

Summary Report of the Lake Tahoe Summer Camp Survey
Nevada Native Youth Community Project
 RMC Research Corporation
 September 2019

Overview of the Nevada Native Youth Community Project (NYCP) Lake Tahoe Summer Camp

The Nevada State Department of Education’s *Native Youth Community Project* (NYCP) seeks to prepare grades 7-12 American Indian students for college and career using a three-fold plan that includes: (a) the support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive the bulk of the support in these efforts. Members of the Yerington Paiute Tribe and the Walker River Paiute Tribe attend school in the Yerington, NV area. Fort McDermitt Paiute and Shoshone Tribal members attend school in the McDermitt, NV area.

An integral part of the NYCP calls for twice-yearly conferences to be hosted by the Nevada Department of Education for tribes throughout the state. These conferences are designed to promote college and career readiness, address barriers to these, and allow tribes and members to learn from each other. The four-day summer conference (or summer “camp”) was held in Lake Tahoe on August 14-17, 2019 at the Lake Tahoe 4-H Camp. Twenty-nine middle and high school students representing the Yerington Paiute, Walker River Paiute, Pyramid Lake Paiute, Fort McDermitt Paiute, Shoshone, Goshute, Coeur d’Alene, and other tribes, attended. Of these, 12 (41%) attend McDermitt Combined School, while eight (28%) attend Yerington Middle and High Schools. The remaining students attend school in the surrounding areas, such as Carson City and Winnemucca. In Table 1, the grade level of the camp attendees is reported.

Table 1
Grade Level of Camp Attendees

Grade Level	Number of Students	% of Students
7	6	21
8	7	24
9	8	28
10	3	10
11	2	7
12	3	10
Total	29	--

Day One of the Camp

Day one of the camp began in the late afternoon with registration, dinner, the opening and welcome, and prayer and blessing. Students heard from Jhone Ebert, the Superintendent of Public Instruction for the Nevada Department of Education. She shared her story of growing up in poverty with a single mother and how she was encouraged to succeed in education in spite of her background. She told students how precious their education is and how they have this important program (NYCP) to support them in achieving their goals.



Jhone Ebert, Superintendent of Public Instruction for the Nevada Department of Education, shares her story and explains how the NYCP grant helps students to achieve their goals.

Photo by Linda Fredericks.

The students moved to a small beach that was part of the camp. As they stood at the shore of Lake Tahoe, they were asked by a member of the Washoe Tribe to wash their hands and face in the water and ask for blessings of protection from the lake during all of their activities at the camp. They were told that the lake has always been sacred to the Washoe people and hunters seeking food, or warriors going to battle, would pray at the shore of the lake for assistance in helping their families and community.



Students stand at the shore of Lake Tahoe to wash their faces and hands in the waters and ask for blessings of protection during their time at camp.

Photo by Linda Fredericks.

Next, Washoe Tribal Elders shared stories about their tribe and their own memories of growing up in the area. They emphasized that there is archeological evidence that Native people have resided in the Lake Tahoe area for 14,000 years.



Washoe Tribal Elders share stories about their tribe and growing up in the Lake Tahoe area.
Photo by Linda Fredericks.



Fredina Drye-Romero, Education Programs Professional for Indian Education with the Nevada Department of Education and lead organizer for the camp, enjoys watching students gather on the shores of Lake Tahoe.
Photo by Linda Fredericks.

Day Two of the Camp

Day two began with a Numu (Paiute) language activity. Students learned a morning prayer, a food prayer, introductions, phrases, and words for animals, verbs, colors, and numbers during this interactive session. They also used their new language skills on a scavenger hunt.



Representatives from the Reno-Sparks Indian Colony Language and Culture Department conduct an interactive Paiute Language activity with the students.

Photo by Elizabeth Bright.

Next, representatives from Finance Horizon conducted a financial simulation with the students entitled, “Bite of Reality.” Each student was given a real-life scenario composed of income, profession, and family responsibilities, and then interacted with volunteers presenting different household expenses such as car loans, housing, education, groceries, and child care. During this session, students learned how to make responsible financial decisions, adhere to a budget, keep track of their expenses, and write checks.



*During the Bite of Reality finance exercise, camp assistant Denton Williams tries to “convince” students to live in luxurious housing.
Photo by Linda Fredericks.*

Later in the day, students enjoyed some well-earned free time on Lake Tahoe.



*Students enjoy kayaking on Lake Tahoe.
Photo by Elizabeth Bright.*

During a session on Native Culture, representative from the Reno-Sparks Indian Colony taught students various dances, including the Bear, Antelope/Deer, and Basket dances.



Students learn the Antelope/Deer Dance.
Photo by Elizabeth Bright.

Students also had the opportunity to learn about the traditional uses of various plants from a Tribal Elder.



Students learn about the use of local plants for food and medicine.
Photo by Linda Fredericks.

The day concluded with the students gathering around the firepit to discuss advocacy and movement building as well as living in balance.

Day Three of the Camp

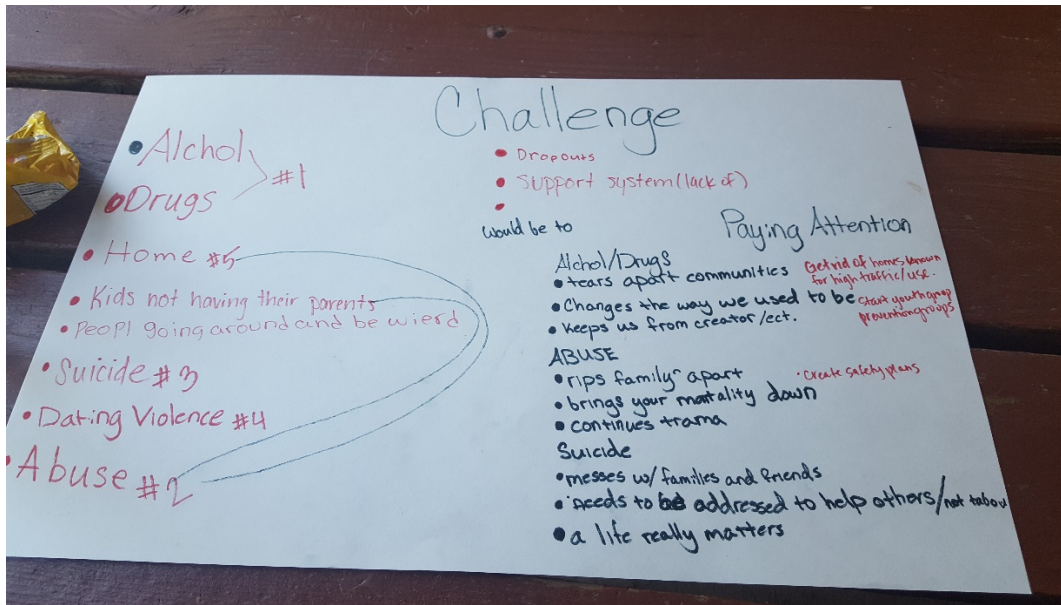
On Day Three, following breakfast, staff members from the Nevada Department of Education's Office of Inclusive Education led the students through creating a Vision Board. Using stickers, quotes, words, pictures from magazines, and their own drawings, students answered the following questions about themselves: a) Who am I? b) What do I like? and c) What are my dreams for the future?



Students create their Vision Boards.
Photo by Linda Fredericks.

In the session entitled, “Action Planning,” facilitators Chance Rush and Mary Kim Titla of the United National Indian Tribal Youth (UNITY) worked with students to begin the creation of action plans for impacting their communities. In this interactive session, the students worked in groups of five and were given the task of creating a logo for their group. Next, each group was asked to write down the challenges facing their communities. Chance Rush pointed out that, unfortunately, some of the challenges have gone on for so long that they have been accepted in the communities. He said, “It seems like some of the young people are on the back burners and are not always listened to. You are the ones who will take the steps and do some positive things.” He explained they would write down things that were on their hearts and this would be an opportunity for them to have leadership in their communities.

Next, the teams prioritized all of the issues, beginning with the one they felt was most important to address, and discussed the three top challenges and what they would do to address each of these areas. Each group then shared out with the larger group, introducing themselves with a chant and describing their logo and their action plans. During the discussion, groups addressed an array of relevant issues. These issues included negative feelings, lost culture, “bad” education, lack of opportunities for youth, trash thrown around a sacred lake close to where they lived, drug and alcohol addictions, violence, and poverty.



*A poster drawn by one group showing community challenges and possible solutions.
Photo by Linda Fredericks.*

Chance Rush asked for a round of applause for everyone and commended them on reporting out. He reminded them it is never too late to speak up and that what they wrote down is a guide to their next steps.

Next, Mary Kim Titla described a ten-step process for addressing community challenges:

1. Brainstorm a list of challenges and prioritize;
2. Develop a project to address the challenge;
3. Write a project objective and description;
4. Brainstorm tasks to complete project;
5. Assign tasks to youth/members;
6. Write a budget;
7. Carry out the project;
8. Close out the project;
9. Evaluate the project;
10. Write a final report; and send to Unity.

She went through each part of the students' projects and spoke about what steps they had accomplished during the activity and what steps they might take in the future. She congratulated them for standing up and speaking out. She emphasized that when they acted on the pressing challenges and took a risk, good things would happen in their communities.



Mary Kim Titla and Chance Rush talk with student about how to effectively plan projects to impact their communities.

Photo by Elizabeth Bright.

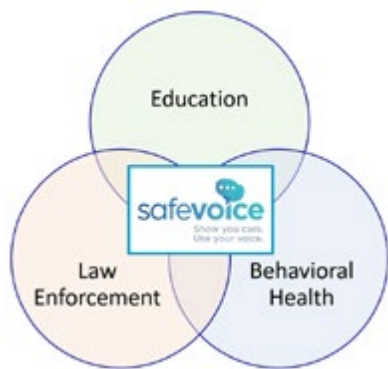
Later in the day, Josh Cocker and Jordan Cocker, representatives of the Indigenous Twenty-Something Project (I20SP) shared their stories and talked with students about making healthy lifestyle choices.



Students gather around the firepit and learn about balanced living.

Photo by Elizabeth Bright.

In the session on “SafeVoice,” Don Johnson with the Office for Safe and Respectful Learning Environment at the Nevada Department of Education discussed the SafeVoice system. According to the website, SafeVoice “is a 24-hour tip taking and response system focused on school safety and student well-being that relies on key relationships with the Nevada Department of Public Safety (DPS), local/school law enforcement, designated school teams, and behavioral health response professionals. Tips that indicate the need for immediate intervention are sent directly to law enforcement for emergency response. Tips that are not emergencies are directly sent to school teams for appropriate response. SafeVoice is a statutory responsibility of the Nevada Department of Education (NDE).”



Don Johnson shared with the students that the SafeVoice app has existed for two years and is “an informational pipeline” not only for the school but the entire community. SafeVoice, he said, has a confidentiality agreement with anyone who calls them. There is a team of at least three people at each school who have signed a confidentiality agreement.

There were a number of posters spread along the tables that had quotes from Sherman Alexie, a well-known Native American writer. Students were asked to find one or more quotes and write down sentences or create drawings to illustrate what it

was that helped them to feel safe.

Some of the quotes included the following:

“He wanted the songs, the stories, to save everybody.”

“If you care about something enough, it’s going to make you cry. But you have to use it. Use your tears. Use your pain. Use your fear. Get mad. Arnold, get mad.”

“I suddenly understood that if every moment of a book should be taken seriously, then every moment of a life should be taken seriously as well.”

“Poverty doesn’t give you strength or teach you lessons about perseverance. No, poverty only teaches you how to be poor.”

Some students worked by themselves while others spoke quietly to peers. At the conclusion of the session, students left their posters on the table for the organization to use.

Following the session, students enjoyed free time on Lake Tahoe.



Students enjoy their free time on Day Three of the camp.
Photo by Linda Fredericks.

Day Three concluded with dinner and cultural events featuring circle dancing, hand games, and storytelling.

Day Four of the Camp

On the final morning of the camp, students heard from several speakers, including Araceli Martinez from The Center at the University of Nevada Reno (UNR), who described the range of support services available for Native American and other minority students at that campus. Another speaker was Tayloure Baker, who currently assists Native students at McDermitt Combined School as part of NYCP and is also a student at UNR. She described her own educational journey, which began with having no aspirations or family encouragement to attend higher education after high school but several years later led to her deciding to attend college. She is now close to completing her bachelor's degree and plans to go on to graduate school. After hearing from the speakers, students completed a survey, took part in a raffle, and participated in the closing ceremony.

A complete list of session topics and presenters for the camp are presented in Table 2.

Table 2
Statewide Multicultural Youth Camp Session Topics and Facilitators

Topic	Presenter
Day One:	
<i>Camp Opening and Welcome</i>	Flag Song by Chelsea O’Daye, Welcome from the camp coordinators, the Nevada Department of Education, and the University of Nevada, Reno; Serrell Smokey, Washoe Tribe of Nevada and California Chairman
<i>Prayer and Blessing</i>	Washoe Culture Resource Advisory Council (Tribal Elders)
<i>Cultural Event</i>	Washoe Tribe of Nevada and California, original stewards of Lake Tahoe
<i>Meet Your Team Activity</i>	
<i>Step Up</i>	Emcee One
Day Two:	
<i>Scavenger Hunt and Language Activity</i>	Reno-Sparks Indian Colony Language and Culture Department
<i>Bite of Reality Finance Exercise</i>	Finance Horizon
<i>Washoe Traditional Past Times</i>	Washoe Tribe of Nevada and California and Wild Life Society and Forest Service
<i>Beach Time</i>	
<i>Cultural Event: Circle Dancing, Hand Games, Tribal Camp Stories, Traditional Stories</i>	Reno-Sparks Indian Colony, Vinton and Lesley Hawley (Pyramid Lake Tribal Members), Ralph Burns (Pyramid Lake Tribal Elder), and Washoe Tribe of Nevada and California
<i>Advocacy and Movement Building</i>	Chance Rush and Mary Kim Titla (UNITY)
<i>A Model for Living in Balance</i>	Josh Cocker and Jordan Cocker, Indigenous Twenty-Something Project (I20SP)
Day Three:	
<i>Vision Board</i>	Nevada Department of Education Office of Inclusive Education Staff
<i>Action Planning and College and Career Information</i>	Chance Rush, Mary Kim Title, and College Information Booths
<i>SafeVoice and Poster Board</i>	Don Johnson, Office of Safe and Respectful Learning Environments
<i>Safe Spaces and Safe Talk</i>	Christy McGill, Office of Safe and Respectful Learning Environments
<i>Cultural Event: Circle Dancing, Hand Games, Tribal Camp Stories, Traditional Stories</i>	Reno-Sparks Indian Colony, Lesley Hawley (Pyramid Lake Tribal Member), Ralph Burns (Pyramid Lake Tribal Elder), Washoe Tribe of Nevada and California

Topic	Presenter
Day Four:	
<i>College Planning and Support</i>	Araceli Martinez, The Center at the University of Nevada Reno (UNR); and Tayloure Baker, College and Career Coach at McDermitt Combined School and UNR Student

Student Perceptions of the Summer Camp

At the conclusion of the camp, students were asked to complete a survey (Attachment A). There were 27 respondents, for a 93% response rate. Of these, 19 (70%) are female, and 8 (30%) are male. The grade levels and tribe representation are similar to those described previously for all attendees. An item-by-item reporting of the results is found in Tables 3 and 4. Attachment B contains student comments.

Overall, student perceptions of the camp were very favorable, with 95% or more agreeing, at least somewhat, to all 12 of the survey items relating to the quality of the camp (Table 3). The highest percentages of students strongly agreed that the presenters were knowledgeable (93%) and that time was well spent (85%). A smaller percentage of students (63%) strongly agreed that the overall quality of the camp was excellent. All strongly agreed or somewhat agreed that they would recommend the camp to a friend.

Table 3
Student Perceptions of the Summer Camp

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	27	63	37	0	0
Camp was helpful	27	70	30	0	0
Content was meaningful	27	67	29	4	0
Camp was interesting	27	82	18	0	0
Knowledgeable presenters	27	93	7	0	0
Presenters held my attention	27	67	33	0	0
Adequate time for questions	27	70	30	0	0
Adequate time for talking with other attendees	27	67	29	4	0
Increased my knowledge of camp content	27	67	33	0	0
Plan to use what I learned	27	70	26	4	0
Time was well spent	27	85	15	0	0
Would recommend this camp to a friend	27	78	22	0	0

Students were also asked to provide feedback about the impact of the camp. Table 4 contains their responses. Perceptions of the impact of the camp were also quite favorable, with 95% or more agreeing, at least somewhat, to 8 of the 12 survey items relating to the impact of the camp. The highest percentage (85%) strongly agreed that attending the camp increased their appreciation of the importance of celebrating Native Culture. More than two-thirds of students strongly agreed that the camp helped them to better understand health and wellness (70%), increase their commitment to graduate from high school (69%), increase their motivation to attend college or technical school (69%), and develop leadership skills (67%). Fewer students (48%) strongly agreed that attending the camp taught them to better understand how to advocate for themselves.

Table 4
Student Perceptions of the Impact of the Summer Camp

Attending the Camp helped me to...	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Develop my leadership skills.	27	67	29	4	0
Better understand how to advocate for myself.	27	48	52	0	0
Increase my ability to control my future.	27	63	33	4	0
Improve my relationships with other students.	27	63	26	11	0
Better understand about my health and wellness.	27	70	26	4	0
Appreciate the importance of celebrating Native Culture.	27	85	15	0	0
Improve my academic skills.	27	56	33	7	4
Increase my confidence in my academic ability.	27	52	40	4	4
Better understand how to prepare for college.	27	52	37	7	4
Increase my commitment to graduate from high school.	27	69	27	4	0
Increase my motivation to attend college or technical school.	27	69	27	4	0
Increase my readiness to attend college or technical school.	27	65	31	4	0

An analysis of the students' comments confirmed that the camp was very well received. All 27 students offered commentary on the most important things that they learned at the camp. Topics most often mentioned included: (a) the importance of learning and sustaining aspects of Native Culture, especially Native language, traditions, stories, hand games, and dances; (b) the importance of being confident and letting one's voice be heard; (c) leadership skills; and (d) new friendships. These are illustrated by the following comments:

That our generation needs to learn more about our culture and take a step towards my future.

Learning the language and making new friends.

The first one I would say is, allow my dreams and not let anyone bother me about my race.

To be kind and learn how to have a voice for yourself.

To figure out what my fire/passion is, and to continue to feed it as well as to stay grounded in my language and culture and doing more to help my community and people because our generation is now.

How to lead a group and talk openly.

A few suggestions were made for improving the camp. The majority of the suggestions called for more time to swim and more free time in general. Others requested that the cabins have air conditioning and heat, and that bathrooms be located closer to the cabins. Additionally, one student suggested that it would "be fun to include a sport like soccer, volleyball, or basketball."



Students, presenters, and camp organizers pose for a group photo.

Photo by Linda Fredericks.

Students were also asked to list topics and speakers they would be interested in seeing at future events. For the 21 who responded to the question, the vast majority expressed praise for all of the speakers who were at the camp, as evidenced by these comments:

I loved everyone that was able to come and speak.

Most of them, maybe even all.

Additionally, a few students mentioned specific topics and activities they would like to see at future events. These included more hand games, the game Sweep the Teepee, more sports, and additional sessions focused on college and inspiration.

Several students offered praise and thanks for the camp, as evidenced by these selected comments:

I feel better for myself and others.

Y'all did a good job.

The camp was amazing! I got to meet new people and make friends, I learned so much and felt very safe here.

It was super fun and educational and I'm grateful for the opportunity to participate. I hope to come back and help next year. I appreciate every person that made this camp possible.

Summary of the Summer Camp

Overall, the camp was very well received by the students. Student perceptions of the camp were very favorable, with 95% or more agreeing, at least somewhat, to all 12 of the survey items relating to the quality of the camp. Perceptions of the impact of the camp were also quite favorable, with 95% or more agreeing, at least somewhat, to 8 of the 12 survey items relating to the impact of the camp. Students offered commentary on topics they learned about, those which they are interested in learning more about, as well as suggestions for improvement of the camp. Additionally, students expressed gratitude and positive praise for their camp experiences.

Nevada Native Youth Community Project
Lake Tahoe Summer Camp Survey

Principal Investigator: Elizabeth Bright
Co-Investigator: Linda Fredricks

August 2019

Dear Lake Tahoe Summer Camp Attendee:

RMC Research Corporation is working with the Nevada Department of Education to conduct an evaluation of the *Native Youth Community Project*. The purpose of this study is to measure the impacts of the project activities on participating students, students' families, and community members. Gaining information from the evaluation will help to provide valuable feedback to project staff and will ensure that it is effective and will continue to have positive influences on students and on the community.

The following survey contains questions about your experiences during the Lake Tahoe Summer Camp. There are no right or wrong answers to the questions on this survey; it will take approximately 10 minutes to complete. Answers to survey questions are strictly confidential and all responses are combined in our reports. Individual responses will not be shared with school officials or anyone else. No names are used in our reports. You do not need to take or complete the survey if you choose. When you are finished, please place the survey in one of the boxes near the door or hand to one of the event organizers.

Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with the school or any of its employees.

If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email: participants@solutionsirb.com.

We thank you for taking the time to complete this survey.

Sincerely,



Elizabeth Bright
Principal Investigator

Lake Tahoe Summer Camp Survey

1. Please indicate your gender:

- Female
 Male
 Non-binary/Third Gender
 Transgender
 Prefer not to say
 Prefer to self describe: _____

2. Please tell us your grade level: _____

3. Please tell us the name of the school you attend:

4. If you are a member of a tribe or tribes, please tell us the name of your tribe(s).

5. Please indicate your agreement or disagreement with the following statements:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply
a. Overall, the quality of the Camp was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attending the Camp was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The content of the Camp was meaningful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The Camp was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The presenters held my attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enough time was allowed for asking questions of presenters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Enough time was allowed for talking with other Camp attendees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My knowledge of the content presented increased as a result of my attending the Camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I plan to use what I learned at the Camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I feel that my time at the Camp was well spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I would recommend this Camp to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Attending the Camp helped me to...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply
a. Develop my leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Better understand how to advocate for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increase my ability to control my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improve my relationships with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Better understand about my health and wellness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Appreciate the importance of celebrating Native Culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improve my academic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increase my confidence in my academic ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Better understand how I can prepare for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Increase my commitment to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Increase my <i>motivation</i> to attend college or technical school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Increase my <i>readiness</i> to attend college or technical school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The two most important things I learned at the Camp are...

8. Please provide us with any suggestions you may have for improving your experiences at the Camp:

9. Please list any speakers, performers, or topics you would like to see at future events:

10. Please provide any additional feedback:

Thanks for completing this survey!

Attachment B: Attendee Comments on the Summer Camp

[Note that the comments in this attachment appear as they were written by the students. The first word of each line has been capitalized to provide consistency.]

7. The two most important things that I learned at the Camp are...

- Be in the play field, be kind to others
- Leadership and friendship
- Was hand games and Pauite
- The future for the washoe people and how sacred the lake is to them
- Keep our traditions alive and stories
- The hand games song
- Making new friends
- 1, is to get you education, 2:and that there will always be help and to ask people questions if you don't understand
- Making new friends learning how to prepare for college.
- Listen and make an understanding to what I'm told. Be respectful to everyone around me.
- 1.That native culture is dying and we need to protect it 2. How to play hand games
- Our language and how to take care of family.
- Making friends
- Learning the language and making new friends
- My language and getting better at learning it. Being grateful for everything that happened at camp
- Languages
- The first one I would say is making me to allow my dreams and not let any bother me about my race
- Storytelling, dances
- That our generation needs to learn more about our culture and take a step towards my future.
- To figure out what my fire/passion is, and to continue to feed it as well as to stay grounded in my language and culture and doing more to help my community and people because our generation is now.
- To be kind and learn how to have a voice for your self
- Dances, learning Paiute
- Learning listening to how to make fire. I also liked learning about plants around the area
- Be in touch with yourself and nature, take that step

8. Please provide us with any suggestions you may have for improving your experiences at the Camp.

- More time to swim
- Longer swimming
- I think the cabins could have heaters maybe
- More time at the camp, extend the days
- The hand games are fun to play
- More free time
- Have more swimming time and play more games

Attachment B: Attendee Comments on the Summer Camp

- Try to put the bathrooms closer.
- Nope, the camp was good
- Nicer bathrooms, Ac's in all rooms.
- Make the camp longer and allow me to help next year :)
- I have no suggestions
- What I think is we need more time swimming!!
- I think it would be fun to include a sport like soccer or volleyball or basketball
- AC's in the cabins

9. Please list any speakers, performers, or topics you would like to see at future events.

- MC1, Michelle
- More hand games
- A game called sweep the teepee
- Josh and Jordan, Chance and Mary, Ralph Burns
- Chance
- More sports
- Josh and Jordan
- Chance Rush
- More college speakers
- Ms. McCully and that J dude
- The language, people/most of them
- Most of them, maybe even all
- More inspiration
- Stacy Burns, Ralph Burn, emcee 1, Josh and Jordyn, Chance Rush
- Stacy Burns, EMC1, Jordan and Josh, Chance Rush
- Chance Rush, Mary Kim, Indigenous 20 somethings Project, EMCEE One, elders (basically everyone from this year), more college speakers
- Chance Rush, Pg the dancer and more
- Jordan, Josh, Chance Rush emcee one, Michelle, Stacey, please bring back Courtney and Jodi
- I loved everyone that was able to come and speak
- Unity speakers
- Stacy burns, the rest of the group, Ralph burns, MC1 the DJ, Josh and Jordan

10. Please provide any additional feedback.

- The camp was great I might come back next year
- The hand games everybody was having fun
- I feel more better for my self and others
- Y'all did a good job
- Can't wait for the next camp
- It was kinda boring
- Thank you for teaching me our language.
- Nah I'm good
- The camp was good I love it here and its my first time going here and it was good

Attachment B: Attendee Comments on the Summer Camp

- The camp was amazing! I got to meet new people and made friends I learned so much and felt very safe here.
- I think that we should have more swimming and that there should be less academic stuff.
- The Staff that worked at the camp were awesome.
- It was super fun and educational and I'm grateful for the opportunity to participate. I hope to come back and help next year. I appreciate every person that made this camp possible.
- Please give us more swimming time
- More sleeping time.