



External Evaluation Report
Nevada Native Youth Community Project – Year 5

November 2022

Prepared for:
Nevada Department of Education
Carson City, Nevada

Prepared by:
RMC Research Corporation
Tampa, Florida



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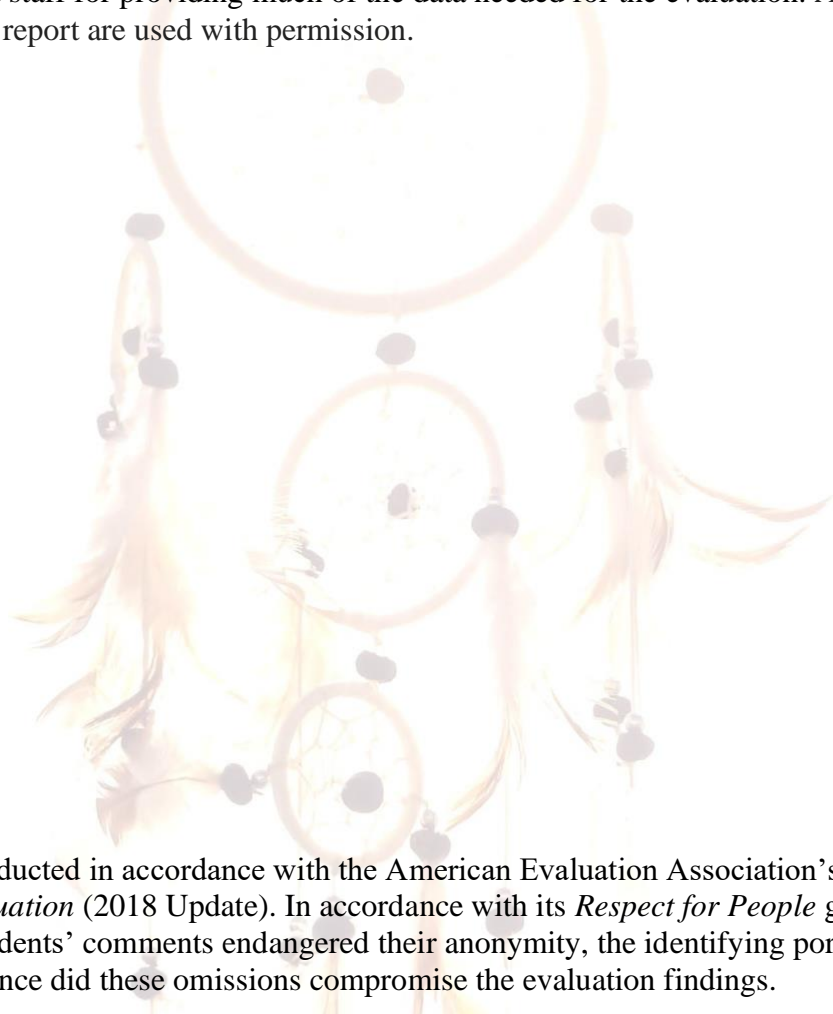
**Prepared by RMC Research Corporation, Tampa, FL, for
the Nevada Department of Education**

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ACKNOWLEDGEMENTS

The External Evaluation Report, Nevada Native Youth Community Project – Year 5 is a report on the fifth year of the project’s implementation. RMC Research Corporation conducted the evaluation. We are grateful to the parents/caregivers, students, school and tribal staff, and other community members for providing thoughtful commentary on their experiences and to members of the project team who diligently stressed the importance of evaluation-related activities throughout the year. We also wish to express gratitude to the site-based Native Youth Community Project staff for providing much of the data needed for the evaluation. All photographs in this report are used with permission.



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

During the first four years of its implementation, the Nevada Department of Education's (NDE) *Native Youth Community Project* (NYCP) sought to prepare American Indian (AI) students in Grades 7–12 for college and careers using a three-fold plan that included: (a) the support of the College and Career Coach, Community-based Instructors in Yerington, and School Community Liaisons in McDermitt; (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 received 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. The project's fifth year of implementation was a no-cost extension (NCE) year, which operated under decreased funding.

This report is an evaluation of the implementation of the project's activities in its fifth year. A combination of quantitative and qualitative methods was used to collect information for this report. Quantitative methods were utilized to analyze participation in activities and supports. Qualitative methods were used to collect information on the content of the activities and supports. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys distributed to students, parents/caregivers, community members, school staff, tribal members, and others who participated in selected project activities.

The Year 5 activities and supports were focused around three main areas: (a) a series of professional development events offered to school and tribal staff, parents/caregivers, students, and other community members; (b) a range of activities and supports designed to improve student academic performance; and (c) two Gathering of Native Americans (GONA) events, one held at each site. A description of these activities/supports and participation rates are presented in Section 3. Evaluation staff administered surveys to participants to collect feedback on many of these activities and supports. The results of these surveys are presented in Section 4. The analysis of survey data indicates that all of the events were well received. Participants offered commentary on the topics they learned about and their experiences during these events. In their survey comments, participants often stated that the activities and supports were helpful. They expressed their gratitude for the events and suggested that more time be allotted for the events. One student in the Native Youth College Camp learned that “You have to be prepared for anything and always be on time. You can only live once and [so you should] make your choices wisely.”

There were four performance measures for the NCE year. These included measures related to the number of community collaborative events and activities that occurred, students' perceived motivation and readiness to attend college or vocational training, and the extent to which parents/caregivers perceived that events and activities helped them support their child's learning. The project successfully exceeded its targets for all four Year 5 performance measures.

Data for the performance measure related to community collaborative events were reported in the context of the grant's overall impact throughout its five years. In Year 5, seven events

occurred with a combined total of nearly 400 attendees. During its five years, the NYCP hosted 181 community events with 5,852 participants, thus, exceeding the target for the performance measure.

Of the 36 students who responded to the survey at the conclusion of the Native Youth College Camp held at the University of Nevada, Las Vegas, 92% agreed that attending the college camp increased their *motivation* to attend college or technical school, and 94% agreed that attending increased their *readiness* to attend college or technical school. This exceeded the performance measure targets by 32 and 34 percentage points, respectively.

The results of surveys administered to parents/caregivers during the *Building Success at Home* and GONA events indicated that 100% of the parents/caregivers plan to use what they learned at these events. This exceeded the target for the performance measure by 40 percentage points.

The final section of the report is dedicated to a series of recommendations for the implementation of future programming.

SECTION 1

INTRODUCTION

The primary purpose of this evaluation is to gain a comprehensive understanding of the Nevada Department of Education's (NDE) *Native Youth Community Project* (NYCP) in its fifth year of implementation. Year 5 operated as a no-cost extension (NCE) under reduced funds as compared to prior years. The project has five long-term goals. These include:

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

Year 5 focused on Goals 1, 3, and 5. These particular goals were chosen because several key activities and services could not be delivered in prior years due to the COVID-19 pandemic. The elements of Year 5 of the project were guided by the state's approved *NYCP Request for No-Cost Extension* and designed to meet the specific needs of the AI students and the communities served by the project, as well as the state of Nevada. The major components of Year 5 focused on activities designed to support the project's long-term goals. These included: (a) a variety of professional development sessions on culturally sensitive and indigenous pedagogy and lesson support, building success at home, and contributing factors; (b) a virtual dual-enrollment Political Science course for Grade 12 students in McDermitt; (c) a Native Youth College Camp held at the University of Nevada, Las Vegas; (d) continuation and expansion of the Amplified Nevada Native Youth (ANNY) website and Native Youth Resource Hub; (e) the United National Indian Tribal Youth (UNITY) Conference; (f) backpacks and school supplies for McDermitt students; (g) a college tour and UNITY Healing Circle held at the University of Nevada, Reno; (h) a Tribal Elder and Youth Panel in honor of Native American Heritage Month; and (i) two *Gathering of Native Americans* (GONA) events, one held at each participating site.

The evaluation of the project includes a study of the implementation of Year 5 activities and outcome measures. The implementation study consists of a description of the content of various activities and support services that occurred during Year 5, perceptions of select activities and events, and recommendations to improve activities and supports in the future. With respect to studying outcome measures in Year 5, the focus is on the extent to which (a) community collaborative efforts that promote college and career readiness of AI children have occurred, (b) student motivation and readiness to attend college or vocational training have increased, and (c) parents/caregivers perceive that community events have helped them support their children's learning.

EVALUATION DESIGN

RMC Research Corporation used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized to analyze participation in activities and supports. Qualitative methods were used to collect information on the content of activities and supports. In addition, quantitative and qualitative methods were used to analyze

data obtained from surveys distributed to students, parents/caregivers, community members, and others who participated in selected project activities.

EVALUATION QUESTIONS

The goals and corresponding evaluation questions for Year 5 of this study include:

Goal 1: Implement a successful NYCP that promotes and prepares AI students for college or careers.

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 NCE year?
3. To what extent were the annual measurable objectives described in the NCE application met?
4. To what extent did community collaborative efforts that promote the college and career readiness of AI children occur?

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

5. What project-sponsored events and support activities for students occurred during the NCE period? What is the nature of these activities?
6. To what extent did students participate in the project-sponsored events and support activities during the NCE period?
7. How do students perceive their motivation and readiness to attend college or vocational training have been impacted?

Goal 5: Promote the importance of education among the community and participating students' families.

8. What parent/caregiver and community events and support activities occurred during the NCE? What is the nature of these activities?
9. To what extent did parents/caregivers and other community members participate in the project-sponsored events and support activities during the NCE period?
10. What are the perceived impacts of the parent/caregiver and community events and support activities?

EVALUATION METHODOLOGY

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

1. Documents pertaining to the content of the various events and activities were gathered and analyzed for content, presenter information, and the length of the sessions.
2. Sign-in sheets were examined to determine attendance at the various events and activities.
3. Student participation rates in a virtual dual-enrollment course and school supply backpacks were obtained and analyzed.
4. Documents pertaining to the college camp, college tour, and healing circle were examined

for content, location, length of visits, and dates of visits. RMC researchers attended one of the college camps to collect descriptive and anecdotal data as well as to administer a student survey at the conclusion of the camp. Participation data for the college tours were obtained and analyzed.

Survey Methodology

Survey instruments were developed for students, parents/caregivers, community members, and others who participated in select events and activities throughout Year 5. These surveys were designed to gather perception data of the NYCP and contained questions about the following:

- Respondents' role;
- Impressions of the activity;
- Impact of the activity;
- Suggestions to improve the activity; and
- Suggestions for supports needed in the future.

The evaluation team analyzed responses from the surveys and discussed the results with project staff. The project management team then disseminated the results.

STUDY LIMITATIONS

It is important to note the limitations of this study. In Year 5, participant surveys were used at a limited number of events. Therefore, perceptions may not be representative of Year 5 activities as a whole, and findings should be interpreted with caution.

REPORT ORGANIZATION

This report is organized into sections that describe the participating sites, the key project components and participation rates, participant perceptions of selected activities and supports, progress in meeting annual performance targets, and recommendations. Evaluation questions and findings that address the questions are embedded in each appropriate section, with some evaluation questions spanning more than one section.

SECTION 2

PARTICIPATING SITE AND SCHOOL CHARACTERISTICS

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

Evaluation Question:

What are the characteristics of the participating sites and schools?

After assessing data and needs from surveys administered to schools, tribal entities, parents/caregivers, and students, Nevada's NYCP grant¹ focused on two sites. 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) McDermitt Combined School, as well as a few students who attend Winnemucca Junior High School and Lowry High School, all located in the Humboldt County School District serving the Fort McDermitt Paiute and Shoshone Tribe, and (b) Yerington High School and Yerington Intermediate School in the Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT). The WRPT's boundaries are within the Mineral County School District, but the majority of students opt to attend middle school and high school in the LCSD. Figure 2-1 displays the location of the two sites in relation to the state capital, Carson City.

Figure 2-1

Map of Participating Sites



In addition to these two sites, some activities and supports during the NCE year were offered to

¹ Nevada Department of Education Native Youth Community Project Grant Application Narrative. (2017).

AI students and their families throughout the state.

MCDERMITT

McDermitt Combined School is located in the town of McDermitt on the Nevada-Oregon border. The rural location features a prevalence of farms and ranches, which have a strong economic and cultural influence.

Figure 2-2

View of the Surrounding Area of the Fort McDermitt Reservation



Photo by Linda Fredericks

The Fort McDermitt Paiute-Shoshone Indian Reservation is located approximately three miles south of the town of McDermitt. The school serves 48 students in Grades 7 through 12. Of these, 41 (85%) are classified as AI. All students are eligible for free or reduced-price lunch.²

YERINGTON

Yerington Intermediate and High Schools are located in the town of Yerington, which lies approximately 65 miles southeast of Carson City.

² State of Nevada Department of Education, Nevada Accountability Portal, Demographic Profile, 2021-22 School Year. http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y19&organization=c27829&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C580%2C584&num=160&page=1&pagesize=20&domain=demoprof&

In addition to the numbers reported on the state website, some AI students may be classified under the category of “Two or More Ethnicities.” Thus, the state numbers likely underestimate the number of actual AI students attending.

Figure 2-3

The image of a lion (the school symbol) with eagle feathers is displayed at Yerington High School.



Photo by Linda Fredericks

At Yerington Intermediate School, there are 213 students in Grades 7 and 8. Of these, 17 (8%) are classified as AI. All of the students are eligible for free or reduced-price lunch. Of the 400 students attending Yerington High School, 45 (11%) are classified as AI. Forty percent of the students are eligible for free or reduced-price lunch.³

³ State of Nevada Department of Education, Nevada Accountability Portal, Demographic Profile, 2021-22 School Year. http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y19&organization=c27829&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C580%2C584&num=160&page=1&pagesize=20&domain=demoprof&

In addition to the numbers reported on the state website, some AI students may be classified under the category of “Two or More Ethnicities.” Thus, the state numbers likely underestimate the number of actual AI students attending.

SECTION 3

KEY PROJECT COMPONENTS AND PARTICIPATION RATES

This section of the report presents a summary of the key project components for Year 5 (October 1, 2021, to September 30, 2022), including a description and participation rates for each component.

The questions examined in this section pertain to the key project components for the NCE year, the content of these components, and who participated in them. The calendar of events, agendas, materials, and participation records were obtained from NYCP site-based and state-level staff to investigate these questions.

Evaluation Questions:

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

To what extent did community collaborative efforts that promote the college and career readiness of AI children occur?

What project-sponsored events and support activities for students occurred during the NCE period? What is the nature of these activities?

To what extent did students participate in the project-sponsored events and support activities during the NCE period?

What parent/caregiver and community events and support activities occurred during the NCE? What is the nature of these activities?

To what extent did parents/caregivers and other community members participate in the project-sponsored events and support activities during the NCE period?

The components of Year 5 of the project were guided by the state's approved *NYCP Request for NCE* and designed to meet the specific needs of the AI students and the communities served by the project, as well as the state of Nevada. The major components of Year 5 focused on activities designed to support the project's long-term goals. These included: (a) a variety of professional development sessions on culturally sensitive and indigenous pedagogy and lesson support, building success at home, and contributing factors; (b) a virtual dual-enrollment Political Science course for Grade 12 students in McDermitt; (c) a Native Youth College Camp held at the University of Nevada, Las Vegas; (d) continuation and expansion of the Amplified Nevada Native Youth (ANNY) website and Native Youth Resource Hub; (e) the United National Indian Tribal Youth (UNITY) National Conference; (f) backpacks and school supplies for McDermitt students; (g) a college tour and UNITY Healing Circle held at the University of Nevada, Reno; (h) a Tribal Elder and Youth Panel in honor of Native American Heritage Month; and (i) two *Gathering of Native Americans* (GONA) events, one held at each participating site. Details of

these activities are reported in Table 3-1.

Table 3-1

Summary of Year 5 Activities

Activity	Date and Location	Participants
Professional Development Events		
1. <i>Culturally Sensitive and Indigenous Pedagogy and Lesson Support</i>	April 26, 2022 McDermitt	Twenty-three teachers, paraprofessionals, tribal staff, and others.
2. <i>Culturally Sensitive and Indigenous Pedagogy and Lesson Support – Part Two</i>	August 31, 2022 McDermitt	Twenty-seven teachers, paraprofessionals, administrators, and others.
3. <i>Culturally Sensitive and Indigenous Pedagogy and Lesson Support</i>	September 7–9, 2022 Schurz Elementary School	Approximately 10 teachers and paraprofessionals.
4. <i>Building Success at Home</i>	April 27, 2022 McDermitt	Twenty-four parents/caregivers, grandparents, community members, students, and tribal and school staff. In addition, approximately eight lower-grade students accompanied their parents/caregivers to the event.
5. <i>Contributing Factors: Understanding Economic Behaviors and Cultivating Cultural Considerations in the Home, School, and Community</i>	September 28–29, 2022 McDermitt	<ul style="list-style-type: none"> • Eighteen school staff and 16 tribal staff participated in separate sessions offered over a two-day period. • Sixty-two parents/caregivers and other community members participated in a session offered in the evening. • Approximately 48 Grades 7–12 students participated in one of three sessions devoted to each grade level group (7–8, 9–10, and 11–12).
Activities and Supports Designed to Improve Student Academic Performance		
6. Dual-Enrollment Political Science Course	2021-22 School Year Great Basin College (Virtual)	Five Grade 12 McDermitt area students completed the course.
7. <i>Native Youth College Camp</i>	June 23–25, 2022, at the University of Nevada, Las Vegas.	Forty-five Grades 6–12 students and 13 chaperones from Clark County and the towns of Wells, Winnemucca, McDermitt, Yerington, Schurz, and Owyhee.

Activity	Date and Location	Participants
8. Amplified Nevada Native Youth (ANNY)	Throughout the no-cost extension year	To ensure the sustainability of ANNY, an online module of edited videos and other resources are maintained. These will remain available to the participating communities and general public for a minimum of one year.
9. United National Indian Tribal Youth (UNITY) Conference	July 8–12, 2022 Minneapolis, MI.	Ten students and two chaperones from the McDermitt area, and two state-level staff attended. Yerington students also attended and were funded by the <i>Accessing Choices in Education (ACE)</i> grant.
10. Backpacks and School Supplies for McDermitt Students	August 2022	Backpacks and school supplies were provided to 55 students.
11. College Tour and UNITY Healing Circle	September 30 – October 1, 2022 University of Nevada, Reno	Twenty-five students from across Nevada participated, including 15 from McDermitt and 3 from Yerington. The remaining students were from Walker River, Pyramid Lake, Carson City, and two universities.
12. Tribal Elder and Youth Panel in honor of Native American Heritage Month	November 15, 2022 McDermitt Combined School Gym	Approximately 48 Grades 7–12 students and 5 tribal elders participated.
Gathering of Native Americans (GONA) Events		
13. <i>Gathering of Native Americans (GONA)</i> facilitated by the Native Wellness Institute	August 25–27, 2022 Yerington	Approximately 20 people participated in the training, including educators; parents, grandparents, and caregivers; community members, and students.
14. <i>Gathering of Native Americans (GONA)</i> facilitated by the Native Wellness Institute	September 18–20, 2022 McDermitt	<ul style="list-style-type: none"> • Sixty-two parents, grandparents, caregivers, community members, tribal elders, and students participated in a Community Wellness event. • Approximately 80 Grades 4–12 students participated in sessions designed for students. • Approximately 20 tribal program staff participated in workplace wellness training.

PROFESSIONAL DEVELOPMENT EVENTS

Culturally Sensitive and Indigenous Pedagogy and Lesson Support

McDermitt – April

The day-long *Indigenous Pedagogy and Lesson Support Professional Development* was held on April 26 in McDermitt. It was provided by a team of trainers from Jooba Consulting. Twenty-three people participated in the training, including teachers, paraprofessionals, tribal staff, and others.

According to session materials provided by the presenters, there were five session topics. The session topics and corresponding learning objectives are reported in Table 3-2.

Table 3-2

Culturally Sensitive and Indigenous Pedagogy Lesson Support Professional Development – McDermitt April Session Topics and Learning Objectives

Session Topics	Learning Objectives
<i>Indigenous Pedagogy and Practices for Native American Heritage Month Awareness</i>	<ul style="list-style-type: none"> • Participants will learn about their Native American students’ cultures as a basis for student learning, engagement, enrichment, and academic achievement. • Participants will explore strategies and activities that integrate and honor students’ cultures by identifying cultural strengths and validating students’ lived experiences.
<i>Nevada Indian Education Department Lesson Support</i>	<ul style="list-style-type: none"> • Participants will receive lesson support for Nevada’s Indian Curriculum Guide and Lesson Plans. They will gain an understanding of the great diversity among the tribal nations of Nevada. • Participants will understand the purpose of a land acknowledgment statement. • Participants will write a land acknowledgment statement.
<i>How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy</i>	<ul style="list-style-type: none"> • By the end of the training session, faculty and staff will be able to evaluate educational resources for cultural responsiveness in a more efficient and effective manner.

Session Topics	Learning Objectives
<i>Shut Down in Native American Students and How to Recognize Early Detachment</i>	<ul style="list-style-type: none"> • Participants will broaden their understanding of how life traumas, past and present, influence students’ at-risk/detachment behaviors exhibited in the school setting. • Participants will be able to identify/label various kinds of at-risk/detachment behaviors that may have been triggered by student trauma experiences. • Participants will explore and learn about principles of interventions that may help eliminate or lessen at-risk/detachment behaviors.
<i>Mindfulness and Self-Care Related to Teacher Burnout</i>	<ul style="list-style-type: none"> • Faculty and staff will have a greater awareness of indicators of teacher burnout. • Faculty and staff will explore and learn about proactive behaviors/techniques that can help to prevent, alleviate, or manage teacher burnout.

McDermitt Part Two – August

The day-long *Culturally Sensitive and Indigenous Pedagogy and Lesson Support – Part Two* was held on August 31 in McDermitt. It served as a follow-up to the professional development that occurred in April. It was provided by a team of trainers from Jooba Consulting. Twenty-seven people participated in the training, including teachers, paraprofessionals, administrators, and others.

According to session materials provided by the presenters, the four repeated morning sessions occurred in classrooms, while afternoon sessions were devoted to presentations and discussions for Certified and Classified staff members on three topics. These are reported in Table 3-3.

Table 3-3
Culturally Sensitive and Indigenous Pedagogy Lesson Support Professional Development – McDermitt Part Two Session Topics

Session Topics
Morning Classroom Demonstration Topics:
1. <i>Paiute Recognition and Sovereignty</i>
2. <i>Native American Round Dance</i>
3. <i>Math: Solving Word Problems</i>
4. <i>Math: Finger Poppin’</i>
Afternoon Certified Staff Topics:
1. <i>Teaching Native Americans – The Need for Culturally Relevant Instruction</i>

Session Topics
2. <i>Lesson: Where I'm From</i>
3. <i>Self-Care</i>
Afternoon Classified Staff Topics:
1. <i>Communication Strategies</i>
2. <i>Native American Trauma</i>
3. <i>Self-Care</i>

Schurz – September

The three-day-long *Indigenous Pedagogy and Lesson Support Professional Development* was held September 7–9 at Schurz Elementary School in Schurz. It was provided by a team of trainers from Jooba Consulting. Approximately 10 people participated in the training, including teachers and paraprofessionals.

According to session materials provided by the presenters, the first two days of the professional development consisted of classroom demonstrations and presentations on the Finger Poppin’ method for mastering math facts. The final day of the professional development featured presentations and discussions on six additional topics. These are reported in Table 3-4.

Table 3-4
Culturally Sensitive and Indigenous Pedagogy and Lesson Support Professional Development – Schurz Classroom Demonstration and Session Topics

Session Topics
1. <i>Basics of Finger Poppin’</i>
2. <i>Drawing</i>
3. <i>Teaching Native Americans – The Need for Culturally Relevant Instruction</i>
4. <i>Trauma</i>
5. <i>Project-Based Learning and Implementation</i>
6. <i>Assessment</i>
7. <i>Native American Books for the Classroom</i>

Building Success at Home

The *Building Success at Home Professional Development* was held on the evening of April 27 in McDermitt. It was provided by a team of trainers from Jooba Consulting. Twenty-four people participated in the training, including students, parents/caregivers, grandparents, community members, and tribal and school staff. In addition, approximately eight lower-grade students

accompanied their parents/caregivers to the event.

According to session materials provided by the presenters, the overarching goal of the session was to promote a closer relationship between the community and the school. Following dinner, participants rotated through three sessions, each approximately 25 minutes long. Session topics and corresponding learning objectives are reported in Table 3-5.

Table 3-5

Building Success at Home Professional Development Session Titles and Learning Objectives

Session Topics	Learning Objective
<i>Building Success at Home</i>	Attendees will receive suggestions, strategies, resources, and activities to support learning at home.
<i>School Organization</i>	Attendees will gain a greater understanding of school organization and resources to strengthen parent/teacher communication and collaboration.
<i>Finger Poppin' for Parents</i>	Attendees will be introduced to and practice the Finger Poppin' method (an alternative method of multiplication/division math facts mastery).

Contributing Factors: Understanding Economic Behaviors and Cultivating Cultural Considerations in the Home, School, and Community

The two-day-long *Contributing Factors Professional Development* was held September 28–29 in McDermitt. It was provided by Dr. Pearl Yellowman. A total of 18 school staff, 16 tribal staff, 62 parents/caregivers and other community members, and approximately 48 Grades 7–12 students participated in separate sessions offered over the two-day period.

According to session materials provided by the presenter, the professional development aimed to allow participants to gain a deeper understanding of individual and community narratives by exploring elements of historical and contemporary traumas. The professional development included “the exploration of belief systems and value systems deeply imbedded into American Indian cultural and school system narratives.” Intended learning outcomes included:

- Participants having a greater understanding of community and individual narratives formed from both historical and contemporary traumas;
- Participants developing a framework for educational practices within the context of the ecological perspectives; and
- Participants utilizing cultural considerations necessary for the delivery of educational practices to a diverse and low socio-economic population.

Essential questions included:

- What is our current or realistic understanding of community and the traumas identified within the context of community and individual?

- How will the audience incorporate cultural considerations as they enter the field of education?
- How will the audience advocate for collaborative practices as a means for improved services to diverse and low socio-economic communities?

Figure 3-1

Dr. Pearl Yellowman discusses historical trauma with participants.

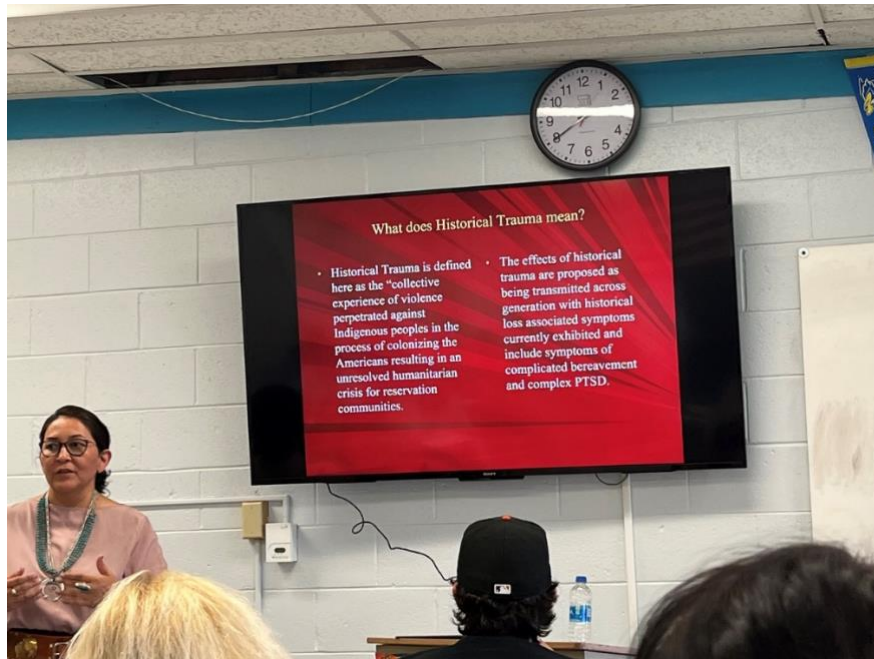


Photo by Fredina Drye-Romero

ACTIVITIES AND SUPPORTS DESIGNED TO INCREASE STUDENT ACADEMIC PERFORMANCE

Dual-Enrollment Political Science Course

To increase student access to advanced courses, NYCP funds were used to pay tuition costs for five Grade 12 students in the McDermitt area for a dual-enrollment Political Science course. The course was offered virtually through Great Basin College. All five students successfully completed the course.

Native Youth College Camp

The three-day-long *Native Youth College Camp* was held from June 23–25, 2022, at the University of Nevada, Las Vegas (UNLV). The NYCP partnered with UNLV and the Palms Resort and Casino to provide Native students from Nevada with information and experiences related to college and career readiness. Along with her colleagues, Devan Harris, the Associate Director for Early Outreach in UNLV’s Office of Admissions, served as the primary designer and planner of the college camp. Forty-five Grades 6–12 students and 13 chaperones from Clark

County and the towns of Wells, Winnemucca, McDermitt, Yerington, Schurz, and Owyhee participated in the camp.

An overview of session topics and activities is reported in Table 3-6. For a complete description of the event, please see the *Summary Report of the Native Youth College Camp at the University of Nevada, Las Vegas, June 23–25, 2022*, on the NYCP website at [Native Youth Community Project \(NYCP\) Grant \(nv.gov\)](#).

Table 3-6

Native Youth College Camp Session Topics and Activities

Day	Session Topics and Activities
Day One Evening	<ul style="list-style-type: none"> • Orientation, dinner, and guest speakers • Keynote speaker Chance Rush and his daughter, Abby Rush, motivated students with their opening remarks. • They were joined by Rudy Indigenous, a Native entrepreneur and DJ.
Day Two	<ul style="list-style-type: none"> • Guided Campus Tour • Barrick Museum Tour and Guest Artist Presentation • Harrah College of Hospitality Tour and Presentation • Greenspun School of Journalism and Media Studies (Home of UNLV TV and KUNV Radio) • UNLV Native Student Panel • Dollar Loan Center Arena Tour and Vegas Knight Hawks Indoor Football Game
Day Three	<ul style="list-style-type: none"> • UNLV Admissions Presentation • Center for Gaming Innovation Presentation and Lab Tour • Palms Resort and Casino Tour and Presentations • Native American Scholars Day Recognition Ceremony

Photos of selected sessions are presented in Figures 3-2 to 3-5.

Figure 3-2

Students and chaperones tour the campus of UNLV with their student guide, Jason.



Photo by Linda Fredericks

Figure 3-3

The UNLV Harrah College of Hospitality's Hospitality Hall, which was specifically constructed for hospitality programs.



Photo by Linda Fredericks

Figure 3-4

Students learn how researchers prepare samples from the brains of mice for their research.



Photo by Elizabeth Bright

Figure 3-5

Students hear about the opportunities available at UNLV during the Admissions Presentation.



Photo by Linda Fredericks

Amplified Nevada Native Youth (ANNY)

ANNY began in Year 3 in response to the COVID-19 pandemic and the subsequent shift to the

virtual delivery of some of the key features of the NYCP. This website, which focuses on strengthening college and career pathways for all AI and Alaska Native students statewide, seeks to provide a roadmap to support virtual learning platforms. It serves as a resource hub for students, families, and educators.

ANNY resources include a variety of presentations from current and recently graduated Native American students and higher education professionals. They share information about different types of opportunities students may have and provide access to information useful for post-secondary planning, including (a) choosing a college and/or career; (b) applying for scholarships, internships, and fellowships; and (c) providing information about job shadowing. In addition, the site hosts a selection of virtual college and university tours in partnership with higher education institutions across the country. During Year 5, additional work was completed to ensure the continued accessibility of ANNY resources beyond the life of the grant.

United National Indian Tribal Youth (UNITY) Conference

The annual UNITY conference was held July 8–12 in Minneapolis. Ten NYCP students and four chaperones joined 1,000 other Native youth and tribal leaders from across the nation and Canada for cultural sharing, education, awards, music, and celebration. The annual leadership event featured motivational speakers, cultural presentations, and workshops on leadership, college and career development, community engagement, and health and wellness.

Backpacks and School Supplies

At the beginning of the 2022-23 school year, NYCP provided backpacks full of school supplies, including notebooks, writing implements, and calculators, to 55 McDermitt students.

College Tour and Healing Circle

The two-day College Tour and UNITY Healing Circle was held on September 30 and October 1 at the University of Nevada, Reno. Twenty-five students from across Nevada participated, including 15 from McDermitt and 3 from Yerington. The event utilized a “train-the-trainer” model to prepare students as peer leaders who return to their communities to share what they learned. Session topics are reported in Table 3-7.

Table 3-7

College Tour and Healing Circle Session Topics and Activities

Session	Topics and Activities
Day One	
Dinner and UNITY Training	<ul style="list-style-type: none"> • Team building and building trust • Sacred Circle to establish group norms and training expectations • Students work in groups of five to develop their clan name, shield, and cheer • Small group discussion and <i>Mind Maps</i> <ul style="list-style-type: none"> • <i>What is my medicine?</i> • <i>What are my strengths?</i> • <i>How have I healed from past experiences? Who helped me?</i> • GONA Principle: Belonging and Building a Circle

Session	Topics and Activities
	<ul style="list-style-type: none"> • <i>What has impacted our communities?</i> • <i>How have you been impacted?</i> • Peer guides and UNITY leaders share their stories
University of Nevada, Reno	<ul style="list-style-type: none"> • Presented by Markie Wilder, Coordinator of the Multicultural Center, Indigenous Student Services <ul style="list-style-type: none"> • <i>Why go to college?</i> • <i>History and information about UNR</i> • <i>Services and activities available to UNR students</i>
Day Two	
Star Village Coffee Tour	Students visit an independent, Native-owned coffee shop to learn about the development of the business and its support of other Native-owned businesses.
UNITY Healing Circle and Train the Trainer Activities	<ul style="list-style-type: none"> • Facilitated by students • Small group listening session – Perfect Reservation Project <ul style="list-style-type: none"> • <i>What’s working in the community?</i> • <i>What’s not working in the community?</i> • Being Trauma Informed: What do we bring to the <i>Healing Circle</i>? <ul style="list-style-type: none"> • <i>What trauma have our communities faced?</i> • <i>How can the things I’ve overcome empower me to help others?</i> • Trauma and its effects on our community <ul style="list-style-type: none"> • <i>What do our Clans want to address in our Healing Circle?</i> • 12 Community Sectors of Support: Building our Circle <ul style="list-style-type: none"> • <i>Asset Mapping: Who are trusted adults or resources that can fit into the 12 sectors?</i> • <i>How can these resources support our Clan Community Challenge?</i> • How to host difficult community conversations • Clan Skits: Small Group Activity - Dos and Don’ts in <i>Healing Circles</i> • Community Readiness Surveys: Native Youth Feedback • Clan Quiz <ul style="list-style-type: none"> • <i>How ready are we to address our clan community challenge?</i> • <i>Which strategy will we focus on to make an impact?</i> • Planning Steps - Building your Circle <ul style="list-style-type: none"> • <i>How to plan and organize a community town hall or “healing circle” to identify clan community challenges and design awareness campaigns to empower youth</i> • <i>10-Step Planning for a Healing Circle</i> • <i>Groups role-play presentations to Tribal Council</i>
Wrap-up Training, Dinner, and Closing	

Throughout the event, student clan small groups shared the content of their discussions with the larger group. Notes of selected clan discussions are presented in Figures 3-6 to 3-8.

Figure 3-6

Notes of Clan Discussions on Medicines and Strengths

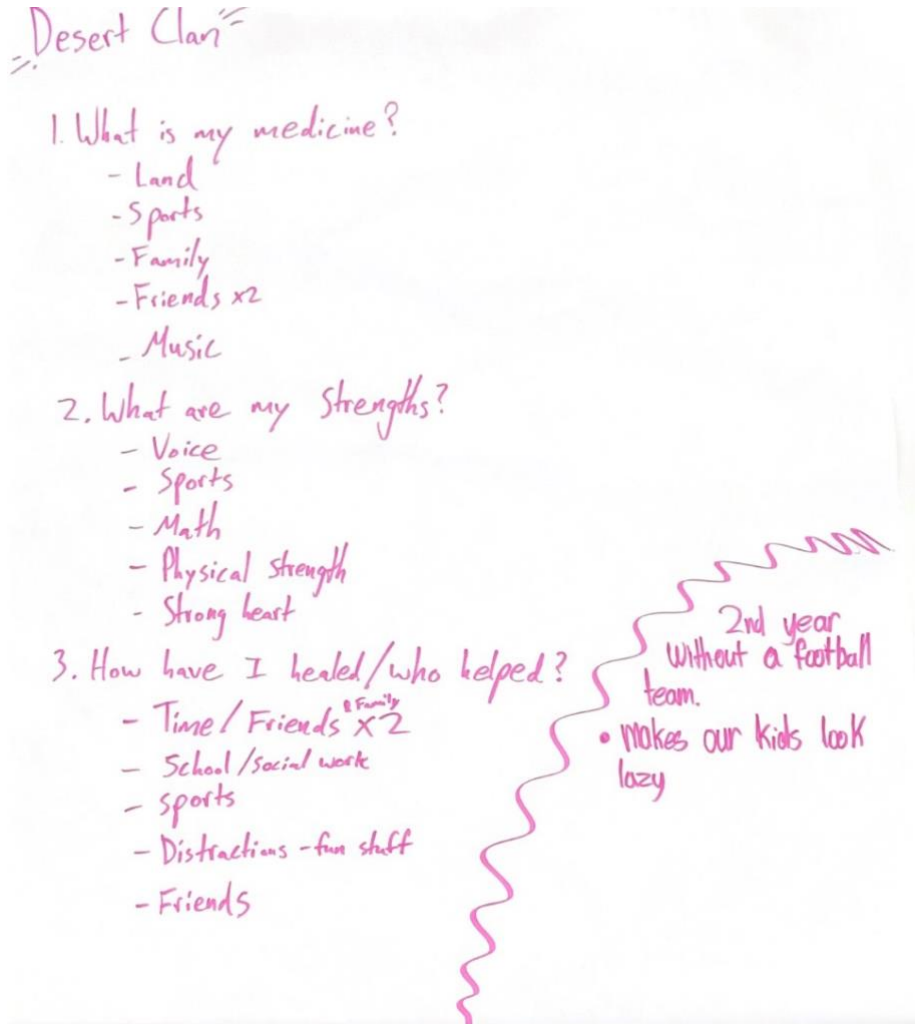


Photo by Markie Wilder

Figure 3-7

Notes of Clan Discussions on Being Trauma Informed



Photo by Markie Wilder

Figure 3-8

Notes of Clan Discussions on the Perfect Reservation Project



Photo by Markie Wilder

Tribal Elder and Youth Panel in Honor of Native American Heritage Month

The panel was held during the seventh hour of the school day on November 15 in the McDermitt Combined School gym.⁴ The panel consisted of 5 tribal elders and 4 students, with approximately 48 Grades 7–12 students in attendance. Among the topics discussed were: *How Fort McDermitt Became a Reservation, Wars and Massacres that Tie Fort McDermitt to Thacker Pass, How Thacker Pass Got the Indigenous Name of 'Peehee Muhu' ('Rotten Moon')*,

⁴ Funds were encumbered prior to the grant end date of 9/30/22.

creation stories, and tribal customs and legends. The panel also included a segment devoted to tribal trivia.

Figure 3-9

Tribal Elder and Youth Panel Members share their knowledge during the event.



Photo by Darla Camas

GATHERING OF NATIVE AMERICANS (GONA) EVENTS

There were two three-day-long GONA events held during the NCE year. In Yerington, the GONA was held August 25–27. In McDermitt, the GONA was held September 18–20. Both events were facilitated by a team from the Native Wellness Institute.

Yerington – August

Approximately 20 people participated in the Yerington GONA, including educators, parents, grandparents, caregivers, community members, and students.

According to the GONA flyer, it is “a time for community members of all ages and stages to come together and check in with each other, grieve and heal together, and learn new tools to live better in balance as family and community.” Separate sessions, ranging from two to four hours long, were provided for youth and community members over the course of the three days. Each session featured conversations and interactive activities.

McDermitt – September

The GONA in McDermitt was facilitated by Lavina Louie and Josh Crocker from the Native Wellness Institute. The first day of the GONA was dedicated to a community event for parents, grandparents, caregivers, community members, tribal elders, and students. There were 62 attendees at this event. Day two featured three separate sessions for approximately 80 students in Grades 4–6, 7–8, and 9–12. The final day of the GONA offered a workplace wellness training for approximately 20 tribal program staff in the fields of social service, the judicial system, housing, finance, and administration.

Figure 3-10

McDermitt students listen attentively to Native Wellness Institute facilitator Lavina Louie.



Photo by Darla Camas

Details of the GONA sessions are reported in Table 3-8.

Table 3-8

Gathering of Native Americans – McDermitt Session Descriptions

Session Title	Date, Location, Attendees	Description ⁵
<i>Community Wellness Gathering</i>	<ul style="list-style-type: none"> September 18, 5:00 PM – 7:30 PM Fort McDermitt Youth Center 62 parents, grandparents, caregivers, community members, tribal elders, and students 	<ul style="list-style-type: none"> Participants played games and got to know one another. Participants discussed what community wellness means. Participants observed and participated in a ribbon shirt/skirt parade and shared history about ribbon skirts in the community. Participants had dinner featuring a tribal elder-led prayer and were served by UNITY

⁵ Descriptions are based on session materials provided by the facilitators.

Session Title	Date, Location, Attendees	Description ⁵
		youth council members.
<i>McDermitt Combined School Presentations</i>	<ul style="list-style-type: none"> September 19, 11:30 AM – 2:30 PM (a separate session for each grade-level group) McDermitt Combined School Gym Approximately 80 Grades 4–12 students 	<ul style="list-style-type: none"> Participants learned about and discussed self-esteem development, cultural pride, educational achievement, and respectful communication. Time was allotted for one-on-one conversations with students.
<i>Fort McDermitt Paiute Shoshone Tribe Workplace Wellness Training</i>	<ul style="list-style-type: none"> September 20, 9:00 AM – 4:00 PM Tribal Youth Center Approximately 20 tribal program staff 	<ul style="list-style-type: none"> Participants learned where unhealthy work behaviors come from and how to address them in the workplace. Participants learned personal and workplace wellness skills and tools to be more positive, proactive, and productive employees. Topics included: Team Building, Native Wellness, Traditional Values, Party Like it's 1491!, Wellness in the Workplace, Healthy Communication, Stress and Burnout, and Traditional Leadership.

Figure 3-11

Adults and youth enjoy dinner during the Community Wellness Gathering of the McDermitt Gathering of Native Americans.



Photo by Darla Camas

SECTION 4

PERCEPTIONS OF SELECTED ACTIVITIES AND SUPPORTS

This section presents selected findings from the analysis of surveys administered to participants of select events. These include the three *Culturally Sensitive and Indigenous Pedagogy Lesson Support Professional Development* sessions, the *Building Success at Home Professional Development* session, the *Native Youth College Camp*, and the two *Gathering of Native Americans* events. For complete findings, please see the summary reports for each of these events on the NYCP website at [Native Youth Community Project \(NYCP\) Grant \(ny.gov\)](http://www.ny.gov).

Evaluation Questions:

How do students perceive their motivation and readiness to attend college or vocational training have been impacted?

What are the perceived impacts of the parent/caregiver and community events and support activities?

PROFESSIONAL DEVELOPMENT EVENTS

Culturally Sensitive and Indigenous Pedagogy and Lesson Support

McDermitt – April

There were 17 respondents, representing a response rate of 74%. All 17 respondents attended the entire session and were included in the analyses. The respondents included seven teachers, six paraprofessionals, two Head Start staff members, one guidance counselor, and one health assistant. Due to the small sample size, the results should be interpreted with caution.

Four survey items pertained to the quality and content of each of the five sessions. These results are reported in Table 4-1. Overall, participant perceptions of the professional development were very favorable, with all agreeing, at least somewhat, to all of the 20 survey items relating to the quality and content of the five sessions. All agreed that the information presented was relevant and interesting, that their knowledge of the session content increased as a result of their attending the session, that they would recommend the session to a colleague, and that they plan to apply the knowledge and skills acquired during the session in their professional practice. Additionally, across the five sessions, between 56% and 76% of the respondents selected *strongly agree* on the 20 survey items relating to the quality and content of the sessions.

Table 4-1

Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development – McDermitt April

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Session 1: Indigenous Pedagogy and Practices for Native American Heritage Month Awareness					
Information relevant and interesting	17	65	35	0	0
Increased my knowledge of session content	16	69	31	0	0
Would recommend this session	17	76	24	0	0
Plan to apply knowledge and skills acquired into professional practice	17	65	35	0	0
Session 2: Nevada Indian Education Department Lesson Support					
Information relevant and interesting	17	71	29	0	0
Increased my knowledge of session content	16	63	37	0	0
Would recommend this session	17	71	29	0	0
Plan to apply knowledge and skills acquired into professional practice	16	56	44	0	0
Session 3: How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy					
Information relevant and interesting	16	69	31	0	0
Increased my knowledge of session content	16	56	44	0	0
Would recommend this session	16	69	31	0	0
Plan to apply knowledge and skills acquired into professional practice	16	56	44	0	0
Session 4: Shut Down in Native American Students and How to Recognize Early Detachment					
Information relevant and interesting	17	65	35	0	0
Increased my knowledge of session content	17	65	35	0	0
Would recommend this session	17	71	29	0	0
Plan to apply knowledge and skills acquired into professional practice	17	65	35	0	0

Session 5: Mindfulness and Self-Care Related to Teacher Burnout					
Information relevant and interesting	16	69	31	0	0
Increased my knowledge of session content	16	63	37	0	0
Would recommend this session	16	69	31	0	0
Plan to apply knowledge and skills acquired into professional practice	16	63	37	0	0

Participants were asked to list what they would use from each session in their professional practice. For Session 1, *Indigenous Pedagogy and Practices for Native American Heritage Month Awareness*, the areas most frequently mentioned by participants included resources and activities to use in teaching Native culture and history and practicing mindfulness. One participant summed up what they learned in this way:

Re-introducing Native American History and Tribal Heritage to our students. This is an area that students need to re-attach to, for tribal and cultural connections. This is vital to human identity in a positive life, as well as good mental and spiritual health.

For Session 2, *Nevada Indian Education Department Lesson Support*, the three areas most frequently mentioned by participants included materials and resources for teaching lessons on Native American history and culture, the importance of routines (such as the class mantra), and practicing mindfulness. Participants had this to say about what they learned during the session:

All the resources in this section were helpful, especially the lessons specializing in Nevada, Oregon and Idaho tribes.

I learned a ton of resources that I can add to my classroom that is relevant to my students and their culture.

For Session 3, *How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy*, participants most often said that they learned about practicing mindfulness as well as procedures for evaluating materials, resources, and books for cultural responsiveness, as evidenced by these participant comments:

This section made me rethink what kind of books should be taught in classrooms as well as what books I read on personal time and if they are accurate and authentic.

I learned that we should look for content that is accurate and enriches the classroom instead of just content that is about Natives because it might not put us in the best light or be accurate.

For Session 4, *Shut Down in Native American Students and How to Recognize Early Detachment*, participants most often cited that they learned how to identify and label signs of student at-risk/detachment behaviors and how to better understand how their Native students' past and present traumas influence these behaviors. Participants summed up what they learned in this way:

I liked the small group activity and the answers were accurate with the trauma

involved. This is a great place to start in the acknowledgment and healing process of trauma and at-risk students.

I learned about how to identify and deal with shut down with Native kids and what kind of problems they may be going through.

For Session 5, *Mindfulness and Self-Care Related to Teacher Burnout*, participants most often cited that they learned about indicators of teacher burnout and various techniques to manage burnout. Participants specifically mentioned the importance of practicing mindfulness, the Sfumato attitude,⁶ and breathing techniques. Participant comments included:

I will be practicing mindfulness this year to help keep me balanced, and to help my students' ability to succeed in their studies.

I think [I] will incorporate the breathing techniques into my classroom as well as into coaching...because I hear it is effective and now I know a few techniques.

Figure 4-1

Participants learn about the importance of choosing appropriate images to be included in lessons during the Indigenous Pedagogy and Lesson Support Professional Development – McDermitt April.



Photo by Principal Dr. Leslie Molina

Participants were also asked to rate the overall quality of the professional development. Results are reported in Table 4-2. Participant perceptions were high. All agreed, at least *somewhat*, that the quality of the professional development was excellent, that the content was relevant and interesting, that they would recommend it, and that they plan to apply the knowledge and skills acquired. Fewer participants agreed that there was adequate time allotted for discussion, with 35% selecting *strongly agree* on this item.

⁶In his book, *How to Think Like Leonard Da Vinci: Seven Steps to Genius Everyday* (1998), Michael J. Gelb defines the Sfumato Principle as a “willingness to embrace ambiguity, paradox, and uncertainty” (p. 142).

Table 4-2

Overall Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development – McDermitt April

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	17	76	24	0	0
Relevant and interesting	17	76	24	0	0
Adequate time for discussion	17	35	53	12	0
Would recommend this professional development	17	71	29	0	0
Plan to apply the knowledge and skills acquired	17	65	35	0	0

Participants were asked to provide commentary on topics they would like to learn more about. Nine participants responded to this item and expressed interest in learning about a variety of topics, including Native culture and legends, the use of indigenous resources in classroom lessons and the library, math resources for Native children, mindfulness, trauma-informed supports for students, the impact of Methamphetamine in-utero, and how to incorporate trainings into the larger community.

Participants were also asked to provide suggestions to improve the *content* of the professional development. There were seven responses. The majority of these focused on allotting more time for the professional development, as evidenced by these comments:

Allow time for comments and engagement of attendees with each other to discuss in detail.

Make it longer so that we could spend more time on the history and culture of the tribes.

When asked to provide suggestions to improve the *format* of the professional development, four participants responded. Of these, one suggested allotting additional time, another suggested providing a more comfortable location, and a third suggested including more interactive lessons with teachers. The fourth respondent offered praise for the professional development.

Several participants also provided additional commentary on their experiences, including:

This was the best PD we've had in the last 2 years. I appreciate the relevancy to my position and our student demographics.

Thank you for the opportunity to learn about the culture and history of Native Americans from the perspective of a Native American.

I enjoyed this lesson and learned a lot about how to involve more of our

Indigenous students. Thank you very much for the notebooks and PD!

McDermitt Part Two – August

There were 19 respondents to the survey, representing a response rate of 70%. The respondents included 10 teachers, 6 paraprofessionals, 2 administrators, and 1 school counselor. Due to the small sample size, the results should be interpreted with caution.

The survey consisted of an item regarding the respondent's role at the school and five open-ended items designed to elicit perceptions of what participants learned, what they would like to learn more about, and suggestions for improvement of the professional development. The final survey item allowed for general commentary.

Participants were asked to list what they would use from each session in their professional practice. The areas most frequently mentioned by participants included (a) engaging students by asking about their heritage and culture, (b) being more culturally aware in communicating with students, (c) using the Finger Poppin' method to help students master multiplication facts, and (d) building positive relationships with students and their families. Participants summed up what they learned in the following comments:

I had the opportunity to listen to Brenda's classroom lesson about Paiute Federal Recognition and Sovereignty. I too felt a part of the lesson and learned how she engages the students by asking them about their own people and pushing them to ask questions at home. Beautiful! I will also try to engage them in these ways.

I learned the Finger Poppin strategies to help my students master their multiplication facts.

Understand the students cultural background and adjust the teaching pattern to best suit the students' academic learning needs.

I learned to make things a little more culturally relevant as well as adapting to the kids' way of life.

Relationships must come before all else in order to build trust among the Native families.

That we all have a story and that sharing our story and listening to the stories can build bridges and connections.

Participants were asked to provide commentary on topics they would like to learn more about. There were 14 responses to this item. Figure 4-2 presents a word cloud, a visual representation of the most common words and phrases used by respondents. The larger words were more frequently mentioned than the smaller words. The areas most frequently mentioned by participants include (a) communicating effectively with Native American students, their families, and the community; (b) learning more about the history and culture of the Paiute Shoshone Tribe; and (c) developing lesson content that is culturally relevant and finding sources to support

these lessons.

Figure 4-2

A Word Cloud of Topics That Indigenous Pedagogy and Lesson Support Professional Development – McDermitt Part Two Participants Would Most Like to Learn About

Q3 I would like to learn more about:



teachers better history learning students stories Native make teach

These themes are evidenced by the following comments:

The communication pattern to implement to best connect with Native American students.

The factual culture, history and customs the Paiute/Shoshone tribe, especially the accurate history of Nevada and Humboldt County.

I'd love to further my cultural understanding of Native students to help me bridge some of the gap between myself and them.

How to make lesson plans surrounding these kinds of topics as well as learning more about getting these kids exposed to more colleges and preparing them better.

Participants were also asked to provide suggestions to improve the *content* of the professional development. There were 11 responses. Several participants expressed gratitude and satisfaction with their experience and stated that they would like to have additional professional development from the Jooba trainers. One participant suggested including Native American students' voices on how to make their academic learning meaningful for them. These sentiments are evidenced by these comments:

I wish that we had a little more time with the JOOBA people.

More time and more days of having them in all classes and grade levels.

Involve Native American students' voice to make suggestions on how to make their academic learning meaningful to them.

When asked to provide suggestions to improve the *format* of the professional development, 10 participants responded. The central theme of these comments is that participants would like a longer, more comprehensive training that includes the community as well as students and staff and allows opportunities for participants to interact one-on-one with the presenters:

Include speakers like students, parents, and guardians to represent the community participation in making sure that everyone is on the same page when it comes to helping students perform better in an academic setting to fully represent themselves.

Make it a 3-day event where one day is just us with them going over what things they will share with our students and then show us over two days with the students and have a sort of assembly going over how they need to communicate with their teachers and staff. Also have them go out to the reservation to tell them that they can trust us and start a dialogue.

More individual interactive time with the presenters.

Fifteen participants provided additional commentary on their experiences. Figure 4-3 presents a word cloud of their responses.

Figure 4-3

A Word Cloud of Participants' Additional Feedback on Indigenous Pedagogy and Lesson Support Professional Development – McDermitt Part Two

Q6 Please provide any additional feedback in the box below.

time training **loved** providing **students** Thank **natives**
presentation dance

Participants expressed gratitude for and satisfaction with their experiences during the professional development, as shown by these comments:

Thank you NYCP committee for providing the wonderful educational day, providing lunch, and treats for the students. Very much appreciated.

The Indigenous Pedagogy and Lesson Support Professional Development is one of the most valuable trainings that we are offered.

I absolutely love when JOOBA comes into the classroom and PD meetings. I am so thankful for this opportunity to learn from Native Educators. I am like a sponge for the information JOOBA has to offer. So pesha mu (thank you)!

I loved that I was able to participate in a round dance with my students. I feel very appreciative that I was invited into this dance.

There were six respondents to the survey, representing a response rate of approximately 60%. The respondents included five teachers and one paraprofessional. Due to the small sample size, the results should be interpreted with caution.

Four survey items pertained to the quality and content of five of the seven sessions.⁷ These results are reported in Table 4-3. Overall, participant perceptions of the professional development were very favorable, with all agreeing, at least somewhat, to all 20 survey items relating to the quality and content of the five sessions to which the survey items pertained. For the *Basics of Finger Poppin’* and *Native American Books for the Classroom*, all *strongly agreed* that the information presented was relevant and interesting, that their knowledge of the session content increased as a result of their attending the session, that they would recommend the session to a colleague, and that they planned to apply the knowledge and skills acquired during the session in their professional practice. Fewer respondents (50%–67%) selected *strongly agree* on these same items for the session on assessment.

Table 4-3

Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development – Schurz

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Session 1: Basics of Finger Poppin’					
Information relevant and interesting	6	100	0	0	0
Increased my knowledge of session content	6	100	0	0	0
Would recommend this session	6	100	0	0	0
Plan to apply knowledge and skills acquired into professional practice	6	100	0	0	0
Session 3: Teaching Native Americans – The Need for Culturally Relevant Instruction					
Information relevant and interesting	6	83	17	0	0
Increased my knowledge of session content	6	100	0	0	0
Would recommend this session	6	100	0	0	0
Plan to apply knowledge and skills acquired into professional practice	6	83	17	0	0
Session 5: Project-Based Learning and Implementation					

⁷ Survey items pertaining to Sessions 2 and 4 were not approved by the Institutional Review Board in time for use due to additions to the proposed content.

Information relevant and interesting	6	100	0	0	0
Increased my knowledge of session content	6	83	17	0	0
Would recommend this session	6	100	0	0	0
Plan to apply knowledge and skills acquired into professional practice	5	80	20	0	0
Session 6: Assessment					
Information relevant and interesting	6	50	50	0	0
Increased my knowledge of session content	6	50	50	0	0
Would recommend this session	6	50	50	0	0
Plan to apply knowledge and skills acquired into professional practice	6	67	33	0	0
Session 7: Native American Books for the Classroom					
Information relevant and interesting	6	100	0	0	0
Increased my knowledge of session content	6	100	0	0	0
Would recommend this session	6	100	0	0	0
Plan to apply knowledge and skills acquired into professional practice	6	100	0	0	0

Participants were asked to list what they would use from each session in their professional practice. Responses were limited. The areas most frequently mentioned by participants included (a) using the Finger Poppin’ method to help students master multiplication facts, including kindergarteners and students with special needs; (b) using books and other reliable resources to provide culturally relevant instruction to their students; (c) implementing project-based learning; and (d) using exit tickets for assessments in varied ways.

Participants were also asked to rate the overall quality of the professional development. Results are reported in Table 4-4. Participant perceptions were high. All selected *strongly agree* for all five survey items related to the quality of the professional development.

Table 4-4

Overall Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development – Schurz

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	6	100	0	0	0
Relevant and interesting	6	100	0	0	0
Adequate time for discussion	6	100	0	0	0
Would recommend this professional development	6	100	0	0	0
Plan to apply the knowledge and skills acquired	6	100	0	0	0

Participants were asked to provide commentary on topics they would like to learn more about. There were three responses to this item. One participant noted that they would like to learn more about the culture of their people, and the other two participants would like to learn more about project-based learning.

Participants were also asked to provide suggestions to improve the *content* and *format* of the professional development. There were no responses to these items.

One participant provided additional commentary on their experiences in this way:

It was very interesting.

Building Success at Home

There were 12 respondents to the survey, representing a response rate of 50%. Of these, 9 (75%) attended the entire session and were included in the analyses. The respondents included six parents, two grandparents, and one student. Due to the small sample size, the results should be interpreted with caution.

Four of the survey items pertained to the quality and content of each of the three sessions. These results are reported in Table 4-5. Overall, participant perceptions of the professional development were very favorable, with all agreeing, at least somewhat, to 11 of the 12 survey items relating to the quality and content of each of the three sessions. All agreed that the information presented was relevant and interesting, their knowledge of the session content increased as a result of their attending the session, they would recommend the session, and they planned to use the knowledge and skills acquired during the session. The one exception to this was one participant who *somewhat disagreed* that the information presented during Session 3: *Finger Poppin' for Parents* was relevant and interesting. However, it is important to note that this session also had the highest percentage of participants who *strongly agreed* to the four items relating to the quality of the session.

Table 4-5*Participant Perceptions of the Building Success at Home Professional Development*

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Session 1: Building Success at Home					
Information relevant and interesting	8	63	37	0	0
Increased my knowledge of session content	7	57	43	0	0
Would recommend this session	7	57	43	0	0
Plan to use what I learned	7	57	43	0	0
Session 2: School Organization					
Information relevant and interesting	7	71	29	0	0
Increased my knowledge of session content	6	50	50	0	0
Would recommend this session	6	67	33	0	0
Plan to use what I learned	6	67	33	0	0
Session 3: Finger Poppin' for Parents					
Information relevant and interesting	9	78	11	11	0
Increased my knowledge of session content	7	86	14	0	0
Would recommend this session	7	86	14	0	0
Plan to use what I learned	8	75	25	0	0

Participants were asked to list what they would most likely use from the professional development session. Topics most frequently mentioned by participants included: the Finger Poppin' method for math facts mastery, breathing exercises, routines, speaking your own language to your children, and the importance of continuing education. One participant expressed gratitude for being provided a video that she could share with her daughter, who was not able to attend.

Figure 4-4

Resources Honoring Native American Culture That Were Shared During the Building Success at Home Professional Development



Photo by Principal Dr. Leslie Molina

Participants were also asked to rate the overall quality of the professional development. Results are reported in Table 4-6. Participant perceptions were high. All agreed, at least *somewhat*, that the quality of the professional development was excellent, the content was relevant and interesting, they would recommend it, and they planned to apply the knowledge and skills acquired. Fewer participants agreed that there was adequate time allotted for discussion, with 38% selecting *strongly agree* on this item.

Table 4-6

Overall Participant Perceptions of the Building Success at Home Professional Development

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	9	78	22	0	0
Relevant and interesting	8	63	37	0	0
Adequate time for discussion	8	38	50	0	12
Would recommend this professional development	7	57	43	0	0
Plan to apply the knowledge and skills acquired	7	71	29	0	0

Participants were also asked to provide suggestions to improve the professional development. There were two responses:

I would love more time with the instruction and tips we could bring home to use with our children.

MORE!

Several participants provided commentary on their experiences, including:

It was really nice.

I am happy to have more training for parents and families.

NATIVE YOUTH COLLEGE CAMP

The 36 respondents had obtained parent permission to participate in the survey and represented a response rate of 80%. There were slightly more Grades 6–8 students than Grades 9–12 students who completed the survey (56% versus 44%, respectively). Approximately one-third of the respondents came from the Yerington and McDermitt areas—the two areas that were the primary focus of the NYCP grant. The remaining two-thirds of respondents came from a variety of areas around the state, including greater Las Vegas and Reno.

Eighteen survey items pertained to the impact of the college camp on students, one item asked if they would recommend the college camp to a friend, and five open-ended items asked students about what they learned, what they would like to learn and experience in the future, and suggestions for improving the college camp. Results are reported in Table 4-7. Overall, participant perceptions of the college camp were very favorable, with at least 83% agreeing, at least *somewhat*, to all 18 survey items relating to the impact and quality of the camp. All agreed that the camp helped them to increase their ability to control their future and to better understand the options for student dining at UNLV. Additionally, at least 50% of the respondents selected *strongly agree* on 14 of the 18 survey items relating to the impact and quality of the camp. Ninety-two percent would recommend this college camp to a friend.

Table 4-7*Participant Perceptions of the Native Youth College Camp*

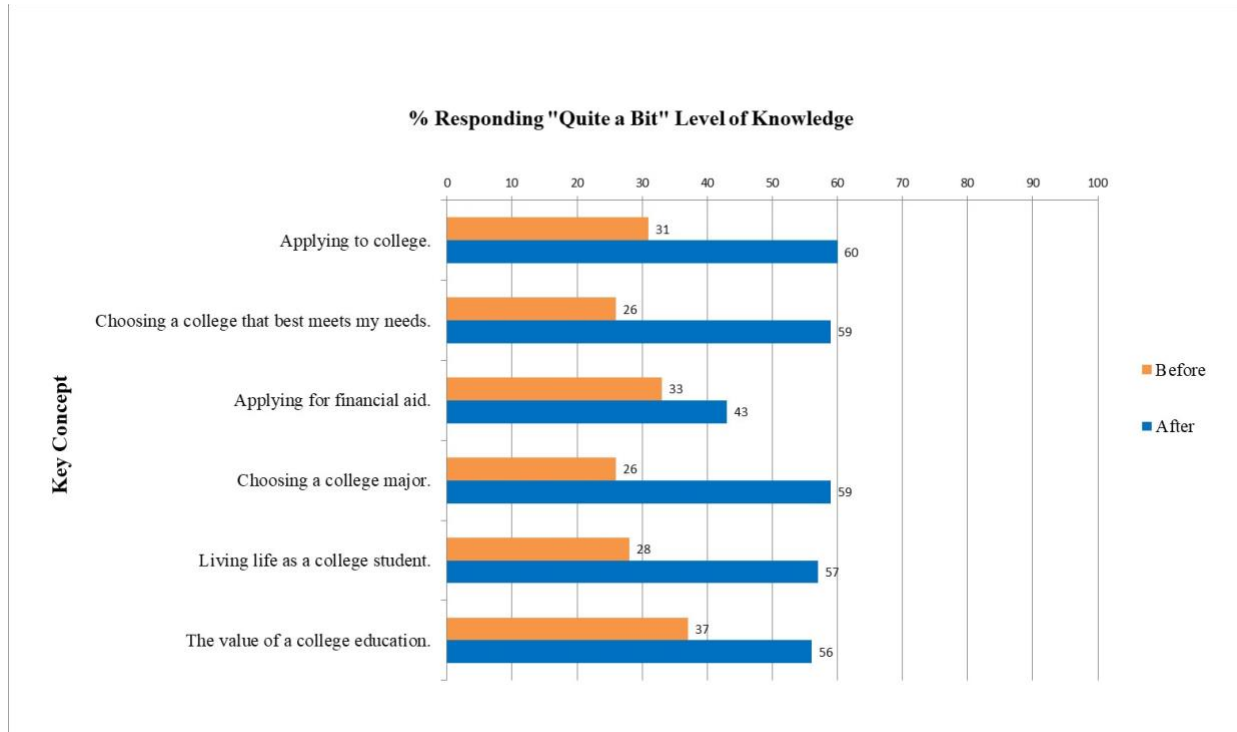
Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Overall, attending the College Camp helped me to...					
a. Develop my leadership skills.	36	28	61	11	0
b. Better understand how to advocate for myself.	36	42	42	17	0
c. Increase my ability to control my future.	36	64	36	0	0
d. Improve my relationships with other students.	36	36	53	8	3
e. Increase my confidence in my academic ability.	36	44	47	6	3
f. Increase my commitment to graduate from high school.	36	83	14	3	0
g. Increase my motivation to attend college or technical school.	36	67	25	8	0
h. Increase my readiness to attend college or technical school.	36	54	40	3	3
I would recommend this College Camp to a friend.	35	61	31	8	0
The College Camp and tour of UNLV helped me to better understand...					
a. How to prepare for college.	36	78	19	3	0
b. What it would be like to be a UNLV student.	36	81	14	3	3
c. The major areas of study that are offered at UNLV.	36	75	22	3	0
d. How to research potential majors of interest.	36	61	33	6	0
e. Options for student housing offered at UNLV.	36	67	28	6	0
f. Options for student dining at UNLV.	36	69	31	0	0
g. Clubs and activities available for students at UNLV.	36	72	22	3	3
h. Programs and activities specifically for Native students at UNLV.	36	67	28	6	0
i. What to expect from the college experience.	36	61	36	3	0

Perceived Impact on Participant Knowledge

Participants were asked to rate their level of understanding of key concepts covered during the college camp using the following scale: *Little or None*, *Moderate*, or *Quite a Bit*. The percentage of participants rating their level of knowledge as *Quite a Bit* before and after the camp is presented in Figure 4-5.

Figure 4-5

Participant Perceived Knowledge Gains



Prior to the college camp, participants' perceived knowledge level of the six key concepts was low to moderate, with between 26% and 37% rating their knowledge level as *Quite a Bit*. Following the college camp, these percentages increased between 10 and 33 percentage points. Reported knowledge gains were highest in the areas of applying to college, choosing a college that best meets their needs, choosing a college major, and living life as a college student, with reported gains between 29 and 33 percentage points for these concepts. Reported knowledge gains were lower for the concept of applying for financial aid (a gain of 10 percentage points).

Figure 4-6

Students enjoy a view of the Las Vegas Strip from the rooftop of UNLV Hospitality Hall.



Photo by Elizabeth Bright

Participants were asked to provide commentary on the most important things they learned at the college camp. Thirty-three participants responded to this item and expressed that they had learned about a variety of topics. These generally centered around three main themes: (a) what it's like to be a college student, (b) information on majors, and (c) financial aid and scholarship information. Several typical comments are displayed below:

[I learned about] the possible things that I can do here and what it's like living and staying at college.

[I learned about] different scholarships and which specific ones cater to my need and it expanded my interest in majors more.

One of the things that was most important that I learned at college camp was that my Native tribe can pay for my college. Another thing that was important was that I can go into classes at different times.

[I learned that] you can always change your major, and there are lots of ways to get help for different things at the university.

[I learned that] you have to be prepared for anything and always be on time. You can only live once and [so you should] make your choices wisely.

Participants were also asked to provide commentary on the topics they would like to learn more about. Thirty-two participants responded to this item and expressed interest in learning about a

variety of topics. These were predominantly centered around four themes, including (a) majors and careers and the course requirements for these; (b) how to prepare for and apply to colleges; (c) financial aid, including scholarships and Nevada's Native American fee waiver; and (d) sports and clubs. Representative comments from the students include:

[I would like to learn more about] the classes you have to take to be a neurology scientist and how to properly use my Native American waiver.

[I would like to learn more about] what classes would I have to take to become a chef or a vet.

[I would like to learn more about] the major that I want to go to college for, like the programs and classes. And how long it would take.

[I would like to learn more about] how to apply and get ready for college and have a better understanding of what to expect.

[I would like to learn more about] what different scholarships I can apply for.

[I would like to learn more about] the clubs maybe, like a listing of all of the clubs.

Participants were also asked to provide suggestions to improve the college camp. There were 23 responses. Of these, several offered praise for the college camp, and others suggested featuring more information on additional majors, including medicine, engineering, and physical therapy; others wanted to hear more about the personal experiences of college students, several suggested less walking, and others requested more breaks and time for "fun" activities and shopping. These sentiments were evidenced by these sample comments:

I don't have anything to provide, in my opinion the tour was the best one I had so far.

Extending to four full days to tour the school and show more majors that can be taken for more depth of what future students can do here at UNLV.

Having more undergraduate and graduate students sharing their personal experiences.

I didn't like the walking.

When asked to provide suggestions for speakers, performers, or topics at future events, 22 participants responded. Of these, several offered praise for the college camp, particularly for the hospitality presentation at the Palms Resort and Casino. Five respondents indicated that they would like to see Chance Rush again, as well as Rudy Indigenous, Emcee One, and Abby Rush. Several respondents mentioned that they would like to see what the actual classes are like and learn more about core classes. Others mentioned specific areas of interest that they would like to

learn more about, including engineering, business, veterinary school, and the radio station.

Several participants provided additional commentary on their experiences, including:

I had an amazing time and learned way more than I was expecting. I was glad to have students talk to us about their personal experience, it helped me a lot. I also enjoyed being able to talk about a specific career path that I am looking forward to learning more about.

The college camp was a fun experience and I would like to do it again.

The tour was better than I thought it would be. Only thing, it was hot, but when you would go into other buildings it's nice and cool.

The UNLV tours were very informative, but the whole tour was very tiring and I found myself losing concentration after getting half way through the tour.

GATHERING OF NATIVE AMERICANS (GONA) EVENTS

Gathering of Native Americans – Yerington

There were 10 respondents to the survey, representing a response rate of approximately 50%. The respondents included two educators, six parents/grandparents/caregivers, and two community members. Three parents/grandparents/caregivers also indicated they were community members. Due to the small sample size, the results should be interpreted with caution.

Twelve survey items pertained to the quality of the GONA, and 13 survey items pertained to the perceived impact of the GONA on participants' understanding of key concepts. These results are reported in Tables 4-8 and 4-9, respectively. Overall, participant perceptions of the GONA were favorable, with all agreeing, at least somewhat, to 8 of the 12 survey items relating to the quality and content of the GONA. Eighty percent *strongly agreed* that the quality of the GONA was excellent, the presenters were knowledgeable, that their time at the GONA was well spent, and that they would recommend this GONA to a friend. Fewer participants agreed that enough time was allowed to ask presenters questions and talk with other attendees (80% and 70%, respectively).

Table 4-8

Participant Perceptions of the Quality of the Gathering of Native Americans – Yerington

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Overall, the quality of the GONA was excellent.	10	80	20	0	0
Attending the GONA was helpful.	10	60	40	0	0

The content of the GONA was meaningful to me.	10	60	40	0	0
The GONA was interesting.	10	70	30	0	0
The presenters were knowledgeable.	10	80	20	0	0
The presenters held my attention.	10	70	30	0	0
Enough time was allowed for asking questions of presenters.	10	50	30	20	0
Enough time was allowed for talking with other attendees.	10	50	20	30	0
My knowledge of the content presented increased as a result of my attending the GONA.	10	40	50	10	0
I plan to use what I learned at the GONA.	10	50	40	10	0
I feel that my time at the GONA was well spent.	10	80	20	0	0
I would recommend this GONA to a friend.	10	80	20	0	0

Participants also rated the extent to which their understanding of 13 key concepts increased. At least 85% agreed that their understanding had increased on 11 of the 13 concepts. *All* agreed that their understanding of team and trust building, what it means to be *trauma informed*, and the power of positive thinking had increased. Fewer (67%) agreed that their understanding of behaviors that support recovery had increased.

Table 4-9

Participant Perceptions of the Impact of the Gathering of Native Americans – Yerington on Their Understanding of Key Concepts

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
<i>Attending the GONA increased my understanding of...</i>					
Team and trust building.	9	67	33	0	0
What it means to be <i>trauma informed</i> .	10	80	20	0	0
The characteristics of adult children of alcoholics.	9	44	33	22	0
Roles within the chemically dependent family.	8	38	38	13	0
Behaviors that support recovery.	9	33	33	33	0

The stages of grief.	9	33	56	11	0
The myths of grieving.	9	33	56	11	0
The relationship between the mind, emotions, body, and spirit.	9	56	33	11	0
Healing from trauma.	9	44	44	11	0
The four “directions” of Native wellness: emotional, spiritual, mental, and physical.	9	56	33	11	0
The power of positive thinking.	9	67	33	0	0
Signs of healthy and unhealthy relationships.	9	44	44	11	0
The importance of assertive behaviors.	9	44	44	11	0

Participants were asked to list what they learned at the GONA and how they plan to use what they learned. There were eight responses to these items. Participants reported that they learned to respect others and build community; the value of healing, grieving, and positive thinking; and the *Trauma Web*. Participants reported that they would use what they learned by showing others that they value them, having positive thoughts, and practicing self-awareness.

Participants were asked to provide commentary on topics they would like to learn more about. There were seven responses to this item. Participants noted that they would like to learn more about overcoming trauma, grieving, healing, forgiving, and staying positive. Participants also noted they would like to learn more about colonization and have train-the-trainer sessions that include the youth.

Participants were also asked to provide suggestions to improve the GONA. There were four responses to this item, all of which centered around having more time for the GONA.

Gathering of Native Americans – McDermitt

At the conclusion of the Community Wellness Gathering on day one of the GONA, participants were asked to complete a survey. There were 21 respondents, representing a response rate of 33%. The respondents included 1 educator (who indicated they are also a council member and community member), 11 parents/grandparents/caregivers, 2 community members, 5 students, 1 tribal leader, and 1 person who did not specify their role. Two parents/grandparents/caregivers also identified as community members. Due to the small sample size and the fact that only those who participated in the Community Wellness Gathering responded to the survey, the results presented should be interpreted with caution.

Figure 4-7

Following the Gathering of Native Americans – McDermitt dinner, adults and youth enjoyed a special dessert.



Photo by Darla Camas

Twelve survey items pertained to the quality and content of the GONA, and 13 survey items pertained to the perceived impact of the GONA on participants’ understanding of key concepts. These results are reported in Tables 4-10 and 4-11, respectively. Overall, participant perceptions of the GONA were favorable, with at least 90% agreeing, at least *somewhat*, to 11 of the 12 survey items relating to the quality and content of the GONA. Eighty percent or more *strongly agreed* that the quality of the GONA was excellent, the presenters were knowledgeable, and their time at the GONA was well spent. Fewer participants (60%) *strongly agreed* that they plan to use what they learned at the GONA.

Table 4-10

Participant Perceptions of the Quality of the Gathering of Native Americans – McDermitt

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Overall, the quality of the GONA was excellent.	20	85	10	5	0
Attending the GONA was helpful.	20	70	30	0	0
The content of the GONA was meaningful to me.	20	65	35	0	0
The GONA was interesting.	19	74	26	0	0
The presenters were knowledgeable.	20	90	10	0	0
The presenters held my attention.	20	75	15	10	0
Enough time was allowed for asking	19	68	27	0	5

questions of presenters.					
Enough time was allowed for talking with other attendees.	21	71	24	0	5
My knowledge of the content presented increased as a result of my attending the GONA.	20	65	30	5	0
I plan to use what I learned at the GONA.	20	60	25	10	5
I feel that my time at the GONA was well spent.	21	81	14	0	5
I would recommend this GONA to a friend.	20	65	35	0	0

Figure 4-8

During the Gathering of Native Americans – McDermitt, students participate in discussions with Lavina Louie from the Native Wellness Institute.



Photo by Darla Camas

Participants also rated the extent to which their understanding of 13 key concepts increased. At least 85% agreed that their understanding had increased on 10 of the 13 concepts. All agreed that their understanding of team and trust building, the four directions of Native wellness (emotional, spiritual, mental, and physical), and the power of positive thinking had increased. Fewer (77%) agreed that their understanding of the characteristics of adult children of alcoholics had increased.

Table 4-11

Participant Perceptions of the Impact of the Gathering of Native Americans – McDermitt on Their Understanding of Key Concepts

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
<i>Attending the GONA increased my understanding of...</i>					
Team and trust building.	21	71	29	0	0
What it means to be <i>trauma informed</i> .	19	53	42	5	0
The characteristics of adult children of alcoholics.	17	59	18	18	5
Roles within the chemically dependent family.	16	44	38	18	0
Behaviors that support recovery.	18	67	22	0	11
The stages of grief.	17	65	18	12	5
The myths of grieving.	17	71	18	6	5
The relationship between the mind, emotions, body, and spirit.	21	76	14	5	5
Healing from trauma.	16	75	19	0	6
The four “directions” of Native wellness: emotional, spiritual, mental, and physical.	21	76	24	0	0
The power of positive thinking.	18	78	22	0	0
Signs of healthy and unhealthy relationships.	19	74	21	5	0
The importance of assertive behaviors.	20	75	20	0	5

Participants were asked to list what they learned at the GONA. There were 18 responses to this item. Responses primarily centered around two themes: (a) participants reported that they learned about and experienced positive interactions with other community members, and (b) it is important to learn about Native culture. Participants reported that they would use what they learned by practicing positive interactions with others and sharing what they learned about positive interactions with others in the community. One person reported that they would try to learn the Paiute language. Participants stated the following regarding how they plan to use what they learned during the GONA:

Greeting the other individual positively.

Share with other community members.

Participants were asked to provide commentary on topics they would like to learn more about. There were nine responses to this item. Participants noted that they would like to learn more about Native culture, Native language, other tribes, overcoming grief, healthy relationships, activities for students, and team/trust building.

Participants were also asked to provide suggestions to improve the GONA. There were five responses to this item, including allowing more time for the GONA, featuring elders to explain traditions, and teaching youth to be polite to elders.

SECTION 5

PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS

During the NCE year, data were collected for four performance measures across three goal areas. Additionally, one of the GPRA measures addresses the extent to which the targets for these four annual measurable objectives were attained.

This section presents the findings of analyses related to the project's Year 5 performance measures. The targets were exceeded for all four of these performance measures.

Evaluation Questions:

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

How do students perceive their motivation and readiness to attend college or vocational training have been impacted?

What are the perceived impacts of the parent/caregiver and community events and support activities?

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AI STUDENTS FOR COLLEGE OR CAREERS

Performance Measure 1a

The percentage of the annual measurable objectives, as described in the [NCE] application, that are met by grantees. (GPRA 1)

There were four performance measures for the NCE year. These included measures related to the number of community collaborative events and activities that occurred, students' perceived motivation and readiness to attend college or vocational training, and the extent to which parents/caregivers indicated that the events and activities helped them to support their child's learning. The targets for all four of these performance measures were exceeded.

Performance Measure 1b

Increase community collaborative efforts that promote college and career readiness of Indian children. (GPRA 2)

Data for this performance measure are reported in the context of the overall impact the grant has made on community collaborative efforts across the five years of the grant. For details of the community events held throughout Years 1 to 4 of the project, please see the NYCP Annual Evaluation Reports on the NYCP website at [Native Youth Community Project \(NYCP\) Grant \(nv.gov\)](http://nv.gov).

The number of community collaborative events and attendees by year is reported in Table 5-1.

Table 5-1*Community Collaborative Events and Attendees by Year*

Year	N Events	N Attendees
1	11	477
2	19	1,267
3	37	1,384
4	107	2,330
5	7	394
Total	181	5,852

Prior to the NYCP, very few community collaborative events occurred. During Years 1 through 4, while the project was fully funded, there was an increase in the number of events and attendees each year, meeting the target for the GPRA 2 measure. In Year 5, the NCE year with limited funding, seven events occurred with nearly 400 attendees. For details of these events, see Section 3 of this report. During its five years, the NYCP hosted a total of 181 community events with 5,852 participants.

- During Year 1, there were 11 well-received and well-attended community events across the two project sites. The number of attendees across sites and events totaled 477. Notable events from Year 1 included the two-day-long Wayadeaga Numu Suwuna (“Gathering of the Rye-Grass Valley People”), which was held June 25–26, 2018, in Fort McDermitt and had 150 attendees. The Eagle Feather Ceremony was held in Yerington on June 18, 2018, and had 55 graduating students, families, and community members in attendance.
- In Year 2, there were 19 community events across the two project sites. The number of attendees across sites and events totaled 1,267. Notable events from Year 2 included Back-to-School gatherings held at each site in August 2019. In McDermitt, 65 people attended, and in Yerington, 67 attended.
- In Year 3, there were 37 community events across the two project sites with 1,384 participants. The COVID-19 pandemic impacted community events from March 2020 onward. NYCP site-based staff worked diligently to continue to provide essential services to students and the community. Many community events shifted to virtual or “drive-up” formats. Back-to-School gatherings occurred at each site, with NYCP staff either delivering supplies to students (McDermitt) or offering drive-up school supply pickup. Numerous virtual events were offered, including a workshop entitled, *How to Help Families Be Successful in a Virtual Environment* (attended by 14 in McDermitt). The resource hub, Amplified Nevada Native Youth (ANNY), was established in response to the pandemic and provided a virtual platform for students and their families statewide to strengthen college and career pathways.
- In Year 4, the COVID-19 pandemic continued to impact the delivery mode of community events, with the vast majority of them delivered virtually during the first half of the year. The two project sites hosted 107 community events, with the number of attendees across

sites and events totaling approximately 2,330. Numerous events were delivered through the ANNY platform. Other notable events included the Native Wellness Institute's *Grief and Loss Training* on December 28, 2020, for the McDermitt community and *Chance with Gr8ness*, which featured DJ Vanas and Chance Rush on January 25, 2021, for the Yerington community. The GONA scheduled for August in Yerington was canceled due to COVID-19 concerns but was able to occur during the NCE in Year 5.

- In Year 5, operating under an NCE with decreased funding, seven community events were held. Three professional development sessions on *Culturally Sensitive and Indigenous Pedagogy and Lesson Support* were offered to school and tribal staff (two in McDermitt and one in Schurz) with 60 attendees. The *Building Success at Home* professional development was attended by 24 parents/caregivers, community members, students, and tribal and school staff in McDermitt. Dr. Pearl Yellowman provided professional development to 128 school and tribal staff, parents/caregivers, community members, and students on *Contributing Factors: Understanding Economic Behaviors and Cultivating Cultural Considerations in the Home, School, and Community* in McDermitt. Two GONA sessions also occurred, one in each community, with 182 attendees. In all, there were nearly 400 participants at these events.

Since the target for this GPRA measure was met during all four years of the project in which it was fully funded, and community collaborative events continued to occur during the NCE year, the overall target was met.

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

Performance Measures 3b and 3c

Beginning in Year 2 and each year of the project thereafter, at least 60% of students responding to the student survey will agree that the grant activities and supports have increased their motivation (3b) and readiness (3c) to attend college or vocational training.

Data collection for this performance measure occurred at the conclusion of the Native Youth College Camp held at UNLV in June. Participants were asked to complete an electronic survey. The 36 respondents provided consent and had obtained parental permission to participate in the survey, representing a response rate of 80%. There were slightly more Grades 6–8 students than Grades 9–12 students who completed the survey (56% versus 44%, respectively). Approximately one-third of the respondents come from the Yerington and McDermitt areas, the two areas that have been the primary focus of the NYCP grant. The remaining two-thirds of respondents come from a variety of areas around the state, including the greater Las Vegas and Reno areas.

Of the 36 students who responded to the survey, 92% agreed that attending the college camp increased their *motivation* to attend college or technical school, and 94% agreed that attending increased their *readiness* to attend college or technical school. This exceeded the performance measure targets by 32 and 34 percentage points, respectively.

GOAL 5: PROMOTE THE IMPORTANCE OF EDUCATION AMONG THE COMMUNITY AND PARTICIPATING STUDENTS’ FAMILIES

Performance Measure 5b

At least 60% of parents/caregivers surveyed will indicate that the community awareness and culturally sensitive events helped them to support their child’s learning.

Data for this performance measure were collected at the conclusion of two events held in McDermitt and one event held in Yerington. Details of these events are reported in Table 5-2. See Sections 3 and 4 for additional information about these events, including a description of the activities and participant perceptions.

Data for parents/caregivers collected across the three events indicated that all 24 respondents agreed that they planned to apply the knowledge and skills acquired during the *Building Success at Home Professional Development* or to use what they learned at the two GONA events. This exceeded the target for this performance measure by 40 percentage points.

Table 5-2
Parent/Caregiver Survey Data Collection Timeline and Results – Year 5

Site	Event Name	Date	N Parent/Caregiver Respondents	N Agree At Least Somewhat Plan to Use What Was Learned
McDermitt	Building Success at Home	April 26	7	7 ⁸
McDermitt	Gathering of Native Americans	September 18–20	11	11 ⁹
Yerington	Gathering of Native Americans	August 25–27	6	6 ⁸
Total Across Events			24	24

⁸ The survey item read, “I plan to apply the knowledge and skills that I acquired.”
⁹ The survey item read, “I plan to use what I learned at the GONA.”

SECTION 6

RECOMMENDATIONS

The following changes to program implementation in future NYCP activities are recommended based on the data collected during the fifth year of project implementation via surveys, virtual and in-person interviews and focus groups, and quantitative data collection templates. In addition, several recommendations were formulated based on data collected across the five years of the NYCP grant.

1. **Increase opportunities for students to take dual-enrollment and/or advanced placement courses.** NYCP funds were used to pay tuition costs for five Grade 12 students in the McDermitt area for a dual-enrollment Political Science course offered virtually through Great Basin College. All five students successfully completed the course. Given the few opportunities for advanced coursework at local high schools, it would be helpful to continue and expand upon these efforts to ensure that students can better prepare for the rigor of college-level classes.
2. **Continue to provide regular professional development on the topics of cultural sensitivity and indigenous pedagogy.** Sessions provided to teachers and other school staff in McDermitt and Schurz on the topics of cultural sensitivity, indigenous pedagogy, and lesson planning were well-received and greatly appreciated by attendees, who felt that they were far better prepared to engage with Native students in their classrooms and other settings after being part of these trainings. Participants perceived that the sessions could be even more effective if they contained additional time for interactive activities with the trainers and for discussions with peers.
3. **Provide a comprehensive set of academic, cultural, social, and emotional supports to students throughout middle and high school to increase graduation rates.** Graduation rates fluctuated throughout the five years of the NYCP grant. However, there was an overall need seen to increase the number of students who successfully completed both middle and high school. Project staff can, in collaboration with families and school staff, thoughtfully design a network of support for all students beginning in Grade 5 and identify struggling students to enhance their motivation to persist and succeed in their education.
4. **Hold one or more college camps during each project year.** Students generally assigned high ratings to the quality of the college camp held at the UNLV, and the extent of the knowledge gained in such areas as admissions procedures, financial aid, and student experiences on campus. A large majority of students praised the organization and content of the camp, believed the time had increased their motivation and readiness to attend a postsecondary institution, and said they would recommend a college camp to other students. Some suggested areas for improvement included learning about a wider variety of majors, hearing from more Native students about their experiences at the university, becoming more familiar with financial aid sources and applications, and receiving more information on sports and clubs.

5. **Maintain community collaborative events as a central feature of grant activities.** Before the implementation of the NYCP grant, few community collaborative events took place in either of the grant sites. During the five years of NYCP grant activities, events including Back-to-School gatherings, college and career presentations, cultural events, and educational programs attracted thousands of attendees and fostered stronger support for students' educational achievement and aspirations and better communication among schools, families, and community members.
6. **Provide support activities to increase proficiency on state exams.** Across the five years of the NYCP grant, a substantial number of students did not achieve proficiency-level scores on the Smarter Balanced Assessments (in Math and ELA for Grades 7 and 8) and on the ACT (used in Grade 11). Given the consistent struggles that students at both sites had in achieving satisfactory scores on state exams, it will be important to provide additional tutoring and workshops to better prepare students for the types of questions they will be answering on the assessments and to give them test-taking strategies that will increase their confidence.
7. **Ensure that parents/caregivers and students are aware of the content of academic learning plans.** Across grant years, parents and caregivers in focus groups generally reported being unaware that their students had completed academic learning plans and were unsure what information was contained in the plans. Since the plans document students' academic strengths and areas in need of improvement, this information should be shared with parents and guardians so they can know how to best support their students' academic progress. Even though they had completed academic learning plans, students in focus groups often did not recall what they were or what they contained. Project staff can review the academic learning plans periodically with students to chart their progress and discuss strategies to strengthen academic skills.
8. **Maintain and expand the ANNY website.** The Amplified Nevada Native Youth (ANNY) website, developed during the pandemic when in-person events were postponed or suspended, proved to be a popular and valuable resource, with thousands of attendees from throughout the state accessing its virtual tours of college campuses, interviews with Native college students, and programs on career options. Programs on the ANNY website can continue to be offered to viewers, not only in grant sites but in Native communities across Nevada.
9. **Provide tours and additional information on trade/technical schools.** One area for development might be to include tours of trade and technical schools and explorations of trade and technical career pathways, as parents/caregivers have repeatedly requested more information on behalf of students who want postsecondary options in these areas. The ANNY website could be utilized to provide virtual tours and online discussions of career choices related to several of these institutions.

SECTION 7

SUMMARY OF FINDINGS

During the first four years of its implementation, NDE's NYCP sought to prepare AI students in Grades 7–12 for college and careers using a three-fold plan that included: (a) the support of the College and Career Coach, Community-based Instructors in Yerington, and School Community Liaisons in McDermitt; (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 received 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. The project's fifth year of implementation was an NCE year, which operated under decreased funding.

This report is an evaluation of the implementation of the project's activities in its fifth year. A combination of quantitative and qualitative methods was used to collect information for this report. Quantitative methods were utilized to analyze participation in activities and supports. Qualitative methods were used to collect information on the content of the activities and supports. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys distributed to students, parents/caregivers, community members, school staff, tribal members, and others who participated in selected project activities.

The major components of Year 5 focused on activities designed to support the project's long-term goals. These included: (a) a variety of professional development sessions on culturally sensitive and indigenous pedagogy and lesson support, building success at home, and contributing factors; (b) a virtual dual-enrollment Political Science course for Grade 12 students in McDermitt; (c) a Native Youth College Camp held at the UNLV; (d) continuation and expansion of the ANNY website and Native Youth Resource Hub; (e) the United National Indian Tribal Youth (UNITY) Conference; (f) backpacks and school supplies for McDermitt students; (g) a college tour and UNITY Healing Circle held at the University of Nevada, Reno; (h) a Tribal Elder and Youth Panel in honor of Native American Heritage Month; and (i) two GONA events, one held at each participating site.

Surveys were administered to participants at seven events. The analysis of survey data indicates that all of the events were well received. In their survey comments, participants cited that the activities and supports were helpful, expressed their gratitude for the events, and often suggested that more time be allotted for the events. Due to small sample sizes on many of the surveys, it was noted that the results be interpreted with caution. For the *Culturally Sensitive and Indigenous Pedagogy and Lesson Support* professional development that occurred in April in McDermitt, 23 teachers, paraprofessionals, tribal staff, and others participated. All survey respondents agreed, at least *somewhat*, to all of the 20 survey items relating to the quality and content of the five sessions. All agreed that the information presented was relevant and interesting, that their knowledge of the session content increased as a result of their attending the session, that they would recommend the session to a colleague, and that they plan to apply the knowledge and skills acquired during the session in their professional practice. One participant stated, "Thank you for the opportunity to learn about the culture and history of Native Americans

from the perspective of a Native American.” A follow-up event was held in August in McDermitt, with 27 participants. One participant commented, “The Indigenous Pedagogy and Lesson Support Professional Development is one of the most valuable trainings that we are offered.” For the session that was held in Schurz in September, there were approximately 10 teachers and paraprofessionals who participated. All survey respondents agreed, at least somewhat, to all of the 20 survey items relating to the quality and content of the 5 sessions to which the survey items pertained.

The *Building Success at Home* professional development was offered in April in McDermitt. There were 24 parents/caregivers, community members, tribal and school staff, and others who participated. All survey respondents agreed, at least *somewhat*, that the quality of the professional development was excellent, that the content was relevant and interesting, that they would recommend it, and that they plan to apply the knowledge and skills acquired. Fewer participants agreed that there was adequate time allotted for discussion, with 38% selecting *strongly agree* on this item. “I am happy to have more training for parents and families,” stated one participant.

In June, 45 students from around the state participated in the Native Youth College Camp at UNLV. Students’ perceptions of the college camp were very favorable, with at least 83% agreeing, at least *somewhat*, to all 18 survey items relating to the impact and quality of the camp. All agreed that the camp helped them to increase their ability to control their future and to better understand the options for student dining at UNLV. One student stated that the most important thing they learned during the camp was “...that my Native tribe can pay for my college. Another thing that was important was that I can go into classes at different times.” Students provided commentary on topics that they would like to learn more about. These were predominantly centered around four themes, including (a) majors and careers and the course requirements for these; (b) how to prepare for and apply to colleges; (c) financial aid, including scholarships and Nevada’s Native American fee waiver; and (d) sports and clubs.

Two GONAs were held in August (Yerington) and September (McDermitt). Both events were well received. In Yerington, there were approximately 20 participants, and all those who responded to the survey agreed, at least *somewhat*, to 8 of the 12 survey items relating to the quality and content of the GONA. Eighty percent *strongly agreed* that the quality of the GONA was excellent, the presenters were knowledgeable, that their time at the GONA was well spent, and that they would recommend this GONA to a friend. Fewer participants agreed that enough time was allowed to ask presenters questions and talk with other attendees (80% and 70%, respectively). Participants noted that they would like to learn more about overcoming trauma, grieving, healing, forgiving, and staying positive. In McDermitt, the multi-day GONA had over 150 participants in various sessions, including a Community Wellness Event, which included a dinner served by UNITY youth council members. Overall, participant perceptions of the Community Wellness Event were favorable, with at least 90% agreeing, at least *somewhat*, to 11 of the 12 survey items relating to its quality and content. Eighty percent or more *strongly agreed* that the quality of the GONA was excellent, the presenters were knowledgeable, and their time at the GONA was well spent. Participants noted that they would like to learn more about Native culture, Native language, other tribes, overcoming grief, healthy relationships, activities for students, and team/trust building.

There were four performance measures for the NCE year. These included measures related to the number of community collaborative events and activities that occurred, students' perceived motivation and readiness to attend college or vocational training, and the extent to which parents/caregivers indicated that the events and activities helped them to support their child's learning. The project successfully exceeded its targets for all four of the Year 5 performance measures.

Data for the performance measure related to community collaborative efforts were reported in the context of the overall impact the grant demonstrated across its five years. In Year 5, seven events occurred with nearly 400 attendees. During its five years, the NYCP hosted a total of 181 community events with 5,852 participants. This exceeded the target for the performance measure.

For the 36 students who responded to the survey at the conclusion of the Native Youth College Camp held at the University of Nevada, Las Vegas, 92% agreed that attending the college camp increased their *motivation* to attend college or technical school, and 94% agreed that attending increased their *readiness* to attend college or technical school. This exceeded the performance measure targets by 32 and 34 percentage points, respectively.

The results of surveys administered to parents/caregivers during the *Building Success at Home* and GONA events indicated that 100% of the parents/caregivers plan to use what they learned at these events. This exceeded the target for the performance measure by 40 percentage points. A number of recommendations were put forth based on the findings contained in the report. These included:

- Increase opportunities for students to take dual-enrollment and/or advanced placement courses;
- Continue to provide regular professional development on the topics of cultural sensitivity and indigenous pedagogy;
- Provide a comprehensive set of academic, cultural, social, and emotional supports to students throughout middle and high school to increase graduation rates;
- Hold one or more college camps during each project year;
- Maintain community collaborative events as a central feature of grant activities;
- Provide support activities to increase proficiency on state exams;
- Ensure that parents/caregivers and students are aware of the content of academic learning plans;
- Maintain and expand the ANNY website; and
- Provide tours and additional information on trade/technical schools.

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