

# Youth Education & Employment Survey Results

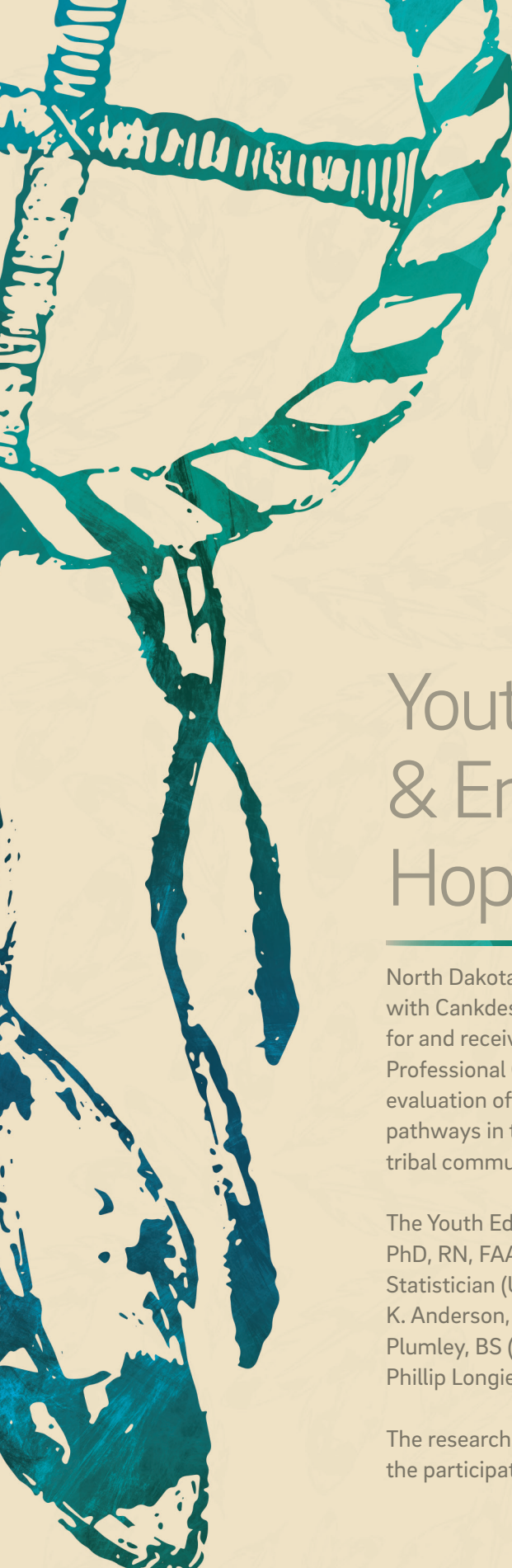
Hope Project:  
Four Winds High School  
*Fort Totten, North Dakota*



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 – Fort Totten:** John Lohnes, Principal;  
Carmen Littlewind, Administration Assistant;  
Walter Hollifield, Business Manager; Kristi Black, Counselor  
**Minnewaukan:** Ronald Carlson, Principal; Billy Weixel, Administration Assistant  
**Warwick:** Dean Dauphinais, Superintendent; Kimberly Nelson, Counselor;  
Tara Thomas, Administration Assistant

## Mandan, Hidatsa, Arikara Nation

**Mandaree:** Carolyn Bluestone, Superintendent/Principal  
**New Town:** John Gartner, Principal  
**Parshall:** John Weidner, Superintendent; Mark Grueneich, Principal;  
Tammy Janz, Administration Assistant  
**White Shield - Roseglen:** Michael Jensen, Principal

## Standing Rock Reservation

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

## Turtle Mountain Reservation

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

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



# Contents

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Prelude to this Study	6
Introduction & Purpose	7
The Value of the “Hope Survey”	8
Scope Limitations	9
Survey Response Rate & Demographics	10
Student Self-Confidence	12
Future Education	14
Confidence in Achieving Future Education	14
Challenges to Future Education	16
Students’ Thoughts About General Education Diplomas (GEDs)	17
Educational Support	18
Post High School Educational Plans	19
Future Employment	22
Confidence in Obtaining Future Employment	22
Challenges to Future Employment	24
Employment Support	25
Post High School Employment Plans	26
Summary	28
References	29
Appendix	30



## 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 Board including Spirit Lake Tribal Resolution A05-12-087.

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

The Spirit Lake Nation schools included Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan Hidatsa Arikara Nation included Mandaree, New Town, Parshall and White Shield high schools. Standing Rock Nation included Fort Yates, Selfridge and Solen high schools. Turtle Mountain included Turtle Mountain Community High School. Throughout this report, "All Schools" refers to these 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 four individual schools from Spirit Lake Nation, Spirit Lake Nation aggregate, and All Schools data.



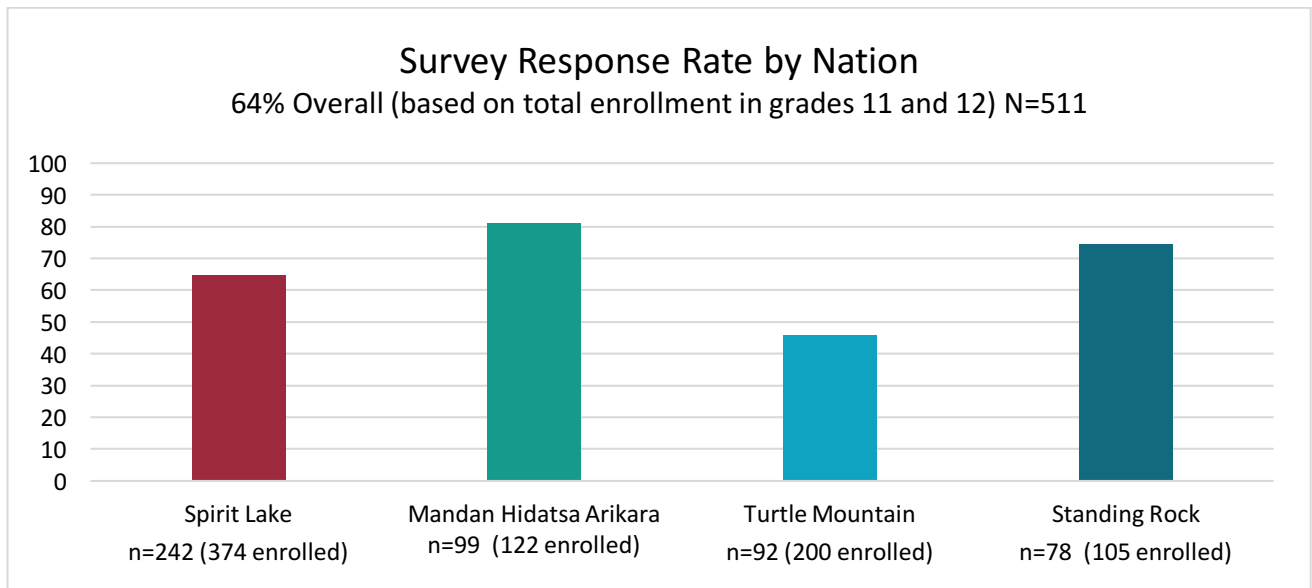
# Survey Response Rate & Demographics

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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 who participated in the survey, of which 511 were valid surveys to be used in the data.

At Four Winds, 43 students of 65 (66%) enrolled in 11th and 12th grades participated in the survey.

Of the 43 students, 98% self-identified as American Indian/Native American (See Table 1). Four Winds had the largest number of American Indians/Native American students as a percent of total participants of the Spirit Lake Nation schools. Age categories and the percentage patterns of male and female students at Four Winds were comparable to those of students from Spirit Lake Nation and All 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	Four Winds N=43	Four Winds (%)	Spirit Lake Nation N=242	Spirit Lake Nation (%)	All Schools N=511	All Schools (%)	
<b>Race/Ethnicity</b>	<b>n=43</b>	<b>100%</b>	<b>n=239</b>	<b>99%</b>	<b>n=506</b>	<b>99%</b>	
American Indian/Native American	42	98%	91	38%	335	66%	
Other *	1	2%	148	61%	171	33%	
Missing Data	0	0%	3	1%	5	1%	
<b>Gender</b>	<b>n=43</b>	<b>100%</b>	<b>n=240</b>	<b>99%</b>	<b>n=508</b>	<b>99%</b>	
Male	20	53%	126	52%	259	50%	
Female	23	47%	114	47%	249	49%	
Missing Data	0	0%	2	1%	3	1%	
<b>Age</b>	<b>n=41</b>	<b>96%</b>	<b>n=238</b>	<b>98%</b>	<b>n=499</b>	<b>98%</b>	
16	6	14%	37	15%	100	20%	
17	20	47%	132	55%	255	50%	
18-19	15	35%	69	29%	145	28%	
Missing Data	2	4%	4	2%	11	2%	
<b>Employment</b>	<b>n=40</b>	<b>93%</b>	<b>n=227</b>	<b>94%</b>	<b>n=469</b>	<b>92%</b>	
Currently Employed	Yes	3	7%	110	46%	172	34%
	No	37	86%	117	48%	297	58%
Missing Data	3	7%	15	6%	42	8%	

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

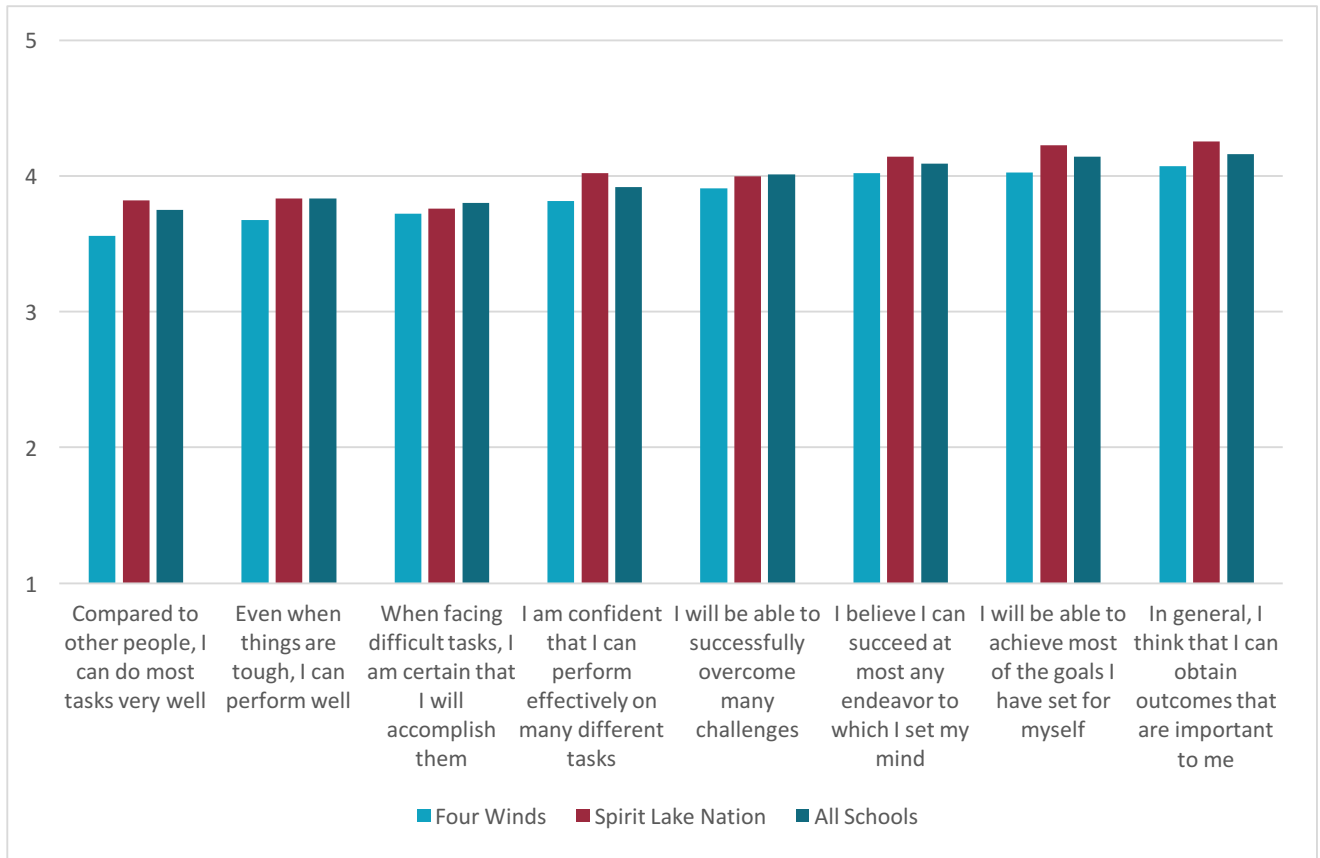


# Student Self-Confidence

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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. Four Winds students rated their self-confidence slightly lower on all questions compared to Spirit Lake Nation and All Schools. The total confidence mean for Four Winds students was  $\bar{x}=3.85$  as compared to  $\bar{x}=4.01$  for Spirit Lake Nation and  $\bar{x}=3.96$  for All Schools. Additional self-confidence ratings of students are presented in Appendix Table B.

## Self-Confidence Survey Response by Question



**Figure 2. Self-Confidence Ratings of Students**



# Future Education

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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 scores from All Schools data. Individual school results may differ from the mean as illustrated in the results for Four Winds high school.

Four Winds students' highest confidence was reflected in the statement that they were not thinking about dropping out of high school. Four Winds students' confidence ratings were higher on two of the 26 education statements when compared to Spirit Lake Nation and All Schools data (See Figure 3).

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

Four Winds students' mean for the feelings category was  $\bar{x}=7.43$ , which was lower than the means for Spirit Lake Nation Schools ( $\bar{x}=7.91$ ) and All Schools ( $\bar{x}=7.91$ ).

Four Winds students' average for the goals category was  $\bar{x}=7.47$ , which was also lower than the means for Spirit Lake Nation Schools ( $\bar{x}=8.06$ ) and All Schools ( $\bar{x}=8.00$ ).

The overall education confidence level of the Four Winds students was  $\bar{x}=7.00$ , which again was lower than Spirit Lake Nation ( $\bar{x}=7.50$ ) and All Schools ( $\bar{x}=7.48$ ). Additional detail on students' confidence to achieving future education is presented in Appendix Table C.



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

# Challenges to Future Education

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

Four Winds students rated transportation as their greatest challenge to future education. Four Winds students’ rankings were higher on nine of the ten educational challenge statements, when compared to Spirit Lake Nation high schools and All Schools (See Figure 4).

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

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

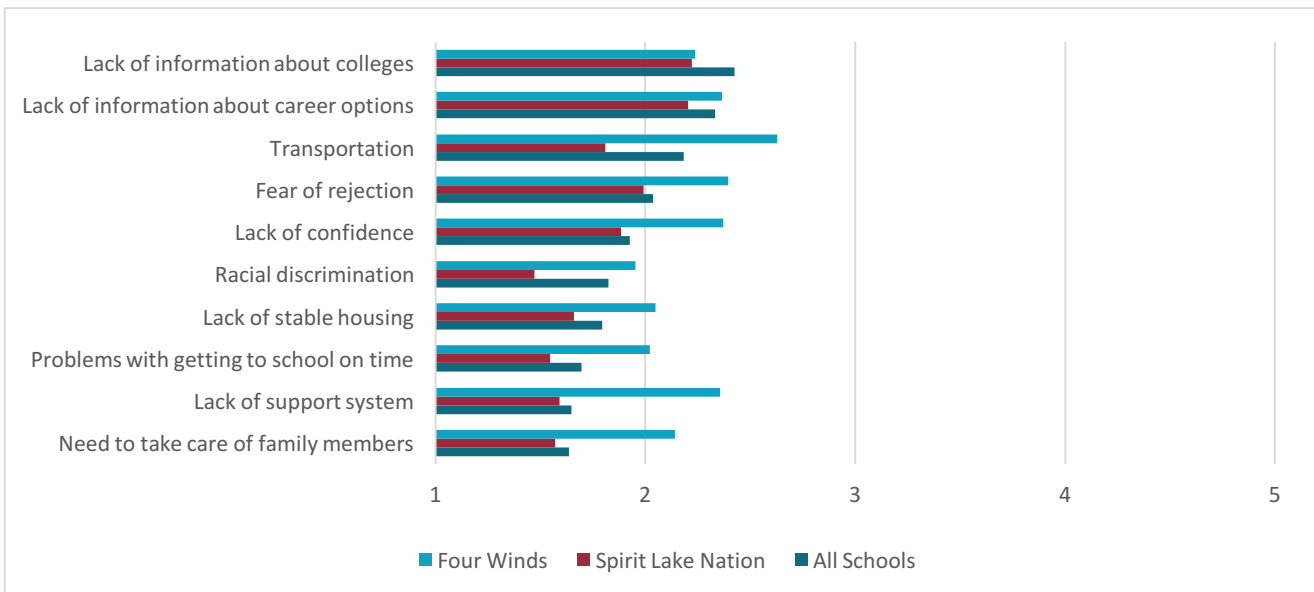
The external category mean for Four Winds students was  $\bar{x}=1.27$  and measured similar to Spirit Lake Nation ( $\bar{x}=1.27$ ) and All Schools ( $\bar{x}=1.33$ ).

The self-confidence category measure of  $\bar{x}=2.00$  for Four Winds students was higher than Spirit Lake Nation ( $\bar{x}=1.58$ ) and All Schools ( $\bar{x}=1.65$ ).

The average for the support category was  $\bar{x}=1.93$  for Four Winds students, which was higher when compared to Spirit Lake Nation ( $\bar{x}=1.48$ ) and All Schools ( $\bar{x}=1.63$ ).

The Four Winds students mean score for the information category was  $\bar{x}=2.34$ , which was comparable to All Schools ( $\bar{x}=2.39$ ) and higher than Spirit Lake Nations ( $\bar{x}=2.22$ ).

The overall education challenge mean for Four Winds students was  $\bar{x}=1.84$ , which was higher than Spirit Lake Nation schools ( $\bar{x}=1.53$ ) or All Schools ( $\bar{x}=1.64$ ) means. Additional information on challenges for future education is shown in Appendix Table D.



**Figure 4. Future Educational Challenges**



# Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" Overall, 30% of Four Winds students believed that GEDs were easier to obtain, which was comparable to the beliefs of Spirit Lake Nation (29%) and All Schools students (30%). In comparison, 21% of Four Winds students thought GEDs equaled high school diplomas, which was parallel to Spirit Lake Nation (20%) but lower than their peers at All Schools (23%) (See Table 2).

Four Winds students were asked why it was easier to obtain a GED, and 14 responded. Seven students thought earning a GED was easier, as reflected by one student's statement "because I don't think they take the hard classes like us," while another student stated, "because classes are not quite the same." Even though six students who believed that getting a GED "seems much faster," others agreed that students should stay in high school.

Four Winds students were asked why it was not easier to get a GED, and 29 students responded. Eight students believed a GED was harder to earn as reflected in the following statements, "I think the work is harder," "people told me it was harder," and "because you have to take more tests." Nine students responded on the future job impact of getting a GED, "You can't get any jobs anymore [without] a high

school diploma," "It's harder and can't really find jobs," and also "Not many jobs accept a GED." Two students discussed the importance of a high school diploma to their future goals, one stated, "It will be harder to get to your goals in life," while another student reported, "I just don't think getting a GED is good enough to do what you want to do." Seven students placed a higher value on the high school diploma, "Because a high school diploma is more important along with education," and "because getting a high school diploma is better," while another student thought there was "no point in getting your GED anymore." One student was personally motivated to complete high school, "I need my diploma. I'll have something to encourage my child as she gets older." Three students believed, "students should just stay in school—do not drop out," and "just finish and get your high school diploma." Some students reflected on the amount of work, one stated, "You have to work really hard to get either of them," while another student thought "high school is not hard" so students should complete high school. One student believed that GEDs have less value, "because your taking tests and barely learning" and two others thought, "it takes longer to get a GED." Three students discussed their goal to complete high school, "because I would like to finish my high school," and "I have set my mind on that diploma." One student did not think it mattered and another student did not know why getting a GED was not easier.

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

General Education Diploma Questions		Four Winds N=43		Devils Lake N=167		Minne- waukan N=19		Warwick N=13		Spirit Lake Nation Schools N=242		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%	N	%
Do you think it is easier to get a GED than a high school diploma?	Yes	13	30%	50	30%	6	32%	1	8%	70	29%	152	30%
	No	29	67%	108	65%	13	68%	11	85%	161	67%	343	67%
Missing Data		1	2%	9	5%	0	0%	1	7%	11	4%	16	3%
Is a GED equal to a high school diploma?	Yes	9	21%	33	20%	3	16%	3	23%	48	20%	116	23%
	No	34	79%	126	75%	16	84%	10	77%	186	77%	377	74%
Missing Data		0	0%	8	5%	0	0%	0	0%	8	3%	18	3%

# Educational Support

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

Overall, Four Winds students believed seven individuals ( $\bar{x}=7.14$ ) would support them to continue their education after graduation, which was lower than their peers from Spirit Lake Nation ( $\bar{x}=7.82$ )

and All Schools ( $\bar{x}=7.61$ ) when rounded up. The most common sources of support for Four Winds students included teachers (91%), parents (86%), school counselor (84%), aunts (79%), siblings (77%), friends (74%) and grandparents (72%).

In one open-ended question, students described other family members who would support their education in a health-related field. Four Winds students listed cousins (n=5), sister, and dad. The second open-ended question addressed, "Someone else?" Four Winds students shared God (n=1), boss (n=1) and boyfriend (n=1) as those who would provide support.

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

Supporters	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	%	%	%	%	N	%	N	%
Parents	86%	93%	74%	77%	216	89%	454	89%
Teacher(s)	91%	87%	74%	85%	209	86%	427	84%
Aunts	79%	84%	84%	85%	201	83%	419	82%
Friends	74%	84%	74%	92%	199	82%	415	81%
Uncles	67%	81%	89%	69%	190	79%	402	79%
Grandparents	72%	83%	95%	77%	197	81%	401	78%
School counselor	84%	79%	74%	92%	192	79%	387	76%
Siblings	77%	72%	95%	85%	183	76%	381	75%
Spouse or partner	40%	40%	47%	69%	101	42%	49	4%
Co-workers	23%	54%	37%	46%	114	47%	210	41%
Family support	28%	22%	16%	46%	57	24%	134	26%
Other family members	26%	10%	16%	31%	35	14%	91	18%
Children	21%	13%	11%	23%	35	14%	83	16%
	<b>Mean</b>	<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>	7.14	8.02	7.53	8.00	235	7.82	499	7.61

# Post High School Educational Plans

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

Eighteen Four Winds students planned to attend community or tribal colleges and listed Cankdeska Cikana Community College in Fort Totten (n=12), United Tribal College in Bismarck (n=2), Lake Region State College in Devils Lake (n=2), Josef’s School of Hair Design in Fargo and Le Cordon Bleu College of Culinary Arts in Minneapolis. Two students were still undecided.

Career choices of Four Winds students planning to attend community or tribal colleges included general education (n=4), nursing (n=3), auto mechanics, cosmetology, and cooking. Six students were unsure of their career path.

Eleven students did not have plans to attend community or tribal colleges. Three students reported they planned to enlist in the military instead of attending tribal or community colleges. Other students responded, “I don’t think I can do it,” or “I really don’t know any colleges.” Another student

reflected, “I might, I’m just not sure.” Additionally, one student stated a desire to “...get out and meet new people,” while another said, “I wanna find myself.”

When compared to Spirit Lake Nation schools, Four Winds had a lower number of students interested in four-year colleges or universities. Four Winds students planned to attend Minot State University (n=6), University of North Dakota in Grand Forks (n=3), North Dakota State University in Fargo or Bismarck State University in Bismarck. Other universities mentioned were Fort Lewis College in Durango, CO (n=2) or University of Washington in Seattle, WA. Four students were undecided.

Career choices of Four Winds students who planned to attend four-year colleges or universities included nursing (n=4), doctor (n=3), criminal justice (n=2), law (n=2), social worker (n=2), counselor (n=2), massage therapist or therapist, physical therapist, business, environmentalist, or cosmetologist. Five of the students were unsure of their career path.

Nine Four Winds students did not plan to attend four-year colleges or universities. One student stated, “2 years will do,” while another shared, “did not take algebra 2.” One more student reflected, “I can’t do it,” whereas another student stated, “Don’t know what I want to be.” Two other students stated, “going to a different college,” or “later on maybe.” Three additional students shared “trying to find myself,” “not interested,” and “I don’t know.”

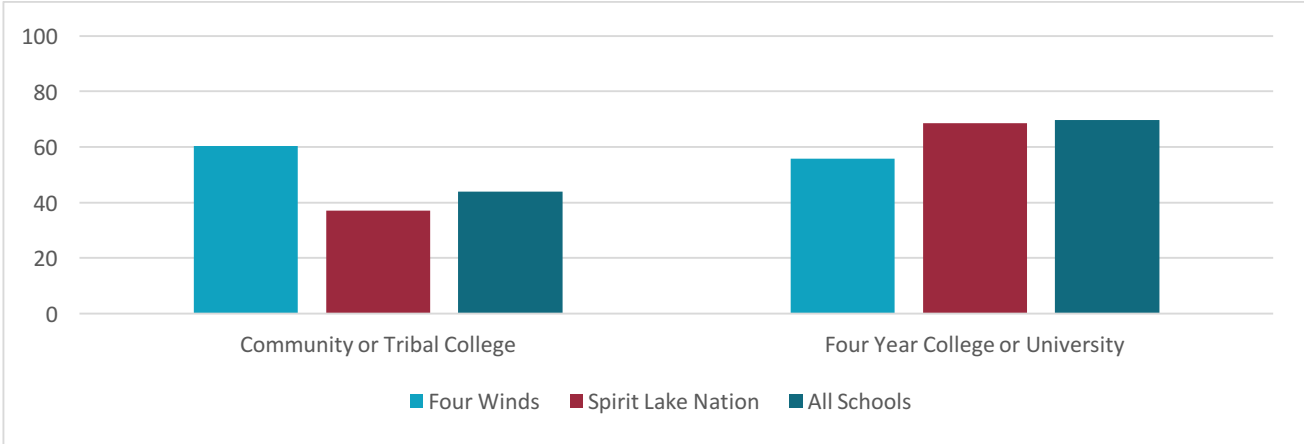
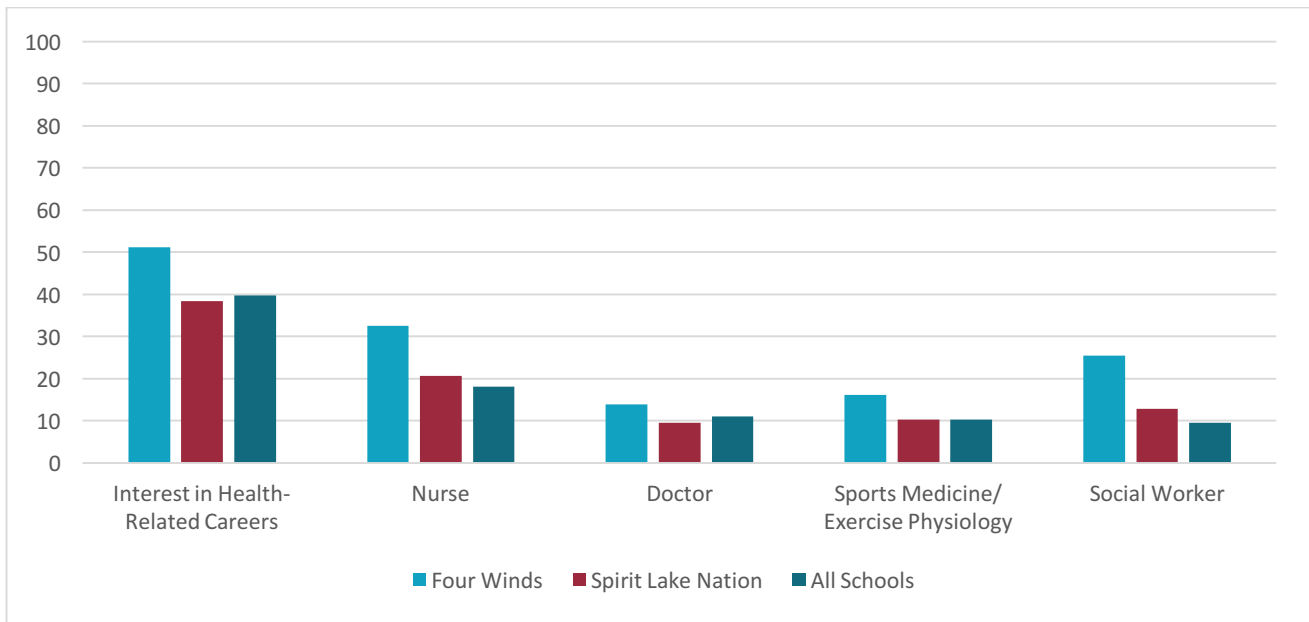


Figure 5. Future Educational Plans

Of the 43 students surveyed, 51% were interested in health careers, which was higher than their peers at Spirit Lake Nation (38%) 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, Four Winds students' strongest interests were in nursing (32%) and social work (26%). Although, in comparison to Spirit Lake and All Schools students, a higher percentage of Four Winds students were interested in the top five health careers. An open-ended question, "Other" was provided. Five Four Winds students wrote in doctor for babies, surgeon, therapist, physical therapist, and occupation therapist. Additional information regarding health career interests is shown in Appendix Table F.



**Figure 6. Health Careers of Interest to Students**

Students were asked to provide their career choices if they were planning to attend college after graduation but were not interested in health careers. Four Winds students were interested in law enforcement (n=6), massage therapist, education, early childhood education, engineering (n=2), mechanic, science, accounting, business/administration, and cooking. Three students were unsure of their future career path.



# 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 Four Winds High School.

Four Winds students' highest confidence was reflected in the following two statements that they were capable of working in good jobs and they were willing to give their best efforts to reach their career goals. Four Winds students' ratings were lower on all of the 24 employment statements when compared to Spirit Lake Nation and All Schools data (See Figure 7).

These 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.

Four Winds students' mean for the feelings category was  $\bar{x}=8.01$ , which was lower than the means for Spirit Lake Nation Schools ( $\bar{x}=8.37$ ) and All Schools ( $\bar{x}=8.30$ ).

Four Winds average for the goals category was  $\bar{x}=7.73$ , which was lower than the means for Spirit Lake Nation Schools ( $\bar{x}=8.25$ ) and All Schools ( $\bar{x}=8.16$ ).

In comparison, Four Winds mean for the future category was  $\bar{x}=7.04$ , which was lower than the means for Spirit Lake Nation Schools ( $\bar{x}=7.79$ ) and All Schools ( $\bar{x}=7.72$ ).

The overall employment confidence level of the Four Winds students was  $\bar{x}=7.67$ , which again was lower than Spirit Lake Nation ( $\bar{x}=8.19$ ) 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” identified by students out of 28 possible responses are displayed in Figure 8. Students rated these statements on a five-point scale, where scores could range from zero to five, with five indicating highest challenge. The order of the responses are based from the highest to lowest percentage from All Schools data.

Four Winds students identified having a high school diploma as their greatest challenge to future employment. Four Winds students’ rankings were higher in four of the top ten employment challenge statements, when compared to All Schools peers (See Figure 8).

The 28 statements were further divided into four categories: external challenge (racial discrimination, addiction, domestic violence, disabilities, mental illness, child care, single parent, responsibilities for care of family); challenges with self-worth (fear of rejection, cannot read/write well, lack coping skills, problem being on time, lack confidence, anger, criminal record); challenges about the job itself (lack experience, lack job information, no jobs in community, no job for skills); and challenges obtaining the necessary education (having less than a high school education, having a GED, having only a

high school diploma, lack of job skills). A total overall challenge score was also calculated.

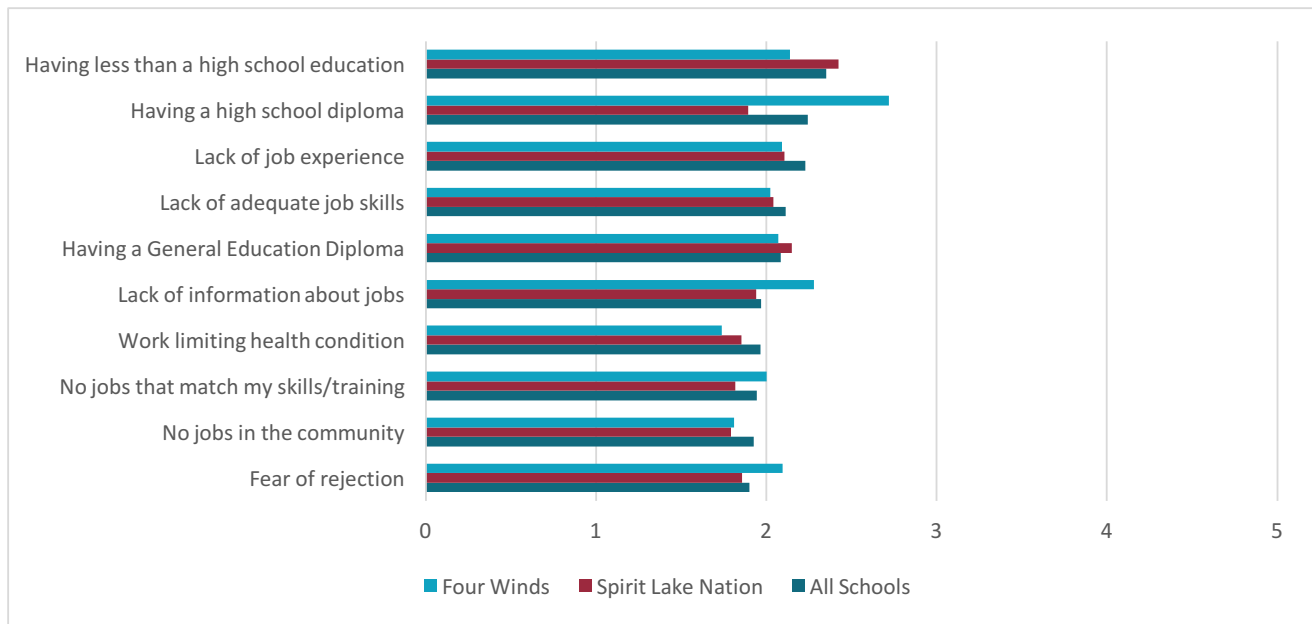
Four Winds students’ average for the external category was  $\bar{x}=1.39$ , this measure was lower than Spirit Lake Nation ( $\bar{x}=1.46$ ) and All Schools data ( $\bar{x}=1.51$ ).

Self-confidence category average was  $\bar{x}=1.62$  for Four Winds students, which was higher than Spirit Lake Nation ( $\bar{x}=1.54$ ) but the same as All Schools ( $\bar{x}=1.62$ ) students.

The job category mean for Four Winds students ( $\bar{x}=2.04$ ) was higher than Spirit Lake Nation ( $\bar{x}=1.86$ ) and All Schools ( $\bar{x}=1.95$ ) data.

Four Winds students’ education category mean ( $\bar{x}=2.15$ ) was comparable to Spirit Lake Nation ( $\bar{x}=2.08$ ), and the same as All Schools ( $\bar{x}=2.15$ ).

The overall challenge mean for Four Winds students obtaining future employment was  $\bar{x}=1.74$ , which was higher than Spirit Lake Nation schools ( $\bar{x}=1.67$ ), but comparable to All Schools ( $\bar{x}=1.75$ ). A full list of challenges to future employment is found in the Appendix Table H.



**Figure 8. Future Employment Challenges**



# Employment Support

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

Overall, Four Winds students believed seven individuals ( $\bar{x}=7.14$ ) would support them when seeking employment in health-related fields, which was lower than their peers at Spirit Lake Nation

schools ( $\bar{x}=7.82$ ) and All Schools ( $\bar{x}=7.61$ ) when rounded up. The most common sources of support included parents (84%), friends (84%), teachers (84%), school counselors (77%), grandparents (74%), siblings (72%), and aunts (70%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Four Winds students listed cousins (n=5), sister, and dad. The second open-ended question addressed, "Someone else?" One student reported his/her boss as someone who would provide support.

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

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

# Post High School Employment Plans

When students were asked about their plans after graduation, 35% were interested in joining the military, and 53% 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 I.

Students planning to enlist in the military were asked to list what branch. Fourteen Four Winds students reported specific branches of the military, including Army or Marines (n=10), Air Force (n=2), National Guard and the Navy.

Military career choices included nursing, medical field, or physical or medical. Students also reported reasons for enlisting to “get a job to go to college,” “helping others,” and one was interested in the military benefits.

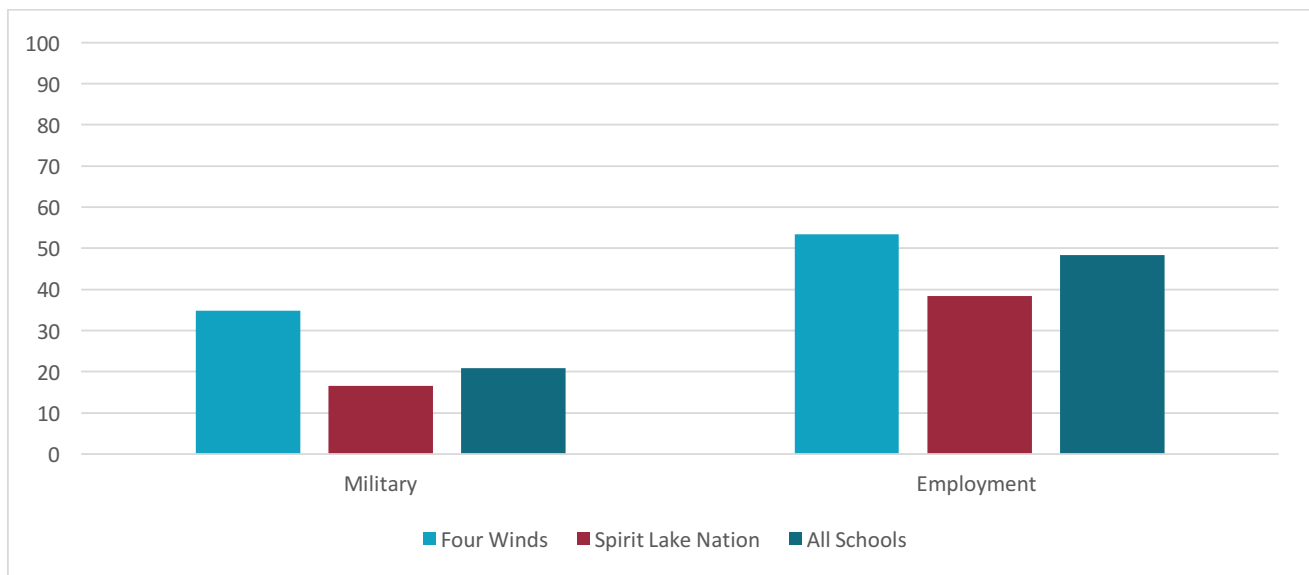
Four Winds students choosing to work after graduation were planning for employment at the

casino (n=2), food services (n=2), “hands on jobs” or a “cashier maybe” as reported in the open-ended questions. Seven students expressed the need to have a job, but one student stated that it “doesn’t matter as long as I have one” while others stated taking “whatever is open.”

Three students reported they currently work, one at McDonalds and the other at the Spirit Lake Casino. One student reported working about 40 hours per week while the other worked 9 hours per week.

### Other Comments

Students had the opportunity to add “Other Comments” at the end of the survey. One Four Winds student provided the following comment, “you’ll never know” was written in the ‘gender’ section of the survey. No choice other than male or female was listed on the survey.”



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





# Summary

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Four Winds students who participated in the survey differed from the demographic pattern of Spirit Lake Nation and All Schools, with a higher percentage of American Indian/Native American students. The gender distribution of Four Winds students was comparable to Spirit Lake Nations and All Schools students. The age distribution of Four Winds students show a lower percentage in ages 16 to 17 when compared to Spirit Lake Nation and All Schools, and a greater percentage of 18 to 19 year-olds. Their overall self-confidence score was lower than their peers from other Spirit Lake Nation schools and All Schools students. Four Winds students were confident that they would not drop out of high school. The overall educational challenge mean for Four Winds students was higher when compared to Spirit Lake Nation and All Schools students. Four Winds students believed their greatest challenge to future education was the lack of transportation. Post high school education plans for Four Winds students showed higher interest in community or tribal colleges with slightly less interest in four-year colleges or universities when compared to their peers. Many students showed interest in health careers. Nursing and social work were of the most interest from students.

Four Winds students' confidence in obtaining future employment was lower than the overall average from Spirit Lake Nation and All Schools. Although they believed they were capable of working in good jobs and they were willing to give their best efforts to reach their career goals. Four Winds students perceived their overall challenges for obtaining employment were higher than Spirit Lake Nation and All Schools students. They believed their greatest challenge to future employment was having only a high school degree. More students were interested in obtaining employment directly following graduation, rather than enlisting in the military, although both measures for employment following graduation were higher than their peers from Spirit Lake Nation and All Schools. Seven percent of Four Winds students reported that they were currently working while enrolled in high school.



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# Appendix

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

## Demographics of Students

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

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

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

Demographics	Four Winds N=43 (%)	Devils Lake N=167 (%)	Minne- waukan N=19 (%)	Warwick N=13 (%)	Spirit Lake Nation Schools N=242 (%)	All Schools N=511 (%)
<b>Race/Ethnicity</b>	<b>n=43</b>	<b>n=164</b>	<b>n=19</b>	<b>n=13</b>	<b>n=239</b>	<b>n=506</b>
American Indian/Native American	98%	11%	95%	92%	38%	66%
Other *	2%	88%	5%	8%	61%	33%
Missing Data	0%	1%	0%	0%	1%	1%
<b>Gender</b>	<b>n=43</b>	<b>n=166</b>	<b>n=19</b>	<b>n=13</b>	<b>n=240</b>	<b>n=508</b>
Male	53%	50%	63%	77%	52%	50%
Female	47%	49%	37%	23%	47%	49%
Missing Data	0%	1%	0%	0%	1%	1%
<b>Age</b>	<b>n=41</b>	<b>n=165</b>	<b>n=19</b>	<b>n=13</b>	<b>n=238</b>	<b>n=500</b>
16	14%	15%	21%	16%	15%	20%
17	47%	56%	63%	46%	55%	50%
18-19	35%	28%	16%	38%	28%	28%
Missing Data	4%	1%	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 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.

Four Winds, Spirit Lake Nation, and All Schools students demonstrated their highest self-confidence in the belief that they could obtain the outcomes that were important to them. Four Winds students' overall self-confidence was lower than Spirit Lake Nation students or All Schools students.

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

Self-Confidence Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
In general, I think that I can obtain outcomes that are important to me.	4.07	4.37	4.11	3.69	242	4.26	509	4.16
I will be able to achieve most of the goals that I have set for myself.	4.05	4.29	3.95	4.39	242	4.23	510	4.14
I believe I can succeed at most any endeavor to which I set my mind.	4.02	4.22	3.83	4.00	241	4.14	509	4.09
I will be able to successfully overcome many challenges.	3.91	4.05	3.84	3.85	242	4.00	508	4.01
I am confident that I can perform effectively on many different tasks.	3.81	4.10	3.84	3.92	241	4.02	509	3.92
Even when things are tough, I can perform well.	3.67	3.90	3.68	3.69	242	3.84	510	3.84
When facing difficult tasks, I am certain that I will accomplish them.	3.72	3.78	3.74	3.62	242	3.76	510	3.81
Compared to other people, I can do most tasks very well.	3.56	3.89	3.95	3.62	242	3.82	510	3.75
<b>Overall Confidence</b>	<b>3.85</b>	<b>4.08</b>	<b>3.86</b>	<b>3.85</b>	<b>242</b>	<b>4.01</b>	<b>510</b>	<b>3.96</b>

## Confidence in Achieving Future Education

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

Not thinking about dropping out of high school was the highest rated education statement by Four Winds, Spirit Lake Nation and All Schools students. Worrying about falling behind on their assignments in their future educational programs was rated the lowest confidence statement by Four Winds, Spirit Lake Nation and All Schools students. The overall confidence mean for Four Winds students achieving future education was lower when compared to Spirit Lake Nation Schools and All Schools means.

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

Education Statements	Four Winds	Devils Lake	Minne-waukan	Warwick	Spirit Lake Nation Schools		All Schools	
	N=43	N=167	N=19	N=13	N=242		N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am (NOT) thinking of dropping out of high school^^	9.44	9.17	9.16	10.00	242	9.27	509	9.10
I am worthy of receiving a good education**	8.40	8.93	8.37	8.62	242	8.78	511	8.73
I am good at doing well in my studies if I set my mind to it**	8.47	8.95	8.35	7.85	240	8.76	508	8.56
Even if I am not able to achieve my educational goals right away, I will find a way to get there^^	8.49	8.62	8.42	9.00	242	8.60	509	8.51
I am willing to give my best effort to reach my education goals^^	8.56	8.49	8.84	9.23	242	8.57	509	8.49
I am committed to reaching my educational goals^^	7.95	8.51	8.37	8.00	241	8.37	508	8.38
When it comes to pursuing an education, I have self-respect**	8.23	8.32	8.05	8.15	242	8.28	510	8.32
I feel positive about how I will do in my future education**	7.86	8.29	8.11	7.77	241	8.17	509	8.15

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.



## Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of studying in a good educational program**	7.51	8.55	7.05	7.54	242	8.19	511	8.115
I am able to use my skills to move toward my educational goals^^	7.30	8.33	8.26	8.15	240	8.13	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.30	8.58	7.37	7.85	242	8.22	510	8.07
I know what skills I have to do well in education^^	6.98	8.40	8.00	8.46	241	8.12	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.09	8.04	8.05	8.15	241	7.88	509	7.97
I am on the road toward my educational goals^^	7.59	8.25	7.72	7.83	234	8.08	502	7.92
I am able to use my resources to move toward my educational goals^^	7.42	8.10	7.95	7.69	242	7.94	507	7.90
I feel that I am good enough for educational opportunities out there**	7.47	7.95	7.47	7.39	242	7.80	510	7.89
When I think about getting an education, I feel confident about myself**	7.35	7.89	7.53	7.62	242	7.75	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.09	8.21	7.31	8.31	241	7.95	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	7.26	8.02	6.84	7.46	242	7.76	511	7.83

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am going to be studying in an educational program that is in line with my career aspirations^^	6.88	8.25	7.580	7.31	241	7.90	509	7.73
My current path will take me to where I need to be in my career^^	7.19	7.84	8.06	8.00	241	7.75	506	7.73
I know what resources I have to do well in education^^	7.05	7.87	7.21	7.83	241	7.67	506	7.64
I feel energized when I think about future achievement with my education^^	7.77	7.60	7.63	8.31	241	7.67	509	7.63
A GED will (NOT) get me where I want to go in life^^	7.47	7.78	6.95	7.00	240	7.63	506	7.27
I am able to study in any education program I want**	6.67	7.39	7.00	7.09	238	7.22	502	7.22
I don't worry about falling behind on my assignments in my future education**	5.16	6.81	6.05	6.08	242	6.42	510	6.38
<b>Overall Confidence</b>	7.00	7.66	7.28	7.43	242	7.50	511	7.48
<b>Feelings</b>	7.43	8.11	7.47	7.56	242	7.91	511	7.91
<b>Goals</b>	7.47	8.22	7.91	8.16	242	8.06	510	8.00

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Challenges to Future Education

Twenty-four statements were used to estimate students' challenges towards achieving higher education after high school. These statements were rated on a scale of zero to five, with five indicating the greatest challenge. The statements were divided into four categories: external challenge (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).

a future education was the lack of transportation, whereas Spirit Lake Nation and All Schools students thought it was the lack of information about colleges. Domestic violence was rated as the lowest educational challenge by students from Four Winds, Spirit Lake Nation and All Schools.

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

Students' perceived challenges to achieving a future education are represented in Table D. Four Winds students believed their major challenge to obtaining

**Table D. Future Educational Challenges**

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

## Challenges to Future Education

Table D. Future Educational Challenges (continued)

Educational Challenge Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Lack of coping skills for daily struggles	1.98	1.53	1.63	1.55	240	1.62	506	1.63
Childcare	2.14	1.25	1.74	1.83	240	1.480	507	1.58
Anger management	1.88	1.34	1.47	1.83	241	1.470	509	1.56
No colleges in the area	1.63	1.23	1.42	2.00	241	1.35	506	1.49
Cannot read or write very well	1.67	1.29	1.79	1.46	240	1.41	507	1.47
Bullying	1.44	1.32	1.26	1.67	240	1.35	506	1.39
Lack of clothing for school	1.72	1.17	1.16	1.58	241	1.29	508	1.38
Need to take care of young children	1.62	1.18	1.74	1.50	240	1.32	506	1.37
Mental illness	1.16	1.34	1.11	1.00	239	1.28	506	1.35
Drug/alcohol addiction	1.26	1.34	1.16	1.08	241	1.30	509	1.35
Past criminal record	1.26	1.29	1.00	1.08	241	1.25	509	1.32
Being a single parent	1.51	1.16	1.32	1.08	240	1.23	508	1.31
Physical disabilities	1.30	1.24	1.16	1.17	241	1.24	509	1.31
Domestic violence	1.16	1.19	1.11	1.42	240	1.19	506	1.25
<b>Overall Challenges</b>	<b>1.84</b>	<b>1.43</b>	<b>1.64</b>	<b>1.71</b>	<b>241</b>	<b>1.53</b>	<b>509</b>	<b>1.64</b>
<b>External</b>	1.27	1.29	1.16	1.27	241	1.27	509	1.33
<b>Self-Confidence</b>	2.00	1.47	1.57	1.70	241	1.58	509	1.65
<b>Support</b>	1.93	1.31	1.77	1.82	241	1.48	509	1.63
<b>Information</b>	2.34	2.15	2.47	2.33	241	2.22	506	2.39

## Post High School Educational Plans

Table E displays students' reported plans to continue their education after high school graduation. Four Winds students indicated a higher preference for attending a two-year college than their peers. They had a lower preference for enrolling in a four-year college or university than their peers from Spirit Lake Nation and All Schools.

**Table E. Future Educational Plans**

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

Fifty-one percent of Four Winds students were interested health careers. Students who indicated an interest in healthcare careers were asked to choose their top healthcare career choices. The five most common careers that emerged from the All Schools student responses are shown in Table F. Four Winds students expressed interest in all five health careers, though they were more likely to choose nursing compared to the Spirit Lake Nation or All Schools data.

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

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

# Future Employment

## Confidence in Obtaining Future Employment

There were 24 statements that students were asked about their confidence towards obtaining employment after high school. These statements were further split into three categories, feelings about employment, goals towards employment, and future employment. An overall 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 Four Winds, Spirit Lake Nation and All Schools students towards future employment was that they believed they were capable of working in good jobs. Not worrying about falling behind on bills in their future job programs was rated the lowest statement by Four Winds, Spirit Lake Nation and All Schools students. Overall, feelings was rated as the highest challenge category by Four Winds, Spirit Lake Nation, and All Schools. In comparison, future was the lowest category for students obtaining future employment. The overall confidence mean for Four Winds students was lower than Spirit Lake Nation and All Schools means.

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

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

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

Employment Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am committed to reaching my career goals^^	8.23	8.68	8.47	7.77	241	8.53	508	8.47
I will be in a better position in my future job than where I am now++	7.77	8.77	8.05	8.08	241	8.49	509	8.44
I am good at doing anything in the job if I set my mind to it**	8.09	8.54	8.68	7.61	241	8.42	509	8.37
I feel positive about how I will do in my future job situation++	7.88	8.43	8.58	7.85	240	8.31	507	8.32
I have the strength to overcome any obstacles when it comes to working**	7.95	8.44	7.95	7.08	240	8.24	508	8.22
I am aware of what my skills are to be employed in a good job^^	7.70	8.61	8.21	7.92	241	8.38	507	8.18
I am able to utilize my skills to move toward career goals^^	7.54	8.45	8.37	7.54	241	8.23	508	8.15
I feel energized when I think about future achievement with my job^^	8.02	8.19	8.32	7.85	241	8.15	508	8.10
I am going to be working in a career job++	7.31	8.65	8.32	7.83	239	8.34	507	8.10
I am in the process of moving forward toward reaching my goals^^	7.36	8.40	8.11	7.62	240	8.15	507	8.06
Thinking about working, I feel confident about myself**	7.79	8.25	7.68	7.69	241	8.10	508	8.05

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence in Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

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

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.



## Challenges to Obtaining Future Employment

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

Answers were rated from one to five, with five being the greatest challenge.

Four Winds students believed that having a high school diploma was their highest employment challenge, whereas Spirit Lake Nation and All Schools students thought it was having less than a high school education. The lowest employment challenge reported by Four Winds students was domestic violence although physical disabilities was selected by Spirit Lake Nation and All Schools students. Overall, education was rated as the highest challenge category by Four Winds, Spirit Lake Nation and All Schools. In comparison, the external challenge was the lowest category for students obtaining future employment. The overall employment challenge confidence mean for Four Winds students was higher when compared with Spirit Lake Nation mean and the same as All Schools mean.

**Table H. Future Employment Challenges**

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

## Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

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

## Challenges to Obtaining Future Employment

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

Employment Challenge Statements	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Domestic violence	1.09	1.48	1.47	1.33	240	1.40	506	1.44
Physical disabilities	1.23	1.42	1.26	1.17	240	1.36	506	1.42
<b>Overall Challenges</b>	<b>1.74</b>	<b>1.65</b>	<b>1.67</b>	<b>1.78</b>	<b>240</b>	<b>1.67</b>	<b>507</b>	<b>1.75</b>
<b>External</b>	1.39	1.48	1.42	1.45	240	1.46	507	1.51
<b>Self-Confidence</b>	1.62	1.50	1.56	1.67	240	1.54	506	1.62
<b>Job</b>	2.04	1.81	1.91	1.92	240	1.86	507	1.95
<b>Education</b>	2.15	2.05	2.03	2.30	240	2.08	507	2.15

## Post High School Employment Plans

Table I displays students' plans for enlistment in the military and employment after high school graduation. A greater percent of Four Winds students planned to enlist in the military than Spirit Lake Nation or All Schools. Additionally, a higher percentage of Four Winds students planned for employment directly following high school graduation when compared with their peers at Spirit Lake Nation and All Schools.

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

Employment Plans	Four Winds N=43	Devils Lake N=167	Minne- waukan N=19	Warwick N=13	Spirit Lake Nation Schools N=242		All Schools N=511	
	%	%	%	%	N	%	%	%
Military	35%	7%	47%	38%	93	17%	35%	7%
Employment	53%	28%	68%	77%	93	38%	53%	28%



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