Youth Education & Employment Survey Results
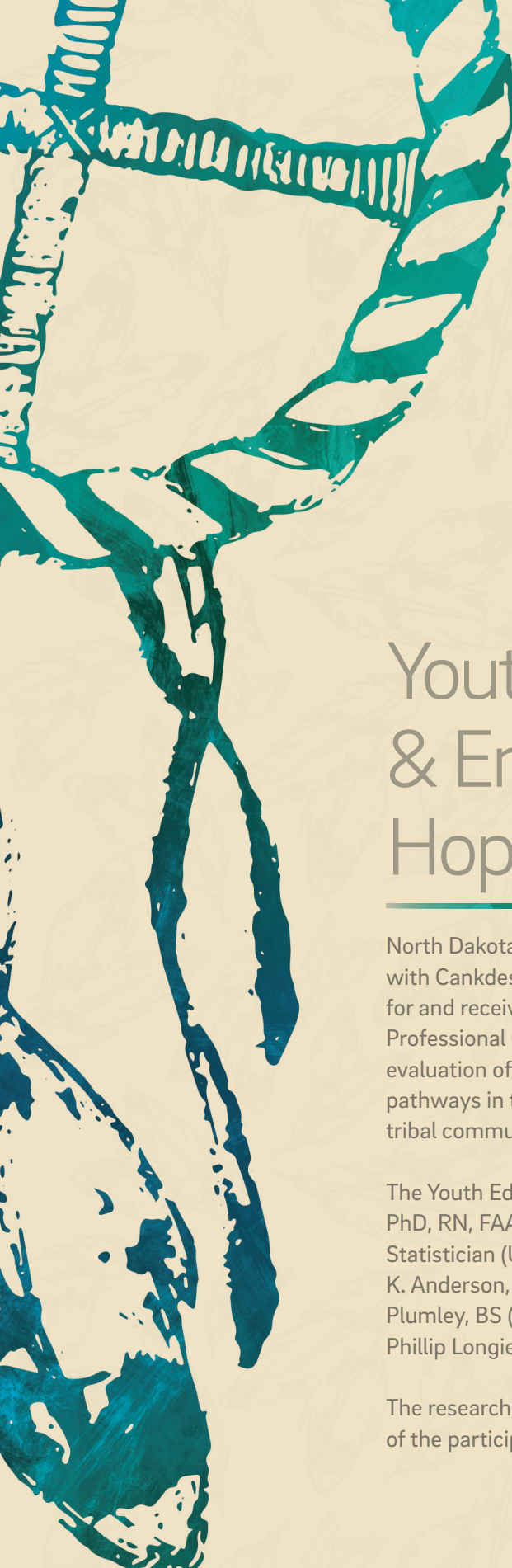
Hope Project:

Warwick High School

Warwick, North Dakota

CANKDESKA CIKANA COMMUNITY COLLEGE
Spirit Lake Dakota Nation

O'Tanka Tewicahidapi
Next Steps

NDSU SCHOOL OF NURSING

Youth Education & Employment Hope Survey

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:
John Laducer, Principal; Andrea Laverdure, Counselor;
Raylene Parisien, Administration Assistant

Pilamaya   Mah zah gih dats   Gostatate   Washiraheresh Miigwech   Thank you!

Contents

Prelude to this Study

To gain an understanding of the transition of American Indians into higher education and employment in the nursing profession, 11 nurses and 29 student nurses were interviewed. The majority of the participants reported they had aspirations for a professional nursing career since they were children, but lacked the self-confidence to enroll in area colleges or universities after graduating from high school. Therefore, they worked in jobs that had limited financial security and opportunities for career advancement. The results of this study led to the development of the *Education and Employment Hope (Self-Reliance) Assessment of High School Juniors and Seniors on ND American Indian Reservations* research study.

Introduction
& Purpose

Introduction

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

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

The Spirit Lake Nation schools included Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan Hidatsa Arikara Nation included Mandaree, New Town, Parshall and White Shield high schools. Standing Rock Nation included Fort Yates, Selfridge and Solen high schools. Turtle Mountain included Turtle Mountain Community High School. Throughout this report, "All Schools" refers to these 12 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 Spirit Lake Nation, Spirit Lake Nation aggregate, 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 who participated in the survey, of which 511 were valid surveys to be used in the data.

At Warwick, 13 students of 35 (37%) enrolled in 11th and 12th grades participated in the survey.

Of the 13 students, 92% self-identified as American Indian/Native American (See Table 1). Warwick had the smallest number of participants of the Spirit Lake Nation schools, thus characteristics by percentage can be misleading. The percentage of male students was higher at Warwick than All Schools. Age categories of Warwick students were comparable to other schools. Additional detail is presented in Appendix Table A.

Survey Response Rate by Nation
64% Overall (based on total enrollment in grades 11 and 12) N=511

Nation	Response Rate
Spirit Lake n=242 (374 enrolled)	~65
Mandan Hidatsa Arikara n=99 (122 enrolled)	~81
Turtle Mountain n=92 (200 enrolled)	~46
Standing Rock n=78 (105 enrolled)	~75
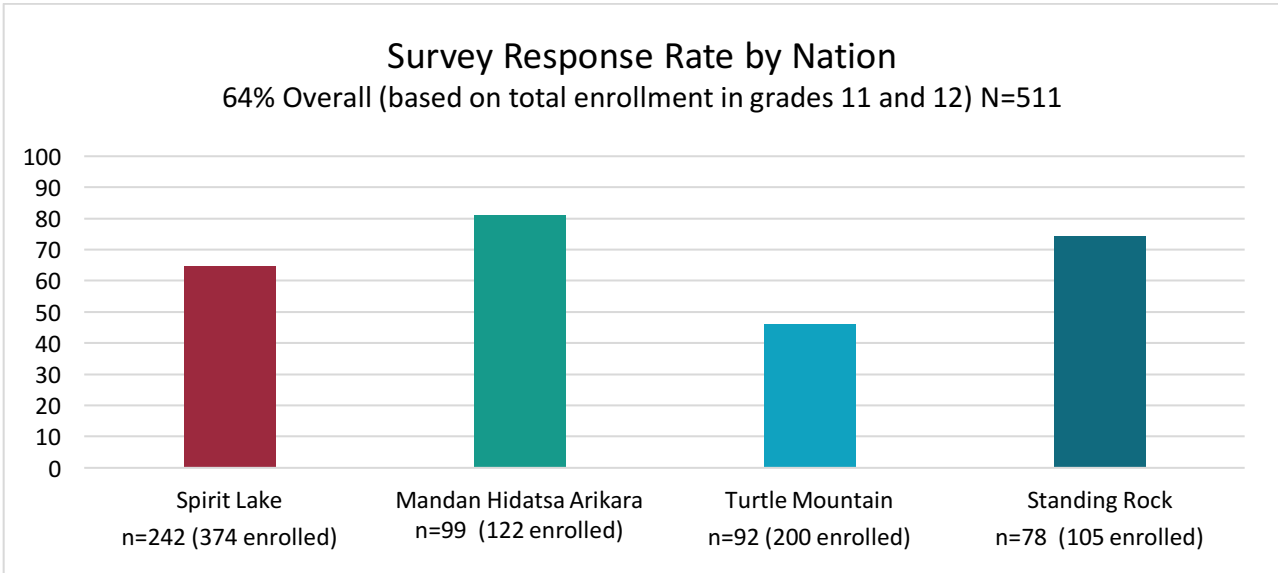
Figure 1. Survey Response Rate by Nation. *The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.*

Table 1. Demographics of Students Participating in the Hope Survey

Demographics		Warwick N=13	Warwick (%)	Spirit Lake Nation N=242	Spirit Lake Nation (%)	All Schools N=511	All Schools (%)
Race/Ethnicity		**n=13**	**100%**	**239**	**99%**	**506**	**99%**
American Indian/Alaskan Native		12	92%	91	38%	335	66%
Other *		1	8%	148	61%	171	33%
Missing Data		0	0%	3	1%	5	1%
Gender		**n=13**	**100%**	**n=240**	**99%**	**n=508**	**99%**
Male		10	77%	126	52%	259	50%
Female		3	23%	114	47%	249	49%
Missing Data		0	0%	2	1%	3	1%
Age		**n=13**	**100%**	**n=238**	**98%**	**n=-500**	**98%**
16		2	16%	37	15%	100	20%
17		6	46%	132	55%	255	50%
18-19		5	38%	69	29%	145	28%
Missing Data		0	0%	4	2%	11	2%
Employment		**n=13**	**84%**	**n=227**	**94%**	**n=469**	**92%**
Currently Employed	Yes	2	15%	110	46%	172	34%
	No	9	69%	117	48%	297	58%
Missing Data		2	15%	15	6%	42	8%

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

Student Self-Confidence

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. Warwick students ranked their self-confidence slightly lower on these questions when compared to Spirit Lake Nation and All Schools, except when asked if they believed they were able to achieve most goals they set for themselves. The total confidence mean for Warwick students was $\overline{x}$ =3.85 as compared to $\overline{x}$ =4.01 for Spirit Lake Nation and $\overline{x}$ =3.96 for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

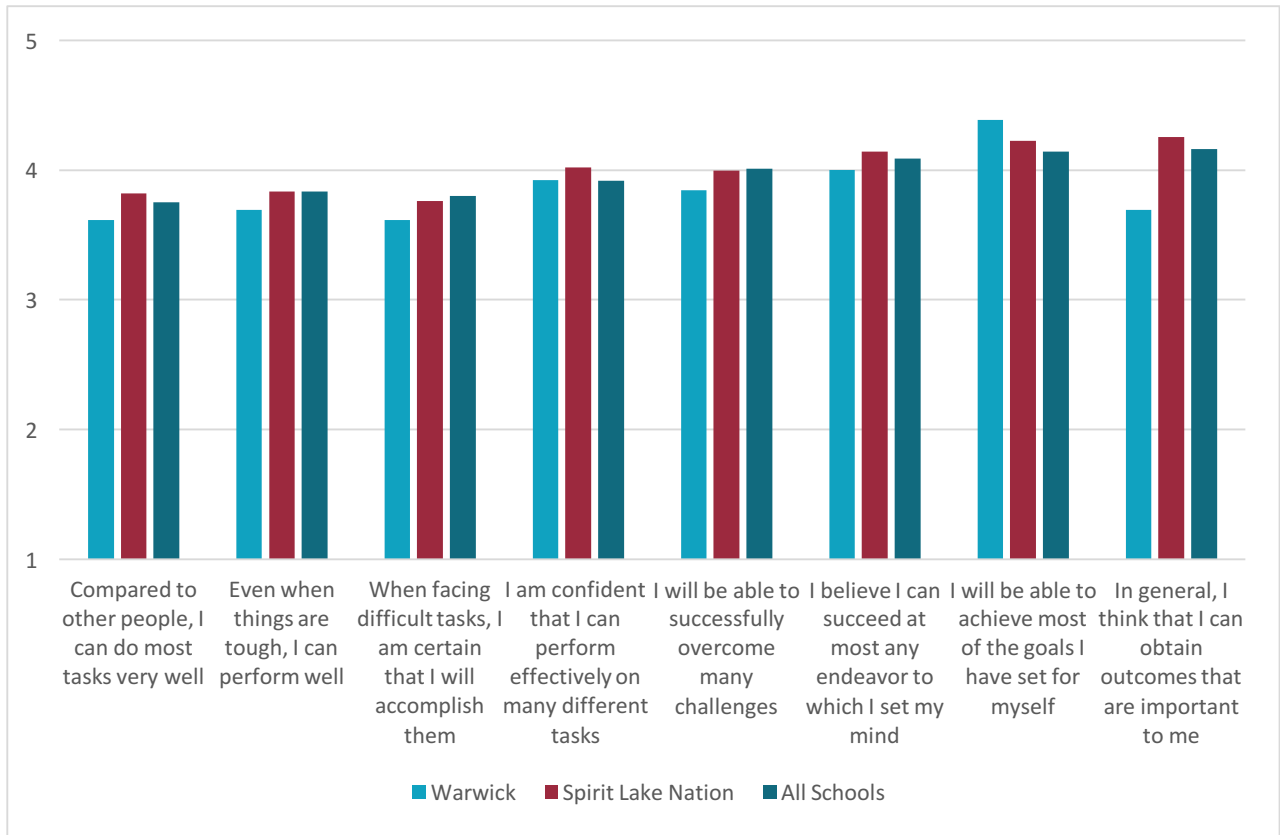## Self-Confidence Survey Response by Question

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 Warwick High School.

Warwick students' highest confidence was reflected in the statement that they were not thinking about dropping out of high school. Warwick students' confidence ratings were higher on nine of the education statements, when compared to Spirit Lake Nation high schools and All Schools (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.

Warwick students' mean for the feelings category was $\overline{x}$ =7.56, which was lower than the means for Spirit Lake Nation schools ($\overline{x}$ =7.91) and All Schools ($\overline{x}$ =7.91).

Warwick students' average for the goals category was $\overline{x}$ =8.16, which was higher than the means for Spirit Lake Nation schools ($\overline{x}$ =8.06) and All Schools ($\overline{x}$ =8.00).

The overall education confidence level of the Warwick students was $\overline{x}$ = 7.43, which was slightly lower than Spirit Lake Nation ($\overline{x}$ =7.50) and All Schools ($\overline{x}$=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.

Warwick students ranked the lack of information about colleges as their greatest challenge to future education. Warwick students' rankings were higher in four of the ten educational challenge statements when compared to Spirit Lake Nation and All Schools (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 Warwick students was $\overline{x}$=1.27 and measured the same as Spirit Lake Nation ($\overline{x}$=1.27) but slightly lower than All Schools ($\overline{x}$=1.33).

The self-confidence category measure of $\overline{x}$=1.70 for Warwick students was higher than Spirit Lake Nation ($\overline{x}$=1.58) and All Schools ($\overline{x}$=1.65).

The average for the support category was $\overline{x}$=1.82 for Warwick students, which was higher when compared to Spirit Lake Nation ($\overline{x}$=1.48) and All Schools ($\overline{x}$=1.63).

The Warwick students' mean score for the information category was $\overline{x}$=2.33, which was higher than Spirit Lake Nations ($\overline{x}$=2.22), but lower than All Schools ($\overline{x}$=2.39).

The overall education challenge mean for Warwick students was $\overline{x}$=1.71, which was higher than Spirit Lake Nation schools ($\overline{x}$=1.53) and All Schools ($\overline{x}$=1.64) means. Additional information on challenges for future education is shown in Appendix Table D.
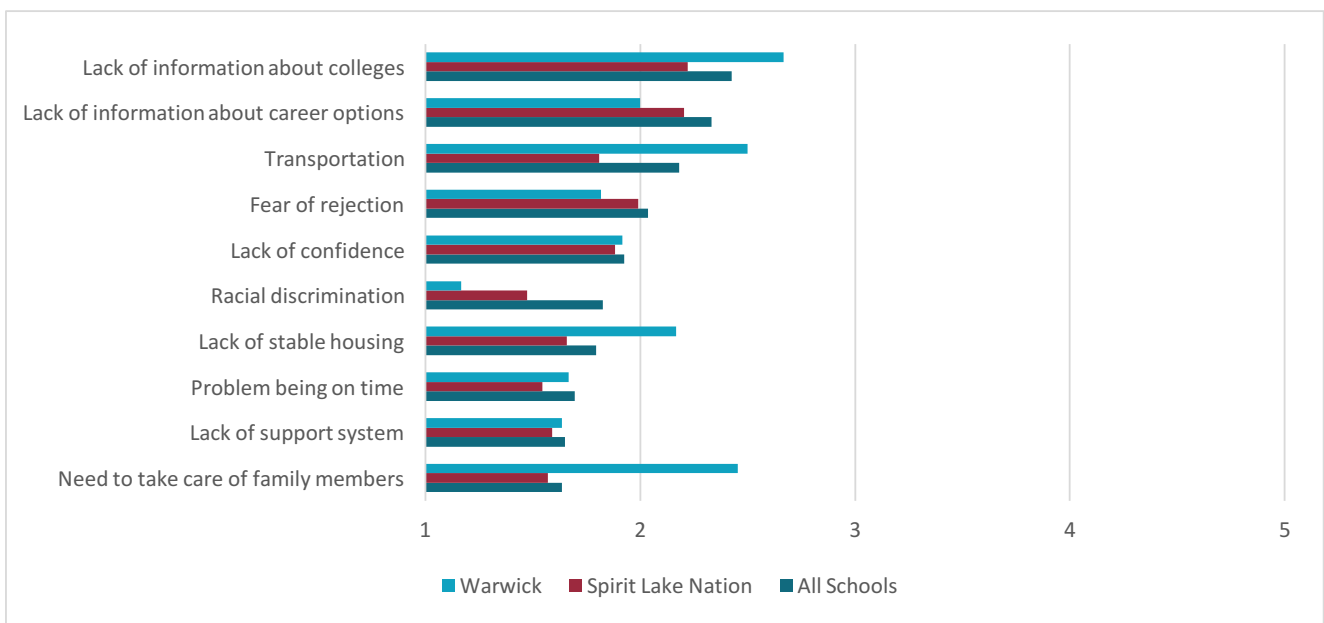

Figure 4. Future Educational Challenges

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, 8% of Warwick students believed that GEDs were easy to obtain, which was significantly lower than the beliefs of Spirit Lake Nation (29%) and All Schools students (30%). In comparison, 23% of Warwick students thought that GEDs were equivalent to high school diplomas, which was higher than Spirit Lake Nation (20%) but the same as their peers from All Schools (23%) (See Table 2).

Warwick students were asked why it was easier to obtain a GED, and no students responded to this question.

Warwick students were asked why it was not easier to get a GED, and nine students responded. Four students believed GEDs were easier with similar statements "from what I was told it's actually harder," and "It's probably twice the work." Another student stated, "Coming to school is easier than taking tests online. I'd rather get a high school diploma." Two students stated that "you need a high school diploma for some jobs" and "[With] a high school diploma you can be anything you want [rather] than a GED."

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

General Education Diploma Questions		Warwick N=13		Devils Lake N=167		Four Winds N=43		Minne-waukan N=19		Spirit Lake Nation Schools N=242		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	1	8%	50	30%	13	30%	6	32%	70	29%	152	30%
	No	11	85%	108	65%	29	67%	13	68%	161	67%	343	67%
Missing Data		1	17%	9	5%	1	2%	0	0%	11	4%	16	3%
Is a GED equal to a high school diploma?	Yes	3	23%	33	20%	9	21%	3	16%	48	20%	116	23%
	No	10	77%	126	75%	34	79%	16	84%	186	77%	377	74%
Missing Data		0	0%	8	5%	0	0%	0	0%	8	3%	18	3%

Educational Support

Students identified people who would support them if they decided to continue their education in a 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 Warwick High School (See Table 3).

Overall, Warwick students believed eight individuals ($\overline{x}$ =8.00) would encouraged them to continue their education after graduation, which was comparable to their peers from Spirit Lake Nation ($\overline{x}$ =7.82) and All Schools ($\overline{x}$ =7.61) when

rounded up. The most common sources of support for Warwick students included friends (92%), school counselors (92%), teachers (85%), aunts (85%), siblings (85%), parents (77%) grandparents (77%) and uncles (69%).

In one open-ended question, students reported other family members who would support their education in a health-related field. Warwick students listed cousins (n=2) and friends (n=2). The second open-ended question addressed, "Someone else?" Warwick students identified friend (n=2), boyfriend, girlfriend and baby as those who would provide support.

Table 3. Sources of Support for Achieving Future Education

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

Post High School Educational Plans

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

Warwick students interested in attending community or tribal colleges planned to attend Cankdeska Cikana Community College in Fort Totten (n=2), Bismarck State College in Bismarck, or United Tribes Technical College in Bismarck.

Career choices of Warwick students who planned to attend community or tribal colleges included basic education courses (n=2), mechanics (n=2), and CNA.

Two students did not have plans for attending a community or tribal college, they reported that "I wanna go to police training" and "planning on going into the service."

When compared to Spirit Lake Nation schools, Warwick students had a lower number of students interested in a four-year college or university. Warwick students planning to attend four-year colleges or universities listed the University of North Dakota in Grand Forks (n=2) and North Dakota State University in Fargo.

Career choices of Warwick students who planned to attend four-year colleges or universities included criminal justice (n=4) and law.

Two Warwick students did not have plans for attending four-year colleges or universities, one reported "undecided" and the another student stated, "don't have to."
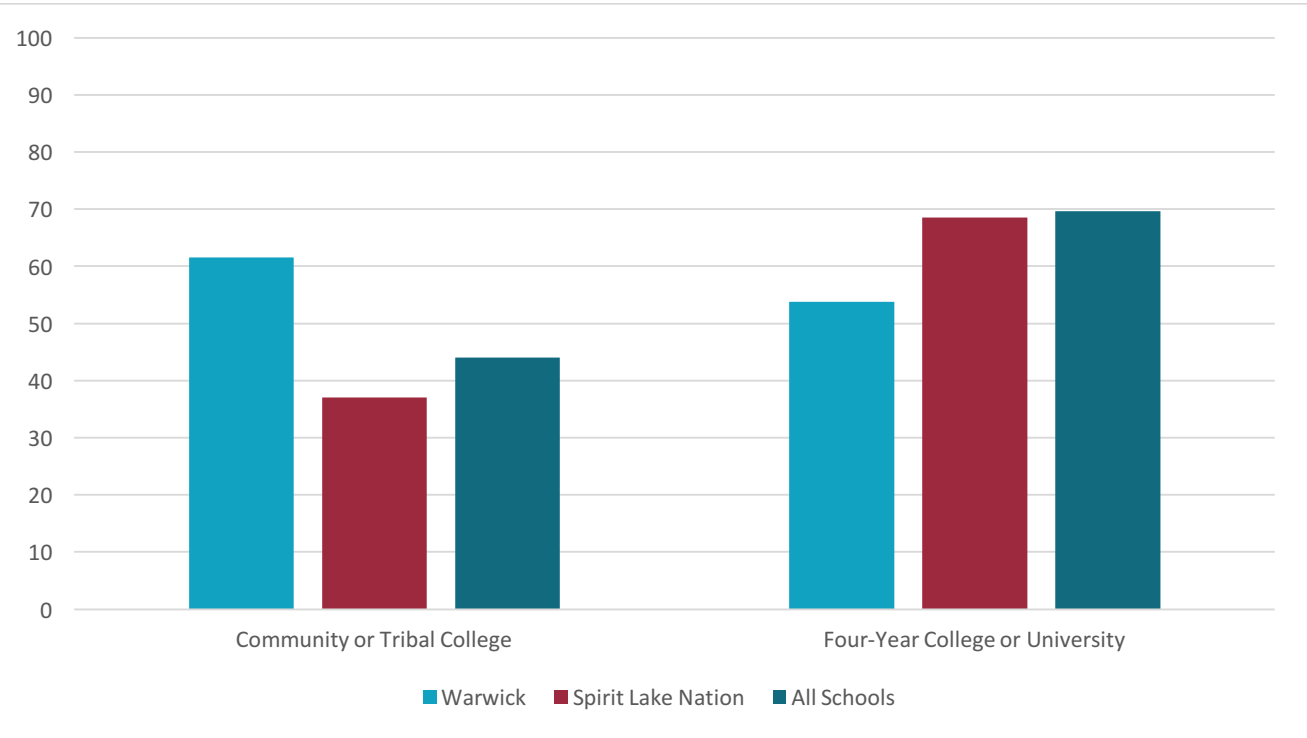
Figure 5. Future Educational Plans

Of the 13 students surveyed, 38% were interested in health careers, which was the same as Spirit Lake Nation (38%) and similar to All Schools (40%). Students who indicated interest in health careers were asked to select their top three health career choices from a list of 20 choices that included nurse, nurse practitioner, pharmacist, doctor, physician assistant, imaging (X-ray) technician, laboratory technician, dietician, dental assistant, social worker, emergency medical technician (EMT), paramedic, physical therapist, occupational therapist, sports medicine/exercise physiology, counselor, dentist, dental hygienist, chiropractor, and other. All Schools students' top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, Warwick students' strongest interest was in nursing (23%), medicine (15%), and sports medicine/exercise physiology (15%), with no interest in social worker or physical therapist. An open-ended question, "Other" was provided. Five Warwick students wrote in imaging technician, doctor, dentist, nurse and lab technician. Additional information regarding health career interests is shown in Appendix Table F.

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested health careers. Career interests of Warwick students included police officer (n=4), judge, counselor, diesel mechanics, auto mechanic and firefighter.

Figure 6. Health Careers of Interest to Students

Future Employment

Confidence in Obtaining Future Employment

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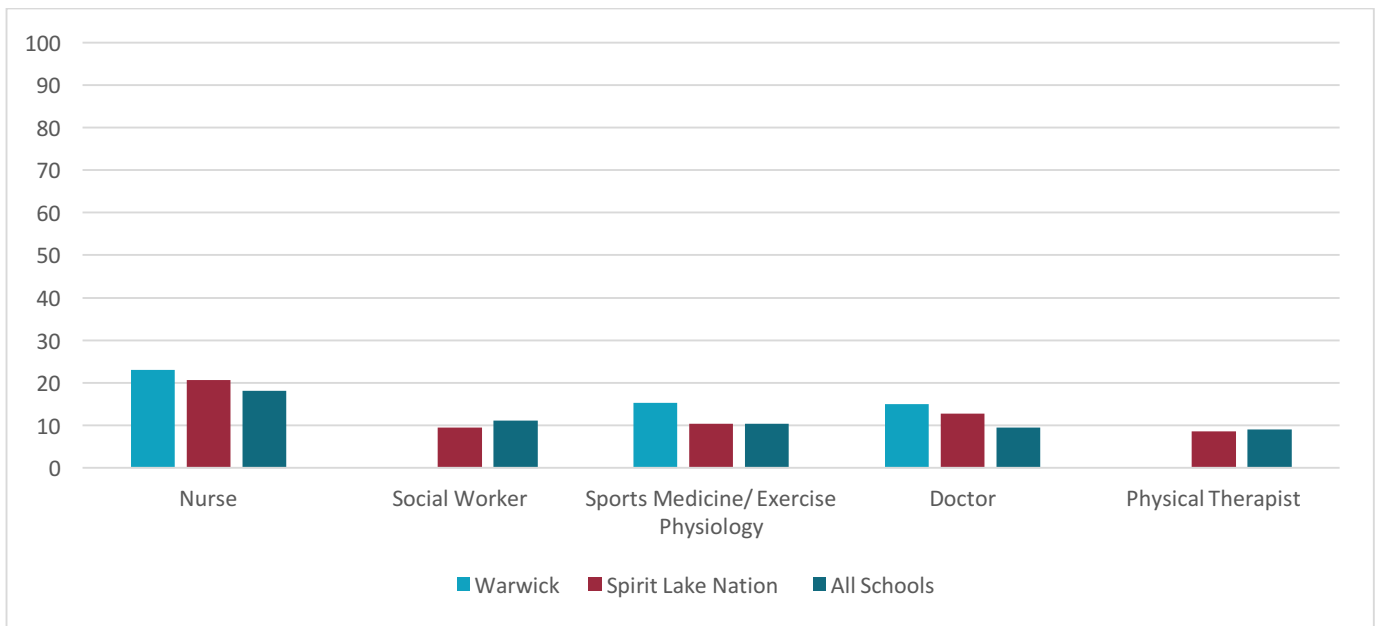with statements that reflect the greatest amount of student confidence to those that reflect the least amount of student confidence. The order of responses is based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for Warwick High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

Warwick students' highest confidence was reflected in the following two statements that when working or looking for jobs, they will be respectful toward themselves and if they are unable to achieve their financial goals right away, they will find a way to reach them. When compared to Spirit Lake Nation high schools and All Schools, Warwick students' confidence ratings were lower in all 24 employment statements (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.

Warwick students' mean for the feelings category was $\bar{x}$=7.46, which was lower than the means for Spirit Lake Nation Schools ($\bar{x}$=8.37) and All Schools ($\bar{x}$=8.30).

Warwick students' average for the goals category was $\bar{x}$=7.72, which was lower than the means for Spirit Lake Nation Schools ($\bar{x}$=8.25) and All Schools ($\bar{x}$=8.16).

In comparison, Warwick students' mean for the future category was $\bar{x}$=7.00, which was lower than the means for Spirit Lake Nation Schools ($\bar{x}$=7.79) and All Schools ($\bar{x}$=7.72).

The overall employment confidence level of the Warwick students was $\bar{x}$=7.50, which was lower than Spirit Lake Nation ($\bar{x}$=8.19) and All Schools ($\bar{x}$=8.11). Additional detail on the students' confidence to achieving a future employment is presented in Appendix Table G.
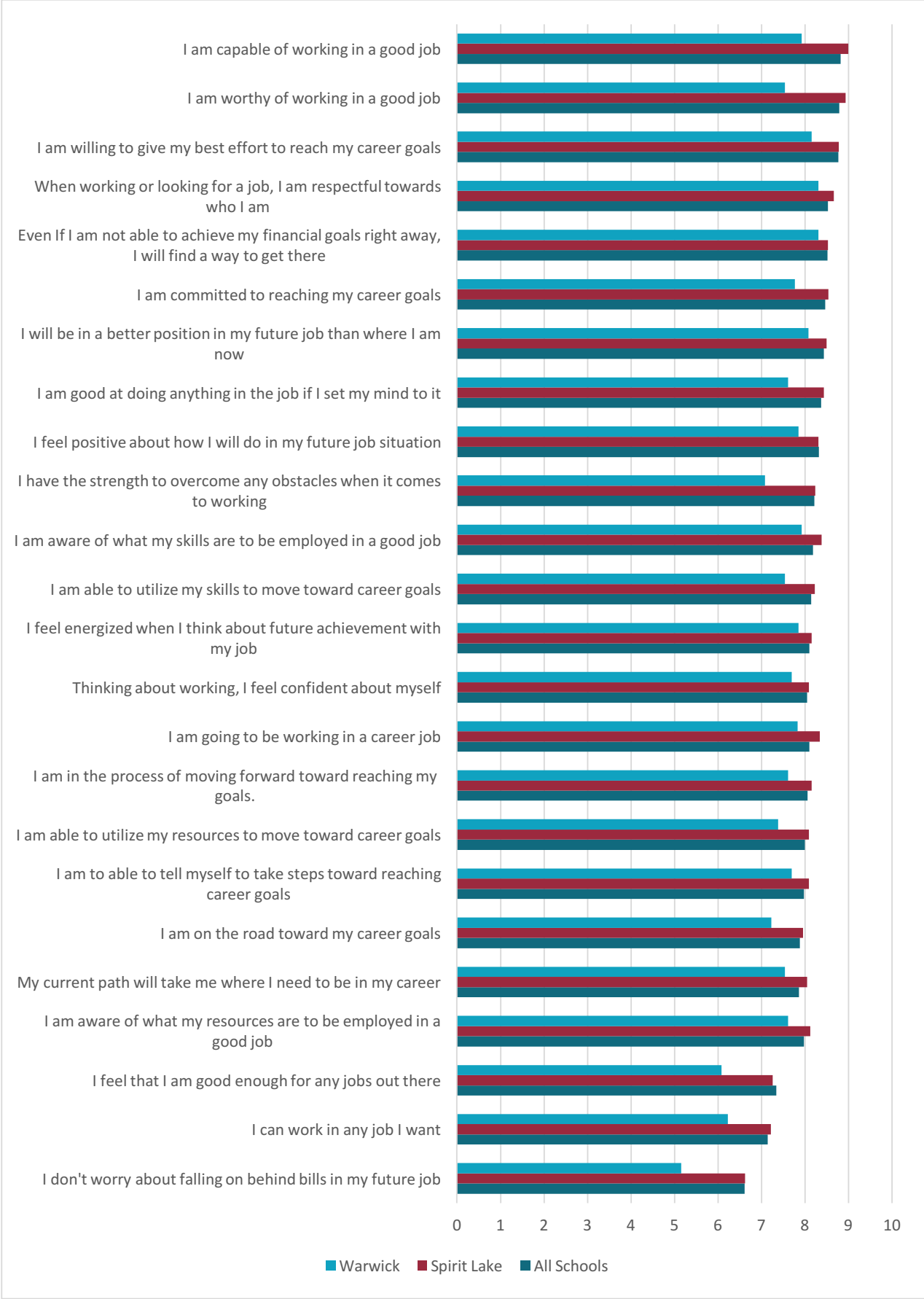
Figure 7. Confidence in Obtaining Future Employment

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

Warwick students ranked having less than a high school education as their greatest challenge for future employment. Warwick students' rankings were higher in five of the top ten employment challenge statements, when compared to Spirit Lake Nation high schools and All Schools (See Figure 8).

The 28 statements were divided into four categories similar to the challenges to education section: external challenge (racial discrimination, drug or alcohol addiction, domestic violence, physical disabilities, mental illness, childcare, being a single parent, need to take care of parents/family members); challenges with self-confidence (fear of rejection, cannot read/write well, lack of coping skills, problem getting to job on time, lack of confidence, anger management, past criminal record); challenges about the job itself (lack of job experience, lack of information about jobs, no jobs in community, no jobs

that match my skills/training) and challenges obtaining the necessary education (having less than a high school education, having a General Education Diploma, having a high school diploma, lack of adequate job skills). A total overall challenge score was also calculated

The Warwick students' average for the external category was $\bar{x}$ =1.45, this measure was similar to Spirit Lake Nation ($\bar{x}$ =1.46) and lower than All Schools data ($\bar{x}$ =1.51).

Self-confidence category average ($\bar{x}$ =1.67) for Warwick students, which was higher than Spirit Lake Nation ($\bar{x}$ =1.54) and All Schools ($\bar{x}$ =1.62) students.

The job category mean for Warwick students ($\bar{x}$ =1.92) was higher than Spirit Lake Nation ($\bar{x}$ =1.86), but slightly lower than All Schools ($\bar{x}$ =1.95) data.

Warwick's students' education category mean ($\bar{x}$ =2.30) was higher than Spirit Lake Nation ($\bar{x}$ =2.08) and All Schools ($\bar{x}$ =2.15).

The overall challenge mean for Warwick students obtaining future employment was $\bar{x}$ =1.78, which was higher than Spirit Lake Nation schools ($\bar{x}$ =1.67), but comparable to All Schools ($\bar{x}$ =1.76). A full list of challenges to future employment is found in the Appendix Table H.
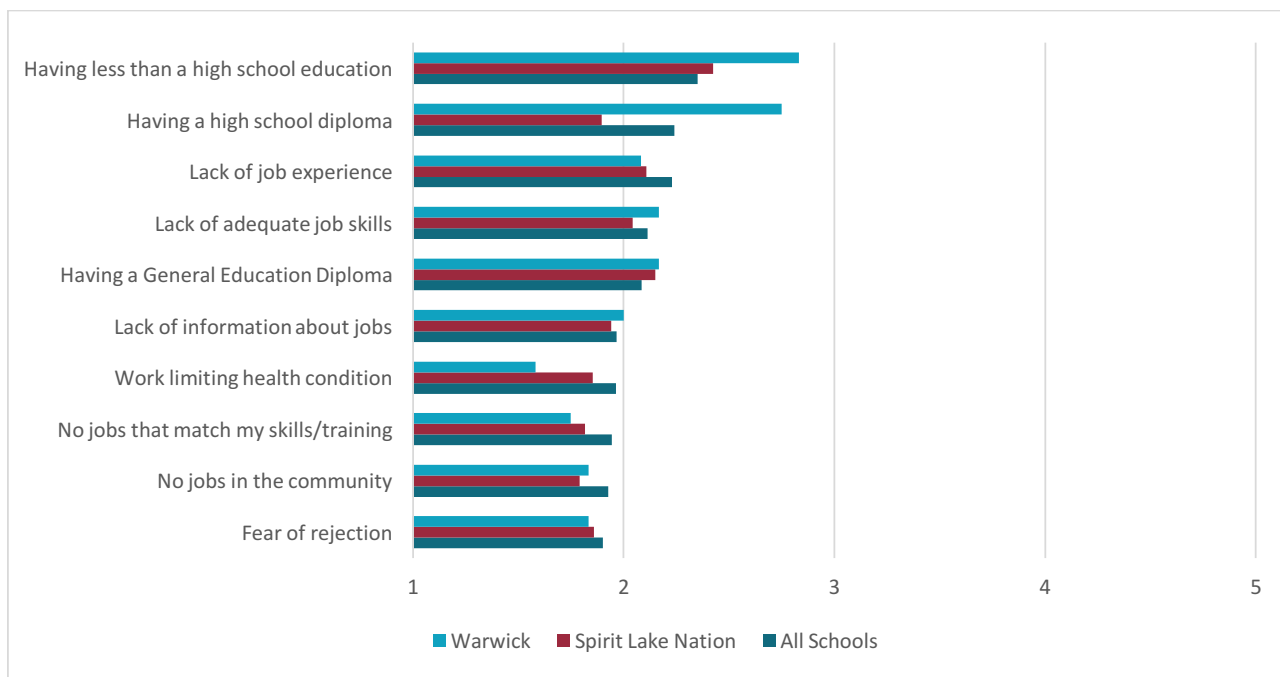
Figure 8. Future Employment Challenges

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 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 Warwick High School (See Table 4).

Overall, Warwick students believed eight individuals ($\overline{x}$=8.39) would support them when seeking employment in health-related fields, which was comparable to their peers at Spirit Lake Nation schools ($\overline{x}$=8.09) and All Schools ($\overline{x}$=7.94) when rounded up. The most common sources of encouragement for Warwick students were from friends (92%), school counselors (92%), teachers (85%), parents (85%), siblings (85%), aunts (85%), grandparents (77%) and coworkers (77%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Warwick students listed cousins and friends. The second open-ended question addressed, "Someone else?" Warwick students reported friends (n=2), girlfriend and dad as someone who would provide support.

Table 4. Sources of Support for Future Employment

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

Post High School Employment Plans

When students were asked about their post-graduation plans, 38% Warwick students were interested in joining the military, and 77% 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. Three Warwick students reported specific branches of the military, including Air Force (n=2), Army and one student was unsure.

There were a variety of reasons why students planned on enlisting in the military, two students reported "working hard" while military career interests included military police, police training, being a nurse, infantry and the benefits.

Six of Warwick students choosing to work after graduation were planning for employment as a police officer, oil rigs, auto, and firefighting, army and one was undecided.

Three students currently work, one at Leevers Grocery, Spirit Lake Casino, and the other at home. One student reported working about 40 hours per week, while the other worked 25-30 hours per week.

In an open-ended question, students were asked if they did not plan to attend college or work, why not. One Warwick student stated, "I am not sure."

Other Comments
Students had the opportunity to add "Other Comments" at the end of the survey. Warwick students did not provide additional comments.
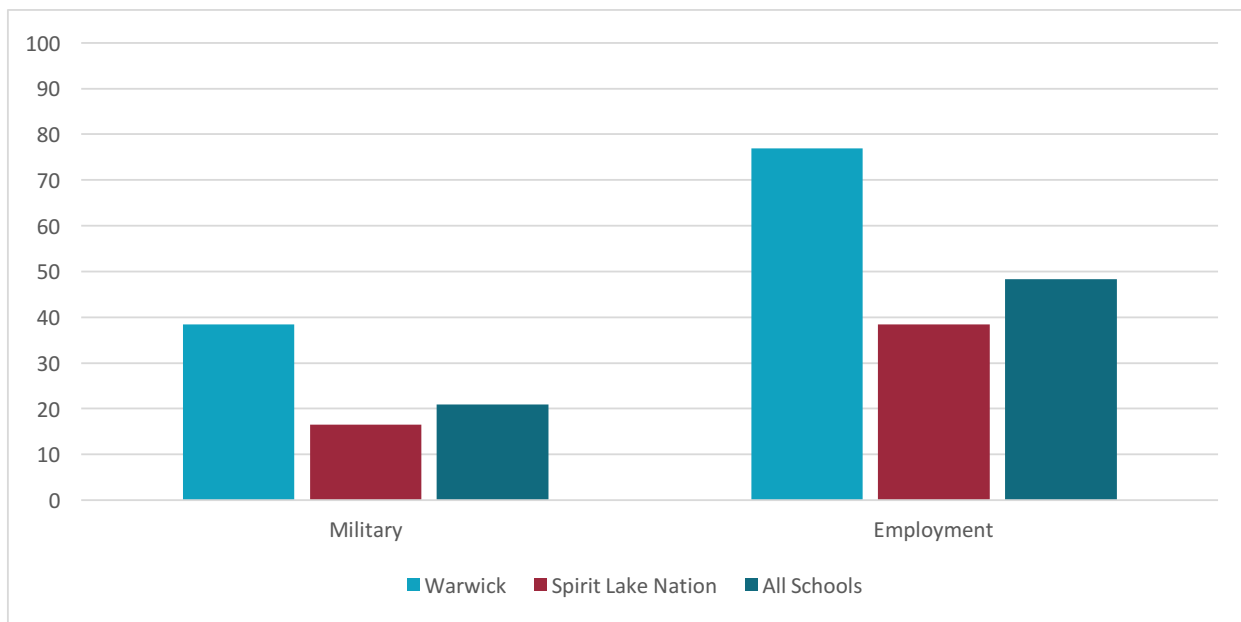

Figure 9. Future Plans for Employment After High School

Summary

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

Overall, Warwick students' confidence in obtaining future employment was lower than the overall average from Spirit Lake Nation and All Schools. They believed that when working or looking for jobs, they will be respectful toward themselves and that if they are unable to achieve their financial goals right away, they will find a way to reach them. Warwick students perceived their overall challenges for obtaining employment were higher than their peers at Spirit Lake Nation and All Schools. They believed having less than a high school education as their greatest challenge for future employment. A higher percentage of Warwick students were planning to enlist in the military or obtaining employment directly following graduation than their peers from Spirit Lake Nation and All Schools. Fifteen percent of Warwick students reported that they were currently working while enrolled in high school and worked 25-40 hours per week.

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Appendix

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

Demographics of Students

Demographics of student respondents is presented in Appendix A. There were 511, 11th and 12th grade students surveyed in North Dakota and 242 of the students were from four schools on or near Spirit Lake Nation. The students were enrolled in Devils Lake (n=167), Four Winds (n=43), Minnewaukan (n=19) and Warwick (n=13) high schools.

Devils Lake high school was the largest school surveyed and had the lowest percent of American Indian students of any of the schools. Thus, Devils Lake results had a large impact on the overall means for Spirit Lake Nation and All Schools data.

Table A. Demographics of Students Participating in the Hope Survey

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

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

Student Self-Confidence

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

Warwick students demonstrated their highest self-confidence in their belief that they could achieve most of the goals that they have set for themselves, which varies from the highest confidence of Spirit Lake Nation and All Schools. In comparison, Spirit Lake Nation and All Schools students' highest self-confidence rating was in their ability to obtain outcomes that were important to them. Warwick students' overall self-confidence mean was lower than Spirit Lake Nations students or All Schools students.

Table B. Self-Confidence Ratings of Students

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

Student perceived confidence to achieving a higher education are represented in Table C. Not thinking about dropping out of high school was the highest rated confidence statement by Warwick, Spirit Lake Nation and All Schools students. Not worrying about falling behind on their assignments in their future educational programs was rated the lowest statement by Warwick, Spirit Lake Nation and All Schools students. The overall confidence mean for Warwick students achieving future education was comparable to Spirit Lake Nation and All Schools means.

Table C. Confidence in Achieving Future Education

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

** Ten statements represented the feelings category.
^^ Sixteen statements represented the future category.

Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Warwick N=13	Devils Lake N=167	Four Winds N=43	Minne-waukan N=19	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I feel positive about how I will do in my future education**	7.77	8.29	7.86	8.11	241	8.17	509	8.15
I am capable of studying in a good educational program**	7.54	8.55	7.51	7.05	242	8.19	511	8.12
I use my skills to move toward my educational goals^^	8.15	8.33	7.30	8.26	240	8.13	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.85	8.58	7.30	7.37	242	8.22	510	8.07
I know what skills I have to do well in education^^	8.46	8.40	6.98	8.00	241	8.12	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	8.15	8.04	7.09	8.05	241	7.88	509	7.97
I am on the road toward my educational goals^^	7.83	8.25	7.59	7.72	234	8.08	502	7.92
I am able to use my resources to move toward my educational goals^^	7.69	8.10	7.42	7.95	242	7.94	507	7.90
I feel that I am good enough for educational opportunities out there**	7.39	7.95	7.47	7.47	242	7.80	510	7.89
When I think about getting an education, I feel confident about myself**	7.62	7.89	7.35	7.53	242	7.75	511	7.88
I am moving forward toward reaching my educational goals right now^^	8.31	8.21	7.09	7.31	241	7.95	508	7.87

** Ten statements represented the feelings category.
^^ Sixteen statements represented the future category.

Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

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

** Ten statements represented the feelings category.
^^ Sixteen statements represented the future category.

Challenges to Future Education

Twenty-four statements were used to estimate students' challenges towards achieving higher education after high school. These 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. Warwick students believed their major challenges to obtaining a future education were lack of information about college, which was also the highest major challenge for Spirit Lake Nation and All Schools. Mental illness was rated as the lowest educational challenge by Warwick students, whereas domestic violence was the lowest educational challenge rated by the students from Spirit Lake Nation and All Schools.

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

Table D. Future Educational Challenges

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

Challenges to Future Education

Table D. Future Educational Challenges *(continued)*

Educational Challenge Statements	Warwick N=13	Devils Lake N=167	Four Winds N=43	Minne-waukan N=19	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Lack of coping skills for daily struggles	1.55	1.53	1.98	1.63	240	1.62	506	1.63
Childcare	1.83	1.25	2.14	1.74	240	1.48	507	1.58
Anger management	1.83	1.34	1.88	1.47	241	1.470	509	1.56
No colleges in the area	2.00	1.23	1.63	1.42	241	1.35	506	1.49
Cannot read or write very well	1.46	1.29	1.67	1.79	240	1.41	507	1.47
Bullying	1.67	1.32	1.44	1.26	240	1.35	506	1.39
Lack of clothing for school	1.58	1.17	1.72	1.16	241	1.29	508	1.38
Need to take care of young children	1.50	1.18	1.62	1.74	240	1.32	506	1.37
Mental illness	1.00	1.34	1.16	1.11	239	1.28	506	1.35
Drug/alcohol addiction	1.08	1.34	1.26	1.16	241	1.30	509	1.35
Past criminal record	1.08	1.29	1.26	1.00	241	1.25	509	1.32
Being a single parent	1.08	1.16	1.51	1.32	240	1.23	508	1.31
Physical disabilities	1.17	1.24	1.30	1.16	241	1.24	509	1.31
Domestic violence	1.42	1.19	1.16	1.11	240	1.19	506	1.25
Overall Challenges	**1.71**	**1.43**	**1.84**	**1.64**	**241**	**1.53**	**509**	**1.64**
External	1.27	1.29	1.27	1.16	241	1.27	509	1.33
Self-Confidence	1.70	1.47	2.00	1.57	241	1.58	509	1.65
Support	1.82	1.31	1.93	1.77	241	1.48	509	1.63
Information	2.33	2.15	2.34	2.47	241	2.22	506	2.39

Post High School Educational Plans

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

Thirty-eight percent of Warwick students were interested in health careers. Students who indicated an interest in healthcare careers were asked to choose their top healthcare career choices. The five most common careers that emerged from All Schools student responses are shown in Table F. Warwick students expressed a greater interest in nursing, medicine, and sports medicine than their peers at Spirit Lake Nation or All Schools data.

Table F. Health Career Interests Identified by Students

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

Future Employment

Confidence in Obtaining Future Employment

There were 24 statements that students 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 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 two employment statements ranked by Warwick students were that when they were looking for a job, they were respectful towards who they are and even if they are not able to achieve their financial goals right away, they will find a way to achieve them. Whereas, Spirit Lake Nation and All Schools students believed they were

capable of working in good jobs. Not worrying about falling behind on bills in their future jobs was rated as the lowest employment statement by Warwick, Spirit Lake Nation and All Schools students.

Overall, the goal category was rated as the highest category by Warwick, Spirit Lake Nation and All Schools. In comparison, obtaining future employment was ranked the lowest category by Warwick, Spirit Lake Nation and All Schools students. The overall employment confidence mean for Warwick students was lower than the Spirit Lake Nation and All Schools means.

Table G. Confidence in Obtaining Future Employment

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

** Seven statements represented the feelings category.
^^ Twelve statements represented the goals category.
++ Five statements represented future category.

Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment *(continued)*

Employment Statements	Warwick N=13	Devils Lake N=167	Four Winds N=43	Minne-waukan N=19	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am committed to reaching my career goals^^	7.77	8.68	8.23	8.47	241	8.534	508	8.47
I will be in a better position in my future job than where I am now++	8.08	8.77	7.77	8.05	241	8.49	509	8.44
I am good at doing anything in the job if I set my mind to it**	7.61	8.54	8.09	8.68	241	8.42	509	8.37
I feel positive about how I will do in my future job situation++	7.85	8.43	7.88	8.58	240	8.31	507	8.32
I have the strength to overcome any obstacles when it comes to working**	7.08	8.44	7.95	7.95	240	8.24	508	8.22
I am aware of what my skills are to be employed in a good job^^	7.92	8.61	7.70	8.21	241	8.38	507	8.18
I am able to utilize my skills to move toward career goals^^	7.54	8.45	7.54	8.37	241	8.23	508	8.15
I feel energized when I think about future achievement with my job^^	7.85	8.19	8.02	8.32	241	8.15	508	8.10
I am going to be working in a career job++	7.83	8.65	7.31	8.32	239	8.34	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.62	8.40	7.36	8.11	240	8.15	507	8.06
Thinking about working, I feel confident about myself**	7.69	8.25	7.79	7.68	241	8.10	508	8.05

** Seven statements represented the feelings category.
^^ Twelve statements represented the goals category.
++ Five statements represented future category.

Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment *(continued)*

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

** Seven statements represented the feelings category.
^^ Twelve statements represented the goals category.
++ Five statements represented future category.

Challenges to Obtaining Future Employment

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

Warwick, Spirit Lake Nation and All Schools students ranked having less than a high school education as their greatest employment challenge. The lowest employment challenges reported by the Warwick students were physical disabilities and mental illness, whereas physical disabilities was selected by Spirit Lake Nation and All Schools.

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

Table H. Future Employment Challenges

Employment Challenge Statements	Warwick N=13	Devils Lake N=167	Four Winds N=43	Minne-waukan N=19	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Having less than high school education	2.83	2.46	2.14	2.47	240	2.43	506	2.35
Having a high school diploma	2.75	1.64	2.72	1.68	239	1.90	504	2.24
Lack of job experience	2.08	2.08	2.09	2.37	240	2.11	505	2.23
Lack of adequate job skills	2.17	2.04	2.02	2.05	238	2.04	505	2.11
Having a General Education Diploma	2.17	2.18	2.07	2.11	240	2.15	505	2.09
Lack of information about jobs	2.00	1.87	2.28	1.74	240	1.94	507	1.97
Work limiting health condition (illness/injury)	1.58	1.90	1.74	1.84	239	1.85	505	1.96

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	Warwick N=13	Devils Lake N=167	Four Winds N=43	Minne-waukan N=19	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
No jobs that match my skills/training	1.75	1.75	2.00	2.05	239	1.82	506	1.95
No jobs in the community	1.83	1.78	1.81	1.790	239	1.80	505	1.93
Transportation	2.33	1.52	1.84	1.68	240	1.63	507	1.92
Fear of rejection	1.83	1.78	2.10	2.00	239	1.86	505	1.90
Lack of stable housing	2.00	1.55	1.86	1.53	239	1.63	506	1.75
Lack of confidence	1.67	1.60	1.88	1.53	240	1.65	506	1.74
Need to take care of parents/family members	2.25	1.46	1.72	1.90	239	1.58	503	1.68
Problems with getting to job on time	1.58	1.51	1.72	1.58	240	1.56	506	1.64
Anger management	1.50	1.49	1.70	1.37	240	1.52	506	1.62
Racial discrimination	1.33	1.40	1.79	1.68	240	1.49	507	1.60
Lack of coping skills for daily struggles	1.50	1.50	1.56	1.63	240	1.52	505	1.60
Childcare	1.82	1.42	1.54	1.74	239	1.48	505	1.58
Cannot read or write very well	1.92	1.48	1.47	1.63	240	1.51	505	1.56
Lack of support system	1.67	1.42	1.48	1.42	239	1.44	504	1.55
Drug/alcohol addiction	1.33	1.58	1.33	1.37	240	1.50	505	1.49
Lack of work clothing	1.67	1.35	1.49	1.16	239	1.38	505	1.47
Mental illness	1.17	1.51	1.12	1.16	240	1.40	507	1.46
Past criminal record	1.33	1.50	1.28	1.11	240	1.42	506	1.46
Being a single parent	1.18	1.39	1.54	1.42	239	1.41	505	1.44
Domestic violence	1.33	1.48	1.09	1.47	240	1.40	506	1.44
Physical disabilities	1.17	1.42	1.23	1.26	240	1.36	506	1.42
Overall Challenges	**1.78**	**1.65**	**1.74**	**1.67**	**240**	**1.67**	**507**	**1.76**

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

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

Post High School Employment Plans

Table I displays students' plans for enlisting in the military or employment after high school graduation. A greater percent of Warwick students planned to enlist in the military or to pursue employment after graduation than their peers at Spirit Lake Nation schools or All Schools.

Table I. Future Employment Plans After High School

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