

# Youth Education & Employment Survey Results

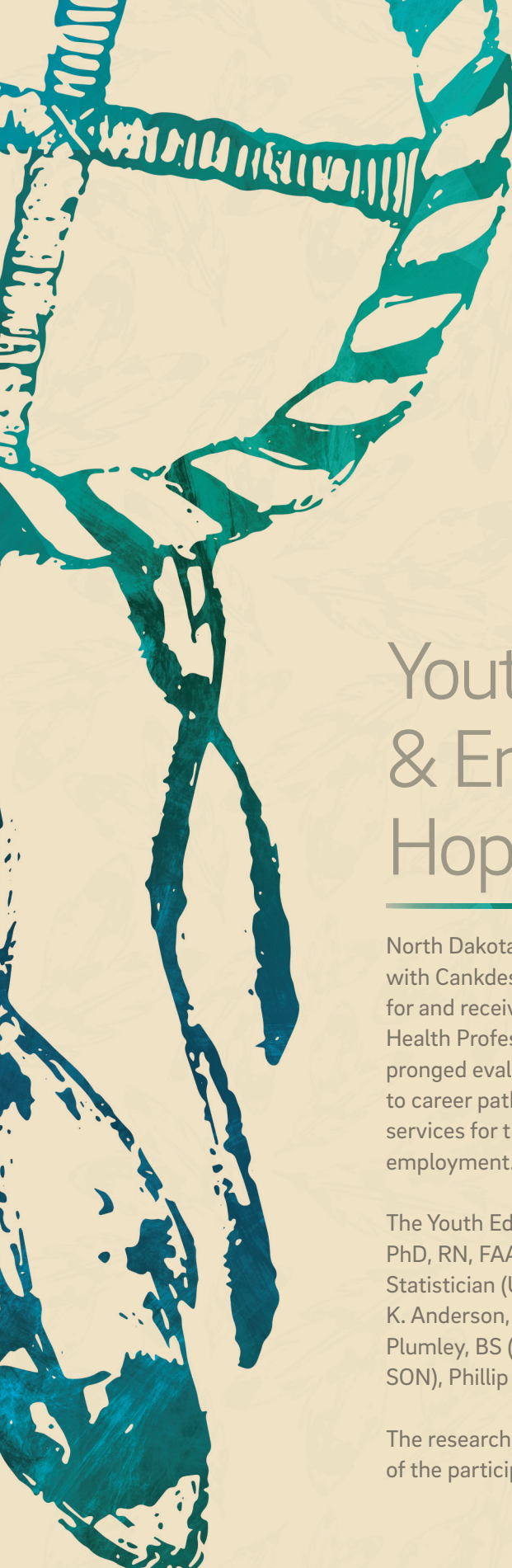
Hope Project:  
Solen High School  
*Solen, North Dakota*



CANKDESKA CIKANA  
COMMUNITY COLLEGE  
*Spirit Lake Dakota Nation*



**NDSU** SCHOOL  
OF NURSING



# Youth Education & Employment Hope Survey

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

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

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

## Spirit Lake Nation

**Devils Lake:** Ryan Hanson, Principal; Lisa Gathman, Administration Assistant  
**Four Winds:** John Lohnes, Principal;  
Carmen Littlewind, Administration Assistant;  
Walter Hollifield, Business Manager; Kristi Black, Counselor  
**Minnewaukan:** Ronald Carlson, Principal; Billy Weixel, Administration Assistant  
**Warwick:** Dean Dauphinais, Superintendent; Kimberly Nelson, Counselor;  
Tara Thomas, Administration Assistant

## Mandan, Hidatsa & Arikara Nation

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

## Standing Rock Reservation

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

## Turtle Mountain Reservation

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

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

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







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## Prelude to this Study

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

# Introduction & Purpose

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## Introduction

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

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

The Spirit Lake Nation schools included Devils Lake, Four Winds, Minnewaukan and Warwick high schools. The Mandan, Hidatsa & Arikara Nation included Mandaree, New Town, Parshall and White Shield high schools. Standing Rock Reservation included Fort Yates, Selfridge and Solen high schools. Turtle Mountain 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 three individual schools from Standing Rock Reservation, Standing Rock Reservation aggregate and All Schools data.



# Survey Response Rate & Demographics

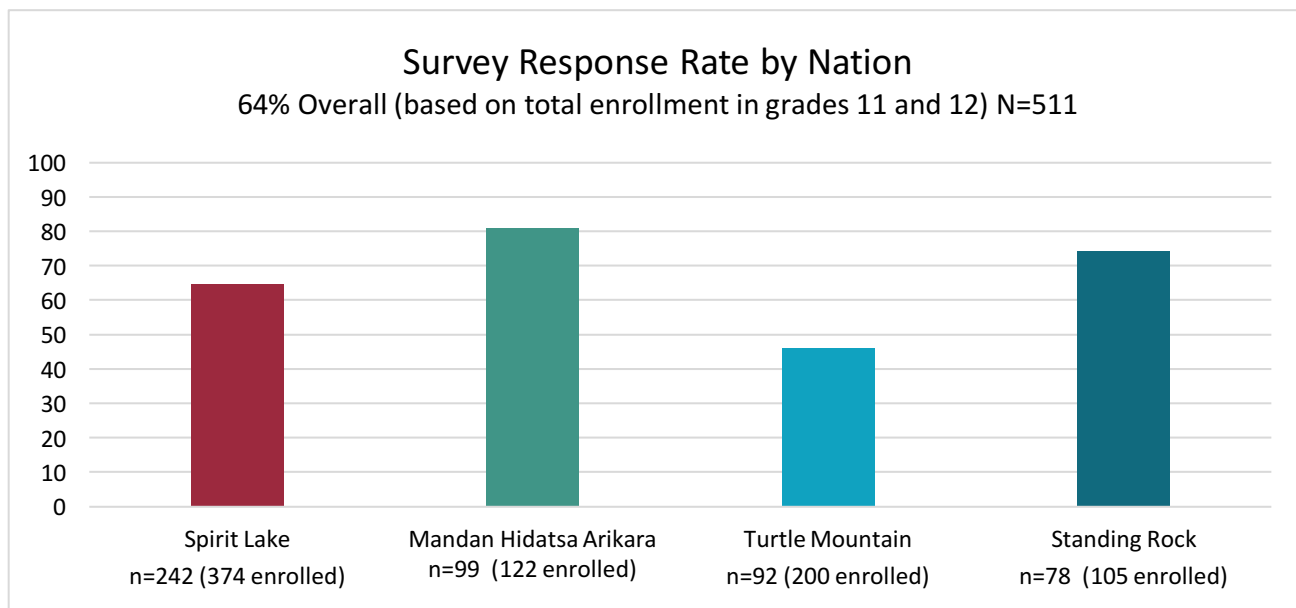
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The overall survey response rate was 64% based on the total number of students enrolled in 11th and 12th grade at participating schools compared to the number of students who participated the day of the survey (See Figure 1). The survey was administered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

At Solen, seven of the 13 students (54%) enrolled in the 11th and 12th grade participated in the survey.

All seven of the students (100%) self-identified as American Indian/Native American (see Table 1). Age categories of Solen students were comparable to All Schools, but the percentage breakdown by gender showed more male participation (71%) than Standing Rock Reservation and All Schools. Solen had the smallest number of participants of the Standing Rock Reservation schools. Since the number of participants was small, the breakdown of characteristics by percentage can be misleading. 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	Solen N=7	Solen (%)	Standing Rock Reservation N=78	Standing Rock Reservation (%)	All Schools N=511	All Schools (%)	
<b>Race/Ethnicity</b>	<b>n=7</b>	<b>100%</b>	<b>n=77</b>	<b>99%</b>	<b>n=506</b>	<b>99%</b>	
American Indian/Native American	7	100%	75	96%	335	66%	
Other *	0	0%	2	3%	171	33%	
Missing Data	0	0%	1	1%	5	1%	
<b>Gender</b>	<b>n=7</b>	<b>100%</b>	<b>n=77</b>	<b>99%</b>	<b>n=508</b>	<b>99%</b>	
Male	5	71%	37	47%	259	50%	
Female	2	29%	40	52%	249	49%	
Missing Data	0	0%	1	1%	3	1%	
<b>Age</b>	<b>n=7</b>	<b>100%</b>	<b>n=76</b>	<b>98%</b>	<b>n=500</b>	<b>98%</b>	
16	2	29%	16	21%	100	20%	
17	3	42%	42	54%	255	50%	
18-19	2	29%	18	23%	145	28%	
Missing Data	0	0	2	2%	11	2%	
<b>Employment</b>	<b>n=7</b>	<b>100%</b>	<b>n=68</b>	<b>87%</b>	<b>n=469</b>	<b>92%</b>	
Currently Employed	Yes	1	100%	14	18%	172	34%
	No	6	86%	54	69%	297	58%
Missing Data		0	0%	10	13%	42	8%

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



# Student Self-Confidence

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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. Solen students rated their self-confidence lower on all these statements compared to Standing Rock Reservation and All Schools. The total confidence mean for Solen students was  $\bar{x} = 3.21$  as compared to  $\bar{x} = 3.84$  for Standing Rock Reservation and  $\bar{x} = 3.96$  for All Schools. Additional student self-confidence information is illustrated in Appendix Table B.

### Self-Confidence Survey Response by Question

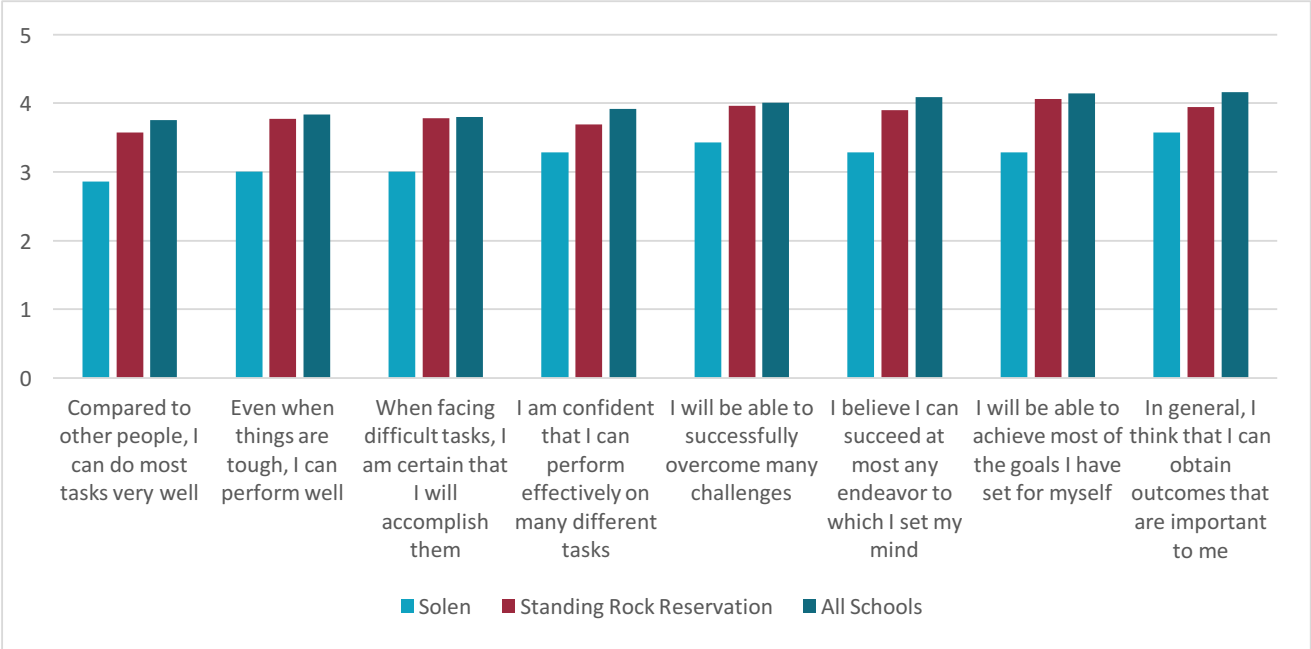


Figure 2. Self-Confidence Ratings of Students





# Future Education

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## Confidence in Achieving Future Education

Students' confidence of achieving their future educational goals at a community college, tribal college, four-year college or university was measured by 26 general statements on a ten-point scale, where scores could range from zero to ten, with ten indicating highest confidence. Results are listed in Figure 3, beginning with statements that reflect the greatest amount of student confidence to those that reveal the least amount of student confidence. The order of responses is based on the mean score from All Schools data. Individual school results may differ from the mean as illustrated in the results for Solen High School.

Solen students' highest confidence was reflected in the statement that they were not thinking about dropping out of high school. Solen students' confidence ratings were higher in five of the 26 education statements when compared to Standing Rock Reservation and All Schools data (See Figure 3).

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

The Solen students' mean for the feelings category was  $\bar{x}=7.57$ , which was lower than the means for Standing Rock Reservation Schools ( $\bar{x}=8.15$ ) and All Schools ( $\bar{x}=7.91$ ).

The Solen students' average for the goals category was  $\bar{x}=7.53$ , which was lower than the averages for Standing Rock Reservation Schools ( $\bar{x}=8.18$ ) and All Schools ( $\bar{x}=8.00$ ).

The overall education confidence level of the Solen students was  $\bar{x}=7.00$ , which was lower than Standing Rock Reservation ( $\bar{x}=7.70$ ) and All Schools ( $\bar{x}=7.48$ ). Additional data on the students' confidence in achieving future education is presented in Appendix Table C.



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

# Challenges to Future Education

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

Solen students ranked the lack of information about colleges, lack of information about career options, and transportation as their greatest challenges to future education. Solen students’ rankings were higher on all ten education challenge statements when compared to Standing Rock Reservation and All Schools data (see Figure 4).

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

information (lack of information about college; lack of information about career options). A total overall challenge score was also calculated.

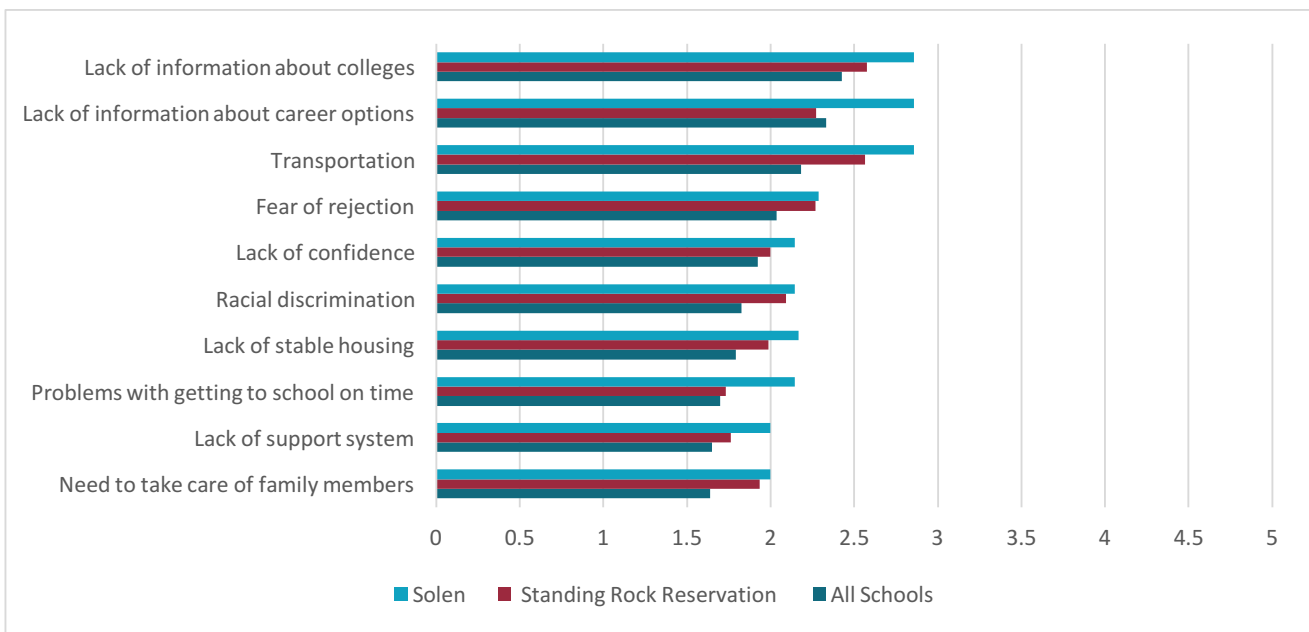
The external category mean for Solen students was  $\bar{x}=1.10$  and measured lower than Standing Rock Reservation ( $\bar{x}=1.42$ ) and All Schools ( $\bar{x}=1.33$ ).

The self-confidence category measure of ( $\bar{x}=1.77$ ) for Solen students was higher than Standing Rock Reservation ( $\bar{x}=1.72$ ) and All Schools ( $\bar{x}=1.65$ ).

The average for support category mean was  $\bar{x}=1.95$  for Solen students, which was higher when compared to Standing Rock Reservation ( $\bar{x}=1.82$ ) and All Schools ( $\bar{x}=1.63$ ).

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

The overall education challenge mean for Solen students was  $\bar{x}=1.78$ , which was higher than Standing Rock Reservation schools ( $\bar{x}=1.75$ ) and All Schools ( $\bar{x}=1.64$ ). Additional information on challenges for future education are shown in Appendix Table D.



**Figure 4. Future Educational Challenges**



# Students' Thoughts About General Education Diplomas (GEDs)

Students' thoughts about General Education Diplomas (GEDs) were explored in the following two questions: "Do you think it is easier to get a GED than a high school diploma?" and "Is a GED equal to a high school diploma?" Overall, 29% of Solen students believed that GEDs were easy to obtain, which was higher than Standing Rock Reservation (18%), but lower than All Schools (30%) students. In comparison, 57% of students thought that GEDs equaled high school diplomas, which was higher than their peers from Standing Rock Reservation (51%) and All Schools (23%) (See Table 2).

Solen students were asked if it was easier to obtain a GED, and two responded. One student reported, "I don't know just hearing people saying GED is way harder than high school diploma," and another stated, "Yes because you don't go to school as much when you get your GED." Solen students were asked why it was not easier to get a GED, and five students responded. One student thought "because it's just going to be harder than to be in school. School is much easier," while another stated, "Because it takes up more time." One student was thinking about future career opportunities and stated, "Won't get good paying jobs [with a GED]," and another students reflected, "It will get you a job, not a career." One student liked the structure of high school and stated, "Because school will guide you step by step."

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

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

# Educational Support

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

Overall, Solen students believed eight individuals ( $\bar{x}=8.00$ ) would support them to continue their education after graduation, which was comparable to their peers from Standing Rock Reservation ( $\bar{x}=8.22$ )

and All Schools ( $\bar{x}=7.61$ ) when rounded up. The most common sources of support for Solen students included parents (100%), aunts (100%), friends (100%), grandparents (100%), school counselors (100%), teachers (86%), spouse or partner (71%), siblings (57%) and uncles (57%).

In one open-ended question, students reported other family members who would support their education in a health-related field. Solen students listed cousins as additional supporters. The second open-ended question addressed, "Someone else?" Solen students did not report any additional sources of support.

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

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

# Post High School Educational Plans

As detailed in Figure 5, Solen students listed a mix of post-graduation plans that included community or tribal colleges and four-year colleges or universities. Solen students were less interested in attending community or tribal colleges when compared to their peers at Standing Rock Reservation but had similar interests as All Schools students. When compared to Standing Rock Reservation and All Schools students, a higher percent of Solen students planned to attend four-year colleges or universities. Additional information on post high school education plans is displayed in Appendix Table E.

Solen students interested in attending community or tribal colleges listed United Tribes Technical College (n=2) and Bismarck State College in Bismarck. One student was undecided.

Career choices of Solen students who planned to attend community or tribal colleges included welding and sports. Two students were undecided. Three students did not have plans for attending a community or tribal college. Two students reported

an interest in travel, "I want to explore the world and meet new people," and "I want to see the world."

Another student was not interested in attending a community or tribal college because of wanting to "go to a city college."

When compared to Standing Rock Reservation, Solen has a similar interest in attending four-year colleges or universities. Students planned to attend University of Mary in Bismarck, Ohio State University in Columbus, and North Dakota State University in Fargo or University of North Dakota in Grand Forks.

Solen students' career interests included nursing, math or engineering, welding or criminal justice, and law.

One Solen student did not plan to attend a four-year college or university, responded that "I want a 2-year college education."

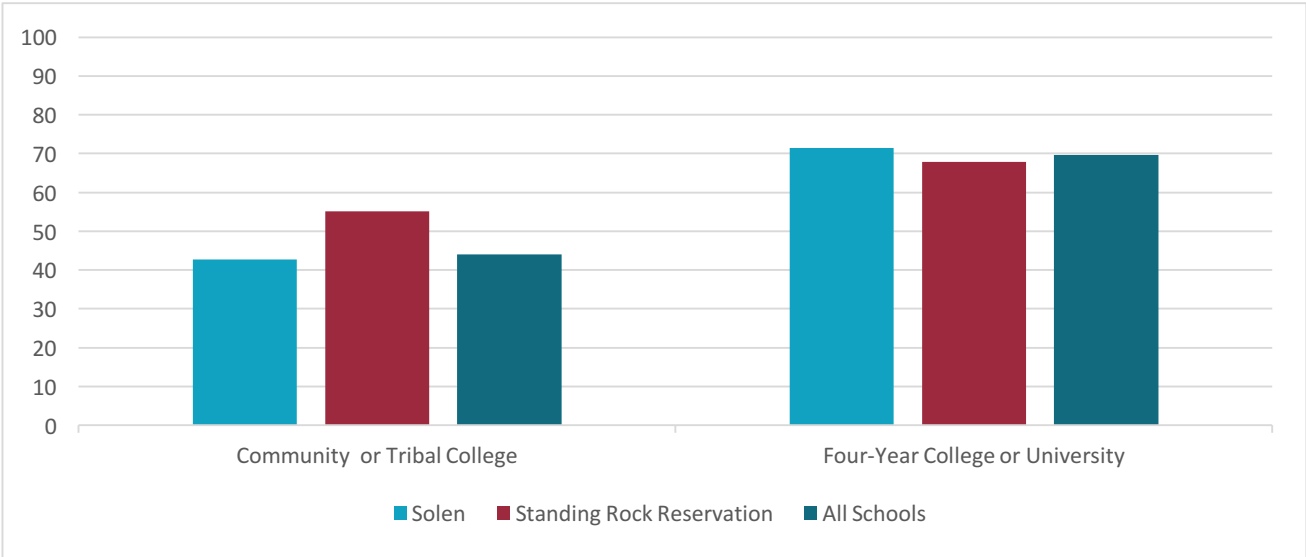
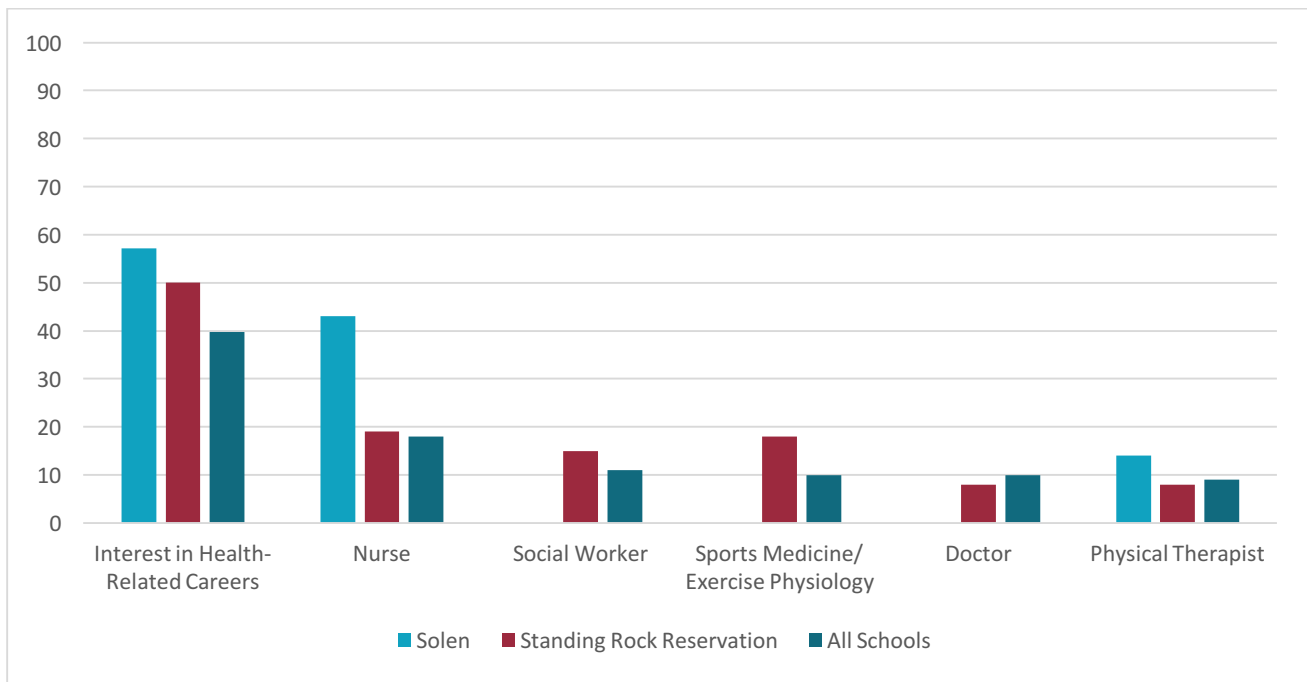


Figure 5. Future Educational Plans

Of the seven students surveyed, 57% were interested in health careers, which was higher than percentages from Standing Rock Reservation and All Schools. Students who indicated interest in healthcare careers were asked to select 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, Solen students' strongest interests were in nursing (43%) and physical therapy (14%). An open-ended question "Other" was provided. Eight students reported a health career, all of which were included in the options provided. The responses included dietician, social worker, EMT or paramedic, OT, counselor, dentist, chiropractor, and dental hygienist. Additional information regarding healthcare interests is shown in Appendix Table F.



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





# 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 Solen High School.

Solen students' highest confidence was reflected in the statement that they were capable of working in good jobs. Solen students' ratings were higher on nine of 24 employment statements when compared to Standing Rock Reservation and All Schools data (See Figure 7).

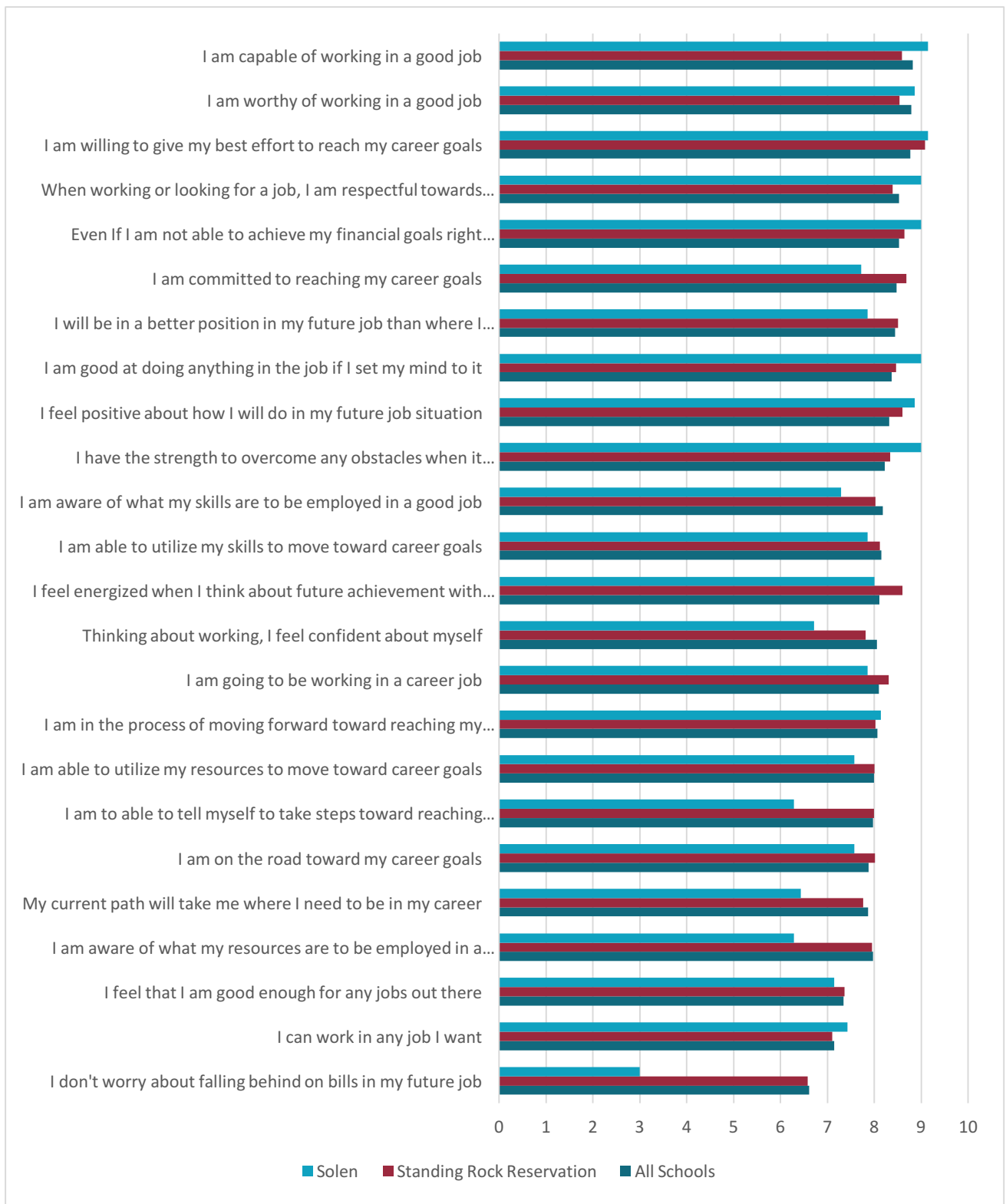
These statements were further split into three categories; feelings about employment, goals towards employment, and future employment. An overall total confidence score was also calculated.

Solen students' mean for the feelings category was  $\bar{x}=8.61$ , which was higher than the means for Standing Rock Reservation Schools ( $\bar{x}=8.24$ ) and All Schools ( $\bar{x}=8.30$ ).

Solen students' average for the goals category was  $\bar{x}=7.58$ , which was lower than the means for Standing Rock Reservation Schools ( $\bar{x}=8.26$ ) and All Schools ( $\bar{x}=8.16$ ).

In comparison, Solen students' mean for the future category was  $\bar{x}=6.77$ , which was lower than the means for Standing Rock Reservation Schools ( $\bar{x}=7.72$ ) and All Schools ( $\bar{x}=7.72$ ).

The overall employment confidence level of the Solen students was  $\bar{x}=7.71$ , which was lower than Standing Rock Reservation ( $\bar{x}=8.14$ ) and 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 Education**

# Challenges to Future Employment

The top ten “Challenges to Employment” that were identified by students out of 28 possible responses are displayed in Figure 8. These statements were rated on a five-point scale, where scores could range from zero to five, with five indicating highest challenge. Solen 11th and 12th grade students identified the same top ten challenges as All Students in the survey.

Solen students ranked having a high school diploma as the greatest challenge to future employment. When compared to Standing Rock Reservation and All Schools, Solen students’ ratings were higher on eight of the ten employment challenge statements (See Figure 8).

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

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

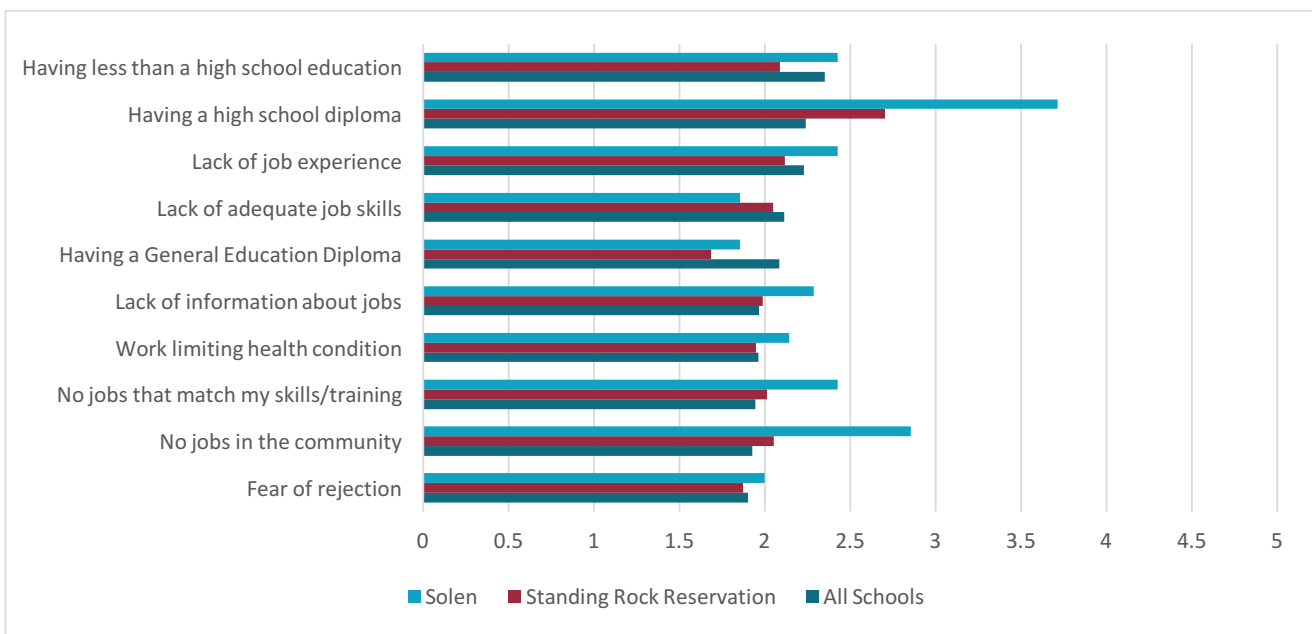
Solen students average for external category was  $\bar{x}=1.19$ , this measure was lower than Standing Rock Reservation ( $\bar{x}=1.51$ ) and All Schools data ( $\bar{x}=1.51$ ).

Self-confidence category average ( $\bar{x}=1.57$ ) for Solen students was lower than Standing Rock Reservation ( $\bar{x}=1.63$ ) and All Schools ( $\bar{x}=1.62$ ) students.

The job category mean for Solen students ( $\bar{x}=2.26$ ) was higher than Standing Rock Reservation ( $\bar{x}=1.96$ ) and All Schools ( $\bar{x}=1.95$ ) data.

Solen students’ education category mean ( $\bar{x}=2.40$ ) was higher than Standing Rock Reservation ( $\bar{x}=2.10$ ) and All Schools ( $\bar{x}=2.15$ ).

The overall challenge mean to obtaining employment for Solen students was  $\bar{x}=1.77$ , which was comparable to Standing Rock Reservation schools ( $\bar{x}=1.76$ ) and All Schools ( $\bar{x}=1.76$ ). A full list of challenges to future employment is found in the Appendix Table H.



**Figure 8. Future Employment Challenges**



# Employment Support

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

Overall, Solen students believed seven individuals ( $\bar{x}=7.43$ ) would support them when seeking employment in health-related fields, which was

lower than their peers at Standing Rock Reservation schools ( $\bar{x}=8.21$ ) and All Schools students ( $\bar{x}=7.94$ ) when rounded up. The most common sources of support included parents (100%), siblings (100%), school counselor (100%), grandparents (86%), friends (71%), aunts (71%) and coworkers (71%).

In one open-ended question, the students were asked to report other family members who would support their employment in a health-related field. Solen students listed no additional supporters for other family members. The second open-ended question addressed, "Someone else?" Solen students listed no additional supporters.

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

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

# Post High School Employment Plans

When Solen students were asked about their plans after graduation, 14% were interested in joining the military, and 86% planned to work directly after graduation, as seen in Figure 9. More detailed information is available in the Appendix Table I.

Students interested in the military were asked to list what branch. One student reported a specific branch of the military of interest was the Army. Interest in joining the military was because “[I] want to serve my country.”

Three of the Solen students choosing to work after graduation were planning for employment as a firefighter, hands on work, or work in the casino. While one student stated “Hopefully a good job.”

One student worked at Prairie Knights Casino while enrolled in Solen High School. The average number of hours worked per week was reported as less than 30 hours.

## Other Comments

Students had the opportunity to add “Other Comments” at the end of the survey. Solen students did not provide additional comments.

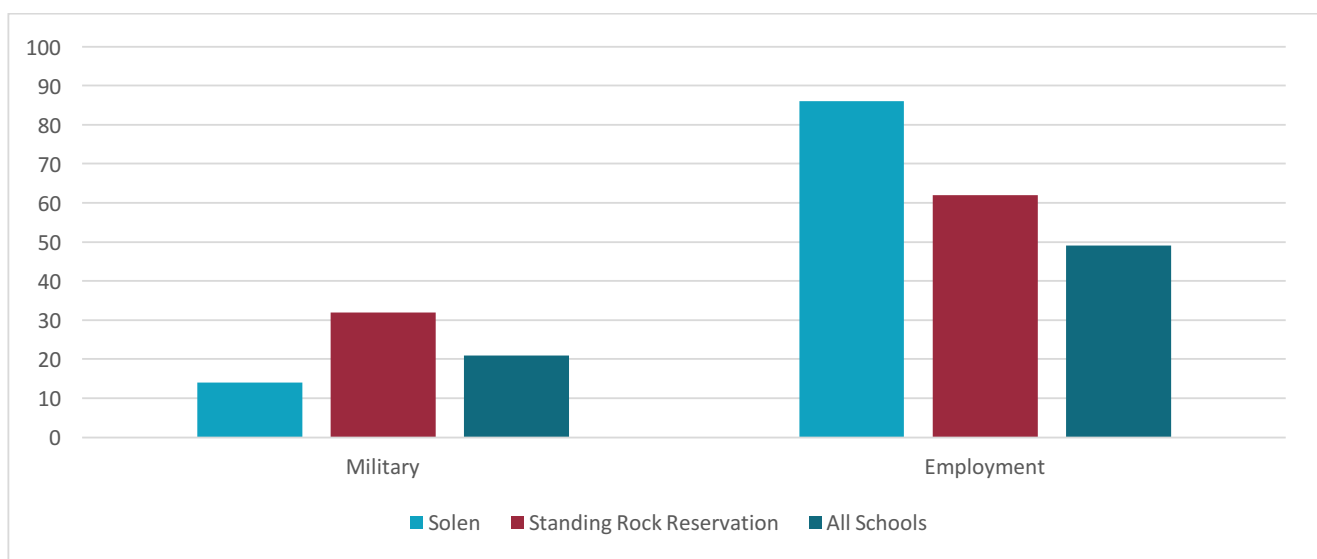


Figure 9. Future Plans for Employment After High School







# Summary

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Solen students who participated in the survey differed from the demographic pattern of Standing Rock Reservation and All Schools, with a higher percentage of American Indian/Native American students. The gender distribution of Solen varied from Standing Rock Reservations and All Schools students, with an increased percentage of males. The age distribution of Solen students compared to Standing Rock Nation and All Schools students showed a lesser percentage of students at the age of 17. Solen students had a lower overall self-confidence than their peers from other Standing Rock Reservation schools and All Schools students. Students overall confidence in achieving future education was lower than their peers from Standing Rock Reservation and All Schools. Solen students identified a greater number of challenges to future education than Standing Rock and All Schools. Post high school education plans for Solen students showed similar interest in community or tribal colleges and four year colleges or universities when compared to their peers from All Schools.

Fifty-seven percent of Solen students were interested in health careers, which was higher than Standing Rock and All Schools students. Nursing and physical therapy were of the most interest to students. Solen students' confidence in obtaining future employment was lower than the overall average from Standing Rock Reservation and All Schools. Solen students identified a greater number of challenges to their employment future, many of which aligned with the top challenges from the All Schools data. A greater percentage of students were interested in obtaining employment directly following graduation than their peers from Standing Rock Reservation and All Schools. Interest in the military was lower from Solen than their peers. One Solen student reported currently working while enrolled in high school.





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# Appendix

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

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

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

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

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

# Student Self-Confidence

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

Solen, Standing Rock Reservation and All Schools students demonstrated their highest self-confidence in the belief that they could obtain the outcomes that were important to them. Solen students' overall self-confidence mean was lower than the Standing Rock Reservation and All Schools means.

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

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

## Confidence In Achieving Future Education

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

Students' perceived challenges to achieving a future education are represented in Table C. Not thinking about dropping out of high school was the highest rated self-confident statement by Solen, Standing Rock Reservation and All Schools. While not worrying about falling behind on their assignments in their future educational programs was rated the lowest statement by Solen, Standing Rock Reservation and All Schools. The overall confidence mean for achieving future education was lower for Solen students than their peers from Standing Rock Reservation and All Schools.

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

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

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.



## Confidence In Achieving Future Education

Table C. Confidence in Achieving Future Education (continued)

Education Statements	Solen N=7	Fort Yates N=61	Selfridge N=10	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
I am able to use my skills to move toward my educational goals^^	7.86	8.38	7.60	78	8.23	507	8.10
I will be in a better position educationally in the future than where I am now^^	7.14	8.28	6.90	78	8.00	510	8.07
I know what skills I have to do well in education^^	8.43	8.12	7.50	77	8.07	507	8.06
I am able to tell myself to take steps toward reaching educational goals^^	7.71	8.75	8.20	78	8.59	509	7.97
I am on the road toward my educational goals^^	7.14	8.12	7.40	78	7.94	502	7.92
I am able to use my resources to move toward my educational goals^^	7.43	8.27	7.40	76	8.08	507	7.90
I feel that I am good enough for educational opportunities out there**	7.00	8.13	7.50	78	7.95	510	7.89
When I think about getting an education, I feel confident about myself**	7.27	8.36	7.40	78	8.14	511	7.88
I am moving forward toward reaching my educational goals right now^^	7.43	8.13	6.70	77	7.88	508	7.87
I have the strength to overcome any obstacles when it comes to getting an education**	7.00	8.33	7.6	78	8.12	511	7.83
I am going to be studying in an educational program that is in line with my career aspirations^^	6.29	8.02	6.30	78	7.64	509	7.73

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

# Confidence In Achieving Future Education

**Table C. Confidence in Achieving Future Education (continued)**

Education Statements	Solen N=7	Fort Yates N=61	Selfridge N=10	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
My current path will take me to where I need to be in my career^^	7.29	8.31	7.20	78	8.08	506	7.73
I know what resources I have to do well in education^^	7.00	8.09	7.00	76	7.84	506	7.64
I feel energized when I think about future achievement with my education^^	7.29	8.34	7.10	78	8.09	509	7.63
A GED will (NOT) get me where I want to go in life^^	9.29	6.49	7.10	78	6.82	506	7.27
I am able to study in any education program I want**	6.86	7.63	7.10	77	7.49	502	7.22
I don't worry about falling behind on my assignments in my future education**	5.71	7.05	5.40	78	6.72	510	6.38
<b>Overall Confidence</b>	<b>7.00</b>	<b>7.88</b>	<b>7.06</b>	<b>78</b>	<b>7.70</b>	<b>511</b>	<b>7.48</b>
<b>Feelings</b>	7.57	8.33	7.46	78	8.15	511	7.91
<b>Goals</b>	7.53	8.37	7.50	78	8.18	510	8.00

\*\* Ten statements represented the feelings category.

^^ Sixteen statements represented the future category.

## Challenges To Future Education

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

Students' perceived challenges to achieving a future education are represented in Table D. Solen students believed their major challenges to obtaining a future education were the lack of information about college, career options and transportation.

Whereas, students from Standing Rock Reservation and All Schools reported their major challenge was the lack of information about colleges. Past criminal record, being a single parent and domestic violence were rated the lowest educational challenges by Solen students. While domestic violence was rated lowest by Standing Rock Reservation and All Schools students.

Overall, the information category was rated as the highest challenge category by Solen, Standing Rock Reservation and All Schools students. In comparison, the external category was ranked as the lowest challenge category by Solen, Standing Rock Reservation and All Schools students in planning their future education. The overall educational challenge mean for Solen students was similar to Standing Rock Reservation mean but lower than All Schools mean.

**Table D. Future Educational Challenges**

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

## Challenges To Future Education

Table D. Future Educational Challenges (continued)

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

## Post High School Educational Plans

Table E displays students reported plans to continue their education after high school graduation. Solen students indicated a similar interest in attending community or tribal colleges as their peers in All Schools, but lower than Standing Rock Reservation. In comparison, Solen students interest in attending four-year colleges or universities was similar to their Standing Rock Reservation and All Schools peers.

**Table E. Future Educational Plans**

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

Fifty-seven percent of Solen students were interested in health careers. Students who indicated an interest in healthcare careers were asked to choose their top three healthcare career choices. The five most common careers that emerged from All Students responses are shown in Table F. Solen students expressed a significant interest in two of the five health careers, with a higher interest in nursing and physical therapy than their peers at Standing Rock Reservation and All Schools.

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

Health Careers	Solen N=7	Fort Yates N=61	Selfridge N=10	Standing Rock Reservation N=78		All Schools N=511	
	%	%	%	N	%	N	%
Health Career Interests	57%	52%	30%	39	50%	203	40%
Nurse	43%	20%	0%	15	19%	93	18%
Doctor	0%	16%	20%	12	15%	57	11%
Sports Medicine/ Exercise Physiology	0%	18%	30%	14	18%	53	10%
Social Worker	0%	10%	0%	6	8%	49	10%
Physical Therapist	14%	8%	0%	6	8%	46	9%



# Future Employment

## Confidence In Obtaining Future Employment

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

Table G illustrates the measures of students' confidence towards employment. Students from Solen reported slightly lower confidence overall on statements about their employment future, when compared to their peers. The highest self-confidence statement rated by Solen, Standing Rock Reservation and All Schools students was the belief they were capable of working in a good job. Solen students also had high confidence in their willingness to give their best efforts to reach their career goals. Not worrying about falling behind on bills in their future job was rated the lowest statement by Solen, Standing Rock Reservation and All Schools.

Overall, the feelings category was rated as the highest category to gaining future employment by Solen, Standing Rock Reservation and All Schools. In comparison, the future category was ranked the lowest category by Solen, Standing Rock Reservation and All Schools students planning for future employment. The overall confidence employment mean for Solen students was lower than Standing Rock Reservation and All Schools means.

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

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

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence In Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

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

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Confidence In Obtaining Future Employment

Table G. Confidence in Obtaining Future Employment (continued)

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

\*\* Seven statements represented the feelings category.

^^ Twelve statements represented the goals category.

++ Five statements represented future category.

## Challenges To Obtaining Future Employment

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

Solen and Standing Rock Reservation students believed that having a high school diploma was the highest employment challenge, whereas All Schools students thought it was having less than a high school education. Solen reported five of their lowest employment challenges equally; mental illness, past criminal record, being a single parent, domestic violence and physical disabilities. Mental illness was lowest for Standing Rock Reservation and physical disability was rated as the lowest employment challenge by All Schools.

Overall, the education category was rated as the highest challenge category by Solen, Standing Rock Reservation and All Schools. In comparison, the external category was the lowest category for Solen, Standing Rock Reservation and All Schools students planning for future employment. The overall employment challenge confidence mean for Solen students was similar to Standing Rock Reservation and All Schools means.

**Table H. Future Employment Challenges**

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

## Challenges To Obtaining Future Employment

Table H. Future Employment Challenges (continued)

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



## Challenges To Obtaining Future Employment

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

Employment Challenge Statements	Solen N=7	Fort Yates N=61	Selfridge N=10	Standing Rock Reservation N=78		All Schools N=511	
	Mean	Mean	Mean	N	Mean	N	Mean
<b>Overall Challenges</b>	<b>1.77</b>	<b>1.74</b>	<b>1.99</b>	<b>78</b>	<b>1.76</b>	<b>507</b>	<b>1.76</b>
<b>External</b>	1.19	1.55	1.52	78	1.51	507	1.51
<b>Self-Confidence</b>	1.57	1.66	1.50	78	1.63	506	1.62
<b>Job</b>	2.26	1.92	2.00	78	1.96	507	1.95
<b>Education</b>	2.40	1.97	2.72	78	2.10	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 lower percentage of Solen students reported that they planned to enlist in the military, while a greater percentage planned to pursue employment when compared to their peers at Standing Rock Reservation schools and All Schools.

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

Employment Plans		Solen N=7		Fort Yates N=61		Selfridge N=10		Standing Rock Reservation N=78		All Schools N=511	
		N	%	N	%	N	%	N	%	N	%
Military	Yes	1	14%	20	33%	4	40%	25	32%	107	21%
	No	6	86%	31	51%	6	60%	43	55%	360	71%
Missing Data		0	0%	10	16%	0	0%	10	13%	44	8%
Employment	Yes	6	86%	33	54%	9	90%	48	62%	247	48%
	No	1	14%	10	17%	1	10%	12	15%	45	8%
Missing Data		0	0%	18	29%	0	0	18	23%	219	43%



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