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**Student Parallel Election Program (Student Vote) Evaluation**

**Final Report**

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*Prepared for*

**Elections Canada**

*Prepared by*

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## EXECUTIVE SUMMARY

### Background

Student Vote is a parallel election for youth under the voting age, coinciding with federal, provincial and municipal elections. The purpose is to provide young Canadians with an opportunity to experience the voting process first-hand and practise the habits of active and engaged citizenship. The program culminates with a vote on local election candidates. Student Vote is the flagship program of CIVIX. Elections Canada supports Student Vote at the federal level as part of its civic education mandate. In an effort to increase the impact of Student Vote 2015, CIVIX organized five professional development conferences, Democracy Bootcamps, for teachers in the lead-up to the election to improve their democratic engagement and delivery of Student Vote.

### Evaluation

The Student Vote program evaluation was designed to assess program outcomes during the 2015 federal election. The goal of the study was to assess the success of Student Vote at meeting the program objectives, including:

- Imparting knowledge and understanding of Canada's democratic system among students.
- Generating appreciation of the importance of voting and civic engagement among students.
- Providing educators with a better ability to teach civic knowledge and civic education concepts, specifically focused on the democratic process, in an experiential and hands-on manner.
- Contributing to future democratic participation among Canadian youth.

### Methodology

The evaluation incorporated a mixed method approach. Survey data were collected from students, teachers and parents from schools that had participated in Student Vote, and schools that had not participated in Student Vote, during the 2015 federal election. Key informant interviews with participating and non-participating teachers, parents of students who had participated in Student Vote and program stakeholders were collected to supplement survey data. Additionally, focus groups were conducted with students who had participated in Student Vote. Finally, site visits were held at schools that had taken part in Student Vote.

Although data were collected from non-participating schools (schools that did not register with Student Vote for the 2015 federal election), concerns arose about the appropriateness of the control group. The participating student sample and non-participating student sample differed substantially in their grades and ages, raising concerns about the comparability of the two groups and the statistical power of the analyses with the secondary students. Additionally, some non-participating teachers reported using Student Vote materials to teach about politics during the election, raising concerns about the degree to which these teachers could be viewed as truly non-participating. Finally, 30% of students in the non-participating sample reported that they had taken part in a mock election during the 2015 federal election. While it is possible for a teacher to organize a mock vote independently of the Student Vote program, it is likely that at least some of these students were, in fact, participating in Student Vote without their class having been registered in the program. As a result of these multiple concerns, with the exception of reviewing teacher reasons for not participating in Student Vote, the control groups, composed of the non-participating samples, were not incorporated into the analyses of the outcomes. The removal of the control group from the analysis, however, limits the ability to attribute changes in outcomes directly to the Student Vote program.

**Key Evaluation Outcomes**

**Student Outcomes**

*Knowledge and Critical Thinking*

After Student Vote was completed, both elementary and secondary students displayed increased knowledge about politics and elections. The increased knowledge reported by students was consistent even after controlling for possible confounding variables. The regression additionally showed that student age had a positive impact on both elementary and secondary student knowledge and that teacher/school participation in the Democracy Bootcamps benefited elementary student knowledge. However, the regressions, counterintuitively, indicated that prior teacher/school participation in Student Vote or a Democracy Bootcamp was associated with lower secondary student knowledge scores. The reasons for this counterintuitive finding are not clear and would require additional analyses not possible with the existing data.

Parents and teachers also reported that Student Vote had had a positive impact on students' knowledge. Parents reported that participation in Student Vote had improved their child(ren)'s critical thinking. This perception was echoed by teachers and student focus group participants, who noted that the Student Vote activities had encouraged critical thinking and helped students make better voting decisions.

*Interest*

Among both elementary and secondary students, participating in Student Vote increased the proportion of students who were *somewhat* interested in politics, although not the proportion who were *very* interested. Additionally, after participating in Student Vote, fewer students responded that they were *not at all* interested in politics. After controlling for possible confounding variables, Student Vote maintained its impact on secondary students.

As with the impact of Student Vote on knowledge, parents and teachers were clear about the positive impact that they felt the program had had on students' interest levels. The majority of parents and teachers reported that Student Vote had positively impacted their child(ren)'s interest in government and politics.

*Student Discussions of Politics*

After Student Vote was over, both elementary and secondary students were less likely to report that they never talked to their friends or family about politics. Additionally, over half of all students reported talking to their friends and family about the election at least once a month. While the independent effect of Student Vote was maintained in only one of the regression analyses (for secondary students talking to friends about politics), in several cases, Democracy Bootcamp participation did have a significant impact on student outcomes. Elementary students whose teacher/school had participated in a Democracy Bootcamp talked to their friends and family more often about politics and talked to their friends more often about the election. Secondary students whose teacher/school had participated in a Democracy Bootcamp were more likely to talk to their friends about the election and to their family about politics.

Parents and teachers were clear in their perceptions of the impact of Student Vote on political discussion and student engagement. The majority of parents indicated that Student Vote had motivated their child(ren) to discuss politics more. Similarly, interviewed teachers recalled instances of students discussing the election outside the classroom or bringing parental opinions into classroom discussions.

*Confidence*

Defining student confidence as their comfort level in telling others their political opinions, Student Vote had a strong, positive impact on students. After Student Vote was over, both elementary and secondary students were more likely to report being very comfortable talking to friends and family about politics. For elementary students, the impact of Student Vote maintained significance in the regressions.

Additionally, older elementary students, and students whose teacher/school had previously participated in Student Vote, were more likely to report being comfortable talking to friends and family about politics. For secondary students, the independent effect of Student Vote remained significant for talking to friends, although not to family. This finding could possibly be explained by the responses of interviewed parents, who noted that their child(ren) felt comfortable talking to them about anything, Student Vote or not.

*Voting Intentions*

Student Vote increased student interest in voting in the 2015 federal election. The independent impact of Student Vote 2015 stayed significant in the regression for elementary students, although not for secondary students. However, the regression did indicate that secondary students who had previously participated in the Student Vote program, whose teacher/school had previously participated in Student Vote or who were born in Canada were more interested in voting in the 2015 federal election. This suggests that repeated exposure by teachers and/or students may be linked to stronger outcomes.

Additionally, Democracy Bootcamps had a relatively consistent and robustly positive impact on student voting intentions. Elementary students whose teacher/school had participated in a Democracy Bootcamp reported being more interested in voting in the 2015 federal election and more likely to vote in future elections. Secondary students whose teacher/school had participated in a Democracy Bootcamp reported being more likely to vote in future elections.

When asked why they would have voted in the 2015 federal election, both elementary and secondary students were more likely to state that it was their responsibility as Canadian citizens after completing Student Vote. This suggests that the program and experience is helping strengthen civic duty.

Interviewed parents and teachers tended to report that Student Vote had increased their child(ren)'s/students' intentions to vote in the future. Both felt that the Student Vote activities and material had helped to teach the importance of voting. However, some parents and teachers noted that it was too early to determine the impact of Student Vote and that there were other factors that could influence voting behaviour.

**Teacher Outcomes**

Student Vote had a limited impact on teacher outcomes. There were no pre-/post-program differences with respect to teachers on knowledge of, or interest in, politics. The regressions indicated that experience teaching civics had a greater impact on these outcomes, although past participation in Student Vote was also associated with increased knowledge and interest. Also, teachers, both before and after completing Student Vote, were equally likely to agree that voting was a civic responsibility. This was supported by the finding that almost all teachers planned on voting in the 2015 federal election, and almost all teachers reported actually voting in the election. Such results may be indicative of a selection bias, meaning that teachers who chose to participate in Student Vote may have done so because they already had high levels of knowledge, interest and belief that voting is a civic responsibility. However, although the majority of teachers reported being confident teaching civics, the majority of teachers also reported that participating in Student Vote had increased their confidence in

teaching civics. Additionally, participating in Student Vote improved teacher perceptions that there were issues they cared about and that politicians spoke about important issues.

**Parent Outcomes**

The majority of parents (90%) reported that their child(ren)'s participation in Student Vote had increased their families' opportunities to learn more about elections and politics. Although the majority of parents reported being at least somewhat informed about, and interested in, politics, at least half indicated that their knowledge of, and interest in, politics had increased because of their child(ren)'s participation in Student Vote. At least half of the parents who indicated no increase in knowledge or interest stated that it was because of their already high level of knowledge or interest, limiting the impact that their child(ren)'s participation in Student Vote could have. The majority of parents stated that voting was the responsibility of citizens, and this was evidenced by the majority of parents reporting voting in the 2015 federal election.

Just over a quarter of parents (28%) reported that their child(ren)'s participation in Student Vote had positively influenced their decision to vote. This reflects an increase of 40% since the last election.

**Satisfaction with Student Vote**

Approximately three-quarters of students reported enjoying learning about government and politics through Student Vote. Additionally, voting in the Student Vote election was the most commonly mentioned activity that students engaged in during the election, and it was rated as one of the top three most useful activities by over half of all students. Finally, while over half of all students reported being interested in participating in Student Vote again, elementary students were more likely than secondary students to want to participate in a future Student Vote program.

Teachers reported being very satisfied with Student Vote materials, resources and support. All the materials and resources provided by Student Vote were very highly rated. Over 90% of teachers who used the materials rated them as either good or excellent. Thus, almost all teachers indicated future intentions to participate in Student Vote again.

**Participation in Student Vote**

More than 7,500 schools registered to participate in the 2015 federal Student Vote, which is approximately half of all Canadian schools (grades 4 and up). CIVIX reported that 922,000 students cast a ballot from 6,662 schools, representing all the federal electoral districts across Canada. This level of participation represented a 78% increase in the number of schools and a 64% increase in the number of students who participated in 2011, making it the largest Student Vote program to date.

The majority of teachers who participated in Student Vote for the 2015 federal election had already participated in the program during a previous election – an indication of the positive experience teachers had with Student Vote previously. Teachers indicated that a desire to help students understand government and to help meet curriculum requirements were the two most common reasons stated for participating in Student Vote. Teachers reported that they could select from, and adapt, Student Vote materials to meet the needs of their classroom, allowing the materials to be integrated into the curriculum. It was also noted that some materials provided by Student Vote could not be developed by individual teachers – e.g. the Elections Canada ballot boxes and online videos – and that these materials, and the national scope of the program, helped link students with other students across the country.

*Democracy Bootcamp*

A greater proportion of teachers attending a Democracy Bootcamp had previously participated in Student Vote than those who did not attend. Democracy Bootcamp attendees rated themselves as slightly more interested in politics and slightly more confident about teaching the subject. While having attended a Democracy Bootcamp did not impact the amount of time teachers prepared, attendees did spend more time covering the election in the classroom. Additionally, while the majority of teachers felt that Student Vote had had a positive impact on increasing student interest in politics, motivating students to discuss politics and improving student intentions to vote, Democracy Bootcamp attendees reported a greater impact than non-attendees.

*Previous Teacher Participation in Student Vote*

Over half of post-program teachers reported participating in Student Vote before the 2015 federal election. Teachers who had participated in an earlier Student Vote program reported that they were more informed about politics than teachers participating in Student Vote for the first time. Additionally, teachers who had previously participated in Student Vote reported being more interested in politics than those who were participating for the first time.

*Previous Student Participation in Student Vote*

Previous student participation in Student Vote had a modest effect on pre-program students. Elementary students who had participated in an earlier Student Vote were less likely to report being uncomfortable talking to family and friends about politics than elementary students experiencing Student Vote for the first time. Additionally, secondary students with previous experience with Student Vote reported being slightly more interested in politics than secondary students participating in Student Vote for the first time. However, differences due to previous participation in Student Vote were not maintained after the election. These results indicate that while Student Vote may have some carry-over effects for students, these effects are subsumed in recent exposure to the program.

**Non-participation in Student Vote**

Teachers were asked why they had chosen not to participate in Student Vote for the 2015 federal election. The most common responses provided were that they did not have time to implement Student Vote with their class and that they did not learn about it early enough to integrate it into their lesson plan.

**Conclusions**

Overall, the results of the evaluation show that Student Vote is generally meeting its stated objectives for students and teachers. While some results are more clearly demonstrated than others, the overall evaluation demonstrates the positive impact of the program on students and teachers.

**Impart Knowledge and Understanding of Canada's Democratic System among Students**

Self-reported student knowledge of politics and government showed an increase after the completion of Student Vote. This increased knowledge was also demonstrated in the knowledge-based questions. After Student Vote ended, students answered more of the knowledge-based questions on the survey correctly. These findings were robust and continued to have a significant impact when the regression analysis controlled for possible confounding variables. Thus, participating in Student Vote does have a significant impact on student knowledge. Parents and teachers also felt that the Student Vote activities had increased their child(ren)'s knowledge and critical-thinking skills about politics and government.

**Generate Appreciation of the Importance of Voting and Civic Engagement among Students**

Student Vote had a positive, although modest, impact on student appreciation of politics, elections and civic engagement. While Student Vote did not increase the proportion of students who reported being *very* interested in politics, it did increase the proportion who were *somewhat* interested, and it reduced the proportion who were *not at all* interested in politics. This implies that while Student Vote did not necessarily generate intense interest in politics, it did help to increase moderate interest and awareness of politics as well as address a certain level of apathy about politics. However, the impact of Student Vote on student interest in politics was not very robust and became insignificant when other variables were controlled for in the regression analysis.

Student Vote's impact on how often students discussed politics with their friends and family was similar to its impact on student interest in politics. The initial analyses showed that Student Vote reduced the proportion of students who stated that they never talked to their friends and family about politics. These findings, though, did not stay significant when other variables were controlled for in the regression. Democracy Bootcamps, however, did have a significant impact on elementary students. Elementary students whose teacher/school had participated in a Democracy Bootcamp reported talking to their friends and family about politics more often than students whose teacher had not attended.

Adult perceptions of Student Vote's impact on their child(ren) were more straightforward. The majority of parents and teachers reported that Student Vote had had a positive impact on the students' sense of civic duty and responsibility. Additionally, the majority of parents and teachers felt that Student Vote had increased student interest in government and politics. Finally, the majority of parents and teachers also felt that Student Vote had motivated students to discuss politics with friends and family.

**Provide Educators with a Better Ability to Teach Civic Knowledge and Civic Education Concepts**

Participating in Student Vote 2015 did not appear to impact teachers' knowledge of, or interest in, politics. This could partially be explained by the finding that a majority of teachers had participated in previous Student Vote programs. Both before and after the completion of Student Vote, the majority of teachers reported being at least somewhat knowledgeable about, and interested in, politics. A regression of these outcomes indicated that the amount of experience teachers had teaching civics had a stronger impact on outcomes: more experience was associated with higher levels of knowledge and interest. Given that 60% of teachers had previously participated in Student Vote, it is possible that teacher knowledge and interest were impacted by earlier experiences of the program. This was partially demonstrated by the finding that teachers who had previously participated in Student Vote reported greater knowledge of and interest in politics. Additionally, the majority of teachers strongly agreed that participating in Student Vote had increased their confidence in teaching civics.

Student Vote does enhance the ability of educators to teach civics by providing high-quality resources. Teachers reported being very satisfied with all the resources that were provided to them for Student Vote. Participating teachers noted that the materials were readily adaptable for use in their classroom. Thus, they were able to incorporate the materials into their lesson plans to help supplement information. Teachers also noted that the Student Vote materials helped to create a sense of community for the students. Rather than just their classroom learning about the election, students felt a part of something national in scope. This helped to make the material more relevant and engaging for students by bringing the real world into the classroom.

**Contribute to Future Democratic Participation among Canadian Youth**

Student Vote had a positive impact on future voting intentions and democratic participation. The initial analyses found that students had an increased interest in voting in the 2015 federal election after the completion of Student Vote. This impact was robust among elementary students, maintaining its significance in the regression. Democracy Bootcamps also had a unique, positive impact on elementary student voting intentions – in both the 2015 federal election and future elections. Student Vote's immediate impact on secondary students, though, did not stay significant in the regression analysis. However, the regression noted that prior student or teacher/school participation in Student Vote and being born in Canada increased interest in voting in the 2015 federal election, suggesting that repeated exposure is related to outcomes. Additionally, students' past participation in Student Vote and teacher/school participation in a Democracy Bootcamp positively affected secondary students' interest in voting in the future. Finally, after the completion of Student Vote, students were more likely to agree that voting was a civic responsibility. This was further manifested by the fact that the most common reason students gave for wanting to vote in the future was that it was their responsibility as Canadian citizens. Finally, parents and teachers reported that Student Vote had increased student intentions to vote in the future.

**Increase Program Participation Rates**

Student Vote succeeded in meeting its program participation objectives (which were to meet or exceed the 2011 student and school participation rates). The Student Vote program for the 2015 federal election was the largest program to date. Over half of all Canadian schools, representing all federal electoral districts in Canada, participated in the program. Participation of students and schools increased by more than 64% and 78%, respectively, from the 2011 federal election.

**Recommendations**

**Student Vote Should Continue to Be Offered for Future Elections**

Student Vote has a positive impact on students' knowledge and understanding of Canadian politics and elections as well as on their interest and confidence in discussing politics and their interest in voting in the future. It helps to make the material more relevant and engaging for students. It provides teachers with high-quality materials to assist them in teaching civics to students. As such, Student Vote should continue to be offered as a resource for educators and schools when teaching civics.

**Investigate Barriers to Registration for Student Vote**

Given that the Student Vote program is tied to election cycles, its availability is necessarily limited – i.e. it cannot be offered every year. Further efforts may be needed to better understand those schools/educators not participating in Student Vote to help develop appropriate recruitment strategies in the future. As part of understanding barriers to participating in Student Vote, an investigation could be undertaken to determine why educators do not re-register and instead use previous Student Vote materials.

**Offer Professional Development Opportunities for Teachers**

The evaluation found that Democracy Bootcamps had a relatively consistent and positive impact on student voting intentions. Democracy Bootcamps also had a significant impact on political knowledge among elementary students as well as political discussion among elementary and secondary students. In an effort to increase the scope and impact of Student Vote, more Democracy Bootcamps or similar professional development events should be delivered in the future.

**Track Individual Student and Teacher Survey Responses on Future Evaluations**

Tracking individual student and teacher surveys would allow for a true repeated-measures study design – i.e. the pre- and post-response of specific individuals could be linked. This would allow for the direct observation of changes in participants over time. Additionally, repeated-measures study designs provide greater power in statistical modelling, allowing the analysis to more accurately capture differences between groups.

Tracking individual student and teacher responses would also make it possible to link student responses to individual teachers, helping to determine whether teacher characteristics impact student outcomes. The current identification of survey participants allows only for school-level identification. Although there are commonalities within schools that could impact Student Vote outcomes (e.g. administration endorsement of the program), teachers differ within schools. Thus, a new teacher providing Student Vote for the first time to a class may mask the benefits of experience from another teacher at the same school.

It is understood that tracking individual survey responses is time-consuming and challenging; however, the increased statistical power associated with it may mean that a smaller sample would be needed. Future evaluations should assess the costs and benefits of conducting a smaller repeated-measures study design.

**Develop a More Robust and Appropriate Control Group**

The control group used to test the impact of Student Vote in the current study was not ideal. Almost a third of the control group teachers had participated in Student Vote in the past. Elementary students made up the bulk of the non-participating students. Non-participating teachers reported that they were using Student Vote materials to teach their students about the election, and nearly a third of non-participating students reported that they had participated in a mock election. Each of these factors impacts the ability to determine the effect of Student Vote on participating students and teachers.

Future evaluations need to ensure that the control group better matches the needs of the evaluation. As such, before the collection of data, there needs to be clarity about what aspects of Student Vote are expected to impact outcomes. For example, if registration is required to access key Student Vote materials, then a comparison of registered versus non-registered schools may be an appropriate comparison. However, since Student Vote materials are readily available for free to all teachers, information about the use of those materials needs to be collected from all teachers. In this case, the evaluation may be less about the difference between registered and non-registered schools and more about the use of Student Vote materials. In either case, clear expectations about how Student Vote impacts outcomes should be developed before the evaluation. These expectations can be used to tailor the evaluation to better measure the unique impact that Student Vote has.

**Develop a Program Theory of Change**

A program theory of change outlines the links between program activities and expected program outcomes. The presence of a well-articulated theory of change helps us understand how a program works and what aspects of it are expected to drive change in program participants. Having this articulation can help us understand what components of Student Vote are unique to the program and how those components contribute to overall outcomes. Being able to isolate unique components to Student Vote will help future evaluations develop more appropriate control groups.

## SECTION 1   INTRODUCTION

### 1.1    Background

The Student Vote program is a parallel election for students under the voting age, coinciding with official election periods. Student Vote is the flagship program of CIVIX, Canada's leading civic education organization. Elections Canada supports Student Vote as part of its civic education mandate, and it has partnered with CIVIX to provide the program free to schools during every federal election since 2004, including the 2015 federal election.

The objective of Student Vote is to increase student awareness and understanding of Canadian democracy, elections and voting. Student Vote provides young Canadians with an opportunity to experience the voting process first-hand through a parallel election run in their school. Student Vote seeks to encourage the practice of voting among students before they reach voting age, with the goal of building the habits of an informed and engaged citizenship.

The Student Vote program was initiated in 2003 and, since that time, has conducted more than 30 parallel elections, at all levels of government, including five federal elections. During the 2015 federal election, 6,662 schools participated in Student Vote, and 922,000 students cast a ballot. The results of the parallel election mirrored the official results, with students selecting a Liberal party majority government and the Conservative party as the Official Opposition.

### 1.2    Research Objectives

The evaluation assessed the overall impact of the Student Vote program in the context of the 42nd federal election. The results of the evaluation will inform CIVIX and Elections Canada about the success of Student Vote in meeting its program and participation objectives and help to improve it for future elections. The program objectives for Student Vote were to:

- Impart knowledge and understanding of Canada's democratic system among students.
- Generate appreciation of the importance of voting and civic engagement among students.
- Provide educators with a better ability to teach civic knowledge and civic education concepts, specifically focused on the democratic process, in an experiential and hands-on manner.
- Contribute to future democratic participation among Canadian youth.

The participation objectives of the Student Vote program were to:

- Meet or exceed the 2011 school participation rate.
- Meet or exceed the 2011 student participation rate.
- Ensure participation in the program by students in every province and territory and at each of the elementary (grades 4 to 8) and secondary (grades 9 to 12) school levels.
- Ensure participation in the program in both English and French.
- Achieve a 90% satisfaction rate among educators who participated in the program.
- Exceed the registration and participation rates obtained in the province of Quebec during the 2011 program.

In addition to assessing the impact of the Student Vote program, the evaluation also assessed the impact of the CIVIX Democracy Bootcamp. Democracy Bootcamp is a professional development conference for teachers designed to improve their democratic engagement and instructional capacity. The goal of the Democracy Bootcamp is to expand teachers' knowledge and interest in politics. During the 2015 federal election, Democracy Bootcamps were hosted in British Columbia, Alberta, Quebec and Ontario. The Democracy Bootcamps provided teachers with an insider's look at campaigns, explored

political research and trends, and introduced new tools for civic education. The evaluation investigated the impact that attending a Democracy Bootcamp had on educator and student outcomes.

## 1.3    Scope of the Study

The scope of the evaluation was limited to the Student Vote program in the context of the 2015 federal election. Information for the evaluation was collected from participants and control groups of students, teachers and parents. The findings regarding program outcomes were generated from survey questions determined in consultation between Elections Canada and CIVIX. Qualitative data were collected from students, educators, parents and program stakeholders to provide context and a deeper understanding of the program results. Due to concerns about the appropriateness of the control group (see Section 3.3), the analysis was limited to assessing changes in outcomes over the course of Student Vote. The evaluation explored the impact of participating in Student Vote and assessed its unique contribution to outcomes when other, possibly confounding, variables were isolated (e.g. previous experience with Student Vote). The conclusions and recommendations of this evaluation were drawn from the synthesis of the different data collection methodologies and participant groups.

## SECTION 2  METHODOLOGY

A mixed method approach was used for the evaluation. A series of surveys was conducted with students, teachers and parents from schools that had participated in Student Vote, and schools that had not participated in Student Vote, during the 2015 federal election. The survey data were supplemented by key informant interviews with participating and non-participating teachers, parents of students who had participated in Student Vote and program stakeholders. Additionally, focus groups were conducted with students who had participated in Student Vote. Finally, site visits were held at schools that had taken part in Student Vote.

### 2.1  Data Sources/Sample

The samples for the participating and non-participating surveys were provided by CIVIX. CIVIX provided two files containing the schools that had registered for Student Vote. The files contained a total of 5,598 schools. Before developing samples, non-traditional and adult educational institutions were excluded, leaving primary/elementary schools, middle schools, high/secondary schools and combined schools.

An initial sample of 250 schools, stratified by region and school type, was randomly drawn from the lists provided to recruit for the pre-program survey. The resulting sample was provided to CIVIX to recruit teacher participation at the school level. Teacher participation at the school level included administering student and parent surveys as well as completing a teacher survey. Teachers who agreed to participate at the school level were given a $50 gift card as a show of appreciation for their time and effort. Due to difficulties in recruiting teachers to participate at the school level, CIVIX requested additional samples for recruitment. An additional 500 schools were randomly selected from the list of registered schools and provided to CIVIX.

In addition to school-level recruitment, teacher-only recruitment was conducted. Teacher-only recruits were required only to complete the teacher survey. Given that few teacher surveys were expected to be completed at each school, a teacher-only recruitment sample was generated to supplement the school-level recruitment. A random sample of 400 schools was drawn from the registered schools list and provided to CIVIX for recruitment of teachers to complete the teacher survey.

The recruitment of school-level participation for the post-program surveys was mainly conducted with schools that had participated at the school level in the pre-program surveys. Teachers who had administered pre-program student and parent surveys were asked to administer post-program student and parent surveys. However, due to concerns about adequate participation of Quebec schools, a list of 82 additional schools in Quebec was provided.

Post-program, teacher-only recruitment included all teachers who had participated in Student Vote. CIVIX sent out survey invitations to all schools that had registered.

At the close of Student Vote, after the federal election, CIVIX provided a list of all the schools that had not registered for the program. The list contained a total of 8,735 schools. After non-valid educational institutions were excluded, 7,699 schools remained. An initial sample of 1,500 schools was randomly selected from the provided list. After contact information for the schools was generated, schools were contacted to participate at the school level in the non-participating (control) surveys. The principals of the schools were asked whether their schools would be interested in participating in the survey by administering student, parent and teacher surveys. Interested schools were sent packages outlining survey-administration instructions. Follow-up calls were made to schools that had initially expressed interest to encourage them to complete the surveys. Non-registered schools that had agreed to participate in the surveys were given a $200 honorarium to help defray the cost and time required to

participate. Due to challenges with recruiting schools for the non-participating surveys, an additional sample of 1,500 schools was generated and contact information found.

Similar to the participating sample, a supplemental sample was generated to recruit teacher-only participants. A sample of 750 schools was generated for teacher-only recruitment. After contact information for the sample was generated, principals of the schools were recruited. Interested schools were asked to distribute the survey among appropriate teachers. To help recruit teachers who had not participated in the Student Vote program, teachers were given a $10 gift card for completing the survey.

Key informant interviews were conducted with teachers, parents and program stakeholders. Interviews with teachers included both teachers who had and teachers who had not registered to participate in Student Vote for the 2015 federal election. Parent interviews were conducted only with those parents whose child(ren) had participated in Student Vote. Participants for these interviews were primarily located among survey respondents. Surveys of teachers, both participating and non-participating in Student Vote, asked respondents whether they would be interested in participating in an interview about Student Vote. Parents of students who had participated in Student Vote were also invited at the end of the survey to participate in an interview. Interested respondents left their contact information and were contacted for an interview. Stakeholder interviews were conducted with individuals from CIVIX and Elections Canada who were familiar with Student Vote as well as with partner organizations that worked with CIVIX. The names and contact information for stakeholder interviews were provided by CIVIX and Elections Canada. The individuals invited for stakeholder interviews were selected based on their perceived ability to speak about Student Vote.

The recruitment of participating schools for site visits and focus groups was primarily conducted by CIVIX. After the geographical locations of the site visits and focus groups were determined, CIVIX inquired with teacher leads at schools in those areas about their interest in participating. Schools that agreed to participate were put in contact with the contractor to make arrangements.

## 2.2    Data Instruments

### 2.2.1    Surveys

A series of 11 surveys was conducted with different participant groups (see Table 2-1). Elementary students, secondary students and teachers at schools that had participated in Student Vote were asked to complete pre-program and post-program surveys. Non-participating schools were asked to complete a post-program survey for teachers and their students. Parents of students in both participating and non-participating schools were asked to complete a post-program survey only.

Teachers participating in Student Vote were first invited to complete the pre-program surveys on September 17, 2015, and the survey remained open for completion until October 16, 2015. Teachers participating in Student Vote were first invited to complete the post-program surveys on November 2, 2015, and the survey remained open until December 11, 2015. Non-participating school administrators were first contacted to participate in the survey on November 10, 2015. Due to a low response rate, the survey and recruitment efforts for non-participating schools continued until February 19, 2016.

**Table 2-1: Survey Completions by Participant Group**

| | Participating Schools | | Non-participating Schools |
|---|---|---|---|
| | Pre-program | Post-program | Post-program (Control) |
| **Students – Elementary** | ✓ | ✓ | ✓ |
| **Students – Secondary** | ✓ | ✓ | ✓ |
| **Teachers** | ✓ | ✓ | ✓ |
| **Parents** | – | ✓ | ✓ |

Surveys for the current evaluation were largely based on the versions used in the 2011 evaluation. The surveys were modified and updated with extensive input from Elections Canada and CIVIX to reflect the research objectives and expected outcomes. The surveys asked respondents about their interest in politics, their knowledge of politics, their level of engagement with the 2015 federal election and their satisfaction with Student Vote. Additionally, students and teachers were asked about their confidence in talking about/teaching politics as well as the learning activities they had engaged in during the election period.

The surveys for the elementary and secondary students were the same within each treatment condition (i.e. pre-program, post-program, non-participating), with the exception of the knowledge questions, which had different difficulty levels for elementary and secondary students. Additionally, student surveys administered after the federal election (post-program, control) included follow-up questions associated with election-related activities and satisfaction with these activities. Parent surveys (participating, non-participating) were largely identical for most questions; however, participating parents were asked about their child(ren)'s experience with Student Vote. Teacher surveys also contained a core set of questions across treatment conditions. However, post-program participating teachers were asked about their experience and satisfaction with Student Vote. Additionally, non-participating teachers were asked about their reasons for not participating in Student Vote.

### 2.2.2   *Key Informant Interview Guides*

A series of four interview guides was prepared for the different participant groups. The participant groups for the interviews included:

- Teachers who had participated in the 2015 federal Student Vote.
- Teachers who had not participated in the 2015 federal Student Vote.
- Parents of students who had participated in the 2015 federal Student Vote.
- Student Vote stakeholders (see Section 2.1).

Participating teachers and parents were asked about their personal interest in and knowledge of politics and government, experiences with Student Vote and perceptions of the impact of Student Vote on their students/child(ren). Non-participating teacher guides included questions about why teachers did not participate in Student Vote and future intentions to participate. Stakeholder guides addressed questions concerning the need for, and effectiveness of, Student Vote. The discussion of the effectiveness of Student Vote included the recruitment of school participants for the program, engagement with current and future stakeholders, the use of appropriate communication processes and ongoing performance

monitoring and its impact on student outcomes. All the guides were reviewed and edited by Elections Canada and CIVIX before the interviews.

### 2.2.3    Focus Group Guides

Two focus group guides were developed for the participating student groups: a pre-program guide and a post-program guide. Both guides were similar, asking students about their knowledge of, interest in and comfort with talking about politics as well as their beliefs about voting. Students in the pre-program focus groups were asked about their satisfaction with the Student Vote activities they were currently involved in. Students in the post-program focus groups were asked about their satisfaction with Student Vote and any perceived impact it may have had on them. The guides were reviewed by both Elections Canada and CIVIX before the focus groups took place.

## 2.3    Data Collection

### 2.3.1    Surveys

All surveys were available for completion online or in hard copy in either official language, based on the preference of the respondent. CIVIX administered the distribution of the surveys for participating schools, both pre- and post-program. Recruited schools were sent survey-administration instructions, including links to the online survey, or physical copies of the survey, as preferred by the teacher lead. Completed surveys were returned to the contractor at no expense to the teachers.

The contractor administered the survey for non-participating schools. As recruitment of non-participating schools was conducted through school administrators (e.g. the principal), the school administrator liaised between the contractor and the teacher(s). Interested schools were sent survey-administration instructions. When requested, hard copies were provided to schools, to be returned to the contractor in pre-paid express-mail envelopes.

Completed hard copies were data-entered by the contractor. Data-entry staff received training before entering the surveys. Data-entered surveys were verified by a supervisor to ensure their accuracy and completion.

### 2.3.2    Key Informant Interviews

Teachers and parents were primarily recruited through the survey, by means of a question that asked them to indicate their interest. Individuals who had expressed interest in being interviewed were contacted by the contractor to confirm interest and arrange a date and time for the interview. Interviewees were sent a copy of the interview guide in advance of the interview to allow them to prepare. All the interviews were conducted by telephone and took from 30 to 90 minutes, depending on the participant group.

### 2.3.3    Focus Groups

Recruitment for the student focus groups was conducted by CIVIX. CIVIX approached teachers, in certain geographical locations, to participate in the focus groups. Interested teachers were put in contact with the contractor to arrange a date and time. The focus groups were hosted at the schools during regular school hours. The nature of the groups differed by teacher; some teachers selected students to attend a focus group, while other teachers requested that the group be conducted with the entire class. The focus groups were 45 to 60 minutes in length.

*2.3.4    Site Visits*

A series of four site visits was conducted at three schools. The first two visits occurred before the federal election, when students were participating in the Student Vote program. The last two visits occurred after the election, when students had completed Student Vote. The site visits were originally designed to allow the evaluation to observe schools pre- and post-program. Unfortunately, due to logistical issues, it was not possible to revisit one of the schools that had participated in the pre-program site visit. As a result, an additional school in the same region hosted the post-program site visit. Furthermore, due to time constraints and classroom demands, the observation of students was limited during the majority of site visits. As a result, some visits were limited to conducting a student focus group and discussing Student Vote with the teacher. All four of the site visits occurred at elementary schools.

## 2.4    Challenges and Limitations

Obtaining school-level participation from both participating and non-participating schools was challenging. School-level participation required teachers to administer the student survey to their class, recruit parents to complete the survey and complete a teacher survey themselves. As such, school-level participation required a great deal of time and energy from teachers. The level of commitment required was especially great for participating teachers, who were asked to complete the survey twice, once before the election and again after the election. The time requirements for teachers to participate at the school level impeded recruitment efforts.

The amount of time required to participate at the school level posed unique problems for recruitment in Quebec and Ontario. Collective agreement negotiations and job actions were occurring in these provinces during the 2015 federal election. As a result, many teachers were hesitant to agree to the amount of time required to participate in the surveys. Some teachers were uncertain about possible negotiation breakdowns, while other teachers were working to rule until negotiations were completed. As a result, many teachers were unwilling to take on any new responsibilities, such as agreeing to school-level surveying.

Since there are only a few teachers in a school who are eligible to complete the survey, recruiting a school to conduct the teacher-only survey generated very few survey completions. As such, a large number of schools/teachers were invited to participate to ensure adequate numbers of teacher completions. This was especially challenging with non-participating teachers, where communication about the survey was mediated by school administrators, who needed to determine who was eligible before distributing the survey.

The success of Student Vote in registering schools for the 2015 federal election impacted the ability to collect a control sample. Almost three-quarters (72%) of the unregistered schools in the non-registered sample were primary/elementary schools. While the final sample of non-participating students reflects these proportions, it resulted in a more unbalanced sample than the participating student sample; in both the pre- and the post-program samples, the final samples were roughly 50% from each group.

## 2.5    Profile of Participants

### 2.5.1    Survey

A total of 7,542 surveys were collected. Table 2-2 shows the number of individually completed surveys by survey type. Roughly half the pre-program (49%) and post-program (50%) student surveys were completed by elementary students. Over two-thirds of non-participating (70%) student surveys were completed by elementary students.

**Table 2-2: Survey Completions by Participant Group**

|  | Participating Schools | | Non-participating Schools |
|---|---|---|---|
|  | Pre-program | Post-program | Control |
| **Students – Elementary** | 1,104 | 928 | 674 |
| **Students – Secondary** | 1,128 | 940 | 288 |
| **Teachers** | 171 | 1,448 | 134 |
| **Parents** | – | 604 | 123 |

**Students:** Table 2-3 shows the demographic breakdown of the student surveys, by survey type.

**Table 2-3: Student Survey Profile**

| Demographic Characteristic | Participant Response | Pre-program | Post-program | Non-participating (Control) |
|---|---|---|---|---|
| **Gender** | Male | 49% | 50% | 51% |
|  | Female | 51% | 51% | 50% |
| **Born in Canada** | Yes | 91% | 91% | 91% |
|  | No | 9% | 9% | 9% |
| **Province** | Unassigned[a] | 1% | 1% | 2% |
|  | Alberta | 11% | 12% | 21% |
|  | British Columbia | 19% | 19% | 33% |
|  | Manitoba | 6% | 2% | 8% |
|  | New Brunswick | 7% | 8% | 6% |
|  | Newfoundland and Labrador | 5% | 3% | 9% |
|  | Nova Scotia | 13% | 9% | 0% |
|  | Ontario | 20% | 16% | 17% |
|  | Prince Edward Island | 2% | 3% | 1% |
|  | Quebec | 16% | 24% | 0% |
|  | Saskatchewan | 3% | 4% | 3% |

| Demographic Characteristic | Participant Response | Pre-program | Post-program | Non-participating (Control) |
|---|---|---|---|---|
| **Age** | 7 or younger | 0% | 0% | 0% |
| | 8 | 2% | 1% | 0% |
| | 9 | 7% | 6% | 10% |
| | 10 | 16% | 17% | 26% |
| | 11 (elementary) 11 or younger (secondary)[b] | 14% | 18% | 27% |
| | 12 | 11% | 11% | 17% |
| | 13 | 6% | 7% | 10% |
| | 14 | 16% | 14% | 4% |
| | 15 | 14% | 18% | 1% |
| | 16 | 12% | 5% | 2% |
| | 17 | 2% | 2% | 2% |
| | 18 | 0% | 0% | 0% |
| | 19 | 0% | 0% | 0% |
| **Previously Participated in Student Vote** | Yes | 18% | 37% | 29% |
| | No | 66% | 52% | 48% |
| | Don't know/not sure | 17% | 11% | 23% |

[a] Some students did not know, or provide, their school code. As a result, it was not possible to assign these students to a school or province.
[b] This was the lowest age category that student completing the secondary survey could select.

**Teachers:** Table 2-4 shows the demographic breakdown of the teacher surveys, by survey type.

**Table 2-4**: Teacher Survey Profile

| Demographic Characteristic | Participant Response | Pre-program | Post-program | Non-participating (Control) |
|---|---|---|---|---|
| **Gender** | Male | 31% | 30% | 37% |
| | Female | 69% | 70% | 63% |
| **Born in Canada** | Yes | 89% | 90% | 89% |
| | No | 11% | 10% | 11% |
| **Province** | Unassigned[a] | 2% | 20% | 4% |
| | Alberta | 16% | 13% | 13% |
| | British Columbia | 19% | 15% | 33% |

| Demographic Characteristic | Participant Response | Pre-program | Post-program | Non-participating (Control) |
|---|---|---|---|---|
| | Manitoba | 6% | 3% | 9% |
| | New Brunswick | 6% | 2% | 9% |
| | Newfoundland and Labrador | 2% | 1% | 10% |
| | Nova Scotia | 14% | 4% | 1% |
| | Ontario | 22% | 33% | 15% |
| | Prince Edward Island | 2% | 1% | 0% |
| | Quebec | 9% | 3% | 0% |
| | Saskatchewan | 2% | 5% | 6% |
| **Length of Time Teaching Civics or a Subject Related to Canadian Politics and the Workings of Government** | Less than 1 year | 7% | 9% | 11% |
| | 1–2 years | 15% | 10% | 11% |
| | 3–5 years | 19% | 20% | 25% |
| | 6–7 years | 8% | 11% | 8% |
| | 8 or more years | 52% | 50% | 44% |
| **Prior Participation in Student Vote** | Previously participated in a Student Vote federal election | – | 41% | 16% |
| | Previously participated in a Student Vote provincial election | – | 45% | 14% |
| | Previously participated in a Student Vote municipal election | – | 23% | 5% |
| | Never participated in the Student Vote Program | – | 40% | 70% |
| **Prior Participation in Student Vote** | This is my first time. I have never participated in the Student Vote program. | 34% | – | – |
| | I previously participated in one Student Vote program. | 23% | – | – |
| | I previously participated in two Student Vote programs. | 15% | – | – |
| | I previously participated in three or more Student Vote programs. | 29% | – | – |

[a] Some teachers did not know, or provide, their school code. As a result, it was not possible to assign these teachers to a school or province.

Table 2-5 shows the breakdown of the grades and subjects the teachers taught, by survey type.

**Table 2-5**: Teacher Grades and Subjects Taught

| Demographic Characteristic | Participant Response | Pre-program | Post-program | Non-participating (Control) |
|---|---|---|---|---|
| Grade Level(s) Taught[a] | Grade 1 | 1% | 3% | 10% |
| | Grade 2 | 2% | 3% | 10% |
| | Grade 3 | 6% | 7% | 14% |
| | Grade 4 | 15% | 20% | 28% |
| | Grade 5 | 33% | 45% | 46% |
| | Grade 6 | 35% | 42% | 37% |
| | Grade 7 | 22% | 29% | 30% |
| | Grade 8 | 23% | 26% | 25% |
| | Grade 9 | 25% | 20% | 16% |
| | Grade 10 | 20% | 21% | 16% |
| | Grade 11 | 20% | 16% | 17% |
| | Grade 12 | 15% | 15% | 16% |
| Subject(s) Taught[a] | The arts | 32% | 31% | 34% |
| | Geography | 23% | 19% | 26% |
| | Language arts | 57% | 53% | 64% |
| | Mathematics | 39% | 42% | 57% |
| | Civics | 20% | 17% | 21% |
| | History | 35% | 26% | 31% |
| | Information studies | 11% | 4% | 9% |
| | Physical/health education | 19% | 28% | 35% |
| | Science | 37% | 38% | 49% |
| | Social studies | 59% | 65% | 74% |
| | All of the above | 29% | 14% | 6% |
| | Other | 18% | 15% | 17% |

[a] The question allowed for multiple responses.

**Parents:** Tables 2-6 and 2-7 show the demographic breakdown of the parent surveys, by survey type.

**Table 2-6: Grades of Children Attending School – Parent Survey**

| Demographic Characteristic | Participant Response | Post-program | Non-participating (Control) |
|---|---|---|---|
| **Grades of Child(ren)** | Grade 1 | 1% | 5% |
| | Grade 2 | 0% | 1% |
| | Grade 3 | 1% | 1% |
| | Grade 4 | 6% | 7% |
| | Grade 5 | 34% | 19% |
| | Grade 6 | 23% | 27% |
| | Grade 7 | 8% | 12% |
| | Grade 8 | 6% | 16% |
| | Grade 9 | 8% | 7% |
| | Grade 10 | 9% | 1% |
| | Grade 11 | 3% | 3% |
| | Grade 12 | 0% | 2% |
| **Province** | Unassigned[a] | 0% | 2% |
| | Alberta | 6% | 19% |
| | British Columbia | 15% | 26% |
| | Manitoba | 0% | 1% |
| | New Brunswick | 9% | 1% |
| | Newfoundland and Labrador | 4% | 24% |
| | Nova Scotia | 10% | 0% |
| | Ontario | 18% | 24% |
| | Prince Edward Island | 0% | 3% |
| | Quebec | 28% | 0% |
| | Saskatchewan | 9% | 0% |

[a] Some parents did not know, or provide, their child(ren)'s school code. As a result, it was not possible to assign these parents to a school or province.

**Table 2-7: Parent Demographics**

| Demographic Characteristic | Participant Response | Post-program | Non-participating (Control) |
|---|---|---|---|
| **Age** | 20 to 24 | 1% | 0% |
| | 25 to 29 | 1% | 2% |
| | 30 to 34 | 7% | 11% |
| | 35 to 39 | 20% | 20% |
| | 40 to 44 | 34% | 34% |
| | 45 to 49 | 24% | 20% |
| | 50 to 54 | 10% | 8% |
| | 55 to 59 | 1% | 2% |
| | 60 or older | 1% | 2% |
| **Gender** | Male | 20% | 24% |
| | Female | 78% | 73% |
| | Prefer not to say | 2% | 3% |
| **Born in Canada** | Yes | 84% | 74% |
| | No | 16% | 26% |
| **If Not Born in Canada, How Long They Have Lived in Canada** | 1 to 5 years | 9% | 6% |
| | 6 to 10 years | 15% | 13% |
| | 11 to 15 years | 24% | 34% |
| | 16 to 20 years | 12% | 28% |
| | 21 or more years | 39% | 19% |

### 2.5.2    Key Informant Interviews

A total of 37 interviews were conducted. Table 2-8 shows the number of interviews, by participant group.

**Table 2-8: Key Informant Interviews**

| Participant Group | Number of Interviews |
|---|---|
| **Participating Teachers** | 18 |
| **Non-participating Teachers** | 5 |
| **Participating Parents** | 6 |
| **Stakeholders** | 8 |

### 2.5.3    Focus Groups

A total of six focus groups were conducted in four cities across Canada. Two of the groups were hosted at elementary schools before the federal election. The remaining four groups were hosted after the election, with two held at elementary schools and two held at secondary schools. One of the elementary schools hosted pre- and post-program focus groups. A total of 119 students attended the six groups. Table 2-9 shows the breakdown of students attending the different types of focus groups.

**Table 2-9: Focus Group Attendance**

| Focus Group Timing | Elementary School | Secondary School |
|---|---|---|
| **Pre-program** | 38 | – |
| **Post-program** | 60 | 21 |

# SECTION 3 ANALYSIS

## 3.1 Qualitative Analysis

Qualitative data (i.e. key informant interviews, focus groups, site visits) were analyzed by taking a thematic approach. In general, open-ended comments from the interviews and focus groups were reviewed, coded and classified by participant group. The analyses identified the extent to which key issues were consistently identified by informants and then compared responses among groups. This approach to analysis uses inductive reasoning, by which themes and categories emerge directly from the raw responses through careful examination and comparison.

## 3.2 Quantitative Analysis

Quantitative analysis of the survey data occurred in multiples stages. First, a frequency analysis of demographic variables was conducted in order to generate survey profiles. Separate profiles were developed for pre- and post-surveys (see Table 2-1). After the frequency analysis was completed, a series of $t$-tests for continuous variables, and chi-square (two categories) or proportional $z$-tests (more than two categories) for categorical variables, was conducted. Survey respondents from the same respondent group (i.e. student, teacher, parent) but different treatment condition (i.e. pre-program, post-program) were tested across outcome variables to determine between-group differences. Differences that were statistically significant at the $p = 0.05$ level were reported in the test.

Multi-variable analyses were then employed to study the association between participation in student and outcome variables, while adjusting for relevant characteristics in each respondent group. Depending on the outcome variables, models were estimated using linear and logistic regression. The results of the analysis are discussed in the text of the report. For the complete models from the regression analyses, see Appendix A.

For student respondents, the association between outcome variables and current Student Vote participation was analyzed by controlling for:

- Gender
- Whether the student was born in Canada
- School type

Additionally, to better understand the impact of the cumulative impact of Student Vote and its Democracy Bootcamps, the regressions for the outcome variables also included:

- Student's prior experience with Student Vote
- Teacher's/school's[1] previous experience with Student Vote
- Teacher's/school's participation in a Democracy Bootcamp

For teacher respondents, the association between outcome variables and Student Vote was modelled by controlling for:

- Length of time teaching civics
- Gender

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[1] Data collected from the student surveys and teacher surveys were linked through a school identity code. As a result, it was not possible to link specific student data with individual teachers. Since some schools had more than one teacher participate in the survey, schools were assigned to the previous experience category or Democracy Bootcamp category if one of the teachers reported being in one of the categories. Thus, some students may have been incorrectly categorized.

- Whether the teacher was born in Canada
- School type
- Previous participation in Student Vote

The recruitment of schools for participation in the survey excluded non-traditional and adult educational institutions. As such, school type consisted of four categories:

- Elementary school
- Middle school
- Secondary school
- Combined grades

Additionally, follow-up analyses were conducted to better assess the impact of different components of Student Vote on outcomes. In particular, previous student and teacher experience with Student Vote was investigated to assess its impact on outcomes. Teacher attendance at a Democracy Bootcamp was assessed to determine its impact on teacher outcomes.

### 3.3    Inappropriateness of Control Group

The initial analysis of the non-participating samples being used as a control group raised several concerns. Demographic differences were noted between the non-participating student sample and the participating student sample, raising concerns about the comparability of the groups (see Section 3.3.1). Additionally, information provided by members of the non-participating samples indicated that they had been exposed to Student Vote materials, generating concerns about the degree to which the sample was truly non-participating (see Section 3.3.2). As a result of these concerns, it was decided that it was not appropriate to include the control group in the analyses. Thus, with the exception of reviewing teacher reasons for not participating in Student Vote, the analysis of the data investigates only the pre-/post-program differences of the participating samples. The removal of the control group from the analysis, however, limits the ability to attribute changes in outcomes directly to the Student Vote program.

### 3.3.1    *Demographic Differences between Participating and Non-participating Samples*

As noted in Section 2.4, Student Vote's success in recruiting schools to participate in the program reduced the population from which the non-participating sample could be drawn. In particular, just under three-quarters (72%) of the non-participating schools were elementary schools. This limited the ability to draw an appropriate sample of secondary students for the control, resulting in a large imbalance in the final student sample.

In the participating samples, approximately 50% of the student sample (pre-program – 51%; post-program – 50%) were secondary students. However, for the student control group, only 30% of the final sample were secondary students. Additionally, when the groups were broken down by age, there were larger disparities between the two groups. In the participating samples, approximately 40% of the sample was 14 years or older (pre-program – 44%; post-program – 39%), compared to less than 10% of the control group.

These differences in age distribution between the participating and non-participating student samples generated questions about the comparability of the samples. Additionally, the smaller proportion of secondary students in the control sample raised concerns about the statistical power of the sample to detect differences between the participating and non-participating students.

### 3.3.2 *Exposure to Student Vote*

A sizeable minority of both non-participating teachers and students reported participating in Student Vote in the past. Over a quarter of teachers (30%) and students (29%) from the non-participating sample indicated that they had previously participated in a Student Vote program. As such, the degree to which these individuals can be viewed as non-participating is unclear. Previous participation in Student Vote may have increased teacher and student knowledge of, interest in or confidence in politics, thereby inflating the outcomes for the control group. These inflated outcomes would attenuate the ability of the analyses to discover differences between individuals who had completed Student Vote and those who had not been exposed to Student Vote. Even in the absence of sustained knowledge of, interest in and confidence in politics, previous participation in Student Vote may have taught teachers and students skills and abilities that they can use when elections are being held. Teachers and students were, therefore, able to use the skills they had learned in a prior Student Vote to benefit more from the 2015 federal election than they may have otherwise.

A larger concern was that teachers in the control group may have used Student Vote materials to teach politics during the election. Student Vote materials were readily available on its website during the 2015 federal election. These materials could be accessed and downloaded by all teachers, regardless of whether they were registered with CIVIX. As a result, teachers in the control group (i.e. non-registered) may not be non-participating, but rather may have used the Student Vote methods and materials without registering. As such, students in the control group may have benefited from Student Vote. This concern was initially raised as a result of interviews with non-participating teachers and was further underscored by the discovery that 30% of non-participating students had, in fact, participated in a mock vote during the election.

A series of five interviews was completed with teachers who had not participated in Student Vote for the 2015 federal election. Two of the teachers who completed these interviews reported that they had used Student Vote materials during the election. One of the teachers reported going to the Student Vote website and accessing the materials for use in class without registering for the program. The other teacher reported previously participating in Student Vote and continuing to use the older materials. Thus, students in these classes experienced Student Vote. However, since their teachers did not register with CIVIX, they were categorized as non-participating.

# SECTION 4   FINDINGS

## 4.1    Student Outcomes

### 4.1.1    Student Knowledge

After Student Vote was completed, both elementary and secondary students displayed increased knowledge – both objectively measured and self-reported – about politics and elections. The increased knowledge demonstrated by students was consistent even after controlling for possible confounding variables. The regressions additionally showed that student age had a positive impact on secondary student knowledge and that the Democracy Bootcamps had increased elementary student knowledge. However, the regressions also indicated, counterintuitively, that prior teacher/school participation in Student Vote was associated with lower self-reported knowledge for secondary students and that Democracy Bootcamp participation was associated with lower secondary student objective knowledge scores. The reasons for these counterintuitive findings are not clear and would require additional analyses not possible with the existing data.

Parents and teachers reported that Student Vote had had a positive impact on students' knowledge. Parents also reported that participation in Student Vote had improved their child(ren)'s critical thinking. This perception was echoed by teachers and student focus group participants, who noted that the Student Vote activities encouraged critical thinking and helped students to make better voting decisions.

**Knowledge Questions**

Participating in Student Vote increased the objectively measured knowledge that elementary students had about politics. The proportion of elementary students who answered all three knowledge-based questions correctly more than doubled after learning about them during the election. The pre-/post-program difference was maintained after regression was used to control for possible confounding variables. Additionally, the regression demonstrated that older elementary students had higher knowledge scores.

**Figure 4-1: Elementary Student Knowledge Scores**
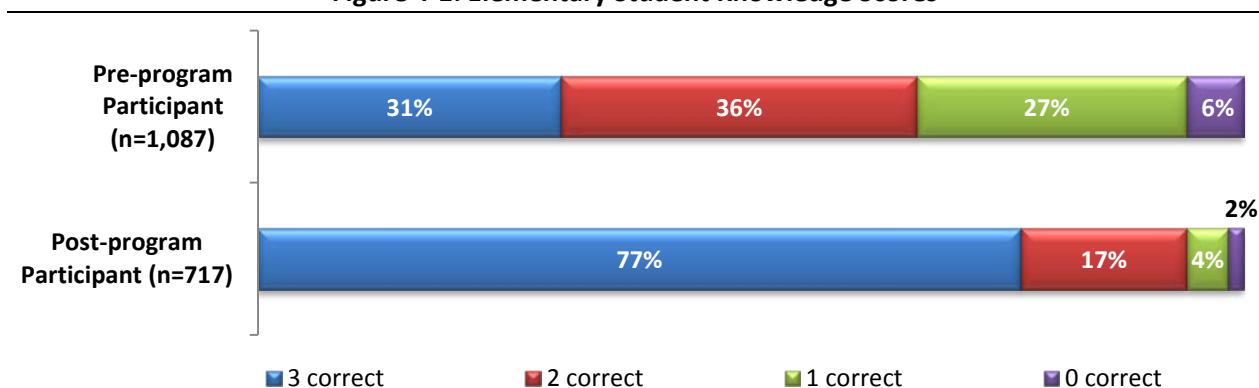


Question 1: What is the leader of the federal government called?
Question 2: What party currently forms the government in Canada's House of Commons?
Question 3: How old do you need to be to vote in Canadian federal elections?

Student Vote also increased objectively measured knowledge of politics among secondary students. The proportion of secondary students who answered two or three of the knowledge-based questions correctly was greater in the post-program group than in the pre-program group. This increase in knowledge scores was maintained in the regression. Additionally, the regression indicated that older

secondary students and students whose teacher/school had not participated in a Democracy Bootcamp had higher knowledge scores.

**Figure 4-2: Secondary Student Knowledge Scores**



| | 3 correct | 2 correct | 1 correct | 0 correct |
|---|---|---|---|---|
| Pre-program Participant (n=1,122) | 21% | 32% | 31% | 16% |
| Post-program Participant (n=914) | 26% | 42% | 28% | 5% |
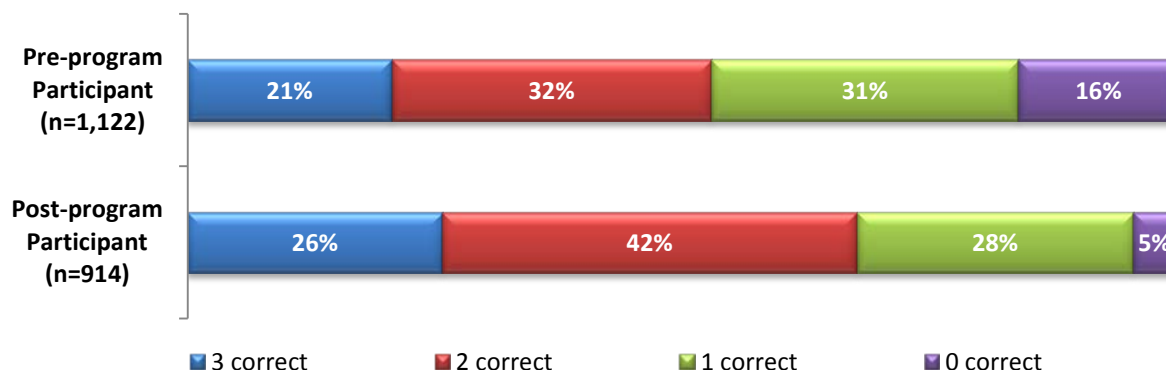
Question 1: What is the title of your elected representative at the federal level?
Question 2: What level of government is mainly responsible for education?
Question 3 (pre-program participant): Which party currently forms the government in Canada's House of Commons?
Question 4 (post-program participant): What party won the most seats in the House of Commons in the 2015 federal election on October 19?

**Self-reported Knowledge**

Student Vote's impact on elementary students' self-reported knowledge was similar to the knowledge test. The proportion of students who stated that they knew a lot about politics more than doubled after the completion of the program. Students were also more likely to state that they knew quite a bit about politics at the completion of the program. This impact remained significant in the regression model. Teacher/school participation in Democracy Bootcamp had an additional positive impact on student self-reported knowledge: students whose teacher/school had participated in a Democracy Bootcamp rated their knowledge of politics higher than students whose teacher/school had not participated.

**Figure 4-3: Elementary Student Self-reported Knowledge of Politics**



| | A lot | Quite a bit | A little bit | Not at all |
|---|---|---|---|---|
| Pre-program Participant (n=1,095) | 8% | 33% | 47% | 12% |
| Post-program Participant (n=925) | 17% | 50% | 28% | 4% |
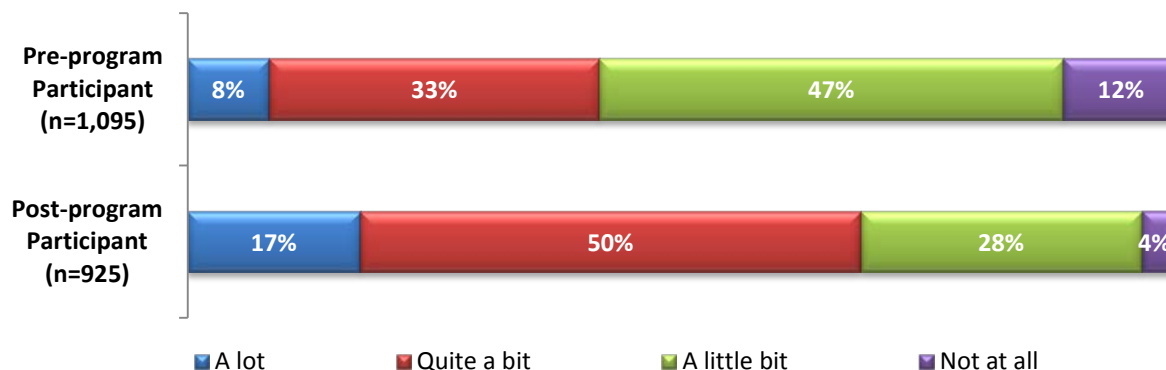
Question: How much do you understand about politics?

While there were no pre-/post-program differences in the proportion of secondary students who stated that they understood a lot about politics, students were significantly more likely to report knowing quite a bit about politics at the conclusion of the program. This finding was supported in the regression, which found that when other confounding variables were controlled for, students self-reported higher levels of knowledge after the election. Conversely, the previous participation of a student's teacher/school in Student Vote was associated with lower levels of self-reported knowledge.

**Figure 4-4: Secondary Student Self-reported Knowledge of Politics**
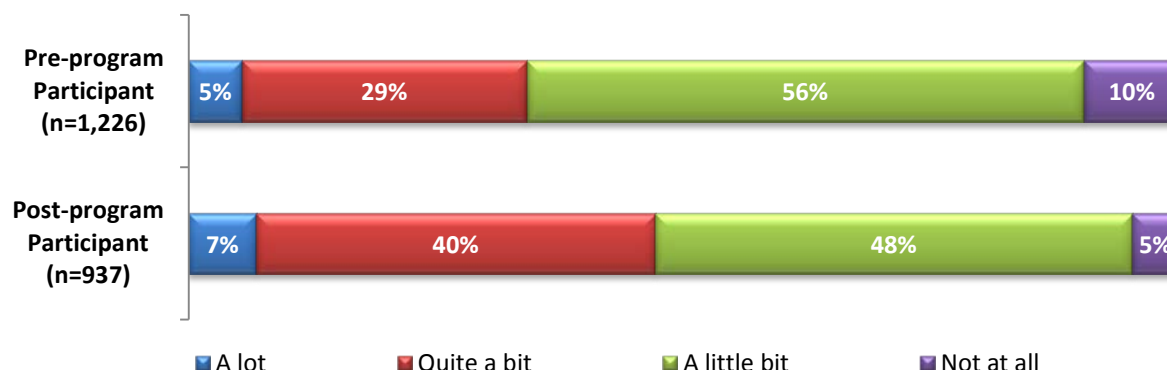


Question: How much do you understand about politics?

Parents of students who had participated in Student Vote tended to feel that the program had impacted their child(ren)'s knowledge of the electoral process. Almost all parents (97%) reported that Student Vote had had somewhat of an impact, or a significant impact, on their child(ren)'s knowledge.

Teachers also felt that Student Vote had had a significant impact on student knowledge about the electoral process. Over three-quarters (82%) of teachers reported that Student Vote had had a significant impact, and a further 18% stated that it had had somewhat of an impact. Less than 1% of post-program teachers reported that Student Vote had had no impact on student knowledge.

**Figure 4-5: Increased Child's Knowledge about Canada's Electoral Process (Parent Survey)**
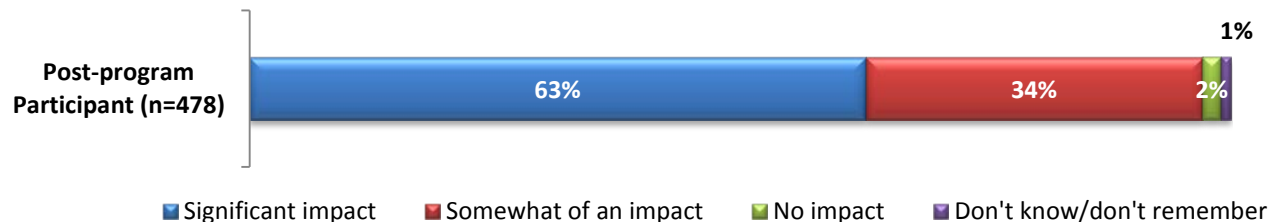


Question (post-program participant): Student Vote increased my child's knowledge about Canada's electoral process.

Interviews with both parents and participating teachers indicated that students had learned more about politics and elections as a result of participating in Student Vote. Parents and teachers both reported that their child(ren)/students had shown increased knowledge of government, politics and elections. Parents reported that their child(ren) would talk about what they had learned at school, sharing the information with them. Teachers noted that students talked about the material at a deep level – e.g. making connections between the federal election and the previous provincial elections. Teachers also reported that student testing showed a good understanding of the election process. It was further noted

by the teachers that while the textbook described the process, Student Vote made it real. Teachers reported that by the end of Student Vote, students felt ready to vote in the election.

**Critical Thinking**

Teachers and stakeholders both indicated that the Student Vote material was designed to encourage critical-thinking skills among students, and feedback from teachers indicated that the materials were being used appropriately to develop student critical-thinking skills. Student focus groups held at participating schools reinforced this finding, with students indicating that they had learned how to make informed voting decisions by researching party platforms and candidates. These changes were observed by parents, who indicated that Student Vote had had a significant impact on improving their child(ren)'s critical-thinking skills.

Almost all parents (92%) reported that Student Vote had had somewhat of an impact, or a significant impact, on their child(ren)'s critical-thinking skills.

**Figure 4-6: Improved Child's Critical-Thinking Skills around Politics (Parent Survey)**
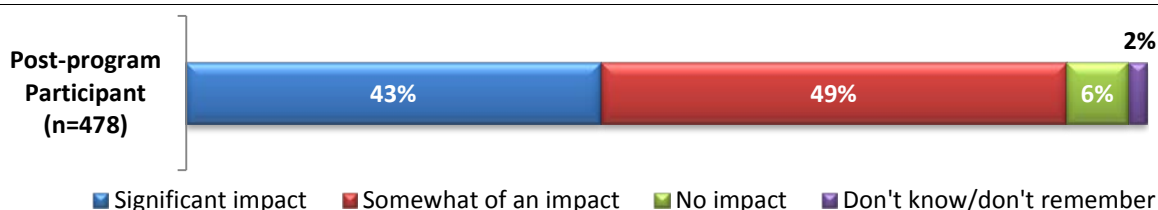


Question (post-program participant): Student Vote improved my child's critical-thinking and decision-making skills around politics and elections.

Teachers interviewed noted that the Student Vote activities and assignments used in class were designed to promote critical thinking among students. The teachers stated that their students were required to research parties and compare positions. Students were encouraged to learn what their values were and how these values aligned with the positions and policies of different candidates. Finally, students were taught how to use this information to decide whom they would vote for.

Student focus groups also highlighted improved critical-thinking skills. Students reported that they had learned how to research platforms and match them to their own personal beliefs. As such, they stated that Student Vote had helped them to make informed decisions.

External and internal stakeholders reported that the Student Vote materials and activities developed by CIVIX encouraged critical thinking among students. However, stakeholders noted that while the materials were designed to exercise and develop critical thinking, they needed to be delivered appropriately by teachers. The interviews with the participating teachers demonstrated that the materials were being used appropriately.

### 4.1.2   *Student Interest*

Among both elementary and secondary students, participating in Student Vote increased the proportion of students who were *somewhat* interested in politics, although not the proportion who were *very* interested. Additionally, after participating in Student Vote, fewer students responded that they were *not at all* interested in politics. After controlling for possible confounding variables, Student Vote maintained its impact on secondary students.

As with the impact of Student Vote on knowledge, parents and teachers were clear about the positive impact that they felt the program had had. The majority of parents and teachers reported that Student Vote had positively impacted their child(ren)'s interest in government and politics.

While there were no pre-/post-program differences in the proportion of students who stated that they were very interested in politics, more elementary students indicated that they were somewhat interested in politics after Student Vote was concluded. Additionally, after the election, significantly fewer elementary students stated that they were not very, or not at all, interested in politics than before the election. However, the differences in elementary student interest level did not maintain their significance in the regression. In fact, the overall regression equation was not significant.

**Figure 4-7: Elementary Student Self-reported Interest in Politics**

| Group | Very interested | Somewhat interested | Not very interested | Not at all interested |
|---|---|---|---|---|
| Pre-program Participant (n=1,096) | 19% | 43% | 26% | 11% |
| Post-program Participant (n=923) | 19% | 52% | 21% | 8% |
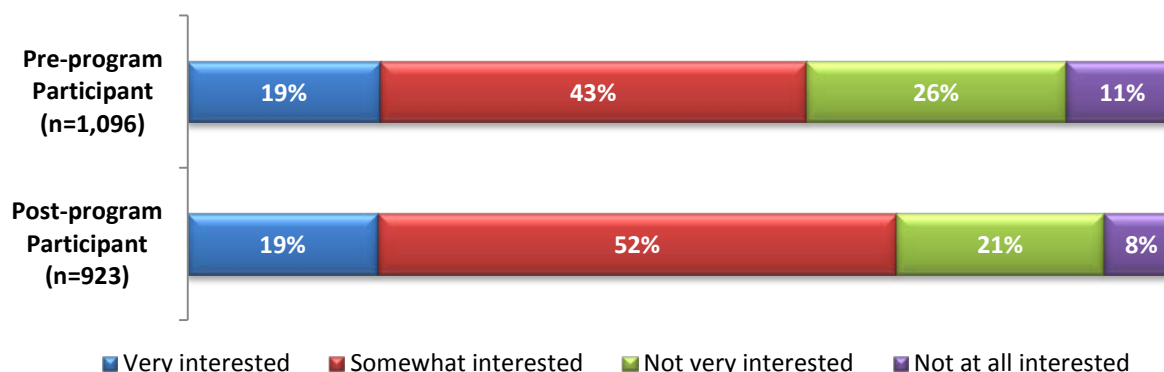
Question: How interested are you in politics?

Like elementary students, there were no pre-/post-program differences in the proportion of secondary students who stated that they were very interested in politics. However, significantly more secondary students stated that they were somewhat interested in politics after the Student Vote program ended. Additionally, after Student Vote ended, fewer students reported being not at all interested in politics. Student Vote maintained its significant impact in the regression: secondary students reported being more interested in politics after they had completed Student Vote.

**Figure 4-8: Secondary Student Self-reported Interest in Politics**

| Group | Very interested | Somewhat interested | Not very interested | Not at all interested |
|---|---|---|---|---|
| Pre-program Participant (n=1,227) | 10% | 42% | 34% | 15% |
| Post-program Participant (n=935) | 9% | 47% | 34% | 10% |
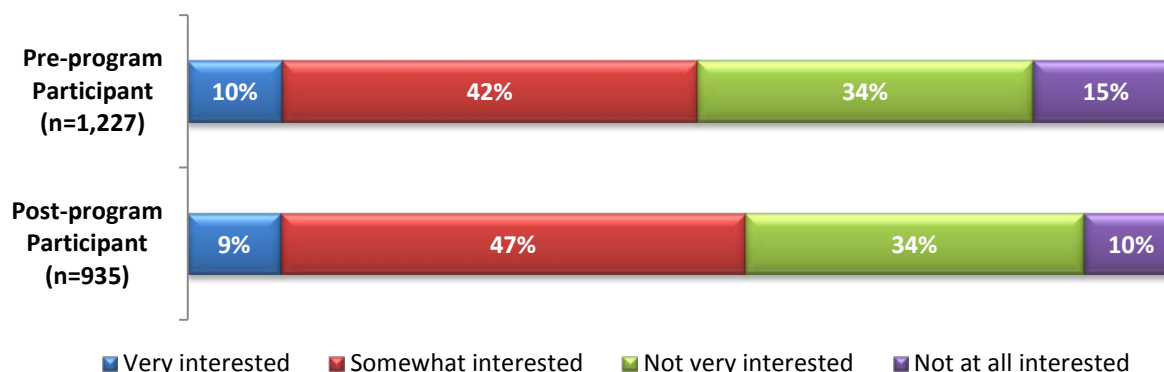
Question: How interested are you in politics?

Parents' views of the program's impact on student interest were much more clear cut. The vast majority of parents (91%) reported that Student Vote had had somewhat of an impact, or a significant impact, on

their child(ren)'s interest in government and politics. Interviewed parents repeated this finding, stating that they had observed an increased interest in politics among their children. When the interviewed parents reported that there was no increase in interest, it was qualified by noting that their children had already had a high level of interest in politics before starting Student Vote.

Teachers agreed with parents on the perceived impact that Student Vote had had on student interest: 66% of teachers felt that Student Vote had had a significant impact, and 32% felt it had had somewhat of an impact. Only 1% of post-program teachers thought that Student Vote had had no impact on student interest. Further, interviewed teachers gave student interest in learning about the election a rating of 4.6 out of 5.

**Figure 4-9: Increased Child's Interest in Government and Politics (Parent Survey)**



Question (post-program participant): Student Vote increased my child's interest in government and politics.

### 4.1.3   Student Discussions of Politics

After Student Vote was over, both elementary and secondary students were less likely to report that they never talked to their friends and family about politics. Additionally, over half of all students repo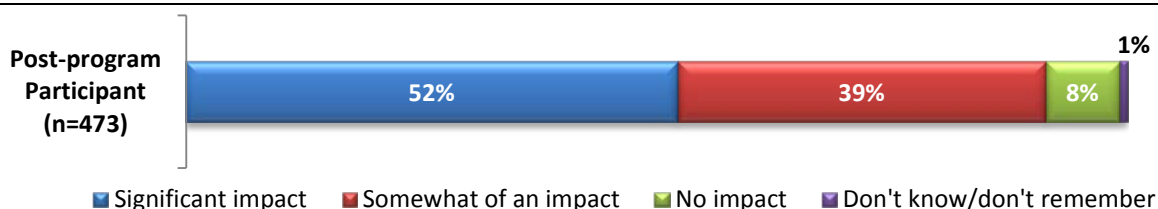rted talking to their friends and family about the election at least once a month. However, with the exception of the frequency with which secondary students talked to their friends about politics, the effect of Student Vote was not maintained when regressions controlled for other variables. In several cases, teacher participation in a Democracy Bootcamp did have a significant impact on outcomes. Elementary students whose teacher/school had participated in a Democracy Bootcamp talked to their friends and family more often about politics and talked to their friends more often about the election. Secondary students whose teacher/school had participated in a Democracy Bootcamp were also more likely to talk to their friends about the election and to talk to their family about politics.

Parents and teachers had clearer perceptions of the impact of Student Vote on student discussions of politics. The majority of parents indicated that Student Vote had motivated their child(ren) to discuss politics more often. Similarly, interviewed teachers recalled instances of students discussing the election outside the classroom or bringing parental opinions into classroom discussions.

**Friends**

There were no pre-/post-program differences in the proportion of elementary students who reported talking to their friends daily or weekly about politics. However, after Student Vote ended, fewer students reported saying that they never talked about politics with their friends. The impact of Student Vote on student discussions of politics with their friends, though, was not maintained in the regression. However, teacher/school participation in a Democracy Bootcamp did have a positive impact on elementary students, with students whose teacher/school had participated in a Democracy Bootcamp talking more often to their friends about politics.

**Figure 4-10: Talking to Friends about Politics – Elementary Students**



| | Every day | At least once a week | A couple of times a month | Less than once a month | Never |
|---|---|---|---|---|---|
| Pre-program Participant (n=1,091) | 5% | 15% | 11% | 17% | 52% |
| Post-program Participant (n=918) | 4% | 16% | 21% | 24% | 36% |
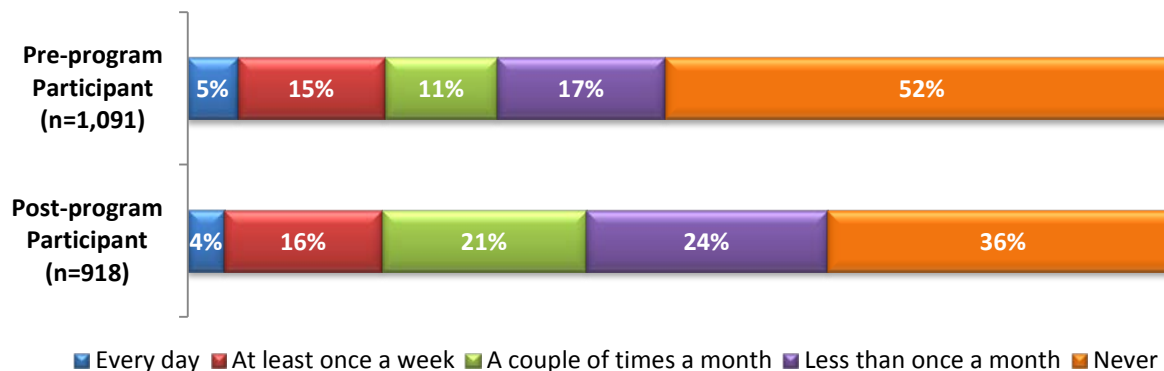
Question: How often do you talk to your friends about politics?

Like elementary students, after Student Vote finished, secondary students were less likely to state that they never talked to their friends about politics. The impact of Student Vote maintained its significance in the regression. Conversely, students whose teacher/school had previously participated in Student Vote reported talking less often to their friends about politics than students whose teacher/school were doing Student Vote for the first time. Finally, older students reported talking more often to their friends about politics.

**Figure 4-11: Talking to Friends about Politics – Secondary Students**



| | Every day | At least once a week | A couple of times a month | Less than once a month | Never |
|---|---|---|---|---|---|
| Pre-program Participant (n=1,215) | 2% | 13% | 15% | 28% | 41% |
| Post-program Participant (n=936) | 3% | 15% | 23% | 30% | 29% |
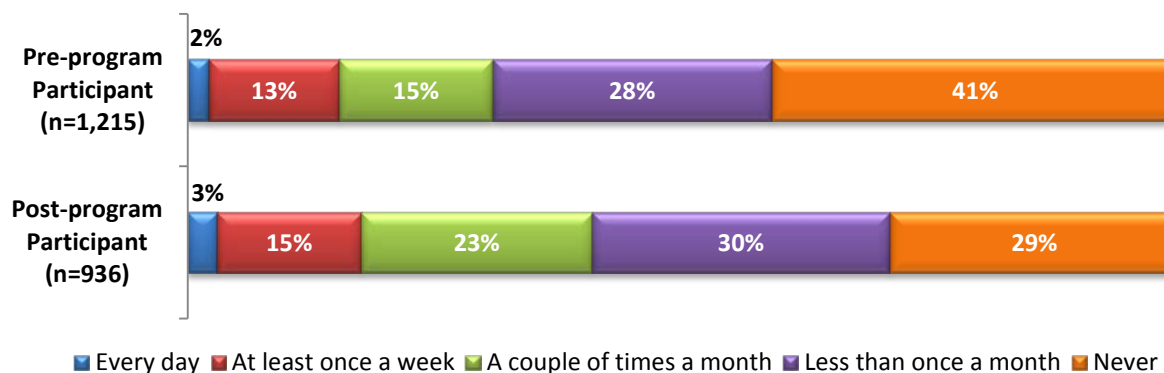
Question: How often do you talk to your friends about politics?

Over half of the elementary students (56%) reported talking to their friends about the election at least monthly, with a quarter (25%) stating that they never talked about the election with their friends. The regression demonstrated that teacher/school participation in Democracy Bootcamp had had a positive impact on elementary student discussions of the election with friends: students whose teacher/school had participated in a Democracy Bootcamp reported talking with their friends more often about the election.

**Figure 4-12: Talking to Friends about the Election – Elementary Students**

Post-program Participant (n=913): Every day 10% | At least once a week 31% | At least once a month 15% | Less than once a month 19% | Never 25%

■ Every day ■ At least once a week ■ At least once a month ■ Less than once a month ■ Never

Question: How often did you discuss the federal election with your friends?
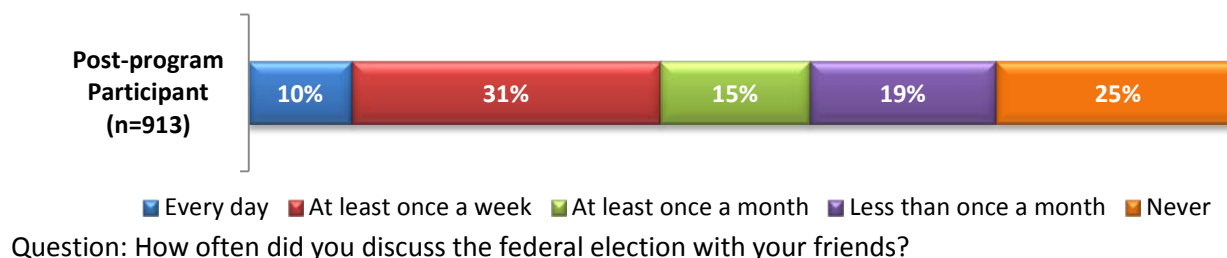
Three-quarters of secondary students (75%) indicated that they talked with their friends about the election at least monthly. The regression showed that Democracy Bootcamp had a positive impact on secondary students as well. Students whose teacher/school had participated in a Democracy Bootcamp reported talking with their friends more often about the election.

**Figure 4-13: Talking to Friends about the Election – Secondary Students**

Post-program Participant (n=929): Every day 17% | At least once a week 38% | At least once a month 20% | Less than once a month 11% | Never 14%

■ Every day ■ At least once a week ■ At least once a month ■ Less than once a month ■ Never

Question: How often did you discuss the federal election with your friends?
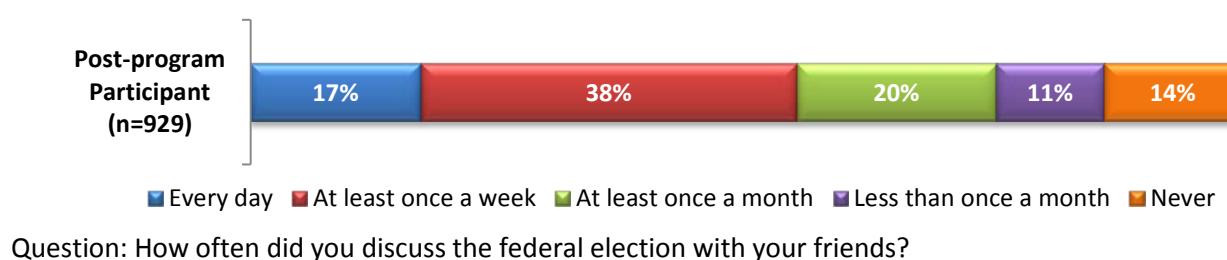
## Family

Like talking with friends, elementary students were significantly less likely to report that they never talked with their family about politics after Student Vote ended. The impact of Student Vote was not maintained in the regression, though. However, Democracy Bootcamp participation did have a positive impact. Students whose teacher/school had participated in a Democracy Bootcamp reported talking with their family more often about politics than students whose teacher/school had not participated.

**Figure 4-14: Talking to Family about Politics – Elementary Students**

Pre-program Participant (n=1,092): Every day 8% | At least once a week 26% | At least once a month 16% | Less than once a month 18% | Never 32%

Post-program Participant (n=918): Every day 6% | At least once a week 31% | At least once a month 20% | Less than once a month 22% | Never 21%

■ Every day ■ At least once a week ■ At least once a month ■ Less than once a month ■ Never

Question: How often do you talk to your family about politics?
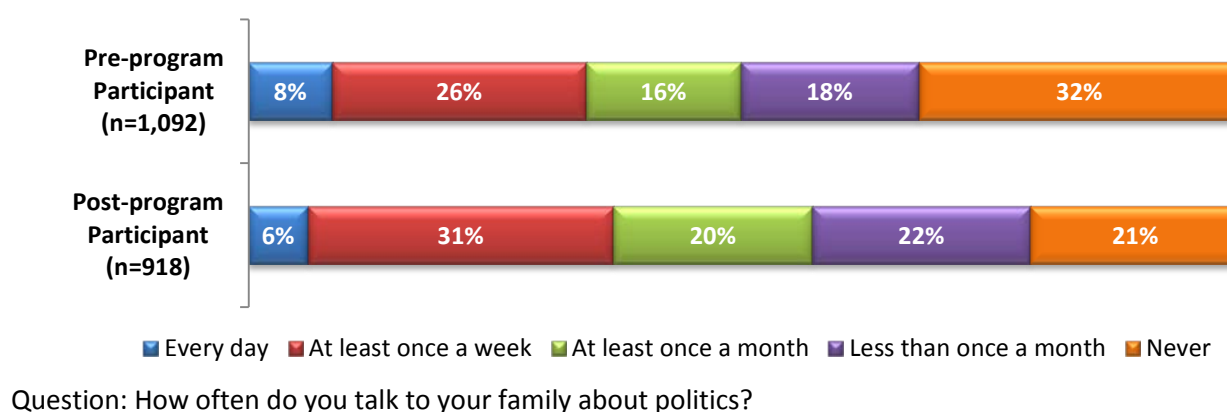
Secondary students were less likely to report never talking to their family about politics after Student Vote ended. Although this finding was not maintained in the regression, and the overall regression model was not significant, teacher/school participation in Democracy Bootcamp did have a significant effect in the regression: secondary students whose teacher/school had participated in a Democracy Bootcamp reported talking more often about politics with their family.

**Figure 4-15: Talking to Family about Politics – Secondary Students**

Pre-program Participant (n=1,217): Every day 5%, At least once a week 26%, At least once a month 24%, Less than once a month 23%, Never 21%

Post-program Participant (n=938): Every day 5%, At least once a week 27%, At least once a month 25%, Less than once a month 28%, Never 15%

Legend: ■ Every day  ■ At least once a week  ■ At least once a month  ■ Less than once a month  ■ Never
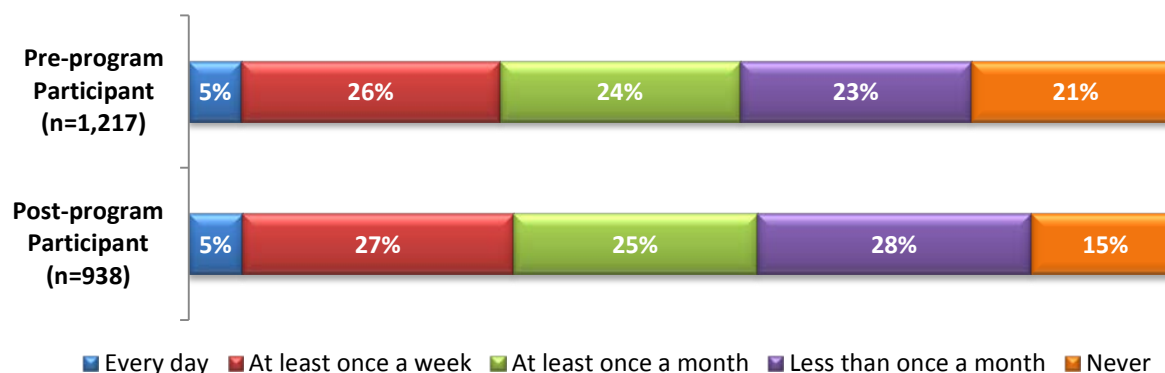
Question: How often do you talk to your family about politics?

Over two-thirds of elementary students (68%) reported talking to their family about the election at least once a month. The final regression model for this outcome was not significant.

**Figure 4-16: Talking to Family about the Election – Elementary Students**

Post-program Participant (n=798): Every day 19%, At least once a week 35%, At least once a month 14%, Less than once a month 16%, Never 16%

Legend: ■ Every day  ■ At least once a week  ■ At least once a month  ■ Less than once a month  ■ Never
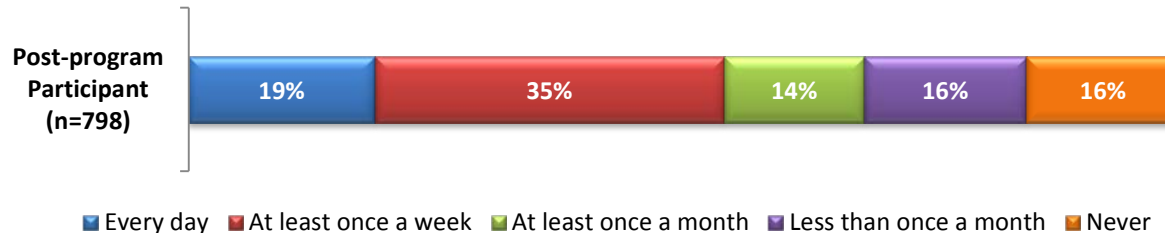
Question: How often did you discuss the federal election with your family?

Over half of secondary students (59%) reported talking to their family about the election at least once a month. The final overall regression model for this outcome was not significant.

**Figure 4-17: Talking to Family about the Election – Secondary Students**

Post-program Participant (n=930): Every day 8%, At least once a week 30%, At least once a month 21%, Less than once a month 22%, Never 19%

Legend: ■ Every day  ■ At least once a week  ■ At least once a month  ■ Less than once a month  ■ Never
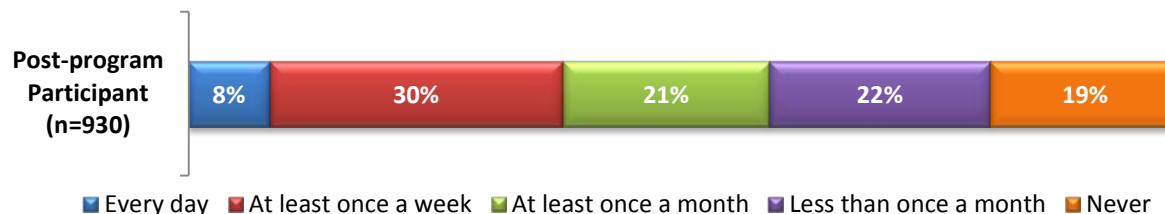
Question: How often did you discuss the federal election with your family?

The majority of parents (95%) felt that Student Vote had had somewhat of an impact, or a significant impact, on motivating their child(ren) to discuss politics with family and friends. Interviewed parents also reported discussions with their child(ren) about politics during the election. The interviewed parents noted that their child(ren) had talked about social justice issues, the news and their opinions of the party leaders. Parents did not uniformly agree about whether their child(ren) had talked with friends about the election; equal numbers said yes, it was happening; no, it was not happening; or were not sure.

Teachers felt similarly. Just under two-thirds (65%) of teachers reported that Student Vote had had a significant impact on motivating students to talk about politics with their family and friends. Teachers reported that they were aware of students talking about the election outside the classroom. Also, parents informed teachers of discussions they were having with their child(ren) about the election, and on some occasions, students would bring parental comments and opinions into classroom discussions.

**Figure 4-18: Motivated Child to Discuss Politics with Family and Friends (Parent Survey)**
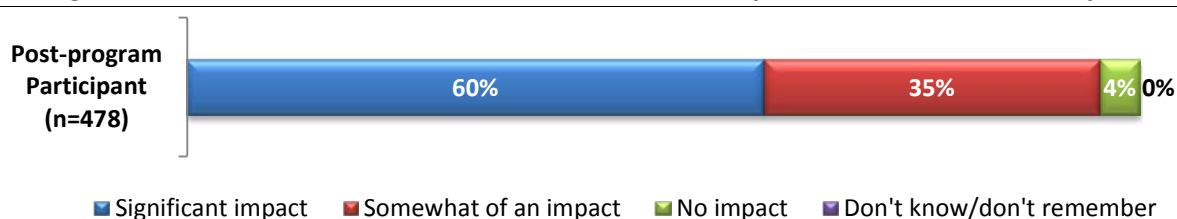


Question (post-program participant): Student Vote motivated my child to discuss politics with family and friends.

### 4.1.4   *Student Confidence*

If we define students' confidence as their comfort level in telling others their political opinions, Student Vote had a strong, positive impact on students. After Student Vote was over, both elementary and secondary students were more likely to report being very comfortable talking to friends and family about politics. For elementary students, the impact of Student Vote maintained significance in the regression. Additionally, older elementary students were more likely to report being comfortable talking to friends and family about politics. For secondary students, though, Student Vote maintained its significance only when talking to friends. This finding could possibly be explained by the responses of those interviewed parents who noted that their child(ren) felt comfortable talking to them about anything, Student Vote or not.

Student Vote had a strong impact on improving elementary student confidence in talking about politics with friends. After Student Vote ended, elementary students were more likely to report being very comfortable and somewhat comfortable talking about politics with friends. Student Vote's impact maintained its significance in the regression. Additionally, older students and students whose teacher/school had previously participated in Student Vote reported being more comfortable talking with their friends about politics.

**Figure 4-19: Comfortable Talking about Politics with Friends – Elementary Students**
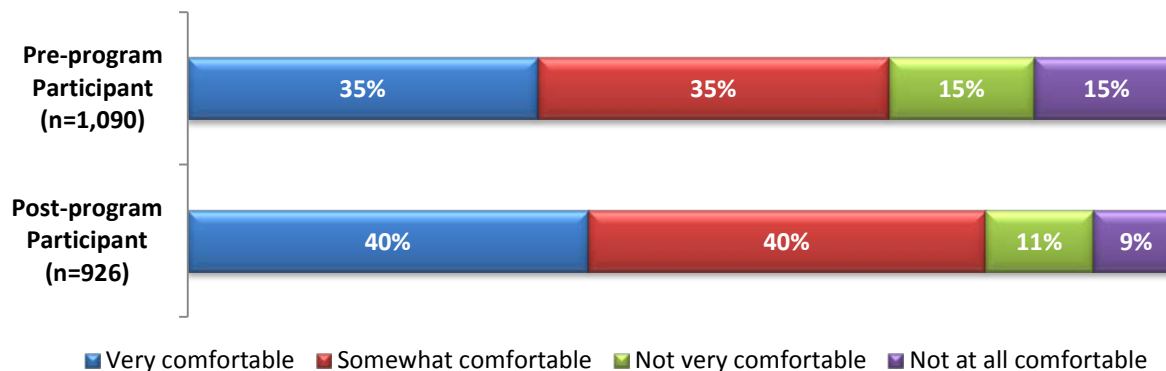
| | Very comfortable | Somewhat comfortable | Not very comfortable | Not at all comfortable |
|---|---|---|---|---|
| Pre-program Participant (n=1,090) | 35% | 35% | 15% | 15% |
| Post-program Participant (n=926) | 40% | 40% | 11% | 9% |

Question: How comfortable are you telling your friends what you think about politics?

Secondary students were more likely to report being very comfortable talking to their friends after Student Vote ended. This finding maintained its significance in the regression.

**Figure 4-20: Comfortable Talking about Politics with Friends – Secondary Students**

| | Very comfortable | Somewhat comfortable | Not very comfortable | Not at all comfortable |
|---|---|---|---|---|
| Pre-program Participant (n=1,222) | 45% | 38% | 11% | 6% |
| Post-program Participant (n=936) | 51% | 35% | 9% | 5% |

Question: How comfortable are you telling your friends what you think about politics?

Elementary students were more likely to report being very comfortable talking to parents about politics, and less likely to report being not at all comfortable talking to parents about politics, after Student Vote ended. The impact of Student Vote was still significant in the regression. Additionally, older elementary students and students whose teacher/school had previously participated in Student Vote reported being more comfortable talking to their parents about politics.
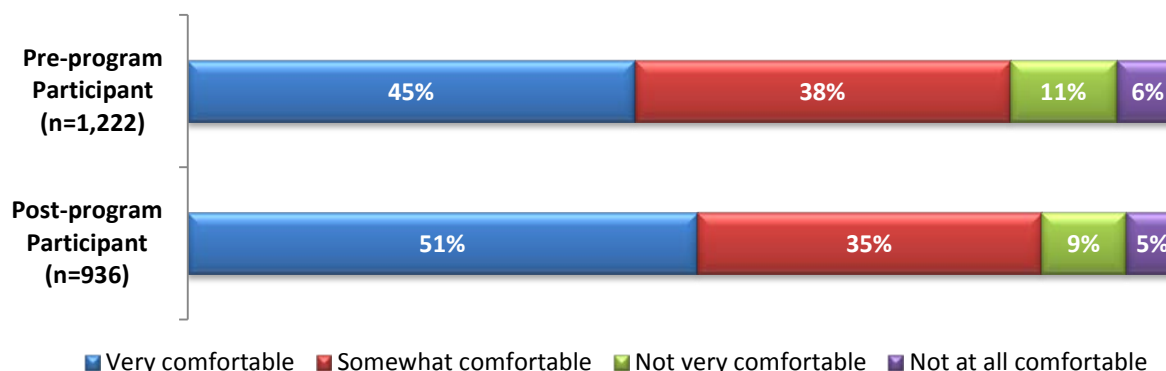
**Figure 4-21: Comfortable Talking about Politics with Family – Elementary Students**
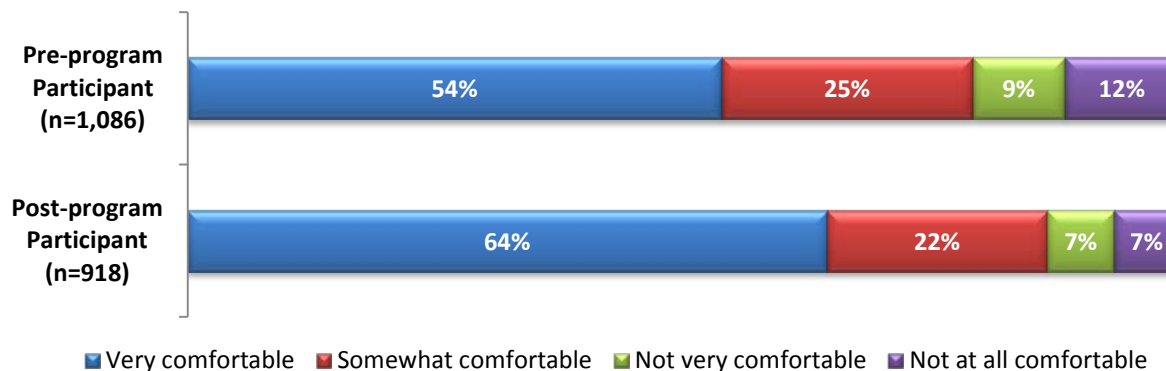
| | Very comfortable | Somewhat comfortable | Not very comfortable | Not at all comfortable |
|---|---|---|---|---|
| Pre-program Participant (n=1,086) | 54% | 25% | 9% | 12% |
| Post-program Participant (n=918) | 64% | 22% | 7% | 7% |

Question: How comfortable are you telling your family what you think about politics?

Secondary students were more likely to report being very comfortable talking to family about politics after Student Vote ended. However, this impact was not maintained in the regression. In fact, the final regression model itself was not significant, suggesting that none of the variables in the equation had a strong association with the outcome.

**Figure 4-22: Comfortable Talking about Politics with Family – Secondary Students**

| | Very comfortable | Somewhat comfortable | Not very comfortable | Not at all comfortable |
|---|---|---|---|---|
| Pre-program Participant (n=1,218) | 57% | 30% | 7% | 5% |
| Post-program Participant (n=931) | 62% | 29% | 5% | 4% |
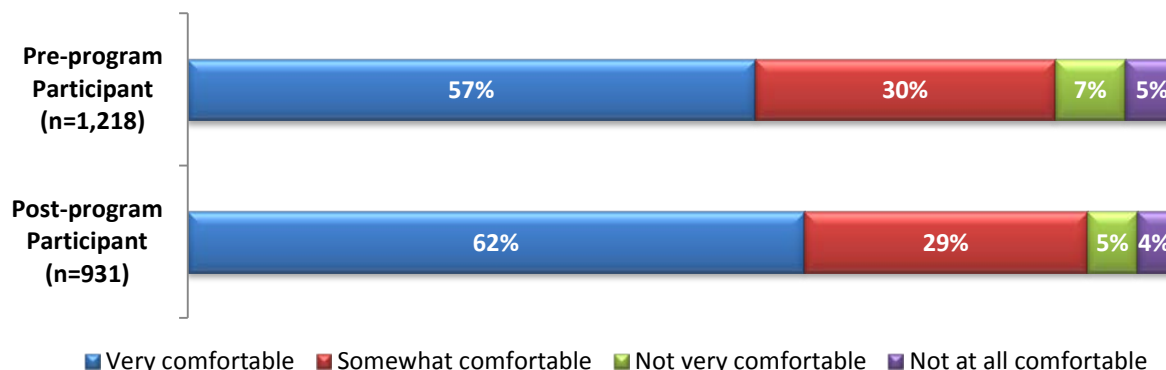
Question: How comfortable are you telling your family what you think about politics?

Interviewed parents reported that their child(ren) seemed comfortable talking about politics with them, although only half noted that this comfort had increased during the election. Most parents reported that their child(ren) already felt very comfortable talking to them about anything. Thus, the election was just one more topic that their child(ren) could discuss with them.

### 4.1.5    Student Voting Intentions

Student Vote increased student interest in voting in the 2015 federal election. However, while the impact of Student Vote stayed significant in the regression for elementary students, it did not maintain its significance for secondary students. Instead, the regression indicated that secondary students who were born in Canada, who had previously participated in the Student Vote program or whose teacher/school had previously participated in Student Vote were more interested in voting in the 2015 federal election. However, Democracy Bootcamps had a relatively consistent and robustly positive impact on student voting intentions. Elementary students whose teacher/school had participated in a Democracy Bootcamp reported being more interested in voting in the 2015 federal election and more likely to vote in future elections. Additionally, secondary students who had previously participated in Student Vote, or whose teacher/school had participated in a Democracy Bootcamp, reported being more likely to vote in future elections. Students generally stated that they would have voted in the election because it was their responsibility as citizens or because they wanted to choose the best representative.

Interviewed parents and teachers tended to report that Student Vote had increased their child(ren)'s/students' intentions to vote in the future. Both felt that the Student Vote material and/or activities had helped to teach the importance of voting. However, some parents and teachers noted that it was too early to determine the impact of Student Vote and that there were other factors that could influence voting behaviour.

At the conclusion of Student Vote, elementary students were significantly more likely to state that they would have voted in the 2015 federal election if they had been eligible. The impact of Student Vote on interest in voting in the recent federal election was maintained in the regression. Additionally, students whose teacher/school had participated in a Democracy Bootcamp were also more likely to state that they would have voted in the recent federal election. Finally, older elementary students were more likely to state that they would have voted in the federal election.

**Figure 4-23: Student Interest in Voting in the Current Election – Elementary Students**
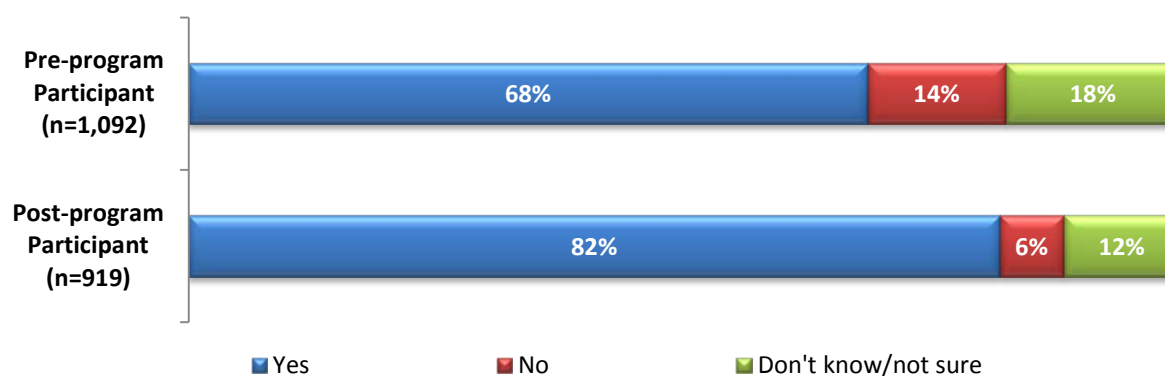


Question (pre-program participant): If there were an election tomorrow and you were old enough to vote, would you vote?
Question (post-program participant): If you had been old enough to vote in the federal election on October 19, would you have voted?

Secondary students were more likely to indicate an interest in voting in the 2015 federal election after Student Vote ended. However, the impact of Student Vote on secondary student voting interest was not maintained in the regression. Instead, the regression found that secondary students who were born in

Canada, who had previously participated in Student Vote or whose teacher/school had participated in a Democracy Bootcamp were more likely to be interested in voting in the 2015 federal election.

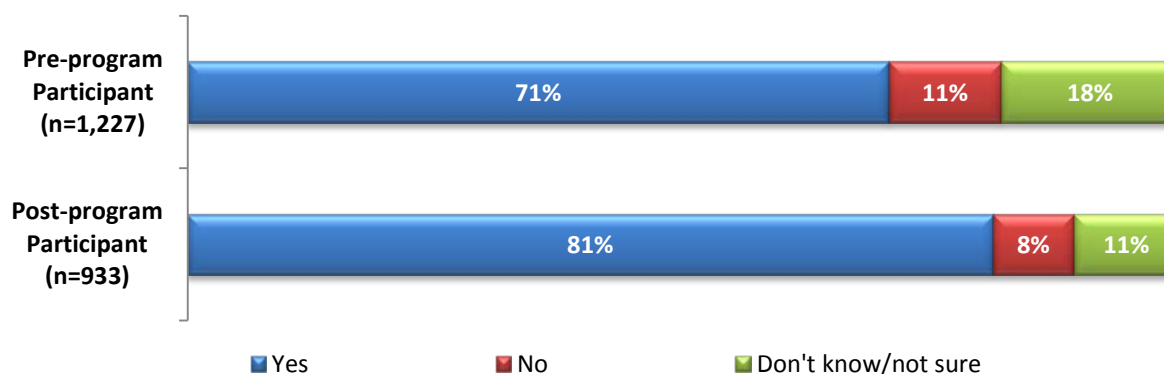**Figure 4-24: Student Interest in Voting in the Current Election – Secondary Students**



Question (pre-program participant): If there were an election tomorrow and you were old enough to vote, would you vote?
Question (post-program participant): If you had been old enough to vote in the federal election on October 19, would you have voted?

When asked why they would have voted in the 2015 federal election, both elementary and secondary students were more likely to state, after completing Student Vote, that it was their responsibility as Canadian citizens. Additionally, before completing Student Vote, elementary students were more likely to report that they would have voted to choose the best person to represent them and their community.

**Table 4-1: Student Reasons for Voting (Elementary/Secondary)**

| Reason | Pre-program (n=762/881) | Post-program (n=761/757) |
|---|---|---|
| I believe it is my responsibility as a Canadian citizen | 27%/26% | 39%/33% |
| Voting is a way to affect how issues will be decided | 12%/13% | 9%/13% |
| Most of my family who are old enough to vote, do vote | 4%/2% | 3%/3% |
| I want to choose the best person to represent me and my community | 33%/26% | 26%/23% |
| It is my way to have a voice in the future of the country | 12%/21% | 11%/20% |
| If I don't vote, I can't complain | 5%/7% | 6%/6% |
| Other | 0%/0% | 0%/0% |
| Selected multiple responses | 0%/1% | 1%/0% |
| Don't know | 5%/3% | 4%/1% |

When asked why they would not have voted in the 2015 federal election, elementary students who had finished Student Vote were more likely to say that it was because they were not interested in politics. In contrast, before completing Student Vote, more elementary students had reported not wanting to vote because they did not know enough about the issues. Among secondary students, the only difference in

reasons for not voting was that students who had completed Student Vote were more likely to say that they would not vote because they did not know how to vote.

**Table 4-2: Student Reasons for Not Voting (Elementary/Secondary)**

| Reason | Pre-program (n=161/145) | Post-program (n=64/80) |
|---|---|---|
| I don't know how to vote | 19%/1% | 14%/5% |
| I am not interested in politics | 35%/39% | 53%/36% |
| There is no difference between parties | 3%/2% | 2%/5% |
| I don't know enough about the issues to make a decision | 21%/36% | 8%/30% |
| My one vote is not going to make a difference | 4%/7% | 3%/9% |
| Other (non-specified) | 5%/2% | 5%/0% |
| Other: There is no point | 1%/4% | 0%/5% |
| Other: Not old enough | 1%/1% | 0%/1% |
| Other: Religious reasons | 0%/1% | 0%/3% |
| Don't know/ not sure | 12%/6% | 16%/6% |

The majority of elementary students indicated that they planned to vote when they turned 18. The regression equation showed that Democracy Bootcamp had had a positive impact on student intentions to vote. Elementary students whose teacher/school had participated in a Democracy Bootcamp were significantly more likely to report intending to vote in the future.

**Figure 4-25: Student Intentions to Vote in Future Elections – Elementary Students**



Post-program Participant (n=862): Yes 83% | No 4% | Don't know/not sure 13%

Legend: ■ Yes   ■ No   ■ Don't know/not sure
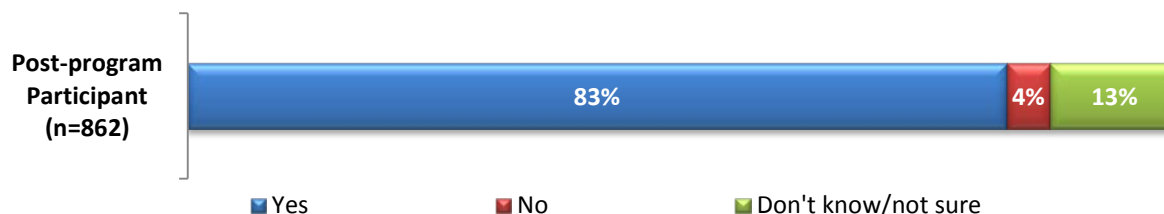
Question: Will you vote in elections when you turn 18?

Like elementary students, the majority of secondary students reported that they planned to vote when they were 18. Students who had participated in a previous Student Vote program were more likely to express an interest in voting when they turned 18. Additionally, Democracy Bootcamp had the same positive impact on secondary students' voting intentions. Students whose teacher/school had participated in a Democracy Bootcamp were more likely to report planning to vote in the future.

**Figure 4-26: Student Intentions to Vote in Future Elections – Secondary Students**



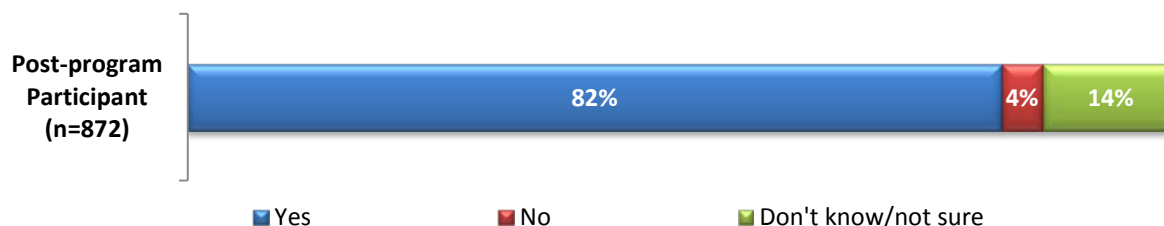| | Yes | No | Don't know/not sure |
|---|---|---|---|
| Post-program Participant (n=872) | 82% | 4% | 14% |

Question: Will you vote in elections when you turn 18?

When interviewed teachers and parents were asked about the future intentions of their students/child(ren) to vote, the majority reported that their students/child(ren) would vote. Both parents and teachers credited the Student Vote activities with increased voting intentions among students. It was felt that the activities had taught students about the importance of voting. Teachers, specifically, noted several comments from their students indicating their desire to vote (e.g. students expressed annoyance that they could not vote in the 2015 federal election). At the same time, though, a sizeable minority of interviewees expressed some reservations about the impact of Student Vote on future voting intentions. They noted that it was too soon to determine future voting behaviour and that other factors played an important role in determining voting behaviour – e.g. family history and election issues.

### 4.1.6 *Student Perceptions of Voting and Elections*

Elementary students were more likely to totally agree that voting was a civic responsibility after they had completed Student Vote.

**Figure 4-27: Voting Responsibility – Elementary Students**



| | Totally agree | Somewhat agree | Somewhat disagree | Totally disagree | Don't know |
|---|---|---|---|---|---|
| Pre-program (n=1,039) | 41% | 40% | 6% | 4% | 10% |
| Post-program Participant (n=921) | 56% | 32% | 5% | 2% | 5% |
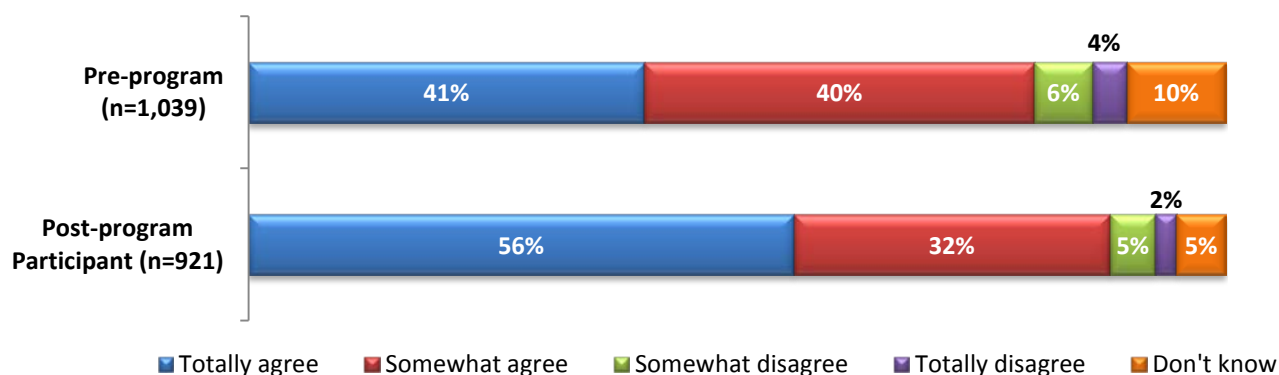
Question: It is our responsibility as citizens to vote in elections.

Before completing Student Vote, elementary students were more likely to state that they did not know in response to the question about whether there were issues that affected their community or country that they cared about.

**Figure 4-28: Concern with Issues – Elementary Students**



| | Totally agree | Somewhat agree | Somewhat disagree | Totally disagree | Don't know |
|---|---|---|---|---|---|
| Pre-program (n=1,058) | 40% | 34% | 7% | 2% | 16% |
| Post-program Participant (n=912) | 44% | 34% | 6% | 3% | 13% |

■ Totally agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Totally disagree  ■ Don't know

Question: There are issues affecting my community or country that I care about.

Elementary students who had completed Student Vote were more likely to totally agree and somewhat agree that politicians spoke about issues that were important to them.

**Figure 4-29: Politicians Speak about Important Issues – Elementary Students**



| | Totally agree | Somewhat agree | Somewhat disagree | Totally disagree | Don't know |
|---|---|---|---|---|---|
| Pre-program (n=1,054) | 25% | 37% | 11% | 5% | 22% |
| Post-program Participant (n=905) | 34% | 41% | 8% | 4% | 12% |

■ Totally agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Totally disagree  ■ Don't know

Question: Some politicians talk about issues that are important to me.

Like elementary students, secondary students who had completed Student Vote were more likely to totally agree that it was a citizen's responsibility to vote in elections.
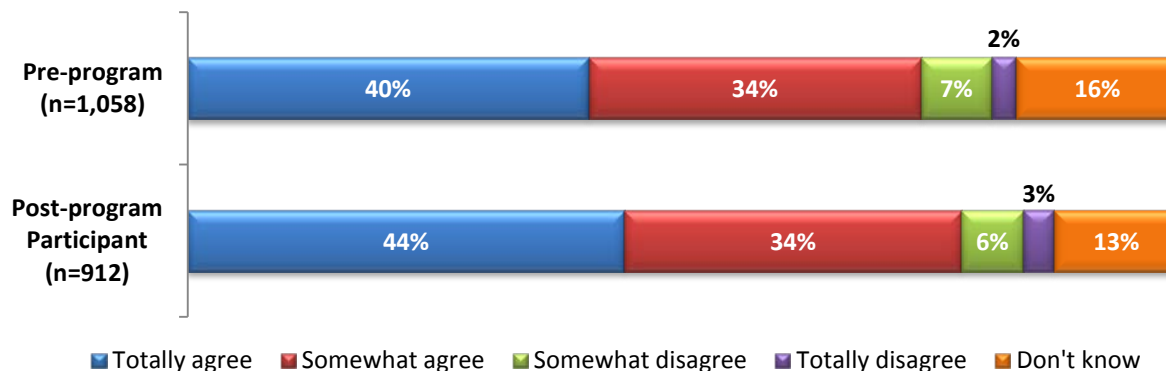
**Figure 4-30: Voting Responsibilty – Secondary Students**
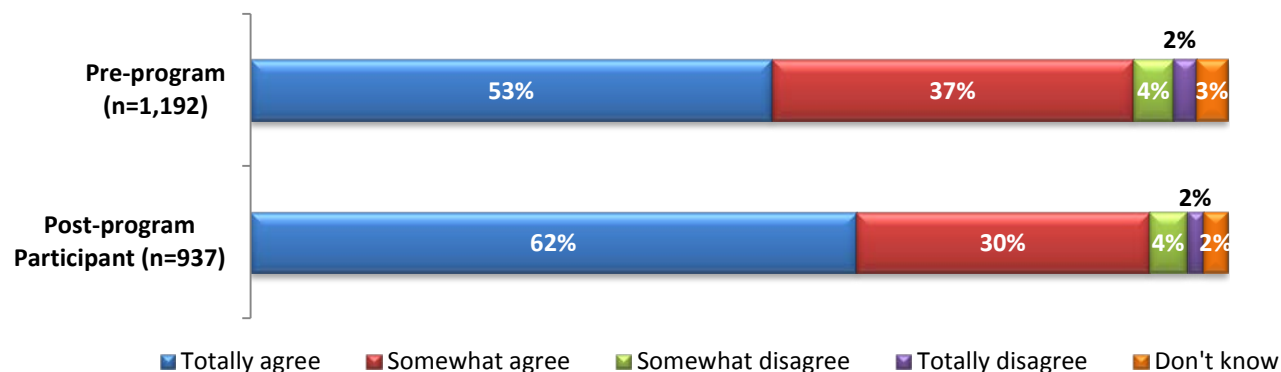


Question: It is our responsibility as citizens to vote in elections.

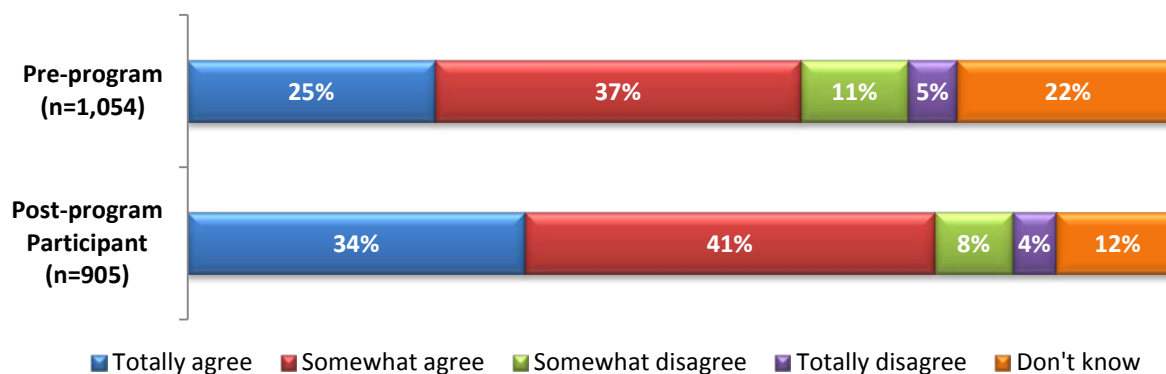There were no pre-/post-program differences among secondary students and their perceptions of important issues.

**Figure 4-31: Concern with Issues – Secondary Students**



Question: There are issues affecting my community or country that I care about.

Secondary students who had completed Student Vote were more likely to totally agree that politicians spoke about important issues. Conversely, students who had not completed Student Vote were more likely to totally disagree with this statement.
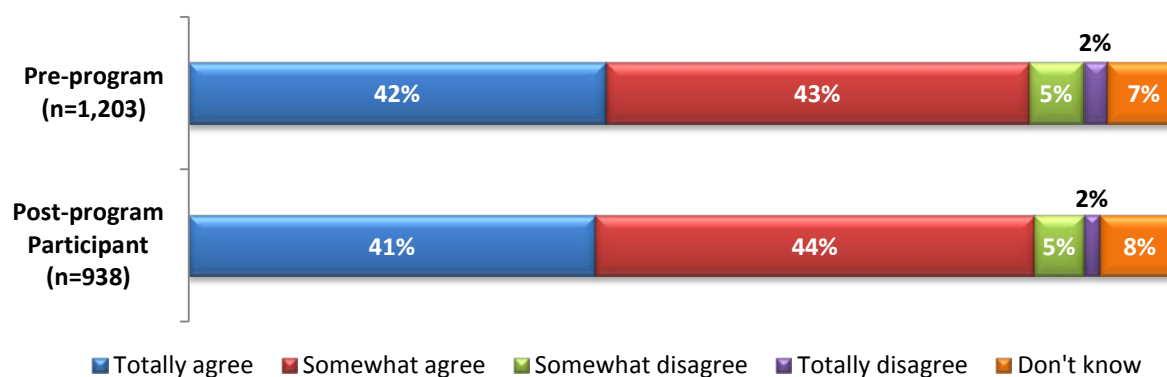
**Figure 4-32: Politicians Speak about Important Issues – Secondary Students**

| | Totally agree | Somewhat agree | Somewhat disagree | Totally disagree | Don't know |
|---|---|---|---|---|---|
| Pre-program (n=1,203) | 25% | 45% | 13% | 4% | 13% |
| Post-program Participant (n=935) | 31% | 47% | 11% | 3% | 9% |
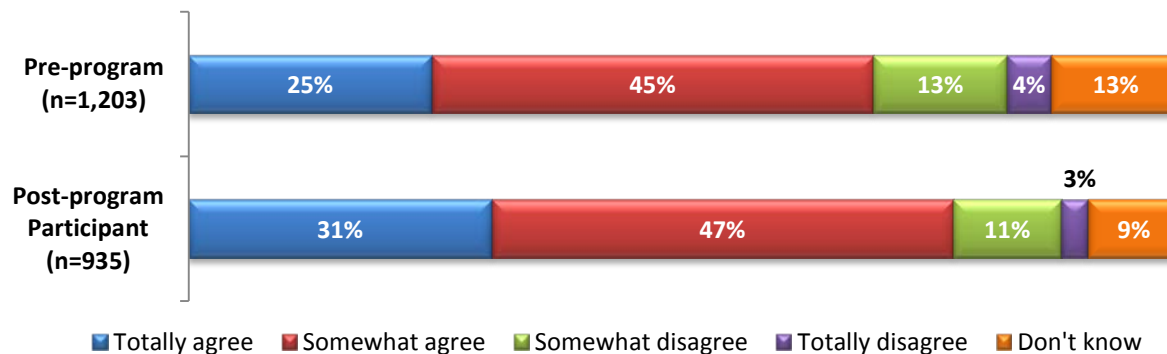
Question: Some politicians talk about issues that are important to me.

The majority of parents (89%) reported that Student Vote had had a significant impact, or somewhat of an impact, on their child(ren)'s sense of civic duty and responsibility. Teachers echoed this perception as 65% of teachers felt that Student Vote had had a significant impact, and 33% felt that Student Vote had had somewhat of an impact, on students' sense of civic duty.

**Figure 4-33: Child's Increased Sense of Civic Duty and Responsibility (Parent Survey)**

| | Significant impact | Somewhat of an impact | No impact | Don't know/don't remember |
|---|---|---|---|---|
| Post-program Participant (n=475) | 43% | 46% | 7% | 3% |
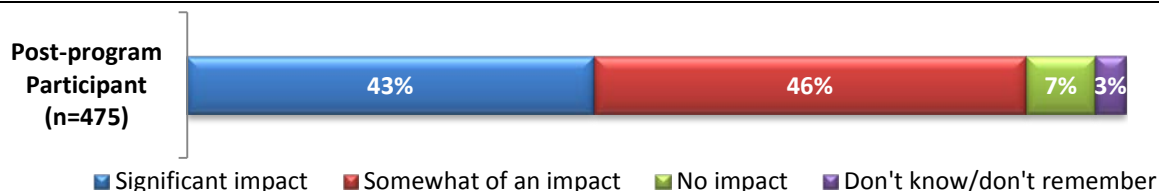
Question (post-program participant): Student Vote increased my child's sense of civic duty and responsibility.

The vast majority of parents (93%) reported that Student Vote had had a significant impact, or somewhat of an impact, on their child(ren)'s intentions to vote in future elections. Teachers also felt that Student Vote had impacted students' intentions to vote in future elections: 71% of teachers reported that Student Vote had had a significant impact, and 26% felt that Student Vote had had somewhat of an impact, on students' intentions to vote in the future.

**Figure 4-34: Increased Child's Intentions to Vote in Future Elections (Parent Survey)**

| | | | | 3% |
|---|---|---|---|---|
| Post-program Participant (n=471) | 61% | 32% | 4% | |

■ Significant impact   ■ Somewhat of an impact   ■ No impact   ■ Don't know/don't remember

Question (post-program participant): Student Vote increased my child's intention to vote in future elections.

## 4.2   Teacher Outcomes

Student Vote had a limited impact on teacher outcomes. There were no pre-/post-program differences in teachers' knowledge of, or interest in, politics. The regression indicated that experience teaching civics had a greater impact on these outcomes. Also, teachers, both before and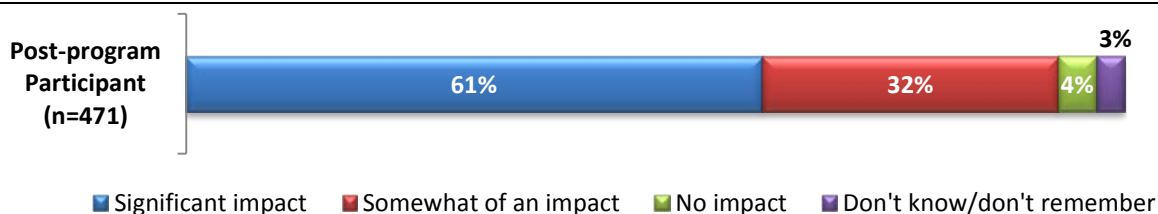 after completing Student Vote, were equally likely to agree that voting was a civic responsibility. This was supported by the finding that almost all teachers planned to vote in the 2015 federal election, and almost all teachers reported actually voting in the election. Such results may be indicative of a selection bias, meaning that teachers who chose to participate in Student Vote may have done so because they already had high levels of knowledge of, interest in and belief in voting as a civic responsibility. However, although the majority of teachers reported being confident in teaching civics, the majority of teachers also reported that participating in Student Vote had increased their confidence in teaching civics. Additionally, participating in Student Vote improved teacher perceptions that there were issues they cared about and that politicians spoke about important issues.

### 4.2.1   *Teacher Knowledge*

There were no pre-/post-program differences in teachers' self-reported knowledge of politics. Instead, the regression showed that teaching experience of civics-related courses had a significant impact on teacher knowledge ratings. In particular, teachers with five or fewer years of teaching experience ranked their knowledge of politics lower than teachers with eight or more years of experience.

**Figure 4-35: Teacher Self-reported Knowledge of Politics**

| | | | |
|---|---|---|---|
| Pre-program Participant (n=171) | 37% | 59% | 4% |
| Post-program Participant (n=1,446) | 35% | 60% | 5% |

■ Very informed   ■ Somewhat informed   ■ Somewhat uninformed   ■ Not at all informed
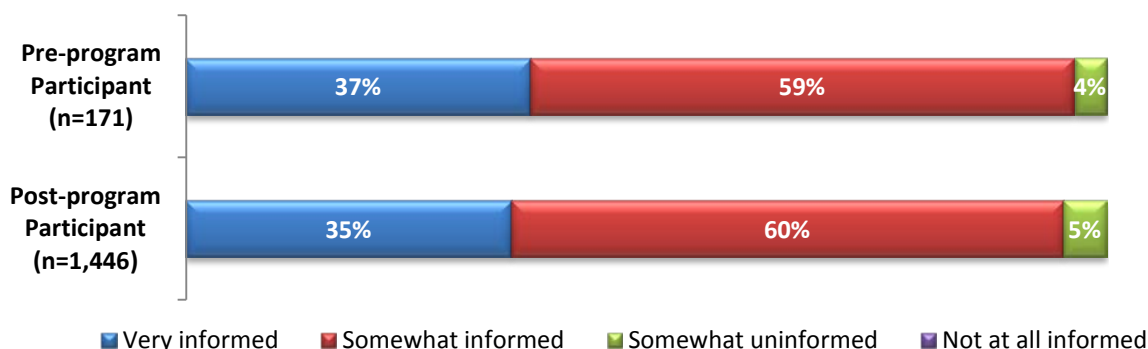
Question: How informed are you about politics?

### 4.2.2  Teacher Interest

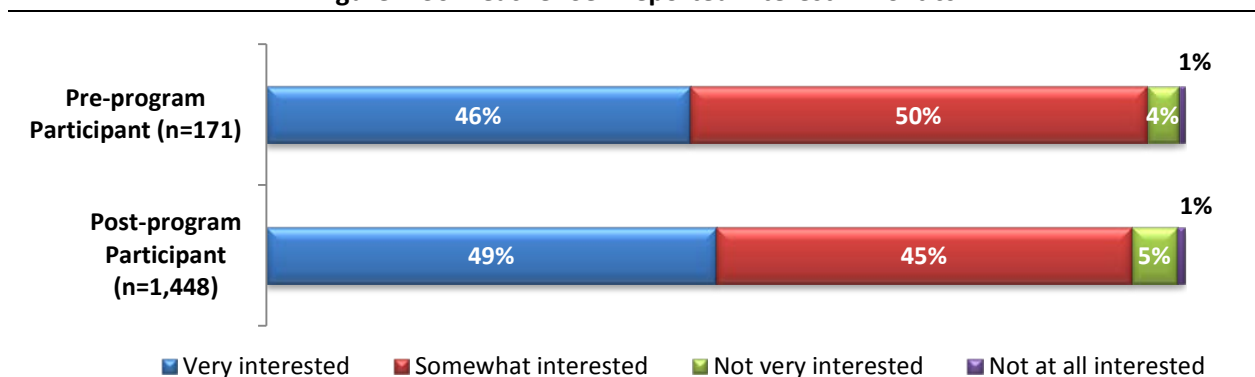There were no pre-/post-program differences in teachers' self-reported interest in politics. Instead, the regression showed that prior participation in Student Vote was associated with higher levels of interest in politics. Additionally, like knowledge scores, the regression found that experience teaching civics-related courses better predicted interest in politics. Teachers with five or fewer years of experience were significantly less interested in politics than teachers with eight or more years of experience. Teachers interviewed reinforced this finding as almost all of them reported being very interested in politics, and several of them stated that they had taken political science courses at the post-secondary level.

**Figure 4-36: Teacher Self-reported Interest in Politics**

| Category | Very interested | Somewhat interested | Not very interested | Not at all interested |
|---|---|---|---|---|
| Pre-program Participant (n=171) | 46% | 50% | 4% | 1% |
| Post-program Participant (n=1,448) | 49% | 45% | 5% | 1% |

Question: How interested are you in politics?

### 4.2.3  Teacher Confidence

Nearly half of the teachers stated that they felt very confident teaching politics before completing Student Vote, with less than 10% stating that they were not very confident.

**Figure 4-37: Pre-program Teacher Confidence in Teaching Politics, Government and Civics**

| Category | Very confident | Somewhat confident | Not very confident |
|---|---|---|---|
| Pre-program Participant (n=171) | 46% | 47% | 7% |

Question: How confident are you about teaching issues related to politics, Canadian government and civics?

After Student Vote was completed, the vast majority of post-program teachers (96%) indicated that they either strongly agreed or somewhat agreed that participating in Student Vote had improved their confidence in teaching politics, Canadian government and civics. Teachers who had attended a Democracy Bootcamp (77%) were more likely to strongly agree that Student Vote had increased their confidence in teaching politics than teachers who could not attend a Bootcamp (64%).

**Figure 4-38: Post-program Teacher Confidence in Teaching Politics, Government and Civics**

| Post-program Participant (n=1,448) | 61% | 35% | 3% | 1% |
|---|---|---|---|---|

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Prefer not to say
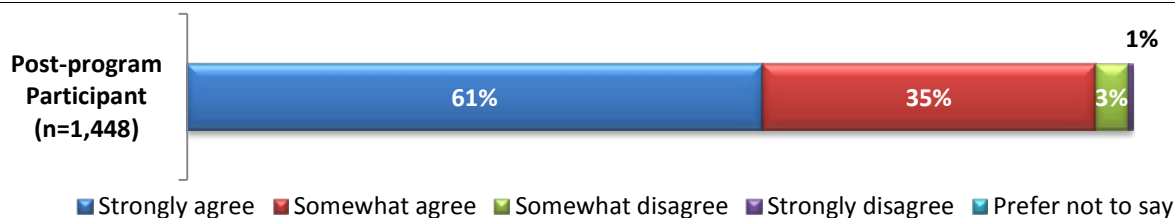
Question: Your involvement in the Student Vote program has increased your confidence in teaching issues related to politics, Canadian government and civics.

All the interviewed teachers reported that they felt confident teaching government and social studies, with approximately one-third stating that they felt very confident. However, the majority of teachers interviewed (82%) had been teaching for more than 10 years, and over two-thirds (70%) had taught social studies and government for at least six years. It was suggested that Student Vote was a good method to build the confidence of teachers who were new to the subject.

### 4.2.4    *Teacher Perceptions of Voting and Elections*

There were no differences in teacher perceptions about voting responsibility. However, results were already very high in the pre-program survey.

**Figure 4-39: Voting Responsibility – Teacher Survey**

| Pre-program Participant (n=171) | 94% | 5% | 1% 1% |
|---|---|---|---|
| Post-program Participant (n=1,448) | 95% | 5% | 0% |

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't Know
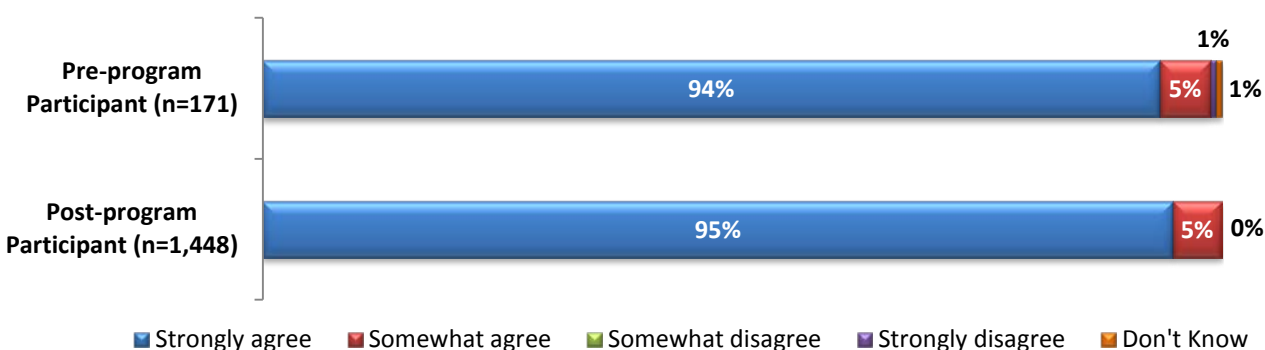
Question: It is our responsibility as citizens to vote in elections.

Teachers who had completed Student Vote were more likely to report that they strongly agreed that there were issues that affected their community and country that they cared about.

**Figure 4-40: Concern with Issues – Teacher Survey**

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | Don't Know |
|---|---|---|---|---|---|
| Pre-program Participant (n=171) | 84% | 15% | 1% | | 1% |
| Post-program Participant (n=1,448) | 93% | 6% | 0% | | |

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't Know
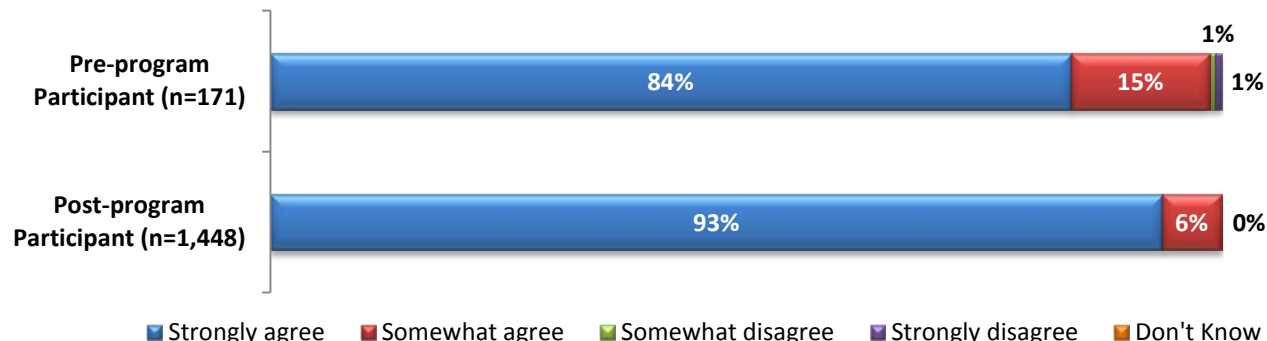
Question: There are issues affecting my community or country that I care about.

Teachers who had completed Student Vote were more likely to report that there was at least one party that spoke about issues that were important to them.

**Figure 4-41: Politicians Speak about Important Issues – Teacher Survey**

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | Don't Know |
|---|---|---|---|---|---|
| Pre-program Participant (n=171) | 58% | 36% | 5% | 1% | |
| Post-program Participant (n=1,448) | 78% | 19% | 1% | | 1% |

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't Know
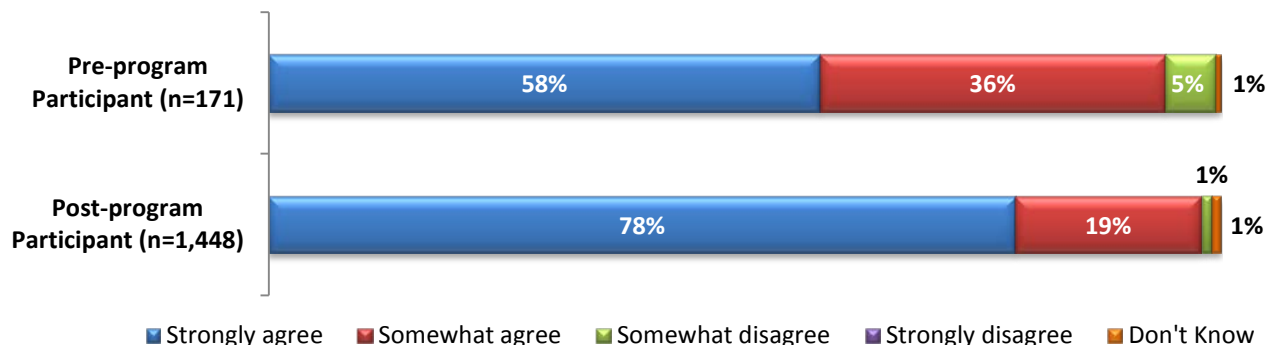
Question: There is at least one political party that talks about issues that are important to me.

Before the completion of Student Vote, the majority of teachers (89%) reported voting in most or all elections in which they were eligible to vote. Additionally, the majority of teachers (98%) indicated that they planned to vote in the 2015 federal election.

**Figure 4-42: Past Voting Behaviour – Pre-program Teachers**

| | All of them | Most of them | Some of them | None of them | Prefer not to say |
|---|---|---|---|---|---|
| Pre-program Participants (n=171) | 63% | 26% | 6% | 2% | 2% |

■ All of them  ■ Most of them  ■ Some of them  ■ None of them  ■ Prefer not to say
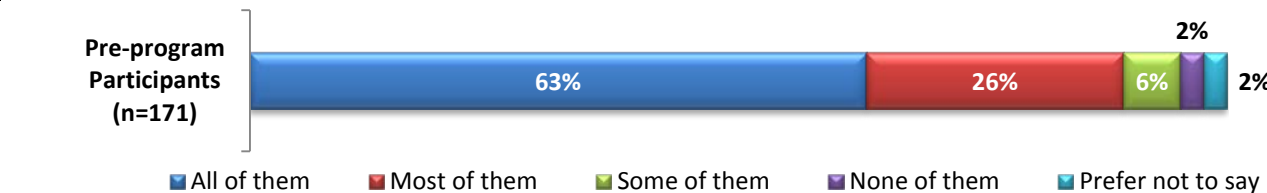
Question: Thinking about all the elections since you have been eligible to vote, would you say you have voted in none of them or all of them?

Nearly all the teachers reported actually voting in the 2015 federal election.

**Figure 4-43: Teacher Voting Behaviour**



Post-program Participant (n=1,448): Yes 98%, No 1%, Prefer not to say 1%

Legend: ■ Yes  ■ No  ■ Prefer not to say
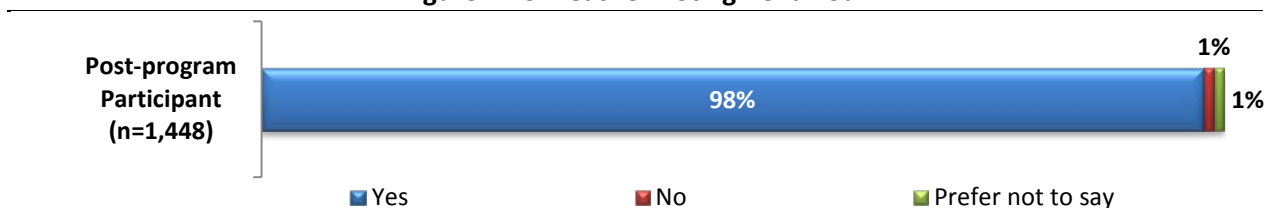
Question: Were you able to vote in the recent federal election?

The most common reason teachers gave for voting in the 2015 federal election was that it was their responsibility as a Canadian citizen. The most common reason that teachers provided for why they had not voted was that they were not a Canadian citizen and therefore not eligible to vote.

**Table 4-3: Teacher Reasons for Voting**

| Reason | Post-program (n=1,418) |
|---|---|
| I believe it is my responsibility as a Canadian citizen | 54% |
| It is my way to have a voice in the future of the country | 20% |
| Voting is a way to affect how issues will be decided | 10% |
| I want to choose the best person to represent me and my community | 9% |
| If I don't vote, I can't complain | 2% |
| To set an example | 2% |
| Most of my friends/family who are old enough to vote, do vote | 0% |
| Other | 2% |
| Don't know | 0% |

**Table 4-4: Teacher Reasons for Not Voting**

| Reason | Post-program (n=17) |
|---|---|
| I am not a Canadian citizen | 35% |
| I don't know enough about the issues to make a decision | 6% |
| I am not interested in politics | 0% |
| There is no difference between parties | 0% |
| I don't have time | 0% |
| My one vote is not going to make a difference | 0% |
| I don't know how to vote | 0% |
| Other (non-specified) | 53% |
| Don't know/not sure | 6% |

The high rate of voting was also reported in the interviews with teachers. All the interviewed teachers reported that they always voted in federal elections. When asked about the impact of Student Vote on their voting behaviour, most teachers reported that it could not influence their voting behaviour as they always voted. A few teachers interpreted the question more broadly, with one stating that Student Vote helped to make a better choice.

### 4.3 Parent Outcomes

Although the majority of parents reported being at least somewhat informed about, and interested in, politics, at least half indicated that their knowledge of, and interest in, politics had increased because of their child(ren)'s participation in Student Vote. At least half of the parents who indicated no increase in knowledge or interest stated that it was because of their already high level of knowledge or interest, limiting the impact that their child(ren)'s participation in Student Vote could have. The majority of parents stated that voting was the responsibility of citizens, and this was evidenced by the majority of parents who reported voting in the 2015 federal election. Just over a quarter of parents reported that their child(ren) had positively influenced their decision to vote.

#### 4.3.1   *Parent Knowledge*

The majority of parents (85%) reported being somewhat or very informed about politics.

**Figure 4-44: Parent Self-reported Knowledge of Politics**



Post-program Participant (n=597): Very informed 21% | Somewhat informed 64% | Somewhat uninformed 14% | Not at all informed 2%

Question: How informed are you about politics?

Half of parents (50%) stated that they knew more about politics because of their child(ren)'s involvement with Student Vote. A further 25% of parents reported that their level of knowledge was already high, implying that their child(ren) could not further increase it.
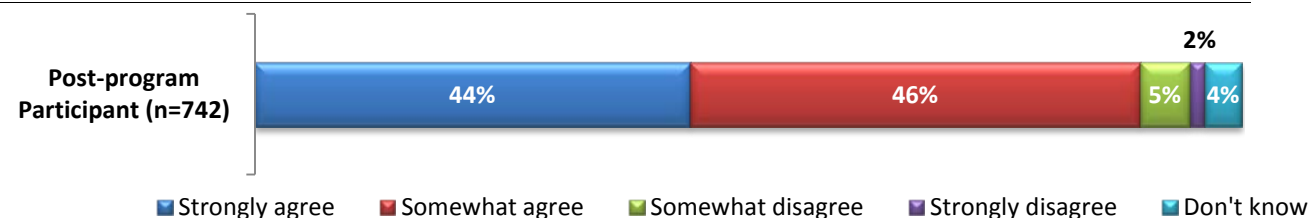
**Figure 4-45: Increased Own Personal Knowledge of Politics**
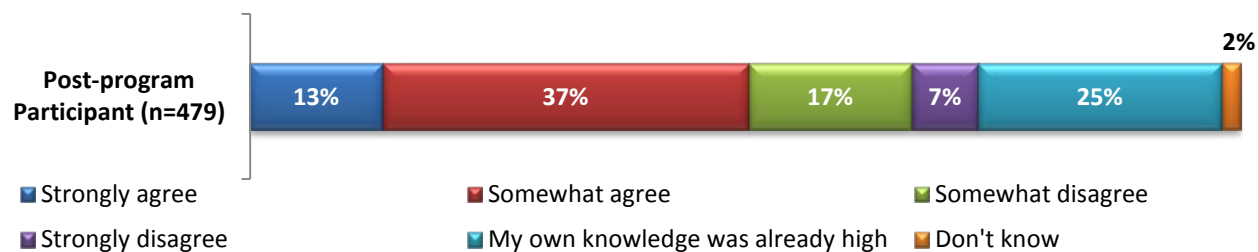
Post-program Participant (n=479)

| 13% | 37% | 17% | 7% | 25% | 2% |

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree
- My own knowledge was already high
- Don't know

Question: Do you agree or disagree that your child's involvement in the Student Vote program increased your own personal knowledge of politics?

The majority of the parents (90%) reported that their child(ren)'s participation in Student Vote had increased their family's opportunities to learn more about elections and politics.

**Figure 4-46: Provide Opportunity to Learn More about Politics**

Post-program Participant (n=742)

| 44% | 46% | 5% | 2% | 4% |

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree
- Don't know

Question: Do you agree or disagree that the Student Vote program provided your family with the opportunity to learn more about politics and elections?

Most interviewed parents indicated that their child(ren)'s participation in Student Vote had increased their knowledge of politics and elections. Parents reported that they had gained procedural knowledge about elections – e.g. polling station operations – and details about the issues during the election. This knowledge had been gained by conversing with their children and assisting them with assignments.

### 4.3.2  *Parent Interest*

The majority (78%) of parents reported being somewhat or very interested in politics.

**Figure 4-47: Parent Self-reported Interest in Politics**

Post-program Participant (n=598)

| 22% | 56% | 19% | 3% |

- Very interested
- Somewhat interested
- Not very interested
- Not at all interested
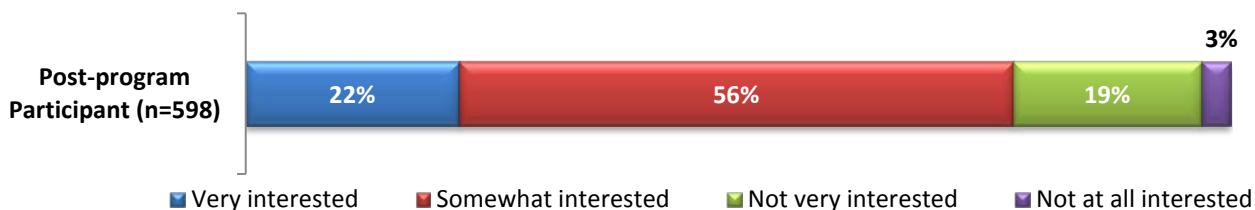
Question: How interested are you in politics?

Over half of parents (58%) strongly or somewhat agreed that their child(ren)'s involvement in Student Vote had increased their interest in politics. An additional 24% of parents reported that their initial level of interest in politics had already been high, implying that there was little room for increased interest.

**Figure 4-48: Increased Own Personal Interest in Politics**
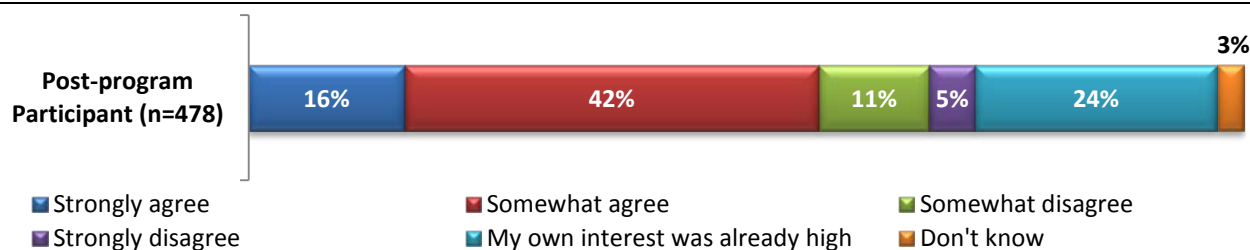
3%

Post-program Participant (n=478): Strongly agree 16% | Somewhat agree 42% | Somewhat disagree 11% | Strongly disagree 5% | My own interest was already high 24% | Don't know 3%

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree
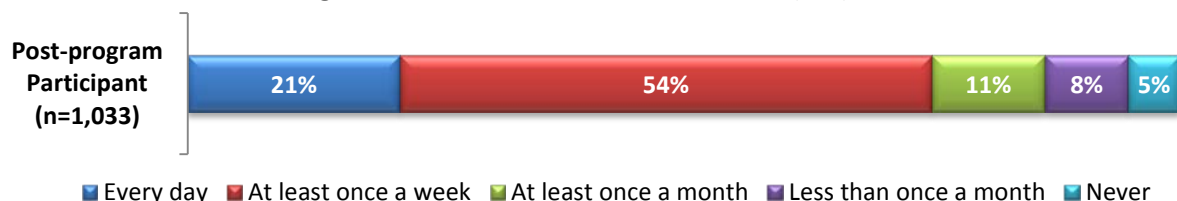- My own interest was already high
- Don't know

Question: Do you agree or disagree that your child's involvement in the Student Vote program increased your own personal interest in politics?

When interviewed, parents were asked whether their child(ren)'s interest in the 2015 election had led them to be more interested in the election; most parents said no. Parents stated that the lack of impact was due to an already high initial level of interest they had in the election. However, one parent noted that the more that was learned about the election, the more interesting it became.

### 4.3.3    *Parent Discussions of Politics*

The majority of parents (75%) reported talking with their child(ren) about politics at least once a week during the election. Only 5% of parents indicated that they never talked about politics with their child(ren).

**Figure 4-49: Discussed Politics with Child(ren)**

Post-program Participant (n=1,033): Every day 21% | At least once a week 54% | At least once a month 11% | Less than once a month 8% | Never 5%

- Every day
- At least once a week
- At least once a month
- Less than once a month
- Never

Question: During the recent federal election, how often did you discuss politics with your child?

### 4.3.4    *Parent Voting Intentions*

The majority of parents indicated that they had voted in the 2015 federal election.

**Figure 4-50: Voting Behaviour**

3%

Post-program Participant (n=580): Yes 88% | No 9% | Prefer not to say 3%

- Yes
- No
- Prefer not to say
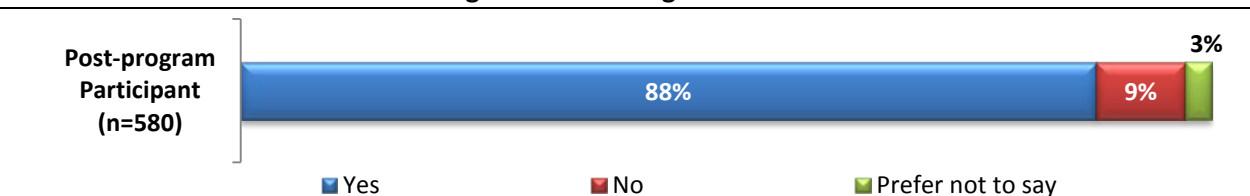
Question: Were you able to vote during the recent federal election?

Just over a quarter of parents reported that their decision to vote in the 2015 federal election had been positively influenced by their child(ren)'s participation in Student Vote.

**Figure 4-51: Positively Influenced Decision to Vote by Child**

| Post-program Participant (n=534) | Yes: 28% | No: 65% | Don't know: 8% |

■ Yes   ■ No   ■ Don't know

Question: Did your child's participation in the Student Vote program/learning about the election positively influence your decision to vote?

Interviewed parents all responded that their decision to vote had not been changed by information their child had brought home. All the parents stated that they were voters and that they were planning to cast a ballot during the federal election regardless of what their child was studying.
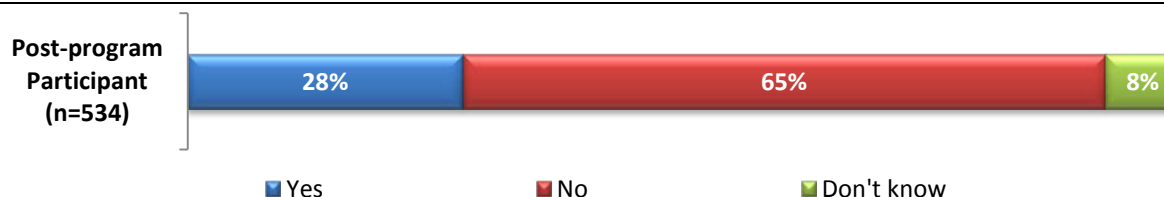
Like teachers, the most common reason parents gave for voting in the 2015 federal election was that it was their responsibility as a Canadian citizen.

**Table 4-5: Parent Reasons for Voting**

| Reason | Post-program (n=514) |
|---|---|
| I believe it is my responsibility as a Canadian citizen | 48% |
| It is my way to have a voice in the future of the country | 17% |
| I want to choose the best person to represent me and my community | 16% |
| Voting is a way to affect how issues will be decided | 13% |
| If I don't vote, I can't complain | 3% |
| To set an example | 1% |
| Most of my friends/family who are old enough to vote, do vote | 0% |
| My child encouraged me to vote | 0% |
| Other | 1% |
| Don't know | 0% |

The most common reason that parents gave for not voting in the 2015 federal election was that they were not a Canadian citizen.
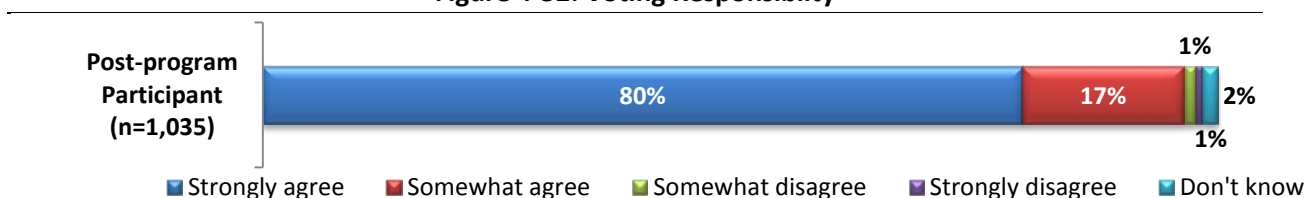
**Table 4-6: Parent Reasons for Not Voting**

| Reason | Post-program (n=50) |
|---|---|
| I am not a Canadian citizen | 44% |
| I don't have time | 14% |
| I don't know enough about the issues to make a decision | 14% |
| I am not interested in politics | 10% |
| There is no difference between parties | 8% |
| I don't know how to vote | 2% |
| My one vote is not going to make a difference | 0% |
| Other (non-specified) | 6% |
| Don't know/not sure | 2% |

The majority of parents (97%) strongly or somewhat agreed that voting was a responsibility of citizens.

**Figure 4-52: Voting Responsibilty**



Post-program Participant (n=1,035): Strongly agree 80%, Somewhat agree 17%, Somewhat disagree 1%, Strongly disagree 1%, Don't know 2%

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't know

Question: It is our responsibility as citizens to vote in elections.

The majority of parents (97%) strongly or somewhat agreed that there were issues affecting their community or country that they cared about.

**Figure 4-53: Concern with Issues**



Post-program Participant (n=910): Strongly agree 74%, Somewhat agree 23%, Somewhat disagree 1%, Don't know 2%

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't know
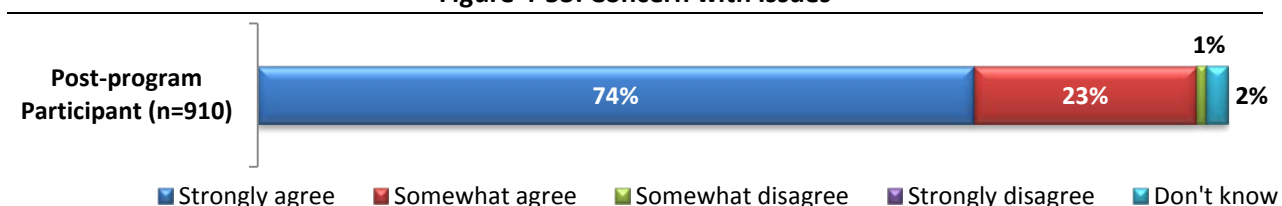
Question: There are issues affecting my community or country that I care about.

The majority of parents (94%) strongly or somewhat agreed that some politicians talked about issues that were important to them.

**Figure 4-54: Politicians Speak about Important Issues**



Post-program Participant (n=1,153)

| Strongly agree | Somewhat agree | | | |
| 53% | 41% | 2% | 1% | 2% |

■ Strongly agree  ■ Somewhat agree  ■ Somewhat disagree  ■ Strongly disagree  ■ Don't know

Question: Some politicians talk about issues that are important to me.

## 4.4 Satisfaction with Student Vote

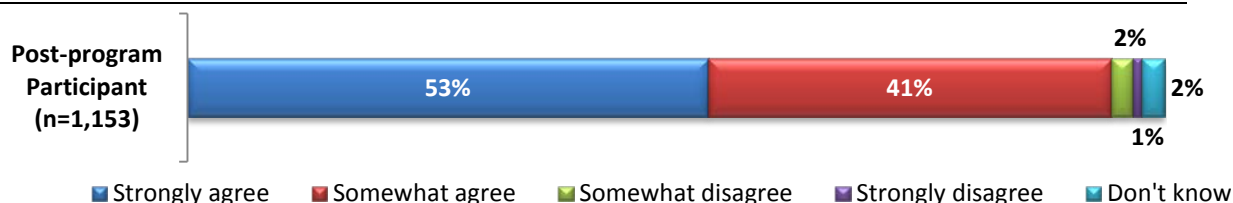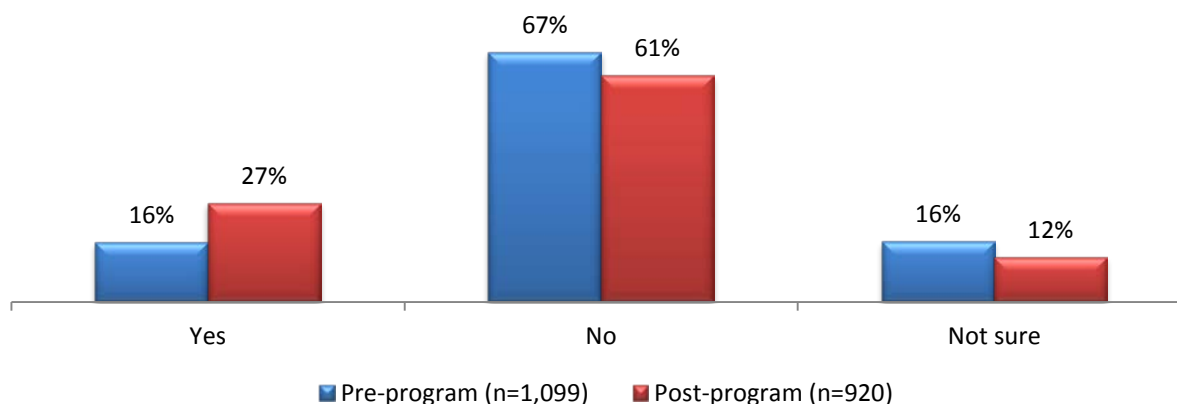Approximately three-quarters of students reported enjoying learning about government and politics through Student Vote. Additionally, voting in the Student Vote election was the most commonly mentioned activity that students had engaged in during the election, and it was rated as one of the top three most useful activities by over half of students. Finally, while over half of all students reported being interested in participating in Student Vote again, elementary students were more likely than secondary students to want to participate in a future Student Vote program.

### 4.4.1 Student Satisfaction

Less than half of elementary and secondary students reported participating in Student Vote before the 2015 federal election. However, there was a sizeable increase in the proportion of students who stated after the election that they had previously participated in Student Vote. This increase may indicate that students erroneously reported the Student Vote program for the 2015 federal election as prior participation. Conversely, participating in Student Vote for the 2015 federal election may have reminded students that they had participated in the program for a previous election.

**Figure 4-55: Elementary Students' Previous Participation in Student Vote**



| | Yes | No | Not sure |
| Pre-program | 16% | 67% | 16% |
| Post-program | 27% | 61% | 12% |

■ Pre-program (n=1,099)  ■ Post-program (n=920)

Question: Have you ever participated in Student Vote in the past?

**Figure 4-56: Secondary Students' Previous Participation in Student Vote**



Pre-program (n=1,224)  Post-program (n=932)
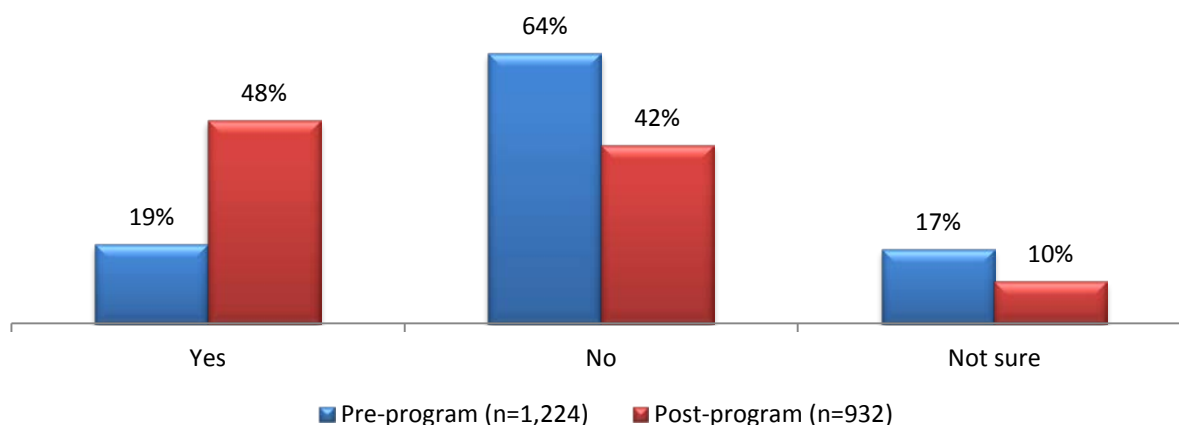
Question: Have you ever participated in Student Vote in the past?

Just under three-quarters of elementary students (72%), and just over three-quarters of secondary students (76%), reported enjoying learning about politics through the Student Vote program somewhat or a great deal. Among both groups of students, less than 10% reported stating that they did not at all enjoy learning about politics.

**Figure 4-57: Enjoyment Learning about Politics and the Federal Government – Elementary Student Survey**
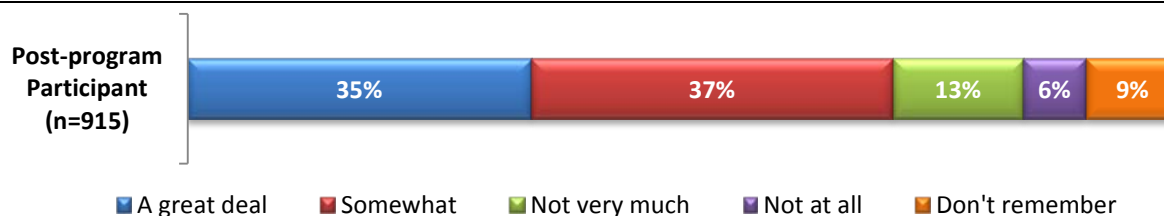


A great deal  Somewhat  Not very much  Not at all  Don't remember

Question (post-program participant): Overall, how much did you enjoy learning about politics and the Canadian government through the Student Vote program?

**Figure 4-58: Enjoyment Learning about Politics and the Federal Government – Secondary Student Survey**
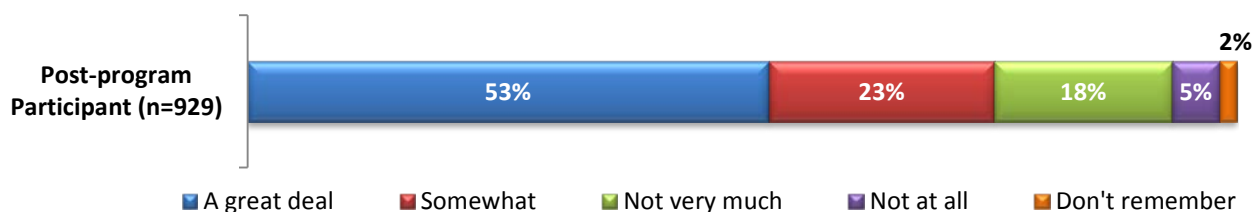


A great deal  Somewhat  Not very much  Not at all  Don't remember

Question (post-program participant): Overall, how much did you enjoy learning about politics and the Canadian government through the Student Vote program?

Voting in a Student Vote election and discussing the election during class were the two most common activities reported by students. These two activities were also most commonly listed as the top three most useful activities by students.

**Table 4-7: Student-Reported Election Activities (Elementary[a]/Secondary[b] Students)**

| Activity | Engaged in Activity | Top Three Activities |
|---|---|---|
| **Voted in a Student Vote election at your school** | 90%/85% | 59%/57% |
| **Discussed the election during class** | 82%/82% | 41%/27% |
| **Learned about how Canada's electoral system works** | 63%/69% | 22%/14% |
| **Learned about the different responsibilities of the federal, provincial and municipal governments** | 64%/63% | 12%/17% |
| **Researched political parties and their leaders** | 69%/65% | 23%/9% |
| **Researched the local candidates** | 51%/46% | 13%/10% |
| **Watched the candidates' debate(s) on TV or online** | 51%/53% | 17%/14% |
| **Tracked media coverage on the election** | 36%/26% | 9%/8% |
| **Performed the role of a candidate or participated in a mock debate on the election** | 20%/10% | 5%/2% |
| **Interacted with the local candidates through a debate, meeting or interview** | 19%/24% | 5%/2% |
| **Analyzed political ads** | 33%/51% | 7%/13% |
| **Discussed the election at home** | 55%/57% | 17%/15% |
| **Discussed the election with your friends** | 51%/36% | 12%/7% |
| **Shared information about parties, candidates and issues with students in other classes in your school** | 44%/24% | 5%/4% |
| **Acted as an election official (e.g. deputy returning officer, poll clerk or party representative)** | 27%/32% | 9%/5% |
| **Analyzed the election results afterwards** | 41%/22% | 16%/2% |
| **Encouraged your parents/guardians to vote or talked to your parents about whether or not they vote** | 43%/13% | 14%/1% |
| **Other (please describe)** | 14%/1% | 1%/1% |
| **None of the above** | 2%/3% | 10%/10% |

[a]n=928.

[b]n=940.

School, television and family were the most used sources to learn about and discuss politics by all the students, both before and after the completion of Student Vote. The three sources also tended to be the top three relied-upon sources by students.

**Table 4-8: Student Sources of Information/Discussion of Politics (Elementary/Secondary Students)**

| Information Source | Pre-program (n=2,332) | | Post-program (n=1,868) | |
|---|---|---|---|---|
| | Used | Top Three | Used | Top Three |
| **School/your teacher** | 70%/77% | 51%/47% | 79%/81% | 57%/50% |
| **Television** | 63%/76% | 44%/53% | 67%/72% | 45%/50% |
| **Family** | 58%/68% | 38%/39% | 66%/69% | 43%/38% |
| **Radio** | 41%/46% | 20%/19% | 43%/52% | 20%/19% |
| **Friends** | 33%/39% | 14%/13% | 41%/44% | 15%/13% |
| **Media websites** | 32%/45% | 14%/18% | 39%/49% | 13%/22% |
| **Social media** | 30%/60% | 15%/38% | 34%/63% | 14%/39% |
| **Newspapers/magazines** | 29%/37% | 11%/11% | 34%/35% | 15%/9% |
| **Government and/or political party website(s)** | 22%/16% | 10%/5% | 35%/20% | 14%/5% |
| **Don't know/not sure** | 6%/3% | 0%/0% | 3%/2% | 1%/1% |
| **None of these** | 3%/2% | 0%/0% | 3%/2% | 9%/1% |

Elementary students were more likely to report that they would like to participate in Student Vote in the future than secondary students. Conversely, secondary students were more likely to report that they did not want to participate in Student Vote again. However, over half of students in both groups stated that they would like to participate in Student Vote again.

**Figure 4-59: Student Interest in Future Participation in Student Vote**
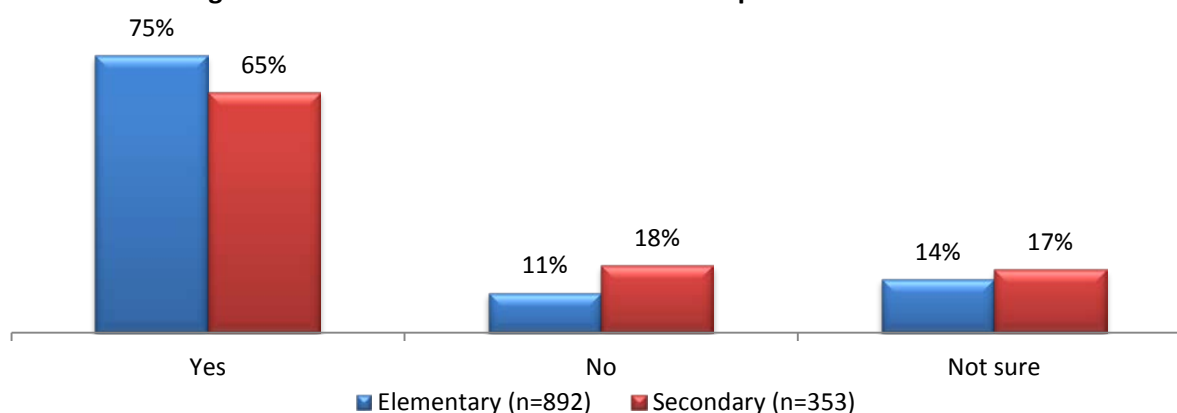


Question: Would you like to participate in another Student Vote program during the next election?

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### 4.4.2    Teacher Satisfaction

Teachers reported being very satisfied with Student Vote materials, resources and support. All the materials and resources provided by Student Vote were very highly rated. Over 90% of teachers who used the materials rated them as either good or excellent. Thus, almost all teachers indicated future intentions to participate in Student Vote again.

Attending a Democracy Bootcamp had a slight effect on teacher ratings of the Student Vote materials. For example, teachers who had not attended a Democracy Bootcamp were more likely to state that they had not used the electoral district maps (10% vs. 5%) or posters (4% vs. 1%) when teaching about the election. Additionally, teachers who had attended a Democracy Bootcamp were more likely to give a rating of excellent to the Student Vote website (82% vs. 70%), Student Vote online resources and educational tools (80% vs. 72%) and Student Vote communications (82% vs. 69%). However, for these resources, teachers who had not attended a Democracy Bootcamp were more likely to give a good rating than those who had attended. Thus, while there was a slight difference between these two groups in absolute ratings, teachers overall, as noted above, were very satisfied with the materials provided by Student Vote.

**Table 4-9: Teacher Satisfaction with Student Vote Resources**

| Resource | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| Activity resource (elementary) (n=1,153) | 71% | 26% | 3% | 0% |
| Activity resource (secondary) (n=569) | 63% | 34% | 3% | 0% |
| Campaign guide (n=1,242) | 56% | 40% | 4% | 0% |
| Election manual (n=1,351) | 63% | 35% | 2% | 0% |
| Electoral district map (n=1,312) | 67% | 27% | 5% | 1% |
| Poster (n=1,402) | 66% | 29% | 5% | 0% |
| Ballots (n=1,436) | 88% | 12% | 1% | 0% |
| Ballot boxes and voting screens (n=1,426) | 90% | 10% | 0% | 0% |
| Student Vote website (n=1,381) | 75% | 23% | 2% | 0% |
| Student Vote online resources and educational tools (n=1,366) | 77% | 20% | 2% | 0% |
| Student Vote communications (n=1,400) | 73% | 25% | 1% | 0% |

Satisfaction with the Student Vote materials was echoed by the teacher interviewees. Teachers reported that the Student Vote materials were accurate, of high quality, age appropriate, curriculum aligned, engaging and accessible. The videos and handouts/activities were the Student Vote materials that teachers most commonly used. While the materials were sometimes found to be too complicated for some classrooms, teachers reported that they could be readily adapted as needed. Teachers were able to pick and choose from the materials to meet the needs of the classroom. However, very few of the interviewed teachers taught directly from the materials, instead viewing them as a good starting point or a supplement to the regular lesson plan.

Teachers also reported that the ballot boxes and voting materials helped make Student Vote feel more official. Making the parallel voting seem more official helped connect students to the events in the real world and made them feel like they were part of something bigger than themselves.

Almost all (98%) of the teachers stated that the CIVIX support was great or excellent. Interviewed teachers agreed with this assessment, stating that the CIVIX communication and planning were good. Student Vote packages arrived well in advance of need, questions and inquiries were answered promptly and communication was efficient and not overwhelming.

Attending a Democracy Bootcamp had a slight impact on reported satisfaction with CIVIX support. While almost all teachers felt that CIVIX support was good, teachers who had attended a Democracy Bootcamp were more likely to rate it as excellent (86% vs.77%). Conversely, teachers who had not attended a Democracy Bootcamp were more likely to rate communication as great (20% vs. 14%).

**Figure 4-60: Teacher Satisfaction with CIVIX Support**
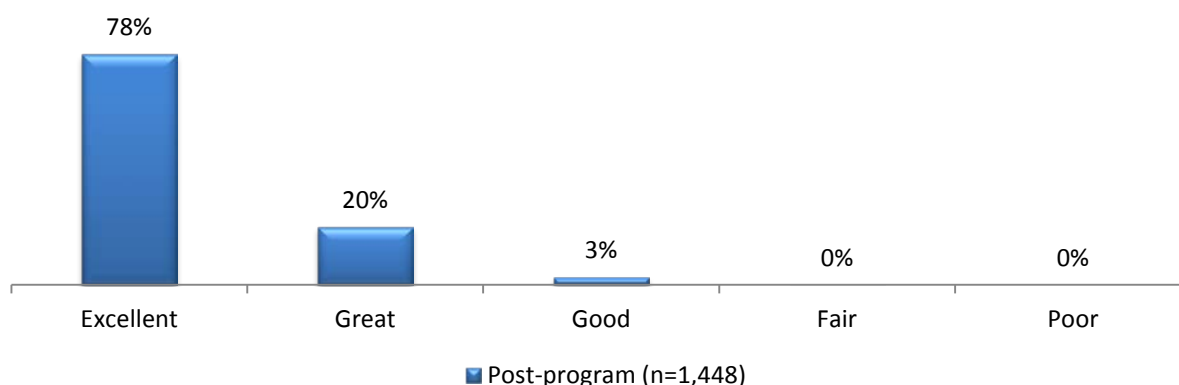


Question: How would you rate the general level of support you received from the CIVIX team throughout the campaign?

Nearly all (98%) of the teachers indicated that they were very likely to participate in a future Student Vote program. The teachers interviewed echoed this feeling, and all indicated that they planned to participate in Student Vote again in the future.

**Figure 4-61: Teacher Intentions for Future Involvement with Student Vote**
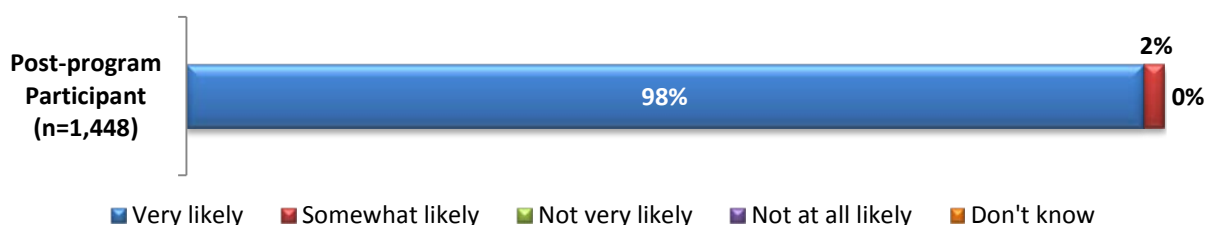


Question: How likely would you be to participate in a future Student Vote program?

### 4.4.3   Parent Satisfaction

Most of the parents reported that the 2015 federal election was the first time that their child(ren) had participated in Student Vote.

**Figure 4-62: Prior Student Involvement with Student Vote – Parent Survey (n=600)**
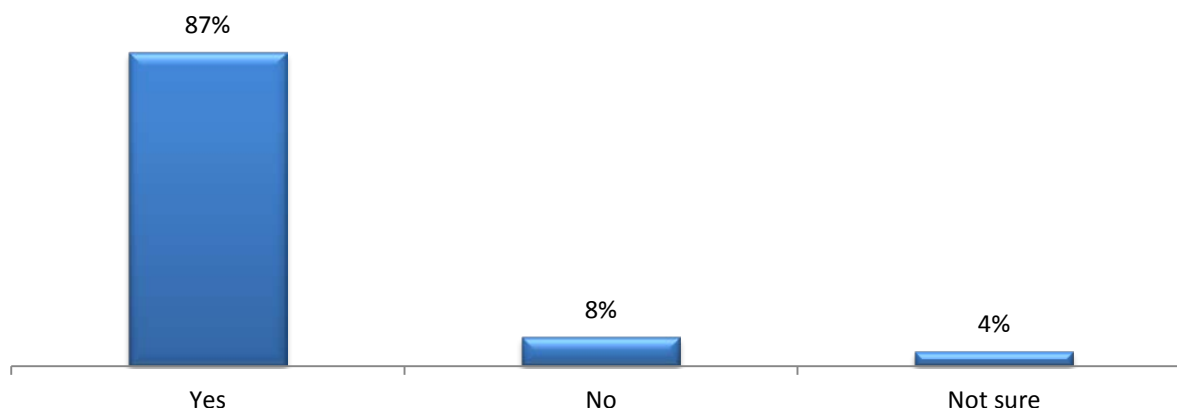


Question: Was this the first time your child participated in Student Vote?

Almost all parents reported that they would support their child(ren)'s participation in a future Student Vote program. Interviewed parents noted that their child(ren) had enjoyed the program and its connections to the real world. Participating in the program had made the student(s) feel a part of something bigger. One parent noted that the combination of the child's age and the importance of the election had made this a perfect time for Student Vote. This parent further noted that the older sibling, although still interested and knowledgeable, had not seemed as engaged when learning about the same material during a non-election year.

**Figure 4-63: Future Student Involvement with Student Vote – Parent Survey (n=594)**
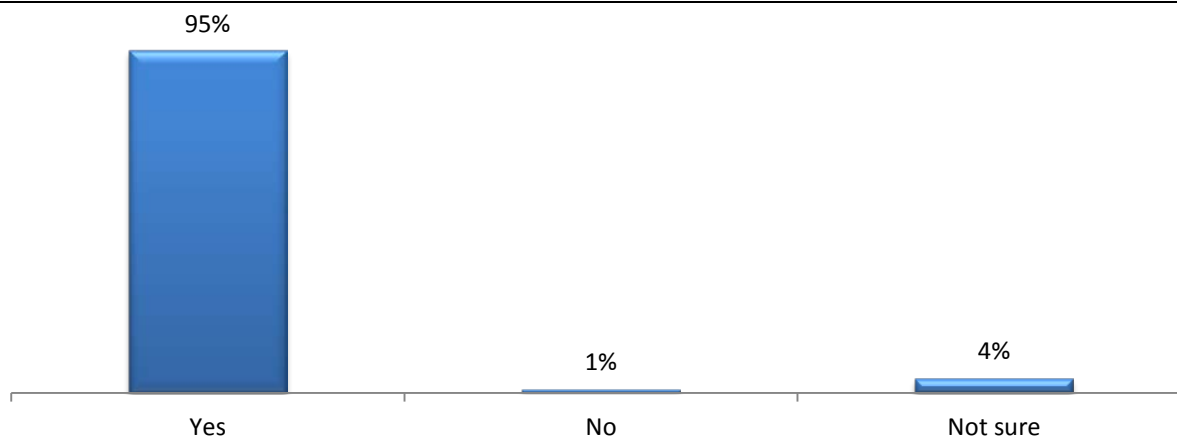


Question: Would you support your child's involvement in future Student Vote programs?

### 4.5 Participation in Student Vote

CIVIX reported that 6,662 schools had participated in Student Vote for the 2015 federal election, with 922,000 students casting ballots. Participation of schools and students represented all the federal electoral districts across Canada. This level of participation represented more than a 78% increase in the number of schools, and a 64% increase in the number of students, over the number that had participated in 2011, making it the largest Student Vote program to date.

Just over a third of teachers (34%) who participated in Student Vote for the 2015 federal election were participating in the program for the first time. Additionally, just over a quarter of teachers (29%) had previously participated in the program three or more times.

**Figure 4-64: Previous Experience with Student Vote – Pre-program Teachers (n=170)**
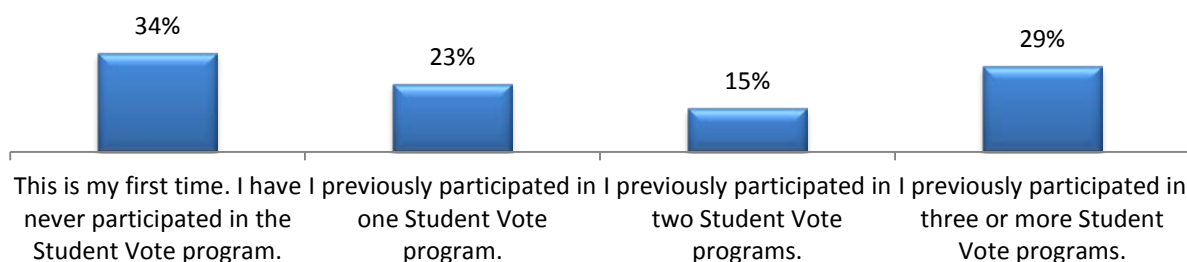


Question: How many times have you participated in the Student Vote program?

Just under a quarter of teachers (24%) reported that the 2015 federal election was the first time they had participated in Student Vote. Among those teachers who had previously participated in Student Vote, approximately equal proportions had participated in Student Vote at each of the three levels of government.

**Figure 4-65: Previous Participation in Student Vote – Post-program Teachers (n=1,448)**
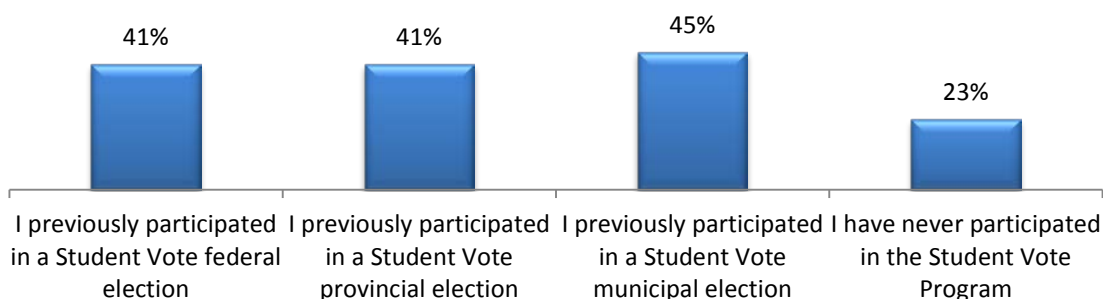


Question: How many times have you participated in the Student Vote program?

The desire to help students understand government and to help meet curriculum requirements were the two most common reasons stated for participating in Student Vote. However, interviews with teachers highlighted other benefits of the Student Vote program – e.g. it makes teaching the unit easier; the materials that are provided for Student Vote are reliable, accurate and of high quality, allowing teachers to teach rather than spend time developing their own materials.

**Table 4-10: Reasons for Participating in Student Vote (n=1,619)**

| Reason | Percentage |
|---|---|
| Helps educate students about government/elections/voting | 14% |
| Develops citizen/civic/political participation/interest | 4% |
| Direct/hands-on/real-life learning experience | 8% |
| Teaching complements/enhances related material | 5% |
| Good program/experience/opportunity | 7% |
| Student interest/students wanted a voice/they enjoyed it | 2% |
| Encouraging students to vote/creating future voters | 5% |
| Previous experience/participation in program | 8% |
| Part of curriculum/program requirement/relation/upcoming event | 10% |
| Good resources/resource material/support | 5% |
| Personal interest/interest in politics/civics/democracy | 5% |
| Received an invitation/information | 6% |
| Advice/recommendation/prompting of school official | 6% |
| Educational/increases student exposure/engagement | 9% |
| Easy to implement/clear guidelines/timely | 1% |
| Other | 3% |

Note: Teachers could provide multiple responses.

Teachers noted that they are always developing lesson plans and materials to teach to their classes. Student Vote does that work for them. Teachers can review the Student Vote material and select what works for them. This allows teachers to adapt the material to the needs of their classroom and curriculum. Additionally, as noted by some teachers, much of the material could not be developed by individual teachers. The Elections Canada ballot boxes, national tabulation of the voting results and videos were cited as examples of special contributions that Student Vote makes that could not be readily replicated, materials that help link students to the rest of the country.

### 4.5.1    *Democracy Bootcamp*

A total of 163 teacher respondents (11%) indicated that they had attended a Democracy Bootcamp in 2015. Most of the teachers (82%) attending a Democracy Bootcamp had previously participated in Student Vote. This differed from teachers who had not participated in a Democracy Bootcamp, where only 58% had previously participated in Student Vote. Additionally, a greater proportion of Democracy Bootcamp attendees (58%) had been teaching for more than eight years, compared to teachers who had

not attended a Democracy Bootcamp (49%). However, there were no differences between teachers who had or had not attended a Democracy Bootcamp in terms of gender or being born outside Canada.

Additionally, while both groups were similarly interested in politics, more Democracy Bootcamp attendees rated themselves as very interested in politics (66% vs. 47%), and more non-attendees rated themselves as somewhat interested (47% vs. 31%). A similar result was observed for the impact of Student Vote on confidence in teaching politics and Canadian government. All teachers agreed that Student Vote had increased their confidence in teaching politics; however, teachers who had attended a Democracy Bootcamp were more likely to strongly agree (77% vs. 64%), and non-attendees were more likely to somewhat agree (34% vs. 23%). There were no differences between the two groups in how informed they felt they were about politics or in their voting behaviour during the federal election.

When asked about the impact of the Democracy Bootcamp, teachers most commonly reported that the event had strengthened their commitment to civic education.

**Figure 4-66: Outcomes of Democracy Bootcamp (n=163)**
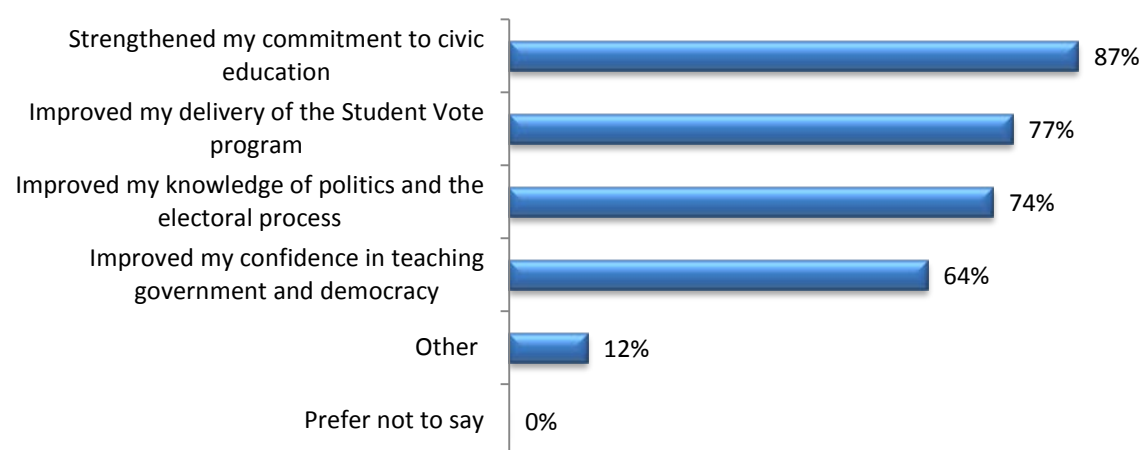


Question: Thinking specifically of Democracy Bootcamp, did it contribute to achieving the following?

Attending a Democracy Bootcamp impacted how teachers taught Student Vote. While the amount of preparation time that teachers dedicated to Student Vote did not differ by attendance at a Democracy Bootcamp, teachers who had attended a Democracy Bootcamp (53%) were more likely to spend 10 or more hours of classroom time teaching about the election than non-attendees (41%). There were also some differences in the activities that teachers undertook with their students during the election. As shown in Table 4-11, teachers who had attended a Democracy Bootcamp were more likely to track media coverage, engage with local candidates, analyze political ads and encourage students to talk about the election at home than teachers who had not attended a Democracy Bootcamp. Finally, there were no reported differences between the two groups in the proportion of teachers who submitted the results of the Student Vote election. However, CIVIX reports that, over the entire program, teachers who had participated in a Democracy Bootcamp (97%) were more likely to report their results than teachers who had not participated (87%).

**Table 4-11: Activities Teachers Engaged in with Students**

| Activity | Attended Democracy Bootcamp | |
|---|---|---|
| | Yes (n=163) | No (n=1,285) |
| Organized a Student Vote election where students voted on local election candidates | 96% | 96% |
| Learned about how Canada's electoral system works | 92% | 95% |
| Learned about the different responsibilities of the federal, provincial and municipal governments | 87% | 85% |
| Researched political parties and their leaders | 94% | 91% |
| Researched the local candidates | 74% | 72% |
| Watched the leaders' or candidates' debate(s) on TV or online | 45% | 41% |
| Tracked media coverage of the election | 65%* | 56%* |
| Had students perform the roles of candidates and/or participate in a mock debate about the election | 17% | 15% |
| Engaged with the local candidates through a debate, meeting or interview | 23%* | 15%* |
| Had students analyze political ads | 53%* | 43%* |
| Encouraged students to discuss the election at home | 97%* | 92%* |
| Encouraged students to discuss the election with their friends | 85% | 81% |
| Had students share information about the election, candidates and issues with other students in the school | 56% | 48% |
| Asked students to perform the roles of election officials (e.g. deputy returning officer, poll clerk or party representative) | 70% | 64% |
| Analyzed the election results afterwards | 88% | 87% |
| Encouraged students to tell their parents/guardians to vote | 90% | 84% |

*Differences between groups are significant at the 0.05 level.

There were some differences in activities perceived as being most useful between those who had attended a Democracy Bootcamp and those who had not. Teachers who had attended a Democracy Bootcamp were more likely to rank researching political parties and their leaders, tracking media coverage and engaging local candidates as the top three most useful activities than teachers who had not attended. Conversely, teachers who had not attended a Democracy Bootcamp were more likely to rank learning about Canada's electoral system and learning about the different levels of government among the top three activities.

**Table 4-12: Top Three Most Useful Activities**

| Activity | Attended Democracy Bootcamp | |
|---|---|---|
| | Yes (n=163) | No (n=1,285) |
| Organized a Student Vote election where students voted on local election candidates | 84% | 81% |
| Learned about how Canada's electoral system works | 28%* | 44%* |
| Learned about the different responsibilities of the federal, provincial and municipal governments | 16%* | 26%* |
| Researched political parties and their leaders | 55%* | 42%* |
| Researched the local candidates | 9% | 10% |
| Watched the leaders' or candidates' debate(s) on TV or online | 6% | 6% |
| Tracked media coverage of the election | 12%* | 6%* |
| Had students perform the roles of candidates and/or participate in a mock debate about the election | 4% | 4% |
| Engaged with the local candidates through a debate, meeting or interview | 12%* | 7%* |
| Had students analyze political ads | 8% | 5% |
| Encouraged students to discuss the election at home | 19% | 15% |
| Encouraged students to discuss the election with their friends | 3% | 2% |
| Had students share information about the election, candidates and issues with other students in the school | 4% | 5% |
| Asked students to perform the roles of election officials (e.g. deputy returning officer, poll clerk or party representative) | 18% | 18% |
| Analyzed the election results afterwards | 9% | 12% |
| Encouraged students to tell their parents/guardians to vote | 6% | 6% |

*Differences between groups are significant at the 0.05 level.

The impact that attending a Democracy Bootcamp had on perceived student outcomes was mixed. When differences were observed, they were more a matter of degree than a difference of opinion concerning the impact of Student Vote. That is to say, all teachers tended to report that Student Vote had had an impact on student outcomes; however, teachers who had attended a Democracy Bootcamp were more likely to report a stronger impact of Student Vote.

There were no differences in the perception of Student Vote's impact on increasing student knowledge. All teachers felt that Student Vote had impacted student knowledge, with the majority stating that Student Vote had had a significant impact.

**Figure 4-67: Increasing Students' Knowledge of Canada's Electoral Process**
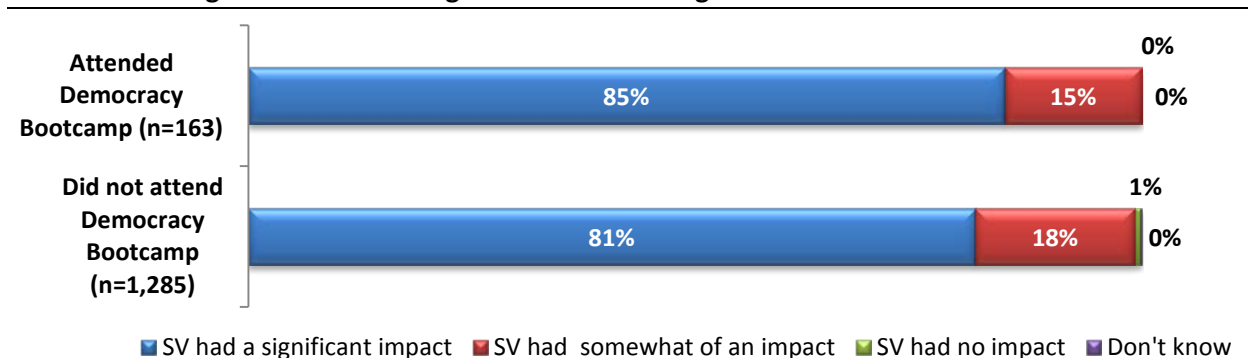


Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

There were no differences in the perceived impact of Student Vote on students' sense of civic responsibility. Teachers who had attended and had not attended a Democracy Bootcamp reported a similar impact on Student Vote.

**Figure 4-68: Strengthening Students' Sense of Civic Duty and Responsibility**
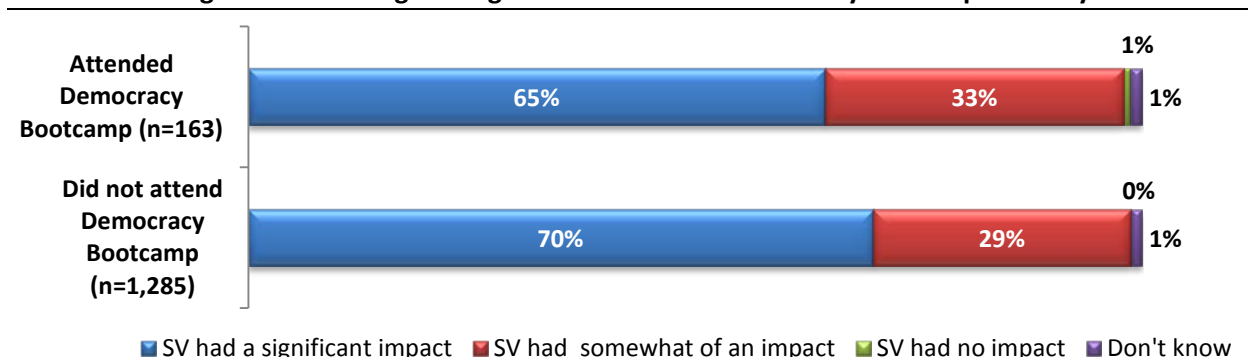


Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

There was a difference in the degree of impact reported by Democracy Bootcamp attendees and non-attendees. Teachers who had attended a Democracy Bootcamp were more likely to report that Student Vote had had a significant impact on motivating students to discuss politics with family and friends, while teachers who had not attended a Democracy Bootcamp said that Student Vote had had somewhat of an impact.

**Figure 4-69: Motivating Students to Discuss Politics with Family and Friends**
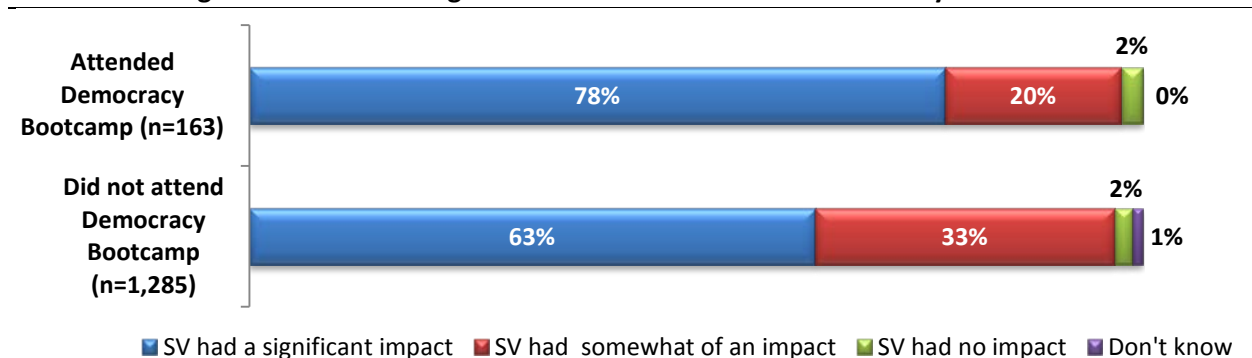


Legend: ■ SV had a significant impact   ■ SV had somewhat of an impact   ■ SV had no impact   ■ Don't know

Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

Similarly, teachers who had attended a Democracy Bootcamp were more likely than non-attendees to state that Student Vote had had a significant impact on student interest, while those who had not attended were more likely to state that Student Vote had had somewhat of an impact.

**Figure 4-70: Increasing Students' Level of Interest in Politics and Public Policy**
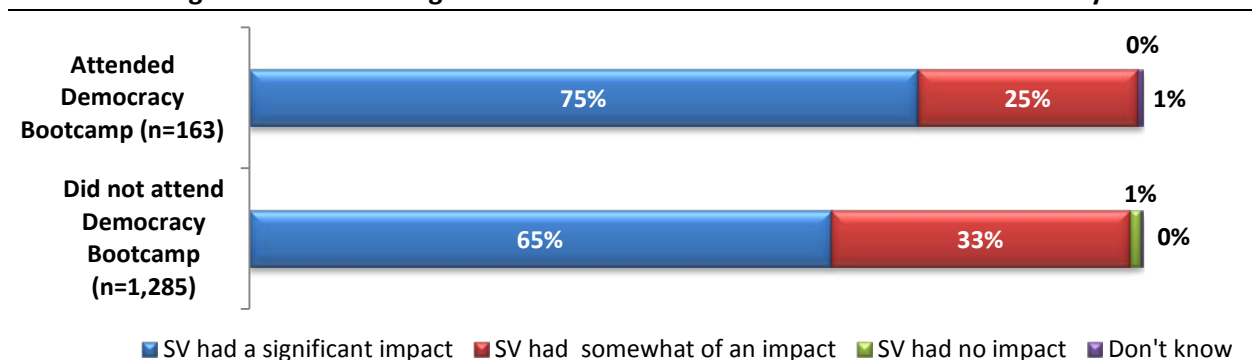


Legend: ■ SV had a significant impact   ■ SV had somewhat of an impact   ■ SV had no impact   ■ Don't know

Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

Teachers who had attended a Democracy Bootcamp felt that Student Vote had had a greater impact on student intentions to vote, with more saying that Student Vote had had a significant impact. Teachers who had not attended a Democracy Bootcamp were more likely to state that Student Vote had had somewhat of an impact.

**Figure 4-71: Increasing Students' Intentions to Vote in Future Elections**
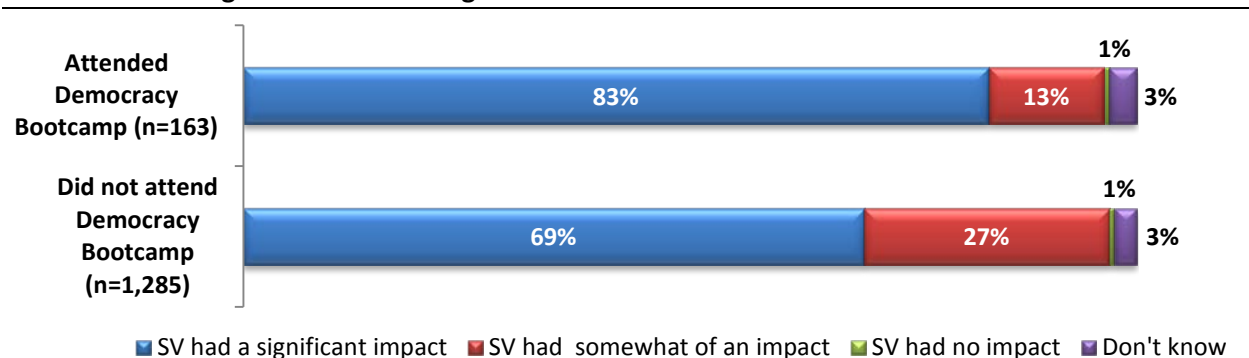


| | SV had a significant impact | SV had somewhat of an impact | SV had no impact | Don't know |
|---|---|---|---|---|
| Attended Democracy Bootcamp (n=163) | 83% | 13% | 1% | 3% |
| Did not attend Democracy Bootcamp (n=1,285) | 69% | 27% | 1% | 3% |

Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

There were no differences between the two groups in the perceived impact of Student Vote on students' critical-thinking skills.

**Figure 4-72: Improving Students' Critical-Thinking and Decision-Making Skills around Politics and Elections**
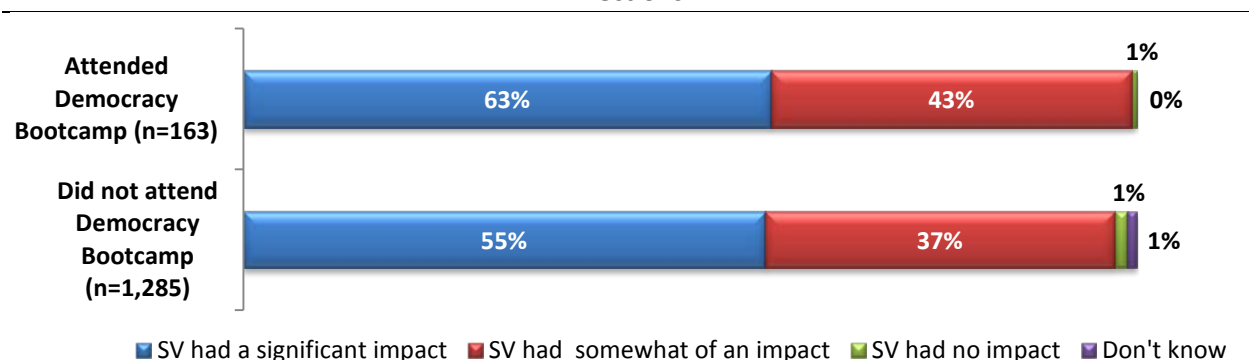


| | SV had a significant impact | SV had somewhat of an impact | SV had no impact | Don't know |
|---|---|---|---|---|
| Attended Democracy Bootcamp (n=163) | 63% | 43% | 1% | 0% |
| Did not attend Democracy Bootcamp (n=1,285) | 55% | 37% | 1% | 1% |

Question: Thinking specifically about the Student Vote materials, activities and overall process, to what extent do you feel they have contributed to achieving the following?

*4.5.2    Previous Teacher Participation in Student Vote*

Over half (60%) of post-program teachers reported participating in Student Vote before the 2015 federal election. Teachers who had previously participated in Student Vote were more likely to state that they were very informed about politics, and first-time Student Vote teachers were more likely to state that they were somewhat uninformed. Similarly, teachers who had previously participated in Student Vote were more likely to report that they were very interested in politics, while first-time Student Vote teachers were more likely to report that they were somewhat interested or somewhat uninterested. This implies that Student Vote had a carry-over effect for teachers who participated in the program. There were no differences between the groups in terms of confidence in teaching civics.

**Table 4-13: Impact of Prior Student Vote Experience on Teacher Outcomes**

| Question | Prior Student Vote Experience | Very | Somewhat Positive | Somewhat Negative | Not at All |
|---|---|---|---|---|---|
| How informed are you about politics?[a] (n=1,446) | Yes | 41%* | 55%* | 3%* | 1% |
| | No | 26%* | 67%* | 7%* | 0% |
| How interested are you in politics?[b] (n=1,448) | Yes | 55%* | 42%* | 3%* | 1% |
| | No | 40%* | 51%* | 8%* | 1% |
| I feel confident in teaching issues related to Canadian government and civics.[c] (n=1,448) | Yes | 65% | 32% | 2% | 0% |
| | No | 65% | 33% | 2% | 0% |

[a] Response categories were Very informed, Somewhat informed, Somewhat uninformed, Not at all informed.
[b] Response categories were Very interested, Somewhat interested, Somewhat uninterested, Not at all interested.
[c] Response categories were Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree.
* Differences between groups are significant at the 0.05 level.

A final series of regressions was conducted to assess the impact of both teacher participation in a Democracy Bootcamp and prior teacher experiences with Student Vote on student outcomes. Separate regressions were run for elementary students and secondary students. The student outcomes tested included student knowledge scores, interest in politics, engagement in politics, confidence in discussing politics and future intentions to vote. After controlling for student demographics (age, gender, born in Canada) and prior student participation in Student Vote, the teacher variables had a minimal impact on outcomes. Prior teacher experience with Student Vote did not significantly impact any student outcomes, and participation in a Democracy Bootcamp impacted one outcome: elementary students whose teacher had attended a Democracy Bootcamp were more engaged in learning about politics.

### 4.5.3   Previous Student Participation in Student Vote[2]

To help understand the impact that previous experience with Student Vote had on student outcomes, the responses of students who had participated in an earlier Student Vote program were compared with students who were new to Student Vote. To remove the effect of current experiences with Student Vote, only pre-program surveys were assessed. Just over a fifth (23%) of pre-program elementary students reported participating in Student Vote before the 2015 federal election; just over half of pre-program secondary students (53%) reported previous participation in Student Vote.

For pre-program elementary students, prior exposure to Student Vote impacted confidence in talking about politics. Pre-program elementary students who had previously participated in Student Vote were less likely to state that they were not at all comfortable talking about politics with either family or friends than students who were participating in Student Vote for the first time.

**Table 4-14: Impact of Prior Student Vote Experience on Elementary Student Outcomes**

| Question | Prior Student Vote Experience | Very | Somewhat Positive | Somewhat Negative | Not at All |
|---|---|---|---|---|---|
| How much do you understand about politics?[a] (n=915) | Yes | 7% | 32% | 53% | 8% |
| | No | 9% | 34% | 46% | 11% |
| How interested are you in politics?[b] (n=917) | Yes | 20% | 46% | 25% | 10% |
| | No | 21% | 43% | 25% | 11% |
| How comfortable are you telling your friends what you think about politics?[c] (n=909) | Yes | 39% | 41% | 11% | 9%* |
| | No | 35% | 34% | 15% | 16%* |
| How comfortable are you telling your family what you think about politics?[c] (n=904) | Yes | 57% | 29% | 7% | 7%* |
| | No | 53% | 24% | 10% | 13%* |

[a] Response categories were A lot, Quite a bit, A little bit, Not at all.
[b] Response categories were Very interested, Somewhat interested, Not very interested, Not at all interested.
[c] Response categories were Very comfortable, Somewhat comfortable, Not very comfortable, Not at all comfortable.
* Differences between groups are significant at the 0.05 level.

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[2] Students who stated that they did not know whether they had previously participated in Student Vote were not included in this analysis.

Among pre-program secondary students, prior Student Vote participation was associated with a slightly greater interest in politics. Specifically, pre-program secondary students who had participated in Student Vote previously were more likely to state that they were somewhat interested in politics, and less likely to report being not very interested in politics, than pre-program secondary students who were new to Student Vote. Additionally, secondary students who had previously participated in Student Vote were more likely to report that they were very comfortable talking to their friends about politics than students who were participating in Student Vote for the first time.

**Table 4-15: Impact of Prior Student Vote Experience on Secondary Student Outcomes**

| Question | Prior Student Vote Experience | Very | Somewhat Positive | Somewhat Negative | Not at All |
|---|---|---|---|---|---|
| **How much do you understand about politics?[a] (n=1,010)** | Yes | 6% | 36% | 51% | 7% |
| | No | 6% | 29% | 55% | 10% |
| **How interested are you in politics?[b] (n=1,010)** | Yes | 11% | 52%* | 26%* | 11% |
| | No | 10% | 41%* | 34%* | 15% |
| **How comfortable are you telling your friends what you think about politics?[c] (n=1,006)** | Yes | 52%* | 33% | 11% | 4% |
| | No | 44%* | 38% | 12% | 6% |
| **How comfortable are you telling your family what you think about politics?[c] (n=1,001)** | Yes | 61% | 29% | 7% | 4% |
| | No | 57% | 31% | 7% | 5% |

[a] Response categories were A lot, Quite a bit, A little bit, Not at all.
[b] Response categories were Very interested, Somewhat interested, Not very interested, Not at all interested.
[c] Response categories were Very comfortable, Somewhat comfortable, Not very comfortable, Not at all comfortable.
* Differences between groups are significant at the 0.05 level.

For both pre-program elementary and pre-program secondary students, prior participation did not significantly impact student interest in voting in the 2015 federal election. Over 80% of students in all groups stated that they would have voted in the 2015 election if they had been eligible.

**Table 4-16: Impact of Prior Student Vote Experience on Voting Interest**

| Grades | Prior Student Vote Experience | If you had been old enough to vote in the federal election on October 19, would you have voted? | |
|---|---|---|---|
| | | Yes | No |
| **Elementary (n=761)** | Yes | 87% | 13% |
| | No | 83% | 17% |
| **Secondary (n=836)** | Yes | 89% | 11% |
| | No | 87% | 13% |

A series of regressions were conducted with post-program students to assess the degree to which pre-program differences were maintained after students had completed the Student Vote program. The regressions controlled for student demographics (age, gender, born in Canada) and school type. Prior participation in Student Vote did not significantly impact any student outcome variables after the program had been completed. These results indicate that while Student Vote may have some carry-over effects for students, these effects are subsumed in recent exposure to the program.

### 4.6  Non-participation in Student Vote

A lack of time was the most common reason that non-participating teachers provided about why they had not registered for Student Vote for the 2015 election. Half of non-participating teachers stated that they had not had time to implement Student Vote and/or had not had time to integrate it into their lesson plan. This perception was also found in the interviews with non-participating teachers and is related in part to the timing of the federal election (October 19). The start of the school year is a hectic time for teachers, and when things had settled down, they felt that it was too late to register. However, one teacher noted that the materials developed over years of teaching had been adequate and, therefore, there was no need for Student Vote.

**Table 4-17: Reasons for Not Participating in Student Vote**

| | Totally Agree | Somewhat Agree | Somewhat Disagree | Totally Disagree | Don't Know |
|---|---|---|---|---|---|
| **I did not have time to implement Student Vote (n=134)** | 25% | 34% | 11% | 15% | 14% |
| **I didn't have room or flexibility in my teaching plan or curriculum (n=134)** | 11% | 22% | 26% | 29% | 12% |
| **It doesn't align with my personal interests (n=134)** | 2% | 10% | 25% | 47% | 15% |
| **There's too much to do – it's too involved (n=134)** | 5% | 22% | 24% | 25% | 25% |
| **The resources and teaching approach I used were suitable without Student Vote (n=134)** | 10% | 37% | 18% | 16% | 19% |
| **It was not my decision – my school administration and/or department head decided not to participate (n=133)** | 8% | 9% | 9% | 48% | 26% |
| **I was not made aware of Student Vote early enough to integrate it into my teaching plan (n=134)** | 22% | 28% | 18% | 21% | 10% |

Non-participating teachers interviewed noted that the main reason that they had not participated in Student Vote was that they thought it was too late to register when they were ready/aware of the program. Three of the five non-participating teachers interviewed noted that had they learned of the program sooner, they would have registered for Student Vote for the 2015 federal election. These teachers further noted that they were planning to register for future Student Vote programs. The remaining two teachers reported that the materials they had, either older Student Vote materials or self-developed lessons plans, were adequate to teach the material to students.

## SECTION 5   CONCLUSIONS

Overall, the results of the evaluation show that Student Vote is generally meeting its stated objectives for students and teachers. While some results are more clearly demonstrated than others, the overall evaluation demonstrates the positive impact of the program on students and teachers.

### 5.1 Impart Knowledge and Understanding of Canada's Democratic System among Students

Self-reported student knowledge of politics and government showed an increase after the completion of Student Vote. This increased knowledge was also demonstrated in the answers to the knowledge-based questions. After Student Vote, students answered more of the knowledge-based questions on the survey correctly. These findings were robust and continued to have a significant impact when the regression analysis controlled for possible confounding variables. Thus, participating in Student Vote does have a significant impact on student knowledge.

Parents and teachers also reported that the Student Vote program had had a strong impact on student knowledge. Parents felt that the Student Vote activities had increased their child(ren)'s knowledge and critical-thinking skills about politics and government. Teachers likewise reported that Student Vote had significantly impacted student knowledge, stating that testing and observations of student questions and knowledge reinforced this belief.

### 5.2 Generate Appreciation of the Importance of Voting and Civic Engagement among Students

Student Vote had a positive, although modest, impact on student appreciation of politics, elections and civic engagement. While Student Vote did not increase the proportion of students who reported being *very* interested in politics, it did increase the proportion who were *somewhat* interested, and reduced the proportion who were *not at all* interested, in politics. This implies that while Student Vote did not necessarily create an intense interest in politics, it did help to increase moderate interest and awareness of politics as well as address a certain level of apathy about politics. However, the impact of Student Vote on student interest in politics was not very robust and became insignificant when other variables were controlled for in the regression analysis. This suggests that the main effect found for Student Vote is being driven by various other factors.

Student Vote's impact on how often students discussed politics with their friends and family was similar to its impact on student interest in politics. The initial analyses showed that Student Vote reduced the proportion of students who stated that they never talked to their friends and family about politics. These findings, though, did not stay significant when other variables were controlled for in the regression. Democracy Bootcamps, though, did have a significant impact on elementary students. Elementary students whose teacher/school had participated in a Democracy Bootcamp reported talking to their friends and family about politics more often than students whose teacher had not attended.

Adult perceptions of Student Vote's impact on their child(ren) were more straightforward. The majority of parents and teachers reported that Student Vote had had a positive impact on the students' sense of civic duty and responsibility. Additionally, the majority of parents and teachers felt that Student Vote had increased student interest in government and politics. Finally, the majority of parents and teachers also felt that Student Vote had motivated students to discuss politics with friends and family.

### 5.3 Provide Educators with a Better Ability to Teach Civic Knowledge and Civic Education Concepts

Student Vote's impact on educators' ability to teach civics can be expressed through changes in teacher knowledge of, interest in and confidence in the subject, or it can be achieved by developing and sharing high-quality resources for use with students. By enhancing teacher characteristics, Student Vote can help make learning about politics and government more engaging and relevant for students. Teachers who are more knowledgeable about, interested in and confident about teaching government and politics can better relate the classroom to real-world experiences.

Participating in Student Vote 2015 did not appear to impact teachers' knowledge of, or interest in, politics. This could partially be explained by the finding that a majority of teachers had participated in previous Student Vote programs. Both before and after the completion of Student Vote, the majority of teachers reported being at least somewhat knowledgeable about, and interested in, politics. A regression of these outcomes indicated that the amount of experience teachers had teaching civics had a stronger impact on outcomes: more experience was associated with higher levels of knowledge and interest. Given that 60% of teachers had previously participated in Student Vote, it is possible that teacher knowledge and interest had been impacted by earlier experiences in the program. This was partially demonstrated by the finding that teachers who had previously participated in Student Vote reported greater interest in politics. Additionally, the majority of teachers noted that participating in Student Vote had increased their confidence in teaching civics.

Student Vote's enhancement of educator abilities to teach civics by providing high-quality resources is more robust. Teachers reported being very satisfied with all the resources that were provided to them for Student Vote. Participating teachers interviewed reported that the materials were accurate, up to date and of high quality. They further noted that the materials were readily adaptable for use in their classrooms. Thus, they were able to incorporate the materials into their lesson plans to help supplement information. Teachers also noted that the Student Vote materials had helped to create a sense of community for the students. Rather than just their classroom learning about the election, students felt a part of something national in scope. This helped to make the material more relevant and engaging for students.

### 5.4 Contribute to Future Democratic Participation among Canadian Youth

Student Vote had a positive impact on future voting intentions and democratic participation. The initial analyses found that students had an increased interest in voting in the 2015 federal election after the completion of Student Vote. This impact was robust among elementary students, maintaining its significance in the regression. Democracy Bootcamps also had a unique, positive impact on elementary student voting intentions – both in the 2015 federal election and in future elections. Student Vote's immediate impact on secondary students, though, did not stay significant in the regression analysis. However, the regression noted that prior student or teacher/school participation in Student Vote, and being born in Canada, increased interest in voting in the 2015 federal election, suggesting that repeated exposure is related to outcomes. Additionally, students' past participation in Student Vote, and teacher/school participation in a Democracy Bootcamp, positively affected secondary students' interest in voting in the future. Finally, after the completion of Student Vote, students were more likely to agree that voting was a civic responsibility. This was further manifested by the fact that the most common

reason students gave for wanting to vote in the future was that it was their responsibility as Canadian citizens. Finally, parents and teachers reported that Student Vote had increased student intentions to vote in the future.

### 5.5 Increase Program Participation Rates

Student Vote succeeded in meeting its program participation objectives (which were to meet or exceed the 2011 student and school participation rates). The Student Vote program for the 2015 federal election was the largest program to date. Over half of all Canadian schools, representing all federal electoral districts in Canada, participated in the program. Participation of students and schools increased by more than 64% and 78%, respectively, over the 2011 federal election.

## SECTION 6  RECOMMENDATIONS

### 6.1 Student Vote Should Continue to Be Offered for Future Elections

Student Vote has a positive impact on students' knowledge and understanding of Canadian politics and elections as well as on their interest and confidence in discussing politics and their interest in voting. It helps to make the material more relevant and engaging for students. It provides teachers with high-quality materials to assist them in teaching civics to students. As such, Student Vote should continue to be offered as a resource for educators and schools when teaching civics.

### 6.2 Investigate Barriers to Registration for Student Vote

Given that the Student Vote program is tied to election cycles, its availability is necessarily limited – i.e. it cannot be offered every year. Further efforts may be needed to better understand why certain schools/educators do not participate in Student Vote to help develop appropriate recruitment strategies in the future. As part of understanding barriers to participating in Student Vote, an investigation could be undertaken to determine why educators do not re-register and instead use previous Student Vote materials.

### 6.3 Offer Professional Development Opportunities for Teachers

The evaluation also found that Democracy Bootcamps had a relatively consistent and positive impact on student voting intentions. Democracy Bootcamp also had a significant impact on political knowledge among elementary students as well as on political discussion among elementary and secondary students. In an effort to increase the scope and impact of Student Vote, more Democracy Bootcamps or similar professional development events should be delivered in the future.

### 6.4 Track Individual Student and Teacher Survey Responses on Future Evaluations

Tracking individual student and teacher surveys would allow for a true repeated-measures study design – i.e. the pre- and post-responses of specific individuals could be linked. This would also allow for the direct observation of changes in participants over time. Additionally, repeated-measures study designs would provide greater power in statistical modelling, enabling the analysis to more accurately capture differences between groups.

Tracking individual student and teacher responses would also make it possible to link student responses to individual teachers, helping determine whether teacher characteristics impact student outcomes. The current identification of survey participants allows only for school-level identification. Although there are commonalities within schools that could impact Student Vote outcomes (e.g. administration endorsement of the program), teachers differ within schools. Thus, a new teacher providing Student Vote for the first time to a class may mask the benefits of experience from another teacher at the same school.

It is understood that tracking individual survey responses is time-consuming and challenging; however, the increased statistical power associated with this process may mean that a smaller sample would be needed. Future evaluations should assess the costs and benefits of conducting a smaller repeated-measures study design.

## 6.5 Develop a More Robust and Appropriate Control Group

The control group used to test the impact of Student Vote in the current study was not ideal. Almost a third of the control group teachers had participated in Student Vote in the past. Elementary students made up the bulk of the non-participating students. Non-participating teachers reported that they were using Student Vote materials to teach their students about the election, and 30% of non-participating students reported participating in a mock vote during the 2015 federal election. Each of these factors impacts the ability to determine the effect of Student Vote on participating students and teachers.

Future evaluations need to ensure that the control group better matches the needs of the evaluation. As such, before the collection of data, there needs to be clarity about what aspects of Student Vote are expected to impact outcomes. For example, if registration is required to access key Student Vote materials, then a comparison of registered versus non-registered schools may be an appropriate comparison. However, since Student Vote's materials are readily available for free to all teachers, information about the use of those materials needs to be collected from all teachers. In this case, the evaluation may be less about the difference between registered and non-registered schools and more about the use of Student Vote materials. In either case, clear expectations about how Student Vote impacts outcomes should be developed before carrying out the evaluation. These expectations can be used to tailor the evaluation to better measure the unique impact that Student Vote has.

## 6.6 Develop a Program Theory of Change

A program theory of change outlines the links between program activities and expected program outcomes. The presence of a well-articulated theory of change helps us understand how a program works and what aspects of it are expected to drive change in program participants. Having this articulation can help us understand what components of Student Vote are unique to the program and how those components contribute to overall outcomes. Being able to isolate unique components to Student Vote will help future evaluations develop more appropriate control groups.

# APPENDIX A – REGRESSION MODELS

**Table A-1: Knowledge Scores for Elementary Students (n=961)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.929 | <0.001* |
| **SVP status** | Pre | −0.785 | <0.001* |
| | Post | reference | |
| **Gender** | Male | −0.014 | 0.779 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.088 | 0.306 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.060 | 0.302 |
| | No | reference | |
| **School type** | Combined grades | 0.303 | 0.029* |
| | Secondary schools | 0.324 | 0.674 |
| | Middle school | 0.070 | 0.383 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.089 | 0.193 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.101 | 0.123 |
| | No | reference | |
| **Age** | | 0.050 | 0.005* |

Note: Higher score = higher score on knowledge-based questions.

* Model likelihood chi-square = 238.093, p<0.01. Results are significant at the 0.05 level.

**Table A-2: Knowledge Scores for Secondary Students (n=1,250)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.419 | <0.001* |
| **SVP status** | Pre | −0.394 | <0.001* |
| | Post | reference | |
| **Gender** | Male | 0.198 | <0.001* |
| | Female | reference | |
| **Born in Canada** | Yes | 0.016 | 0.860 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.047 | 0.435 |
| | No | reference | |
| **School type** | Combined grades | 0.383 | 0.001* |
| | Secondary schools | −0.007 | 0.927 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.018 | 0.766 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.138 | 0.030* |
| | No | reference | |
| **Age** | | 0.078 | 0.002* |

Note: Higher score = higher score on knowledge-based questions.

* Model likelihood chi-square = 96.483, p<0.01. Results are significant at the 0.05 level.

**Table A-3: Self-reported Knowledge Scores for Elementary Students (n=972)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.928 | <0.001* |
| **SVP status** | Pre | 0.422 | <0.001* |
| | Post | reference | |
| **Gender** | Male | −0.002 | 0.971 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.090 | 0.293 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.030 | 0.614 |
| | No | reference | |
| **School type** | Combined grades | 0.215 | 0.122 |
| | Secondary schools | −0.263 | 0.734 |
| | Middle school | 0.141 | 0.080 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.062 | 0.361 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.212 | 0.001* |
| | No | reference | |
| **Age** | | −0.035 | 0.068 |

Note: Higher score = less knowledgeable.

* Model likelihood chi-square = 100.536, p<0.01. Results are significant at the 0.05 level.

**Table A-4: Self-reported Knowledge Scores for Secondary Students (n=1,306)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.784 | <0.001* |
| **SVP status** | Pre | 0.141 | 0.001* |
| | Post | reference | |
| **Gender** | Male | −0.174 | <0.001* |
| | Female | reference | |
| **Born in Canada** | Yes | −0.054 | 0.419 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.021 | 0.646 |
| | No | reference | |
| **School type** | Combined grades | 0.045 | 0.592 |
| | Secondary schools | −0.003 | 0.960 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.181 | <0.001* |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.058 | 0.223 |
| | No | reference | |
| **Age** | | −0.004 | 0.846 |

Note: Higher score = less knowledgeable.

* Model likelihood chi-square = 52.735, p<0.01. Results are significant at the 0.05 level.

**Table A-5: Interest Scores for Elementary Students (n=970)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.081 | <0.001* |
| **SVP status** | Pre | 0.052 | 0.361 |
| | Post | reference | |
| **Gender** | Male | 0.028 | 0.604 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.044 | 0.639 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.020 | 0.761 |
| | No | reference | |
| **School type** | Combined grades | 0.229 | 0.137 |
| | Secondary schools | −0.164 | 0.847 |
| | Middle school | 0.060 | 0.501 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.002 | 0.981 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.047 | 0.515 |
| | No | reference | |
| **Age** | | 0.037 | 0.074 |

Note: Higher score = less interest in politics.

* Model likelihood chi-square = 15.058, p=0.130. Results are significant at the 0.05 level.

**Table A-6: Interest Scores for Secondary Students (n=1,305)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.519 | <0.001* |
| **SVP status** | Pre | 0.098 | 0.050 |
| | Post | reference | |
| **Gender** | Male | −0.127 | 0.006 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.022 | 0.783 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.100 | 0.067 |
| | No | reference | |
| **School type** | Combined grades | 0.050 | 0.620 |
| | Secondary schools | −0.010 | 0.894 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.010 | 0.851 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.069 | 0.232 |
| | No | reference | |
| **Age** | | 0.005 | 0.828 |

Note: Higher score = less interest in politics.
* Model Likelihood Chi-Square = 20.477, p=0.015. Results are significant at the 0.05 level.

**Table A-7: Frequency Scores of Talking to Friends about Politics for Elementary Students (n=967)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.278 | <0.001* |
| **SVP status** | Pre | 0.097 | 0.248 |
| | Post | reference | |
| **Gender** | Male | −0.047 | 0.565 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.128 | 0.360 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.050 | 0.605 |
| | No | reference | |
| **School type** | Combined grades | 0.007 | 0.976 |
| | Secondary schools | −1.820 | 0.147 |
| | Middle school | 0.179 | 0.172 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.163 | 0.141 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.431 | <0.001* |
| | No | reference | |
| **Age** | | −0.030 | 0.334 |

Note: Higher score = less often talking to friends about politics.
* Model likelihood chi-square = 41.348, p<0.01. Results are significant at the 0.05 level.

**Table A-8: Frequency Scores of Talking to Friends about Politics for Secondary Students (n=1,306)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 4.243 | <0.001* |
| **SVP status** | Pre | 0.160 | 0.014* |
| | Post | reference | |
| **Gender** | Male | −0.222 | <0.001* |
| | Female | reference | |
| **Born in Canada** | Yes | 0.139 | 0.187 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.036 | 0.610 |
| | No | reference | |
| **School type** | Combined grades | −0.003 | 0.979 |
| | Secondary schools | 0.090 | 0.335 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.263 | <0.001* |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.133 | 0.075 |
| | No | reference | |
| **Age** | | −0.128 | <0.001* |

Note: Higher score = less often talking to friends about politics.

\* Model likelihood chi-square = 67.207, p<0.01. Results are significant at the 0.05 level.

**Table A-9: Frequency Scores of Talking to Friends about the Federal Election for Elementary Students (n=423)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.737 | <0.001* |
| **Gender** | Male | 0.030 | 0.821 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.143 | 0.521 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.090 | 0.535 |
| | No | reference | |
| **School type** | Secondary schools | −1.176 | 0.382 |
| | Middle school | 0.609 | 0.002* |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.077 | 0.649 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.538 | 0.001* |
| | No | reference | |
| **Age** | | −0.013 | 0.786 |

Note: Higher score = less often talking to friends about elections.
* Model likelihood chi-square = 27.342, p=0.01. Results are significant at the 0.05 level.

**Table A-10: Frequency Scores of Talking to Friends about the Federal Election for Secondary Students (n=622)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.608 | <0.001* |
| **Gender** | Male | −0.024 | 0.803 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.112 | 0.488 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.120 | 0.240 |
| | No | reference | |
| **School type** | Combined grades | −0.064 | 0.739 |
| | Secondary schools | 0.267 | 0.069 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.159 | 0.143 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.990 | <0.001* |
| | No | reference | |
| **Age** | | 0.022 | 0.659 |

Note: Higher score = less often talking to friends about elections.
* Model likelihood chi-square = 74.260, p<0.01. Results are significant at the 0.05 level.

**Table A-11: Frequency Scores of Talking to Family about Politics for Elementary Students (n=969)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.814 | <0.001* |
| **SVP status** | Pre | 0.063 | 0.476 |
| | Post | reference | |
| **Gender** | Male | 0.085 | 0.321 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.063 | 0.672 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.028 | 0.787 |
| | No | reference | |
| **School type** | Combined grades | −0.081 | 0.737 |
| | Secondary schools | −1.341 | 0.315 |
| | Middle school | 0.083 | 0.553 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.051 | 0.664 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.392 | 0.001* |
| | No | reference | |
| **Age** | | 0.013 | 0.696 |

Note: Higher score = less often talking to family about politics.
* Model likelihood chi-square = 22.172, p=0.014. Results are significant at the 0.05 level.

**Table A-12: Frequency Scores of Talking to Family about Politics for Secondary Students (n=1,307)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.169 | <0.001* |
| **SVP status** | Pre | −0.058 | 0.421 |
| | Post | reference | |
| **Gender** | Male | −0.036 | 0.593 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.009 | 0.941 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.065 | 0.409 |
| | No | reference | |
| **School type** | Combined grades | 0.200 | 0.166 |
| | Secondary schools | 0.084 | 0.416 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.013 | 0.872 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.251 | 0.002* |
| | No | reference | |
| **Age** | | −0.035 | 0.292 |

Note: Higher score = less often talking to family about politics.
* Model likelihood chi-square = 16.492, p=.057. Results are significant at the 0.05 level.

**Table A-13: Frequency Scores of Talking to Family about the Federal Election for Elementary Students (n=359)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 2.500 | <0.001* |
| **Gender** | Male | 0.024 | 0.870 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.098 | 0.675 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.056 | 0.723 |
| | No | reference | |
| **School type** | Secondary schools | −0.658 | 0.628 |
| | Middle school | 0.267 | 0.194 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.002 | 0.990 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.315 | 0.077 |
| | No | reference | |
| **Age** | | 0.084 | 0.143 |

Note: Higher score = less often talking to family about election.

* Model likelihood chi-square = 9.691, p=0.287. Results are significant at the 0.05 level.

**Table A-14: Frequency Scores of Talking to Family about the Federal Election for Secondary Students (n=622)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.824 | <0.001* |
| **Gender** | Male | −0.107 | 0.286 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.163 | 0.336 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.076 | 0.483 |
| | No | reference | |
| **School type** | Combined grades | −0.084 | 0.678 |
| | Secondary schools | −0.088 | 0.570 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | 0.165 | 0.150 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.048 | 0.712 |
| | No | reference | |
| **Age** | | −0.141 | 0.008* |

Note: Higher score = less often talking to family about election.

\* Model likelihood chi-square = 13.425, p=0.098. Results are significant at the 0.05 level.

**Table A-15: Comfortable Scores of Talking to Friends about Politics for Elementary Students (n=968)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.701 | <0.001* |
| **SVP status** | Pre | 0.138 | 0.027* |
| | Post | reference | |
| **Gender** | Male | 0.047 | 0.440 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.043 | 0.678 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.058 | 0.420 |
| | No | reference | |
| **School type** | Combined grades | 0.063 | 0.708 |
| | Secondary schools | −0.884 | 0.344 |
| | Middle school | 0.093 | 0.341 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.299 | <0.001* |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.078 | 0.328 |
| | No | reference | |
| **Age** | | −0.101 | <0.001* |

Note: Higher score = less comfortable talking to friends about politics.

* Model likelihood chi-square = 81.812, p<0.01. Results are significant at the 0.05 level.

**Table A-16: Comfortable Scores of Talking to Friends about Politics for Secondary Students (n=1,304)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.714 | <0.001* |
| **SVP status** | Pre | 0.114 | 0.027* |
| | Post | reference | |
| **Gender** | Male | −0.091 | 0.056 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.024 | 0.778 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.071 | 0.213 |
| | No | reference | |
| **School type** | Combined grades | 0.092 | 0.379 |
| | Secondary schools | 0.111 | 0.133 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.021 | 0.707 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.020 | 0.731 |
| | No | reference | |
| **Age** | | −0.011 | 0.652 |

Note: Higher score = less comfortable talking to friends about politics.
* Model likelihood chi-square = 18.532, p=0.029. Results are significant at the 0.05 level.

**Table A-17: Comfortable Scores of Talking to Family about Politics for Elementary Students (n=961)**

| Parameter | | Estimate | p-value |
|---|---|:---:|:---:|
| **(Intercept)** | | 1.405 | <0.001* |
| **SVP status** | Pre | 0.205 | 0.001* |
| | Post | reference | |
| **Gender** | Male | 0.066 | 0.276 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.042 | 0.689 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | −0.030 | 0.674 |
| | No | reference | |
| **School type** | Combined grades | −0.073 | 0.668 |
| | Secondary schools | −0.540 | 0.562 |
| | Middle school | 0.003 | 0.978 |
| | Elementary school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.185 | 0.025* |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.023 | 0.777 |
| | No | reference | |
| **Age** | | −0.050 | 0.028* |

Note: Higher score = less comfortable talking to family about politics.

* Model likelihood chi-square = 35.069, p<0.01. Results are significant at the 0.05 level.

**Table A-18: Comfortable Scores of Talking to Family about Politics for Secondary Students (n=1,296)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.659 | <0.001* |
| **SVP status** | Pre | 0.088 | 0.075 |
| | Post | reference | |
| **Gender** | Male | −0.058 | 0.201 |
| | Female | reference | |
| **Born in Canada** | Yes | −0.078 | 0.329 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.007 | 0.898 |
| | No | reference | |
| **School type** | Combined grades | −0.120 | 0.227 |
| | Secondary schools | −0.058 | 0.414 |
| | Middle school | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.061 | 0.260 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.005 | 0.930 |
| | No | reference | |
| **Age** | | −0.002 | 0.928 |

Note: Higher score = less comfortable talking to family about politics.

\* Model likelihood chi-square = 9.113, p=0.427. Results are significant at the 0.05 level.

**Table A-19: Interest in Voting If Old Enough on October 19 for Elementary Students (n=824)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.197 | <0.001* |
| **SVP status** | Pre | −0.792 | 0.001* |
| | Post | reference | |
| **Gender** | Male | −0.552 | 0.016* |
| | Female | reference | |
| **Born in Canada** | Yes | 0.209 | 0.561 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.533 | 0.093 |
| | No | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.120 | 0.650 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 0.812 | 0.025* |
| | No | reference | |
| **Age** | | 0.161 | 0.042* |

Note: Variable school type was removed due to colinearity issue.

* Model likelihood chi-square = 39.267, p<0.01. Results are significant at the 0.05 level.

**Table A-20: Interest in Voting If Old Enough on October 19 for Secondary Students (n=1,115)**

| Parameter | | Estimate | p-value |
|---|---|:---:|:---:|
| **(Intercept)** | | 0.422 | 0.414 |
| **SVP status** | Pre | −0.177 | 0.396 |
| | Post | reference | |
| **Gender** | Male | −0.176 | 0.357 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.908 | 0.001* |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.640 | 0.006* |
| | No | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.997 | <0.001* |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | −0.085 | 0.707 |
| | No | reference | |
| **Age** | | 0.096 | 0.242 |

Note: Variable school type was removed due to colinearity issue.

* Model likelihood chi-square = 41.172, p<0.01. Results are significant at the 0.05 level.

**Table A-21: Interest in Voting in the Future for Elementary Students (n=358)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 4.997 | <0.001* |
| **Gender** | Male | −2.034 | 0.002* |
| | Female | reference | |
| **Born in Canada** | Yes | 0.901 | 0.166 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 0.519 | 0.361 |
| | No | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.200 | 0.722 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 2.118 | 0.046* |
| | No | reference | |
| **Age** | | 0.062 | 0.722 |

Note: Variable school type was removed due to colinearity issue.

* Model likelihood chi-square = 24.996, p<0.01. Results are significant at the 0.05 level.

**Table A-22: Interest in Voting in the Future for Secondary Students (n=499)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.171 | <0.001* |
| **Gender** | Male | −0.366 | 0.424 |
| | Female | reference | |
| **Born in Canada** | Yes | 0.340 | 0.672 |
| | No | reference | |
| **Students' previous participation in SVP** | Yes | 1.277 | 0.010* |
| | No | reference | |
| **Teachers'/schools' previous participation in SVP** | Yes | −0.799 | 0.192 |
| | No | reference | |
| **Teachers'/schools' participation in Democracy Bootcamp** | Yes | 1.472 | 0.023* |
| | No | reference | |
| **Age** | | 0.016 | 0.942 |

Note: Variable school type was removed due to colinearity issue.

* Model likelihood chi-square = 15.066, p=0.020. Results are significant at the 0.05 level.

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**Table A-23: Self-reported Knowledge Scores for Teachers (n=1,226)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.644 | <0.001* |
| **SVP status** | Pre | −0.015 | 0.741 |
| | Post | reference | |
| **Length of time teaching CIVICS** | Less than 1 year | 0.348 | <0.001* |
| | 1–2 years | 0.282 | <0.001* |
| | 3–5 years | 0.192 | <0.001* |
| | 6–7 years | 0.056 | 0.252 |
| | 8 or more years | reference | |
| **Gender** | Male | −0.271 | <0.001* |
| | Female | reference | |
| **Born in Canada** | Yes | −0.037 | 0.478 |
| | No | reference | |
| **Teachers' previous participation in SVP** | Yes | −0.039 | 0.259 |
| | No | reference | |
| **School type** | Combined grades | 0.068 | 0.532 |
| | Secondary school | −0.090 | 0.383 |
| | Middle school | −0.045 | 0.676 |
| | Elementary school | 0.124 | 0.209 |
| | Other | reference | |

Note: Higher score = less knowledgeable about politics.

* Model likelihood chi-square = 213.399, p<0.01. Results are significant at the 0.05 level.

**Table A-24: Interest Scores for Teachers (n=1,227)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 1.536 | <0.001* |
| **SVP status** | Pre | 0.047 | 0.332 |
| | Post | reference | |
| **Length of time teaching CIVICS** | Less than 1 year | 0.366 | <0.001* |
| | 1–2 years | 0.291 | <0.001* |
| | 3–5 years | 0.152 | 0.001* |
| | 6–7 years | 0.094 | 0.074 |
| | 8 or more years | reference | |
| **Gender** | Male | −0.248 | <0.001* |
| | Female | reference | |
| **Born in Canada** | Yes | −0.006 | 0.917 |
| | No | reference | |
| **Teachers' previous participation in SVP** | Yes | −0.074 | 0.044* |
| | No | reference | |
| **School type** | Combined grades | −0.064 | 0.581 |
| | Secondary school | −0.183 | 0.096 |
| | Middle school | −0.076 | 0.505 |
| | Elementary school | 0.074 | 0.485 |
| | Other | reference | |

Note: Higher score = less interest in politics.
* Model likelihood chi-square = 197.103, p<0.01. Results are significant at the 0.05 level.

**Table A-25: Intention to Vote for Teachers (n=1,514)**

| Parameter | | Estimate | p-value |
|---|---|---|---|
| **(Intercept)** | | 3.241 | <0.001* |
| **SVP status** | Pre | −0.464 | 0.489 |
| | Post | reference | |
| **Length of time teaching CIVICS** | Less than 1 year | −0.617 | 0.496 |
| | 1–2 years | −1.028 | 0.183 |
| | 3–5 years | −0.838 | 0.188 |
| | 6–7 years | 0.277 | 0.801 |
| | 8 or more years | reference | |
| **Gender** | Male | −0.308 | 0.581 |
| | Female | reference | |
| **Born in Canada** | Yes | 2.751 | <0.001* |
| | No | reference | |
| **Teachers' previous participation in SVP** | Yes | 0.319 | 0.562 |
| | No | reference | |

Note: Variable school type was removed due to colinearity issue.

* Model likelihood chi-square = 30.762, p<0.01. Results are significant at the 0.05 level.