

#MILTON YOUTH

Final Report

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Town of Milton
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Acknowledgements

Youth Contribution

First and foremost, the #miltonyouth initiative would not have been possible without the participation and contributions of the youth who took the time to provide their feedback. The responses provided were thoughtful, relevant and honest. It is clear that the youth of Milton care deeply about their Town and have many opinions, gifts and talents to share. The #miltonyouth initiative is honoured to have been able to amplify their voice.

Thank you for taking the time to participate in the surveys, focus groups and events – you are valued members of this community and all who read this report will continue to serve and support you in your needs, wants and interests. You have been heard, you have sparked action and you have made a difference for yourselves and the future youth of Milton.

Community Partners

It is with the deepest gratitude and appreciation that we acknowledge the contributions and support provided by the community partner organizations throughout this project. Their willingness to participate, promote and connect with the youth within their networks were fundamental in the success of the depth and breadth of this study.

Thank you for the work you all do on a daily basis and thank you for your contributions to this initiative – Milton youth are fortunate to have champions who continue to work towards supporting and encouraging positive youth development.

Municipal Support

This initiative was successful due to the collaboration of many and the leadership of the Culture and Community Investment staff from the Community Services Department. The result of this partner approach is a comprehensive and thorough outreach, supporting the findings in this report. With this information, the Town of Milton will have a better understanding of the youth demographic as they move forward in development of a Youth Strategy.

Provincial Support

The scope and size of this project was made possible through the support of the Ontario150 Partnership Grant from the Ministry of Tourism, Culture and Sport. Their encouragement, recognition of the importance of youth voice and financial support had a significant impact on this project's ability to reach more youth, more youth-serving organizations and ensure that the information acquired was mobilized effectively and will continue to serve the youth of Milton for years to come.



Section One: Introduction

The #miltonyouth project was designed as a feedback initiative to ensure that the Corporation of the Town of Milton and local youth-serving organizations had an accurate understanding of key trends affecting youth between the ages of 12 and 19.

The in-depth study of this demographic is important because, not only has Milton's population grown exponentially over the past decade, there has also been a tremendous increase in young people below the age of 20. According to 2016 Statistics Canada Census data, between 2006 and 2016, Milton's population grew 204% and over the same period of time, the growth in Milton's youth, aged 10 – 19, grew 227%. This rapid expansion represents those who will be the next generation of Milton adults. As an additional consideration, with the development of a University Campus, it is predicted that an increased number of youth ages 17-19 will be staying or coming to the Milton community for post-secondary studies. This increase accompanied by the number of children who will become teenagers in the next 5 years will have a significant impact on the required services to maintaining Milton's youth-friendly status. Milton is home to a significant number of youth who have expressed needs that are unique from other Milton residents. The Town of Milton's ability to support their wellbeing and engagement is imperative to creating a Town of engaged citizens who will contribute to Milton's continued success, now and in the future.

Bringing forward Council's support in 2012 to develop a Youth Strategy, the Community Services Department enacted upon an opportunity to apply for the Ministry of Tourism, Culture and Sport's Ontario150 – Partnership Program grant. As a successful recipient, Community Services was able to conduct the #miltonyouth project, a community outreach to youth, which would gather information and feedback to assist in this development.

As a high-level summary, the youth highlighted Milton as a safe, youth-friendly community with strengths in its connection to nature and parks, and availability of structured activities for youth. Areas of improvement were identified as a desire for the expansion of public transit services, the development of public space for youth to "hang out", additional opportunities for youth discounts on goods and services and the need to develop communication strategies that are relevant to connecting with Milton youth.

The information gathered from this project will be valuable for the youth network when establishing a framework for the Youth Strategy. The success of the strategy will be reflective of the level of engagement from the youth serving agencies and adult champions in the community. This report has also identified items which should remain the responsibility of the Community Services Department to work with other municipal departments.

Other feedback indicates that rural Milton youth do not identify as belonging to the greater Milton community, rather as residents of their town name. The youth also noted that Milton feels less safe than it used to and indicated concerns with rising theft and drug usage. They also noted that one of the key reasons for feeling unsafe was the danger of being a pedestrian with inattentive, speeding drivers commanding the roads.

Please see Appendix A – Background Information and Previous Studies for additional background information concerning other Regional youth studies and youth-related initiatives involving the Town of Milton.

Section Two: Methods

2.1. Survey Design

The #miltonyouth survey was designed with the frameworks of the Ontario Government’s “Profile of Youth Well Being” and Play Works’ “Youth Friendly Communities” in mind as well as any pieces of the Search Institute’s 40 “Developmental Assets” that were within scope of the influence of the Corporation of the Town of Milton. (Appendix A – Background Information and Previous Studies). The survey was designed to investigate areas of youth needs, wants and interests within the realm of what Town of Milton could positively impact or what the Town needed to be informed about. (Appendix A – Background Information and Previous Studies).

Previous local and regional studies that have been published through Community Development Halton, Our Kids Network, and the Halton Region Health Department were used as references for the purpose of this study. These reports showcase that some of the issues reported in the current survey are long-standing issues faced by youth in Milton and, unless further action is taken, will likely continue to exist. These trends include lack of places to hang out, concerns with transit, the barrier of communications (ie. Not knowing about opportunities), and challenges with finding appropriate volunteer opportunities for youth. (Appendix A – Background Information and Previous Studies).

2.2. Partner Organizations

The Community Services Department worked closely with many community organizations (government, education, faith/culture groups, non-profit, private sector, etc.) that serve youth in Milton in order to expand the reach of this project. Many of these organizations supported specific marginalized populations (ex. LGBTQ+ through the Positive Space Network, disengaged youth through the Police, disability community through Community Living North Halton, etc.) and others were more general in their reach (ex. Sporting organizations, arts organizations, robotics organizations). (Appendix C – Road Show Locations).

The partner organizations participated in a variety of ways and to a variety of depths of involvement. The organizations all agreed to promote the project to the youth that they serve, some through posting information on their website or by circulating the information in their newsletters/e-blasts. Others opened their doors for staff to come in and deliver the survey in person during their events or programs while others gathered youth to participate in focus groups or feedback sessions. The Community Services Department is very grateful to these organizations for allowing staff to connect with their youth and for providing access to youth who may not have been previously engaged in official Town of Milton services/programs.

2.3. Execution

The #miltonyouth data collection was completed between July 2017 and November 2017. The data collection was designed to maximize the reach of the opportunity to provide feedback as well as target populations who are typically disengaged or unable to provide feedback. In order to achieve these goals, the collection was divided into various opportunities, formats and promotional methods for feedback generation – (1) online long-form survey completion, (2) in-person short-form tablet survey completion (Road Show), (3) partner supported survey completion (4) and in-person focus groups. Once the data capture had come to a close, a second round of more targeted questions was delivered to help clarify trends that had emerged through the first round of collection. (Appendix A – Background Information and Previous Studies).

Online Long-Form Survey

In order to capture significant quantities of thoughtful responses, a long-form survey was designed with a full-compliment of multiple choice questions as well as opportunities for free-form responses. This survey was designed to be taken individually on a mobile device or a computer through the Survey Monkey platform. The survey was promoted through targeted Social Media ad campaigns (Twitter, Instagram, Facebook aimed at youth who live in Milton and are between the ages of 12 and 19) as well as the Town’s website and project partner’s outreach. It took participants an average of 9 minutes to complete.



In-Person Short-Form Tablet Survey (Road Show)

Recognizing that not all youth are active on Social Media or are interested in completing surveys online, a “Road Show” was created allowing staff to take iPad tablets out into the community to collect feedback from youth around town (See Appendix C for locations). This survey was designed to be shorter in nature (average of 3 minutes to complete) and youth were given the opportunity to choose a sub-set of the larger survey questions that were of most interest to them – Doing, Getting Around, Safety and Belonging, Giving and Earning.

The Road Show was accompanied by two Tower Kiosks to draw attention to the initiative and to house the technology. These proved to be very effective marketing tools.

Image 1: One of two #miltonyouth Tower kiosks used as part of the Road Show to collect feedback from local youth.

Partner-Supported Survey Completion

As experts in the abilities and special circumstances of the youth that they serve, local youth-serving partner organizations worked with staff to modify the feedback collection methods to ensure participation. Some organizations had paper copies of the long-form survey that youth completed with their adult supports (organizational staff, parents, support workers, etc.), some converted it into survey formats that their youth with special needs were accustomed to and in cases where youth were unable to communicate, their parents completed the survey on their behalf. These modifications allowed staff to reach a more diverse group of youth and specifically those who have been passed over in typical data collection methods.

In-Person Focus Groups

Town of Milton staff collaborated with partner organizations to arrange group sessions of youth for a 1-hour guided discussion of the topics and issues that were of interest to them as well as specific questions to clarify topics and issues that had been brought forth through the other methods of collection. The focus groups contained between 2 and 33 youth. See Appendix C for specific information regarding the groups staff spoke to.

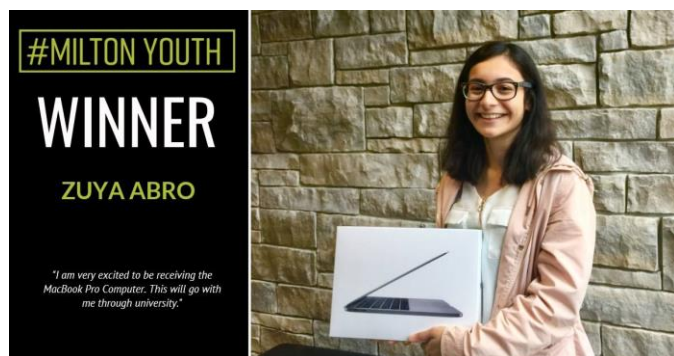
Youth captured their thoughts individually, in partners, in groups and as communities and their feedback was recorded on chart paper in their own language and converted into coded data that was integrated into the results of the study.

Second Round Online Survey

Throughout the initial data capture phase, the results were being analyzed and emerging trends were recorded. Upon the completion of the initial data capture, a second round of questions was released to help clarify and prioritize the feedback themes that emerged.

Promotion and Incentive

In order to encourage participation in the feedback initiative, youth who participated as part of the in-person collection received a fidget spinner branded with the #miltonyouth word mark.



Youth were also invited to submit contact information in order to be entered into a draw to win a MacBook Pro computer (Round One) and one of two iPads (Round Two) and weekly draws for \$100 in youth-oriented gift cards.

These giveaways helped encourage participation and provided additional project awareness.

2.4. Limitations

The #miltonyouth was extremely successful in connecting with many diverse youth in Milton and collecting meaningful data that will inform next steps. Part of the success of this project is related to the length of the surveys delivered. In order to maximize the breadth without compromising the depth of the response, the questions asked were prioritized. Some of the overarching questions would benefit from further analysis to fully understand the desired outcomes. The information provided in this report provides the deepest analysis possible with the data gathered (with the exception of deeper investigation by specific demographic information) and where required, future investigation will help compliment and deepen the understanding.

If you would like more information about this project or the data that has emerged, please contact:

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Section Three: Results/Discussion

Tips for Reading this Document:

The intention of this document is to bring to light the insights gained from the research initiative and for the data to be used to inform decision-making, policy, strategy and planning for future youth-related initiatives concerning Milton Youth. To ensure that the information is clear and interpreted with the intent with which it was provided, the report:

- Indicates the total number of respondents for each statistic presented through the annotation of “n.” The variance in this number is reflective of the varied delivery methods for each question and the possible number of total respondents.
- Provides citations below each figure to explain the scale of the data
- Seeks to provide data in the most relevant forms (tables, charts, graphs, etc.)

Recognizing the overwhelming amount of information contained in this report, the report has been structured to promote efficient comprehension with the option to dive deeper into the information on topics of relevance to individual readers’ areas of expertise or interest. Each section begins with an overview which describes at a high level the findings and, where applicable, proposes some potential extensions of the findings (potential action items, potential for further exploration or suggested actionable next steps). Each section then expands into the details of the findings for those who wish to see specific data or understand more deeply the commentary provided.

It is important to note that the data was explored for all categories based on specific demographics identified (ex. male vs. female, specialty populations, ages, length of time in Milton, etc.) but in all cases, the data was not statistically different enough to report on (statistical significance evaluated by chi square analysis). Where information was interesting or of value, we have included the breakdown by demographic in each data category.

3.1. Respondent Demographics

Overview

The #miltonyouth project connected with 2,317 respondents, which represents approximately 20% of all Milton youth. A priority of this project was to ensure that the communal voice that is reflected in this project encompassed the voices of the engaged and disengaged youth populations. As young people at various stages of learning how to be active and civically engaged, the design of this project made special efforts to hear from vocal and quiet or disinterested youth citizens.

Important to the success of ensuring a representative sample of Milton youth, demographic information was collected to ensure that the collective voice encompassed the diversity that exists amongst Milton's youth population. The respondents represented diversity in gender (male/female and non-binary "other"), age (12-19 years old), specialty population identities (Francophone, First Nation/Métis/Inuit, Newcomer, LGBTQ+, Disability and Visible Minority), duration of time living in Milton and geography (by postal code, rural and urban/ward).

This diversity and volume of respondents allows for the trends and data presented in this report to confidently represent the voice of the overall youth population within Milton.

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Next Section: Youth Engagement with their Community (Page 14)

Detailed Analysis

NOTE: Unless otherwise stated, the data in this section reflects the long- and short-form initial survey only. Demographic information from the focus group and second-round survey were comparable and therefore not included.

On the long-form survey, youth were asked to voluntarily fill out an open-form response regarding their gender. Their responses were coded into the common binary Male and Female as well as “Other” which encompassed all other gender expressions identified within their response. Some youth chose not to respond to this question and were coded as “blank.”

Gender

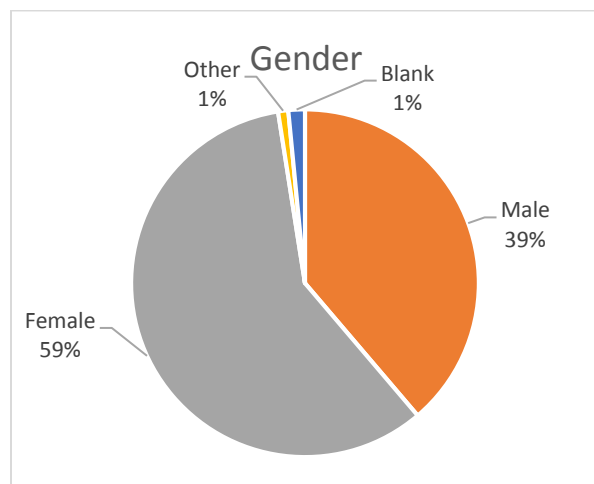


Figure 1 Respondents by self-identified gender (n.846). This question was only asked of long-form respondents.

Age

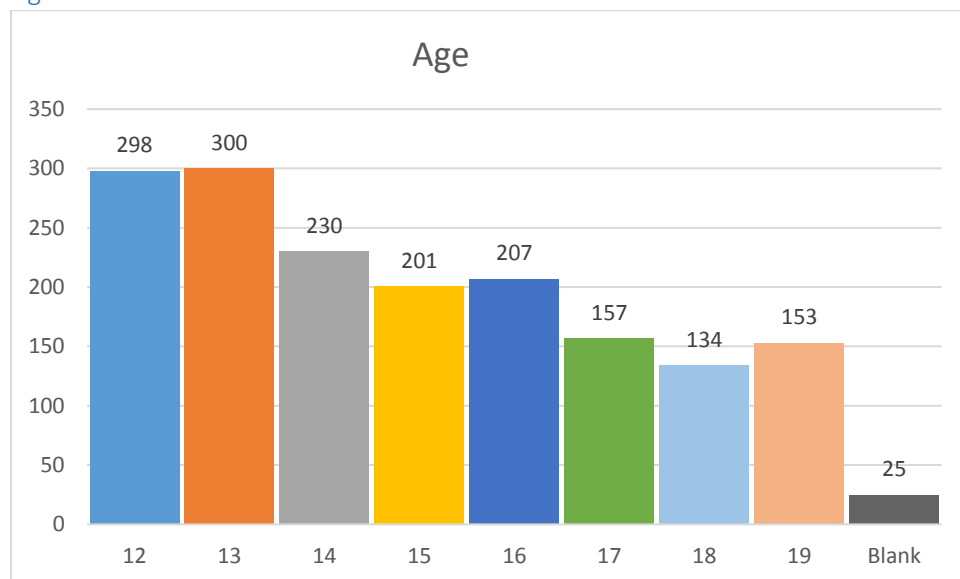


Figure 2 Respondents by age (n. 1756). This question was asked to ensure representation from a variety of age groups.

Specialty Populations

Youth were invited to self-identify with a variety of specialty populations, to see if interests or concerns were any different than other populations of youth. Youth were prompted with the following definitions of each classification:

- Francophone (first language is French)
- First Nation, Métis, Inuit
- Newcomer (lived in Canada less than 5 years)
- LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, +)
- Having a disability
- Visible Minority

It can be noted that when collecting “Road Show” responses, many youth inquired about the definition of Visible Minority to which the definition of “you look different than the majority of people around you” was provided. Many non-Caucasian youth did not feel that this applied to them: this is important to note as the number of visible minority youth reached would be significantly higher if the traditional understanding of Visible Minorities being all non-Caucasians was applied. It is also interesting to note that the term or concept does not resonate with the surveyed youth in Milton.

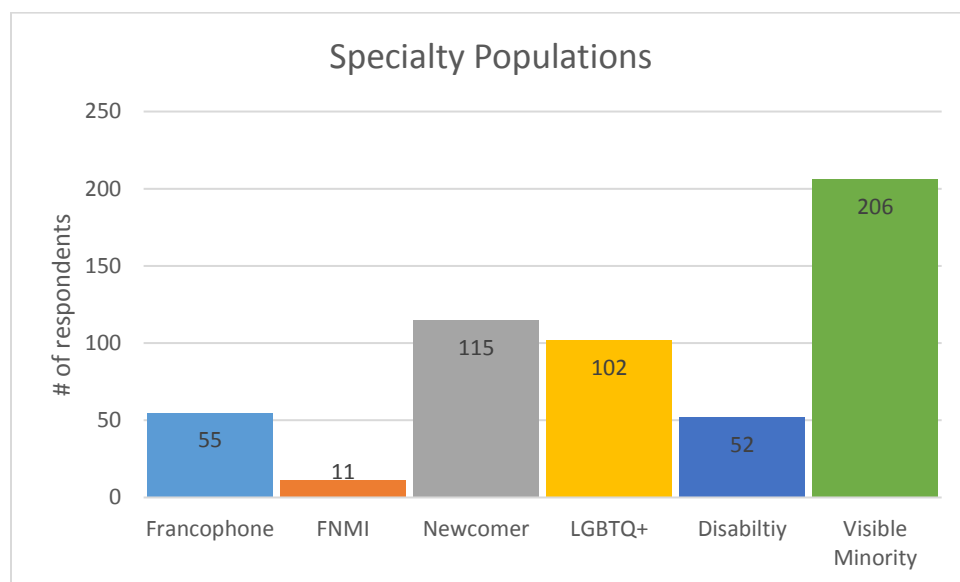


Figure 3 Respondents who self-identified as part of these specialty populations (n. 1756).

Length of Time in Milton

After some preliminary analysis of the data and conversations with youth, a question was added to the demographic section of the long-form survey inquiring to the length of time that youth had lived in Milton. This was added to explore how attitudes and behavior might be different depending on their tenure as a Milton resident. The responses to this question allowed staff to cross-reference all responses and observe any related trends.

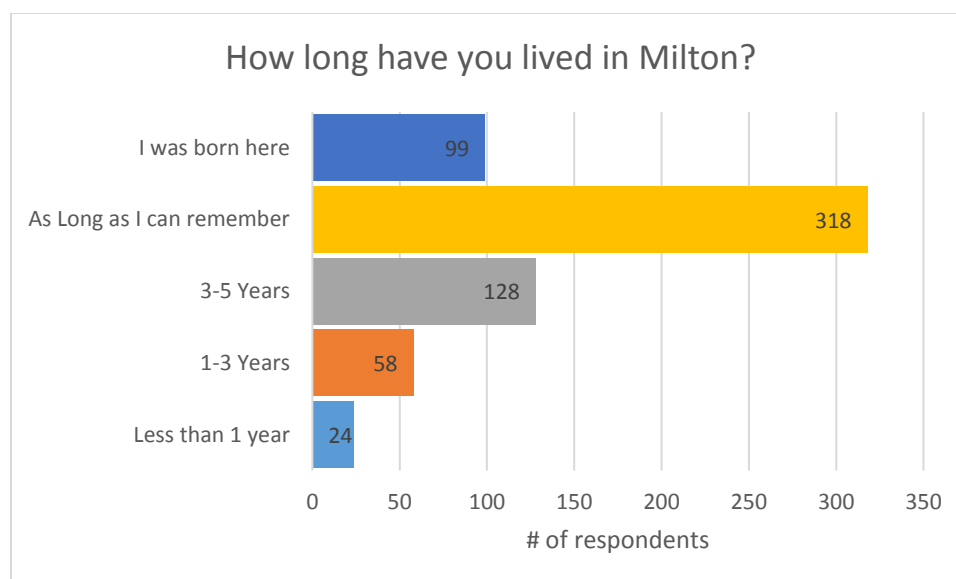


Figure 4 Respondents indicating the length of time they have lived in Milton (n. 696) **NOTE:** Not all respondents were provided with this question – it was added to the long-form only after the first 150 respondents had answered.

Geography

Geographic information was collected through postal codes to ensure a representative sample of all geographical areas within Milton as well as isolating any “hot spots” for specific topics or responses identified by the youth. Postal code information was provided by approximately half of the respondents.

Geographic Information	
Urban Postal Codes	84%
Rural Postal Codes	9%
Non-Milton Postal Codes	7%

Figure 5 Respondents by Postal Code (n. 1202). Responses from the long, and short-form survey and focus groups are included.

This split in rural and urban geographies is representative of the actual proportion of rural youth (7% of total Milton youth as per 2016 Census data). Responses were also received from youth with postal codes outside of Milton – this information indicated that Milton facilities, events and programs are being accessed by youth who live elsewhere. The most prominent non-Milton postal codes belonged to: Halton Hills, Georgetown, Mississauga, Burlington, Ancaster, Dundas, and Oakville.

Potential Extensions of the Project

Relevance of “Visible Minority” Concept/Term: Throughout the data collection phase of this project, youth consistently asked what the term “visible minority” meant and they were provided with the definition “you look different than the majority of people around you.” During in-person data collection, many young people, regardless of physical traits including skin colour, did not feel that this term applied to them even when applying traditional definitions would have classified them as Visible Minorities. It is worth exploring the relevance of this term and concept with young people for future studies to ensure accurate reporting on diversity of respondents.

Specialty Population Prevalence:

Although not surprising, those who identify as part of specialty population groups make up a significant proportion of the youth population.

Population	% of total youth respondents
Visual Minority	12%
Newcomer	7%
LGBTQ	6%
Disability	3%
Francophone	3%
First Nation, Métis, Inuit	1%

Figure 6 Self-Reported Youth Specialty Populations (n. 1,756). Percentages represent the breakdown of all respondents who self-identify as belonging to these populations.

In looking at the statistical significance of the variance between groups in responses, most responses reflected the overall youth trends. That being said, these populations can have unique needs that were not explicitly explored as part of this study. Some findings did emerge with the LGBTQ+ populations which are explored on page 17.

3.2. Youth Engagement with their Community

Overview

The youth in Milton, as a whole, are very connected to their community. They report feeling safe (86%) and welcome (86%) and feel that Milton is a youth-friendly community (84%). These figures support high levels of sense of belonging and safety but it is important to address the issues facing the remaining youth who still feel unsafe and unwelcome. For those feeling unsafe, they identified that physical spaces make them feel unsafe or that part of their personal identity makes them feel mentally/emotionally or physically unsafe. For those feeling unwelcome, they noted that the facilities were not equipped for them, there were not enough resources, adults in spaces make them feel unwelcome or part of their personal identity is not welcomed.

Youth identified reasons that make Milton a good place for young people and ways that Milton could be more youth-friendly. Highlights include the safety and sense of community that Milton provides, the activities available for youth to participate in and its connection to nature and parks. They stated that there should be more opportunities for different/more types of youth-relevant activities (explored more on page 60), an improved Milton Mall as well as improved transit (explored more on page 41, Youth Mobility).

The #miltonyouth project also explored patterns of involvement (participation by category, reasons for participating and barriers to participation) which produced the findings on page 22. This information can help inform the profile of a “typical” Milton youth and how they are spending their time outside of school hours.

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Next Section: Youth Communication and Digital Connections Outs (page 35)

Detailed Analysis

When evaluating the relationship that Milton youth have to their community, the #miltonyouth project explored youth perceptions of their sense of belonging and their perceptions of the ability of the community to be responsive to youth-needs, wants and interests. The project also explored the current engagement patterns that connect youth to activities, the community, to each other. These results provide insight into the strengths of current youth engagement and areas of potential development.

Feeling Safe

It was important to investigate the level of safety that youth felt as being part of the greater Milton community. Figure 7 highlights that, overwhelmingly, youth do feel that they are safe within their community but there are areas to explore further with the 14% of youth who do not feel safe. The top two safety issues were (1) physical spaces being unsafe (ex. under-lit, not enough adult supervision, traffic concerns, etc.) and (2) personal identities leading to feelings of mental/emotional vulnerability. See Figure 9, Figure 10, and Figure 11 for deeper analysis.

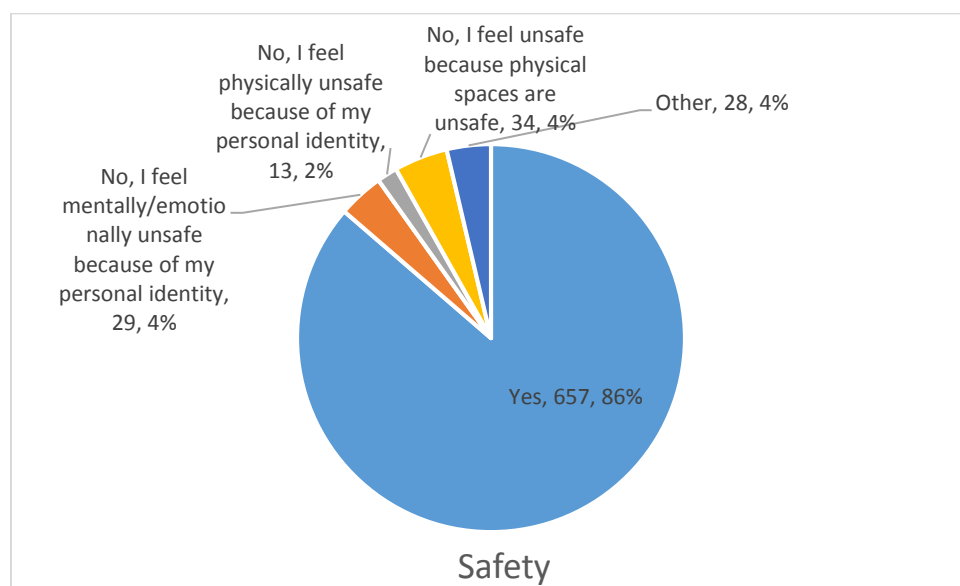


Figure 7 Youth were asked a multiple-choice question “Do you feel safe (physically, mentally, and emotionally) in Milton?” (n. 761). This question was available on the long-form as well as those who chose the “Safety and Belonging” section of the short-form survey.

Feeling Welcome

In evaluating sense of belonging, above a sense of safety, the goal is for young people to feel that they are welcome within their community. Similarly to sense of safety, the responses indicated that the majority of youth do feel welcome but it was noted that there is some challenges with adults making youth feel unwelcome, a lack of resources for youth and the design of the facilities did not necessarily meet the needs of the youth who did not feel welcome. See Figure 9, Figure 10, and Figure 11 for deeper analysis.

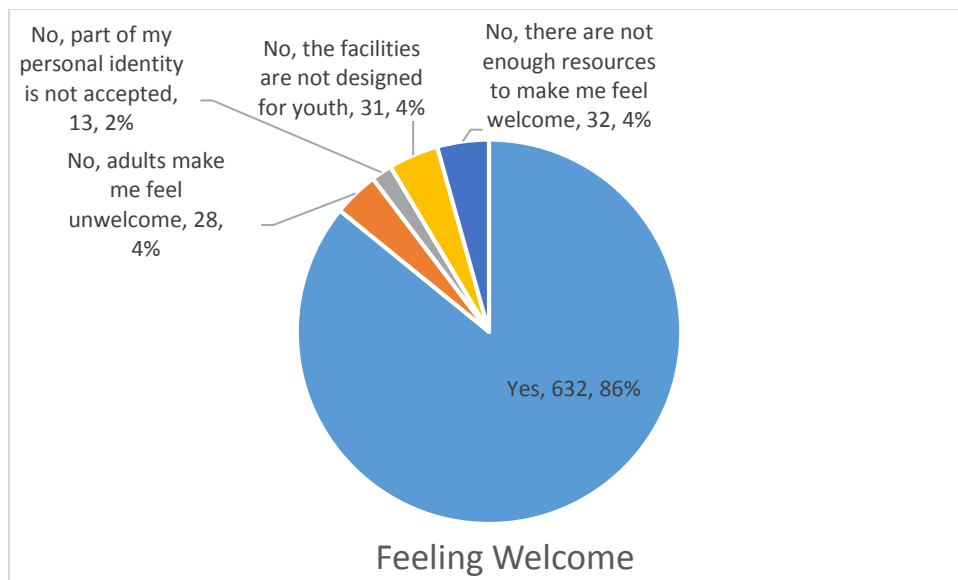


Figure 8 Youth were asked a multiple-choice question "Do you feel welcome in Milton?" (n. 727). This question was available on the long-form as well as those who chose the "Safety and Belonging" section of the short-form.

Specialty Population and Feeling Safe & Welcome

With most of the analyzed data there was little variation between responses regardless of gender, age or any other identifier. The exception to this was the category of feeling safe and feeling welcome.

As a whole, Milton youth responded they felt safe and welcome. When analyzing the information from youth who identified with certain populations the response rates were different. Accounting for 14% of all respondents, these populations felt less safe and welcomed in their community. The following figures showcase that there is still work to be done to help these marginalized populations feel safe and welcome in Milton.

Figure 9, highlights the following differences between these identified youth populations compared to the overall youth response:

- Newcomers are significantly more concerned with the design of the facilities,
- Youth with a visible disability feel that part of their personality is not accepted and that there are not enough resources to help them to feel welcome.
- The LGBTQ+ population ranks 2-3 times more likely to feel unsafe and unwelcome in all categories when compared to their non-LGBTQ+ peers. Of importance is the perceived lack of support that adults are having on this particular demographic.

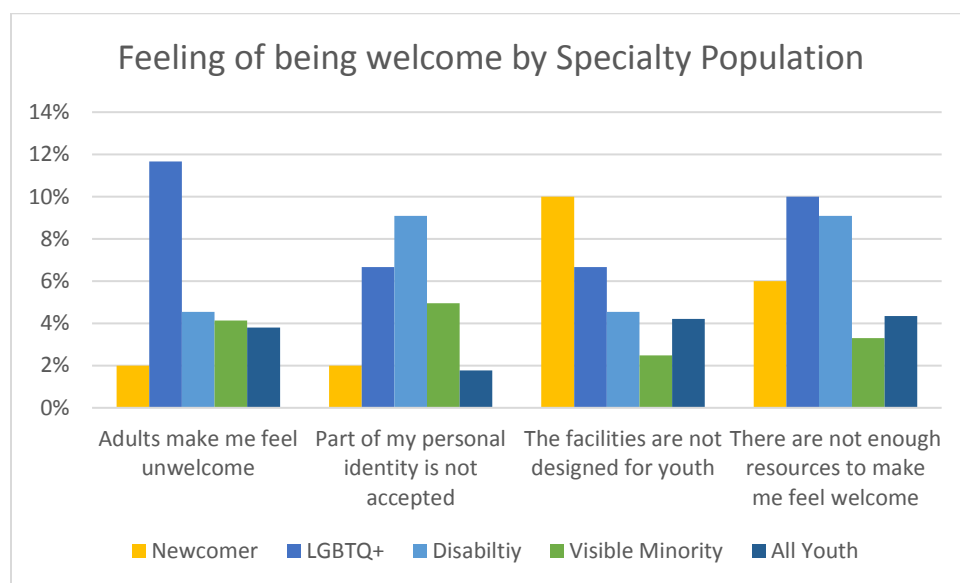


Figure 9 Removing respondents who felt welcome in Milton, this figure represents the percentage of the specialty population responses and their reasons for not feeling welcome. NOTE: First Nations, Métis, Inuit and Francophone youth have been removed from this figure as their reported numbers were negligible in most categories. (n. varies by population)

Figure 10 showcases a similar trend with regards to sense of safety. The LGBTQ+ population, in some cases, were 10 times more likely to feel unsafe.

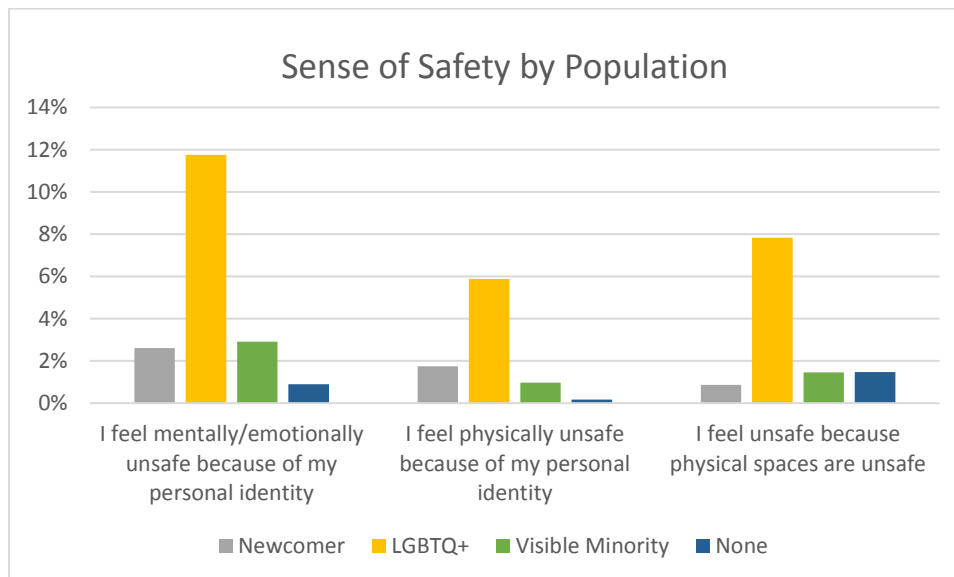


Figure 10 Removing respondents who felt safe in Milton, this figure represents the percentage of the specialty population responses and their reasons for not feeling safe. NOTE: First Nations, Métis, Inuit and Francophone youth and youth with a disability have been removed from this figure as their reported numbers were negligible in most categories. (n. varies by population)

Figure 11 breaks down the variance in responses based on youth's self-identified gender. The youth who did not identify as one of the majority binary genders had responses that varied from their peers.

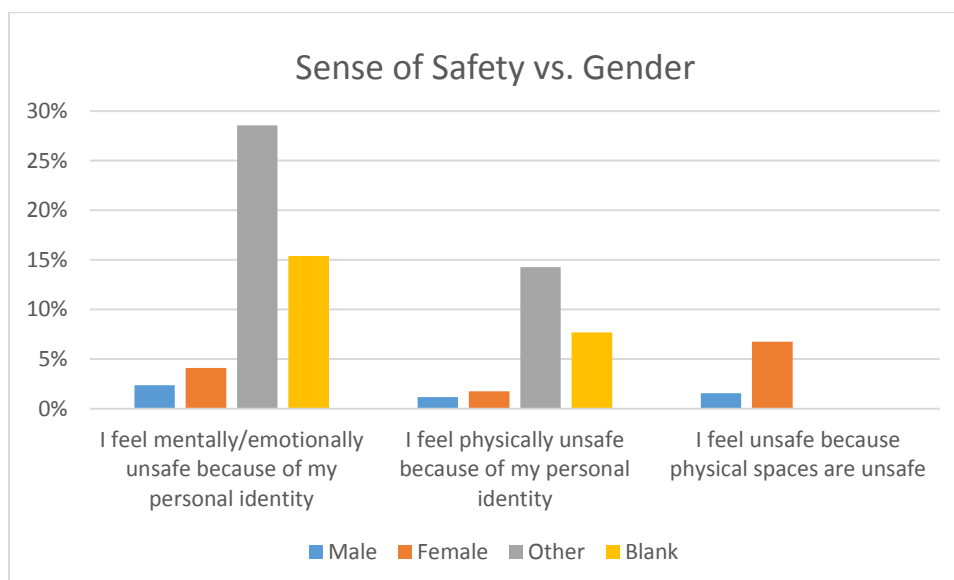


Figure 11 Removing respondents who felt safe in Milton, this figure represents the percentage of gendered responses and their reasons for not feeling safe. (n. varies by gender)

Milton's Strengths and Areas of Improvement

Respondents were provided two open-ended questions asking what makes Milton a good place for youth to live and how Milton could become more youth friendly. When the responses were grouped and coded some recurring categories emerged. See Figure 12 and Figure 13 for the specific results.

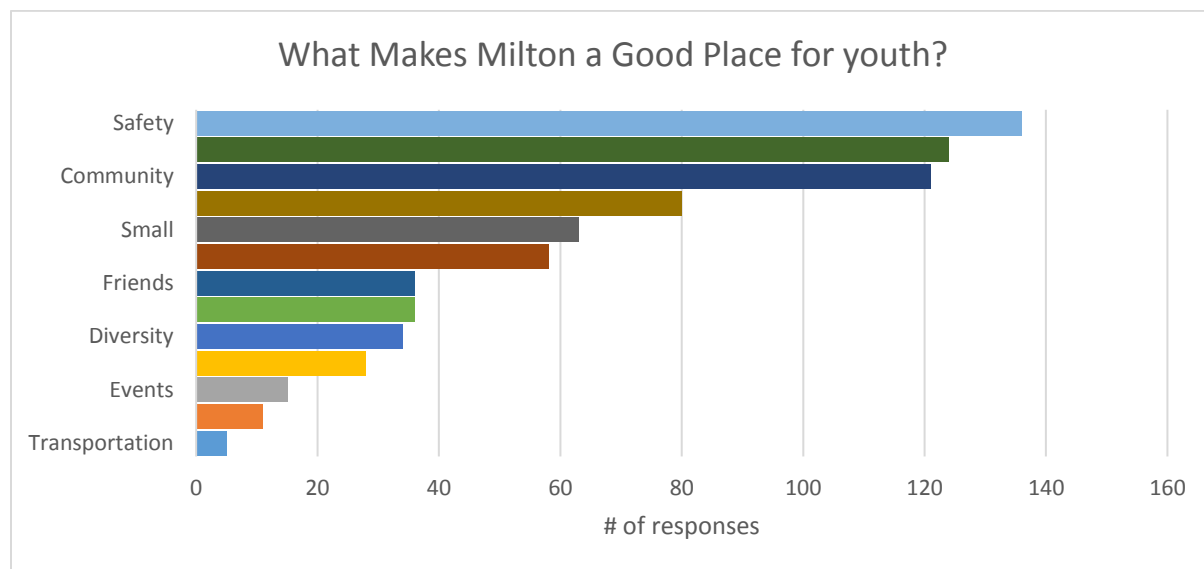


Figure 12 "Name one thing that makes Milton a good place to live for youth." (n. 846) Respondents on the long-form had an open field to answer the question. Responses were coded. Note that some respondents had multiple categories and responses were allotted multiple codes.

Figure 12 breaks down the variance in responses based on youth's self-identified gender. The youth who did not identify as one of the majority binary genders had responses that varied from their peers.

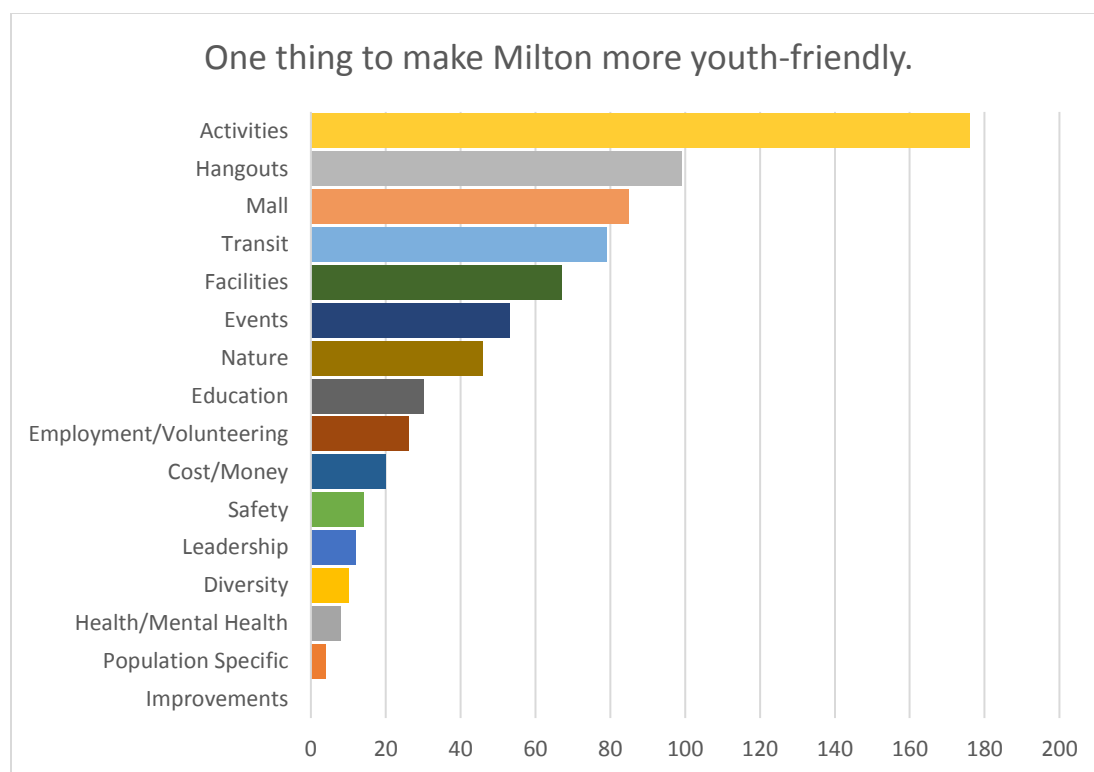


Figure 13 “Name one thing that Milton could improve to make it more youth-friendly.” (n. 846) Respondents on the long-form had an open field to answer the question. Responses were coded. Note that some respondents had multiple categories and responses were allotted multiple codes.

The topic of “Activities” appeared as both a strength and an area of improvement. The comments pertaining to activities as a strength indicated there were many programs to be involved in, with a heavy emphasis on sports. The comments pertaining to activities as an area of improvement spoke to a lack of relevant, trendy and social things to do. This is explored further in Youth Priorities and Potential Development Opportunities on page 56.

These comments were expressed throughout the surveys, in focus group conversations and in the review of other youth-focused studies (Appendix A – Background Information and Previous Studies). The repetition of these themes supports the importance of addressing some of these shortcomings.

Is Milton Youth-Friendly?

Youth were provided with a free-form space to explain why Milton was or was not a youth-friendly community. Youth were extremely articulate and thoughtful in their responses. Those responses that were categorized as “Yes, but...” were responses that identified Milton as a Youth-Friendly community with some specific points for improvement to be truly youth-friendly. See Figure 14 below.

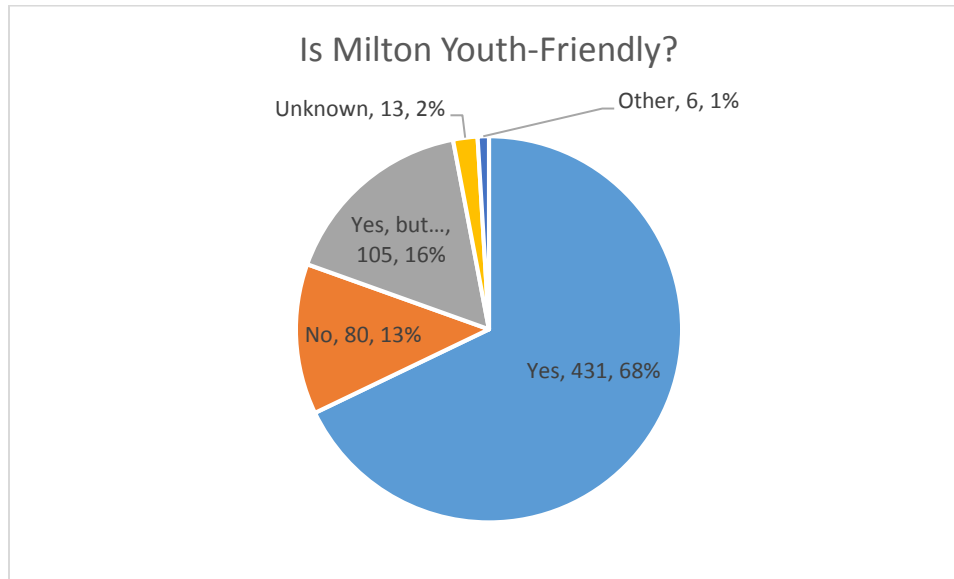


Figure 14 Youth filling out the long-form survey were asked to identify if Milton was a youth-friendly community through a free-form answer (n. 635). Responses were manually coded.

The responses are articulate and appear to be thoughtful and honest. Below is a sample of some of the detailed responses. Additional quotes can be acquired by contacting the Community Development Advisor.

- “Milton is indeed a youth friendly community primarily due to the many programs provided by government institutions such as schools, community centres and libraries. Milton's youth population is large and it is thus very easy to find people that you can relate with and share similar views to you, there are dozens of parks within walking distance where you can meet up and enjoy yourself. In all, Milton from my experience has arguably one of the most youth-friendly communities in all of the GTA.”
 - Male, 18
- Milton is a pretty youth friendly communities. Center such as the Art center and the Sport Center have many opportunities to get involved. Even so, I feel as if there are more and more stories and situations of unsafe things happening in our environment (fires, robberies). I feel that although Milton is still pretty safe, it is not as safe as it used to be. I see many students making bad decisions, and none of the adults around stopping them.
 - Female, 15
- I think it is an ok friendly place, I wish that I could get to see my friends more at hang out places where we can use the wifi and chill, like a youth cafe or something.
 - Male, 13

- “In my opinion, Milton isn't youth friendly. Instead, it is child and family-friendly. There are plenty of amenities for family and young children like splash pads and programs at the leisure centre, but there isn't much to do for teenagers. We can loiter at the skate park, leisure centre, sports centre, metro tims, and McDonald's for only so long. I think because of this, a lot of people my age turn to weed and alcohol because there just isn't much to do in town so they choose something more fun. I think if Milton began catering to young adults specifically, it could help make Milton a better and safer town to live in for everyone.”

• Female, 18

Youth Participation – Categories, Rationale and Barriers

To further understand engagement levels and areas of interest presented by youth, the #MiltonYouth project explored various types of activities that youth participated in. The information confirms that Milton youth are inclined to participate in athletic activities as 2 of the top 5 categories related explicitly to sport. Contributing back to the community through volunteer and part-time jobs also makes up a significant portion of a youth's out-of-school commitments.

See Figure 15 below.

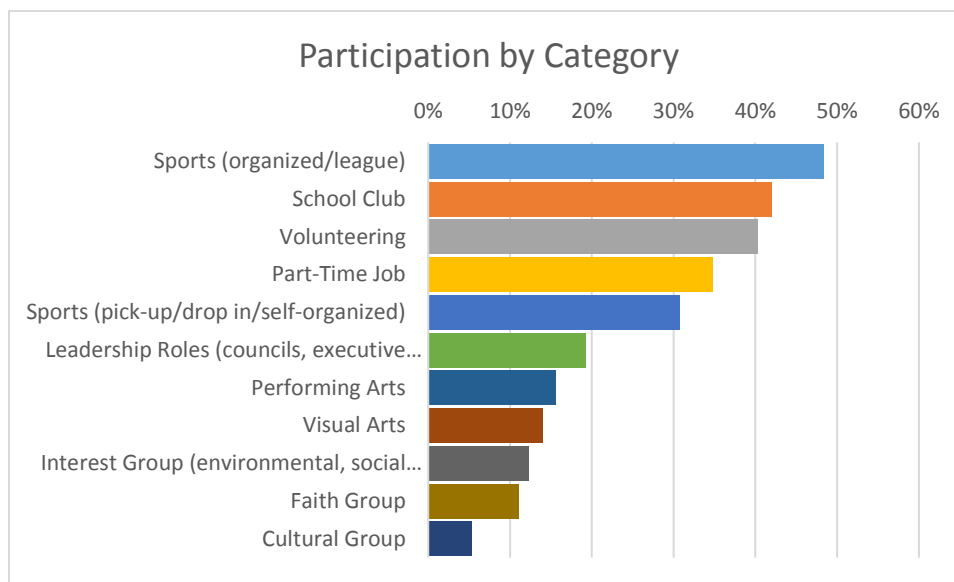


Figure 15 Youth were provided with a multiple choice (select as many as apply) question to identify what types of activities they were involved in. This chart provides the % of youth who answered this question who participate in the given activity (n. 1,214). This question was available to long form and to those who chose the “Doing” section of the short-form survey.

In the following chart youth identified why they participate in activities. This information can be used for future program development and targeted marketing. See Figure 16.

While there is no direct evidence, the number of responses to physical and mental health may be attributed to the increased education and conversations that surround the topic of personal wellbeing. It is also encouraging to see that the lower response rates are the external influencers (peers, perception and parental influence), indicating that Milton youth have some autonomy and agency in the type of programming that they are participating in.

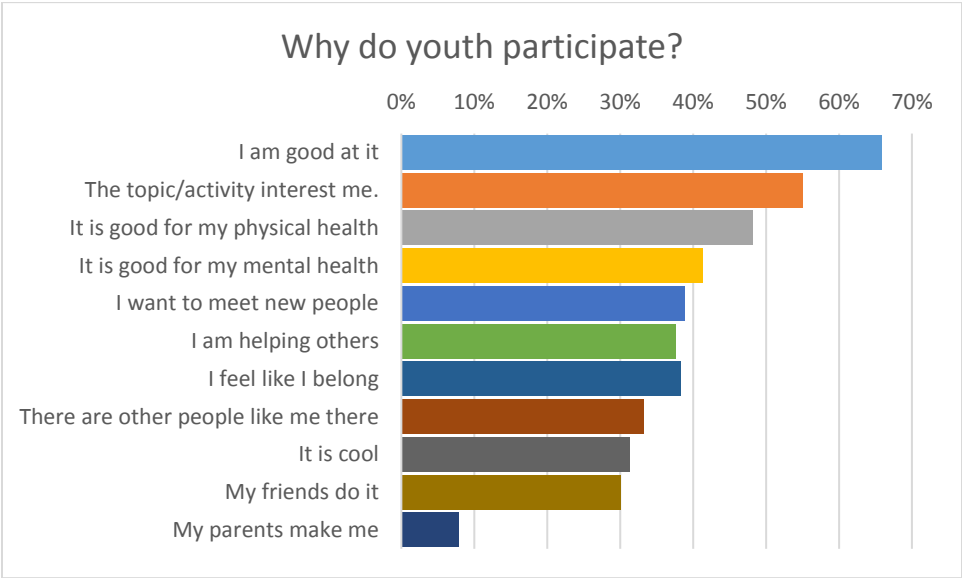


Figure 16 Youth were also provided with an opportunity to identify why they chose to participate in the selected activities through a multiple choice question (select all that apply). This chart provides the % of youth who answered this question who participate for the given reason (n. 1,214). This question was available to long form and to those who chose the “Doing” section of the short-form survey.

Alongside the positive influencers of participation, the #miltonyouth project also explored the barriers that are preventing young people from becoming involved in various opportunities available to them. Figure 17 explores these barriers.

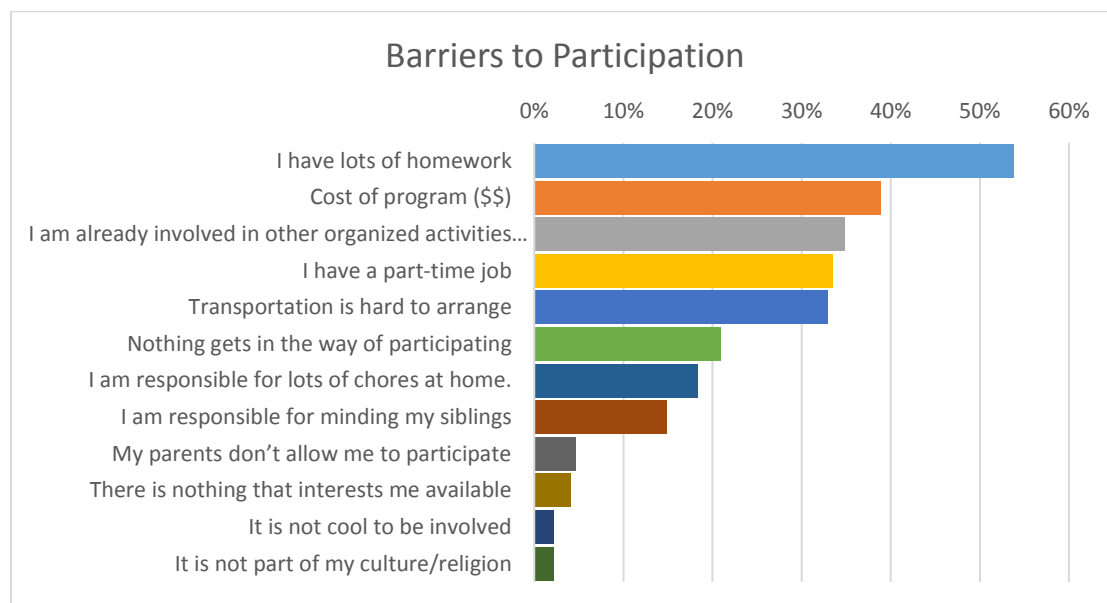


Figure 17 Youth were provided with the opportunity to pick from a multiple choice list (as many as apply) to indicate what barriers exist to fully participating in interesting activities (n. 1,214). Although the categories varied between the long and short form response, this question was available to long form and to those who chose the “Doing” section of the short-form survey.

Overall, Milton youth are engaged with their community, active participants in organized activities and feel a strong sense of belonging.

Potential Extensions of the Project

Support for minority groups: As indicated by the findings regarding the sense of safety and belonging felt by those who identified as part of the listed specialty populations, further work can be done to promote a safe and welcoming space for all youth. This would include staff training on the 40 Developmental Assets for Youth and how to effectively communicate with youth. Further collaboration with these populations would benefit the community in understanding their specific needs and how to best support them.

Sports vs Arts: The results indicate the participation rates in sport to art are 4:1 respectively. A better understanding of why this may be the case would help understand the gaps and services that exist in the community. Comparisons should include opportunity to participate, program costs, location and knowledge of available services.

Cost of Programs: Noting that 39% of youth identified the cost of programs to be a barrier to participation, it is worth further investigating the financial implications of charging youth fees for recreation activities. Other areas of focus may include awareness of financial aid opportunities, cultural beliefs and values in recreation and how family size may impact participation rates.

Transportation: Explored further in Section 3.5 Youth Mobility

3.3. Youth Hang Outs

Overview

Youth have identified that having more places around Milton to safely hang out is a priority for them. This section explores current patterns of where youth are congregating or spending their free time.

The most common location for youth to spend their free time was at home. Schools, parks, coffee shops/cafes, stores, the Milton Public Library and the Milton Sports Centre were also popular places to hang out.

This section also explores how a youth's physical geography and age influences where they hang out during non-school hours.

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“Other” Hang Outs	34
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Next Section: 3.4 Youth Communication and Digital Connections (page 35).

Detailed Analysis

In order to better understand the behavior patterns of Milton youth, the #miltonyouth project explored the relationship youth had to the physical spaces around town. Youth spend the majority of their waking hours in school but also have significant recreational time in the evenings and on weekends. Understanding where they are hanging out can help to inform additional places to hang out as well as ways to further engage the youth of the community.

Distribution of Free Time

Figure 18 explores where young people are spending their time. The chart shows the majority of youth are spending most of their time at home outside of school hours. This is also strengthened by comments in other questions citing there is not enough activities for youth to participate in, and that homework, transportation and home responsibilities are barriers to participating in activities.

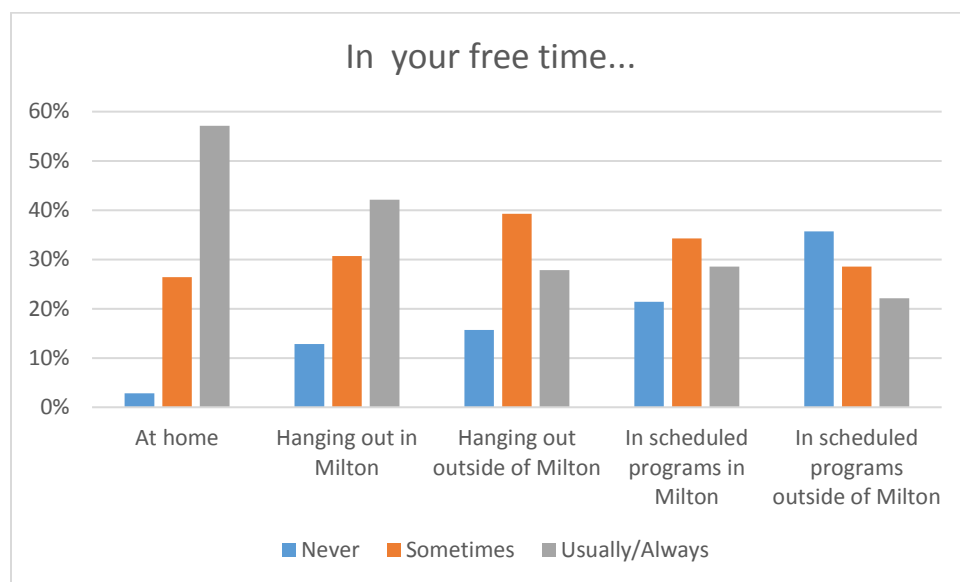


Figure 18 Youth filling out the “Doing” section of the short-form survey identified where they spend their free time and were asked to rank each of the listed categories. (n. 140). The response are listed as a percentage of all response to this question.

Prevalent Hang Out Locations

Respondents to the long-form survey provided insight into where they are regularly hanging out or attending programs by selecting from a provided list of locations. They were able to choose as many responses as were applicable. The schools dominated this response as many youth participate in educational and co-curricular/extracurricular activities outside of their school hours.

Another popular location for youth to hang out was local parks. This connection to parks and nature was a recurring theme throughout the survey and often included in open-ended responses. The youth spoke about the freedom that comes from congregating at a park, the accessibility and proximity to their homes and friends as well as some of the challenges of sharing this space with younger children and their parents.

It is encouraging to see that many local businesses (coffee shops/cafes, stores and shops) were also a highlight as places that youth hang out.

Figure 19 includes all of the locations and the frequency of respective responses.

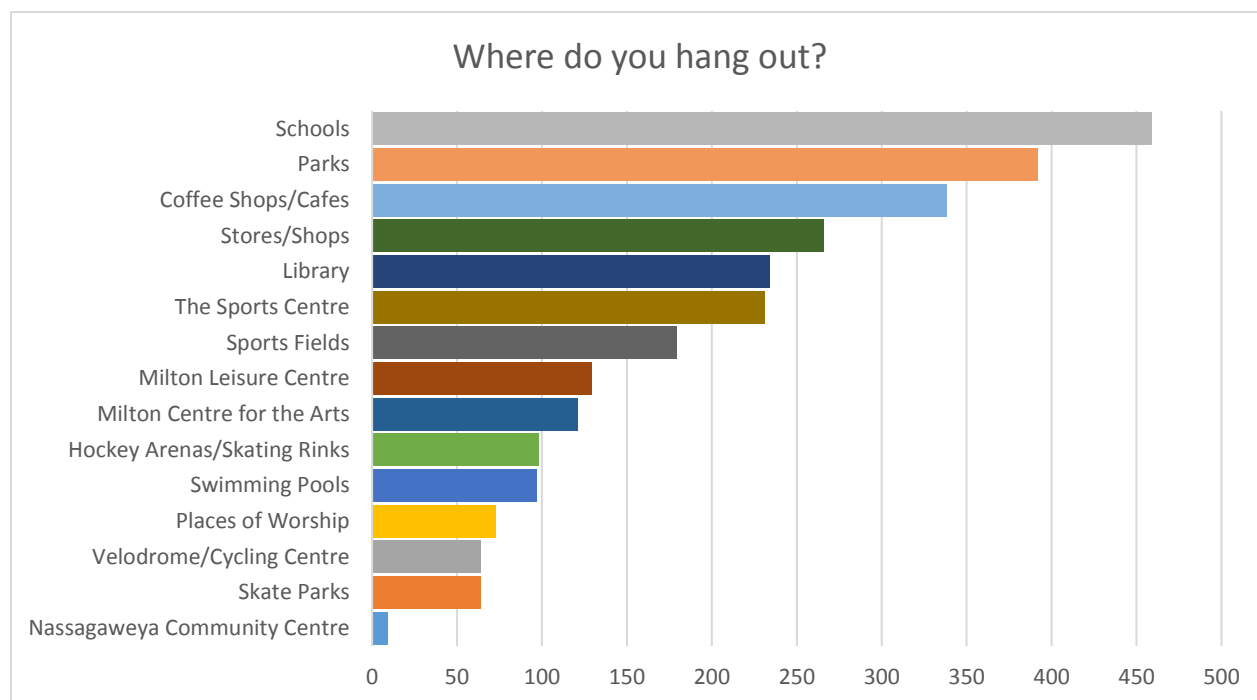


Figure 19 Youth were invited to indicate where they were hanging about around town or participating in organized activities. Youth could select as many as were applicable. (n. 846)

Geographical Distribution of Hang Outs

In order to assess how geography affects where Milton youth hang out, Figure 20 was cross referenced with their approximate geographic locations. Using the postal codes provided (75% of total response for this question), youth were connected with the Ward in which they reside and the data was reorganized based on responses by Ward. Figure 20 provides the geographic boundaries for the 4 Wards. Figure 21 showcases the division of data as percentages, providing the ability to compare the data between Wards. Figure 22 provides an *estimation* of the division of rural and urban hangouts based on provided postal codes.

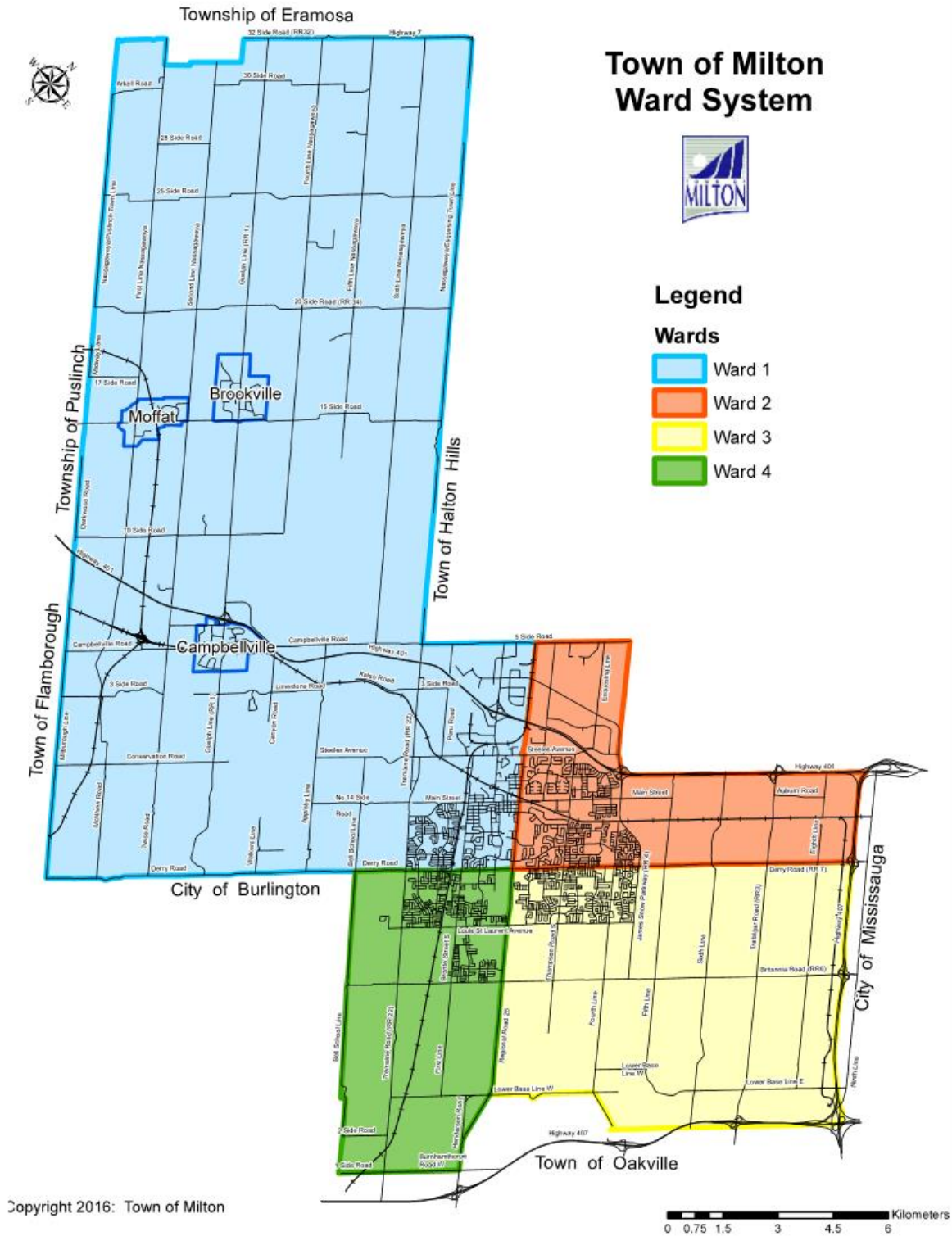


Figure 20 Map of Milton Wards.

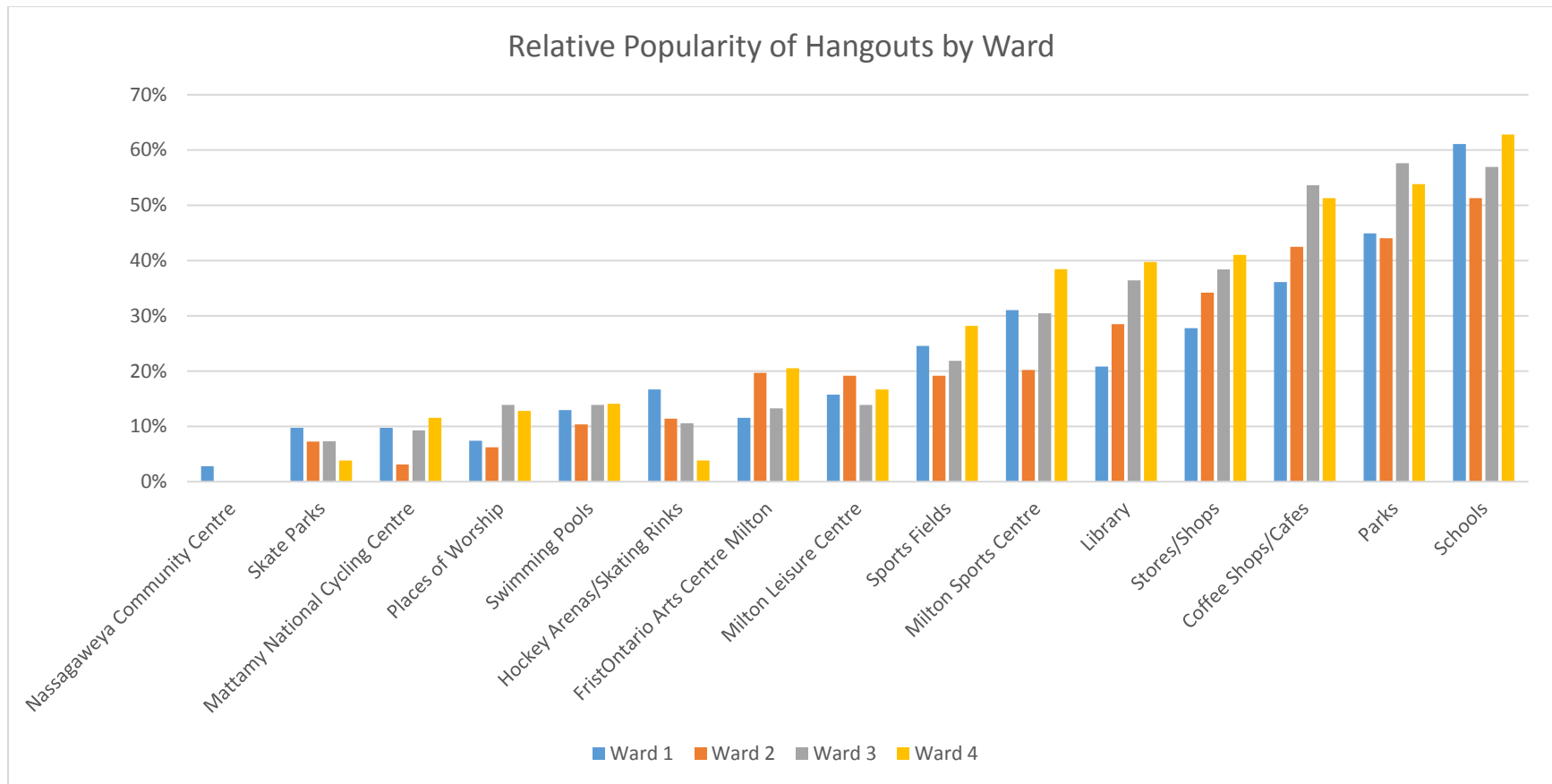


Figure 21 The responses from Figure 19 (when a postal code was provided) was dissected based on the Ward in which they resided. (n.638) The data has been represented in relative form, providing percentages of the total responses from that ward such that responses can be compared.

The data shows a similar pattern in hang outs regardless of Ward. However, the analysis does indicate Ward 4 has significantly less respondents reporting to use the ice rinks, while Ward 2 is not using the Mattamy National Cycling Centre. The data can be interpreted to show that large-scale geography, such as Ward boundaries, do not play a significant role in where young people are choosing to hang out.

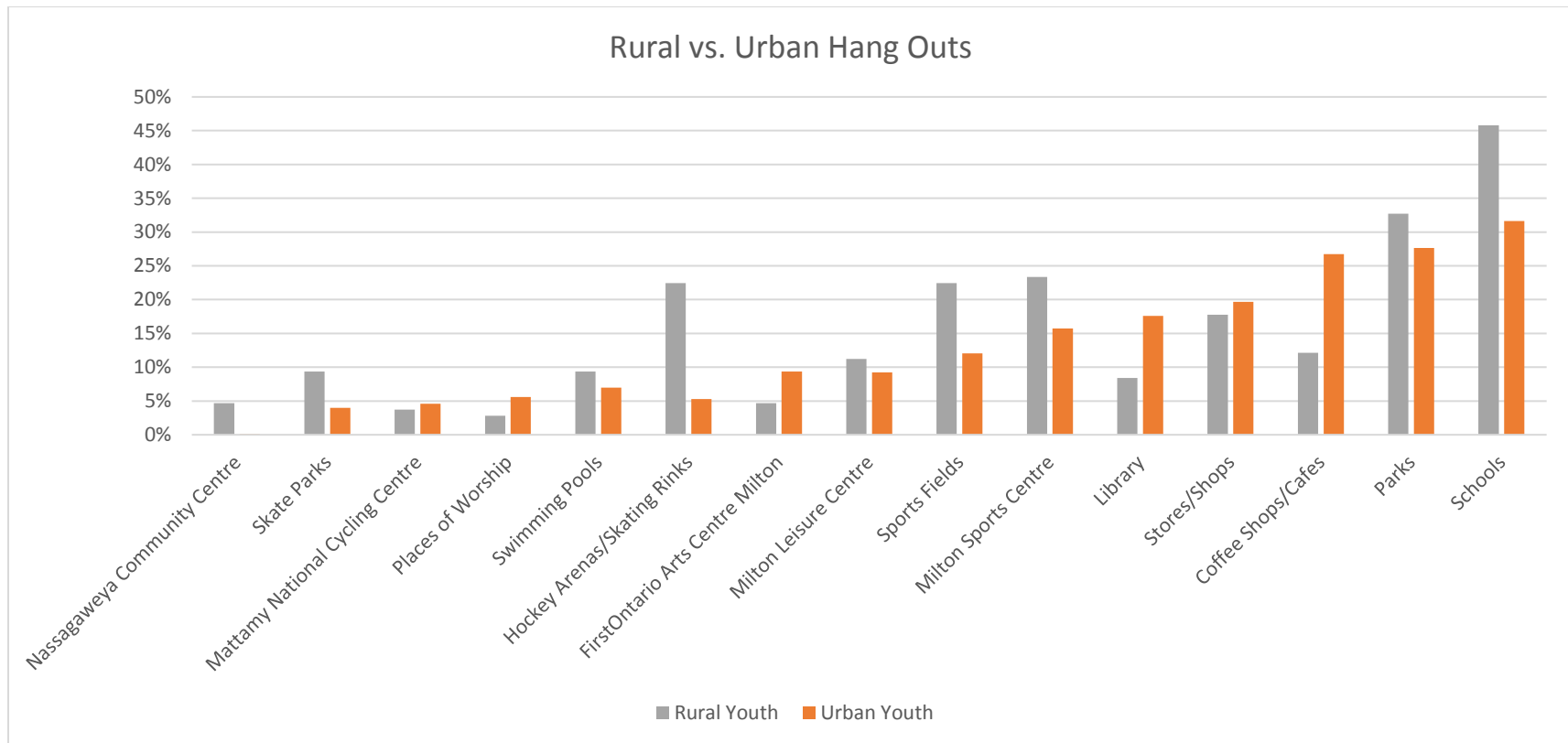


Figure 22 This graph provides a rough breakdown hangouts of rural vs. urban youth based on reported postal codes. As a rough estimate, postal codes were coded L0P (rural) and L9T, L9E (urban). These postal codes do not provide exact classifications of rural and urban but provide us with a good estimation in variance of behaviours based on geography.

There is more of a variance when the data for rural youth is separated out. The dependency on schools, parks, sports fields and ice rinks is increased in rural youth – this could be attributed to access to play or lack of other opportunities in the rural community for youth to hang out such as businesses. As a general trend, the rural youth are making greater use of the amenities in their neighbourhood. While the urban youth reported a higher instance of hanging out at retail stores and municipal facilities.

Distribution of Hangouts by Age

In an effort to understand patterns of usage and youth behavior, the data was separated based on reported ages. This can help youth-serving organizations and other community organizations identify relevant trends to various age categories, providing insight into strengths and areas of growth.

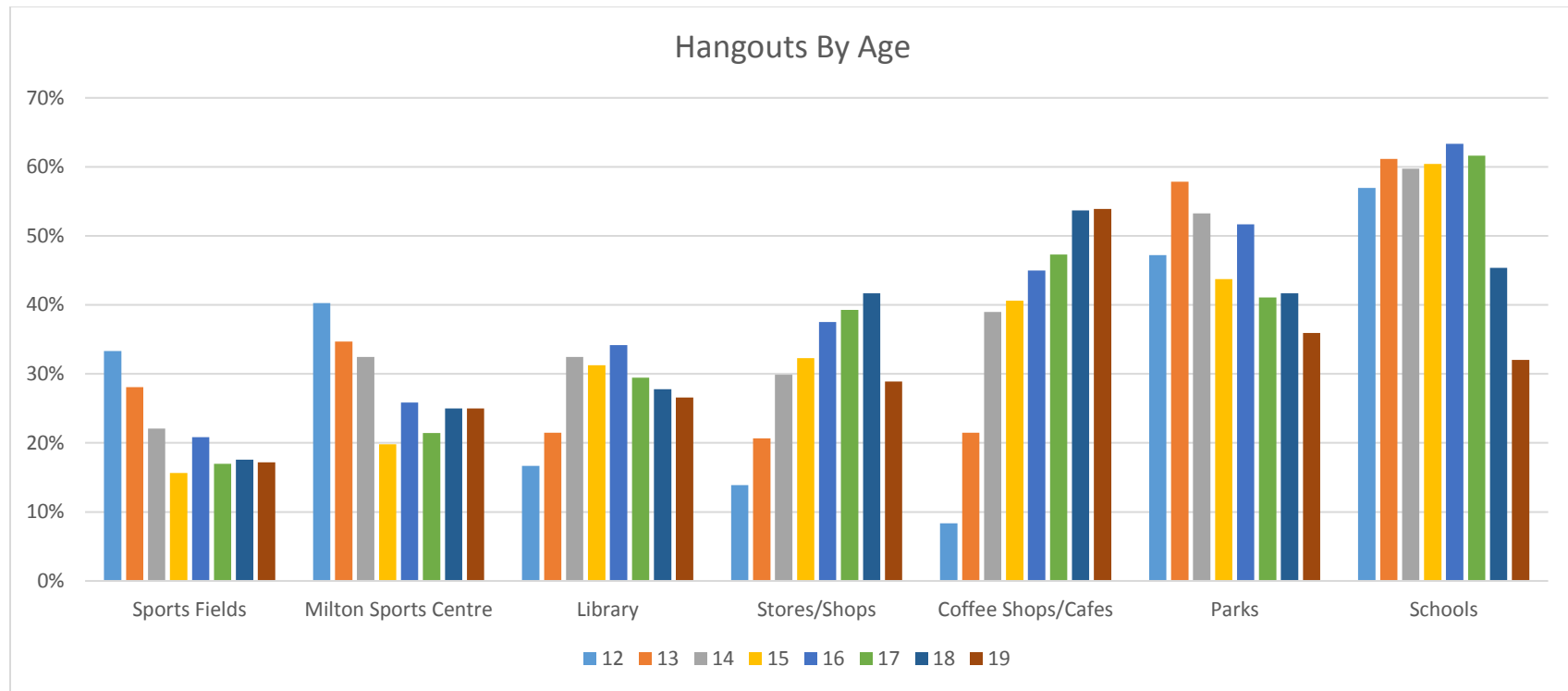


Figure 23 a) The graph represents the breakdown of data from Figure 19 broken down by age. (n. 846). The data continues into the following Figure 23b.

Figure 23a showcases that 12 and 13 year old youth have a different pattern of hang outs than their older counterparts – frequenting retail less and sports facilities more often. Once youth reach 18 and 19, they are much less likely to hang around their schools. This can be attributed to greater access to transportation, moving away for post-secondary education or no longer being connected to the school.

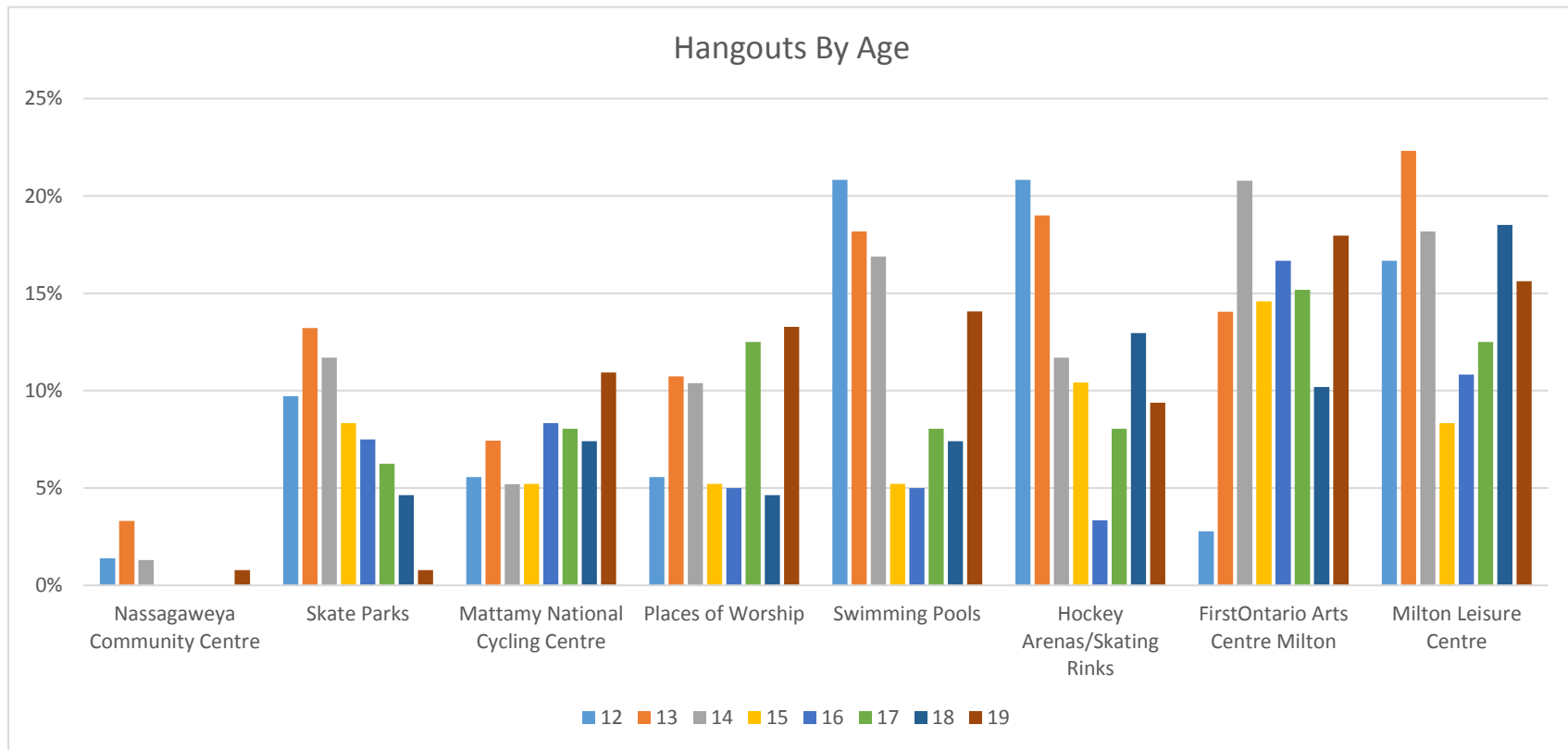


Figure 23 b) continued from the above figure.

Welcoming Spaces for Youth

Youth were asked to identify which spaces around Milton treat youth well. The diversity in response indicates that overall, local businesses and facilities are inclusive of youth.

There was a correlation between where youth hang out and feeling welcomed by staff or volunteers. The exception being the “Parks” response which is likely due to the fact that parks do not have staff to interact with youth.

Figure 24 highlights the spaces where youth feel that they are treated well.

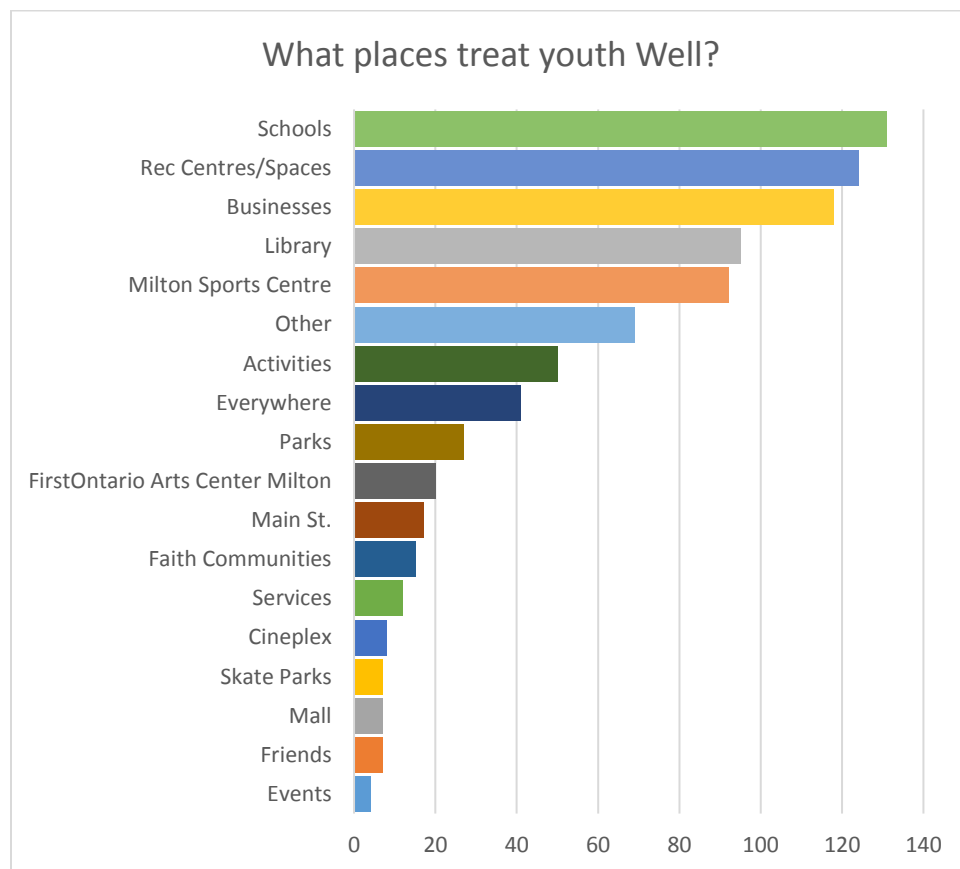


Figure 24 Youth identified places around Milton that they felt treated youth well (n. 846). Although the question asked for explanations as to why, not enough detail was provided to include as part of this report. This was a free-form response allowing for diverse and un-prompted responses.

Potential Extensions of the Project

Youth at Home: Understanding that youth are spending a significant amount of time at home, further exploration as to why they are at home and what they are occupying their time with could enhance an understanding if this time is being well-spent or if barriers could be removed to increase engagement.

Youth at Private Businesses: Although youth might be hanging out at coffee shops/cafes and stores and shops, further understanding of their spending or loitering behavior could help inform discounting/promotions to increase patronage, disposable income of youth and factors affecting desirable youth spaces.

“Other” Hang Outs: Very few youth provided additional suggestions of places where they hang out (home or friends house were the most popular). Before determining where to place a dedicated youth-space, taking an inventory of additional spaces not measured in this project (existing youth drop-in programs, private businesses, etc.) and how they are utilized will provide additional information necessary to making an informed decision.

Rural Youth Barriers: Investigating how transit to/from school, parental availability and rurally located facilities impact their ability to hang out with their peers.

3.4. Youth Communication and Digital Connections

Overview

This section explores how Milton youth are communicating with each other and those around them. This section hopes to inform youth-serving organizations on the best ways to connect youth with information and opportunities around them.

The report investigated preferred methods of communication, learning that face-to-face communication was the preferred method of communication, almost doubling the second response of text messaging, followed by electronic communication methods.

Youth also weighed in on where they are currently connecting with interesting opportunities and shared that schools, their friends and social media were primary sources of information.

Youth identified which services they were and were not aware of, in hopes of understanding their current level of awareness regarding services and support available to young Miltonians. There is further investigation to be done to fully understand this section of data.

Lastly, the section explores comfort levels concerning how youth communicate their concerns and ideas to various groups of people and organizations.

Included in this Section:

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Awareness of Available Services and Supports.....	37
Communicating Concerns and Ideas.....	38
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Next Section: 3.5 Youth Mobility (page 41)

Detailed Analysis

Methods of Communication

A common assumption is that teenagers and youth are so connected to their phones and digital devices that personal connections are becoming rare. The youth respondents shared with the #miltonyouth project their preferred methods of communicating. Youth had the opportunity to choose one of the methods listed in Figure 25 as their preferred method.

The responses were contrary to many assumptions. Face-to-face communication was the first choice by nearly double that of any other response. General social media fell near the bottom of the list. The trends indicate that one-on-one communication methods are preferred to mass communication methods, with the exception of phone calls being less desirable.

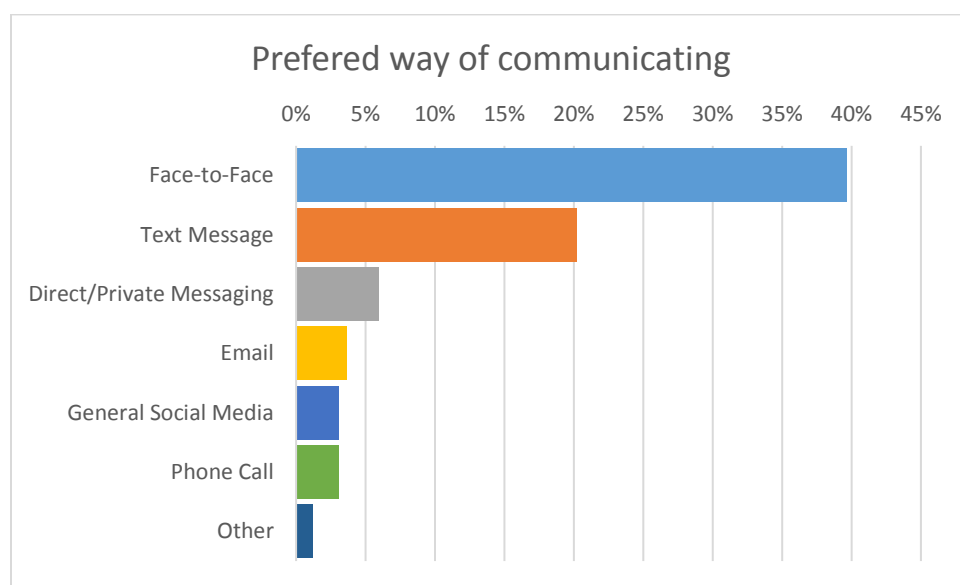


Figure 25 Youth were asked to identify their preferred way of communicating from list (n. 940). The responses are illustrated as the % of respondents with a particular answer. This question was available to all long-form respondents as well as those who selected the "Safety and Belonging" category of the short form survey.

Conduits of Information

Previous studies indicated that youth felt that they were not connected to information from their community and therefore the study sought to discover how youth are currently hearing about interesting opportunities and information. Youth were able to select as many of the listed responses as were applicable and the data is represented as a percentage of all respondents who chose that category.

Youth identified that the most effective ways for them to currently hear about opportunities is from their school and their friends (over 75% of all youth). They also indicated that social media was a good way to target the youth population with over 60% of youth accessing information in this way. It is not fully understood if this was through general social media postings or through direct messaging between friends. Parents were also referenced as a source of information for more than 50% of youth respondents. Traditional media such as newspapers and radio ads were less effective while posters still held some relevance with youth (28%).

Figure 26 explores the exact numbers for each category.

Through promotion of the #miltonyouth project and tracking the engagement by each channel, approximately half of the respondents were reached through online communication (targeted social media ads, website banners and click throughs from partner digital communications). The remainder of responses were collected in person – highlighting that a face-to-face invitation to participate resonates strongly with young people.

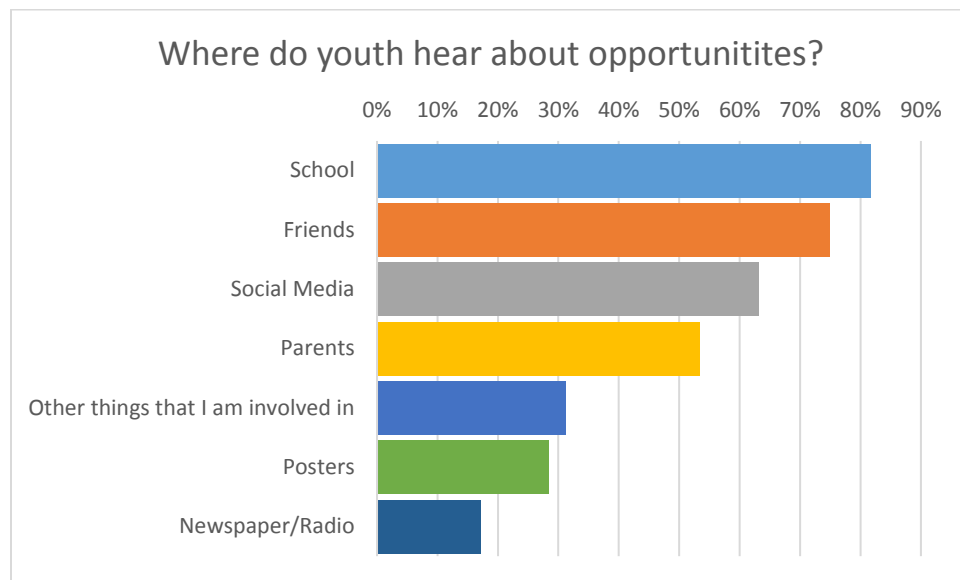


Figure 26 Youth selected as many responses as were applicable. (Long Form only, n. 845)

Awareness of Available Services and Supports

While speaking with youth during the outreach and reviewing previous youth studies (Appendix A – Background Information and Previous Studies) it was clear there was often a gap or lack of knowledge about the available services and opportunities for youth in the community.

By selecting a sample of services and polling the youth on their awareness, the community can begin to understand which services are effectively communicating to the youth demographic. Some of these services are typically accessed on an as needed basis and might not apply to all youth. However in an ideal community, youth would be aware of how to connect with these services in the event that a friend or relative was in need.

In the majority of cases, more youth were unaware than aware of services and a very small number were already connected with these services. Homework support, mental health support, help finding volunteer placements and crisis support ranked as having the most awareness. These supports are often directly linked to a young person's school which would support the findings of Figure 26, that opportunities are effectively communicated through the schools.

The most accessed service was reported as support for finding volunteer placements which is likely attributed to the Ontario Secondary School Diploma requirement of 40 hours of community involvement which means that all youth will need access to a volunteer placement. It is interesting to note that in many conversations and in prioritization of ideas from the youth, they indicated that it was a significant challenge to be connected with meaningful volunteer opportunities.

Further analysis of the responses revealed an emphasis placed on additional homework/study resources and spaces, inadequate support for LGBTQ+ youth, and barriers to participation due to cost of programming. Many of these areas are supported through existing services and perhaps it is a matter of being unaware or existing rather than a need for additional services. Youth also noted that 20% couldn't find a job while the data regarding employment support indicates that they are unaware of supports available in this category.

Figure 27 explores 11 categories of services and supports that youth were asked to decide if they were aware, unaware or aware and connected to the various services.

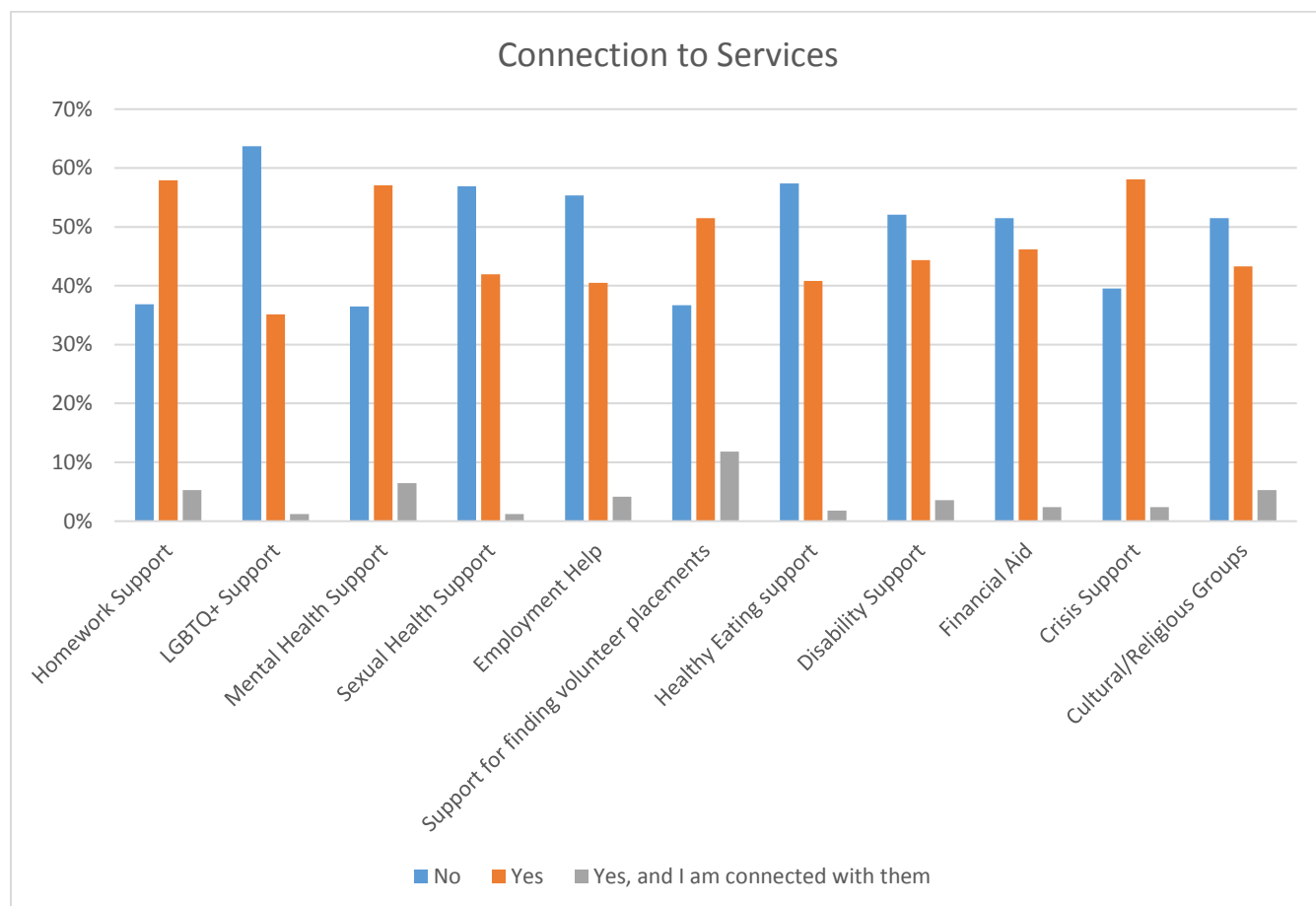


Figure 27 Youth identified if they were aware of services for youth (list was provided). (n. 205).

Communicating Concerns and Ideas

The previous areas explored in this section have been focused on youth receiving information from other parties, the following question focused on how youth communicate back to their community regarding their ideas and concerns. Youth were asked how comfortable they are communicating with various groups of people.

Not surprisingly, youth felt the most at ease sharing with their friends and parents followed by teachers and other trusted adults. Yet the response with government and program staff varied. This is likely due to the terminology chosen as part of the question and the ambiguity of these categories however these results should not be discarded all together but explored further for clarity.

Youth were much less comfortable sharing ideas and concerns online, with most youth reporting that they would never share them online. Many youth supports and reporting organizations are switching over to online reporting systems and it is worth understanding if this switch is facilitating or inhibiting the reporting of the ideas and concerns.

Some of the most telling data is reflected in the lack of knowledge on how to connect with a particular group to share their ideas or concerns. This could be an indicator of missing connections between the youth population and the named groups or misaligned opportunities for connecting with youth.

Figure 28 shows the levels of comfort that youth indicated they had sharing ideas and concerns with these groups.

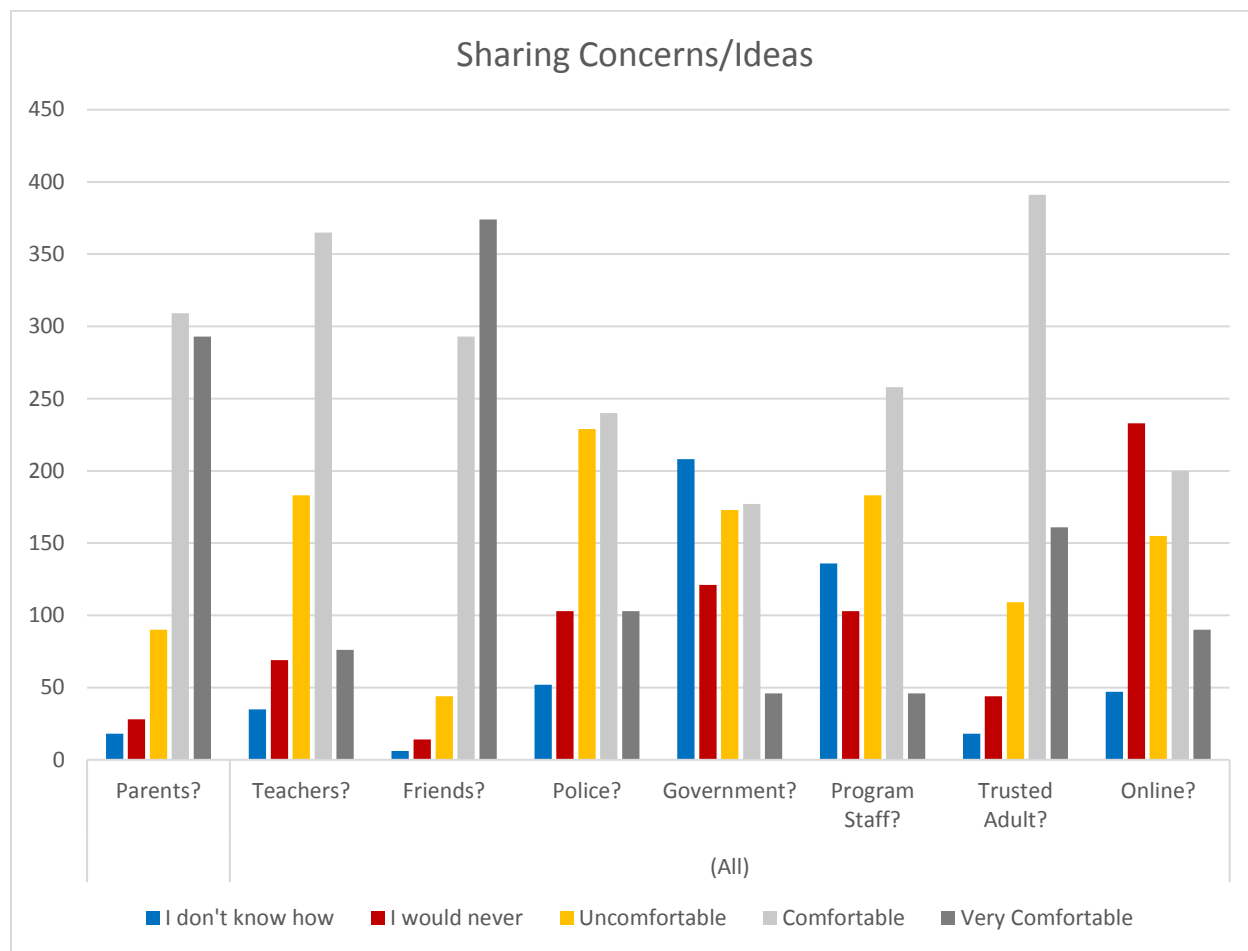


Figure 28 Youth identified for each category how comfortable they were with sharing their ideas and concerns with various group of people (n.940)

Potential Extensions of this Project

Schools as Gatekeepers: Youth identified that school was a primary source of information. It would be wise to understand how schools are communicating most effectively with youth. Through teacher interactions? Guidance Counsellors? Daily announcements? Assemblies? Posters? Twitter or website? Student Newspapers? This information could help services understand how to reach their targeted students in need.

Role of the Parent/Guardian: With parents/guardians also influencing and providing information to youth, understanding how they are learning about the opportunities will help organizations amplify those who are sharing their messages with youth.

Better Communication vs. More Services: Understanding that youth are not aware of many of the services that are available to them, further exploration is warranted to understand if it is a communication barrier or a deficit in service provision. Exploring capacity limitations of service providers will enlighten if limited resources accounts for lower awareness, or if it is the way in which these services are communicated to youth that is less effective.

Effectiveness of Online Reporting: With youth reporting that they are uncomfortable communicating their ideas and concerns online, investigating if youth interpreted this as a public posting or a confidential communication could change how this response was interpreted. If the results indicate that they are not confident in reporting online, evaluation of current online reporting systems as an effective means should be undertaken.

Disconnected Services/Groups: For the services and groups that youth indicated that they were not aware of or did not know how to connect with, evaluation should be undertaken by these groups to assess how they can better connect with youth.

3.5. Youth Mobility

Overview

With a solid understanding of what activities youth are participating in, where they are hanging out, it is also important to understand how they are moving around the community and where they go when they leave. This information can help to inform future locations of programs and services or modifications to transit plans. It can also inform businesses and programs of the accessibility of their offerings based on youth mobility. It also informs on potential supports required by families for alternate forms of transportation such as bicycles.

This section explores how youth are getting around. The results show that most youth are being shuttled between destinations by their parents or walking. Youth report being much less likely to use public transit or drive themselves. It also looks at the perceived convenience of these methods which mimic the same patterns of usage with parents and biking/walking being ranked as most convenient.

Youth provided insight into how they would improve their capacity to get around town and many commented on changes to transit routes and timing while others felt that getting a driver's license/car was the only solution. Other comments revolved around the cost of transit and different ways of learning how to use the public transit system.

As with our adult and student commuter population, many Milton youth also leave town for various reasons. Youth cited visiting Mississauga, Toronto and Oakville most frequently and spoke of these trips pertaining to visiting family/friends, to go shopping and participate in organized activities in other municipalities.

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Promotion of Alternative Transit Options	46
Milton Retail.....	46

Next Section: 3.6 Youth Opportunities to Contribute (page 47)

Detailed Analysis

As adults, our ability to participate and engage in our community relies heavily around our ability to be physically present in various locations - jobs, volunteer positions, family obligations, recreational activities and social activities to name a few. The same is true for youth except they are not afforded the same freedoms as adults who may have more autonomy and access to a driver's license and a personal vehicle.

As youth-serving organizations, there is a need to be aware of the transportation limitations and how this may impact families as they try to accommodate the mobility needs of their children. Removing barriers to make our organizations as accessible as possible will encourage engaged youth.

It is important to acknowledge the additional transportation challenges upon youth in rural areas where locations are at distances too great for walking and biking and public transit is not always convenient or available. Many of these youth are bound by a specific mode and timing of transportation after school which limits their ability to participate in many activities.

This section explores the realities of youth mobility around Milton and between neighbouring municipalities.

Methods of Transport

Youth provided insight into the ways that they are currently getting around by ranking various methods based on the frequency of use. Youth who completed the long form survey were invited to share their ranking for each method listed below in Figure 29. Youth who completed the short-form survey responded to a slightly different question highlighting how convenient these methods were to use in Figure 30.

Youth identified that they most often are transported by their parents in a private vehicle and that this was also the most convenient method of transportation. They ranked walking as the second most frequently used method but scored it third as the most convenient. Biking, skateboarding and scootering was the inverse, third most utilized but second most convenient.

Based on responses to other questions, it is known that youth are hanging out at locations that are not necessarily correlated with their geography which also supports the idea that walking and biking would have limitations. In conversations with youth as part of the focus groups, many younger youth indicated they were not allowed to walk or bike the distances that they wanted to in order to participate. As a result they were dependent on their parents to drive them. Older age groups reported walking upwards of 2 hours to get to destinations of interest.

The methods least used were indicated to be driving oneself (many of our respondents were not of age to be able to do so), and using public transit. Based on the feedback provided in Figure 31, youth find that the transit routes do not reach where they are starting or going, they are not frequent enough or they wish to travel outside of transit's operating hours (often for part-time jobs or social outings).

Noting that there is a correlation between the methods used and perceived convenience, it is interesting to consider which the originating factor is. Is it a case of it is not convenient therefore not used or that it is not used and therefore perceived to be not convenient?

Below, Figure 29 and Figure 30 showcase the frequency with which each method is used and the perceived convenience of each.

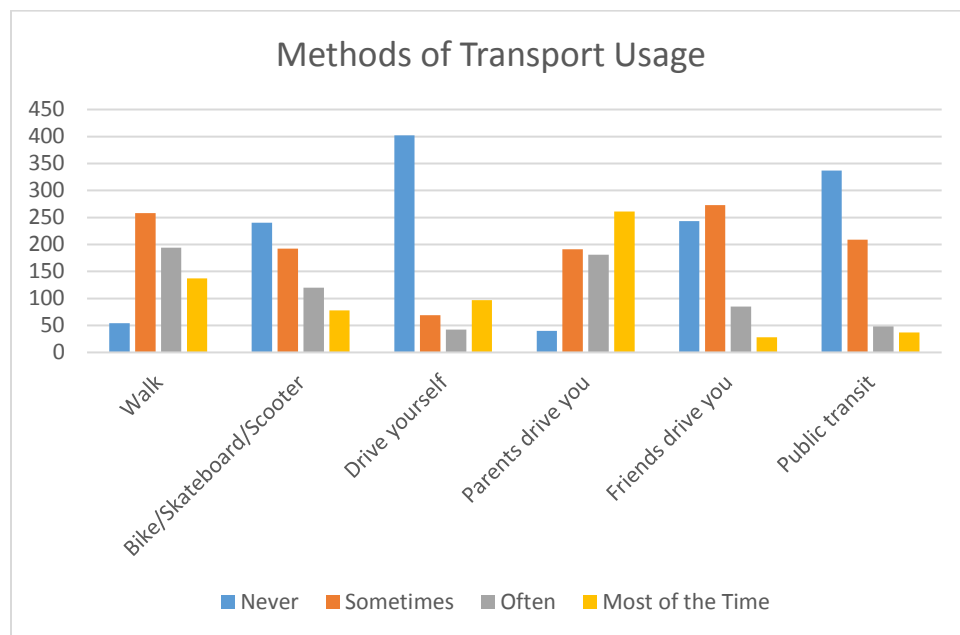


Figure 29 Youth indicated the frequency that they used various methods of transit around Milton. (Long Form only, n. 846)

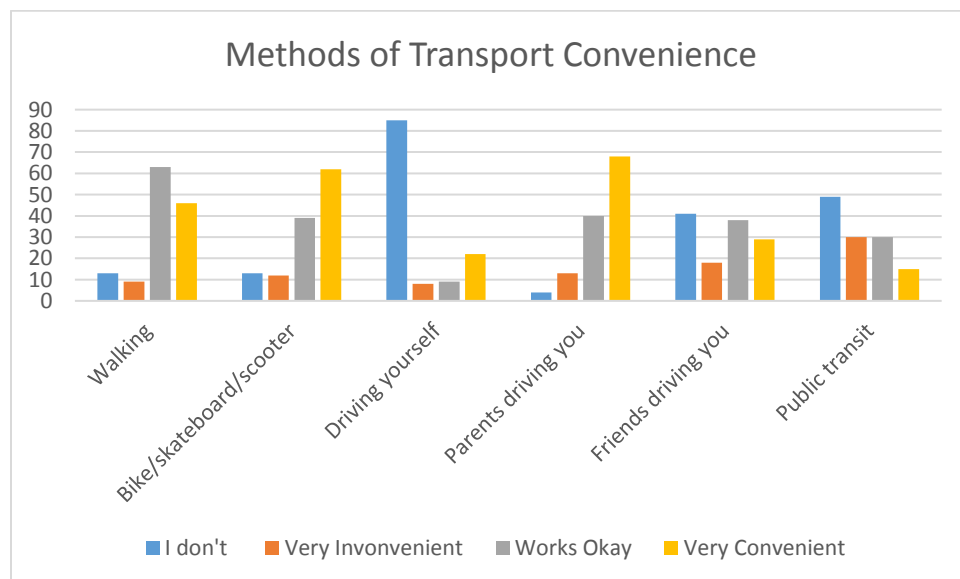


Figure 30 Youth were asked to comment on the convenience of each method of transport that they used. Short form only (n. 140)

Youth Recommendations

With an assumption based on previous studies and general awareness of barriers for youth, the survey set out to gather feedback on how youth could improve their ability to get around Milton. This was provided in a free-form response allowing youth to use their own experience to highlight any unique ideas they might have.

Youth commented on the public transit system in a variety of ways, from modifying transit routes and frequency/operating hours to reducing the cost of public transit. One of the most telling and prevalent responses was that youth acknowledged that they had a lack of understanding of how to use the transit system and that learning how would improve their ability to get around. This response also highlights that it is not a lack of services but rather a lack of knowledge that is a barrier for youth. Organizations beyond Milton Transit need to continue to put additional effort into relaying information to youth.

There was also a significant emphasis on learning to drive and getting a car. This response is interesting to understand through multiple lenses – learning to drive is a rite of passage for many North American youth and a highlight of developing independence and may be attributed to Milton’s culture rather than an actual necessity for driving around town. This might also be cultural in that previous generations of Milton citizens have not had access to alternative forms of transit and are passing on their experience to their children rather than exploring how transit can serve their family.

Comments were also quite frequent regarding bicycles. Youth indicated they should be using their bikes more often and many of them indicated they would like to get a bike.

Figure 31 showcases all of the free-form coded responses and their frequency. Some comments contained multiple suggestions and were assigned multiple codes, accounting for the variance between number of respondents and comments provided.

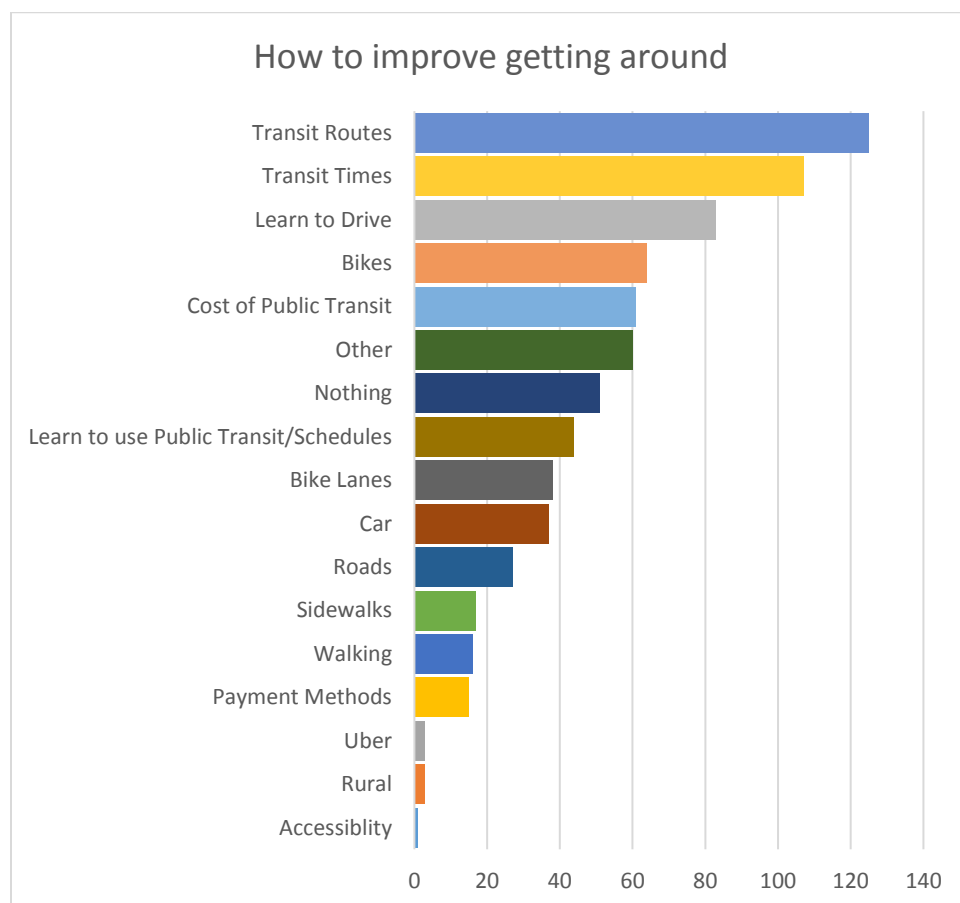


Figure 31 Youth were provided with a free-form response inquiring about how they could improve their ability to get around Milton. Answers were coded and then counted for frequency. (Long Form only, n.846)

Out of Town Travel

Youth also provided insight into where and why they travel out of Town. Understanding these patterns can help find ways to retain Milton youth or facilitate their movement between municipalities.

Figure 32 indicates where youth travel, with Mississauga, Toronto and Oakville as the primary destinations. Figure 33 was a follow-up question inquiring as to why youth were leaving Milton. Youth completed this question as a free-form answer allowing for diversity in responses.

The majority of youth were leaving Milton to connect with family and friends. The second area was to go shopping – a theme that emerged through other questions and focus groups where youth identified that the Milton Mall was not set up to attract youth (not big enough, no one hangs out there), there were not enough local youth-relevant stores, and stores around town that were of interest were spread out and difficult to get to.

Similar to the retail opportunities, youth are also leaving Milton to participate in youth-relevant activities for physical fitness/recreation and social outings. Section 3.7 Youth Priorities and Potential Development (page 56), provides recommendations to keep more youth engaged in the Milton community instead of visiting other municipalities for their leisure needs.

Many youth cited leaving Milton to pursue educational opportunities. For some it was post-secondary pursuits but many others cited specialty programs such as the International Baccalaureate and Advanced Placement programs acting as educational magnets to other municipalities.

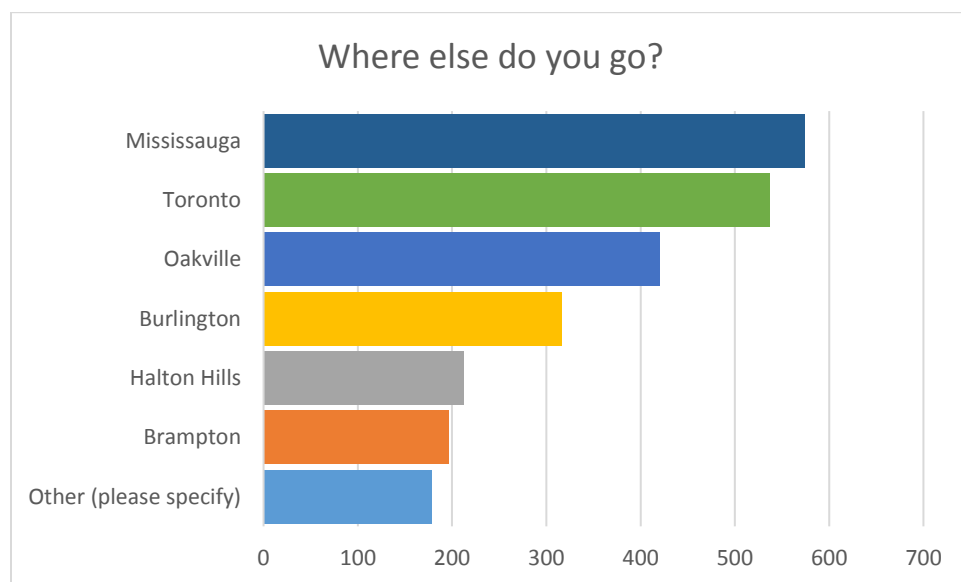


Figure 32 Youth indicated if they were leaving Milton, which of the neighbouring municipalities was their destination. (n. 986)

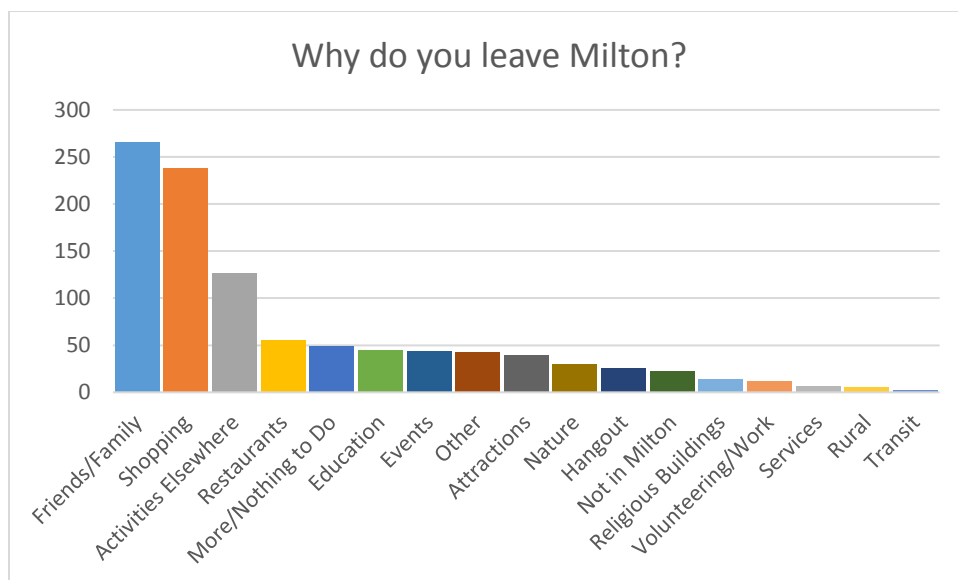


Figure 33 As a follow-up question to leaving Milton, youth were asked to provide reasons for why they were leaving Milton. (n.846) This was a free-form answer and was coded according to the responses provided – some comments contained multiple comments and were coded with multiple categories.

Potential Extensions of this Project

Youth Activity Locations and Times: Based on the feedback provided about ways youth are getting around town, organizations should evaluate where they are located and if there is opportunity to increase their accessibility. Are they within walking distance of a school or neighbourhood? Are they on a transit line? Do the programs run at hours where parents can drop off and pick up youth?

Promotion of Alternative Transit Options: With a prevalent driving culture, how can youth-serving organizations promote public transit and bike usage? Evaluation may include providing financial support to purchase bikes (low income, newcomer families), funding for additional bike racks at youth-frequented facilities or incentives or training for using public transit.

Milton Retail: Further exploration is required to understand the cost/benefit of bringing more youth-relevant stores to Milton and the most desirable location. This may be associated with the development of the Milton Education Village.

3.6. Youth Opportunities to Contribute

Overview

Knowing that the youth make up 14% of Milton's total population (as of 2016), it is important to understand how they are currently contributing to their community and some of the ways in which they do so beyond their school or recreational involvement.

This section explores youth trends in employment, volunteerism and their desires to be more connected with their community.

49% of all youth respondents reported having a part-time job and only 4% of them found that their job was not challenging enough. Also of note, 20% of youth reported wanting a part-time job but being unable to find a position.

Slightly higher, 63% of respondents reported volunteering and only 6% found that the volunteer positions they held were not interesting to them. Also similar to the employment statistics, 19% reported not being able to find a volunteer opportunity. When evaluating the frequency of volunteerism, the majority of youth (52%) volunteer 1-5 hours/week, 30% of them volunteered for events or for short periods of time throughout the year.

Youth identified they find out about volunteer opportunities through their friends, family, teachers or guidance counselors or on social media. They also indicated that the ideal volunteering opportunity could lead to a job, builds their resume, makes a positive difference and provides them with a lot of hours at once.

Youth also identified that to improve their connectivity to Milton, they would like more opportunities to earn money, to get a career-track job and be involved in decisions that affect them.

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Next Section: 3.7 Youth Priorities and Potential Development (page 56)

Detailed Analysis

This section provides a better understanding of the volunteer opportunities available to youth as well as a clearer sense of how young people are spending their time outside of school hours. This information can highlight opportunity for further civic engagement.

Section 3.2, Youth Engagement with their Community, showcased how youth are spending their recreational time while this section specifically looks at the contributions that young people are making to their community.

It is important to look at the opportunities for community engagement that youth are gaining in their younger years because those experiences contribute to future educational and career pathways. From a social and community lens, the more opportunity that young people have to contribute to their local community, the more connected they will feel. The more social connections, with peers and adults that a young person has, the greater chances of success they have throughout their youth and adulthood (Appendix A – Background Information and Previous Studies - Developmental Assets).

As a comparison, in 2013, Statistics Canada reported that Halton had a 50% volunteering rate, which was higher than the rest of Ontario (44%) and Canada (44%) – above all of those averages, the youth in Milton reported volunteering at a rate of 63%.

Part-Time Employment

The #miltonyouth project asked young people to comment on their employment status to learn more about these behaviours. The goal was to not only understand if they had a part-time job but also to understand what employment opportunities are available to local youth.

The largest contingent of youth identified that they were satisfied with their part-time job (36%) while the second most-frequent responses indicated that youth were unable to find a part-time job (20%). That 20% is in agreement with the information provided in Figure 27 (page 38) where 55% of youth identified that they were not aware of employment support services. Further investigation into the reasons why youth can't find a part-time job (jobs are unavailable/filled by adult workers, the volume of typically suitable youth jobs is lower in Milton than elsewhere, youth lack the skills to find and secure a job) is encouraged.

It is also interesting to note that the number of hours worked is almost equally split between all ranges, including those who are working 20+ hours per week. As a frame of reference for a youth who works 20 hours per week - if a young person put in an 8 hour shift on the weekend, they would still have 3, 4-hour shifts throughout the week to make up the rest of their 20 hours. On top of school, recreational and social obligations, that is a significant time-investment. 65% of youth who identified as working 20+ hours identified as liking their job (65%) while 22% identified working more than 20+ hours out of necessity. (Not shown in the graphs).

Figure 34 explores the youth-reported employment status while Figure 35 identifies how many hours are spent at a part-time job in an average week.

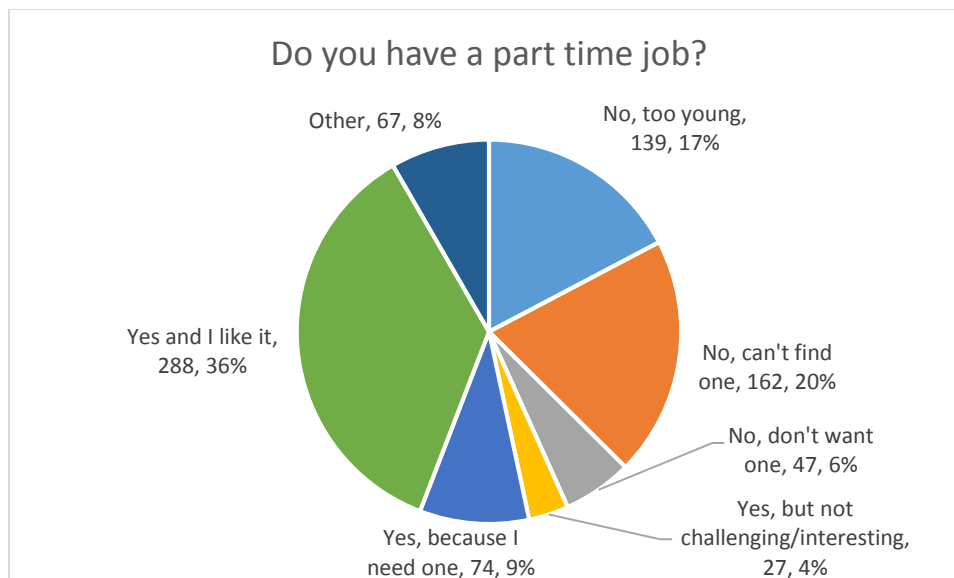


Figure 34 Youth identified their employment status based on the multiple choice options provided. (n. 804) "Other" category did include many youth who reported working full-time.

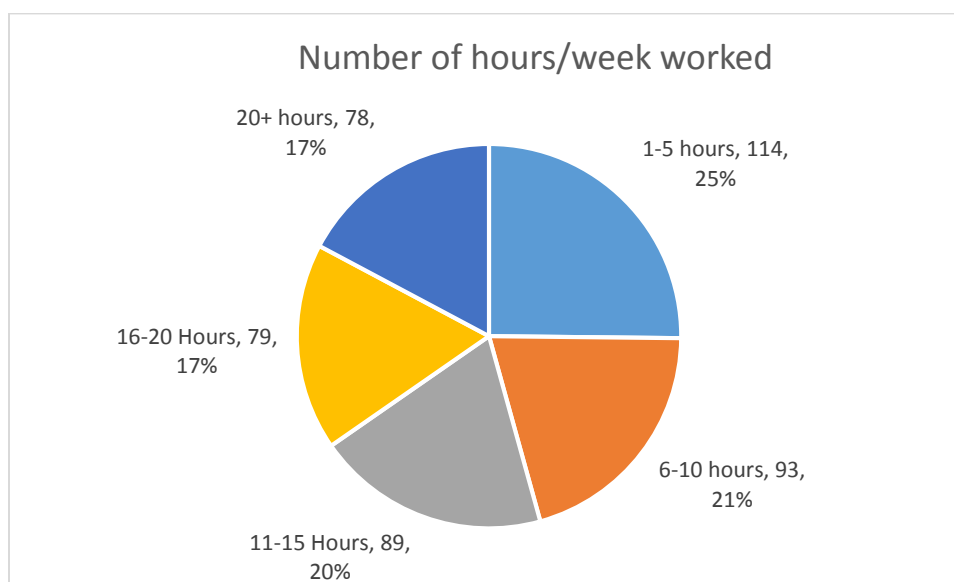


Figure 35 Youth identified how many hours per week they work on average (n. 906).

Volunteerism

The percentages of youth volunteerism are strikingly similar to those of the employment category despite high-school age youth needing to meet the Ontario Secondary School Diploma requirements for the completion of 40 hours of community involvement.

The majority of youth (52%) indicate that they volunteer on a consistent basis (1-5 hours weekly) while 30% indicate that they volunteer in more concentrated manners, predominantly through event-based

volunteerism. This pattern is consistent with the findings in Figure 39 regarding the beneficial nature of accruing many volunteer hours at once.

Figure 36 highlights the participation patterns in youth volunteerism while Figure 37 shares the hourly rate at which youth are participating in volunteer opportunities.

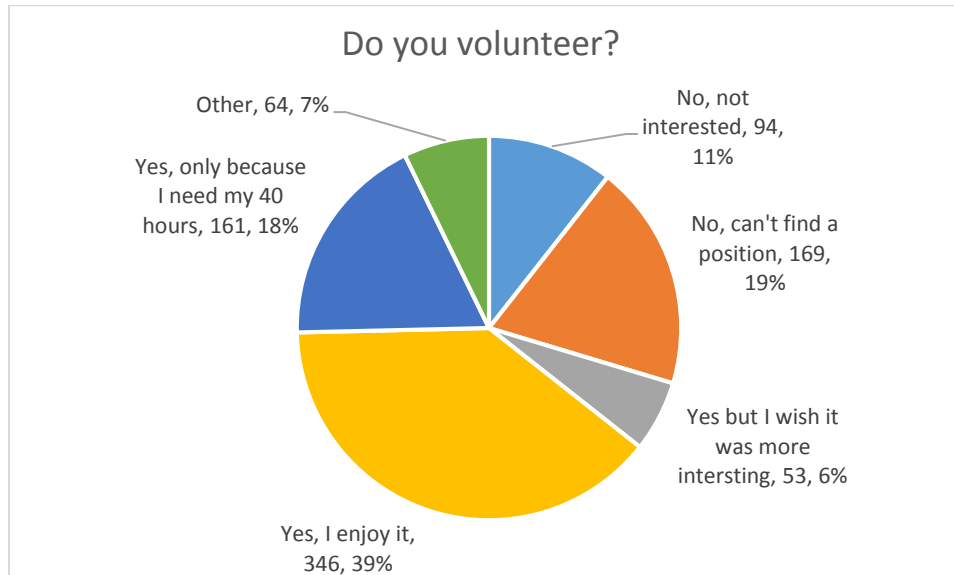


Figure 36 Self-reported volunteering behaviours (n. 887)

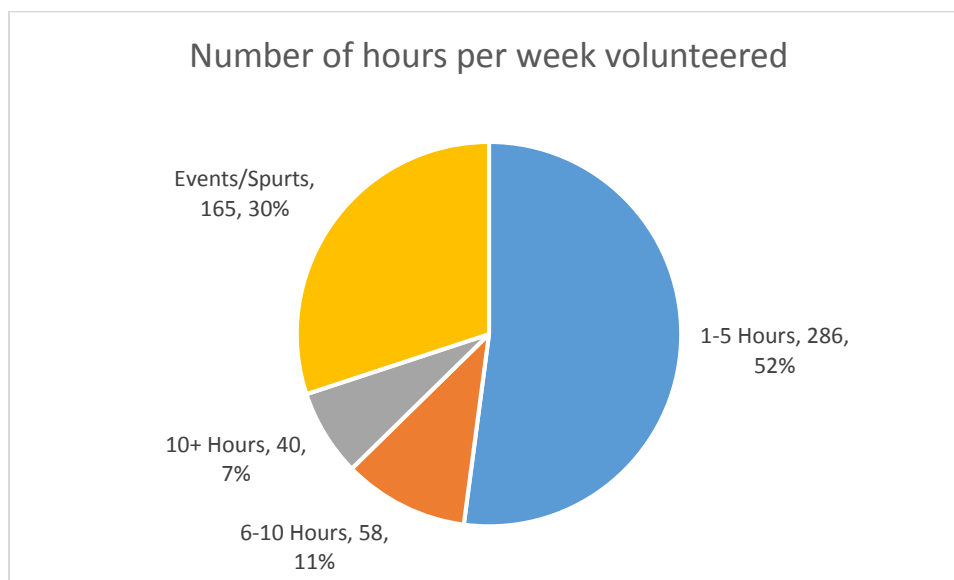


Figure 37 Youth identified how many hours per week they volunteer on average (n. 549).

Focus group responses centered on volunteering highlighted a challenge for youth to connect with volunteering opportunities. Knowing where to look for these opportunities presented as the biggest challenge. The youth identified that once connected to the right networks, they were more likely to hear about additional opportunities. Volunteer opportunities were primarily found by word-of-mouth from

friends, family and teachers and guidance counselors. This information continues to be consistent with the desire for youth to connect face-to-face and the role that trusted adults play in the lives of Milton youth.

Figure 38 indicates the frequency in which youth are learning about volunteer opportunities. They could choose as many as applied, therefore the numbers exceed 100%.

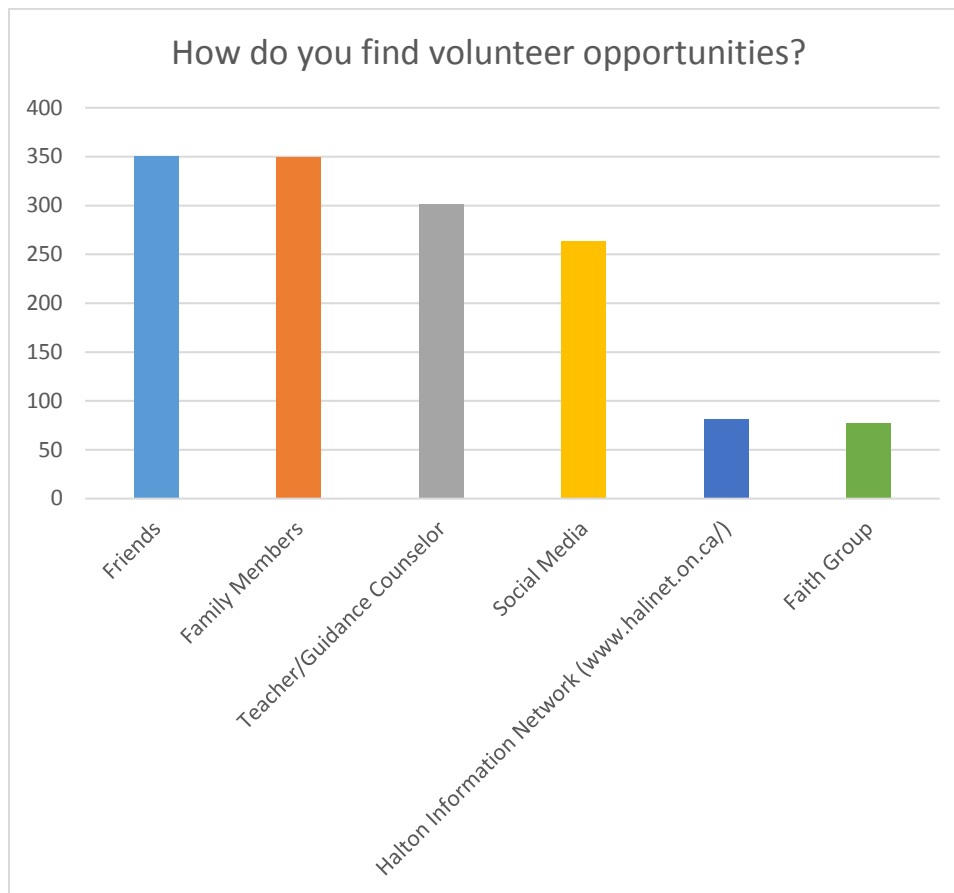


Figure 38 Youth were asked to identify where they heard about volunteer opportunities. Youth could select as many as applied. (n. 846).

Although youth are required to participate in 40 hours of community involvement to earn their high school diploma, there is no requirement on the type of volunteering opportunity or no formalized required outcomes of the experience. From an adult perspective, the hope is that youth become connected with their community, that they develop skills and confidence and that they gain experience to support their future endeavors.

The #miltonyouth project clarified what youth believed were the beneficial traits of volunteering. Most predominantly, youth saw volunteering opportunities as stepping stones towards future employment (leading directly to a job or building a resume) while they also saw value in the positive impact that they could make for others. Youth also indicated that getting many hours of service at one time was appealing to them.

Through focus group conversations, those who saw volunteering as an investment in their career preferred ongoing, long-term volunteer positions which fostered relationship building, skill development and exposure to a field of interest. They mentioned that these positions were less available and more difficult to secure than event-based volunteer opportunities.

The other profile of a youth volunteer that emerged through focus group conversations was one who was seeking to “check the box” of completing their hours in activities that were event-based and particularly skill-heavy.

Figure 39 highlights the desired qualities of an ideal volunteer placement.

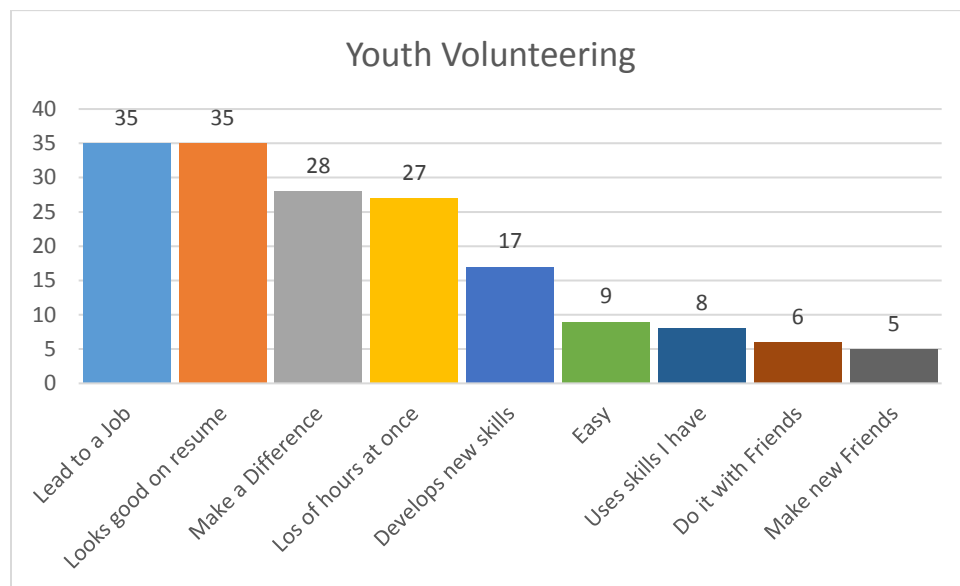


Figure 39 In our follow-up survey, youth were asked to identify what the key traits of a beneficial volunteering placement were for young volunteers (n. 170). A maximum of one response was permitted.

Deepening Engagement

Previous research (Appendix A – Background Information and Previous Studies), focus group conversations and open-ended survey responses indicated that some youth were interested in deepening their engagement with their community and becoming more involved.

In our secondary survey, youth indicated how they would like to be more involved in their community. Similarly to the volunteer information, youth were interested in opportunities for employment for the sake of earning money as well as setting themselves on a career-track.

Youth also indicated that they would like to be more involved in the decisions that affect them. Although we did not explore this response directly, focus group discussion and responses to open-ended questions suggest that youth feel that they are not often asked for their opinion and that they are the beneficiaries of decisions rather than active participants in the decision-making process.

Figure 40 highlights the rates at which youth felt that they would like to be more connected to their community. The percentages represent the total of all respondents who agreed with the statement. Youth could choose multiple responses and therefore the responses total more than 100%

How would you like to be more involved in your community?	Response Rate
More opportunities to earn money.	50%
More opportunities to get a career-track job.	39%
I would like to be more involved in decisions that affect me.	37%
I would like to meet more people my age.	36%
I would like more volunteering opportunities.	29%
I would like to be connected to an adult mentor.	20%
I wouldn't like to be more connected.	9%

Figure 40 By selecting from a multiple choice list, youth identified how they would like to be more connected to their community. (n. 205) Youth could select as many responses that applied.

Youth also indicated which skills they have and would like to develop in order to be successful young adults. Youth feel that they are well versed in empathy, interview skills and physical fitness while they seek opportunities to develop collaboration/team work, study skills, resume writing and leadership skills.

This information is helpful in understanding opportunities that the community can support in the development of these desired skills. Many resources exist to develop these skills but they are, evidently, not reaching the youth who feel they could use them. In combination with the information provided in Section 3.4 (Youth Communication and Digital Connections, page 35) we can connect youth with opportunities to grow their skills.

Figure 41 highlights the youth perception of skills required to be a successful young adult in Milton.

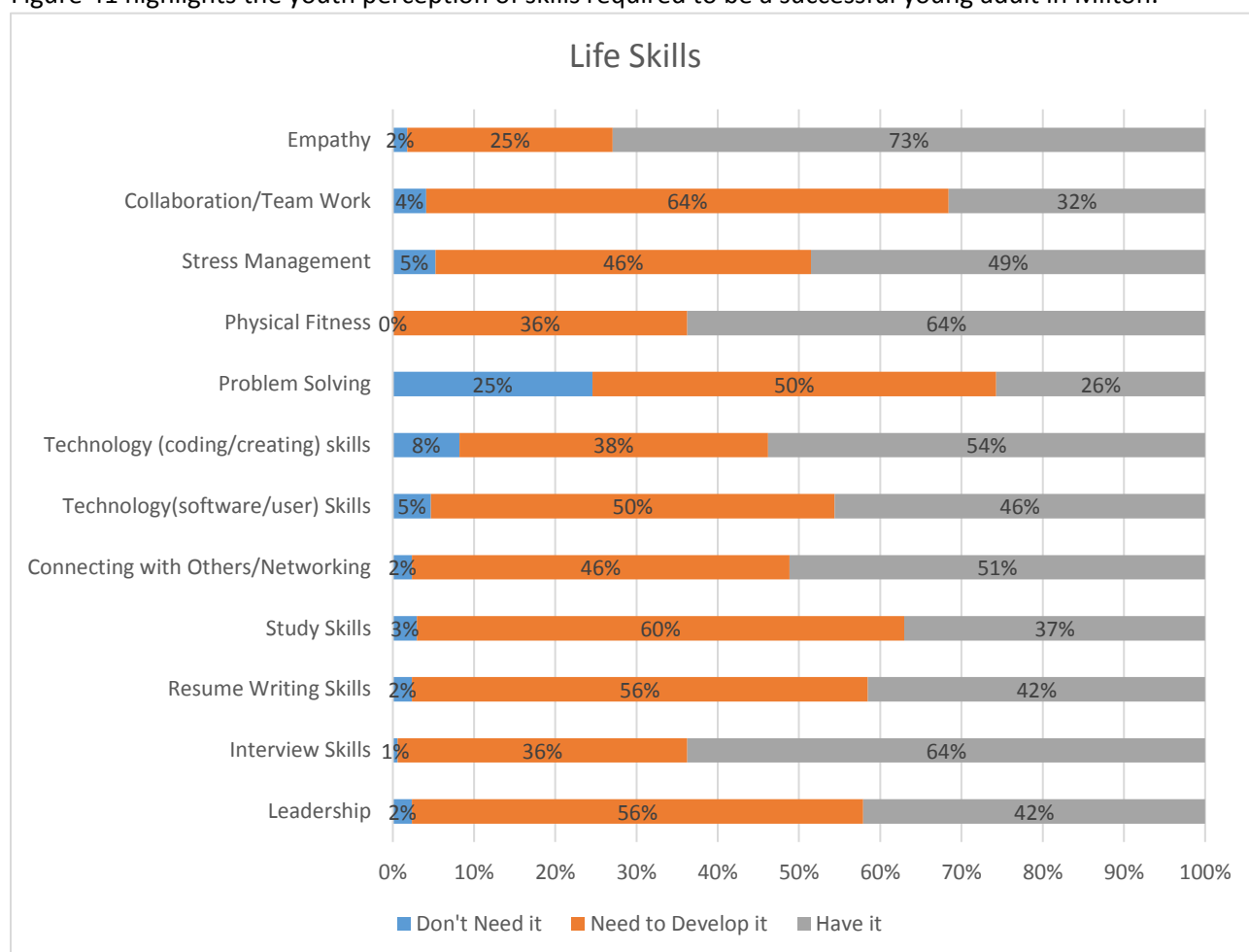


Figure 41 Youth were asked to identify which skills would help them to be successful young adults. They ranked each skill according to the three categories in the legend. (n. 205)

Potential Extensions of the Project

Volunteering Opportunities: In combination with responses from other questions regarding involvement levels (Volunteering, page 50) and prioritization of action items (page 56), youth expressed interest in more quality volunteer opportunities. This is a result of their Ontario Secondary School Diploma requirements of completing 40 hours of service, their desire to gain valuable experience and the inaccessibility of meaningful volunteer opportunities. Creating a clear way that youth and volunteer opportunities can connect with one another would help to bridge this gap.

Experiential Learning through Work and Volunteering: With Ontario's heightened focus on providing experiential learning opportunities (Premier Wynne's Highly Skilled Workforce Expert Panel recommends at least one experiential learning opportunity in Grades K-12 and one in post-secondary), more opportunities for co-op placements, internships, volunteering and work-study programs will be necessary. How can public and private establishments create meaningful opportunities for young people to contribute to their community?

Youth Participation in Decision-Making: Youth-serving organizations should seek to evaluate how they are currently engaging youth in the decisions that are affecting them. Many organizations will discount the youth voice in a way that they would not discount adult stakeholders and therefore this report serves as a reminder to check in with how youth are being engaged. A widely supported model for understanding how to deepen youth participation can be found in Hart's Ladder of Young People's Participation (<http://www.halton.ca/cms/One.aspx?pageId=133683>)

Youth Skill Development: Organizations and/or providers should look at who can provide the necessary training and support based on the identified areas of interest in this study. This work should be combined with the recommendation of creating an efficient channel of communicating opportunities for skill development.

3.7. Youth Priorities and Potential Development Opportunities

Overview

Throughout the initial phase of this feedback initiative, the #miltonyouth project received thoughtful and appropriate ideas on how to improve Milton from a youth perspective. Through the evaluation of closed and open-ended responses, and conversation during focus group activities, a list was generated of the most frequently mentioned topics. As part of a secondary survey, youth were asked to prioritize the issues they had put forth and to provide some additional clarity on how these priorities could be improved.

Youth identified their top priorities were improving public transit, the creation of a youth-space, having more financial discounts for youth, bringing more youth-relevant stores to Milton and the creation of a youth-specific communication plan.

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Next Section: Section Four: Application (page 63)

Detailed Analysis

The results of this section help Milton to better evaluate which ideas presented by the youth are of the greatest importance and potentially have the greatest impact on the youth of Milton. The identified priorities does not dismiss the need to consider all of the ideas mentioned in this report. Rather this should serve as a starting point when establishing a Youth Strategy.

Youth Priorities

Youth were asked to provide their one top priority from a list that was generated by the input of youth throughout the first round of data collection. Figure 42 identifies the responses based on frequency.

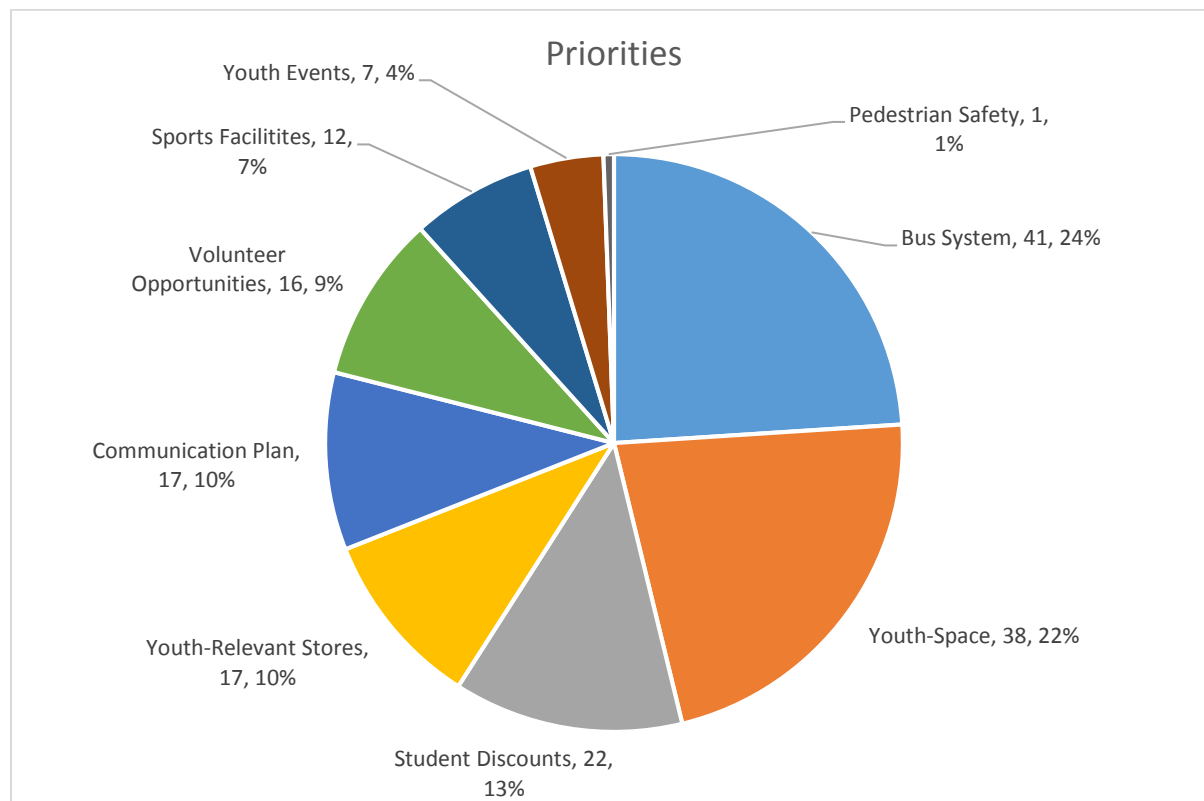


Figure 42 Youth identified which topic they felt should be prioritized (n. 171) from a list generated through open-ended question responses from the initial survey as well as focus group conversations. Youth could only choose one response.

Milton youth share the same top priorities to that which was reported in similar studies performed in the Halton Region and Ontario-wide (desires for improved transit systems, places to hang out and affordable recreation opportunities). It is important to note that these topics have been present for many years as a focus for local youth and that the local organizations in this region have yet to find a solution. The longstanding nature suggests that the solutions are complex and require careful consideration to ensure that what is being created, modified or re-purposed is meeting the actual need and eliminating as many of the barriers as possible to support its adoption. Considerations are suggested in the following sub-categories.

Transit

NOTE: Transit is explored in-depth in Section 3.5 .

Although the specific infrastructure of the public transit system falls under the jurisdiction of the Town of Milton, there are many things that all organizations can do to support the youth feeling that they are able to move around town in a more efficient and effective way, getting to and from their desired locations in a manner that is accessible to them. Depending on the scope of the organization, the following suggestions can contribute to a more mobile youth population:

- Subsidies for purchasing bikes/scooters/rollerblades
- Installing bike racks outside the facility
- Seeking funding for taxi/Uber transport for programs
- Choosing locations close to transit stops or schools
- Organizing/supporting parental carpooling programs
- Adjusting the timing of programming to fit within existing transit times
- Supporting Milton Transit initiatives to educate, encourage ridership and provide feedback on behalf of your participants

Youth Spaces

Throughout the entire process of collecting feedback, the theme of needing a place to hang out was resounding and reoccurring. Youth identified that many of their current hang outs involved loitering, feeling unwelcome, being restricted to weather limitations, or a lack of safe places to just be a young person with their friends.

We asked multiple focus groups to design their ideal youth-space and provide insight into what it would look and feel like. Youth from 12 – 19 years old shared many different design models, fee-structures, staffing requirements and amenities. We chose to include the common elements in our follow-up survey where youth identified what this space would ideally contain. Figure 43 showcases how youth prioritized these elements.

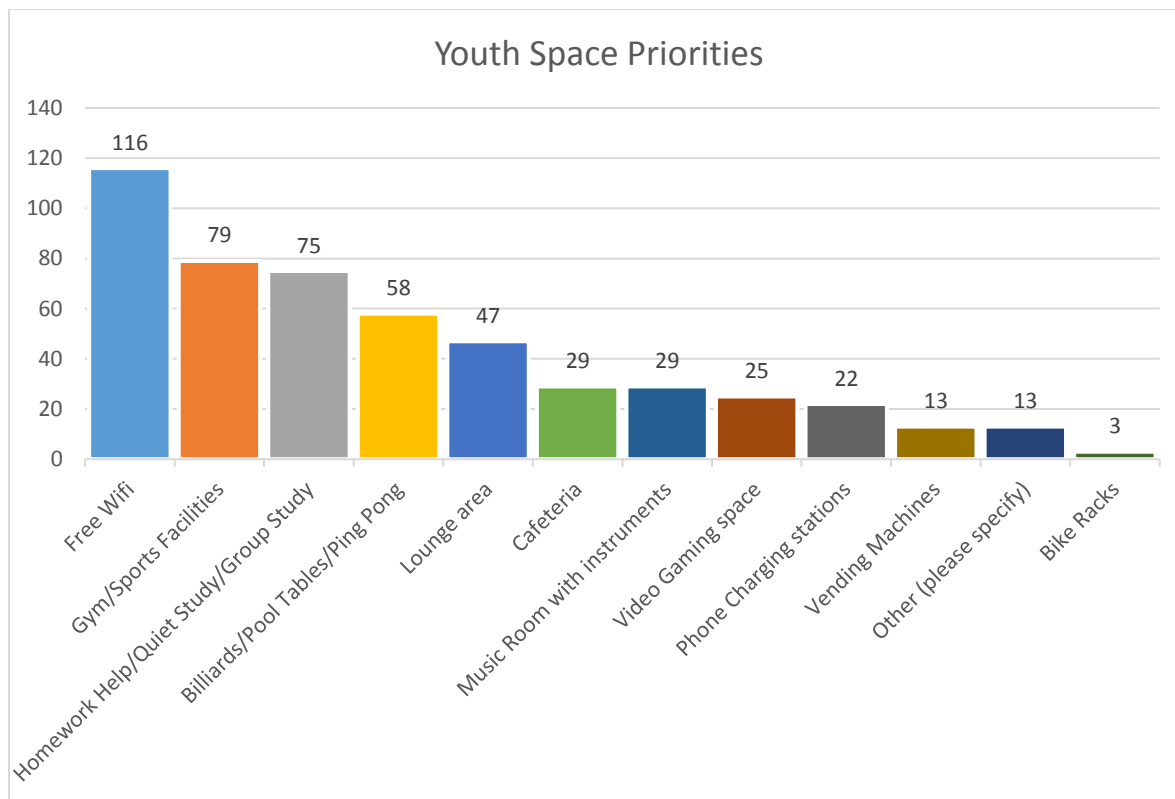


Figure 43 In our second-round survey, youth identified their top 3 inclusions in the creation of a youth space (n.205). Due to the multiple responses per respondent, the total will not equal 205. The list of options was generate through focus group conversations.

In addition to the list of amenities, youth comments regarding fees for using the space ranged from only attending if the space was free, fee-per-use (\$2 - \$15), through to a year-long membership or paying for the individual amenities (ie. Wifi, pool tables, musical instrument/sporting equipment rentals, etc.).

Youth also spoke to the importance of having youth-friendly staff members with knowledge about youth-related issues and access to resources including opportunities for youth to volunteer as part of the community.

Youth Activities

Youth have identified many different opportunities for new activities to be brought to Milton and made suggestions of activities they would like to see locally. Many of these activities require a fee to participate and are typically owned and operated by private businesses, indicating that while recreation opportunities need to be financially affordable, they are willing to pay for a service. There is a good mix of physical and cerebral activities and almost all of the suggested activities are intended to be done in a social setting or with their peers. Figure 44 illustrates the popularity of each activity – note that youth had the opportunity to choose their top three suggestions.

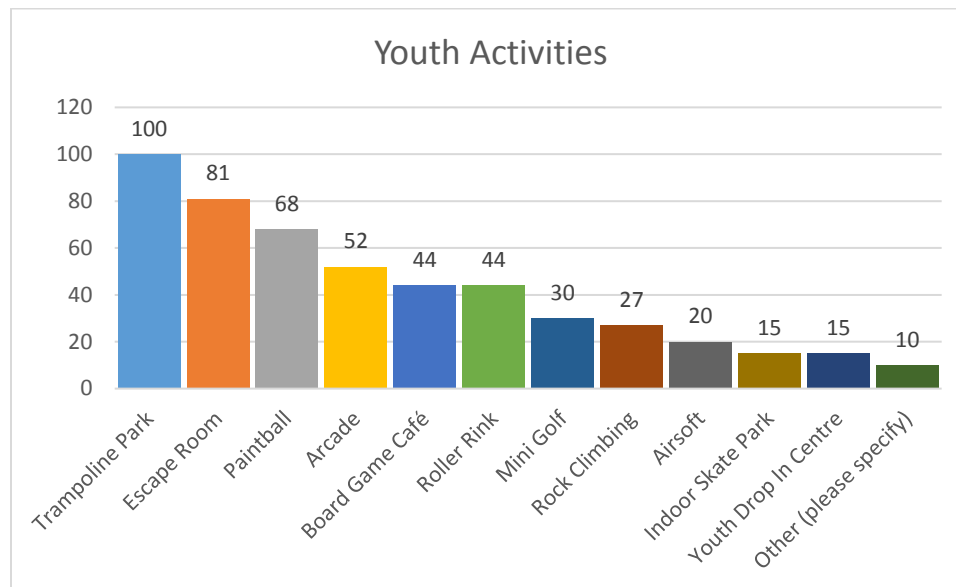


Figure 44 Youth indicated which youth activities that they would like to see brought to Milton (or increased, if they already existed). Youth could pick their top 3 from a list generated through focus group discussions (n. 205). Due to multiple responses per respondent, the total will not equal 205.

Although some of these activities require dedicated space and operations, many can also be done at a smaller scale for special events, fundraisers or as part of an existing youth-focused event or program. Organizations should consider how they might want to include some of the elements of these activities into their current programming, either by including them at a smaller scale or by arranging field-trips to facilities outside of Milton.

Youth Events

Many youth spoke about their desires for more opportunities to connect with their friends and other youth through events held around town. They spoke of the opportunity to bring people together and to provide social activities for youth.

In the secondary survey, youth identified the types of events that they would like to see or see more of, in Milton. Some interesting trends show that although the top two responses are passive events (fairs and concerts), where youth would be the attendees, most of the other responses are events where youth are active participants and are often highlighted for their talents and skills (sports tournaments, performing arts competitions, skill building conferences, etc.).

In Figure 45 youth picked their top 3 events.

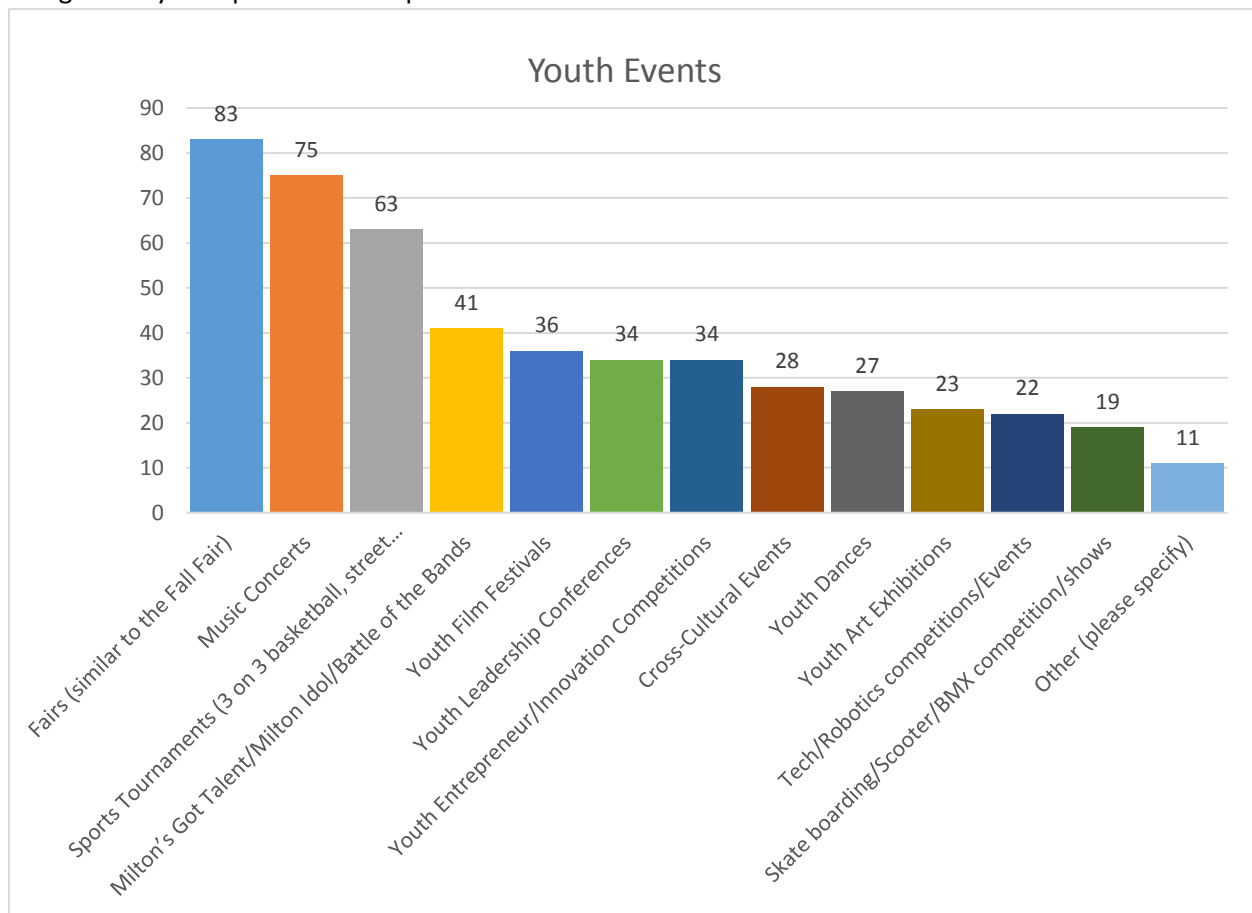


Figure 45 Youth identified their top 3 youth-relevant events that they would like to see in Milton. (n. 205). The list was generated from focus group discussions and open-ended responses from the first round survey. Due to multiple responses per respondent, the total will not equal 205.

Similar to the youth activities, some events are large-scale and require specific expertise or facilities, however many of these events lend themselves to being organized by organizations of any size and scope. They could be put on as fundraisers, promotional opportunities or a chance to provide youth with some skill development. The diversity in these events and the diversity in the local youth-serving

organizations provides opportunity for everyone to connect with an event that they could execute on behalf of the youth that they serve and potentially connect with other youth beyond their own networks.

Potential Extensions of this Project

Youth Spaces: Further evaluation of the most appropriate model of creating more youth spaces should be conducted. Surrounding municipalities have various models ranging from rooms dedicated to youth between certain hours, rooms designed for full-time youth usage, or entire youth centered buildings, similar to Milton's current Senior's Activity Centre. Milton currently has a couple of youth spaces and understanding how youth could be more aware of their offerings would help support their increased usage.

Collaboration: The solution to the identified priorities is the responsibility of all organizations, and not one single party. For example, there are many organizations who have the desire and capacity to create a youth-dedicated space or fulfill some of the amenities and services that youth are asking for (ex. study space). Within this community, the resources, expertise and facilities exist and partnerships might provide the most appropriate solutions.

Ownership: Although not an extension of this project, it is important to realize the roles that all organizations play in meeting the needs and wants of Milton's youth population. It is easy to shift responsibility onto other organizations or dismiss the role that one might play in the solution. The challenge is to find which element is within the scope of each organization, expand the perceptions of what is possible and what has been historically done and find allies to be part of the solution.

Section Four: Application

Throughout the #miltonyouth survey, a variety of needs, wants and interests were heard. This highlights the work that is to be done to improve the youth-friendly nature of Milton as well as support the positive development of our youth. The goal of providing this information to the Milton community was to support the work that is already being done and to provide some insight into the needs, wants and interests of youth. Based on studies and community outreach performed in the last decade (See Appendix B), we know that many of these comments are not a passing fad as they are in alignment with what was heard in those studies. We also recognize that it means that there is still work to be done.

On February 12th, 2018, the #miltonyouth project was presented to Milton Town Council with the recommendations on moving forward with a formalized Community Services Youth Strategy that will provide direction and vision on how to best support and serve the youth of our community. The report to Council can be found on the Town of Milton Website (www.milton.ca – Report Number COMS-002-18 Youth Strategy Update).

On February 20th, 2018, the #miltonyouth project was presented to local youth-serving organizations as well as local youth in order to begin to mobilize the information and share what was learned. The outcomes of these sessions was increased communication between youth-serving organizations as well as the promotion of access to the data provided in this report.

Next Steps

The recommendation of the #miltonyouth project is for all organizations to explore the provided data and reflect and analyze how the information contributes to their overall understanding of their role and service delivery area as part of the greater Milton community that supports Milton youth. The data is available for individuals or organizations to investigate further. Should there be a specific piece of information an organization is seeking that wasn't provided in this please contact:

Don Crowder

Recreation Program Specialist

don.crowder@milton.ca

905-878-7252 ext. 2220

All youth serving organizations are encouraged to explore how they can take this information and convert it into actionable items to improve Milton's standard of a Youth Friendly Community. This research has provided some guiding questions to help you get started on this exploration and to ignite conversation amongst your team.

Guiding Questions

- 1) What exists in our current strategic plans that connects to the way we serve the youth demographic?
- 2) What departmental/organizational information do we already have that compliments or contradicts the information provided in this study?
- 3) Before we can move to action, what information do we need to seek out that wasn't provided in this report? Where can we find this information? How can we gather and evaluate it?

- 4) What other organizations, departments, municipalities, private companies are doing something similar and could act as a model/template or gold standard for what we want to achieve? Can we consult with them to learn more?
- 5) What are the top priorities and action items that can be taken away from the #miltonyouth project? What are realistic timelines and budgets for moving forward with action items? Who else do we need to involve to ensure that our desired outcomes are achieved?

Section Five: Conclusion

The #miltonyouth initiative has provided Milton youth-serving organizations with a foundation of information coming directly from the youth of this community. The information contained in this report is to be used by as many people and organizations as possible to better serve the young people of Milton based on the needs, wants and interests that they have defined.

This project serves as a launching pad for all of the work to come. Its goal is to spark re-evaluation, visioning and future youth engagement for all of the organizations who are supporting and serving youth as consumers and beneficiaries of the work that is being done.

The hope is that organizations will now take up the torch, work together and use this feedback to continually improve the experience that all Milton youth will have during their formative years.

Appendix A – Background Information and Previous Studies

The #miltonyouth project was designed as a feedback mechanism where the voice, opinions, wants, needs and interests of local young people would be collected and amplified in order to inform how all youth-serving organizations can modify, improve or innovate the way that they are serving youth. In order to ensure that Milton is in alignment with other municipalities and Ontario as a whole, the #miltonyouth project was designed around practices and trends identified by other organizations and initiatives as well as knowledge into the local youth climate.

This project utilized the 2017 Play Works Youth Friendly Communities Criteria, Ontario's Profile of Youth Wellbeing, and the Stepping Up Annual report, (Appendix A) as references to guide the direction of questions asked and information gathered to align this project with existing provincial initiatives. The project was designed to provide insight with a balance of depth and breadth into the findings and, most importantly, to provide information that would generate actionable outcomes.

The team also consulted existing local research to ensure that we were aware of what was already studied, what trends already identified might be out-of-date and any supplemental information that would guide our research.

In 2011, the Halton Region Health Department published their Youth Engagement Summary Report which confirmed the need for feedback provided directly from youth identifying that “adults in this framework are seen as the experts, forgetting that the young people are also experts in the lives that they are currently living. Young people have the insight in to what programs and services work best for them. Youth voice is integral to providing services to youth in order to truly understand what it is they need.” (Youth Engagement Summary Report, p.9) Although some topics were found to be outdated (concerns about gas prices and the environment) they found some similar comments regarding the “lack of places to go and things to do” (Youth Engagement Summary Report, p. 22) and that the barriers facing youth were “limited awareness, time restrictions, alternative priorities, lack of interest and sometimes age requirements.” (Youth Engagement Summary Report, p. 22). These trends were echoed 7 years later in our findings, indicating that these are long-standing issues that still require attention and novel processes to improve youth perception and realities.

In 2012, Community Development Halton released its report, Youth Confidence in Learning and the Future: Mobilizing Youth as Agents of Change in Milton. This report highlighted the variance in outcomes when data was explored based on demographic information. They found significant differences in the opinions of immigrant youth and non-immigrant youth. As one of many examples cited, 62% of immigrant youth thought that there were enough interesting things for young people to do, versus only 36% of non-immigrant youth. This information encouraged the #miltonyouth team to explore the data in demographic segmentations to ensure we accurately understood if there were other patterns that emerged. Also, this study highlighted that although 67% of Halton Residents over the age of 15 volunteered, youth had specific barriers to their participation including lack of transportation, agency hours, and types of work offered for students – again, comments that were echoed in our studies, 5 years later.

The Our Kids Network released its Community Profile for 2012-2013 based on a Youth Survey completed by Grade 7 and Grade 10 students from across the region. This study focused specifically on 20 of the 40 Developmental Assets (articulated by the Search Institute and a regionally recognized indicator of

positive and healthy youth development – Appendix A, Supporting Document III) as well as physical and mental health indicators. Although many of these categories are out of the scope of this project, the information provided some insight into the importance of surveying across ages. The report compared data from 2009/2010 with 2012/2013 which represents the same students completing the survey and found that almost all Developmental Assets dropped as the youth got older. The study also indicated that year-over-year, the percentage of Development Assets acquisition has increased in most categories, indicating that current initiatives are better supporting young people’s development.

Concurrent to our study, research being completed by Sheridan College researchers in 2017 (Halton Region Youth In/At Risk Research Report) also found that 36% of Social Workers and Child and Youth Counsellors surveyed identified that youth in Halton are in need of “safe community spaces where they can spend time with their friends, away from authority figures such as parents and teachers.” (pg. 16) In addition, 30% found that transportation a barrier in North Halton youth to access important services. Their respondents also agreed that youth were not connected to what was happening or how they could get involved in their community.

Moving to a broader understanding of youth issues, in the 2016 Annual Report for Stepping Up: A Strategic Framework to Help Ontario’s Youth, the Premier’s Council on Youth Opportunities hosted a Listening Tour around the province. Through these conversations with young Ontarians, 5 themes emerged: the need for safe and dedicated space, better access to transportation, a voice in decision making, more opportunities for employment, and stronger outreach on supports for youth. These same themes emerged as our major findings within Milton, indicating that we are not unique in our shortcomings but can work with other communities to share best-practices and shift the landscape for youth in Milton, making Milton the gold-standard for positive youth development, healthy growth, youth opportunities and the highest standard of youth-friendly communities.

Links to cited reports:

[\(2017\). Halton Region Youth In/At Risk Research Report. Sheridan College.](#)

[\(2016\). Stepping Up: 2016 Annual Report. Ontario Government.](#)

[\(2013\). Halton Youth Survey: Community Profile. Halton Our Kids Network.](#)

[\(2012\). Youth Confidence in Learning and the Future: Mobilizing Youth as Agents of Change in Milton. Community Development Halton.](#)

[\(2011\). Youth Engagement Summary Report. Halton Region Health Department.](#)

Appendix A – Background Information and Previous Studies

Supporting Document I – Play Works Youth Friendly Criteria

Play Works Youth Friendly Community Application

What are the Youth Friendly Community Criteria?

Youth Friendly Community Criteria

Communities that meet a minimum of 7 of the following 10 criteria will be recognized as Youth Friendly. A community must meet criteria 2 to be recognized as a Gold or Platinum Youth Friendly Community.

Each criteria links to at least one of the themes and outcomes of *Stepping Up*, the Ministry of Children and Youth Services' strategic framework to help Ontario's youth succeed.

Criteria 1: Youth have options for play

Play is any activity that has elements of choice, leads to satisfaction and encourages progressive learning.

A Youth Friendly Community offers a variety of play opportunities for youth ages 13 to 19.

Play opportunities exist in recreation, sports, arts/culture, drama/dance/music, volunteerism, and leadership development.

Play is offered by multiple service providers, such as local governments/governing bodies, community agencies, the faith community, local businesses and other independent organizations.

Criteria 2: Youth are formally connected community-wide

Note: This criteria must be met to achieve Gold or Platinum Youth Friendly Community recognition.

Connecting youth to the community creates opportunities for the youth voice to be heard in a continuous, formal and public way.

The community encourages engagement and activism by youth ages 13 to 19 and supports them in speaking out about their need for play.

Youth are connected to the community through youth advisory committees that are attached to local government and other leadership groups. Youth also participate on boards/committees and other civic engagement structures and host and participate in youth forums and summits.

The voice of youth is evident in many areas, including local government/governing bodies, not for profit agencies, schools and school boards, faith communities, local businesses and other independent service providers.

There is evidence that the youth voice advocating for play is being heard.

Appendix A – Background Information and Previous Studies

Supporting Document I – Play Works Youth Friendly Criteria

Play Works Youth Friendly Community Application

What are the Youth Friendly Community Criteria?

Criteria 3: It is easy for youth to find information about play activities in the community

Information is publicized through a variety of media and communication outlets, making it easy for youth ages 13 to 19, to find out about play activities.

Organizations seeking to reach youth use youth friendly media and communication outlets, including social media portals (Facebook, Twitter, Snapchat, Instagram, text, IM), websites and print sources, radio, TV, posters, brochures and leisure guides.

There is evidence youth are using these vehicles to access information.

Information for youth is provided by the local government/governing bodies, community agencies, the faith community, local businesses, other independent service providers, and audio/print/visual media groups.

Criteria 4: The community recognizes and celebrates youth

A Youth Friendly Community recognizes and celebrates youth ages 13 to 19 in a variety of ways.

A variety of players in the community host events where youth are recognized, such as the local government/governing body, community agencies, faith communities, local businesses, agricultural fair boards, schools, service clubs and sports groups.

Media or print businesses cover large scale public youth-related events and events where youth receive awards and/or scholarships.

Youth are aware of these opportunities and are often involved in various aspects of the events (e.g., planning, delivery, evaluation).

Criteria 5: The community formally commits funding for youth play

A Youth Friendly Community has a variety of funding sources that support play for youth ages 13-19.

The local government/governing body has some formal funding designated for youth play.

Youth play funding opportunities is also supported by community agencies, faith communities, local businesses, other independent service providers, not for profit agencies and service clubs.

Funds are available to pay for program staff, programs and services, facilities, special events and youth advisory councils.

To expand program access, agencies offer fee subsidies and build awareness of subsidy programs such as Canadian Tire Jump Start.

Appendix A – Background Information and Previous Studies

Supporting Document I – Play Works Youth Friendly Criteria

Play Works Youth Friendly Community Application

What are the Youth Friendly Community Criteria?

Criteria 6: The community supports Positive Youth Development

Positive Youth Development (PYD) is a formal process that engages youth along with their families, communities and governments in empowering youth to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

A Youth Friendly Community uses Positive Youth Development (PYD) approaches to empower youth to reach their full potential.

Service providers have department/agency policies, procedures and practices that promote PYD.

PYD's 40 Developmental Assets, 7 Developmental Needs and 5Cs (competence, confidence, character, connection and caring) are embedded in all programs and services.

Community staff and volunteers receive PYD training.

The PYD approach is reflected in promotional materials and other information publicized throughout the community,

PYD is supported and applied by local governments, community agencies, faith communities, local businesses, other independent service providers and community partners.

Criteria 7: Youth feel valued by their community

A Youth Friendly Community listens to and acts on the needs expressed by youth ages 13 to 19.

Youth are valued by various sectors in the community, including the local government, community agencies, independent service providers, faith communities, local businesses, not for profit agencies, community groups, adults and adult-youth coalitions.

Youth are actively engaged by and encouraged to be present in businesses, recreation centres, malls, theatres and elsewhere. Service providers in such venues adopt a youth friendly approach in plans, strategies and programs.

Youth regularly give feedback and point to specific evidence that they are heard.

A cross-section of youth sees the community as youth friendly and confidently testifies that they feel respected as valid contributors.

Youth identify adult champions of youth play. Those champions are present and advocate for positive youth play, publicly support the needs of youth in the community and ensure that the community is involved in youth events.

Appendix A – Background Information and Previous Studies

Supporting Document I – Play Works Youth Friendly Criteria

Play Works Youth Friendly Community Application

What are the Youth Friendly Community Criteria?

Criteria 8: Schools and school boards support the Youth Friendly approach

In a Youth Friendly Community, schools and school boards actively support and promote play for youth ages 13 to 19 outside of regular school hours, both inside and outside of the school facility.

Youth play opportunities occur outside school hours/the curriculum, and youth groups use school resources.

Schools and school boards may have reciprocal agreements with others in the community that support youth play during and after school hours.

Community Use of Schools Agreements favour youth groups through dedicated youth programming hours and discounted rates.

Schools and their staff support youth play in the community through work on committees and focus groups.

School communications (announcements/bulletins) connect with youth and are presented in a youth friendly manner.

The school board may have flexible transportation programs to facilitate youth play, with early and late buses for extracurricular activities.

Schools and school boards support the Youth Friendly approach both separately and in their partnerships with local governments, community agencies, faith communities, local businesses and other independent service providers.

Criteria 9: Play is accessible to youth

A Youth Friendly Community supports play that is physically, geographically and financially accessible to youth ages 13 to 19 and works to reduce barriers to participation.

Facilities used for play are physically accessible, so that youth with physical and/or developmental disabilities have equal opportunity to play.

Play activities are located in geographically accessible areas, where there is a concentration of youth; where youth regularly convene; or where youth can access public transportation, lighted bike/walking trails, taxis and/or car pools.

Youth play is financially accessible, with programs available free and/or at low cost.

Local facilities offer dedicated space to youth play at program times that reflect sensitivity to youth needs for play.

Accessible play opportunities are provided by local governments, community agencies, faith communities, local businesses and other independent service providers.

Appendix A – Background Information and Previous Studies

Supporting Document I – Play Works Youth Friendly Criteria

Play Works Youth Friendly Community Application What are the Youth Friendly Community Criteria?

Criteria 10: Play is socially inclusive

Play is socially inclusive and considerate of and sensitive to the needs of all youth ages 13 to 19.

Inclusion is facilitated through clear and intentional policies, procedures and practices that align with provincial and federal human rights protections by acknowledging youth intersectionality, preventing discrimination and promoting inclusion and engagement of youth who experience racialization, lower socio-economic status, homophobia, biphobia or transphobia, gender-based discrimination, mental health issues, diverse physical and developmental needs, and other forms of exclusion or harassment based on their diverse lived experience.

Social inclusion training is offered for staff/volunteers to enhance awareness of and sensitivity to all youth.

Groups reach out to youth, who may not participate in formally offered programs and services, to ensure their need for play is being met.

Socially inclusive play is supported by many service providers, such as local governments, community agencies, faith communities, local businesses and independent service providers.

Appendix A – Background Information and Previous Studies

Supporting Document II – Ontario Government Stepping Up Framework

Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed

Common Vision

Together, we will support all young people to become healthy, safe, hopeful, engaged, educated and contributing members of their communities and our province.

Guiding Principles

A Positive, Asset-Based View of Youth

Targeted Support for Those Who Need It

Collaboration and Partnership

Meaningful Youth Engagement and Leadership

Diversity

Evidence-Informed Choices

Transparency

Themes

Priority Outcomes

Health & Wellness

- 1 Ontario youth are physically healthy.
- 2 Ontario youth feel mentally well.
- 3 Ontario youth make choices that support healthy and safe development.

Strong, Supportive Friends & Families

- 4 Ontario youth have families and guardians equipped to help them thrive.
- 5 Ontario youth have at least one consistent, caring adult in their lives.
- 6 Ontario youth form and maintain healthy, close relationships.

Education, Training & Apprenticeships

- 7 Ontario youth achieve academic success.
- 8 Ontario youth have educational experiences that respond to their needs and prepare them to lead.
- 9 Ontario youth access diverse training and apprenticeship opportunities.

Employment & Entrepreneurship

- 10 Ontario youth have opportunities for meaningful employment experiences.
- 11 Ontario youth have the skills and resources needed to develop a successful career or business.
- 12 Ontario youth are safe and supported at work.

Diversity, Social Inclusion & Safety

- 13 Ontario youth experience social inclusion and value diversity.
- 14 Ontario youth feel safe at home, at school, online and in their communities.
- 15 Ontario youth respect, and are respected by, the law and justice system.

Civic Engagement & Youth Leadership

- 16 Ontario youth play a role in informing the decisions that affect them.
- 17 Ontario youth are engaged in their communities.
- 18 Ontario youth leverage their assets to address social issues.

Coordinated & Youth-Friendly Communities

- 19 Ontario youth have access to safe spaces that provide quality opportunities for play and recreation.
- 20 Ontario youth know about and easily navigate resources in their communities.

A Sustained Commitment to Supporting Ontario's Youth

➔ Ontario's Profile of Youth Wellbeing

➔ Cross-Cutting Actions

Appendix A – Background Information and Previous Studies

Supporting Document III – Search Institute’s 40 Developmental Assets

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey of almost 90,000 youth in the 2010 school year.

Asset type		Asset name and definition	
EXTERNAL ASSETS	Support	1. Family Support -Family life provides high levels of love and support.	72%
		2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	32%
		3. Other Adult Relationships -Young person receives support from three or more nonparent adults.	50%
		4. Caring Neighborhood -Young person experiences caring neighbors.	40%
		5. Caring School Climate -School provides a caring, encouraging environment.	35%
		6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school.	33%
	Empowerment	7. Community Values Youth -Young person perceives that adults in the community value youth.	25%
		8. Youth as Resources -Young people are given useful roles in the community.	32%
		9. Service to Others -Young person serves in the community one hour or more per week.	50%
		10. Safety -Young person feels safe at home, school, and in the neighborhood.	54%
	Boundaries & Expectations	11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts.	47%
		12. School Boundaries -School provides clear rules and consequences.	56%
		13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior.	48%
		14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior.	28%
		15. Positive Peer Influence -Young person's best friends model responsible behavior.	68%
		16. High Expectations -Both parent(s) and teachers encourage the young person to do well.	55%
	Constructive Use of Time	17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	20%
		18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	61%
		19. Religious Community -Young person spends one or more hours per week in activities in a religious institution.	51%
		20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights per week.	56%
INTERNAL ASSETS	Commitment to Learning	21. Achievement Motivation -Young person is motivated to do well in school.	71%
		22. School Engagement -Young person is actively engaged in learning.	62%
		23. Homework -Young person reports doing at least one hour of homework every school day.	53%
		24. Bonding to School -Young person cares about her or his school.	61%
		25. Reading for Pleasure -Young person reads for pleasure three or more hours per week.	23%
	Positive Values	26. Caring -Young person places high value on helping other people.	52%
		27. Equality and Social Justice -Young person places high value on promoting equality and reducing hunger and poverty.	54%
		28. Integrity -Young person acts on convictions and stands up for her or his beliefs.	71%
		29. Honesty -Young person "tells the truth even when it is not easy."	69%
		30. Responsibility -Young person accepts and takes personal responsibility.	67%
		31. Restraint -Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47%
	Social Competencies	32. Planning and Decision Making -Young person knows how to plan ahead and make choices.	33%
		33. Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills.	48%
		34. Cultural Competence -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	42%
		35. Resistance Skills -Young person can resist negative peer pressure and dangerous situations.	45%
	Positive Identity	36. Peaceful Conflict Resolution -Young person seeks to resolve conflict nonviolently.	44%
		37. Personal Power -Young person feels he or she has control over "things that happen to me."	45%
		38. Self-Esteem -Young person reports having a high self-esteem.	52%
		39. Sense of Purpose - Young person reports that "my life has purpose."	63%
		40. Positive view of personal future - Young person is optimistic about her or his personal future.	75%

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Appendix B - Survey Questions

Long Form Survey

Welcome to the Milton Youth Feedback Survey

We want to hear your voice! Tell us honestly about what it is like to be a youth in Milton, the good things and areas that could be improved. Your input will help to make Milton more youth-friendly!

About You

1. Please enter your postal code. If you don't know it, you can leave this blank.

2. How old are you?

- | | |
|--------------------------|--------------------------|
| <input type="radio"/> 12 | <input type="radio"/> 16 |
| <input type="radio"/> 13 | <input type="radio"/> 17 |
| <input type="radio"/> 14 | <input type="radio"/> 18 |
| <input type="radio"/> 15 | <input type="radio"/> 19 |

3. Gender

4. Do you identify as any of the following? If none apply, please leave it blank.

- | | |
|---|---|
| <input type="checkbox"/> Francophone (first language is French) | <input type="checkbox"/> LGBTQ+ (Lesbian, Gay, Bisexual, Transsexual, Queer/Questioning, +) |
| <input type="checkbox"/> First Nation, Métis, Inuit | <input type="checkbox"/> Having a disability |
| <input type="checkbox"/> Newcomer (lived in Canada less than 5 years) | <input type="checkbox"/> Visible Minority |

5. How long have you lived in Milton?

- | | |
|--|--|
| <input type="radio"/> Less than one year | <input type="radio"/> As long as I can remember! |
| <input type="radio"/> 1-3 years | <input type="radio"/> I was born in Milton |
| <input type="radio"/> 3-5 years | |

Appendix B - Survey Questions

Long Form Survey

6. Name one thing that makes Milton a good place to live for youth.

7. Name one thing that Milton could improve to make it more youth-friendly.

8. Which of the following are you involved in? Click all that apply.

- ☐ Sports (organized/league)
- ☐ Sports (pick-up/drop in/self-organized)
- ☐ Visual Arts
- ☐ Performing Arts
- ☐ School Club
- ☐ Volunteering
- ☐ Part-Time Job
- ☐ Leadership Roles (councils, executive teams)
- ☐ Cultural Group
- ☐ Faith Group
- ☐ Interest Group (environmental, social justice, hobby)
- ☐ Other (please specify)

Appendix B - Survey Questions

Long Form Survey

9. Why do you choose to be involved in those opportunities? Click all that apply.

- ☐ I am good at it
- ☐ My friends do it
- ☐ It is cool
- ☐ It is good for my physical health
- ☐ It is good for my mental health
- ☐ I am helping others
- ☐ I feel like I belong
- ☐ There are other people like me there
- ☐ I want to meet new people
- ☐ My parents make me
- ☐ The topic/activity interest me.

10. Where do you hear about interesting opportunities/events/programs? Click all that apply.

- ☐ School
- ☐ Friends
- ☐ Social Media
- ☐ Newspaper/Radio
- ☐ Parents
- ☐ Posters
- ☐ Other things that I am involved in

11. What is your preferred way of communicating?

- ☐ Face-to-face
- ☐ Text Message
- ☐ Direct Messaging/Private messaging on Social Platforms
- ☐ Other (please specify)
- ☐ General Social Media posts
- ☐ Phone Call
- ☐ Email

Appendix B - Survey Questions

Long Form Survey

12. Where do you regularly hangout/attend programs?

- ☐ Parks
- ☐ Skate Parks
- ☐ Sports Fields
- ☐ Velodrome/Cycling Centre
- ☐ Library
- ☐ Schools
- ☐ Stores/Shops
- ☐ Coffee Shops/Cafes
- ☐ Milton Centre for the Arts
- ☐ The Sports Centre
- ☐ Milton Leisure Centre
- ☐ Nassagaweya Community Centre
- ☐ Hockey Arenas/Skating Rinks
- ☐ Swimming Pools
- ☐ Places of Worship
- ☐ Other (please specify)

13. What prevents you from participating in interesting activities (sports, arts programs, hanging out)?

- | | |
|---|---|
| <input type="checkbox"/> I have lots of homework | <input type="checkbox"/> I have a part-time job |
| <input type="checkbox"/> I am already involved in other organized activities (ex. Sports, music, Girl Guides, etc.) | <input type="checkbox"/> I am responsible for lots of chores at home. |
| <input type="checkbox"/> I am responsible for minding my siblings | <input type="checkbox"/> My parents don't allow me to participate |



Appendix B - Survey Questions

Long Form Survey

14. Do you have a part-time job?

- ☐ Yes, I like my job ☐ No, I can't find one
- ☐ Yes, but only because I need a job ☐ No, I don't want one
- ☐ Yes, but it is not challenging or interesting to me. ☐ No, I don't have time for one
- ☐ Other (please specify)

15. If you have a job, how many hours a week do you work? Leave it blank if you don't have a job.

16. Do you volunteer?

- ☐ Yes, only because I need 40 hours of community service ☐ No, I am not interested in volunteering
- ☐ Yes, I found something that I enjoy ☐ No, I can't find opportunities
- ☐ Yes, I found something but I wish it was more interesting to me
- ☐ Other (please specify)

17. If you volunteer, how many hours a week do you volunteer? Leave it blank if you don't volunteer.

18. How do you find volunteer opportunities?

- ☐ Teacher/Guidance Counselor ☐ Social Media
- ☐ Family Members ☐ Faith Group
- ☐ Friends ☐ Halton Information Network (www.halinet.on.ca/)
- ☐ Other (please specify)

Appendix B - Survey Questions

Long Form Survey

19. How do you get around Milton?

	Never	Sometimes	Often	Most of the time
Walk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bike/Skateboard/Scooter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents drive you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends drive you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How would you improve your ability to get around Milton?

21. When you leave Milton with your friends or family, where do you go?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Mississauga | <input type="checkbox"/> Halton Hills |
| <input type="checkbox"/> Toronto | <input type="checkbox"/> Oakville |
| <input type="checkbox"/> Burlington | <input type="checkbox"/> Brampton |
| <input type="checkbox"/> Other (please specify) | |

22. Why do you leave Milton to do these things?

23. Do you feel safe (physically, mentally, and emotionally) in Milton?

- ☐ Yes
- ☐ No, I feel physically unsafe because of my personal identify (gender, sexual orientations, religions, ethnicity, etc.)
- ☐ No, I feel mentally/emotionally unsafe because of my personal identify (gender, sexual orientations, religions, ethnicity, etc.)
- ☐ No, I feel unsafe because physical spaces are unsafe (ie. not well lit, no adult/police presence, etc.)
- ☐ Other (please specify)

Appendix B - Survey Questions

Long Form Survey

If you feel unsafe, there are people available to help you. Please connect with a safe adult:

The Police (911)

The ROCK 24-hours Crisis Line (905-878-9785)

Kids Help Phone (1-800-668-6868)

Talk to a trusted adult

24. Do you feel welcome in Milton?

☐ Yes

☐ No, adults make me feel unwelcome

☐ No, the facilities aren't designed for youth

☐ No, part of my personal identity is not accepted (gender, sexual orientation, religion, ethnicity, etc.)

☐ No, there are not enough resources to make me feel welcome.

25. If you saw something unfair (ex. Bullying), would you:

☐ Step in yourself

☐ Tell your parents

☐ Tell a teacher

☐ Tell a friend

☐ Do nothing

☐ Contact the police

26. How comfortable are you sharing your concerns/ideas with:

	I don't know how to reach them.	I would never.	Uncomfortable	Comfortable	Very Comfortable
Parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trusted Adult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. What places in Milton treat youth well? Why?

Appendix B - Survey Questions

Long Form Survey

28. Lastly and most importantly..... Is Milton a Youth-Friendly Community? Why or Why Not?

29. If you would like to be entered into a contest, please leave us away to contact you. (email, phone, instagram)

Appendix B - Survey Questions

Tablet Survey

YOUTH OUTREACH SURVEY

Please enter your postal code. Leave it blank if you don't know it.

How old are you?

- ☐ 12
- ☐ 13
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18
- ☐ 19

Do you identify as any of the following? If none apply, please leave it blank.

- ☐ Francophone (first language is French)
- ☐ First Nation, Métis, Inuit
- ☐ Newcomer (Lived in Canada less than 5 years)
- ☐ LGBTQ+ (Lesbian, Gay, Bisexual, Transsexual, Queer/Questioning, +)
- ☐ Having a Disability
- ☐ Visible Minority

Let's Get Started!!! Pick a topic of interest!

- ☐ Doing
- ☐ Earning and Giving
- ☐ Getting Around
- ☐ Safety and Belonging

Appendix B - Survey Questions

Tablet Survey

Which of the following types of opportunities are you involved in?

- ☐ Sports (organized/league)
- ☐ Sports (pick-up/drop in/self-organized)
- ☐ Visual Arts
- ☐ Performing Arts
- ☐ School Club
- ☐ Volunteering
- ☐ Part-Time Job
- ☐ Leadership Roles (councils, executive teams)
- ☐ Cultural Group
- ☐ Faith Group
- ☐ Interest Group (environmental, social justice, hobby)
- ☐ Other (please specify)

Why do you choose to be involved in those opportunities?

- ☐ I am good at it
- ☐ My friends do it
- ☐ It is cool
- ☐ It is good for my physical health
- ☐ It is good for my mental health
- ☐ I am helping others
- ☐ I feel like I belong
- ☐ There are other people like me there
- ☐ I want to meet new people
- ☐ My parents make me
- ☐ The topic/activity interest me.

Appendix B - Survey Questions

Tablet Survey

What gets in the way of participating in activities?

- ☐ Cost of program (\$\$)
- ☐ Transportation is hard to arrange
- ☐ I have to mind my siblings
- ☐ I have to focus on my school work
- ☐ There is nothing that interests me available
- ☐ It is not cool to be involved
- ☐ My parents don't let me
- ☐ It is not part of my culture/religion
- ☐ Nothing gets in the way of participating
- ☐ Other (please specify)

Do you have a part-time job?

- ☐ Yes, I like my job
- ☐ Yes, but only because I need a job
- ☐ Yes, but it is not challenging or interesting to me.
- ☐ No, I can't find one
- ☐ No, I don't want one
- ☐ No, I don't have time for one
- ☐ No, I am too young to have one

Appendix B - Survey Questions

Tablet Survey

On average, how many hours a week do you work?

- ☐ 1-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ 20+ hours

Do you volunteer?

- ☐ Yes, only because I need 40 hours of community service
- ☐ Yes, I found something that I enjoy
- ☐ Yes, I found something but I wish it was more interesting to me
- ☐ No, I am not interested in volunteering
- ☐ No, I can't find opportunities

On average, how many hours a week do you volunteer?

- ☐ I volunteer at events or in spurts
- ☐ 1-5 hours
- ☐ 6-10 hours
- ☐ 10+ hours

Appendix B - Survey Questions

Tablet Survey

Where do you hear about interesting opportunities around Milton?

- ☐ School
- ☐ Friends
- ☐ Social Media
- ☐ Newspaper/Radio
- ☐ Parents
- ☐ Posters
- ☐ Other things I am involved with

How convenient are the following ways to get around town?

	I don't do this	Very Inconvenient	Works okay	Very Convenient
Walking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bike/skateboard/scooter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Driving yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents driving you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends driving you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you have free time are you usually:

	Never	Sometimes	Usually	Always
At home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging out in Milton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging out outside of Milton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In scheduled programs in Milton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In scheduled programs outside of Milton?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B - Survey Questions

Tablet Survey

When you leave Milton to hang out or do something, where do you go?

- ☐ Mississauga
- ☐ Toronto
- ☐ Burlington
- ☐ Halton Hills
- ☐ Oakville
- ☐ Brampton
- ☐ I prefer to stay in Milton
- ☐ Other (please specify)

What do those other cities have that Milton is missing?

Do you feel safe (physically, mentally, and emotionally) in Milton?

- ☐ Yes
- ☐ No, I feel in physically unsafe because of my personal identity (gender, sexual orientation, religion, ethnicity, etc.)
- ☐ No, I feel mental/emotional unsafe because of my personal identity (gender, sexual orientation, religion, ethnicity, etc.)
- ☐ No, I feel in unsafe because physical spaces are unsafe (ie. Not well lit, no adult/police presence, etc.)

Appendix B - Survey Questions

Tablet Survey

Do you feel welcome in Milton?

- ☐ Yes
- ☐ No, adults make me feel unwelcome
- ☐ No, the facilities aren't designed for youth
- ☐ No, part of my personal identity is not accepted (gender, sexual orientation, religion, ethnicity, etc.)
- ☐ No, there are not enough resources to make me feel welcome.

How comfortable are you sharing your concerns/ideas with:

	I don't know how to reach them	I would never.	Uncomfortable	Comfortable	Very Comfortable
Parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trusted Adult Ally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you prefer to share your opinions and ideas?

- ☐ Social Media
- ☐ Email
- ☐ Texts
- ☐ Phone Call
- ☐ In-person at school
- ☐ In-person through other clubs and groups
- ☐ Other (please specify)

Appendix B - Survey Questions

Tablet Survey



If you would like to be entered into a contest, please leave us a way to contact you. (email, phone, Instagram)

Appendix B - Survey Questions

Follow Up Survey

Welcome to the Milton Youth Feedback Survey

We want to hear your voice! Tell us honestly about what it is like to be a youth in Milton, the good things and areas that could be improved. Your input will help to make Milton more youth-friendly!

About You

Please enter your postal code. If you don't know it, you can leave this blank.

How old are you?

- | | |
|--------------------------|--------------------------|
| <input type="radio"/> 12 | <input type="radio"/> 16 |
| <input type="radio"/> 13 | <input type="radio"/> 17 |
| <input type="radio"/> 14 | <input type="radio"/> 18 |
| <input type="radio"/> 15 | <input type="radio"/> 19 |

Gender

Do you identify as any of the following? If none apply, please leave it blank.

- | | |
|---|---|
| <input type="checkbox"/> Francophone (first language is French) | <input type="checkbox"/> LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, +) |
| <input type="checkbox"/> First Nation, Métis, Inuit | <input type="checkbox"/> Having a disability |
| <input type="checkbox"/> Newcomer (lived in Canada less than 5 years) | <input type="checkbox"/> Visible Minority |

How long have you lived in Milton?

- | | |
|--|--|
| <input type="radio"/> Less than one year | <input type="radio"/> As long as I can remember! |
| <input type="radio"/> 1-3 years | <input type="radio"/> I was born in Milton |
| <input type="radio"/> 3-5 years | |

Appendix B - Survey Questions

Follow Up Survey

* If you could design a youth space, which of the following are most important to include? Pick your top 3.

- ☐ Homework Help/Quiet Study/Group Study
- ☐ Gym/Sports Facilities
- ☐ Cafeteria
- ☐ Vending Machines
- ☐ Music Room with instruments
- ☐ Video Gaming space
- ☐ Lounge area
- ☐ Free Wifi
- ☐ Phone Charging stations
- ☐ Billiards/Pool Tables/Ping Pong
- ☐ Bike Racks
- ☐ Other (please specify)

* If Milton was to host more events, what type of events would you like to see? Pick your top 3.

- | | |
|--|---|
| <input type="checkbox"/> Music Concerts | <input type="checkbox"/> Youth Art Exhibitions |
| <input type="checkbox"/> Fairs (similar to the Fall Fair) | <input type="checkbox"/> Youth Dances |
| <input type="checkbox"/> Milton's Got Talent/Milton Idol/Battle of the Bands | <input type="checkbox"/> Youth Film Festivals |
| <input type="checkbox"/> Youth Leadership Conferences | <input type="checkbox"/> Cross-Cultural Events |
| <input type="checkbox"/> Skate boarding/Scooter/BMX competition/shows | <input type="checkbox"/> Tech/Robotics competitions/Events |
| <input type="checkbox"/> Sports Tournaments (3 on 3 basketball, street hockey, etc.) | <input type="checkbox"/> Youth Entrepreneur/Innovation Competitions |
| <input type="checkbox"/> Other (please specify) | |

Appendix B - Survey Questions

Follow Up Survey

* If Milton was to bring in some new activities for youth (or more of the ones that already exist), which of the following would you like to see? Pick your top 3.

- ☐ Indoor Skate Park
- ☐ Trampoline Park
- ☐ Youth Drop In Centre
- ☐ Escape Room
- ☐ Board Game Café
- ☐ Rock Climbing
- ☐ Paintball
- ☐ Airsoft
- ☐ Roller Rink
- ☐ Mini Golf
- ☐ Arcade
- ☐ Other (please specify)

Appendix B - Survey Questions

Follow Up Survey

Are you aware of the following services available for youth?

	No	Yes	Yes, and I am connected with them
Homework Support (ex. Tutors, study spaces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ+ Support (ex. Drop-ins, information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health Support (ex. counseling, therapists, coping strategies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Health Support (ex. information/education, supplies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment Help (ex. resume writing, connecting with jobs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for finding volunteer placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy Eating support (ex. Healthy snacks, food insecurity, eating disorders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Support (ex. Learning supports, accommodation support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid (ex. Scholarships for academics, discounts for programming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Support (ex. Suicide, abuse, bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural/Religious Groups (ex. youth groups, Associations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B - Survey Questions

Follow Up Survey

How important are the following skills to be a successful young adult?

	I don't need this skill	I need to develop this skill	I have this skill already
Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resume Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with Others/Networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (software/user) Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (coding/creating) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration/Team Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the number one thing that youth look for in a volunteering opportunity? Pick one.

- | | |
|---|--|
| <input type="radio"/> It is easy. | <input type="radio"/> It looks good on a resume. |
| <input type="radio"/> It gives me lots of hours all at once. | <input type="radio"/> I can make new friends doing it. |
| <input type="radio"/> It could lead to a job. | <input type="radio"/> I can do it with my friends. |
| <input type="radio"/> It teaches me new skills. | <input type="radio"/> I feel like I am making a difference for someone else. |
| <input type="radio"/> It makes use of skills that I already have. | |

How would you like to be more involved in your community? Choose all that apply.

- ☐ I wouldn't like to be more connected.
- ☐ I would like more volunteering opportunities.
- ☐ I would like more opportunities to earn money.
- ☐ I would like more opportunities to get a career-track job.
- ☐ I would like to meet more people my age.
- ☐ I would like to be connected to an adult mentor.
- ☐ I would like to be more involved in decisions that affect me.

Appendix B - Survey Questions

Follow Up Survey

Please provide us with examples of times when you were asked for your feedback, or your needs were responded to.

We have heard from over 2,000 youth and received some great feedback. In your opinion, what topic should we prioritize?

- | | |
|---|---|
| <input type="radio"/> Improve the Bus System | <input type="radio"/> Bring in more youth-relevant stores |
| <input type="radio"/> Create a Youth Space/hangout/drop in | <input type="radio"/> Pedestrian Safety |
| <input type="radio"/> Encourage Student Discounts | <input type="radio"/> More sports facilities |
| <input type="radio"/> Create more youth volunteer opportunities | <input type="radio"/> Create a youth-specific communication plan to ensure youth are connected to activities and opportunities around Milton. |
| <input type="radio"/> Develop more youth events | |

If you would like to be entered into a contest, please leave us away to contact you. (email, phone, instagram)

Appendix C – Road Show Locations

Road Show – Short-Form Survey Location Summary

Date	Location	Event/Target Group
July 12, August 9, 23	Milton Sports Centre (MSC)	Youth enrolled in Aquatics programs and hanging out at the MSC
July 15	Country Heritage Park	Summer Fair & Farm Expo – Rural Youth
July 20, 27	Mattamy National Cycling Centre	Milton Stags Basketball Camp
August 10	Milton Public Library: Beaty Branch	Comic Creations Participants
August 12	Main St.	Farmer's Market - Random Youth
August 12	Brian Best Park	Baseball Milton Tournament
August 13	Kelso Conservation Area	Rural Youth
August 17, 31, Sept 26, 21	DriveWise	Driving School Participants
August 18	Islamic Community Centre of Milton	Friday Prayers
August 19, 20	Toronto Premium Outlets	Youth
August 24	Town Hall	Rick Imus Music Studio Concert
August 27	Lion's Soccer Fields	Milton Youth Soccer Club Finals
August 28	Milton Sports Centre	Cadets Registration
September 7	Milton Sports Centre, Skate Park	Youth
September 10	Drumquin Park	Track 2000 Milton BMX Event
September 19, 20	Firepower Kids	Registered youth
September 22, 23, 24	Milton Fall Fair	Youth
September 27	Milton Public Library - Main Branch	Youth
October 3	FirstOntario Arts Centre Milton	Youth
October 5	FirstOntario Arts Centre Milton, Milton Sport Centre, Milton Leisure Centre	Youth
October 11, 18	Mattamy National Cycling Centre	Edge Volleyball Regional Schools Intermediate Volleyball Tournaments
October 13	Mattamy National Cycling Centre	Basketball Drop-in
October 14, 15	EC Drury School for the Deaf	Pakmen Volleyball Programs
October 15	Milton Skate Parks	Youth
October 19	Milton District High School	Parent/Student Teacher Interviews, Grade 9 Information Night
October 20	Portico Community Church	Service Night
October 27	Milton Bible Church	Youth Rally
November 4	Champs Family Entertainment Centre	Youth
November 17	Ebenezer United Church	Rural youth Drop In

Appendix C – Road Show Locations

Focus Group Summary

Group Name	Program/Event	Specialty Population	# of participants
Halton Multicultural Council Connection	Camp 1	Newcomer, Visible Minority	8
Halton Multicultural Council Connection	Camp 2	Newcomer, Visible Minority	10
Halton Multicultural Council Connection	Camp 3	Newcomer, Visible Minority	12
Town of Milton	Leaders in Training Camp 1	N/A	30
Town of Milton	Leaders in Training Camp 2	N/A	33
Girls Inc.	Camp	Newcomer, Visible Minority	13
Town of Milton	Leadership Camp	N/A	23
RE:SOUL	Youth Drop In Program	Disengaged	17
Portico Community Church	Youth Group Meeting	N/A	24
Halton District School Board	Get Outside and Learn Program	Disengaged	3
Bah'ai Youth	Focus Group	N/A	2
Jean Vanier Catholic Secondary School	Civics Class	N/A	24
Holy Rosary Catholic Elementary School	Grade 8 Classes (2 classes)	N/A	52
Islamic Community Centre of Milton	Focus Group	Visible Minority	15
St. Peter Catholic Elementary School	Grade 8 Classes (2 classes)	N/A	60
Milton Public Library	Teen Advisory Group	N/A	15
Positive Space Network	Youth Drop In Program	LGBTQ+	15

Appendix D – Community Partner Engagement

The Town of Milton worked collaboratively with 60 different youth-serving organizations within the Milton area. These organizations represented a variety of programs, services and affiliations that helped reach some of the target youth demographics and populations who are not engaged with typical programming. Their involvement was critical to the success of this initiative and the representative sample of respondents we were able to reach.

We categorized the partners to ensure that we were reaching a variety of youth and also organizations that supported the disengaged youth within Milton who would otherwise not be heard.

For clarification: (1) community groups represent groups of youth led by community members as an assembly around a common interest not affiliated with sport, art, faith, (2) Faith-based groups represent various religious groups who support young people of faith, (3) Government encompasses publically funded institutions that are designed to serve the Milton population as a whole, (4) Social Services represent organizations that serve a social need within Milton that are not formally linked to a larger governing body of government, (5) “Other” organizations include camps, cultural groups, service clubs, and venues.

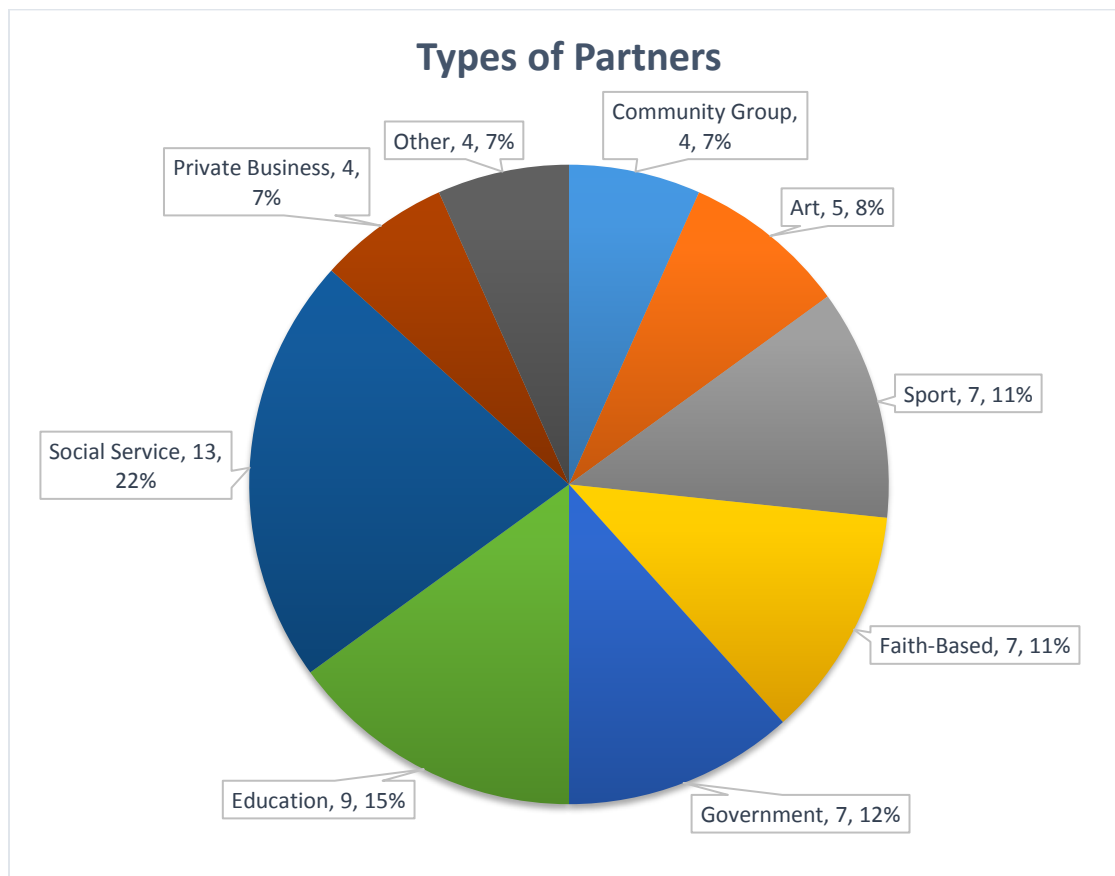


Figure 46: Project partners by classification.

Appendix D – Community Partner Engagement

List of Community Partners

7 th Milton Scouts Group	Halton Regional Police Service	Portico Community Church Milton
Air Cadets - 820 Chris Hadfield Squadron	Halton District School Board	Positive Space Network
Arthouse for Children and Youth	Halton Multicultural Council Connection	POSSE Project
Bah'ai Faith	Holy Rosary Catholic Elementary School	Public Health - Halton Region
Baseball Milton	Islamic Community Centre of Milton	RE:SOUL Youth Centre
Brookville Minor Baseball Association	Jean Vanier Catholic Secondary School	Rick Imus Music Studio
Champs Family Entertainment Centre	John Howard Society	Robo-Geek
Community Development Halton	Milton Bible Church	Reach Out Centre for Kids
Community Living North Halton	Milton Chamber of Commerce	St. Peter Catholic Elementary School
Conservation Halton	Milton Chinese Association	The Centre for Skill Development & Training
Country Heritage Park	Milton Community Resource Centre	Town of Milton
Craig Kielburger Secondary School	Milton District High School	Town of Milton – Summer Camps
Downtown Milton Business Improvement Area	Milton Edge Volleyball	Town of Milton – Milton Youth Advisory Committee
Drive Wise Milton	Milton Music Teachers' Association	Track 2000 Milton BMX
Ebenezer United Church	Milton Public Library	Trillium Demonstration School
EC Drury School for the Deaf	Milton Show Choir	University of Guelph
FirePower Kids	Milton Springers Gymnastics Club	YMCA of Greater Toronto
Girl Guides of Canada	Milton Stags Basketball Club	
Girls Inc.	Milton Youth Soccer Club	
GOAL Program (Halton District School Board)	Optimist Club of Milton	
Graceway Baptist Church	Our Kids Network	
Halton Dance Network	Our Kids Network - Milton Hub	
	Pakmen Volleyball	

Appendix E - Council Report



The Corporation of the Town of Milton

Report To:	Committee of the Whole
From:	Kristene Scott, Commissioner, Community Services
Date:	February 12, 2018
Report No:	COMS-002-18
Subject:	Youth Strategy Update
Recommendation:	THAT staff report COMS-002-18 be received for information purposes;

EXECUTIVE SUMMARY

A Milton Youth Strategy is currently being developed to assess youth needs and set priorities for service requirements. As a successful recipient of a grant from the Ministry of Tourism, Culture and Sport's Ontario150 Partnership Program, the Community Services Department has completed the Youth 360 Project, a community outreach to youth, which gathered information and feedback to assist in the development of the Town of Milton Youth Strategy.

The Youth 360 Project included two primary components. The first was the development of a Youth Friendly Milton Network – an alliance consisting of Milton youth serving organizations. Youth Friendly Milton was important to the collection of information, as the scope of the project was to be inclusive of a variety of Milton youth serving organizations.

The feedback component of the Youth 360 project (rebranded to #miltonyouth) was a large-scale consultation with youth aged 12 – 19 years that currently reside in Milton. The purpose of this project was to gain insight into the needs, wants and interests of youth in our community. With more than 2,000 responses, the research consistently identified some key messages. The work completed as part of #miltonyouth will serve as a strong foundation to the further development of a formal Youth Strategy.

This report presents the highlights of the #miltonyouth Project. Further information, data and context will be provided to relevant working groups as needed or requested. Youth highlighted Milton as a safe, youth-friendly community with strengths in its connection to nature and parks, and the availability of structured activities for youth. Areas of

improvement were identified as a desire for the expansion of public transit services, the development of public space for youth to “hang out”, additional opportunities for youth discounts on goods and services and the need to develop communication strategies that are relevant to connecting with Milton youth.

As a result of the gathered information, the #miltonyouth Project has identified potential next steps for preparing the Youth Strategy. In parallel with its development, the Community Services Department will engage relevant town departments and community partners in further investigating youth transit needs, feasibility of youth-dedicated spaces, connecting with local LGBTQ+ resources, developing staff training modules to support diverse youth-friendly practices, and developing a youth-specific communication strategy. Information supporting these next steps can be found in Appendix A.

REPORT

Background

Milton’s population has grown exponentially over the past decade, with a significant increase in residents below the age of 20. According to 2016 Statistics Canada Census data, between 2006 and 2016, Milton’s population grew 204%. Over the same period of time, the growth in Milton’s youth population, aged 10 – 19, grew 227%. This rapid expansion represents those who will be the next generation of Milton adults. As an additional consideration, the anticipated development of a post-secondary campus will increase the number of youth ages 17-19 staying or moving to the Milton community for post-secondary studies. This increase accompanied by the number of children who will become teenagers in the next 5 years will have a significant impact on the required services to maintaining Milton’s youth-friendly status.

Milton is home to a significant number of youth who have expressed needs that are unique from other Milton residents. The Town of Milton’s ability to support their wellbeing and engagement is imperative to creating a Town of engaged citizens who will contribute to Milton’s continued success, now and in the future. The Town of Milton has recognized this shift by identified key action items in Destiny Milton 3 (2015) and the Community Services Master Plan (2015).

In alignment with the above, Milton has a history of supporting local youth. In 2011, Milton was designated Youth Friendly Community Silver status by Play Works, an Ontario-wide organization supporting active and engaged youth. Their purpose is to support and advance play for youth ages 13-19. This status is up for renewal this year with a goal of being recognized as a Gold level community in 2018.

The grant funding secured through the Ministry of Tourism, Culture and Sport and previously allocated town funds (2012 Capital Project) was earmarked for connecting local youth-serving organizations as well as collecting feedback directly from local youth. In order to accomplish these goals, the funding has supported retaining Keeping Pace Consulting, hiring a dedicated youth contract staff member to execute the feedback component, and the purchase of materials to execute these projects.

Under the guidance of Keeping Pace Consulting, the Community Services Department founded the Youth Friendly Milton Network in 2017. This alliance of committed local youth-serving organizations meet to share resources and support joint ventures including the Youth Friendly Community Application.

The funding also supported the Youth Outreach Worker to design, execute and report back on a large-scale youth feedback initiative. Funding also allowed for promotion activities and incentives to encourage participation in this feedback initiative. The feedback of the Youth 360 Project is titled #miltonyouth and is the focus of the report attached in Appendix A.

The #miltonyouth initiative was designed to ensure that the Town and local youth-serving organizations had an accurate understanding of key trends affecting youth (ages 12-19). The work that Milton is currently doing, the findings of this project and the next steps set forth will contribute to the development of a youth strategy and also align with the “Ontario Profile of Youth Wellbeing,” a Government of Ontario standard.

Discussion

The #miltonyouth initiative was a large-scale consultation that involved youth serving organizations and youth of the community. The input from youth is invaluable in determining direction, prioritization and key action items for a relevant and effective Youth Strategy. The information collected will be used to inform next steps and the development of Milton’s Youth Strategy. The results have also been used to further Milton’s application for accreditation as a Youth-Friendly Community through Play Works.

Community Partner Organizations

The development of the Youth Friendly Milton Network brought together 16 youth-serving organizations from a variety of sectors. The creation of this network has connected the community of youth organizations, along with adult champions for youth and provided a working group to collectively advance Milton as a youth friendly community.

The #miltonyouth project partnered with 60 local organizations to amplify and promote the project to the youth that they serve. These organizations represent various sectors including, but not limited to: arts, sports, schools, faith-based organizations, social services, government, business’ and community groups. They participated in varying degrees from posting information on their websites, to circulating information in newsletters/e-blasts, to inviting the Road Show to attend their events, and hosting focus groups with their youth. A full list of partners can be found in Appendix B.

Project Response

The #miltonyouth project heard from over 2,000 respondents between July, 2017 and November, 2017. This is considered a successful response rate as the project doubled its initial goal of 1,000 responses and engaged a diverse segment of youth and youth-

serving organizations. The youth provided feedback on what they like to do, how they move around town, how they contribute to their community through work and volunteering and their sense of belonging. They also provided their insight into the youth-friendly nature of the community and commented on things they would like to see developed in Milton.

Youth had the chance to participate through a long-form online survey, a short-form tablet survey, and focus groups. After the completion of the initial survey, an online follow-up survey was created to seek additional clarity on youth priorities. The Method Section within Appendix A, contains detailed information on the methods and rationale for each. Please refer to Appendix B for a list of Community Partners. The table below showcases the response rate for each engagement channel.

Total Number: 2,317 Respondents
910 short-form responses
846 long-form responses
356 focus group participants
205 follow-up online responses

Respondents provided a representative sample of youth in Milton. They represent a proportionate population geographically (as designated by postal codes) and youth who identified belonging to diverse groups including:

- Various Ethno/Cultural/Religious Groups
- LGBTQ+ Communities
- Youth with Disabilities
- Francophone
- First Nations, Métis and Inuit
- Newcomers
- Visible Minorities

See Appendix A for demographic-specific information.

Results Summary

As mentioned previously, the results of the #miltonyouth project highlight areas of strength and improvement as listed in the table below.

Milton's Strengths	Areas of Improvement
Safe, youth-friendly community	Expansion of public transit services
Connection to nature/parks	Development of youth-dedicated spaces
Availability of structured activities	Youth discounts
	Updated communication strategies

The success of this project is illustrated through the community involvement that led to the collection of informative data to support the development of Milton's Youth Strategy. The collection of over 2,000 responses from Milton youth, encompasses approximately 30% of all youth residents, while officially engaging over 60 community organizations and connecting with 200 adult champions for youth. A diverse group of youth were engaged through a variety of youth-serving organizations to ensure that a representative voice of the diversity that makes up the Milton youth demographic. This effort in engagement provides confidence that the data presented in the #miltonyouth Summary Report is reflective of the actual needs, wants and interests of Milton youth.

Next Steps

The #miltonyouth project was designed with the intention of understanding youth as a whole within the community. The identified youth priorities impacts several departments within the Corporation.

Information relevant to other departments such as Engineering Services and Executive Services and sources such as the Youth Friendly Milton Network will be provided with information that is pertinent to the work they are currently engaged in.

In order to continue the progress that was made through the #miltonyouth initiative, Appendix A highlights the priorities set forth by youth and suggested next steps based on quantitative and qualitative input and comprehensive research observation. Next steps include moving forward with the development of a Town Youth Strategy, in-depth review of transit feedback, further investigation of potential youth-dedicated spaces, deepening understandings of inclusivity of diverse youth (including LGBTQ+ populations and youth-patron specific training for staff) and development of a communication plan specific to the youth demographic. This information will serve as the starting point in developing the Town's Youth Strategy.

Financial Impact

There is no direct financial impact associated with the approval of this report.

Respectfully submitted,
Kristene Scott
Commissioner, Community Services

For questions, please
contact:

Name: Joy Anderson
Director, Culture &
Community Investment

Attachments

Appendix A - #miltonyouth Summary Report
Appendix B – Community Partner Organization Engagement

CAO Approval
William Mann, MCIP, RPP, OALA, CSLA, MCIF, RPF
Chief Administrative Officer