

Youth Education & Employment Survey Results

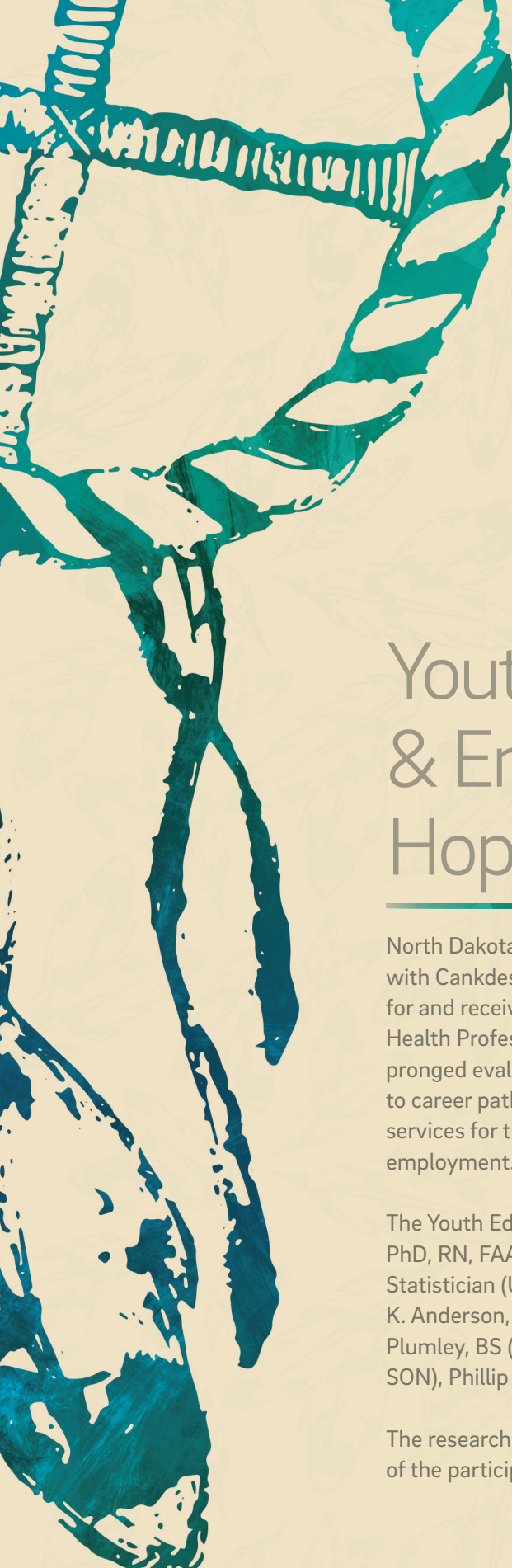
Hope Project:
Selfridge High School
Selfridge, North Dakota



CANKDESKA CIKANA
COMMUNITY COLLEGE
Spirit Lake Dakota Nation



NDSU SCHOOL
OF NURSING



Youth Education & Employment Hope Survey

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

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

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 reservation. 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

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 Selfridge, 10 students of 12 (83%) enrolled in 11th and 12th grades participated in the survey.

Of the 10 students, 100% self-identified as American Indian/Native American (See Table 1). Selfridge students had a greater percentage of American Indian/Native American students when compared to their Standing Rock Reservation and All Schools peers. Because of the small number of students at Selfridge, some values could not be reported as reasonable comparisons to Standing Rock Reservation and All Schools. Age categories and the percentages of male/female students at Selfridge were similar to those of students at other schools. Additional detail is presented in Appendix Table A.

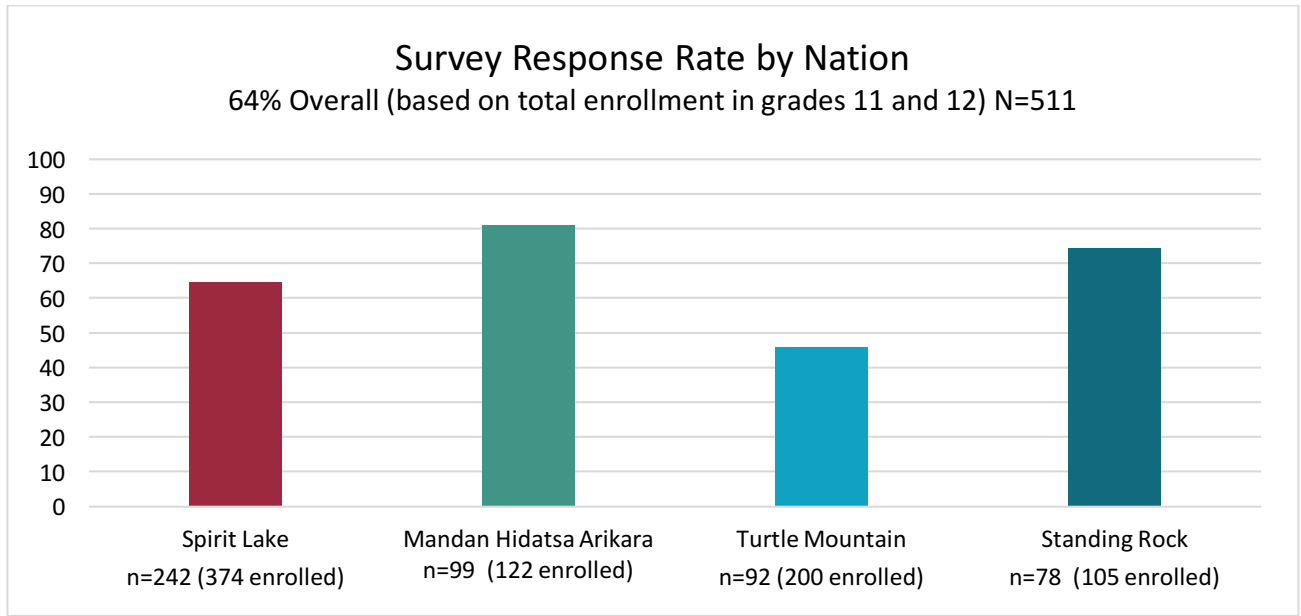


Figure 1. Survey Response Rate by Nation. The response rate is the percent of 11th and 12th grade students who completed the survey compared to the total number of students enrolled.

Table 1. Demographics of Students Participating in the Hope Survey

Demographics	Selfridge N=10	Selfridge (%)	Standing Rock Reservation N=78	Standing Rock Reservation (%)	All Schools N=511	All Schools (%)
Race/Ethnicity	n=10	100%	n=77	99%	n=506	99%
American Indian/Native American	10	100%	75	96%	335	66%
Other *	0	0%	2	3%	171	33%
Missing Data	0	0%	1	1%	5	1%
Gender	n=10	100%	n=77	99%	n=508	99%
Male	5	50%	37	47%	259	50%
Female	5	50%	40	52%	249	49%
Missing Data	0	0%	1	1%	3	1%
Age	n=10	100%	n=76	97%	n=499	97%
16	4	40%	16	21%	100	20%
17	5	50%	42	54%	255	50%
18-19	1	10%	18	23%	145	28%
Missing Data	0	0%	2	2%	11	2%
Employment	n=1	10%	n=68	87%	n=172	34%
Currently Employed	Yes	1	14	18%	172	34%
	No	9	54	69%	297	58%
Missing Data	0	0%	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

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. Selfridge students rated their self-confidence lower on six of the eight statements when compared to Standing Rock Reservation schools and All Schools. The total confidence mean for Selfridge students was $\bar{x} = 3.73$ as compared to $\bar{x} = 3.84$ for Standing Rock Reservation 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

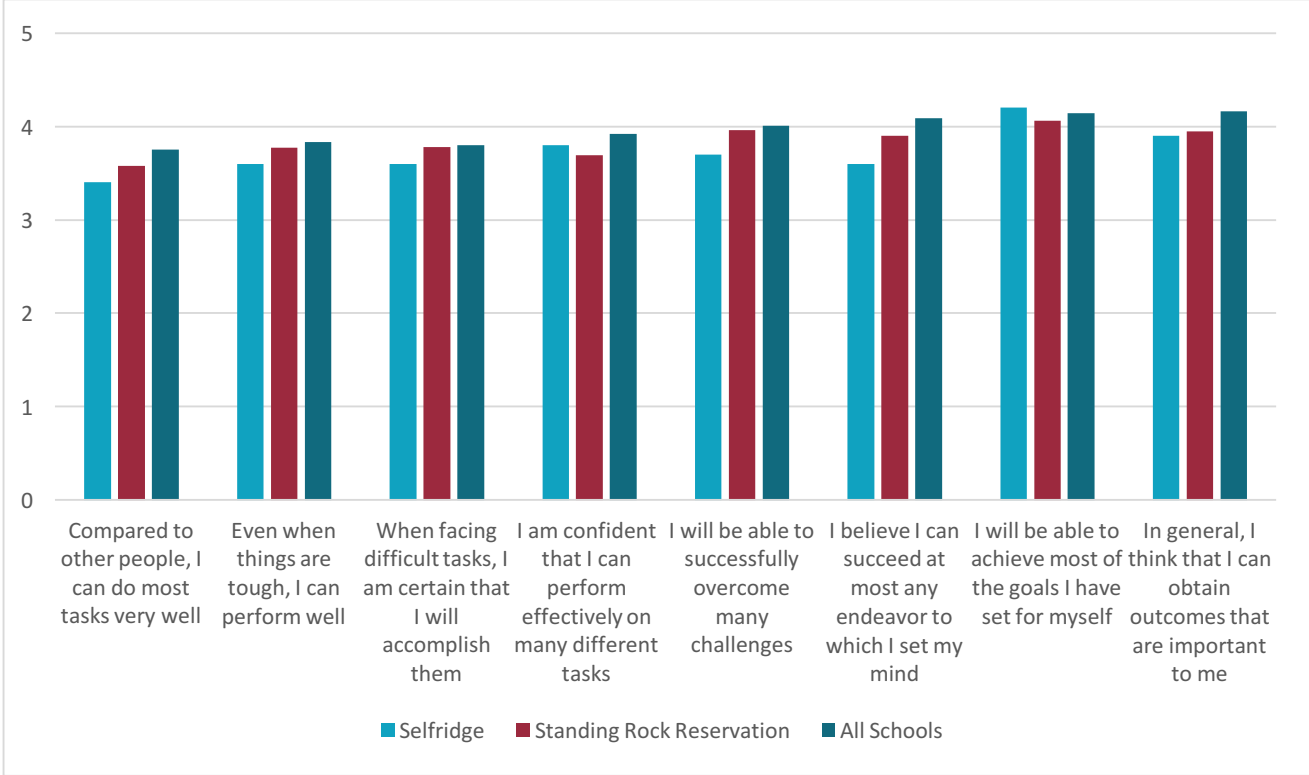


Figure 2. Self-Confidence Ratings of Students



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 10-point scale, where scores could range from zero to 10, with 10 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 Selfridge High School.

Selfridge students' highest confidence was reflected in the statements that they were not thinking about dropping out of high school and they would achieve their educational goals. Selfridge students' confidence ratings were lower on 21 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.

Selfridge students' mean for the feelings category was $\bar{x} = 7.46$, which was lower than the means for Standing Rock Reservation schools ($\bar{x} = 8.15$) and All Schools ($\bar{x} = 7.91$).

Selfridge students' average for the goals category was $\bar{x} = 7.50$, which was lower 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 Selfridge students was $\bar{x} = 7.06$, which was lower than Standing Rock Reservation ($\bar{x} = 7.70$) and All Schools ($\bar{x} = 7.48$). Additional detail on the students' confidence to achieving future education is presented in Appendix Table C.

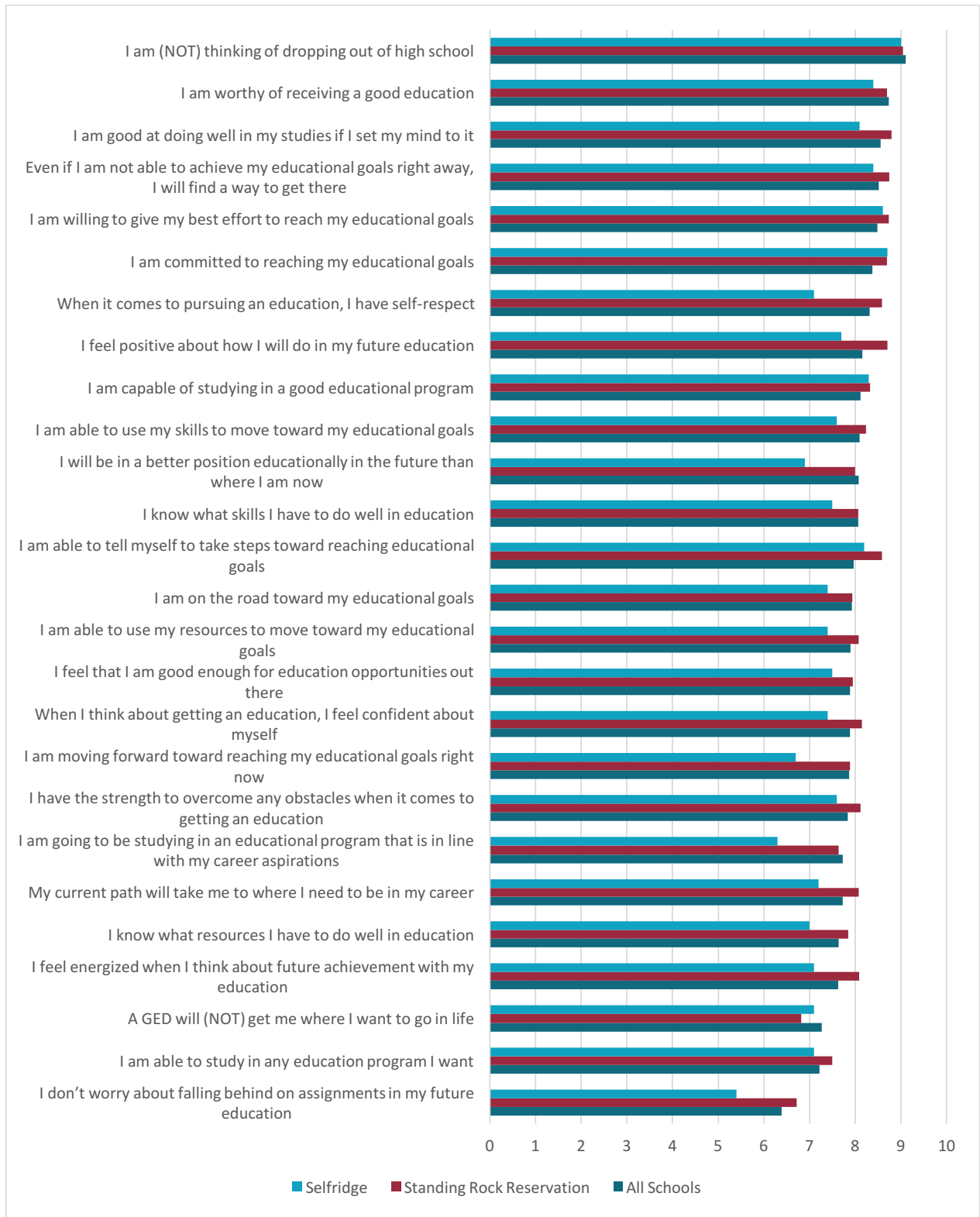


Figure 3. Confidence in Achieving Future Education

Challenges to Future Education

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

Selfridge students ranked lack of information about career options as their greatest challenge to future education. Selfridge students’ rankings were higher in all ten educational challenge statements when compared to Standing Rock Reservation and All Schools data (see Figure 4).

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

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

External category mean for Selfridge students was $\bar{x} = 1.52$ and measured higher than Standing Rock Reservation ($\bar{x} = 1.42$) and All Schools ($\bar{x} = 1.33$).

The self-confidence category measure of $\bar{x} = 1.94$ for Selfridge students was higher than Standing Rock Reservation ($\bar{x} = 1.72$) and All Schools ($\bar{x} = 1.65$).

The average for support category mean was $\bar{x} = 1.87$ for Selfridge students was comparable to Standing Rock Reservation ($\bar{x} = 1.82$) and higher than All Schools ($\bar{x} = 1.63$).

The Selfridge students’ mean score for information category was $\bar{x} = 2.85$, which was higher than Standing Rock Reservation schools ($\bar{x} = 2.44$) and All Schools ($\bar{x} = 2.38$).

The overall education challenge mean for Selfridge students was $\bar{x} = 1.90$, which was higher than Standing Rock Reservation schools ($\bar{x} = 1.75$) or All Schools ($\bar{x} = 1.64$). Additional information on challenges for future education are shown in Appendix Table D.

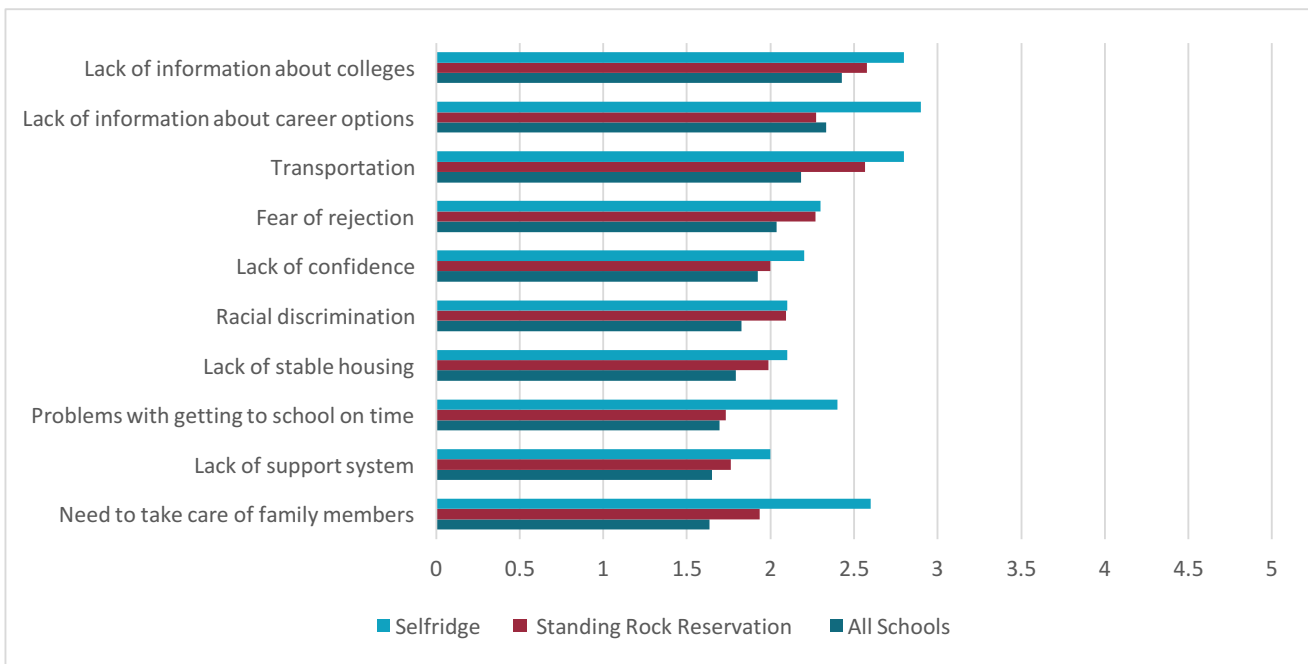


Figure 4. Future Educational Challenges

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, 20% of Selfridge students believed that GEDs were easier to obtain, which was comparable to Standing Rock Reservation (18%) but lower than All Schools (30%). In comparison, 20% of students thought that GEDs were equal to high school diplomas, which was lower than Standing Rock Reservation (51%) and All Schools (23%) (See Table 2).

Selfridge students were asked if it was easier to obtain a GED, and two responded. One student stated, "Because you won't have to go into school and you won't do that much school work," while another student thought, "It is not that hard to finish." One student reflected, "...You made it this far why drop out now."

Selfridge students were asked why it was not easier to get a GED, and seven students responded. Three students reported they would rather stay in school. One believed "It would take forever just to get your GED. Much easier to stick it out, [and get a] HS diploma," while another stated, "I'd rather continue in school no matter how hard it is." Two students had concerns about the future, as one stated, "Its better because you'll find better jobs with a high school diploma." Another student reported that a "GED won't get you that far" and one student believed that a "GED is like a high school diploma but you still have to work hard for it."

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

General Education Diploma Questions		Selfridge N=10		Fort Yates N=61		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	2	20%	N	%	N	%	N	%	N	%
	No	8	80%	10	16%	2	29%	14	18%	152	30%
Missing Data		0	0%	49	80%	5	71%	62	80%	343	67%
Is a GED equal to a high school diploma?	Yes	2	20%	2	4%	0	0%	2	2%	16	3%
	No	7	70%	34	56%	4	57%	40	51%	116	23%
Missing Data		1	10%	22	36%	3	43%	32	41%	377	74%

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 Selfridge High School (See Table 3).

Overall, Selfridge students believed eight individuals ($\bar{x} = 7.70$) would support them to continue their education after graduation, which was comparable to

Standing Rock Reservation ($\bar{x} = 8.22$) and All Schools ($\bar{x} = 7.61$) when rounded up. The most common sources of support for Selfridge students included teachers (90%), aunts (90%), uncles (90%), school counselors (90%), parents (80%), friends (80%), grandparents (80%) and siblings (80%).

In one open-ended question, students described other family members who would support their education in a health-related field. Selfridge students listed cousins (n=2). The second open-ended question addressed, "Someone else?" Selfridge students did not provide responses for this question.

Table 3. Sources of Support for Achieving Future Education

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

Post High School Educational Plans

As detailed in Figure 5, Selfridge students were less interested in attending community college or tribal colleges when compared to their peers at Standing Rock Reservation. When compared to Standing Rock Reservations and All Schools students, a lower percentage of Selfridge students planned to attend four-year colleges or universities. Additional information on post high school education plans is displayed in Appendix Table E.

Students from Selfridge interested in attending community or tribal colleges listed Sitting Bull College in Fort Yates (n=3) and United Tribes College in Bismarck.

Career choices of Selfridge students who planned to attend community or tribal colleges included medicine, welding, and one student was undecided.

Three students did not have plans to attend community or tribal colleges. One student provided the following explanation, "I'd rather go to college out of state," while another was interested in the military and stated, "I'll do it [school] while I'm in the Navy" and one students reported that "I don't know."

When compared to Standing Rock Reservation and All Schools, Selfridge students were less interested in four-year colleges or universities. Selfridge students planned to attend Minnesota State University, Haskell Indian Nations University in Kansas and Duke University in North Carolina, while one student was undecided.

Career choices of Selfridge students who planned to attend four-year colleges or universities included journalism, veterinary field - "to work on cats" and one was uncertain.

Three Selfridge students reported they did not plan to attend four-year colleges or universities. One student stated, "because the job I am going into I don't need a four-year degree," and another replied "I don't know if I could go four long years." Lastly, one student stated that "I don't want to."

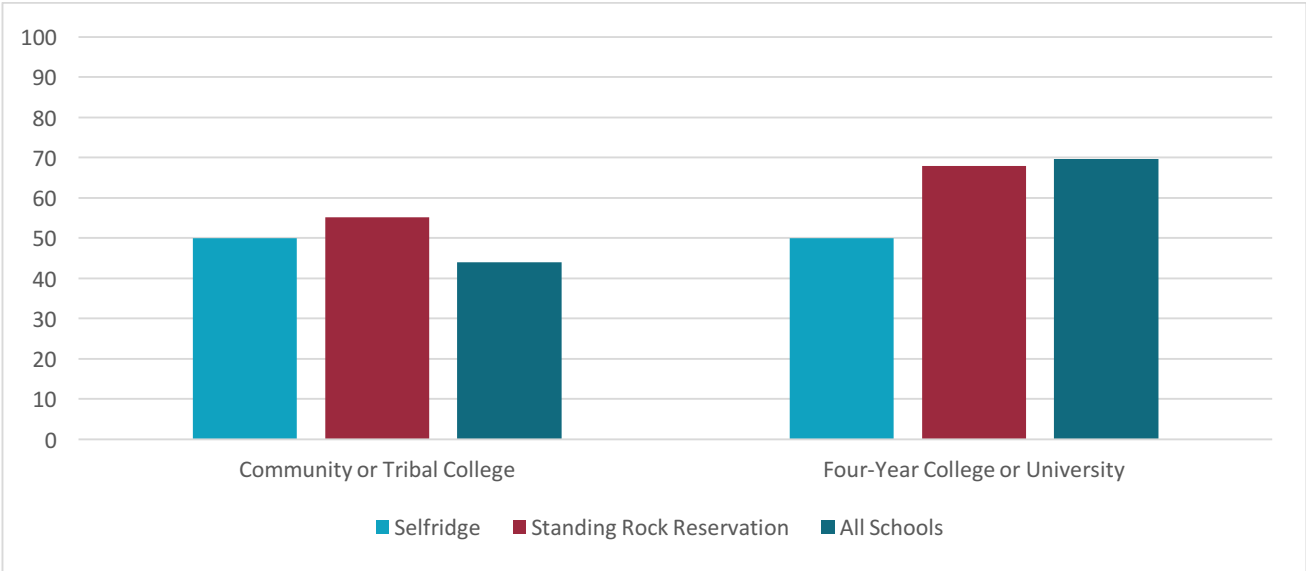


Figure 5. Future Educational Plans

Of the ten students surveyed, 30% were interested in health careers, which was lower than Standing Rock Reservation (50%) and All Schools (40%). Students who indicated interest in a health career were asked to choose their top three health career choices from a list of 20 that included nurse, nurse practitioner, pharmacist, doctor, physician assistant, imaging (X-ray) technician, laboratory technician, dietician, dental assistant, social worker, emergency medical technician (EMT), paramedic, physical therapist, occupational therapist, sports medicine/exercise physiology, counselor, dentist, dental hygienist, chiropractor, and other. All Schools students' top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, Selfridge students' strongest interests were in nursing (30%), physical therapy (20%) and medicine

(10%). In comparison, a higher percentage of students were interested in nursing and physical therapy than Standing Rock Reservation and All Schools. An open-ended question, "Other" was provided. Selfridge students wrote in labor nurse, pediatrician, social worker and sports medicine, although many 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. Selfridge students were interested in welding (n=3), mechanic, journalism and one student stated "yes, but don't know yet."

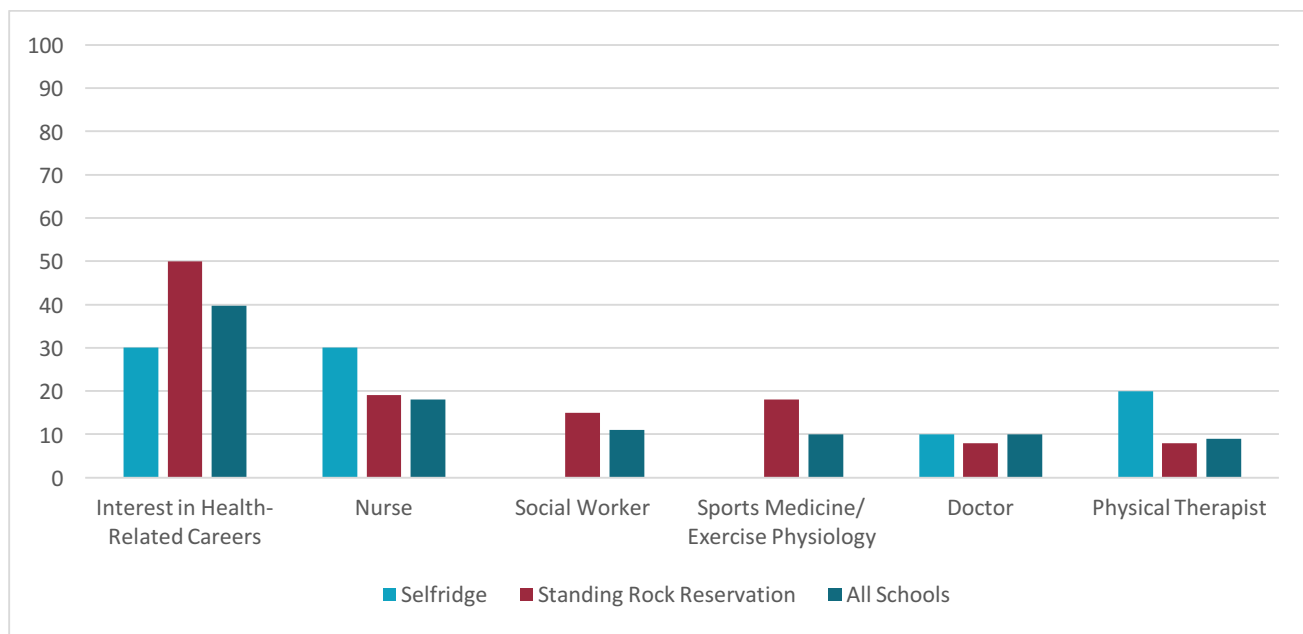


Figure 6. Health Careers of Interest to Students



Future Employment

Confidence in Obtaining Future Employment

Students' confidence of achieving 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 Selfridge High School.

Selfridge students' highest confidence was reflected in the statement that they were willing to give their best effort to achieve their career goals. Selfridge students' confidence ratings were lower on all 24 employment statements when compared to Standing Rock Reservation 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.

Selfridge students' mean for the feelings category was $\bar{x} = 6.76$, which was significantly lower than the means for Standing Rock Reservation schools ($\bar{x} = 8.24$) and All Schools ($\bar{x} = 8.30$).

The Selfridge students' average for the goals category was $\bar{x} = 7.11$, which was lower than the means for Standing Rock Reservation schools ($\bar{x} = 8.26$) and All Schools ($\bar{x} = 8.16$).

In comparison, Selfridge students' mean for the future category was $\bar{x} = 5.98$, which was significantly lower 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 Selfridge students was $\bar{x} = 6.77$, which again was significantly lower than Standing Rock Reservation schools ($\bar{x} = 8.14$) and All Schools ($\bar{x} = 8.11$). Additional detail on students' confidence in obtaining future employment is presented in Appendix Table G.

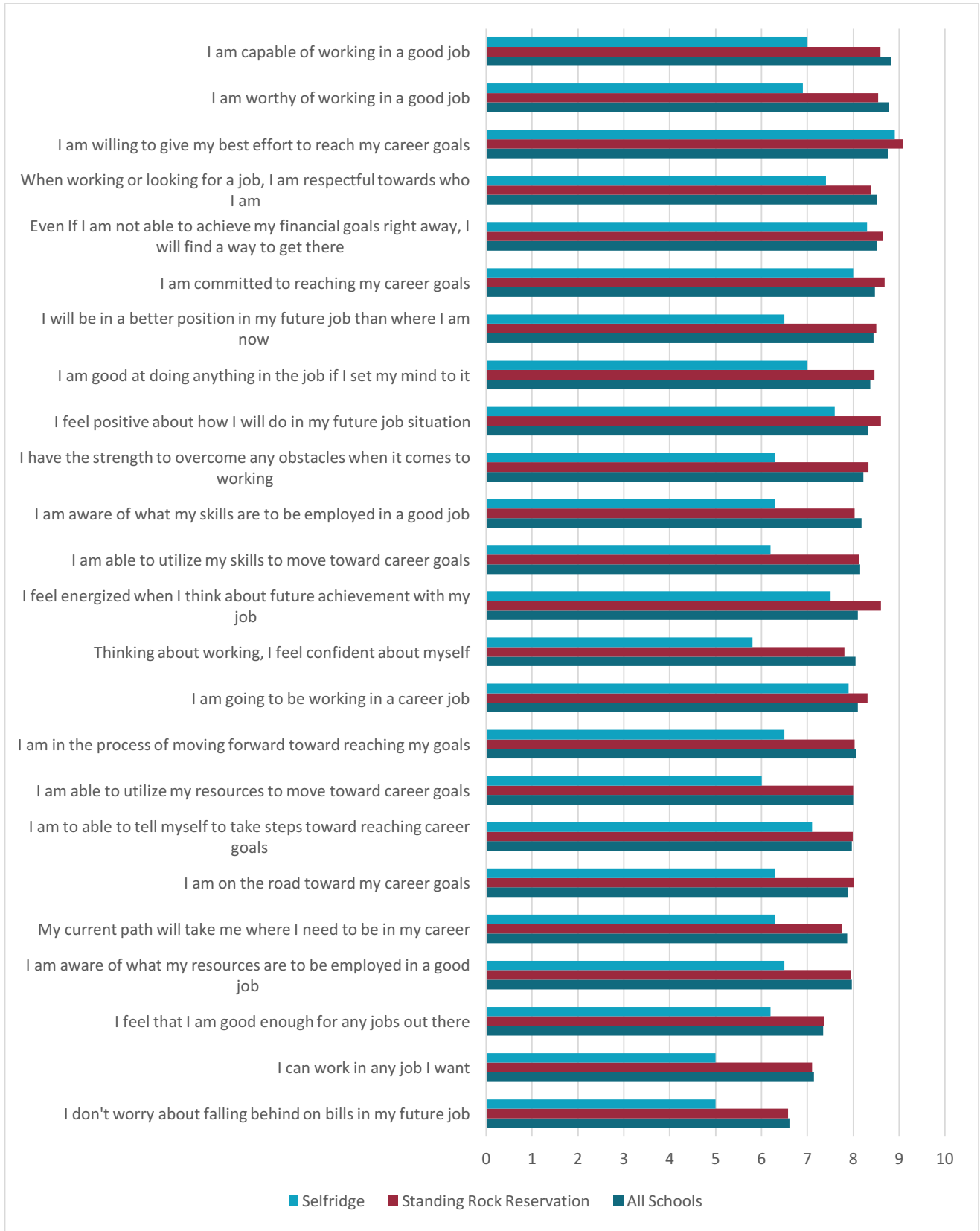


Figure 7. Confidence in Obtaining Future Employment

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. Selfridge 11th and 12th grade students identified similar top ten challenges as All Schools in the survey.

Selfridge students ranked having a high school diploma as their greatest challenge for future employment. When compared to Standing Rock Reservation and All Schools, Selfridge students’ ratings were lower in one 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 Selfridge students’ average external category was $\bar{x} = 1.52$, which was similar to Standing Rock Reservation ($\bar{x} = 1.51$) and All Schools data ($\bar{x} = 1.51$).

Self-confidence average ($\bar{x} = 1.50$) for Selfridge students was lower than Standing Rock Reservation ($\bar{x} = 1.63$) and All Schools ($\bar{x} = 1.62$) students.

The job category mean for Selfridge students ($\bar{x} = 2.00$) was comparable to Standing Rock Reservation ($\bar{x} = 1.96$) and All Schools ($\bar{x} = 1.95$) data.

Selfridge students’ mean for the education category ($\bar{x} = 2.72$) was higher than Standing Rock Reservation ($\bar{x} = 2.10$) and All Schools ($\bar{x} = 2.15$).

The overall challenge to obtaining employment for Selfridge students was $\bar{x} = 1.99$, which was higher than Standing Rock Reservation schools ($\bar{x} = 1.76$) and All Schools ($\bar{x} = 1.76$). A full list of challenges to future employment is found in the Appendix Table H.

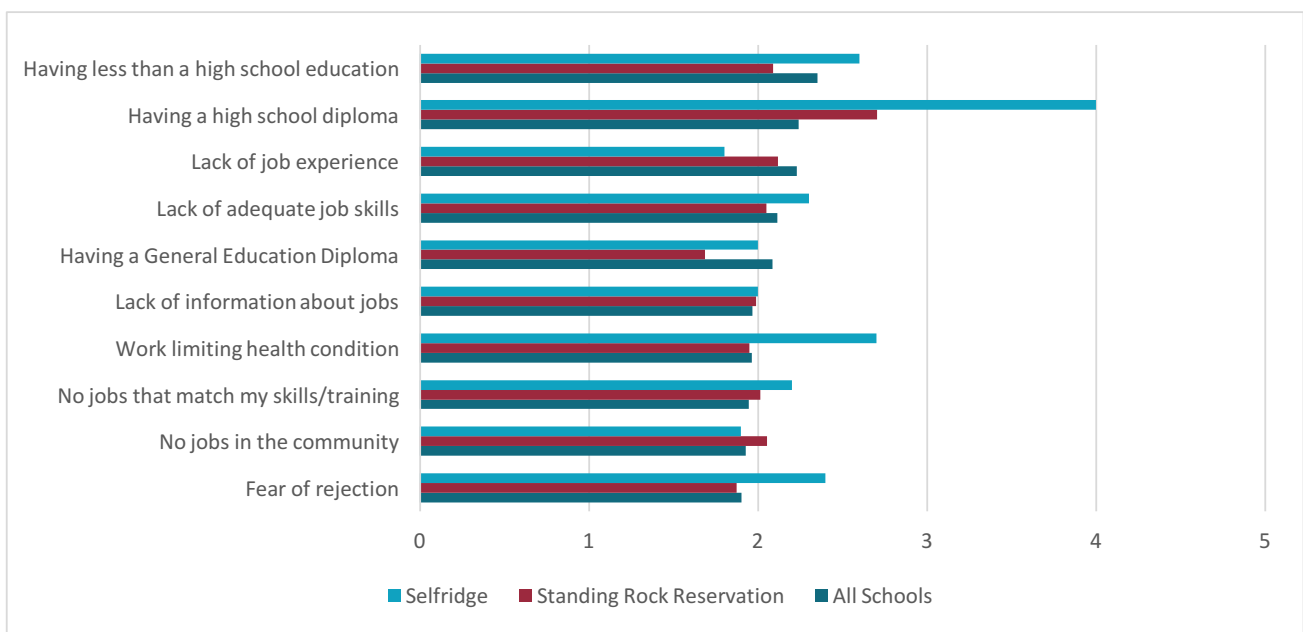


Figure 8. Future Employment Challenges

Employment Support

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

Overall, Selfridge students believed seven individuals ($\bar{x} = 7.40$) would support them when seeking employment in health related fields, which

was lower than their peers at Standing Rock Reservation ($\bar{x} = 8.21$) and All Schools ($\bar{x} = 7.94$) when rounded up. The most common sources of support included grandparents (100%), uncles (90%), parents (80%), friends (80%), aunts (80%), teachers (80%) and coworkers (80%).

In one open-ended question, students described other family members who would support their employment in a health related field. Selfridge students did not list additional supporters. The second open-ended question addressed, "Someone else?" One Selfridge student reported cousins would provide support.

Table 4. Sources of Support for Future Employment

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

Post High School Employment Plans

When students were asked about their post-graduation plans, 40% Selfridge students were interested in joining the military, and 90% were interested in working directly after graduation, which was higher than their peers at Standing Rock Reservation and All Schools (See Figure 9). Additional information on post high school education plans are displayed in Appendix Table E.

Students interested in the military were asked to list what branch. Four Selfridge students reported specific branches of the military, including the Army (n=2), National Guard and Navy. Three Selfridge students provided the following reasons for enlisting in the military, "trucking around the world," "making a name for myself" and "become a better person." As for military career interests, one student listed basketball, while another student was unsure.

Selfridge students choosing to work after graduation planned for employment as a fire-fighter, welding, trucking, oil rigs and pizza delivery. Other students

reported that they would seek employment at "any one [job] I can get," and "any job I can find to start me off." Three students reported they were currently employed, and places of employment included Selfridge City, farming and grocery store. One student reported working 30-40 hours per week while another student was unsure of the number of hours worked per week.

In an open-ended question, students were asked if they did not plan to attend college or work, why not. One Selfridge student reported "College."

Other Comments

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

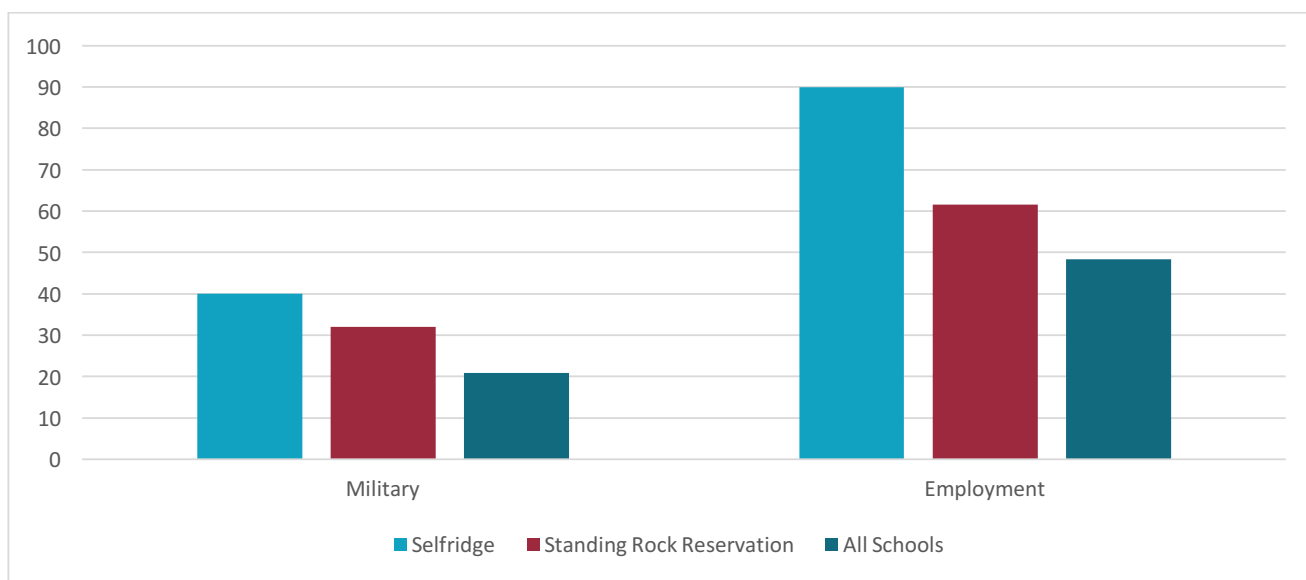


Figure 9. Future Plans for Employment After High School





Summary

Selfridge students who participated in the survey differed from the demographic pattern of All Schools, with a higher percentage of American Indian/Native American students than both Standing Rock Reservation and All Schools. The gender distribution of Selfridge was similar to other All Schools students with an even distribution of males and females. The age distribution of Selfridge students compared to Standing Rock Reservation and All Schools students, showed a higher percentage of students at the age of 16. Selfridge students' overall self-confidence was lower than their peers from other Standing Rock Reservation schools and All Schools students. Students overall confidence in achieving goals for their future education was lower than their peers from Standing Rock Reservation and All Schools. Selfridge students identified a greater number of challenges to their education than Standing Rock and All Schools. Post high school education plans for Selfridge students showed lower interest in four-year colleges or universities. Selfridge students had a lower interest in community or tribal colleges than their peers from Standing Rock Reservation, but a higher interest than All Schools students.

Thirty percent of the Selfridge students were interested in health careers, which was lower than Standing Rock and All Schools students. Nursing, physical therapy and medicine were of the most interest to students. Selfridge students' confidence in obtaining future employment was significantly lower than the overall average from Standing Rock Reservation and All Schools students. Yet a high percentage of students were interested in obtaining employment directly following graduation when compared to their Standing Rock Reservation peers and All Schools. A higher percentage of Selfridge students planned to enlist in the military when compared to their Standing Rock Reservation and All Schools peers. One Selfridge student reported currently working while attending high school.



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Appendix

This Appendix includes individual results for 11th and 12th grade students from Selfridge High School, two other Standing Rock Reservation schools (Fort Yates and Solen), 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

Demographics of student respondents is presented in Appendix A. There were 511, 11th and 12th grade students surveyed in North Dakota and 78 of 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 means for All Schools data.

Table A. Demographics of Students Participating in the Hope Survey

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

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

Student Self-Confidence

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

Selfridge and Standing Rock Reservation students demonstrated their highest self-confidence in their belief they would be able to achieve most of the goals they set for themselves. In contrast, All Schools students revealed their highest self-confidence in thinking they could obtain the outcomes that are important to them. Selfridge students' overall self-confidence mean was lower than both Standing Rock Reservation and All Schools.

Table B. Self-Confidence Ratings of Students

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

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 future education and goals towards future education. An overall total confidence score was also calculated. Scores could range from zero to ten, with ten indicating highest confidence.

Students' perceived confidence 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 Selfridge, Standing Rock Reservation and All Schools students. While not worrying about falling behind on their assignments in their future educational programs was rated the lowest statement by Selfridge, Standing Rock Reservation and All Schools students. The overall education confidence mean for achieving future education was lower for Selfridge students than their peers from Standing Rock Reservation and All Schools means.

Table C. Confidence in Achieving Future Education

Education Statements	Selfridge	Fort Yates	Solen	Standing Rock Schools		All Schools	
	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	9.00	8.93	10.00	78	9.04	509	9.10
I am worthy of receiving a good education**	8.40	8.80	8.14	78	8.69	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.10	8.89	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^^	8.40	8.80	8.71	78	8.74	509	8.51
I am willing to give my best effort to reach my educational goals^^	8.60	8.77	8.57	78	8.73	509	8.45
I am committed to reaching my educational goals^^	8.70	8.87	7.14	78	8.69	508	8.38
When it comes to pursuing an education, I have self-respect**	7.10	8.79	9.00	78	8.59	510	8.32
I feel positive about how I will do in my future education**	7.70	8.93	8.14	77	8.70	509	8.15
I am capable of studying in a good educational program**	8.30	8.41	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	Selfridge	Fort Yates	Solen	Standing Rock Schools		All Schools	
	Mean	Mean	Mean	N	Mean	N	Mean
I am able to use my skills to move toward my educational goals^^	7.60	8.38	7.86	78	8.23	507	8.10
I will be in a better position educationally in the future than where I am now^^	6.90	8.28	7.14	78	8.00	510	8.07
I know what skills I have to do well in education^^	7.50	8.12	8.43	77	8.07	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	8.20	8.75	7.71	78	8.59	509	7.97
I am on the road toward my educational goals^^	7.40	8.12	7.14	78	7.94	502	7.92
I am able to use my resources to move toward my educational goals^^	7.40	8.27	7.43	76	8.08	507	7.90
I feel that I am good enough for educational opportunities out there**	7.50	8.13	7.00	78	7.95	510	7.89
When I think about getting an education, I feel confident about myself**	7.40	8.36	7.27	78	8.14	511	7.88
I am moving forward toward reaching my educational goals right now^^	6.70	8.13	7.43	77	7.88	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	7.60	8.33	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^^	6.30	8.02	6.29	78	7.64	509	7.73
My current path will take me to where I need to be in my career^^	7.20	8.31	7.29	78	8.08	506	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	Selfridge	Fort Yates	Solen	Standing Rock Schools		All Schools	
	Mean	Mean	Mean	N	Mean	N	Mean
I know what resources I have to do well in education^^	7.00	8.09	7.00	76	7.84	506	7.64
I feel energized when I think about future achievement with my education^^	7.10	8.34	7.29	78	8.09	509	7.63
A GED will (NOT) get me where I want to go in life^^	7.10	6.49	9.29	78	6.82	506	7.27
I am able to study in any education program I want**	7.10	7.63	6.86	77	7.49	502	7.22
I don't worry about falling behind on my assignments in my future education**	5.40	7.05	5.71	78	6.72	510	6.38
Overall Confidence	7.06	7.88	7.00	78	7.70	511	7.48
Feelings	7.46	8.33	7.57	78	8.15	510	7.91
Goals	7.50	8.37	7.53	78	8.18	511	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. Selfridge students believed their major challenge to obtaining a future education was the lack of information about

career options, whereas Standing Rock Reservation and All Schools thought their major challenge was the lack of information about college. Not being able to read or write was rated as the lowest educational challenge for students from Selfridge, however domestic violence was the lowest rated educational challenge rated by Standing Rock Reservation and All Schools students. Overall, the information category was rated as the highest challenge category that would impact their future education by Selfridge, Standing Rock Reservation and All Schools. In comparison, the external category was the lowest challenge category for students obtaining future education. The overall educational challenge mean for Selfridge students was higher than their peers from Standing Rock Reservation and All Schools.

Table D. Future Educational Challenges

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

Challenges To Future Education

Table D. Future Educational Challenges (continued)

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

Post High School Educational Plans

Table E displays students' plans to continue their education after high school graduation. Selfridge students indicated a lower interest in attending community or tribal colleges than their peers at Standing Rock Reservation but a higher preference than All Schools students. In comparison, Selfridge students indicated a lower preference for attending four-year colleges or universities than their Standing Rock Reservation and All Schools peers.

Table E. Future Educational Plans

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

Thirty percent of Selfridge students were interested in health careers. The five most common careers that emerged from the All Schools responses are shown in Table F. Selfridge students expressed interest in three of the five health careers selected by All Schools. Sports medicine/exercise physiologist, nurse, and doctor were the three careers chosen by Selfridge students. A higher percentage of Selfridge students were interested in the field of nursing and medicine, which was lower than Standing Rock Reservation and All Schools students.

Table F. Health Careers of Interest to Students

Health Careers	Selfridge N=10	Fort Yates N=61	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	%	%	%	N	%	N	%
Health Career Interests	30%	52%	57%	39	50%	203	40%
Nurse	30%	20%	43%	15	19%	93	18%
Doctor	20%	16%	0%	12	15%	57	11%
Sports Medicine/ Exercise Physiology	30%	18%	0%	14	18%	53	10%
Social Worker	0%	10%	0%	6	8%	49	10%
Physical Therapist	0%	8%	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 Selfridge students was their willingness to give their best efforts to reach their career goals. Whereas, the belief that they were capable of working in a good job was the highest self-confidence statement rated by Standing Rock Reservation and All Schools. Students' belief that they would be working in a career job was the lowest rated confidence statement from Selfridge students, while not worrying about falling behind on bills in their future job was the lowest ranked statement by Standing Rock Reservation and All Schools students.

Overall, the goals category was rated as the highest challenge category by Selfridge students, which differed from the feelings category, which was regarded as the highest challenge from Standing Rock Reservation and All Schools. In comparison, the future category was the lowest challenge category for Selfridge, Standing Rock Reservation, and All Schools. The overall confidence employment mean for Selfridge students was lower than Standing Rock Reservation and All Schools means.

Table G. Confidence in Obtaining Future Employment

Employment Statements	Selfridge N=10	Fort Yates N=61	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**	7.00	8.79	9.14	78	8.59	507	8.82
I am worthy of working in a good job**	6.90	8.77	8.86	78	8.54	508	8.79
I am willing to give my best effort to reach my career goals^^	8.90	9.10	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	Selfridge N=10	Fort Yates N=61	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**	7.40	8.48	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^^	8.30	8.66	9.00	78	8.64	507	8.52
I am committed to reaching my career goals^^	8.00	8.90	7.71	78	8.68	508	8.47
I will be in a better position in my future job than where I am now++	6.50	8.90	7.86	78	8.50	509	8.44
I am good at doing anything in the job if I set my mind to it**	7.00	8.64	9.00	78	8.46	509	8.37
I feel positive about how I will do in my future job situation++	7.60	8.74	8.86	78	8.60	507	8.32
I have the strength to overcome any obstacles when it comes to working**	6.30	8.59	9.00	78	8.33	508	8.22
I am aware of what my skills are to be employed in a good job^^	6.30	8.39	7.29	78	8.03	507	8.18
I am able to utilize my skills to move toward career goals^^	6.20	8.46	7.86	78	8.12	508	8.15
I feel energized when I think about future achievement with my job^^	7.50	8.85	8.00	78	8.60	508	8.10
I am going to be working in a career job++	5.80	8.26	6.71	78	7.81	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.90	8.43	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	Selfridge N=10	Fort Yates N=61	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Thinking about working, I feel confident about myself**	6.50	8.26	8.14	78	8.03	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	7.10	8.18	7.57	78	7.99	508	7.97
I am aware of what my resources are to be employed in a good job^^	6.30	8.49	6.29	78	8.01	508	7.97
I am able to utilize my resources to move toward career goals^^	6.00	8.38	7.57	78	8.00	508	7.99
I am on the road toward my career goals^^	6.30	8.15	6.43	78	7.76	503	7.88
My current path will take me to where I need to be in my career^^	6.50	8.38	6.29	78	7.95	507	7.87
I feel that I am good enough for any jobs out there**	6.20	7.57	7.143	78	7.36	509	7.34
I can work in any job I want++	5.00	7.41	7.43	78	7.10	508	7.14
I don't worry about falling behind bills in my future job++	5.00	7.25	3.00	78	6.58	509	6.61
Overall Confidence	6.77	8.42	7.71	78	8.14	509	8.11
Feelings	6.76	8.42	8.61	78	8.24	509	8.30
Goals	7.11	8.53	7.58	78	8.26	508	8.16
Future	5.98	8.11	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-confidence (fear of rejection, cannot read/write well, lack of coping skills, problem getting to job on time, lack of confidence, anger management, past criminal record); challenges about the job itself (lack of job experience, lack of information about jobs, no jobs in community, no jobs that match my skills/training) and challenges obtaining the necessary education (having less than a high school education, having a General Education Diploma, having a high school diploma, lack of adequate job skills). A total overall confidence score was also calculated. Answers were rated from one to five, with five being the greatest challenge.

Selfridge and Standing Rock Reservation students believed that having a high school diploma was the greatest employment challenge, whereas All Schools students thought it was having less than a high school education. The lowest employment challenges reported by Selfridge students were mental illness and past criminal record. Mental illness was designated as the lowest employment challenge by Standing Rock Reservation and physical disabilities was selected by All Schools. Overall, the education category was rated as the highest challenge category by Selfridge, Standing Rock Reservation and All Schools. In comparison, the self-confidence category was ranked the lowest challenge category for students obtaining future employment by Selfridge, but the external category was the lowest challenge category for Standing Rock Reservation and All Schools. The overall employment challenge confidence mean for Selfridge students was higher than Standing Rock Reservation and All Schools means.

Table H. Future Employment Challenges

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

Challenges To Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	Selfridge N=10	Fort Yates N=61	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
No jobs in the community	1.90	1.98	2.86	77	2.05	505	1.93
Transportation	2.90	1.98	2.29	78	2.13	507	1.92
Fear of rejection	2.40	1.77	2.00	78	1.87	505	1.90
Lack of stable housing	1.70	1.75	1.57	78	1.73	506	1.75
Lack of confidence	1.40	1.74	1.43	78	1.67	506	1.74
Need to take care of parents/family members	2.20	1.92	1.86	78	1.95	503	1.68
Problems with getting to job on time	1.70	1.57	1.86	78	1.61	506	1.64
Anger management	2.00	1.62	1.14	78	1.63	506	1.62
Racial discrimination	2.10	1.54	1.57	78	1.62	507	1.60
Lack of coping skills for daily struggles	1.60	1.72	1.43	78	1.68	505	1.60
Childcare	2.20	1.57	1.57	78	1.65	505	1.58
Cannot read or write very well	1.40	1.53	1.86	77	1.55	505	1.56
Lack of support system	1.40	1.71	1.29	78	1.63	504	1.55
Drug/alcohol addiction	1.40	1.53	1.14	78	1.47	505	1.49
Lack of work clothing	1.30	1.45	1.43	77	1.43	505	1.47
Mental illness	1.10	1.39	1.00	78	1.32	507	1.46
Past criminal record	1.10	1.48	1.00	78	1.39	506	1.46
Being a single parent	1.30	1.46	1.00	78	1.40	505	1.44
Domestic violence	1.20	1.48	1.00	78	1.40	506	1.44
Physical disabilities	1.20	1.48	1.00	78	1.40	506	1.42
Overall Challenges	1.99	1.74	1.77	78	1.76	507	1.76
External	1.52	1.55	1.19	78	1.51	507	1.51

Challenges To Obtaining Future Employment

Table H. Future Employment Challenges (continued)

Employment Challenge Statements	Selfridge N=10	Fort Yates N=61	Solen N=7	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
Self-Confidence	1.50	1.66	1.57	78	1.63	506	1.62
Job	2.00	1.92	2.26	78	1.96	507	1.95
Education	2.72	1.97	2.40	78	2.10	507	2.15

Post High School Employment Plans

Table I displays students' reported plans for employment after high school graduation. A greater percentage of Selfridge students planned to enlist in the military than Standing Rock Reservation and All Schools students. Additionally, Selfridge students' plans to pursue employment after high school was significantly higher, when compared to Standing Rock Reservation and All Schools.

Table I. Future Employment Plans After High School

Employment Plans		Selfridge N=10		Fort Yates N=61		Solen N=7		Standing Rock Reservation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Missing Data		0	0%	0	0%	10	16%	10	13%	44	8%
Employment	Yes	48	90%	6	86%	33	54%	48	62%	247	48%
	No	12	10%	1	14%	10	17%	12	15%	45	8%
Missing Data		18	0	0	0%	18	29%	18	23%	219	43%



Funded by The University Partnership Research Grant for Health Professional Opportunity Grant, # 90PH0019, Office of Planning, Research, and Evaluation, Administration for Children and Families.

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