

Youth Education & Employment Survey Results

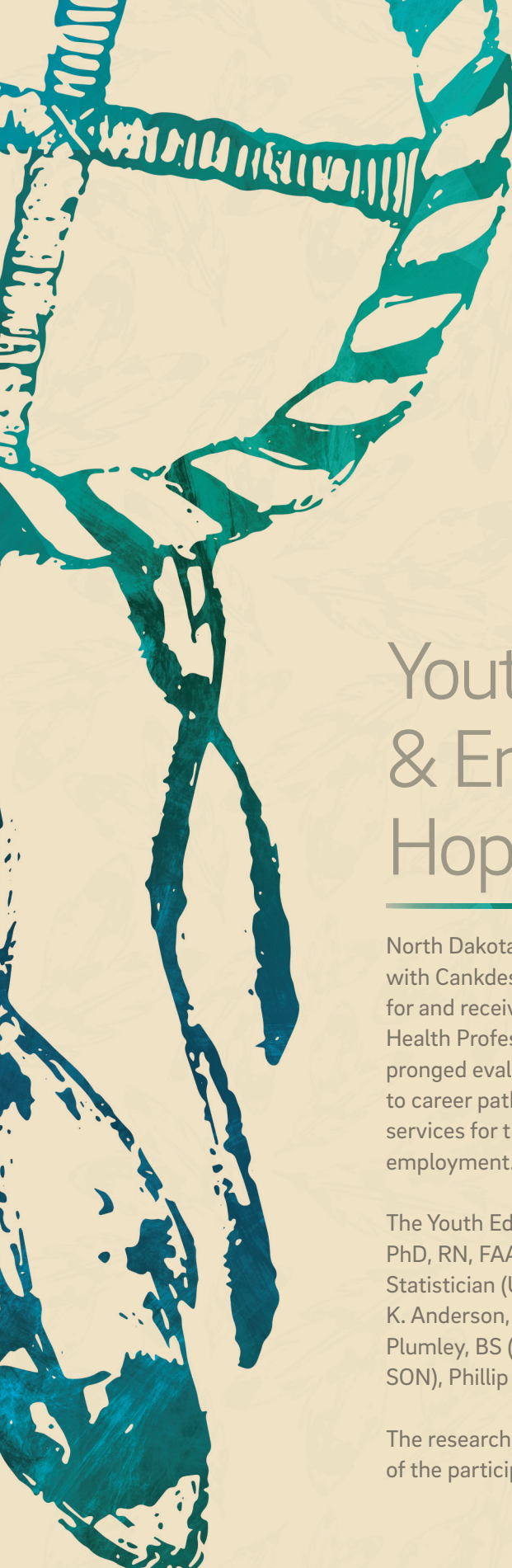
Hope Project:
Parshall High School
Parshall, North Dakota



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 Reservation

Standing Rock Community/Fort Yates High School – Fort Yates:
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Selfridge: Kristi Miller, Principal
Solen: Jeffrey Brandt, Principal

Turtle Mountain Reservation

Turtle Mountain Community High School–Belcourt:
John Laducer, Principal; Andrea Laverdure, Counselor;
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Pilamaya Mah zah gih dats Gostatate Washiraheresh Miigwech Thank you!



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Prelude to this Study

To gain an understanding of the transition of American Indians into higher education and employment in the nursing profession, eleven nurses and twenty-nine student nurses were interviewed. The majority of the participants reported they had aspirations for a professional nursing career since they were children, but lacked the self-confidence to enroll in area colleges or universities after graduating from high school. As a result, 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 reservation 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 individual school results including the four individual schools from Mandan, Hidatsa & Arikara Nation, Mandan, Hidatsa & Arikara Nation School aggregate data, and All Schools data.



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 Parshall High School, 33 students of 35 (94%) enrolled in the 11th and 12th grade participated in the survey.

Of the 33 students, 64% self-identified as American Indian/Native American (See Table 1). Age categories of Parshall students were comparable to other schools, as well as the gender categories, to the Mandan, Hidatsa & Arikara Nation and All Schools data. Furthermore, Parshall had the highest percentage of students who were employed compared to Mandan, Hidatsa & Arikara Nation and All Schools. Additional detail is presented in Appendix Table A.

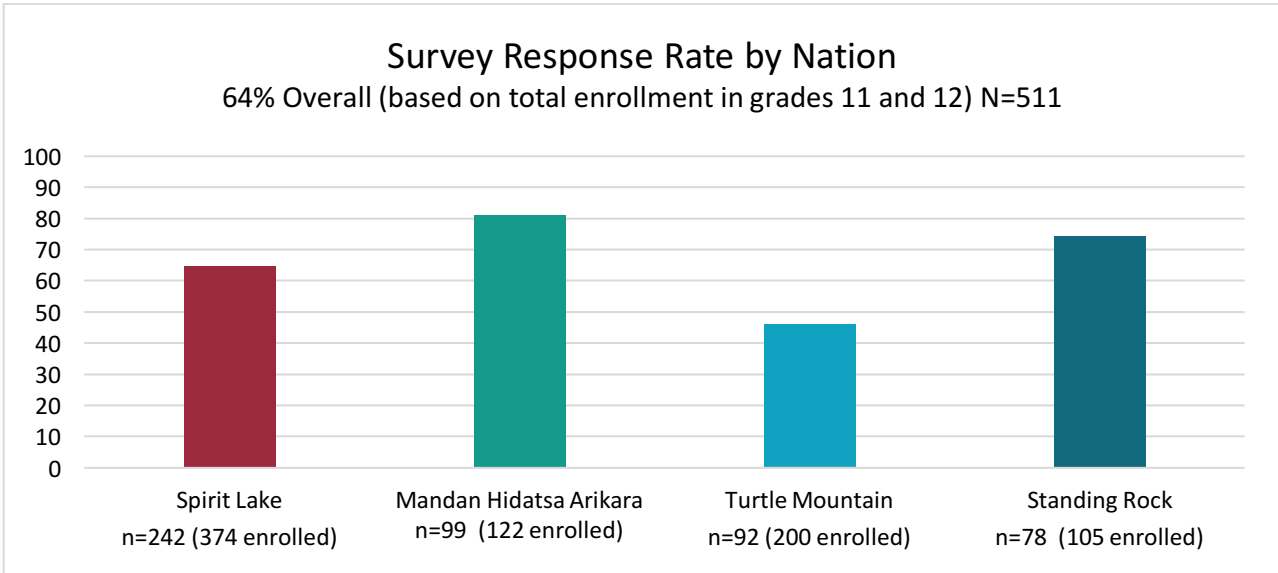


Figure 1. Survey Response Rate by Nation. The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.

Table 1. Demographics of Students Participating in the Hope Survey

Demographics	Parshall N=33	Parshall (%)	Mandan Hidatsa & Arikara Nation N=99	Mandan Hidatsa & Arikara Nation (%)	All Schools N=511	All Schools (%)	
Race/Ethnicity	n=33	100%	n=99	100%	n=506	99%	
American Indian/Native American	21	64%	80	81%	335	66%	
Other *	12	36%	19	19%	171	33%	
Missing Data	0	0%	0	0%	5	1%	
Gender	n=33	100%	n=99	100%	n=508	99%	
Male	18	55%	54	55%	259	50%	
Female	15	45%	45	45%	249	49%	
Missing Data	0	0%	0	0%	3	1%	
Age	n=32	97%	n=94	95%	n=500	98%	
16	3	10%	16	16%	100	20%	
17	14	42%	40	41%	255	50%	
18-19	15	45%	38	38%	145	28%	
Missing Data	1	3%	5	5%	11	2%	
Employment	n=28	84%	n=89	90%	n=469	92%	
Currently Employed	Yes	14	42%	32	32%	172	34%
	No	14	42%	57	58%	297	58%
Missing Data		5	16%	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. Parshall students ranked their self-confidence similar to Mandan, Hidatsa & Arikara Nation and All Schools on many measures. The total confidence mean for Parshall students was $\bar{x}=4.01$, which was the same as Mandan, Hidatsa & Arikara Nation ($\bar{x}=4.01$) and comparable to All Schools ($\bar{x}=3.96$). Additional self-confidence ratings of students are presented in Appendix Table B.

Self-Confidence Survey Response by Question

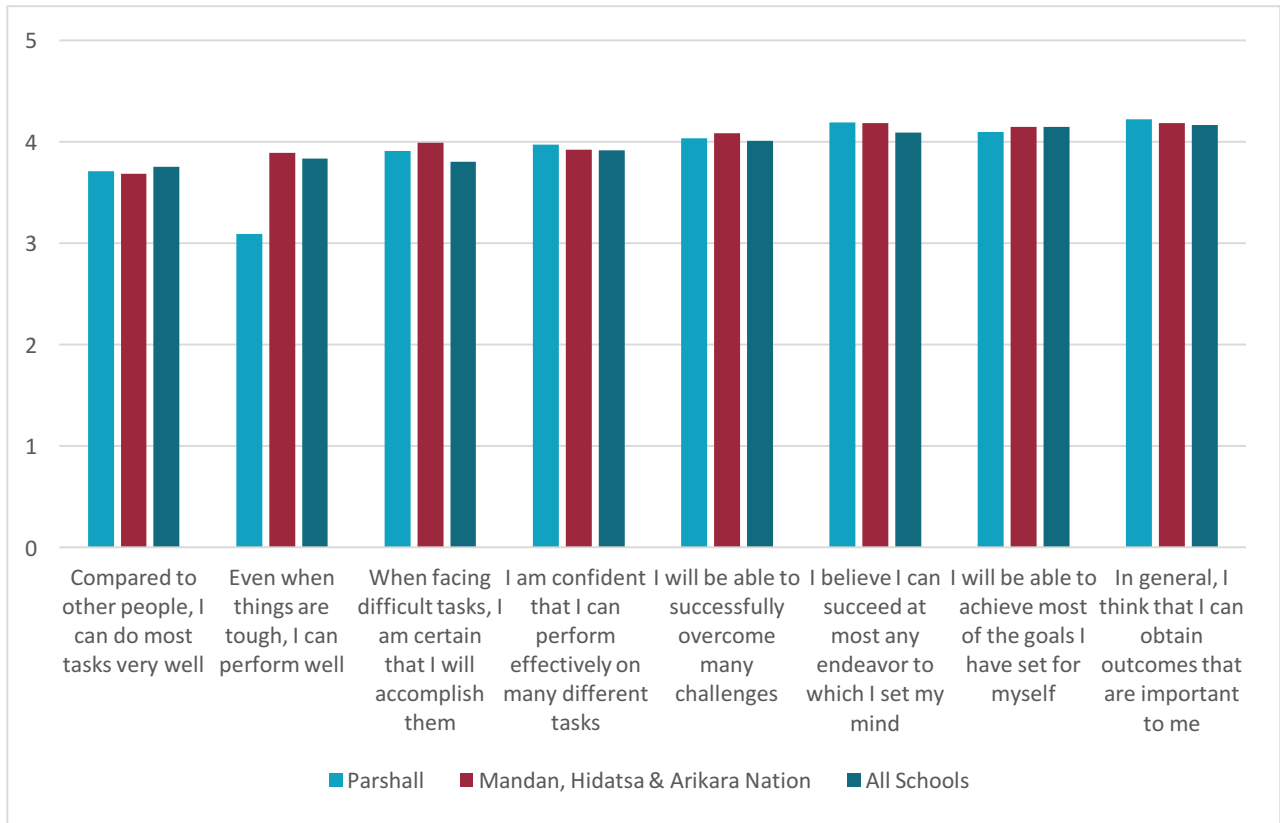


Figure 2. Self-Confidence Ratings of Students



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 Parshall High School.

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

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

The Parshall students' mean for the feelings category was $\bar{x}=7.71$, which was comparable to the mean for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.67$), but lower than All Schools ($\bar{x}=7.91$).

Parshall students' average for the education goals category was $\bar{x}=7.81$, which was higher than Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.71$), but lower than All Schools ($\bar{x}=8.00$).

The overall education confidence level of the Parshall students was $\bar{x}=7.31$, which was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}=7.24$), but lower than All Schools ($\bar{x}=7.48$). Additional detail on the students' confidence to achieving future education is presented in Appendix Table C.

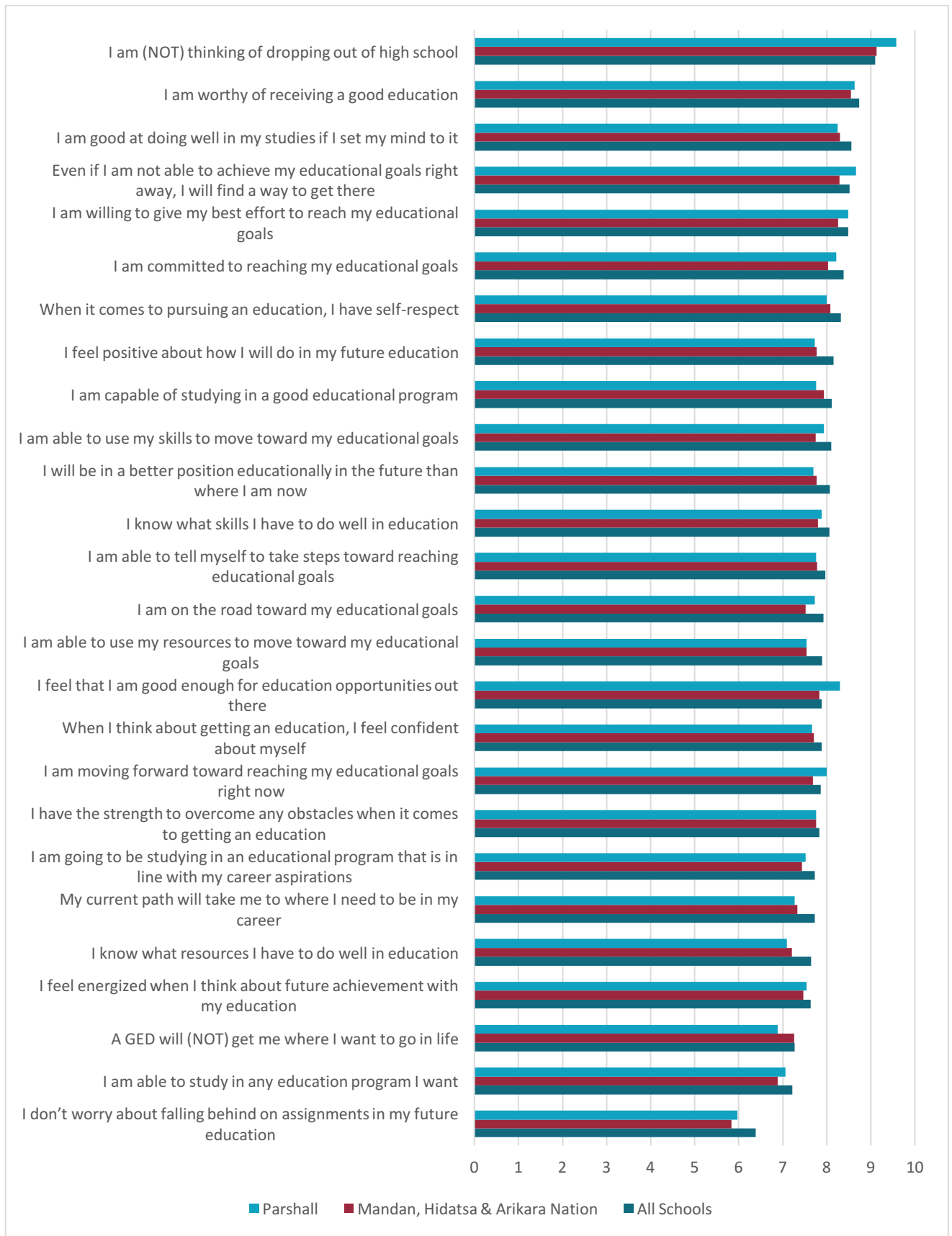


Figure 3. Confidence in Achieving Future Education

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.

Parshall students ranked the lack of information available about career options and lack of information about colleges as their greatest challenges to future education. Parshall students’ rankings were higher in two of the ten educational challenge statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 4).

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

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

The external category for Parshall students was $\bar{x}=1.15$, which was lower than the means of both Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.27$) and All Schools ($\bar{x}=1.33$).

The self-confidence category measure of $\bar{x}=1.52$ for Parshall students was lower than both Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.64$) and All Schools ($\bar{x}=1.65$).

The average for the support category mean was $\bar{x}=1.43$ for Parshall students, which was also lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.64$) and All Schools ($\bar{x}=1.63$).

The Parshall students’ mean score for the information category was $\bar{x}=2.47$, which was higher than both Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.32$) and All Schools ($\bar{x}=2.39$).

The overall education challenge mean for Parshall students was $\bar{x}=1.49$, which was lower than Mandan, Hidatsa & Arikara Nation schools ($\bar{x}=1.62$) and All Schools ($\bar{x}=1.64$) means. Additional information on future educational challenges are shown in Appendix Table D.

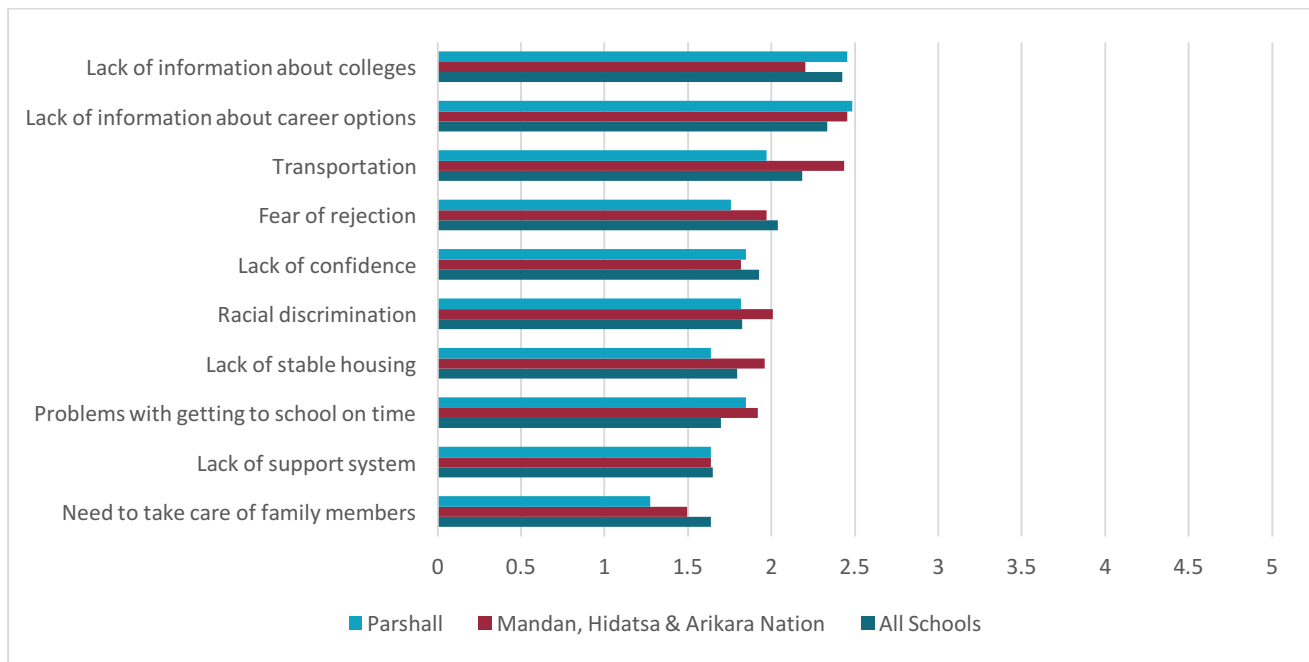


Figure 4. Future Educational Challenges

Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" Overall, 48% of Parshall students believed that GEDs were easier to obtain, which was higher than the average from Mandan, Hidatsa & Arikara Nation (39%) and All Schools (30%). In comparison, 24% of Parshall students thought that GEDs equaled high school diplomas, which was higher than Mandan, Hidatsa and Arikara (16%) and All Schools (23%) (See Table 2).

Parshall students were asked why it was easier to obtain a GED, and 14 responded. A Parshall student reported that getting a GED was easier "because you don't have to go through the daily struggles of going to school," and two other students shared this belief. Five students reported the length of time spent on a GED was much shorter, one student explained, "It [a GED] doesn't involve 4 years of

schooling." Students also thought it was more important to receive a high school diploma, one student reported, "It takes less time, but a diploma is worth it." Another student stated, "You can get a job easier," while two others believed that getting a GED was the "easy way out."

Parshall students were asked why it was not easier to get a GED, and 15 students responded. One Parshall student believed that, "a GED is a big test that most people aren't prepared for," and another explained, "You have to pay for the books, tests and materials." When it comes to preparing for the future one student believed, "you must work just as hard and wind up limiting your career choices in the end." Others reported that getting a GED was harder "because you have to try and learn it all again," while another student reported that, "a GED is difficult to prepare for." Some students thought getting a GED was similar to a high school diploma as one student mentioned, "It's basically the same thing."

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

General Education Diploma Questions		Parshall N=33		New Town N=47		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	16	48%	13	28%	8	53%	2	50%	39	39%	152	30%
	No	17	52%	34	72%	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	24%	8	17%	0	0%	0	0%	16	16%	116	23%
	No	25	76%	39	83%	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 health related fields. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses are based from the highest to lowest percentage from All Schools data. Individual school results may differ from the percentages as illustrated in the results for Parshall High School (See Table 3).

Overall, Parshall students believed seven individuals ($\bar{x}=6.81$) would support them to continue their education after graduation, which was comparable to their peers from 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 Parshall students included parents (91%), aunts (81%), friends (79%), uncles (77%), grandparents (74%), teachers (72%) and siblings (70%).

In one open-ended question, students described other family members who would support their education in health related fields. Parshall students listed cousins (n=5), nieces (n=2), and nephew. The second open-ended question addressed, "Someone else?" Parshall students identified cousins (n=2), boss, brother-in-law and nieces as those who would provide support.

Table 3. Sources of Support for Achieving Future Education

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

Post High School Educational Plans

As detailed in Figure 5, Parshall students had a similar interest as their peers at Mandan, Hidatsa & Arikara Nations and All Schools in attending community, tribal colleges, four-year colleges or universities. Additional information on post high school educational plans is displayed in Appendix Table E.

Parshall students interested in attending community or tribal colleges listed United Tribes Technical College in Bismarck (n=4), Fort Berthold Community College in New Town (n=2), and two students were undecided.

Career choices of Parshall students who planned to attend community or tribal colleges included nursing (n=2), welding (n=2), art or music, mechanics, and daycare. There were two students who were undecided on a career.

Eleven Parshall students did not have plans for attending a community or tribal college, they reported that it was "not something I've thought about," while two students wanted to go to larger universities stating "I want to attend a university," or "I want to go to a 4-year university." One student reported "I want to get away from the tribe."

When compared to Mandan, Hidatsa & Arikara Nation and All Schools, Parshall had a similar percentage of students interested in four-year

colleges or universities. Eleven Parshall students planned to attend in-state colleges or universities and indicated interest in the University of North Dakota in Grand Forks (n=4), North Dakota State University in Fargo (n=4), Dickenson University in Dickenson, Williston State College in Williston or Minot State University in Minot. Six students were planning to attend out-of-state universities such as the University of Nebraska in Lincoln, University of Oregon in Eugene, Duke University in North Carolina, Yale University in Connecticut, Haskell Indian Nations University in Kansas or Brown University in Rhode Island.

Career choices of Parshall students who planned to attend four-year colleges or universities included business (n=3), nursing (n=3), teacher (n=2), engineering, business management, music, dermatology, neurology, early childhood development, law and psychology. Three students were undecided on their career path.

Six Parshall students reported they did not plan to attend four-year colleges or universities, one responded "I want to go to a two year, not a four year," while another two students responded that they "don't have good enough grades" or "not enough credits." Two students were experiencing a financial hardship as one student explained, "It costs too much money."

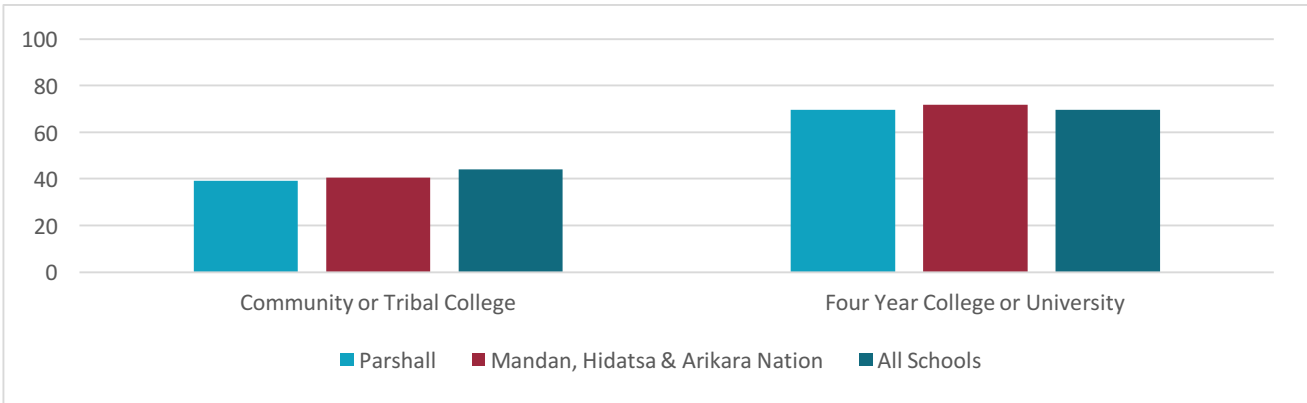


Figure 5. Future Educational Plans

Of the 33 students surveyed, 30% were interested in health careers, which was higher than their peers from Mandan, Hidatsa & Arikara Nation (29%) and All Schools (40%). 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 students' top five choices are displayed in Figure 6.

Of the top five selections by All Schools, Parshall students had the strongest interest in medicine (12%) and nursing (9%). Parshall students were not attracted to a career in sports medicine/exercise physiology, which was one of the top five careers listed by All Schools students. In comparison, Parshall had a higher percentage of students attracted to a medical career than Mandan, Hidatsa & Arikara Nation and All Schools. An open-ended question, "Other" was provided. Parshall students wrote in psychology (n=2), paramedics, neurology and a counselor. Additional information regarding health career interests is shown in Appendix Table F.

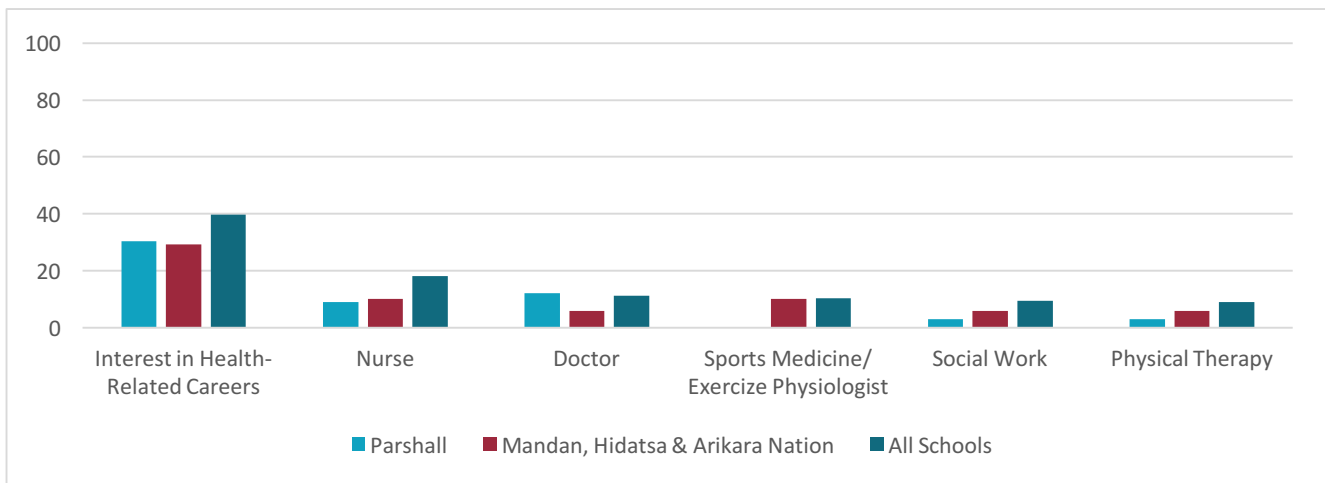


Figure 6. Health Careers of Interest to Students

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested in health careers. Career choices of Parshall students included business (n=5), law enforcement (n=3), early childhood development (n=2), cosmetology, engineering, art, literature, music, teaching, veterinarian, welding and technology group/computers.



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 are based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for Parshall High School.

Parshall students' highest confidence was reflected in the statement that they were willing to give their best effort to reach their career goals. Parshall students' confidence rankings were higher on 14 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.

Parshall students' mean for the feelings category was $\bar{x}=8.44$, which was higher than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=8.31$) and All Schools ($\bar{x}=8.30$).

Parshall students average for the goals category was $\bar{x}=8.08$, which was higher than the mean for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.96$), but lower than All Schools ($\bar{x}=8.16$).

In comparison, Parshall students' mean for the future category was $\bar{x}=7.71$, which was higher than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}=7.52$), but similar to All Schools ($\bar{x}=7.72$).

The overall employment confidence level of the Parshall students was $\bar{x}=8.11$, which was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}=7.97$), but the same as All Schools ($\bar{x}=8.11$). Additional detail on students' confidence in obtaining future employment is presented in Appendix Table G.

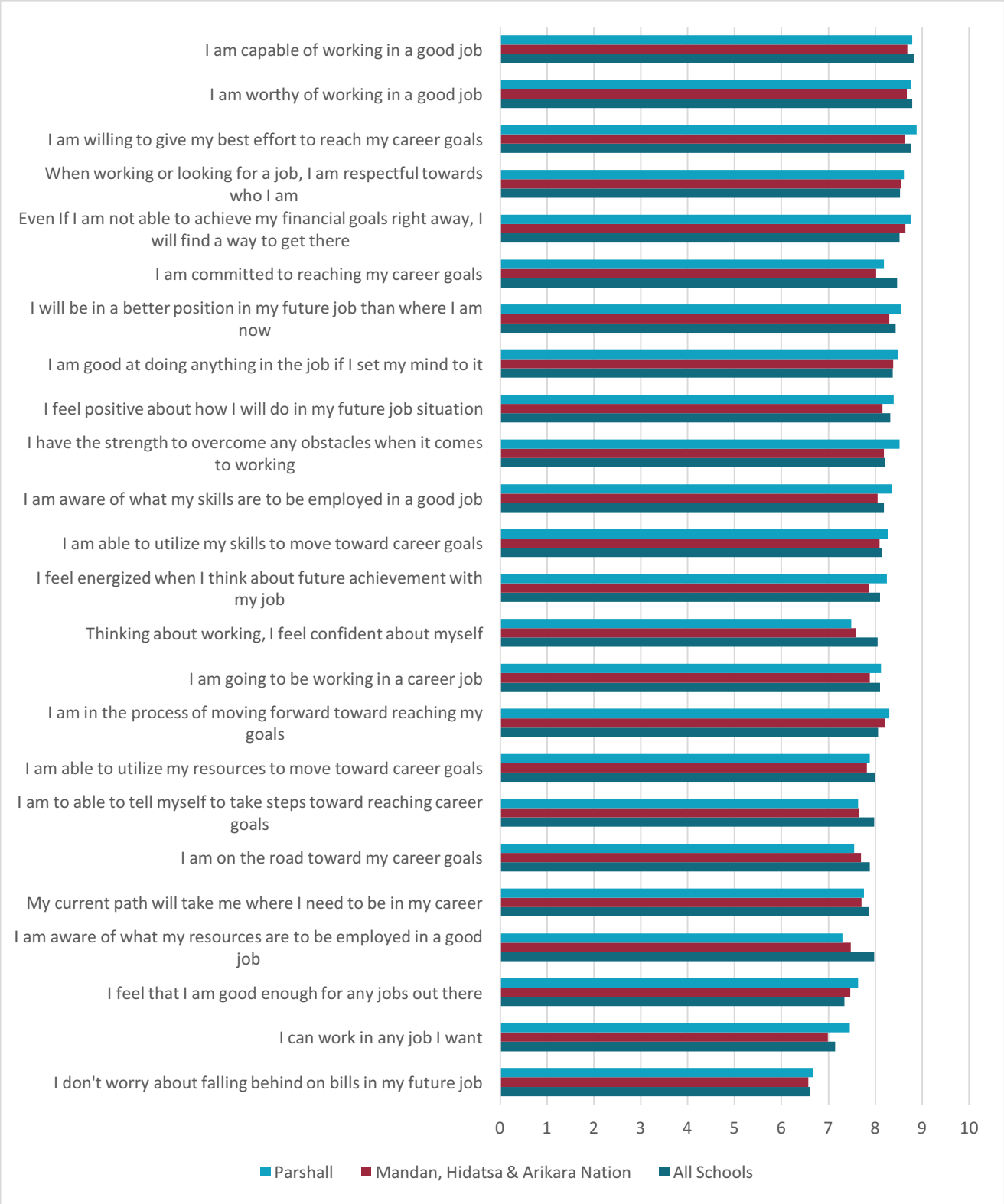


Figure 7. Confidence in Obtaining Future Employment

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 highest challenge. Parshall 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

Parshall students ranked the lack of job experience and lack of adequate job skills as their greatest challenges for future employment. When compared to Mandan, Hidatsa & Arikara Nation and All Schools, Parshall students’ confidence ratings were higher in four of the 10 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.

Parshall students’ average for the external category was $\bar{x}=1.41$, this measure was comparable to Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.45$) and lower than All Schools ($\bar{x}=1.51$) data.

Self-confidence category average ($\bar{x}=1.65$) for Parshall students was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}=1.71$), but comparable to All Schools ($\bar{x}=1.62$) students.

The job category mean for Parshall students ($\bar{x}=1.94$) was comparative to Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.00$) and All Schools ($\bar{x}=1.95$) data.

Parshall students’ education category mean ($\bar{x}=2.16$) was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}=2.33$), but similar to All Schools ($\bar{x}=2.15$).

The overall challenge mean for Parshall students obtaining future employment was $\bar{x}=1.73$, which was lower than Mandan, Hidatsa & Arikara Nation schools ($\bar{x}=1.81$), but comparable to All Schools ($\bar{x}=1.76$). A full list of challenges to future employment is found in the Appendix Table H.

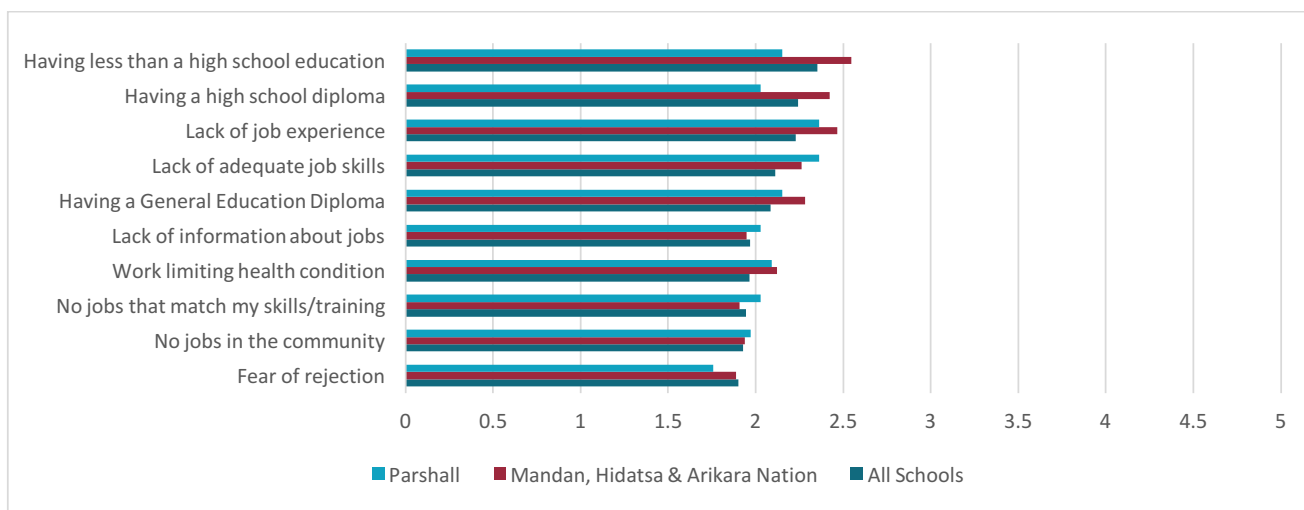


Figure 8. Future Employment Challenges

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 the percentages as illustrated in the results for Parshall High School (See Table 4).

Overall, Parshall students believed six individuals ($\bar{x}=6.40$) would support them when seeking employment in health-related fields, which was lower when compared to their peers at Mandan, Hidatsa &

Arikara Nation ($\bar{x}=7.12$) and All Schools ($\bar{x}=7.94$) when rounded up. The most common sources of support for Parshall students included parents (79%), siblings (76%), grandparents (70%), teachers (64%), aunts (64%) and uncles (61%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Parshall students listed cousins (n=2) and brother-in-law, niece and boss. The second open-ended question addressed, "Someone else?" Students reported boss, niece and nephew as someone who would provide support.

Table 4. Sources of Support for Future Employment

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

Post High School Employment Plans

When students were asked about their post-graduation plans, 24% were interested in joining the military, and 55% planned to work 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 enlist in the military were asked to list what branch. Seven Parshall students reported specific branches of the military, including Air Force (n=2), Marines (n=2), National Guard (n=2), and the Army.

Parshall students were interested in military fields such as medical, paralegal specialist, and welding. Three students were attracted to the military because one could “be the best I can be,” one wanted to “help others,” and the other wanted to see “the world.”

Parshall students choosing to work after graduation, were planning for employment in food services (n=2), online marketing, the oil fields, law enforcement, Boys and Girls club and lifeguarding. Three students reported they would work at “any job,” or one with a “good salary” while two were unsure of their employment paths.

Thirteen Parshall students were working while enrolled in high school. Employment locations included four with food service (n=4), Boys and Girls Club (n=2), daycare (n=2), family farm, ranch hand, lumber store, car dealership and Cenex Store. Thirteen students reported working hours as 35 hours, 30 hours (n=3), 20-25 hours (n=2), 19 hours, 15 hours, 10-17 hours, 10-15 hours, and 10 hours (n=2).

In an open-ended question, students were asked if they did not plan to attend college or work, why not. Parshall students did not provide additional comments.

Other Comments

Students had the opportunity to add “Other Comments” at the end of the survey. Parshall students did not provide additional comments.

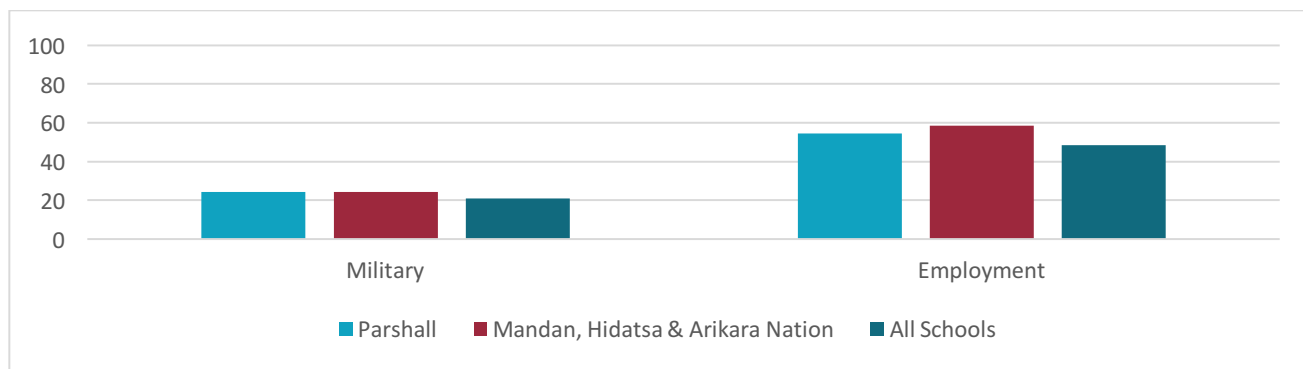


Figure 9. Future Plans for Employment After High School





Summary

Parshall students who participated in the survey differed from the demographic pattern of Mandan, Hidatsa & Arikara Nation and All Schools, with a higher percentage of American Indian/ Native American students. The gender distribution of Parshall was comparable to Mandan, Hidatsa & Arikara Nation, but there was a higher percentage of males than All Schools. The age distribution of Parshall students differed from Mandan, Hidatsa & Arikara Nation and All Schools, with a lower percentage of students at age 16, and a higher percentage of students from ages 18-19. Parshall had a similar percentage of 17 year olds to Mandan, Hidatsa & Arikara Nations but a higher percentage than All Schools. Parshall students' self-confidence mean was the same as their peers from Mandan, Hidatsa, Arikara Nation schools but slightly higher than their All Schools peers. Parshall students' overall confidence in achieving a future education was higher than Mandan, Hidatsa, & Arikara Nation but lower than All Schools students. Parshall students had the highest confidence in their not dropping out of school. Their two greatest barriers to future education included the lack of information about career options and the lack of information about colleges. Overall, they identified fewer challenges to their future education than their peers from Mandan, Hidatsa & Arikara Nation and All Schools. Post high school education plans for Parshall students showed lower interest in community or tribal colleges with similar interest in four-year colleges or universities when compared to their peers. Students showed similar interest in health careers as their Mandan, Hidatsa & Arikara Nation peers, but less interest than All Schools. Doctor and nursing were of the most interest to Parshall students.

Parshall students' confidence in obtaining future employment was higher than the average from Mandan, Hidatsa & Arikara Nation, but the same as All Schools. Parshall students overall challenges mean for obtaining future employment was lower than Mandan, Hidatsa & Arikara Nation but comparable to All Schools. They believed their greatest challenges to obtaining employment were their lack of job experience and lack of adequate job skills. More students were interested in obtaining employment directly following graduation, rather than enlisting in the military, the measures for employment following graduation were similar to their peers from Mandan, Hidatsa & Arikara Nation and All Schools. A higher percentage of Parshall students reported that they were currently working when compared to their Mandan, Hidatsa and Arikara and All Schools peers. Half of the students reported working 20 or more hours per week.



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Appendix

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

There were 511, 11th and 12th grade students surveyed in North Dakota, and 99 of those students were from four high schools on or near Mandan, Hidatsa & Arikara Nation. The students were enrolled in New Town (n=47), Parshall (n=33), 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 mean for All Schools data.

Table A. Demographics of Students Participating in the Hope Survey

Demographics	Parshall (%) N=33	New Town (%) N=47	White Shield (%) N=15	Mandaree (%) N=4	Mandan Hidatsa & Arikara Nation (%) N=99	All Schools (%) N=511
Race/Ethnicity	n=33	n=47	n=15	n=4	n=99	n=506
American Indian/Native American	64%	85%	100%	100%	81%	66%
Other *	36%	15%	0%	0%	19%	33%
Missing Data	0%	0%	0%	0%	0%	1%
Gender	n=33	n=47	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=32	n=45	n=13	n=4	n=94	n=500
16	10%	17%	13%	75%	16%	20%
17	42%	40%	40%	25%	41%	50%
18-19	45%	38%	34%	0%	38%	28%
Missing Data	3%	5%	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 total score are displayed in Table B. Scores ranged from one to five, with a higher score indicating a higher self-confidence.

Parshall, Mandan, Hidatsa & Arikara Nation and All Schools students demonstrated their highest self-confidence in their belief that they could obtain the outcomes that were important to them. Parshall students' overall self-confidence mean was the same as their peers from Mandan, Hidatsa & Arikara Nations, and comparable to All Schools students.

Table B. Self-Confidence Ratings of Students

Self-Confidence Statements	Parshall N=33	New Town N=47	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.	4.22	4.21	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.	4.09	4.15	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.	4.19	4.21	4.13	4.00	98	4.18	509	4.09
I will be able to successfully overcome many challenges.	4.03	4.09	4.27	3.75	97	4.08	508	4.01
I am confident that I can perform effectively on many different tasks.	3.97	3.89	3.93	3.75	98	3.92	509	3.92
Even when things are tough, I can perform well.	3.91	3.83	4.13	3.50	98	3.89	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.91	4.06	4.00	3.75	98	3.99	510	3.81
Compared to other people, I can do most tasks very well.	3.78	3.60	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 students were asked about their confidence towards achieving their future educational goals. These statements were further split into two categories, feelings about education and goals towards education. An overall total confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Students' confidence in achieving future education is presented in Table C. Not thinking about dropping out of high school was the highest rated education statement by Parshall, Mandan, Hidatsa & Arikara Nation and All Schools students. Worrying about falling behind on their assignments in their future educational programs was rated the lowest confidence statement by Parshall, Mandan, Hidatsa & Arikara Nation and All Schools students. The overall confidence mean for Parshall students achieving future education was higher than Mandan, Hidatsa & Arikara Nation but lower than All Schools.

Table C. Confidence in Achieving Future Education

Education Statements	Parshall N=33	New Town N=47	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^^	9.58	8.89	8.67	10.00	99	9.13	509	9.10
I am worthy of receiving a good education**	8.64	8.40	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**	8.24	8.23	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^^	8.67	8.06	8.07	8.75	99	8.29	509	8.51
I am willing to give my best effort to reach my education goals^^	8.49	8.13	8.47	7.00	99	8.25	509	8.49
I am committed to reaching my educational goals^^	8.21	7.94	8.27	6.75	99	8.03	508	8.38
When it comes to pursuing an education, I have self-respect**	8.00	8.21	7.87	8.00	99	8.08	510	8.32
I feel positive about how I will do in my future education**	7.73	7.70	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	Parshall N=33	New Town N=47	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**	7.76	7.96	8.40	7.50	99	7.94	511	8.12
I am able to use my skills to move toward my educational goals^^	7.94	7.55	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^^	7.70	7.92	7.73	6.75	99	7.77	510	8.07
I know what skills I have to do well in education^^	7.88	7.89	7.67	6.50	99	7.80	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.76	7.81	7.93	7.00	99	7.78	509	7.97
I am on the road toward my educational goals^^	7.73	7.55	7.27	6.25	99	7.52	502	7.92
I am able to use my resources to move toward my educational goals^^	7.55	7.68	7.27	7.00	99	7.55	507	7.90
I feel that I am good enough for educational opportunities out there**	8.30	7.57	7.87	6.75	99	7.83	510	7.89
When I think about getting an education, I feel confident about myself**	7.67	7.89	7.47	6.75	99	7.71	511	7.88
I am moving forward toward reaching my educational goals right now^^	8.00	7.66	7.20	7.25	99	7.69	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	7.76	7.85	7.60	7.25	99	7.76	511	7.83

** 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	Parshall N=33	New Town N=47	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 going to be studying in an educational program that is in line with my career aspirations^^	7.52	7.21	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^^	7.27	7.60	6.73	7.00	97	7.33	506	7.73
I know what resources I have to do well in education^^	7.09	7.43	6.87	7.00	99	7.21	506	7.64
I feel energized when I think about future achievement with my education^^	7.55	7.57	7.27	6.25	99	7.47	509	7.63
A GED will (NOT) get me where I want to go in life^^	6.88	6.94	8.47	9.75	99	7.26	506	7.27
I am able to study in any education program I want**	7.06	6.53	7.73	6.50	99	6.89	502	7.22
I don't worry about falling behind on my assignments in my future education**	5.97	6.00	5.13	5.50	99	5.84	510	6.38
Overall Confidence	7.31	7.25	7.22	6.50	99	7.24	511	7.48
Feelings	7.71	7.64	7.78	7.20	99	7.67	511	7.91
Goals	7.81	7.72	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 towards achieving 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. Parshall and Mandan, Hidatsa & Arikara Nation students believed their major challenge to obtaining a future education was the lack of information about career options, whereas it was the lack of information about colleges for All Schools students. Physical disabilities was rated as the lowest educational challenge by Warrick students. In comparison, Mandan, Hidatsa & Arikara Nation students ranked being a single parent and All Schools reported domestic violence as the lowest challenges for future education.

Overall, the information category was rated as the highest challenge category that would impact their future education by Parshall, Mandan, Hidatsa & Arikara and All Schools. In comparison, the external category was ranked as the lowest challenge category for students obtaining future education. The overall educational challenge mean for Parshall students was lower than their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

Table D. Future Educational Challenges

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

Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	Parshall N=33	New Town N=47	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	1.52	1.50	1.53	2.75	98	1.56	506	1.63
Childcare	1.30	1.47	1.33	3.00	99	1.44	507	1.58
Anger management	1.36	1.53	1.80	2.50	99	1.56	509	1.56
No colleges in the area	1.42	1.45	1.67	2.25	99	1.51	506	1.49
Cannot read or write very well	1.30	1.62	1.67	1.75	99	1.53	507	1.47
Bullying	1.21	1.43	1.13	1.50	99	1.31	506	1.39
Lack of clothing for school	1.12	1.47	1.20	2.50	99	1.35	508	1.38
Need to take care of young children	1.03	1.32	1.13	1.67	98	1.20	506	1.37
Mental illness	1.21	1.34	1.33	1.50	99	1.30	506	1.35
Drug/alcohol addiction	1.24	1.19	1.47	2.00	99	1.28	509	1.35
Past criminal record	1.03	1.40	1.47	2.00	99	1.31	509	1.32
Being a single parent	1.09	1.32	1.00	1.50	99	1.20	508	1.31
Physical disabilities	1.00	1.38	1.13	2.25	99	1.25	509	1.31
Domestic violence	1.06	1.34	1.07	1.50	98	1.21	506	1.25
Overall Challenges	1.49	1.64	1.68	2.27	99	1.62	509	1.64
External	1.15	1.34	1.23	1.75	99	1.27	509	1.33
Self-Confidence	1.52	1.65	1.68	2.34	99	1.64	509	1.65
Support	1.43	1.71	1.74	2.31	99	1.64	509	1.63
Information	2.47	2.07	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. A lower percentage of Parshall students were interested in attending community or tribal colleges as compared to their peers from Mandan, Hidatsa & Arikara Nation and All Schools. In contrast, a similar percentage of Parshall students indicated their interest in attending four-year colleges or universities as their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

Table E. Future Educational Plans

Educational Plans		Parshall N=33		New Town N=47		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	13	39%	20	43%	6	40%	1	25%	40	40%	225	44%
	No	19	58%	22	47%	9	60%	3	75%	53	54%	252	49%
Missing Data		1	3%	5	10%	0	0%	0	0%	6	6%	33	7%
Four Year College or University	Yes	23	70%	36	77%	10	67%	2	50%	71	72%	356	70%
	No	8	24%	10	22%	2	13%	2	50%	22	22%	112	22%
Missing Data		2	6%	1	1%	3	20%	0	0%	6	6%	41	8%

Thirty percent of Parshall students were interested in health careers. The five most common careers selected by All Schools students are shown in Table F. The students from Parshall demonstrated a greater interest in a medical career than their peers from Mandan, Hidatsa & Arikara Nation. In contrast, Parshall students showed less interest in a nursing career as compared to their peers at Mandan, Hidatsa & Arikara Nation and All Schools students.

Table F. Health Careers of Interest to Students

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

Future Employment

Confidence in Obtaining Future Employment

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

Table G illustrates the measures of students' confidence towards employment. The highest employment statement rated by Parshall students was their willingness to give their best effort to reach their career goals. In contrast, Mandan, Hidatsa & Arikara Nation and All Schools believed that they

were capable of working in a good job. Not worrying about falling behind on bills in their future jobs was rated as the lowest employment statement by Parshall, Mandan, Hidatsa & Arikara Nation and All Schools students.

Overall, the feelings category was rated as the highest challenge category by Parshall, Mandan, Hidatsa & Arikara Nation and All Schools. In comparison, the future category was ranked as the lowest challenge for students obtaining future employment. The overall employment confidence mean for Parshall students was lower than Mandan, Hidatsa & Arikara Nation mean but the same as All Schools' mean.

Table G. Confidence in Obtaining Future Employment

Employment Statements	Parshall N=33	New Town N=47	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**	8.79	8.43	9.40	8.25	99	8.69	507	8.82
I am worthy of working in a good job**	8.76	8.51	9.20	8.00	99	8.68	508	8.79
I am willing to give my best effort to reach my career goals^^	8.88	8.40	8.80	8.50	99	8.63	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.61	8.47	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^^	8.76	8.75	8.20	8.25	99	8.65	507	8.52
I am committed to reaching my career goals^^	8.18	7.85	8.20	8.00	99	8.02	508	8.47

** Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

Employment Statements	Parshall N=33	New Town N=47	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 will be in a better position in my future job than where I am now++	8.55	8.06	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**	8.49	8.32	8.60	7.50	99	8.39	509	8.37
I feel positive about how I will do in my future job situation++	8.39	8.04	7.67	9.25	98	8.15	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.52	7.96	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^^	8.36	7.83	7.93	8.50	99	8.05	507	8.18
I am able to utilize my skills to move toward career goals^^	8.27	8.00	7.93	8.25	99	8.09	508	8.15
I feel energized when I think about future achievement with my job^^	8.24	7.68	7.67	7.75	99	7.87	508	8.10
I am going to be working in a career job++	7.49	7.66	7.80	6.75	99	7.59	507	8.10
I am in the process of moving forward toward reaching my goals^^	8.12	7.79	7.53	8.25	99	7.88	507	8.06
Thinking about working, I feel confident about myself**	8.30	8.15	8.20	8.25	99	8.21	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	7.55	7.72	7.93	7.75	99	7.70	508	7.97

** 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	Parshall N=33	New Town N=47	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 aware of what my resources are to be employed in a good job^^	7.64	7.75	7.20	8.50	99	7.66	508	7.97
I am able to utilize my resources to move toward career goals^^	7.88	7.91	7.13	8.75	99	7.82	508	7.99
I am on the road toward my career goals^^	7.76	7.70	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^^	7.30	7.85	6.80	7.00	99	7.48	507	7.87
I feel that I am good enough for any jobs out there**	7.64	7.11	8.40	6.75	99	7.47	509	7.34
I can work in any job I want++	7.46	6.45	7.60	7.25	99	7.00	508	7.15
I don't worry about falling behind bills in my future job++	6.67	6.51	6.47	7.00	99	6.58	509	6.61
Overall Confidence	8.11	7.87	7.99	7.96	99	7.97	509	8.11
Feelings	8.44	8.13	8.70	7.82	99	8.31	509	8.30
Goals	8.08	7.94	7.74	8.10	99	7.96	508	8.16
Future	7.71	7.34	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.

Parshall students rated their lack of job experience and lack of adequate job skills as their greatest employment challenges, whereas Mandan, Hidatsa & Arikara Nation and All Schools students believed it was having less than a high school diploma. The lowest employment challenge reported by Parshall students was domestic violence although physical disabilities was selected by Mandan, Hidatsa & Arikara Nation and All Schools students.

Overall, the education category was rated as the highest challenge category by Parshall, Mandan, Hidatsa & Arikara Nation, and All Schools. The external category was the lowest challenge category for students obtaining future employment. The overall employment challenge confidence mean for Parshall students was lower than the Mandan, Hidatsa & Arikara Nation mean and comparable to All Schools mean.

Table H. Future Employment Challenges

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

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employments Challenge Statements	Parshall N=33	New Town N=47	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	1.97	1.83	2.20	2.00	99	1.94	505	1.93
Transportation	2.03	2.38	2.20	2.00	99	2.22	507	1.92
Fear of rejection	1.76	1.96	2.07	1.50	99	1.89	505	1.90
Lack of stable housing	1.52	2.04	1.67	2.25	99	1.82	506	1.75
Lack of confidence	1.84	1.75	2.07	1.25	98	1.81	506	1.74
Need to take care of parents/family members	1.41	1.75	1.27	1.75	98	1.56	503	1.68
Problems with getting to job on time	1.78	2.02	1.33	1.25	98	1.81	506	1.64
Anger management	1.50	1.70	1.60	1.75	98	1.62	506	1.62
Racial discrimination	1.61	1.66	1.80	1.25	99	1.65	507	1.60
Lack of coping skills for daily struggles	1.59	1.79	1.53	2.00	98	1.69	505	1.60
Childcare	1.41	1.68	1.20	1.00	98	1.49	505	1.58
Cannot read or write very well	1.47	1.79	1.53	1.00	98	1.61	505	1.56
Lack of support system	1.56	1.75	1.50	1.75	97	1.65	504	1.55
Drug/alcohol addiction	1.38	1.45	1.40	1.00	98	1.40	505	1.49
Lack of work clothing	1.36	1.64	1.27	1.50	99	1.49	505	1.47
Mental illness	1.46	1.49	1.33	1.00	99	1.43	507	1.46
Past criminal record	1.31	1.49	1.47	1.25	98	1.42	506	1.46
Being a single parent	1.56	1.43	1.00	1.00	98	1.39	505	1.44
Domestic violence	1.22	1.62	1.00	1.00	98	1.37	506	1.44
Physical disabilities	1.30	1.49	1.07	1.00	99	1.34	506	1.42

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employments Challenge Statements	Parshall N=33	New Town N=47	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	1.73	1.91	1.72	1.61	99	1.81	507	1.76
External	1.41	1.57	1.26	1.19	99	1.45	507	1.51
Self-Confidence	1.65	1.82	1.60	1.45	98	1.71	506	1.62
Job	1.94	1.99	2.13	1.92	99	2.00	507	1.95
Education	2.16	2.52	2.15	2.15	99	2.33	507	2.15

Post High School Employment Plans

Table I displays students' reported plans for enlisting in the military or employment after high school graduation. The percentage of Parshall students planning to enlist in the military was the same as the Mandan, Hidatsa & Arikara Nation but higher than the All Schools percentage. A greater percentage of Parshall students reported that they planned to enter employment after graduation than All Schools students, but a similar percentage as the Mandan, Hidatsa & Arikara Nation students.

Table I. Future Employment Plans After High School

Employment Plans		Parshall N=33		New Town N=47		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	8	24%	9	19%	5	33%	2	50%	24	24%	107	21%
	No	22	67%	37	79%	10	67%	2	50%	71	72%	360	71%
Missing Data		3	9%	1	2%	0	0%	0	0%	4	4%	44	8%
Employment	Yes	18	55%	26	55%	11	74%	3	75%	58	59%	247	48%
	No	4	12%	5	11%	2	13%	0	0%	11	11%	45	8%
Missing Data		11	33%	16	34%	2	13%	1	25%	30	30%	219	43%



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