

# Youth Education & Employment Survey Results

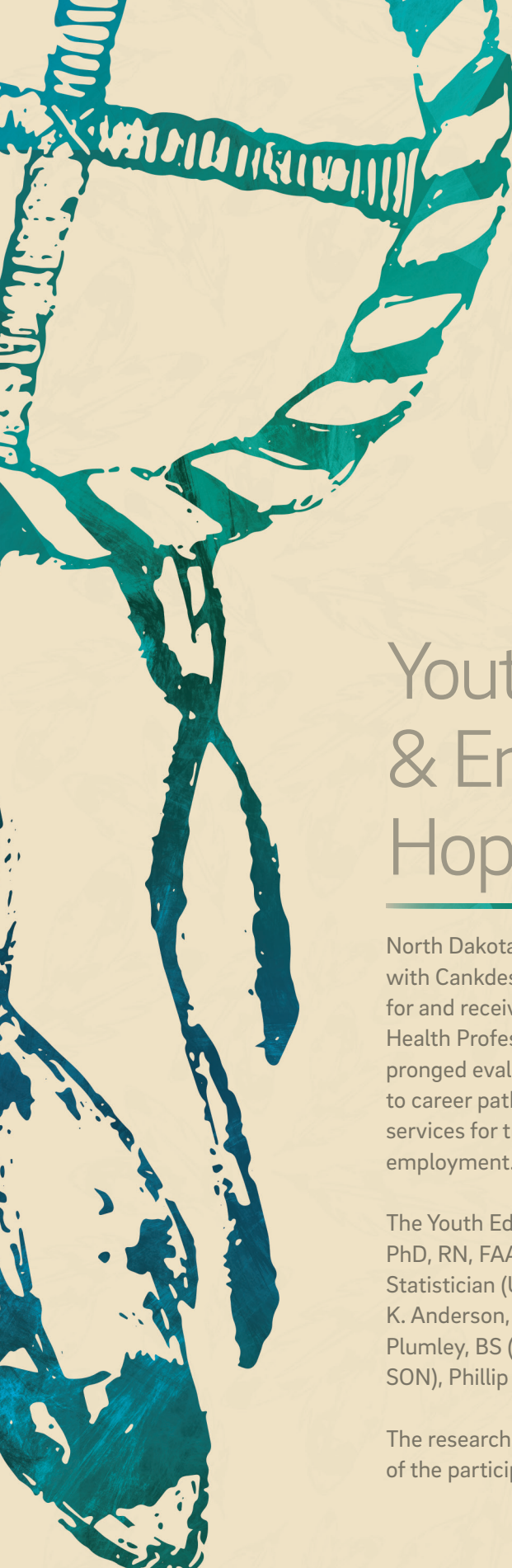
Hope Project:  
Minnewaukan High School  
*Minnewaukan, North Dakota*



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 Yallem, 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

We would also like to thank Mafany Mongoh, PhD, Chair of the Sitting Bull College Institutional Review Board Committee; and Anita Frederick, Executive Director, Tribal Nations Research Group for their assistance with the research protocol review and approval process. Most of all, we would like to thank all of the students who participated in this study.

*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 nations 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 12 school principals and approval from 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 include Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan Hidatsa Arikara Nation include Mandaree, New Town, Parshall and White Shield high schools. Standing Rock Nation include Fort Yates, Selfridge and Solen high schools. Turtle Mountain includes 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 nations. 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 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

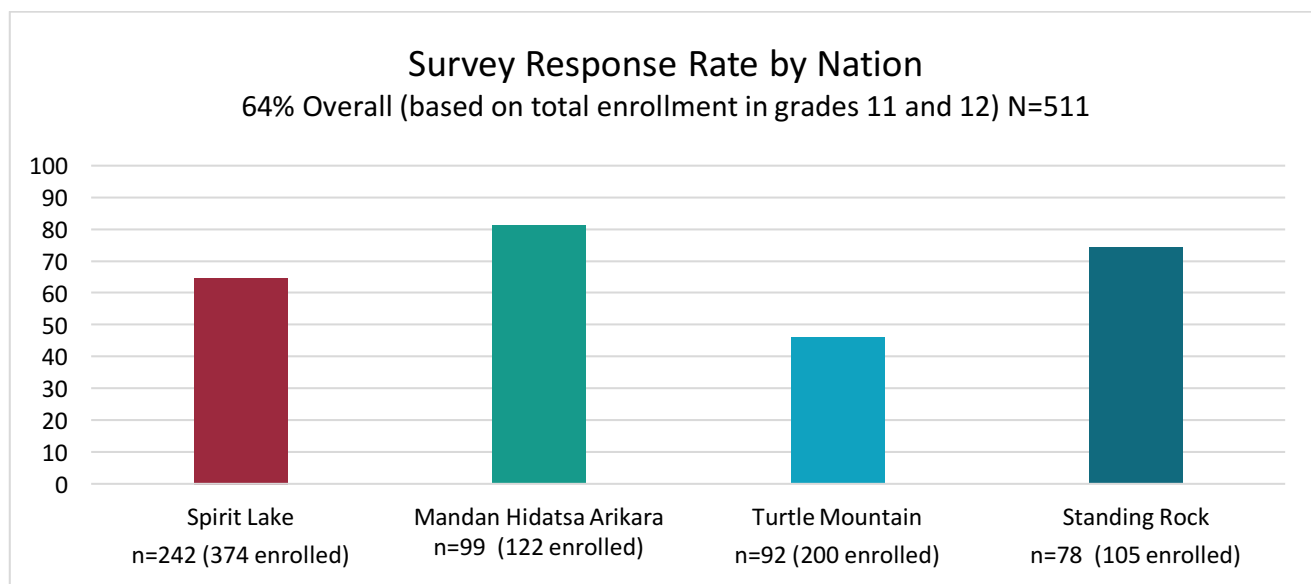
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The overall survey response rate was 64% based on the total number of students enrolled in 11th and 12th grade at participating schools compared to the number of students who participated the day of the survey (See Figure 1). The survey was administered 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 that participated in the survey, of which 511 were valid surveys to be used in the data.

At Minnewaukan 19 students out of an enrollment of 24, 11th and 12th graders (79%) graders participated in the survey.

Of the 19 students, 95% self-identified as American Indian/Native American (See Table 1). 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 in particular. Age distribution and the percentages of male and female students at Minnewaukan were comparable in pattern to those of students at Spirit Lake Nation and All School. 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	Minne- waukan N=19	Minne- waukan (%)	Spirit Lake Nation N=242	Spirit Lake Nation (%)	All Schools N=511	All Schools (%)	
<b>Race/Ethnicity</b>	<b>n=19</b>	<b>100%</b>	<b>n=239</b>	<b>99%</b>	<b>n=506</b>	<b>99%</b>	
American Indian/Native American	18	95%	91	38%	335	66%	
Other *	1	5%	148	61%	171	33%	
Missing Data	0	0%	3	1%	5	1%	
<b>Gender</b>	<b>n=19</b>	<b>100%</b>	<b>n=240</b>	<b>99%</b>	<b>n=508</b>	<b>99%</b>	
Male	12	63%	126	52%	259	50%	
Female	7	37%	114	47%	249	49%	
Missing Data	0	0%	2	1%	3	1%	
<b>Age</b>	<b>n=19</b>	<b>100%</b>	<b>n=238</b>	<b>98%</b>	<b>n=499</b>	<b>98%</b>	
16	4	21%	37	15%	100	20%	
17	12	63%	132	55%	255	50%	
18-19	3	16%	69	28%	145	28%	
Missing Data	0	0%	4	2%	11	2%	
<b>Employment</b>	<b>n=5</b>	<b>26%</b>	<b>n=227</b>	<b>94%</b>	<b>n=469</b>	<b>34%</b>	
Currently Employed	Yes	5	26%	110	46%	172	34%
	No	14	74%	117	48%	297	58%
Missing Data	0	0%	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. Minnewaukan students rated their self-confidence slightly lower on most questions compared to Spirit Lake Nation and All Schools. The total confidence mean for Minnewaukan students was  $\bar{x} = 3.86$  as compared to  $\bar{x} = 4.01$  for Spirit Lake Nation and  $\bar{x} = 3.96$  for All Schools. Additional detail is presented in Appendix Table B.

### Self-Confidence Survey Response by Question

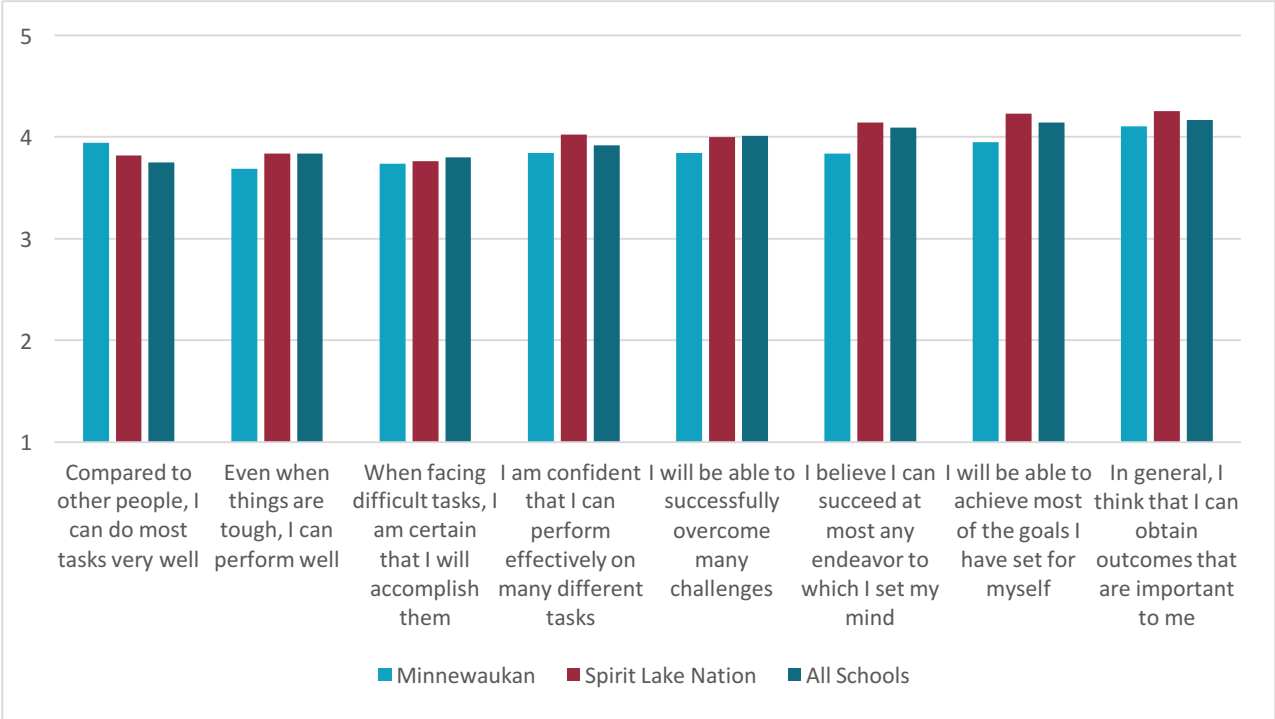


Figure 2. Self-Confidence Ratings of Students





# Future Education

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## Confidence in Achieving Future Education

Students' confidence of achieving their future educational goals at community, 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 the highest confidence. Results are listed in Figure 3, beginning with statements that reflect the greatest amount of student confidence to those that reflect the least amount of student confidence.

The order of the 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 Minnewaukan High School.

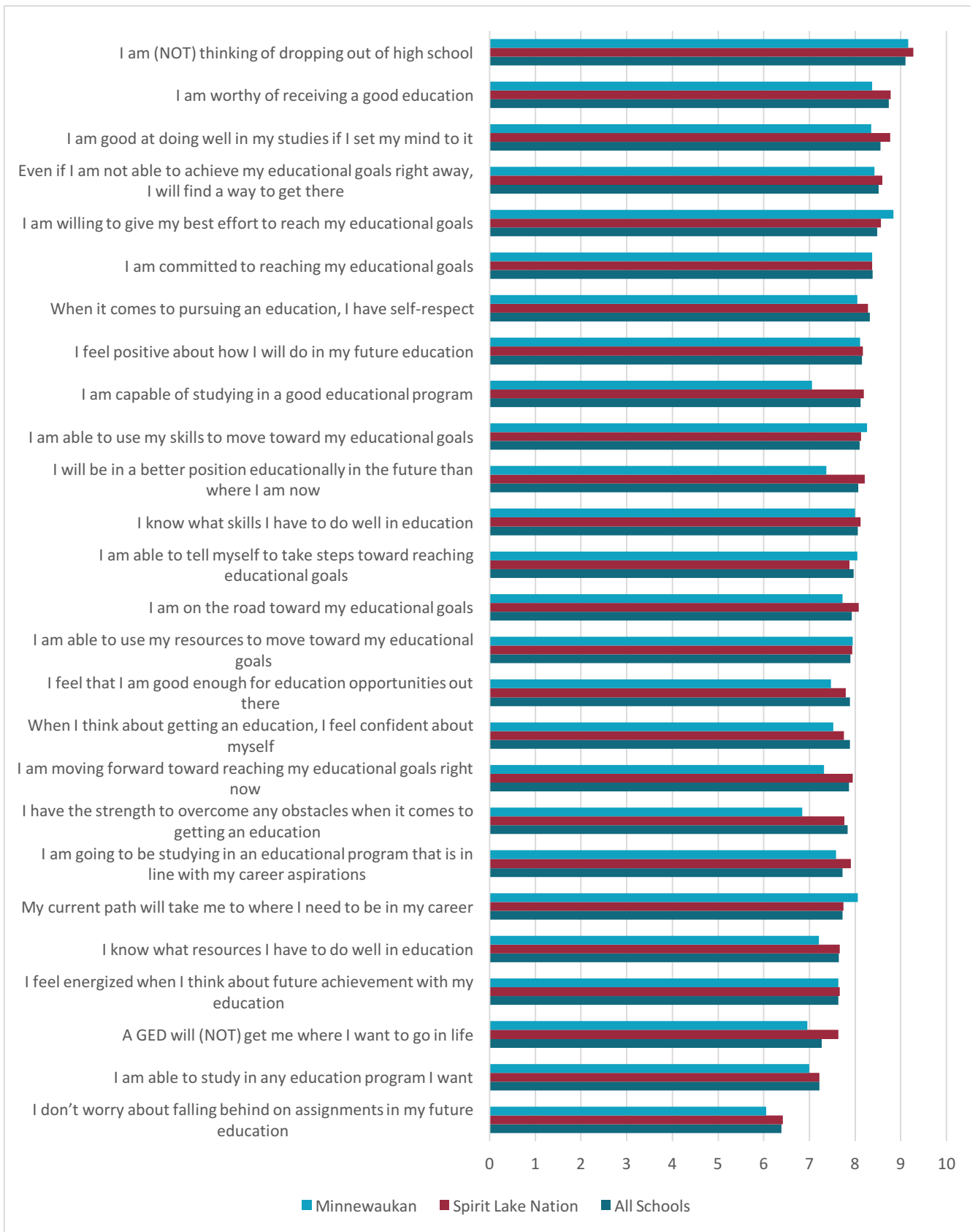
Minnewaukan students' highest confidence was reflected in the statement that they were not thinking of dropping out of high school (See Figure 3). Minnewaukan students' confidence ratings were higher on four of the 26 education statements, when compared to Spirit Lake Nation and All Schools students.

Student responses to these 26 statements were further split into two groups, feelings about future education and goals towards future education. An overall total confidence score was also calculated.

Minnewaukan students' mean for the feelings category was  $\bar{x} = 7.47$ , which is lower than the means for Spirit Lake Nation Schools ( $\bar{x} = 7.91$ ) and All Schools ( $\bar{x} = 7.91$ ).

The Minnewaukan students' average for goals category was  $\bar{x} = 7.91$ , which is also lower 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 Minnewaukan students was 7.28, which again was lower than Spirit Lake Nation ( $\bar{x} = 7.50$ ) and All Schools ( $\bar{x} = 7.48$ ). Additional detail on the students' confidence in achieving a 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” that were 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 the highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

Minnewaukan students ranked the lack of information about colleges as their greatest challenge to future education. Minnewaukan students’ rankings were higher on six of the ten educational challenge statements (See Figure 4).

The 24 statements were further 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 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.

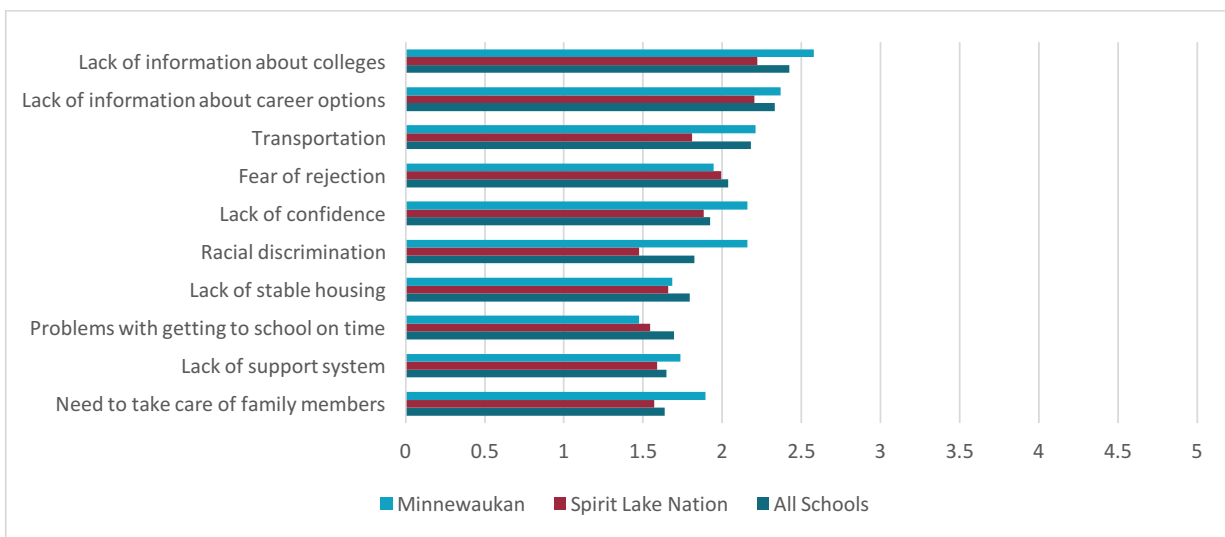
The external category mean for Minnewaukan students was  $\bar{x} = 1.16$  and measured lower than both Spirit Lake Nation ( $\bar{x} = 1.27$ ) and All Schools ( $\bar{x} = 1.33$ ).

Self-confidence category measure was ( $\bar{x} = 1.57$ ) for Minnewaukan students, which is similar to Spirit Lake Nation ( $\bar{x} = 1.58$ ) but lower than All Schools ( $\bar{x} = 1.65$ ).

The average for the support category was  $\bar{x} = 1.77$  for Minnewaukan students, which is higher when compared to Spirit Lake Nation ( $\bar{x} = 1.48$ ) and All Schools ( $\bar{x} = 1.63$ ).

The Minnewaukan students’ mean score for the information category was  $\bar{x} = 2.47$ , which is greater than Spirit Lake Nations ( $\bar{x} = 2.22$ ) and All Schools ( $\bar{x} = 2.39$ ).

The overall education challenge mean for Minnewaukan students was  $\bar{x} = 1.64$ , which is higher than Spirit Lake Nation schools ( $\bar{x} = 1.53$ ), but aligns with All Schools ( $\bar{x} = 1.64$ ). Additional information on challenges for future education is shown in Appendix Table D.



**Figure 4. Future Educational Challenges**



# Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) and dropping out of high school 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, 32% of Minnewaukan students believed that GEDs were easier to obtain, which is higher than Spirit Lake Nation (29%) and All Schools (30%) respondents. In comparison, 16% of Minnewaukan students who thought that GEDs were equal in value to high school diplomas were significantly lower than their peers from Spirit Lake Nation (20%) and All Schools (23%) (See Table 2).

Students were asked one open-ended question about their beliefs on the ease of obtaining a GED. The open-ended responses revealed that four students thought earning a GED was easier, stating "It's a general test and doesn't take as much effort to get." One student stated, "It's easier for most of the people who drop-out – I've seen it." Other students added that getting a GED was much "faster" and "easier" to earn. One student stated, "It doesn't take as much time as a high school diploma" while another student reported, "You work at your own pace, but I wouldn't recommend it."

The second open-ended question asked students why it is not easier to obtain a GED than a high school diploma. Two students believed "there would be less job opportunities" with a GED. Others reported "It's the same work" and "you still have to push yourself to get all of your work done." One student stated, "To me, you still need to learn the stuff whether in school or not."

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

General Education Diploma Questions		Minnewaukan N=19		Devils Lake N=167		Four Winds N=43		Warrick N=13		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	6	32%	50	30%	13	30%	1	8%	70	29%	152	30%
	No	13	68%	108	65%	29	67%	11	85%	161	67%	343	67%
Missing Data		0	0%	9	5%	1	2%	1	7%	11	4%	16	3%
Is a GED equal to a high school diploma?	Yes	3	16%	33	20%	9	21%	3	23%	48	20%	116	23%
	No	16	84%	126	75%	34	79%	10	77%	186	77%	377	74%
Missing Data		0	0%	8	5%	0	0%	0	0%	8	3%	18	3%

# Educational Support

Students were asked to identify people who would support them if they decided to continue their education in a health-related field. 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 Minnewaukan High School (See Table 3).

On average, Minnewaukan students believed eight individuals ( $\bar{x} = 7.53$ ) would encouraged them to continue their education after graduation, which is comparable to their peers from Spirit Lake Nation

( $\bar{x} = 7.82$ ) and All Schools ( $\bar{x} = 7.61$ ). The most common sources of support for Minnewaukan students included grandparents (95%), siblings (95%), uncles (89%) and aunts (84%). A greater degree of support from grandparents, uncles and siblings was reported by Minnewaukan students compared to students from Spirit Lake Nation and All Schools (See Table 3).

In one open-ended question, the students were asked to report other family members who would support their education in health-related fields. One Minnewaukan student listed cousins. The second open-ended question addressed, "Someone else?" One student shared TRIO (n=1) would provide encouragement.

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

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

# Post High School Educational Plans

As detailed in Figure 5, Minnewaukan students listed a mix of post-graduation plans, but a higher percentage planned to enroll in community or tribal colleges than their peers from Spirit Lake Nation and All Schools. They had similar interests in attending four-year colleges or universities as their peers in Spirit Lake Nations and All Schools. Additional information is displayed in Appendix Table E.

Nine Minnewaukan students planned to attend community or tribal colleges including Lake Region State College in Devils Lake (n=3), Cankdeska Cikana Community College in Fort Totten (n=3), North Dakota State College of Science in Wahpeton or Fargo (n=2), or Haskell Indian Nations University in Lawrence, Kansas (n=1).

Career choices of Minnewaukan students who planned to attend community or tribal colleges included nursing (n=3), construction (n=2), mechanics, engineering, agriculture, and psychology.

Five Minnewaukan students did not have plans to attend community or tribal colleges. Three student responses were directly related to their future education such as "I want to go to a bigger college", "It doesn't offer the programs I want," or "I want to go

straight to auto schools." Two other students stated, "I want to get off the reservation, get a look on the outside world," and "I want to work for a while first."

Eight Minnewaukan students planned to attend four-year colleges or universities including University of Mary in Bismarck (n=3), Bismarck State University in Bismarck, University of North Dakota in Grand Forks, North Dakota State University in Fargo, and University of Minnesota.

Career choices of Minnewaukan students who planned to attend four-year colleges or universities included construction (n=2), mechanic, coach, archaeology, art/music, nursing, psychology and engineering.

Five students did not have plans for attending four-year colleges or universities. Two students replied they don't need a four-year degree as reflected by one student's quote, "My career doesn't need 4 years." Another student reported cost as a deterrent and stated, "because I don't want to spend and be in debt." Additionally, one student stated, "[I] don't want to" go to a university, while the other Minnewaukan student shared, "I really don't have a career."

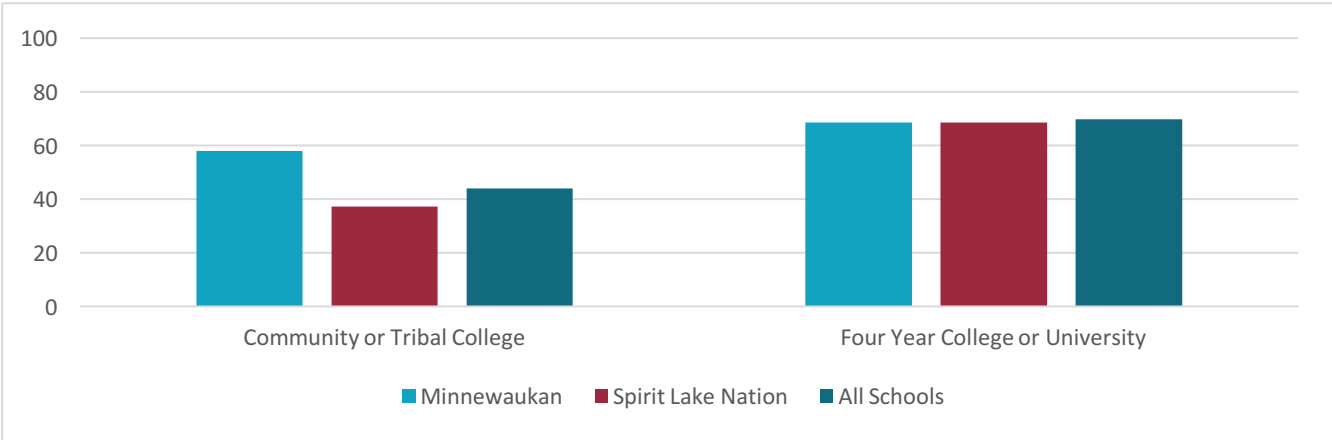
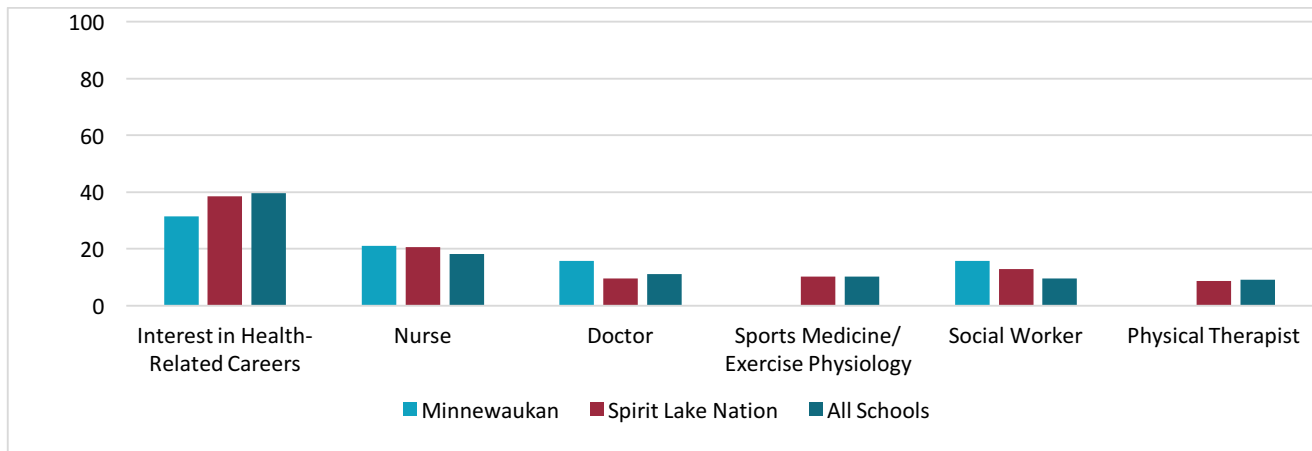


Figure 5. Future Educational Plans



Of the 19 students surveyed, 32% were interested in health careers, which was lower than their peers at Spirit Lake Nation and All Schools. Students who indicated interest in a health careers were asked to select 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, Minnewaukan students strongest interest in nursing (21%), social work (16%), and medicine (16%). In comparison to Spirit Lake Nation and All Schools students, Minnewaukan students were not interested in careers in sports medicine/exercise physiology, and physical therapy. An open-ended question, "Other" was provided. One student from Minnewaukan wrote in dentist. The previous choice was part of the original list of 20 health careers. Additional information regarding health career interests is shown in Appendix Table F.



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



# Future Employment

## Confidence in Obtaining Future Employment

Students' confidence of obtaining 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 Minnewaukan High School.

Minnewaukan students' highest confidence was reflected in their belief they were worthy of a good job. When compared to Spirit Lake Nation and All Schools, Minnewaukan students' confidence ratings were higher in ten of the 24 employment statements (See Figure 7).

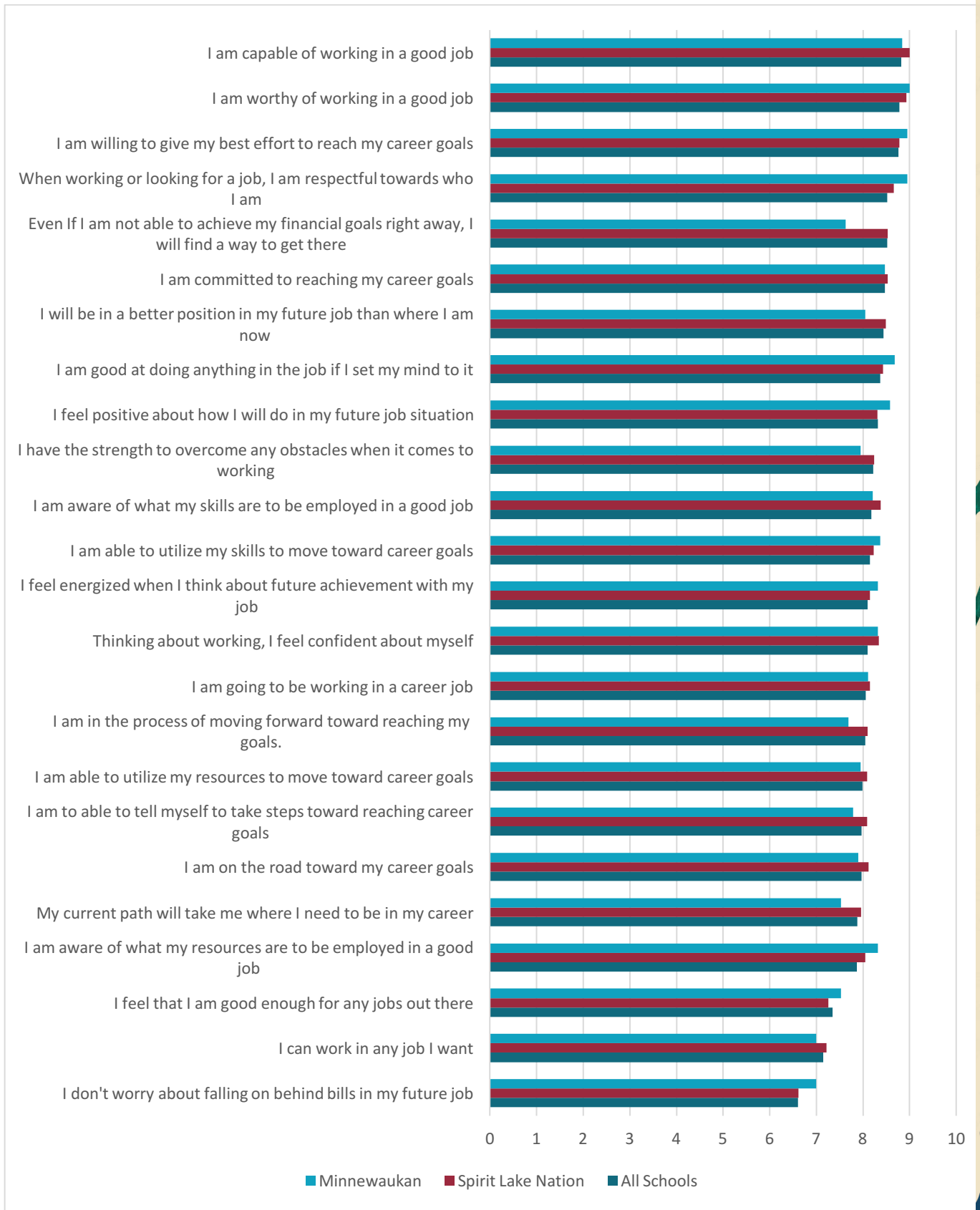
The 24 statements were further split into three categories, feelings about employment, goals toward employment, and future employment. An overall total confidence score was also calculated.

Minnewaukan students' means for the feelings category was  $\bar{x} = 8.38$ , which was comparative to the means for Spirit Lake Nation Schools ( $\bar{x} = 8.37$ ) and All Schools ( $\bar{x} = 8.30$ ).

Minnewaukan students' mean for the goals category was  $\bar{x} = 8.13$ , which was lower than Spirit Lake Nation Schools ( $\bar{x} = 8.25$ ) and similar to All Schools ( $\bar{x} = 8.16$ ).

Minnewaukan students' mean for the future category was  $\bar{x} = 7.79$ , which was lower than the mean for Spirit Lake Nation Schools ( $\bar{x} = 7.99$ ) but similar with the mean for All Schools ( $\bar{x} = 7.72$ ).

The overall confidence level of the Minnewaukan students was  $\bar{x} = 8.13$ , which was comparable to both Spirit Lake Nation ( $\bar{x} = 8.19$ ) and All Schools ( $\bar{x} = 8.11$ ). Additional detail on the students' confidence in achieving a future education 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. Minnewaukan 11th and 12th grade students identified the same top 10 challenges as All Students in the survey.

Minnewaukan students ranked having less than a high school education as their greatest challenge to future employment. Minnewaukan students rated four of the ten employment challenge statements higher when compared to Spirit Lake Nation and All Schools (See Figure 8).

The 28 statements were divided into four groups 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.

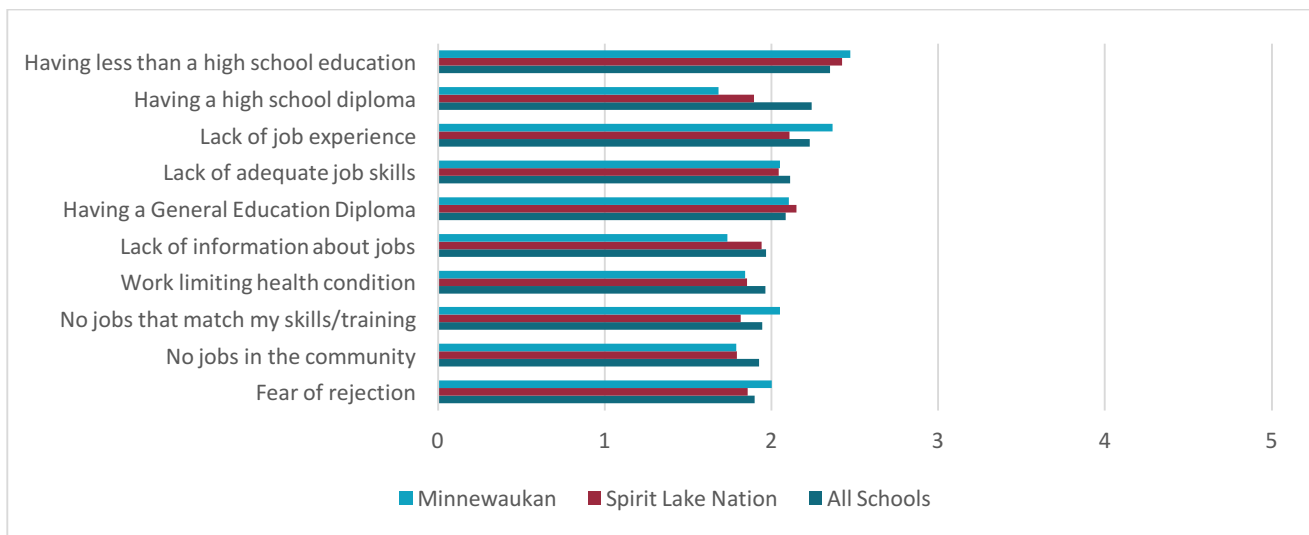
Minnewaukan students’ average for the external category was  $\bar{x} = 1.42$ , this measure was comparable to Spirit Lake Nation ( $\bar{x} = 1.46$ ) and lower than All Schools data ( $\bar{x} = 1.51$ ).

Self-confidence category mean of  $\bar{x} = 1.56$  for Minnewaukan students was comparable to Spirit Lake Nation ( $\bar{x} = 1.54$ ) and lower than All Schools ( $\bar{x} = 1.62$ ) students.

The job category mean for Minnewaukan students ( $\bar{x} = 1.91$ ) was comparable to Spirit Lake Nation ( $\bar{x} = 1.86$ ), but lower than All Schools ( $\bar{x} = 1.95$ ) data.

Minnewaukan students’ education category mean ( $\bar{x} = 2.03$ ) was lower than Spirit Lake Nation ( $\bar{x} = 2.08$ ) and All Schools ( $\bar{x} = 2.15$ ).

The overall challenge mean for Minnewaukan students obtaining future employment was  $\bar{x} = 1.67$ , which is lower than Spirit Lake Nation schools ( $\bar{x} = 1.67$ ) and 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 identified people who would support them if they decided to seek employment after high school graduation. There were 11 possible supporters listed and two open-ended questions. 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 Minnewaukan High School (See Table 4).

Overall, Minnewaukan students believed eight individuals ( $\bar{x} = 7.59$ ) would support them to seek employment in health-related fields after graduation, which is 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 were from relatives including siblings (79%), friends (79%), grandparents (79%), school counselors (74%) and parents (74%).

In one open-ended question, the students were asked to report other family members who would support their employment in a health-related field. Minnewaukan students did not list additional sources of support. The second open-ended question addressed, "Someone else?" and one student reported TRIO program as someone who would provide support.

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

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

# Post High School Employment Plans

When students were asked about their plans after graduation, 47% of Minnewaukan students were interested in joining the military, and 68% planned to work directly after graduation, as seen in Figure 9. Additional information on post high school employment plans are displayed in Appendix I.

Students planning to enlist in the military were asked to list what branch. Ten students reported specific branches of the military, including Navy (n=5), Marines (n=4), Army and SEALs. Three students were undecided.

Minnewaukan students choosing to work after graduation were planning for employment in the areas of welding, mechanics, art job or big store work, waitressing, construction, CNA and farming/ranching. Other responses for future employment plans from Minnewaukan students included "just something that makes money" and "a job that qualifies for my skills."

When asked the open-ended question, "If they are not going to college and do not plan to work, why not?" Minnewaukan students did not write any responses to this question.

Seven students reported that they currently work at Taco Johns (n=2), Walmart (n=2), school, cattle ranch, and Cliff's towing. Students reported the hours worked per week ranged from 1 ½ to 45 hours. One student reported working 18 hours during the school year and 38 hours when the school is not in session.

### Other Comments

Some students wrote in personal comments at the end of the survey. Minnewaukan students did not provide any additional comments.

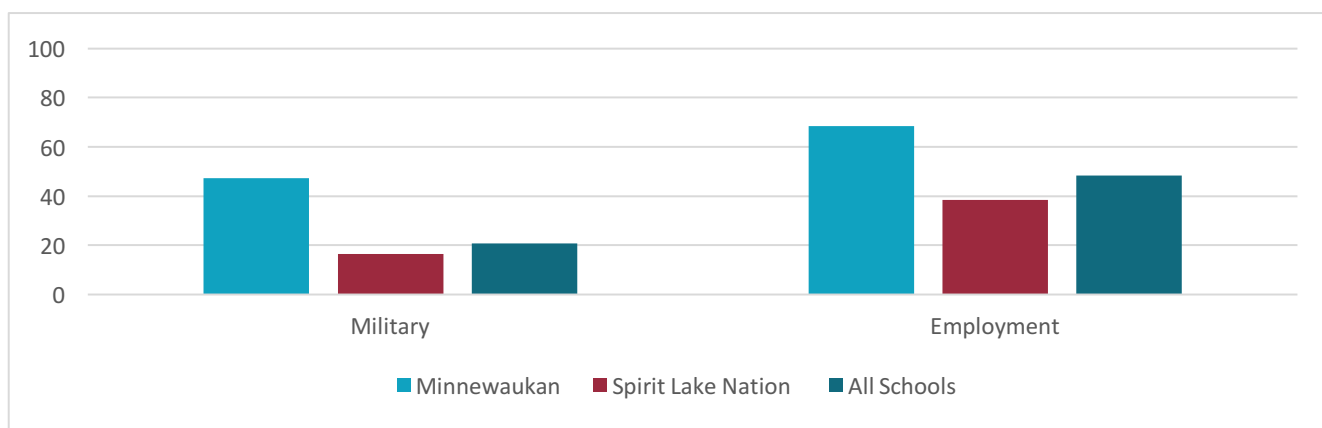


Figure 9. Future Plans for Employment After High School







# Summary

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Minnewaukan students who participated in the survey differed from the demographic pattern of Spirit Lake Nation and All Schools, with a higher percentage of American Indian/Native American students. The gender distribution of Minnewaukan students showed a higher percentage of male students when compared to Spirit Lake Nation and All Schools. The age distribution of Minnewaukan students show a higher percentage in ages 16 to 17 when compared to Spirit Lake Nation and All Schools, and a lesser percentage of 18- to 19-year-olds. Their overall self-confidence score was lower than their peers from other Spirit Lake Nation schools and All Schools students. Their overall education confidence score was lower than their peers from Spirit Lake Nation and All Schools. Minnewaukan students were confident that they were not thinking about dropping out of high school. The overall educational challenge mean for Minnewaukan students was higher when compared to Spirit Lake Nation schools and All Schools. Minnewaukan students believed the lack of information about colleges was their greatest challenge for future education. Post high school education plans for Minnewaukan students showed greater interest in community or tribal colleges with similar interest in four year colleges or universities when compared to their peers at Spirit Lake Nation and All Schools. A lower percentage of Minnewaukan students showed interest in health careers when compared to Spirit Lake Nation and All Schools; nursing, medicine and social work were of the most interest.

Minnewaukan students' overall challenge mean for obtaining future employment was lower than the overall averages of Spirit Lake Nation and All Schools. Their high confidence was reflected in the belief that they were worthy of a good job. Minnewaukan students' overall employment challenge mean was lower than their peers at Spirit Lake Nation and All Schools. They believed having less than a high school education was their greatest challenge for future employment. A higher percentage of Minnewaukan students were planning to enlist in the military or obtain employment directly following graduation than their peers from Spirit Lake Nation and All Schools. Twenty-six percent of Minnewaukan students reported they were currently employed while enrolled in high school.



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# Appendix

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

## Demographics of Students

There were 511, 11th and 12th grade students surveyed in North Dakota and 242 of 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 Spirit Lake Nation and All Schools data.

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

Demographics	Minnewaukan N=19 (%)	Devils Lake N=167 (%)	Four Winds N=43 (%)	Warwick N=13 (%)	Spirit Lake Nation Schools N=242 (%)	All Schools N=511 (%)
<b>Race/Ethnicity</b>	<b>n=19</b>	<b>n=164</b>	<b>n=43</b>	<b>n=13</b>	<b>n=242</b>	<b>n=506</b>
American Indian/Native American	95%	11%	98%	92%	38%	66%
Other *	5%	88%	2%	8%	61%	33%
Missing Data	0%	1%	0%	0%	1%	1%
<b>Gender</b>	<b>n=19</b>	<b>n=166</b>	<b>n=43</b>	<b>n=13</b>	<b>n=240</b>	<b>n=508</b>
Male	63%	50%	53%	77%	52%	50%
Female	37%	49%	47%	23%	47%	49%
Missing Data	0%	1%	0%	0%	1%	1%
<b>Age</b>	<b>n=19</b>	<b>n=165</b>	<b>n=41</b>	<b>n=13</b>	<b>n=238</b>	<b>n=500</b>
16	21%	15%	14%	16%	15%	20%
17	63%	56%	47%	46%	55%	50%
18-19	16%	28%	35%	38%	28%	28%
Missing Data	0%	1%	4%	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.

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

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

Self-Confidence Statements	Minnewaukan N=19	Devils Lake N=167	Four Winds N=43	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.	4.11	4.37	4.07	3.69	242	4.26	509	4.16
I will be able to achieve most of the goals that I have set for myself.	3.95	4.29	4.05	4.39	242	4.23	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	3.83	4.22	4.02	4.00	241	4.14	509	4.09
I will be able to successfully overcome many challenges.	3.84	4.05	3.91	3.85	242	4.00	508	4.01
I am confident that I can perform effectively on many different tasks.	3.84	4.10	3.81	3.92	241	4.02	509	3.92
Even when things are tough, I can perform well.	3.68	3.90	3.67	3.69	242	3.84	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.74	3.78	3.72	3.62	242	3.76	510	3.81
Compared to other people, I can do most tasks very well.	3.95	3.89	3.56	3.62	242	3.82	510	3.75
<b>Overall Confidence</b>	<b>3.86</b>	<b>4.08</b>	<b>3.85</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 completed about their confidence toward obtaining their future education goals. These statements were further split into two categories, feelings about education and goals towards education. An overall total confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Students perceived confidence in achieving a higher education is represented in Table C.

Not thinking about dropping out of high school was the highest rated confidence statement by Minnewaukan, Spirit Lake Nation and All Schools students. Not worrying about falling behind on their assignments was rated the lowest statement by Minnewaukan, Spirit Lake Nation and All Schools students. The overall confidence mean for Minnewaukan students achieving future education was lower than the means for Spirit Lake Nation and All Schools.

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

Education Statements	Minnewaukan N=19	Devils Lake N=167	Four Winds N=43	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^^	9.16	9.17	9.44	10.00	242	9.27	509	9.10
I am worthy of receiving a good education**	8.37	8.93	8.40	8.62	242	8.78	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.35	8.95	8.47	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^^	8.42	8.62	8.49	9.00	242	8.60	509	8.51
I am willing to give my best effort to reach my education goals^^	8.84	8.49	8.56	9.23	242	8.57	509	8.49
I am committed to reaching my educational goals^^	8.37	8.51	7.95	8.00	241	8.37	508	8.38
When it comes to pursuing an education, I have self-respect**	8.05	8.32	8.23	8.15	242	8.28	510	8.32

\*\* 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	Minne- waukan N=19	Devils Lake N=167	Four Winds N=43	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I feel positive about how I will do in my future education**	8.11	8.29	7.86	7.77	241	8.17	509	8.15
I am capable of studying in a good educational program**	7.05	8.55	7.51	7.54	242	8.19	511	8.12
I am able to use my skills to move toward my educational goals^^	8.26	8.33	7.30	8.15	240	8.13	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.37	8.58	7.30	7.85	242	8.22	510	8.07
I know what skills I have to do well in education^^	8.00	8.40	6.98	8.46	241	8.12	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	8.05	8.04	7.09	8.15	241	7.88	509	7.97
I am on the road toward my educational goals^^	7.72	8.25	7.59	7.83	234	8.08	502	7.92
I am able to use my resources to move toward my educational goals^^	7.95	8.10	7.42	7.69	242	7.94	507	7.90
I feel that I am good enough for educational opportunities out there**	7.47	7.95	7.47	7.39	242	7.80	510	7.89
When I think about getting an education, I feel confident about myself**	7.53	7.89	7.35	7.62	242	7.75	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.31	8.21	7.09	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	Minne- waukan N=19	Devils Lake N=167	Four Winds N=43	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**	6.84	8.02	7.26	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^^	7.58	8.25	6.88	7.31	241	7.90	509	7.73
My current path will take me to where I need to be in my career^^	8.06	7.84	7.19	8.00	241	7.75	506	7.73
I know what resources I have to do well in education^^	7.21	7.87	7.05	7.83	241	7.67	506	7.64
I feel energized when I think about future achievement with my education^^	7.63	7.60	7.77	8.31	241	7.67	509	7.63
A GED will (NOT) get me where I want to go in life^^	6.95	7.78	7.47	7.00	240	7.63	506	7.27
I am able to study in any education program I want**	7.00	7.39	6.67	7.09	238	7.22	502	7.22
I don't worry about falling behind on my assignments in my future education**	6.05	6.81	5.16	6.08	242	6.42	510	6.38
<b>Overall Confidence</b>	<b>7.28</b>	<b>7.66</b>	<b>7.00</b>	<b>7.43</b>	<b>242</b>	<b>7.50</b>	<b>511</b>	<b>7.48</b>
<b>Feelings</b>	7.47	8.11	7.43	7.56	242	7.91	51	7.91
<b>Goals</b>	7.91	8.22	7.47	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 estimated students' perceived challenges towards achieving higher education goals after high school. These statements 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. Minnewaukan, Spirit Lake Nation and All Schools students' major challenge to their obtaining future education was the lack of information about colleges. Past criminal records was rated as the lowest educational challenge by Minnewaukan students, whereas Spirit Lake Nation and All Schools students ranked domestic violence as the lowest challenge.

The information category was ranked as the highest challenge category by Minnewaukan, Spirit Lake Nation and All Schools students. External challenge category was rated lowest category by Minnewaukan, Spirit Lake Nation, and All Schools students. The overall educational challenge mean for Minnewaukan students was higher than the Spirit Lake mean but comparable to the All Schools mean.

**Table D. Future Educational Challenges**

Educational Challenge Statements	Minnewaukan N=19	Devils Lake N=167	Four Winds N=43	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	2.58	2.14	2.24	2.67	240	2.22	504	2.43
Lack of information about career options	2.37	2.16	2.37	2.00	239	2.21	501	2.33
Transportation	2.21	1.50	2.63	2.50	240	1.81	507	2.18
Fear of rejection	1.95	1.90	2.40	1.82	240	1.99	508	2.04
Lack of confidence	2.16	1.72	2.37	1.92	241	1.88	507	1.93
Racial discrimination	2.16	1.29	1.95	1.17	241	1.47	508	1.83
Lack of stable housing	1.68	1.52	2.05	2.17	241	1.66	506	1.79
Problems with getting to school on time	1.47	1.42	2.02	1.67	240	1.55	508	1.70
Lack of support system	1.74	1.38	2.36	1.64	239	1.59	504	1.65



## 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
Need to take care of family members	1.90	1.33	2.14	2.45	240	1.57	507	1.64
Lack of coping skills for daily struggles	1.63	1.53	1.98	1.55	240	1.62	506	1.63
Childcare	1.74	1.25	2.14	1.83	240	1.48	507	1.58
Anger management	1.47	1.34	1.88	1.83	241	1.47	509	1.56
No colleges in the area	1.42	1.23	1.63	2.00	241	1.35	506	1.49
Cannot read or write very well	1.79	1.29	1.67	1.46	240	1.41	507	1.47
Bullying	1.26	1.32	1.44	1.67	240	1.35	506	1.39
Lack of clothing for school	1.16	1.17	1.72	1.58	241	1.29	508	1.38
Need to take care of young children	1.74	1.18	1.62	1.50	240	1.32	506	1.37
Mental illness	1.11	1.34	1.16	1.00	239	1.28	506	1.35
Drug/alcohol addiction	1.16	1.34	1.26	1.08	241	1.30	509	1.35
Past criminal record	1.00	1.29	1.26	1.08	241	1.25	509	1.32
Being a single parent	1.32	1.16	1.51	1.08	240	1.23	508	1.31
Physical disabilities	1.16	1.24	1.30	1.17	241	1.24	509	1.31
Domestic violence	1.11	1.19	1.16	1.42	240	1.19	506	1.25
<b>Overall Challenges</b>	<b>1.64</b>	<b>1.43</b>	<b>1.84</b>	<b>1.71</b>	<b>241</b>	<b>1.53</b>	<b>509</b>	<b>1.64</b>
<b>External</b>	1.16	1.29	1.27	1.27	241	1.27	509	1.33
<b>Self-Confidence</b>	1.57	1.47	2.00	1.70	241	1.58	509	1.65
<b>Support</b>	1.77	1.31	1.93	1.82	241	1.48	509	1.63
<b>Information</b>	2.47	2.15	2.34	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. Minnewaukan students indicated a higher preference for attending four-year colleges or universities than community or tribal colleges.

**Table E. Future Educational Plans**

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

Thirty-two percent of Minnewaukan students were interested in health careers. Students who indicated an interest in healthcare careers were asked to state their top career choices. The five most common careers selected by all students are shown in Table F. Minnewaukan students expressed an interest in nursing, medicine and social work. They did not report an interest in Sports Medicine/Exercise Physiology or Physical Therapist, which were among top choices of their peers.

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

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

# Future Employment

## Confidence In Obtaining Future Employment

There were 24 statements that students completed about their confidence towards obtaining employment after high school. These statements were further split into three groups, 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 towards employment. Being worthy of working in good jobs was rated as the highest confidence statement by Minnewaukan, whereas Spirit Lake Nation and All Schools students believed it was their capability of working in good jobs. While not worrying about falling behind on their

assignments was rated the lowest statement by Minnewaukan, Spirit Lake Nation and All Schools students. The overall confidence mean for Minnewaukan students achieving future education was lower than the means for Spirit Lake Nation and All Schools.

The goals category was rated as the highest category by Minnewaukan, Spirit Lake Nation, and All Schools students. Whereas, the future category was ranked as the lowest category by Minnewaukan, Spirit Lake Nation, and All Schools students. The overall employment confidence mean was comparable for Minnewaukan, Spirit Lake Nation and All Schools students.

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

Employment Statements	Minnewaukan N=19	Devils Lake N=167	Four Winds N=43	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**	8.84	9.19	8.67	7.92	240	9.00	507	8.82
I am worthy of working in a good job**	9.00	9.18	8.36	7.54	240	8.93	508	8.79
I am willing to give my best effort to reach my career goals^^	8.95	8.87	8.56	8.15	240	8.78	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.95	8.71	8.44	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^^	7.63	8.75	8.12	8.31	241	8.53	507	8.52

\*\* 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	Minne- waukan N=19	Devils Lake N=167	Four Winds N=43	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am committed to reaching my career goals^^	8.47	8.68	8.23	7.77	241	8.53	508	8.47
I will be in a better position in my future job than where I am now++	8.05	8.77	7.77	8.08	241	8.49	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.68	8.54	8.09	7.612	241	8.42	509	8.37
I feel positive about how I will do in my future job situation++	8.58	8.43	7.88	7.85	240	8.31	507	8.32
I have the strength to overcome any obstacles when it comes to working**	7.95	8.44	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^^	8.21	8.61	7.70	7.92	241	8.38	507	8.18
I am able to utilize my skills to move toward career goals^^	8.37	8.45	7.54	7.54	241	8.23	508	8.15
I feel energized when I think about future achievement with my job^^	8.32	8.19	8.02	7.85	241	8.15	508	8.10
I am going to be working in a career job++	8.32	8.65	7.31	7.83	239	8.34	507	8.10
I am in the process of moving forward toward reaching my goals^^	8.11	8.40	7.36	7.62	240	8.15	507	8.06
Thinking about working, I feel confident about myself**	7.68	8.25	7.79	7.69	241	8.10	508	8.05
I am able to utilize my resources to move toward career goals^^	7.95	8.30	7.56	7.39	241	8.09	508	7.99

\*\* 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	Minne- waukan N=19	Devils Lake N=167	Four Winds N=43	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^^	7.79	8.24	7.74	7.69	241	8.09	508	7.97
I am aware of what my resources are to be employed in a good job^^	7.90	8.39	7.33	7.62	241	8.12	508	7.97
I am able to utilize my resources to move toward career goals^^	7.53	8.28	7.14	7.23	241	7.96	503	7.88
I am on the road toward my career goals^^	8.32	8.22	7.44	7.54	241	8.05	507	7.87
My current path will take me to where I need to be in my career^^	7.53	7.42	6.84	6.08	241	7.25	509	7.34
I feel that I am good enough for any jobs out there**	7.00	7.46	6.62	6.23	240	7.21	508	7.15
I can work in any job I want++	7.00	6.98	5.51	5.15	241	6.62	509	6.61
I don't worry about falling behind bills in my future job++	7.90	8.39	7.33	7.62	241	8.12	508	7.97
<b>Overall Confidence</b>	<b>8.13</b>	<b>8.39</b>	<b>7.67</b>	<b>7.50</b>	<b>241</b>	<b>8.19</b>	<b>509</b>	<b>8.11</b>
<b>Feelings</b>	8.38	8.53	8.01	7.46	241	8.37	509	8.30
<b>Goals</b>	8.13	8.45	7.73	7.72	241	8.25	508	8.16
<b>Future</b>	7.79	8.05	7.04	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 identified students' perceptions of challenges to obtaining employment after high school. These questions were divided into four groups 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 score was also calculated. Answers were rated from one to five, with five being the greatest challenge.

Minnewaukan, Spirit Lake Nation and All Schools students ranked having less than a high school education as their greatest employment challenge. The lack of working clothes and mental illness was rated as the lowest employment challenges by Minnewaukan students. In comparison, physical disabilities were ranked as the lowest employment challenge by Spirit Lake Nation and All Schools students. The overall employment challenge confidence mean for Minnewaukan students was comparable to Spirit Lake Nation but lower than All Schools.

**Table H. Future Employment Challenges**

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

## Challenges To Obtaining Future Employment

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

Employment Challenge Statements	Minne- waukan N=19	Devils Lake N=167	Four Winds N=43	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	1.79	1.78	1.81	1.83	239	1.80	505	1.93
Transportation	1.68	1.52	1.84	2.33	240	1.63	507	1.92
Fear of rejection	2.00	1.78	2.10	1.83	239	1.86	505	1.90
Lack of stable housing	1.53	1.55	1.86	2.00	239	1.63	506	1.75
Lack of confidence	1.53	1.60	1.88	1.67	240	1.65	506	1.74
Need to take care of parents/family members	1.90	1.46	1.72	2.25	239	1.58	503	1.68
Problems with getting to job on time	1.58	1.51	1.72	1.58	240	1.56	506	1.64
Anger management	1.37	1.49	1.70	1.50	240	1.52	506	1.62
Racial discrimination	1.68	1.40	1.79	1.33	240	1.49	507	1.60
Lack of coping skills for daily struggles	1.63	1.50	1.56	1.50	240	1.52	505	1.60
Childcare	1.74	1.42	1.54	1.82	239	1.48	505	1.58
Cannot read or write very well	1.63	1.48	1.47	1.92	240	1.51	505	1.56
Lack of support system	1.42	1.42	1.48	1.67	239	1.44	504	1.55
Drug/alcohol addiction	1.37	1.58	1.33	1.33	240	1.50	505	1.49
Lack of work clothing	1.16	1.35	1.49	1.67	239	1.38	505	1.47
Mental illness	1.16	1.51	1.12	1.17	240	1.40	507	1.46
Past criminal record	1.11	1.50	1.28	1.33	240	1.42	506	1.46
Being a single parent	1.42	1.39	1.54	1.18	239	1.41	505	1.44
Domestic violence	1.47	1.48	1.09	1.33	240	1.40	506	1.44
Physical disabilities	1.26	1.42	1.23	1.17	240	1.36	506	1.42

## Challenges To Obtaining Future Employment

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

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

## Post High School Employment Plans

Table I displays students' reported plans for enlisting in the military and employment after high school graduation. A greater percent of Minnewaukan students reported that they planned to enlist in the military or pursue employment following high school graduation than their peers from Spirit Lake Nation or All Schools.

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

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





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