

# Youth Education & Employment Survey Results

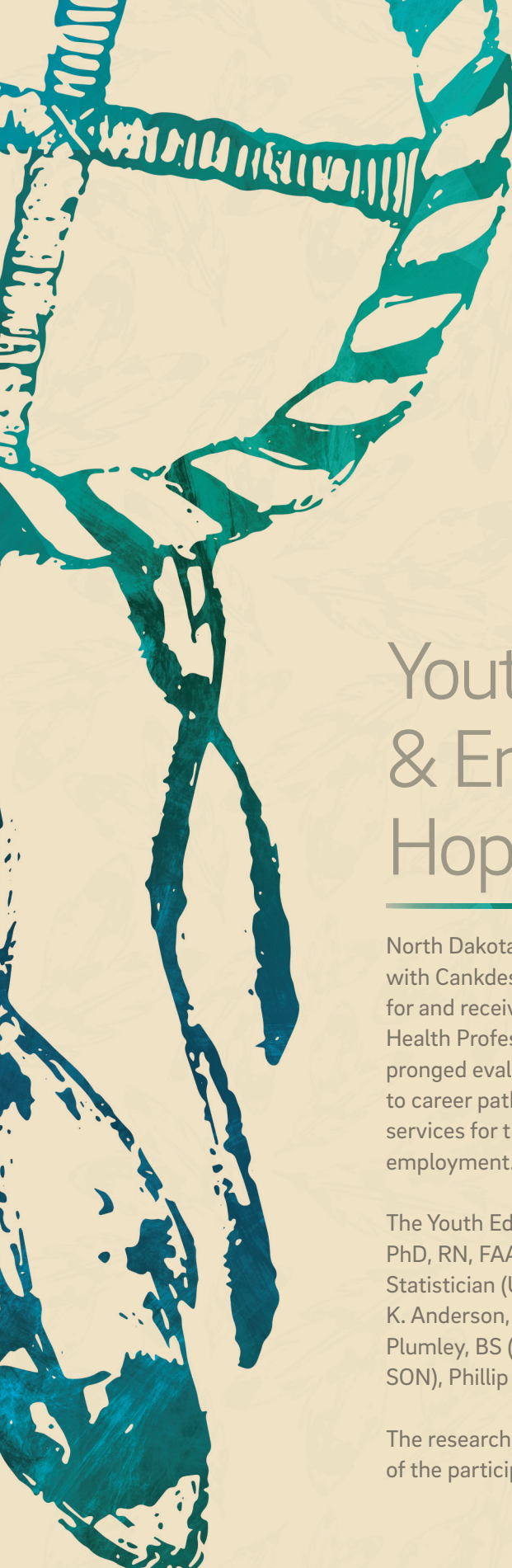
Hope Project:  
Fort Yates High School  
*Fort Yates, North Dakota*



CANKDESKA CIKANA  
COMMUNITY COLLEGE  
*Spirit Lake Dakota Nation*



**NDSU** SCHOOL  
OF NURSING



# Youth Education & Employment Hope Survey

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North Dakota State University School of Nursing (NDSU SON), in collaboration with Cankdeska Cikana Community College (CCCC) Next Steps Program, applied for and received one of the five University Partnership Research Grants for Health Professional Opportunity Grants (#90PH0019). This grant was a multi-pronged evaluation of the Next Steps Program and focused on projects relevant to career pathways in the health professions, including education and training services for tribal communities to overcome barriers to higher education and employment.

The Youth Education and Employment survey was conducted by Loretta Heuer, PhD, RN, FAAN (NDSU SON) with data analysis by Marilyn G. Klug, PhD, Statistician (UND Center for Rural Health). The research team included Melinda K. Anderson, DNP, RN (NDSU SON), Mary Leff, MS, MBA (NDSU SON), Jessica Plumley, BS (NDSU SON), Winta Yallem, MPH (NDSU), Skylar Wehri (NDSU SON), Phillip Longie, BS (CCCC), and President Cynthia Lindquist, PhD (CCCC).

The research team would like to thank the superintendents, principals and staff of the participating high schools for their help in making this study possible:

## Spirit Lake Nation

**Devils Lake:** Ryan Hanson, Principal; Lisa Gathman, Administration Assistant  
**Four Winds:** 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:** Michael Jensen, Principal

## Standing Rock Reservation

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

## Turtle Mountain Reservation

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

We would also like to thank Mafany Mongoh, PhD, Chair of the Sitting Bull College Institutional Review Board Committee; and Anita Frederick, Executive Director, Tribal Nations Research Group for their assistance with the research protocol review and approval process. Most of all, we would like to thank all of the students who participated in this study.

*Pilamaya Mah zah gih dats Gostatate Washiraheresh Miigwech Thank you!*







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## Prelude to this Study

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

# Introduction & Purpose

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## 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 includes 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”

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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

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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 three individual schools from Standing Rock Reservation, Standing Rock Reservation aggregate, and All Schools data.



# Survey Response Rate & Demographics

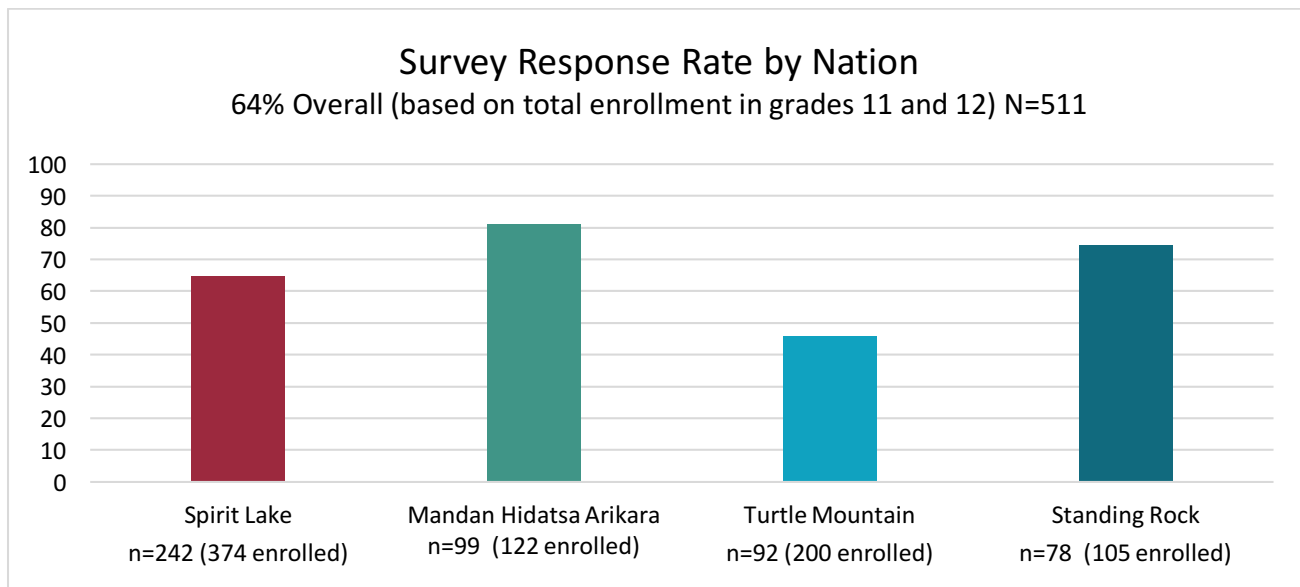
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The overall survey response rate was 64% based on the total number of students enrolled in 11th and 12th grade at participating schools compared to the number of students who participated the day of the survey (See Figure 1). The survey was administered only one time at each school, and students needed to be present to participate. The combined enrollment for both 11th and 12th grade students from All Schools was 801 students. There were 515 students that participated in the survey, of which 511 were valid surveys to be used in the data.

At Fort Yates, 61 students of 80 (76%) enrolled in 11th and 12th grade participated in the survey.

Of the 61 students, 95% self-identified as American Indian/Native American (See Table 1). Age categories of the Fort Yates students were comparable to All Schools, but there was a slightly higher percentage of females who participated at Fort Yates than All Schools. Of the 61 students, 12 (20%) were employed while attending high school (See Table 1). Fort Yates had largest number of students participating in the survey from Standing Rock Reservation. Additional detail is presented in Appendix Table A.





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

**Table 1. Demographics of Students Participating in the Hope Survey**

Demographics	Fort Yates N=61	Fort Yates (%)	Standing Rock Reservation N=78	Standing Rock Reservation (%)	All Schools N=511	All Schools (%)	
<b>Race/Ethnicity</b>	<b>n=60</b>	<b>98%</b>	<b>n=77</b>	<b>99%</b>	<b>n=506</b>	<b>99%</b>	
American Indian/Native American	58	95%	75	96%	335	66%	
Other *	2	3%	2	3%	171	33%	
Missing Data	1	2%	1	1%	5	1%	
<b>Gender</b>	<b>n=60</b>	<b>98%</b>	<b>n=77</b>	<b>99%</b>	<b>n=508</b>	<b>99%</b>	
Male	27	44%	37	47%	259	50%	
Female	33	54%	40	52%	249	49%	
Missing Data	1	2%	1	1%	3	1%	
<b>Age</b>	<b>n=59</b>	<b>97%</b>	<b>n=76</b>	<b>98%</b>	<b>n=500</b>	<b>98%</b>	
16	10	16%	16	21%	100	20%	
17	34	56%	42	54%	255	50%	
18-19	15	25%	18	23%	145	28%	
Missing Data	2	3%	2	2%	11	2%	
<b>Employment</b>	<b>n=51</b>	<b>84%</b>	<b>n=68</b>	<b>87%</b>	<b>n=469</b>	<b>92%</b>	
Currently Employed	Yes	12	20%	14	18%	172	34%
	No	39	64%	54	69%	297	58%
Missing Data	10	16%	10	13%	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

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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. Fort Yates students rated their self-confidence higher on all these statements compared to other Standing Rock Reservation students; however, the means were slightly lower than the mean from All Schools. The total confidence mean for Fort Yates students was  $\bar{x} = 3.93$ , which was higher than Standing Rock Reservation ( $\bar{x} = 3.84$ ), but comparable to All Schools ( $\bar{x} = 3.96$ ). Additional detail is presented in Appendix Table B.

### Self-Confidence Survey Response by Question

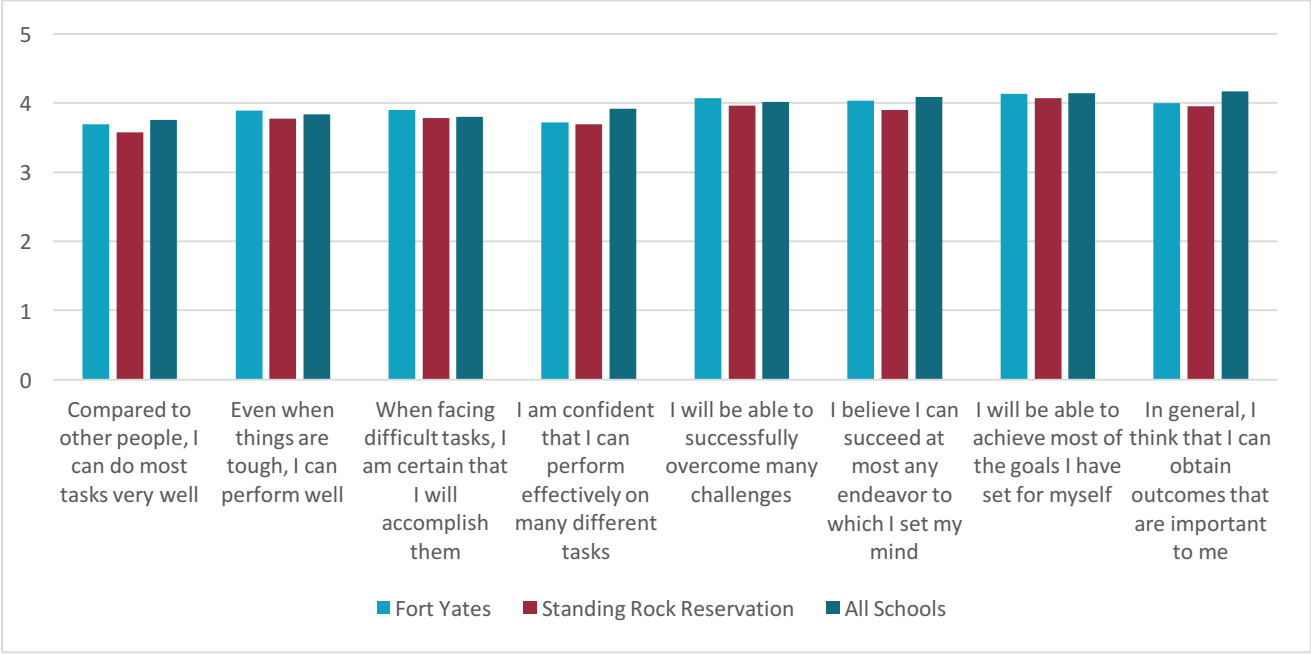


Figure 2. Self-Confidence Ratings of Students





# Future Education

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## 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 Fort Yates High School.

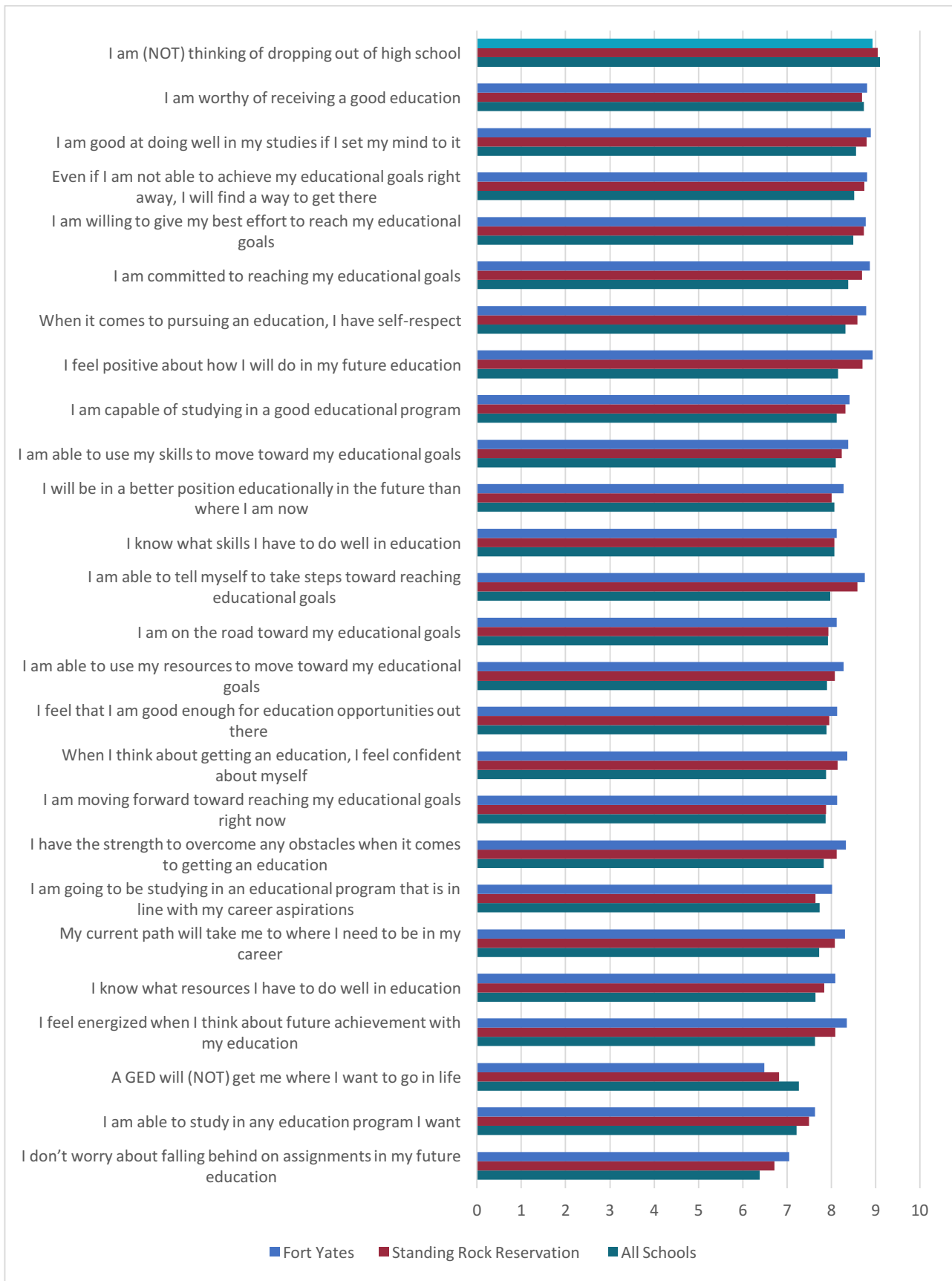
Fort Yates students' highest confidence was reflected in the statements that they were not thinking about dropping out of high school and they felt positive about how they will do in their future education. Fort Yates students' confidence ratings were higher on 23 of the 26 education statements when compared to Standing Rock Reservation and All Schools data (See Figure 3).

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

Fort Yates students' means for the feelings category was  $\bar{x} = 8.33$ , which was higher than the means for Standing Rock Reservation Schools ( $\bar{x} = 8.15$ ) and All Schools ( $\bar{x} = 7.91$ ).

Fort Yates students' average for the goals category was  $\bar{x} = 8.37$ , which was higher than the means for Standing Rock Reservation Schools ( $\bar{x} = 8.18$ ) and All Schools ( $\bar{x} = 8.00$ ).

The overall education confidence level of the Fort Yates students was  $\bar{x} = 7.88$ , which was higher than Standing Rock Reservation ( $\bar{x} = 7.70$ ) and All Schools ( $\bar{x} = 7.48$ ). Additional detail on the students' confidence in achieving future education is presented in Appendix Table C.



**Figure 3. Confidence in Achieving Future Education**

# Challenges to 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.

Fort Yates students ranked lack information about colleges and transportation as their greatest challenges to future education. Fort Yates students rated none of the ten education challenges higher than Standing Rock Reservation, whereas they ranked eight of ten education challenges higher when compared to All Schools students (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.

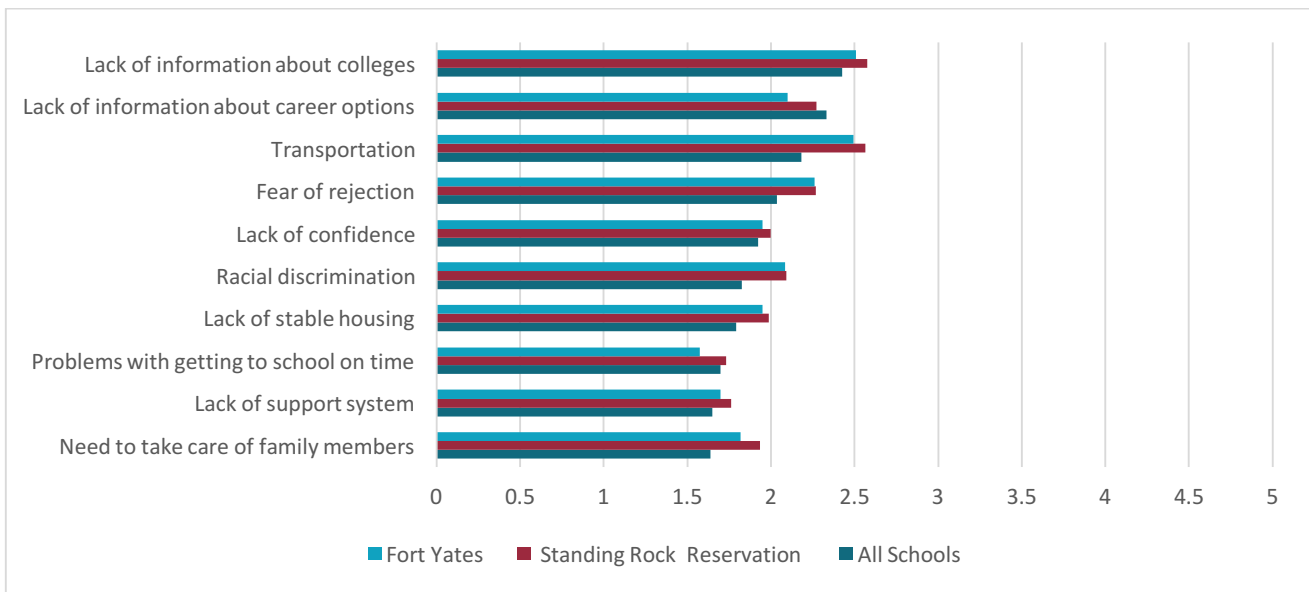
The external category mean for Fort Yates students was  $\bar{x} = 1.43$  and measured similar to Standing Rock Reservation ( $\bar{x} = 1.42$ ), but higher than All Schools ( $\bar{x} = 1.33$ ).

The self-confidence category measure of  $\bar{x} = 1.68$  for Fort Yates students was lower than Standing Rock Reservation ( $\bar{x} = 1.72$ ), but higher than All Schools ( $\bar{x} = 1.65$ ).

The average for support category mean was  $\bar{x} = 1.79$  for Fort Yates students, which was comparable to Standing Rock Reservation ( $\bar{x} = 1.82$ ), but higher than All Schools ( $\bar{x} = 1.63$ ).

The Fort Yates students mean score for information category was  $\bar{x} = 2.33$ , which was lower than Standing Rock Reservation ( $\bar{x} = 2.44$ ), but comparable to All Schools ( $\bar{x} = 2.38$ ).

The overall education challenge mean for Fort Yates students was  $\bar{x} = 1.72$ , which was comparable to Standing Rock Reservation schools ( $\bar{x} = 1.75$ ), but higher than All Schools ( $\bar{x} = 1.64$ ). Additional information on challenges for future education is shown in Appendix Table D.



**Figure 4. Future Educational Challenges**



# Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" Overall, 16% of Fort Yates students believed that GEDs were easy to obtain, which was similar to their peers from Standing Rock Reservation (18%), but lower than All Schools (30%) students' perceptions. In comparison, 56% of Fort Yates students thought that GEDs were equal in value to high school diplomas, which was higher than Standing Rock Reservation (51%) 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. Eleven Fort Yates students responded with their perceptions about GEDs. The open-ended responses revealed that four students stated that the time taken to earn a GED was shorter, one believed "it shortens up high school and when year [you are] done they give you a job," and "with a GED you aren't in classes as long as you are in high

school, its faster." One student stated that it's easier "because you take one test in every subject & it's an easier way of getting into the real world, but that's not for me, a diploma shows commitment." One student stated that "I think it's like a high school diploma."

Forty-four students responded to the question "why it wasn't easier to get a GED." Ten students reported that it was harder for similar reasons, explaining "because you would have to go through more tests and things." Ten students were more concerned about future career opportunities, as one reported "you have more opportunities with a HS diploma," and "if I have a GED then it'll be harder to get a stable job that pays enough." Twelve students expressed their beliefs similarly, that "... it is important to get your high school diploma." One student stated "they have to struggle with a lack of education" as a reason a GED was not easier.

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

General Education Diploma Questions		Fort Yates N=61		Selfridge N=10		Solen N=7		Standing Rock Reservation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	10	16%	2	10%	2	29%	14	18%	152	30%
	No	49	80%	8	80%	5	71%	62	80%	343	67%
Missing Data		2	4%	0	0%	0	0%	2	2%	16	3%
Is a GED equal to a high school diploma?	Yes	34	56%	2	20%	4	57%	40	51%	116	23%
	No	22	36%	7	70%	3	43%	32	41%	377	74%
Missing Data		5	8%	1	10%	0	0%	6	8%	18	3%

# Educational Support

Students identified people who would support them if they decided to continue their education in health-related fields. There were 11 possible supporters listed and two open-ended questions for individual responses. The order of the responses are based from the highest to lowest percentage from All Schools data. Individual school results may differ from the percentages as illustrated in the results for Fort Yates High School (See Table 3).

Overall, Fort Yates students believed eight individuals ( $\bar{x}$  = 8.33) would support them to continue their education after graduation, which was comparable to their peers from Standing Rock ( $\bar{x}$  = 8.22) and comparable to their All Schools ( $\bar{x}$  = 7.61) peers

when rounded up. The most common sources of encouragement for Fort Yates students included teachers (92%), parents (92%), uncles (89%), friends (87%), grandparents (85%), aunts (85%), school counselor (82%) and siblings (80%).

In one open-ended question, students reported other family members who would support their education in health-related fields. Fort Yates students listed cousins (n=2), sister, step father, religion and great-grandparents. The second open-ended question addressed, "Someone else?" Fort Yates students' shared coaches (n=3), school office staff, boyfriend, God, myself, girlfriends and mom as those who would provide support.

**Table 3. Sources of Support for Achieving Future Education**

Supporters	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	%	%	%	N	%	N	%
Parents	92%	80%	100%	71	91%	454	89%
Teachers	92%	90%	86%	71	91%	427	84%
Aunts	85%	90%	100%	68	87%	419	82%
Friends	87%	80%	100%	68	87%	415	81%
Uncles	89%	90%	57%	67	86%	402	79%
Grandparents	85%	80%	100%	67	86%	401	78%
School counselor	82%	90%	100%	66	85%	387	76%
Siblings	80%	80%	57%	61	78%	381	75%
Spouse or partner	52%	70%	71%	44	56%	49	4%
Co-workers	46%	10%	14%	30	38%	210	41%
Family support	31%	30%	14%	23	29%	134	26%
Other family members	34%	0%	14%	22	28%	91	18%
Children	30%	10.0%	14%	20	26%	83	16%
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>
<b>Number of Supporters</b>	8.33	7.70	8.00	77	8.22	499	7.61

# Post High School Educational Plans

As detailed in Figure 5, Fort Yates students had higher interests in attending a four-year college or university than their peers from Standing Rock Reservation and All Schools. Additional information on post high school education plans is displayed in Appendix Table E.

Fort Yates students interested in attending community or tribal colleges listed Sitting Bull College (n=19) in Fort Yates, United Tribes Technical College (n=4) in Bismarck, Bismarck State College or Lake Region Sate College in Devils Lake.

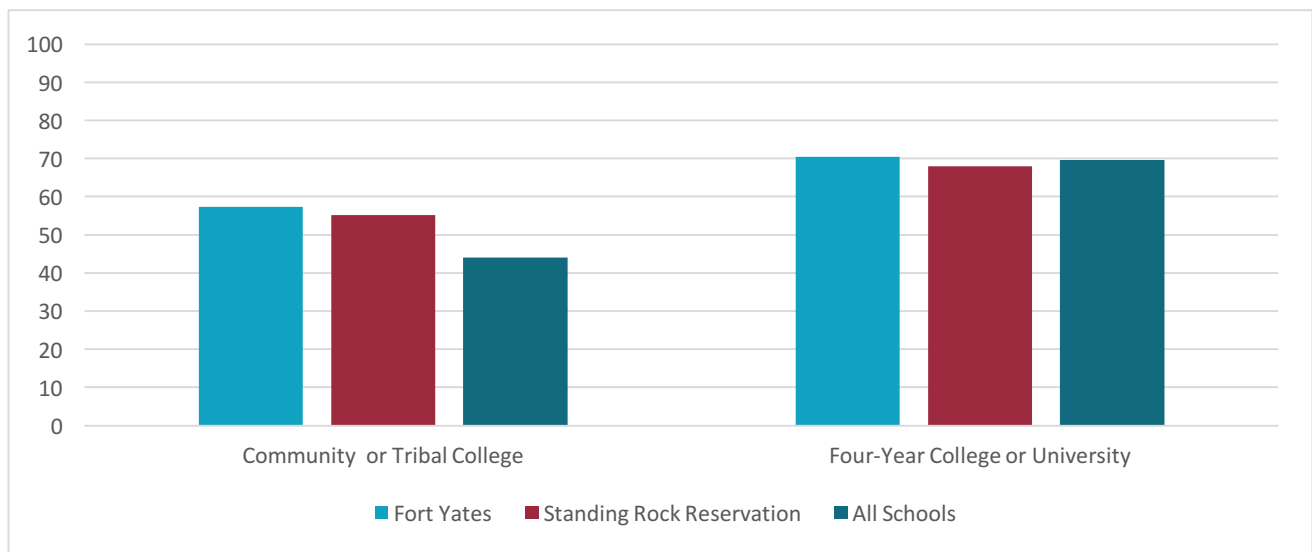
Twenty-seven Fort Yates students planned to attend community or tribal colleges and their career interests included nursing (n=4), metal works, veterinary science, completing generals, paramedic, lawyer, business, environmental science, oil drilling, journalism, leadership education, criminal justice and three were undecided.

Eleven students did not have plans for attending a community or tribal college, and five students responded similarly "I want to go to a bigger college" and one believed that "I can do better than a community college." Other students stated their reasons as "because I want to leave the rez," "bigger goals" and "military."

Fort Yates students interested in four-year colleges or universities were planning to attend the University of North Dakota (n=5), North Dakota State University (n=4), University of Mary (n=3), University of St. Mary (n=2) or Minot State University for institutions in North Dakota. Haskell Indian Nations University (n=5), University of Alaska, Boston University, University of Arizona, University of Minnesota-Morris, Creighton University in Nebraska, or Fort Lewis in Colorado were listed as out-of-state institutions that were of interest to students, and five were undecided.

Career choices of Fort Yates students who planned to attend four-year colleges or universities included nursing (n=4), teaching (n=3), music industry (n=3), welding (n=2), criminal justice (n=2), law (n=2), cosmetology, physical education, music producer, pharmacy, business, "smithing," political journalism, agriculture, chemistry and business. Six students were undecided of their career interests.

Seven Fort Yates students reported they did not plan to attend four-year colleges or universities. Students reported they had "better things to do," or were "busy working." One student reported that there were "too many white people." Two students were going into different career paths such as "military" or "BCS is only a two year."



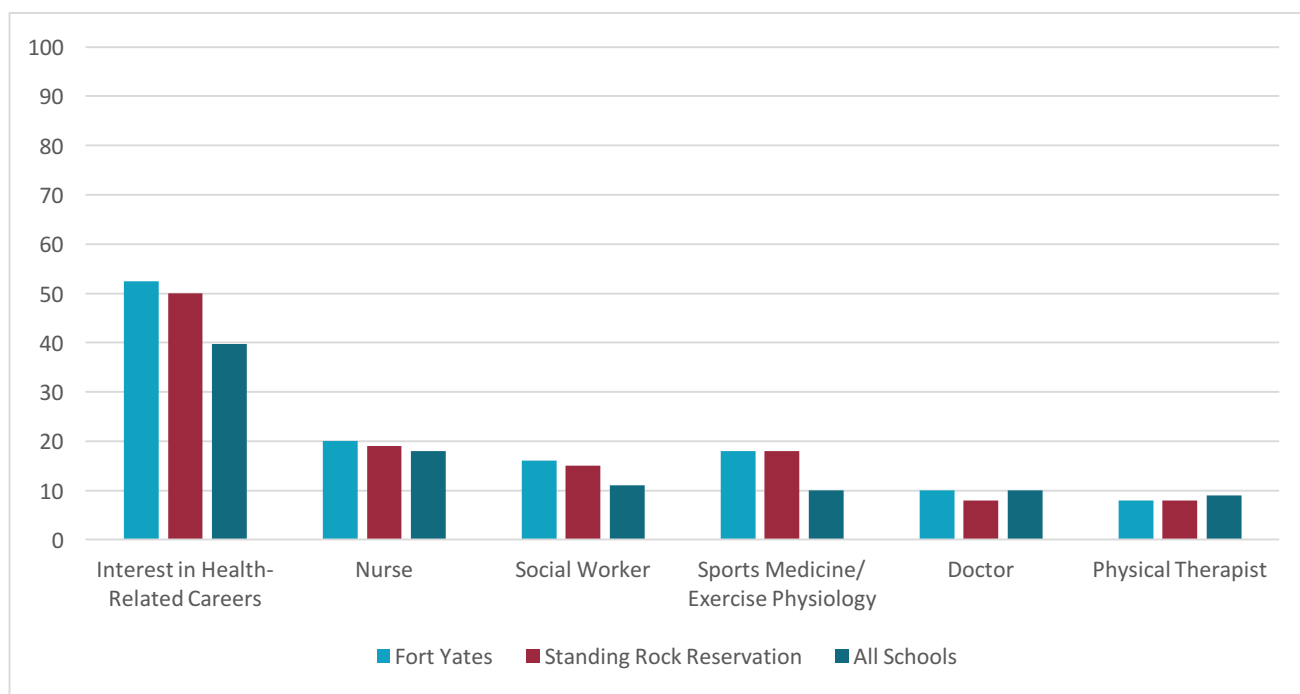
**Figure 5. Future Educational Plans**

Of the 60 students surveyed, 52% were interested in health careers, which was higher than Standing Rock Reservation (50%) 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, Fort Yates students' strongest interests were in nursing (20%), sports medicine/exercise physiology (18%) and medicine (16%). In comparison to Standing Rock Reservation and All Schools students, Fort Yates had a stronger interest in many of the top five

careers selected by All Schools. An open-ended question, "Other" was provided. Fort Yates students reported in careers for sports medicine (n=3), dental hygiene (n=5), psychology, paramedic or EMT (n=5), counselor, exercise physiology and imaging technician (n=2). Several of these choices were part of the original list of 20 health careers. 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 in health careers. Fort Yates students were interested in teaching (n=3), music industry (n=3), art (n=2), criminal justice (n=2), law (n=2), journalism (n=2), welding (n=2), agriculture, early childhood development, electrical engineer, environmental sciences, leadership, metal works, NFL or NBA, oil fields, photographer, physical education, writing, liberal arts and one is undecided.



**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 Fort Yates High School.

Fort Yates students' highest confidence was reflected in the statement that they were willing to give their best effort to reach their career goals. Fort Yates students' confidence ratings were higher 20 of the 24 employment statements when compared to Standing Rock Reservation and All Schools data (See Figure 7).

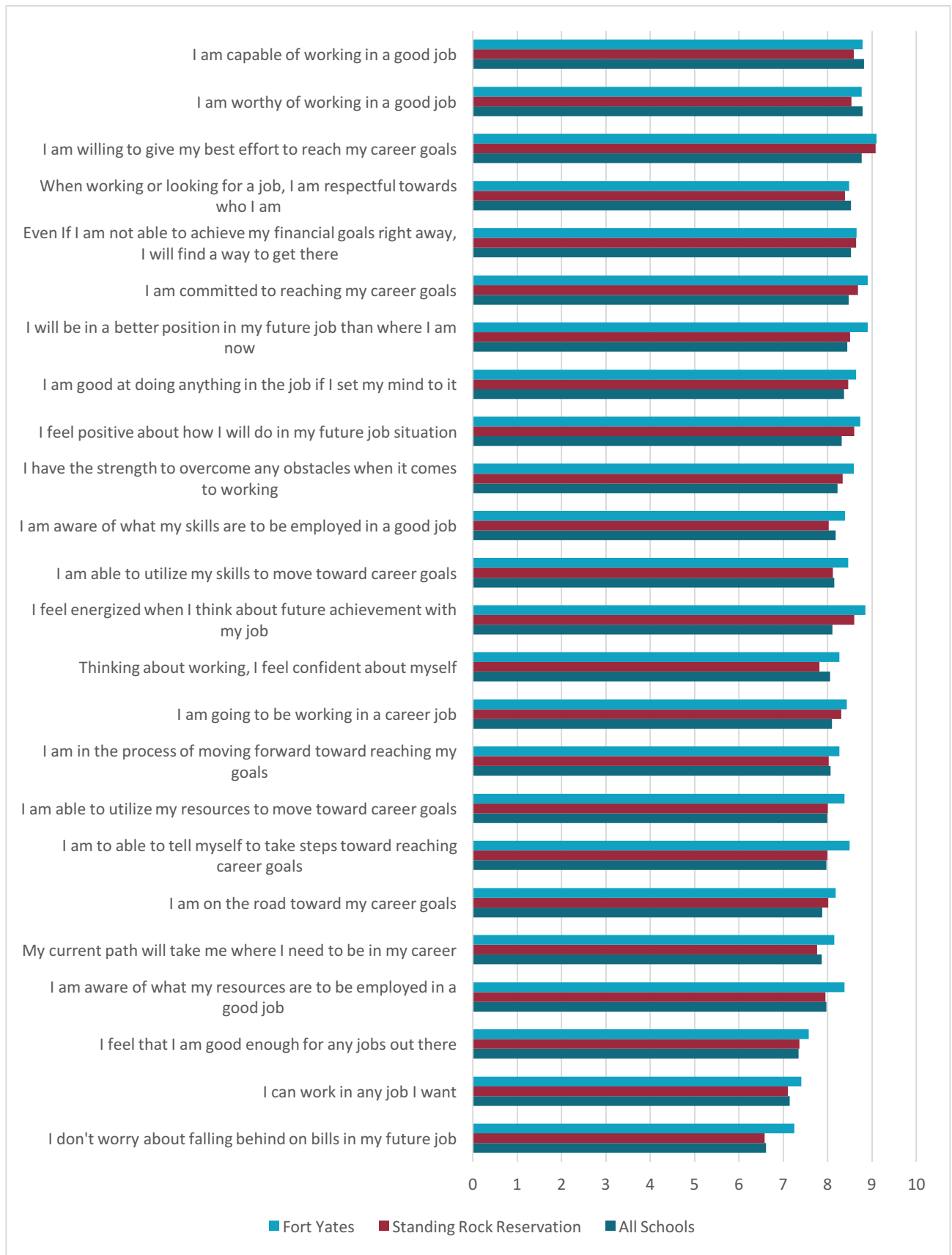
Students were asked about their confidence towards obtaining employment after high school. These statements were further split into three categories, feelings about employment, goals towards employment, and future employment. An overall total confidence score was also calculated.

Fort Yates students' mean for the feelings category was  $\bar{x} = 8.42$ , which was higher than the means for Standing Rock Reservation Schools ( $\bar{x} = 8.24$ ) and All Schools ( $\bar{x} = 8.30$ ).

Fort Yates students' average for goals category was  $\bar{x} = 8.53$ , which was higher than the means for Standing Rock Reservation Schools ( $\bar{x} = 8.26$ ) and All Schools ( $\bar{x} = 8.16$ ).

In comparison, Fort Yates students' mean for the future category was  $\bar{x} = 8.11$ , which was significantly higher than the means for Standing Rock Reservation Schools ( $\bar{x} = 7.72$ ) and All Schools ( $\bar{x} = 7.72$ ).

The overall employment confidence level of the Fort Yates was  $\bar{x} = 8.42$ , which was significantly higher than Standing Rock Reservation ( $\bar{x} = 8.14$ ) and All Schools ( $\bar{x} = 8.11$ ). Additional detail on students' confidence in obtaining future employment is presented in Appendix Table G.



**Figure 7. Confidence in Obtaining Future Education**

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

Fort Yates students ranked having a high school diploma as their greatest challenge for future employment. When compared to Standing Rock Reservation and All Schools, Fort Yates students’ ratings were higher on none of the ten employment challenge statements (See Figure 8).

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

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

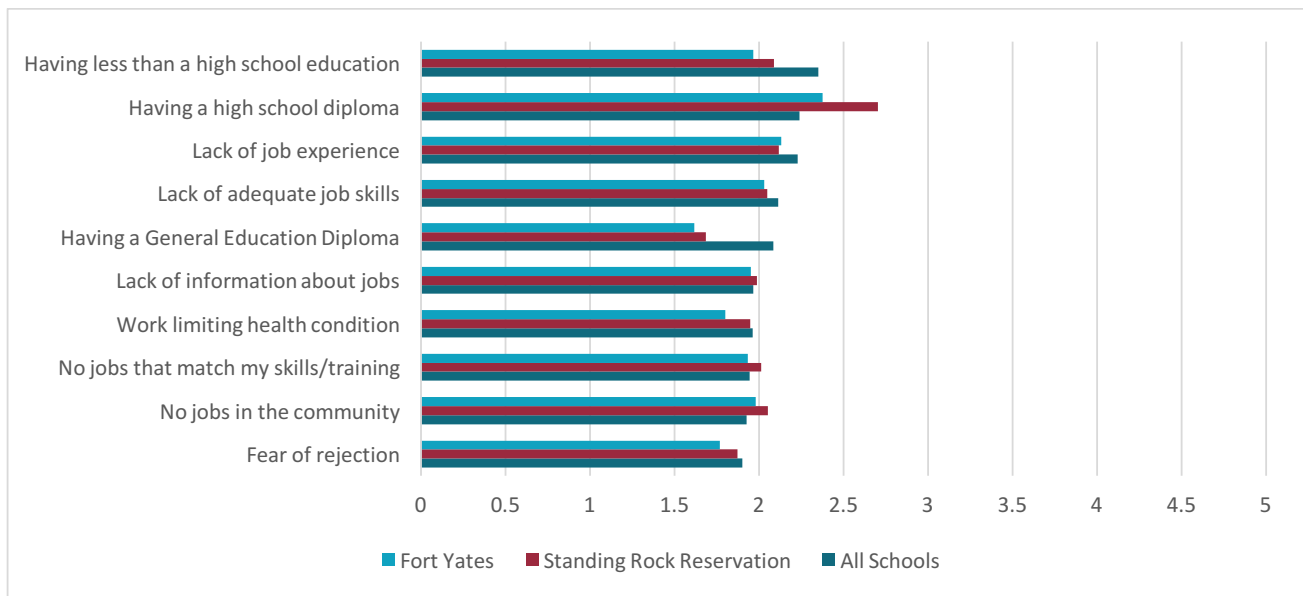
The Fort Yates students’ average for the external category was  $\bar{x} = 1.55$ , this measure was comparable to Standing Rock Reservation ( $\bar{x} = 1.51$ ) and All Schools data ( $\bar{x} = 1.51$ ).

Self-confidence category average ( $\bar{x} = 1.66$ ) for Fort Yates students was higher than Standing Rock Reservation ( $\bar{x} = 1.63$ ) and All Schools ( $\bar{x} = 1.62$ ) students.

The job category mean for Fort Yates students ( $\bar{x} = 1.92$ ) was lower than Standing Rock Reservation ( $\bar{x} = 1.96$ ), but comparable to All Schools ( $\bar{x} = 1.95$ ) data.

Fort Yates students’ education category mean ( $\bar{x} = 1.97$ ) was lower than Standing Rock Reservation ( $\bar{x} = 2.10$ ) and All Schools ( $\bar{x} = 2.15$ ).

The overall challenge mean for Fort Yates students was  $\bar{x} = 1.74$ , which was similar to Standing Rock Reservation schools ( $\bar{x} = 1.76$ ), and All Schools ( $\bar{x} = 1.76$ ). The full list of challenges to 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 Fort Yates High School (See Table 4).

Overall, Fort Yates students believed eight individuals ( $\bar{x}$  =8.45) would support them when seeking employment in health-related fields, which was similar to their peers at Standing Rock Reservation schools ( $\bar{x}$  =8.21) and All Schools students ( $\bar{x}$  =7.94) when rounded up. The most

common sources of encouragement for Fort Yates students were from parents (87%), friends (85%), grandparents (85%), aunts (82%), teachers (82%), uncles (77%), siblings (75%) and school counselor (74%).

In one open-ended question, the students were asked to report other family members who would support their employment in a health-related field. Fort Yates students listed cousins (n=4), everyone (n=2), myself, claimed family and great-grandparents. The second open-ended question addressed, "Someone else?" Four Winds students shared coaches (n=2), cousins, classmates, mentors, step mother and boyfriend as someone who would provide support.

**Table 4. Sources of Support for Future Employment**

Supporters	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	%	%	%	N	%	N	%
Parents	87%	80%	100%	68	87%	453	89%
Friends	85%	80%	71%	65	83%	409	80%
Grandparents	85%	100%	86%	68	87%	407	80%
Aunts	82%	80%	71%	63	81%	402	79%
Teacher(s)	82%	80%	43%	61	78%	396	77%
Uncles	77%	90%	57%	60	77%	388	76%
Siblings	75%	50%	100%	58	74%	385	75%
School counselor	74%	60%	100%	58	74%	364	71%
Coworkers	44%	80%	71%	40	51%	261	51%
Spouse or partner	56%	30%	29%	39	50%	241	47%
Children	30%	10%	0%	19	24%	122	24%
Family	31%	0%	0%	19	24%	109	21%
Other family members	28%	10%	14%	19	24%	85	17%
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>
<b>Number of Supporters</b>	8.45	7.40	7.43	73	8.21	482	7.94

# Post High School Employment Plans

When students were asked about their plans after graduation, 33% were interested in joining the military, and 54% were interested in working directly after graduation, as seen in Figure 9. Additional information on post high school education plans are displayed in Appendix Table E.

Students planning to enlist in the military were asked to list which branch. Twenty-seven students reported specific branches of the military, including Army (n=8), Marines (n=7), National Guard (n=5), Air Force (n=4), and Navy (n=3).

Fort Yates military career interests included survival, infantry, marksman, pilot, helping people, business, music, journalism, leadership, technical engineering, supply and driving. One student reasoned that they were "going to war to fight for U.S."

Fort Yates students choosing to work after graduation, planned for employment in the oil fields (n=3), teaching, rodeo, clothing print shop, CNA, gas station, McDonalds and Dairy Queen. While two students believed they would like to work "somewhere worthy" or "anything that pays well." Six

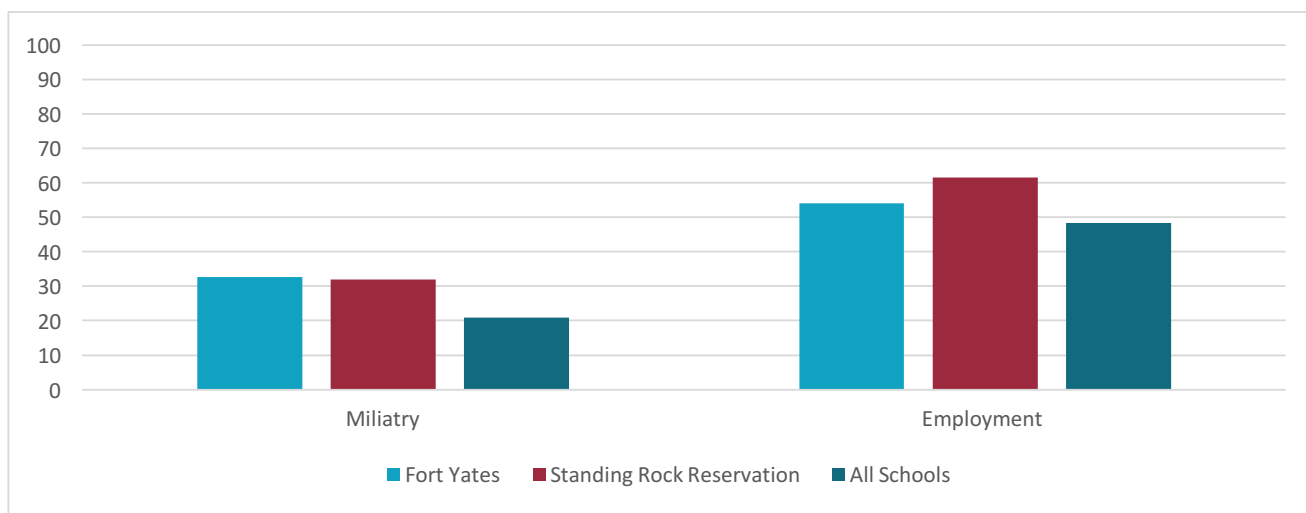
students were "not sure" of their employment plans.

Twelve students reported they currently worked on farms, Fort Yates, Foot Locker, White Buffalo, oil fields, K&Z and SRT. One Fort Yates student reported, "I would like to work, no places hiring" in the "other comments" section of the survey. Students reported working six hours, 7-12 hours/week, 10.5 hours, 18 hours, 40 hours, 56 hours, and 130-200 hours. Students also reported Monday-Friday, Thursdays, weekends and "my time is small" for hours worked.

In an open-ended question, students were asked if they did not plan to attend college or work, why not. One Fort Yates students responded "because have better chance to get the job I want."

## Other Comments

Students had the opportunity to add "Other Comments" at the end of the survey. One Fort Yates student reported that "I would like to work. No places hiring." Another participant listed gender as "other" where gender was reported, only two options on the survey were presented, male and female.



**Figure 9. Future Plans for Employment After High School**







# Summary

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Fort Yates students who participated in the survey differed from the demographic pattern of All Schools, with a higher percentage of American Indian/Native American students, but were similar to their peers at Standing Rock Reservation. The gender distribution of Fort Yates differed from Standing Rock Reservation and All Schools students, with a higher percentage females and lower percentage of males. The age distribution of Fort Yates students compared to Standing Rock Reservation and All Schools students showed a lower percentage of students at the age of 16 and an increased percentage of students age 17. Fort Yates students' overall self-confidence was higher than their peers from other Standing Rock Reservation schools, but comparable to All Schools students. Fort Yates students' overall confidence in achieving goals for their future education were higher than their peers from Standing Rock Reservation and All Schools. Fort Yates students identified several challenges to their future. Yet the post high school education plans for Fort Yates students showed higher interest in four-year colleges or universities over community or tribal colleges.

Fifty-two percent were interested in health careers, which was comparable to Standing Rock Reservation and higher than All Schools. Careers in nursing, sports medicine/exercise physiology, and medicine were of interests to the students. Fort Yates students' confidence in obtaining future employment was higher than the overall average from Standing Rock Reservation and All Schools. Fort Yates students identified a similar number of challenges to their employment future, which aligned with the top challenges from the All Schools data. Fewer students were interested in obtaining employment directly following graduation when compared to their Standing Rock Reservation peers, but a similar percentage were interested in enlisting in the military. Interest in both the military and employment were higher than All Schools students. Fort Yates students' current employment status was similar to Standing Rock Reservation but lower than All Schools.





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# Appendix

This Appendix includes individual results for 11th and 12th grade students from Fort Yates High School, two other schools, the combined responses of students at the three Standing Rock Reservation schools (Fort Yates, Selfridge and Solen), and the overall results of the 12 schools in North Dakota that participated in the Youth 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 78 students were from three schools on or near Standing Rock Reservation. The students were enrolled in Fort Yates (n=61), Selfridge (n=10) and Solen (n=7) high schools.

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

**Table A. Demographics of Students Participating in the Hope Survey**

Demographics	Fort Yates (%) N=61	Selfridge (%) N=10	Solen (%) N=7	Standing Rock Reservation (%) N=78	All Schools (%) N=511
<b>Race/Ethnicity</b>	<b>n=60</b>	<b>n=10</b>	<b>n=7</b>	<b>n=77</b>	<b>n=506</b>
American Indian/Native American	95%	100%	100%	96%	66%
Other *	3%	0%	0%	3%	33%
Missing Data	2%	0%	0%	1%	1%
<b>Gender</b>	<b>n=60</b>	<b>n=10</b>	<b>n=7</b>	<b>n=77</b>	<b>n=508</b>
Male	44%	50%	71%	47%	50%
Female	54%	50%	29%	52%	49%
Missing Data	2%	0%	0%	1%	1%
<b>Age</b>	<b>n=59</b>	<b>n=10</b>	<b>n=7</b>	<b>n=76</b>	<b>n=500</b>
16	16%	40%	29%	21%	20%
17	56%	50%	42%	54%	50%
18-19	25%	10%	29%	23%	28%
Missing Data	3%	0%	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

# 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.

Fort Yates and Standing Rock Reservation students' highest self-confidence statement was reflected in the belief that they would be able to achieve most of their goals that they set for themselves. In contrast, the highest self-confidence measure for All Schools was that they believed they can obtain outcomes that are important to them. Fort Yates overall self-confidence mean was higher than Standing Rock Reservation, but comparable to All Schools.

**Table B. Self-Confidence Ratings of Students**

Self-Confidence Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
In general, I think that I can obtain outcomes that are important to me.	4.00	3.90	3.57	77	3.95	509	4.16
I will be able to achieve most of the goals that I have set for myself.	4.13	4.20	3.29	78	4.06	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.03	3.60	3.29	78	3.91	509	4.09
I will be able to successfully overcome many challenges.	4.07	3.70	3.43	78	3.96	508	4.01
I am confident that I can perform effectively on many different tasks.	3.72	3.80	3.29	78	3.69	509	3.98
Even when things are tough, I can perform well.	3.89	3.60	3.00	78	3.77	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.90	3.60	3.00	78	3.78	510	3.81
Compared to other people, I can do most tasks very well.	3.69	3.40	2.86	78	3.58	510	3.75
<b>Overall Confidence</b>	<b>3.93</b>	<b>3.73</b>	<b>3.21</b>	<b>78</b>	<b>3.84</b>	<b>510</b>	<b>3.96</b>

## Confidence In Achieving Future Education

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

Students' perceived challenges to achieving a future education are represented in Table C. Not thinking about dropping out of high school was the

highest rated self-confidence statement by Fort Yates, Standing Rock Reservation and All Schools students. Not worrying about falling behind on their assignments in their future educational programs was rated as the lowest statement by Fort Yates, Standing Rock Reservation and All Schools students. The overall confidence mean for achieving future education was higher for Fort Yates students than their peers from Standing Rock Reservation and All Schools.

**Table C. Confidence in Achieving Future Education**

Education Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	8.93	9.00	10.00	78	9.04	509	9.10
I am worthy of receiving a good education**	8.80	8.40	8.14	78	8.69	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.89	8.10	9.00	78	8.80	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.80	8.40	8.71	78	8.74	509	8.51
I am willing to give my best effort to reach my educational goals^^	8.77	8.60	8.57	78	8.73	509	8.45
I am committed to reaching my educational goals^^	8.87	8.70	7.14	78	8.69	508	8.38
When it comes to pursuing an education, I have self-respect**	8.79	7.10	9.00	78	8.59	510	8.32
I feel positive about how I will do in my future education**	8.93	7.70	8.14	77	8.70	509	8.15
I am capable of studying in a good educational program**	8.41	8.30	7.57	78	8.32	511	8.12

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.



## Confidence In Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
I am able to use my skills to move toward my educational goals^^	8.38	7.60	7.86	78	8.23	507	8.10
I will be in a better position educationally in the future than where I am now^^	8.28	6.90	7.14	78	8.00	510	8.07
I know what skills I have to do well in education^^	8.12	7.50	8.43	77	8.07	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	8.75	8.20	7.71	78	8.59	509	7.97
I am on the road toward my educational goals^^	8.12	7.40	7.14	78	7.94	502	7.92
I am able to use my resources to move toward my educational goals^^	8.27	7.40	7.43	76	8.08	507	7.90
I feel that I am good enough for educational opportunities out there**	8.13	7.50	7.00	78	7.95	510	7.89
When I think about getting an education, I feel confident about myself**	8.36	7.40	7.27	78	8.14	511	7.88
I am moving forward toward reaching my educational goals right now^^	8.13	6.70	7.43	77	7.88	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	8.33	7.60	7.00	78	8.12	511	7.83
I am going to be studying in an educational program that is in line with my career aspirations^^	8.02	6.30	6.29	78	7.64	509	7.73

\*\* 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	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
My current path will take me to where I need to be in my career^^	8.31	7.20	7.29	78	8.08	506	7.73
I know what resources I have to do well in education^^	8.09	7.00	7.00	76	7.84	506	7.64
I feel energized when I think about future achievement with my education^^	8.34	7.10	7.29	78	8.09	509	7.63
A GED will (NOT) get me where I want to go in life^^	6.49	7.10	9.29	78	6.82	506	7.27
I am able to study in any education program I want**	7.63	7.10	6.86	77	7.49	502	7.22
I don't worry about falling behind on my assignments in my future education**	7.05	5.40	5.71	78	6.72	510	6.38
<b>Overall Confidence</b>	<b>7.88</b>	<b>7.06</b>	<b>7.00</b>	<b>78</b>	<b>7.70</b>	<b>511</b>	<b>7.48</b>
<b>Feelings</b>	8.33	7.46	7.57	78	8.15	511	7.91
<b>Goals</b>	8.37	7.50	7.53	78	8.18	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 questions 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. The lack of information about college was rated as the major challenge statement by Fort Yates, Standing Rock

Reservation and All Schools students. Domestic violence was rated the lowest educational challenge statement by students from Fort Yates, Standing Rock Reservation and All Schools.

Overall, the information category was rated as the highest challenge category that would impact their future education by Fort Yates, Standing Rock Reservation and All Schools students. In comparison, external category was the lowest challenge category for students obtaining future education. The overall educational challenge mean for Fort Yates students was similar to the Standing Rock Reservation mean and higher than All Schools mean.

**Table D. Future Educational Challenges**

Educational Challenge Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Lack of information about college	2.51	2.80	2.86	78	2.58	504	2.43
Lack of information about career options	2.10	2.90	2.86	77	2.27	501	2.33
Transportation	2.49	2.80	2.86	78	2.56	507	2.18
Fear of rejection	2.26	2.30	2.29	78	2.27	508	2.04
Lack of confidence	1.95	2.20	2.14	77	2.00	507	1.93
Racial discrimination	2.08	2.10	2.14	77	2.09	508	1.83
Lack of stable housing	1.95	2.10	2.17	76	1.99	506	1.79
Problems with getting to school on time	1.57	2.40	2.14	78	1.73	508	1.70
Lack of support system	1.70	2.00	2.00	76	1.76	504	1.65

## Challenges To Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Need to take care of family members	1.82	2.60	2.00	77	1.94	507	1.64
Lack of coping skills for daily struggles	1.52	1.80	1.86	77	1.58	506	1.63
Childcare	1.56	2.10	2.29	78	1.69	507	1.58
Anger management	1.51	2.20	1.29	78	1.58	509	1.56
No colleges in the area	1.62	1.60	1.86	78	1.64	506	1.49
Cannot read or write very well	1.49	1.00	2.14	78	1.49	507	1.47
Bullying	1.42	1.80	1.00	76	1.43	506	1.39
Lack of clothing for school	1.53	1.60	1.43	77	1.53	508	1.38
Need to take care of young children	1.48	1.40	1.14	77	1.44	506	1.37
Mental illness	1.42	1.40	1.14	77	1.39	506	1.35
Drug/alcohol addiction	1.51	1.60	1.14	78	1.49	509	1.35
Past criminal record	1.34	1.10	1.00	78	1.28	509	1.32
Being a single parent	1.62	1.10	1.00	78	1.50	508	1.31
Physical disabilities	1.48	1.40	1.14	78	1.44	509	1.31
Domestic violence	1.34	1.40	1.00	77	1.33	506	1.27
<b>Overall Challenges</b>	<b>1.72</b>	<b>1.90</b>	<b>1.78</b>	<b>78</b>	<b>1.75</b>	<b>509</b>	<b>1.64</b>
<b>External</b>	<b>1.43</b>	<b>1.52</b>	<b>1.10</b>	<b>78</b>	<b>1.42</b>	<b>509</b>	<b>1.33</b>
<b>Self-Confidence</b>	<b>1.68</b>	<b>1.94</b>	<b>1.77</b>	<b>78</b>	<b>1.72</b>	<b>509</b>	<b>1.65</b>
<b>Support</b>	<b>1.79</b>	<b>1.87</b>	<b>1.95</b>	<b>78</b>	<b>1.82</b>	<b>509</b>	<b>1.63</b>
<b>Information</b>	<b>2.33</b>	<b>2.85</b>	<b>2.85</b>	<b>78</b>	<b>2.44</b>	<b>506</b>	<b>2.38</b>



## Post High School Educational Plans

Table E displays students reported plans to continue their education after high school graduation. Fort Yates students indicated a higher preference for attending a community or tribal colleges than their peers from All Schools, and similar interest in four-year colleges or universities as other Standing Rock Reservation and All Schools students.

**Table E. Future Educational Plans**

Educational Plans		Fort Yates N=61		Selfridge N=10		Solen N=7		Standing Rock Reservation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Community or Tribal College	Yes	35	57%	5	50%	3	43%	43	55%	225	44%
	No	19	31%	5	50%	4	57%	28	36%	252	49%
Missing Data		7	11%	0	0%	0	0%	7	9%	33	7%
Four-Year College or University	Yes	43	70%	5	50%	5	71%	53	68%	356	70%
	No	9	15%	5	50%	2	29%	15	20%	112	22%
Missing Data		9	15%	0	0%	0	0%	9	12%	41	8%

Fifty-two percent of Fort Yates 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 more common careers that emerged from the student responses are shown in Table F. Fort Yates students expressed interest in all five health careers, though, they were more likely to choose careers as nurses and doctors than their peers.

**Table F. Health Careers of Interest to Students**

Health Careers	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	%	%	%	N	%	N	%
Health Career Interests	52%	30%	57%	39	50%	203	40%
Nurse	20%	0%	43%	15	19%	93	18%
Doctor	16%	20%	0%	12	15%	57	11%
Sports Medicine/ Exercise Physiology	18%	30%	0%	14	18%	53	10%
Social Worker	10%	0%	0%	6	8%	49	10%
Physical Therapist	8%	0%	14%	6	8%	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 self-confidence statement rated by Fort Yates and Standing Rock Reservation students towards future employment was their belief that they are willing to give their best effort to reach their career goals, whereas All Schools students believed they are capable of working in good jobs. Not worrying about falling behind on bills in their future jobs was rated the lowest statement by Fort Yates, Standing Rock Reservation and All Schools students.

Overall, the feelings category was rated as the highest category by Fort Yates, Standing Rock Reservation and All Schools. In comparison, the future category was ranked as the lowest category for students obtaining future employment. The overall employment confidence mean for Fort Yates students was higher than Standing Rock Reservation and All Schools means.

**Table G. Confidence in Obtaining Future Employment**

Employment Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of working in a good job**	8.79	7.00	9.14	78	8.59	507	8.82
I am worthy of working in a good job**	8.77	6.90	8.86	78	8.54	508	8.79
I am willing to give my best effort to reach my career goals^^	9.10	8.90	9.14	78	9.08	507	8.76

\*\* 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	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
When working or looking for a job, I am respectful towards who I am**	8.48	7.40	9.00	77	8.39	506	8.52
Even if I am not able to achieve my financial goals right away, I will find a way to get there^^	8.66	8.30	9.00	78	8.64	507	8.52
I am committed to reaching my career goals^^	8.90	8.00	7.71	78	8.68	508	8.47
I will be in a better position in my future job than where I am now++	8.90	6.50	7.86	78	8.50	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.64	7.00	9.00	78	8.46	509	8.37
I feel positive about how I will do in my future job situation++	8.74	7.60	8.86	78	8.60	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.59	6.30	9.00	78	8.33	508	8.22
I am aware of what my skills are to be employed in a good job^^	8.39	6.30	7.29	78	8.03	507	8.18
I am able to utilize my skills to move toward career goals^^	8.46	6.20	7.86	78	8.12	508	8.15
I feel energized when I think about future achievement with my job^^	8.85	7.50	8.00	78	8.60	508	8.10
I am going to be working in a career job++	8.26	5.80	6.71	78	7.81	507	8.10
I am in the process of moving forward toward reaching my goals^^	8.43	7.90	7.86	78	8.31	507	8.06

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence In Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

Employment Statements	Fort Yates	Selfridge	Solen	Standing Rock Reservation		All Schools	
	N=61	N=10	N=7	N=78		N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Thinking about working, I feel confident about myself**	8.26	6.50	8.14	78	8.03	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	8.18	7.10	7.57	78	7.99	508	7.97
I am aware of what my resources are to be employed in a good job^^	8.49	6.30	6.29	78	8.01	508	7.97
I am able to utilize my resources to move toward career goals^^	8.38	6.00	7.57	78	8.00	508	7.99
I am on the road toward my career goals^^	8.15	6.30	6.43	78	7.76	503	7.88
My current path will take me to where I need to be in my career^^	8.38	6.50	6.29	78	7.95	507	7.87
I feel that I am good enough for any jobs out there**	7.57	6.20	7.143	78	7.36	509	7.34
I can work in any job I want++	7.41	5.00	7.43	78	7.10	508	7.14
I don't worry about falling behind bills in my future job++	7.25	5.00	3.00	78	6.58	509	6.61
<b>Overall Confidence</b>	<b>8.42</b>	<b>6.77</b>	<b>7.71</b>	<b>78</b>	<b>8.14</b>	<b>509</b>	<b>8.11</b>
<b>Feelings</b>	8.42	6.76	8.61	78	8.24	509	8.30
<b>Goals</b>	8.53	7.11	7.58	78	8.26	508	8.16
<b>Future</b>	8.11	5.98	6.77	78	7.72	509	7.72

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.



## Challenges To Obtaining Future Employment

Table H displays the 28 statements that were used to identify students' challenges to obtaining employment after high school. These statements were divided into four categories similar to the challenges to education section: external challenge (racial discrimination, drug or alcohol addiction, domestic violence, physical disabilities, mental illness, childcare, being a single parent, need to take care of parents/family members); challenges with self-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.

Fort Yates, Standing Rock Reservation and All Schools students believed that having less than a high school education was the highest employment challenge. The lowest challenge among students was lack of work clothing, although physical disabilities was selected by Standing Rock Reservation and All Schools students. Overall, the education category was rated as the highest challenge category by Fort Yates, Standing Rock Reservation and All Schools. In comparison, the external category was the lowest challenge category for students obtaining future employment. The overall employment challenge confidence mean for Fort Yates students was similar to Standing Rock Reservation and All Schools means.

**Table H. Future Employment Challenges**

Employment Challenge Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Having less than high school education	1.97	2.60	2.43	77	2.09	506	2.35
Having a high school diploma	2.38	4.00	3.71	78	2.71	504	2.24
Lack of job experience	2.13	1.80	2.43	77	2.12	505	2.23
Lack of adequate job skills	2.03	2.30	1.86	78	2.05	505	2.11
Having a General Education Diploma	1.62	2.00	1.86	77	1.69	505	2.09
Lack of information about jobs	1.95	2.00	2.29	78	1.99	507	1.97
Work limiting health condition (illness/injury)	1.80	2.70	2.14	78	1.95	505	1.96

## Challenges To Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
No jobs that match my skills/training	1.93	2.20	2.43	78	2.01	506	1.95
No jobs in the community	1.98	1.90	2.86	77	2.05	505	1.93
Transportation	1.98	2.90	2.29	78	2.13	507	1.92
Fear of rejection	1.77	2.40	2.00	78	1.87	505	1.90
Lack of stable housing	1.75	1.70	1.57	78	1.73	506	1.75
Lack of confidence	1.74	1.40	1.43	78	1.67	506	1.74
Need to take care of parents/family members	1.92	2.20	1.86	78	1.95	503	1.68
Problems with getting to job on time	1.57	1.70	1.86	78	1.61	506	1.64
Anger management	1.62	2.00	1.14	78	1.63	506	1.62
Racial discrimination	1.54	2.10	1.57	78	1.62	507	1.60
Lack of coping skills for daily struggles	1.72	1.60	1.43	78	1.68	505	1.60
Childcare	1.57	2.20	1.57	78	1.65	505	1.58
Cannot read or write very well	1.53	1.40	1.86	77	1.55	505	1.56
Lack of support system	1.71	1.40	1.29	78	1.63	504	1.55
Drug/alcohol addiction	1.53	1.40	1.14	78	1.47	505	1.49
Lack of work clothing	1.45	1.30	1.43	77	1.43	505	1.47
Mental illness	1.39	1.10	1.00	78	1.32	507	1.46
Past criminal record	1.48	1.10	1.00	78	1.39	506	1.46
Being a single parent	1.46	1.30	1.00	78	1.40	505	1.44
Domestic violence	1.48	1.20	1.00	78	1.40	506	1.44
Physical disabilities	1.48	1.20	1.00	78	1.40	506	1.42

## Challenges To Obtaining Future Employment

**Table H. Future Employment Challenges (continued)**

Employment Challenge Statements	Fort Yates N=61	Selfridge N=10	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
<b>Overall Challenges</b>	<b>1.74</b>	<b>1.99</b>	<b>1.77</b>	<b>78</b>	<b>1.76</b>	<b>507</b>	<b>1.76</b>
<b>External</b>	1.55	1.52	1.19	78	1.51	507	1.51
<b>Self-Confidence</b>	1.66	1.50	1.57	78	1.63	506	1.62
<b>Job</b>	1.92	2.00	2.26	78	1.96	507	1.95
<b>Education</b>	1.97	2.72	2.40	78	2.10	507	2.15

## Post High School Employment Plans

Table I displays students' plans for enlisting in the military or employment after high school graduation. Fort Yates students had similar interests as Standing Rock Reservation in enlisting in the military, however, the percentage of Fort Yates students planning to pursue employment after graduation is lower than Standing Rock Reservation, but higher than All Schools.

**Table I. Future Employment Plans After High School**

Employment Plans		Fort Yates N=61		Selfridge N=10		Solen N=7		Standing Rock Reservation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Military	Yes	20	33%	4	40%	1	14%	25	32%	107	21%
	No	31	51%	6	60%	6	86%	43	55%	360	71%
Missing Data		10	16%	0	0%	0	0%	10	13%	44	8%
Employment	Yes	33	54%	48	90%	6	86%	48	62%	247	48%
	No	10	17%	12	10%	1	14%	12	15%	45	8%
Missing Data		18	29%	18	0	0	0%	18	23%	219	43%



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For information contact Loretta Heuer, PhD, RN, FAAN at [loretta.heuer@ndsu.edu](mailto:loretta.heuer@ndsu.edu) or 701-231-8205.

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