

External Evaluation Report Nevada Native Youth Community Project - Year 2

November 2024



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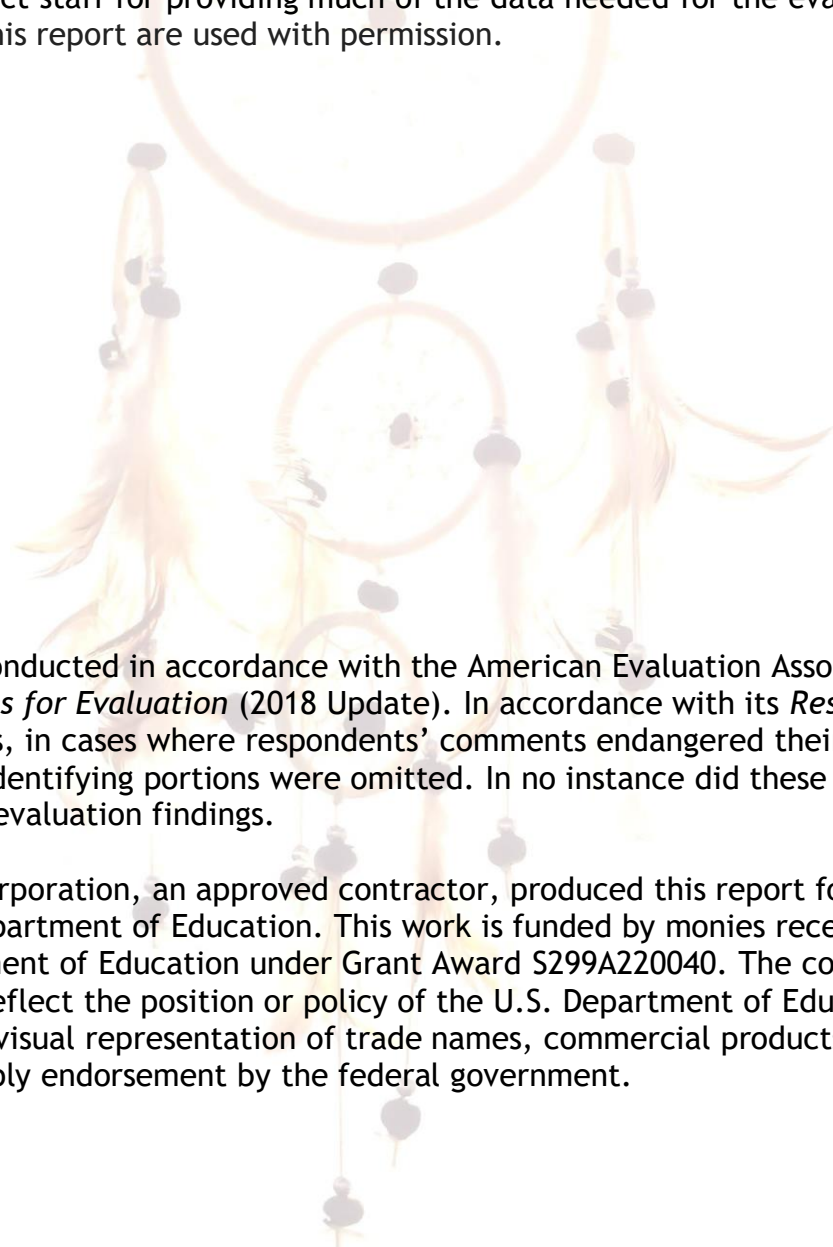


Prepared for
Walker River Paiute Tribe
Nevada Native Youth Community Project



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This study was conducted in accordance with the American Evaluation Association's *Guiding Principles for Evaluation* (2018 Update). In accordance with its *Respect for People* guidelines, in cases where respondents' comments endangered their anonymity, the identifying portions were omitted. In no instance did these omissions compromise the evaluation findings.

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EXECUTIVE SUMMARY

The Nevada Department of Education's (NDE's) *Native Youth Community Project* (NYCP), in its second grant cycle, seeks to prepare American Indian students in Grades 7-12 for college and careers using a three-fold plan that includes (a) the support of College and Career Coaches (CCCs) at Yerington Intermediate and High School in Lyon County and Hawthorne Junior High and Mineral County High School in Mineral County, as well as School Community Liaisons (SCLs) at McDermitt Combined School located in Humboldt County; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, guided tours to colleges, and career exploration activities; and (c) community collaborative events. Students and community members from three tribal groups in three geographic locations receive support in these efforts. Members of the Walker River Paiute Tribe (WRPT) and Yerington Paiute Tribe (YPT) attend school in the Yerington and Hawthorne, NV, areas. Fort McDermitt Paiute and Shoshone tribal members attend school in the McDermitt, NV, area. Across the two sites, students in Grades 7-12 participated in the second year of the project's implementation.

This report is an evaluation of the implementation of the project's activities in the second year of its second grant. A combination of quantitative and qualitative methods was used to collect information for this report. Quantitative methods were utilized to analyze community event participation, student academic learning plan completion, and college tour participation. Qualitative methods were used to collect information from administrators at NDE, school administrators, site and project staff, parents and caregivers, and students. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys distributed to students at the completion of selected events.

Key project components were implemented according to the approved plan. In Mineral and Lyon Counties, two CCCs continued their functions as described in the project application. In McDermitt, two SCLs continued their roles from the prior NYCP grant.

At both sites, the CCCs and SCLs focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, accompanied students to summer college camps, and organized college tours. Additionally, they promoted communication and relationships between the school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the communities. They also informed parents/caregivers of upcoming school functions.

Twenty-four community collaborative events with 552 attendees occurred during Year 2. For the McDermitt site, 7 events were held with 86 attendees. These included college camps, college tours, and locally held events. For the WRPT site, there were 17 events with 466 attendees. These included college camps and college tours as well as community events. For a detailed list of events, see Appendix C.

The project successfully met or exceeded its targets for 6 out of 11 second-year performance measures. These included measures related to increased community collaborative efforts, increased grade point average, participation in dual-enrollment classes, increased motivation and readiness to attend college, and students applying to one or more colleges. The targets for the performance measures related to academic learning plan completion, academic proficiency for math and ELA, chronic absenteeism, participation in college tours, and the four-year adjusted cohort graduation rate at Yerington High School (this data will not be published by NDE until December 2024) were not met for the project.

Data collected via surveys at the conclusion of the college camps and college tours indicated that these events impacted students' motivation and readiness to attend college or vocational training. Of the 30 students who responded to the survey for the *Native Youth College Camp*, 100% agreed that the camp helped increase their motivation and readiness to attend college or trade school. Twenty-two WRPT students toured Truckee Meadows Community College and Western Nevada College. Over 95% of the students who participated in the survey following the tours agreed that it helped them learn how to get ready for college or trade school.

The research team conducted an in-person site tour in September 2024, with two interviews conducted by phone. The team facilitated interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, school administrators, tribal leaders, and administrators at the NDE. The findings included a description of the various roles and were organized around the project's three goals and overall satisfaction with NYCP implementation. An analysis of the perceptual data gathered during the site tours indicated that considerable progress was made during Year 2, and areas needing additional focus were identified for Year 3 and beyond.

A number of challenges associated with the NYCP were noted. These included inadequate communication between the NYCP administrative and project teams, tribal education departments, local school districts, and school administration and staff; a lack of working relationships between the aforementioned groups; a lack of alignment between state and tribal accounting and management systems, resulting in a slower pace of work; and the need for more support from parents. The most glaring challenge associated with the NYCP is reconciling disparate visions of its implementation. District and school administrators would like to see the NYCP expand its reach to include all students and hold tribal communities more accountable for supporting its activities. However, the focus of the NYCP grant is to provide equity and access to American Indian students. This disconnect poses a threat to the full implementation and success of the NYCP grant.

The final section of this report contains a series of recommendations for Year 3 of the project.

SECTION 1. INTRODUCTION

The primary purpose of this evaluation is to gain a comprehensive understanding of the implementation of the Nevada Department of Education's (NDE) *Native Youth Community Project* (NYCP) in Year 2 of its second grant cycle. The project has the following three long-term goals:

1. Implement a successful NYCP that promotes and prepares American Indian (AI) students for college and careers, with an emphasis on careers in the teaching profession.
2. Increase student academic performance by including opportunities in the local community to support AI students; and
3. Increase student motivation and readiness to attend college or vocational training.

The main elements of Year 2 of the project were guided by the state's approved NYCP grant application and were designed to meet the specific needs of AI students and the communities served by the project. The two NYCP sites, McDermitt and Walker River Paiute Tribe (WRPT), service students and their families in three different school districts. McDermitt services Humboldt County students and their families at McDermitt Combined School. The WRPT services students and their families in the Lyon County School District at Yerington Intermediate and High School and the Mineral County School District at Hawthorne Junior and Mineral County High Schools.

Key project components were implemented according to the approved plan. The major components of Year 2 include (a) support of the College and Career Coaches (CCCs) in WRPT and School Community Liaisons (SCLs) in McDermitt; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences, and other events designed to engage students; (c) guided in-person tours to colleges; and (d) community collaborative events that promote college and career readiness.

The CCCs and SCLs are integral to the project. The CCCs serve as experts in preparing students for college and careers and work with students in the schools. They provide community and parent/caregiver presentations on the college application process, oversee an intensive summer program, attend field trips to colleges, and facilitate the completion of an individualized academic learning plan for each student. The SCLs work with families and tribal communities to serve as a bridge between the school, parents/caregivers, and the tribal community. These staff members jointly assess the needs that are most important and prioritize activities and services to effectively meet the needs of students and their communities. They also inform parents/caregivers of upcoming school functions. In Mineral and Lyon Counties, two CCCs provided functions as described in the project application. In McDermitt, two SCLs continued their roles from the prior NYCP grant into Year 2.

The evaluation of the project includes the study of the implementation of the second year of activities and the study of outcome measures. The implementation study consists of a description of the content of various activities and support services that

occurred during Year 2, perceptions of the services and activities, and recommendations to improve the project in subsequent years. With respect to studying outcome measures in Year 2, the focus is on the extent to which (a) community collaborative efforts that promote college and career readiness of AI students have increased, (b) the completion of student academic learning plans has increased, and (c) the extent to which Grades 10-12 students participate in college tours.

Evaluation Design

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods analyzed community event participation, student academic learning plan completion, and college tour participation. Qualitative methods collected information on the content of various events and activities as well as input from administrators at NDE, tribal and school administrators, site and project staff, parents/caregivers, and students during site tours. Two interviews were conducted by phone in late September with a key respondent who was unavailable during the site tours. RMC Research developed instruments in collaboration with administrators at NDE and other NYCP staff.

Qualitative data collected through interviews and focus groups were analyzed using an approach that closely follows the methods described by Miles, Huberman, and Saldaña (2019).¹ This approach emphasizes well-defined study variables to ensure the comparability and reduction of data using data displays and matrices so that common themes can be identified. A limited number of quotes are provided to illuminate key themes. Qualitative data were also collected through student surveys. In addition, NYCP and other staff provided data on community collaborative event participation, student academic learning plan completion, and college tour participation.

Evaluation Questions

The goals and corresponding evaluation questions for Year 2 of this study include:

Goal 1: Implement a successful NYCP that promotes and prepares AI students for college or careers, with an emphasis on careers in the teaching profession.

1. What are the characteristics of the participating sites and schools?
2. To what extent were the key project components implemented as designed and intended for the second year?
3. To what extent were the annual measurable objectives described in the project application met?
4. To what extent was there an increase in community collaborative efforts that promote the college and career readiness of AI children?

¹ Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. Sage.

5. What community collaborative events were held? What was the nature of these activities? How many people participated in these activities? How well were they received?
6. What were the perceived and real short- and long-term impacts of these activities?

Goal 2: Increase student academic performance by including opportunities in the local community to support AI students.

7. To what extent were academic learning plans completed for each student?
8. What was the nature of students' academic learning plans? How were academic learning plans utilized to support student success?

Goal 3: Increase student motivation and readiness to attend college or vocational training.

9. How have student motivation and readiness to attend college or vocational training been impacted?
10. To what degree did students participate in college tours?

Evaluation Methodology

To answer these evaluation questions, the research team made use of a variety of strategies and data sources, including:

- Documents pertaining to the content of the various events and activities focused on the importance of education were gathered and analyzed for content, presenter information, and the length of the sessions.
- The attendance at the various community events and conferences was analyzed for number and role of attendees.
- The procedures for completing student academic learning plans were discussed with project staff, and the completion rates of these plans were calculated.
- Documents pertaining to the various college tours were examined for location, length of tours, and dates of tours. Participation data for the college tours were analyzed and compared to overall student participation in the project.
- Documents pertaining to college camps and other program activities were examined for content, location, length of activities, and dates of activities. Participation data for the college camps and other program activities were analyzed and compared to overall student participation in the project.
- At the end of Year 2, students, parents/caregivers, school administrators, state-level and site-based staff, and project staff participated in structured focus groups and interviews.

Survey Methodology

Survey instruments were developed for students and were administered at the conclusion of select program activities. A total of 52 students responded to surveys following 1 college camp and 2 college tours. These surveys were designed to gather *overall* perception data of the NYCP and contained questions about:

- The respondents' grade level,
- Impressions of the NYCP activity,
- Impact of the NYCP activity,
- Suggestions to improve the NYCP activity, and
- Suggestions for supports needed in the future.

The evaluation team analyzed responses from the surveys and sent them to the project management team for dissemination.

Focus Group and Interview Methodology

Student Focus Groups

Two student focus groups were conducted during the site tour in September 2024, with a combined total of 21 students. Parent consent forms were distributed and collected prior to the focus groups. The protocol included questions about:

- Students' grade level and years as a student in the district,
- Types and most valuable parts of activities done as part of the NYCP in the past academic year,
- Understanding of the process for applying for college and receiving financial aid,
- Help provided by the CCC and SCL,
- Motivation/readiness to attend college or vocational training, and
- Suggested improvements to the project.

Parent/Caregiver Focus Groups

Two focus groups with 21 parents/caregivers took place in McDermitt and Yerington during the site tour conducted in September 2024. Nine parents participated in the McDermitt focus group, and 12 parents participated in the Yerington focus group. The protocol included questions about:

- Types of activities students took part in with NYCP in the 2023-24 academic year,
- The most valuable parts of college tours or the College Camp held in the 2023-24 academic year and suggested improvements to these events,
- Familiarity and satisfaction with the development of students' academic learning plans,
- Adequacy of communication from the school about students' academic progress,
- How the project has impacted thoughts about careers,

- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program, and
- Suggestions for improving the project.

School Administrator Interviews

Five principals and one acting district associate superintendent were interviewed for the annual report. The principal of McDermitt Combined School, the assistant superintendent of Humboldt County School District, and the assistant principal of McDermitt Combined School were interviewed during the September 2024 site visit. In Yerington, interviews were held during the September 2024 site visit with two school administrators—the high school principal and the principal of the intermediate school. The principal of Mineral County High School in Hawthorne was interviewed during the site tour, as was the principal of Schurz Elementary School.

Nevada Department of Education Administrator Interviews

Four administrators from NDE who worked directly with the NYCP were each interviewed for the report during the September 2024 site tour.

Site Staff Interviews


Four tribal administrators, two from the Fort McDermitt Paiute Shoshone Tribe and two from WRPT, took part in separate interviews.

Project Staff Interviews

Four project staff members—two CCCs from the Lyon County School District and two SCLs from McDermitt Combined School—were interviewed for the report during the September 2024 site tour.

Questions for these groups revolved around the following:

- Roles and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- How the project helped students to think about careers they would like to pursue;
- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program;
- Perceived impacts of the NYCP on students’ academic engagement, achievement, and behavior;
- Activities that promoted student exploration of careers in the teaching profession;
- Perceived impacts of the NYCP on families and other community members;
- Overall satisfaction with the implementation of NYCP;
- Most positive and most challenging aspects of having NYCP in the school;
- Most valuable parts of the College Camp, college tours, and other activities sponsored by the project, and how students were selected to participate;
- Process for completion of students’ academic learning plans and satisfaction

- 
- with the development of the plans; and
 - Suggestions for extending efforts to involve family and community members in supporting children’s education.

Study Limitations

It is important to note the limitations of this study. In Year 2 of the grant, participant surveys were used at a limited number of events. Every attempt was made to include all participants. However, in some cases, participants chose not to complete the survey. Therefore, the perceptions may not be representative of all participants, and findings should be interpreted with caution. In addition, some sessions scheduled for the site tour did not occur as planned. Two interviews were conducted by phone to accommodate school administrator schedules. Due to the limited number of respondents in parent and student focus groups, this qualitative data may not be representative of the larger population.

SECTION 2. PARTICIPATING SITE AND SCHOOL CHARACTERISTICS

Evaluation Question:

What are the characteristics of the participating sites and schools?




One of the questions of this study pertains to the characteristics of the sites and schools included in the project. Descriptive and quantitative data were obtained from the *State of Nevada Native Youth Community Project Grant Application* and the Nevada School Performance Network website.

After assessing data and needs from surveys administered to schools, tribal entities, parents/caregivers, and students, Nevada's NYCP grant² narrowed its focus to two sites that service students and their families in three different school districts. These sites were chosen as the needs assessment revealed common barriers to college and career readiness, including low academic performance, credit deficiency, poverty and financial hardship, substance abuse, parent/caregiver disengagement, and challenges of remoteness and staffing. Many of these issues can lead to low graduation rates. The sites include (a) Humboldt County School District, serving students and their families from the Fort McDermitt Paiute and Shoshone Tribe who attend McDermitt Combined School, and (b) the WRPT, serving students and their families in the Lyon County School District who attend Yerington High School and Yerington Intermediate School, as well as Mineral County School District students who attend Mineral County High School and Hawthorne Junior High School. Additionally, Schurz Elementary School in Mineral County is the only elementary school included to prepare students for success in Grades 7-12 as a pilot project for the grant. Figure 2-1 displays the location of the three sites in relation to the state capital, Carson City.

² State of Nevada Department of Education. Native Youth Community Project Grant Application Narrative. (2022).



Figure 2-1. Map of Participating Sites

-  **Carson City**
The Nevada Department of Education is in Carson City, NV.
-  **Walker River Paiute Tribe**
Students attend school at Yerington Intermediate and High Schools in Lyon County School District and Hawthorne Junior and Mineral County High Schools in Mineral County School District. Walker River Paiute Tribe is in Mineral County.
-  **Fort McDermitt Paiute-Shoshone Tribe**
Students attend school at McDermitt Combined School, located in Humboldt County School District.

The number of AI students, the number of NYCP students, and the percentage of AI Grades 7-12 students who participate in the NYCP at each of the sites during the 2023-24 school year are reported in Table 2-1. Across the sites, there are 152 AI students. Eighty-three (55%) participate in the NYCP. Of the sites, McDermitt has the largest percentage of AI students participating in the NYCP (86%).

Table 2-1. Number of AI and Number (Percent) NYCP Students, 2023-24 School Year

An average of 55% of AI students participated in NYCP across all sites.

Grade	McDermitt		Yerington		Mineral Co.		Across Sites	
	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)
7	12	12 (100)	10	10 (100)	7	1 (14)	29	23 (79)
8	12	12 (100)	13	7 (54)	5	1 (20)	30	20 (67)
9	8	6 (75)	14	2 (14)	2	0 (0)	24	8 (33)
10	12	10 (83)	14	4 (29)	1	0 (0)	27	14 (52)
11	3	2 (67)	12	7 (58)	0	0 (NA)	15	9 (60)
12	9	6 (67)	17	2 (12)	1	1 (100)	27	9 (33)
Total	56	48 (86)	80	32 (40)	16	3 (19)	152	83 (55)

McDermitt



McDermitt Combined School is located in the town of McDermitt, on the Nevada-Oregon border. It is located within the Humboldt County School District. The rural location features a prevalence of farms and ranches, which have a strong economic and cultural influence. The Fort McDermitt Paiute-Shoshone Indian Reservation is located approximately three miles south of McDermitt. The school serves 48 NYCP students in Grades 7-12. All students are eligible for free or reduced-price lunch.³

Walker River



The WRPT services students and their families in the Lyon County School District at Yerington Intermediate and High Schools and the Mineral County School District at Hawthorne Junior and Mineral County High Schools. Yerington lies approximately 65 miles southeast of Carson City. Mineral County is approximately 60 miles southeast of Yerington. There are 35 Grades 7-12 students served by NYCP. All students are eligible for free or reduced-price lunch at all locations, with the exception of Yerington High School, where 46% are eligible.⁴

³ State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2022-23 School Year. [https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 22-23 \(nv.gov\)](https://www.doe.nv.gov/DataCenter/Enrollment/Nevada%20Schools%20-%20Number%20of%20Free%20and%20Reduced%20Students%20by%20School%20Building%2022-23)

⁴ NDE. 2022-23 School Year Number of Students Receiving Educational Services as of 10/3/2022. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwebapp-strapia-paas-prod-nde-001.azurewebsites.net%2Fuploads%2F2022_2023_enrollment_numbers_2224fa62e5.xlsx&wdOrigin=BROWSELINK

SECTION 3. KEY PROJECT COMPONENTS AND PARTICIPATION RATES

Evaluation Questions:

To what extent were the key project components implemented as designed and intended for the second year?

To what degree did Grades 7-12 students participate in college tours?

What community events were held? What was the nature of these activities? How many people participated in these activities?

This section of the study presents a summary of the key project components for the second year—October 1, 2023, to September 30, 2024—including participation for each component and a description of the implementation of the components.

The first question examined in this section addresses whether the key project components (a. support of the CCCs and SCLs; b. activities designed to improve student academic performance, including tutoring and summer programs, conferences and camps designed to engage students, guided tours to colleges, and career exploration activities; and c. community collaborative events) were implemented as designed and intended. The calendar of events, agendas, materials, and participation records were obtained from NYCP site-based and state-level staff to investigate this question. The second study question examined in this section pertains to college tour participation. To investigate this question, participation records and sign-in sheets were obtained from site-based staff. The final study question surrounds community events. To investigate this question, event materials and participation records were obtained from event organizers and site-based and state-level staff.

SUPPORT OF THE COLLEGE AND CAREER COACHES AND SCHOOL COMMUNITY LIAISONS

In Year 2, both CCCs worked with students from Yerington Intermediate and High Schools in Lyon County and Mineral County High School in Mineral County. In Humboldt County, two SCLs worked with students and the community at McDermitt Combined School.

At all three sites, the CCCs and SCLs focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, coordinated community and parent/caregiver presentations on college and other topics, conducted summer programs for selected students, organized college tours, and facilitated the completion of the individualized academic plans for students.

In addition, NYCP staff promoted communication and cultivated relationships between the school, families/parents/caregivers, and tribal communities. They assessed needs and established community activities to support the desires of their tribal communities, such as providing transportation from school tutoring sessions to support parents.

ACTIVITIES AND SUPPORTS DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE

During Year 2, the sites offered events and activities designed to support student academic achievement. Many events aimed to emphasize academic excellence and career exploration, motivate students, and involve community members, particularly elders, with the students.

College/Trade School Tours and College Camps

College/trade school tours and camps are an integral part of Nevada’s NYCP grant. These experiences are designed to increase student motivation and readiness to attend college. College/trade school tours are generally day-long events that include

“[I learned more about] getting ready for college and what it is like to be in college.” College Camp Participant

a tour of the campus, a presentation by an admissions counselor, and opportunities for students to ask questions and explore degree programs offered. College camps are multi-day events that feature sessions that focus on how to prepare for college and navigate the academic, social, and cultural aspects of campus life; the college admissions and application processes; financial aid; and how to connect with Native culture and cultural leaders in college. They may or may not be held on a college campus.

Project-wide, there were 12 college tours/camps. See the individual summary reports for each of these events for complete details. Their dates, locations, and number of attendees are summarized in Table 3-1.

Table 3-1. Year 2 NYCP-sponsored College Tours and Camps

Event Name	Date	Location	Number of Student Attendees
College Tour to Truckee Meadows Community College	11/9/2023	Dandini Campus, Reno; William N. Pennington Applied Technology Center	17 WRPT
College Tour to Western Nevada College	12/14/2023	Fallon, NV	19 WRPT
College Tour to University of Nevada, Reno	2/28/2024	University of Nevada, Reno	3 McDermitt
College Tour to University of Nevada, Reno, Agriculture Department	3/22/2024	University of Nevada, Reno	5 McDermitt
College Tour - University of Kansas & Haskell University	5/21-23/2024	Lawrence, KS	2 McDermitt
College Camp - University of Nevada, Las Vegas	6/10-14/2024	University of Nevada, Las Vegas	21 McDermitt
College Camp - University of Nevada, Las Vegas	6/24-27/2024	University of Nevada, Las Vegas	34 WRPT; 66 Non-NYCP
Teacher Education Seminar - Eastern Oregon University	6/24-28/2024	La Grande, OR	4 McDermitt
College Camp - University of Nevada, Reno, LEAD Camp	7/7-13/2024	University of Nevada, Reno	8 WRPT
College Camp - University of Nevada, Reno, Discover Your Path	7/29-8/2/2024	Stateline, NV, 4-H Camp	19 WRPT; 10 McDermitt
College Tour - University of Kansas & Haskell University	8/19-22/2024	Lawrence, KS	8 WRPT

Native Youth College Tour - Truckee Meadows Community College

During their college/trade school tours, students toured the William N. Pennington Applied Technology Center at Truckee Meadows Community College in Reno, NV. Students in Grades 7-12 learned about technical degree and certification offerings, with particular interest in the Pennington Technology Center's welding program. On the second day, students learned more about tribal culture and participated in traditional activities. Students learned about programs and services available specifically to Native American students, financial aid, and college readiness.

Figure 3-1. Students and chaperones toured Truckee Community College and took time to pose for a photo.



Photo by Dawna Jackson

Native Youth College Tour - Western Nevada College

The WRPT hosted a trip for students to visit Western Nevada College - Fallon Campus (WNC-Fallon) to gather information on the admission process, credit transfers, and sister colleges, with a focus on their welding and nursing programs. Seventeen students in Grades 7-12 from Mineral

County High School, Yerington High School, and Yerington Intermediate participated in this event and were accompanied by the WRPT College and Career Coaches.

Overall, the visit to WNC-Fallon was very well received by the participants, with at least 90% agreeing that this NYCP-WRPT college visit met its goals in preparing students for college and careers.

I was inspired to learn more about "how to create a business," and "Native American [college] clubs... and how to make one." NYCP College Tour Participant

Figure 3-2. The group learned about welding degree and certification programs at their state-of-the-art facility.

Photo by Dawna Jackson



Native Youth College Camp at University of Nevada, Las Vegas (UNLV)

An overview of the content of the Native Youth College Camp held at UNLV is provided in Table 3-2.

Table 3-2. Overview of the Native Youth College Camp at UNLV Session Topics and Activities

Day	Session Topics and Activities
Day One Evening	<ul style="list-style-type: none"> • Orientation, dinner, and guest speakers • Alumni shared their college journeys • Fredina Drye Romero (Southern Paiute), Nevada Department of Education, and Tammi Tiger (Choctaw), UNLV College of Hospitality
Day Two	<ul style="list-style-type: none"> • Round Robin Presentations - Desert Research Institute, UNLV College of Engineering, and Marjorie Barrick Museum of Art, • Field Trip - Springs Preserve (participated in hydrology, zoology, dinosaurs, and NV state museum) • Field Trip - Aria Resort & Casino (participated in tour and presentation)
Day Three	<ul style="list-style-type: none"> • Moot Court, UNLV Financial Aid & Scholarships, Admissions • Nuwu Art Gallery - Arts & Activism • Tour - UNLV Football Complex)
Day Four	<ul style="list-style-type: none"> • Harrah College of Hospitality Presentations - Demonstration with Chef, Golf Simulator, and Tribal Education Initiative • Palms Casino Resort Tour and Presentations • Round Robin Presentations - Photo Booth, Gaming Lab Tour, IGI Presentation, and Survey

Figure 3-3. Students learn about college planning during their tour of the UNLV campus.

Photo by Archie Hill



Discover Your Path College Camp

Twenty-nine NYCP students joined a group of 100 students who came from around Nevada as well as Oklahoma, California, and Arizona to participate in the five-day camp that was focused on Native culture, college and career preparation, life skills

learning, and the discernment of their lifepaths. The camp was sponsored by NDE’s NYCP in partnership with the University of Nevada, Reno (UNR); the UNR Native American Alumni Chapter; the UNLV School of Hospitality; and WaterStart. According to program materials, students participated in a variety of activities aimed at helping them:

- Learn how to prepare for college and navigate the academic, social, and cultural aspects of campus life;
- Learn about financial aid, financial literacy, and ways to pay for college;
- Explore degree programs offered at UNR; and
- Connect with Native culture and cultural leaders.

Highlights from the *Discover Your Path College Camp* include the Opening Ceremony on the first night, presented by Elder Melba Rakow from the Washoe Tribe, who welcomed the group, spoke in Washoe, and provided a prayer. Water was brought up from Lake Tahoe, and the students blessed themselves with the lake water. Tribal Chairman Serrell Smokey for the Washoe Tribe, UNR leaders, and the department heads of the UNR College of Agriculture, Biotechnology, and Natural Resources gave an introduction.

Figure 3-4. Washoe Tribal Elder Melba Rakow speaks to students during the opening ceremony of the Discover Your Path College Camp.

Photo by NYCP Director Fredina Drye-Romero



Native Students LEAD College Camp

According to program materials for the *Native Students LEAD: Learn Empower, Achieve, Dream* camp, students:

- Learned how to prepare for college life and navigate the academic, social, and cultural aspects of campus life;
- Learned about financial aid, financial literacy, and ways to pay for college;
- Explored degree programs offered at UNR; and
- Connected with culture and cultural leaders.

Community Collaborative Events

Project-wide, 24 community collaborative events with 552 participants occurred in Year 2. The overarching purpose of all these events—focusing on student academic success, Native language and culture, physical and mental well-being, and post-secondary planning—is to support student learning and achievement and increase both motivation and readiness for college and careers. A list of events, along with participation rates, is reported in Appendix A.

SECTION 4. PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS

Evaluation Questions:

To what extent were the annual measurable objectives described in the project application met?

To what extent was there an increase in community collaborative efforts that promote college and career readiness of AI children?

To what extent were academic learning plans completed for each student?

To what degree did students participate in college tours?

In Year 2, data were collected for eleven performance measures across three goal areas.⁵ Several of the questions of this study focus on how the project has impacted these various areas. Specifically, one of the questions of this study pertains to the extent to which the annual measurable objectives were met.

This section presents the findings of analyses related to the project's Year 2 performance measures. The targets were met or exceeded for 1 of the 3 goals.

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AI STUDENTS FOR COLLEGE OR CAREERS, WITH AN EMPHASIS ON CAREERS IN THE TEACHING PROFESSION.

Government Performance and Results Act (GPRA) Performance Measure 1

The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

For Year 2, the evaluation plan calls for the collection of data for GPRA 1, which is based on the following three performance measures: performance measure 1b (GPRA 2), the number of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children; performance measure 2a, the number of students with completed academic learning plans; and performance measure 3a, the number of Grades 10-12 students who participate in one or more college tours.

For GPRA 1, the project met or exceeded the targets for 1 of the 3 Year 2 goals.

⁵ Beginning in Year 2, data for all of the project's 12 performance measures were collected.

GPRA Performance Measure 2

The number of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

For the project as a whole, there were 24 community collaborative events with 552 attendees (See Appendix A for details on these events). As a means of comparison, during Year 1 (2022-23), 13 community events were held. In Year 2, 24 community events were held. Twelve college camps or tours were held in Nevada, Oregon, and Kansas that were attended by 150 students. Three back-to-school or education nights were held and attended by 157 students. Two motivational speaker presentations were held that were attended by 76 students, as well as 7 community-oriented events, which include U.N.I.T.Y. and the Paiute Language Bowl, that were attended by 169 students. In all, there were 552 participants at these events (individual students were able to participate in more than one activity/event). Therefore, the number of community collaborative events offered in Year 2 exceeds the number held in Year 1 by 11 events and the number of attendees by 104. Thus, an increase in community collaborative efforts that promote the college and career readiness of AI children is evident in Year 2 of the current grant cycle.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE BY INCLUDING OPPORTUNITIES IN THE LOCAL COMMUNITY TO SUPPORT AI STUDENTS.

Performance Measure 2a

Beginning in Year 1 and each year of the project thereafter, there will be an increase of 20 percentage points of students with academic learning plans. An academic learning plan helps guide students' progress by making it clear what needs to be done to be successful. Thus, an academic learning plan needs to be completed each year as the first step to increase student academic performance.

"Kids and their parents should know before their senior year what students need to graduate...that should be a priority to communicate [students' academic progress] so parents know if their child is on track." Parent of NYCP student

In McDermitt, 51 of the 54 NYCP students (94%) currently have academic learning plans. In the WRPT, 10 of the 57 NYCP students (18%) currently have academic learning plans. A total of 61 students have completed ALPs in Year 2 compared to 80 students in Year 1. This is a decline of 19 students from Year 1 to Year 2. As a result, this performance measure was not met. During Year 3, the development of student academic learning plans should be an area of focus. The CCCs will use these plans to develop academic goals with students, target supports needed, and monitor their progress in meeting these goals.

GOAL 3: INCREASE STUDENT MOTIVATION AND READINESS TO ATTEND COLLEGE OR VOCATIONAL TRAINING.

Performance Measure 3a

At least 60% of students in Grades 10-12 will participate in one or more college tours each year.

Student college tour participation logs were examined (See Section 3 for details of the college tours). College tour participation for Grades 10-12 is reported in Table 4-1. This performance measure focuses on the college tour participation of Grades 10-12 students, highlighted in the table. In McDermitt, 3 of the 22 Grades 10-12 NYCP students (13.6%) participated in one or more college tours. In WRPT, 13 of the 28 Grades 10-12 NYCP students (46.4%) participated in one or more college tours. Project-wide, 16 of the 50 Grades 10-12 NYCP students (32%) participated in one or more college tours. This performance measure was not met.

Table 4-1. Number and Percent of College Tour Participants

Sixteen of 50 students in Grades 10-12 participated in college tours in Year 2.

Grade 2023-24	McDermitt		WRPT		Aggregated Across Sites	
	NYCP Students	NYCP Participating in College Tour(s)	NYCP Students	NYCP Participating in College Tour(s)	NYCP Students	NYCP Participating in College Tour(s)
10	11	0 (0.0)	12	5 (41.7)	23	5 (21.7)
11	3	0 (0.0)	8	3 (37.5)	11	3 (27.3)
12	8	3 (37.5)	8	5 (62.5)	16	8 (50.0)
Total	22	3 (13.6)	28	13 (46.4)	50	16 (32.0)

SECTION 5. STUDENT PERCEPTIONS OF THE NYCP

Evaluation Questions:

How have student motivation and readiness to attend college or vocational training been impacted?

What are the perceived short- and long-term impacts of project activities?

This section presents a summary of findings from surveys administered to students at the conclusion of select NYCP events, including four college tours and a college camp. The section includes descriptions of the student survey instruments, samples, and findings. On a college/trade school tour, students typically spend 1-2 days visiting the campus with a specific program(s) in mind. On a college camp, students typically spend 4-5 days learning about academic and athletic programs and cultural aspects of the schools, as well as attending presentations about potential careers in the area.

College/Trade School Tours

The *NYCP Student College Tour Survey* included 17 survey items. Twelve items pertained to what was learned during the tour and how it helped prepare them for post-secondary education, and five open-ended items asked students about how the tours helped them, the things they learned, what they would like to learn more about, suggestions for improving the college/trade school tours, and questions they still have about attending or applying to college or trade school. Aggregated results for the two college tours are presented in this section. Respondents include a mix of students in Grades 7-12, with a total response rate of 92%. Due to the small sample size, the results should be interpreted with caution.

Survey results are reported in Table 5-1. Overall, participants' perceptions of the college camps were positive regarding what was learned during the tour. Most participants agreed that the tour helped them learn (a) how to get ready for post-secondary education, (b) about the college or trade school application process, (c) how to apply for financial aid, (d) what college majors and areas of training there are, (e) how to find out about college majors of interest, (f) where to find help with classes, (g) how to learn more about clubs and activities, including those specifically for Native students, and (f) what to expect from attending post-secondary education. Although most participants agreed that the tour helped them learn, more work is needed to ensure all students better understand the application process and financial aid.

At least 95% of respondents agreed that college tours helped them to want to graduate from high school even more than before, increased their motivation to attend college/trade school, and increased their readiness to attend college or trade school.

Table 5-1. Participant Perceptions of College/Trade School Tours

Item	% Agree
<i>Touring the College/Trade School helped me to learn...</i>	
How to get ready for college or trade school.	96
About the college or trade school application process.	82
How to apply for financial aid.	74
What college majors and areas of training there are.	95
How to find out about which college majors interest me.	91
Where to find help with college classes if I ever need it.	96
About clubs and activities for college students.	87
About programs, clubs, and activities specifically for Native college students.	92
About what to expect from going to college or trade school.	96
<i>Touring the College/Trade School helped me to...</i>	
Want to graduate from high school even more than before.	96
Increase my motivation to attend college or trade school.	95
Increase my readiness to attend college or trade school.	100

N = 25, Results are rounded to nearest percent.

Participants were asked to provide commentary on the ways college tours helped them. Student answers to the open-ended questions suggest that touring colleges/trade schools

helped respondents “*prepare for college.*” When asked about the most important thing they learned from college/trade school tours, student responses varied. One student mentioned college acceptance rates and how “*it is a little easier to get into that college*” in comparison to others they had toured. Others found it appealing that there are small colleges and “*there are teachers who can help them... [when] needed.*” Moreover, students learned that schools provide a “*Native American fee waiver.*” The tours also inspired students to learn more about academic programs such as “*education, social science, nursing, and technology.*” But one of the most important things respondents learned from the tours was an awareness of the number of majors and programs they can try to match their interests. One of the positive aspects that came from the tours was an interest in starting a business and establishing a Native American club.

“Touring several schools helped find programs and an academic environment that is best for me.”
 NYCP Student

Participants were asked to provide suggestions to improve the college tour. One

student wanted “*more time to do fun things*” and “*more down time to socialize.*” Participants also suggested making the tours longer so they could spend more time exploring the campus and learning more about class offerings and how to ask for help.

Figure 5-1. A WNC-Fallon faculty member provides students with an overview of the nursing program.



Photo by Dawna Jackson

COLLEGE CAMP

The *NYCP Student College Camp Survey* included 27 survey items that pertained to the impact of the college camp on students and the camp’s efficacy. These items included participant perspectives on the degree to which the college camp helped increase their readiness and motivation to graduate from high school and attend a postsecondary institution as well as helped students learn about several aspects of attending college. In addition, open-ended items asked students about the two most important things they learned, what they would like to learn more about in the future, suggestions for improving the program, and questions they still have about attending or applying to college or trade school.

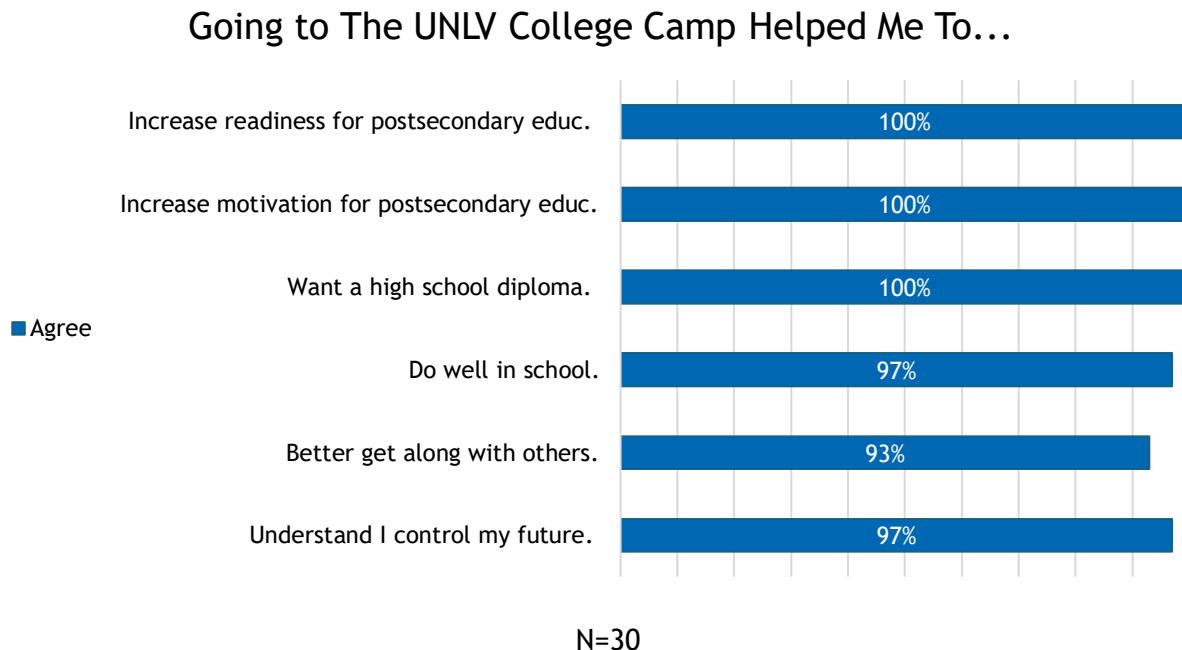
Participant Perceptions of the UNLV College Camp

Thirty NYCP students attended the camp in its entirety. Appendix B contains the number of students who took the post-camp surveys. Due to the small sample size, the results should be interpreted with caution.

Among NYCP participants, perceptions of the college tour were very favorable, with at least 90% agreeing to all 6 items in the first closed-ended survey question relating to what was learned during the tour. Participants agreed that the camp increased

their desire to graduate high school more than before and increased their motivation and readiness to attend college or trade school. They also understand that they are in control of their future and know they can do well in school. Ten percent of participants did not believe that attending the UNLV camp helped them get along better with other students (Figure 5-2).

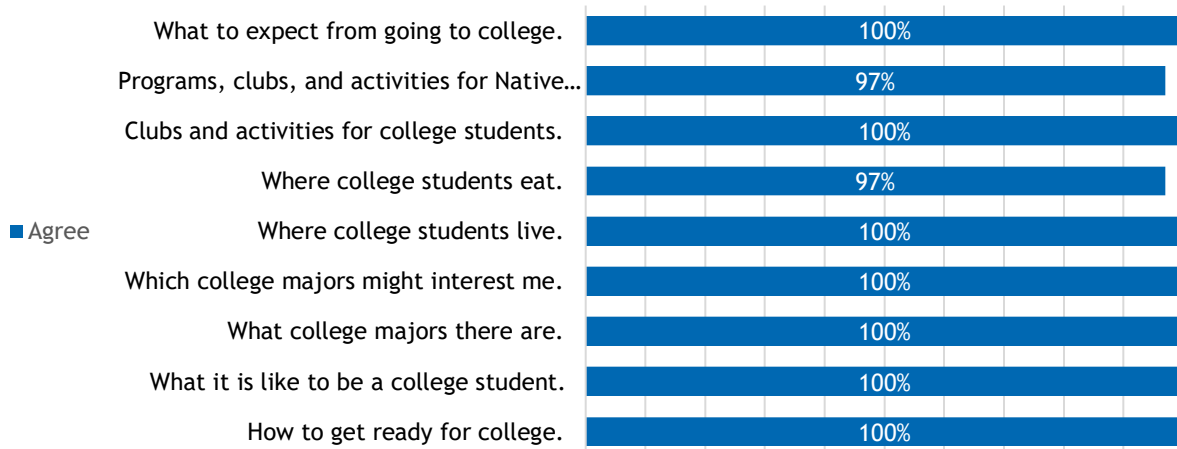
Figure 5-2. The UNLV College Camp tour helped NYCP students engage in self-reflection and increase their motivation and readiness for college or trade school.



Over 95% of NYCP participants felt that the presenters held their attention and agreed that the tour helped them to learn (a) how to get ready for college; (b) what it is like to be a college student; (c) about programs, clubs, and activities specifically for Native students; (d) what to expect from going to college; and (e) what college majors are available and what might interest them (see Figure 5-3). As expected, 97% of participants would recommend this college camp to a friend.

Figure 5-3. The UNLV College Camp answered NYCP students' questions.

The College Camp and Tour Helped Me to Learn...



N=30

Participant Perceptions UNLV College Camp Efficacy

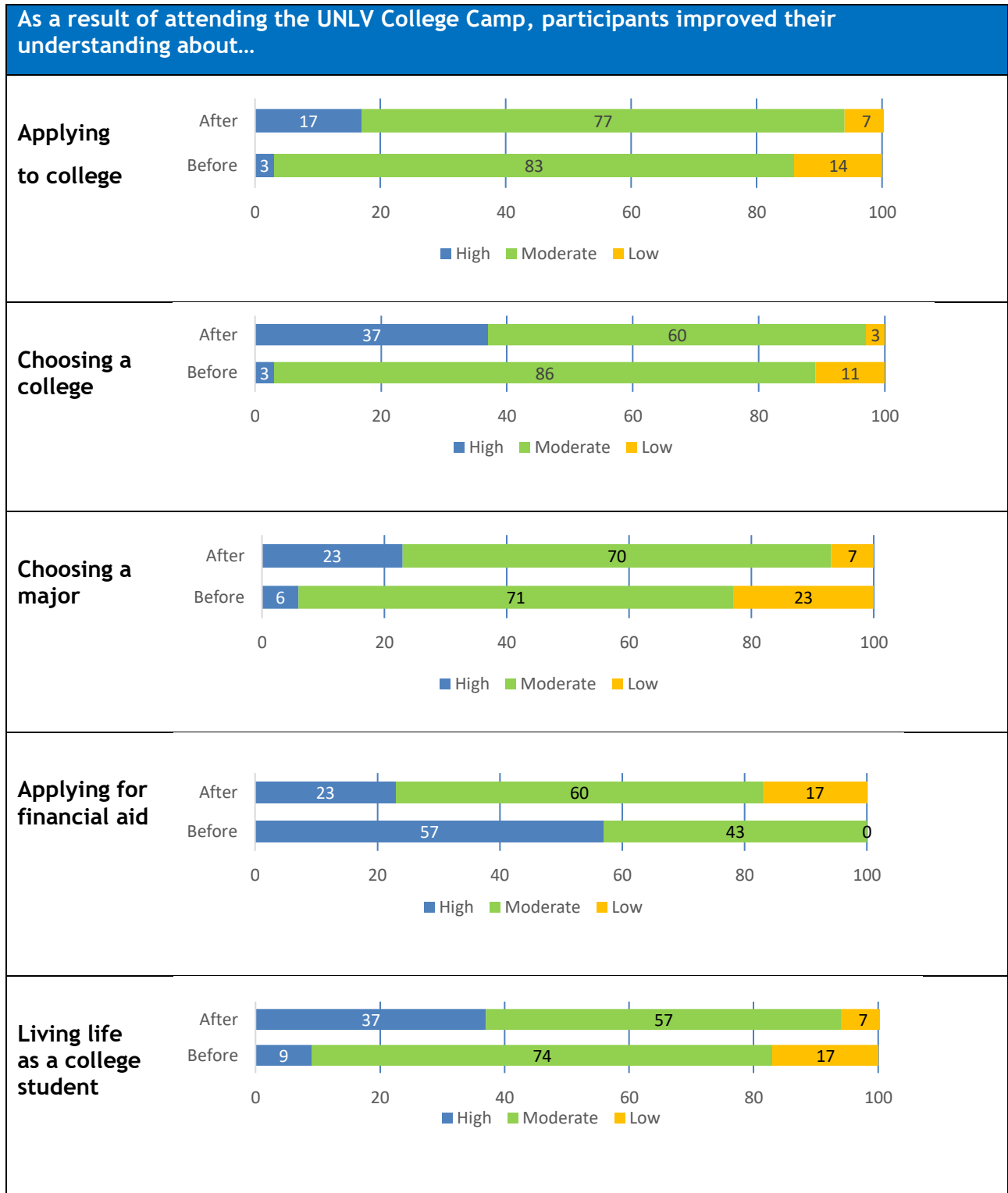
All participants found that their experience at the UNLV College Camp improved their understanding about (a) applying to college, (b) choosing a college, (c) choosing a major, (d) applying for financial aid, (e) living life as a college student, and (f) why it is good to have a college degree. Among NYCP participants, their understanding increased exponentially in the areas of choosing a college, applying to college, choosing a major, and living life as a college student (see Figure 5-5).

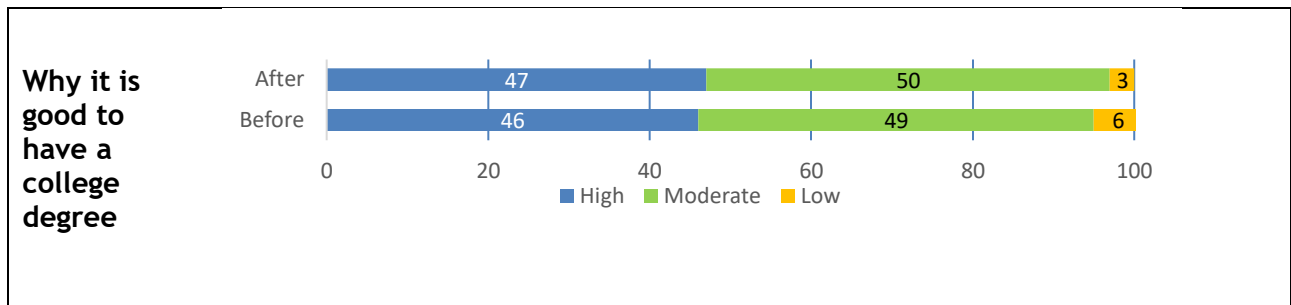
Figure 5-4. The group learned about the culinary arts program in Hospitality Hall at UNLV.

Photo by Archie Hill



Figure 5-5. NYCP students' understanding of the college process and the value of a college degree improved by attending the UNLV College Camp.





N=30

All students’ answers to the open-ended questions (Appendix B) suggest that the two most important things they learned at the UNLV College Camp were ways to pay for college and the number of majors available to them.

Paying for College

Many respondents said that earning a college degree was important in “*pursuing a better future*” for themselves and were happy to realize that UNLV offered several scholarships and grants to help them achieve that goal. They learned “*about available scholarships for Native students and how to apply.*” One student mentioned the “*importance of applying for all scholarships and grants,*” while another “*plans to use the Native Waiver to pay for school.*”

Majors

Students learned about some of the majors offered at UNLV to address students’ interests. Respondents were pleased to know that UNLV provides academic advisors to help them pick their own course of study and that they have the freedom to change their minds if they feel that the major they chose may not be right for them.

When asked what they would like to learn more about, their responses addressed individual interests. Participants wanted to know more about a variety of UNLV majors and courses that can be taken, such as tribal law, veterinary science, culinary arts, gaming, medicine, hospitality, and mechanical engineering. Other students wanted to know “*more about law enforcement and hospitality management and college courses that involve wildlife,*” as well as “*obtaining a degree in American Sign Language.*”

When asked how the UNLV College Camp could be improved, participants suggested increasing the amount of free time either by “*taking more breaks or extending the lights out time.*” However, many respondents felt that no change was needed and that “*the whole UNLV college camp was just perfect.*”

Application Process

When asked if there were any questions they still had about attending or applying to college or trade school, respondents wanted to know about the specifics of applying to college. They wanted to know “*if it is better to apply right after high school or in the fall, how they actually apply, and if there is an [accommodation during the application process] when a student has a disability.*” Some of the most insightful questions were: (a) What are they looking for, and what traits do I need for college?

(b) Can you get into UNLV if you have a low GPA? (c) How do they accept you, and what happens if you don't make it in?

Summary of the UNLV College Camp

The two four-day *Native Youth College Camps* were held on June 10-14 and June 24-28, 2024, at UNLV. Due to the small sample size, the survey results should be interpreted with caution. Overall, and especially among NYCP students, the UNLV College Camp was very well received, with at least 90% agreeing that the camp increased their desire to graduate high school their motivation and readiness to attend college or trade school. Furthermore, all participants agreed that the tour helped them learn (a) how to get ready for college; (b) what it is like to be a college student; (c) what programs, clubs, and activities are available specifically for Native students; (d) what to expect from going to college; and (e) what college majors are available and what might interest them.

NYCP students found that their experience at the UNLV College Camp improved their understanding about (a) applying to college, (b) choosing a college, (c) choosing a major, (d) living life as a college student, and (e) why it is good to have a college degree. The camp may have helped the students understand the complexity of financial aid. Before the camp, 57% of the students reported a high understanding of the financial aid process. After the camp, only 23% reported a high understanding. The number of students who reported having a low understanding increased from 0 to 17%. This change indicates that most students have neither high nor zero understanding of applying for financial aid but fall somewhere in between.

Three major themes emerged from the UNLV College Camp experience. Students want to learn more about paying for college, the majors offered, and the application process.

Figure 5-6. Students pose in the hallway after the school visit.



Photo by Belinda Hooper

SECTION 6. SITE TOUR FINDINGS

Evaluation Questions:

To what extent do students and parents/caregivers perceive that the activities, supports, and events offered meet their needs?

What college and career exploration supports and activities are offered each year?

What is the nature of these supports and activities? How well are they received?

What are the perceived and real short- and long-term outcomes of these supports and activities?

What is the nature of students' academic learning plans?

How are academic learning plans being utilized to support student success?

How have students' motivation and readiness to attend college or vocational training been impacted?

This section presents a summary of qualitative findings from an in-person site tour conducted in September 2024. Findings are based on interviews or focus groups with students, parents, NYCP staff, tribal staff, school and district administrators, and administrators at NDE. The section begins with descriptions of roles, responsibilities, training, and communication associated with those at the state and local level who work on the project. The remainder of the section is organized around the project goals for the grant and overall satisfaction with the NYCP implementation.

CHARACTERISTICS OF PROJECT STAFF

Roles and Responsibilities

Nevada Department of Education Administrators

Administrators at the NDE, Humboldt County School District, Yerington High School, Yerington Intermediate School, McDermitt Combined School, Mineral County High School, and Schurz Elementary School all described their roles and responsibilities related to the NYCP.

The administrators interviewed from the NDE included the Director of the Office of Inclusive Education (OIE), and the NYCP Project Director/OIE Education Programs Professional. The group listed their responsibilities to include the following:

- Being the authorizing agent for the NYCP grant;

- Providing resources, statewide materials, programming, and general support for the NYCP team;
- Collaborating with the state legislature to obtain approval for the disbursement of grant funds;
- Ensuring that grant sites develop budgets and activity plans;
- Assisting grant sites with developing ideas, plans, and resources for implementation;
- Coordinating the grant with Federal partners at the US Department of Education;
- Working with the fiscal office to ensure awards go out to the districts in a timely manner;
- Facilitating communication between state administrators and evaluators;
- Sharing documents within the project team; and
- Participating in regular meetings with the McDermitt and WRPT project staff, as well as school administrators and the evaluation team.

District Superintendents and School Administrators

The superintendent of the Humboldt County School District and principals for McDermitt Combined School, Yerington High School, Yerington Intermediate School, Mineral County High School, and Schurz Elementary School addressed their roles and responsibilities with the project. Their responsibilities were described as:

“Getting the biggest bang for the buck out of the grant for the kids is truly our priority.”
 School Administrator

- Providing district oversight of the NYCP grant and holding authority over all expenditures and development of the grant;
- Working with principals and staff at McDermitt to make sure we are targeting the grant toward its intended purpose;
- Attending meetings with the project team at the school;
- Ensuring that funds given to the school are used appropriately;
- Assisting with arrangements for transportation, rooms, and food for trips sponsored by the project; and
- Collecting data.

NYCP Site Administration

Site staff were comprised of four tribal administrators, two with the Fort McDermitt Paiute Shoshone Tribe and two with the WRPT. One administrator described overseeing the daily functions of the tribe but was new to the position. The others *“haven’t done much with the NYCP as a committee”* but see it as a good project.

NYCP Site Staff

Project staff included two CCCs and two SCLs who see themselves as fostering student voice and self-advocacy.

Their responsibilities involved:

- Researching colleges to identify possible college tours and taking students on tours;
- Scheduling motivational speakers and other community events;
- Coordinating logistics, conveying expectations and responsibilities to parents;
- Conveying behavioral expectations to students for school, college tours, and other activities;
- Monitoring the budget and expenditures for the grant;
- Having regular communication with students about their academic progress;
- Giving all interested students information on the programming that is available to them;
- Wearing many hats to support students, such as counselor, social worker, and nurse;
- Updating new school administrators on the history of the NYCP grant; and
- Encouraging students to participate in afterschool activities (e.g., tutoring).

“Sometimes as Indian people, we are always taught that the White person is more educated, and we should always believe what they say. But I tell our kids that we are his equal when we get an education. And there’s always going to be a no to questions we don’t ask. So, find out if you can make up this quiz or assignment and do your best to do it.” NYCP Site Staff

Professional Development, Support, and Communication

All administrators from the NDE reported having some type of professional development through the grant. They regularly attended monthly online professional development and technical assistance sessions provided by the federal Office of Indian Education and learned about specific topics as well as activities conducted at other NYCP sites across the country. The administrators shared information learned with grantees during monthly meetings.

District and school administrators did not receive professional development through the grant. One administrator echoed this by saying, *“Aside from regular updates from site staff and the principal, I haven’t had... any significant training.”* Another administrator’s professional development experience included bi-monthly Zoom calls with NYCP administrators and staff. Yet, several school administrators indicated that they received adequate communication about the progress of the grant.

One of the tribal administrators mentioned that *“we haven’t done much with the community. We’ve changed our leadership and roles within the tribe several times which has led to disconnecting with the NYCP.”*

All four project staff members said that support was provided by the NYCP Project Coordinator and through the monthly online NYCP meetings. In addition, the CCCs and SCLs met with each other and the school administrator frequently and collaborated with the Indian Education Committee when possible. The SCLs said they would like to receive professional development but have no time to attend, given their dual responsibilities with the district and NYCP.

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AMERICAN INDIAN (AI) STUDENTS FOR COLLEGE AND CAREERS, IN AND OUT OF SCHOOL, WITH AN EMPHASIS ON CAREERS IN THE TEACHING PROFESSION.

Major Components of NYCP in the Second Year of Grant Activities

NDE administrators and project staff were asked to describe the major components of the grant since October 2023. They spoke about the following:

- College tours at the University of Nevada-Reno University of Kansas, Haskell University, Truckee Meadows Community College, and Eastern Oregon University;
- College camp at UNLV;
- *Discover Your Path* Camp at Lake Tahoe;
- Back-to-School nights;
- Walk About in Paiute Country;
- Bowling for Education;
- Motivational speakers;
- Graduation events; and
- Dual-credit courses or advanced coursework.

State and local administrators and grant staff said more activities are planned for Year 3, specifically, those focused on careers in education and activities to increase academic achievement and college admissions. They wanted to look more carefully at student achievement data and identify ways to better prepare students for careers and postsecondary education. One administrator echoed these sentiments by encouraging “*more diverse opportunities for students [to not only tour colleges and universities], but local career opportunities.*” Staff also wanted not only for students to attend college tours and fairs but also to help students consider what they learned from these events so they could use this knowledge to make better decisions about their futures.

UNLV College Camp Perceptions

NDE administrators, project staff, parents, and students discussed the activities and format of the UNLV College Camp, the most valuable parts of the camp for students, and any ways it might be done differently in the future to improve the experience. Administrators said that, in the future, there will be an academic and behavioral criteria for students to attend college camps such as “*having to meet the same academic requirements as they do for interscholastic sports and cannot have had out-of-school suspension to be able to participate in NYCP activities.*” This year, it was

open to anyone from the project sites who wished to attend, as well as non-NYCP students. During the UNLV College Camp, students stayed in a dormitory, participated in tours of the campus, and learned about different careers.

Paying for College

Many student respondents said that earning a college degree was important in “*pursuing a better future*” for themselves and were happy to realize that UNLV offered a number of scholarships and grants to help them achieve that goal. They learned “*what scholarships to apply for as a Native student.*” One student mentioned the “*importance of applying for all scholarships and grants,*” while another student “*plans to use the Native Waiver to pay for school.*”

Majors

Students learned about some of the majors offered at UNLV to address students’ interests. Respondents were pleased to know that UNLV provides academic advisors to help them pick their own course of study and that they have the freedom to change their minds. Other respondents said that the most valuable parts of the college camp were learning about college life, clubs for native students, flexible class schedules, and “*why it is always good to have a college education and to pursue a better future.*” For some students, it was shocking to see how big the campus is since they came from a small school. Other students made connections with professors in their field(s) of interest.

For NDE administrators and staff, the most valuable part of the college camp was “*seeing students recognize what’s possible for their future, engaging in interactive learning, and creating a sense of being capable.*”

Suggestions from NDE administrators and project staff for making future college camps at UNLV better for students included ensuring that the program activities are relevant to students and providing more downtime for them to re-energize.

Other College Camps, College Tours, and Summer Activities

According to respondents, other summer activities that occurred in 2024 included the *Discover Your Path Camp* at Lake Tahoe—which had approximately 100 students from throughout the state, the *Native Students LEAD Camp* at UNR, U.N.I.T.Y., the tour to Truckee Meadows Community College, Walk About in Paiute Country, the Paiute Language Bowl, presentations by well-known motivational speakers Mylo Smith and Frank Waln, and a Back-to-School event. One college tour experience was attending Eastern Oregon University’s Eastern Oregon Teacher Academy where students earned one college credit. Several students added that attending college camps allowed them to get closer to “*figuring out what they want to do when they graduate.*” According to one student, attending cultural events allowed students to “*connect with other people from many different tribes and meeting people who have the same interests as you have.*” These events provide “*exposure to other tribal ways and the stuff they deal with. It opened my eyes because a lot of the kids don’t get to go out a lot and we do. It lets us know that McDermitt is not the only place in the whole*

wide world.”

Some student suggestions for improving summer activities were to divide the students by age groups. According to one older student, it is difficult to tour with younger students because *“we are trying to talk about one thing, and they are having a hard time understanding. It is hard to listen to the same thing over and over again just for them to understand. It would be beneficial for all of us”* to have separate spaces where presentations and discussions can be more *“in-depth for the older kids and simpler discussions for the younger kids.”* Other suggestions include a variety of meal and menu options, such as carry-out, instead of eating most meals in the cafeteria. Since so many of the participants are athletes, they want the opportunity to *“check out college teams’ locker rooms, going to games, and things like that because not a lot of us can go see those things.”* There is also a need for more chaperones, particularly males, to staff college tours and camps.

Mentoring and job shadowing did not occur this last summer, but NDE administrators said they would incorporate them into plans for next year. Respondents said the most valuable part of the summer activities was giving students the opportunity to see places away from their reservations and small towns. Suggestions for improving summer activities were to *“create better processes for these sites and tie these processes into the college and career programming and allow student input on where to go for camps and tours.”* This can be achieved by bringing students and staff together ahead of time to discuss why they are going to a particular school and how they plan to use the information they gain from the visit. It can also be achieved by having better communication between schools and tribal education departments to create a yearly schedule of activities and make sure that students and families are aware of these opportunities. One state administrator highlighted the role of parents in improving summer activities by providing logistical support (e.g., providing transportation to and from events and taking shifts when monitoring students). This type of support *“is needed to ensure a safe and enjoyable experience for all.”*

Support of the CCCs and SCLs

Students were asked if project staff—either a CCC or a SCL—had helped them and if the number of meetings with project staff was sufficient for their needs. Students made positive remarks about the assistance provided by project staff. One student appreciates words of encouragement *“to try your hardest.”* Another student sees the CCCs and SCLs as helpful because *“they set up all these trips and encourage us to look forward to our future and look into college so we can have a better future for ourselves.”* They *“really advocate for us by getting stuff that we benefit from and that we are actually interested in. During meetings, they get input from us and help us when we have problems.”* However, some students wished for more regular meetings to discuss their concerns. Most students who responded to the question about the number of meetings said they would like to have time with project staff once a week.

“My CCCs have given me the opportunity to think about different colleges.” NYCP student

Career Exploration

Respondents agreed that some helpful career-related activities, such as the College Camp at UNLV, the college tours, and presentations by guest speakers, took place during the second year of the grant. Students stated that the College Camp and tours helped them to “*explore different career options*” and allowed them to consider careers with which they had previously had no familiarity. They also realized that colleges are not all the same. The tour of Eastern Oregon University impacted one student’s decision to continue their pursuit of earning a degree in education. These visits “*have helped me open that pathway to going to college and becoming a teacher.*”

The project staff in McDermitt, for example, said that in line with the project goal of encouraging more students to consider careers in the teaching profession, they planned the tour to Eastern Oregon University, which has a program specifically designed to train Native American students to be teachers. NDE administrators said that in support of this same goal, tours to the School of Education at UNLV would be included in future college camps. NDE administrators suggested the use of a virtual platform for career exploration and job shadowing called *Pathful* and will also investigate other opportunities for in-person and online job shadowing. One NDE administrator thinks that not enough is happening. There needs to be “*a course that discusses soft skills or other skills that go along with employment.*”

Partnerships

NDE administrators discussed a number of partnerships that have been created in support of the grant. The partnerships that have already been established or are being developed include the following:

- The College Camp planned in conjunction with UNLV and held on the campus each summer;
- Dual-credit Paiute language classes offered in conjunction with UNR, Western Nevada Community College, and Great Basin Community College;
- A research-based, 12-session program for eighth graders called Nevada Pathways for Success that has been shown to improve attendance, test scores, and time spent on homework;
- Trainings provided to NYCP staff by the Native Wellness Institute;
- Professional development for NYCP staff and others through the National Native Trauma Center;
- Collaboration with other groups for Native Heritage Month; and
- Joint planning and activities with Washoe County’s NYCP.
- The University of Nevada-Reno supports *LEAD* camp and *Discover Your Path*
- The Indian Education Commission and other tribal groups.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE BY INCLUDING OPPORTUNITIES IN THE LOCAL COMMUNITY TO SUPPORT AI STUDENTS.

Academic Learning Plans

NDE administrators, project staff, parents, and students were asked about the development of academic learning plans. One NYCP Administrator cited “*a lack of awareness*” from both parents and counselors about how the academic learning plan can be used to identify and address student issues. Reviewing the plan with parents, teachers, and counselors can take an academic learning plan “*to the next level and... ensure that it moves forward.*” In the site staff focus group, there is inconsistency in how academic learning plans are shared. In some districts, academic learning plans are sent to families. In others, the process of completing an academic learning plan and disseminating it to parents is different. Most of the variability in knowing their child’s academic progress comes from the parents. In focus groups, students share the academic learning plan with their parents. Some parents don’t know what it is. Other parents “*have not received it yet from the counselors or CCCs.*” Others feel no need to get an academic learning plan because their child is homeschooled.

Students in the focus group in Yerington said they were not familiar with academic learning plans, and about half the students in McDermitt said they were not aware of them. The other half of the McDermitt students in the focus group, plus the student from Mineral County High School, said that a counselor had assisted them in developing a plan and that it helped them set goals and select classes.

Academic Engagement and Achievement

Most state, district, and school administrators thought that NYCP had increased the level of academic engagement by having students spend time on college campuses, hear guest speakers representing different professions, and meet with project staff. One school administrator contends that the project “*positively impacted student motivation and readiness for college, with notable improvements in academic engagement and behavior.*”

“The program has helped some students who were at risk of not graduating or failing classes to improve their academic performance.” School Administrator

Yet, another administrator has a more cautionary view of NYCP’s impact on students, noting, “*I think [the types of activities] gets their attention, I don’t think it is internalized yet.*” Another administrator believes that “*we have to do a better job in tying into what that course means to the real-world and its relevance in the real-world. We have to do more of that.*”

Students were asked if NYCP activities such as the college camps, college tours, and meetings with project staff and their respective schools had changed their feelings about school in some way. Only a few students responded to this question, but those who did said that project activities helped them to improve their grades and take their classes more seriously.

Impacts of the NYCP Implementation on Families of Students or Other Community Members

NDE administrators, project staff, and school administrators characterized the project as having positive effects on parents, caregivers, and other community members. They said that the project gave opportunities to students that parents otherwise could not afford and that many parents felt they had a stake in the success of the project. Administrators also called for more regular communication between NYCP staff and parents through newsletters and other notices or publications. However, they acknowledged that it was difficult for staff to do given the large demands on their time. A sample of comments from respondents is as follows:

[We are] going to have to find a way, outside the school district, to promote grant activities. I would like to see the grant expanded to the tribe with more teeth.

The tribe should put some of these trips together for these kids. For full impact, we need the community involved.

[To determine the efficacy of the program], we need to add some student 1-year out surveys. Maybe [we can have] a one-on-one exit survey with the Education Director.

NYCP has taken a weight off the shoulders of the parents because the parents have not been through this, so they don't know how to help.

Student Behavior

One of the school administrators commented that they have “*seen an instilled pride in the kids about their heritage, about their culture, about who they are, about who they were.*” Not only has the program had a positive impact on students' behavior, but it has also improved attendance. Tribal leaders would like to “*see more acknowledgment that their behavior has been exceptional*” to not only reinforce positive behavior but support their self-esteem and growth.

“Their positive behavior has helped the administration grow the program.” Tribal Leader

One of the NDE administrators said that it makes a difference for students to have a trusted adult who works in the building and can advocate for them. The administrator said that one of the priorities in Year 3 of the grant will be to ensure that all NYCP students are being well cared for, academically and emotionally, and project staff will help them work through issues that arise and find their way to a positive resolution.

GOAL 3: INCREASE STUDENT MOTIVATION AND READINESS TO ATTEND COLLEGE OR VOCATIONAL TRAINING.

One NDE administrator described how the new grant was intended to provide continuity with the goals and activities of the prior NYCP grant in Nevada, including student motivation and readiness to attend postsecondary training. The administrator said that many of the activities provided by NYCP were designed to develop students' readiness for college or vocational training in several overlapping ways—academic preparedness, financial preparedness, and social and emotional preparedness. NDE administrators, school administrators, project staff, and parents thought that the college camps and college tours were especially effective in raising awareness of areas such as prerequisite classes, college applications, scholarship opportunities, housing options, and support services for Native students. An NDE administrator believes that not all NYCP students are motivated to attend college or vocational training, but *“for those who attended a college camp or college tour, their perspectives have changed.”* Parents echoed this sentiment, *“taking campus tours gives my son hope to go further... [and] opened his eyes to a bigger world.”* Another parent added that college camps and tours *“opened their child’s mind to want to go to college after high school.”* A long-time school administrator is also convinced that the NYCP grant helps students see educational and career opportunities beyond high school. The impact of NYCP extends into the communities it serves. According to a tribal leader, community members who once were not excited about NYCP are now excited about its impact.

“Without question, yes. It has affected how they feel. Over the years that I have been here, in one capacity or another, you can see a definite push of students having a more positive attitude towards college (e.g., they are wearing the gear). When we talk [college] opportunities, some of the kids see that they could be in reach. I think it’s working.” School Administrator

Parents agree that NYCP activities have helped ready their students for college and careers. One parent commented that due to the college camps and tours, *“they are not going to feel so overwhelmed when they graduate. They are not going into things blindly. They have an idea”* of what to expect from campus life. But to NYCP administrators and school administrators, students are not prepared. You *“cannot measure readiness”* without looking at achievement scores. An NDE administrator commented that the students are not yet ready, but for a different reason. NYCP students are *“not ready to be in a new environment that is huge and big, and they don’t know how to maneuver it.”*

“There are areas of this school that have zero percent proficiency rates. I don’t think the grant is what could make a difference. I need them in school and as a result, I am unwilling to release kids during the school day for these activities. Otherwise, I don’t think I am doing my job.” School Administrator

Another NDE administrator said that in Year 3 and subsequent years of the grant, there will be more career exploration activities integrated into the project to give students a better sense of direction and increase their motivation to finish high school and progress to higher education.

There was consensus among student focus group attendees that the NYCP had increased their motivation to attend college or vocational training. They indicated that the college tours, college camps, and other activities enabled them to see that college was a realistic option for them and enhanced their confidence in being admitted to college. NYCP has allowed students to “*think about future jobs.*” Students noticed that college camps were beneficial in determining which college provided the best fit for what they wanted to do as a career. In other words, attending college camps and tours became a sorting process for prospective students. One student mentioned, “*Depending on what you want to do, [participating in college camps and tours] can be motivating and informative. If you are not really interested in [attending a particular college or studying a particular subject], it will push you*” to something else. One high school senior feels ready to attend college because they have “*talked to enough people and participated in enough college prep camps to be ready for college.*” For some students, the NYCP program has changed the way they view college. To one student, college “*seems more assessable than I thought it was when I was younger.*” Another student realized that they “*can achieve what they want.*”

Parents also thought that exposure to college campuses and various majors caused students to think more seriously about attending college and pursuing different career paths.

OVERALL SATISFACTION WITH THE IMPLEMENTATION OF THE NYCP

Students suggested a few items to improve NYCP. They include hosting more academic and trade school visits as well as cultural events. One student suggested “*expanding how far we can go*” for activities. Another student mentioned that engaging in more college and cultural events will increase academic engagement. One student wanted to go “*to a basketball game on campus*” for a more immersive college experience.

One NDE administrator rated their satisfaction with the fidelity of the NYCP implementation at 75-80% due largely to existing structural roadblocks like “*distance and staff changes.*” Most respondents expressed appreciation for the work of project staff and the activities and services provided to students. Respondents commended the presence of Native staff on campus to help students, the multiple opportunities for students to learn about college and careers, the access to enriching experiences in places that most students would otherwise not have access to, and the outreach to parents to get them more involved in supporting their children’s educational and career aspirations.

Some thoughts about overall satisfaction with project implementation, as expressed by NDE or district and school administrators, are as follows:

“Parent guardians do not have to worry about transportation home if their student needs to stay for tutoring.”

“[The NYCP staff] have communicated well with NDE their plans to open up many opportunities for students—Not just for college but also vocational training.”

“I am satisfied because I see the bigger picture. I appreciate their articulation and advocacy for equity. We are building it.”

Most Positive Aspects of the NYCP in Schools and Communities

Administrators at the state, district, and school levels described the most beneficial aspects of the project. These included students having people in the school who looked like them and understood their culture and experiences, the creation of new programs and systems to serve Native students in the state, and the opportunities for students to have instructive and immersive experiences outside of their community and to see how these experiences will support their future. *“Only for Native American students, and I thought that was pretty cool, because not again, like they said, that Native students don’t really have a lot of options out there.”*

For district and school administrators, the *“grant is forcing authentic family engagement on a higher level”* at the school through meals and other community activities. This *“gives families a stake in the school”* when they are involved which has changed the rhetoric about the school to a more positive tone. Parents see the benefits that their kids have had by being a part of *“something bigger.”*

Respondents contributed a few suggestions for ways that positive aspects of the project could be enhanced. These encompassed creating an infographic to explain what the program is about and what the expected responsibilities are for students and parents, as well as staff at the state and local levels and sharing impact stories to highlight and promote NYCP activities and student success.

Largest Challenges With the NYCP

Respondents from the state, district, and local levels identified multiple challenges with grant implementation during the second year. Project challenges perceived by state administrators are as follows:

- Inadequate communication between the NYCP team, tribal education departments, and local school districts;
- Systemic racism and inequities;
- Working with others who are not doing it for the kids, more concerned with themselves;
- Limited understanding and implementation of best practices for Native students to achieve academic improvement and develop greater motivation to attend school;
- The need for more support from parents; and
- High school staff turnover and communication overload.

Some of the ways that challenges are being addressed at the state level are through working with local school districts to administer monies when tribes do not have the capacity to handle grant funds; researching evidence-based best practices for supporting the academic, social, and emotional well-being of Native students and sharing those in trainings with project staff; and establishing clearer expectations for



sites in meeting NYCP objectives.

NDE and school administrators argued that the greatest challenges rest on two main themes—school and culture.

School challenges revolve around turnover in personnel and principal philosophies. To address these challenges, staff try to select resources that have proven effective in supporting schools. Additionally, if there is a paraprofessional or someone who's really doing a good job, school administrators and NDE staff think of ways to support them in order to retain them in the schools.

Cultural challenges derive from the “*groundedness of the culture [and] their beliefs about education.*” Overcoming this challenge will “*take a lot of time.*” For the CCCs and SCLs, the greatest challenges are “*the inability to provide academic tutoring*” due to a lack of resources to transport students. One way to address this challenge is using grant money to help provide transportation.

SECTION 7. RECOMMENDATIONS

The following seven changes to project implementation in future NYCP activities are recommended based on the data collected during the second year of project implementation via surveys, online and in-person interviews and focus groups, quantitative data collection templates, and NDE staff and administrators in consultation with RMC staff. For additional recommendations, see Appendix C.

1. **Ensure that all students develop academic learning plans and that both students and parents can review them at least once a year.** Many parents and students said they had no awareness of academic learning plans, and state administrators thought that there often were no designated people in the schools to oversee the development of the plans. These are crucial documents that help students consider the classes they need to graduate and define and achieve their educational goals. Parents, as well as project staff, need access to academic learning plans so they can help keep their students on track to graduate and secure services that children might need, such as tutoring. The NYCP Project Coordinator may need to have a discussion with building administrators to find out who oversees the development of the plans, how a system can be put in place to guarantee that every NYCP student has a plan, and how parents and project staff can have access to this information.
2. **Give students more opportunities to learn from, integrate, and share information received from college tours and other experiences.** Several administrators suggested that students could benefit more from events such as the college camps and college tours if they had time before the experience to discuss the purpose of the trip and then after the experience to discuss and integrate what they learned. Parents suggested that students keep a journal documenting what they did and what they learned to help guide future decision-making. Parents asked for students to give public presentations after each event to discuss what they learned, as students were sometimes reluctant to share this information at home. Such presentations would have the additional benefit of informing community members about the impact of the project on students' plans for the future and the importance of families in supporting those plans.
3. **Arrange meetings with principals in Yerington, Hawthorne, and Schurz to discuss their roles and responsibilities.** Due to inconsistent communication between project staff and administrators, the principals were unsure of their roles and responsibilities with NYCP and needed guidance so they could best support the project. Principals also requested more succinct communication from project staff that described the specific actions or support needed from the administrator.

4. **Hold trainings for teachers on the NYCP.** Principals said that there was substantial teacher turnover in all their schools because of the remote rural locations and thought it would be helpful for their instructional staff to learn about the project and how they might better support Native students in their respective classes. If feasible, it may also be helpful to invite public school teachers to participate in workshops offered to project staff by the Native Wellness Institute and the National Native Trauma Center so that teachers have a better appreciation for the types of intergenerational trauma experienced in Native communities.
5. **Provide tours and additional information on trade/technical schools.** While students and parents greatly appreciated the College Camp at UNLV and the college tours at UNR and Stanford, both groups thought it would be helpful for students to have opportunities to tour trade and technical schools to broaden their sense of postsecondary options and have access to employment in local industries such as ranching and mining.
6. **Create regular channels of communication with parents.** State and school administrators thought that engagement with parents could be improved by providing some regular channels of communication, such as newsletters or bulletins. Staff are already overwhelmed with myriad responsibilities, so this may be a project in which UNITY or other NYCP students could be involved as assistants. These publications can be limited to one or two pages but would be helpful in keeping parents informed about past and upcoming project activities and ways that parents can support their students. The creation of a yearly schedule of activities that is widely shared could help ensure that students and families are aware of these opportunities
7. **Host more tours and activities related to teacher education programs.** As encouraging more students to consider a career in education is one of the main goals of the grant, it would be beneficial to bring in more speakers to talk about different facets of the profession, provide job shadowing opportunities in local schools, and take students on tours of colleges and universities with programs specializing in training Native students for teaching careers.

SECTION 8. SUMMARY OF FINDINGS

During Year 2, the key project components were implemented according to the approved plan. At all sites, the CCCs and SCLs focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, and accompanied students to summer college camps and tours. Additionally, they promoted communication and relationships between the school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the communities. They also informed parents/caregivers of upcoming school functions.

Twenty-four community collaborative events with 552 attendees occurred across all sites during Year 2. These events included college camps, college tours, as well as community events—Walk About in Paiute Country, Paiute Language Bowl, U.N.I.T.Y., and events featuring motivational speakers.

The project successfully met or exceeded its targets for 6 out of 11 second-year performance measures. These included measures related to increased community collaborative efforts, increased grade point average, participation in dual-enrollment classes, increased motivation and readiness to attend college, and students applying to one or more colleges. The targets for the performance measures related to academic learning plan completion, academic proficiency for math and ELA, chronic absenteeism, participation in college tours, and the four-year adjusted cohort graduation rate at Yerington High School (this data will not be published by NDE until December 2024) were not met for the project as a whole.

Students' overall perceptions of the project were gathered using surveys and focus groups. Data collected via surveys at the conclusion of the college camps and college tours indicated that these events impacted students' motivation and readiness to attend college or vocational training. Of the 30 students who responded to the survey for the *Native Youth College Camp* held at UNLV, 100% agreed that the camp helped increase their motivation and readiness to attend college or trade school. Twenty-two WRPT students toured Truckee Meadows Community College and Western Nevada College. Over 95% of the students who participated in the survey following the tours agreed that it helped them learn how to get ready for college or trade school.

Focus group respondents viewed the college camps, and particularly *the Native Youth College Camp* held at the UNLV, as valuable. All students suggested that the two most important things they learned at the UNLV College Camp were ways to pay for college and the number of majors available to them. Other valuable aspects of the UNLV College Camp included meeting peers and college students, accessing different cultural opportunities, seeing the campus, being exposed to majors and careers they hadn't known about before, and learning about college applications and scholarships. Other respondents said that the most valuable parts of the College Camp were the presence of Native staff who supported the students, the relationship building that

occurred among the students who came from across the state, the collaboration and teamwork that developed among students when they were asked to do projects for different classes, the growth of students' self-confidence and identity through the friendships that were established with other camp attendees, and the opportunities to learn about the services and resources that the campus had for Native students, such as the tuition waiver program.

The support of the CCCs and SCLs was also viewed as positive by focus group and interview respondents. Students made positive remarks about the assistance provided by project staff, although some students wished for more regular meetings to discuss their concerns, preferably once a week.

In terms of academic learning plan completion, many respondents were not familiar with these. Nearly all agreed that the completion of academic learning plans, with a review of them at least once a year, would be beneficial to ensure student progress. This is an area that will receive additional attention in Year 3.

Overall, the vast majority of respondents expressed appreciation for the work of the NYCP staff and the activities and services provided to students. Respondents commended the presence of Native staff on campus to help the students, the multiple opportunities for students to learn about college and careers, and the access to enriching experiences in places that most students would otherwise not have access to.

A number of the most positive aspects of the NYCP were noted. These included students having people in the school who looked like them and understood their culture and experiences; the creation of new programs and systems to serve Native students in the state; the opportunities for students to have instructive and immersive experiences outside of their community and to see how these experiences will support their future; and the ability of students to develop leadership skills. Additionally, project staff thought that some of the most positive aspects of the NYCP were students realizing more of what they were capable of doing, students learning from peers in different tribes, youth sharing and respecting their unique cultural background, and students knowing that the project staff was there to support them.

A number of challenges associated with the NYCP were noted. These included inadequate communication between the NYCP administrative and project teams, tribal education departments, local school districts, and school administration and staff; a lack of working relationships between the aforementioned groups; a lack of alignment between state and tribal accounting and management systems, resulting in a slower pace of work; and the need for more support from parents. The most glaring challenge associated with the NYCP is reconciling disparate visions of its implementation. District and school administrators would like to see the NYCP expand its reach to include all students and hold tribal communities more accountable for supporting its activities. However, the focus of the NYCP grant is to provide equity and access to American Indian students. This disconnect poses a threat to the full



implementation and success of the NYCP grant if not remedied quickly.

A number of recommendations were put forth based on the findings contained in the report. These included:

- Ensure that all students develop academic learning plans and that both students and parents can review them at least once a year.
- Give students more opportunities to learn from, integrate, and share information received from college tours and other experiences.
- Arrange meetings with principals in Yerington, Hawthorne, and Schurz to discuss their roles and responsibilities.
- Hold trainings for teachers on the NYCP.
- Provide tours and additional information on trade/technical schools.
- Create regular and more focused channels of communication with parents.
- Host more tours and activities related to teacher education programs.

APPENDIX A. YEAR 2 COMMUNITY COLLABORATIVE NYCP-SPONSORED EVENTS

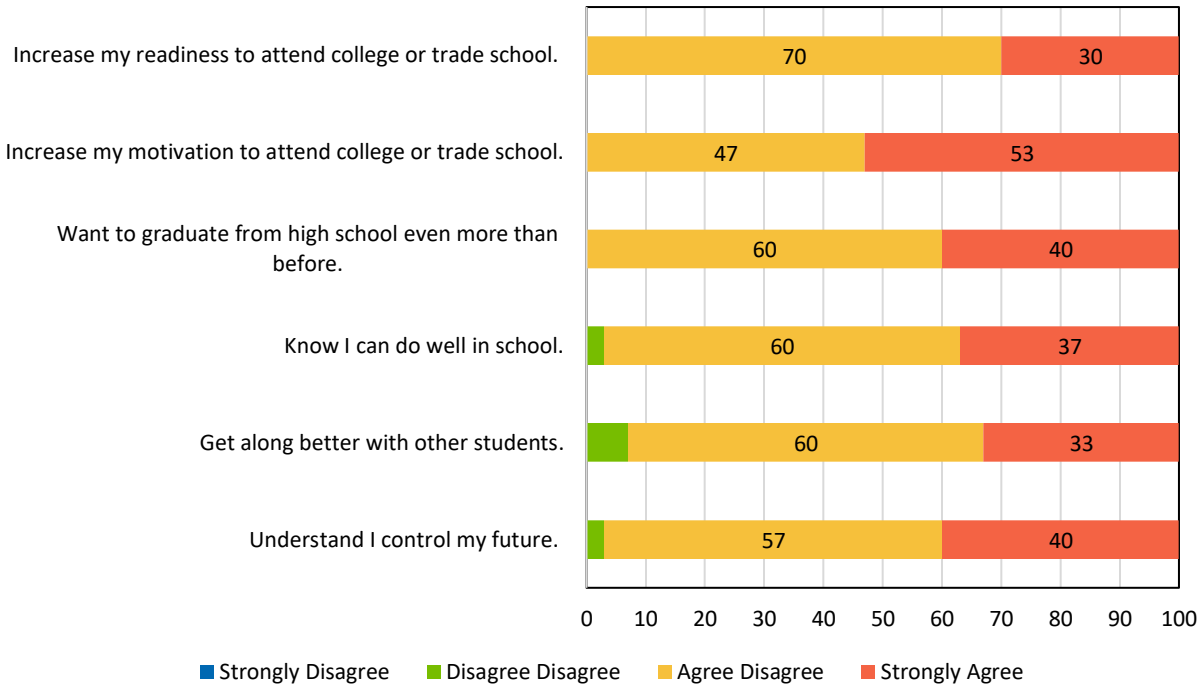
Event Name	Date	Partner(s) Involved in the Event	Location	Number of Attendees	Roles of Attendees
McDermitt (Total Number of Attendees = 86)					
Educational Night/SR-FAFSA/NYCP Updates	1/23/2024		McDermitt Combined School Old Gym and Computer Lab	41	2 NYCP School Community Liaisons
College Tour to University of Nevada, Reno	2/28/2024		University of Nevada, Reno	3	1 NYCP School Community Liaison
College Tour to University of Nevada, Reno, Agriculture Department	3/22/2024		University of Nevada, Reno	5	2 NYCP School Community Liaisons
College Tour - University of Kansas & Haskell University	5/21-23/2024		Lawrence, KS	2	2 NYCP School Community Liaisons
College Camp - University of Nevada, Las Vegas	6/10-14/2024	University of Nevada, Las Vegas	University of Nevada, Las Vegas	21	1 NYCP School Community Liaison, 1 Chaperone
Teacher Education Seminar - Eastern Oregon University	6/24-28/2024		La Grande, OR	4	1 NYCP School Community Liaison
College Camp - University of Nevada, Reno, Discover Your Path	7/29-8/02/2024	University of Nevada, Reno-CABNR	Stateline, NV, 4-H Camp	10	2 NYCP College and Career Coaches (CCCs), 17 NYCP Students
WRPT (Total Number of Attendees = 466)					

College Tour to Truckee Meadows Community College	11/9/2023		Dandini Campus, Reno; William N. Pennington Applied Technology Center	17	1 CCC, 1 Parent, 15 Students
Motivational Speaker: Mylo Smith	11/10/2023		Gym, Schurz, NV	36	1 CCC, 1 Parent, 20 Students
College Tour to Western Nevada College	12/14/2023		Fallon, NV	19	1 CCC, 1 Parent, 17 Students
Bowling For Education	2/19/2024		Rattlesnake Lanes, Yerington, NV	25	Ed. Director, 2 NYCP CCC, 9 Parents, 5 kids, 8 NYCP Students
Youth Leadership College and Career Night	2/21/2024		Yerington Paiute Tribe Community Center	1	2 CCC, 1 NYCP Student, 1 YPT CCC, 5 YPT students, 2 YPT Parents
Walk About in Paiute Country	4/2/2024	Education Dept.	White Mountain, Schurz, NV	32	3 Elder Presenters, Ed. Director, Ed. Specialist, 2 NYCP CCCs, 2 Adults, 1 Parent, 23 Students
Walk About in Paiute Country	4/3/2024	Education Dept.	Walker Lake, Walker, NV	35	3 Elder Presenters, Ed. Director, Ed. Specialist, 2 NYCP CCCs, 2 Adults, 1 Parent, 28 Students
Walk About in Paiute Country	4/3/2024	Education Dept.	Churchill Co. Museum, Hidden Caves, and Sand Mountain, Fallon, NV	34	2 Elders, 1 BLM Tour guide, 1 Museum Guide, Ed. Director, Ed. Specialist, 2 NYCP CCCs, 2 Parents, 1 Adult, 25 Students
Transportation - Pinenut Blessing	5/17/2024	WRPT/YPT	Desert Creek, Smith Valley, NV	19	Ed. Director, 2 NYCP CCC, 16 Students

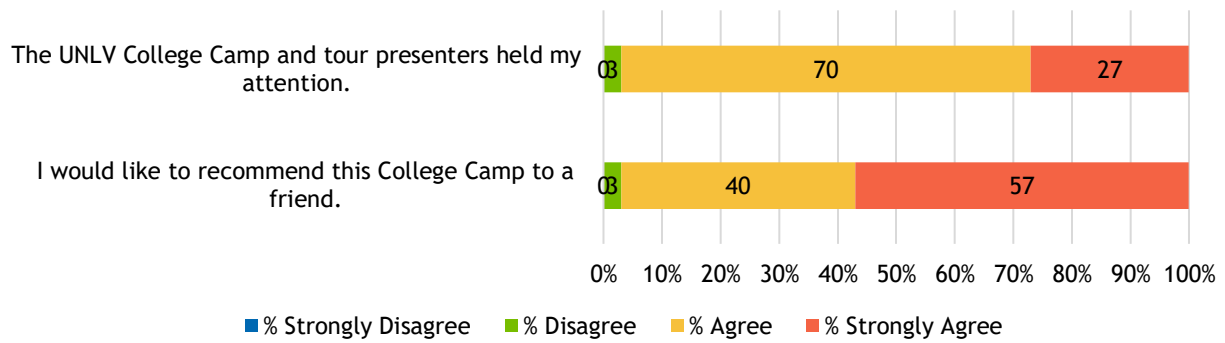
Motivational Speaker - Frank Waln	5/18/2024	Education Dept.	WRPT Gym, Schurz, NV	40	2 Elders, 7 Parents, 4 Educators, 14 NYCP Students, 10 Students, Ed. Director, 2 NYCP CCCs
Transportation - Paiute Language Bowl	5/24/2024	Washoe County School District	Reno-Sparks Indian Colony Gym, Reno, NV	12	1 NYCP CCC, 6 Students, 5 NYCP Students
College Camp - University of Nevada, Las Vegas	6/24-27/2024	University of Nevada, Las Vegas	University of Nevada, Las Vegas	34	2 NYCP CCC, 1 Chaperone, 27 NYCP Students, 1 Student
Transportation to U.N.I.T.Y.	6/28-7/03/2024	YPT U.N.I.T.Y.	Portland, OR	12	1 NYCP CCC, Ed. Director, 1 Chaperone, 9 NYCP Students
College Camp - University of Nevada, Reno, LEAD Camp	7/07-13/2024	University of Nevada, Reno, Extension Program	University of Nevada, Reno	8	1 NYCP CCC, 1 Chaperone, 6 NYCP Students
College Camp - University of Nevada, Reno, Discover Your Path	7/29-8/02/2024	University of Nevada, Reno-CABNR	Stateline, NV, 4-H Camp	19	2 NYCP CCCs, 17 NYCP Students
Back-to-School Event	8/14/2024	Education Dept.	WRPT Tribal Gym, Schurz, NV	115	Ed. Director, Ed. Specialist, 16 NYCP Students
College Tour - University of Kansas & Haskell University	8/19-22/2024	University of Kansas Native American & Indigenous Initiatives Haskell Financial Aid	Lawrence, KS	8	2 NYCP CCCs, 6 NYCP Students
Project-Wide 24 Events, 552 Total Attendees					

APPENDIX B. POST-CAMP SURVEY - PARTICIPANT PERCEPTION OF THE UNIVERSITY OF NEVADA, LAS VEGAS, COLLEGE CAMP

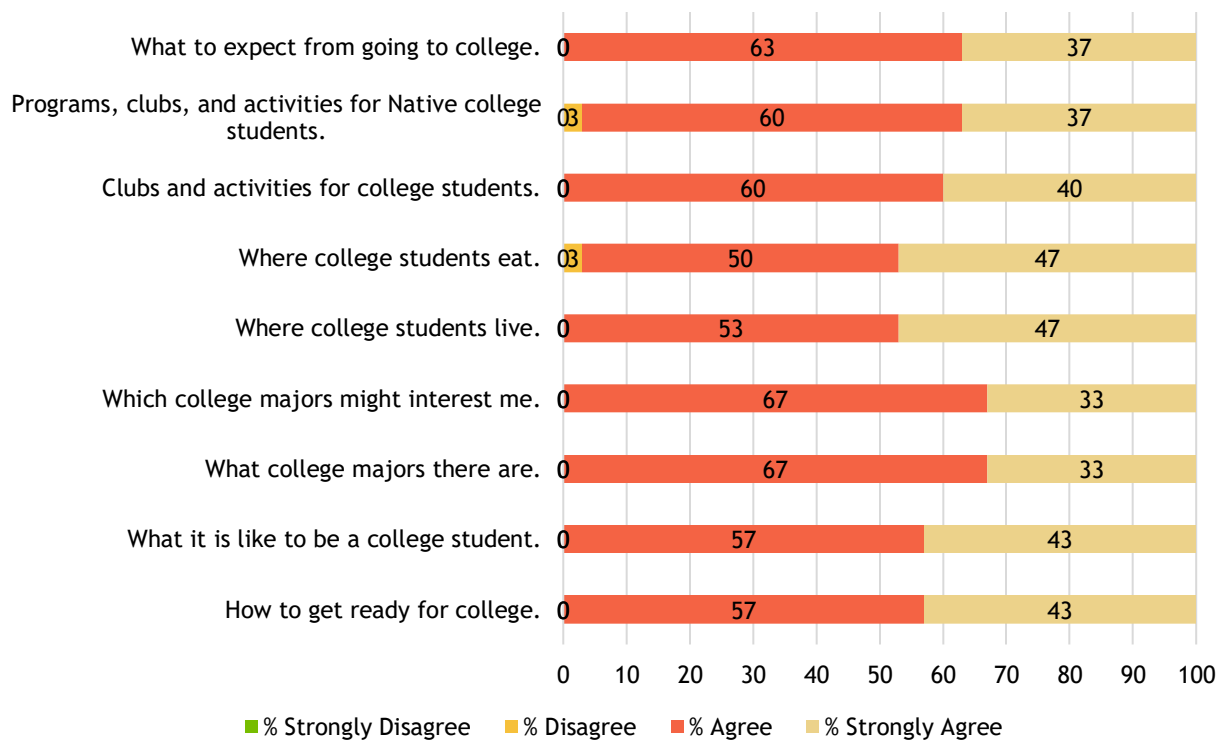
Going to the UNLV College Camp helped me to ...
Students understand the value of the college camp.



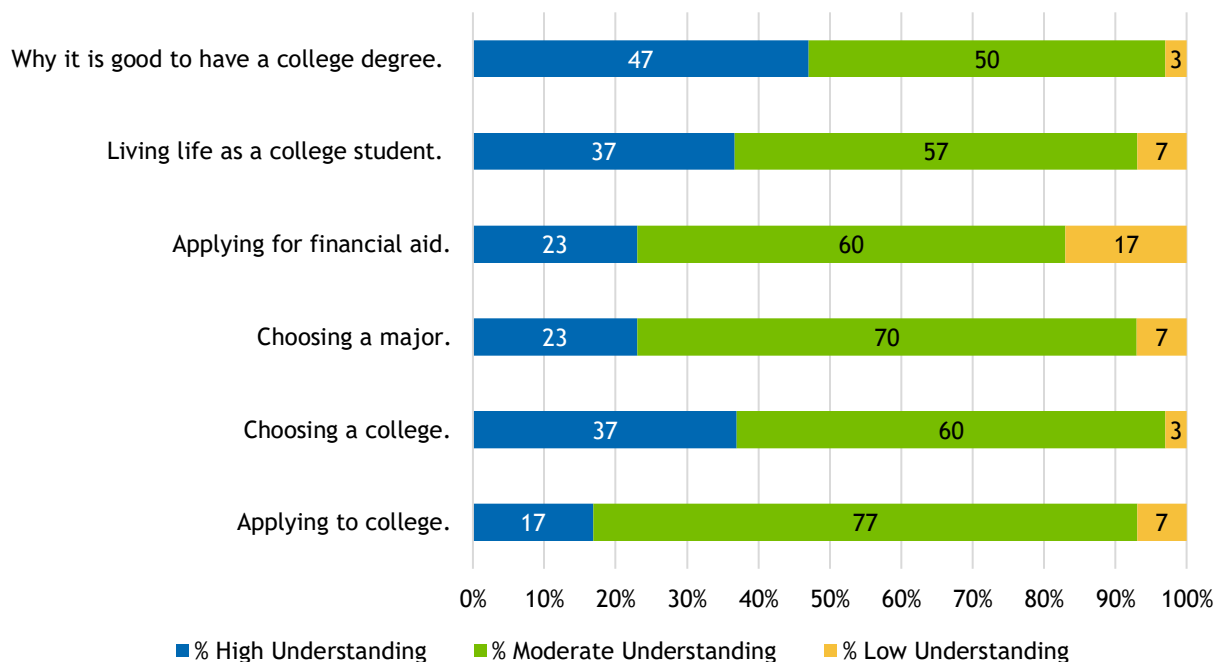
N=30



N=30



N=30



N=30

Item	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
a. Understand I control my future.	40	57	3	0
b. Get along better with other students.	33	60	7	0
c. Know I can do well in school.	37	60	3	0
d. Want to graduate from high school even more than before.	40	60	0	0
e. Increase my <i>motivation</i> to attend college or trade school.	53	47	0	0
f. Increase my <i>readiness</i> to attend college or trade school.	30	70	0	0

N=30, Percentages may not add up to 100 due to rounding.

Item	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. I would like to recommend this College Camp to a friend.	57	40	3	0
2. The UNLV College Camp and tour presenters held my attention.	27	70	3	0

N=30, Percentages may not add up to 100 due to rounding.

Item	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
a. How to get ready for college.	43	57	0	0
b. What it is like to be a college student.	43	57	0	0
c. What college majors there are.	33	67	0	0
d. Which college majors might interest me.	33	67	0	0
e. Where college students live.	47	53	0	0
f. Where college students eat.	47	50	3	0
g. Clubs and activities for college students.	40	60	0	0
h. Programs, clubs, and activities for Native college students.	37	60	3	0
i. What to expect from going to college.	37	63	0	0

N=30, Percentages may not add up to 100 due to rounding.

Item	% High Understanding	% Moderate Understanding	% Low Understanding
a. Applying to college.	17	77	7
b. Choosing a college.	37	60	3
c. Choosing a major.	23	70	7
d. Applying for financial aid.	23	60	17
e. Living life as a college student.	37	57	7
f. Why it is good to have a college degree.	47	50	3

N=30, Percentages may not add up to 100 due to rounding.

APPENDIX C. RECOMMENDATIONS

Nevada Department of Education administrators, College and Career Coaches, and School and Community Liaisons, in consultation with RMC staff, created a list of 21 additional recommendations to improve the implementation of the NYCP grant based upon an analysis of focus group and online and in-person interview data during the September 2024 (Year 2) site visits.

Additional Recommendations	
1	Celebrate achievements and share them with the community.
2	Implement a more holistic approach with higher ed to include spirituality.
3	Consider social-emotional learning, trauma-informed practices, de-escalation activities, and mindfulness.
4	Host parent nights and community nights; share strategies for reading, fluency, comprehension, and math; share stories about education and engage parents with students.
5	Provide opportunities for people to come together. Have a community viewing of things students create.
6	Continue to try new ways of doing things. Create powerful pictures of the impact that NYCP has had on one or two kids, showing how it has moved them from where they were to where they are. Present that story in different ways to highlight NYCP's impact. Sometimes we don't see it fast enough.
7	More effective leadership training; you learn the technical skills but not the qualities of a leader or a manager.
8	Increased involvement of successful alumni as role models.
9	Increase mentoring activities and stress the importance of making students aware of the benefits of mentoring.
10	Implement dual enrollment and cultural literacy initiatives.
11	Implement a regular meeting cadence with College and Career Coaches to discuss student progress and qualitative feedback.

12	Explore purchasing Cognito Forms software to digitally document and track student progress.
13	Provide more training for staff on the E-page funding system used by the Nevada Department of Education.
14	Investigate opportunities for the College and Career Coaches to provide professional development workshops for school staff.
15	Organize follow-up meetings or dinners with families and students after college/career exploration trips to gather feedback.
16	Include more career fairs, job shadowing, and mentoring, especially for vocational training.
17	Provide additional training for teachers, coaches, administrators, and parents on supporting students with trauma.
18	Share relevant academic studies on trauma with the coaches.
19	Provide more activities and supports to improve academic engagement and achievement, including finding students' interests and providing relevant educational opportunities. Also, explore ways to increase student motivation and readiness for college/vocational training, such as the "brown bag" activity.
20	Organize more events to involve families and community members in supporting students' education.
21	Review and update the required forms and documents, removing any outdated versions.

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