

NEVADA DEPARTMENT OF EDUCATION INDIAN EDUCATION

Presentation to the Diversity, Equity & Inclusion (DEI) Workgroup of the State Board of Education
August 20, 2020

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Stacey Joyner Ph.D., Education Programs Supervisor
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Presentation Outcomes

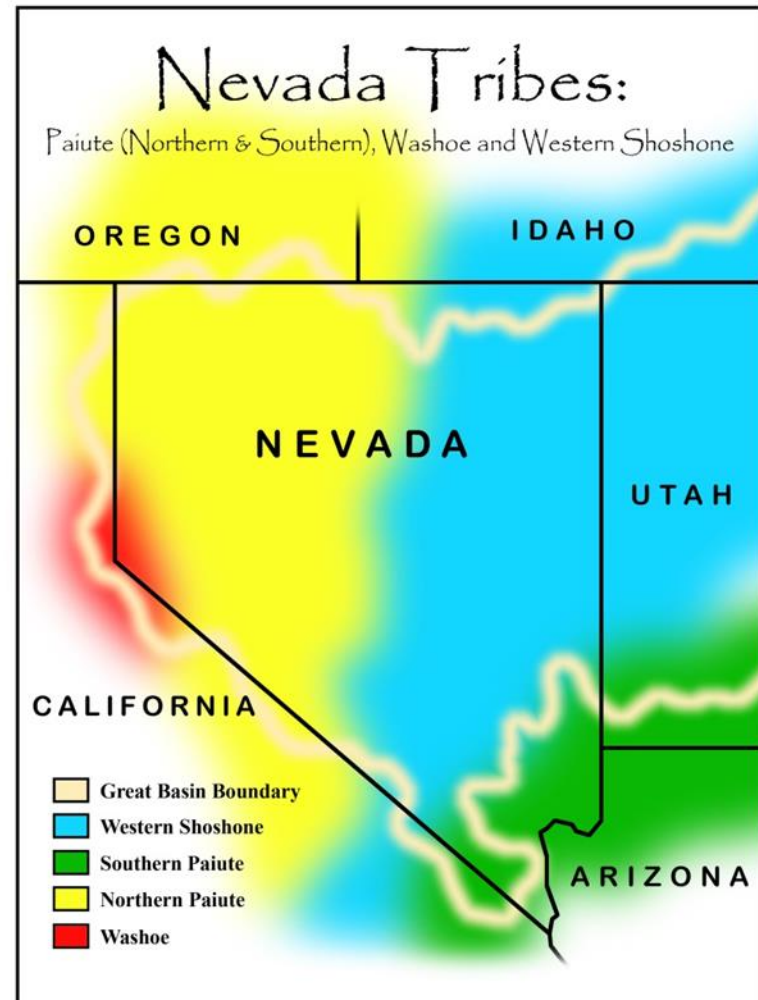
1. State Board Members will gain an understanding of the education system for American Indian students in Nevada, as it relates to diversity, equity & inclusion.
2. State Board Members will learn about state partnerships, as well as a best practice.

Alignment to State Improvement Plan (STIP)

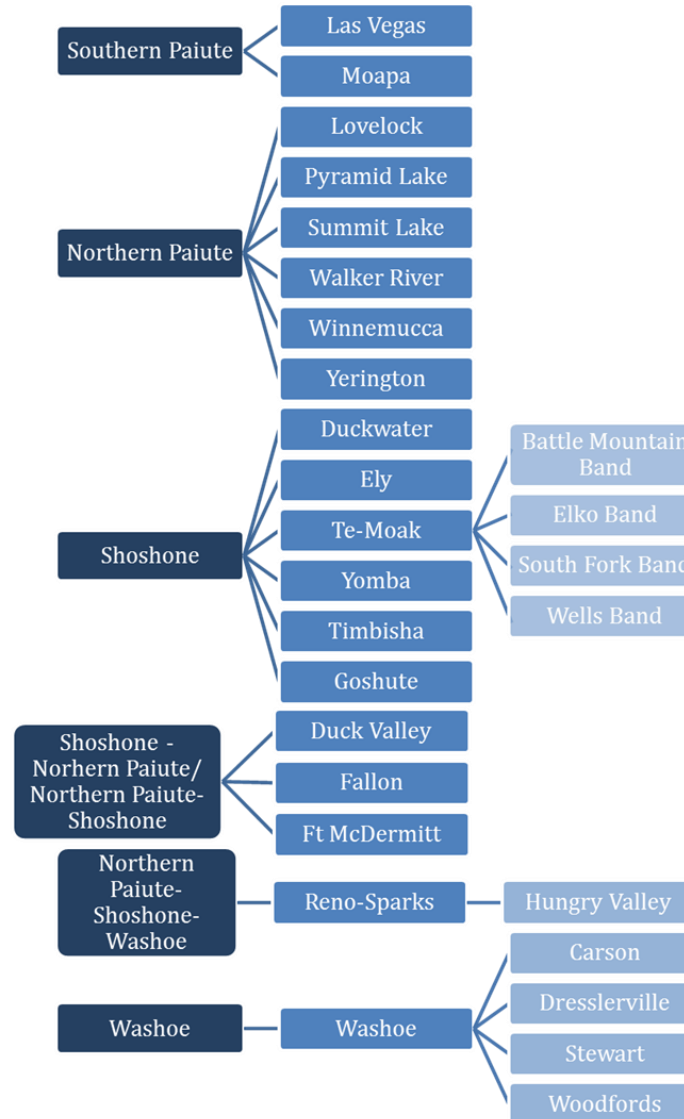
- **Goal 1:** All children, birth through third grade, have access to quality early care and education
- **Goal 2:** All students have access to effective educators
- **Goal 3:** All students experience continued academic growth
- **Goal 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life
- **Goal 6:** All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.

Traditional Homelands

There is great diversity among the four tribal nations, **Numa**, **Newe**, **Nuwu**, and **Wa She Shu**, in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Nevada.



Federally Recognized Nevada Tribes



History of Indian Education



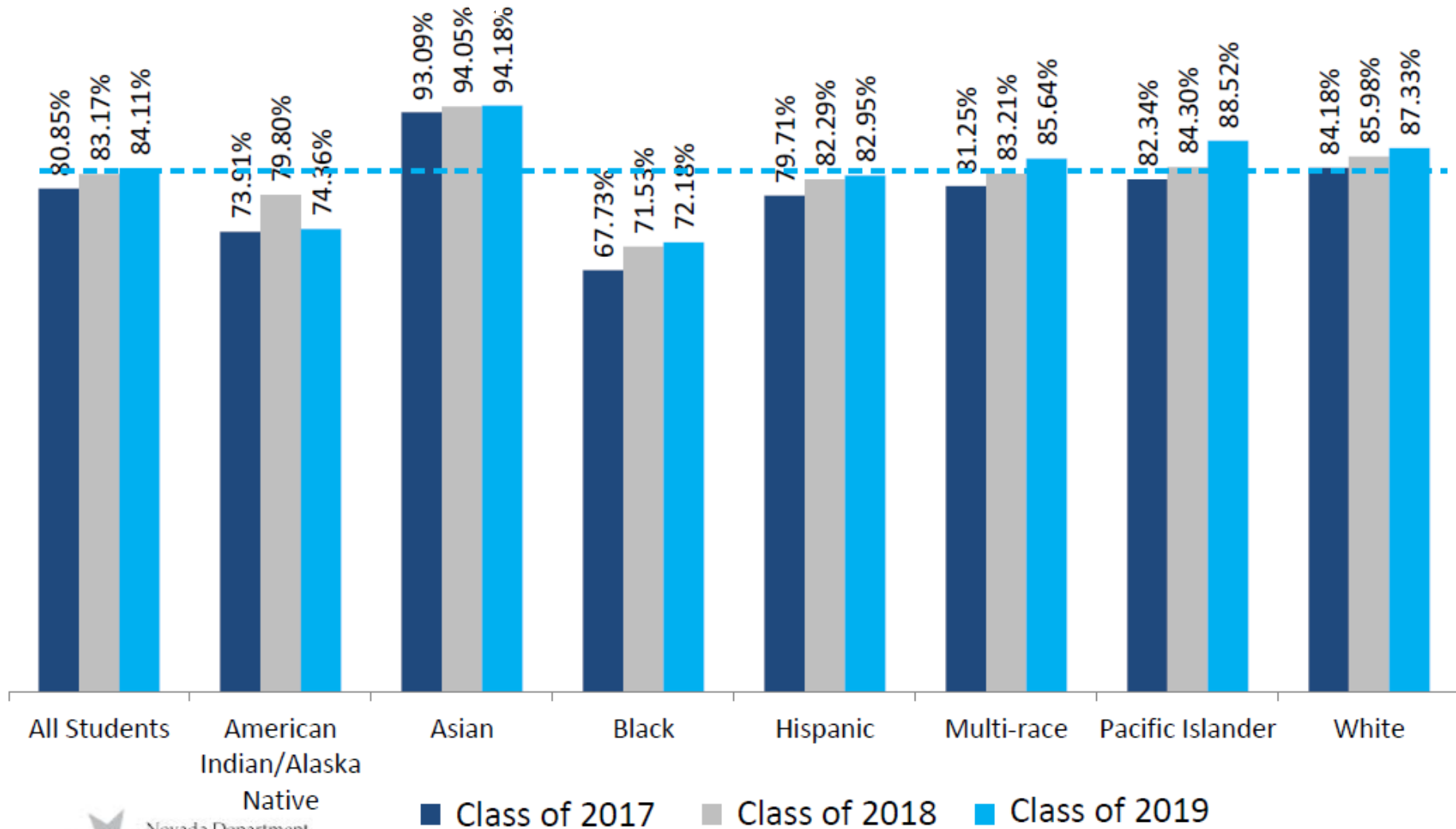
NDE's Role in Indian Education

- ❖ **Assembly Bill 266:** Education Programs
Professional Responsibilities
- ❖ **§NRS 389.150:** Programs and Curricula
- ❖ **§NAC 391.233:** Special Endorsement to teach
Great Basin Native American Language
- ❖ Annual NDE's American Indian Education Summit
- ❖ Every Student Succeeds Act (ESSA),
Tribal Consultation

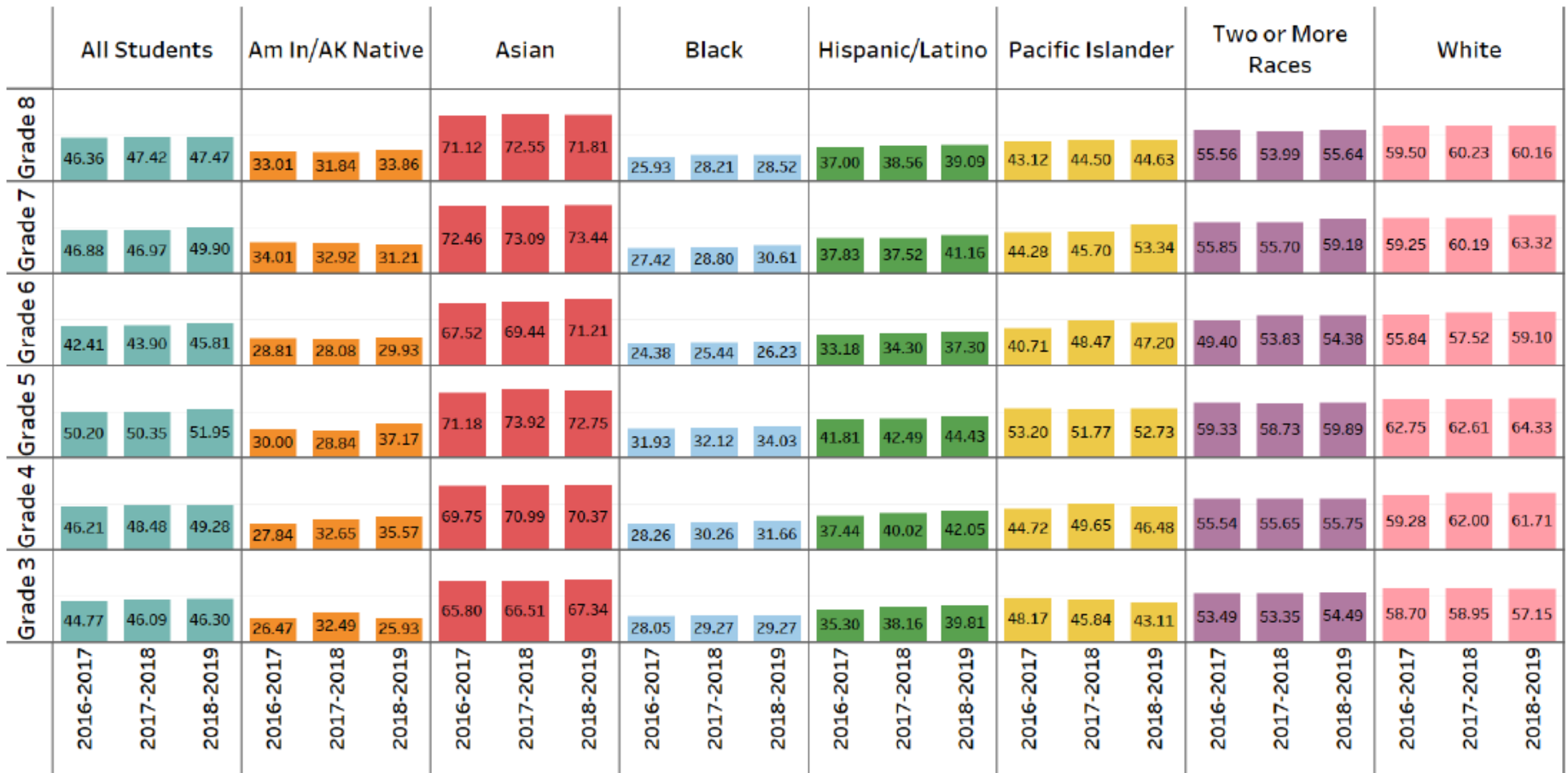
Why It Matters

- ✓ Omission, inaccurate narratives and stereotypes fuel bias on larger community scale (Fryberg, 2018). This can further perpetuate trauma and effective well-being.
 - ✓ Native student's not only have to face the omission of their identity/history and culture/language in school settings, they also face harmful presentations of information in texts, materials, and holidays celebrations.
- ✓ Researchers found that disparities between cultural values and patterns of communication of the home and school may undermine children's enthusiasm for learning and their belief in their own capacity to learn.
- ✓ The performance data for American Indian and Alaska Native students show that graduation rates and academic outcomes lag behind state averages.

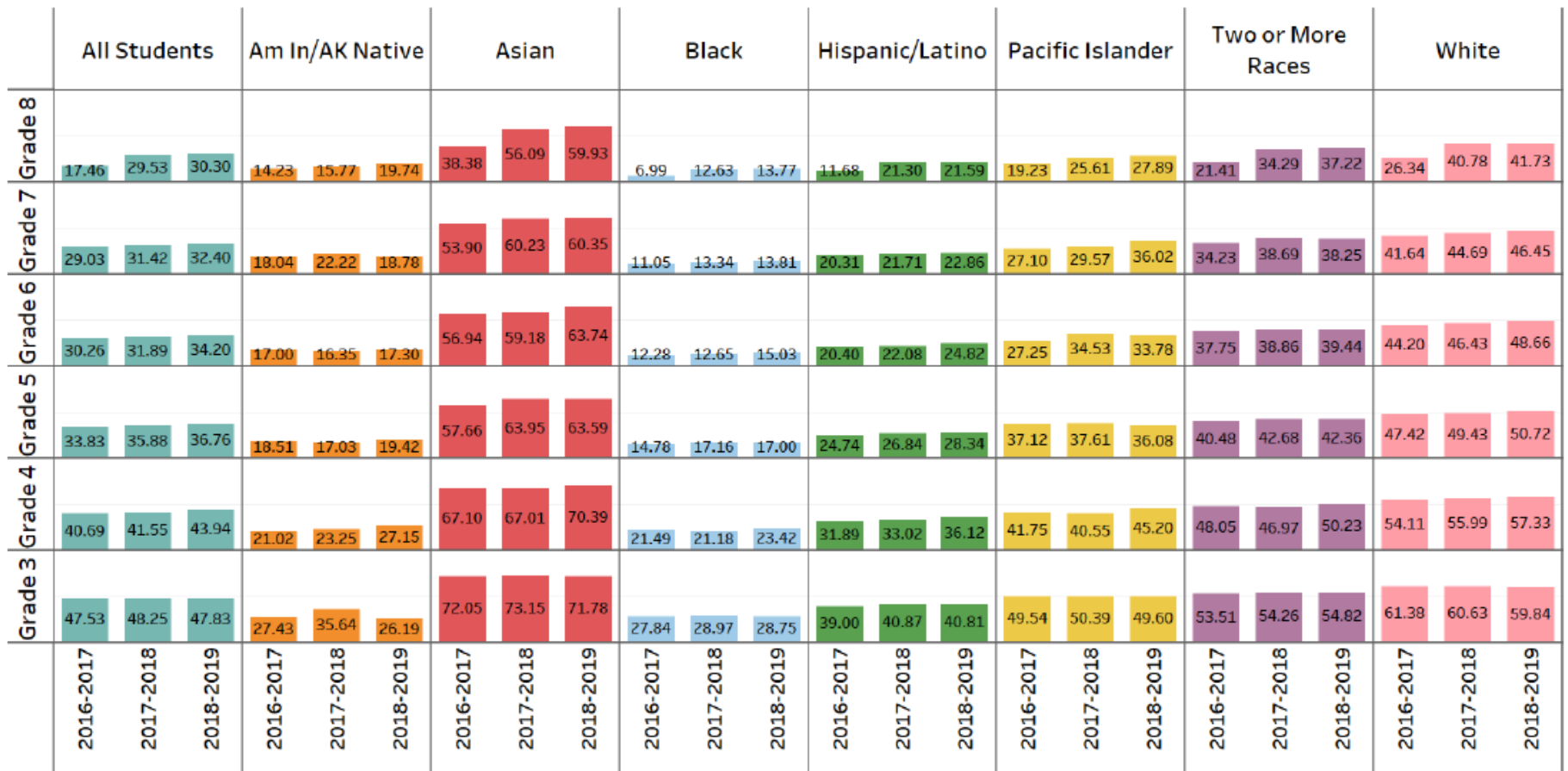
4-Year Graduation Rate Trends by Race/Ethnicity



State SBAC ELA Proficiency Trend by Ethnicity/Race



State SBAC Math Proficiency Trend by Ethnicity/Race



Nevada Indian Commission

The Nevada Indian Commission (NIC), a state agency, was created by statute in 1965 to “*study matters affecting the social and economic welfare and wellbeing of American Indians residing in Nevada, including but not limited to, matters and problems relating to Indian affairs and to federal and state control, responsibility, policy and operations affecting such Indians*”.

Native Youth Community Project Grant

- ❖ U.S. Department of Education, Office of Indian Education Demonstration Grant that the NDE was awarded in 2017.
- ❖ A four-year grant totaling 3.2 million dollars through 2021.
- ❖ Provides funding to the tribes to provide programming and services for 7-12 grade students related to college and career readiness.

Native Youth Community Project (NYCP)

- **Goal 1:** Implement a successful NYCP that promotes and prepares American Indian Students for college or career.
- **Goal 2:** Increase student academic performance.
- **Goal 3:** Increase student motivation and readiness to attend college or vocational training.
- **Goal 4:** Increase parent/family involvement.
- **Goal 5:** Promote the importance of education among the community and participating students' families.

Yerington Paiute Tribe

- Established by a Congressional Act in 1916, this Tribal Community is located near the town of Yerington, Nevada.
- One of the two tribal communities that are included in the NYCP Grant
- Work from this grant is also extend to the Walker River Paiute Tribe who students also attend Yerington High School.

Yerington Paiute Tribe's NYCP

School Year	H.S. Student Population	GPA 2.0 or higher	Students fail < 1 class	Disciplinary Action	Habitual Truancy
2017-2018	15.50%	30% above	39 of 62	237	45%
2018-2019	14.95%	76% above	16 of 64	80	23%
2019-2020	13%	61% above	11 of 51	57	5%

School Year	YIS Student Population	GPA 2.0 or higher	Students fail < 1 class	Disciplinary Action	Habitual Truancy
2017-2018	15%	28% above	32 of 37	137	59%
2018-2019	16%	50% above	16 of 32	65	39%
2019-2020	10%	25% above	10 of 25	30	4%



Yerington Paiute Tribe

Opportunities & Challenges

Opportunities

- Indian Education Advisory Committee
- Native Youth Community Project
- Alignment with the State Improvement Plan (STIP)

Challenges

- Implementation of culturally relevant curriculum and cultural competencies
- Digital divide
- Community infrastructure, such as Reservation roads and school building infrastructure

Office of Early Learning and Development (OELD)

Stacey Joyner Ph.D., Education Programs Supervisor

Emily Champlin, Education Programs Professional,
QRIS Administrator



Office Of Early Learning & Development

Tribal Community State Pre-K Initiatives

Preschool Development Grant (PDG)

Efforts to provide PDG seats in tribal communities

Preschool Development Grant (PDG) Renewal

Priscilla Acosta - Inter-Tribal Council of Nevada & National Indian Child Care Association Vice Chair attended Education Counsel PDG Renewal Technical Assistance Session in Chicago as member of NDE team

Communication with Stakeholders

Presentation on Nevada Ready! State Pre-K to Intertribal Council of Nevada Executive Board Meeting in November 2019

Office Of Early Learning & Development

Tribal Community Initiatives

QRIS (Quality Rating and Improvement System) Advisory Council Member

Priscilla Acosta - Inter-Tribal Council of Nevada & National Indian Child Care Association Vice Chair

QRIS Tribal Model was started, but not yet completed.

Partnership with CA to study best ways to make QRIS culturally competent and supportive for tribal communities

Technical Assistance and Professional Development Support

Tiffany Olivas, EIO Northern Nevada. Growing Brain Training Series

Indian Education Summit

We have offered to partner in support of the early childhood professional development track in future years



Alignment to STIP

Goal 1 – Community Strategy

Input	Output	Outcome
Collaborate with Tribal entities to support, share, and align quality practices in early childhood education	Build and sustain trusting and mutually beneficial relationships and communication with Tribal leaders	Increase in early childhood education providers that serve Tribal communities participating in QRIS

Multicultural Standards

- Standards approved in 2018*
- Multicultural Content Themes
 - Social Justice, Consciousness, and Action
 - Respectful Engagement with Diverse People
 - Diverse Contributions made by Men and Women from Various Racial and Ethnic Backgrounds Relating to Contributions and Impact
- Professional Learning
 - Multicultural State Advisory Taskforce
 - Inaugural meeting in September
 - Examine current culturally inclusive teaching practices across the curriculum and incorporate culturally inclusive and multicultural education principles into curriculum and classroom environments
 - Develop resources aligned to the Nevada Multicultural Standards
 - Develop professional learning opportunities for educators on culturally inclusive and multicultural education

QUESTIONS

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