

# Youth Education & Employment Survey Results

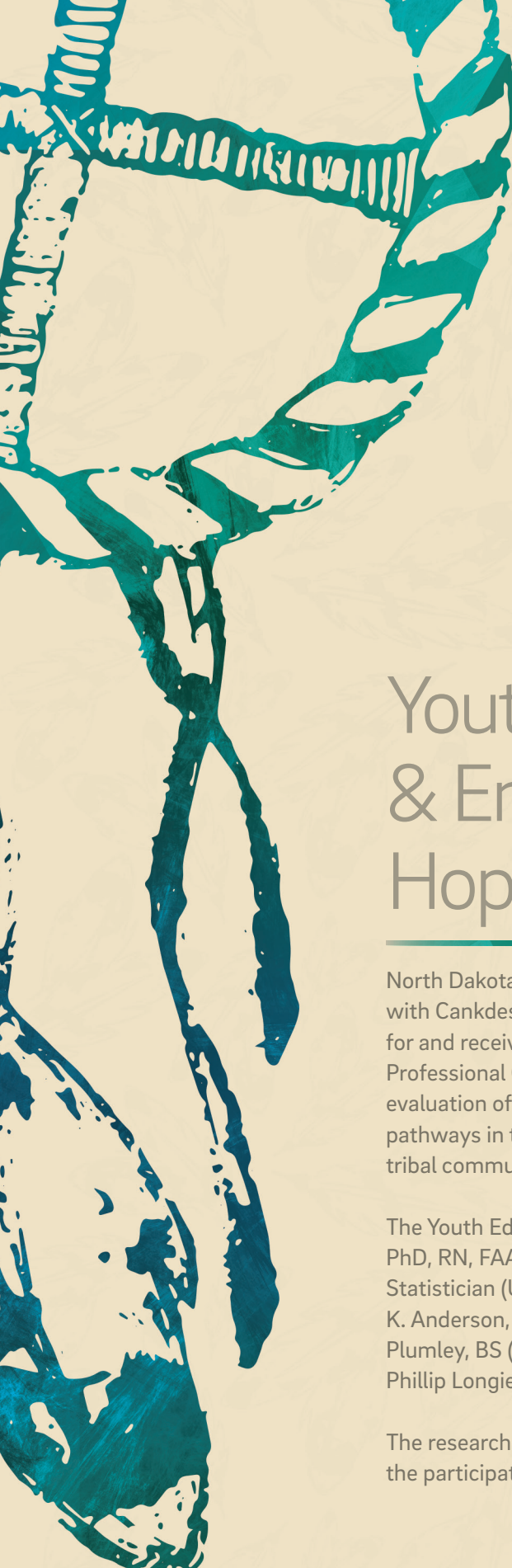
Hope Project:  
Mandaree High School  
*Mandaree, North Dakota*



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!*







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## Prelude to this Study

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

# Introduction & Purpose

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## Introduction

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

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

The Spirit Lake Nation schools included Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan, Hidatsa & Arikara Nation included Mandaree, New Town, Parshall and White Shield high schools. Standing Rock 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 Mandan, Hidatsa & Arikara Nation, Mandan, Hidatsa & Arikara Nations School aggregate data, and All Schools data.



# Survey Response Rate & Demographics

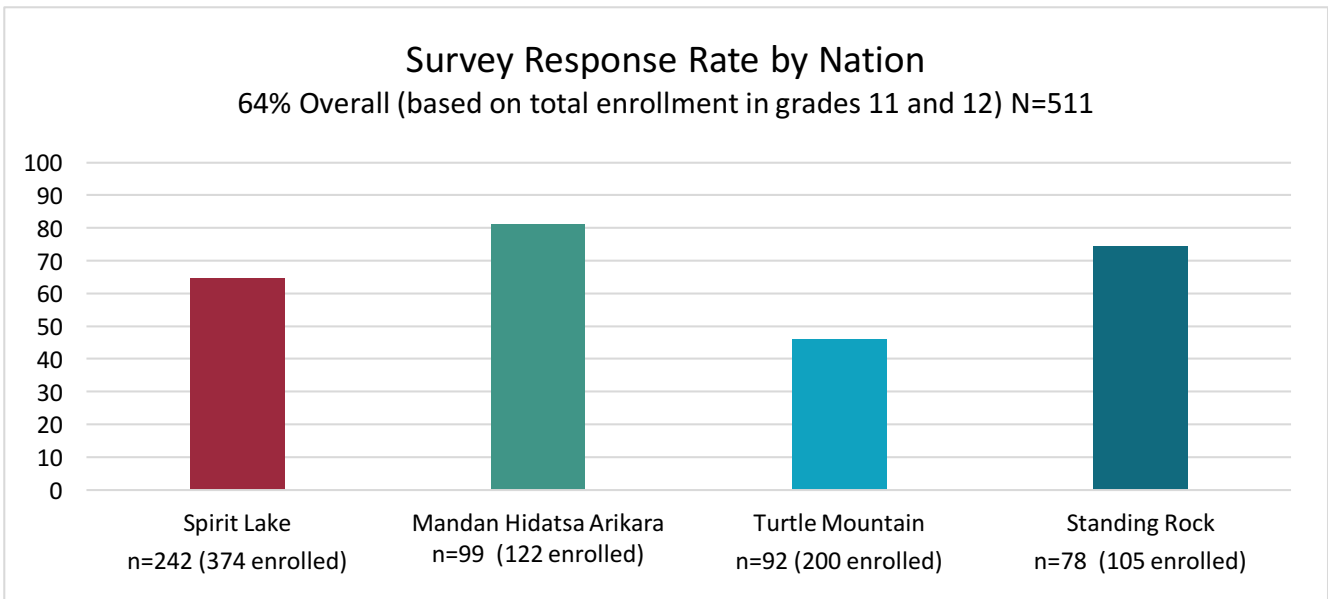
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The overall survey response rate was 64% based on the total number of students enrolled in 11th and 12th grade at participating schools compared to the number of students who participated the day of the survey (See Figure 1). The survey was administered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

At Mandaree, four students of four (100%) enrolled in 11th and 12th grades participated in the survey.

Of the four students, 100% self-identified as American Indian/Native American (See Table 1). Mandaree had the smallest number of students participating in the survey from Mandan, Hidatsa & Arikara Nation. Since the number of participants was small, the breakdown of characteristics by percentage can be misleading. Age categories for Mandaree students varied from Mandan, Hidatsa & Arikara Nation and All Schools. Seventy-five percent (n=3) of Mandaree students reported an age of 16 while zero students identified an age of 18-19. Of the four students, three were unemployed. 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	Mandaree N=4	Mandaree (%)	Mandan Hidatsa & Arikara Nation N=99	Mandan Hidatsa & Arikara Nation (%)	All Schools N=511	All Schools (%)
<b>Race/Ethnicity</b>	<b>n=4</b>	<b>100%</b>	<b>n=99</b>	<b>100%</b>	<b>n=506</b>	<b>99%</b>
American Indian/Native American	4	100%	80	81%	335	66%
Other *	0	0%	19	19%	171	33%
Missing Data	0	0%	0	0%	5	1%
<b>Gender</b>	<b>n=4</b>	<b>100%</b>	<b>n=99</b>	<b>100%</b>	<b>n=508</b>	<b>99%</b>
Male	3	75%	54	55%	259	50%
Female	1	25%	45	45%	249	49%
Missing Data	0	0%	0	0%	3	1%
<b>Age</b>	<b>n=4</b>	<b>100%</b>	<b>n=94</b>	<b>95%</b>	<b>n=500</b>	<b>98%</b>
16	3	75%	16	16%	100	20%
17	1	25%	40	41%	255	50%
18-19	0	0%	38	38%	145	28%
Missing Data	0	0%	5	5%	11	2%
<b>Employment</b>	<b>n=3</b>	<b>75%</b>	<b>n=89</b>	<b>90%</b>	<b>n=469</b>	<b>92%</b>
Currently Employed	0	0%	32	32%	172	34%
Unemployed	3	75%	57	58%	297	58%
Missing Data	1	25%	10	10%	42	8%

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

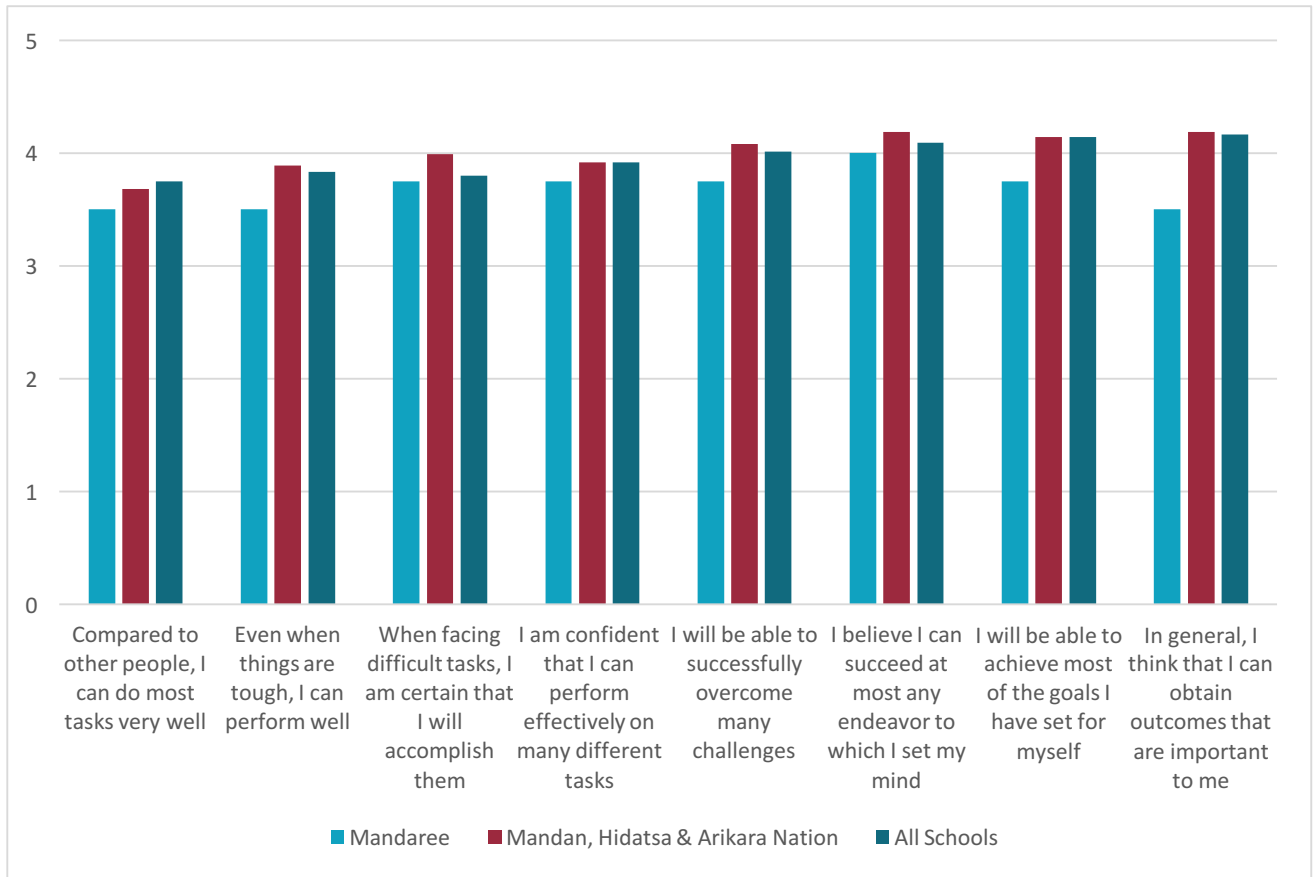


# Student Self-Confidence

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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. Mandaree students rated their self-confidence lower on all these questions compared to Mandan, Hidatsa & Arikara Nation and All Schools. The total confidence mean for Mandaree students was =3.69 as compared to =4.01 for Mandan, Hidatsa & Arikara Nation and =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 the 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 Mandaree High School.

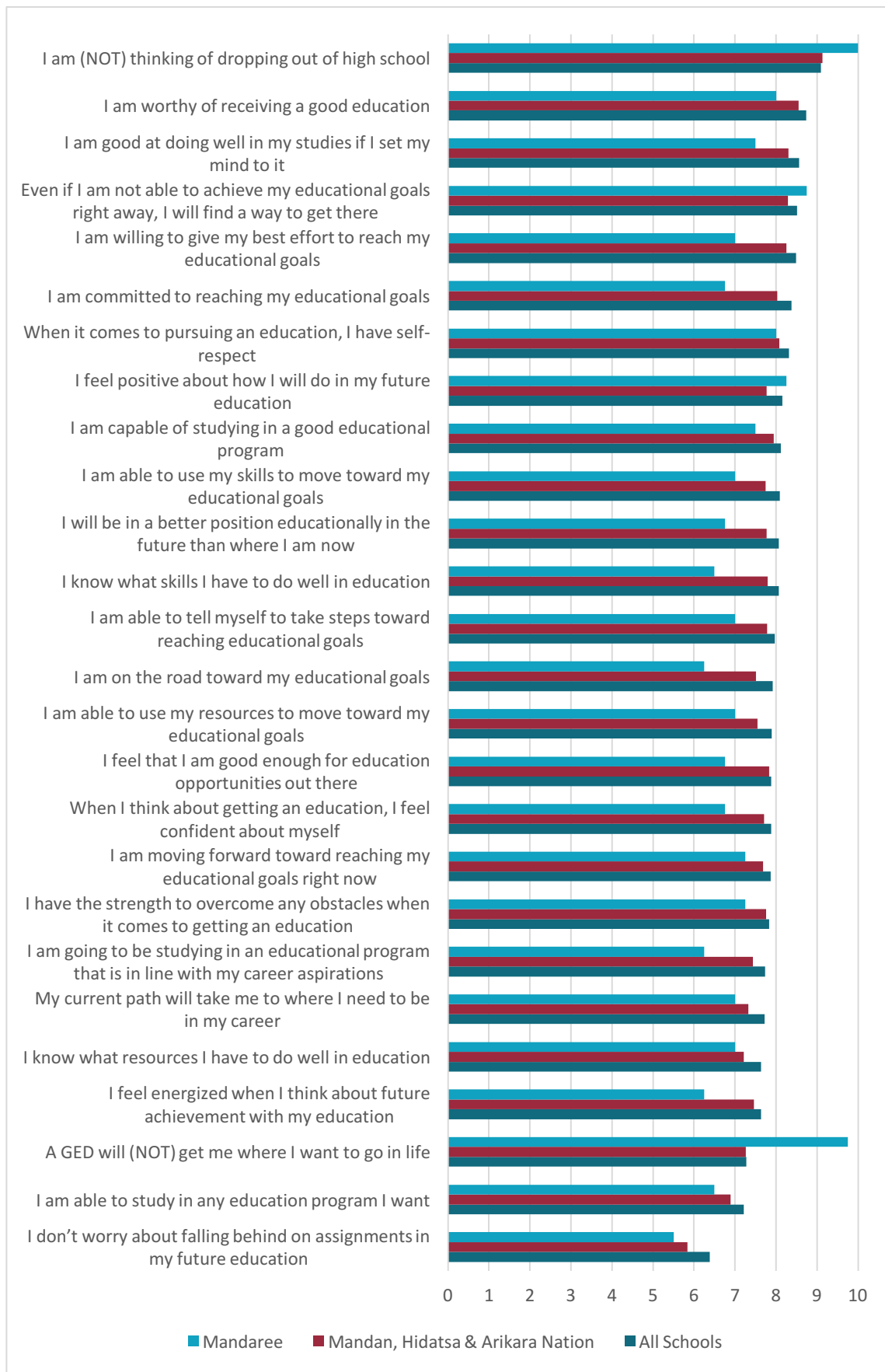
Mandaree students' highest confidence was reflected in the statements that they were not thinking about dropping out of high school and a GED will not get them to where they want in life. Mandaree students' confidence ratings were higher on four of the 26 education statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 3).

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

Mandaree students' mean for the feelings category was  $\bar{x}=7.20$ , which was lower than the means for Mandan, Hidatsa & Arikara Nation Schools ( $\bar{x}=7.67$ ) and All Schools ( $\bar{x}=7.91$ ).

Mandaree students' average for the goals category was  $\bar{x}=6.91$ , which was also lower than the means for Mandan, Hidatsa & Arikara Nation Schools ( $\bar{x}=7.71$ ) and All Schools ( $\bar{x}=8.00$ ).

The overall education confidence level of the Mandaree students was  $\bar{x}=6.50$ , which again was lower than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=7.24$ ) 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 is listed from the highest to the lowest percentage from All Schools’ data.

Mandaree students ranked transportation as the greatest challenge to future education. In comparison to their Mandan, Hidatsa & Arikara Nation and All Schools peers, Mandaree students ranked higher on nine of the ten education challenge statements (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.

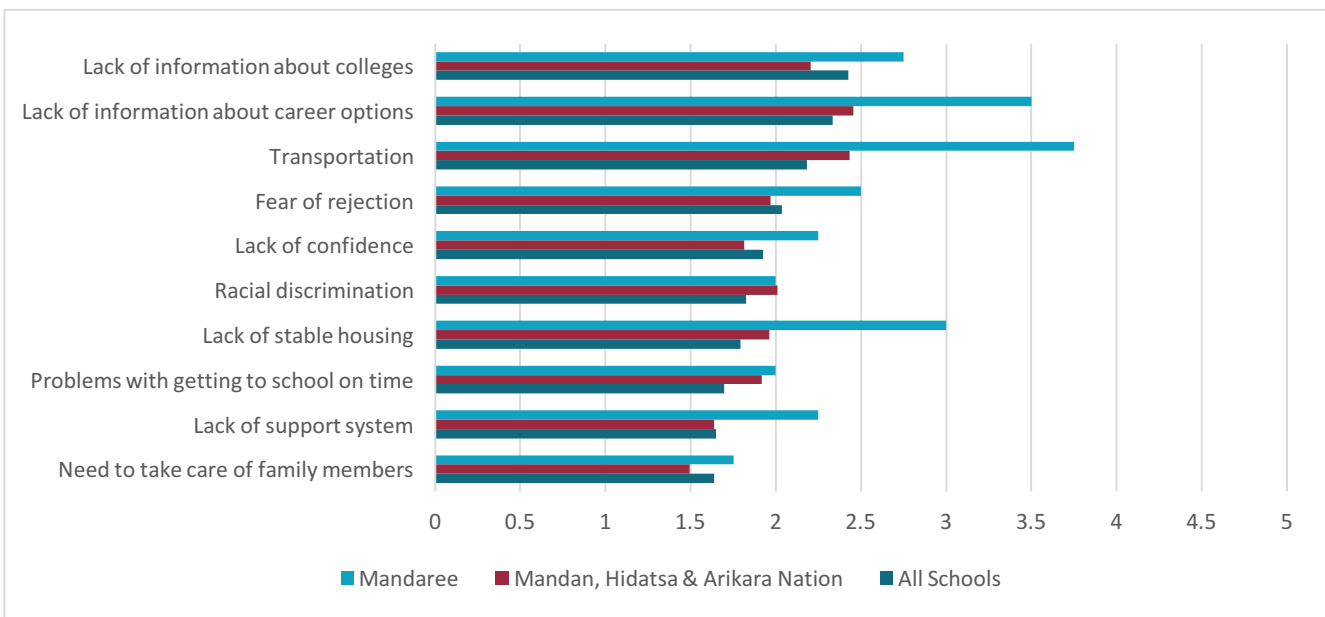
The external category mean for Mandaree students ( $\bar{x}=1.75$ ) measured higher than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=1.27$ ) and All Schools ( $\bar{x}=1.33$ ).

The self-confidence category mean of  $\bar{x}=2.34$  for Mandaree students was higher than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=1.64$ ) and All Schools ( $\bar{x}=1.65$ ).

The average for support category mean was  $\bar{x}=2.31$  for Mandaree students, which was higher when compared to Mandan, Hidatsa & Arikara Nation ( $\bar{x}=1.64$ ) and All Schools (1.63).

The Mandaree students mean score for the information category was  $\bar{x}=3.13$ , which was higher than Mandan, Hidatsa & Arikara Nation schools ( $\bar{x}=2.32$ ) and All Schools ( $\bar{x}=2.39$ ).

The overall education challenge mean for Mandaree students was  $\bar{x}=2.27$ , which was higher than Mandan, Hidatsa & Arikara Nation schools ( $\bar{x}=1.62$ ) and 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?" Compared to Mandan, Hidatsa & Arikara Nation (39%) and All Schools (30%), a higher percentage of Mandaree students (50%) believed it was easier to obtain a GED than a high school diploma. In comparison, zero students (0%) from Mandaree High School thought a GED was equal to a high school diploma, while 16% of Mandan, Hidatsa & Arikara Nation and 23% of All Schools students believed a GED and high school diploma were similar (See Table 2).

Mandaree students were asked why it was easier to obtain a GED, and two responded. One student explained, "Yes, [a GED is easier to obtain] because it is possible to get it done in one day," while another stated, "because that's why many drop out."

Mandaree students were asked why it was not easier to get a GED, and no students responded to this question.

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

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

# Educational Support

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

Overall, Mandaree students believed eight individuals ( $\bar{x}=7.50$ ) would support them to continue their education after graduation, which was higher than their peers from Mandan, Hidatsa & Arikara Nation ( $\bar{x}=6.75$ ), and comparable to

All Schools ( $\bar{x}=7.61$ ) when rounded up. The most common sources of support for Mandaree students included parents (100%), teachers (100%), uncles (100%), school counselors (100%), aunts (75%), friends (75%), grandparents (75%) and siblings (75%).

In one open-ended question, students described other family members who would support their education in a health-related field. One Mandaree student listed cousins. The second open-ended question addressed, "Someone else?" Mandaree students did not provide responses to this question.

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

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

# Post High School Educational Plans

As detailed in Figure 5, Mandaree students had a higher interest in attending four-year colleges or universities, in contrast, a lower percentage planned to enroll in community or tribal colleges when compared to Mandan, Hidatsa & Arikara Nation and All Schools. Additional information on post high school education plans are displayed in Appendix Table E.

The Mandaree student interested in attending a community or tribal college did not list a specific community or tribal college.

The career choice of the Mandaree student who planned to attend a community or tribal college was computer science.

Three Mandaree students did not have plans to attend community or tribal colleges. One Mandaree student wanted to pursue a career in cosmetology and stated, "cosmetology, then college," while another student stated, "[I] just want to start

working." Additionally, one Mandaree student replied, "I want to be out of the state."

When compared to Mandan, Hidatsa & Arikara Nation and All Schools, Mandaree students had a lower percentage of students interested in four-year colleges or universities.

Mandaree students planning to attend four-year colleges or universities did not list specific institutions of interest.

Mandaree students who planned to attend four-year colleges or universities did not share their interests. One Mandaree student responded with "I don't know just yet."

One Mandaree student who did not plan to attend a four-year college or university, responded "I wanna better myself."

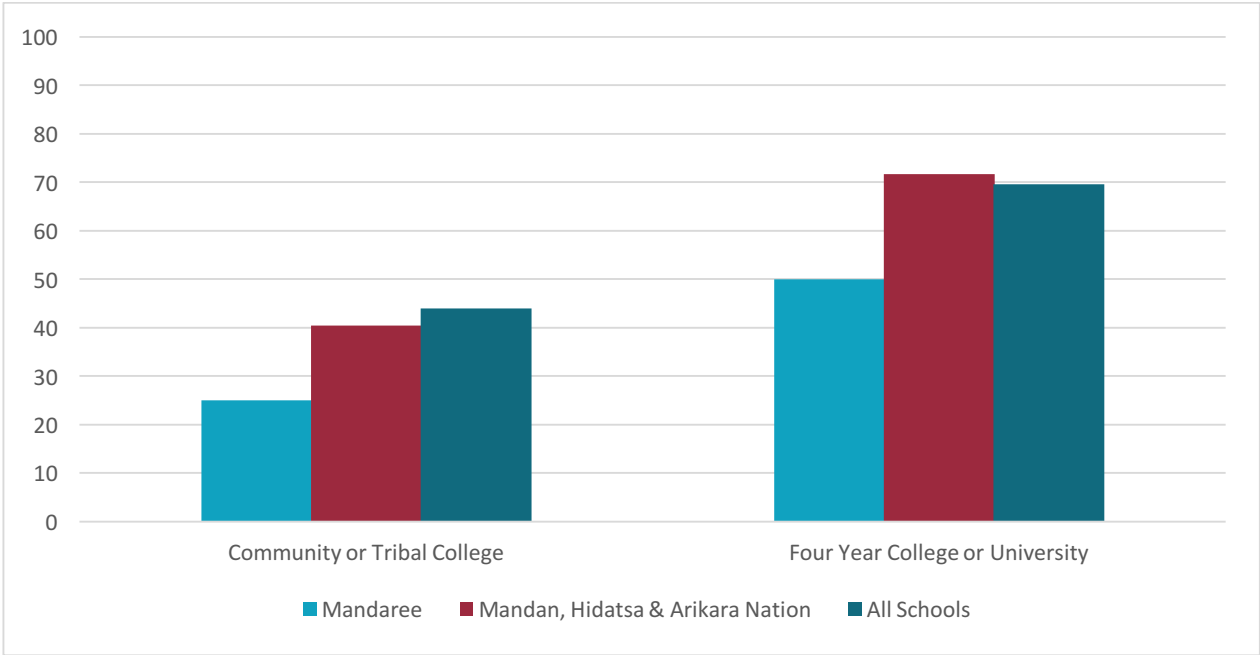
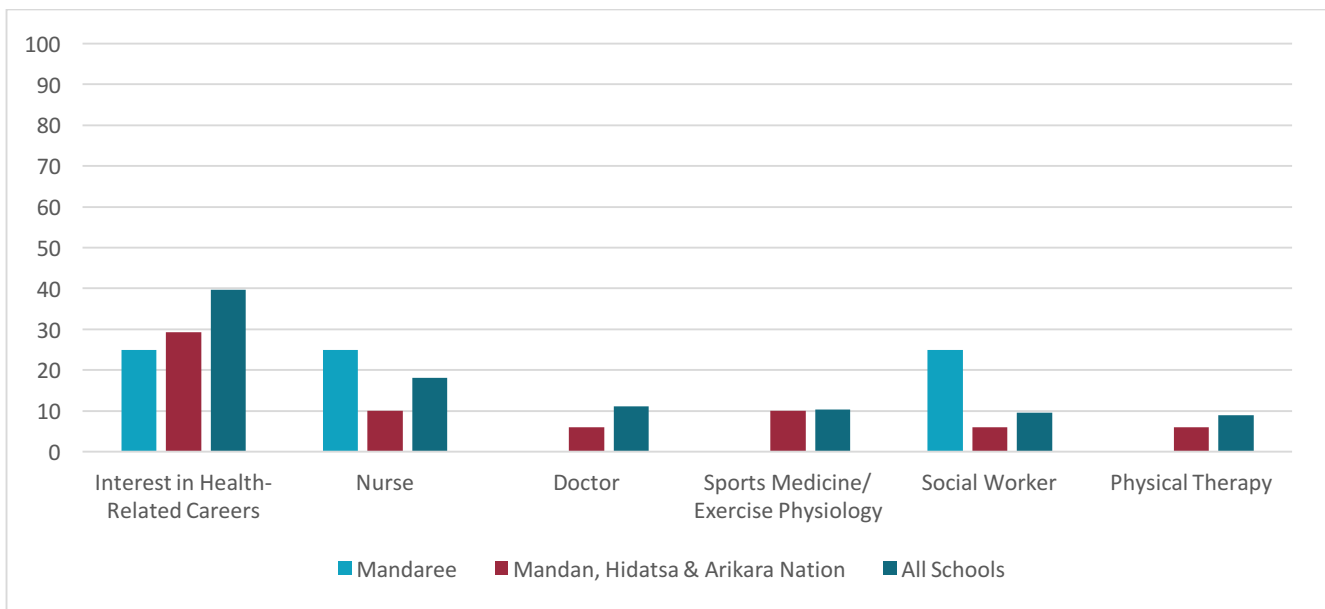


Figure 5. Future Educational Plans

Of the four students surveyed, 25% were interested in health careers, which was lower than their peers at Mandan, Hidatsa & Arikara Nation (29%) and All Schools (40%). Students who indicated interest in a healthcare career were asked to choose their top three health career choices from a list of 20 choices that included nurse, nurse practitioner, pharmacist, doctor, physician assistant, imaging (X-ray) technician, laboratory technician, dietician, dental assistant, social worker, emergency medical technician (EMT), paramedic, physical therapist, occupational therapist, sports medicine/exercise physiology, counselor, dentist, dental hygienist, chiropractor, and other. All Schools students' top five choices are displayed in Figure 6.

Of the top five career selections by All Schools, Mandaree students' strongest interests were in nursing (25%) and social work (25%), with little interest in medicine, sports medicine, and physical therapy. An open-ended question, "Other" was provided. Mandaree students did not provide additional career choices. Additional information regarding health career interests is shown in Appendix Table F.



**Figure 6. Health Careers of Interests 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. One Mandaree student was interested in "helping others" and another student other reported, "carpentry."





# Future Employment

## Confidence in Obtaining Future Employment

Students' confidence in 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 Mandaree High School.

Mandaree students' highest confidence was reflected in the statement that they felt positive about how they would perform in future jobs. Mandaree students' confidence ratings were higher on nine of the 24 employment statements when compared to Mandan, Hidatsa & Arikara Nation and All Schools data (See Figure 7).

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

Mandaree students' mean for the feelings category was  $\bar{x}=7.82$ , which was lower than the means for Mandan, Hidatsa & Arikara Nation Schools ( $\bar{x}=8.31$ ) and All Schools ( $\bar{x}=8.30$ ).

Mandaree students' average for the goals category was  $\bar{x}=8.10$ , which was higher than the means for Mandan, Hidatsa & Arikara Nation Schools ( $\bar{x}=7.96$ ) and lower than All Schools ( $\bar{x}=8.16$ ).

In comparison, Mandaree students' mean for the future category was  $\bar{x}=7.80$ , which was higher than the means for Mandan, Hidatsa & Arikara Nation Schools ( $\bar{x}=7.52$ ) and All Schools ( $\bar{x}=7.72$ ).

The overall employment confidence level of the Mandaree students was  $\bar{x}=7.96$ , which again was similar to Mandan, Hidatsa & Arikara Nation ( $\bar{x}=7.97$ ) and lower than All Schools ( $\bar{x}=8.11$ ). Additional detail on the students' confidence in obtaining future employment is presented in Appendix Table G.

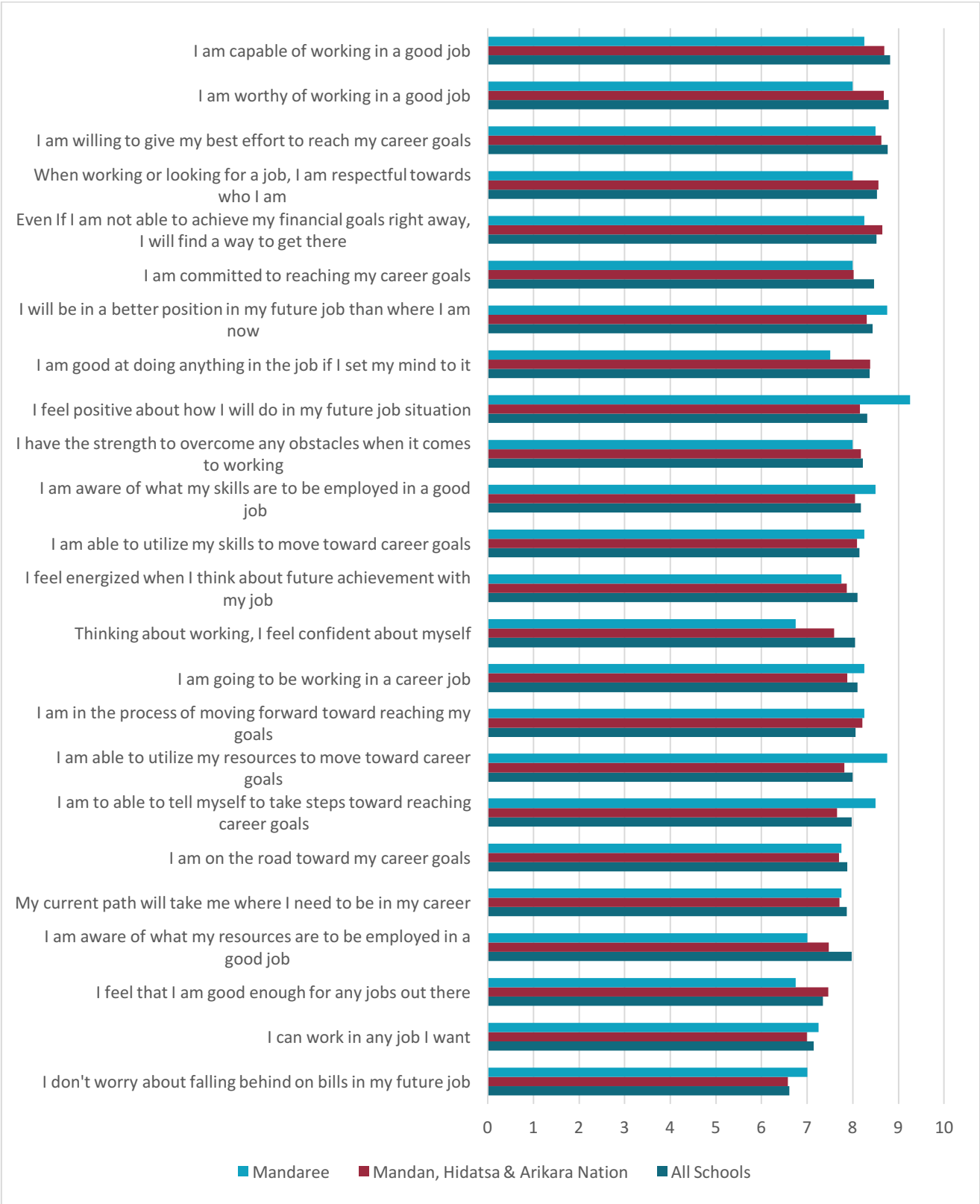


Figure 7. Confidence in Obtaining Future Employment

# 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. Mandaree’s 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

Mandaree students’ ranked having a high school diploma and working with limiting health conditions as the greatest challenges to future employment. When compared to Mandan, Hidatsa & Arikara Nation and All Schools, Mandaree students’ ratings were higher in three 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); challenge 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); challenge 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 challenge 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 full list of challenges to employment is found in Appendix Table H.

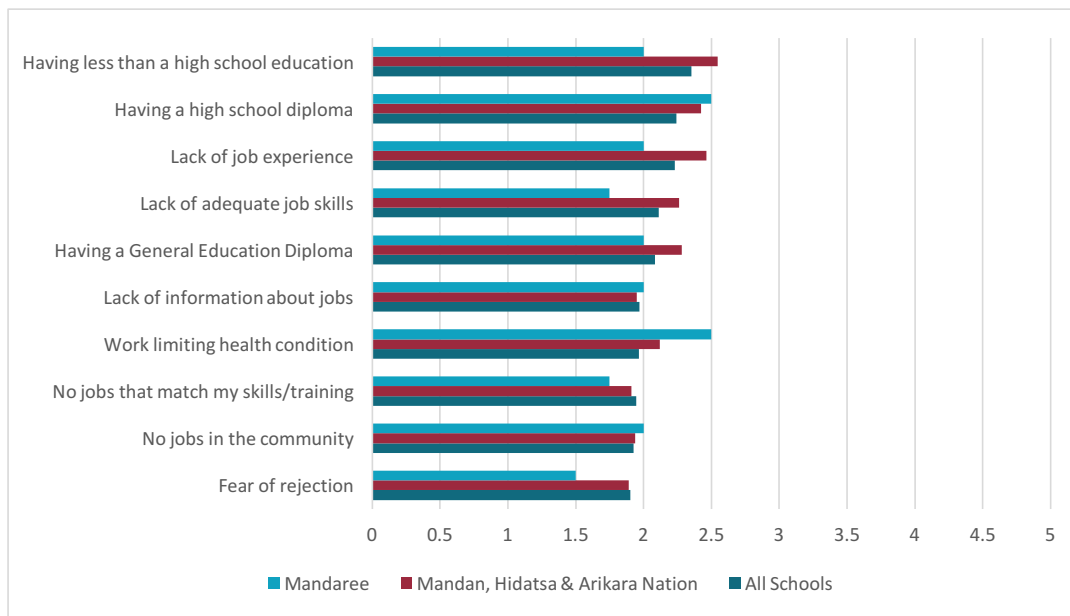
The Mandaree students’ average for the external category was  $\bar{x}=1.19$ , this measure was lower than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=1.45$ ) and All Schools data ( $\bar{x}=1.51$ ).

The self-confidence category average ( $\bar{x}=1.45$ ) for Mandaree students was lower than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=1.71$ ) and All Schools ( $\bar{x}=1.62$ ) students.

The job category mean for Mandaree students ( $\bar{x}=1.92$ ) was also lower than Mandan, Hidatsa & Arikara Nation ( $\bar{x}=2.00$ ) and similar to All Schools ( $\bar{x}=1.95$ ) data.

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

The overall challenge mean for Mandaree students obtaining future employment was  $\bar{x}=1.61$ , which was lower than Mandan, Hidatsa & Arikara Nation schools ( $\bar{x}=1.81$ ) 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 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 Mandaree High School (See Table 4).

Overall, Mandaree students believed seven individuals ( $\bar{x}=6.50$ ) would support them when seeking employment in health-related fields, which was comparable to their peers at Mandan, Hidatsa

& Arikara Nation ( $\bar{x}=7.12$ ) schools, but lower than students at All Schools ( $\bar{x}=7.94$ ) when rounded up. The most common sources of support were from parents (100%), uncles (100%), teachers (75%), aunts (75%), friends (75%), siblings (75%) and school counselors (75%).

In one open-ended question, students described other family members who would support their employment in health-related fields. Mandaree students listed no additional supporters. The second open-ended question addressed, "Someone else?" Mandaree students did not list anyone else who would provide additional support.

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

Supporters	Mandaree N=4	New Town N=47	Parshall N=33	White Shield N=15	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	%	%	%	%	N	%	%	%
Parents	100%	91%	79%	100%	88	89%	100%	91%
Friends	75%	74%	58%	93%	71	72%	75%	74%
Grandparents	25%	77%	70%	67%	70	71%	25%	77%
Aunts	75%	81%	64%	87%	75	76%	75%	81%
Teacher(s)	75%	66%	64%	80%	67	68%	75%	66%
Uncles	100%	72%	61%	80%	70	71%	100%	72%
Siblings	75%	83%	76%	67%	77	78%	75%	83%
School counselor	75%	55%	42%	80%	55	56%	75%	55%
Co-workers	0%	45%	30%	40%	37	37%	0%	45%
Spouse or partner	25%	53%	24%	40%	40	40%	25%	53%
Children	25%	32%	15%	33%	26	26%	25%	32%
Family	25%	17%	15%	20%	17	17%	25%	17%
Other family members	0%	11%	3%	20%	9	9%	0%	11%
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>
<b>Number of Supporters</b>	6.50	7.46	6.40	7.67	95	7.12	6.50	7.46

# Post High School Employment Plans

When students were asked about their post-graduation plans, 50% of Mandaree students were interested in joining the military, and 75% planned to work directly after graduation, as seen in Figure 9. Additional information on post high school employment plans are displayed in Appendix Table I.

Students interested in the military were asked to list what branch. One student reported an interest in Marine Corps. One student's military career interest was "Basketball."

Mandaree students choosing to work after graduation were planning for employment in welding or diesel mechanic and "any kind [of job] I guess."

Mandaree students did not report any current place of employment or average hours worked per week.

In an open-ended question, students were asked if they did not plan to attend college or work, why not. Mandaree students did not respond to this question.

### Other Comments

Some students wrote in personal comments at the end of the survey. Mandaree students did not provide additional comments.

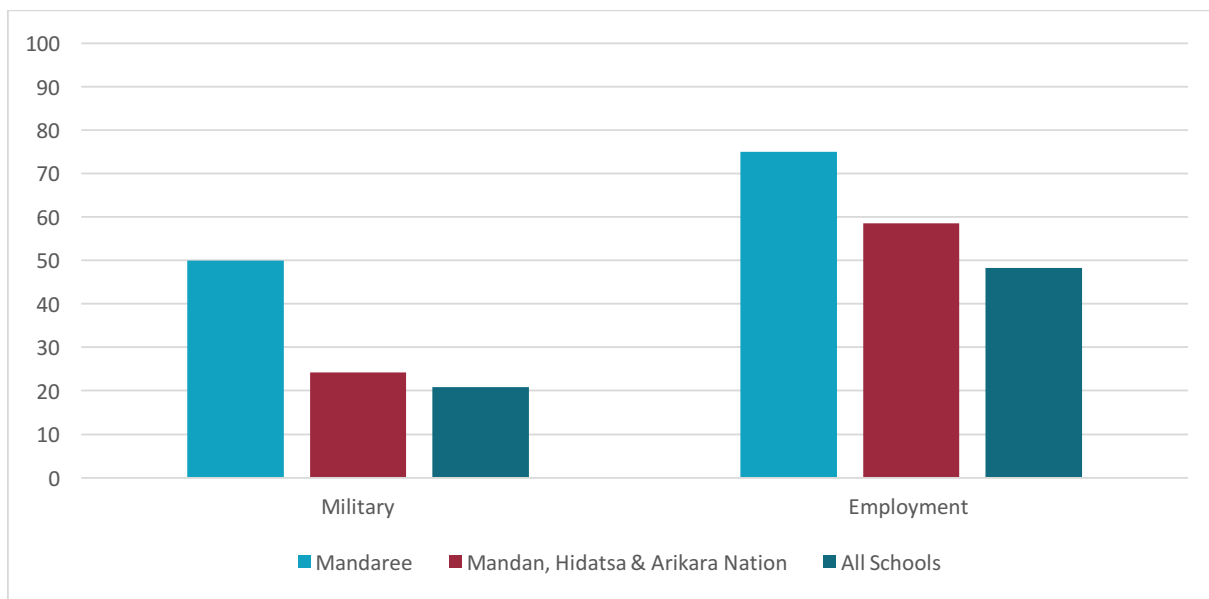


Figure 9. Future Plans for Employment After High School







# Summary

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Mandaree had the smallest number of students participating in the survey from Mandan, Hidatsa & Arikara Nation. Since the number of participants was small, the breakdown of characteristics by percentage can be misleading. The age distribution of Mandaree students is younger than the Mandan, Hidatsa & Arikara and All Schools, with more students in the 16-17 age range. Mandaree students had a lower overall self-confidence than their peers from other Mandan, Hidatsa & Arikara and All Schools students. Students' overall confidence in achieving future educational goals were not as strong as their peers from Mandan, Hidatsa & Arikara Nation and All Schools. Mandaree students identified a great number of challenges to achieving their future education than their peers at Mandan, Hidatsa & Arikara and All Schools. Post high schools education plans for Mandaree students were in four-year colleges or universities rather than community or tribal colleges, but interest percentages were lower than Mandan, Hidatsa & Arikara and All Schools data.

The Mandaree students' confidence in obtaining future employment was similar to their peers from Mandan, Hidatsa & Arikara Nation, both of which were slightly lower than the overall average for All Schools. Mandaree students identified a lesser number of challenges to obtaining future employment than their peers at Mandan, Hidatsa & Arikara and All Schools. Although few showed interest in health careers, nurse and social worker were of highest interest. More students were interested in obtaining employment directly after graduation than enlisting in the military, both measures are higher than their peers from Mandan, Hidatsa & Arikara Nation and All Schools. None of the Mandaree students were currently working while enrolled in high school.





## References

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# Appendix

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

## Demographics of Students

Demographics of student respondents is presented in Appendix A. There were 511, 11th and 12th grade students surveyed in North Dakota and 99 of students were from four schools on or near Mandan, Hidatsa & Arikara Nation. Those students were enrolled in New Town (n=47), Parshall (n=33), White Shield (n=15) and Mandaree (n=4) high schools.

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

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

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

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

# Student Self-Confidence

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

Mandaree and Mandan, Hidatsa & Arikara Nation students demonstrated their highest self-confidence in their belief that they could succeed at any endeavor to which they set their mind. In contrast, All Schools students believed their highest self-confidence was their thinking they could obtain the outcomes that are important to them. Mandaree students' overall self-confidence mean was lower than students from Mandan, Hidatsa & Arikara Nation and All Schools.

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

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

## Confidence in Achieving Future Education

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

Students' confidence in achieving future education is presented in Table C. Not thinking about dropping out of high school was the highest rated self-confident statement by Mandaree, Mandan, Hidatsa & Arikara Nation and All Schools students. The statement rated the lowest by Mandaree, Mandan, Hidatsa & Arikara Nation, and All Schools students was not worrying about falling behind in assignments in their future educational programs. The overall confidence mean for Mandaree students achieving future education was lower than for their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

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

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

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.



## Confidence in Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

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

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Confidence in Obtaining Future Education

Table C. Confidence in Achieving Future Education (continued)

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

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Challenges to Future Education

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

to obtaining a future education was lack of transportation, whereas, Mandan, Hidatsa & Arikara Nation thought it was lack of information about career options, while All Schools greatest challenge was lack of information about colleges. The lowest challenges for Mandaree students included bullying, mental illness, being a single parent, and domestic violence, which was comparable to All Schools, whereas, Mandan, Hidatsa & Arikara students thought it was being a single parent or needing to care for young children.

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

**Table D. Future Educational Challenges**

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

## Challenges to Future Education

Table D. Future Educational Challenges (continued)

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



## Post High School Educational Plans

Table E displays students' reported plans to continue their education after high school graduation. Mandaree students indicated a lower preference for attending a community, tribal colleges, four-year colleges or universities than their peers.

**Table E. Future Educational Plans**

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

Twenty-five percent of Mandaree students were interested in health careers. Students who indicated an interest in healthcare careers were asked to choose their top healthcare career choices. The five most common careers that emerged from All Schools student responses are shown in Table F. Mandaree students expressed higher interests in nursing and social work than their peers from Mandan, Hidatsa & Arikara Nation and All Schools.

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

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

# Future Employment

## Confidence in Obtaining Future Employment

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

Table G illustrates the measures of students' confidence towards future employment. The highest employment statement rated by Mandaree students was that they felt positive about how they will perform in their future jobs. In comparison, Mandan, Hidatsa & Arikara Nation and All Schools students' highest confidence was in their ability to work in good jobs. Feeling good enough for any jobs out there and working in career jobs were

rated as the lowest statements by Mandan students. Whereas, not worrying about falling behind on bills in their future job was rated as the lowest statement by Mandan, Hidatsa & Arikara Nations and All Schools students.

Overall, the goals category was scored as the highest challenge by Mandaree students, whereas, the feelings category was rated the highest by Mandan, Hidatsa & Arikara Nation and All Schools. In comparison, the future category was rated the lowest challenge by Mandaree, Mandan, Hidatsa & Arikara Nation and All Schools students for obtaining future employment. The overall future employment confidence mean for Mandaree students was comparable to Mandan, Hidatsa & Arikara Nation mean but lower than All Schools mean.

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

Employment Statements	Mandaree N=4	New Town N=47	Parshall N=33	White Shield N=15	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am capable of working in a good job**	8.25	8.43	8.79	9.40	99	8.69	507	8.82
I am worthy of working in a good job**	8.00	8.51	8.76	9.20	99	8.68	508	8.79
I am willing to give my best effort to reach my career goals^^	8.50	8.40	8.88	8.80	99	8.63	507	8.76
When working or looking for a job, I am respectful towards who I am**	8.00	8.47	8.61	8.87	99	8.56	506	8.52
Even if I am not able to achieve my financial goals right away, I will find a way to get there^^	8.25	8.75	8.76	8.20	99	8.65	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	Mandaree N=4	New Town N=47	Parshall N=33	White Shield N=15	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
I am committed to reaching my career goals^^	8.00	7.85	8.18	8.20	99	8.02	508	8.47
I will be in a better position in my future job than where I am now++	8.75	8.06	8.55	8.40	99	8.30	509	8.44
I am good at doing anything in the job if I set my mind to it**	7.50	8.32	8.49	8.60	99	8.39	509	8.37
I feel positive about how I will do in my future job situation++	9.25	8.04	8.39	7.67	98	8.15	507	8.32
I have the strength to overcome any obstacles when it comes to working**	8.00	7.96	8.52	8.20	99	8.18	508	8.22
I am aware of what my skills are to be employed in a good job^^	8.50	7.83	8.36	7.93	99	8.05	507	8.18
I am able to utilize my skills to move toward career goals^^	8.25	8.00	8.27	7.93	99	8.09	508	8.15
I feel energized when I think about future achievement with my job^^	7.75	7.68	8.24	7.67	99	7.87	508	8.10
I am going to be working in a career job++	6.75	7.66	7.49	7.80	99	7.59	507	8.10
I am in the process of moving forward toward reaching my goals^^	8.25	7.79	8.12	7.53	99	7.88	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	Mandaree N=4	New Town N=47	Parshall N=33	White Shield N=15	Mandan Hidatsa & Arikara Nation N=99		All Schools N=511	
	Mean	Mean	Mean	Mean	N	Mean	N	Mean
Thinking about working, I feel confident about myself**	8.25	8.15	8.30	8.20	99	8.21	508	8.05
I am able to tell myself to take steps toward reaching career goals^^	7.75	7.72	7.55	7.93	99	7.70	508	7.97
I am aware of what my resources are to be employed in a good job^^	8.50	7.75	7.64	7.20	99	7.66	508	7.97
I am able to utilize my resources to move toward career goals^^	8.75	7.91	7.88	7.13	99	7.82	508	7.99
I am on the road toward my career goals^^	7.75	7.70	7.76	7.60	99	7.71	503	7.88
My current path will take me to where I need to be in my career^^	7.00	7.85	7.30	6.80	99	7.48	507	7.87
I feel that I am good enough for any jobs out there**	6.75	7.11	7.64	8.40	99	7.47	509	7.34
I can work in any job I want++	7.25	6.45	7.46	7.60	99	7.00	508	7.15
I don't worry about falling behind bills in my future job++	7.00	6.51	6.67	6.47	99	6.58	509	6.61
<b>Overall Confidence</b>	<b>7.96</b>	<b>7.87</b>	<b>8.11</b>	<b>7.99</b>	<b>99</b>	<b>7.97</b>	<b>509</b>	<b>8.11</b>
<b>Feelings</b>	7.82	8.13	8.44	8.70	99	8.31	509	8.30
<b>Goals</b>	8.10	7.94	8.08	7.74	99	7.96	508	8.16
<b>Future</b>	7.80	7.34	7.71	7.59	99	7.52	509	7.72

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.



# Challenges to Obtaining Future Employment

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

Students' perceived challenges to achieving a future employment are represented in Table H.

Mandaree students believed that having a high school diploma and work limiting health conditions were the greatest challenges to future employment, whereas Mandan, Hidatsa & Arikara Nation and All Schools students thought the highest challenge was having less than a high school education. The lowest challenge among Mandaree, Mandan, Hidatsa & Arikara Nation and All Schools students for employment was physical disabilities.

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

**Table H. Future Employment Challenges**

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

## Challenges to Obtaining Future Employment

Table H. Future Employment Challenges (continued)

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

## Challenges to Obtaining Future Employment

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

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

## Post High School Employment Plans

Table I displays students' plans for enlistment in the military or employment after high school graduation. A greater percentage of Mandaree students planned to enlist in the military and pursue employment after graduation than Mandan, Hidatsa & Arikara Nation schools and All Schools.

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

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



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