

# Youth Education & Employment Survey Results

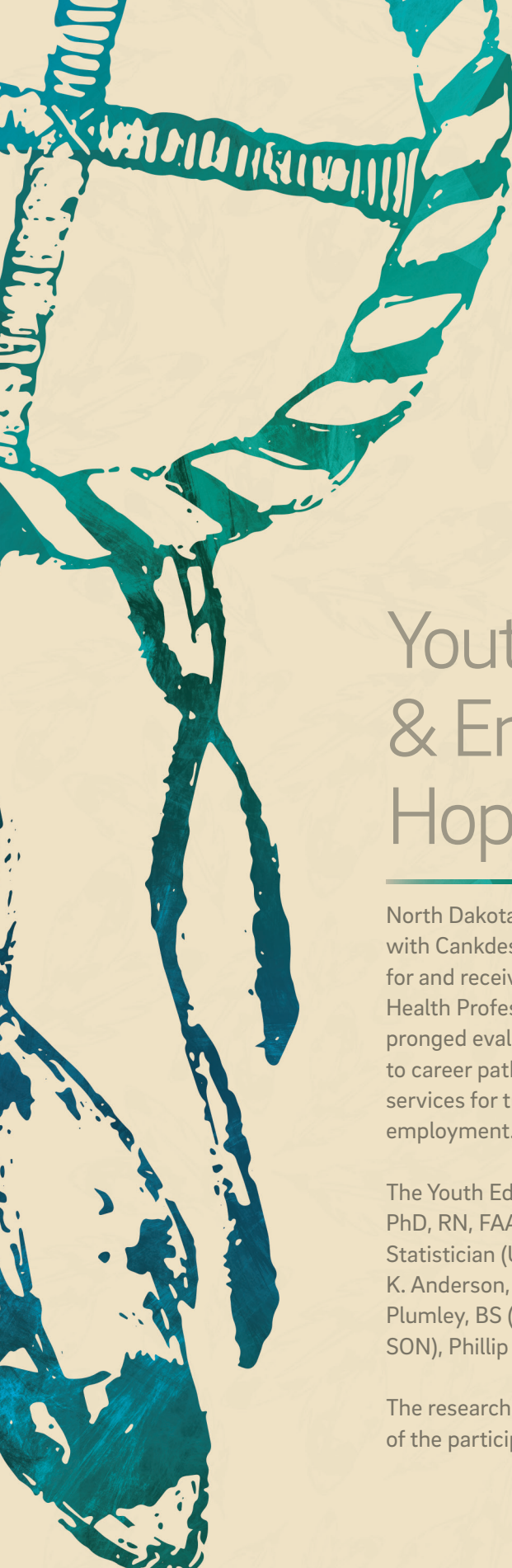
Hope Project:  
Devils Lake High School  
*Devils Lake, North Dakota*



CANKDESKA CIKANA  
COMMUNITY COLLEGE  
*Spirit Lake Dakota Nation*



**NDSU** SCHOOL  
OF NURSING



# Youth Education & Employment Hope Survey

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North Dakota State University School of Nursing (NDSU SON), in collaboration with Cankdeska Cikana Community College (CCCC) Next Steps Program, applied for and received one of the five University Partnership Research Grants for Health Professional Opportunity Grants (#90PH0019). This grant was a multi-pronged evaluation of the Next Steps Program and focused on projects relevant to career pathways in the health professions, including education and training services for tribal communities to overcome barriers to higher education and employment.

The Youth Education and Employment survey was conducted by Loretta Heuer, PhD, RN, FAAN (NDSU SON) with data analysis by Marilyn G. Klug, PhD, Statistician (UND Center for Rural Health). The research team included Melinda K. Anderson, DNP, RN (NDSU SON), Mary Leff, MS, MBA (NDSU SON), Jessica Plumley, BS (NDSU SON), Winta Yallew, MPH (NDSU), Skylar Wehri (NDSU SON), Phillip Longie, BS (CCCC), and President Cynthia Lindquist, PhD (CCCC).

The research team would like to thank the superintendents, principals and staff of the participating high schools for their help in making this study possible:

## Spirit Lake Nation

**Devils Lake:** Ryan Hanson, Principal; Lisa Gathman, Administration Assistant  
**Four Winds - Fort Totten:** John Lohnes, Principal;  
Carmen Littlewind, Administration Assistant;  
Walter Hollifield, Business Manager; Kristi Black, Counselor  
**Minnewaukan:** Ronald Carlson, Principal; Billy Weixel, Administration Assistant  
**Warwick:** Dean Dauphinais, Superintendent; Kimberly Nelson, Counselor;  
Tara Thomas, Administration Assistant

## Mandan, Hidatsa, Arikara Nation

**Mandaree:** Carolyn Bluestone, Superintendent/Principal  
**New Town:** John Gartner, Principal  
**Parshall:** John Weidner, Superintendent; Mark Grueneich, Principal;  
Tammy Janz, Administration Assistant  
**White Shield - Roseglen:** Michael Jensen, Principal

## Standing Rock Nation

**Standing Rock Community/Fort Yates High School - Fort Yates:**  
Bernadette Dauenhauer, Principal; Chera Plante, Administration Assistant  
**Selfridge:** Kristi Miller, Principal  
**Solen:** Jeffrey Brandt, Principal

## Turtle Mountain Nation

**Turtle Mountain Community High School - Belcourt:**  
John Laducer, Principal; Andrea Laverdure, Counselor;  
Raylene Parisien, Administration Assistant

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*Pilamaya Mah zah gih dats Gostatate Washiraheresh Miigwech Thank you!*



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## Prelude to this Study

To gain an understanding of the transition of American Indians into higher education and employment in the nursing profession, eleven nurses and twenty-nine student nurses were interviewed. The majority of the participants reported they had aspirations for a professional nursing career since they were children, but lacked the self-confidence to enroll in area colleges or universities after graduating from high school. Therefore, they worked in jobs that had limited financial security and opportunities for career advancement. The results of this study led to the development of the *Education and Employment Hope (Self-Reliance) Assessment of High School Juniors and Seniors on ND American Indian Reservations* research study.

# Introduction & Purpose

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## Introduction

In 2015, high schools located within or near North Dakota American Indian reservations were invited to participate in a survey to assess students' hope for future education and employment. This study was conducted after permission was granted from principals of the 12 schools participating in the survey, the NDSU Institutional Review Board and Tribal Institutional Review Boards including Spirit Lake Tribal Resolution A05-12-087.

After survey information and consent forms were mailed to parents/guardians, the survey was administered to 11th and 12th grade students from February through April, 2015. In addition to parent/guardian permission, students were given the choice to participate. A total of 515 students completed the survey from high schools located on or near the four North Dakota Tribal Nations.

The Spirit Lake Nation schools included Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan Hidatsa Arikara Nation included Mandaree, New Town, Parshall and White Shield high schools. Standing Rock Nation included Fort Yates, Selfridge and Solen high schools. Turtle Mountain included Turtle Mountain Community High School. Throughout this report, "All Schools" refers to these twelve high schools.

## Purpose

The purpose of this study was to assess American Indian 11th and 12th grade high school students' hope for attaining their future goals in higher education and employment.



# The Value of the “Hope Survey”

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Data from the Hope survey provides information about students’ self-confidence in reaching their goals, their sources of support, and their perceptions of possible barriers to future education and employment. These survey results add to the understanding about students’ perceived “self-reliance,” and the degree to which they feel confident to make choices, take action and take charge of their lives.

The survey questionnaire used in this study is based on the work of Phillip Young P. Hong and colleagues from Loyola University, IL (Hong, 2009, 2012, 2013, 2014). The author granted permission for use and adapted the questionnaire to include hope for future education.



# Scope Limitations

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Although this study is one of the largest surveys conducted in North Dakota high schools that serve large populations of American Indian students, it does not represent all American Indian high school students in North Dakota. It is acknowledged that many high schools throughout North Dakota serve American Indian students; however, the scope of this study was limited to high schools that are located on or near American Indian reservations. Thus, many American Indian students who live in dense population centers away from American Indian reservations, such as Bismarck, Fargo, Grand Forks, and Minot, were not included in this project.

## Data Reporting Limitations

This report is based on mean or average scores ( $\bar{x}$ ) to ensure that all schools of varying size receive an individualized report of their results while preserving student anonymity. In addition, the use of mean or average scores provides a standard way of viewing results across all schools, regardless of size.

Mean scores are one way of providing a first look at results. They help to draw attention to areas where more questions should be explored, but caution is needed to ensure that conclusions are not based on mean scores alone. The Appendix included at the end of this report provides another level of detail about individual school results including the four individual schools from Spirit Lake Nation, Spirit Lake Nation aggregate, and All Schools data.



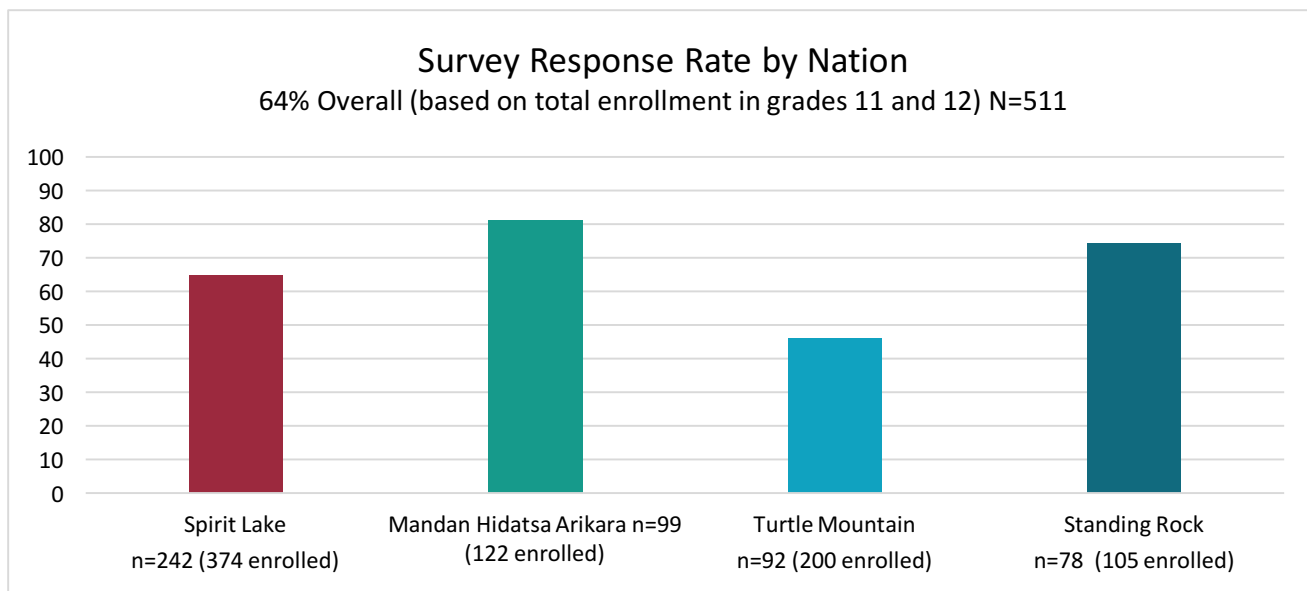
# Survey Response Rate & Demographics

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The overall survey response rate was 64% based on the total number of students enrolled in 11th and 12th grade at participating schools compared to the number of students who participated the day of the survey (See Figure 1). The survey was administered only one time at each school, and students needed to be present to participate. The combined enrollment for both 11th and 12th grade students from All Schools was 801 students. There were 515 students who participated in the survey, of which 511 were valid surveys to be used in the data.

At Devils Lake, 167 of the 250 (67%) enrolled 11th and 12th grades participated in the survey.

Of the 167 students, 11% self-identified as American Indian/Native American (See Table 1). Age categories and the percentage patterns of male and female students at Devils Lake were comparable to those of students from Spirit Lake Nation schools and All Schools. Devils Lake had the largest number of students participating in the survey and the smallest number of American Indians as a percent of total participants. The large survey response from Devils Lake had a disproportionate impact on the results of Spirit Lake Nation and All Schools in the categories of Race/Ethnicity and Employment. Additional detail is presented in Appendix Table A.



**Figure 1. Survey Response Rate by Nation.** The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.

**Table 1. Demographics of Students Participating in the Hope Survey**

Demographics	Devils Lake N=167	Devils Lake (%)	Spirit Lake Nation N=242	Spirit Lake Nation (%)	All Schools N=511	All Schools (%)	
<b>Race/Ethnicity</b>	<b>n=164</b>	<b>100%</b>	<b>n=239</b>	<b>99%</b>	<b>n=506</b>	<b>99%</b>	
American Indian/Native American	19	11%	91	38%	335	66%	
Other *	145	88%	148	61%	171	33%	
Missing Data	3	1%	3	1%	5	1%	
<b>Gender</b>	<b>n=165</b>	<b>99%</b>	<b>n=240</b>	<b>99%</b>	<b>n=508</b>	<b>99%</b>	
Male	83	50%	126	52%	259	50%	
Female	82	49%	114	47%	249	49%	
Missing Data	2	1%	2	1%	3	1%	
<b>Age</b>	<b>n=165</b>	<b>99%</b>	<b>n=238</b>	<b>98%</b>	<b>n=500</b>	<b>98%</b>	
16	25	15%	37	15%	100	20%	
17	94	56%	132	55%	255	50%	
18-19	46	28%	69	28%	145	28%	
Missing Data	2	1%	4	2%	11	2%	
<b>Employment</b>	<b>n=157</b>	<b>94%</b>	<b>n=227</b>	<b>94%</b>	<b>n=469</b>	<b>92%</b>	
Currently Employed	Yes	100	60%	110	46%	172	34%
	No	57	34%	117	48%	297	58%
Missing Data	10	6%	15	6%	42	8%	

\*"Other" includes Caucasian students and students who self-identified their Race/Ethnicity as Mexican/Chicano-American, Puerto Rican/Latin-American, Asian/Pacific Islander, White or Other. "Multi-racial" was not one of the categories listed as a race/ethnicity choice on the survey. Students who listed more than one race/ethnicity were counted only once in the numbers in Table 1 and Appendix Table A, based on the race/ethnicity that they listed first on their survey.



# Student Self-Confidence

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High school students responded to eight statements about their self-confidence (See Figure 2). Scores ranged from one to five, with a higher score indicating higher self-confidence. Devils Lake students rated their self-confidence higher on all questions when compared to Spirit Lake Nation schools and All Schools, with the exception of “When facing difficult tasks, I am certain that I will accomplish them.” The total confidence mean for Devils Lake students was  $\bar{x}=4.08$  as compared to  $\bar{x}=4.01$  for Spirit Lake Nation and  $\bar{x}=3.96$  for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

### Self-Confidence Survey Response by Question

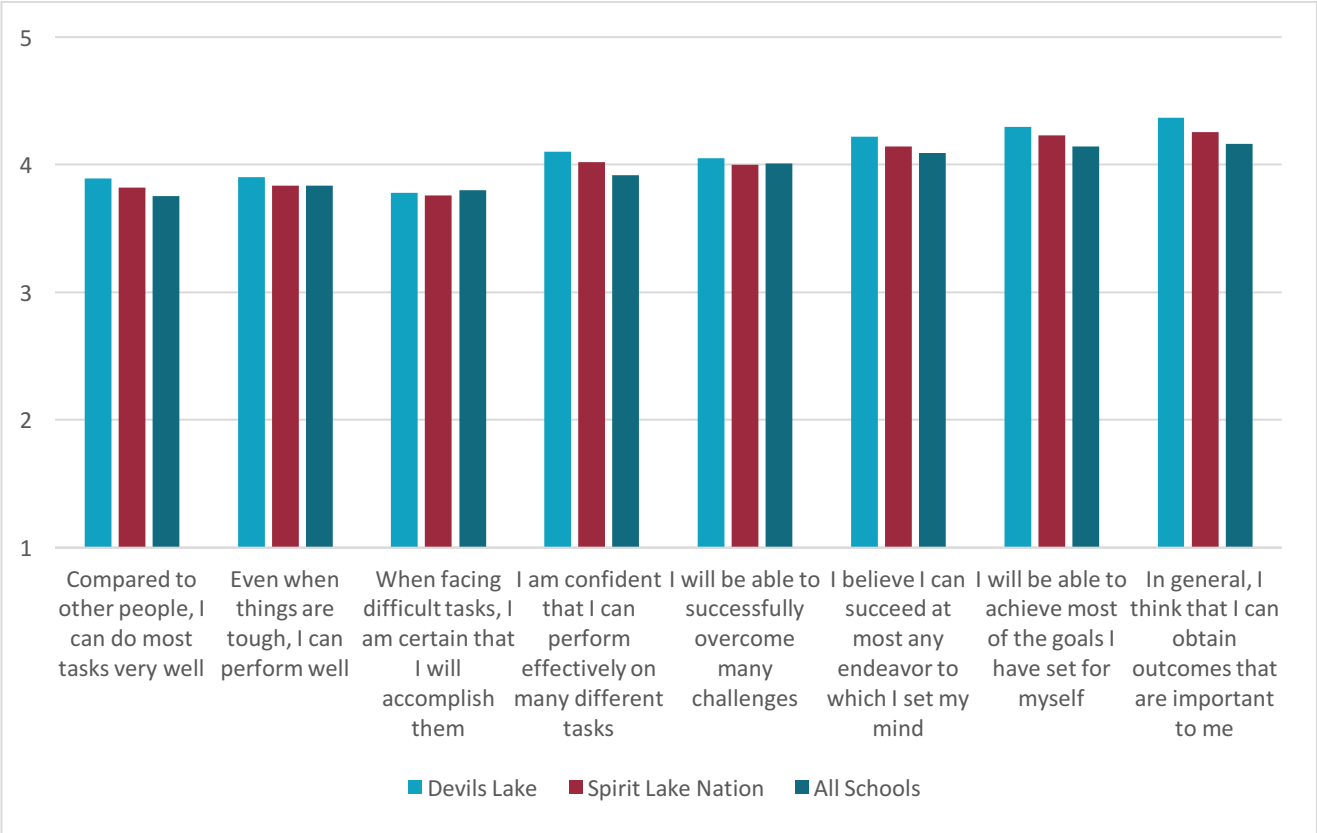


Figure 2. Self-Confidence Ratings of Students



# Future Education

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## Confidence in Achieving Future Education

Students' confidence of achieving their future educational goals at community colleges, tribal colleges, four-year colleges or universities was measured by 26 general statements on a ten-point scale, where scores could range from zero to ten, with ten indicating highest confidence. Results are listed in Figure 3, beginning with statements that reflect the greatest amount of student confidence to those that reveal the least amount of student confidence. The order of responses is based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for Devils Lake High School.

Devils Lake students' highest confidence was reflected in the statement that they were not thinking of dropping out of high school. Devils Lake students' confidence ranked higher on 18 of the 26 education statements when compared to Spirit Lake Nation and All Schools data (See Figure 3).

The 26 statements were further split into two categories, feelings about future education and goals towards future education. An overall total confidence score was also calculated.

Devils Lake students' mean for the feelings category was  $\bar{x}=8.11$ , which was higher than the means for Spirit Lake Nation Schools ( $\bar{x}=7.91$ ) and All Schools ( $\bar{x}=7.91$ ).

Devils Lake students' average for the goals category was  $\bar{x}=8.22$ , which was also higher than the means for Spirit Lake Nation Schools ( $\bar{x}=8.06$ ) and All Schools ( $\bar{x}=8.00$ ).

The overall education confidence level of the Devils Lake students was  $\bar{x}=7.66$ , which again was higher than Spirit Lake Nation ( $\bar{x}=7.50$ ) and All Schools ( $\bar{x}=7.48$ ). Additional detail on the students' confidence in achieving future education is presented in Appendix Table C.

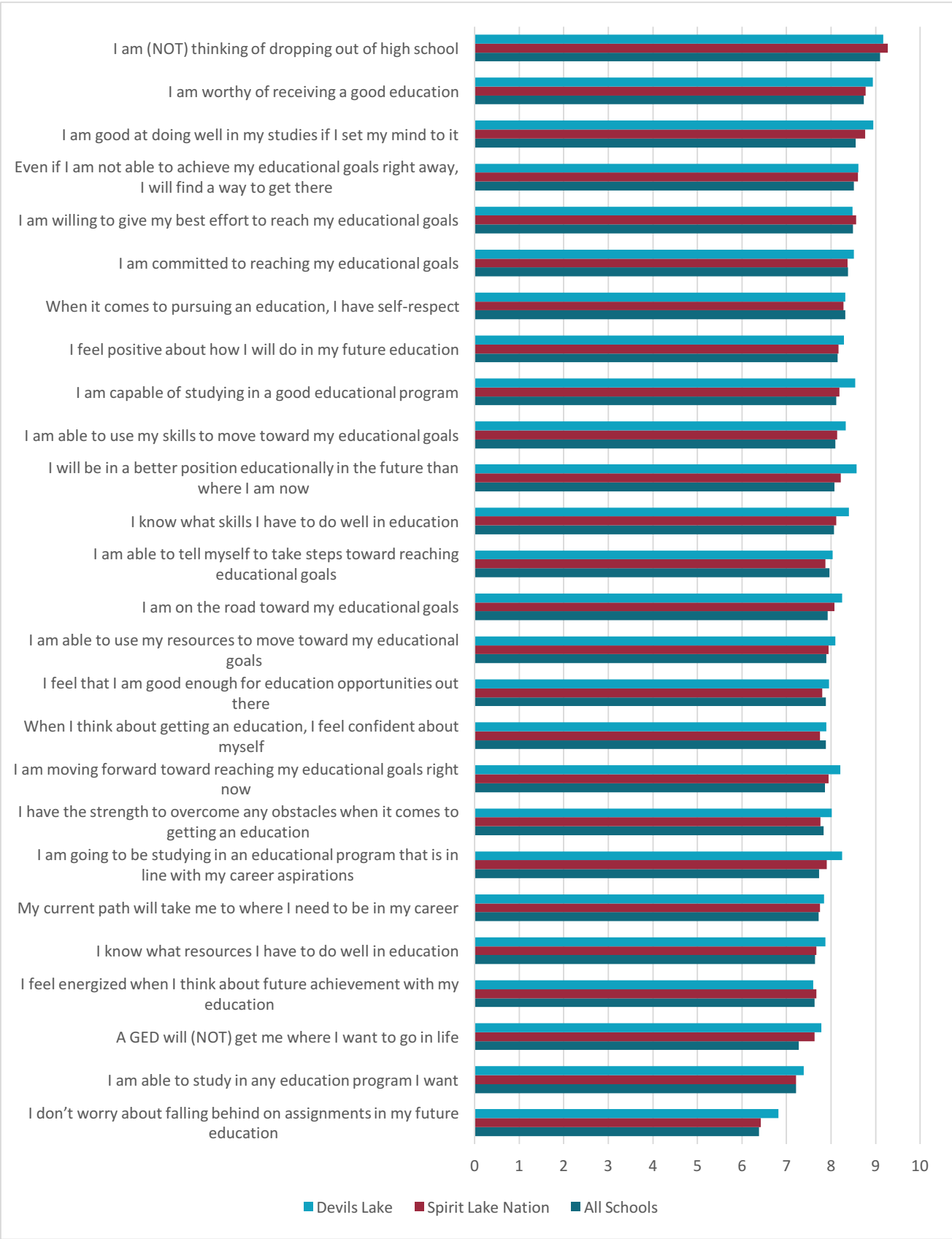


Figure 3. Confidence in Achieving Future Education

# Challenges to Future Education

The top ten “Challenges to Education” identified by students out of 24 possible responses are displayed in Figure 4. Students rated these statements on a five-point scale, where scores could range from zero to five, with five indicating highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

Devils Lake students ranked the lack of information about career options as their greatest challenge toward a future education. Devils Lake students’ rankings were lower in all 10 future educational challenges when compared to Spirit Lake Nation and All Schools data (See Figure 4).

The 24 statements were further divided into four categories: external challenge (drug/alcohol addiction, domestic violence, bullying, physical disabilities and mental illness); challenges of self-confidence (fear of rejection, lack of confidence, lack of coping skills, anger management, past criminal record); challenges obtaining support (racial discrimination, transportation, lack of stable housing, being a single parent, childcare, cannot read or write well, no colleges in area, need to take care of family members); and challenges obtaining information (lack of information about college; lack of information

about career options). A total overall challenge score was also calculated.

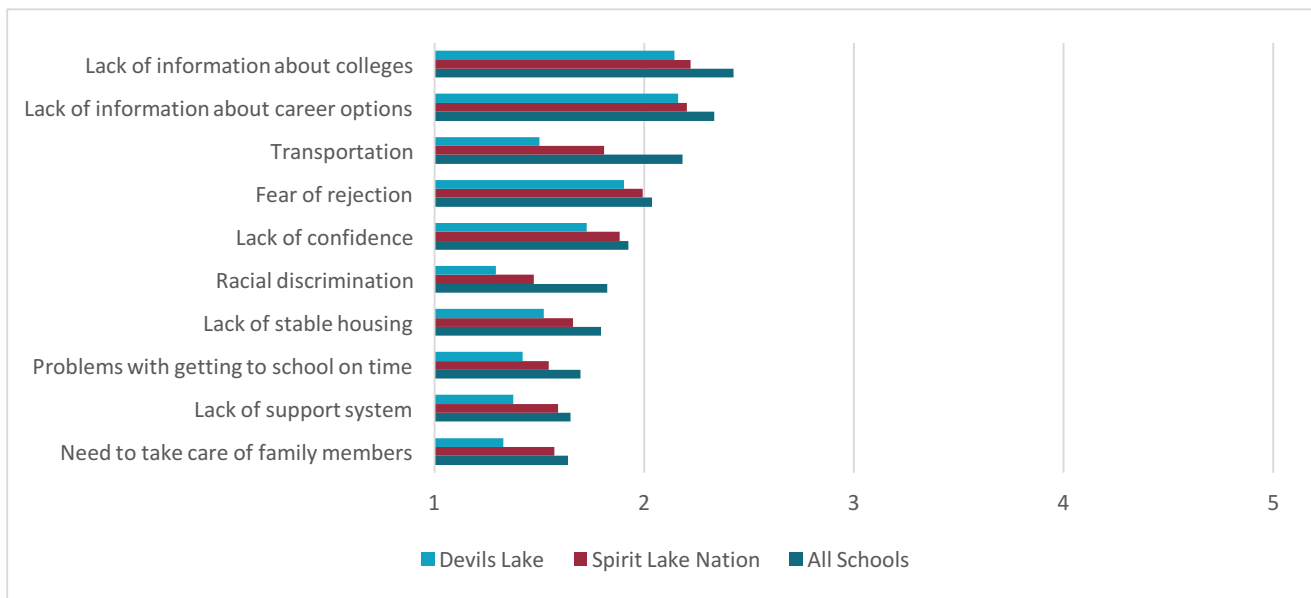
The external category mean for Devils Lake students was  $\bar{x}=1.29$  and measured similar to Spirit Lake Nation ( $\bar{x}=1.27$ ) and All Schools ( $\bar{x}=1.33$ ).

The self-confidence category measure of  $\bar{x}=1.47$  for Devils Lake students was lower than both Spirit Lake Nation ( $\bar{x}=1.58$ ) and All Schools ( $\bar{x}=1.65$ ) students.

The average for the support category was  $\bar{x}=1.31$  for Devils Lake students, which was lower when compared to Spirit Lake Nation ( $\bar{x}=1.48$ ) and All Schools ( $\bar{x}=1.63$ ).

The Devils Lake students’ mean score for the information category was  $\bar{x}=2.15$ , which was lower than All Schools ( $\bar{x}=2.39$ ) and slightly higher than Spirit Lake Nation ( $\bar{x}=2.22$ ).

The overall education challenge mean for Devils Lake students was  $\bar{x}=1.43$ , which was lower than Spirit Lake Nation schools ( $\bar{x}=1.53$ ) or All Schools ( $\bar{x}=1.64$ ). Additional information on future educational challenges are shown in Appendix Table D.



**Figure 4. Future Educational Challenges**



# Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" The results were similar to other students from Spirit Lake Nation schools and All Schools. Overall, 30% of Devils Lake students believed that GEDs were easier to obtain, which was similar to the beliefs of Spirit Lake Nation (29%) and All Schools (30%). In comparison, 20% of Devils Lake students thought GEDs equaled high school diplomas, which was comparable to Spirit Lake Nation (20%) but slightly lower than their peers at All Schools (23%) (See Table 2).

Devils Lake students were asked why it was easier to obtain a GED, and 45 responded. Fourteen Devils Lake students specifically stated that, "earning a GED is an easier and efficient option... [and has] the same requirement and skill level to a diploma." Other Devils Lake students reported that getting a GED was easier, "because you do not have any stress put on you compared to school." Eight students commented

similarly that, "it's just one test, a GED requires less education." While 12 students recognized the difference in time commitments between earning a GED and high school diploma. One student commented, "you can get a GED very fast but you have to wait through 4 years of high school," and another student responded, "it [earning a GED] takes more to study... than to sit through high school."

Devils Lake students were asked why it was not easier to get a GED, and 91 students responded. Sixteen students reported that a GED would negatively impact their future career goals in some way as shown in the following comment, "...a high school diploma will get you better jobs in the future." One student reported that, "you do this [GED] on your own time rather and other peoples, which isn't always how life goes." Some students believed high school was beneficial as one student responded, "I think it is more rewarding to stay in school," while eight other students responded similarly with, "I think it is easier to stay in school and do good while you are here."

**Table 2. Comparison of Students' Thoughts About General Education Diplomas (GEDs)**

General Education Diploma Questions		Devils Lake N=167		Minne- waukan N=19		Warwick N=13		Four Winds N=43		Spirit Lake Nation Schools N=242		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	50	30%	6	32%	1	8%	13	30%	70	29%	152	30%
	No	108	65%	13	68%	11	85%	29	67%	161	67%	343	67%
Missing Data		9	5%	0	0%	1	7%	1	2%	11	4%	16	3%
Is a GED equal to a high school diploma?	Yes	33	20%	3	16%	3	23%	9	21%	48	20%	116	23%
	No	126	75%	16	84%	10	77%	34	79%	186	77%	377	74%
Missing Data		8	5%	0	0%	0	0%	0	0%	8	3%	18	3%

# Educational Support

Students identified people who would support them if they decided to continue their education in health-related fields. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses are based from the highest to lowest percentage from All Schools data. Individual school results may differ from the percentages as illustrated in the results for Devils Lake High School (See Table 3).

Overall, Devils Lake students believed eight individuals ( $\bar{x}=8.02$ ) would support them to continue their education after graduation, which was comparable to their peers from Spirit Lake Nation ( $\bar{x}=7.82$ ) and All Schools ( $\bar{x}=7.61$ ) when rounded up.

The most common sources of support for Devils Lake students included parents (93%), teachers (87%), aunts (84%), friends (84%), grandparents (83%), uncles (81%), school counselor (79%) and siblings (72%).

In one open-ended question, students reported other family members who would support their education in a health-related field. Devils Lake students listed cousins (n=10), everyone (n=2), guardians and Jesus. The second open-ended question addressed, "Someone else?" Four Devils Lake students shared God (n=2), dog and everyone as those who would provide support.

**Table 3. Sources of Support for Achieving Future Education**

Supporters	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	%	%	%	%	N	%	N	%
Parents	93%	86%	74%	77%	216	89%	454	89%
Teacher(s)	87%	91%	74%	85%	209	86%	427	84%
Aunts	84%	79%	84%	85%	201	83%	419	82%
Friends	84%	74%	74%	92%	199	82%	415	81%
Uncles	81%	67%	89%	69%	190	79%	402	79%
Grandparents	83%	72%	95%	77%	197	81%	401	78%
School counselor	79%	84%	74%	92%	192	79%	387	76%
Siblings	72%	77%	95%	85%	183	76%	381	75%
Spouse or partner	40%	40%	47%	69%	101	42%	49	43%
Co-workers	54%	23%	37%	46%	114	47%	210	41%
Family support	22%	28%	16%	46%	57	24%	134	26%
Other family members	10%	26%	16%	31%	35	14%	91	18%
Children	13%	21%	11%	23%	35	14%	83	16%
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>
<b>Number of Supporters</b>	8.02	7.14	7.53	8.00	235	7.82	499	7.61

# Post High School Educational Plans

As detailed in Figure 5, Devils Lake students listed a mix of post-graduation plans, but a lower percentage planned to enroll in community or tribal colleges than their peers from Spirit Lake Nation and All Schools. Moreover, when compared to Spirit Lake Nation and All Schools students, a higher percentage of Devils Lake students planned to attend four-year colleges or universities. Additional information on post high school education plans are displayed in Appendix Table E.

Devils Lake students interested in attending community or tribal colleges planned to attend Region State College in Devils Lake (n=25), Cankdeska Cikana Community College in Fort Totten (n=7), North Dakota State College of Science in Wahpeton, Northland Community & Technical College in East Grand Forks and Josef's School of Hair Design in Fargo as potential choices.

Career choices of Devils Lake students who planned to attend community or tribal colleges included general education classes (n=5), nursing (n=4), art or graphic design (n=4), law enforcement (n=3), electrician (n=2), mechanics (n=2), information technology, massage therapy, wildlife management, early childhood education, childcare and six students were undecided.

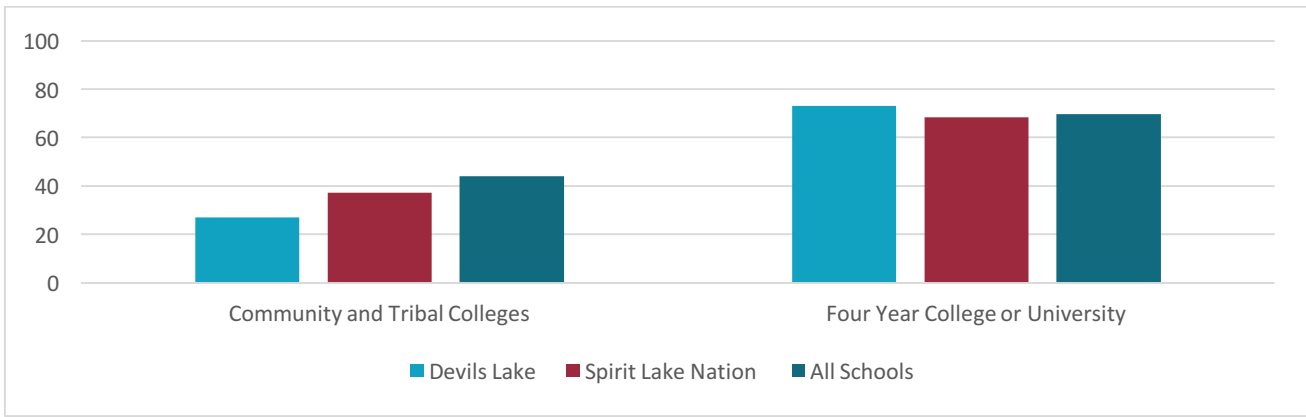
Ten Devils Lake students who did not plan to attend community or tribal colleges responded that they were "Not native," while eight expressed their desire to attend a university. Seven students stated that, "community or tribal colleges were not what they wanted to succeed in their career goals."

When compared to Spirit Lake Nation schools, Devils Lake students had a higher percentage of students interested in four-year colleges or universities. Devils Lake students planned to attend in-state colleges or universities including University of North Dakota in Grand Forks (n=30), North Dakota State University in Fargo (n=20), Dakota College of Bottineau in

Bottineau (n=2), Mayville State University in Mayville (n=1), Rasmussen College in Fargo, or Valley City State University in Valley City, University of Mary in Bismarck, Minot State University in Minot, or University of Jamestown in Jamestown (n=3). Examples of out of state colleges or universities included Institute of American Indian Arts in Santa Fe, Massachusetts Institute of Technology in Cambridge, Minnesota State University-Moorhead in Moorhead, Northern State University in Aberdeen, Northern Michigan in Marquette, Stanford University in Stanford, South Dakota School of Mines & Technology in Rapid City, South Dakota State University in Brookings, University of California-Los Angeles, University of Kansas in Lawrence, University of Minnesota-Crookston in Crookston, University of Minnesota-Duluth in Duluth, University of Nebraska in Lincoln, or University of Oregon in Eugene. Additionally, two students planned to attend "some place out of state" and two other students wanted "somewhere bigger."

Career choices of Devils Lake students who planned to attend four-year colleges or universities included teaching or education (n=13), nursing (n=9), agriculture, agronomy, plant sciences (n=7), engineering (mechanical, petroleum) (n=6), wildlife biology, zoology (n=5), business, marketing, management, financial (n=5), medical field (n=5), social work (n=4), physical therapy (n=3), law enforcement (n=2), and psychology. Sixteen students were undecided of their career path (n=16).

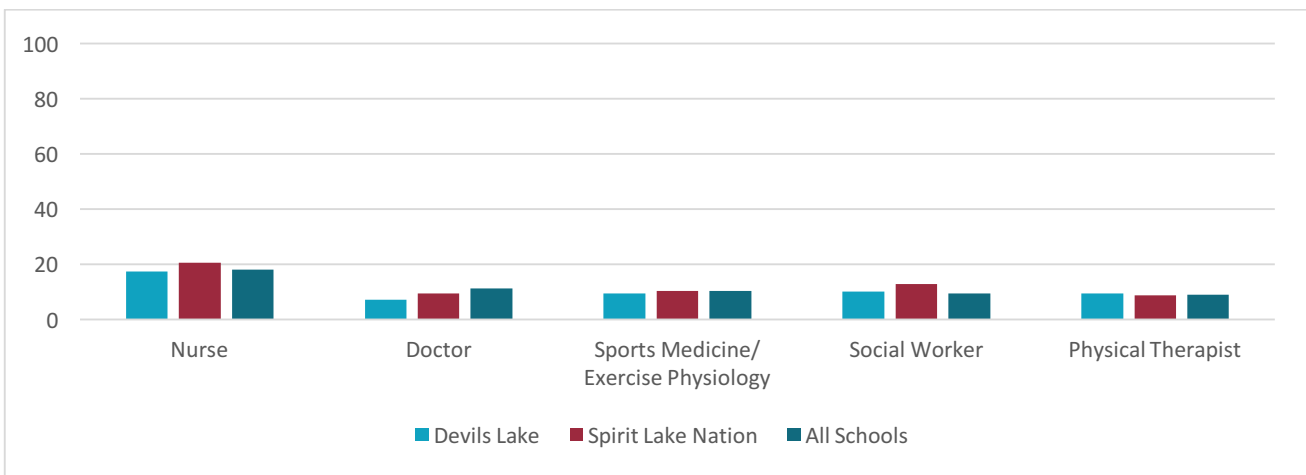
Six Devils Lake students reported they did not plan to attend four-year colleges or universities, they explained that it was "too expensive," while two expressed that "my program is a 2 year," but another student stated, "I'm not smart enough." Other reasons for not attending included "don't want to attend a big college" and "have a good paying job without college debt." Two students shared they were "getting their generals closer to home" while two others revealed they "don't like school."



**Figure 5. Future Educational Plans**

Of the 167 students surveyed, 36% were interested in health careers, which was slightly lower than their peers at Spirit Lake Nation (38%) and All Schools (40%). Students who indicated interest in health careers were asked to choose their top three health career choices from a list of 20 choices that included nurse, nurse practitioner, pharmacist, doctor, physician assistant, imaging (X-ray) technician, laboratory technician, dietician, dental assistant, social worker, emergency medical technician (EMT), paramedic, physical therapist, occupational therapist, sports medicine/exercise physiology, counselor, dentist, dental hygienist, chiropractor, and other. All Schools students top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, Devils Lake students' strongest interest was in nursing (21%). Ten percent of Devils Lake students were interested in career as a physical therapist in contrast to Spirit Lake (9%) and All Schools (9%). Although, in comparison to Spirit Lake Nation (10%) and All Schools students (11%), a lower percentage of Devils Lake students planned a career in medicine (7%). An open-ended question, "Other" was provided. Devils Lake students wrote in massage therapy (n=3), chiropractor, lawyer, therapist, NICU nurse, and veterinary technician. Additional information regarding healthcare interests is shown in Appendix Table F.



**Figure 6. Health Careers of Interest to Students**

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested in health careers. Devils Lake students responded with career interests in nursing (n=4), art/graphic design (n=4), law enforcement (n=3) mechanic (n=2), electrician (n=2) and four students were interested in working with children.



# Future Employment

## Confidence in Obtaining Future Employment

Students' confidence of achieving future employment was measured by 24 general statements on a ten-point scale, where scores could range from zero to ten, with ten indicating highest confidence. Results are listed in Figure 7, beginning with statements that reflect the greatest amount of student confidence to those that reflect the least amount of student confidence. The order of responses is based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for Devils Lake High School.

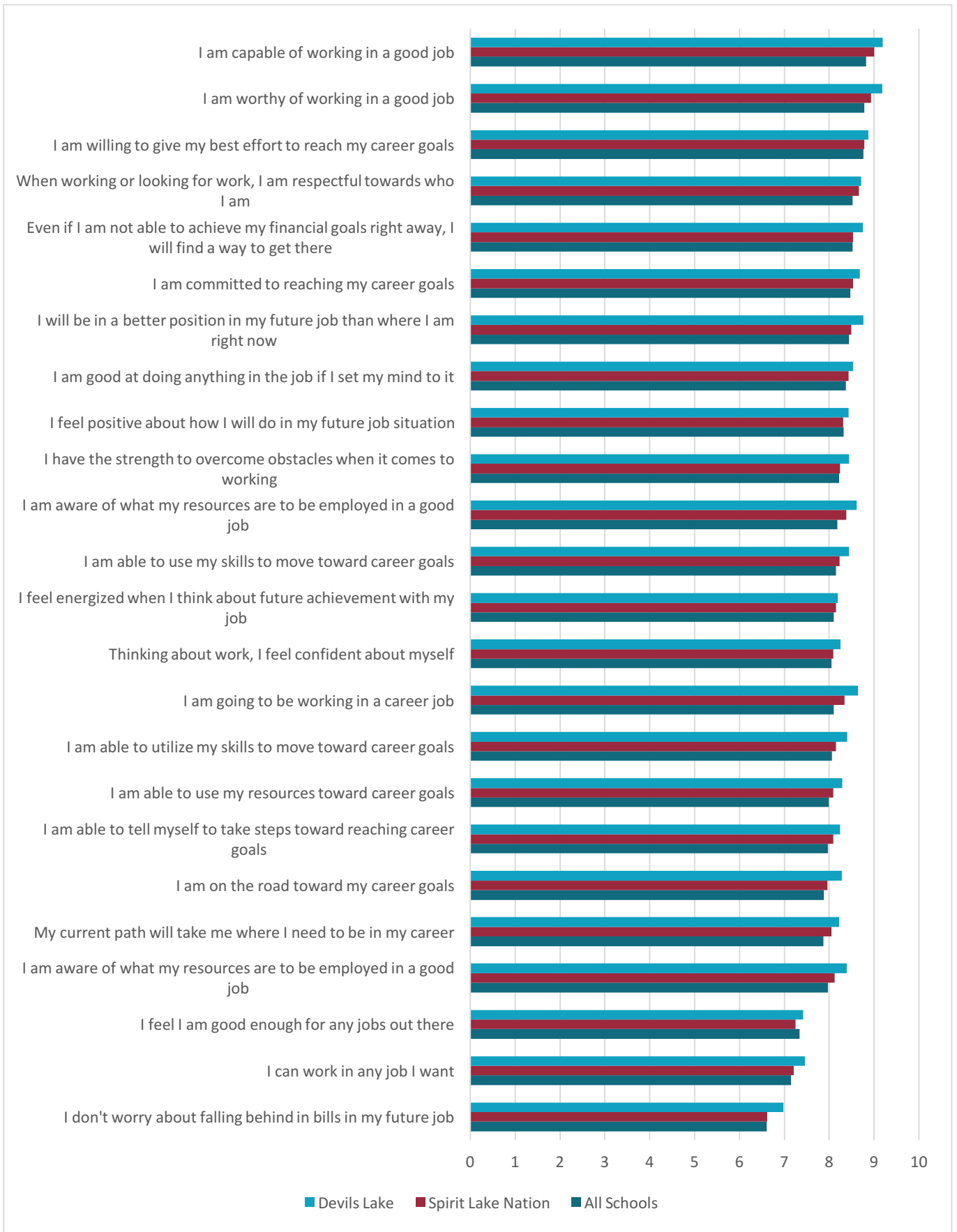
Devils Lake students' highest confidence was reflected in their belief that they were capable of working in a good job and they were worthy of working in a good job. Devils Lake students' ratings were higher on all 24 employment statements when compared to Spirit Lake Nation high schools and All Schools (See Figure 7).

The 24 statements were further split into three categories, feelings about employment, goals towards employment, and future employment. An overall total confidence score was also calculated.

Devils Lake students mean for the feelings category was  $\bar{x}=8.53$ , which was higher than the means for Spirit Lake Nation Schools ( $\bar{x}=8.37$ ) and All Schools ( $\bar{x}=8.30$ ). Devils Lake students' average for the goals category was  $\bar{x}=8.45$ , which was higher than the means for Spirit Lake Nation Schools ( $\bar{x}=8.25$ ) and All Schools ( $\bar{x}=8.16$ ).

In comparison, Devils Lake students mean for the future category was  $\bar{x}=8.05$ , which was higher than the means for Spirit Lake Nation Schools ( $\bar{x}=7.79$ ) and All Schools ( $\bar{x}=7.72$ ).

The overall employment confidence level of the Devils Lake students was  $\bar{x}=8.39$ , which was higher than Spirit Lake Nation ( $\bar{x}=8.19$ ) and All Schools ( $\bar{x}=8.11$ ). Additional detail on the students' confidence in obtaining future employment is presented in Appendix Table G.



**Figure 7. Confidence in Obtaining Future Employment**

# Challenges to Future Employment

The top ten “Challenges to Employment” that were identified by students out of 28 possible responses are displayed in Figure 8. These statements were rated on a five-point scale, where scores could range from zero to five, with five indicating highest challenge. Devils Lake 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

Devils Lake students identified their greatest challenge to future employment was having less than a high school education. Devils Lake students’ ratings were higher in two of the ten employment challenge statements when compared to Spirit Lake Nation and All Schools data (See Figure 8).

The 28 statements were divided into four categories similar to the challenges to education section: external challenge (racial discrimination, drug or alcohol addiction, domestic violence, physical disabilities, mental illness, childcare, being a single parent, need to take care of parents/family members); challenges with self-confidence (fear of rejection, cannot read/write well, lack of coping skills, problem getting to job on time, lack of confidence, anger management, past criminal record); challenges about the job itself (lack of job experience, lack of

information about jobs, no jobs in community, no jobs that match my skills/training) and challenges obtaining the necessary education (having less than a high school education, having a General Education Diploma, having a high school diploma, lack of adequate job skills). A total overall challenge score was also calculated.

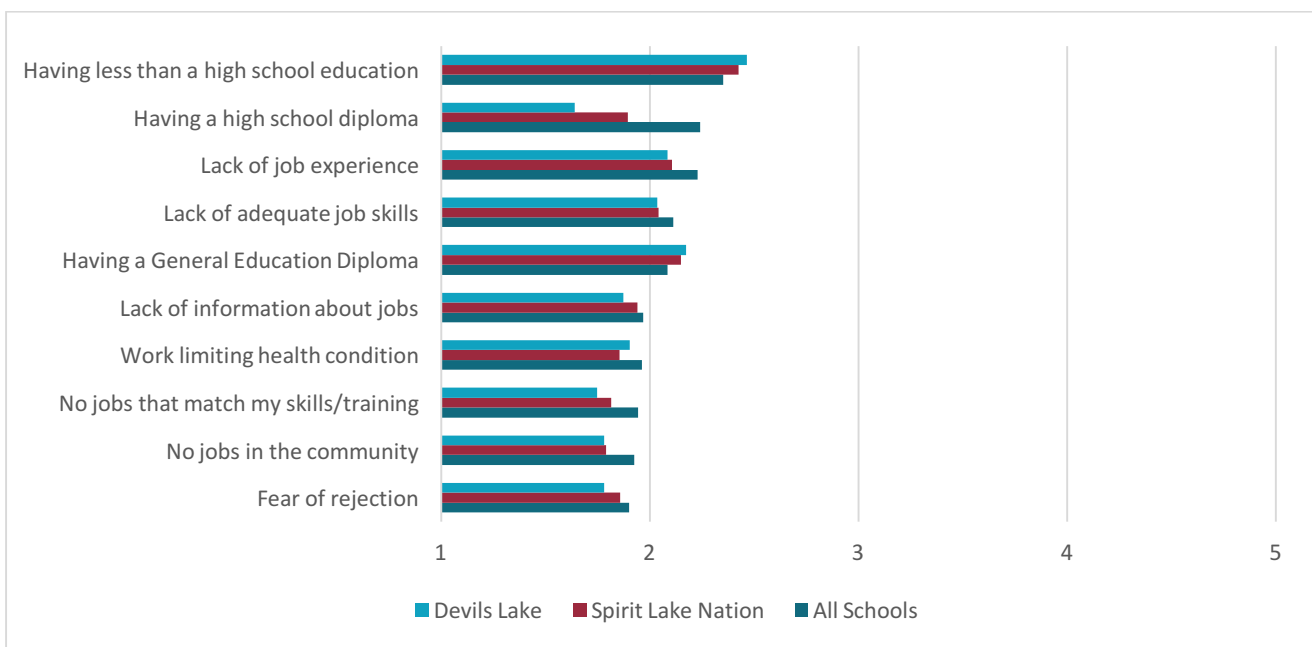
Devils Lake students’ average for the external category was  $\bar{x}=1.48$ , this measure falls between Spirit Lake Nation ( $\bar{x}=1.46$ ) and All Schools data ( $\bar{x}=1.51$ ).

Self-confidence category average ( $\bar{x}=1.50$ ) for Devils Lake students was lower than Spirit Lake Nation ( $\bar{x}=1.54$ ) and All Schools ( $\bar{x}=1.62$ ) students.

The job category mean for Devils Lake students was ( $\bar{x}=1.81$ ) lower than Spirit Lake Nation ( $\bar{x}=1.86$ ) and All Schools ( $\bar{x}=1.95$ ) data.

Devils Lake students’ average for the education category ( $\bar{x}=2.05$ ) was lower than Spirit Lake Nation ( $\bar{x}=2.08$ ) and All Schools ( $\bar{x}=2.15$ ).

The overall challenge mean for Devils Lake students obtaining future employment was  $\bar{x}=1.65$ , which was comparable to Spirit Lake Nation schools ( $\bar{x}=1.67$ ) but lower than All Schools ( $\bar{x}=1.76$ ). The full list of challenges to future employment is found in the Appendix Table H.



**Figure 8. Future Employment Challenges**



# Employment Support

Students were asked to identify people who would support them if they decided to pursue employment in health related fields after high school graduation. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses are based from the highest to lowest percentage from All Schools data. Individual school results may differ from the percentages as illustrated in the results for Devils Lake High School (See Table 4).

Overall, Devils Lake students believed eight individuals ( $\bar{x}$ =8.28) would support them when seeking employment in health-related fields, which was comparable to their peers at Spirit Lake Nation

schools ( $\bar{x}$ =8.09) and All Schools ( $\bar{x}$ =7.94) when rounded up. The most common sources of support included parents (90%), friends (83%), teachers (81%), grandparents (81%), aunts (80%), uncles (78%), school counselor (73%) and siblings (70%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Devils Lake students listed cousins (n=7), guardians, Jesus, and "Great G Ma." The second open-ended question addressed, "Someone else?" Devils Lake students' responses were God, dog and best friend as someone who would provide support.

**Table 4. Sources of Support for Future Employment**

Supporters	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	%	%	%	%	N	%	N	%
Parents	90%	84%	74%	85%	211	87%	453	89%
Friends	83%	84%	79%	92%	202	83%	409	80%
Grandparents	81%	74%	79%	77%	193	80%	407	80%
Aunts	80%	70%	68%	85%	188	78%	402	79%
Teacher(s)	81%	84%	68%	85%	196	81%	396	77%
Uncles	78%	65%	63%	62%	179	74%	388	76%
Siblings	70%	72%	79%	85%	174	72%	385	75%
School counselor	73%	77%	74%	92%	181	75%	364	71%
Coworkers	60%	35%	42%	77%	134	55%	261	51%
Spouse or partner	50%	44%	37%	69%	119	49%	241	47%
Children	25%	26%	16%	31%	59	24%	122	24%
Family	20%	21%	11%	15%	46	19%	109	21%
Other family members	13%	14%	16%	23%	33	14%	85	17%
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>
<b>Number of Supporters</b>	8.28	7.49	7.59	8.39	227	8.09	482	7.94

# Post High School Employment Plans

When students were asked about their post-graduation plans, 7% of Devils Lake students were interested in joining the military, and 28% planned to work directly after graduation, as seen in Figure 9. Additional information on post high school education plans are displayed in Appendix Table I.

Students planning to enlist in the military were asked to list what branch. Eight Devils Lake students reported specific branches including National Guard (n=2), Navy (n=2), Army, Air Force, Marines and two were unsure stating "was thinking about it." Two students reported that they had already enlisted in the military.

Devils Lake students military career interests included technology (n=2), aviation, electronics, marketing/management, combat engineer, special forces and parachute/security forces. Other reasons students decided to join the military was for the "opportunity to visit other countries" or "get a degree."

Twenty-eight percent of Devils Lake students planned to work after graduation. Their employment plans included food services (n=4), Certified Nursing Assistant (CNA) (n=2), sales associate (n=2), sales (n=2), mechanic (n=2), medical or health careers (n=2). Additionally, three students envisioned working in banking, construction or graphic design. Four other students anticipated employment as a criminal psychologist, computer technologist, police officer, or volunteer at the zoo. Being independent was also very important to some Devils Lake students "I want a solid job to support

myself" or "whatever pays best" shows concern for their financial future.

Ninety-nine Devils Lake students currently worked in food service (n=22), retail (n=19), grocery (n=4), farm/ranch (n=4), resorts (n=3), service business (n=2), school (n=2), housekeeper (n=2), movie theater (n=2), and home. One student reported working 40 plus hours per week, while others worked 36-40 (n=8), 31-35 (n=2), 26-30 (n=10), 21-25 (n=11), 16-20 (n=30), 11-15 (n=8), 6-10 (19), 1-5 (n=5) and 25-30. Three students commented, "it depends on how busy" while another one reported "only work in summer."

In an open-ended question, students were asked if they did not plan to attend college or work, why not. Four Devils Lake students shared they were, "going to college." Additionally, one student reflected, "going to focus on studying" while another student conveyed, "I want a job after college."

## Other Comments

Students had the opportunity to add "Other Comments" at the end of the survey. One Devils Lake student reflected, "In my opinion you and everyone else have to stop pushing us to only go into health careers. Yes, they are good but you are giving off the opinion that anything other than a health career was a lesser job and shouldn't be thought about." Another student shared, "I referee men's league hockey and coach little kid soccer during the school year."

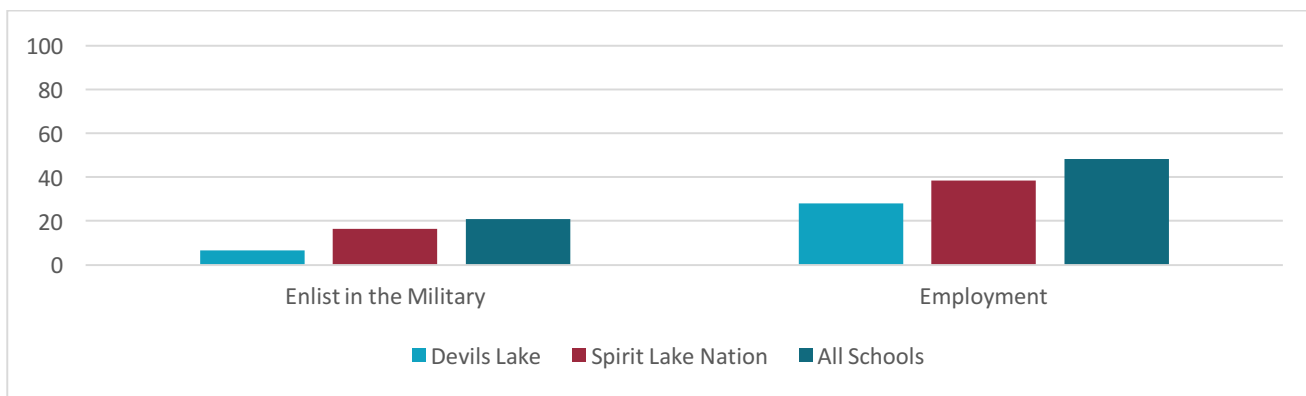


Figure 9. Future Plans for Employment After High School





# Summary

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Devils Lake students who participated in the survey differed from the demographic pattern of Spirit Lake Nation and All Schools, with a lower percentage of American Indian/Native American students. The gender distribution of Devils Lake was similar to other Spirit Lake Nation and All Schools. The age distribution of Devils Lake students was comparable to Spirit Lake Nation and All Schools. Their overall self-confidence score was comparable to Spirit Lake Nation or All Schools regarding future education. Devils Lake students' overall confidence in achieving future education was higher than their peers from Spirit Lake Nation and All Schools. Devils Lake students were confident that they were not thinking of dropping out of high school. The overall education challenge mean for Devils Lake students was lower when compared to Spirit Lake Nation schools and All Schools. Devils Lake believed the lack of information about career options was their greatest challenge toward a future education. Post high school education plans for Devils Lake students showed lower interest in community or tribal colleges with higher interest in four-year colleges or universities when compared to their peers. A similar percentage of Devils Lake students showed interest in health careers when compared to Spirit Lake Nation and All Schools, however nursing was of most interest to the students.

Devils Lake students' overall confidence for future employment was higher than their peers at Spirit Lake Nation and All Schools. Their highest confidence was demonstrated in their beliefs that they were capable and worthy of working in good jobs. They identified fewer challenges to their employment future, when compared to other Spirit Lake Nation and All Schools students. Devils Lake students' confidence in obtaining future employment was higher than the overall average from Spirit Lake Nation and All Schools. A smaller percentage of Devils Lake students planned to enlist in the military and obtain employment directly following graduation when compared to their peers from both Spirit Lake Nation and All Schools. Sixty percent of Devils Lake students reported that they were currently working while enrolled in high school.



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# Appendix

This Appendix includes individual results for 11th and 12th grade students from Devils Lake High School, three other schools, the combined responses of students at the four Spirit Lake Nation schools (Four Winds, Minnewaukan and Warwick), and the overall results of the 12 schools in North Dakota that participated in the Youth Education and Employment Hope Assessment of High School Juniors and Seniors on North Dakota American Indian nations.

## Demographics of Students

Demographics of student respondents is presented in Appendix A. There were 511, 11th and 12th grade students surveyed in North Dakota and 242 of the students were from four schools on or near Spirit Lake Nation. The students were enrolled in Devils Lake (n=167), Four Winds (n=43), Minnewaukan (n=19) and Warwick (n=13) high schools. Devils Lake high school was the largest school surveyed and had the lowest percent of American Indian students of any of the schools. Thus, Devils Lake results had a large impact on the overall means for All Schools data.

**Table A. Demographics of Students Participating in the Hope Survey**

Demographics	Devils Lake N=167 (%)	Four Winds N=43 (%)	Minne- waukan N=19 (%)	Warwick N=13 (%)	Spirit Lake Nation Schools N=242 (%)	All Schools N=511 (%)
<b>Race/Ethnicity</b>	<b>n=164</b>	<b>n=43</b>	<b>n=19</b>	<b>n=13</b>	<b>n=242</b>	<b>n=511</b>
American Indian/Native American	11%	98%	95%	92%	38%	66%
Other *	88%	2%	5%	8%	61%	33%
Missing Data	1%	0%	0%	0%	1%	1%
<b>Gender</b>	<b>n=166</b>	<b>n=43</b>	<b>n=19</b>	<b>n=13</b>	<b>n=240</b>	<b>n=508</b>
Male	50%	53%	63%	77%	52%	50%
Female	49%	47%	37%	23%	47%	49%
Missing Data	1%	0%	0%	0%	1%	1%
<b>Age</b>	<b>n=165</b>	<b>n=41</b>	<b>n=19</b>	<b>n=13</b>	<b>n=238</b>	<b>n=499</b>
16	15%	14%	21%	16%	15%	20%
17	56%	47%	63%	46%	55%	50%
18-19	28%	35%	16%	38%	28%	28%
Missing Data	1%	4%	0%	0%	2%	2%

\*"Other" includes Caucasian students and students who self-identified their race/ethnicity as Mexican/Chicano-American, Puerto Rican/Latin-American, Asian/Pacific Islander, White or Other. "Multi-racial" was not one of the categories listed as a race/ethnicity choice on the survey. For the purpose of this report, Caucasian and all Race/Ethnicities except AI/AN are combined and listed as "Other." "Multi-racial" was not one of the categories listed as a race/ethnicity choice on the survey. Students who listed more than one race/ethnicity were counted only once in the numbers in Table A, based on the race/ethnicity that they listed first on their survey.

# Student Self-Confidence

Students responded to eight statements about their self-confidence. Their mean scores along with an overall confidence total score is displayed in Table B. Scores ranged from one to five, with a higher score indicating a higher self-confidence.

Devils Lake, Spirit Lake Nation, and All Schools students demonstrated their highest self-confidence in the belief that they could obtain the outcomes that were important to them. Devils Lake students' overall self-confidence mean was higher than Spirit Lake Nation and All Schools students.

**Table B. Self-Confidence Ratings of Students**

Self-Confidence Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
In general, I think that I can obtain outcomes that are important to me.	4.37	4.07	4.11	3.69	242	4.26	509	4.16
I will be able to achieve most of the goals that I have set for myself.	4.29	4.05	3.95	4.39	242	4.23	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.22	4.02	3.83	4.00	241	4.14	509	4.09
I will be able to successfully overcome many challenges.	4.05	3.91	3.84	3.85	242	4.00	508	4.01
I am confident that I can perform effectively on many different tasks.	4.10	3.81	3.84	3.92	241	4.02	509	3.92
Even when things are tough, I can perform well.	3.90	3.67	3.68	3.69	242	3.84	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.78	3.72	3.74	3.62	242	3.76	510	3.81
Compared to other people, I can do most tasks very well.	3.89	3.56	3.95	3.62	242	3.82	510	3.75
<b>Overall Confidence</b>	<b>4.08</b>	<b>3.85</b>	<b>3.86</b>	<b>3.85</b>	<b>242</b>	<b>4.01</b>	<b>510</b>	<b>3.96</b>

## Confidence in Achieving Future Education

There were 26 statements that students were asked about their confidence towards achieving their future educational goals. These statements were further split into two categories, feelings about education and goals towards education. An overall confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Students' confidence in achieving future education is presented in Table C. Not thinking about dropping

out of high school was the highest rated confidence statement by Devils Lake, Spirit Lake Nation and All Schools students. Not worrying about falling behind on their assignments in their future educational programs was rated the lowest statement by Devils Lake, Spirit Lake Nation and All Schools students. The overall confidence mean for Devils Lake students achieving their future education was higher than their peers from Spirit Lake Nation and All Schools.

**Table C. Confidence in Achieving Future Education**

Education Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	9.17	9.44	9.16	10.00	242	9.27	509	9.10
I am worthy of receiving a good education**	8.93	8.40	8.37	8.62	242	8.78	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.95	8.47	8.35	7.85	240	8.76	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.62	8.49	8.42	9.00	242	8.60	509	8.51
I am willing to give my best effort to reach my education goals^^	8.49	8.56	8.84	9.23	242	8.57	509	8.49
I am committed to reaching my educational goals^^	8.51	7.95	8.37	8.00	241	8.37	508	8.38
When it comes to pursuing an education, I have self-respect**	8.32	8.23	8.05	8.15	242	8.28	510	8.32
I feel positive about how I will do in my future education**	8.29	7.86	8.11	7.77	241	8.17	509	8.15

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.



## Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of studying in a good educational program**	8.55	7.51	7.05	7.54	242	8.19	511	8.12
I am able to use my skills to move toward my educational goals^^	8.33	7.30	8.26	8.15	240	8.13	507	8.10
I will be in a better position educationally in the future than where I am now^^	8.58	7.30	7.37	7.85	242	8.22	510	8.07
I know what skills I have to do well in education^^	8.40	6.98	8.00	8.46	241	8.12	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	8.04	7.09	8.05	8.15	241	7.88	509	7.97
I am on the road toward my educational goals^^	8.25	7.59	7.72	7.83	234	8.08	502	7.92
I am able to use my resources to move toward my educational goals^^	8.10	7.42	7.95	7.69	242	7.94	507	7.90
I feel that I am good enough for educational opportunities out there**	7.95	7.47	7.47	7.39	242	7.80	510	7.89
When I think about getting an education, I feel confident about myself**	7.89	7.35	7.53	7.62	242	7.75	511	7.88
I am moving forward toward reaching my educational goals right now^^	8.21	7.09	7.31	8.31	241	7.95	508	7.87

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I have the strength to overcome any obstacles when it comes to getting an education**	8.02	7.26	6.84	7.46	242	7.76	511	7.83
I am going to be studying in an educational program that is in line with my career aspirations^^	8.25	6.88	7.58	7.31	241	7.90	509	7.73
My current path will take me to where I need to be in my career^^	7.84	7.19	8.06	8.00	241	7.75	506	7.73
I know what resources I have to do well in education^^	7.87	7.05	7.21	7.83	241	7.67	506	7.64
I feel energized when I think about future achievement with my education^^	7.60	7.77	7.63	8.31	241	7.67	509	7.63
A GED will (NOT) get me where I want to go in life^^	7.78	7.47	6.95	7.00	240	7.63	506	7.27
I am able to study in any education program I want**	7.39	6.67	7.00	7.09	238	7.22	502	7.22
I don't worry about falling behind on my assignments in my future education**	6.81	5.16	6.05	6.08	242	6.42	510	6.38
<b>Overall Confidence</b>	<b>7.66</b>	<b>7.00</b>	<b>7.28</b>	<b>7.43</b>	<b>242</b>	<b>7.50</b>	<b>511</b>	<b>7.48</b>
<b>Feelings</b>	8.11	7.43	7.47	7.56	242	7.91	511	7.91
<b>Goals</b>	8.22	7.47	7.91	8.16	242	8.06	510	8.00

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Challenges to Future Education

Twenty-four statements were used to estimate students' challenges towards achieving higher education after high school. These questions were rated on a scale of zero to five, with five indicating the greatest challenge. The statements were divided into four categories: external challenge (e.g. drug/ alcohol addiction, domestic violence, bullying, physical disabilities and mental illness); challenges of self-confidence (fear of rejection, lack of confidence, lack of coping skills, anger management, past criminal record); challenges obtaining support (racial discrimination, transportation, lack of stable housing, being a single parent, childcare, cannot read or write well, no college in area, need to take care of family members); and challenges obtaining information (lack of information about college; lack of information about career options).

Students perceived challenges to achieving future education are represented in Table D. Devils Lake students believed their major challenge to obtaining a future education was their lack of information about career options, whereas Spirit Lake Nation and All Schools students reported it was the lack of information about colleges. Being a single parent was rated as the lowest educational challenge by students from Devils Lake; domestic violence was rated the lowest from Spirit Lake Nation and All Schools.

Overall, the information category was rated as the highest challenge category by Devils Lake, Spirit Lake Nation and All Schools. In comparison, the external category was ranked the lowest category by Devils Lake, Spirit Lake Nation and All Schools. The overall educational challenge mean for Devils Lake students was lower than their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

**Table D. Future Educational Challenges**

Educational Challenge Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Lack of information about college	2.14	2.24	2.58	2.67	240	2.22	504	2.43
Lack of information about career options	2.16	2.37	2.37	2.00	239	2.21	501	2.33
Transportation	1.50	2.63	2.21	2.50	240	1.81	507	2.18
Fear of rejection	1.90	2.40	1.95	1.82	240	1.99	508	2.04
Lack of confidence	1.72	2.37	2.16	1.92	241	1.88	507	1.93
Racial discrimination	1.29	1.95	2.16	1.17	241	1.47	508	1.83
Lack of stable housing	1.52	2.05	1.68	2.17	241	1.66	506	1.79
Problems with getting to school on time	1.42	2.02	1.47	1.67	240	1.55	508	1.70
Lack of support system	1.38	2.36	1.74	1.64	239	1.59	504	1.65
Need to take care of family members	1.33	2.14	1.90	2.45	240	1.57	507	1.64
Lack of coping skills for daily struggles	1.53	1.98	1.63	1.55	240	1.62	506	1.63

## Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Childcare	1.25	2.14	1.74	1.83	240	1.48	507	1.58
Anger management	1.34	1.88	1.47	1.83	241	1.47	509	1.56
No colleges in the area	1.23	1.63	1.42	2.00	241	1.35	506	1.49
Cannot read or write very well	1.29	1.67	1.79	1.46	240	1.41	507	1.47
Bullying	1.32	1.44	1.26	1.67	240	1.35	506	1.39
Lack of clothing for school	1.17	1.72	1.16	1.58	241	1.29	508	1.38
Need to take care of young children	1.18	1.62	1.74	1.50	240	1.32	506	1.37
Mental illness	1.34	1.16	1.11	1.00	239	1.28	506	1.35
Drug/alcohol addiction	1.34	1.26	1.16	1.08	241	1.30	509	1.35
Past criminal record	1.29	1.26	1.00	1.08	241	1.25	509	1.32
Being a single parent	1.16	1.51	1.32	1.08	240	1.23	508	1.31
Physical disabilities	1.24	1.30	1.16	1.17	241	1.24	509	1.31
Domestic violence	1.19	1.16	1.11	1.42	240	1.19	506	1.25
<b>Overall Challenges</b>	<b>1.43</b>	<b>1.84</b>	<b>1.64</b>	<b>1.71</b>	<b>241</b>	<b>1.53</b>	<b>509</b>	<b>1.64</b>
<b>External</b>	1.29	1.27	1.16	1.27	241	1.27	509	1.33
<b>Self-Confidence</b>	1.47	2.00	1.57	1.70	241	1.58	509	1.65
<b>Support</b>	1.31	1.93	1.77	1.82	241	1.48	509	1.63
<b>Information</b>	2.15	2.34	2.47	2.33	241	2.22	506	2.39

## Post High School Educational Plans

Table E displays students' reported plans to continue their education after high school graduation. Devils Lake students were less inclined to choose community or tribal colleges than their peers at Spirit Lake Nation or All Schools. In comparison, Devils Lake students indicated higher preferences for attending four-year colleges or universities than their peers at Spirit Lake Nation and All Schools.

**Table E. Future Educational Plans**

Educational Plans		Devils Lake N=167		Four Winds N=43		Minne- waukan N=19		Warwick N=13		Spirit Lake Nation Schools N=242		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Community or Tribal College	Yes	45	27%	11	58%	26	60%	8	62%	90	37%	225	44%
	No	107	64%	5	26%	17	40%	4	31%	133	55%	252	49%
Missing Data		15	9%	3	16%	0	0%	1	7%	19	8%	33	7%
Four-Year College or University	Yes	122	73%	13	68%	24	56%	7	54%	166	69%	356	70%
	No	31	19%	5	26%	15	34%	2	15%	53	22%	112	22%
Missing Data		14	8%	1	5%	4	9%	4	31%	23	9%	41	8%

Thirty-six percent of Devils Lake students were interested in health careers. The five most common careers that emerged from All Schools students' responses are show in Table F. Devils Lake students expressed interest in the five health careers, although they were less attracted to two of five health careers than their peers of Spirit Lake Nation and All Schools. Devils Lake students were interested in the fields of nursing and medicine but reflected lower percentages of interest than Spirit Lake Nation and All Schools students.

**Table F. Health Careers of Interest to Students**

Health Careers	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	%	%	%	%	N	%	N	%
Health Career Interests	36%	51%	32%	38%	93	38%	203	40%
Nurse	17%	33%	21%	23%	50	22%	93	18%
Doctor	7%	14%	16%	15%	23	10%	57	11%
Sports Medicine/ Exercise Physiology	10%	16%	0%	15%	25	10%	53	10%
Social Worker	10%	26%	16%	0%	31	13%	49	10%
Physical Therapist	10%	12%	0%	0%	21	9%	46	9%

# Future Employment

## Confidence in Obtaining Future Employment

There were 24 statements that students were asked about their confidence towards obtaining employment after high school. These statements were further split into three categories, feelings about employment, goals towards employment, and future employment. An overall total confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Table G illustrates the measures of students' confidence future towards employment. The highest self-confidence statements rated by Devils Lake, Spirit Lake Nation and All Schools students was that they believed they were capable of working in a

good job. In comparison, not worrying about falling behind on bills in their future jobs was rated the lowest statement by Devils Lake, Spirit Lake Nation and All Schools students.

Overall, the feelings category was rated as the highest challenge category by Devils Lake, Spirit Lake Nation, and All Schools. In comparison, the future category was ranked the lowest category by Devils Lake, Spirit Lake Nation, and All Schools when planning for future employment. The overall employment confidence mean for Devils Lake students was higher than the Spirit Lake Nation and All Schools means.

**Table G. Confidence in Obtaining Future Employment**

Employment Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of working in a good job**	9.19	8.67	8.84	7.92	240	9.00	507	8.82
I am worthy of working in a good job**	9.18	8.36	9.00	7.54	240	8.93	508	8.79
I am willing to give my best effort to reach my career goals^^	8.87	8.56	8.95	8.15	240	8.78	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.71	8.44	8.95	8.31	240	8.66	506	8.52
Even if I am not able to achieve my financial goals right away, I will find a way to get there^^	8.75	8.12	7.63	8.31	241	8.53	507	8.52
I am committed to reaching my career goals^^	8.68	8.23	8.47	7.77	241	8.534	508	8.47

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

Employment Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I will be in a better position in my future job than where I am now++	8.77	7.77	8.05	8.08	241	8.49	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.54	8.09	8.68	7.612	241	8.42	509	8.37
I feel positive about how I will do in my future job situation++	8.43	7.88	8.58	7.85	240	8.31	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.44	7.95	7.95	7.08	240	8.24	508	8.22
I am aware of what my skills are to be employed in a good job^^	8.61	7.70	8.21	7.92	241	8.38	507	8.18
I am able to utilize my skills to move toward career goals^^	8.45	7.54	8.37	7.54	241	8.23	508	8.15
I feel energized when I think about future achievement with my job^^	8.19	8.02	8.32	7.85	241	8.15	508	8.10
I am going to be working in a career job++	8.65	7.31	8.32	7.83	239	8.34	507	8.10
I am in the process of moving forward toward reaching my goals^^	8.40	7.36	8.11	7.62	240	8.15	507	8.06
Thinking about working, I feel confident about myself**	8.25	7.79	7.68	7.69	241	8.10	508	8.05

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence in Obtaining Future Education

Table G. Confidence in Obtaining Future Employment (continued)

Employment Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am able to tell myself to take steps toward reaching career goals^^	8.24	7.74	7.79	7.69	241	8.09	508	7.97
I am aware of what my resources are to be employed in a good job^^	8.39	7.33	7.90	7.62	241	8.12	508	7.97
I am able to utilize my resources to move toward career goals^^	8.30	7.56	7.95	7.39	241	8.09	508	7.99
I am on the road toward my career goals^^	8.28	7.14	7.53	7.23	241	7.96	503	7.88
My current path will take me to where I need to be in my career^^	8.22	7.44	8.32	7.54	241	8.05	507	7.87
I feel that I am good enough for any jobs out there**	7.42	6.84	7.53	6.08	241	7.25	509	7.34
I can work in any job I want++	7.46	6.62	7.00	6.23	240	7.21	508	7.15
I don't worry about falling behind bills in my future job++	6.98	5.51	7.00	5.15	241	6.62	509	6.61
<b>Overall Confidence</b>	<b>8.39</b>	<b>7.67</b>	<b>8.13</b>	<b>7.50</b>	<b>241</b>	<b>8.19</b>	<b>509</b>	<b>8.11</b>
<b>Feelings</b>	8.53	8.01	8.38	7.46	241	8.37	509	8.30
<b>Goals</b>	8.45	7.73	8.13	7.72	241	8.25	508	8.16
<b>Future</b>	8.05	7.04	7.79	7.00	241	7.79	509	7.72

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.



## Challenges to Obtaining Future Employment

Table H displays the 28 statements that were used to identify students' challenges to obtaining employment after high school. These statements were divided into four categories similar to the challenges to education section: external (racial discrimination, drug or alcohol addiction, domestic violence, physical disabilities, mental illness, childcare, being a single parent, need to take care of parents/family members); challenge with self-worth (fear of rejection, cannot read/write well, lack of coping skills, problem getting to job on time, lack of confidence, anger management, past criminal record); challenges about the job itself (lack of job experience, lack of information about jobs, no jobs in community, no jobs that match my skills/training) and challenges obtaining the necessary education (having less than a high school education, having a General Education Diploma, having a high school diploma, lack of adequate job skills). A total score was also calculated. Answers were rated from one to five, with five being the greatest challenge.

Devils Lake students believed that having a high school diploma was the highest employment challenge, whereas Spirit Lake Nation and All Schools students thought it was having less than a high school education. The lowest employment challenge reported by Devils Lake Students was lack of work clothing, although physical disabilities was selected by Spirit Lake Nation and All Schools students.

Overall education was rated the highest challenge category by Devils Lake, Spirit Lake Nation and All Schools students. In comparison, the external category was the lowest challenge category for Devils Lake, Spirit Lake Nation and All Schools students. The overall employment challenge confidence mean for Devils Lake students was comparable to the Spirit Lake Nation mean but lower than All Schools means.

**Table H. Future Employment Challenges**

Employment Challenge Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Having less than high school education	2.46	2.14	2.47	2.83	240	2.43	506	2.35
Having a high school diploma	1.64	2.72	1.68	2.75	239	1.90	504	2.24
Lack of job experience	2.08	2.09	2.37	2.08	240	2.11	505	2.23
Lack of adequate job skills	2.04	2.02	2.05	2.17	238	2.04	505	2.11
Having a General Education Diploma	2.18	2.07	2.11	2.17	240	2.15	505	2.09
Lack of information about jobs	1.87	2.28	1.74	2.00	240	1.94	507	1.97
Work limiting health condition (illness/injury)	1.90	1.74	1.84	1.58	239	1.85	505	1.96
No jobs that match my skills/training	1.75	2.00	2.05	1.75	239	1.82	506	1.95

## Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
No jobs in the community	1.78	1.81	1.79	1.83	239	1.80	505	1.93
Transportation	1.52	1.84	1.68	2.33	240	1.63	507	1.92
Fear of rejection	1.78	2.10	2.00	1.83	239	1.86	505	1.90
Lack of stable housing	1.55	1.86	1.53	2.00	239	1.63	506	1.75
Lack of confidence	1.60	1.88	1.53	1.67	240	1.65	506	1.74
Need to take care of parents/family members	1.46	1.72	1.90	2.25	239	1.58	503	1.68
Problems with getting to job on time	1.51	1.72	1.58	1.58	240	1.56	506	1.64
Anger management	1.49	1.70	1.37	1.50	240	1.52	506	1.62
Racial discrimination	1.40	1.79	1.68	1.33	240	1.49	507	1.60
Lack of coping skills for daily struggles	1.50	1.56	1.63	1.50	240	1.52	505	1.60
Childcare	1.42	1.54	1.74	1.82	239	1.48	505	1.58
Cannot read or write very well	1.48	1.47	1.63	1.92	240	1.51	505	1.56
Lack of support system	1.42	1.48	1.42	1.67	239	1.44	504	1.55
Drug/alcohol addiction	1.58	1.33	1.37	1.33	240	1.50	505	1.49
Lack of work clothing	1.35	1.49	1.16	1.67	239	1.38	505	1.47
Mental illness	1.51	1.12	1.16	1.17	240	1.40	507	1.46
Past criminal record	1.50	1.28	1.11	1.33	240	1.42	506	1.46
Being a single parent	1.39	1.54	1.42	1.18	239	1.41	505	1.44
Domestic violence	1.48	1.09	1.47	1.33	240	1.40	506	1.44
Physical disabilities	1.42	1.23	1.26	1.17	240	1.36	506	1.42

## Challenges to Obtaining Future Employment

**Table H. Future Employment Challenges (continued)**

Employment Challenge Statements	Devils Lake N=167	Four Winds N=43	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
<b>Overall Challenges</b>	<b>1.65</b>	<b>1.74</b>	<b>1.67</b>	<b>1.78</b>	<b>240</b>	<b>1.67</b>	<b>507</b>	<b>1.76</b>
<b>External</b>	1.48	1.39	1.42	1.45	240	1.46	507	1.51
<b>Self-Confidence</b>	1.50	1.62	1.56	1.67	240	1.54	506	1.62
<b>Job</b>	1.81	2.04	1.91	1.92	240	1.86	507	1.95
<b>Education</b>	2.05	2.15	2.03	2.30	240	2.08	507	2.15

## Post High School Employment Plans

Table I displays students' plans for enlisting in the military and employment after high school graduation. A lower percentage of Devils Lake students planned to enlist in the military than their peers from Spirit Lake Nations and All Schools. Additionally, a lower percentage of Devils Lake students planned to pursue employment than both Spirit Lake Nation and All Schools students.

**Table I. Future Employment Plans After High School**

Employment Plans		Devils Lake N=167		Four Winds N=43		Minne- waukan N=19		Warwick N=13		Spirit Lake Nation Schools N=242		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Military	Yes	11	7%	15	35%	9	47%	5	39%	40	16%	107	21%
	No	136	84%	26	61%	8	42%	5	39%	175	73%	360	71%
Missing Data		20	12%	2	5%	2	10%	3	22%	27	11%	44	8%
Employment	Yes	47	28%	23	53%	13	68%	10	77%	93	38%	247	48%
	No	15	9%	14	33%	4	21%	3	23%	36	15%	45	9%
Missing Data		105	63%	6	14%	2	10%	0	0%	113	47%	219	43%



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For information contact Loretta Heuer, PhD, RN, FAAN at [loretta.heuer@ndsu.edu](mailto:loretta.heuer@ndsu.edu) or 701-231-8205.

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