

Youth Education & Employment Survey Results

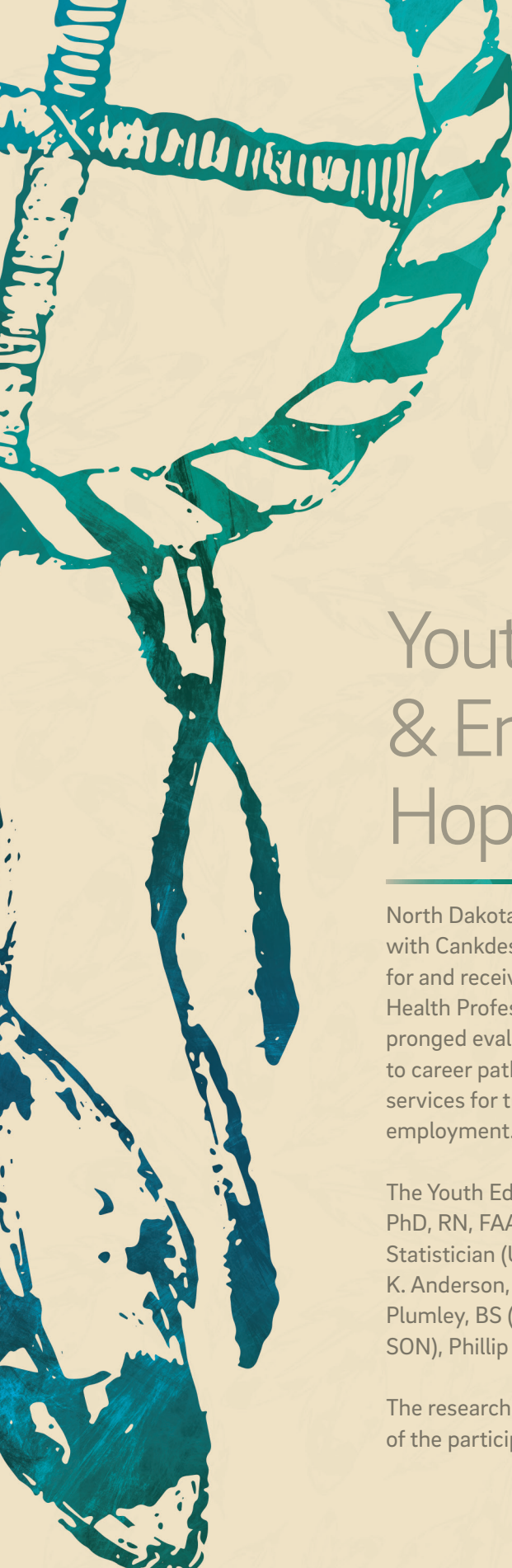
Hope Project:
New Town High School
New Town, North Dakota



CANKDESKA CIKANA
COMMUNITY COLLEGE
Spirit Lake Dakota Nation



NDSU SCHOOL
OF NURSING



Youth Education & Employment Hope Survey

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

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!



Contents

Prelude to this Study	6
Introduction & Purpose	7
The Value of the “Hope Survey”	8
Scope Limitations	9
Survey Response Rate & Demographics	10
Student Self-Confidence	12
Future Education	14
Confidence in Achieving Future Education	14
Challenges to Future Education	16
Students’ Thoughts About General Education Diplomas (GEDs)	17
Educational Support	18
Post High School Educational Plans	19
Future Employment	22
Confidence in Obtaining Future Employment	22
Challenges to Future Employment	24
Employment Support	25
Post High School Employment Plans	26
Summary	28
References	29
Appendix	30



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

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 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 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”

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

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 Mandan Hidatsa & Arikara Nation high school participants, as well as the schools that took part in the surveys on or near Spirit Lake Nation, Turtle Mountain and Standing Rock Reservation. The Appendix also includes the data compiled from All Schools that participated in the survey.



Survey Response Rate & Demographics

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 New Town, 47 students of 65 (72%) enrolled in 11th and 12th grades participated in the survey.

Of the 47 students, 85% self-identified as American Indian/Native American (See Table 1). New Town had the largest number of students participating in the survey from Mandan, Hidatsa & Arikara Nation. The percentage patterns of male and female students at New Town were comparable to those of students from Mandan, Hidatsa & Arikara Nation and All Schools. Age categories for New Town students varied slightly from All Schools data with less New Towns students reporting ages 16-17 and a higher number of students ages 18-19 when compared to All Schools data. Of the 47 students, 13 were employed either full time or part-time. Additional detail is presented in Appendix Table A.

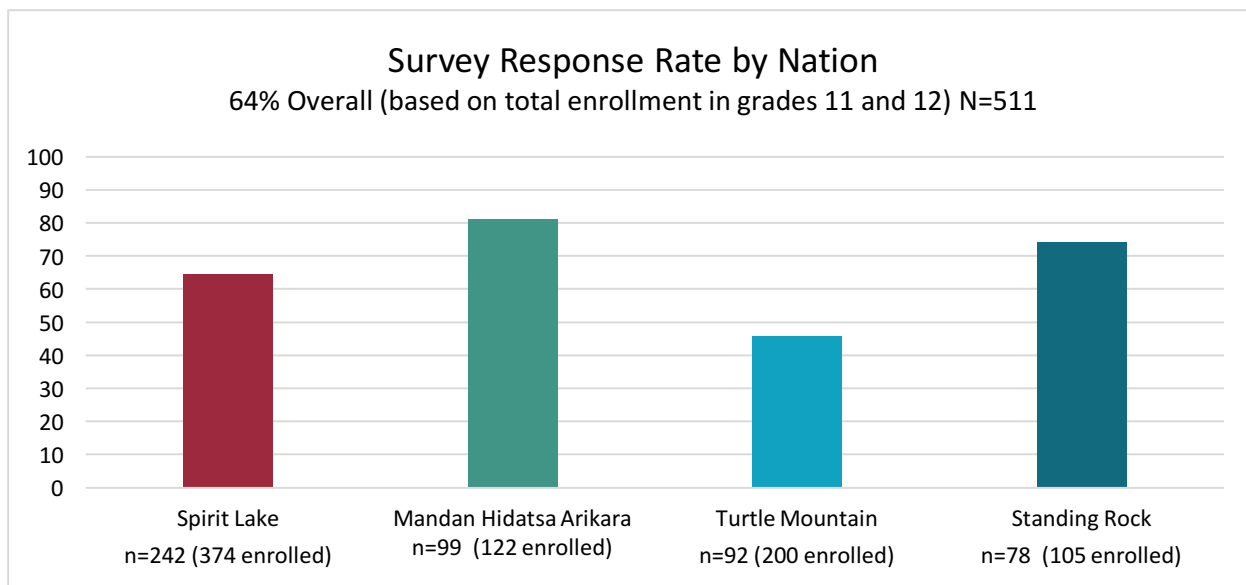


Figure 1. Survey Response Rate by Nation. The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.

Table 1. Demographics of Students Participating in the Hope Survey

Demographics	New Town N=47	New Town (%)	Mandan Hidatsa & Arikara Nation N=99	Mandan Hidatsa & Arikara Nation (%)	All Schools N=511	All Schools (%)	
Race/Ethnicity	n=47	100%	n=99	100%	n=506	99%	
American Indian/Native American	40	85%	80	81%	335	66%	
Other *	7	15%	19	19%	171	33%	
Missing Data	0	0%	0	0%	5	1%	
Gender	n=47	100%	n=99	100%	n=508	99%	
Male	26	55%	54	55%	259	50%	
Female	21	45%	45	45%	249	49%	
Missing Data	0	0%	0	0%	3	1%	
Age	n=45	95%	n=94	95%	n=500	98%	
16	8	17%	16	16%	100	20%	
17	19	40%	40	41%	255	50%	
18-19	18	38%	38	38%	145	28%	
Missing Data	2	5%	5	5%	11	2%	
Employment	n=44	94%	n=89	90%	n=469	92%	
Currently Employed	Yes	13	28%	32	32%	172	34%
	No	31	66%	57	58%	297	58%
Missing Data	3	6%	10	10%	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

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. An overall student self-confidence score was also calculated. New Town students rated their self-confidence similarly on many of the measures when compared to Mandan, Hidatsa & Arikara Nation and All Schools. The overall confidence mean for New Town students was $\bar{x}=4.01$, which was the same as $\bar{x}=4.01$ for Mandan, Hidatsa & Arikara Nation and similar to the average of $\bar{x}=3.96$ for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

Self-Confidence Survey Response by Question

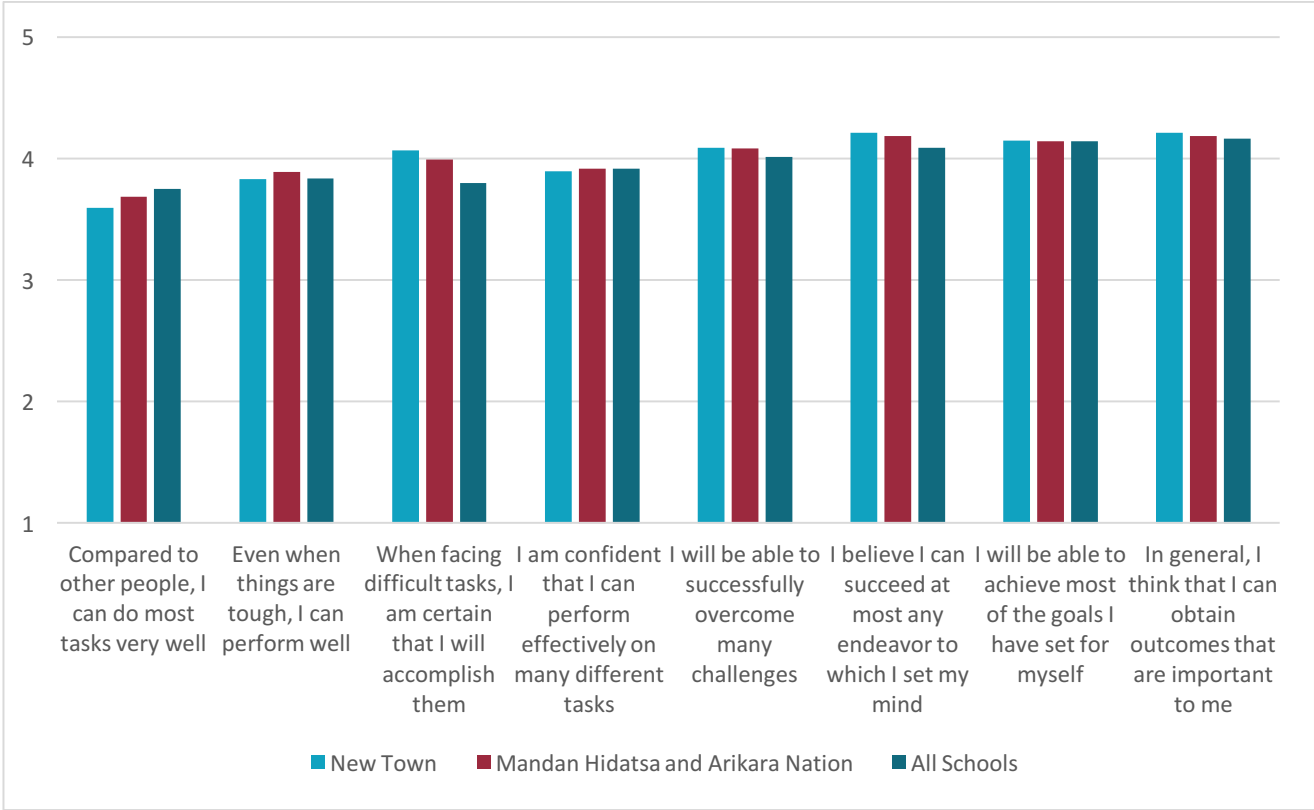


Figure 2. Self-Confidence Ratings of Students



Future Education

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 New Town High School.

New Town students' highest confidence was reflected in the statement that they were not thinking about dropping out of high school. New Town students' confidence ratings were lower on 13 of the 26 education statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 3).

Student responses to these 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.

New Town students' mean for the feelings category was $\bar{x}=7.64$, which was similar to the mean for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.67$) and lower than All Schools ($\bar{x}=7.91$).

New Town students' average for education goals category was $\bar{x}=7.72$, which was comparable to the mean for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.71$), and lower than All Schools ($\bar{x}=8.00$).

The overall education confidence level of the New Town students was $\bar{x}=7.25$, which was similar to Mandan, Hidatsa & Arikara Nation ($\bar{x}=7.24$), but lower than 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 the highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

New Town students ranked transportation as their greatest challenge to future education. When compared to Mandan, Hidatsa & Arikara Nation and All Schools, New Town students’ challenges for future education was higher in four of the ten challenge statements (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 New Town students was $\bar{x}=1.34$ and measured comparable to Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.27$) and All Schools ($\bar{x}=1.33$).

The self-confidence category measure of $\bar{x}=1.65$ for New Town students was similar to means from Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.64$) and All Schools ($\bar{x}=1.65$).

The average for the support category was $\bar{x}=1.71$ for New Town students, which was higher when compared to Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.64$) and All Schools ($\bar{x}=1.63$).

New Town students’ mean score for the information category was $\bar{x}=2.07$, which was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.32$) and All Schools ($\bar{x}=2.39$).

The overall education challenge mean for New Town students was $\bar{x}=1.64$, which was similar to both Mandan, Hidatsa & Arikara Nation schools ($\bar{x}=1.62$) and All Schools ($\bar{x}=1.64$) means. Additional information on challenges for future education are shown in Appendix Table D.

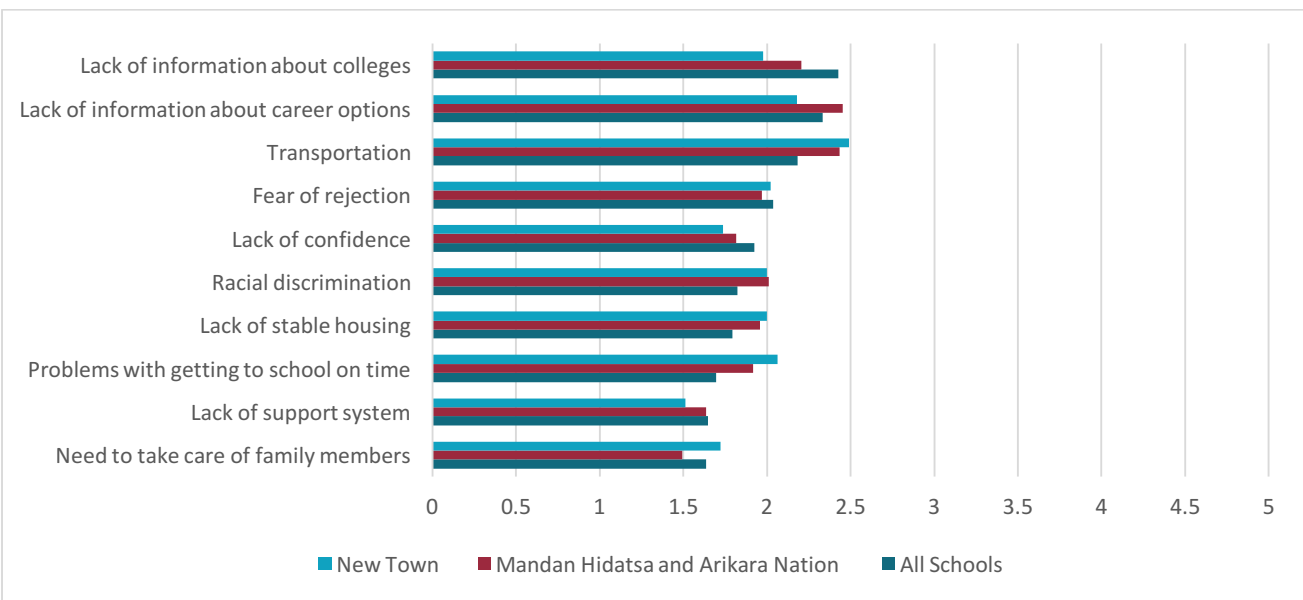


Figure 4. Future Educational Challenges

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. Overall, 28% of New Town students thought that GEDs were easier to obtain, which was lower than the beliefs of students of Mandan, Hidatsa & Arikara Nation schools (39%) but similar to their All Schools (30%) peers. In comparison, 17% of New Town students thought GEDs equaled high school diplomas, which is similar to Mandan, Hidatsa & Arikara Nations (16%) but lower than their peers at All Schools (23%) (See Table 2).

Fourteen New Town students answered the open-ended question as to why they thought it was easier to get GED than a high school diploma. Two students replied with "you just take a tests," while two others believed "it's meant to be [easy]." One student believed it was easier to get a GED "because you get more help here on the rez." While one student stated, "it doesn't take as long," and another student thought it was easier, "because you stay at home to get a GED." Three students reflected on the value of earning a GED, as one student expressed, "Getting a GED doesn't build character, in my opinion," while an additional student stated, "you don't have to do 12 years of this [high school]." One student chose to remain impartial by stating, "I'm more neutral,

it depends on the option and the reason behind it." Finally, one student reflected that if someone completes a GED it is "because you don't have [many] priorities" whereas, another student believed, "it lowered standards, pansy way out."

Twenty-three New Town students responded to the question as to why it wasn't easier to get a GED than a high school diploma. Eight students believed GEDs limited future career options as shared in the following two quotes, "you won't get some jobs or careers you want to get into," and "you're really not achieving anything. You won't go anywhere with a GED." Two students believed that getting a GED was not easier as reflected in the following statement, "It is not easier because you still have to do all the work, and cram it all in." One student did not think others should obtain a GED, "because you won't really learn anything." Two students discussed the process as a limitation as reflected in the following quotes, the "process is made to persuade you not to take it," and there is a "tighter schedule." One student believed, "it is the easy way out" whereas another student perceived individuals with GEDs as "stupid." Three students discussed the importance of completing school as demonstrated in the following two quotes, "going to school isn't that hard," and "just finish school and it makes everything easier."

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

General Education Diploma Questions		New Town N=47		Parshall N=33		White Shield N=15		Mandaree N=4		Mandan Hidatsa & Arikara Nation N=99		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	13	28%	16	48%	8	53%	2	50%	39	39%	152	30%
	No	34	72%	17	52%	6	40%	2	50%	59	60%	343	67%
Missing Data		0	0%	0	0%	1	7%	0	0%	1	1%	16	3%
Is a GED equal to a high school diploma?	Yes	8	17%	8	24%	0	0%	0	0%	16	16%	116	23%
	No	39	83%	25	76%	14	93%	2	50%	80	81%	377	74%
Missing Data		0	0%	0	0%	1	7%	2	50%	3	3%	18	3%

Educational Support

Students identified 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 is 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 New Town High School (See Table 3).

Overall, New Town students believed seven individuals ($\bar{x}=6.81$) would support them to continue their education after graduation, which was comparable to Mandan, Hidatsa & Arikara Nation

($\bar{x}=6.75$) but lower than All Schools ($\bar{x}=7.61$) when rounded up. The most common sources of support for New Town students included parents (91%), aunts (81%), friends (79%), uncles (77%), grandparents (74%), teachers (72%) and siblings (70%).

In one open-ended question, students reported other family members who would support their education in a health-related field. New Town students listed brother and dog, while two other students listed specific names of individuals. The second open-ended question addressed, "Someone else?" Four New Town students shared specific names of those who would provide support.

Table 3. Sources of Support for Achieving Future Education

Supporters	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	%	%	%	%	N	%	N	%
Parents	91%	88%	93%	100%	90	91%	454	89%
Teacher(s)	72%	67%	87%	100%	73	74%	427	84%
Aunts	81%	67%	80%	75%	75	76%	419	82%
Friends	79%	82%	67%	75%	77	78%	415	81%
Uncles	77%	61%	73%	100%	71	72%	402	79%
Grandparents	74%	61%	80%	75%	70	71%	401	78%
School counselor	53%	45%	87%	100%	57	58%	387	76%
Siblings	70%	79%	60%	75%	71	72%	381	75%
Spouse or partner	4%	24%	33%	25%	32	32%	49	10%
Co-workers	34%	24%	27%	25%	29	29%	210	41%
Family support	17%	21%	27%	50%	21	21%	134	26%
Other family members	11%	9%	13%	0%	10	10%	91	18%
Children	11%	18%	33%	0%	16	16%	83	16%
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Number of Supporters	6.81	6.34	7.20	7.50	98	6.75	499	7.61

Post High School Educational Plans

As detailed in Figure 5, New Town students had stronger interests in attending four-year colleges and universities than community or tribal colleges. Additional information on post high school educational plans is displayed in Appendix Table E.

New Town students interested in attending community or tribal colleges listed Fort Berthold Community College in New Town (n=8), United Tribes Technical College in Bismarck, Bismarck State College in Bismarck, Indian School, and Northwest Mississippi Community College in Senatobia, Mississippi.

Career choices of New Town students who planned to attend community or tribal colleges included graphic design (n=2), general education (n=2), early childhood development, mechanics, and carpentry. Three students were undecided of their career choice.

Thirteen New Town students did not plan to attend community or tribal colleges. Five students decided they "wanted to go to a 4-year right away" instead of a tribal or community college. One student was unable to attend college because of family obligations as reflected in the following statement, "I have to take care of my son." Reasons provided by another student was wanting "...to leave the reservation" while another student shared, I want "a year break." Additionally, one student expressed an adverse view of community or tribal colleges by stating, "I want a good education." One was undecided about attending a community or tribal college.

Ten New Town students were interested in attending in-state four-year colleges or universities, including University of North Dakota in Grand Forks (n=6), North Dakota State University in Fargo (n=2), and University of Jamestown. Out of state colleges or universities listed by six students included Minnesota State University in Moorhead, MN, Art Institute of Phoenix in Phoenix, AZ, University of Oregon in Eugene, OR, University of Southern California in Los

Angeles, University of California Los Angeles, and Arizona State University in Tempe, AZ. Three students were "undecided."

If students were planning to attend a four-year college or university, they were asked to indicate their career choices. New Town students career interests included nursing (n=4), physical therapy (n=2), forensic nursing, art, biomechanical engineering, business management/culinary, computer technician, criminal justice, early childhood development, engineer, horticulture, music education, radiologic technology, social work, sports medicine, and stock broker.

In an open-ended question, seven New Town students reported they did not plan to attend a four-year college or university. One student provided the reason as "my son," two students planned on "working," and two others responded similarly with "not 4 years." Another student even replied "IDK [I don't know]," while one student reported that "2 is where it's at."

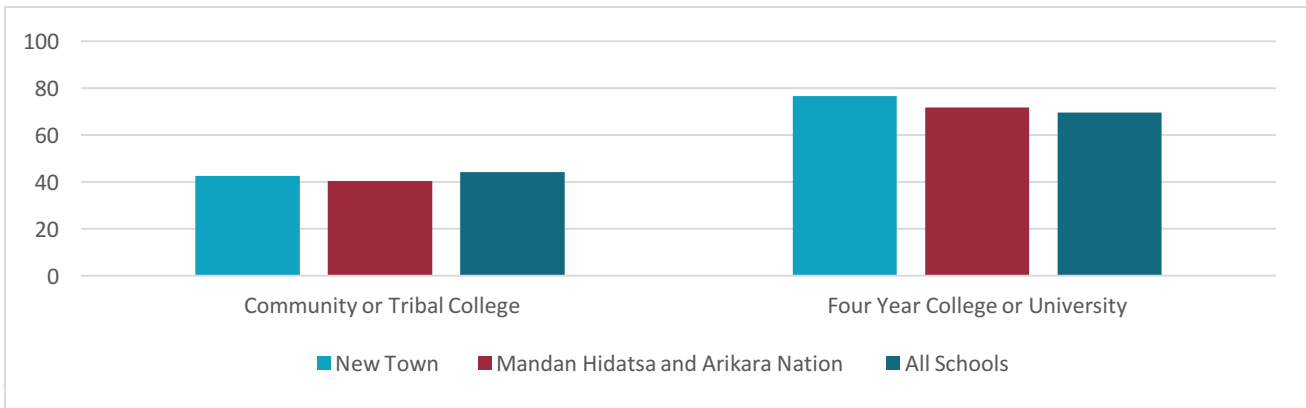


Figure 5. Future Educational Plans

Of the 47 students surveyed, 34% were interested in health careers, which was higher than their peers at Mandan, Hidatsa & Arikara Nation (29%) and lower than All Schools (40%) respondents. Students who indicated interest in a healthcare career were asked to choose their top three health career choices from a list of 20 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 top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, New Town students' strongest interests were in sports medicine/exercise physiology (19%), nursing (12%) and physical therapist (11%). An open-ended question, "Other" was provided. Five New Town students wrote in veterinary, orthodontist, horticulturist, law enforcement and massage therapist. Additional information regarding healthcare interests is shown in Appendix Table F.

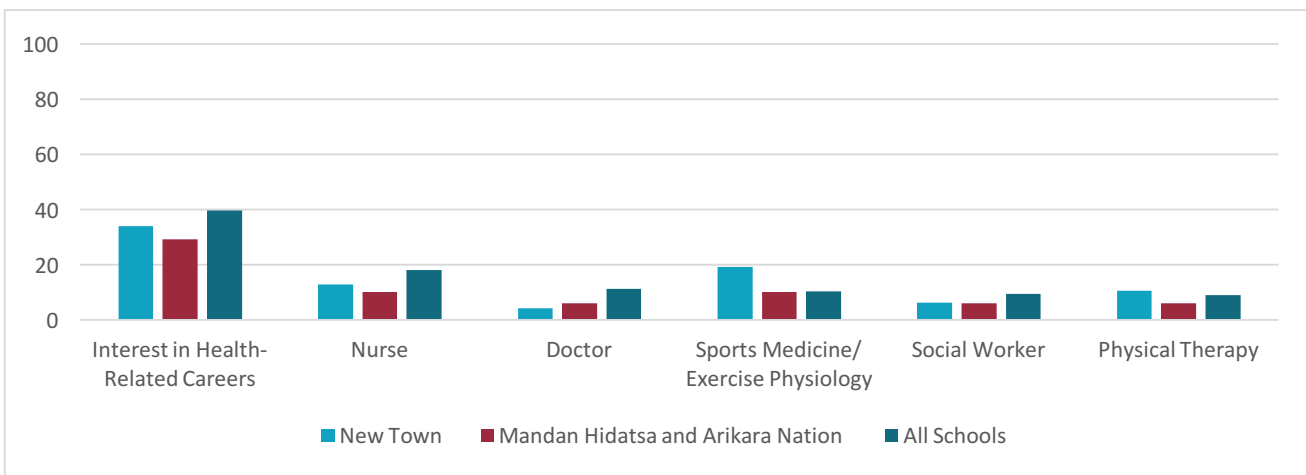


Figure 6. Health Careers of Interest to Students

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested in health careers. New Town students were interested in engineering (n=3), music (n=2), accounting, agriculture, art, automotive mechanic, computers and technology, construction,

culinary, early childhood education, heavy equipment, history, horticulturist, graphic design, growing plants, law enforcement, massage therapist, mechanic, science, network technician, sports, tattooist, vet, welding, and "getting my generals."



Future Employment

Confidence in Obtaining Future Employment

Students' confidence in 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 are based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for New Town High School.

New Town students' highest confidence was reflected in the statement that even if they were unable to reach their financial goals right away, they will find ways to reach them. New Towns students' confidence ratings were higher on one of the 24 employment statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (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.

The mean for New Town students' feelings category was $\bar{x}=8.13$, which was lower than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=8.31$) and All Schools ($\bar{x}=8.30$).

New Town students' average for the goals category was $\bar{x}=7.94$, which was similar to the mean for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.96$) and lower than the average for All Schools ($\bar{x}=8.16$).

In comparison, New Town students' mean for the future category was $\bar{x}=7.34$, which was lower than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.52$) and All Schools ($\bar{x}=7.72$).

The overall employment confidence level of the New Town students was $\bar{x}=7.87$, which again was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}=7.97$) and All Schools ($\bar{x}=8.11$). Additional detail on 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 the highest challenge. New Town 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

New Town students’ identified having less than a high school education as their greatest challenge to future employment. When compared to Mandan, Hidatsa & Arikara Nation and All Schools, New Town students’ confidence ratings were higher on six of the ten employment challenge statements (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. The full list of challenges to employment is found in the Appendix Table H.

New Town students’ average for the external category was $\bar{x}=1.57$, this measure was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.45$) but similar to All Schools ($\bar{x}=1.51$).

The self-confidence category average ($\bar{x}=1.82$) for New Town students was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.71$) and All Schools ($\bar{x}=1.62$) students.

The job category mean for New Town ($\bar{x}=1.99$) was comparable to Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.00$) and All Schools ($\bar{x}=1.95$) data.

New Town students’ education category mean ($\bar{x}=2.52$) was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.33$) and the All Schools ($\bar{x}=2.15$).

The overall challenge mean for New Town students obtaining future employment was $\bar{x}=1.91$, which was higher than Mandan, Hidatsa & Arikara Nation schools ($\bar{x}=1.81$) and All Schools ($\bar{x}=1.76$). The full list of challenges to future employment is found in the Appendix Table H.

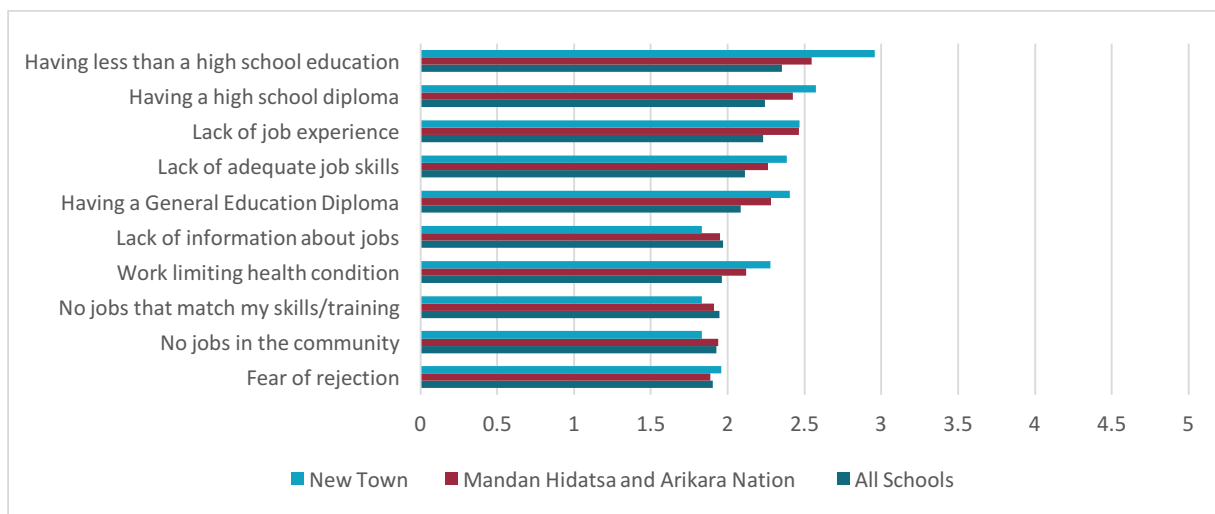


Figure 8. Future Employment Challenges

Employment Support

Students 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 is based from the highest to lowest percentage from All Schools data. Individual school results may differ from this order as illustrated in the results for New Town High School (See Table 4).

Overall, New Town students believed seven individuals ($\bar{x}=7.46$) would support them when seeking employment in health-related fields, which was comparable to their peers at Mandan, Hidatsa & Arikara Natation ($\bar{x}=7.12$) but less than All Schools

($\bar{x}=7.94$) when rounded up. The most common sources of support included parents (91%), siblings (83%), aunts (81%), grandparents (77%), friends (74%), uncles (72%) and teachers (66%).

In one open-ended question, the students were asked to report other family members who would support their employment in health-related fields. Three New Town students listed names of specific individuals. The second open-ended question addressed, "Someone else?" Three students reported names of specific individuals who would provide support. One student responded "past."

Table 4. Sources of Support for Future Employment

Supporters	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	%	%	%	%	N	%	N	%
Parents	91%	79%	100%	100%	88	89%	453	89%
Friends	74%	58%	93%	75%	71	72%	409	80%
Grandparents	77%	70%	67%	25%	70	71%	407	80%
Aunts	81%	64%	87%	75%	75	76%	402	79%
Teacher(s)	66%	64%	80%	75%	67	68%	396	77%
Uncles	72%	61%	80%	100%	70	71%	388	76%
Siblings	83%	76%	67%	75%	77	78%	385	75%
School counselor	55%	42%	80%	75%	55	56%	364	71%
Coworkers	45%	30%	40%	0%	37	37%	261	51%
Spouse or partner	53%	24%	40%	25%	40	40%	241	47%
Children	32%	15%	33%	25%	26	26%	122	24%
Family	17%	15%	20%	25%	17	17%	109	21%
Other family members	11%	3%	20%	0%	9	9%	85	17%
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Number of Supporters	7.46	6.40	7.67	6.50	95	7.12	482	7.94

Post High School Employment Plans

When students were asked about their plans after graduation, 19% were interested in joining the military, and 55% were interested in employment directly after graduation, as seen in Figure 9. Additional information on post high school employment plans are displayed in Appendix Table I.

Students planning to join the military were asked to list what branch. Seven New Town students reported specific branches of the military, including Marines (n=3), SAS [Special Air Service, British Special Forces], Navy, Army and Air Force. One student was enlisted in the National Guard.

New Town students' military career interests included work in salt water, plants, war soldier, engineer and air ground. One student decided to join the military for college. One student was unsure of a future career interest.

New Town students choosing to work after graduation, were planning for employment in areas of food service (n=2), construction, welding, housing, nurse/nurse practitioner and groundskeeper. Two New Town students did not know what they wanted to do for

employment in their future and three reported that they would take "Any" job (n=3). Other New Town students were looking for employment that provided a "good salary" and "to make money for myself."

Ten New Town students were working while enrolled in high school. Employment locations included 4 Bears Casino, Boys and Girls Club (n=3), Pyschward Tattoo, Sportsmen's Bar (cleaner), state, Jack & Jill, Eagles Landing C-Store, and SUPERVALU. Students reported working the following hours per week, 7-10 (n=1), 8-20 (n=4), 20-25 (n=5), 25-30 (n=1), and 40 (n=2).

In an open-ended question, students were asked if they did not plan to attend college or work, why not. New Town students did not provide responses.

Other Comments

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

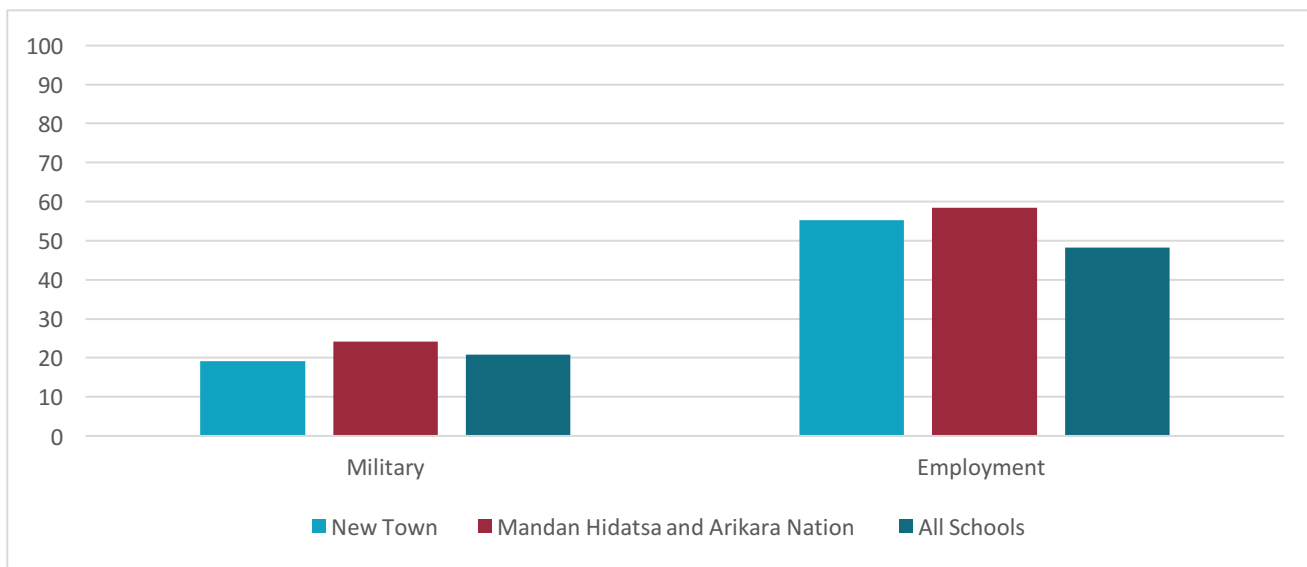


Figure 9. Future Plans for Employment After High School





Summary

New Town students who participated in the survey were similar to the demographic pattern of Mandan, Hidatsa & Arikara Nations for race/ethnicity but higher than All Schools. The percentage distribution of New Town students by gender was similar to the demographic patterns of Mandan, Hidatsa & Arikara Nations and All Schools. The age dispersion of New Town students was similar to Mandan, Hidatsa & Arikara Nations, but differed from All Schools in the percentage of 18-19 year olds. Overall self-confidence scores were comparable to Mandan, Hidatsa & Arikara Nation and All Schools students. New Town students were confident that they were not thinking of dropping out high school. Their overall confidence score of achieving a future education was similar to Mandan, Hidatsa & Arikara Nation but lower than students from All Schools. New Town students reported their greatest challenge to future education was lack of transportation. New Town students had a stronger interest in attending four-year colleges and universities as compared to Mandan, Hidatsa & Arikara Nation. For those interested in healthcare careers, their top choices were sports medicine/ exercise physiology, nursing and physical therapy.

Overall, New Town students' confidence in obtaining future employment was lower than their peers at Mandan, Hidatsa & Arikara Nation and All Schools. They believed that if they were unable to achieve their financial goals immediately, they would find ways to reach them. New Town students perceived their overall challenges to obtaining future employment as greater than Mandan, Hidatsa & Arikara Nation and All Schools. A lower percentage of New Town students planned to enlist and seek employment as compared to their Mandan, Hidatsa & Arikara Nation peers but their plans were comparable with All Schools students. Twenty-eight percent of the New Town high school students were employed while enrolled in high school with the majority reporting they averaged 20 hours per week.



References

Hong, P. Y. P., Choi, S. & Polanin, J. R. (2014) A Multisample Confirmatory Factor Analysis of the Short Employment Hope Scale (EHS-14), *Journal of Social Service Research*, 40:3, 339-352, DOI: 10.1080/01488376.2014.901277

Hong, P. Y. P. (2013) Toward A Client-Centered Benchmark for Self-Sufficiency: Evaluating the 'Process' of Becoming Job Ready, *Journal of Community Practice*, 21:4, 356-378, DOI: 10.1080/10705422.2013.852147

Hong, P. Y. P., Polanin, J., & Pigott, T. D. (2012) Validation of the Employment Hope Scale: Measuring Psychological Self-sufficiency Among Low-income Jobseekers. *Research on Social Work Practice*, published online 23 February 2012.

Hong, P. Y. P., Sheriff, V. A., Naeger, S. (2009) A Bottom-up Definition of Self-Sufficiency. *Qualitative Social Work*, downloaded from <http://qsw.sagepub.com> at Loyola University Chicago 28 August 2009.

Shadlow, J. O., Boles, R. E., Roberts, M. C. & Winston, L. (2014) Native American Children and Their Reports of Hope: Construct Validation of the Children's Hope Scale. *Journal of Child and Family Studies*, published online 25 May 2014.

Appendix

This Appendix includes individual results for 11th and 12th grade students at New Town High School, the combined responses of students at the three additional Mandan, Hidatsa & Arikara Nation schools (Parshall, Mandaree and White Shield) 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

Demographics of student respondents are presented in Appendix A. There were 511, 11th and 12th grade students surveyed in North Dakota and 99 students were from four schools on or near Mandan, Hidatsa & Arikara Nation. The students were enrolled in New Town (n=47), Parshall (n=33), and White Shield (n=15) and Mandaree (n=4) 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	New Town (%) N=47	Parshall (%) N=33	White Shield (%) N=15	Mandaree (%) N=4	Mandan Hidatsa & Arikara Nation (%) N=99	All Schools (%) N=511
Race/Ethnicity	n=47	n=33	n=15	n=4	n=99	n=506
American Indian/Native American	85%	64%	100%	100%	81%	66%
Other *	15%	36%	0%	0%	19%	33%
Missing Data	0%	0%	0%	0%	0%	1%
Gender	n=47	n=33	n=15	n=4	n=99	n=508
Male	55%	55%	47%	75%	55%	50%
Female	45%	45%	53%	25%	45%	49%
Missing Data	0%	0%	0%	0%	0%	1%
Age	n=45	n=32	n=13	n=4	n=94	n=500
16	17%	10%	13%	75%	16%	20%
17	40%	42%	40%	25%	41%	50%
18-19	38%	45%	34%	0%	38%	28%
Missing Data	5%	3%	13%	0%	5%	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 score are displayed in Table B. Scores ranged from one to five, with a higher score indicating a higher self-confidence.

New Town students demonstrated their highest self-confidence in the beliefs that they could obtain the outcomes that were important to them and they could succeed at any endeavors if they set their minds to it. In comparison, Mandan, Hidatsa & Arikara Nation students and All Schools students showed their highest self-confidence in belief that they could obtain the outcomes that were important to them. New Town students' overall self-confidence was similar to Mandan, Hidatsa & Arikara Nation students and All Schools students.

Table B. Self-Confidence Ratings of Students

Self-Confidence Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		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.	4.21	4.22	4.20	3.50	98	4.18	509	4.16
I will be able to achieve most of the goals that I have set for myself.	4.15	4.09	4.33	3.75	98	4.14	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.21	4.19	4.13	4.00	98	4.18	509	4.09
I will be able to successfully overcome many challenges.	4.09	4.03	4.27	3.75	97	4.08	508	4.01
I am confident that I can perform effectively on many different tasks.	3.89	3.97	3.93	3.75	98	3.92	509	3.92
Even when things are tough, I can perform well.	3.83	3.91	4.13	3.50	98	3.89	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	4.06	3.91	4.00	3.75	98	3.99	510	3.81
Compared to other people, I can do most tasks very well.	3.60	3.78	3.80	3.50	98	3.68	510	3.75
Overall Confidence	4.01	4.01	4.10	3.69	98	4.01	510	3.96

Confidence in Achieving Future Education

There were 26 statements that asked students about their confidence in achieving their future educational 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 challenges to achieving a future education are represented in Table C. Not thinking

about dropping out of high school was the highest rated self-confidence statement by New Town, Mandan, Hidatsa & Arikara Nation and All Schools students. While not worrying about falling behind on their assignments in their future educational programs was rated the lowest statement. The overall confidence mean for New Town students achieving future education was comparable to Mandan, Hidatsa & Arikara Nation but lower than All Schools means.

Table C. Confidence in Achieving Future Education

Education Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	8.89	9.58	8.67	10.00	99	9.13	509	9.10
I am worthy of receiving a good education**	8.40	8.64	8.93	8.00	99	8.55	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.23	8.24	8.87	7.50	99	8.30	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.06	8.67	8.07	8.75	99	8.29	509	8.51
I am willing to give my best effort to reach my education goals^^	8.13	8.49	8.47	7.00	99	8.25	509	8.49
I am committed to reaching my educational goals^^	7.94	8.21	8.27	6.75	99	8.03	508	8.38
When it comes to pursuing an education, I have self-respect**	8.21	8.00	7.87	8.00	99	8.08	510	8.32
I feel positive about how I will do in my future education**	7.70	7.73	7.93	8.25	99	7.77	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	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of studying in a good educational program**	7.96	7.76	8.40	7.50	99	7.94	511	8.12
I am able to use my skills to move toward my educational goals^^	7.55	7.94	8.13	7.00	99	7.75	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.92	7.70	7.73	6.75	99	7.77	510	8.07
I know what skills I have to do well in education^^	7.89	7.88	7.67	6.50	99	7.80	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.81	7.76	7.93	7.00	99	7.78	509	7.97
I am on the road toward my educational goals^^	7.55	7.73	7.27	6.25	99	7.52	502	7.92
I am able to use my resources to move toward my educational goals^^	7.68	7.55	7.27	7.00	99	7.55	507	7.90
I feel that I am good enough for educational opportunities out there**	7.57	8.30	7.87	6.75	99	7.83	510	7.89
When I think about getting an education, I feel confident about myself**	7.89	7.67	7.47	6.75	99	7.71	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.66	8.00	7.20	7.25	99	7.69	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	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		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**	7.85	7.76	7.60	7.25	99	7.76	511	7.83
I am going to be studying in an educational program that is in line with my career aspirations^^	7.21	7.52	8.27	6.25	99	7.43	509	7.73
My current path will take me to where I need to be in my career^^	7.60	7.27	6.73	7.00	97	7.33	506	7.73
I know what resources I have to do well in education^^	7.43	7.09	6.87	7.00	99	7.21	506	7.64
I feel energized when I think about future achievement with my education^^	7.57	7.55	7.27	6.25	99	7.47	509	7.63
A GED will (NOT) get me where I want to go in life^^	6.94	6.88	8.47	9.75	99	7.26	506	7.27
I am able to study in any education program I want**	6.53	7.06	7.73	6.50	99	6.89	502	7.22
I don't worry about falling behind on my assignments in my future education**	6.00	5.97	5.13	5.50	99	5.84	510	6.38
Overall Confidence	7.25	7.31	7.22	6.50	99	7.24	511	7.48
Feelings	7.64	7.71	7.78	7.20	99	7.67	511	7.91
Goals	7.72	7.81	7.65	6.91	99	7.71	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 toward achieving a higher education 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 a future education are represented in Table D. New Town students believed their major challenge to obtaining

a future education was transportation, whereas Mandan, Hidatsa & Arikara Nation students reported it was lack of information about career options while All Schools thought it was the lack of information about college. Drug/alcohol addiction was rated as the lowest educational challenge by students from New Town, which is lower than the ratings of students from Mandan, Hidatsa & Arikara Nation and All Schools.

Overall, the information category was rated as the highest challenge category by students from New Town, Mandan, Hidatsa & Arikara Nation and All Schools. In comparison, the external category was ranked the lowest challenge category by New Town, Mandan, Hidatsa & Arikara Nation and All Schools students obtaining future education. The overall educational challenge mean for New Town students was similar to Mandan, Hidatsa & Arikara Nation and All Schools means.

Table D. Future Educational Challenges

Educational Challenge Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Lack of information about college	1.98	2.46	2.20	2.75	98	2.20	504	2.43
Lack of information about career options	2.18	2.49	2.93	3.50	97	2.45	501	2.33
Transportation	2.49	1.97	2.93	3.75	99	2.43	507	2.18
Fear of rejection	2.02	1.76	2.13	2.50	99	1.97	508	2.04
Lack of confidence	1.74	1.85	1.87	2.25	98	1.82	507	1.93
Racial discrimination	2.00	1.82	2.47	2.00	99	2.01	508	1.83
Lack of stable housing	2.00	1.64	2.27	3.00	99	1.96	506	1.79
Problems with getting to school on time	2.06	1.85	1.60	2.00	99	1.92	508	1.70
Lack of support system	1.51	1.64	1.87	2.25	99	1.64	504	1.65
Need to take care of family members	1.72	1.27	1.20	1.75	99	1.50	507	1.64

Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Lack of coping skills for daily struggles	1.50	1.52	1.53	2.75	98	1.56	506	1.63
Childcare	1.47	1.30	1.33	3.00	99	1.44	507	1.58
Anger management	1.53	1.36	1.80	2.50	99	1.56	509	1.56
No colleges in the area	1.45	1.42	1.67	2.25	99	1.51	506	1.49
Cannot read or write very well	1.62	1.30	1.67	1.75	99	1.53	507	1.47
Bullying	1.43	1.21	1.13	1.50	99	1.31	506	1.39
Lack of clothing for school	1.47	1.12	1.20	2.50	99	1.35	508	1.38
Need to take care of young children	1.32	1.03	1.13	1.67	98	1.20	506	1.37
Mental illness	1.34	1.21	1.33	1.50	99	1.30	506	1.35
Drug/alcohol addiction	1.19	1.24	1.47	2.00	99	1.28	509	1.35
Past criminal record	1.40	1.03	1.47	2.00	99	1.31	509	1.32
Being a single parent	1.32	1.09	1.00	1.50	99	1.20	508	1.31
Physical disabilities	1.38	1.00	1.13	2.25	99	1.25	509	1.31
Domestic violence	1.34	1.06	1.07	1.50	98	1.21	506	1.25
Overall Challenges	1.64	1.49	1.68	2.27	99	1.62	509	1.64
External	1.34	1.15	1.23	1.75	99	1.27	509	1.33
Self-Confidence	1.65	1.52	1.68	2.34	99	1.64	509	1.65
Support	1.71	1.43	1.74	2.31	99	1.64	509	1.63
Information	2.07	2.47	2.57	3.13	99	2.32	506	2.39

Post High School Educational Plans

Table E displays students' reported plans to continue their education after high school graduation. New Town students indicated a higher interest in attending community or tribal colleges than their Mandan, Hidatsa & Arikara peers but were similar to their

All Schools peers. New Town students indicated a higher preference for attending four-year colleges or universities than their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

Table E. Future Educational Plans

Educational Plans		New Town N=47		Parshall N=33		White Shield N=15		Mandaree N=4		Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Community or Tribal College	Yes	20	43%	13	39%	6	40%	1	25%	40	40%	225	44%
	No	22	47%	19	58%	9	60%	3	75%	53	54%	252	49%
Missing Data		5	10%	1	3%	0	0%	0	0%	6	6%	33	7%
Four-Year College or University	Yes	36	77%	23	70%	10	67%	2	50%	71	72%	356	70%
	No	10	22%	8	24%	2	13%	2	50%	22	22%	112	22%
Missing Data		1	1%	2	6%	3	20%	0	0%	6	6%	41	8%

Thirty-four percent of New Town students were interested in health careers. Students who indicated an interest in healthcare careers were asked to choose their top three healthcare career choices. The five most common careers that emerged from All Schools student responses are shown in Table F. New Town students expressed interest in the top five careers; with a higher interest in sports medicine/exercise

physiology and physical therapist than their peers at Mandan Hidatsa & Arikara Nation and All Schools. Additionally, they had a higher interest in nursing careers than their peers at Mandan, Hidatsa & Arikara Nation. In contrast, New Town students showed less interest in a medical career as compared to Mandan, Hidatsa, and Arikara Nation and All Schools students.

Table F. Health Careers of Interest to Students

Health Careers	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	%	%	%	%	N	%	N	%
Health Career Interests	34%	30%	13%	25%	29	29%	203	40%
Nurse	13%	9%	0%	25%	10	10%	93	18%
Doctor	4%	12%	0%	0%	6	6%	57	11%
Sports Medicine/ Exercise Physiology	19%	0%	7%	0%	10	10%	53	10%
Social Worker	6%	3%	7%	25%	6	6%	49	10%
Physical Therapist	11%	3%	0%	0%	6	6%	46	9%

Future Employment

Confidence in Obtaining Future Employment

There were 24 statements that asked about students' 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 towards future employment. The highest self-confidence statement rated by New Town students was that even if they were not able to achieve their financial goals right away, they would find a way to achieve them. In comparison, the highest confidence statement of Mandan, Hidatsa & Arikara Nation and All Schools students was that

they were capable of working in good jobs. Not worrying about falling behind on bills in their future job programs was rated the lowest statement by New Town, Mandan, Hidatsa & Arikara Nations and All Schools students.

Overall, the feelings category was rated as the highest confidence category for gaining future employment by New Town, Mandan, Hidatsa & Arikara Nation and All Schools students. In comparison, the future category was rated as the lowest confidence category for all students planning for future employment. The overall employment confidence mean for New Town students was lower than Mandan, Hidatsa & Arikara Nation and All Schools means.

Table G. Confidence in Obtaining Future Employment

Employment Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of working in a good job**	8.43	8.79	9.40	8.25	99	8.69	507	8.82
I am worthy of working in a good job**	8.51	8.76	9.20	8.00	99	8.68	508	8.79
I am willing to give my best effort to reach my career goals^^	8.40	8.88	8.80	8.50	99	8.63	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.47	8.61	8.87	8.00	99	8.56	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	8.76	8.20	8.25	99	8.65	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	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am committed to reaching my career goals^^	7.85	8.18	8.20	8.00	99	8.02	508	8.47
I will be in a better position in my future job than where I am now++	8.06	8.55	8.40	8.75	99	8.30	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.21	8.49	8.60	7.50	99	8.39	509	8.37
I feel positive about how I will do in my future job situation++	8.04	8.39	7.67	9.25	98	8.15	507	8.32
I have the strength to overcome any obstacles when it comes to working**	7.96	8.52	8.20	8.00	99	8.18	508	8.22
I am aware of what my skills are to be employed in a good job^^	7.83	8.36	7.93	8.50	99	8.05	507	8.18
I am able to utilize my skills to move toward career goals^^	8.00	8.27	7.93	8.25	99	8.09	508	8.15
I feel energized when I think about future achievement with my job^^	7.68	8.24	7.67	7.75	99	7.87	508	8.10
I am going to be working in a career job++	7.66	7.49	7.80	6.75	99	7.59	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.79	8.12	7.53	8.25	99	7.88	507	8.06

** 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	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Thinking about working, I feel confident about myself**	8.15	8.30	8.20	8.25	99	8.21	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	7.72	7.55	7.93	7.75	99	7.70	508	7.97
I am aware of what my resources are to be employed in a good job^^	7.75	7.64	7.20	8.50	99	7.66	508	7.97
I am able to utilize my resources to move toward career goals^^	7.91	7.88	7.13	8.75	99	7.82	508	7.99
I am on the road toward my career goals^^	7.70	7.76	7.60	7.75	99	7.71	503	7.88
My current path will take me to where I need to be in my career^^	7.85	7.30	6.80	7.00	99	7.48	507	7.87
I feel that I am good enough for any jobs out there**	7.11	7.64	8.40	6.75	99	7.47	509	7.34
I can work in any job I want++	6.45	7.46	7.60	7.25	99	7.00	508	7.15
I don't worry about falling behind bills in my future job++	6.51	6.67	6.47	7.00	99	6.58	509	6.61
Overall Confidence	7.87	8.11	7.99	7.96	99	7.97	509	8.11
Feelings	8.13	8.44	8.70	7.82	99	8.31	509	8.30
Goals	7.94	8.08	7.74	8.10	99	7.96	508	8.16
Future	7.34	7.71	7.59	7.80	99	7.52	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 questions 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 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 confidence score was also calculated. Answers were rated from one to five, with five being the greatest challenge.

The highest challenge statement rated by New Town, Mandan, Hidatsa & Arikara Nation, and All School students was having less than a high school education. The lowest challenge for New Town students was being a single parent, whereas physical disabilities was listed by Mandan, Hidatsa & Arikara Nation and All Schools.

Overall, the education category was rated as the greatest challenge category by New Town, Mandan, Hidatsa & Arikara Nation and All Schools students. In comparison, the external category was the lowest challenge category for students planning for future employment. The overall employment challenge confidence mean for New Town students was higher than Mandan, Hidatsa & Arikara Nation and All Schools means.

Table H. Future Employment Challenges

Employment Challenge Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Having less than high school education	2.96	2.15	2.27	2.00	99	2.55	506	2.35
Having a high school diploma	2.57	2.03	2.80	2.50	99	2.42	504	2.24
Lack of job experience	2.47	2.36	2.80	2.00	99	2.47	505	2.23
Lack of adequate job skills	2.38	2.36	1.80	1.75	99	2.26	505	2.11
Having a General Education Diploma	2.40	2.15	2.27	2.00	99	2.28	505	2.09
Lack of information about jobs	1.83	2.03	2.13	2.00	99	1.95	507	1.97
Work limiting health condition (illness/injury)	2.28	2.09	1.60	2.50	99	2.12	505	1.96
No jobs that match my skills/training	1.83	2.03	1.93	1.75	99	1.91	506	1.95

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
No jobs in the community	1.83	1.97	2.20	2.00	99	1.94	505	1.93
Transportation	2.38	2.03	2.20	2.00	99	2.22	507	1.92
Fear of rejection	1.96	1.76	2.07	1.50	99	1.89	505	1.90
Lack of stable housing	2.04	1.52	1.67	2.25	99	1.82	506	1.75
Lack of confidence	1.75	1.84	2.07	1.25	98	1.81	506	1.74
Need to take care of parents/family members	1.75	1.41	1.27	1.75	98	1.56	503	1.68
Problems with getting to job on time	2.02	1.78	1.33	1.25	98	1.81	506	1.64
Anger management	1.70	1.50	1.60	1.75	98	1.62	506	1.62
Racial discrimination	1.66	1.61	1.80	1.25	99	1.65	507	1.60
Lack of coping skills for daily struggles	1.79	1.59	1.53	2.00	98	1.69	505	1.60
Childcare	1.68	1.41	1.20	1.00	98	1.49	505	1.58
Cannot read or write very well	1.79	1.47	1.53	1.00	98	1.61	505	1.56
Lack of support system	1.75	1.56	1.50	1.75	97	1.65	504	1.55
Drug/alcohol addiction	1.45	1.38	1.40	1.00	98	1.40	505	1.49
Lack of work clothing	1.64	1.36	1.27	1.50	99	1.49	505	1.47
Mental illness	1.49	1.46	1.33	1.00	99	1.43	507	1.46
Past criminal record	1.49	1.31	1.47	1.25	98	1.42	506	1.46
Being a single parent	1.43	1.56	1.00	1.00	98	1.39	505	1.44
Domestic violence	1.62	1.22	1.00	1.00	98	1.37	506	1.44
Physical disabilities	1.49	1.30	1.07	1.00	99	1.34	506	1.42

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	New Town N=47	Parshall N=33	White Shield N=15	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Overall Challenges	1.91	1.73	1.72	1.61	99	1.81	507	1.76
External	1.57	1.41	1.26	1.19	99	1.45	507	1.51
Self-Confidence	1.82	1.65	1.60	1.45	98	1.71	506	1.62
Job	1.99	1.94	2.13	1.92	99	2.00	507	1.95
Education	2.52	2.16	2.15	2.15	99	2.33	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		New Town N=47		Parshall N=33		White Shield N=15		Mandaree N=4		Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Military	Yes	9	19%	8	24%	5	33%	2	50%	24	24%	107	21%
	No	37	79%	22	67%	10	67%	2	50%	71	72%	360	71%
Missing Data		1	2%	3	9%	0	0%	0	0%	4	4%	44	8%
Employment	Yes	26	55%	18	55%	11	74%	3	75%	58	59%	247	48%
	No	5	11%	4	12%	2	13%	0	0%	11	11%	45	8%
Missing Data		16	34%	11	33%	2	13%	1	25%	30	30%	219	43%



Funded by The University Partnership Research Grant for Health Professional Opportunity Grant, # 90PH0019, Office of Planning, Research, and Evaluation, Administration for Children and Families.

For information contact Loretta Heuer, PhD, RN, FAAN at loretta.heuer@ndsu.edu or 701-231-8205.

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran. Direct inquiries to: Vice Provost for Faculty and Equity, Old Main 201, 701-231-7708 or Title IX/ADA Coordinator, Old Main 102, 701-231-6409.

This publication will be made available in alternative formats for people with disabilities upon request, (701) 231-7881.

©2017 North Dakota State University