Youth Education & Employment Survey Results
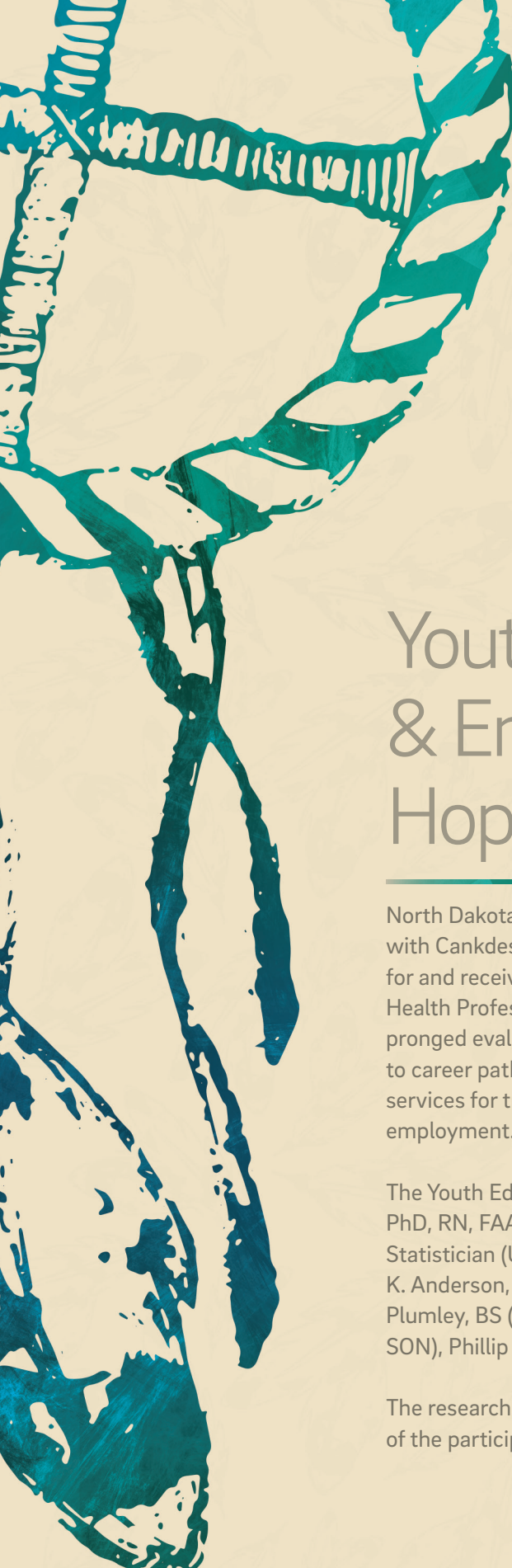
Hope Project:
White Shield High School
White Shield, North Dakota

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 Nation

Standing Rock Community/Fort Yates High School - Fort Yates:
Bernadette Dauenhauer, Principal; Chera Plante, Administration Assistant
Selfridge: Kristi Miller, Principal
Solen: Jeffrey Brandt, Principal

Turtle Mountain Nation

Turtle Mountain Community High School - Belcourt:
John Laducer, Principal; Andrea Laverdure, Counselor;
Raylene Parisien, Administration Assistant

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, 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 ($\overline{x}$) 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 based on mean scores alone. The Appendix included at the end of this report provides another level of detail about individual school results including the four individual schools from Mandan, Hidatsa & Arikara Nation, Mandan, Hidatsa & Arikara Nations Schools 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 White Shield, 15 students of 18 students (83%) enrolled in the 11th and 12th grade participated in the survey.

White Shield had the second smallest number of participants of the Mandan, Hidatsa & Arikara Nation schools. Of the 15 students, 100% self-identified as American Indian/Native American. Age demographics of White Shield students were comparable to other schools, as well as the percentages of male and female students. Of the schools within Mandan, Hidatsa & Arikara Nation, White Shield had the second highest percentage of students who reported being employed. Additional demographic 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
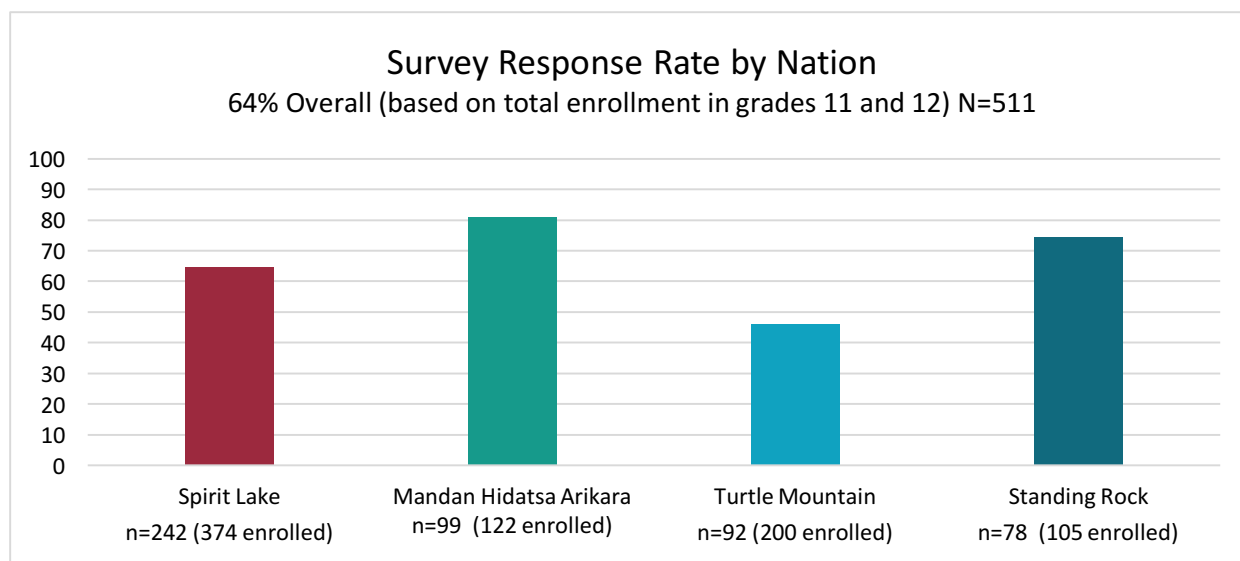
Figure 1. Survey Response Rate by Nation. *The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.*

Table 1. Demographics of Students Participating in the Hope Survey

Demographics		White Shield N=15	White Shield %	Mandan Hidatsa & Arikara Nation N=99	Mandan Hidatsa & Arikara Nation (%)	All Schools N=511	All Schools (%)
Race/Ethnicity		**n=15**	**100%**	**n=99**	**100%**	**n=506**	**99%**
American Indian/Native American		15	100%	80	81%	335	66%
Other *		0	0%	19	19%	171	33%
Missing Data		0	0%	0	0%	5	1%
Gender		**n=15**	**100%**	**n=99**	**100%**	**n=508**	**99%**
Male		7	47%	54	55%	259	50%
Female		8	53%	45	45%	249	49%
Missing Data		0	0%	0	0%	3	1%
Age		**n=13**	**87%**	**n=94**	**95%**	**n=500**	**98%**
16		2	13%	16	16%	100	20%
17		6	40%	40	41%	255	50%
18-19		5	34%	38	38%	145	28%
Missing Data		2	13%	5	5%	11	2%
Employment		**n=14**	**93%**	**n=89**	**90%**	**n=469**	**92%**
Currently Employed	Yes	5	33%	32	32%	172	34%
	No	9	60%	57	58%	297	58%
Missing Data		1	7%	10	10%	42	8%

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

Student Self-Confidence

High school students responded to eight statements about their self-confidence (See Figure 2). Scores ranged from one to five, with a higher score indicating higher self-confidence. White Shield students rated their self-confidence slightly higher on four of the eight measures, when compared with Mandan, Hidatsa & Arikara Nation and All Schools. The total confidence mean for White Shield students was $\bar{x}$=4.10, which is higher when compared to $\bar{x}$=4.01 for Mandan, Hidatsa & Arikara Nation and $\bar{x}$=3.96 for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

Self-Confidence Survey Response by Question
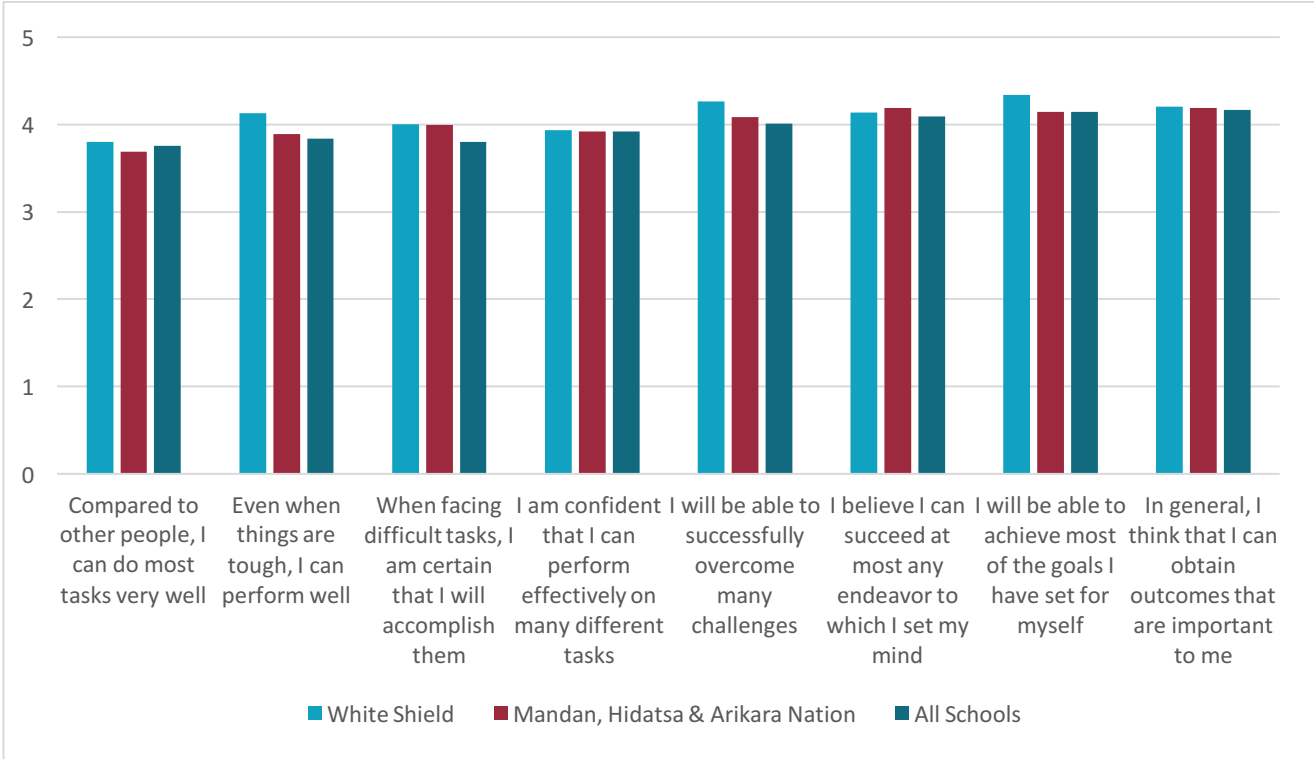
Figure 2. Self-Confidence Ratings of Students

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 White Shield High School.

White Shield students' highest confidence was reflected in the statement that they were worthy of receiving a good education. White Shield students' confidence ratings were higher on six of the 26 education statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 3).

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

White Shield students' mean for the feelings category was $\bar{x}$=7.78, which was higher than the mean for Mandan, Hidatsa & Arikara Nation High Schools ($\bar{x}$=7.67), but lower than All Schools mean ($\bar{x}$=7.91).

White Shield students' average for the goals category was $\bar{x}$=7.65, which was lower than the means for both Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}$=7.71) and All Schools ($\bar{x}$=8.00).

The overall education confidence level of the White Shield students was $\bar{x}$=7.22, which was comparable to Mandan, Hidatsa & Arikara Nation ($\bar{x}$=7.24) but lower than All Schools ($\bar{x}$=7.48). Additional detail on students' confidence in achieving future education is presented in Appendix Table C.

Figure 3. Confidence in Achieving Future Education

Challenges to Future Education

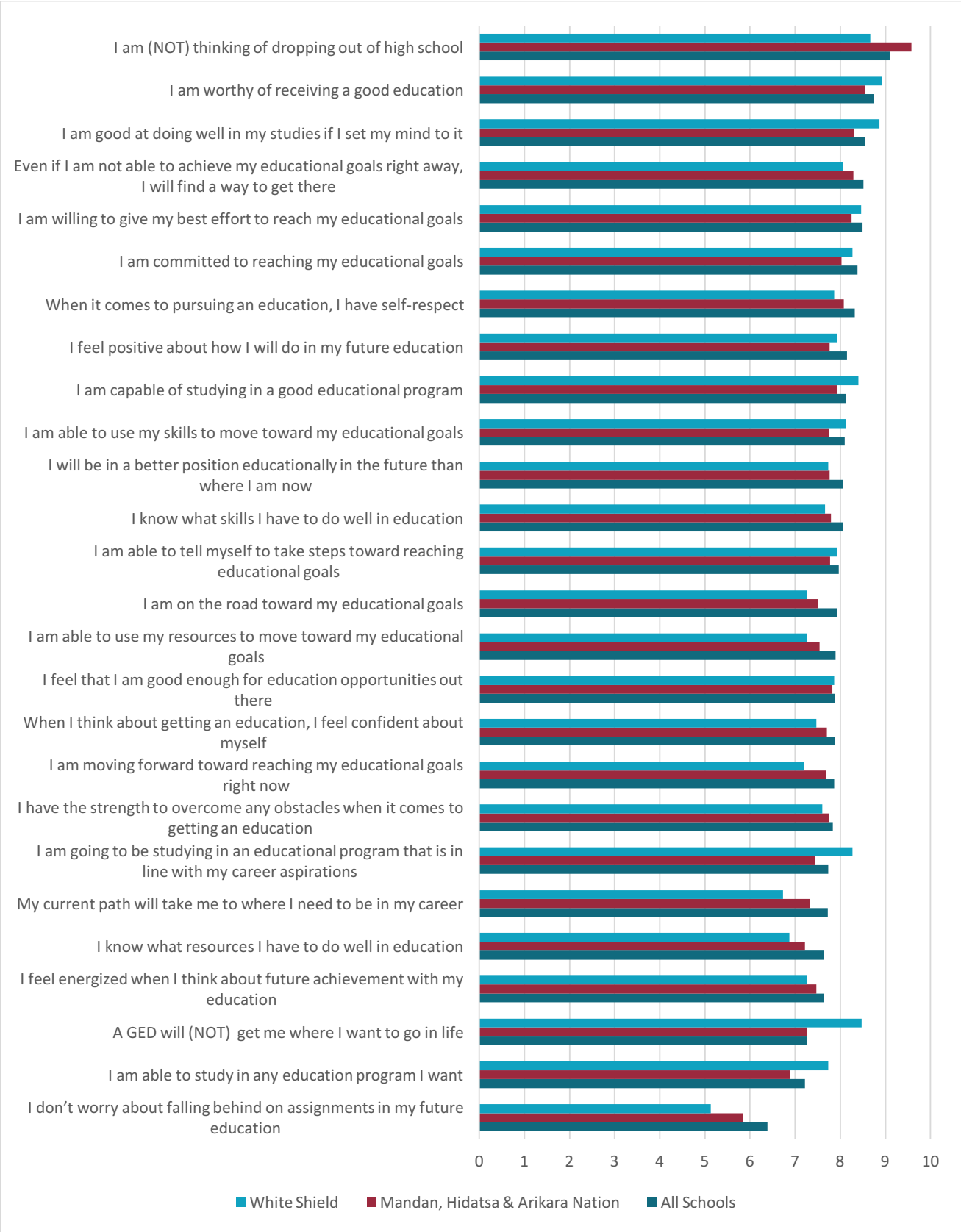The top ten "Challenges to Education" identified by students out of 24 possible responses are displayed in Figure 4. Students rated these statements on a five-point scale, where scores could range from zero to five, with five indicating the highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

White Shield students ranked lacking information about career options and transportation as their greatest challenges to future education. White Shield students ranked six of the ten challenge statements higher than their Mandan, Hidatsa & Arikara Nation and 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 White Shield students was $\bar{x}$=1.23, and measured similar to Mandan, Hidatsa & Arikara Nation ($\bar{x}$=1.27) but lower than All Schools ($\bar{x}$=1.33).

Self-confidence category measure of $\bar{x}$=1.68 for White Shield students was comparable to Mandan, Hidatsa & Arikara Nation ($\bar{x}$=1.64) and All Schools ($\bar{x}$=1.65).

The average for support category was $\bar{x}$=1.74 for White Shield students, which was higher when compared to the averages for Mandan, Hidatsa & Arikara Nation ($\bar{x}$=1.64) and All Schools ($\bar{x}$=1.63).

The White Shield students' mean score for the information category was $\bar{x}$=2.57, which was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}$=2.32) and All Schools ($\bar{x}$=2.39).

The overall education challenge mean for White Shield students was $\bar{x}$=1.68, which was comparable to Mandan, Hidatsa & Arikara Nation schools ($\bar{x}$=1.62) and All Schools ($\bar{x}$=1.64). Additional information on future educational challenges are shown in Appendix Table D.
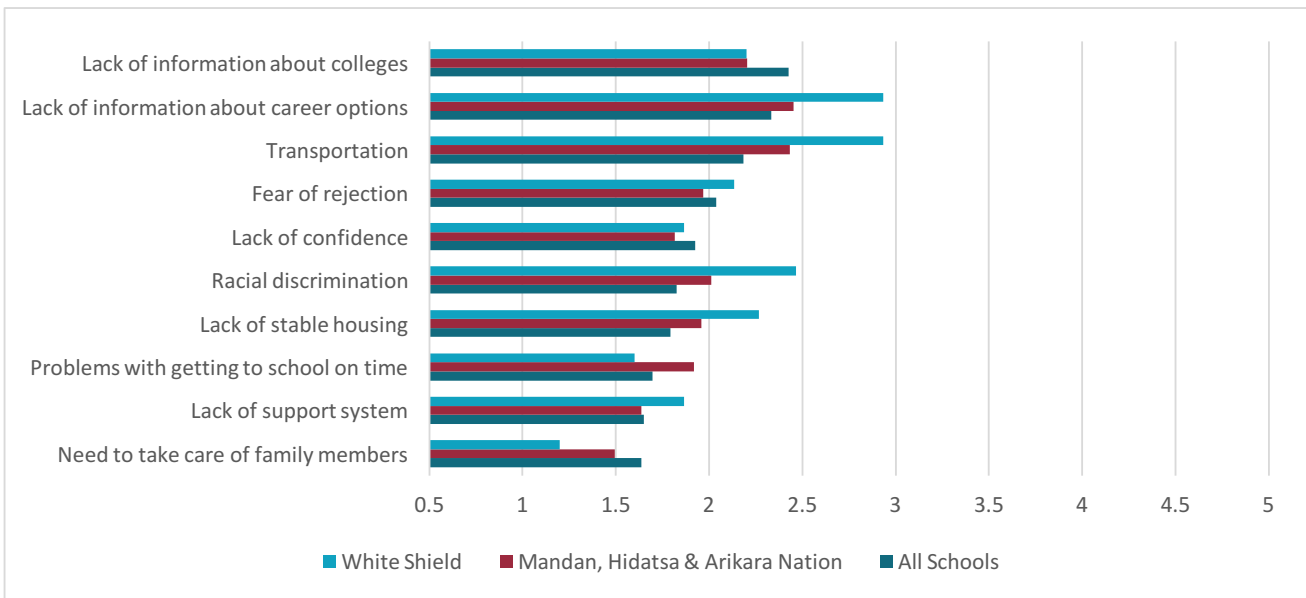
Figure 4. Future Educational Challenges

Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" Overall, 53% of White Shield students believed that GEDs were easier to obtain, which was higher than the beliefs of Mandan, Hidatsa & Arikara Nation schools (39%) and All Schools (30%). In comparison, none of the White Shield students reported that they believed GEDs equaled high school diplomas, which was significantly lower than Mandan, Hidatsa & Arikara Nation (16%) and All Schools (23%) (See Table 2).

Students were asked one open-ended question about their beliefs on why it was easier to obtain a GED. Seven White Shield students responded to this question, and their beliefs were "it [earning a GED] doesn't take as long, but isn't as good as a high school

diploma," two other students also reflected this belief. Two students believed that getting a GED equaled "less class time" but another student reported that "it's easier on the student because they receive more help."

Five White Shield students responded to the question as to why it wasn't easier to get a GED. "It's a long process and you have to relearn," stated one student, and another responded that "[I] heard that it's a hard test." While two students believed that "A GED will get you nowhere."

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

General Education Diploma Questions		White Shield N=15		Parshall N=33		New Town N=47		Mandaree N=4		Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	8	53%	16	48%	13	28%	2	50%	39	39%	152	30%
	No	6	40%	17	52%	34	72%	2	50%	59	60%	343	67%
Missing Data		1	7%	0	0%	0	0%	0	0%	1	1%	16	3%
Is a GED equal to a high school diploma?	Yes	0	0%	8	24%	8	17%	0	0%	16	16%	116	23%
	No	14	93%	25	76%	39	83%	2	50%	80	81%	377	74%
Missing Data		1	7%	0	0%	0	0%	2	50%	3	3%	18	3%

Educational Support

Students identified people who would support them if they decided to continue their education in a health-related field. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses 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 White Shield High School (See Table 3).

Overall, White Shield students believed seven individuals ($\bar{x}$=7.20) would support them to continue their education after graduation, which was similar to their peers from Mandan, Hidatsa & Arikara Nation ($\bar{x}$=6.75) but lower than All Schools ($\bar{x}$=7.61) when

rounded up. The most common sources of support for White Shield students included parents (93%), school counselors (87%), teachers (87%), aunts (80%), uncles (73%), friends (67%) and siblings (60%).

In one open-ended question, students reported other family members who would support their education in a health-related field. White Shield students listed cousins and animals. The second open-ended question addressed, "Someone else?" One student shared myself as person who would provide encouragement.

Table 3. Sources of Support for Achieving Future Education

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

Post High School Educational Plans

As detailed in Figure 5, White Shield students had similar interests in attending community or tribal colleges as their Mandan, Hidatsa & Arikara Nation and All Schools peers. The percentage of White Shield students planning to attend four-year colleges and universities was slightly lower than Mandan, Hidatsa & Arikara Nation and All Schools students. Additional information on post high school educational plans are displayed in Appendix Table E.

White Shield students interested in attending community or tribal colleges planned to attend United Tribes Community College in Bismarck (n=4). One student was undecided.

Career choices of White Shield students who planned to attend community or tribal colleges included photography, basketball, welding and mechanic. One student was undecided.

Five students did not plan to attend community or tribal colleges for reasons including "don't need it" or it takes "too much time." While another student believed "they're not good enough." Additionally, one student planned to "get diploma in service."

When compared to other Mandan, Hidatsa & Arikara Nation and All Schools students, White Shield students had a lower number of students interested in attending four-year colleges or universities. Students planning to attend four-year colleges or universities listed North Dakota State University (n=2) in Fargo, Bismarck State College in Bismarck, Minnesota State University Moorhead in Moorhead, University of North Carolina in Chapel Hill, and one student was planning to travel to "Connecticut" while three were undecided.

Career choices of White Shield students who planned to attend four-year colleges or universities included business, writer, journalism, photography, and basketball. Three students were undecided (n=3) as to their career path.

Two White Shield students reported they did not plan to attend four-year colleges or universities because it took "too much time" and another was already enlisted in "the service."
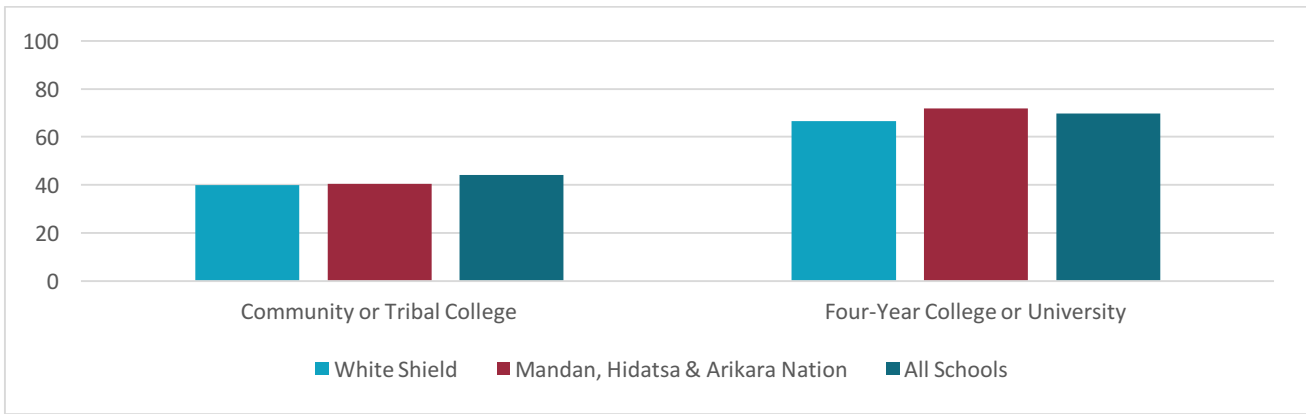
Figure 5. Future Educational Plans

Of the 15 students surveyed, two (13%) were interested in health careers, which was lower than their peers at Mandan, Hidatsa & Arikara Nations (29%) and All Schools (40%). Students who indicated interest in a healthcare career were asked to choose their top three health career choices from a list of 20 that included nurse, nurse practitioner, pharmacist, doctor, physician assistant, imaging (X-ray) technician, laboratory technician, dietician, dental assistant, social worker, emergency medical technician (EMT), paramedic, physical therapist, occupational therapist, sports medicine/exercise physiology, counselor, dentist, dental hygienist, chiropractor, and other. All Schools top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, White Shield students' greatest interests were in sports medicine (7%) and social work (7%). Although, in comparison to Mandan, Hidatsa & Arikara and All Schools students, a lower percentage of White Shield students were interested in the top five health careers. An open-ended question, "Other" was provided. White Shield students wrote in no additional choices. Additional information regarding health career interests is shown in Appendix Table F.
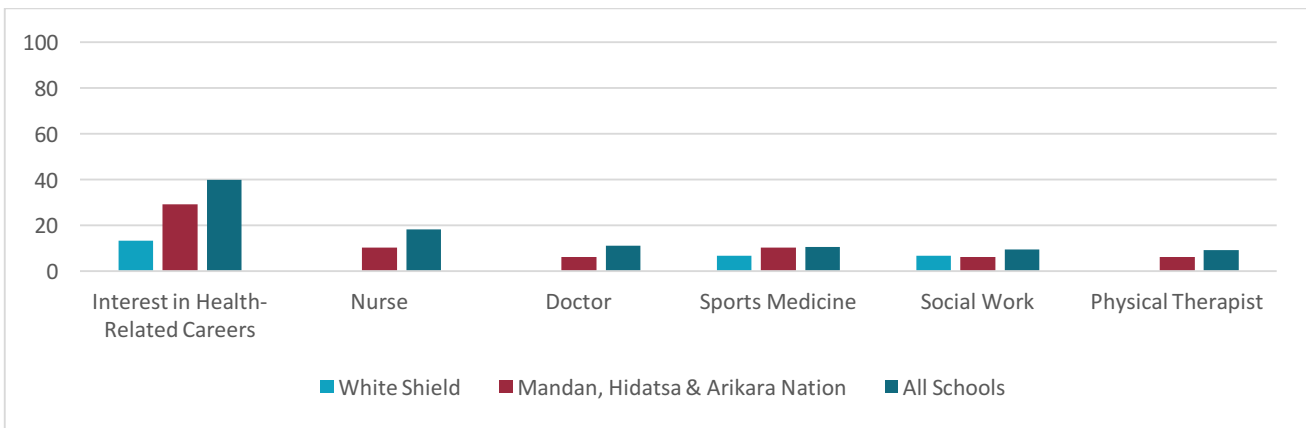
Figure 6. Health Careers of Interest to Students

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested health careers. Eleven students reported interests in photography (n=2), business (n=2), computer electronics, agriculture, criminal justice, writer, writing/art, diesel mechanic and one student was 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 are based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for White Shield High School.

White Shield students' highest confidence was reflected in the statement that they were capable of working in good jobs. White Shield students' confidence ratings were higher on six of the 24 employment statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 7).

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

White Shield students' mean for the feelings category was $\bar{x}$=8.70, which was higher than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}$=8.31) and All Schools ($\bar{x}$=8.30).

White Shield students' average for the goals category was $\bar{x}$=7.74, which was lower than the means for Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}$=7.96) and All Schools ($\bar{x}$=8.16).

In comparison, White Shield students' mean for the future category was $\bar{x}$=7.59, which was lower than Mandan, Hidatsa & Arikara Nation Schools ($\bar{x}$=7.52) and All Schools ($\bar{x}$=7.72) means.

The overall employment confidence level of the White Shield students was $\bar{x}$=7.99, which was comparable to the Mandan, Hidatsa & Arikara Nation average ($\bar{x}$=7.97), but lower than All Schools ($\bar{x}$=8.11). Additional detail on students' confidence for obtaining future employment is presented in Appendix Table G.

Figure 7. Confidence in Obtaining Future Employment
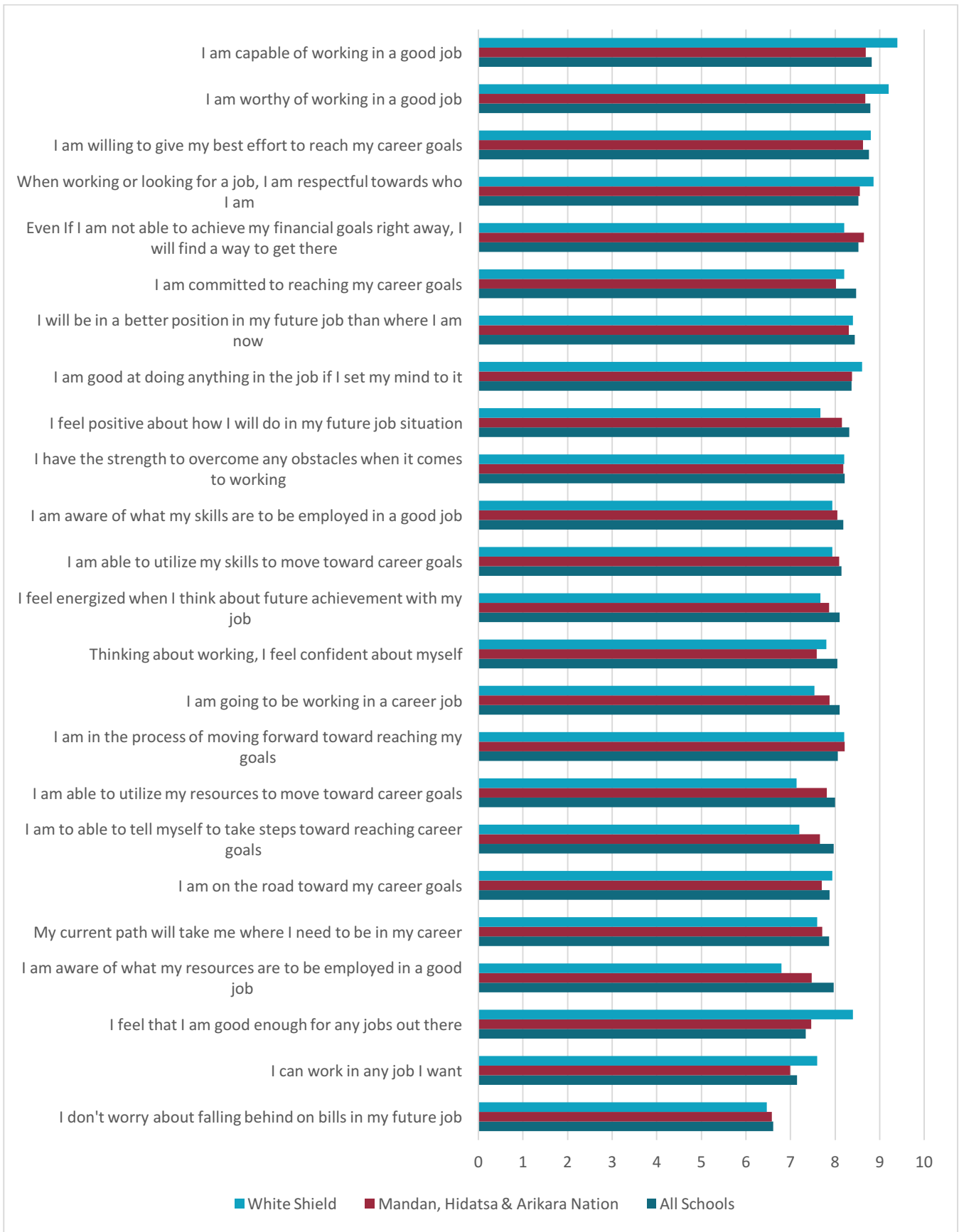
Challenges to Future Employment

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. White Shield 11th and 12th grade students identified the same top ten challenges as All Schools in the survey.

White Shield students ranked having a high school diploma and lacking job experience as their greatest challenges to future employment. When compared to Mandan, Hidatsa & Arikara Nation and All Schools, White Shield students' ratings were higher on five of the ten employment challenge statements (See Figure 8).

The 28 statements were divided into four categories similar to the challenges to education section: external challenge (racial discrimination, drug or alcohol addiction, domestic violence, physical disabilities, mental illness, childcare, being a single parent, need to take care of parents/family members); challenges with self-confidence (fear of rejection, cannot read/write well, lack of coping skills, problem getting to job on time, lack of confidence, anger management, past criminal record); challenges about the job itself (lack of job experience, lack of information about jobs, no jobs in community, no jobs that match my skills/training) and challenges obtaining the necessary education (having less than a high school education, having a General Education Diploma, having a high school diploma, lack of adequate job skills). A total overall challenge score was also calculated.

White Shield students' average for the external category was $\bar{x}$=1.26, this measure was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}$=1.45) and All Schools data ($\bar{x}$=1.51).

The self-confidence category average ($\bar{x}$=1.60) for White Shield students was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}$=1.71), but comparable to All Schools ($\bar{x}$=1.62) students.

The job category mean for White Shield students ($\bar{x}$=2.13) was higher than Mandan, Hidatsa & Arikara Nation ($\bar{x}$=2.00) and All Schools ($\bar{x}$=1.95).

White Shield students' education category mean ($\bar{x}$=2.15) was lower than Mandan, Hidatsa & Arikara Nation ($\bar{x}$=2.33), but the same as All Schools ($\bar{x}$=2.15).

The overall challenge mean for White Shield students obtaining future employment was $\bar{x}$=1.72, which was lower than Mandan, Hidatsa & Arikara Nation schools ($\bar{x}$=1.81) but comparable to All Schools ($\bar{x}$=1.76). A full list of challenges to future employment is found in the Appendix Table H.
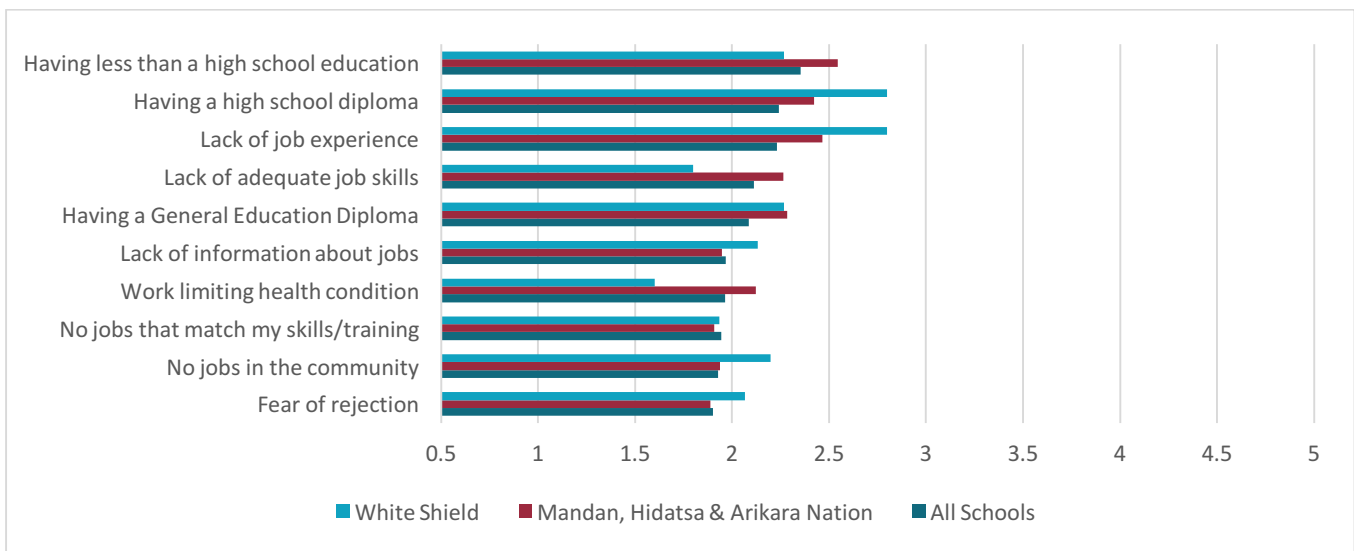
Figure 8. Future Employment Challenges

Employment Support

Students were asked to identify people who would support them if they decided to pursue employment in health-related fields after high school graduation. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses is based from the highest to lowest percentage from All Schools data. Individual school results may differ from the percentages as illustrated in the results for White Shield High School (See Table 4).

Overall, White Shield students believed eight individuals ($\overline{x}$=7.67) would support them when seeking employment in health-related fields, which was higher than their peers from Mandan, Hidatsa

& Arikara Nation schools ($\overline{x}$=7.12) and comparable to All Schools ($\overline{x}$=7.94) when rounded up. The most common sources of support were from parents (100%), friends (93%), aunts (87%), school counselors (80%), uncles (80%), teachers (80%), grandparents (67%) and siblings (67%).

In one open-ended question, students described other family members who would support their employment in health-related fields. One White Shield student listed cousins. The second open-ended question addressed, "Someone else?" and one student reported "me" as someone who would provide encouragement.

Table 4. Sources of Support for Future Employment

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

Post High School Employment Plans

When White Shield students were asked about their post-graduation plans, 33% intended to enlist in the military, and 74% were interested in employment directly after graduation, as seen in Figure 9. Additional information on post high school employment plans is displayed in Appendix Table I.

Students interested in the military were asked to list what branch. Four students reported specific branches of the military, including Army (n=2) and Marines (n=2).

White Shield students' military career interests were mechanic, infantry, writing and electrical engineer.

Seven White Shield students were planning for employment after graduation. Three students were willing to take "Any" job. Two students reported wanting "small part-time jobs," one was going to be "pipe fitting or rod-busting," while one student was still undecided.

Five White Shield students reported currently working. Three students worked at the supermarket, school store and Four Bears Casino. Two reported working "2-3 hours 3 days/week," "30 hours", "undefined hours" and "I don't know."

In an open-ended question, students were asked if they did not plan to attend college or work, why not. One White Shield student responded with "focus on studies my first years."

Other Comments
Students had the opportunity to add "Other Comments" at the end of the survey. White Shield students did not provide additional comments.
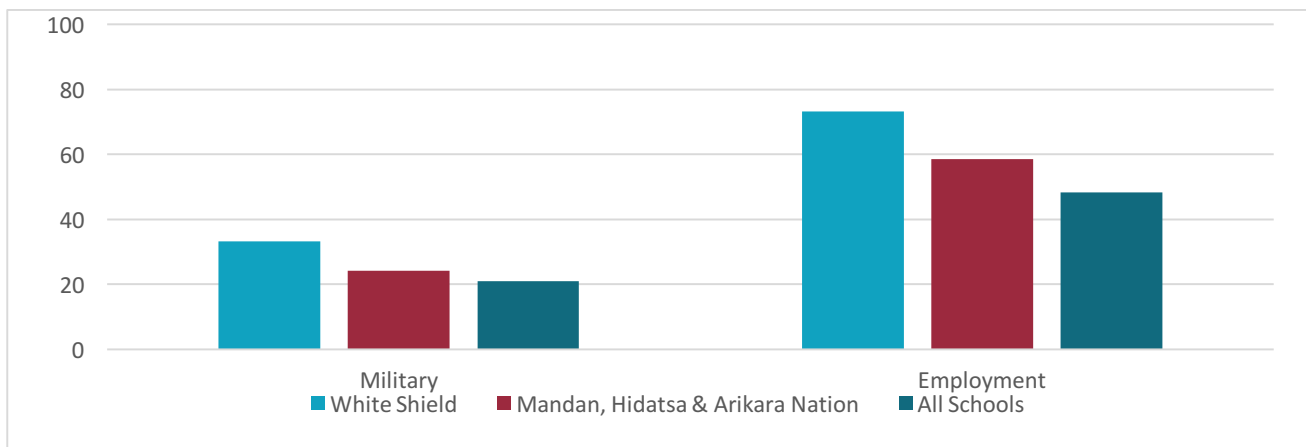
Figure 9. Future Plans for Employment After High School

Summary

White Shield students who participated in the survey differed from the demographic pattern of Mandan, Hidatsa & Arikara Nation and All Schools, with a higher percentage of American Indian/Native American students. The percentage distribution of White Shield students by gender were lower for males and higher for females when compared to Mandan, Hidatsa & Arikara Nations and All Schools. The age percentage distribution of White Shield students was comparative to Mandan, Hidatsa & Arikara Nation, however there were lower percentages of students at the age of 16 and 17 when compared to All Schools. White Shield students had a higher overall self-confidence than their peers from other Mandan, Hidatsa & Arikara Nation schools and All Schools students. White Shield students' overall confidence mean for achieving future educational goals was comparable to their peers from Mandan, Hidatsa & Arikara Nations, but lower than All Schools. Their highest confidence was reflected in their belief that they were worthy of a good education. White Shield students' greatest challenges to future education were the lack of information about career options and transportation, which aligned with the top challenges selected by Mandan, Hidatsa & Arikara Nation and All Schools. Post high school education plans for White Shield students showed lower interest in continuing education with similar interests in attending community or tribal colleges as Mandan, Hidatsa & Arikara Nations. Their plans to attend four-year colleges or universities were lower than their peers at Mandan, Hidatsa & Arikara Nations and All Schools. Few students showed interest in health careers with sports medicine and social worker being of the most interest.

Overall, White Shields students' confidence in obtaining future employment was comparable to their peers at Mandan, Hidatsa & Arikara Nation but lower than All Schools. Their two greatest challenges to employment were having a high school diploma and lacking job experience. A greater percentage of students were interested in obtaining employment directly following graduation, rather than enlisting in the military, although both measures for employment following graduation were higher than their peers from Mandan, Hidatsa & Arikara Nation and All Schools. A similar percentage of White Shield students reported that they were currently working when compared to Mandan, Hidatsa and Arikara Nation and All Schools students.

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Appendix

This Appendix includes individual results for 11th and 12th grade students at White Shield High School, the combined responses of students at the three additional Mandan, Hidatsa & Arikara Nation schools (New Town, Parshall and Mandaree), and the overall results of the 12 schools in North Dakota that participated in the Education and Employment Hope Assessment of High School Juniors and Seniors on North Dakota American Indian nations.

Demographics of Students

There were 511, 11th and 12th grade students surveyed in North Dakota and 99 of students were from four schools on Mandan, Hidatsa & Arikara Nation. The students were enrolled in New Town (n=47), Parshall (n=33), White Shield (n=15) and Mandaree (n=4) high schools.

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

Table A. Demographics of Students Participating in the Hope Survey

Demographics	White Shield (%) N=15	New Town (%) N=47	Parshall (%) N=33	Mandaree (%) N=4	Mandan Hidatsa & Arikara Nation (%) N=99	All Schools (%) N=511
Race/Ethnicity	**n=15**	**n=47**	**n=33**	**n=4**	**n=99**	**n=506**
American Indian/Native American	100%	85%	64%	100%	81%	66%
Other *	0%	15%	36%	0%	19%	33%
Missing Data	0%	0%	0%	0%	0%	1%
Gender	**n=15**	**n=47**	**n=33**	**n=4**	**n=99**	**n=508**
Male	47%	55%	55%	75%	55%	50%
Female	53%	45%	45%	25%	45%	49%
Missing Data	0%	0%	0%	0%	0%	1%
Age	**n=13**	**n=45**	**n=32**	**n=4**	**n=94**	**n=500**
16	13%	17%	10%	75%	16%	20%
17	40%	40%	42%	25%	41%	50%
18-19	34%	38%	45%	0%	38%	28%
Missing Data	13%	5%	3%	0%	5%	2%

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

Student Self-Confidence

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

White Shield students demonstrated their highest self confidence in the belief that they will be able to achieve most of the goals they have set for themselves. Whereas, Mandan, Hidatsa & Arikara Nation and All Schools highest self-confidence was in their belief that they would obtain the outcomes that were important to them. White Shield students' overall self-confidence score was higher than their peers from Mandan, Hidatsa & Arikara Nation and All Schools students.

Table B. Self-Confidence Ratings of Students

Self-Confidence Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
In general, I think that I can obtain outcomes that are important to me.	4.20	4.21	4.22	3.50	98	4.18	509	4.16
I will be able to achieve most of the goals that I have set for myself.	4.33	4.15	4.09	3.75	98	4.14	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.13	4.21	4.19	4.00	98	4.18	509	4.09
I will be able to successfully overcome many challenges.	4.27	4.09	4.03	3.75	97	4.08	508	4.01
I am confident that I can perform effectively on many different tasks.	3.93	3.89	3.97	3.75	98	3.92	509	3.92
Even when things are tough, I can perform well.	4.13	3.83	3.91	3.50	98	3.89	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	4.00	4.06	3.91	3.75	98	3.99	510	3.81
Compared to other people, I can do most tasks very well.	3.80	3.60	3.78	3.50	98	3.68	510	3.75
Overall Confidence	**4.10**	**4.01**	**4.01**	**3.69**	**98**	**4.01**	**510**	**3.96**

Confidence in Achieving Future Education

There were 26 statements that students were asked about their confidence towards achieving their future educational goals. These statements were further split into two categories, feelings about education and goals towards education. An overall total confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Students' confidence in achieving future education is presented in Table C. Feeling worthy of receiving a good education was the highest rated self-confidence statement by White Shield students, whereas not thinking of dropping out of high school was the highest for Mandan, Hidatsa & Arikara Nation and All Schools students. While not worrying about falling behind on their assignments in their future education programs was rated the lowest statement by White Shield, Mandan, Hidatsa & Arikara Nation and All Schools students. The overall confidence mean for White Shield students achieving future education was similar to their peers from Mandan, Hidatsa & Arikara Nation, but lower than All Schools.

Table C. Confidence in Achieving Future Education

Education Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	8.67	8.89	9.58	10.00	99	9.13	509	9.10
I am worthy of receiving a good education**	8.93	8.40	8.64	8.00	99	8.55	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.87	8.23	8.24	7.50	99	8.30	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.07	8.06	8.67	8.75	99	8.29	509	8.51
I am willing to give my best effort to reach my education goals^^	8.47	8.13	8.49	7.00	99	8.25	509	8.49
I am committed to reaching my educational goals^^	8.27	7.94	8.21	6.75	99	8.03	508	8.38
When it comes to pursuing an education, I have self-respect**	7.87	8.21	8.00	8.00	99	8.08	510	8.32
I feel positive about how I will do in my future education**	7.93	7.70	7.73	8.25	99	7.77	509	8.15

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

Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of studying in a good educational program**	8.40	7.96	7.76	7.50	99	7.94	511	8.12
I am able to use my skills to move toward my educational goals^^	8.13	7.55	7.94	7.00	99	7.75	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.73	7.92	7.70	6.75	99	7.77	510	8.07
I know what skills I have to do well in education^^	7.67	7.89	7.88	6.50	99	7.80	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.93	7.81	7.76	7.00	99	7.78	509	7.97
I am on the road toward my educational goals^^	7.27	7.55	7.73	6.25	99	7.52	502	7.92
I am able to use my resources to move toward my educational goals^^	7.27	7.68	7.55	7.00	99	7.55	507	7.90
I feel that I am good enough for educational opportunities out there**	7.87	7.57	8.30	6.75	99	7.83	510	7.89
When I think about getting an education, I feel confident about myself**	7.47	7.89	7.67	6.75	99	7.71	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.20	7.66	8.00	7.25	99	7.69	508	7.87

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

Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I have the strength to overcome any obstacles when it comes to getting an education**	7.60	7.85	7.76	7.25	99	7.76	511	7.83
I am going to be studying in an educational program that is in line with my career aspirations^^	8.27	7.21	7.52	6.25	99	7.43	509	7.73
My current path will take me to where I need to be in my career^^	6.73	7.60	7.27	7.00	97	7.33	506	7.73
I know what resources I have to do well in education^^	6.87	7.43	7.09	7.00	99	7.21	506	7.64
I feel energized when I think about future achievement with my education^^	7.27	7.57	7.55	6.25	99	7.47	509	7.63
A GED will (NOT) get me where I want to go in life^^	8.47	6.94	6.88	9.75	99	7.26	506	7.27
I am able to study in any education program I want**	7.73	6.53	7.06	6.50	99	6.89	502	7.22
I don't worry about falling behind on my assignments in my future education**	5.13	6.00	5.97	5.50	99	5.84	510	6.38
Overall Confidence	**7.22**	**7.25**	**7.31**	**6.50**	**99**	**7.24**	**511**	**7.48**
Feelings	7.78	7.64	7.71	7.20	99	7.67	511	7.91
Goals	7.65	7.72	7.81	6.91	99	7.71	510	8.00

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

Challenges to Future Education

Twenty-four statements were used to estimate students' challenges towards achieving higher education after high school. These statements were rated on a scale of zero to five, with five indicating the greatest challenge. The statements were divided into four categories: external challenge (e.g. drug/alcohol addiction, domestic violence, bullying, physical disabilities and mental illness); challenges of self-confidence (fear of rejection, lack of confidence, lack of coping skills, anger management, past criminal record); challenges obtaining support (racial discrimination, transportation, lack of stable housing, being a single parent, childcare, cannot read or write well, no college in area, need to take care of family members); and challenges obtaining information (lack of information about college; lack of information about career options).

Students' perceived challenges to achieving a future education are represented in Table D. White Shield students believed their major challenges to achieving a future education were lacking information about career options and transportation. In comparison, lack of information about career options was the highest challenge for Mandan, Hidatsa & Arikara Nation students, whereas lack of information about colleges was ranked as the main barrier for All Schools students. Being a single parent was rated the lowest educational challenge by White Shield and Mandan, Hidatsa & Arikara Nation. In contrast, domestic violence was ranked the lowest by All Schools students.

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

Table D. Future Educational Challenges

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

Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Need to take care of family members	1.20	1.72	1.27	1.75	99	1.50	507	1.64
Lack of coping skills for daily struggles	1.53	1.50	1.52	2.75	98	1.56	506	1.63
Childcare	1.33	1.47	1.30	3.00	99	1.44	507	1.58
Anger management	1.80	1.53	1.36	2.50	99	1.56	509	1.56
No colleges in the area	1.67	1.45	1.42	2.25	99	1.51	506	1.49
Cannot read or write very well	1.67	1.62	1.30	1.75	99	1.53	507	1.47
Bullying	1.13	1.43	1.21	1.50	99	1.31	506	1.39
Lack of clothing for school	1.20	1.47	1.12	2.50	99	1.35	508	1.38
Need to take care of young children	1.13	1.32	1.03	1.67	98	1.20	506	1.37
Mental illness	1.33	1.34	1.21	1.50	99	1.30	506	1.35
Drug/alcohol addiction	1.47	1.19	1.24	2.00	99	1.28	509	1.35
Past criminal record	1.47	1.40	1.03	2.00	99	1.31	509	1.32
Being a single parent	1.00	1.32	1.09	1.50	99	1.20	508	1.31
Physical disabilities	1.13	1.38	1.00	2.25	99	1.25	509	1.31
Domestic violence	1.07	1.34	1.06	1.50	98	1.21	506	1.25
Challenges Overall	**1.68**	**1.64**	**1.49**	**2.27**	**99**	**1.62**	**509**	**1.64**
External	1.23	1.34	1.15	1.75	99	1.27	509	1.33
Self-Confidence	1.68	1.65	1.52	2.34	99	1.64	509	1.65
Support	1.74	1.71	1.43	2.31	99	1.64	509	1.63
Information	2.57	2.07	2.47	3.13	99	2.32	506	2.39

Post High School Educational Plans

Table E displays students reported plans to continue their education after high school graduation. White Shield students had similar plans to attend community or tribal colleges as their peers from Mandan, Hidatsa, Arikara Nation and All Schools. White Shield students indicated a lower preference for attending four-year colleges or universities than their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

Table E. Future Educational Plans

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

Thirteen percent of White Shield 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. White Shield students expressed interest in two of the five health careers when compared to Mandan, Hidatsa & Arikara Nation and All Schools.

Table F. Health Careers of Interest to Students

Health Careers	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
	%	%	%	%	N	%	N	%
Health Career Interests	13%	34%	30%	25%	29	29%	203	40%
Nurse	0%	13%	9.0%	25.0%	10	10%	93	18%
Doctor	0%	4%	12%	0%	6	6.0%	57	11%
Sports Medicine/ Exercise Physiology	7%	19%	0%	0%	10	10%	53	10%
Social Worker	7%	6%	3%	25%	6	6%	49	10%
Physical Therapist	0%	11%	3%	0%	6	6%	46	9%

Future Employment

Confidence in Obtaining Future Employment

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

Table G illustrates the measures of students' confidence towards future employment. The highest employment statement rated by White Shield, Mandan, Hidatsa & Arikara Nation and All Schools students was that they believed they were capable

of working in good jobs. Not worrying about falling behind on bills in future jobs was rated the lowest statement by White Shield and Mandan, Hidatsa & Arikara Nation and All Schools students.

Overall, the feelings category was rated as the highest category by White Shield, Mandan, Hidatsa & Arikara Nation and All Schools. In comparison, the future category was ranked the lowest category for students obtaining future employment. The overall employment confidence mean for White Shield students was similar to Mandan, Hidatsa & Arikara Nation and All Schools means.

Table G. Confidence in Obtaining Future Employment

Employment Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of working in a good job**	9.40	8.43	8.79	8.25	99	8.69	507	8.82
I am worthy of working in a good job**	9.20	8.51	8.76	8.00	99	8.68	508	8.79
I am willing to give my best effort to reach my career goals^^	8.80	8.40	8.88	8.50	99	8.63	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.87	8.47	8.61	8.00	99	8.56	506	8.52
Even if I am not able to achieve my financial goals right away, I will find a way to get there^^	8.20	8.75	8.76	8.25	99	8.65	507	8.52
I am committed to reaching my career goals^^	8.20	7.85	8.18	8.00	99	8.02	508	8.47

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

Confidence in Obtaining Future Employment

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

Employment Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I will be in a better position in my future job than where I am now++	8.40	8.06	8.55	8.75	99	8.30	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.60	8.32	8.49	7.50	99	8.39	509	8.37
I feel positive about how I will do in my future job situation++	7.67	8.04	8.39	9.25	98	8.15	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.20	7.96	8.52	8.00	99	8.18	508	8.22
I am aware of what my skills are to be employed in a good job^^	7.93	7.83	8.36	8.50	99	8.05	507	8.18
I am able to utilize my skills to move toward career goals^^	7.93	8.00	8.27	8.25	99	8.09	508	8.15
I feel energized when I think about future achievement with my job^^	7.67	7.68	8.24	7.75	99	7.87	508	8.10
I am going to be working in a career job++	7.80	7.66	7.49	6.75	99	7.59	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.53	7.79	8.12	8.25	99	7.88	507	8.06
Thinking about working, I feel confident about myself**	8.20	8.15	8.30	8.25	99	8.21	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	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		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^^	7.93	7.72	7.55	7.75	99	7.70	508	7.97
I am aware of what my resources are to be employed in a good job^^	7.20	7.75	7.64	8.50	99	7.66	508	7.97
I am able to utilize my resources to move toward career goals^^	7.13	7.91	7.88	8.75	99	7.82	508	7.99
I am on the road toward my career goals^^	7.60	7.70	7.76	7.75	99	7.71	503	7.88
My current path will take me to where I need to be in my career^^	6.80	7.85	7.30	7.00	99	7.48	507	7.87
I feel that I am good enough for any jobs out there**	8.40	7.11	7.64	6.75	99	7.47	509	7.34
I can work in any job I want++	7.60	6.45	7.46	7.25	99	7.00	508	7.15
I don't worry about falling behind bills in my future job++	6.47	6.51	6.67	7.00	99	6.58	509	6.61
Overall Confidence	**7.99**	**7.87**	**8.11**	**7.96**	**99**	**7.97**	**509**	**8.11**
Feelings	8.70	8.13	8.44	7.82	99	8.31	509	8.30
Goals	7.74	7.94	8.08	8.10	99	7.96	508	8.16
Future	7.59	7.34	7.71	7.80	99	7.52	509	7.72

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

Challenges to Obtaining Future Employment

Table H displays the 28 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 overall confidence score was also calculated. Answers were rated from one to five, with five being the greatest challenge.

White Shield students believed that lacking job experience and having a high school diploma were the greatest employment challenges, whereas students from Mandan, Hidatsa & Arikara Nation and All Schools thought having less than a high school education was their main employment challenge. The lowest employment challenges reported by White Shield students were domestic violence and being a single parent. Whereas, Mandan, Hidatsa & Arikara Nation and All Schools reported physical disabilities as their lowest employment challenge.

Overall, the education category was rated as the highest challenge category by White Shield, Mandan, Hidatsa & Arikara Nation, and All Schools. In comparison, the external category was the lowest challenge category ranked by White Shield, Mandan, Hidatsa & Arikara Nation, and All Schools students for obtaining future employment. The overall employment challenge confidence mean for White Shield students was lower than the Mandan, Hidatsa & Arikara Nation and All Schools means.

Table H. Future Employment Challenges

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

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

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

Challenges to Obtaining Future Employment

Table H. Future Employment Challenges *(continued)*

Employment Challenge Statements	White Shield N=15	New Town N=47	Parshall N=33	Mandaree N=4	Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Overall Challenges	**1.72**	**1.91**	**1.73**	**1.61**	**99**	**1.81**	**507**	**1.76**
External	1.26	1.57	1.41	1.19	99	1.45	507	1.51
Self-Confidence	1.60	1.82	1.65	1.45	98	1.71	506	1.62
Job	2.13	1.99	1.94	1.92	99	2.00	507	1.95
Education	2.15	2.52	2.16	2.15	99	2.33	507	2.15

Post High School Employment Plans

Table I displays students reported plans for enlisting in the military and employment after high school graduation. A higher percentage of White Shield students planned to enlist in the military, than their peers from Mandan, Hidatsa & Arikara Nation and All Schools. Additionally, a higher percentage of White Shield students planned to work after high school as compared to their peers at Mandan, Hidatsa & Arikara Nation and All Schools.

Table I. Future Employment Plans After High School

Employment Plans		White Shield N=15		New Town N=47		Parshall N=33		Mandaree N=4		Mandan, Hidatsa & Arikara Nation N=99		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Military	Yes	5	33%	9	19%	8	24%	2	50%	24	24%	107	21%
	No	10	67%	37	79%	22	67%	2	50%	71	72%	360	71%
Missing Data		0	0%	1	2%	3	9%	0	0%	4	4%	44	8%
Employment	Yes	11	74%	26	55%	18	55%	3	75%	58	59%	247	48%
	No	2	13%	5	11%	4	12%	0	0%	11	11%	45	8%
Missing Data		2	13%	16	34%	11	33%	1	25%	30	30%	219	43%