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Rural Youth Futures

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Piscataquis & N. Somerset Counties (ME)

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RURAL YOUTH FUTURES: PISCATAQUIS & N. SOMERSET COUNTIES, MAINE

SURVEY RESULTS • SUMMER 2020

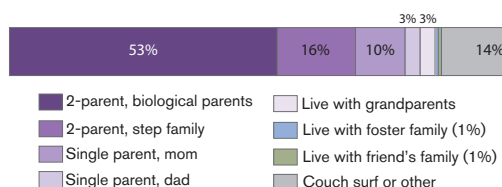
As rural communities face changes in local economies, populations, and workforce needs, what does the next generation of residents and workers value and want? That question was the motivation for the Rural Youth Futures project. Researchers and extension agents from several universities joined forces with local non-profits to find out what middle and high schoolers think in two forest-dependent regions: Piscataquis and north Somerset Counties in Maine and Coos County in Oregon. This is one in a series of fact sheets designed to present summary information to each participating school and county about the perceptions and aspirations of local youth.

APPROACH

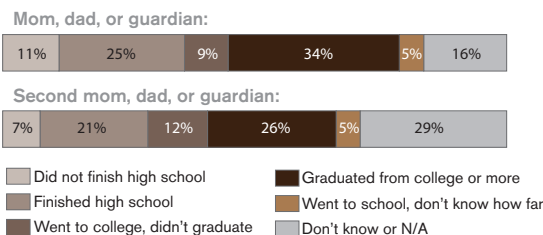
With permission from school principals, students at 5 schools in Piscataquis and N. Somerset Counties in Maine were given a link to an anonymous, electronic survey between February and May, 2019. Participation was voluntary. The schools had a combined 666 students enrolled during 2018–2019, 578 of which took the survey for a participation rate of 87%. Every question was optional, so the number of responses varies by question. Fact sheets for all schools and each county are available online at: <http://ewp.uoregon.edu/RuralYouth>.

DEMOGRAPHICS

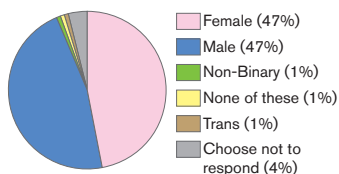
Describe the family structure you live with:



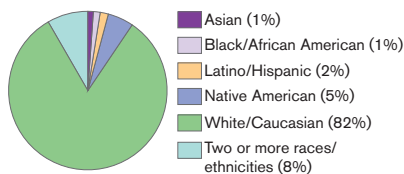
What level of education did your parents or guardians, whom you live with, complete?



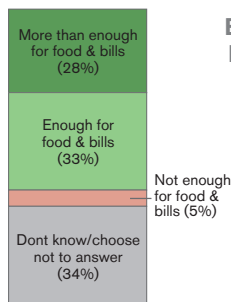
Gender that you identify as:



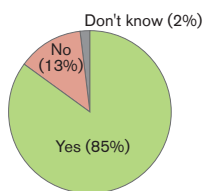
Category that best describes you:



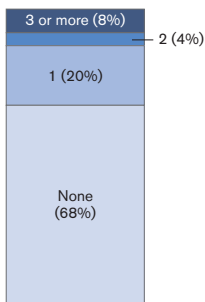
Perception of family finances:



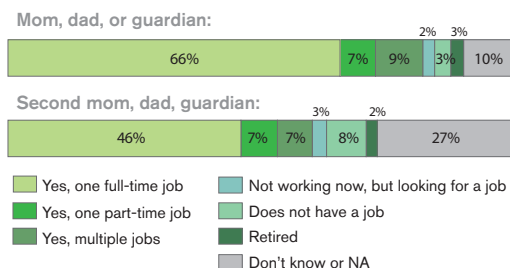
Born in Piscataquis or N. Somerset County:



School changes from moving in past 5 years:



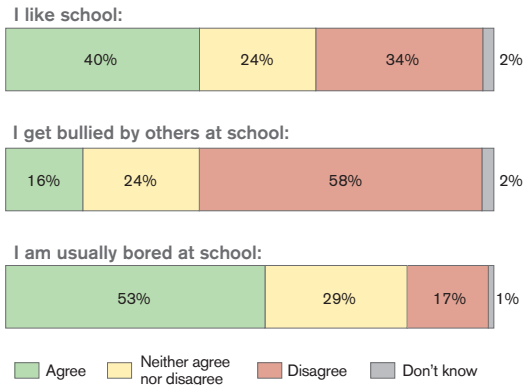
Do your parents or guardians work for pay?



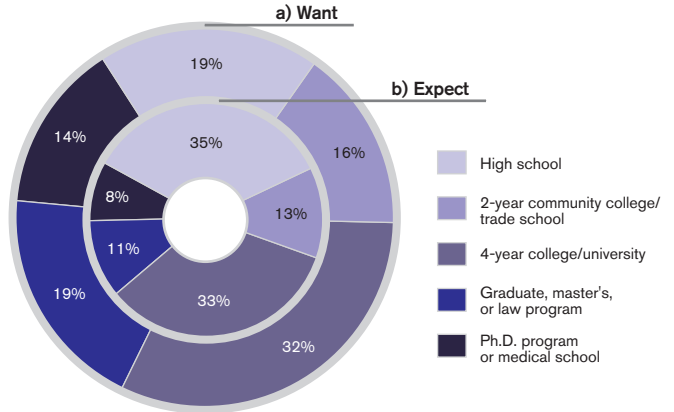
SCHOOL RESULTS

Schools in rural communities are critical. They bring families together, support civic interaction, and foster workforce development. Schools also influence youth aspirations for future education. To learn more about these things in Piscataquis and North Somerset County schools, we asked students to tell us about their school experience and future goals, what they felt were barriers to those goals, and the extracurricular activities they participated in.

How much do you agree or disagree with the following statements about your school?

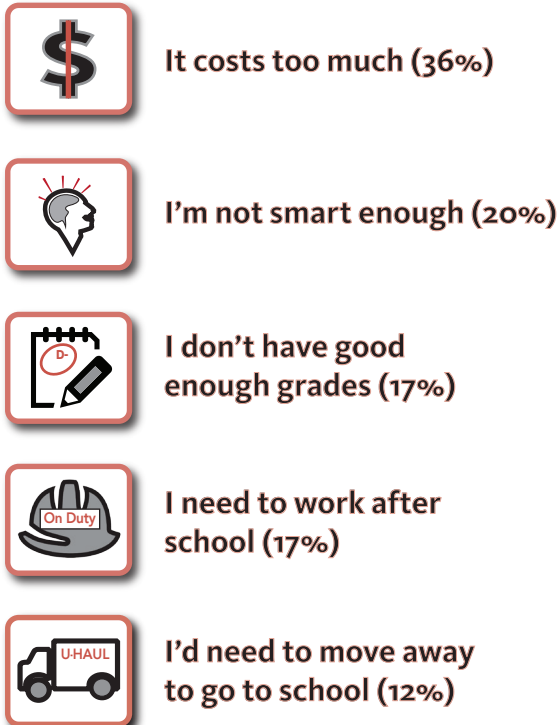


What is the highest level of education that you a) want, and b) expect to complete?



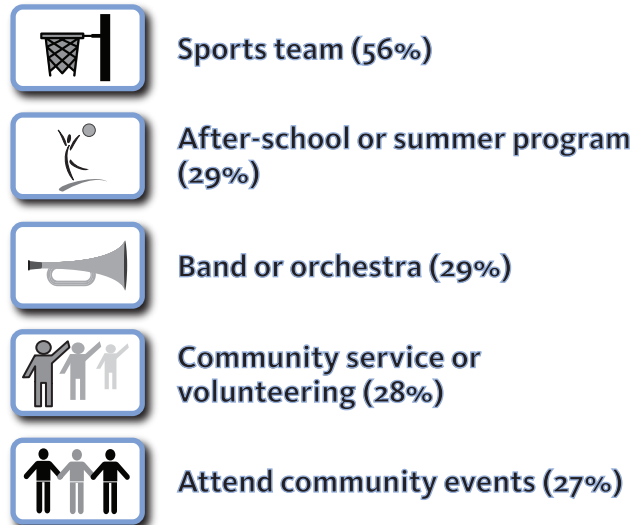
What could prevent you from going as far in school as you would like?

TOP 5 BARRIERS

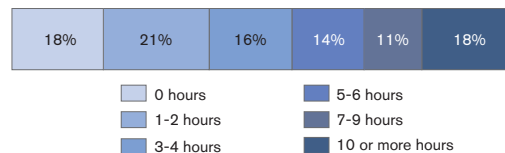


Which of the following activities have you participated in the last year?

TOP 5 ACTIVITIES



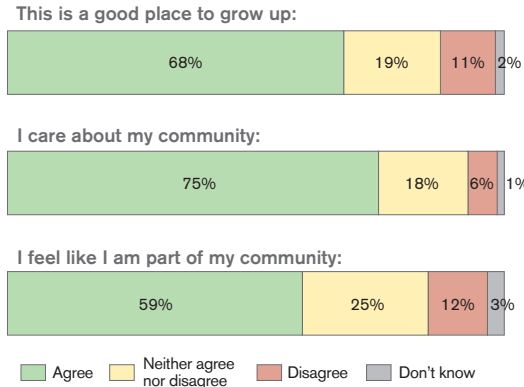
On average, how many hours per week do you spend participating in all the above activities combined?



COMMUNITY RESULTS

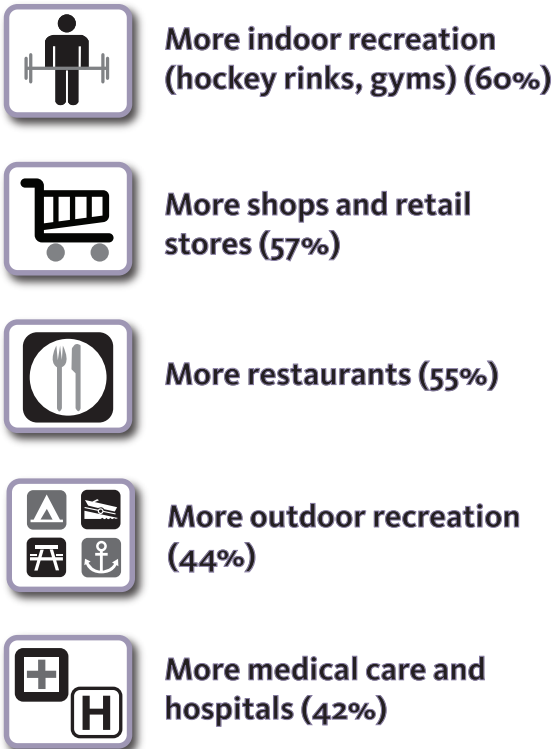
Increasing the number of young people and working families is a critical issue in many rural towns. Natural amenities and attachment to community can retain young people or attract in-migration. We asked students to tell us about their community to better understand what the community has to offer. We also asked them where they want to live in the future to see if there's an interest in living in these places among young people.

How much do you agree or disagree with the following statements about your community:

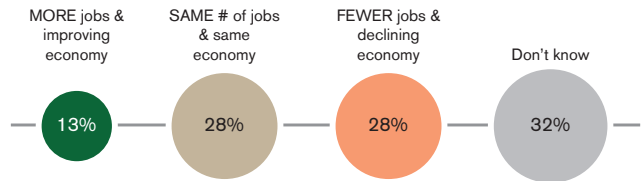


What would you like to see more of in your community?

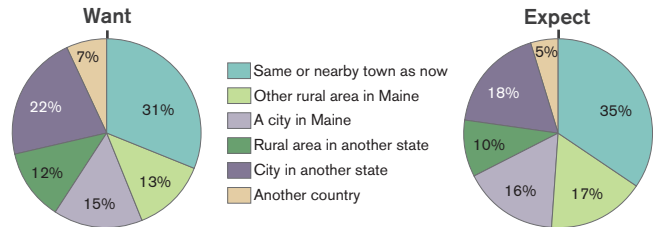
TOP 5 WISHES



Where do you see your community in the future in terms of jobs and the economy?



Where do you want to live and expect to live when you are 30 years old?



Do you think the following are important problems facing your community?

