

RMC Research Corporation

Native Youth Community Project, Nevada Department of Education Summary Report of McDermitt Area Student Perceptions of Year 3

August 2020

Background of the Native Youth Community Project (NYCP)

The Nevada State Department of Education's *Native Youth Community Project* seeks to prepare American Indian students in grades 7-12 for college and career using a three-fold plan that includes: (a) the support of the College and Career Coach (CCC) and the Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive 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.

This report provides a summary of McDermitt area students' perceptions of the third year of the project.

Description of the Sample

Parent permission to survey the students was obtained, and at the end of the third year of the project, in April and May of 2020, all of the eligible grades 7-12 McDermitt Area NYCP students were asked to provide their consent and complete a paper-and-pencil survey.¹ The response rate was 31%. Note that the response rate was greatly impacted by the closure of the school due to the COVID-19 pandemic. Although site-based staff made every effort to follow up with the students and repeatedly asked them to complete the survey, only 12 of the 39 students did so. It cannot be assumed that the views of this small number of respondents are representative of the NYCP students as a whole. Thus, the findings presented in this summary report should be interpreted with great caution. The sample included more females (58%) than males (42%), and the highest proportion of students responding to the survey (50%) were in 7th grade.

Description of the Survey Instrument

The *NYCP Student Survey* includes eight questions given to all student respondents. Additional questions were specific only to students who participated in college tours and those who received the support of the college and career coach. Many questions used four response categories: *strongly agree, somewhat agree, somewhat disagree, and strongly disagree*. At the end of each group of questions, an open-ended question allowed students to add personalized input. See Attachment A for the survey, and Attachment B for student comments.

¹ Due to the COVID-19 pandemic, the site-based staff chose to distribute the paper-and-pencil survey rather than use an electronic version, due to the concern that some students did not have access to a computer and internet.

Student Perceptions of College Visits

During the school year, 17 students had the opportunity to visit a college with their school. In October, 12 students visited Haskell University in Kansas. In early November, 13 students toured the Elko Campus of Great Basin College. In early December, five students visited Boise State University.

Two students indicated that they had toured a college or trade school with the NYCP program. Of these two, one responded to the survey items relating to the college and/or trade school visits. Thus, the results cannot be viewed as being reflective of the opinions of the 17 who participated in college tours.

The individual indicated strong agreement with items about better understanding the application process and learning about programs and activities for Native students. The student somewhat agreed with all other items. These included gaining a better understanding of how to prepare for college and trade school, how to apply for financial aid, what major areas of study are offered, which areas of study are of interest, and how to access academic support services on campus if needed. The student also somewhat agreed that the college visits helped to increase motivation as well as readiness to attend college or vocational training. The student stated that the college visits helped them to, “decide weather [sic] or not I would want to go to college.”

Student Perceptions of the Support of the College and Career Coach (CCC)

Students were asked to provide feedback on the support they received from their school’s College and Career Coach (CCC). Item-by-item results are reported in Table 1. Three of the 12 students (25%) indicated they received help from their CCC in the last year. Of these three, two responded to the survey items relating to the support of the CCC. Thus, the results reported in Table 1 are based on the perceptions of only two students and cannot be viewed as being reflective of the opinions of all students who received support from their school’s CCC.

For the two students responding, the support of the CCC was viewed favorably. Both students agreed, at least somewhat, to all eight of the items relating to the impact of the CCC’s support. One student stated that the CCC “helped me know what to expect in the future” and the other indicated that the CCC provided assistance during the summer camp at Lake Tahoe.

Table 1. Student Perceptions of the Support Provided by the College and Career Coach

<i>The help I received from the College and Career Coach at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how to advocate for myself.	2	100	0	0	0
increase my level of self-empowerment.	2	50	50	0	0

<i>The help I received from the College and Career Coach at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
improve my relationships with other students.	2	0	100	0	0
improve my relationships with teachers.	2	50	50	0	0
feel better prepared for college or a career.	2	100	0	0	0
improve my academic performance.	2	50	50	0	0
increase my confidence in my academic ability.	2	50	50	0	0
increase my commitment to graduate from high school.	2	50	50	0	0

Overall Perceptions of NYCP Support

According to the students, the NYCP is having a positive impact on their post-secondary aspirations and preparedness. All nine of the students responding to the four questions relating to the overall support they received through NYCP at least somewhat agreed that the support has: (a) increased their commitment to graduate high school, (b) increased their *motivation* and *readiness* to attend college or vocational training, and (c) helped them to feel better prepared for college or a career.

Perceived Needs of the Students

The final two questions were designed to elicit feedback on students' needs in order to continue to improve the efficacy of the NYCP. Results are reported in Table 2. At least three-fourths (75% - 83%) of the students strongly agreed that in order to improve their academic performance, it would be useful for them to learn how to stay organized, improve essay-writing skills, better understand what they read for school, take better notes in class, and visit a college campus. Two-thirds of the students (67%) strongly agreed that it would be useful for them to learn how to better manage their time and meet successful people from their community. More than half (58%) said they needed to learn how to effectively prepare for exams, visit a variety of businesses, and receive tutoring in specific subjects. Fewer students (33%) strongly agreed that having someone they can talk to about how they feel would help them to improve their academic performance.

Table 2. Students' Perceived Needs

<i>In order to improve my academic performance, it would be useful for me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
learn how to effectively prepare for exams.	12	58	42	0	0
learn how to stay organized.	12	83	17	0	0
learn how to better manage my time.	12	67	33	0	0
learn how to better understand what I read for school.	12	75	25	0	0
learn how to take better notes in class.	12	75	25	0	0
learn how to improve essay-writing skills.	12	83	17	0	0
have someone I can talk to about how I feel.	12	33	50	17	0
meet successful people from my community.	12	67	25	8	0
visit a college campus.	12	75	25	0	0
visit a variety of businesses.	12	58	42	0	0
receive tutoring in (a) specific subject(s).	12	58	25	17	0

Six students provided commentary on their tutoring needs. These were varied, and included a desire for tutoring in math, social studies, and English/language arts. Students would also like guidance in graduating and discerning a career path, a non-judgmental person to talk to about personal problems, and visits to colleges and other places. One student stated, “[I] just can’t wait to be in NYCP 2020.”

Summary of Year 3 McDermitt Student Survey

It was noted that the student survey response rate was greatly impacted by the closure of school due to the COVID-19 pandemic. Thus, the findings presented in this summary report should be interpreted with great caution.

Year 3 of the NYCP grant was well received by the students. According to the students, the NYCP is having a positive impact on their post-secondary aspirations and preparedness. During the school year, 17 students had the opportunity to visit a college with the school. For the one student responding to survey items pertaining to college visits, the visits were viewed favorably.

The student agreed, at least somewhat, to the nine items relating to the visits' impact on their understanding of various aspects of college and the application process.

Three of the 12 students (25%) indicated they received help from their CCC in the last year. Of the two students responding to the items pertaining to the support of the CCC, both agreed, at least somewhat, to the eight items relating to the impact of the CCC's support.

In terms of the supports still needed, students perceived their needs to be greatest in the areas of organization, essay-writing skills, reading comprehension, note taking, and visits to colleges. The open-ended responses highlighted the desire for continued academic support, someone to talk to, and visits to colleges as well as other places.



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Evaluation of the Nevada Native Youth Community Project
Principal Investigator: Elizabeth Bright

STUDENT CONSENT FORM: END-OF-YEAR SURVEY

RMC Research Corporation is conducting an evaluation of the Nevada Native Youth Community Project (NYCP). The project is designed to help prepare students for college and careers through intensive counseling and tutoring, parent and family engagement, and community outreach. The project is overseen by the Nevada Department of Education and is funded by the U.S. Department of Education. The purpose of the evaluation is to measure the value and effects of the project; results will be used to document impacts and improve the program.

You will be asked to participate in the study by completing a survey toward the end of the school year. The survey will take about 10 minutes. Approximately 200 students will be in this study. Your participation in this study is completely voluntary (it is your choice and also the choice of your parents/guardians). If you decide not to complete a survey, your grades will not be affected, and there will be no other repercussions.

Strict rules for data collection are enforced. Other than the research team, no one will see your answers to the survey. **No individual information about you will be reported or shared with anyone. No names will be used in any reports. No questions of a personal nature will be asked. Results will only be reported for all students in the program.** If at any time before, during, or after the study you have questions, please contact Elizabeth Bright, Principal Investigator at RMC Research Corporation, at (800) 762-5001 or email at sturner@rmcres.com or elizabethlbright@gmail.com, and she will be happy to answer any questions you have. If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email participants@solutionsirb.com.

Authorization: If it is okay with you to take the survey, you may check the box that says "Yes." If you have any objection for any reason, simply check the box saying "No." **Please keep this letter for your information and return the form in to the person who gave it to you.**

Sincerely,

A handwritten signature in cursive script that reads 'Elizabeth H. Bright'.

Elizabeth Bright



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If it is okay with you to take the End-of-Year survey, you may check the boxes that say “Yes.” If you have any objection for any reason, simply check the boxes saying “No.” You do not give up any legal rights by choosing to participate or not participate. Your parent/guardian will also receive a permission form regarding your participation in the survey.

Please check one of the following boxes:

- Yes, I can take the survey.
- No, I do not want to take the survey

Your Name (printed):

(First name) (Last name)

Name of Your School (please spell out):

(Example: Yerington High School)

Signature _____ Date _____

Thank you!

Native Youth Community Project (NYCP) Student Survey 2019-20 School Year

As you answer the survey questions, please keep in mind the *Native Youth Community Project* (NYCP) activities that you may have participated in since June 2019. These may have included after-school tutoring, summer academic help, the Lake Tahoe Summer Camp, meetings with the College and Career Coach at your school, attending wellness or cultural events and gatherings, and visiting colleges.

1. **Please indicate your school:**
 McDermitt Combined School Yerington Intermediate School
 Yerington High School Other (please specify) _____

2. **Please indicate your grade level:**
 7th grade 8th grade 9th grade 10th grade 11th grade 12th grade

3. **Please indicate your gender:**
 Female Male Non-binary/Third Gender
 Transgender Prefer not to say Prefer to self-describe: _____

4. **Since last June, I have toured a college or trade school with my school.**
 Yes No
If you answered "no" to this item, please skip to item 9.

5. **The names of the college(s) and/or trade school(s) I visited since last June with my school are:**

6. **The visit(s) to the college(s) and/or trade schools helped me to...**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
better understand how I can prepare for college or trade school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better understand the application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better understand how to apply for financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better understand what major areas of study are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better understand which areas of study are of interest to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better understand how to access academic support services on the campus, if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn about programs and activities for Native students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase my <i>motivation</i> to attend college or vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
increase my <i>readiness</i> to attend college or vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us any other ways in which the college/trade school visit(s) helped you.

7. The most important thing I learned from the college/trade school visit(s) was...

8. The college/trade school visit(s) could be improved by...

9. During this school year, I received help from the College and Career Coach at my school.

Yes No

If you answered "no" to this item, please skip to item 11.

10. The help I received from the College and Career Coach at my school allowed me to...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
better understand how to advocate for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase my level of self-empowerment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve my relationships with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve my relationships with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
feel better prepared for college or a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase my confidence in my academic ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase my commitment to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us any other ways in which the College and Career Coach helped you.

11. Overall, the help and support that I received through the Native Youth Community Project (for example, college visits, tutoring, and/or the summer program) have...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
increased my commitment to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my <i>motivation</i> to attend college or vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my <i>readiness</i> to attend college or vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me to feel better prepared for college or a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In order to improve my academic performance, it would be very useful for me to...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
learn how to effectively prepare for exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to stay organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to better manage my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to better understand what I read for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to take better notes in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to improve my essay-writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have someone I can talk to about how I feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
meet people from my community who are successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visit a college campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
visit a variety of businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
receive tutoring in (a) specific subject(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate specific subjects for tutoring and/or any other ways you would like to receive support.

13. Please let us know about any other help you need, whether it is with school or your overall well-being.

Thank you for taking the survey!

[Note that the student quotations in this attachment appear exactly as they were entered by the students via the online survey.]

6. Please tell us any other ways in which the college visit(s) helped you.

- The visits have helped me decide weather or not I would want to go to college.

7. The most important thing I learned from the college visit(s) was...

- It is willing to help get me what I want in the future.

8. The college visit(s) could be improved by...

- working on communication skills.

10. Please tell us any other ways in which the College and Career Coach helped you.

- They helped me know what to expect in the future.
- Native American summer camp.

12. Please indicate specific subjects for tutoring and/or any other ways you would like to receive support.

- Someone understandin and not judging to talk to about personal problems.
- A mentor or guidance to graduate & find a career.
- Math is the one thing I need help with
- Social Studies
- to visit more places and colleges
- Tutoring for language arts & english.

13. Please let us know about any other help you need, whether it is with school or your overall well-being.

- weight class maybe.
- just can't wait to be in NYCP 2020
- No help needed at the time.