena Council
- Selkirk FN
- Ta'an Kwäch'än Council
- Teslin Tlingit Council
- Tr'ondek Hwech'in FN
- Vuntut Gwitchin FN
- White River FN
- 88 Don't Know
- 99 Refuse

F44.1 What is the name and location of the high school?

School 1: Name: _____
Province/State: _____
Country: _____
 Don't Know Refuse

School 2: Name: _____
Province/State: _____
Country: _____
 Don't Know Refuse

F44.2 What year(s) did you attend that high school?

School 1: 1. _____ 2. _____ 3. _____ 4. _____
 Don't Know Refuse

School 2: 1. _____ 2. _____ 3. _____ 4. _____
 Don't Know Refuse

¹⁷ The national definition of a visible minority is anyone, other than an aboriginal person, who is non-Caucasian in race or non-white in colour.

F45. In September 2010 will you be attending a high school?

- Yes → **F45.1 Will that be . .** in the Yukon
 No outside the Yukon → **Go to F45.2**
 Don't Know Don't Know
 Refuse Refuse

F45.2 What is the name and location of the high school?

Name: _____
Province/State: _____
Don't Know Refuse

F46. Will you be registered in a post secondary program in September 2010? (All that apply)

- Yes → **F46.1 Would that be . .** University Don't Know
 No College Refuse
 Don't Know Apprenticeship
 Refuse

F47. In September 2010 will you be a:

- Full-time student
 Part-time student
 Working on an apprenticeship
 To be determined (*Specify*): _____
 Other (*Specify*): _____
 Don't know Refused

F48. What level of education have you completed up to this point in time?

- | | |
|---|---|
| <input type="checkbox"/> Less than high school | <input type="checkbox"/> Technical Certificate |
| <input type="checkbox"/> Completion Certificate | <input type="checkbox"/> 1-Year College Certificate |
| <input type="checkbox"/> High School Graduate Diploma | <input type="checkbox"/> 2-Year College Diploma |
| <input type="checkbox"/> GED (<i>General Education Diploma</i>) | <input type="checkbox"/> 4-Year University Degree (BA BS) |
| <input type="checkbox"/> CEGEP (Quebec Post-Secondary) | <input type="checkbox"/> Other Post-Secondary Degree |
| (<i>Specify</i>): _____ | (<i>Specify</i>): _____ |
| <input type="checkbox"/> Some Trades | <input type="checkbox"/> Other |
| <input type="checkbox"/> Apprenticeship | (<i>Specify</i>): _____ |
| <input type="checkbox"/> Some College | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Some University | <input type="checkbox"/> Refused |

F49. Do you have any other comments you would like to make about your high school experience?

- No
- _____
- _____

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION!