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ABSTRACT

The Indiana Youth Poll examined young people's doubts, hopes, and dreams for the future. Participants responded in two ways: they replied as individuals to a short questionnaire and participated in discussions on open-ended questions. Altogether, 1,560 students from 204 of Indiana's public high schools and from 20 of the 293 private high schools participated. Findings related to students' present employment showed the following: they worked 10-20 hours per week; with age came a steady increase in number of hours worked; there were gender and age differences in jobs reported; and nearly 4 in 10 job-holders saw no relationship between their current jobs and career aspirations. Answers to questions regarding educational and career plans indicated that a majority expected to finish high school; 74.2 percent felt they ought to go to college right after high school. Students reported occupational aspirations that exceeded their parents' attainments. Students saw the following barriers to doing what they wanted to do at age 30: lack of money for education, not having good grades, not knowing the right people, lack of knowledge about careers, and conditions in the economy. Four in 10 thought Indiana offered as many opportunities as other areas. A slight majority expected to leave Indiana. Most defined success in materialistic terms. (Appendixes include 52 endnotes, questions for further discussion, a list of 4 program and 6 print resources, and the instruments.) (YLB)

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Indiana Youth Poll:

Youths' Views of Life Beyond High School

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INDIANA YOUTH POLL:

Youths' Views of Life Beyond High School

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Once the responses had been recorded, the information had to be numerically coded. This task fell to volunteers from The Junior League of Indianapolis: Lyn Wattjes-Richards, Perry Jewett, Cheryl Irmscher, Candy Shelton, Jeanne Carmody, Karen Pok, Susan Muller, Becky Moss, Wendy Wickliff, Cindy Ashby, Barbara McLaughlin, Liz Mathewson, and Pam Zusy. Caryl Shideler, Youth Poll Committee Chair, was particularly helpful in keeping the work flowing smoothly. Brenda Warren and Susan Muller kept the data organized and moving toward analysis by computer. Here, Richard Swan took over and brought the data to life. Interns Paul Koppel and Michael Drexler helped with interpretation. Judy Reuter put her skills to work designing the layout, and 16-year-old Indiana Youth Institute Youth Advisory Council member Phillip Lynam, a sophmore at Ben Davis High School, created the illustrations. Leah Lefstein was the long-suffering editor who made sure that the text was coherent as well as correct. We thank them all for the roles they played.

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INDIANA YOUTH POLL:

Youths' Views of Life Beyond High School

INTRODUCTION

The first **Indiana Youth Poll** report examined Hoosier high school life from the inside. This second report extends the views of the same group of young people to life beyond high school. More than 1,500 high school students, recent graduates, and out-of-school youth took time out from busy lives to respond to our questionnaires.

The Indiana Youth Poll uses a methodology developed more than a decade ago by the late Diane Hedin and her colleagues at the Center for Youth Development and Research at the University of Minnesota.[1] There, and in Indiana, youth polls provide young people a voice with which to express their views on issues that affect them.[2] Their own words can be read by adults who still too often fail to consult young people themselves, when making important decisions that affect their lives.

The polls enrich our knowledge about adolescents by providing us with insights that illuminate the bare statistical and social facts that may tell us *what* is going on, but little about *what these facts mean to young people themselves*. This Youth Poll deals with young people's doubts and hopes and dreams for the future.

The quality of the future labor force is a subject much on adult minds these days. Because the Youth Polls are designed to stimulate discussion among Hoosiers of all ages, we felt that we should include information from other related studies carried out nationally and in Indiana. All the materials cited and many more are available for use at the Indiana Youth Institute Resource Center.

We have also included a Resource section at the end of the Poll. Included are a sampling of available print materials as well as information about several programs available in Indiana that have been created to help young people prepare for a healthy and productive future. A more complete resource packet on youth-to-adult transitions will be available later in 1992.

The Indiana Youth Poll is a project of the Indiana Youth Institute. The first youth poll, upon which this report is based, was conducted from late 1989 through the summer of 1990, with the help of the Indianapolis Junior League. At that time, the Youth Institute's Youth Advisory Council had not been formed; the topics for the first poll were therefore chosen by adults and reflect adult concerns about trends in statistical data that show Indiana youths receiving lower scores on standardized tests, dropping out of school in greater proportions, attaining less post-secondary education, and migrating out-of-state more frequently than their counterparts in many other parts of the country.[3] The agenda for the 1991-92 youth poll, peer relationships, was set by the Youth Advisory Council.

The Indiana Youth Institute is committed to helping Indiana become a state that genuinely cares about its young people. Much of the Institute's work is predicated on 10 Blueprints for Healthy Development (see inside back cover of this report). Two of these Blueprints are relevant to the present study: Building Active Minds and Building Economic Independence. Young Hoosiers deserve "stimulating and nurturing environments that build on their individual experience and expand their knowledge," as well as formal and informal educational experiences that "will prepare

them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning." The first report, *Youths' Views of High School Life*, did little to allay concerns about the ways in which Indiana's schools are building active minds. We anticipate that many will find this report disturbing also.

As we noted in the first report, not all the concern about the settings where youths are prepared for the future has been motivated by consideration for young Hoosiers alone. Rather, anxiety also arises from a growing awareness that before the century ends, Indiana will have fewer young people to step into the economic and civic roles vacated by their elders. While the state's economy is expected to grow, the nature of that economy will change. Even entry-level jobs will require critical thinking skills and levels of training well beyond those demanded of earlier generations of Hoosiers. Thus, it becomes critical that Indiana provide every one of its young people--regardless of race, gender, ethnicity, handicapping condition, geographic location or economic status--with equal access to the safe, healthy, and nurturing environments they need if they are to become responsible, productive, caring citizens.

The Youth Poll Method

Participation in a Youth Poll takes about 50-60 minutes. Young people are asked to respond in two ways. First, they reply as individuals to a short questionnaire. For the second part of the Poll, students form self-selected discussion groups of three to six people. Each small group appoints one member as its reader/recorder. This person reads a series of related open-ended questions and records as much as possible of the group's discussion that follows. Both sections of the Youth Poll are appended to this report.

The schools and programs that participated in this youth poll were as follows: Beech Grove, Brebeuf Preparatory, Cathedral, Charlton, Eliza Hendricks,

Danville Community, Indiana School for the Blind, North K ox, and Western Boone High Schools; the Indiana Youth Group, Christamore House Achievement Program, Stop-over, and the Youth Group of the Hispanic American Multicultural Center. Students from the Keystone Club at the Atkins Boys Club, the Victory Baptist Church youth groups, the 4-H Junior Leaders of Boone County, and young friends of the Junior League volunteers helped with the various stages of pretesting.

The Poll was also conducted among participants in four summer youth leadership programs: Indiana Teen Institute, Indiana Black Expo Youth Corps, the 4-H Junior Leaders Camps, and the Indiana Youth Institute's "Daring to Dream" Conference.[4] All these conferences brought together young people from schools throughout the state. Where separate analyses are given in the discussion that follows, conference participants are identified as the "Leadership" sample.

Altogether, 1,560 students from 204 of Indiana's 352 public high schools and from 20 of the 293 private high schools took part in this poll. These students formed themselves into 391 discussion groups. We make no claims that the students constitute the random sample necessary to draw conclusions about *all* Indiana young people. Student leaders are surely over-represented and young people who are in special education programs or who have already dropped out of school are under-represented. However, the responses do represent the views of a wide range of Indiana's high school students. (See Table 1.)

Where appropriate, the individual responses were coded and analyzed using standard quantitative techniques and statistics. Then, the qualitative content of the group questionnaires was analyzed. This involved "sifting" the responses to each discussion question until major themes emerged. We then tallied the number of times that each theme appeared among the group responses. The youth poll method tries to capture the inner experience of being adolescent; the information is reported in a way that will provide both the "words and the music" of what the young people have told us.

Table 1. The Youth Poll Participants*	
	%
Gender:	
Male	41.1
Female	58.9
Ethnicity:[5]	
African American	14.3
Asian	.8
White	78.8
Hispanic	1.0
American Indian	.9
Other	1.3
Grade In School:	
Junior High	1.6
Nine	16.2
Ten	22.8
Eleven	27.4
Twelve or recent graduate	27.0
Family Type:	
2 parent, biological	61.8
2 parent, blended	14.8
1 parent, mother only	16.6
1 parent, father only	2.0
Other Relatives	2.7
Non-Relatives (foster home, group home, etc.)	2.1
School Type:	
Urban	30.5
Suburban	28.4
Town	4.2
Rural	30.9
Other	5.9
School Governance:	
Public	80.5
State-supported (Boys', Girls', and Blind schools, etc.)	6.1
Private	13.4

*Where percentages do not total 100%, data were missing.

In addition to the major themes that were analyzed as they appeared among the responses to a given group question, there were several themes--most of them in a minor key--that kept recurring throughout the poll. We have referred to these secondary, but still very important themes as "threads," and have included them at various points in the discussion. Some of these threads, such as racism and sexism, will be explored more directly in future youth polls.

READING THIS REPORT

Unless otherwise noted, data from this study of Indiana youths are reported in three ways:

1. as percentages of the responses of 1,560 individual students,
2. as percentages of the 391 groups of students that included a given theme among their responses, and
3. as percentages of the total number of separate themes included in all the responses of the 391 groups of students.

The "base" used will be clear from the title and content of the table. Where cross-tabulations are used, missing information on one variable or the other may shrink the number of cases and cause slight shifts in the marginal totals.

Written responses to the Youth Poll questions are printed in bold-face italic type. Additional student commentary from recorded discussions is printed in larger italic type.[6]

To help maintain the flow and the clarity of the report, the question being discussed is repeated in the margin.

CHAPTER 1

MOVING INTO THE WORLD OF WORK

Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

George Bush and U.S. Governors, 1989[7]

In no other industrialized country are the transitions from school to work...left so much to chance as in the United States.

Washington Post, 1980[8]

These two statements express the paradox between current national visions and local realities for most young people who are attempting to move from dependence or semi-dependence as adolescents into productive and responsible independence as young adult citizens. Unlike most of the world's industrialized nations, the United States does not have a national youth employment policy or system for guiding youths into the world of work. Consistent with our national pride in "rugged individualism," we grant our young people the "right" to succeed--or fail--in their attempts to acquire education, training, and, ultimately, jobs. During the decades that the American youth population and economy were expanding, as Kenneth B. Hoyt, former director of the U.S. Department of Education's Division of Career Education notes, the nation "in effect, elected to build in a degree of purposeful inefficiency in its 'transition from schooling to employment' system as the price to be paid for protecting individual freedom of choice."[9] There are signs that a declining U.S. youth population and transformations of both national and global economies will lead to change in this wasteful approach to human resources. However, it remains true that most of our current students will still begin to make this important transition on their own, and well before they leave high school.[10] This is just as true of young Hoosiers as for their age cohort throughout the nation.

Working for Pay

Child labor has had a long and sorry history throughout our nation's industrial life. Victorian sympathies gradually turned toward lightening the load of young workers, but well into the twentieth century, many adolescents still worked long hours for short wages. Labor legislation and compulsory school attendance laws, combined with the economic realities of the Great Depression, gradually removed most young people from the labor force. However, since the 1950's, voluntarily choosing to work for pay has again become a growing part of the adolescent experience. One study found two-thirds of the nation's high school seniors, and more than half of the juniors, working after school and on week-ends.[11] Nearly six in ten Indiana Youth Poll respondents reported having after-school or weekend jobs. The older they were, the more likely they were to be in the labor force, and the more hours they were likely to be working.

Adults tend to look with favor on work during the teen years, and national studies have borne out that some of the attributed benefits such as responsibility, the acquisition of a work ethic, and social and time management skills, can accrue when students work. However, these positive outcomes can be achieved through fewer than 15 hours on the job weekly. Beyond that investment of time, costs may exceed benefits. For example, there were essentially no differences in academic performance between those who worked 15 or fewer hours per week and those who did not. However, these same studies found that a work load in excess of about 15 hours per week can cut into time available for schoolwork, and result in lowered grades or enrollment in less challenging courses. The National Assessment of Educational Progress analyzed proficiency among eleventh-graders in five areas: mathematics, science, history, literature and reading. In every area, average proficiency scores declined steadily with each increment of work in excess of 15 hours weekly.[12]

Working for pay may also leave less time for extracurricular activities, narrowing opportunity for exploring non-academic interests. The *High School and Beyond* study, however, found that for sophomores, the amount of time spent working bore no relationship to participation in other activities, and among seniors, there was only a weak relationship. The Youth Poll

points up similar findings for Indiana students who work. Students who work also are active in non-academic activities. Yet the perception persists among school and community activity sponsors that they have increased difficulty in retaining the interests of young people, once they reach "working age." It is ironic that the system of extra-curricular and community-based activities designed to replace work in young people's lives in an earlier period of broad economic change,[13] may be losing out to a massive return of teens to the work force. Recent demographic and economic changes have given rise to whole service spheres that depend on part-time labor. Adolescents, with their many needs for "things," are filling these work roles. They are also taking part in extra-curricular and community activities, but they are making their choices from an array of options, leaving some traditional programs behind.

Table 2a contains information about the hours of work reported by the Youth Poll respondents. Most commonly, the students worked between 10 and 20 hours per week, but nearly one in five (19.3%) worked in excess of 20 hours weekly.[14] With age, there is a steady increase in the number of hours worked (Table 2b). Only five percent of the 14-year-olds reported working more than 20 hours weekly. By age 18, more than one-third of the students reported working in excess of 20 hours. These figures are very much in line with the *High School and Beyond* study that found sophomores working a weekly average of 12.6 hours; seniors, 19.4. This study also found males more likely to work longer hours than females.[15]

Table 2a. Hours Per Week Spent Working for Pay

Hours Worked	All	Of those who work:
None	41.5%	--
1 - 9	13.5	24.6%
10 - 20	22.1	40.1
21 - 30	11.2	20.4
31 - 40	5.2	9.5
More than 40	2.9	5.4
No information	3.5	--
TOTAL	99.9	100.0
n =	1,560	857

Table 2b. Hours Per Week Spent Working for Pay, by Age (n=1,468)

Hours	14	15	16	17	18	19	All
None	53.2	53.9	43.4	36.7	28.8	25.0	42.6
1 - 9	14.9	20.4	14.9	10.7	11.2	8.3	14.4
10 - 20	26.6	13.1	25.2	27.2	25.6	20.8	23.0
21 - 30	2.1	6.1	9.6	15.8	19.4	25.0	11.4
31 - 40	2.1	2.9	4.3	6.5	11.3	20.8	5.5
> 40	1.1	3.5	2.6	3.0	3.7	0	2.9
Total %	100.0	99.9	100.0	99.9	100.0	99.9	99.8
n =	94	343	417	430	160	24	1,468

The kinds of work that young Americans do are often clustered in low-skill or low-pay fields. The situation was no different for the young Hoosiers who participated in the Youth Poll. More than seven in ten

Table 3. Jobs Held by Students

Jobs	Number			% of all Students	% of all Job Holders
	Male	Female	All		
Restaurant/Concessions/ Fastfood	58	151	209	13.7	23.8
Baby Sitting	10	135	145	9.5	16.5
Sales/Clerk/Cashier	57	81	138	9.0	15.7
Farm	63	18	81	5.3	9.2
Landscape/Yardwork	43	12	55	3.6	6.3
Janitor/Cleaning/Chores	18	30	48	3.1	5.5
Aide to Professional	20	26	46	3.0	5.2
Office Work	4	25	29	1.9	3.3
Stock/Inventory	19	5	24	1.6	2.7
Construction	15	1	16	1.0	1.8
Sports (caddy, lifeguard, etc.)	4	9	13	.9	1.5
Factory	7	3	10	.7	1.1
Music/Stage	4	0	4	.3	.5
Other	33	26	59	3.7	6.7
Total Job Holders	355 (57.3%)	522 (57.4%)	877	57.3	100.0
Do Not Work	265 (42.7%)	387 (42.6%)	652	42.6	
TOTAL	620	909	1529	99.9	

of their jobs were in just five areas. Fast-food and other concessions and restaurant work led the list (23.8%), followed by baby-sitting (16.5%) and retail sales (15.7%), farming (9.2%), and yard-work and landscaping (6.3%). Smaller numbers reported performing janitorial and cleaning services, stock/inventory and office work (Table 3). Another group served as aides to professionals such as teachers, veterinarians, and nurses

Not surprisingly, there were gender and age differences in the jobs reported. For example, girls were concentrated in the food-service areas, baby-sitting, and clerical work, while boys were more likely to hold most other categories of jobs. In the janitorial/cleaning/ chores group, girls reported doing house-cleaning, while boys worked in business and commercial settings. Fifty-five percent of all job-holders were age 16 or younger, but this cohort comprised 80% of the babysitters, 82% of the yard-workers, and 71% of the farm-workers. However, the younger students made up only 40% of the food-service, and 38% of the clerical workers. Again, the Youth Poll findings were very similar to those of the *High School and Beyond* study that found the same shift from sophomores' babysitting, odd jobs and farm work to seniors' food service and clerical jobs.[16]

Today's Work and Future Careers

Many adults see the jobs held by teens as "stepping-stones" to future employment. Because we were interested in learning whether the students also viewed their work in this way, we asked: "**How do you think that the work that you are doing now relates to the work you want to do as an adult?**" Given their relatively high career aspirations (to be discussed below), it was not surprising that nearly four in ten job-holders saw no relationship at all (Table 4). Several agreed with the student who said: "It shows me what I don't want to do when I grow up."

Table 4. How Current Job Relates to Future Career (912 Job-Holding Respondents Only)	
	%*
Doesn't relate at all	39.0
Relates directly	17.2
Teaches how to get along with people	17.2
Provides a "real-world" experience	15.6
Opportunity to meet different people	14.4
Explore/Experiment with work roles	13.8
Teaches responsibility	12.0
Teaches how to manage money	1.6
Teaches how to manage time	1.4
Provides college money	.5

*responses exceed 100% because multiple responses were coded.

A smaller number (10%), felt that their part-time jobs did relate to their future p. s, or at least allowed them to explore life-time career options that interested them:

"How do you think that the work that you are doing now relates to the work you want to do as an adult?"

"I want to be a teacher, so babysitting helps me relate to kids."

"It will prepare me for Veterinary Science since I work with animals."

"When I clean house I like to rearrange things. I want to be an interior designer."

"I want to go into agriculture sales and the job that I do is just that."

"Work requires creativity because I have to think of creative things to do with the children so they do not get bored. As an adult I intend to do creative work. I intend to be a fashion designer or a costume designer."

For the others, their workplaces, like their schools, are viewed as places to develop and improve social and personal skills. Work gave these students "real world" experiences that offered opportunities for meeting and learning to get along with many different kinds of people, developing responsibility, and gaining time- and money-management skills. They noted:

"It will help me become a responsible person."

"I will be working with others and it will require responsibility and common sense."

"I believe that the dedication I put forth in my school work will result in a quality I will pursue in my future occupation."

The SCANS Report

What are the skills that young people will need to make their ways in the world? This was the question that the Secretary's Commission on Achieving Necessary Skills formed by the U.S. Secretary of Labor in 1990, set out to answer. The Commission members spent a year talking to business owners, public employers, personnel managers, union officials, and workers themselves, throughout the nation. Their finding: "Employers and employees share the belief that all workplaces must 'work smarter.'" The Commission members drew three major conclusions:

1. All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life.

2. The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our compar large and small, local and global.

3. The nation's schools must be transformed into high-performance organizations in their own right.[17]

The Commission Report identified competencies in the areas of resources, interpersonal skills, information, systems, and technology, which, with a foundation of basic skills, thinking skills, and personal qualities, constitute the "workplace know-how" that is essential preparation for all students entering the labor force.

What Work Requires of Schools: A SCANS Report for America 2000

FIGURE 1. FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* - Acquires, stores, allocates, and uses materials or space effciently
D. *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team* - contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* - works to satisfy customers' expectations
D. *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems* - knows how social, organizational, and technical systems work and operates effectively with them
B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - Prevents,identifies, or solves problems with equipment, including computers and other technologies

FIGURE 2. A THREE-PART FOUNDATION

Basic Skills: Reads, writes performs arithematic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* - generates new ideas
B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* - recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* - believes in own self-worth and maintains a positive view of self
C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* - chooses ethical courses of action

Do young Hoosiers leave school with these competencies, skills, and personal qualities? This is a much harder question to answer, since we have not decided how to assess such attributes. Using criteria such as scores on the Scholastic Aptitude Test, Indiana does not fare well. Even when scores are adjusted to

take into account the proportion of students who take the test, Indiana ranks 31st among the states.[18] The National Assessment of Educational Progress [NAEP] test showed Indiana 8th-graders to be doing slightly above average in basic arithmetic skills; however, only 14% of the students "were able to demonstrate expected performance in problem-solving involving fractions, decimals, percentages, simple geometry, and basic algebraic thinking."[19]

In 1990, Governor Evan Bayh and Lt. Governor Frank O'Bannon created an action-planning process to evaluate Indiana's programs for economic development. One of the 11 appointed task forces examined the area of work-force development, i.e., the provision of opportunities for individuals to acquire necessary education and skills for work from childhood through adulthood. The task force concluded that Indiana's highest priority must be to: "[i]ncrease the learning skills and technical skills of new entrants to the workforce." To attain that goal, the task force recommended the following:

1. All publicly funded post-secondary education/training institutions should guarantee the skills of the students they certify.

2. Integrate work-orientation into the curriculum in grades one through 12.

3. Business and labor should be involved in determining training needs and in determining the student's mastering of these proficiencies.

4. Students who have not mastered the Work Place Skills Program may not leave school before the age of 18; hardship exceptions will be granted. The Work Place Skills Program includes: reading, writing, computation, oral communication, interpersonal skills, life skills and problem-solving.

5. Beginning in 1993, all high school students will select an area of concentration for college or work during the 11th and 12th grades; students must demonstrate their mastery in this area in order to receive a certification.[20]

The Indiana report is not as specific as the SCANS Report in identifying needed "workplace know-how," but the message is the same. The task ahead for Indiana was summarized by Lt. Governor O'Bannon:

> The real strength of any state lies in the abilities of its citizens. The inter-relationship between education, training and economic development is clear and compelling. We must have programs in Indiana that provide businesses with a competitive edge and that equip workers with the skills needed in a rapidly changing world.[21]

On February 24, 1992, Governor Bayh signed into law, Senate Bill 419. As passed by the state's lawmakers, the legislation incorporated a number of the workforce development recommendations, but did not include any funding mechanisms for implementing the provisions of the law.[22]

For many of our young people, a continuing problem is finding some direct connections between what they are learning in school or part-time jobs and what they will do in their adult lives. In the Youth Poll report on high school life, we noted that most young people felt a high school diploma to be essential, but the route to earning one often boring, passive, and irrelevant. Above, we reported that four in ten young workers saw no relationship between present jobs and future careers. The Youth Poll did not ask the students about the connections they saw between their high school academic work and their current jobs. However, informal conversations and group discussions revealed that at least some of them had paid internships, were taking part in mentoring programs or had other work/study arrangements designed to help them make all these important connections. Typically, however, it appears to be the case for most young Hoosiers, as it is for most young Americans elsewhere, that their "schools are minimally--or not at all--involved in the working side of student life. Conversely, employers who hire students are almost never in contact with the schools about the educational progress and needs of the students they hire."[23] However, it is encouraging to find that growing worries about future labor force quality are being translated into in-school and community-based programs designed to help young people connect their school and work lives (See Resource section). The task ahead is to make these programs more widely available to both college and non-college bound young people.

What Do Students Do With Their Earnings?

We wondered what Hoosier students do with the money they earn. Nearly seven in ten young workers (68.1%) indicated that they saved at least some of it. Few specified a goal, but when they did, it was generally "for college" or for a major purchase such as a car. Most (57.5%) simply said they "spend it" or "use it for things I need." A few were more specific; they were helping out their families or paying for part of their tuition at private schools. Others were supporting automotive habits. For most, however, earnings were apparently used to provide access, as needed, to their shares of the $200 billion worth of clothing, recreation, entertainment and other consumables annually aimed in their direction.[24]

Limiting Work Hours?

Given adult concern about the intrusion of work-time on home life, school, and extracurricular pursuits, we were interested in how the students themselves felt about the issue of limiting work hours. We asked: **"Some people think that working too many hours after school interferes with school work. Should the government restrict the number of hours young people are allowed to work while school is in session? If you said yes, how many hours a week should youth under 18 be allowed to work?"**

A majority (56.7%) of young Hoosiers felt that there should be no government regulation of their work lives. Only about three in ten agreed that there should be laws restricting work, while another 12% didn't know how they felt. Of the 450 students who recommended limiting working hours, a majority (56.5%) specified between 10 and 20 hours--typically what they are most likely to be working now. Their feelings about government regulation of their labor force participation are markedly different from the opinions they expressed about laws keeping youths under age 16 in school. More than three-quarters of the responding groups felt that there should be such attendance laws; nearly half felt that the age should be raised to 18, or high school graduation.[25]

The 1990 Indiana Legislature made a number of changes in the state's Child Labor Laws, effective July 1, 1990--after the Youth Poll was already underway. In addition to requiring that 17-year-olds still in high school obtain a work permit, the new legislation restricted hours during the time school is in session. Another thrust of the new law was directed to all minors (ages 14-17) holding permits. The school officer issuing the work permit was given power to revoke the work permit if a student's school performance drops significantly because of employment.[26] We regret that we were unable to query the students about their views of the potential impact of this new legislation.

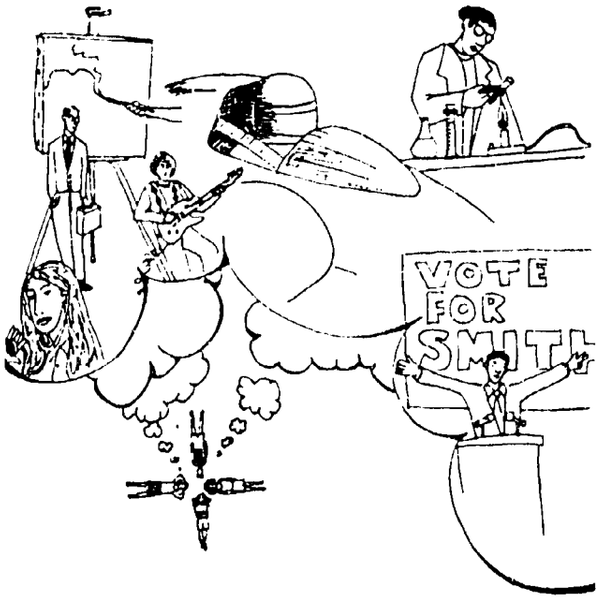
CHAPTER 2

LOOKING TO THE FUTURE

Changes in the Work Force

Much of the concern about the "quality" of the future labor force in Indiana, as elsewhere in the United States, has been prompted by the profound changes that have taken place in the structure of our economy over the course of the last four decades. Nationally, the 1950 Census showed that for the first time, more Americans were employed in the service sector than in the production sector. Since that time, the growth of service-sector jobs has continued to outpace all others. These national changes have exerted a powerful impact on the economy of Indiana.

By the 1920's, Indiana had developed a strong manufacturing base that included steel works, motor vehicle production, household appliances, machine shop products, pharmaceuticals, and glass containers. When war came again, Indiana was well-positioned to help supply the nation's needs, and the 1940's were years of unprecedented prosperity. As Indiana entered the 1950's, three-fourths of the labor force was male, and 60% held "blue collar" jobs--as operatives, craftsmen, and laborers. Manufacturing alone accounted for 46% of all employment. In the boom years, young male Hoosiers, with or without high school diplomas, were usually able to secure the same types of jobs held by their fathers. Within a few years on the lines, workers could expect wages that would enable them to enjoy comfortable and reasonably secure life-styles. By 1986, manufacturing's share of the work-force had fallen to 27%. Between 1950 and 1986, three non-production areas (finance, insurance, and real estate; services; and government) grew from 29% of the labor force to 46%. Since 1950, Indiana's overall role in the nation's economy has declined, both in terms of the numbers of jobs available and the personal income they produced. All these trends continue as Indiana enters the 1990's. Similar trends and losses have occurred elsewhere in the Great Lakes region.[27]



The Indiana labor force is currently about 55% male and 45% female; six in ten jobs are "white collar" occupations. As predicted by the Indianapolis-based Hudson Institute's widely circulated report, *Workforce 2000*, needed belt-tightening moves in the service sector have begun to cause the loss of well-compensated clerical and management positions. There is continuing loss of large numbers of skilled as well as unskilled jobs in the manufacturing sector.[28] In Indiana, as is expected to hold true for the nation as a whole, the jobs created in the next decade will require, at minimum, one or more years of post-secondary training. Compared to about two jobs in ten today, three in ten of the new jobs will require four or more years of college.[29] However, the Department of Labor projections estimate that for the U.S. as a whole, the number of college graduates will exceed job openings by about 8% annually through the year 2000.[30] Nonetheless, education does pay off in higher salaries. For full-time workers employed year-round who are age 25 or older, average salaries increase with each year of post-secondary education. Thus, although the economic incentives remain, today's college graduates will enter a highly competitive job market. These are some of the harsh realities facing today's young people. Because we wondered if young Hoosiers are "getting the message," we asked them about their educational and career plans.

Educational Plans

The first question in this series enquired about further education. An overwhelming majority of the students who participated in the Poll said they expect to finish high school (90%). Just under five percent said that they intended to leave school, while 5.6% did not answer the question.[31] Not quite as many, but still a large majority (78%), intend to complete baccalaureate degrees, and one in three plans to earn a higher degree as well. Another 14% want to complete business or vocational training, and 8% expect to enter the military (Table 5).[32] The educational aspirations of the Youth Poll participants far exceeded the educational attainment they reported for their parents. Only 14.1% said that their fathers had completed four years of college, and another 14.9% had gone on to post-graduate education. The figures reported for mothers were 12.1% and 12.9%, respectively.[33]

Table 5. Education and Training Plans (n = 1,560)	
Plans to complete:	**%**
High School	90.0
Military Training	9.0
Vocational/Business School	15.0
College	78.1
Post Graduate Education	30.8

The Indiana Board of Education has set the goal of improving the state's post-secondary enrollment rate by 3-5% annually. Indiana's enrollment rates have lagged about 2% behind those of the nation for more than a decade. For the first time, in 1990, the estimated proportion of Hoosier 18- to 24-year olds enrolled in post-secondary programs exceeded four in ten (40.6%). This proportion was attained by the nation as a whole in 1988. The comparable 1990 post-secondary enrollment projection for the U.S. was 41.8%. Relatively few entering American freshmen complete their baccalaureate degrees in four years. Six years is more typical for today's students, most of whom must work to pay at least part of their educational and living expenses. A majority of the nation's entering freshmen, never do finish college. This is true for Indiana as well. Only 32% of the Indiana freshmen who began studies in 1984-85 had received their degrees six years later (1989-90).

When we asked the students what they felt they ought to do *right after* they left high school, 74.2%, answered "Go to college." Another 8.4% intended to pursue post-secondary education in a vocational or technical school, and 1.7% intended to go into the military. Only 6% said they thought they ought to get a full-time job. There are a number of potential sources of bias in the Youth Poll sample.It must be remembered that when the poll was given, almost all these young people were still in school or very recent graduates. A number of them had previously left high school either voluntarily or following expulsion, and were trying again after poor success in the unskilled labor force. Educational aspiration figures also were pushed upward by the fact that nearly 40% of the Youth Poll participants were taking part in leadership programs that typically draw most heavily from the college-bound.

The ICPAC Survey

The Indiana College Placement and Assessment Center [ICPAC] was designed to create awareness among students and their families of the importance of post-secondary education. The annual ICPAC survey is another source of information on Indiana students' educational aspirations. Some 10,370 high school juniors received mailed questionnaires in a 1989-90 student survey. About 18% of the students voluntarily returned the questionnaires. Of the juniors responding, 88.7% said that they planned to enter a college, university or vocational school immediately after high school graduation. When these same students were asked about the *highest* level of education they expected to achieve, only 1.3% said that their education would end at high school graduation, while 39.1% expected to earn baccalaureate degrees and 35.9% anticipated earning graduate or professional degrees. An additional 5.0% hoped to earn vocational/technical certificates, and 7.1% intended to complete two-year associate degrees (9.4% were undecided, and 1.5% did not respond to the question). The ICPAC findings about educational aspirations were very similar to those of the Youth Poll. We suspect that the ICPAC figures, relying on voluntary return of the questionnaires, also may be biased upwards in favor of those already interested in post-secondary education.

Career Plans

In examining how Hoosier high school students saw their futures, we also asked them to project ahead to age 30. A number of national studies have used this age for similar projections, and for an earlier cohort, some will remember, age 30 represented the barrier of trust between generations. Thus, we asked the respondents to think about a number of aspects of their lives at age 30. For many, such projections were difficult. While most made a serious attempt, a few echoed the sentiments of the youth who wrote:

> ***"I don't know what I'm doing at 30 & right now I don't care. I'm 16 & I have 14 years to think about this topic and now all I'm worried about is the weekends and school."***

We recognize that many young people have difficulty imagining their lives next week or next

summer, never mind at "thirty-something." Further, research has documented that high school students change their career plans frequently. Thus we are wary of considering their responses as reflective of any reality beyond a "snapshot" of plans on the day of the Youth Poll. However, answers to such a question *can* provide insight into what young people think is a "good job," an important component of their definitions of success or failure (to be discussed below). Their answers can also suggest whether information about the labor force outlook is getting through to them.

The high educational aspirations reported by the students are consistent with their career goals at age 30 (Table 6). Forty-three percent wanted to be working in professional or administrative positions that require at least a baccalaureate degree for entry; an additional 18.7% wished to enter fields that require post-graduate education. Thus, more than six in ten (61.6%) intend to enter professional or administrative fields. However, there were gender differences in the students' aspirations. Nearly three-fourths (72.2%) of the occupations desired by young women were professional or administrative, compared with 54.2% of those desired by young men. Females also were more likely than males to chose clerical and service jobs (barber, beautician, practical nurse, and the like), while males more frequently choose all other job categories.

Table 6. Desired Occupations at Age 30, by Gender

Occupation	All	Males	Females
Professional I (Bachelor's Degree required)	33.0	30.0	38.0
Professional II (Post-graduate education required)	18.7	18.4	20.6
School Teacher	6.3	2.3	9.5
Administrator	3.6	3.5	4.0
Proprietor/Owner	3.2	4.9	2.5
Service	3.1	1.2	4.6
Protective Service	3.0	5.5	1.7
Clerical	2.6	1.7	3.4
Farmer/Farm Manager	2.6	5.4	1.1
Craftsman	2.5	5.9	.6
Technical	2.4	2.9	2.3
Military	1.5	2.9	.8
Sales	1.2	2.1	.8
Operative	.8	1.6	.3
Laborer	.6	1.2	.3
Homemaker	.3	0	.6
Other	2.7		
Not working	.3		
Don't know	4.9		
No informaion	6.5		

We asked the students what they thought they actually would be doing at age thirty (Table 7). As a whole, the group approached their futures with courageous optimism. A majority said that they would be doing what they wanted to do (Table 8a). Several expressed indignation because they felt we assumed that their plans might not materialize. There were small gender and ethnic differences in expectations. However optimistic they may be, their aspirations are not in line with trends in the nation's labor market.[34]

Table 7. Occupations Students Would Like, and Expect Actually to Have at Age 30

Occupation	Would like to be doing at age 30		Expect actually to be doing at age 30	
	No.	%	No.	%
Professional I (BA level)	530	34.0	440	28.2
Professional II (post BA)	295	18.9	255	16.4
School teacher	100	6.4	102	6.5
Manager/Administrator	56	3.6	44	2.8
Proprietor	52	3.3	32	2.0
Service	49	3.1	60	3.9
Protective service	48	3.1	39	2.5
Technical	45	2.9	45	2.9
Craftsman	38	2.4	33	2.1
Farmer	38	2.4	40	2.6
Clerical	30	1.9	28	1.8
Military	24	1.5	25	1.6
Sales	19	1.2	20	1.3
Laborer	10	.6	13	.8
Operative	10	.6	13	.8
Homemaker	4	.3	9	.6
Other	42	2.7	26	1.7
Not working	4	.3	8	.5
Don't know	90	5.8	253	16.2
No information	76	4.9	75	4.8
TOTAL	1,560	99.9	1,560	100.0

Table 8a. % of Students Who Expect to be Doing What They Want to be Doing at Age 30 (n = 1,442)	
	%
School Teacher	84.5
Laborer	80.0
Professional II	79.2
Technical	78.9
Farmer	78.0
Professional I	77.3
Service	72.3
Protective Service	70.5
Craftsman	68.6
Military	66.7
Sales	63.2
Operative	58.3
Administrator	55.4
Proprietor/Owner	51.1
Clerical	36.8
Homemaker	20.0

Table 8b. % of Students Who Expect to be Doing What They Want to be Doing at Age 30, by Gender, Ethnicity and, Selected Occupations			
	Professional I	Professional II	Teaching
All	77.3	79.2	84.5
Gender			
Male	74.6	78.1	[illegible]
Female	78.7	79.8	86.9
Ethnicity*			
African-American	76.8	90.6	**
White	77.5	77.5	83.3

* Representation of other ethnic groups too small for analysis.

** n = < 10

Table 9 presents the distribution of the 65,728,000 job openings between 1990 and 2005 projected by the Bureau of Labor Statistics of the U.S. Department of Labor. The report states: "Managerial, professional, and technician occupations have the highest proportion of workers with 4 years of college or 1-3 years of college." These categories account for but 28.4% of the projected U.S. job openings for all educational levels.[35] We do not have comparable Indiana labor force projections for the 1990-2005 period, but the Indiana Division of Workforce Development supplied us with information about the distribution of the state's labor force in 1990 (Table 9). This distribution more closely resembles the U.S. labor force projections than the distribution of student aspirations. We were unable to reconfigure the student responses to fit the categories in the Department of Labor table, but it is obvious that were young people throughout the nation to have aspirations as high as the Youth Poll respondents, there would not be professional and administrative jobs to go around.

Table 9. U.S. Labor Force Projections 1990-2005 by Major Occupational Group and Distribution of Indiana Labor Force, 1990

Occupational Group	U.S. Job Openings 1990-2005	Indiana Labor Force, 1990
	%	%
Managerial	9.9	8.6
Professional Specialty	14.3	10.0
Technicians	4.2	2.7
Marketing and Sales	13.6	12.2
Administrative Support	14.8	15.1
Service	20.1	14.2
Precision Production	10.4	13.7
Operators/Laborers	10.9	20.4
Agriculture related	2.0	2.7
TOTAL	100.2	99.6

As was true of education, the students reported occupational aspirations that exceeded their parents' attainments. About one in four of their fathers (25.9%) and mothers (26.9%) held professional and administrative positions. Mothers were also likely to hold clerical (19.2%) or service (11.7%) jobs, or to be full-time homemakers (12.5%). Relatively large proportions of fathers held jobs as craftsmen (15.1%) and operatives (10.0%).

It seems quite clear that many Indiana high school graduates will have to alter their career plans to meet both personal and family resource realities, as well as labor force conditions. There is no question that to remain economically viable Indiana needs to increase the proportion of the state's work force with baccalaureate and advanced degrees. However, there must be other post-secondary options for training. The state cannot neglect training opportunities for the many new paraprofessional fields that are opening up in the service sector, and in the skilled trades and technical occupations that will become an increasingly important part of the state's remaining manufacturing base.

CHAPTER 3

BARRIERS AND POSSIBILITIES

Young people anticipate that the road to the kind of work they want to do will have some bumps. On the individual questionnaire, there was a check list of potential barriers. We asked them to rate the extent to which each might prevent them from doing the work they wanted to be doing at age 30. Table 10 orders these barriers according to the percent of students who indicated that a given barrier would affect them "a lot" or "somewhat." Thus, items at the *top* of the list are perceived to present the greatest challenges. Lack of money for education was perceived to be the greatest barrier followed by not having good enough grades. Not knowing the right people, lack of knowledge about careers, and conditions in the economy also were seen as potential problems by at least four in ten of the students. However, only a third felt that not having the necessary skills would be a barrier, while smaller numbers felt that not having enough motivation to succeed and not wanting to work hard could prove to be problems.

In most instances, gender and ethnic differences were small. Not surprisingly, the two exceptions were "racism," perceived to be a greater barrier by young people of color, and "sexism," perceived to be a greater barrier by female and also non-white respondents. Another difference is consistent with research on gender differences: males were more likely to feel that not wanting to work hard, or lacking motivation to succeed would be barriers. Young women, on the other hand, were more likely to say that the barrier was their own intelligence.

Table 10. Perceived Barriers to Obtaining the Work They Want
(% Indicating "A lot" and "Somewhat"

Barriers	All Respondents	Gender		Ethnicity	
		Males	Females	White	Non white
Lack of money for education	56.3	54.1	60.1	59.4	50.7
Grades not high enough	53.1	55.9	53.3	56.2	47.1
Not knowing the right people	44.5	48.2	44.0	46.9	43.2
Lack of knowledge about career	42.2	43.3	43.0	44.5	37.9
Lack of jobs/bad economy	39.3	39.7	40.7	40.9	38.4
Didn't take right high school courses	36.6	36.8	38.0	37.8	36.2
Don't have necessary skills	33.4	33.2	34.9	34.3	33.7
Job I want doesn't pay enough	31.4	32.9	31.7	33.4	26.1
Not enough motivation to succeed	28.5	30.6	28.3	30.0	24.7
Family or home responsibilities	26.6	25.9	28.3	27.2	26.9
Lack of transportation	24.6	23.3	26.5	25.6	23.7
Lack of intelligence	23.6	21.3	26.1	25.4	19.4
Not wanting to work hard	23.1	26.8	21.7	23.5	23.7
No college near home	19.9	20.6	20.3	19.8	22.9
Sexism	17.4	10.1	23.1	**15.7	**27.3
Parents/family disapprove	15.4	14.0	17.0	16.4	12.5
Racism	15.0	15.1	15.7	**9.5	**42.6
n =	1,556				

* Cases not responding or indicating "don't know" eliminated

** X^2 sig. at .01 (overall distribution)

What Indiana Employers Say

Eight hundred Indiana employers took part in a 1990 survey about employment issues conducted by the Labor Market Information Services. Some 575 responded to the question: "What is your most serious problem in hiring qualified workers?" Forty percent of their responses concerned employee attitudes--mainly lack of the "old fashioned work ethic." Another 37% felt that recent Indiana high school graduates lacked basic skills required for entry-level positions, such as grammar, spelling, or keyboarding. Other employers felt they could not compete for the qualified workers that are available (14%), and still others could not locate qualified applicants (6%). One comment on the findings of the study noted the difficulties of the school-to-work transition and asked: "Would the transition be so difficult if school environments more closely approximated work environments?" The responses of employers suggest that many potential employees have not grasped the fact that "to be successful...an applicant must be prepared to accept the employer's terms of employment, and actively demonstrate that acceptance, on the job, every working day."[36]

The American Dream

The American people are dreamers and the descendants of dreamers of better lives. How do young people see the "American dream" faring today? To the discussion groups we posed the question: "**America has been thought of as the land of unlimited opportunity where anyone can become successful. What is your reaction to this statement?**" Unqualified answers were about equally divided among those expressing agreement (35.3%) and disagreement (34.5%) with the statement. A smaller number (22.0%) qualified their answers (8.2% said they didn't know or provided uncodable responses).

In spite of the fact that many of the barriers identified as significant on the individual questionnaire lay outside personal control, the groups agreeing with the statement tended to place responsibility for fulfilling the dream on people themselves:

"America has been thought of as the land of unlimited opportunity where anyone can become successful. What is your reaction to this statement?"

"It is true because if you have desire and can motivate yourself, you will succeed."

"This is true. You must have potential and try."

"I feel this is true because if you propel yourself, you will be successful."

"Anyone who has the desire to achieve their goals will survive and prosper. You have to look for opportunity. It doesn't knock."

The students who disagreed, however, were more likely to point out obstacles created by social class and ethnicity, or to changes in the economy over which individuals have little or no control:

"Rich people can have all the unlimited opportunities they want, while poorer people can't."

"America has a warped perception of success, but if you measure by material wealth, yes for WASPs, no for minorities and lower socioeconomic groups."

"I know a lot of people that aren't nothing but hamburger flippers that could be successful, but no one will give them a chance."

"This is not the land of unlimited opportunity, because they give us the jobs they want us to have."

"I think this statement is false. Women, blacks and lower class people, even though they have the talent, have a hard time making it in the real world."

"We feel foreigners are getting all the jobs because they work for lower wages, and because of minority laws, some whites are being discriminated against."

"No, because of prejudice, age limits, education."

"It's going downhill. Some people can't get an equal opportunity."

"Bull. The rich get richer, the poor get poorer. The poor people get a lot of help, the rich people don't need any, and the middle are just stuck there."

"Untrue!! Why are there Japanese companies buying American companies? Other people are taking over 'our' jobs and opportunities. Our chances are becom[ing] very limited!!!!"

Several groups disagreed among themselves, or provided qualified answers:

"Disagree, because look at those on welfare who have tried and have repeatedly [met] stumbling blocks. Malarky! Although we have freedoms not granted to less fortunate countries, we as Americans take advantage of our government as a crutch and don't find out what we can do on our own."

"True to an extent. Unlimited opportunity, but limited success."

"They can if they put their mind to what they want to do and work hard. Better than some countries, but you have to have 'a name,' and it's harder if you are poor."

"People can become successful, but there are a lot of if's involved. The opportunity is there, but you just have to overcome many obstacles such as [the] ignorance of others."

We also asked them directly about what they saw standing in the way: **"If there are things that keep people from reaching their goals, what are they?"** and: **"Are the obstacles that prevent people from achieving their goals different for young men than for young women?"** The contents of the group responses to the first question are ranked in Table 11. It is interesting to compare this list of obstacles that they generated on their own, with the responses to the checklist of barriers that was part of the individual questionnaires (Table 10). By a wide margin, financial

Table 11. Things That Prevent People From Reaching Their Goals (391 groups)

Barriers	%
Lack of money	30.9
Lack of motivation/goals	22.8
Drugs/alcohol	17.4
Lack of skill/education	15.6
Family problems	15.1
Pregnancy/children/sex	12.8
Peer pressure	11.3
Low self-confidence/esteem	9.0
Racism	7.2
Physical or mental illness or handicap	4.9
Sexism	4.3
Background	3.6
Prejudice/discrimination	3.3

considerations dominated both lists of barriers. However, from this point on, the lists varied considerably. The groups' ideas about obstacles experienced by "people" in general were ordered quite differently from those they felt would stand in their own paths. Some typical comments were:

"If there are things that keep people from reaching their goals, what are they?"

"A lack of motivation, education, and money prevent people from reaching their goals."

"Your past and the place and way you grow up."

"Lack of confidence, no effort, peer pressure, drugs, alcohol, family matters, stubborn."

"Self-pity, drugs."

"When you have nothing you wanted when you were young."

"They are their own restrictions, not anyone else's."

"Lack of a finish line."

About one-third of the responding groups of students felt that there were no differences in obstacles to success for young men and women, while just over half saw differences by gender.[37] Some of the responses expressed qualitative rather than quantitative differences, while others stated outright that one or the other gender faced greater obstacles:

"Are the obstacles that prevent people from achieving their goals different for young men than for young women?"

"Men have a much easier way to go because of society. Getting a job is harder, but [they are] paid more."

"Sexism is not as prominent, but is still a part of Indiana's culture."

"Yes, they are different. Young men have more opportunities, and big business hires men more easily."

"Sometimes 'cause if the father dies, a boy would have the responsibility to support the family."

"For certain things women have to be more qualified than men."

"Guys can get girls' jobs, but girls can't get guys' jobs."

"Men don't have the responsibility of children."

"Yes, male employers either won't hire females [even] if they're hard working [if] it's a difficult job, or they hire females only to make passes at them."

"Yes, guys can't get pregnant and they sometimes think they have a right to get out of everything."

"Yes, especially black males. They are being portrayed as jailbirds which gives them no opportunity for anything."

"Yes, men have to be head of household."

"Yes, because as far as Aframericans [sic] go, women are seen as less of a threat to whites than men."

Preparation for Other Adult Roles

Many of the questions on this Indiana Youth Poll focussed on work roles. However, people live in multiple worlds. We also wanted to know how well-prepared Hoosier young people felt to take on other types of adult responsibilities. Table 12 orders the items according to the numbers of students who said that they felt "extremely prepared" or "fairly prepared" in a given area. Again, the check-list items that were seen as most problematic head the list.

Table 12. Perceived Preparation for Adult Responsibilities (% Indicating They Feel Extremely or Fairly Prepared in Area)

Adult Responsibility	All Respondents	Gender		Ethnicity	
		Male	Female	White	Non white
Raising children	58.2	55.1	65.6	60.7	64.3
Providing volunteer service in the community	67.9	67.8	77.5	73.4	74.7
Managing finances	71.7	78.7	72.3	73.9	80.5
Being involved in public affairs	72.0	76.3	77.1	76.4	78.0
Maintaining long-term intimate relationships	73.5	77.1	78.1	77.6	77.4
Running a household	75.9	73.2	83.1	78.7	81.0
Able to support self well	85.5	89.1	88.0	88.4	88.5
Balancing work/home responsibilities	86.0	87.5	89.8	88.6	90.6
Staying healthy	88.8	91.9	91.5	92.0	90.9
Deciding right and wrong	90.5	93.3	93.6	93.8	91.9
Preventing unwanted pregnancy	90.6	92.8	94.9	94.7	90.9
Enjoying leisure time	92.6	96.2	94.9	96.1	93.1
Maintaining good friendships	94.5	95.9	96.9	96.6	95.9

The students felt most confident about knowing how to maintain good friendships and enjoy their leisure time. They are also very confident about two areas of high adult anxiety about young people: knowing how to stay healthy and how to prevent an unwanted pregnancy. Confidence may be misplaced, however, for studies continue to confirm that ignorance plays a large part in sexually-active teens' failure to use effective contraception. In 1988, the latest year for which data are available, 14,737 young Hoosier women under age 20 became pregnant, accounting for 15.6% of all pregnancies in Indiana. These pregnancies resulted in 91 fetal deaths, 3,214 terminations, and 11,432 live births. The figures are all the more dismaying given that nearly six in ten of the Youth Poll respondents felt unprepared to raise children. They were also relatively unsure about preparation for other aspects of family life: managing finances, maintaining long-term intimate relationships, and running a household. A recent report completed for the U.S. Congress suggests that for many, confidence in knowing how to stay healthy may also be unfounded. This comprehensive study emphasizes that many health- and nutrition-related behaviors not only place young people at high risk today, but will further compromise their well-being as they grow older.[38]

It was somewhat surprising to find that two of the four areas in which respondents felt least prepared were "being involved in public affairs" and "providing volunteer service in the community." Four in ten respondents were participants in summer leadership programs, each of which had a strong service-learning component. We wondered if these student leaders would feel more prepared for civic roles than the school sample. This was indeed the case; only 15.4% of the leadership group felt somewhat or very *un*prepared for "being involved in public affairs," compared to 26.3% of the school group. The differences were even more striking in the case of "providing volunteer service in the community": only 14.5% of the leaders vs. 32.3% of the school respondents felt unprepared.[39]

There were differences in the distributions of the responses of males and females. These differences are more readily seen comparing mean scores. We calculated separate mean scores on each item for male and female respondents (Table 13). Gender differences were small, but in the expected directions. For example,

girls felt more confident about running a household, while boys felt better prepared to manage finances. In discussions following completion of the Poll, students reported that making appraisals of their "preparedness" had been difficult. One student undoubtedly spoke for many when he wrote: "I don't really know how well prepared I am until I get out there and find out."

Table 13. Perceived Preparation for Adult Responsibilities: Mean Scores by Gender
(1 = very well prepared, 4 = very unprepared)

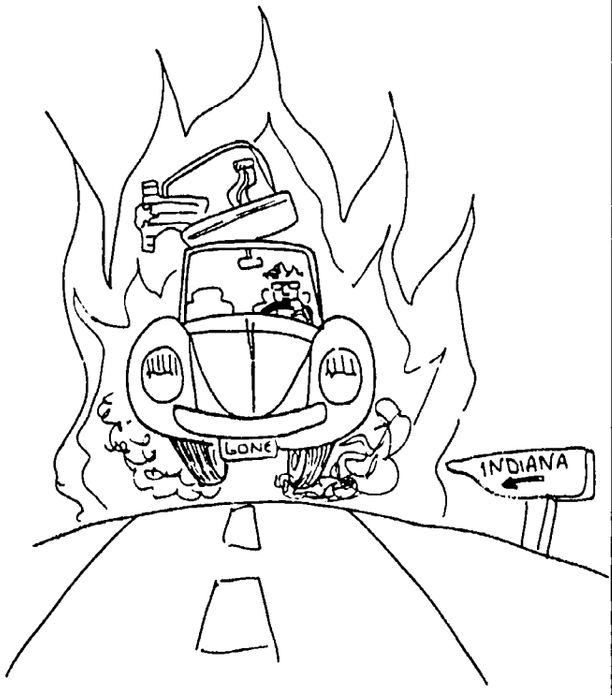
Adult Responsibility	Male	Female
Raising children	2.45	2.23
Providing volunteer service	2.12	1.90
Managing finances	1.92	2.07
Involved in public affairs	1.91	1.89
Maintaining a long-term, intimate relationship	1.95	1.91
Running a household	2.11	1.94
Able to support myself well	1.59	1.66
Balancing work and home responsibilities	1.78	1.67
Staying healthy	1.54	1.65
Deciding what is right and wrong	1.52	1.50
Understanding how to prevent unwanted pregnancy	1.36	1.29
Enjoying leisure time	1.25	1.32
Maintaining good friendships	1.38	1.31

CHAPTER 4

AT HOME IN INDIANA?

Indiana vs. Elsewhere

The 1990 Census revealed that Indiana's population had only grown by .98% since 1980, far behind the 9.8% growth experienced by the nation as a whole. Demographers predict that Indiana's population stability will give way to actual decline by the end of the century, prompting concerns about the state's economic base, congressional representation, share of federal dollars, and general quality of life. A major factor in the anticipated population decline is out-migration. Indiana's net 1980-1990 out-migration rate was about 6.1%: "the highest recorded out-migration and the largest out-migration rate in the state's history."[40] Thinking that the students' current appraisals of their opportunities might influence future choice of residence, we asked them: "**Do young people growing up in Indiana have more, or less, or about the same opportunities as young people growing up in other parts of the country? Why?**" About four in ten groups thought things were about the same everywhere:



"Same, because there are different opportunities in all states."

"The things in Indiana are different than things in other states but activities, opportunities, etc., even out."

"About the same because schools are basically equal; therefore one can succeed if they have the desire."

About 1 in 10 felt that Indiana offered more opportunities:

"More, not a lot of racism; more equality; places to go, things to do; you can go to spend money, hang around with your friends; a lot of job opportunities."

"More, because less populated, not poor."

"More because Indianapolis is a major growing city and therefore is going to need the support of a new generation to take the new jobs."

About twice as many, however, felt that growing up in Indiana offered fewer opportunities:

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"Do young people growing up in Indiana have more, or less, or about the same opportunities as young people growing up in other parts of the country? Why?"

"Less, all we have is corn and basketball."

"Less, not an 'in' state."

"Less. We don't have any good systems for juveniles who do something wrong. They never get a chance to try again."

"Less, because our education in this state is much lower than most other states."

"Less. If we were to go somewhere else, we would be considered hicks. Stereotyping."

"Less. Not all want to be farmers. We're in the Bible belt. Religion is forced. It's not as cosmopolitan, not as cultured. It's not on the coast. KKK is popular, redneck."

A few said opportunities depended on what race they were, or whether they were growing up in an urban or rural area.

Leaving and Staying

We also queried the individual students directly about whether they expected to be living in Indiana at age 30, or to be "seeking their fortunes" somewhere else. Just under half (45.3%) said that they expected to be living either in their hometowns (17.0%) or elsewhere in Indiana (28.3%), while a slight majority (51.4%) expect to leave. Their reasons (Table 14)

Table 14. Why Students Wish to Leave Indiana

Reason for Leaving	No.	%
Indiana lacks opportunity	199	12.8
Better opportunity elsewhere	183	11.8
New experience/adventure	151	9.7
Don't like Indiana	129	8.3
Prefer another geographical area	127	8.2
Too familiar/boring	124	8.0
To get a new start	61	3.9
Out of state college/military	47	3.0
No beach, mountains	40	2.6
Too conservative	17	1.1
Too homogenous	10	.6
Don't know	31	2.0

varied from a simple preference for another area (sometimes one where they had lived previously), to climate and geography ("too cold," "no beach," "no mountains"). Others perceived of Indiana as too familiar, too conservative, too homogeneous, or lacking in opportunities in their career fields:

> ***"You must move to a growing area if you want to succeed as an architect."***

> ***"Because with my occupation (law) there would be more opportunity there."***

Some expected that since they would be going out of state to college or the military, they would probably remain away, while others were looking for adventure, new and different experiences, and a chance to see more of the world ("I want to live in New York because I like big cities, big-name excitement").

We explored the same issue in some of the small-group discussions following the completion of the Poll, and found similar themes:

> *"Indiana is not Indianapolis. Outside of here there is nothing else. If you want to be somewhere you have to go somewhere else. There are opportunities here, I just want more excitement.*

> *"I am [planning to stay]. I kind of like the city. I'm scared of new things. All new people... I can understand coming back because it's so peaceful.*

> *"That's one of the reasons we want to get out. It's so peaceful. I plan on vacating. It lacks serious culture. The people are too backward for me."*

There was considerable variation in plans among subgroups in the student sample (Table 15). Males were somewhat more likely to express intent to leave Indiana than females, African Americans more likely than whites, students from urban and suburban schools more likely than those from small-town and rural schools, students with high grades more likely than those with low grades, and students being raised by a single parent more likely than those living with both biological parents. Young people who aspired to careers in the military and in fields requiring post-graduate education were the most likely to say they will leave, while those

Table 15. Where Students Expect to be Living at Age 30
(base number in parenthesis)

		% Town Where Living Now	% Elsewhere in Indiana	% Outside Indiana	% Don't Know
All	(1532)	17.0	28.3	51.4	3.3
Male	(612)	19.9	23.0	53.1	3.5
Female	(904)	14.5	31.2	49.4	4.4
School type:					
Metro	(423)	19.1	18.9	59.1	2.8
Suburban	(403)	13.9	26.8	56.1	3.2
Town	(55)	25.5	25.5	43.6	5.5
Rural	(447)	14.3	42.1	40.1	3.6
Leadership Sample	(633)	16.6	28.0	49.9	5.5
4-H	(248)	21.8	39.1	32.3	6.9
Others	(385)	13.2	20.8	61.3	4.7
School/Organization sample	(899)	17.2	28.6	52.4	1.8
Selected occupations:					
Professional I	(496)	12.1	32.5	51.2	4.2
Professional II	(286)	14.3	17.8	64.3	3.5
Teacher	(97)	18.6	44.3	30.9	6.2
Military	(23)	8.7	8.7	82.6	0
Proprietor	(47)	27.7	17.0	55.3	0
Farmer	(35)	65.7	25.7	8.6	0
Craftsman	(37)	40.5	24.3	32.4	2.7
Service	(48)	20.8	50.0	29.2	0
Ethnicity:					
African American	(208)	14.9	15.9	66.3	2.9
White	(1,207)	16.7	31.2	47.8	4.2
School grades:					
Mostly A's	(256)	13.3	23.4	57.4	5.5
Half C's/Half D's and below	(115)	13	32.2	40.0	3.5
Family type:					
Both biological parents	(920)	18.4	30.0	47.3	4.3
Blended 2-parent	(221)	16.3	27.1	54.3	2.3
Single Parent	(276)	12.0	24.3	60.9	2.9

who intend to farm are the least likely to want to leave. At first glance, it appears that the students in the school sample were more likely to want to live outside Indiana than were those in the leadership groups. However, the latter figure was skewed downward by the 4-H Junior Leaders, only 32.3% of whom intended to leave Indiana. From the other three leadership groups, 61.3% expected to leave the state.

These figures raise the question of whether young Hoosiers differ from age-mates elsewhere in their determination to remain planted in native soil. We do not have directly comparable data from other regions of the country. However, the 1980 *High School and Beyond* study cited above, found that "remaining close to family and relatives" was "very important" or "somewhat important" to 68% of the seniors and 76% of the sophomores. Among the same respondents, "getting away from this area of the country" was "very important" or "somewhat important" to only 46% of the seniors and 43% of the sophomores, respectively. The 1989-90 ICPAC surveys of high school juniors and their parents contained a related item about career and life-style goals: "have a job that lets me live near my parents and family." Only a third of the students said that they agreed with this statement. Parents responded similarly; only 39% agreed with the statement: "have a job that lets him/her live near us and our family."[41]

These data do not answer the question about young Hoosiers' desires to live elsewhere, but they do support the general notion that many young Americans are not anchored to their childhood homes. We also know from other sources that about one in five Americans changes residence each year. Although many of these moves are intra-state, the fact remains that about half of the U.S. population currently live outside their states of birth.[42]

While leaving one's home state may be "normal" for young Americans, both the magnitude and the selective nature of the out-migration from Indiana are matters of some concern. As noted above, the 1990 Census revealed that the U.S. population had increased at a rate ten times that of Indiana. More disturbing was the finding that by 1990, the state's population under the age of 18 had declined by 10% from that in 1980. Using current birth, death, and migration rates, demographers predict that the next two censuses will show actual declines in the state's population as a whole.

Furthermore, the population that remains will continue to "gray," consisting of a growing proportion of older residents who have completed their labor-force participation. There will be fewer young people available to assume the vacated economic and civic roles upon which the state depends.[43]

There are additional trends that threaten the future well-being of the state. Compared to other states, Indiana now ranks near the bottom in the proportion of adults over 25 years old who have completed four or more years of college. In 1989, the last year for which estimates are available, only 13.8% of Hoosier adults, compared to 21.1% for the nation as a whole, were college graduates.[44] Yet, Indiana's many post-secondary institutions have been granting growing numbers of degrees--slightly more, in fact, than might have been expected given the size of the state. A study by the Indiana Department of Commerce reported:

> While Indiana's population accounted for 2.42 percent of the nation's population in 1980, the state's population with four or more years of college accounted for 1.80 percent of the nation's population with four or more years of college. Yet, over the 1950-1980 period, Indiana colleges and universities have awarded 2.99 percent of the total bachelor's, master's, and doctoral degrees awarded nationally. This strongly suggests that the low percentage of Indiana's population with four or more years of college throughout the past 40 years is a result of the migration from Indiana of many of those who received a college education in Indiana.[45]

The data from the Youth Poll suggest that this trend begun by the "baby boomers" will continue among their children. On the whole, as noted above, Hoosier high school graduates appear to have only slightly lower post-secondary enrollment aspirations than students in other states; however, the Youth Poll suggests that many of them are continuing to plan to use their knowledge and skills elsewhere. The stated reasons underlying the students' plans to leave Indiana are very much in line with the conclusions of the Department of Commerce study:

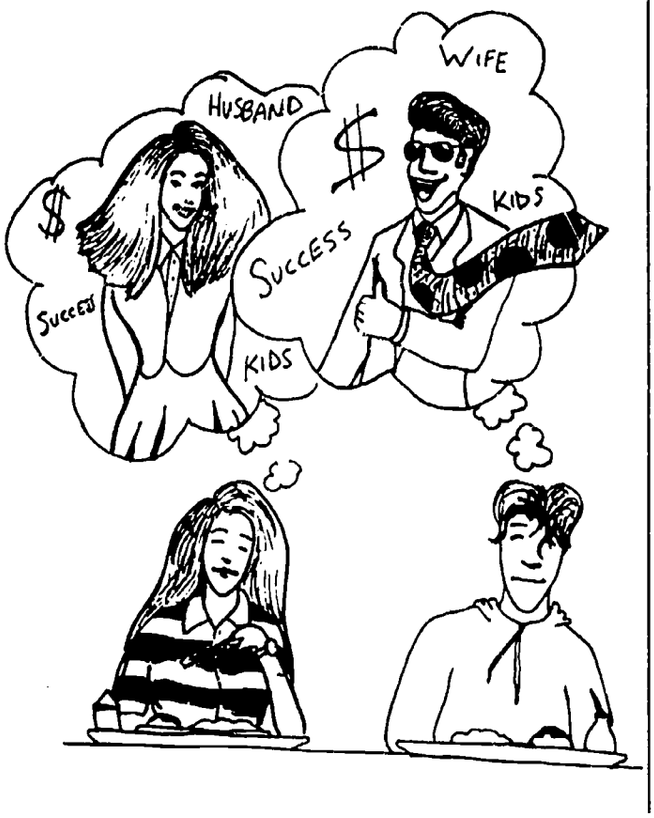
> Economic theory suggests that such a migration pattern would result from greater and more appropriate employment opportunities for the college graduate in other areas of the country.[46]

There is further evidence of better opportunity elsewhere. The Indiana Economic Development Council report notes that Indiana's per capita income fell steadily from 1950, when it was 101% of the U.S. figure, to 1986, when Indiana's figure was 90% of the U.S. level. The earnings gap continues to widen. The *U.S. News and World Report* 1992 Regional Salary Survey looked at salary levels in five regions of the U.S. for 18 jobs, all of which had career advancement potential. Entry-level salaries in the North Central Region, of which Indiana is a part, were never at the top, but were in fourth or fifth place for half the job categories.[47]

CHAPTER 5

SUCCESS AND FAILURE

The Values of American High School Students



The values that students hold have certainly influenced their responses throughout the Youth Poll. This final chapter, however, is concerned more directly with what they hold dear. In the 1970's and 1980's, as revelations of "me generation" consequences for the nation's institutions began to appear, researchers renewed their interests in the study of young people's values and how they are acquired. Research confirmed growing preoccupation with material possessions and declining concern for the common good. For example, two large national studies of high school seniors were conducted in 1972 and 1980 (the latter the *High School and Beyond* study cited previously).[48] Responding to the same questions on the importance of a series of goals in their lives, the 1980 high school seniors were markedly more likely to rate "having lots of money" as very important (32.3% vs. 18.4% in 1972). There were also increases in the proportions of 1980 seniors rating as very important "being able to find steady work" (84.4% vs. 78.5% in 1972) and "being successful in my line of work" (88.7% vs. 85.1% in 1972). However, "working to correct social and economic inequalities" was rated as very important by half as many students in 1980 (14.0%) as in 1972 (28.5%). "Being a leader in my community" also declined in importance (from 12.4% rating this goal as very important in 1982, to 10.4% who so-rated it in 1980). The biggest change, however, was in the percentage rating these last two goals as "Not Important" in their lives. "Being a leader" was *not* important to 43.6% in 1972, but was *not* important to 48.1% in 1980. Correcting inequalities was *not* important to only 20% in 1972, but was *not* important to 38% in 1980.[49]

Similar trends have appeared in other studies. Since 1976, the Institute for Social Research at the University

of Michigan has conducted an annual survey (*Monitoring the Future*) of a representative national sample of high school seniors. This survey also asks students to rate a series of life goals. "Having lots of money" was extremely important to just under half of the respondents in 1976; ten years later, in 1986, money was extremely important to about two-thirds. "Working to correct social and economic inequalities" was extremely important to 33% in 1976, and to about the same proportion (32%) in 1986. "Finding purpose and meaning in life" declined from 89% to 85% over the ten-year period.[50]

Incoming American college freshmen have been surveyed since the mid-1960's by the Higher Education Research Institute of the University of California, Los Angeles. Following a 17-year climb between 1970 and 1987 (from 39.1% to 75.6%), there has been a slight annual decline, to 73.7% in 1989, in the proportion of students who consider being "very well off financially" an "essential" or "very important" goal. During the same period, the commitment to developing "a meaningful philosophy of life" followed nearly a directly opposite trend, dropping to about 40% in 1987 from more than 80% who had rated this goal "essential" or "very important" in 1970. Between 1987 and 1989, there was also a slight, but consistent reversal of this trend.[51] While encouraging, it is too soon to suggest that there is an actual shift toward social concerns.

We do not have comparable data for Indiana high school students. However, again, the 1989-90 ICPAC study contained a related item about career and life goals. The high school juniors queried strongly agreed or agreed with the statements that it was important "to have a secure, steady job" (94.0%); "to earn lots of money" (75.0%); "to have a high status job (doctor, lawyer, etc.)" (56.2%). Their parents agreed with them that "having a secure, steady job" was important (93.2%), but were less concerned that their children have jobs with high salaries (57.1%) or high status (40.7%). The 1988-89 ICPAC survey asked ninth-graders: "What would be your most important reason for attending a postsecondary institution?" Nearly two-thirds (65.8%) said: "To get a good paying job." Another fourth (24%) said, "To learn new things."

Success and Happiness

The final questions discussed by the groups related to success and failure, and the ways young people define these terms. Once again, we asked them to project to the future, with the questions: **"What kinds of things would you consider to be signs of success in adult life?" "Would the same things be signs of happiness, or would they be different? Why?"**

Their responses suggest that like most Americans of their age, they have invested heavily in materialistic ideals. "Money," "a good income," and "wealth" were mentioned much more often than any other sign of success identified by the students (Table 16). Second most frequently mentioned was "happiness," followed by a good family life and other material symbols such as a big house and a "great" car. "A good job" also figured prominently, although some qualified their answers as "a job you like." Oddly enough, given the importance of good peer relationships in their lives as students, "friends" were scarcely mentioned among the signs of adult success.

Fewer than a fourth of the groups defined success in material terms only, and an even smaller number saw success only in non-material terms. For most groups, "success" meant a mixture of both ingredients:

"What kinds of things would you consider to be signs of success in adult life?"

"Happiness, good family life, money, good job, nice car, nice home, pleasant community."

"Money, happiness, high rank in business, able to juggle family and career."

"Happiness (unanimous), good self-esteem, love & family."

"Happiness, achieving goals, good financial status, self-sufficient."

"2 or 3 women, a harem. Seriously: $, loving, not cheating on your wife."

"Money, great spouse, house, car and good relationship with the Lord."

"Happiness in a relationship, your own place, be making good money, not having to depend on anyone, being able to do what you want to do in leisure time."

"Support yourself, kids, possibly a non-working wife and still able to spend time with them."

Table 16. Signs of Success in Adult Life

Signs of Success	Groups (n = 391)	
	Number	%*
Money	228	58.3
Happiness	156	39.9
Family	95	39.9
Children	21 (156)	
Spouse	30	
Good career/job	89	22.8
House	61	15.6
Car	48	12.3
Comfortable/good life	27	6.9
Education	24	6.1
Other material things	23	5.9
Achievement/reach goals	24	6.1
Feel good about self	19	4.9
Good sex	19	4.9
Love	17	4.3
Power	16	4.3
Good relationships	14	3.6
Have responsibility	13	3.3
Friends	13	3.3
Satisfaction/contentment	11	2.8
Freedom/independence	11	2.8
Status	10	2.6
Dress well	10	2.6
Other	120	
N/A	22	
Don't know	5	

*Total exceeds 100% because multiple responses were coded.

"Would the same things be signs of happiness, or would they be different? Why?"

The students had more difficulty deciding whether success as they had defined it meant the same thing as happiness. Those who had defined success primarily in intangible terms tended to think that they were the same. However, most, but not all, groups with primarily material or mixed definitions of success were more likely to feel that happiness might involve some other ingredients. The comparisons of success and happiness are typical:

"[Success is having] money and happiness, steady career, house on the beach. [Happiness is different] Some could have money but hate their job."

"[Success is a] big house, money, Jaguar, nice job, lots of money, nice clothes. [Happiness is] kids, job, money, house. [I'd be] happier 'cause I'd be rich; same, because all of that stuff be happy. Happier don't have to be poor."

"[Success is having a] full-time job, be happy with what they did, don't feel they missed something, achieved what they wanted to do. [Happiness is different] sometimes--people do stuff they are not really happy with."

"[Success is] happiness, money. Having money doesn't create happiness, but being successful involves making money."

"[Success is a] good marriage, happiness, big house. Yes/No. Usually people with a good marriage are happy but the material things do not matter."

"[Success is] money, high position in their corporation. Money wouldn't show happiness, but their position might bring them a happy and fulfilling life."

"[Success is] achieving your own goals. [Happiness may be different] possibly. Sometimes people are so involved with success that they overlook the happiness."

"[Success is] different for everyone. [Happiness] depends how you define success. Success by society's standards does not equal happiness, necessarily."

"[Success is] a good bed partner. [It would be the same as] happiness, because you're having fun."

"[Success is] cars, homes, happiness. [Happiness is] different. Material things don't buy happiness. Although they bring pleasure to the soul, they don't bring peace of mind."

"[Success is] being content with job, not 'in the red' as far as finances. [Happiness is the] same, because when you are successful you will be content with your life and thus happy."

One group saw both success and happiness arising from personal definitions:

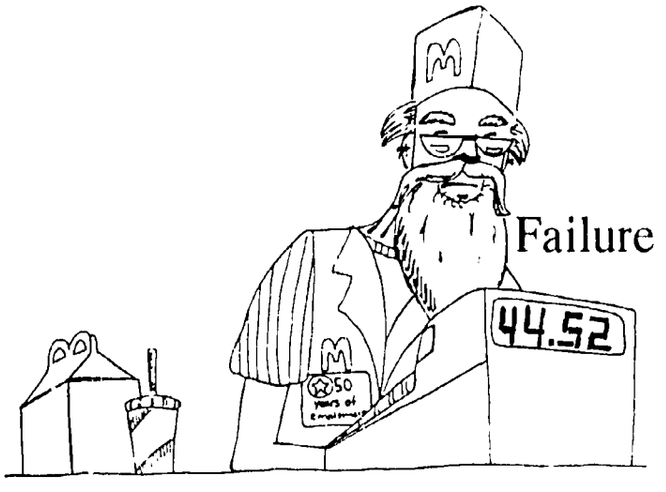
"You can measure success in your own way. You have to wait until you get there to truly know. It's a lot of things. [Happiness is] what ever makes you happy."

One aspect of the students' interpretations of the importance of non-material symbols stood out, however: the ones that they identified were nearly exclusively *personal intangibles* such as "happiness," "achieving your goals," "self-esteem," "a good image," "good reputation," "prestige," and so on. Overwhelmingly, these offspring of the "me generation" defined success and happiness in terms that educator and Common Cause founder John W. Gardner refers to as concerned with "self and extensions of the self." A participant in a High School Roundtable conducted by *The Courier-Journal* of Louisville put it another way: "I think at my school most of the kids are more concerned with their life and their lifestyle."[52]

Only three groups included working for the common good in their definitions of success, and none added this element in discussing happiness. Only four group responses included any mention of a satisfying spiritual life. We do not know whether the wording of the question may have discouraged such responses. In a post-Poll discussion with a group who had heavy commitments to service projects, one student suggested that some respondents might have thought we were asking for "symbols" that people generally would agree upon. Another responded:

> ***"You can 'OD' on service, you know. I get so tired, sometimes."***

We hesitate to try to interpret their apparent absence of interest in the commonweal. However, their answers do seem consistent with the materialism found in the broader culture, and their own expressed feelings of being relatively ill-prepared to become involved in public affairs, or to provide volunteer service to their communities.



The last of the questions asked: "**What does it mean to be a failure when you are 30 to 40 years old? Would this be the same for men and women?**" Some of the groups ran out of time (or perhaps energy) and did not complete this question. Many of the responses that were completed, however, present a list of symbols that are primarily the reverse of those given as signs of success: "no money," "unhappy," "on the street," "giving up on life," etc. Most, but not all of the

"What does it mean to be a failure when you are 30 to 40 years old? Would this be the same for men and women?"

students felt that failure would be the same for men and for women. There were many interesting answers to these questions:

"I don't know because I'm only a teenager and I can make something out of my life before I am 30 or 40 years old. I'll let you know when I am 30 or 40."

"No job, on corner or working for minimum wage or on welfare. For women it also includes having a lot of babies with no job."

"To be unemployed and you did not drive yourself properly. [Same because] you can control your destiny."

"You're still on welfare and not disabled (no job); you're an old maid. Yes, it would be the same for men, because for both sexes, if you make nothing, you are nothing."

"Women aren't expected to be as successful as men are."

"No one to love or love you, no job, nowhere to live. Yes, because the jobs for men and women are more and more equal today than yesterday."

"Not having a job. Yes, because if you fail as a man, it's the same as failing as a woman."

"Low paying job with no hope of promotion; to be an alcoholic or drug addict; to lose your family due to alcohol or drugs or not be able to support your family."

"Not having done anything that you consider important; not achieving goals, nothing to show for your life."

"Being alone, a virgin."

"Unaccomplished, unhappy. Different. Men need money to be termed successful."

"We don't feel anyone could be a 'total' failure if they are still breathing."

"When you're 40 years old and still working at MacDonald's that's a failure."

"Not having a job; giving up on life; not having an education. The same. Depends on what they wanted. Most men sit on they butts while the ladies be working and paying the bills. That's how it is."

"A failure would be a druggie or alcoholic, with no home, no job, no family. Not going to work; giving excuses. [The same] because it could happen to anybody."

Some Final Comments

At the end of the individual questionnaire, we asked the students if there were anything more they would like to say. Some of the things they told us were:

"I am preparing [for] a career in music because I love it, not because it pays good or I know a lot about it."

"I need to get a scholarship to help my parents pay for college. Most scholarships are for ability & academics. Because I'm not the smartest in class, I can't apply. Talent scholarships--purely on ability--should be available as much as academic. How else but [with] a scholarship can I...help my parents?"

"...Because of [our] high school curriculum, some of us can't take the classes we want in order to prepare for our careers. Instead, we have to know how to dissect frogs in order to pass a class not applicable to our future plans! I'm interested in foreign languages & would like to know all possible to get a good job--but I don't know where to look!"

"I plan to live a happy, healthy life with a husband, some kids, and a good career or careers."

"What do I think would be the hardest for me to survive? -- responsibility, or college, or growing up period point blank! What are facts that I know about what's going on in the real world today?"

"Someday I would like to be a writer for myself. This is something in life that makes me very happy."

"I want to start an anarchist community."

"I intend to be more religious."

"I have been raised by two very successful parents. I plan to be successful too; yet, I don't have pressure to do so. I have the motivation to do so."

"I really want to be a singer. I think I have an OK voice, but with the right backup group and music, I should sound real good."

"There are so many obstacles and pitfalls in life that to say you know what you'll be doing at age 30 would be absurd unless you're deciding to go into the military."

"I have a lot of experience in psychiatry because all my life I've been sent to one, but sometimes I don't think my parents could afford it, so I never used to try in school! I gave up on my goals and myself!"

"I plan on taking some courses in the Air Force to start my education and then use the G E Bill [sic] to help pay for college after my 4-year term is up."

"I don't think I'll have to be doing anything at 30."

"I love to work with my hands. I have a talent. I want to put it to use by making flower arrangements to sell. I'm taking classes to help me learn. Once I've learned from working in this type of store, [I want] to go off on my own and then once I make money, move to Florida [and] start up a store again."

"I would like to change the world in some positive way → destroy all forms of prejudice and ignorance."

There is much to ponder in the views of life beyond high school expressed by Indiana's young citizens.

Notes:

1. The philosophy and methodology of the youth polls are explained in "The Minnesota Youth Poll," by Diane Hedin and Howard Wolfe in *The Center Quarterly Focus*, Spring 1979, and "The View from Inside: The Minnesota Youth Poll," by Diane Hedin in *New Designs for Youth Development*, 8, 3, Summer 1988, pp. 32-39.

2. Many of the questions in this poll were drawn directly or adapted from two Minnesota Youth Polls: D. Hedin, P. Simon, and M. Robin, *Youth's Views on School and School Discipline*, Minnesota Report 184-1983, St. Paul, MN: Agricultural Experiment Station, University of Minnesota, 1983; and D. Hedin, J. Erickson, P. Simon, and J. Walker, *Aspirations, Future Plans, and Expectations of Young People in Minnesota*, Minnesota Report AD-MR-2512, St. Paul, MN: Agricultural Experiment Station, University of Minnesota, 1985.

3. *The State of the Child in Indiana*, Indianapolis: Lilly Endowment Inc., 1989; and *Status of Education in Indiana: An Overview*, Bloomington: Indiana University Consortium on Educational Policy Studies, 1990.

4. Participants in the Teen Institute were teams of students from across the state, enrolled in grades 10-12, who had made a commitment to "use their positive energies and leadership abilities to get others involved in drug prevention programs and drug alternative activities." Members of the Black Expo Youth Corps were selected by the 13 chapters of Black Expo in cities throughout the state. The participants attended "symposiums and lectures addressing topics such as: self esteem, spiritual awareness, substance abuse, teen parenthood and responsible decision-making" and experienced a number of educational opportunities in Indianapolis. The Junior Leaders of 4-H, also from across the state, are young people who have made a commitment to take year-round leadership roles in their clubs. IYI Youth Conference participants represented out-of-school youth-serving agencies and organizations.

5. The 1988-89 distribution of minority students in Indiana high schools was as follows: African American, 10.9%; Hispanic, 1.8%; American Indian and Asian, .7%. The distribution of Youth Poll participants was very similar.

6. In reporting the student comments we have made corrections in spelling for purposes of clarity; however, the words and the grammar have been left as written or spoken.

7. *America 2000: An Educational Strategy*, Washington, DC: U.S. Department of Education, 1991, p. 3.

8. Editorial in the *Washington Post*, December 28, 1980, cited in: Policy Information Center, *From School to Work*, Princeton, NJ: Educational Testing Service, 1990.

9. Kenneth B. Hoyt, "A Proposal for Making Transition From Schooling to Employment an Important Component of Educational Reform," *Future Choices*, 2, 1990, p. 75.

10. Policy Information Center, *From School to Work*, p. 27.

11. Policy Information Center, *From School to Work*, p. 7.

12. National Center for Education Statistics, Contractor Report, *Youth Employment During High School: An Analysis of High School and Beyond; A national longitudinal study for the 1980's*, Washington, DC: NCES, U. S. Department of Education, 1981, pp. xix, 15; E. Greenberger and L. Steinberg, *When Teenagers Work: The Psychological and Social Costs of Adolescent Employment*, New York: Basic Books, 1986; P. E. Barton, *Earning and Learning: The Academic Achievement of High School Juniors With Jobs*, Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service, 1989, p. 16.

13. J. B. Erickson. *Indiana Youth Poll: Youths' Views of High School Life*, Indianapolis, IN: Indiana Youth Institute, 1991, p. 47.

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14. Of the 857 students who reported their hours, 35% reported working more than 20 hours per week; 18% worked from 16 to 20 hours weekly; 47% worked fifteen hours or less.

15. National Center for Education Statistics, *Youth Employment During High School*, pp. 47-49.

16. National Center for Education Statistics, *Youth Employment During High School*, pp. 87-90.

17. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, *What Work Requires of Schools: A SCANS Report for America 2000*, Washington, DC: U.S. Government Printing Office, 1991, pp. v-vi.

18. R. Lehnen, "Adjusting ACT and SAT Sources to Construct State Education Indicators," Paper presented at the Annual Research Conference of the Association for Public Policy Analysis and Management, San Francisco, CA, October 1990.

19. Office of the Governor, *Indiana 2000: Indiana Progress Report, National Education Goals*, Indianapolis, IN: Office of the Governor, October 1991, p. 11.

20. Governor's Initiative on Economic Development, *Final Report*, Indianapolis, IN: State of Indiana, May 1991, pp. 1, 10, 12.

21. *Ibid.*, n.p.

22. Senate Enrolled Act No. 419, 107th General Assembly, Second Regular Session, 1992; S. Hanafee, "Bayh signs bill amid educators' doubts," *Indianapolis Star*, February 25, 1992, p. A1.

23. Policy Information Center, *From School to Work*, pp. 10, 27.

24. L. Graham and L. Hamdan. *Youthtrends: Capturing the $200 Billion Youth Market*, New York: St. Martin's Press, 1987. Another report on teen spending cited a Rand Youth Poll showing teen males spending an average of $23.29 (on food and snacks, clothing, entertainment, records/tapes, and grooming, in that order), and teen girls spending a bit more, $25.75 (on clothing, food and snacks, entertainment, cosmetics, and records/tapes). J. Schwartz, "Stalking the Youth Market," *Newsweek Special Issue*, 115, June 1990, pp. 34-35.

25. *Indiana Youth Poll: Youths' Views of High School Life*, pp. 44-45.

26. R. Wintrode, Director, Bureau of Child Labor to all Public School Superintendents, June 7, 1990; and June 8, 1990.

27. Indiana Economic Development Council, Inc., *Looking Forward: The Update of Indiana's Strategic Economic Development Plan-Strategies for the Future*, 1987-88 Update, Volume 2, Draft, Indianapolis, IN: Author, 1987, pp. 13-17.

28. W. B. Johnston, *Workforce 2000: Work and Workers for the 21st Century*, Indianapolis, IN: Hudson Institute, 1987, pp. 107-110.

29. Johnston, *Workforce 2000*, pp. 97-98.

30. J. Sargent and J. Pfleeger, "The Job Outlook for College Graduates to the Year 2000: A 1990 Update," *Occupational Outlook Quarterly*, 34, 2, 1990, pp. 2-9.

31. This figure is almost what one might expect, given the 4.82 dropout rate per hundred students, reported by the Indiana Department of Education [IDOE] for the 1988-89 school year. However, the IDOE dropout figure includes students in grades 7 and 8. The rates in grades 9-12 are higher. The IDOE reports a slight improvement, to 78%, in Indiana's high school graduation rate in 1989-90. This figure, while encouraging, is a long way from the *America 2000* goal: "By the year 2000, the high school graduation rate will increase to at least 90 percent." The relatively low percentage of school-leavers in the Youth Poll sample was undoubtedly influenced by the large leadership groups included.

32. The figures in this section exceed 100% because multiple responses were coded (e.g., some students intended to complete both military service and college and obviously, those intending to complete post-baccalaureate degrees, also intended to complete college).

33. The figures reported for parent educational attainment are higher than would be expected for Hoosier adults generally. Again, the figures are influenced by the leadership sample. The 1980 *High School and Beyond* study found that among high school seniors, student leaders were disproportionately drawn from the group in the top quartile of socioeconomic status (measured by an index that included family income, parents' education and occupations, and household possessions). (J. B. Erickson. Unpublished secondary analysis of High School & Beyond data from Base Year 1980, Version I. Boys Town, NE: Boys Town Center for the Study of Youth Development, 1982. The original study was conducted by the National Opinion Research Center for the National Center for Education Statistics.) According to the Current Population Survey of the U.S. Bureau of the Census (March 1989), 78.0% of all Indiana adults 25 years of age or older had completed high school, and 13.8% had completed four or more years of college.

34. Similar findings were noted among Minnesota students who responded to the 1985 *Minnesota Youth Poll: Aspirations, Future Plans, and Expectations of Young People...*; D. Hage, "Youths' career optimism unrealistic, surveys show," *Minneapolis Star and Tribune*, October 8, 1985, p. 7B..

35. Bureau of Labor Statistics, "Occupational Growth," *Occupational Outlook Quarterly*, 35, 3, Fall 1991, p. 29.

36. R. Dierdorf, "For Hire: The Old Fashioned Work Ethic," *Indiana Report*, Spring 1991, pp. 1, 7.

37. Of the 391 groups responding, 34% indicated no difference; 26.3% indicated a difference, but did not specify; 23% felt that obstacles were greater for young women (mainly because of consequences of pregnancy and sexism; 2.8% felt obstacles were greater for young men; 5.1% of the groups disagreed; 1% said they didn't know, and 7.8% did not respond to the question.

38. Preliminary 1988 pregnancy data supplied by the Indiana State Board of Health, April 1991. Comparisons of Indiana teen childbearing with other states may be found in: Charles Steward Mott Foundation, *A State-By-State Look At Teenage Childbearing In The U.S.*, Flint, MI: Charles Stewart Mott Foundation, 1991. The Federal Government has just released a three-volume series dealing with all aspects of the health of the nation's adolescents: U. S. Congress, Office of Technology Assessment, *Adolescent Health--Vol II: Background and the Effectiveness of Selected Prevention and Treatment Services*, OTA-H-466, Washington, DC: U.S. Government Printing Office, November 1991. Others in the series are: *Adolescent Health--Vol I: Summary and Policy Options*; and *Adolescent Health--Vol. III: Crosscutting Issues in the Delivery of Health and Related Services*, also published in 1991.

39. Expressed positively, 79% of the leaders, but only 67% of the school/organization sample felt "extremely prepared" or "fairly prepared" to become involved in public affairs. Differences in "preparedness" for performing volunteer service in their communities were even larger: 79.6% of the leadership sample, vs. only 59.4% of the school/organization sample. Differences on both items attained statistical significance (chi square significant at <.001). The mean scores for "taking part in public affairs" were 1.90 for the student leaders group and 2.36 for the school group; the mean scores for "volunteering" were 1.93 (leaders) and 2.59 (school sample).

40. J. McKibben, "The Final 1990 Census Total Population Results for Indiana Counties, Cities, and Townships," *Indiana Population Report*, 2, 4, Winter 1991, p. 5; R. Eads and J. Peak, "The 1990 Census," *Indiana Report*, Spring 1990, p. 1.

41. *ICPAC Student/Parent Survey Results, 1987-1991*, Bloomington, IN: ICPAC, 1991, pp. 22-23.

42. *High School and Beyond*; Eulah C. Lauks, *The Meaning of Children; Attitudes and Opinions of a Selected Group of U.S. University Graduates*, Boulder, CO: Westview Press, 1981, p. 5.

43. Indiana Business Research Center, *The Indiana Fact Book*, Bloomington and Indianapolis, IN: IBRC, Indiana University School of Business, 1992, p. 54.

44. These figures represent an improvement over the 1980 census figures showing that 66.4% of Hoosier adults aged 25 or older had graduated from high school and 12.4% had completed four or more years of college. However, Indiana has not kept pace with the nation; the low college graduation rate places Indiana very near the bottom among the 50 states and the District of Columbia. The U.S. figure for high school graduates rose from 66.5% in 1980 to 76.9% in 1989; the corresponding U.S. figures for four or more years of college were 16.2% in 1980 and 21.1% in 1989. Data from the 1990 census were not available when this report was prepared. Sources: R. Kominsky, *Educational Attainment in the United States: March 1989 and 1988*, Current Population Reports, Series P-20, No. 451, Washington, DC: U.S. Bureau of the Census, 1991, pp. 21, 89. U.S. Bureau of the Census, *Statistical Abstract of the United States: 1991*, 111th edition, Washington, DC: U.S. Government Printing Office, 1991.

45. Indiana Department of Commerce, *Indiana's Educational Attainment Status By Region*, May 1983 cited in: The Indiana Curriculum Advisory Council of the State Board of Education, *Indiana Schooling for the Twenty-first Century*, Indianapolis, IN: Indiana Department of Education, 1987, p. 16.

46. *Ibid.*

47. Indiana Economic Development Council, Inc. *Looking Forward*, p. 15; M. Mannix, D. Bowermaster, and S. Burke, "Salary Survey," *U.S. News and World Report*, 111, 20, November 11, 1991, pp. 88f.

48. National Opinion Research Center [NORC], High School and Beyond Information for Users, Base Year (1980) Data, Version 1; Report to National Center for Education Statistics Under Contract NO. 300-78-0208, Chicago: NORC, November, 1980.

49. *High School and Beyond*, 1980 Student Data, NCES, 1981.

50. J. G. Bachman, L. D. Johnson, and P. M. O'Malley, "Preference Changes Among American Youth: Family, Work, and Goods Aspirations, 1976-1986," *Population Development Review*, 16, 1, 1991.

51. Cooperative Institutional Research Program, *The American Freshman: National Norms for Fall 1990*, Los Angeles, CA: Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, 1990, pp. 5-6.

52. J.Dugan, a senior at Breckinridge County High School, Harned, KY, cited in L. Ellis, "Teen-agers and the World Beyond," *The Courier-Journal*, April 29, 1990, p. H1.

FOR FURTHER DISCUSSION

Research usually answers some questions, but raises many more. This was certainly true of the Indiana Youth Poll. In these times of rapid social and economic change, educators, parents, and youthworkers in community settings still too often go about recommending and creating programs and activities to *help* young people without including them in the planning. The Youth Poll shows that students have very definite ideas about the future they envision for themselves. We hope that young people and adults will use this report to stimulate further discussion about the pleasures and the problems of moving from the worlds of adolescence into the worlds of adulthood.

Suggested questions to encourage discussion are:

1. Today, one in four Hoosier students leaves high school before graduation. About half of them eventually go back and finish or earn a GED. What could schools do to help students choose to stay in school? Should there be alternative schools for students who have trouble fitting into the schools that they are expected to attend? What might these schools be like?

2. In 1990, Governor Bayh and Lt. Governor O'Bannon started to take a comprehensive look at the state's programs for economic development. (As far as we can tell, no young people were involved in the process.) We listed some of the Task Force recommendations on page 16. Do you agree or disagree with these recommendations? If these recommendations are carried out, do you think that students will be better prepared to enter the labor force? (Why not write to the Governor and tell him how you feel?)

3. One study, called *The Forgotten Half*, estimated that young people going to college receive an average of $7 in education subsidies for every $1 that goes to subsidize the training of the non-college bound. Do you think this is fair? Why, or why not?

4. About half the Youth Poll participants said they expected to be living outside Indiana when they were 30 years old. Do you think that some will come back when they start to have families? Why or why not? How could Indiana try harder to keep its young people here?

5. Figures 1 and 2 on pages 14 and 15 contain information about the competencies, skills, and personal qualities that American employers feel workers will need if the United States is to remain competitive in a global economy. How are young people expected to gain these attributes today? What could Indiana do to create a better way of helping people prepare for the world of work?

6. A lot of the Youth Poll participants said that they felt unprepared to raise children and manage finances, and to take on volunteer roles or become involved in public affairs in their communities. Are these competencies important? How should young people learn such skills?

7. Martin Luther King, Jr. said, "Everyone can be great because everyone can serve." Yet, when asked about the meaning of success and happiness, very few students included helping others. What role should service to others play in people's lives? How does helping others relate to being successful and happy?

Resources

Listed below are several programs and publications developed to help young people make the difficult transition from adolescent to adult roles. These represent a small sample of the information and materials available in the Indiana Youth Institute Resource Center. The Center is preparing a resource packet relating to the youth-to-adult transition; it will be available in Fall 1992. We encourage you to bring to our attention, other materials and programs that you have found helpful.

Programs

Indiana College Placement and Assessment Center [ICPAC]
2805 East Tenth Street
Bloomington, IN 47405
ICPAC Hotline: (800) 992-2076

ICPAC was created by the Indiana General Assembly in 1986 to improve rates of participation in postsecondary education among Indiana high school students. ICPAC communicates directly with students and their parents through mailed newsletters, surveys, reports of student preparedness for postsecondary education, and informational materials, including **The ICPAC Postsecondary Planner.** *ICPAC operates a 24-hour, toll-free telephone information hotline that enables students and parents to obtain information about institutions, careers, financial aid, admissions requirements, majors, support services, athletics, and other subjects. The Center also engages in research activities to understand decision-making process and services and interventions that affect the decision to pursue postsecondary education.*

IndianaPLUS
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

The IndianaPLUS program is a collaboration that includes the Labor Secretary's Commission on Achieving Necessary Skills [SCANS], the Indiana Department of Education, and Project Literacy US [PLUS], a public service campaign of Capital Cities/ABC. Using a modified version of the SCANS Survey, about 100 Hoosier high school seniors in five communities with ABC/TV affiliates (Indianapolis, Terre Haute, Fort Wayne, Evansville and South Bend-Elkhart), will conduct work-place interviews. The interviews will focus on the work-worlds of entry-level employees. The five groups will each produce a videotape of their work, and will put together a handbook about the working worlds they have studied. The videos and handbooks will be used in presentations to peers and to students Grades 7 and 8. If successful, the organizers hope to expand this pilot program nationwide.

Exploring Division
Boy Scouts of America
Consult your local BSA Council for information

Exploring is a career-oriented program for young men and women ages 15-20. Posts are organized around a career or possible lifetime avocational interest and provide members hands-on experience with the "tools of the trade" under the guidance of professionals.

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Indiana Occupational Information Coordinating Committee
Department of Work Force Development
309 West Washington Street
Indianapolis, IN 46204
(317) 233-3785

Operates the **Career Information Delivery System** *at over 200 sites (including about 150 schools) statewide. The "CHOICE" program allows students to use the computer to explore occupations that interest them. This sophisticated software will turn up clusters of related occupations tailored to student interests, skills and aptitudes, desired work styles, workplace environments, and earnings, etc. It also discusses educational requirements and the outlook for each occupation. Software and installation available at relatively low cost.*

Publications

Communities on the Move: Policy Initiatives to Build a World-Class Workforce. (Washington, DC: William T. Grant Foundation Commission on Work, Family and Citizenship, *et al*, 1991).

The Secretary's Commission on Achieving Necessary Skills. *What Work Requires of Schools; A SCANS Report for AMERICA 2000* and *The SCANS Survey.* (Washington, DC: SCANS, U.S. Department of Labor, 1991).

A. C. Lewis. *Facts and Faith: A Status Report on Youth Service.* (Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988).

M. Bingham, J. Edmondson, and S. Stryker. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning* and *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning.* (Santa Barbara, CA: Advocacy Press, 1988).

Originally developed by Girls Incorporated of Santa Barbara, California, this series of materials is widely used in other youth programs and by individual young people. Additional titles, available from the same publisher include: **Instructor's Guide for Choices and Challenges: A Course in Personal Planning and Self-Awareness for Teen-Aged Women and Men,** *and* **Women Helping girls With Choices: A Handbook for Community Service Organizations.**

B. Lewis. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose--and Turn Creative Thinking into Position Action.* (Minneapolis, MN: Free Spirit Publishing Inc., 1991).

The title says it all! Provides "how-to" information about telephoning, surveying, speaking, reaching the media, etc., how to initiate changes in policies and laws, how to network, and more. Provides a list of government contacts and resource groups that provide opportunities for civic action.

H. C. Boyte and K. S. Hogg. *Doing Politics: An Owner's Manual for Public Life*; and P. Michels, S. Paul, and H. C. Boyte. *Making the Rules: A Guidebook for Young People Who Intend to Make a Difference.* (Minneapolis, MN: Humphrey Institute, 1991).

These two publications help young people discover the meaning of involvement in community life. They seek to empower young people to become change agents and to advocate on their own behalf.

INDIANA YOUTH POLL

Individual Questionnaire

Sex: Male _____ Female _____

Would you describe yourself as:
African Am.___ Asian___ White___
Hispanic___ Am. Indian____
Other _____

Age: _____

Name of School: _____

Grade in school: 9___ 10___ 11___ 12___

Zip Code for where you live: _____

Which of the following people live in the same household with you?

I live alone	____	Mother	____	Own Child	____
Father	____	Stepmother	____	Grandparents	____
St father	____	Foster Mother	____	Aunts/Uncles	____
Foster Father	____	Brothers/Sisters	____	Other	____

What kind of work or job has each of the following done most recently?

Father _____

Stepfather or male guardian _____

Mother _____ _____

Stepmother or female guardian _____

How far did each of the following go in school?

	Mother	Step-Mother	Father	Step-Father
Grade 8 or less	____	____	____	____
High school				
1-3 years	____	____	____	____
4 years or GED	____	____	____	____
Vocational or Business School	____	____	____	____
College				
1-3 years	____	____	____	____
4 years	____	____	____	____
Post Graduate Education	____	____	____	____
Don't know	____	____	____	____

What kind of work for pay do you do after school?

About how many hours do you work each week?

What do you do with the money you earn?

How do you think that the work that you are doing now relates to the work you want to do as an adult?

Some people think that working too many hours after school interferes with school work. Should the government restrict the number of hours young people are allowed to work while school is in session? No _____ Yes _____ Don't Know _____

If you said yes, how many hours a week should youth under 18 be allowed to work? _____

What kinds of extracurricular activities are you involved in? (Include both in-school, such as band, sports, etc., and out-of-school such as church or synagogue youth group, Scouts, etc.)

About how many hours per week do you spend on extracurricular activities? ___

Do you want to finish (check all that apply):

High School	___
Military duty	___
Vocational or Business School	___
College	___
Graduate or Professional School	___

If you do not plan to finish high school, why not?

If you plan to finish high school, but do not intend to go on to school, why?

What do the following people think you <u>ought</u> to do right after you leave high school?

	Go to college	Get a full-time job	Go to vocational school	Don't know	Other (please list)
You	_____	_____	_____	_____	_____
Father	_____	_____	_____	_____	_____
Stepfather	_____	_____	_____	_____	_____
Mother	_____	_____	_____	_____	_____
Stepmother	_____	_____	_____	_____	_____
Guidance counselor	_____	_____	_____	_____	_____
Best friend	_____	_____	_____	_____	_____

Most Americans are working by the time they are about 30 years old. What kind of work would you <u>like</u> to be doing at age 30?

What kind of work do you think that you <u>actually will</u> be doing at age 30?

Where do you think that you will be living at age 30?

In the town where I live now ____
Somewhere else in Indiana ____
Outside of Indiana ____

If you do not expect to be living in Indiana, why not?

What does your mother <u>expect</u> you to be doing at age 30?

What does you father <u>expect</u> you to be doing at age 30?

To what extent do you think the things listed below might prevent you from getting the kind of work that you would like?

	Not at All	Somewhat	A lot	Dnt Knw
Lack of money for education				
No college or place to get training near home				
Lack of transportation				
Parents/family disapprove				
Family or home responsibilities				
Not enough motivation to succeed				
Racism				
Sexism				
Didn't take the right courses in high school				
Don't get high enough grades				
Lack of knowledge about career possibilities				
Don't have the necessary skills				
Lack of intelligence				
Lack of jobs/bad economy				
Job I want doesn't pay enough				
Not knowing the right people				
Not wanting to work hard				

Think about kinds of responsibilities you will have in your adult life in addition to your job or career. How well prepared do you think you are in the following areas:

	Extremely prepared	Fairly prepared	Somewhat unprepared	Very unprepared	Don't know
Running a household	_____	_____	_____	_____	_____
Maintaining a long-term, intimate relationship	_____	_____	_____	_____	_____
Raising children	_____	_____	_____	_____	_____
Staying healthy	_____	_____	_____	_____	_____
Managing finances	_____	_____	_____	_____	_____
Maintaining good friendships	_____	_____	_____	_____	_____
Enjoying leisure time	_____	_____	_____	_____	_____
Deciding what is right and wrong	_____	_____	_____	_____	_____
Being involved in public affairs (voting, working for a political party)	_____	_____	_____	_____	_____
Providing volunteer service in the community	_____	_____	_____	_____	_____
Being able to support myself well	_____	_____	_____	_____	_____
Understanding how to prevent unwanted pregnancy	_____	_____	_____	_____	_____
Balancing work and home responsibilities	_____	_____	_____	_____	_____

Which of the following best describes your grades so far in high school?

Mostly A's	_____	Half B's, half C's	_____	Mostly D's	_____
Half A's, half B's	_____	Mostly C's	_____	Below D's	_____
Mostly B's	_____	Half C's, half D's	_____		

Is there anything about your future plans that we didn't ask, but you would like to tell us?

GROUP QUESTIONNAIRE

Instructions for the Recorder

The recorder's job is the most important. Without clear, accurate and complete notes of the group discussion, we will not have a good understanding of your group's opinions.

The recorder's job is to write down as much as possible of what is being said in response to the questions. Don't decide what would be important for us to know; just write down whatever people say. Encourage everyone to participate and give opinions.

1. Read each question out loud to your group.

2. On the lines provided, indicate the question number and begin writing everything and anything people say in response to the question.

3. After everyone has spoken, go on to the next question.

4. Before you begin, please read this paragraph to your group:

   As group members, please try to make it easy to record your comments by talking slowly and clearly. This does not mean that your answers have to be well planned or carefully worded, although clarity would certainly help. You can be assured of confidentiality since no name will be recorded.

5. **Clip all the Individual Questionnaires for your group to your Group Questionnaire when you are finished.**

1. *What do you like about going to school?*

2. *What do you dislike about going to school?*

3. *When you think of your typical day in school, what words best describe it?*

4. *Do you think you are getting a good education? Why or why not?*

5. *Suppose you could give your school a report card. What grade would you give and why?*

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1. *What are the most important things you learn in school? The least important?*

2. *What kinds of things are you learning in school that you think will help you later on in your life?*

3. *What things are you learning in school that help you now, as a teenager?*

4. *If you could change your school, what three things would you do?*

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1. *Why do some youths decide to skip classes?*

2. *What types of people tend to skip classes?*

3. *Why do some youths decide to drop out of school?*

4. *What types of people tend to drop out?*

5. *Should there be laws forcing those under 16 to be in school? Should this age limit be raised or lowered? To what age? Why?*

1. *America has been thought of as the land of unlimited opportunity where anyone can become successful. What is your reaction to this statement?*

2. *Do young people growing up in Indiana have more, or less, or about the same opportunities as young people growing up in other parts of the country? Why?*

3. *If there are things that keep people from reaching their goals, what are they?*

4. *Are the obstacles that prevent people from achieving their goals different for young men than for young women?*

1. ***What kind of things would you consider to be signs of success in adult life?***

2. ***Would the same things be signs of happiness, or would they be different? Why?***

3. ***What does it mean to be a failure when you are 30 to 40 years old? Would this be the same for men and women? Why?***

It is our hope that many other high schools and youth groups will conduct the Youth Poll among their own constituents. We have included a Copy of the full 1989-90 Youth Poll that may be duplicated without further permission. The Indiana Youth Institute regrets that it cannot provide data analysis services for other groups using the questionnaires. However, we will supply instructions for conducting a youth poll and instructions for coding the data, free of charge.

Additional copies of this report, *Youths' Views of Life Beyond High School*, and copies of the first Indiana Youth Poll report, *Youths' Views of High School Life*, may be obtained from the Indiana Youth Institute. The cost is $7.50 per copy, plus $2.50 postage and handling. If ordered at the same time, the cost for both reports is $13.00 plus $3.00 postage and handling.

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10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

Building a Healthy Body

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

Building Positive Relationships

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

Building Self Acceptance

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

Building Active Minds

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

Building Spirit & Character

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

Building Creativity and Joy

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

Building a Caring Community

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

Building a Global Perspective

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

Building Economic Independence

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

Building a Humane Environment

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.

The Associated Group, a family of insurance, employee benefits and financial services companies, is pleased to help provide Hoosier youth this opportunity to voice their own concerns about issues that affect their lives.

We believe this Youth Poll will offer policymakers, educators and youth workers important information about the development of young people and can lead to more effective youth service delivery.

The Junior League of Indianapolis is an organization of women committed to promoting volunteerism and to improving the community through effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

The Indiana Youth Institute is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, religion, color, sex, national origin, handicap, age or veteran status.

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