

Youth Education & Employment Survey Results

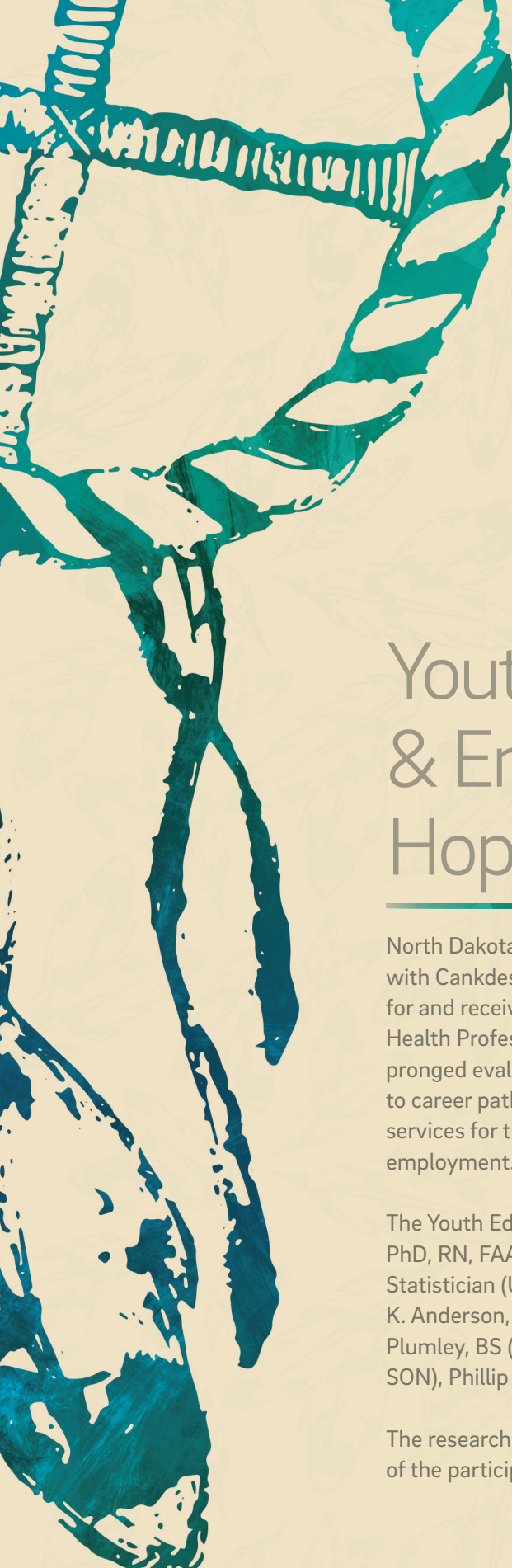
Hope Project:
Turtle Mountain Community High School
Belcourt, North Dakota



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 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:
Bernadette Dauenhauer, Principal; Chera Plante, Administration Assistant
Selfridge: Kristi Miller, Principal
Solen: Jeffrey Brandt, Principal

Turtle Mountain Reservation

Turtle Mountain Community High School–Belcourt:
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Pilamaya Mah zah gih dats Gostatate Washiraheresh Miigwech Thank you!



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Prelude to this Study

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

Introduction & Purpose

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 Reservation 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 Turtle Mountain high school participants, as well as the schools that took part in the surveys on or near Spirit Lake Nation, Mandan Hidatsa and Arikara Nation 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 Turtle Mountain, 92 students of 200 (46%) enrolled in 11th and 12th grades participated in the survey.

Of the 92 students, 97% self-identified as American Indian/Native American (See Table 1). Turtle Mountain School was the only school that was surveyed in Turtle Mountain Band of Chippewa Indian Reservation. Turtle Mountain had a higher percentage of female students than All Schools. Age categories for Turtle Mountain varied slightly from All Schools data with more Turtle Mountain students reporting age 16 and with fewer students from ages 18-19 when compared to All Schools data. Of the 85 respondents, 16 were employed either full-time or part-time. Additional detail is presented in Appendix Table A.

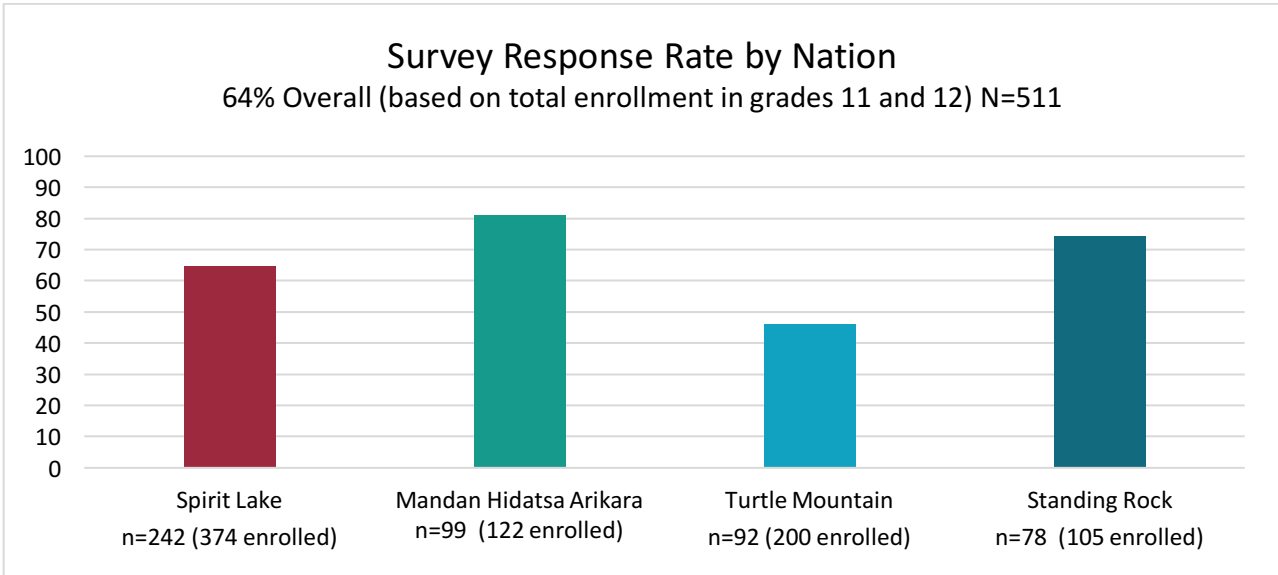


Figure 1. Survey Response Rate by Nation. The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.

Table 1. Demographics of Students Participating in the Hope Survey

Demographics	Turtle Mountain High School N=92	Turtle Mountain High School %	All Schools N=511	All Schools %	
Race Ethnicity	n=92	100%	506	99%	
American Indian/ Native American	89	97%	335	66%	
Other *	3	3%	171	33%	
Missing Data	0	0%	5	1%	
Gender	n=92	100%	n=508	99%	
Male	42	46%	259	50%	
Female	50	54%	249	49%	
Missing Data	0	0%	3	1%	
Age	n=91	99%	n=500	98%	
16	31	34%	100	20%	
17	41	45%	255	50%	
18-19	19	20%	145	28%	
Missing Data	1	1%	11	2%	
Employment	n=85	92%	n=469	92%	
Currently Employed	Yes	16	17%	172	34%
	No	69	75%	297	58%
Missing Data	7	8%	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. Turtle Mountain students rated their self-confidence similar to the All Schools mean for this measure. The overall confidence mean for Turtle Mountain students was $\bar{x}=3.91$ as compared to $\bar{x}=3.96$ for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

Self-Confidence Survey Response by Question

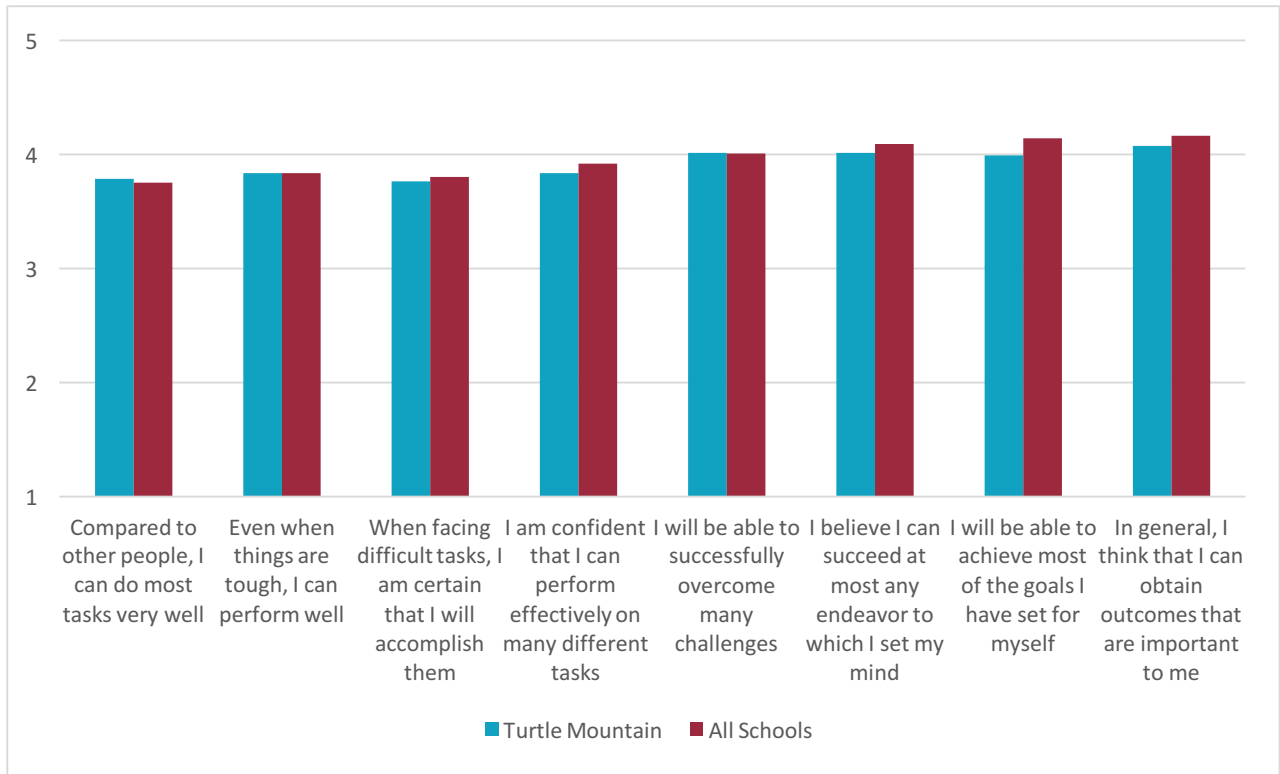


Figure 2. Self-Confidence Ratings of Students



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 Turtle Mountain high school.

Turtle Mountain students' highest confidence was reflected in the statement that they were worthy of receiving a good education. Turtle Mountain students' confidence ranked higher on 12 of the 26 education statements when compared to 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 confidence score was also calculated.

Turtle Mountain students' mean for the feelings category was $\bar{x}=8.00$, which was similar to the mean for All Schools ($\bar{x}=7.91$).

Turtle Mountain students' average for the future education goals category was $\bar{x}=7.95$, which was equivalent to the mean for All Schools ($\bar{x}=8.00$).

The overall education confidence level of the Turtle Mountain students was $\bar{x}=7.52$, which was comparable to All Schools ($\bar{x}=7.48$). Additional data on students' confidence to achieving future education is presented in Appendix Table C.

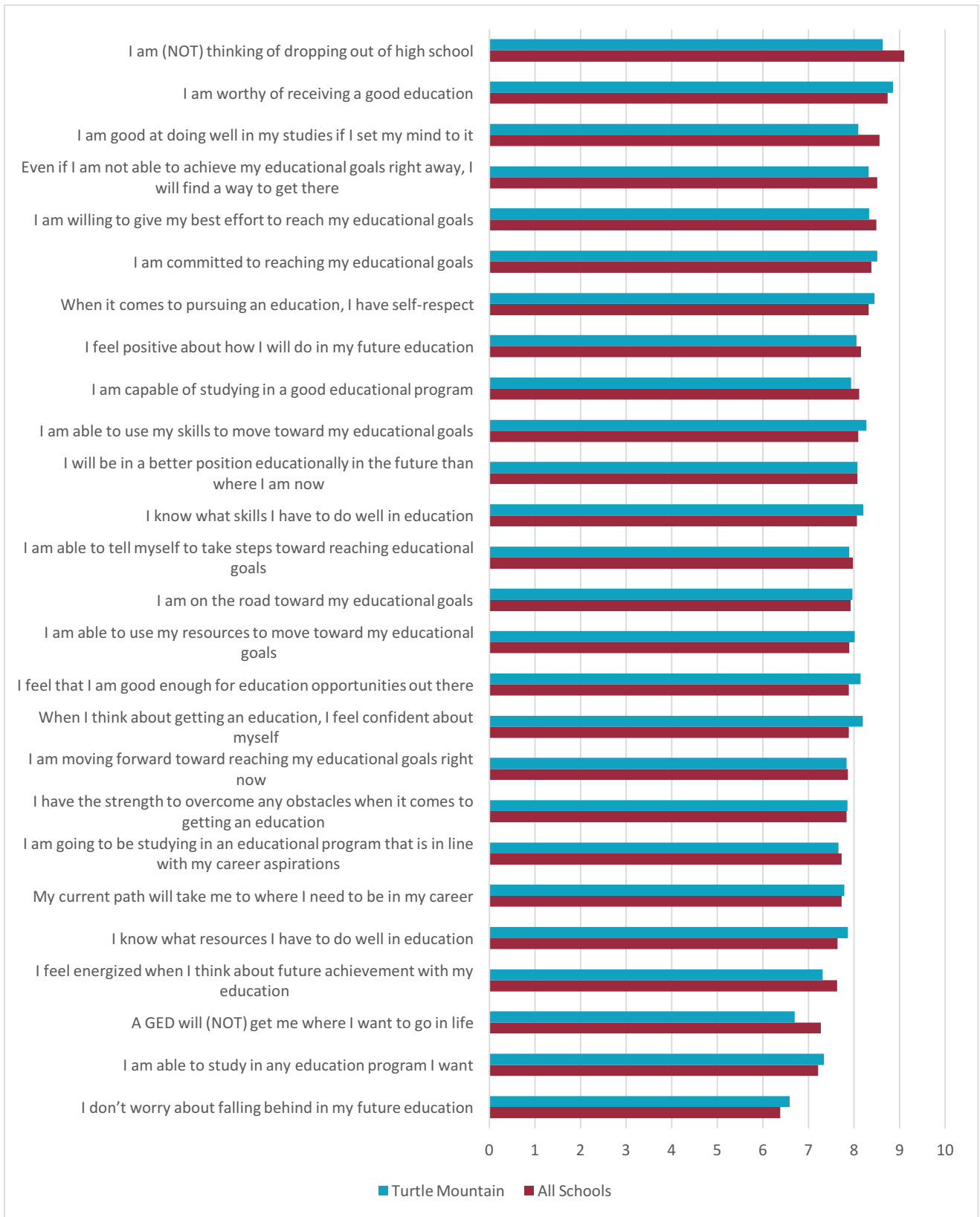


Figure 3. Confidence in Achieving Future Education

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 highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

Turtle Mountain students ranked the lack of information about colleges as the greatest challenge to education. Turtle Mountain students’ ratings were higher in nine of the ten challenge statements when compared to All Schools peers (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 Turtle Mountain students was $\bar{x}=1.49$, which was higher when compared to data from All Schools ($\bar{x}=1.33$).

Self-confidence category measure of $\bar{x}=1.78$ for Turtle Mountain students was higher than data from All Schools ($\bar{x}=1.65$).

The average for the support category was $\bar{x}=1.86$ for Turtle Mountain students, which was higher when compared to data from All Schools ($\bar{x}=1.63$).

Turtle Mountain students’ mean score for the information challenge category was $\bar{x}=2.85$, which was higher than All Schools ($\bar{x}=2.39$).

The overall education challenge mean for Turtle Mountain students was $\bar{x}=1.84$, which was higher than All Schools ($\bar{x}=1.64$). Additional information on challenges for future education is shown in Appendix Table D.

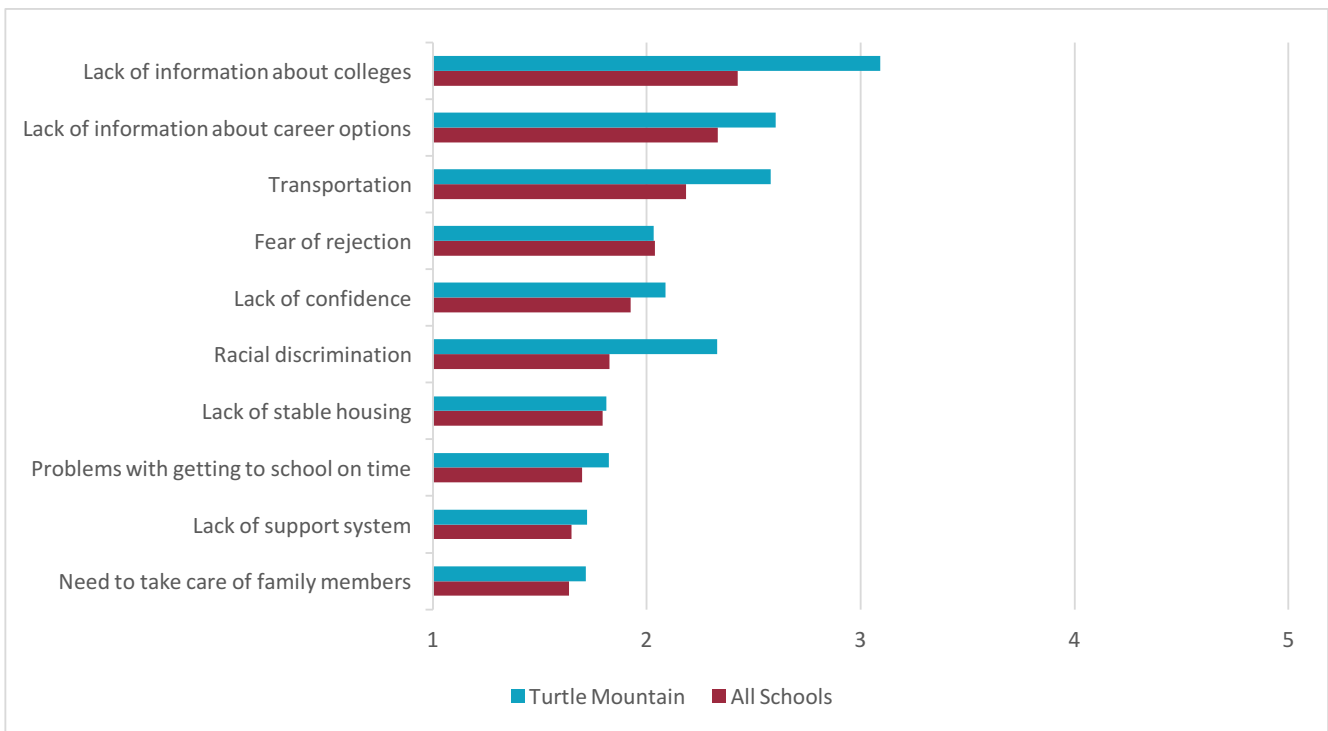


Figure 4. Future Educational Challenges

Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) 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, 32% of Turtle Mountain students believed that GEDs were easy to obtain, which is akin to the belief of their peers from All Schools (30%). In comparison, 35% of Turtle Mountain students thought GEDs equaled high school diplomas, which was higher than their peers at All Schools (23%) (See Table 2).

Turtle Mountain students were asked why it was easier to obtain a GED, and 26 responded. Seven students believed earning a GED was easier because "the tests are easier and you don't have to work as hard," or "certain educational areas are skipped." While others reported different reasons why getting a GED was better, such as "because you don't have to go [to school] every day and just go when they want" or "because you don't have to get up that early or do that much work." Six students described the time it takes to get a GED, in that "GED's don't take as long" and "they're is not as much work and it's a shorter time span." In comparison, one student linked his/her response to personal accomplishments

and stated "Accomplishing high school is a big deal" while another student thought a GED "is better than nothing." Finally, one student stated that it was better to get a GED, "because you can get money."

Turtle Mountain students were asked why it was not easier to get a GED, and 60 students responded. Eight students believed a GED was harder to earn, explaining "you have to work harder to get a GED than a diploma" and "because they made it harder than before." Ten students responded on the future impact of getting a GED, "a GED will impair my career choice," and also "you can't get any job you want without a high school diploma." While four students asserted that a GED was harder "because you don't get examples to teachers explaining to you." Five students believed, "it's easier to stay in school," while another student stated, "It is better to get your education the first time around than to have to do it over again." Additionally, one student addressed the GED learning environment, "Sometimes you have to go back and you're not in a good learning environment." One student stated "I'd rather have high expectations," whereas another believed a "high school diploma is key to life."

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

General Education Diploma Questions		Turtle Mountain Nation N=92		All Schools N=511	
		N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	29	32%	152	30%
	No	61	66%	343	67%
Missing Data		2	2%	16	3%
Is a GED equal to a high school diploma?	Yes	32	35%	116	23%
	No	59	64%	377	74%
Missing Data		1	1%	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 Turtle Mountain High School (See Table 3).

Overall, Turtle Mountain students believed eight individuals ($\bar{x}=7.51$) would encouraged them to continue their education after graduation, which was similar to their peers from All Schools ($\bar{x}=7.61$) when rounded up. The most common sources of encouragement for Turtle Mountain students

included teachers (85%), parents (84%), aunts (82%), uncles (79%), friends (78%), school counselors (78%), siblings (72%) and grandparents (68%).

In one open-ended question, students described other family members who would support their education in a health-related field. Turtle Mountain students listed cousins (n=21), friend (n=2), babysitter, relatives and "grumpe". The second open-ended question addressed, "Someone else?" Students shared teammates (n=4), family friends (n=3), nephews (n=3), friends (n=2), cousins, tutors, boss and uncle as those who would provide support.

Table 3. Sources of Support for Achieving Future Education

Supporters	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	%	%	%	%	N	%
Parents	84%	89%	91%	91%	454	89%
Teacher(s)	85%	86%	74%	86%	427	84%
Aunts	82%	83%	76%	87%	419	82%
Friends	78%	82%	78%	86%	415	81%
Uncles	79%	79%	72%	87%	402	79%
Grandparents	68%	81%	71%	91%	401	78%
School counselor	78%	79%	58%	85%	387	76%
Siblings	72%	76%	72%	78%	381	75%
Spouse or partner	47%	42%	32%	56%	220	43%
Co-workers	40%	47%	29%	38%	210	41%
Family support	36%	24%	21%	29%	134	26%
Other family members	26%	14%	10%	28%	91	18%
Children	13%	14%	16%	26%	83	16%
	Mean	Mean	Mean	Mean	N	Mean
Number of Supporters	7.51	7.81	6.75	8.22	499	7.61

Post High School Educational Plans

As detailed in Figure 5, Turtle Mountain students had a mix of post-graduation plans. Turtle Mountain students had stronger interests in attending community or tribal colleges than their peers from All Schools, and a slightly higher interest in four-year colleges or universities than All Schools students. Additional information on post high school education plans is displayed in Appendix Table E.

Thirty-six Turtle Mountain students were interested in attending community or tribal colleges and listed Turtle Mountain Community College (n=34) and Minnesota Art & Design in Minneapolis as potential choices. One student had not chosen a school yet.

Career choices of Turtle Mountain students who planned to attend community or tribal colleges included general education (n=7), nursing (n=3), law enforcement (n=4), mechanics (n=2), radiology, child care, power plant technology, dental hygiene, model, welding, machinery, and carpenter. Seven students were undecided of their career path.

Twenty students did not have plans to attend community or tribal colleges. Eight reported that "I would rather go to a university" and six indicated they "wanted to leave the region." Two Turtle Mountain students provided reasons for not attending as "too much schooling" or that he was a "military guy."

When compared to All Schools, Turtle Mountain students had similar interest in attending four-year

colleges or universities. Turtle Mountain students planned to attend North Dakota State University in Fargo (n=19), University of North Dakota in Grand Forks (n=16), Bismarck State College in Bismarck (n=2), and University of Mary for in-state options. Out-of-state universities included Michigan State University (n=2), East Lansing, University of Nebraska Medical Center in Omaha, University of Minnesota, Minnesota State University-Moorhead in Moorhead, Duke University in Durham, and Brown College. At this time, 18 students had not selected a college or university.

Career choices of Turtle Mountain students who planned to attend four-year colleges or universities included teaching (n=5), pediatrics (n=4), pre-med (n=4), criminal justice (n=3), nursing (n=3), music and broadcasting (n=3), computer science (n=2), physical therapy (n=2), veterinary science (n=2), radiologic sciences (n=2), pharmacy, aeronautics, computer science, dentist, animation & game design, journalism and psychology.

Fourteen Turtle Mountain students did not plan to attend four-year colleges or universities. Four students reported that they "only need two years" while one student also responded that "it would be expensive, so 2-year college is fine." Two students were "going to beauty school," whereas, one planned to enlist in the military while another student reported, "I have no idea where I want to go." Two students were "not sure."

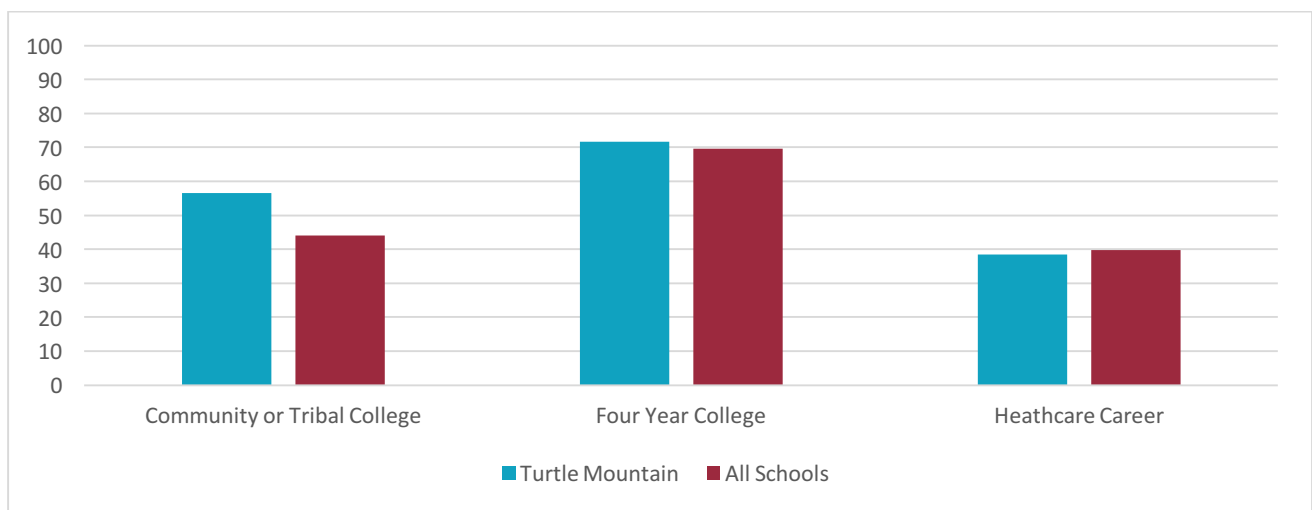


Figure 5. Future Educational Plans

Of the 92 students surveyed, 38% were interested in health careers, which was slightly lower than 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 top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, Turtle Mountain students' strongest interests were in nursing (20%) and medicine (15%) (See Figure 6). An open-ended question, "Other" was provided. Twenty-six Turtle Mountain students wrote in sports medicine (n=4), pediatrician (n=4), surgeon (n=3), emergency medical technician (n=3), veterinarian (n=3), dentist (n=2), lab tech (n=2), physical therapist (n=2), speech pathologist (n=2), and chiropractor (n=2). Six of the write-in responses were included on the list of choices as seen above. Additional information regarding health career interests is shown in Appendix Table F.

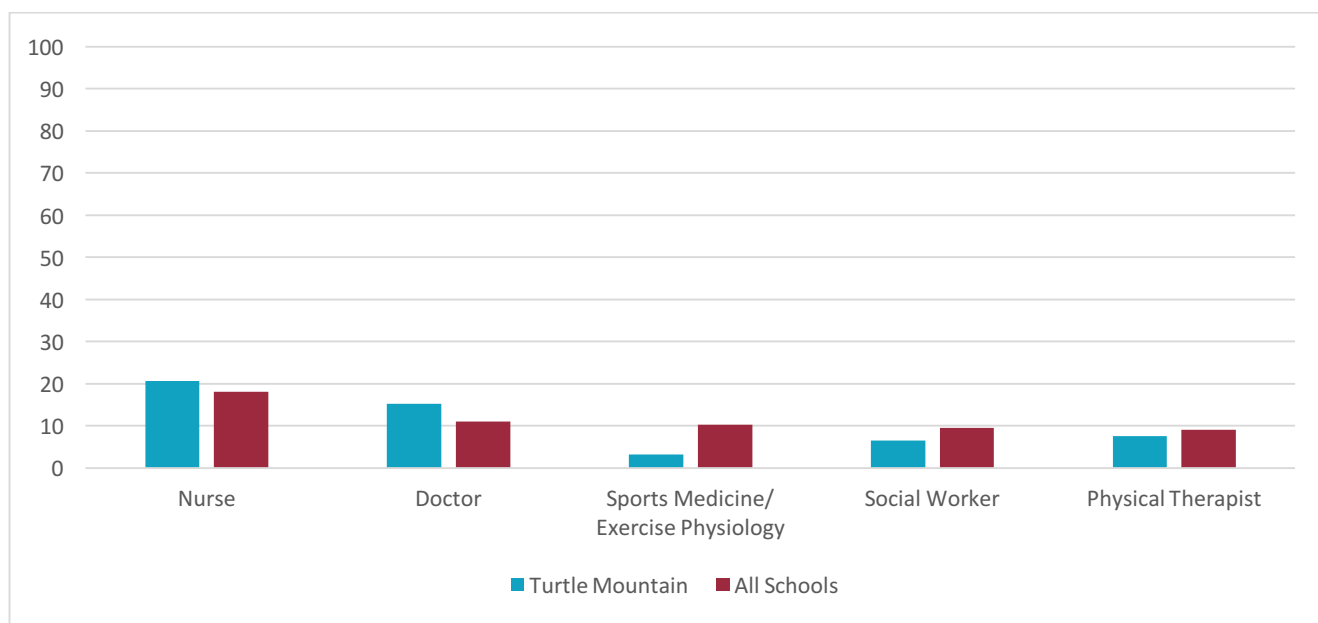


Figure 6. Health Careers of Interest to Students

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested in health careers. Turtle Mountain students were interested in music (n=5), police officer (n=4), auto mechanics (n=2), and computer science (n=2). Additionally, 19 students were interested in space studies, animation & gaming, baker, biology/genetics, criminal justice, judge, councilor, cosmetologist, communication, culinary, diesel mechanics, engineering science, entrepreneur, fire fighter, political science, speech pathologist, teaching, truck driver, veterinarian, welding and two were undecided.



Future Employment

Confidence in Obtaining Future Employment

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

Turtle Mountain students' highest confidence was reflected in the statement that they were worthy of working in good jobs. Turtle Mountain students' confidence rankings were higher on three of the 24 education statements when compared to 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.

Turtle Mountain students' mean for the feelings category was $\bar{x}=8.16$, which was lower than the mean from All Schools ($\bar{x}=8.30$).

Turtle Mountain students' average for the goals category was $\bar{x}=8.04$, which was lower than the mean of All Schools ($\bar{x}=8.16$).

In comparison, Turtle Mountain students' mean for the future category was $\bar{x}=7.75$ which, was comparable to the average for All Schools ($\bar{x}=7.72$).

The overall employment confidence level of the Turtle Mountain students was $\bar{x}=8.01$, which was lower than All Schools $\bar{x}=8.11$. Additional detail on students' confidence in obtaining future employment is presented in Appendix Table G.

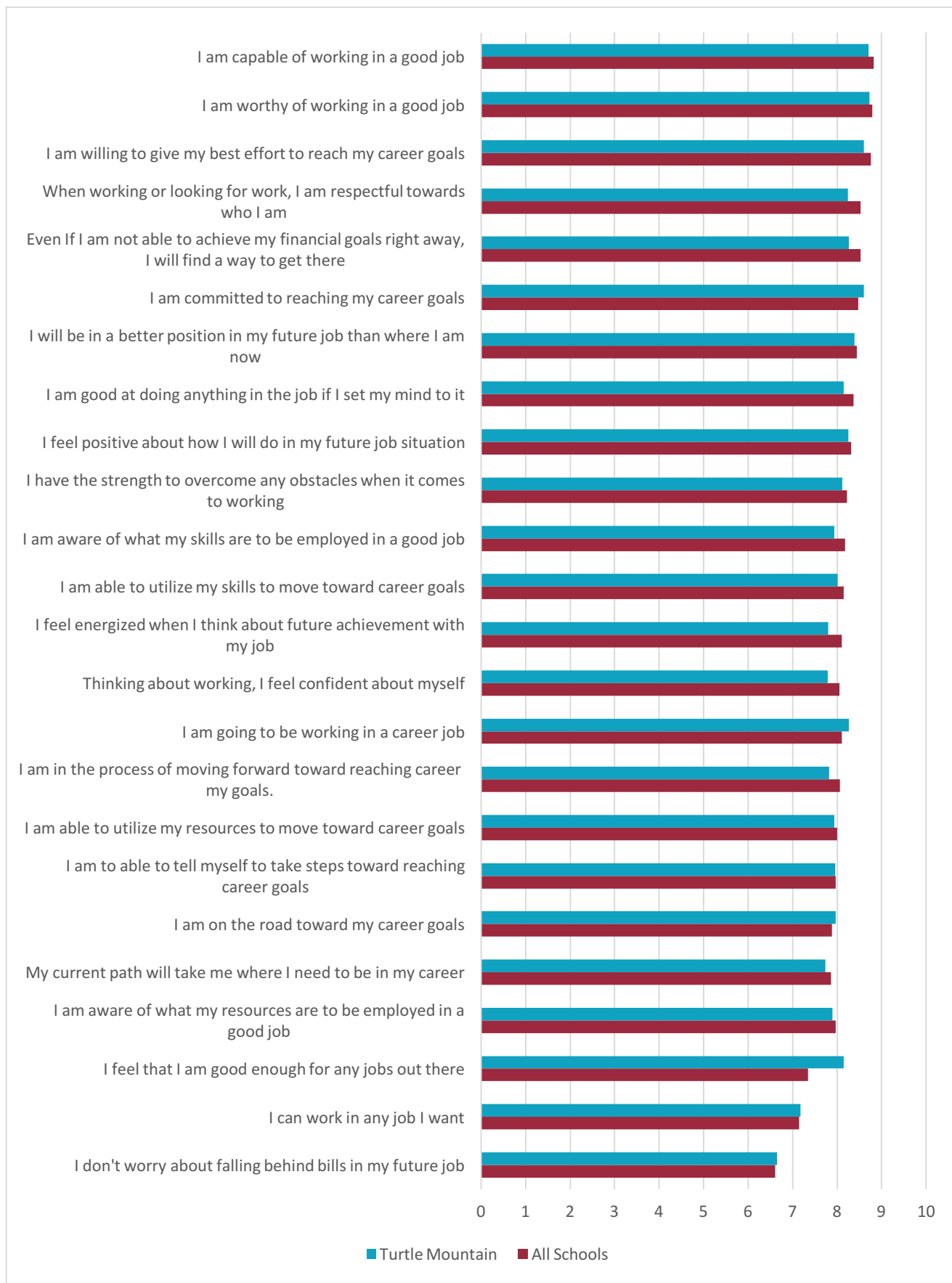


Figure 7. Confidence in Obtaining Future Employment

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. Turtle Mountain 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

The greatest employment challenge identified by Turtle Mountain students was having a high school diploma. Turtle Mountain students’ rankings were higher on five of the top ten employment challenge statements when compared to their All Schools peers (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.

Turtle Mountain students’ average for the external category was $\bar{x}=1.73$, this measure was higher than the All Schools data ($\bar{x}=1.51$).

The self-confidence category average ($\bar{x}=1.72$) for Turtle Mountain students was higher than All Schools ($\bar{x}=1.62$).

The job category mean for Turtle Mountain students ($\bar{x}=1.96$) was similar to All Schools ($\bar{x}=1.95$) data.

Turtle Mountain students’ education category mean ($\bar{x}=2.10$) was comparable to All Schools ($\bar{x}=2.15$).

The overall challenge mean for Turtle Mountain students obtaining future employment was $\bar{x}=1.93$, which was higher than the All Schools mean of $\bar{x}=1.76$. A full list of challenges to future employment is found in the Appendix Table H.

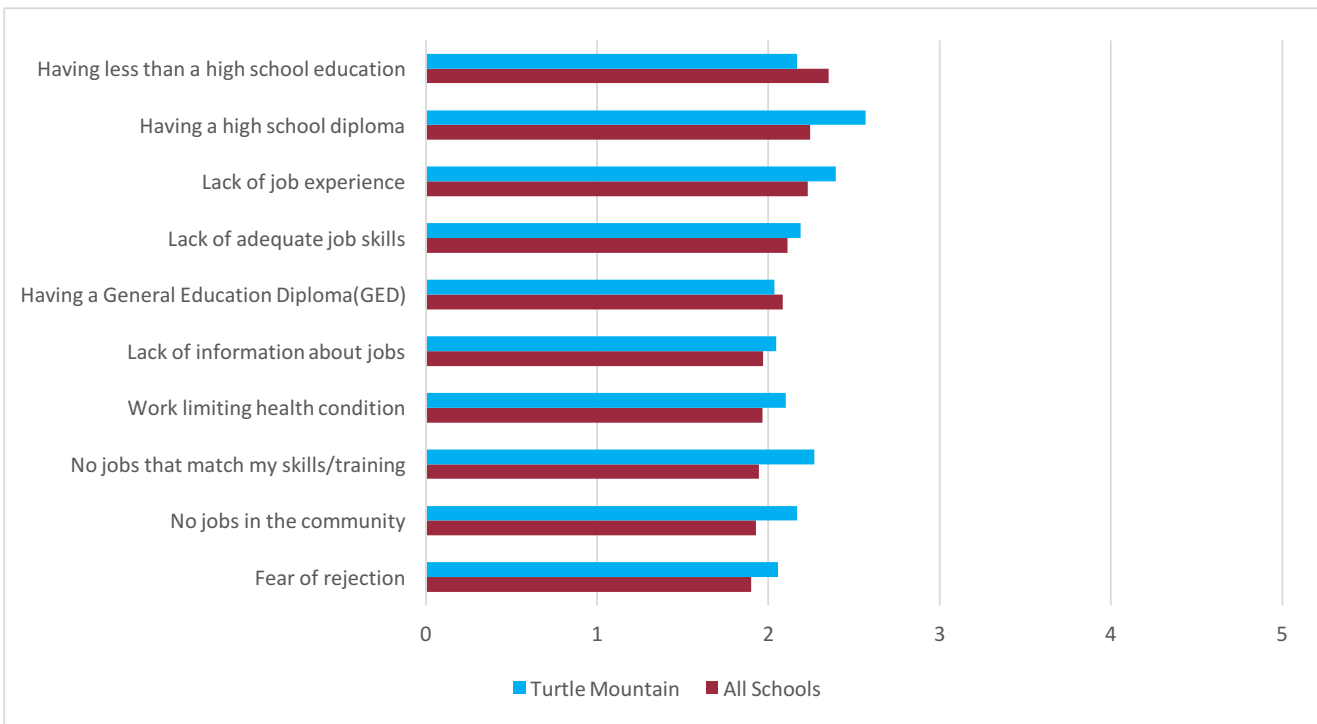


Figure 8. Future Employment Challenges

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 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 Turtle Mountain High School (See Table 4).

Overall, Turtle Mountain students believed eight individuals ($\bar{x}=8.24$) would support them when seeking employment in health-related fields, which was comparable to their peers from All Schools ($\bar{x}=7.94$) when rounded up. The most common

sources of support included parents (93%), friends (83%), uncles (83%), grandparents (82%), teachers (82%), siblings (80%), aunts (80%) and school counselor (76%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Turtle Mountain students listed cousins (n=11), uncle, babysitter, relatives, nephew and family friend. The second open-ended question addressed, "Someone else?" Turtle Mountain students reported teammates (n=3), family friends (n=2), friends (n=2), nieces (n=2), nephews, coaches, cousins, tutors and uncle as people who would provide support.

Table 4. Sources of Support for Future Employment

Supporters	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	%	%	%	%	N	%
Parents	93%	89%	87%	87%	453	89%
Friends	83%	71%	83%	78%	409	80%
Grandparents	82%	72%	80%	87%	407	80%
Aunt	80%	76%	78%	83%	402	796%
Teacher	82%	68%	81%	74%	396	77%
Uncles	83%	71%	74%	81%	388	76%
Siblings	80%	78%	72%	77%	385	75%
School counselor	76%	56%	75%	74%	364	71%
Coworkers	55%	37%	55%	50%	261	51%
Spouse or partner	46%	40%	49%	51%	241	47%
Children	20%	26%	24%	24%	122	24%
Family	29%	17%	19%	24%	109	21%
Other	26%	9%	14%	24%	85	17%
	Mean	Mean	Mean	Mean	N	Mean
Number of Supporters	8.24	7.12	8.09	8.21	482	7.94

Post High School Employment Plans

When students were asked about their plans after graduation, 20% planned to enlist in the military, and 52% 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. Sixteen students reported specific branches including the National Guard (n=8), Army (n=3), Marines (n=3), Air Force, and Navy.

Turtle Mountain students military career interests included marine aviation, nursing, military police, athletics, drones, psychology, and combat engineering. Students also reported reasons for enlisting as “helping in financial support” for college and “fighting for my country.”

Turtle Mountain students choosing to work after graduation were planning for employment in food service (n=5), welding (n=2), grocery store (n=2), model, music teacher, national guard, radio station, police officer, store, vet tech, cashier, CNA, automotive and hair salon (n=2). Eight students reported that they

were planning on employment at “any” employer. One student reported that the “need to care for family” another stated “any [job] to help” and four students were “not sure yet.”

Eleven students were currently employed, five at One Stop Market, Cenex (n=2), food services (n=2), KEYA, and KAYA Radio. Students reported working the following hours per week, 40 (n=3), 20-30, 20 (n=3), 24 hours, 16 hours, 2 hours, and one reported that they “don’t know.”

In an open-ended question, students were asked if they did not plan to attend college or work, why not. One Turtle Mountain student stated, “I am going to enlist,” while two students said that they “plan to go to college.”

Other Comments

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

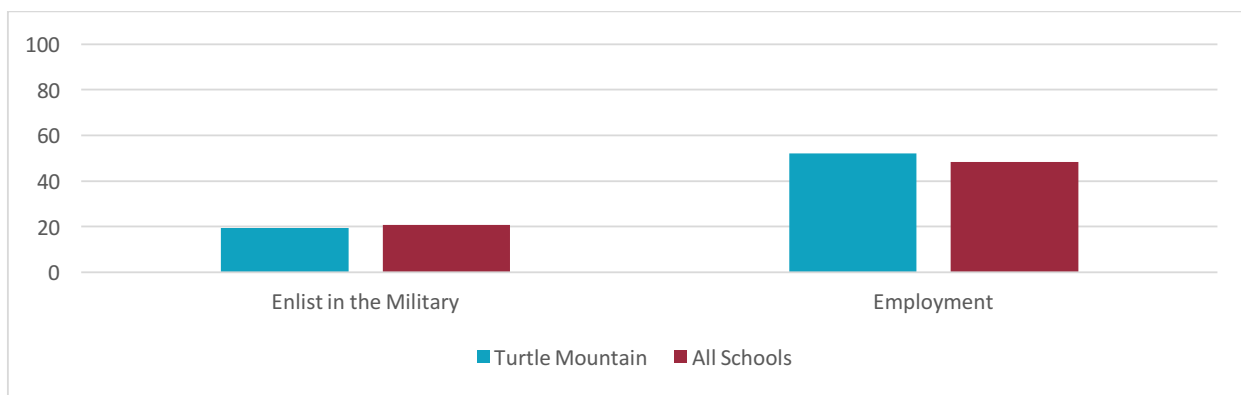


Figure 9. Future Plans for Employment After High School





Summary

Turtle Mountain students who participated in the survey differed from the demographic pattern of All Schools, with a higher percentage of American Indian students. The percentage of female students was higher when compared to All Schools. The age distribution of Turtle Mountain students reported a higher percentage at 16, with a lower percentage of all other age categories when compared to All Schools. Turtle Mountain students' overall self-confidence rating was comparable to their peers from All Schools students. Students' overall confidence in achieving their future educational goals was also comparable to their peers from All Schools. Their highest confidence was reflected in the statement that they felt worthy of receiving a good education. Turtle Mountain students identified many more greater challenges to achieving their future education than their peers from All Schools. They believed their greatest challenge was the lack of information about colleges. Post high school education plans for Turtle Mountain students showed greater interest in continuing education in both community or tribal colleges and four-colleges or universities, when compared to All Schools. A higher percentage of Turtle Mountain students was interested in health careers when compared to All Schools. Nurse and doctor were of the most interest to students.

Overall, Turtle Mountains students' confidence in obtaining future employment was lower than their peers at All Schools. Their highest confidence was reflected in the statement that they were worthy of working in good jobs. Turtle Mountain students perceived their overall challenges to obtaining future employment were greater for them than All Schools peers. The greatest employment challenge identified by Turtle Mountain students was having a high school diploma. The percentage of Turtle Mountain students who planned to enlist in the military was comparable to All Schools, whereas a higher percentage of Turtle Mountains students planned to seek employment than their All Schools peers. Seventeen percent of the Turtle Mountain students were employed while enrolled in high school with the majority reporting they worked over 20 hours per week.



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Appendix

This Appendix includes individual results for 11th and 12th grade students from Turtle Mountain High School, aggregate data from Spirit Lake Nation, Mandan Hidatsa and Arikara, Standing Rock Reservation and the overall results of the 12 schools (All 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 92 of the students were from Turtle Mountain. Also included were Spirit Lake Nation (n=242), Mandan Hidatsa and Arikara Nation (n=99) and Standing Rock Reservation (n=78). Turtle Mountain had the highest percentage of American Indian/Native American students compared to the other nations and All 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	Turtle Mountain Nation N=92 (%)	Spirit Lake Nation N=242 (%)	Mandan Hidatsa & Arikara Nation N=99 (%)	Standing Rock Nation N=78 (%)	All Schools N=511 (%)
Race/Ethnicity	n=92	n=239	n=99	n=77	n=506
American Indian/Native American	97%	38%	81%	96%	66%
Other *	3%	61%	19%	3%	33%
Missing Data	0%	1%	0%	1%	1%
Gender	n=92	n=240	n=99	n=77	n=508
Male	46%	52%	55%	47%	50%
Female	54%	47%	45%	52%	49%
Missing Data	0%	1%	0%	1%	1%
Age	n=91	n=238	n=94	n=76	n=500
16	34%	15%	16%	21%	20%
17	44%	55%	41%	54%	50%
18-19	21%	28%	38%	23%	28%
Missing Data	1%	2%	5%	2%	2%

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

Student Self-Confidence

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

Turtle Mountain students' overall confidence mean was comparative to All Schools students. Turtle Mountain and All Schools students demonstrated their highest self-confidence in their belief that they could attain the outcomes that are important to them.

Table B. Self-Confidence Ratings of Students

Self-Confidence Statements	Turtle Mountain Nation N=92	Spirit Lake Nation Schools N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
In general, I think that I can obtain outcomes that are important to me.	4.08	4.26	4.18	3.95	509	4.16
I will be able to achieve most of the goals that I have set for myself.	3.99	4.23	4.14	4.06	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.01	4.14	4.18	3.91	509	4.09
I will be able to successfully overcome many challenges.	4.01	4.00	4.08	3.96	508	4.01
I am confident that I can perform effectively on many different tasks.	3.84	4.02	3.92	3.69	509	3.92
Even when things are tough, I can perform well.	3.84	3.84	3.89	3.77	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.76	3.76	3.99	3.78	510	3.81
Compared to other people, I can do most tasks very well.	3.78	3.82	3.68	3.58	510	3.75
Overall Confidence	3.91	4.01	4.01	3.84	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 a future education is represented in Table C. Being worthy of receiving a

good education was the highest rated self-confidence statement by Turtle Mountain students, which varied from All Schools. Not worrying about falling behind on their assignments in their future educational programs was rated as the lowest statement by Turtle Mountain as well as All Schools. The overall confidence mean for Turtle Mountain students achieving future education was comparable to the All Schools mean.

Table C. Confidence in Achieving Future Education

Education Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	8.63	9.27	9.13	9.04	509	9.10
I am worthy of receiving a good education**	8.86	8.78	8.55	8.69	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.09	8.76	8.30	8.80	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.32	8.60	8.29	8.74	509	8.51
I am willing to give my best effort to reach my education goals^^	8.33	8.57	8.25	8.73	509	8.49
I am committed to reaching my educational goals^^	8.51	8.37	8.03	8.69	508	8.38
When it comes to pursuing an education, I have self-respect**	8.45	8.28	8.08	8.59	510	8.32
I feel positive about how I will do in my future education**	8.05	8.17	7.77	8.70	509	8.15
I am capable of studying in a good educational program**	7.94	8.19	7.94	8.32	511	8.12

** 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	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I am able to use my skills to move toward my educational goals^^	8.27	8.13	7.75	8.23	507	8.10
I will be in a better position educationally in the future than where I am now^^	8.08	8.22	7.77	8.00	510	8.07
I know what skills I have to do well in education^^	8.20	8.12	7.80	8.07	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.89	7.88	7.78	8.59	509	7.97
I am on the road toward my educational goals^^	7.97	8.08	7.52	7.97	502	7.92
I am able to use my resources to move toward my educational goals^^	8.01	7.94	7.55	8.08	507	7.90
I feel that I am good enough for educational opportunities out there**	8.14	7.80	7.83	7.95	510	7.89
When I think about getting an education, I feel confident about myself**	8.20	7.75	7.71	8.14	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.87	7.67	7.21	7.84	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	7.86	7.76	7.76	8.12	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	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I am going to be studying in an educational program that is in line with my career aspirations^^	7.66	7.91	7.43	7.64	509	7.73
My current path will take me to where I need to be in my career^^	7.79	7.75	7.33	8.08	506	7.73
I know what resources I have to do well in education^^	7.84	7.67	7.95	7.88	506	7.64
I feel energized when I think about future achievement with my education^^	7.31	7.67	7.47	8.09	509	7.63
A GED will (NOT) get me where I want to go in life^^	6.70	7.63	7.26	6.82	506	7.27
I am able to study in any education program I want**	7.34	7.22	6.89	7.49	502	7.22
I don't worry about falling behind on my assignments in my future education**	6.59	6.42	5.84	6.72	510	6.38
Overall Confidence	7.52	7.50	7.24	7.70	511	7.48
Feelings	8.00	8.06	7.71	8.18	511	7.91
Goals	7.95	7.91	7.67	8.15	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 (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.

Turtle Mountain students believed that the major challenge to obtaining a future education was lack of information about colleges, which was also ranked as the highest challenge from All Schools. Drug or alcohol addiction was rated as the lowest educational challenge by students from Turtle Mountain, whereas, domestic violence was the lowest for All Schools.

Overall, the information category was rated as the highest challenge category that would impact their future education by Turtle Mountain and All Schools students. In comparison, the external challenge was ranked the lowest category by Turtle Mountain and All Schools students. The overall educational challenge mean for Turtle Mountain students was higher than their peers from All Schools.

Table D. Future Educational Challenges

Educational Challenge Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
Lack of information about college	3.09	2.22	2.20	2.58	504	2.43
Lack of information about career options	2.60	2.21	2.45	2.27	501	2.33
Transportation	2.58	1.81	2.43	2.56	507	2.18
Fear of rejection	2.03	1.99	1.97	2.27	508	2.04
Lack of confidence	2.09	1.88	1.82	2.00	507	1.93
Racial discrimination	2.33	1.47	2.01	2.09	508	1.83
Lack of stable housing	1.81	1.66	1.96	1.99	506	1.79
Problems with getting to school on time	1.82	1.55	1.92	1.73	508	1.70
Lack of support system	1.72	1.59	1.64	1.76	504	1.65
Need to take care of family members	1.71	1.57	1.50	1.94	507	1.64

Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
Lack of coping skills for daily struggles	1.78	1.612	1.56	1.58	506	1.63
Childcare	1.90	1.48	1.46	1.69	507	1.58
Anger management	1.78	1.47	1.56	1.58	509	1.56
No colleges in the area	1.72	1.35	1.51	1.64	506	1.49
Cannot read or write very well	1.58	1.41	1.53	1.49	507	1.47
Bullying	1.55	1.35	1.31	1.43	506	1.39
Lack of clothing for school	1.51	1.29	1.35	1.53	508	1.38
Need to take care of young children	1.63	1.32	1.20	1.44	506	1.37
Mental illness	1.56	1.28	1.30	1.39	506	1.35
Drug/alcohol addiction	1.43	1.30	1.28	1.49	509	1.35
Past criminal record	1.52	1.25	1.31	1.28	509	1.32
Being a single parent	1.46	1.23	1.20	1.50	508	1.31
Physical disabilities	1.44	1.24	1.25	1.44	509	1.31
Domestic violence	1.48	1.19	1.21	1.33	506	1.25
Overall Challenges	1.84	1.53	1.62	1.75	509	1.64
External	1.49	1.27	1.27	1.42	509	1.33
Self-Confidence	1.78	1.58	1.64	1.72	509	1.65
Support	1.86	1.48	1.64	1.82	509	1.63
Information	2.85	2.22	2.32	2.44	506	2.39

Post High School Educational Plans

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

Table E. Future Educational Plans

Educational Plans		Turtle Mountain Nation N=92		Spirit Lake Nation N=242		Mandan Hidatsa & Arikara Nation N=99		Standing Rock Nation N=78		Turtle Mountain Nation N=92	
		N	%	N	%	N	%	N	%	N	%
Community or Tribal College	Yes	52	57%	90	37%	40	40%	43	55%	225	44%
	No	38	41%	133	55%	53	54%	28	36%	252	49%
Missing Data		2	2%	19	8%	6	6%	7	9%	33	7%
Four Year College or University	Yes	66	72%	166	69%	71	72%	53	68%	356	70%
	No	21	23%	53	22%	22	22%	15	20%	112	22%
Missing Data		5	5%	23	9%	3	20%	9	12%	41	8%

Forty-six percent of Turtle Mountain students were interested in health careers. The five most common careers that emerged from All Schools student responses are shown in Table F. Turtle Mountain students expressed the most interest in the fields of nursing and medicine, which were also the top choices from All Schools data.

Table F. Health Careers of Interest to Students

Health Careers	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	%	%	%	%	N	%
Health Career Interests	46%	38%	29%	50%	203	40%
Nurse	21%	22%	10%	18%	93	18%
Doctor	15%	10%	6%	18%	57	11%
Sports Medicine/ Exercise Physiology	3%	10%	10%	19%	53	10%
Social Worker	7%	13%	6%	8%	49	10%
Physical Therapist	8%	9%	6%	15%	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 future employment. The highest employment confidence statement rated by Turtle Mountain and

All Schools students was that they believed they were worthy of working in good jobs. Not worrying about falling behind on bills in their future jobs was rated the lowest statement by Turtle Mountain and All Schools students.

Overall, the feelings category was rated as the highest category by Turtle Mountain and All Schools students. In comparison, the future category was the lowest for students obtaining employment. The overall confidence employment mean for Turtle Mountain students was lower than the All Schools mean.

Table G. Confidence in Obtaining Future Employment

Employment Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I am capable of working in a good job**	8.70	9.00	8.69	8.59	507	8.82
I am worthy of working in a good job**	8.73	8.93	8.68	8.54	508	8.79
I am willing to give my best effort to reach my career goals^^	8.60	8.78	8.63	9.08	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.24	8.66	8.56	8.39	506	8.52
Even if I am not able to achieve my financial goals right away, I will find a way to get there^^	8.25	8.53	8.65	8.64	507	8.52
I am committed to reaching my career goals^^	8.60	8.54	8.02	8.68	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	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I will be in a better position in my future job than where I am now++	8.39	8.49	8.30	8.50	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.14	8.42	8.38	8.46	509	8.37
I feel positive about how I will do in my future job situation++	8.25	8.31	8.15	8.60	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.11	8.24	8.18	8.33	508	8.22
I am aware of what my skills are to be employed in a good job^^	7.93	8.38	8.05	8.03	507	8.18
I am able to utilize my skills to move toward career goals^^	8.01	8.23	8.09	8.12	508	8.15
I feel energized when I think about future achievement with my job^^	7.80	8.15	7.87	8.60	508	8.10
I am going to be working in a career job++	8.26	8.34	7.59	7.81	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.82	8.15	7.88	8.31	507	8.06
Thinking about working, I feel confident about myself**	7.79	8.10	8.21	8.03	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	7.96	8.09	7.70	7.99	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	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
I am aware of what my resources are to be employed in a good job^^	7.89	8.12	7.66	8.01	508	7.97
I am able to utilize my resources to move toward career goals^^	7.93	8.09	7.82	8.00	508	7.99
I am on the road toward my career goals^^	7.97	7.96	7.71	7.76	503	7.88
My current path will take me to where I need to be in my career^^	7.73	8.05	7.48	7.95	507	7.87
I feel that I am good enough for any jobs out there**	7.44	7.25	7.47	7.36	509	7.34
I can work in any job I want++	7.18	6.99	7.21	7.10	508	7.15
I don't worry about falling behind bills in my future job++	6.65	6.62	6.58	6.58	509	6.61
Overall Confidence	8.01	8.19	7.97	8.14	509	8.11
Feelings	8.16	8.37	8.31	8.24	509	8.30
Goals	8.04	8.25	7.96	8.26	508	8.16
Future	7.75	7.79	7.52	7.72	509	7.72

** Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

Challenges to Obtaining Future Employment

Table H displays the 28 statements that were used to identify students' challenges to obtaining employment after high school. These statements were divided into four categories similar to the challenges to education section: external 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.

Turtle Mountain students believed that having a high school diploma was the greatest employment challenge, whereas All Schools students thought that it was having less than a high school education. The lowest employment challenge reported by Turtle Mountain students was drug or alcohol addiction; physical violence was selected as the lowest for All Schools students.

Overall, the education category was rated as the highest challenge category by Turtle Mountain and All Schools. In comparison, the self-confidence category was ranked as the lowest challenge category for students obtaining future employment at Turtle Mountain, however external challenge was ranked the lowest by All Schools. The overall employment challenge confidence mean for Turtle Mountain students was higher when compared with All Schools mean.

Table H. Future Employment Challenges

Employment Challenge Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Nation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
Having less than high school education	2.17	2.43	2.55	2.09	506	2.35
Having a high school diploma	2.57	1.90	2.42	2.71	504	2.24
Lack of job experience	2.39	2.11	2.47	2.12	505	2.23
Lack of adequate job skills	2.19	2.04	2.26	2.05	505	2.11
Having a General Education Diploma	2.03	2.15	2.28	1.69	505	2.09
Lack of information about jobs	2.04	1.94	1.95	1.99	507	1.97
Work limiting health condition (illness/injury)	2.10	1.85	2.12	1.95	505	1.96
No jobs that match my skills/training	2.27	1.82	1.91	2.01	506	1.95

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employments Challenge Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Reservation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
No jobs in the community	2.17	1.79	1.94	2.05	505	1.93
Transportation	2.19	1.63	2.22	2.13	507	1.92
Fear of rejection	2.06	1.86	1.89	1.87	505	1.90
Lack of stable housing	1.99	1.63	1.82	1.73	506	1.75
Lack of confidence	1.94	1.65	1.81	1.67	506	1.74
Need to take care of parents/family members	1.82	1.58	1.56	1.95	503	1.68
Problems with getting to job on time	1.71	1.56	1.81	1.62	506	1.64
Anger management	1.84	1.52	1.62	1.63	506	1.62
Racial discrimination	1.84	1.49	1.65	1.62	507	1.60
Lack of coping skills for daily struggles	1.62	1.52	1.69	1.68	505	1.60
Childcare	1.90	1.48	1.49	1.65	505	1.58
Cannot read or write very well	1.64	1.51	1.61	1.55	505	1.56
Lack of support system	1.67	1.44	1.65	1.63	504	1.55
Drug/alcohol addiction	1.57	1.50	1.40	1.47	505	1.49
Lack of work clothing	1.76	1.38	1.49	1.43	505	1.47
Mental illness	1.80	1.40	1.43	1.32	507	1.46
Past criminal record	1.66	1.42	1.42	1.39	506	1.46
Being a single parent	1.63	1.41	1.39	1.40	505	1.44
Domestic violence	1.64	1.40	1.37	1.40	506	1.44
Physical disabilities	1.67	1.36	1.34	1.40	506	1.42

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employments Challenge Statements	Turtle Mountain Nation N=92	Spirit Lake Nation N=242	Mandan Hidatsa & Arikara Nation N=99	Standing Rock Reservation N=78	All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean
Overall Challenges	1.93	1.67	1.81	1.76	507	1.76
External	1.73	1.46	1.45	1.51	507	1.51
Self-Confidence	1.72	1.54	1.71	1.63	506	1.62
Job	1.96	1.86	2.00	1.96	507	1.95
Education	2.10	2.08	2.72	2.10	507	2.15

Post High School Employment Plans

Table I displays students' plans for enlistment in the military or employment after high school graduation. A similar percentage of Turtle Mountain students planned to enlist in the military when compared to their All Schools peers. Additionally, a slightly higher percent of Turtle Mountain students reported that they planned for employment directly following high school graduation, when compared to the All Schools data.

Table I. Future Employment Plans After High School

Employment Plans		Turtle Mountain Nation N=92		Spirit Lake Nation N=242		Mandan Hidatsa & Arikara Nation N=99		Standing Rock Nation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Military	Yes	18	20%	40	17%	24	24%	25	32%	107	21%
	No	71	77%	175	73%	71	72%	43	55%	360	71%
Missing Data		3	3%	27	11%	4	4%	10	13%	44	8%
Employment	Yes	48	52%	93	38%	58	59%	48	62%	247	48%
	No	20	22%	36	15%	11	11%	12	15%	45	8%
Missing Data		24	26%	113	47%	30	30%	18	23%	219	43%



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