



External Evaluation Report
Nevada Native Youth Community Project – Year 2

December 2019

Prepared for:
Nevada Department of Education
Carson City, Nevada

Prepared by:
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Tampa, Florida



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

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External Evaluation Report, Nevada Native Youth Community Project – Year 2 is a report on the second year of the project’s implementation. The evaluation was conducted by RMC Research Corporation. We are grateful to the participating state-level, district-level, site-based staff members, parents/caregivers, students, and 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 NYCP staff for providing much of the data needed for the evaluation.

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 comments by respondents endangered their anonymity, the identifying portions were omitted. In no instance did these omissions compromise the evaluation findings.

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EXECUTIVE SUMMARY

The Nevada State Department of Education's *Native Youth Community Project* (NYCP) seeks to prepare grades 7-12 American Indian students for college and career using a three-fold plan that includes: (a) the support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive 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. A total of 139 grades 7-12 AI students participated in the second year of the project's implementation at these two sites.

This report is an evaluation of the second year of implementation of the project's activities. A combination of quantitative and qualitative methods was used to collect information for this report. Quantitative methods were utilized in the analysis of community event participation, parent participation, student academic learning plan completion, college tour participation, academic achievement, attendance, advanced course enrollment, and college/trade school applications. Qualitative methods were used to collect information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents, and students during visits to the two sites. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys that were distributed to parents/caregivers, students, and participants in select community events.

All of the key project components were implemented in accordance with the approved plan. In Yerington, one CCC and two CBIs continued the work they had begun in Year 1 and provided the functions as described in the project application. The CCC focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of an individualized academic plan for each student. The CBIs worked closely with the CCC and the community throughout Year 2. In McDermitt, largely due to location-based challenges, Year 2 saw a change in staff in the CCC position, and toward the end of the Year the CBI position was vacant. Tutoring and summer programs occurred during Year 2 in McDermitt.

Students from both sites participated in conferences, including the statewide American Indian/Alaska Native Education Summit, the UNITY conference in Orlando, and the statewide Native American Youth Summer Camp in Lake Tahoe. Students also participated in guided visits to colleges. Nineteen community collaborative events were held during Year 2, with more than 1,200 attendees. Of these, seven were held in McDermitt and 12 were held in Yerington. The analysis of participant perception data of the various conferences indicated that these events were very well received by participants. More than 95% of the participants agreed that they would recommend these events to a friend.

The project successfully met the targets for 10 of the 13 second-year performance measures. These include measures related to performance across all five goal areas. Data for three of the performance measures—those related to proficiency rates on state exams, participation rates in advanced courses, and the percentage of chronically absent students—fell short of the specified targets.

A site visit was conducted by the research team in September 2019. Interviews or focus groups were held with students, NYCP staff, site staff, parents, school administrators, tribal leaders, and administrators at the Nevada Department of Education. Findings included a description of the various roles and were organized around the project's five goals. These goals are (a) implement a successful NYCP that promotes and prepares American Indian students for college or career, (b) increase student academic performance, (c) increase student motivation and readiness to attend college or vocational training, (d) increase parent/family involvement, and (e) promote the importance of education among the community and participating students' families. An analysis of the perceptual data gathered during the site visits indicated that considerable progress has been made in each of these areas at both sites. It was noted that while the NYCP grant has made significant strides in improving student outcomes at each of the sites, work in McDermitt continues to be challenged by a lack of consistent staffing.

The final section of the report is dedicated to a series of recommendations to be considered for Year 3 of implementation.

SECTION 1

INTRODUCTION

The major purpose of this evaluation is to better understand the second year of implementation of the Nevada State Department of Education's *Native Youth Community Project* (NYCP). There are five long-term goals of the project. These include:

- (1) Implement a successful NYCP that promotes and prepares American Indian (AI) students for college or career;
- (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.

The main elements of the second year of the project were guided by the state's approved NYCP grant application and were designed to meet the specific needs of the AI students and their communities served by the project. The major components for the second year included: (a) support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events.

The CCCs and CBIs are integral to the project. The CCCs serve as experts in preparing students for college and careers and work with students in the schools. They provide community and parent presentations on the college application process, oversee an intensive six-week summer plan for credit recovery, attend field trips to colleges (both in state and out of state), and facilitate the completion of an individualized academic plan for each student. The CBI works with the families and tribal community. The primary role of CBI is to serve as a liaison between the CCC, the Tribal Education Directors, families/parents, and tribal communities. These staff members jointly assess the needs that are most important and prioritize activities and services to most effectively meet the needs of the students and their communities. The CBI also collaborates with the CCC to inform parents/caregivers of upcoming school functions.¹

The evaluation of the project includes both the study of the implementation of the second year of activities and the study of outcome measures. The implementation study consists of a description of the content of various activities and support services that occurred during the second year, perceptions of these services and activities, and recommendations to be used for improving the project in subsequent years. With respect to studying outcome measures in the second year, the focus is on the extent to which: (a) community collaborative efforts that promote college and career readiness of Indian children have increased, (b) student academic performance has increased, (c) student motivation and readiness to attend college or vocational training have increased, (d) parent involvement has been enhanced, and (e) parents/caregivers perceive that community events have helped them to support their child's learning.

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

EVALUATION DESIGN

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized in the analysis of community event participation, student academic learning plan completion, and college tour participation. In addition, surveys were distributed to participants in select community events. Qualitative methods were used to collect information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents, and students during site visits to the two project sites. Instruments were developed by RMC Research in collaboration with administrators at NDE, other NYCP staff, and organizers of the various events.

Qualitative data collected through interviews and focus groups were analyzed using an approach that closely follows methods described by Miles, Huberman, and Saldaña (2019).² This approach emphasizes well-defined study variables to ensure the comparability and reduction of data using data displays and matrices so that common themes can be identified. A limited number of quotes are provided to illuminate key themes. Quantitative data were collected through surveys of students, parents/caregivers, and participants in summer conferences and select community events. In addition, school staff provided data on student academic learning plan completion, state achievement test performance, grade point average (GPA), participation in advanced courses, attendance, college tour participation, and community event participation.

EVALUATION QUESTIONS

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

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

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

Goal 2: Increase student academic performance.

5. What is the nature of students' academic learning plans? How are academic learning plans being utilized to support student success?
6. How has student academic performance, including grade point average, proficiency on state exams, participation in Advanced Placement and/or Dual Enrollment courses, and school attendance been impacted?

² Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.

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

7. How have student motivation and readiness to attend college or vocational training been impacted?
8. To what degree do grades 7-12 students participate in college tours?
9. What percentage of grade 12 students apply to colleges or trade schools?
10. What percentages of students graduate from high school?

Goal 4: Increase parent/family involvement.

11. To what extent do parents (caregivers) attend parent/teacher conferences, IEP meetings, and project activities?

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

12. What community events are held each year? What is the nature of these activities? How many people participate in these activities? How well are they received?
13. What are the perceived and real short- and long-term impacts of these activities?

EVALUATION METHODOLOGY

To answer these evaluation questions, this study made use of a variety of strategies and data sources, including:

1. Documents pertaining to the content of the various community events and conferences focused on the importance of education were gathered and analyzed for content, presenter information, and the length of the sessions.
2. Sign-in sheets were examined to determine the attendance at the various community events and conferences.
3. For selected community events and conferences, surveys were administered to elicit feedback from attendees about their perceptions of the events.
4. The procedures for completing student academic learning plans were discussed with project staff, and the completion rates of these plans were calculated.
5. Student academic achievement data, including proficiency rates on state exams and grade point average, were obtained from each of the sites and compared to the prior year. In accordance with the State of Nevada accountability plan, Smarter Balanced Assessments (SBAC) in Math and ELA were used in grades 7 and 8, and the ACT was used in grade 11.
6. Student participation rates in advanced courses were obtained from each of the sites and analyzed.
7. The proportion of students who were chronically absent was obtained from each of the sites, analyzed, and compared to the prior year. A chronically absent student is defined as “a student who is enrolled for 30 days or more at the school at the end of the school year who misses 10% or more of the instructional days during the school year.”

8. Documents pertaining to the various college tours were examined for location, length of visits, and dates of visits. Participation data for the college tours was recorded in an Excel spread sheet and analyzed for participation rates compared to overall student participation in the project.
9. The number of grade 12 students who applied to colleges and trade schools was obtained from each of the sites and analyzed.
10. Parent/caregiver participation rates in parent-teacher conferences, project-sponsored activities, and other meetings designed to involve parents/caregivers in their child's education were obtained from each of the sites and analyzed.
11. At the end of the second year, students, and parents/caregivers completed surveys designed to gather their perceptions of the project and its impact.
12. At the end of the second year, students, parents/caregivers, school administrators, state-level and site-based staff, and project staff participated in structured focus groups and interviews.

Survey Methodology

Survey instruments were developed for the American Indian/Alaska Native Education Summit held in Reno in March, the Statewide Multicultural Youth Summit and Powwow held in Winnemucca in April, the *Being Trauma Informed* training held in Yerington in June, and the Native American Youth Summer Camp held in Lake Tahoe in August. At the conclusion of each event, participants were provided either an electronic or paper survey to complete. The surveys included questions about:

- The respondent's role;
- Overall quality of the event;
- Extent to which the content was meaningful, interesting, and helpful;
- Quality of the presenters;
- Impact of the event;
- Suggestions for improvement of the event; and
- Suggestions for content of future events.

Additionally, surveys for students and parents/caregivers were administered to these two groups during the school year and at Back-to-School nights, respectively. These surveys were designed to gather *overall* perception data of the NYCP and contained questions about:

- The respondents' role;
- Impressions of the NYCP;
- Impact of the NYCP;
- Suggestions for improvement of the NYCP; and
- Suggestions for supports needed in the future.

The evaluation team conducted an analysis of responses from all of the surveys and sent these to the project management team and event organizers for dissemination.

Focus Group and Interview Methodology

Student Focus Groups

Two student focus groups were conducted during the three-day August 2019 summer camp in Lake Tahoe, and two student focus groups occurred during the site visit in September 2019 with a combined total of 41 students.

At the summer camp in Lake Tahoe, eight students from McDermitt Combined School and five students from Yerington participated in focus groups. During the September 2019 site visit, nine students from McDermitt Combined School and 19 students from Yerington High School took part in focus groups. Parent consent forms were distributed and collected prior to the focus groups taking place. The protocol included questions about:

- Students' grade level;
- Types of activities done as part of the NYCP in the past academic year;
- Number of meetings with the college and career coach;
- Experiences at the 2019 Summer Camp;
- College(s) visited during the 2018-2019 academic year, most valuable parts of the experience, and suggested improvements;
- College application and financial aid processes;
- Motivation/readiness to attend college or vocational training;
- Changes in thoughts about careers;
- Changes in feelings about school; and
- Suggested improvements to the project.

Parent and Caregiver Focus Groups

One focus group with five parents and caregivers took place in McDermitt, and one focus group with nine parents and caregivers occurred in Yerington during the site visit conducted in September 2019. In Yerington, four project or tribal education staff were also present for the focus group. The protocol included questions about:

- Types of activities students had done as part of the NYCP in the 2018-2019 academic year;
- What student participants in the 2019 Summer Camp found to be most valuable;
- What knowledge or skills student participants in the 2019 Summer Camp gained;
- Suggested improvements to the 2019 Summer Camp;
- Colleges visited by students and most valuable parts of college tours conducted in the 2018-2019 academic year;
- Suggested improvements to college tours;
- Satisfaction with the development of students' academic learning plans;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Suggestions for other activities or supports needed by students to increase motivation/support to attend college or vocational training;
- Perceived impacts on students' thoughts about careers;
- Suggestions for other activities or supports needed by students to choose careers they would like to pursue;

- Adequacy of information received about upcoming school functions;
- Ease of communication with NYCP staff; and
- Suggested improvements to the project.

School Administrator Interviews

The principal of McDermitt Combined School was interviewed during the September 2019 site visit. The superintendent for the Humboldt County School District, which includes McDermitt, was interviewed by phone during the week following the site visit. In Yerington, a focus group was held during the September 2019 site visit with four school administrators: the superintendent for the Lyon County School District, which includes Yerington; the high school principal; the assistant high school principal; and the principal of the intermediate school. Administrators were asked questions about:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Adequacy of communication about the project from the College and Career Coach and the Community Based Instructor;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Suggestions for other activities or supports needed by students to increase motivation/support to attend college or vocational training;
- Perceived impacts on students' thoughts about careers;
- Suggestions for other activities or supports needed by students to choose careers they would like to pursue;
- Perceived impacts of the NYCP on students' academic engagement and achievement;
- Suggestions for other activities or supports needed for improvements to students' academic engagement or achievement;
- Perceived impacts of the NYCP on students' behavior;
- Suggestions for other activities or supports needed to improve students' behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of community awareness and culturally sensitive events in meeting objectives of educating families and communities about the importance of education and ways they can support their children's learning;
- Suggestions for the project extending efforts to involve family and community members in supporting children's education;
- Feedback received from classroom teachers about the impact of the NYCP;
- Most positive aspects and largest challenges with having the NYCP in the schools; and
- Ways that positive aspects can be enhanced and challenges addressed.

Nevada Department of Education Administrator Interviews

Four administrators from the Nevada Department of Education who work directly with the NYCP were interviewed during the September 2019 site visit. Administrators were asked questions related to the following topics:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Adequacy of communication about the project from the College and Career Coach, Community Based Instructors, and school administrators;
- Suggested improvements to the Summer Camp;
- Colleges visited by students and most valuable parts of college tours conducted during the 2018-2019 academic year;
- Suggested improvements to the college tours;
- Satisfaction with the development of students' learning plans;
- Effectiveness of the Youth Conference in allowing students to become more excited about college and career opportunities;
- Partnerships created with other statewide programs in support of the NYCP;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Perceived impacts on students' thoughts about careers;
- Perceived impacts of the NYCP on students' academic engagement and achievement;
- Perceived impacts of the NYCP on students' behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of community awareness and culturally sensitive events in meeting objectives of educating families and communities about the importance of education and ways they can support their children's learning;
- Suggestions for the project extending efforts to involve family and community members in supporting children's education;
- Overall satisfaction with the implementation of the NYCP;
- Most positive aspects and largest challenges with having the NYCP in the schools; and
- Ways that positive aspects can be enhanced and challenges addressed.

Site Staff Interviews and Focus Groups

A total of seven staff members from both sites participated in interviews or focus groups. In McDermitt, the three participants included the Tribal Chairman, the Tribal Finance Director, and the Project Coordinator for the tribe. In Yerington, the four participants were the Tribal Chairmen and Education Directors for both the Yerington Paiute Tribe and Walker River Paiute Tribe.

Questions on the protocol addressed:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Adequacy of communication about the project from the College and Career Coach and Community Based Instructors;
- Adequacy of communication about the progress of the project from the school administrator and the Nevada Department of Education;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Suggestions for other activities or supports needed by students to increase motivation/support to attend college or vocational training;
- Perceived impacts on students' thoughts about careers;
- Suggestions for other activities or supports needed by students to choose careers they would like to pursue;
- Perceived impacts of the NYCP on students' academic engagement and achievement;
- Suggestions for other activities or supports needed to improve students' academic engagement or achievement;
- Perceived impacts of the NYCP on students' behavior;
- Suggestions for other activities or supports needed to improve students' behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of community awareness and culturally sensitive events in meeting objectives of educating families and communities about the importance of education and ways they can support their children's learning;
- Suggestions for the project extending efforts to involve family and community members in supporting children's education;
- Overall satisfaction with the implementation of the NYCP; and
- Most positive aspects and largest challenges with having the NYCP in the schools.

Project Staff Interviews and Focus Groups

Five project staff members—the College and Career Coach and the Community Based Instructor from McDermitt, and the College and Career Coach and two Community Based Instructors from Yerington—were interviewed for the report during the September 2019 site visit. Project staff members were asked about:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Adequacy of support received from school administrator, Tribal Education Director, and from the Nevada Department of Education;

- Adequacy of communication and collaboration with other project staff in the district;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Perceived impacts on students' thoughts about careers;
- Perceived impacts of the NYCP on students' academic engagement and achievement;
- Perceived impacts of the NYCP on students' behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of community awareness and culturally sensitive events in meeting objectives of educating families and communities about the importance of education and ways they can support their children's learning;
- Suggestions for the project extending efforts to involve family and community members in supporting children's education;
- Overall satisfaction with the implementation of the NYCP; and
- Most positive aspects and largest challenges with having the NYCP in the schools.

The College and Career Coach protocol additionally asked several additional questions related to the implementation of the Summer Camp, while the Community Based Instructor interview included several items about the development of Parent Advisory Councils and parent and community events.

STUDY LIMITATIONS

It is important to note the limitations of this study. In this second year, while procedures for the surveys conducted at the various community events and conferences made every attempt to include all participants, in some cases participants left early or chose not to complete the surveys. Therefore, the perceptions may not be representative of all participants and findings should be interpreted with caution. In addition, the focus groups conducted with parents and students were not randomly selected and had a limited number of participants. Consequently, the views expressed during the focus groups may not be representative of these groups as a whole.

ORGANIZATION OF THIS REPORT

This report is organized into sections describing the participating sites, the key project components and participation rates, the progress made in meeting targets for annual performance measures, participant perceptions of selected community events and conferences, student and parent/caregiver overall perceptions of the project, site visit findings, 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

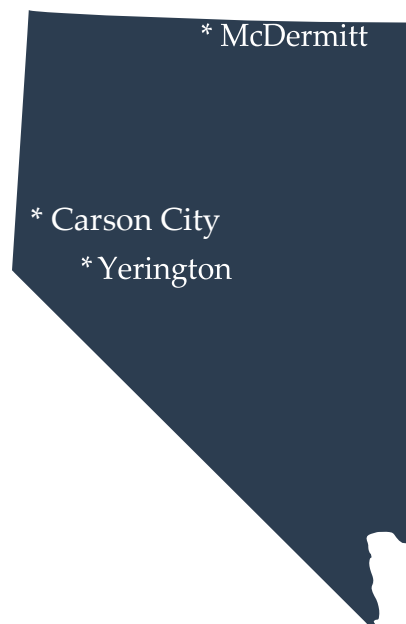
One of the questions of this study pertains to the characteristics of the sites and schools included in the project. Descriptive and quantitative data were obtained from the State of Nevada Native Youth Community Project Grant Application and the Nevada School Performance Network website.

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 and students, Nevada's NYCP grant³ 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 disengagement, and challenges of remoteness and staffing. Many of these issues lead to low graduation rates. The sites include: (a) McDermitt Combined School in Humboldt County School District (HCSD) serving the Fort McDermitt Paiute and Shoshone Tribe (FMPST), and (b) Yerington High School and Yerington Intermediate School in Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT). The tribes' boundaries for the WRPT 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



³ Nevada Department of Education Native Youth Community Project Grant Application Narrative. (2017).

In Table 2-1, the number of AI students at each of the two sites during the 2018-19 school year is reported. Across the two sites, there are 139 AI students, with McDermitt being the smaller of the two sites, with 33 AI students.

Table 2-1. Number of Grades 7-12 American Indian Students by Site

Grade	N AI Students McDermitt	N AI Students Yerington	N AI Students Across Sites
7	11	20	31
8	4	19	23
9	4	21	25
10	6	22	28
11	5	8	13
12	3	16	19
Total	33	106	139

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 are a strong economic and cultural influence.



Santa Rosa Mountains near 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 students in grades 7 through 12. Of these, 34 (55%) are classified as AI. Overall average daily attendance for the school is 88%, and all students are eligible for free and reduced-price lunch.



NYCP State-Level Staff join the College and Career Coach and Principal at McDermitt Combined School

Photo by Linda Fredericks.

YERINGTON

Yerington Intermediate and High Schools are located in the town of Yerington, which lies approximately 65 miles southeast of Carson City. There are 410 students attending Yerington Intermediate School in grades 6-8, and there are 39 AI students in grades 7 and 8. Approximately 88% of the students are eligible for free or reduced-price lunch, and average daily attendance is 88% for the school overall and for the AI students. Of the 367 students attending Yerington High School, 66 (18%) are classified as AI. Over half (54%) are eligible for free or reduced-price lunch. Average daily attendance is 94% overall and 92.6% for AI students.



*The center of star quilts being made in a class at the Yerington Paiute Tribal office.
Photo by Linda Fredericks.*



*The NYCP CCC, Grant Manager, and Tribal Education Director at Yerington High School.
Photo by Linda Fredericks.*

SECTION 3

KEY PROJECT COMPONENTS AND PARTICIPATION RATES

This section of the study presents a summary of the key project components for the second year, October 1, 2018 to September 30, 2019, including participation for each component and a description of the implementation of the components.

The first question of the study examined in this section pertains to the extent to which the key project components were implemented as designed and intended. To investigate this question, the calendar of events, agendas, materials, and participation records were obtained from NYCP site-based and state-level staff. The second study question examined in this section pertains to college tour participation. To investigate this question, agendas and supporting documents, as well as participation records, were obtained from site-based staff. The final study question examined in this section surrounds community events. To investigate this question, event proposals, agendas, materials, and participation records were obtained from event organizers and site-based and state-level staff.

Evaluation Questions:

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

To what degree do grades 7-12 students participate in College Tours?

What community events are held each year? What is the nature of these activities? How many people participate in these activities?

The components of the second year of the project were guided by the state's approved NYCP grant application and were designed to meet the specific needs of the AI students and their communities. The major components for the second year included: (a) support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. All components of the second year of the project were implemented as designed and intended.

SUPPORT OF THE COLLEGE AND CAREER COACH AND COMMUNITY-BASED INSTRUCTOR

In Yerington, one CCC and two CBIs were hired early in Year 1 and the staff continued to provide the functions as described in the project application. In McDermitt, due to the extremely rural and remote location, challenges associated with staffing continued into the second year. The CCC position was filled and vacated in the spring, then temporarily filled by a staff member who had served as an intern during the prior summer. The CBI position was filled for the majority of the year, and vacated as the year came to an end.

NV DOE staff members have offered ongoing support to the site to aid in the planning and implementation of grant activities. For a portion of the year, a part-time Education Program Manager was in place to oversee the day-to-day operations of the grant and its activities in McDermitt.

At both sites, the CCCs focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of the individualized academic plan for each student.

The CBIs worked closely with the CCCs throughout Year 2. In addition, they served as liaisons between the CCC, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the tribal communities. The CBIs also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

ACTIVITIES DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE

Tutoring and Summer Program

During Year 2, afterschool tutoring at both sites continued for selected students in need of academic support. Additionally, six-week summer programs focused primarily on credit recovery, with a secondary focus on culture, were provided to grade 7-12 students. In Yerington, 13 students attended regularly and in McDermitt, 12 students attended regularly.

Student Conferences and College Visits

Statewide American Indian/Alaska Native Education Summit

The 12th Annual American Indian/Alaska Native Youth Education Summit was held March 21-22, 2019, at the Truckee Meadows Community College in Reno, Nevada. The Adult Education Summit was held concurrently. **Both Summits were open to all tribal members throughout the state.** Approximately 60 youth from around the state, primarily high school students, gathered to participate in sessions focused on well-being, college preparedness, and Native culture.

Both days included general sessions in the morning and afternoon with one breakout session offered to allow for smaller, more targeted learning opportunities. The event featured emcee and presenter Chance Rush, who was joined by the Native Wellness Institute's Indigenous 20 Something Ambassadors. All presenters provided memorable teachings for those in attendance. Chance Rush reminded the youth that "your last name doesn't belong to you; it belongs to your family." He urged the youth to be spiritual, honest, passionate, and willing. He shared his personal mantra of, "Let's go, I'm ready!" and asked the youth to consider how they could more actively motivate themselves.

The Ambassadors told inspiring stories, facilitated discussions of intergenerational trauma, and provided opportunities for the students to connect with other Native students as a support network.



*Students talk with college representatives at the College Fair held during the Education Summit.
Photo by Fredina Drye-Romero.*

UNITY Conference

The annual United National Indian Tribal Youth (UNITY) conference was held July 4-8, 2019 in Orlando, Florida. UNITY's mission is to foster the spiritual, mental, physical, and social development of American Indian and Alaska Native youth and to help build a strong, unified, and self-reliant Native America through greater youth involvement. The conference featured motivational keynote speakers, dozens of workshops, UNITY Wellness Warrior activities, the UNITY Fire, a cultural night, a college and career expo, and many other activities designed to help youth leaders and advocates be positive and dynamic change agents in their communities.

Along with their chaperones, 13 students from Yerington and 16 students from McDermitt joined 2,400 other students and their chaperones from across the nation in attending sessions focused on leadership, self-esteem, and Native culture.



*NYCP Staff are joined by students and other educators at the UNITY conference.
Photo by Anonymous.*



*McDermitt students and their College and Career Coach enjoy the UNITY conference.
Photo by Anonymous.*

2019 UNITY National Conference



Ribbon Skirt and Shirt Day! Everyone looking sharp! Fredma Romero from NIEA, far right, joined YHS!



Ribbon skirts & shirts proudly worn by YHS seniors! Don Pridel, Lilly, Denton, Moses and Alexeach

Orlando, FL



UNITY Banquet Night in Orlando, Florida.



Inspiring Hope. Changing Lives.
Since 1976



Holy cow! Oop! Alligator! Theda is holding it for her first time ever!

Cultural visit to Seminole Tribe



Moses with a Florida gator!



Seminole Tribe cultural visit: Taya holding a live Gator!



Cooled off but drenched during the Whale Show at Sea World!!

Sea World tourist day



Yerington students' experiences at the UNITY conference.

Photos by Debra Keats.

Native American Youth Summer Camp

The four-day Native American Youth Summer Camp was held August 14-17, 2019, at the Lake Tahoe 4-H Camp. **The camp was open to students from all tribes throughout the state.** Twenty-nine middle and high school students representing the Yerington Paiute, Walker River Paiute, Pyramid Lake Paiute, Fort McDermitt Paiute, Shoshone, Goshute, Coeur d'Alene, and other tribes, attended. Of these, 12 (41%) attend McDermitt Combined School, while eight (28%) attend Yerington Middle and High Schools. The remaining students attend school in the surrounding areas, such as Carson City and Winnemucca.

The camp featured numerous sessions and activities focused on Native culture and language, well-being, college planning, and financial literacy.



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

Photo by Linda Fredericks.



Students learn the Antelope/Deer Dance.

Photo by Elizabeth Bright.

College Visits

College visits are an integral part of Nevada’s NYCP grant. The visits are designed to increase student motivation and readiness to attend college. During Year 2, a total of 98 of the 144 students (68%) participated in college tours and fairs, including:

- November 14, 2018: Fourteen Yerington students visited and toured the University of Nevada, Reno in collaboration with GEAR UP;

- November 20-21, 2018: Eleven McDermitt students visited Truckee Meadows Community College (TMCC);
- February 13, 2019: Six Yerington students visited and toured Sierra Nevada College in collaboration with GEAR UP;
- February 28, 2019: One McDermitt student visited University of Nevada, Las Vegas (UNLV);
- March 5, 2019: Eleven Yerington students visited and toured Western Nevada College in collaboration with GEAR UP;
- March 14, 2019: Eighty-two Yerington students attended a college fair and met with representatives from University of Nevada, Reno (UNR); UNLV; Great Basin College; Western Nevada College; Sierra Nevada College; University of California, Davis; Sacramento State; North Western Indian College; and other schools;
- March 21-22, 2019: Nineteen Yerington and eight McDermitt students visited TMCC and met representatives from other colleges as part of the Native Education Summit;
- April 1-5, 2019: Eight Yerington students visited the University of New Mexico, the Institute of American Indian Arts, Navajo Technical University, and the Southwestern Indian Polytechnic Institute (SIPI);
- April 11, 2019: Sixteen McDermitt students met with representatives from universities at a college fair that was part of the Statewide Multicultural Youth Summit and Powwow; and
- August 5-8, 2019: Seventeen Yerington students visited the University of Nevada, Las Vegas; the University of California, San Diego; and San Diego State College.



During their college visit to Albuquerque, NM, Yerington students and staff met actor Gary Davis, star of “The Indian in the Cupboard.”

Photo by Debra Keats.

COMMUNITY COLLABORATIVE EVENTS

Across the two sites, 19 community collaborative events with more than 1,250 participants occurred in Year 2. The overarching purpose of all these events—those focusing on Native language and culture, student academic success, physical and mental well-being, and college financial literacy—is to support student learning and achievement and increase both motivation and readiness for college and career.

Each of these events was planned at the local level and designed to meet the specific needs of the individual community. A listing of each event, along with participation rates, is reported in Table 3-1.

Table 3-1. Year 2 Community Collaborative Events

Event Name	Date	Location	Number of Attendees
McDermitt: 7 Events, 591 Attendees			
Aztec Dancer Performance	11/9/18	Tribal Youth Center	86
FAFSA (Federal Student Aid) Completion Workshop	12/10/18	McDermitt Combined School	5
Student Recognition Dinner	2/18/19	Tribal Youth Center	32
Community Easter Egg Hunt(s)	4/20/2019	Tribal Administration Outdoor Area	200
Statewide Youth Conference and Powwow	4/11/19 – 4/13/19	Winnemucca Fairgrounds	140
Community Dinner	5/10/19	Tribal Community/Youth Center	63
Back to School Barbecue	8/12/19	McDermitt Combined School	65
Yerington: 12 Events, 676 Total Attendees			
FAFSA (Federal Student Aid) Completion Workshop	11/15/18	Yerington HS Library	13
Community Cultural Presentation	11/20/18	Dini Community Theater	30
Strengthening Family Night	12/21/18	Tribal Community Center	80
NYCP Info/Bingo Night and Valentine’s Dinner, Academic Excellence Recognition	2/14/19	Tribal Community Center	35
Yerington Paiute Tribe Education Offices Open House	3/7/19	Yerington Paiute Tribe Education Offices	34
Tribal JOM Annual Glow-In-The-Dark Community Easter Egg Hunt	4/20/19	YPT Community Park	86
Eagle Feather Ceremony	5/30/19	WRPT Community Center	178
Family Night BINGO	6/6/19	YPT Community Center	86
<i>Being Trauma Informed</i> Training	6/18/19 – 6/19/19	Yerington HS	35
NYCP <i>Back2School</i> Event	8/12/19	YPT Community Center	67
NYCP Evaluation Parent/Community Member Focus Group and Informational Meeting, Administrator and Tribal Leader Interviews	9/11/19 – 9/12/19	Yerington HS, Dini’s Restaurant	20
Gathering of Native Americans (GONA) Planning and Informational Meeting	9/12/19	YPT Conference Room	12
Total Across Both Sites: 19 Events, 1267 Attendees			

McDermitt

Community events offered in McDermitt include numerous opportunities for parents, caregivers, and community members to join together in support of student learning. Community dinners and cultural and sporting events were held throughout the year. Five people attended the workshop focused on providing assistance with the completion of the Free Application for Federal Student

Aid (FAFSA) in December, and a Back-to-School Barbecue was held on August 12, with 65 people attending.

One of the highlights of Year 2 was the four-day Statewide Multicultural Youth Summit and Powwow, held April 11-14, 2019, at the Exhibit Hall in Winnemucca, Nevada. Approximately 40 people attended each day of the Summit, including students, parents/caretakers, and several educators. The Summit featured sessions focused on bullying, discrimination, dropout prevention, life skills, college life, listening/study skills, leading a mission driven life, vocational training and college opportunities, financial aid, life-saving skills, building credit/money management, and self-empowerment. Following the Summit, a Powwow and wellness walk was held.

The Powwow was attended by approximately 100 people each day and featured the honoring of tribal elders and veterans, inter-tribal dancing, numerous dancing groups of all ages, ethnic group performances, a community potluck dinner, and awards and recognitions.



Pyramid Lake High School students, introduced by teacher Teresa Wright, share a traditional basket song and dance during the Statewide Multicultural Youth Summit and Powwow.

Photo by Fredina Drye-Romero.



During a breakout session of the Statewide Multicultural Youth Summit and Powwow, Tayloure Baker, University of Nevada, Reno student and Miss Indian World Candidate, provides an inspirational message to youth and community members.

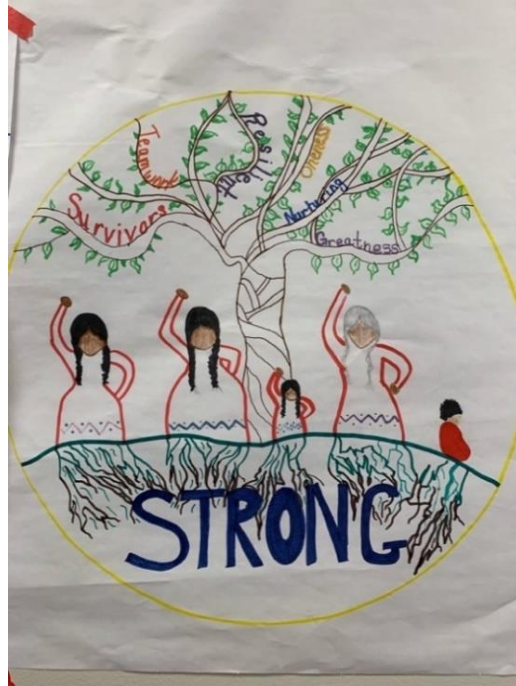
Photo by Fredina Drye-Romero.

Yerington

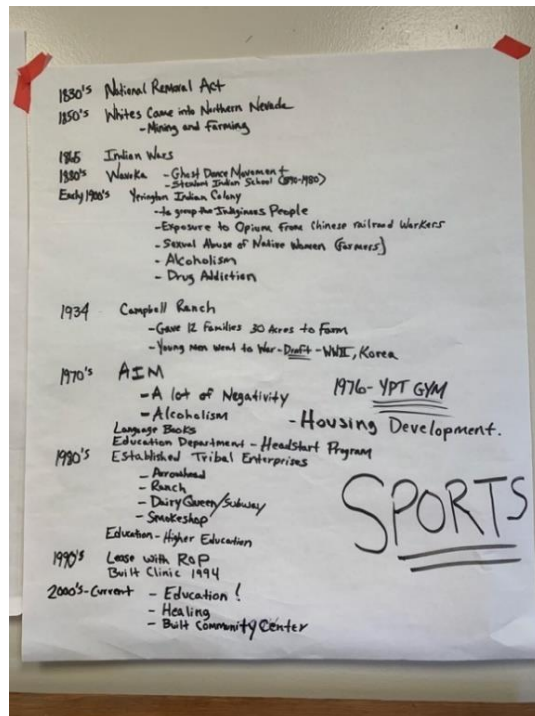
Community events offered in Yerington in Year 2 often focused on strengthening the relationships within families, celebrating Native culture, and helping parents and other caregivers support student learning and success after high school. A workshop to help families complete the FAFSA was offered in November, and the annual *Eagle Feather Ceremony* was enjoyed by 178 parents and students on May 30. This event celebrated the students' efforts to achieve improved grades and acknowledged those students who were now focused on college and careers upon graduation. A *Back to School* event was held on August 12 at the Yerington Paiute Community Center, with 67 people attending.

A much-anticipated event offered in June was the *Being Trauma Informed* training, offered in collaboration with the Native Wellness Institute. Attendees included students, community members, and teachers/administrators. A separate program was developed for each of these groups. Day One of the training included the history of the Yerington Paiute Tribe and introduced the topic of historical and intergenerational trauma.

Day Two focused on the impact that trauma has on different communities and offered guidance to help move past trauma.



Participant artwork created during the Being Trauma Informed training.
Photo by Mary Williams.



During the Being Trauma Informed training, participants discussed the Indian Policy Timeline.
Photo by Mary Williams.

SECTION 4

PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS

In Year 2, data were collected for 14³ performance measures across five goal areas. Several of the questions of this study focus on the extent to which the project has impacted these various areas. Specifically, one of the questions of this study pertains to the extent to which the annual measurable objectives were met.

In this section, the findings of analyses related to the project's Year 2 performance measures are presented. For the project as a whole, the targets were met or exceeded for 10 of the 13 performance measures.

Evaluation Questions:

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

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

What is the nature of students' academic learning plans?

How has student academic performance, including grade point average (GPA), proficiency on state exams, participation in Advanced Placement and/or Dual Enrollment courses, and school attendance been impacted?

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

To what degree do grades 7-12 students participate in college tours?

What percentage of grade 12 students apply to colleges or trade schools?

What percentages of students graduate from high school?

To what extent do parents (caregivers) attend parent/teacher conferences, IEP meetings, and project activities?

³ As of the writing of this report, data for the performance measure relating to graduation rate had not yet been released by the state of Nevada.

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

Performance Measure 1b

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

Prior to the grant, very few community collaborative events occurred. In Year 1, there were 11 community events across the two project sites. In Year 2, the target was 12 community events across the two project sites; 19 community events occurred, with the number of attendees totaling 1,267. This exceeds the target for the performance measure by 7 events. (See Section 3 for details of these events).

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE

Performance Measure 2a

Beginning in Year 2 and each year of the project thereafter, there will be an increase of 20 percentage points of students with academic learning plans.

The percentages of students with completed academic learning plans at the end of Year 1 and the end of Year 2 were compared. Target data from Year 1 indicates that 100% of the 34 McDermitt and 108 Yerington students had completed academic learning plans for the 2017-18 school year. Data collected on 9/30/19 indicate that all 33 McDermitt students and all 106 Yerington students had completed academic learning plans for the 2018-19 school year. Thus, across the two sites 139/139 (100%) of students have academic learning plans, meeting the target for this performance measure. Figure 4-1 displays a sample Academic Learning Plan for Yerington High School.

Figure 4-1. Sample Academic Learning Plan for Yerington High School

Native Youth Community Project 2018-19				
Individual Academic Plan				
Student Last Name	First Name	Date	Grade	Month/Year
				Aug/ yr2-2018
Student Goals				
<ul style="list-style-type: none"> 				
Educational Plan for Success				
<ul style="list-style-type: none"> 				
Resources				
<ul style="list-style-type: none"> NYCP: Tutoring during lunch, after school tutoring program, college tours, college/scholarship search, location for resource development, cultural activities, motivation and guidance on college, life, and career readiness NYCP/Tribal (YPT/WRPT) Education, Tutoring locations, assistance with college/scholarship search, Tribal scholarships, cultural activities 				
Notes				
<ul style="list-style-type: none"> 				
Name	Signature	Date		
College Career Coach				
Community-Based Instructor				
Parent/Guardian				
Student				

Performance Measure 2b

Beginning in Year 2 and each year of the project thereafter, the percentage of students scoring proficient on the state exams will increase over the prior year. Smarter Balanced Assessments (SBAC) in Math and ELA will be used in grades 7 and 8, and the ACT will be used in grade 11. (In 2018, the target for percent scoring proficient on the SBAC for ELA and Math are 33% and 19%, respectively. For 2019, the SBAC targets for ELA and math are 36.7% and 23%, respectively. For the ACT, “proficient” in ELA is defined as scoring at or above 17, and for math at or above 20).

Smarter Balanced Assessments (SBAC) in Math and ELA are used in grades 7 and 8, and the ACT is used in grade 11. Baseline data, which are based on test scores collected in spring 2018, are reported in Table 4-1. Proficiency rates for test scores collected in spring 2019 are reported in Table 4-2. In McDermitt, there was an increase in the percentage of students scoring proficient in math, from 0% to 15.8%. The percentage of students scoring proficient in ELA stayed approximately the same, at 10.5%. In Yerington, there were sharp decreases in the percentages of students scoring proficient in both math (20.0% versus 76.5% the prior year) and ELA (28.9% versus 78.4% the year prior). Across the two sites, for both math and ELA, there was a 45 percentage point *decrease* in the proportion of students scoring proficient over the prior year. Thus, the target for this performance measure was not met.

Table 4-1. Baseline Proficiency Rates of Native American Students (Spring 2018)

Grade Level	Subject	McDermitt			Yerington			Aggregated Across Both Sites		
		N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient
7	Math (SBAC)	4	0	0.0	18	14	77.8	22	14	63.6
8	Math (SBAC)	4	0	0.0	20	15	75.0	24	15	62.5
11	Math (ACT)	2	0	0.0	13	10	76.9	15	10	66.7
Math Total		10	0	0.0	51	39	76.5	61	39	63.9
7	ELA (SBAC)	4	0	0.0	18	14	77.8	22	14	63.6
8	ELA(SBAC)	3	1	33.3	20	17	85.0	23	18	78.3
11	ELA (ACT)	2	0	0.0	13	9	69.2	15	9	60.0
ELA Total		9	1	11.1	51	40	78.4	60	41	68.3

Table 4-2. Year 2 Proficiency Rates of Native American Students (Spring 2019)

Grade Level	Subject	McDermitt			Yerington			Aggregated Across Both Sites		
		N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient
7	Math (SBAC)	10	0	0.0	20	3	15.0	30	3	10.0
8	Math (SBAC)	4	2	50.0	19	3	15.8	23	5	21.7
11	Math (ACT)	5	1	20.0	6	3	50.0	11	4	36.4
Math Total		19	3	15.8	45	9	20.0	64	12	18.8
7	ELA (SBAC)	10	0	0.0	20	5	25.0	30	5	16.7
8	ELA(SBAC)	4	1	25.0	19	7	36.8	23	8	34.8
11	ELA (ACT)	5	1	20.0	6	1	16.7	11	2	18.2
ELA Total		19	2	10.5	45	13	28.9	64	15	23.4

Performance Measure 2c

Beginning in Year 2 and each year of the project thereafter, at least 50% of students will demonstrate an increase in their GPA from the beginning of the academic year to the beginning of the following academic year.

Baseline student cumulative GPA data were collected in September 2018. In September 2019, cumulative GPA was again collected for each student, and compared with their cumulative GPA from September 2018. The percentage of students with increased GPAs was calculated. Results are reported in Table 4-3. In McDermitt, 13 of the 24 students (54%) for whom cumulative GPA could be compared demonstrated an increase. In Yerington, 52 of the 66 students (79%) for whom cumulative GPA could be compared demonstrated an increase. Across the two sites, 65/90 (72%) students demonstrated an increase in their GPA, exceeding the target for this performance measure by 22 percentage points.

Table 4-3. Native American Student GPA – September 2019

Grade Level	McDermitt			Yerington			Aggregated Across Both Sites		
	N Students	N (%) Students with Increased GPA	Mean Cumulative GPA	N Students	N (%) Students with Increased GPA	Mean Cumulative GPA	N Students	N (%) Students with Increased GPA	Mean Cumulative GPA
7	4	NA (NA)	2.792	12	NA (NA)	2.198	16	NA (NA)	2.347
8	11	8 (72.7)	1.766	15	11 (73.3)	2.001	26	19 (73.1)	1.902
9	5	NA (NA)	2.152	13	9 (69.2)	2.339	18	9/13 (69.2)	2.287
10	3	1 (33.3)	3.567	17	14 (82.4)	2.444	20	15 (75.0)	2.613
11	6	2 (33.3)	2.259	14	13 (92.9)	2.187	20	15 (75.0)	2.208
12	4	2 (50.0)	2.854	7	5 (71.4)	2.365	11	7 (63.6)	2.543
Total	33	13/24 (54.1)	2.334	78	52/66 (78.8)	2.250	111	65/90 (72.2)	2.275

Performance Measure 2d

Beginning in Year 2 and each year of the project thereafter, at least 5 students from each county will participate in and complete an Advanced Placement Course.

During the 2018-19 school year, 35 students in Yerington, participated in an advanced placement (AP) or college courses while in McDermitt 2 students completed an AP course. While the target for this performance measure was met in Yerington, it was not met in McDermitt, and thus, it was not met for the project overall. (It is important to note that there are only 18 grades 9-12 AI students in McDermitt. With this small number of students, it is a challenge to meet the target for this performance measure).

Performance Measure 2e

Beginning in Year 2 and each year of the project thereafter, the percentage of chronically absent students will decrease over the prior year. A chronically absent student is defined as, “a student who is enrolled for 30 days or more at the school at the end of the school year who misses 10% or more of the instructional days during the school year.”

The baseline rates of chronically absent students during the 2017-18 school year are reported in Table 4-4. In McDermitt, 19/33 (57.6%), in Yerington 28/83 (33.7%), and across both sites 47/116 (40.5%) of students were chronically absent. The rates of chronically absent students during the 2018-19 school year are reported in Table 4-5. In McDermitt, 27/38 (71.0%), in Yerington 32/106 (30.2%), and across both sites 59/144 (41.0%) of students were chronically absent. Between the 2017-18 and 2018-19 school years, in McDermitt, there was an *increase* of 13.4 percentage points, in Yerington there was a *decrease* of 3.5 percentage points, and across the two sites there was a .5 percentage point *increase*. This falls short of the target for this performance measure by 1.3 percentage points.

Table 4-4. Baseline Rates of Chronically Absent Native American Students (2017-18 School Year)

Grade Level	McDermitt		Yerington		Aggregated Across Both Sites	
	N Students	N (%) Chronically Absent	N Students	N (%) Chronically Absent	N Students	N (%) Chronically Absent
7	11	7 (63.6)	18	9 (50.0)	29	16 (55.2)
8	4	2 (50.0)	13	4 (30.8)	17	6 (35.3)
9	4	2 (50.0)	13	5 (38.5)	17	7 (41.2)
10	6	4 (66.7)	10	5 (50.0)	16	9 (56.3)
11	5	2 (40.0)	16	3 (18.8)	21	5 (23.8)
12	3	2 (66.7)	13	2 (15.4)	16	4 (25.0)
Total	33	19 (57.6)	83	28 (33.7)	116	47 (40.5)

Table 4-5. Rates of Chronically Absent Native American Students (2018-19 School Year)

Grade Level	McDermitt		Yerington		Aggregated Across Both Sites	
	N Students	N (%) Chronically Absent	N Students	N (%) Chronically Absent	N Students	N (%) Chronically Absent
7	11	10 (90.9)	20	5 (25.0)	31	15 (48.4)
8	4	3 (75.0)	19	6 (31.6)	23	9 (39.1)
9	5	2 (40.0)	21	8 (38.1)	26	10 (38.5)
10	8	6 (75.0)	22	6 (27.3)	30	12 (40.0)
11	7	4 (57.1)	8	4 (50.0)	15	8 (53.3)
12	3	2 (67.7)	16	3 (18.8)	19	5 (26.3)
Total	38	27 (71.0)	106	32 (30.2)	144	59 (41.0)

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

Performance Measure 3a

At least 60% of grades 7-12 students will participate in one or more college tours each year.

Student college tour and fair participation logs were examined. (See Section 3 for details of these college tours and fairs). In Year 2, in Yerington, 82 of the 106 students (77%) participated in college tours. In McDermitt, 16 of the 38 students (42%) participated in college tours. Across both sites, 98 of the 144 students (68%) participated in college tours. This exceeds the performance measure by 8 percentage points.

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.

Parent permission to survey the students was obtained, and the survey was administered during the second year of the project's implementation.

In McDermitt, the survey was administered in May 2019, and 100% of the 48 eligible grades 7-12 students completed the survey. In Yerington, the survey was administered in December 2018, and 89 of the eligible 109 grades 7-12 students (82%) completed the survey.

According to the students, the NYCP is having a positive impact on their postsecondary aspirations and preparedness. In McDermitt, 34 of 46 students (74%) at least somewhat agreed that the NYCP support has increased their *motivation* to attend college or vocational training, and 30 of 46 students (65%) agreed that it has increased their *readiness* to attend college or vocational training. In Yerington, 88 of 89 students (99%) at least somewhat agreed that NYCP increased their *motivation* to attend college or vocational training, and 86 of 88 students (97%) agreed that NYCP improved their *readiness* to attend college or vocational school. Across the two sites, 122 of 135 students (90%) at least somewhat agreed that the NYCP support has increased their *motivation* to attend college or vocational training, and 116 of 134 students (87%) agreed that it has increased their *readiness* to attend college or vocational training, exceeding the performance measure by 30 and 27 percentage points, respectively.

Performance Measure 3d

Beginning in Year 2 and each year of the project thereafter, at least 50% of grade 12 students will apply to one or more colleges or trade schools by the end of grade 12.

In Yerington, all of the 16 students in grade 12 applied to colleges. Of these, two also applied to trade schools. In McDermitt, one of the three students in grade 12 applied to colleges, and none applied to trade schools. Across both sites, 17/19 (89%) of grade 12 students applied to one or more colleges and/or trade schools, exceeding the target for this performance measure by 39 percentage points.

Performance Measure 3e

Beginning in Year 2 and each year of the project thereafter, the four-year adjusted cohort graduation rate for Yerington will increase by three percentage points. The baseline for Yerington is 61.5, the target for 2019 is 64.5, in 2020 67.5, in 2021 70.5, and in 2022 73.5.

Data for this performance measure were not available at the time of this report's publication.

GOAL 4: INCREASE PARENT INVOLVEMENT IN THEIR CHILD'S EDUCATION

Performance Measure 4

Beginning in Year 2 and each year of the project thereafter, at least 50% of parents/caregivers will be involved in their child's education as defined by attendance at one or more of the following: a parent teacher conference, an IEP meeting, a project-sponsored activity. In Year 3, the target will increase to 60%, and in Year 4 the target will increase to 70%.

By examining participation logs, the percentage of students whose parents/caregivers attended at least one parent teacher conference, an IEP meeting, or a project-sponsored activity was calculated. In McDermitt, 36/38 (95%) and in Yerington 101/104 (97%) of parents/caregivers were "involved." Thus, across the two sites, 137/142 (96%) of parents/caregivers were "involved," exceeding the target for this performance measure by 46 percentage points.

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

Performance Measure 5a

Project wide, there will be at least four community awareness and culturally sensitive events each year that promote and educate families and communities on the importance of education.

For performance measure 5a, 19 community events occurred across the two sites during the current reporting period (7 in McDermitt and 12 in Yerington). This exceeds the target for this performance measure by 15 events. (See Section 3 for details and participation rates for these events).

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.

Paper parent/caregiver surveys were completed by 31 respondents during Back-to-School events. All 31 agreed, at least somewhat, that the community and cultural events hosted by the NYCP helped them to support their child's learning. This exceeds the target for this performance measure by 40 percentage points.

Table 4-6 provides a summary of the status of the targets for the performance measures for Year 2. There were 13 for which data were available. In McDermitt, 8 of these targets were met, in Yerington 12 were met, and across both sites, 10 were met.

Table 4-6. Performance Measure Summary

Project Goal	Abbreviated Performance Measure	Target Met?		
		McDermitt	Yerington	Project
1. Implement a successful NYCP that promotes and prepares AI students for college or career	1b. Community collaborative efforts	Yes	Yes	Yes
2. Increase student academic performance	2a. Completed academic learning plans	Yes	Yes	Yes
	2b. Proficient on state exams	Math: Yes	Math: No	Math: No
		ELA: No	ELA: No	ELA: No
	2c. Increased GPA	Yes	Yes	Yes
	2d. Participation in advanced courses	No	Yes	No
	2e. Decrease in chronically absent students	No	Yes	No
3. Increase student motivation and readiness to attend college or vocational training	3a. College tour participation	No	Yes	Yes
	3b. Increased student motivation to attend college or vocational training.	Yes	Yes	Yes
	3c. Increased student readiness to attend college or vocational training.	Yes	Yes	Yes
	3d. College or trade school applications	No*	Yes	Yes

Project Goal	Abbreviated Performance Measure	Target Met?		
		McDermitt	Yerington	Project
	3e. Cohort graduation rate	Data for this performance measure were not available at the time of this report's publication.		
4. Increase parent involvement in their child's education	4a. Parent/caregiver participation	Yes	Yes	Yes
5. Promote the importance of education among the community and participating students' families	5a. Community events	Yes	Yes	Yes
	5b. Events help parents/caregivers to support their child's learning.	Yes	Yes	Yes
Total Number of Performance Measures Met**		8/13	12/13	10/13

* Based on a limited sample size of three students.

** Based on 13 of the 14 performance measures for which data were available.

SECTION 5

PERCEPTIONS OF SELECTED COMMUNITY EVENTS AND CONFERENCES

One of the questions of this study pertains to participants' perceptions of the community events. This study uses surveys and focus groups/interviews to gather participant perception data. In this section, findings based on quantitative and qualitative analyses of data obtained from surveys of community event participants are presented. A description of the events is provided in Section 3.

Evaluation Question:

How well are the community events received?

AMERICAN INDIAN/ALASKA NATIVE EDUCATION SUMMIT⁴

At the conclusion of the Summit, students completed an electronic survey. The 42-item survey consisted of four questions about students' background, a series of questions relating to each session, and 11 questions pertaining to overall impressions of the Summit and its impact. There were 31 respondents. The Summit was well received by the students, and more than 90% at least *somewhat agreed* to all 11 of the items relating to overall impressions. Furthermore, more than 90% *strongly agreed* that attending the Summit had increased their commitment to graduate. In Table 5-1, students' overall perceptions of the Summit and its impact are reported.



Youth Education Summit attendees participate in a UNITY student panel.
Photo by Fredina Drye-Romero.

⁴ Complete results may be found in the separate evaluation report of the Education Summit.

Table 5-1. Students’ Overall Perceptions of the Education Summit and Its Impact

Attending the Education Summit helped me to...	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Develop my leadership skills.	23	65	30	4	0
Better understand how to advocate for myself.	23	78	13	9	0
Increase my ability to control my future.	23	78	17	4	0
Improve my relationships with other students.	23	70	26	4	0
Better understand about my health and wellness.	23	83	17	0	0
Improve my academic skills.	23	74	17	9	0
Increase my confidence in my academic ability.	23	78	17	4	0
Increase my commitment to graduate from high school.	23	91	4	4	0
Increase my <i>motivation</i> to attend college or technical school.	23	78	17	4	0
Increase my <i>readiness</i> to attend college or technical school.	23	78	17	4	0
I would recommend the Youth Education Summit to a friend.	23	78	22	0	0

An analysis of the attendees’ comments confirmed that the Education Summit was very well received and had an impact on students, as evidenced by these comments:

It helped me to realize how important my culture is and how furthering my education can be a huge help. I was able to see that our people are just as capable as any other people group. I learned to pursue my passions and be a leader.

[The Summit] helped me get more close to my culture. I am already pretty close to where I come from so the Indigenous 20 Something Group, Chance Rush, Music with Michelle, and Cultivating presentations were VERY VERY beneficial for me because now I know there are amazing Native people out there doing great things.

STATEWIDE MULTICULTURAL YOUTH SUMMIT AND POWWOW

At the conclusion of the Statewide Multicultural Youth Summit, attendees were asked to complete a survey. There were 28 respondents. Overall, attendee perceptions of the Summit were very favorable, with 95% or more agreeing to all 12 of the survey items relating to the quality of the Summit (Table 5-2). Nearly two-thirds of attendees (64%) *strongly agreed* that the presenters were knowledgeable. There was also strong agreement (57%) that the Summit was helpful and they would recommend the Summit to a friend. Fewer attendees (36%) *strongly agreed* that their content knowledge increased as a result of attending the Summit.

Table 5-2. Attendee Perceptions of the Statewide Multicultural Youth Summit

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	27	52	44	4	0
Summit was helpful	28	57	43	0	0
Content was meaningful	28	54	46	0	0
Summit was interesting	28	50	46	4	0
Knowledgeable presenters	28	64	36	0	0
Engaging presenters	28	43	54	4	0
Adequate time for questions	28	54	43	4	0
Adequate time for talking with other attendees	28	50	46	4	0
Increased my knowledge of Summit content	28	36	61	4	0
Plan to use what I learned	28	43	57	0	0
Time was well spent	28	50	46	4	0
Would recommend this Summit to a friend	28	57	39	4	0



*Breakout session attendees pose for a lighthearted picture with presenter Tayloure Baker.
Photo by Fredina Drye-Romero*

Attendees were also asked to provide their perceptions of the impact of the Summit. As reported in Table 5-3, perceptions of the Summit were very favorable, with all respondents agreeing to 9 of the 10 survey items relating to the impact of the event. The highest percentage (71%) *strongly agreed* that attending the Summit increased their motivation to attend college or technical school. Fewer attendees (48%) *strongly agreed* that attending the Summit taught them to better understand how to advocate for themselves.

Table 5-3. Attendee Perceptions of the Impact of the Statewide Multicultural Youth Summit

Attending the Summit helped me to...	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Develop my leadership skills.	25	52	48	0	0
Better understand how to advocate for myself.	23	48	52	0	0
Increase my ability to control my future.	25	60	40	0	0
Improve my relationships with other students.	25	56	44	0	0
Better understand about my health and wellness.	26	58	42	0	0
Improve my academic skills.	24	63	38	0	0
Increase my confidence in my academic ability.	24	58	42	0	0

Attending the Summit helped me to...	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Increase my commitment to graduate from high school.	24	63	38	0	0
Increase my <i>motivation</i> to attend college or technical school.	24	71	29	0	0
Increase my <i>readiness</i> to attend college or technical school.	24	58	38	4	0

An analysis of the attendees' comments confirmed that the Summit was very well received. Twenty-one attendees offered commentary on the most important thing that they learned at the Summit. Topics most often mentioned included: (a) self-empowerment and being inspired by the content; (b) life-saving skills; (c) finances/money management; and (d) the importance of education. Only a few suggestions were made for improving the Summit.

These included offering sessions on basket weaving, additional sessions on bullying and cultural activities, more interactive activities, more opportunities for youth and adults to interact, more drinks, and a smaller space so that small groups could better interact. Additionally, one attendee suggested that the event be held closer to McDermitt, to allow for more student participants.



*Student royalty pose with Tayloure Baker prior to the First Powwow Grand Entry.
Photo by Fredina Drye-Romero.*

BEING TRAUMA INFORMED TRAINING

At the conclusion of the training, participants were asked to complete a survey.

The survey contained two multiple choice self-identification items, as well as 20 multiple-choice and five open-ended response items designed to gather data on participant perceptions of the training. Overall, there were 41 respondents including 10 students, 17 adults, and 14 teachers/administrators. An item-by-item reporting of the results is found in the sections that follow.

Student Perceptions

There were 19 student participants on Day One. Of these, 10 returned for Day Two of the training, all of whom completed the survey. An item-by-item reporting of the results for students is found in Table 5-4. Overall, the survey results were quite positive with 100% agreement (strongly or somewhat) on all 20 survey items. There are six items on which at least 90% or more of student respondents *strongly agreed*, including:

- I feel that my time at the training was well spent.
- Attending the *Being Trauma Informed* training increased my understanding of how trauma impacts the individual, work, and community.
- Overall, the quality of the training was excellent.
- The training was interesting.
- The presenters were knowledgeable.
- My knowledge of the content presented increased as a result of my attending.

Table 5-4. Student Perceptions of the *Being Trauma Informed* Training and Its Impact

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
I feel that my time at the training was well spent.	10	100	0	0	0
Attending the training increased my understanding of how trauma impacts the individual, work, and the community.	10	100	0	0	0
Overall, the quality of the training was excellent.	10	90	10	0	0
The training was interesting.	10	90	10	0	0
The presenters were knowledgeable.	10	90	10	0	0
My knowledge of the content presented increased as a result of my attending the training.	10	90	10	0	0
Attending the training was helpful.	10	80	20	0	0
Enough time was allowed for asking questions of presenters.	10	80	20	0	0
Enough time was allowed for talking with other participants.	10	80	20	0	0
I would recommend this training to a friend.	10	80	20	0	0
Attending the training increased my understanding of what historical and intergenerational trauma are.	10	80	20	0	0
Attending the training increased my understanding of how to move past trauma.	10	80	20	0	0
The content of the training was meaningful.	10	70	30	0	0

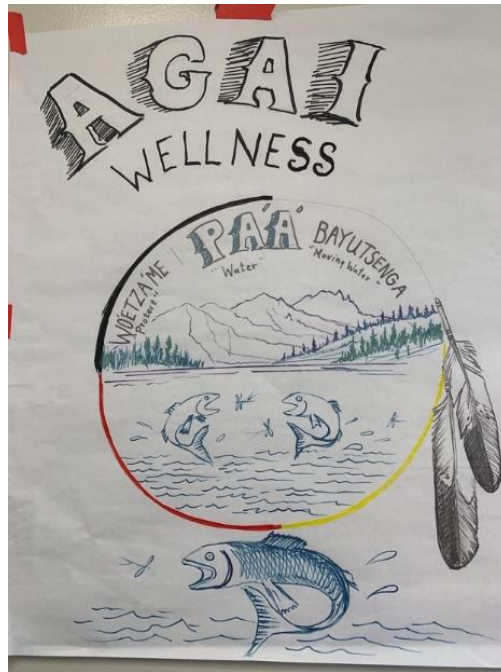
Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
The presenters held my attention.	10	70	30	0	0
I plan to use what I learned at the training.	10	70	30	0	0
I would like to attend additional training on <i>Being Trauma Informed</i> .	10	70	30	0	0
Attending the training increased my understanding of how trauma impacts the brain.	10	70	30	0	0
Attending the training increased my understanding of how to heal from trauma.	10	70	30	0	0
Attending the training increased my understanding of how trauma impacts behavior.	10	60	40	0	0

The last four items of the survey were open-ended items. Student participants offered commentary on topics they learned about, topics they are interested in learning more about, and suggestions for improving the training. In commenting on what they learned during the training, student participants often mentioned the following topics: (a) healing from trauma; (b) understanding the importance of historical trauma; and (c) realizing that there are different ways to heal. Two suggestions were made for improving the training; one respondent suggested lengthening the training and another suggested more game-like activities.

Adult Perceptions

Sixteen adults attended Day One of the *Being Trauma Informed* training and 17 attended on Day Two. All 17 of the Day Two adult participants completed the survey. An item-by-item reporting of the results for the adults is found in Table 5-5. Overall, the survey results were quite positive with 100% agreement (strongly or somewhat) on 19 of 20 survey items. There are nine items on which at least 90% or more of student respondents *strongly agreed*, including:

- Overall, the quality of the training was excellent.
- The presenters were knowledgeable.
- The presenters held my attention.
- I plan to use what I learned at the training.
- I feel that my time at the training was well spent.
- Attending the training was helpful.
- The training was interesting.
- I would recommend this training to a friend.
- I would like to attend additional training on *Being Trauma Informed*.



Participant artwork created during the training.
Photo by Mary Williams.

Table 5-5. Adult Perceptions of the *Being Trauma Informed* Training and Its Impact

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Overall, the quality of the training was excellent	17	100	0	0	0
The presenters were knowledgeable.	17	100	0	0	0
The presenters held my attention.	17	100	0	0	0
I plan to use what I learned at the training.	17	100	0	0	0
I feel that my time at the training was well spent.	17	100	0	0	0
Attending the training was helpful.	17	94	6	0	0
The training was interesting.	17	94	6	0	0
I would recommend this training to a friend.	17	94	6	0	0
I would like to attend additional training on <i>Being Trauma Informed</i> .	17	94	6	0	0
The content of the training was meaningful to me.	17	88	12	0	0
Attending the training increased my understanding of how trauma impacts behavior.	17	88	12	0	0
Enough time was allowed for asking questions of presenters.	17	82	18	0	0
Enough time was allowed for talking with other participants.	17	76	24	0	0
My knowledge of the content presented increased as a result of my attending the training.	17	76	24	0	0

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Attending the training increased my understanding of how trauma impacts the brain.	17	76	24	0	0
Attending the training increased my understanding of how trauma impacts the individual, work, and the community.	17	76	24	0	0
Attending the training increased my understanding of what it means to be <i>Trauma Informed</i> .	17	76	24	0	0
Attending the training increased my understanding of how to heal from trauma.	17	76	24	0	0
Attending the training increased my understanding of what historical and intergenerational trauma are.	17	71	24	6	0

Many adult participants offered commentary on topics they learned about, topics they were interested in learning more about, and suggestions for improving the training. In commenting on what they learned during the training, adult participants often mentioned the following topics: (a) the history of the tribe; (b) the steps of healing; (c) the importance of listening to others; and (d) an increased understanding of how trauma affects daily life. Only a few suggestions were made for improving the training. These included lengthening the training, moving the training to the start of the school year, and learning more about what to share with younger children in relation to historical trauma.

Teacher/Administrator Perceptions

Fifteen teachers and administrators attended Day One of the trainings, with 14 returning for Day Two. All 14 teachers/administrators completed the survey. An item-by-item reporting of the results for the teachers/administrators is found in Table 5-6. Overall, the survey results were quite positive with 100% agreement (strongly or somewhat) on 19 of the 20 survey items. Across all the 14 respondents, only one response to one item was negative. There are nine items on which at least 90% or more of respondents *strongly agreed*, including:

- The content of the training was meaningful to me.
- The presenters were knowledgeable.
- The presenters held my attention.
- I would recommend this training to a friend.
- The training was interesting.
- Enough time was allowed for asking questions of presenters.
- I feel that my time at the training was well spent.
- I would like to attend additional training on *Being Trauma Informed*.
- Attending the *Being Trauma Informed* training increased my understanding of what historical and intergenerational trauma are.

Table 5-6. Teacher/Administrator Perceptions of the *Being Trauma Informed* Training and Its Impact

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
The content of the training was meaningful to me.	14	100	0	0	0
The presenters were knowledgeable.	14	100	0	0	0
The presenters held my attention.	14	100	0	0	0
I would recommend this training to a friend.	14	100	0	0	0
The training was interesting.	14	93	7	0	0
Enough time was allowed for asking questions of presenters.	14	93	7	0	0
I feel that my time at the training was well spent.	14	93	7	0	0
I would like to attend additional training on <i>Being Trauma Informed</i> .	14	93	7	0	0
Attending the training increased my understanding of what historical and intergenerational trauma are.	14	93	7	0	0
Overall, the quality of the training was excellent	14	86	14	0	0
My knowledge of the content presented increased as a result of my attending the training.	14	86	14	0	0
Attending the training increased my understanding of how trauma impacts behavior.	14	86	7	7	0
Attending the training increased my understanding of how trauma impacts the individual, work, and the community.	14	86	14	0	0
Attending the training increased my understanding of how trauma impacts the brain.	14	79	21	0	0
Attending the training increased my understanding of what it means to be <i>Trauma Informed</i> .	14	79	21	0	0
Attending the training was helpful.	14	71	29	0	0
I plan to use what I learned at the training.	14	71	29	0	0
Attending the training increased my understanding of how to move past trauma.	14	71	29	0	0
Enough time was allowed for talking with other participants.	14	64	36	0	0

Teacher/administrator participants offered commentary on topics they learned about, topics they are interested in learning more about, and suggestions for improving the training. In commenting on what they learned during the training, teacher/administrator participants often focused on two themes: healing is a process, and trauma may impact students' academic performance. Only a few suggestions were made for improving the training, including the desire to learn more about connecting with children who have experienced trauma and a suggestion to incorporate more physical activity into the training.

Native American Youth Summer Camp

At the conclusion of the camp, students were asked to complete a survey. There were 27 respondents, for a 93% response rate. Of these, 19 (70%) were female, and 8 (30%) were male.

Overall, student perceptions of the camp were very favorable, with 95% or more agreeing to all 12 of the survey items relating to the quality of the camp (Table 5-7). The highest percentages of students *strongly agreed* that the presenters were knowledgeable (93%) and that time was well spent (85%). A smaller percentage of students (63%) *strongly agreed* that the overall quality of the camp was excellent. All *strongly agreed* or *somewhat agreed* that they would recommend the camp to a friend.

Table 5-7. Students' Overall Perceptions of the Summer Camp

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

Students were also asked to provide feedback about the impact of the camp. Table 5-8 contains their responses. Perceptions of the impact of the camp were also quite favorable, with 95% or more agreeing, at least somewhat, to 8 of the 12 survey items relating to the impact of the camp.

The highest percentage (85%) *strongly agreed* that attending the camp increased their appreciation of the importance of celebrating Native Culture. More than two-thirds of students *strongly agreed* that the camp helped them to better understand health and wellness (70%), increase their commitment to graduate from high school (69%), increase their motivation to attend college or technical school (69%), and develop leadership skills (67%). Fewer students (48%) *strongly agreed* that attending the camp taught them to better understand how to advocate for themselves.

Table 5-8. Student Perceptions of the Impact of the Summer Camp

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

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

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

Learning the language and making new friends.

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

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

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

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



Students, presenters, and camp organizers pose for a group photo.
Photo by Linda Fredericks.

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

I loved everyone that was able to come and speak.

Most of them, maybe even all.

Additionally, a few students mentioned specific topics and activities they would like to see at future events. These included more hand games, the game *Sweep the Teepee*, more sports, and additional sessions focused on college and inspiration. Several students offered praise and thanks for the camp, as evidenced by these selected comments:

I feel better for myself and others.

Y'all did a good job.

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

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

SECTION 6

OVERALL PERCEPTIONS OF NYCP

This section presents a summary of findings from surveys administered to students and parents/caregivers at each of the sites. The section begins with a description of the student survey instrument, samples, and findings. The remainder of the section is devoted to the parent/caregiver survey and findings.

Evaluation Questions:

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

How well are community events received?

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

STUDENT PERCEPTIONS OF NYCP

Description of Survey Instrument and Samples

The electronic *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 item allowed students to add personalized input.

In McDermitt, the survey was administered in May 2019. All of the 48 eligible grades 7-12 McDermitt NYCP students were asked to complete the electronic survey. The response rate was 100%. The sample included more males (60%) than females (40%), and the highest proportion of students responding to the survey (25%) were in 7th grade.

In Yerington, the survey was administered in December 2018. Eighty-nine of the 109 students (82%) completed the survey. Of these, 63 (71%) attend Yerington High School in grades 9 through 12, and 26 (29%) attend Yerington Intermediate School in grades 7 and 8. The gender of the respondents was fairly evenly distributed, with 52% female and 48% male respondents.

McDermitt Findings

College Tours

During the school year, 18 students had the opportunity to visit a college with their school. Many visited Truckee Meadows Community College (TMCC) as part of the NYCP trip to the American Indian/Alaska Native Youth Summit in March. Additionally, through Gear Up and other programs at their school, two students reported visiting the University of Nevada, Reno, one visited Great Basin College, and one visited Southwestern Indian Polytechnic Institute and the Institute of American Indian Arts.

An item-by-item reporting of the results of the survey items pertaining to the college visits is found in Table 6-1.

Table 6-1. Student Perceptions of College Visits

The college visit(s) helped me to...	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how I can prepare for college.	44	33	17	6
better understand the college application process.	33	39	22	6
better understand how to apply for financial aid.	41	35	18	6
better understand what major areas of study are offered.	50	33	11	6
better understand which areas of study are of interest to me.	39	44	11	6
better understand how to access academic support services on the campus, if needed.	28	50	17	6
learn about programs and activities for Native students.	28	44	11	17
increase my <i>motivation</i> to attend college or vocational training.	50	28	17	6
increase my <i>readiness</i> to attend college or vocational training.	39	44	11	6

Note. Totals may not sum to 100 as a result of rounding. $n = 18$ responses

The college visits were viewed favorably by the students, with 70% or more agreeing to the nine items relating to the visits' impact on their understanding of various aspects of college and the application process. Eighty-three percent reported that the college visits helped them to better understand the major areas of study that are offered, better understand which areas of study are of interest to them, and increase their readiness to attend college or vocational training.

Fourteen students provided commentary on what they learned during the college visits. These comments primarily centered around two themes: (a) learning about funding and scholarships, and (b) preparing for college life. These themes are evidenced by the following selected comments:

To apply for as many scholarships as possible.

Learned how to apply for financial aid.

That you need to be prepared for college and what you all need.

Seven students provided suggestions for improvement of the college visits. These included offering visits to colleges more often and providing in-depth tours of the campus that feature information that is of high interest to students.

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 6-2. Ten of the 48 students (21%) indicated they received help from their CCC in the last year. Of these 10 students, all agreed that the CCC helped them to improve their:

- understanding of how to self-advocate,
- level of self-empowerment,
- level of preparation for college or a career,
- academic performance,
- confidence in their academic ability, and
- commitment to graduate from high school.

Table 6-2. Student Perceptions of the Support Provided by the College and Career Coach

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.	80	20	0	0
increase my level of self-empowerment.	60	40	0	0
improve my relationships with other students.	70	20	10	0
improve my relationships with teachers.	60	30	10	0
feel better prepared for college or a career.	70	30	0	0
improve my academic performance	80	20	0	0
increase my confidence in my academic ability.	90	10	0	0
increase my commitment to graduate from high school.	100	0	0	0

Note. Totals may not sum to 100 as a result of rounding. $n = 10$ responses

Overall Perceptions of NYCP Support

According to the students, the NYCP is having a positive impact on their postsecondary aspirations and preparedness. Seventy-four percent agreed that the NYCP support has increased their commitment to graduate high school and increased their *motivation* to attend college or vocational training. Sixty-nine percent agreed that the NYCP has helped them to feel better prepared for college or a career, and 65% agreed that it has increased their *readiness* to attend college or vocational training.

Perceived Needs

The final two survey 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 6-3.

More than 80% of the students agreed that in order to improve their academic performance, it would be useful for them to learn how to:

- effectively prepare for exams,
- better manage their time,

- better understand what they read for school, and
- take better notes in class.

Fewer students (69%) agreed that meeting successful people from the community would help them to improve their academic performance.

Table 6-3. Students' Perceived Needs

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.	44	42	6	8
learn how to stay organized.	44	38	10	8
learn how to better manage my time.	46	38	10	6
learn how to better understand what I read for school.	40	42	6	13
learn how to take better notes in class.	52	31	8	8
learn how to improve essay-writing skills.	46	35	10	8
have someone I can talk to about how I feel.	48	25	19	8
meet people from my community who are successful.	46	23	17	15
visit a college campus.	54	23	10	13
visit a variety of businesses.	46	31	10	13
receive tutoring in (a) specific subject(s).	46	31	13	10

Note. Totals may not sum to 100 as a result of rounding. $n = 48$ responses

Eight students provided commentary on their tutoring needs. Of these, half would like tutoring in math, and one in English. One student would like a study hall, another would like general support, and another suggested that tutoring and support be available via phone. Seven students provided commentary about other efforts NYCP could make to improve their performance. These students indicated that more trips and academic help are needed, as well as supports that help students to stay motivated. Selected student comments include:

Help overall would just have a support in other classes that might be difficult or have a low grade on.

Let us go on more trips and [receive] more help in school.

Yerington Findings

American Indian/Alaska Native Youth Summit 2018

Students who participate in the NYCP program and attend either Yerington Intermediate or Yerington High Schools had an opportunity to travel to the annual AI/AN Youth Summit in March 2018 held in Reno, Nevada. A total of 24 Yerington students attended the conference including seven students in each of grades 8 and 9, five students in grade 10, two students in grade 11, and three students in grade 12. An item-by-item reporting of the results of the survey items pertaining to the Summit is reported in Table 6-4.

Table 6-4. Student Perceptions of 2018 AI/AN Youth Summit on Individual Outcomes

The American Indian/Alaska Native Youth Summit in Reno helped me to...	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
develop my leadership skills.	29	71	0	0
better understand how to advocate for myself.	33	63	4	0
increase my ability to control my future.	38	42	21	0
improve my relationships with other students.	42	38	21	0
improve my relationships with teachers.	21	46	29	4
better understand about my health and wellness.	25	46	29	0
feel better prepared for college or a career.	42	42	17	0
improve my academic skills.	29	50	21	0
increase my confidence in my academic ability.	29	67	4	0
increase my commitment to graduate from high school.	38	58	4	0
increase my motivation to attend college or vocational training.	38	42	21	0
increase my readiness to attend college or vocational training.	29	46	25	0

n = 24 responses

Student perceptions of the Summit were favorable, with all 24 students agreeing that the Summit helped them to develop their leadership skills. Ninety-six percent of the respondents agreed that the Summit helped them to:

- learn how to better advocate for themselves,
- improve their academic confidence, and
- increase their commitment to graduate from high school.

Between 75% and 84% of the respondents agreed that the Summit:

- increased their ability to control their future,
- improved their relationships with other students,
- prepared them for college,
- improved their academic skills,
- increased their motivation to attend college, and
- increased their readiness to attend college.

Fewer students, although still more than two-thirds, agreed that the Summit helped them to improve their relationships with teachers (67% strongly or somewhat agreed) and improve their understanding about personal health and wellness (71% agreement). Eleven students provided commentary on additional ways that the Summit helped them. These comments mainly centered around the following two themes: (a) it helped students to plan for college, and (b) it helped students to build their self-confidence and leadership skills. These themes are evidenced by the following selected comments:

It gave me a better understanding of how to spend my money, and how to apply for college scholarships...

It helped me to look at what UNR had to offer.

The activities and speakers helped me to feel more confident in myself and asking for help.

[The Summit helped me to] be more out there and represent my Tribe with pride.

Twenty-three students provided commentary on the most important thing they learned during the Summit. Three main themes emerged from the analysis of the comments, including: (a) planning for college and scholarships, (b) being part of UNITY, and (c) learning self-improvement. These themes are evidenced by the following selected comments:

College scholarships seminar.

It was fun to participate in UNITY.

All Natives should stay strong and keep our culture alive, being a part of UNITY.

That I can do anything I want to do when I graduate and that their [sic] are people out there that can help me...

In terms of suggestions for improving the Summit, 17 students provided commentary. These included providing better and healthier food options, and offering a greater variety of sessions and activities, especially sessions involving action and interaction.

College Tours

During the year, students had the opportunity to participate in visits to colleges. During the Summit, 23 students visited and toured the University of Nevada, Reno’s (UNR) campus, and in April, eight students visited and toured Haskell Indian Nations University and the University of Kansas (HINU/KU). An item-by-item reporting of the results of the survey items pertaining to the college visits is found in Table 6-5.

Table 6-5. Student Perceptions of College Visits on Individual Outcomes

The college visit helped me to...	University of Nevada, Reno (n = 23)				Haskell Indian Nations University and University of Kansas (n = 7)			
	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how I can prepare for college.	22	74	4	0	100	0	0	0

better understand the college application process.	17	57	22	4	100	0	0	0
better understand how to apply for financial aid.	13	57	26	4	100	0	0	0
better understand what major areas of study are offered.	13	65	22	0	100	0	0	0
better understand which areas of study are of interest to me.	17	57	22	4	100	0	0	0
better understand how to access academic support services on the campus, if needed.	13	57	30	0	100	0	0	0
learn about programs and activities for Native students.	22	48	30	0	100	0	0	0
increase my motivation to attend college or vocational training.	17	52	30	0	86	14	0	0
increase my readiness to attend college or vocational training.	9	57	35	0	86	14	0	0

Student perceptions of the college visits were favorable. In terms of the UNR visit, 95% of the students agreed that the visit improved their understanding of how they could prepare for college. Other positive outcomes for most students on the UNR visit included: a better understanding of major areas of study offered (78% agreement) and an improved understanding of the application process and areas of study that interest the student (74% agreement). As a result of the UNR visit, two-thirds of the students reported higher motivation and readiness to attend college or vocational training. For the seven students who also visited HINU/KU, all strongly agreed to the seven survey items related to the quality of the HINU/KU visit and its impact.

Six of the seven students on this trip *strongly* agreed that the visit had increased their motivation and readiness to attend college or vocational training. This group felt less positive about the impact of the UNR visit on their motivation and readiness; six students somewhat agreed and one somewhat disagreed. Though these students felt positively about their experience on the UNR trip, they reported much stronger impacts on their motivation and readiness from the HINU/KU trip.

Twenty-three students provided commentary on what they learned during the UNR visit. These comments primarily centered around two themes: (a) money/scholarship management, and (b) and the diversity and size of UNR. These themes are evidenced by the following selected comments:

How to budget your finances when you have limited funds.

It's a diverse campus, and it's huge.

How to budget money, how to go to college at UNR.

That being Native there is a place for diversity, and that being a good student is going to take a lot of hard work.

Eighteen students provided suggestions for improvement to the UNR visit. Three main themes emerged from the analysis: (a) shorten the visit, (b) improve the lunch, and (c) offer more high interest topics and activities, such as talking with current Native students and visiting classrooms.

Students also offered commentary on the visit to Haskell Indian Nations University and the University of Kansas. Eight students commented on what they learned during the visit. These comments centered around three themes: (a) college is expensive, (b) college is possible, and (c) college offers the opportunity to experience Native culture as well as other cultures. Selected student comments include:

Culture, activities, campus life, cost of college, and being open to learning about other cultures.

I can go to Haskell or any college when I am ready.

It was interesting to see new places, college is difficult but possible, and Native Students can make it.

Other than perhaps allotting more time for the visit, students had no suggestions for improvement, and offered only praise for their CCC who organized the trip.

Support of the College and Career Coach (CCC)

All students were asked to provide feedback on the support that they received from their school's CCC. Eighty-five of the 89 students (96%) indicated they received help from their CCC in the last year. All students (100%) agreed that the CCC helped them to improve their:

- understanding of how to self-advocate,
- level of self-empowerment, and

Ninety-nine percent of students agreed that the CCC helped them to improve their:

- academic performance,
- commitment to graduate from high school, and
- feelings of preparedness for college or career.

At least 90 percent of students agreed that the CCC helped improve relationships with other students and relationships with teachers. Item-by-item results are reported in Table 6-6.

Table 6-6. Student Perceptions of the Support Provided by the CCC

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.	62	38	0	0
increase my level of self-empowerment.	67	33	0	0
improve my relationships with other students.	50	43	6	1
improve my relationships with teachers.	50	40	11	0

that NYCP increased their motivation to attend college or vocational training and helped them to feel better prepared to do so. Eighty-six students (97%) also agreed that NYCP improved their readiness to attend college or vocational school.

Perceived Needs

The final two survey 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 6-7. All respondents agreed that they need help with effectively preparing for exams and having someone to talk to about their feelings. In fact, 65% of respondents *strongly agreed* that having someone to talk about feelings would improve their academic performance.

Between 96% and 99% of students agreed their academic performance would improve if they were provided help with:

- staying organized,
- managing their time,
- notetaking, and
- meeting successful people from their community.

Likewise, 90% to 94% of students indicated their academic performance would improve if provided continued assistance with:

- reading comprehension,
- writing skills,
- college visits,
- business visits, and
- academic tutoring.

Twenty-two students provided commentary on their tutoring needs. The academic subjects students most often indicated they would like tutoring in were the sciences (Biology and Chemistry; 14 responses), mathematics (12 responses), and English (11 responses). Forty-two students also provided commentary about other efforts NYCP could make to improve their performance. Half of the responses indicated additional cultural events would be appreciated. The students indicated that more activities and trips would be welcomed, especially during non-school days. Selected student comments include:

What we need is more Cultural trips, Cultural exchanges, Ceremonial trips, Language Class, Drum Making class, and I want to have more stuff to do when school is out.

[T]he Drum making thing would be awesome, maybe some Paiute songs, or some more cultural activities. I think a fitness program would be good.

[M]ore program resources to allow for more cultural activities, like what they did in the summer for all of us. It would be great if we could do things that would better improve us.

Table 6-7. Students’ Perceived Needs

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.	54	46	0	0
have someone I can talk to about how I feel.	65	35	0	0
learn how to stay organized.	54	45	1	0
learn how to better manage my time.	53	44	3	0
meet people from my community who are successful.	55	42	3	0
learn how to take better notes in class.	52	44	3	1
learn how to better understand what I read for school.	53	42	5	1
learn how to improve my essay-writing skills.	51	44	6	0
visit a college campus.	53	39	8	0
visit a variety of businesses.	49	41	10	0
receive tutoring in (a) specific subject(s).	51	39	9	1

Note. Totals may not sum to 100 as a result of rounding. $n = 89$ responses

PARENT/CAREGIVER PERCEPTIONS OF NYCP

Description of Survey Instrument and Samples

The paper NYCP Parent/Caregiver Survey includes four demographic items, questions on the activities in which parents/caregivers were invited to participate and the perceived helpfulness of these activities in supporting their child’s learning, and five open-ended items designed to gather data on how the NYCP has impacted their child and themselves, as well as to assess further needs.

The surveys were administered at the conclusion of the Back-to-School Nights held in McDermitt and Yerington in August 2019. In McDermitt, there were 11 respondents, including eight parents and three grandparents. In Yerington, there were 30 respondents, including 26 parents and four grandparents.

McDermitt Findings

In Table 6-8, the perceived helpfulness of various meetings and activities offered by the school and the NYCP to support their students’ learning are reported.⁵ Overall, perceptions of the various support activities were favorable, with all agreeing that seven of the nine listed meetings and activities were helpful in supporting learning. Furthermore, at least half of the parents/caregivers indicated that the following activities were “very helpful” in supporting their students’ learning:

- A meeting with their child’s teacher or another member of staff,

⁵ Several of the items had fewer than 10 responses. Thus, these results must be interpreted with caution due to the small sample size.

- A meeting to learn about the college application process,
- A meeting to learn about the college financial aid application process,
- An event that focuses on Native culture and/or wellness,
- An event that focuses on how I can support my child’s learning,
- A meeting of the Parent Advisory Council, and
- Volunteering at a school event.

Table 6-8. McDermitt Parent/Caregiver Perceived Helpfulness of Activities to Support Learning

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting with my child’s teacher or another member of the school staff to discuss my child’s class schedule, grades, and/or learning goals	9	67	33	0
A meeting with the College and Career Coach or Community Based Instructor	5	40	60	0
A meeting to learn about the college application process	3	67	33	0
A meeting to learn about the college financial aid application process	3	67	33	0
An event that focuses on Native culture and/or wellness	6	67	33	0
An event that focuses on how I can support my child’s learning	7	57	29	14
A meeting of the Parent Advisory Council	6	50	17	33
Volunteering at a school event	5	60	40	0
Back-to-School Night	7	43	57	0

Parents/caregivers were asked how helpful the community and cultural events hosted by NYCP have been to them over the past year in supporting their students’ learning. All of the nine who responded to the item agreed that the events were helpful.

Parents/caregivers were asked what they thought were the most important way(s) NYCP has helped their students. Seven responded to this item. Parents/caregivers cited that the NYCP has created opportunities for students, helped them to be career ready, grown their awareness of their Native culture, and helped them to develop life skills. One parent cited workshops that were held in Winnemucca as being particularly helpful.

Parents/caregivers were asked what they thought were the most important way(s) NYCP has helped them to support their students’ learning. Eight responded to this item. Parents/caregivers cited that the NYCP has provided experiences for the students, including summer camp, college visits, and volunteering, that have instilled in the students respect and an increased understanding of “traditional ways.” One parent cited the Lake Tahoe Summer Camp as an example of a valuable experience offered by NYCP that would not otherwise be available to her student.

Parents/caregivers also listed areas of support they would like to see offered that are not

currently available. The six who responded to this item cited a desire to have increased Elder involvement in the school, improved communication between the school and families, more teachers involved in extracurricular activities, the formation of a parent committee, and additional trips and tutoring opportunities for the students. They also expressed a desire for additional opportunities for the students to learn about Native culture.

Parents/caregivers listed topics for future events they would be interested in attending. These included: how to help their students with homework, updates on the NYCP, college financial aid available for Native students, and fun educational activities that they can do with their children.

Yerington Findings

In Table 6-9, the perceived helpfulness of various meetings and activities offered by the school and the NYCP to support their students’ learning are reported.⁶

Overall, perceptions of the various support activities were favorable, with all agreeing that eight of the nine listed meetings and activities were helpful in supporting learning.

Furthermore, at least half of the parents/caregivers indicated that the following activities were “very helpful” in supporting their students’ learning:

- A meeting with their child’s teacher or another member of staff,
- A meeting to learn about the college application process,
- A meeting to learn about college financial aid,
- An event that focuses on Native culture and/or wellness,
- An event that focuses on how I can support my child’s learning,
- Volunteering at a school event, and
- Back to School Night or Open House.

Table 6-9. Yerington Parent/Caregiver Perceived Helpfulness of Activities to Support Learning

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting with my child’s teacher or another member of the school staff to discuss my child’s class schedule, grades, and/or learning goals	23	74	26	0
A meeting with the College and Career Coach or Community Based Instructor	5	40	60	0
A meeting to learn about the college application process	7	57	43	0
A meeting to learn about the college financial aid application process	6	67	33	0
An event that focuses on Native culture and/or wellness	21	76	24	0
An event that focuses on how I can support my child’s learning	19	63	37	0

⁶ Several of the items had fewer than 10 responses. Thus, these results must be interpreted with caution due to the small sample size.

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting of the Parent Advisory Council	13	46	46	8
Volunteering at a school event	8	63	37	0
Back-to-School Night	20	70	30	0

Parents/caregivers were asked how helpful the community and cultural events hosted by NYCP have been to them over the past year in supporting their students' learning. All of the 22 who responded to the item agreed that the events were helpful.

Parents/caregivers were asked what they thought were the most important way(s) NYCP has helped their students. The 22 who responded to this item provided myriad ways that NYCP has helped, including providing programs, activities, and tutoring; helping students to focus on their education; improving communication between the school and families by providing a liaison and regular reports of student progress; increasing the involvement of families in the education process; and increasing opportunities for students to interact with other Native Americans.

In the words of one parent, NYCP has helped by "being a constant reminder of how important education is and having [students'] best interest in front of all other things."

Parents/caregivers were asked what they thought were the most important way(s) NYCP has helped them to support their students' learning. Twenty-one responded to this item.

Parents/caregivers cited that the NYCP has provided support for the students and their families, helped to improve communication between the school and families, and increased students' exposure to Native Culture. Furthermore, parents cited that NYCP has provided students with a variety of experiences and activities that have benefited them and helped motivate them to do well in school.

Parents/caregivers also listed areas of support they would like to see offered that are not currently available. Of the 13 who responded to this item, several expressed gratitude for the NYCP, by stating, "Doing an excellent job with the kiddos" and, "Nothing, group does a lot." Others cited a desire to have training for the students that focuses on self-esteem and confidence building, as well as dealing with bullying and peer pressure; increased communication about students' progress in school; additional individualized academic help; and a college visit to the University of Oregon.

Parents/caregivers listed topics for future events they would be interested in attending. These were quite varied and included: understanding male teens, applying to colleges and for financial aid, understanding vocational school options, promoting healthy behavior and communication, promoting physical well-being, improving cultural awareness, mastering time management, and setting goals.

Parents/caregivers also listed areas in which they would like to receive additional help. These included: motivating their students to do well in school; helping students with academics, particularly writing and math; post-graduate planning for students who do not plan to attend college, continued support in communicating with the school, and continued learning about Native Culture.

SECTION 7

SITE VISIT FINDINGS

This section presents a summary of qualitative findings from a site visit conducted in September 2019. Findings are based upon interviews or focus groups with students, NYCP staff, site staff, parents, school administrators, and administrators at the Nevada Department of Education. The section begins with descriptions of roles, responsibilities, training, and communication associated with those at the state and local level who work with the project. The remainder of the section is organized around the relevant project goals for Year 2.

Evaluation Questions:

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

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

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

How well are community events received?

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

CHARACTERISTICS OF PROJECT STAFF

Roles and Responsibilities

Administrators at the Nevada Department of Education (NDE), Lyon County School District, Humboldt County School District, Yerington High School, Yerington Intermediate School, and McDermitt Combined School all described their roles and responsibilities related to the NYCP.

Administrators interviewed from the NDE included the Director of the Office of Inclusive Education, Education Program Supervisor, Education Programs Professional for Indian Education, and an independent consultant who works with the NYCP. Responsibilities of NDE administrators include the following:

- Overseeing NYCP budget and goals;
- Managing objectives of the NYCP grant in both locations;
- Providing technical assistance and professional development opportunities to project staff;
- Assisting tribes with requests for funds and development of budgets;
- Working as a liaison between tribes and the project administration and the fiscal agent at the NDE to ensure coordination between them; and

- Supporting the planning and administration of events including the American Indian/Alaska Native Education Summit, the Statewide Multicultural Youth Summit and Pow Wow, and the Native American Youth Summer Camp held in Lake Tahoe.

The superintendents of the Humboldt County and Lyon County School Districts, principals for McDermitt Combined School, Yerington High School, and Yerington Intermediate School, and the assistant principal at Yerington High School shared their roles and responsibilities with the project. Their responsibilities were described as:

- Overseeing school events;
- Holding collaborative meetings with NYCP staff members;
- Creating proposals for NYCP activities;
- Monitoring program budgets;
- Coordinating efforts between the school and the tribe;
- Ensuring that the program is following district policies and procedures;
- Working closely with the CCC to assist students with attendance and academic issues; and
- Supporting NYCP activities, such as the afterschool tutoring program.

Site staff includes tribal chairmen, tribal education directors, a tribal project director, and a tribal finance director. Their responsibilities with the grant include:

- Overseeing the entire grant to maintain follow through with activities and the budget;
- Monitoring grant deliverables to ensure appropriate tribal support;
- Authorizing purchase orders and funding requests;
- Reviewing requisitions for payment before they are passed on to tribal administration;
- Supervising employees and conducting their evaluations;
- Providing transportation for tutoring and events;
- Reminding students about what the grant is doing for them;
- Acting as a chaperone for grant events;
- Assisting with program design and implementation;
- Serving as a liaison between the Tribe and the NDE;
- Helping to compose required reports; and
- Supporting the work of the tribal officer in charge of financial deliverables.

Project staff is comprised of College and Career Coaches and Community Based Instructors. Their responsibilities involve:

- Making it comfortable for Native students to be in school and for parents to support students in their education;
- Addressing disciplinary issues as needed;
- Providing academic assistance including tutoring, back-to-school support, and the summer study program;
- Keeping notes at student meetings and monthly NYCP meetings;
- Making contact with parents;
- Planning and participating in the college tours;
- Accompanying students on NYCP-associated events such as the Unity conference;

- Arranging for motivational speakers to address the students;
- Assessing community needs; and
- Distributing flyers, permission forms, and surveys for events.

Professional Development, Support, and Communication

Two administrators from the NDE said they received no professional development through the grant, while the other two said they attended trainings held for all NYCP members, such as one on teaching resources provided by staff from the Career and Technical Education Department at NDE and another on best practices hosted by the Yerington Colony's *Being Future Scholars* program. One person also mentioned attending a session with a Reno-based representative from the American Indian College Fund who presented types of financial resources available to Native students and discussed possible outreach to the tribes involved with NYCP.

In terms of professional development needed, one NDE administrator expressed interest in a training to become more knowledgeable about Native issues in the state, and another requested involvement in tribal meetings to better understand needs associated with the grant. Communication among NDE staff and between NDE staff and site staff was generally characterized as satisfactory and frequent; several NDE staff reported speaking to site-based staff on a weekly basis and attending local events whenever possible. One member of the NDE staff cited issues with McDermitt, saying that although communication was regular, there was often a lack of follow-through on information requested for budgetary and reporting purposes. Most school administrators said they had not attended professional development offered through the grant, largely because of the many demands on their time. However, administrators said they were informed about the opportunities and encouraged teachers to attend sessions such as those provided on trauma informed education and working with students living in poverty. One administrator reported attending the American Indian/Alaska Native Education Summit that was held in March 2019 at Truckee Meadows Community College (TMCC) in Reno. Yerington administrators reported satisfactory communication with project staff and felt fully informed about activities with students and trainings offered to the school staff.

Administration in McDermitt described biweekly meetings with project staff, although they thought they were not always informed about the full extent of project needs and activities. Administrators in Yerington requested ongoing information about the students whom project staff were working with, progress made with those students, and any additional supports to students that administration or other staff could provide. Administrators from both sites said they would like to receive a copy of the annual evaluation report to learn more about overall project progress.

Site staff members in both McDermitt and Yerington described frequent opportunities to engage in professional communication. Communication activities included receiving guidance from administrators at the NDE, participating in the monthly NYCP conference calls, speaking to other NYCP staff members on site about issues facing the program, and learning about decisions made at the tribal council affecting education. Most site staff said they had participated in multiple professional development opportunities such as the *Being Trauma Informed* training, Native Wellness Institute trainings, the UNITY conference, and the state American Indian/Alaska Native Education Summit. Several tribal leaders asked for more assistance in knowing what they could do to help strengthen the program.

Site staff in McDermitt thought that internal communication could be improved by having a weekly task list developed by the CCC and CBI in regard to project implementation and digital messaging. They also suggested that project staff could provide to the entire project team a summary at the end of each week on what had been accomplished so that communication remained consistent and transparent and staff had the support needed to accomplish goals.

Several types of professional development related to parent engagement were requested by site staff, including sessions on how to (a) involve more parents in their children's education, (b) help parents better communicate with children, and (c) assist parents in addressing challenges with planning, applications, and finances for college. Other training topics suggested by site staff encompassed the following:

- Understanding the impacts of illegal drugs on local families;
- Preventing suicide;
- Addressing the racial divide between Native and white students in high school;
- Identifying and writing grants; and
- Working on indirect cost proposals and with new regulations contained in circulars from the federal Office of Management and Budget (OMB).

Project staff also described having regular communication with administrators at the NDE and with other project and site staff. In addition to the *Being Trauma Informed*, Native Wellness Institute, UNITY conference, and Education Summit trainings mentioned by site staff, some project staff also reported attending a National Indian Education Association (NIEA) convention, a Free Application for Federal Student Aid (FAFSA) training, and the KAIROS Blanket Exercise training, an experiential workshop that takes participants through events occurring during 500 years of history to foster better understanding between Indigenous and non-Indigenous people. Project staff joined site staff in asking for trainings on ways to engage parents and community members in supporting education. Other professional training that project staff said they would benefit from included leadership development, suicide prevention, and additional sessions from the Native Wellness Institute on working with Native males.

Both site and project staff characterized communication from the NDE as “excellent” and “an open line of communication,” saying that state administrators were accessible and responded quickly via phone or email to requests for information or assistance. Yerington project/site staff were generally satisfied with communication among themselves, with tribal leaders, and with school administration, and felt supported in their roles by both tribal and school leaders. McDermitt site/project staff had more mixed views, saying that communication was hindered by turnover among key staff members and a lack of understanding of how the Tribe could be more fully involved in assisting the project. Respondents from McDermitt agreed that more needed to be done to ensure that project staff, site staff, school administrators, and tribal staff were all collaborating and in agreement on next steps.

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AMERICAN INDIAN STUDENTS FOR COLLEGE OR CAREER

Overall Satisfaction With Implementation of NYCP

Administrators at the state and local levels, as well as project and site staff, generally believed that the project made progress in helping students prepare for postsecondary education and careers during the past academic year and thought that the groundwork was established to extend

the project's impact during the third year of implementation. Respondents were overall highly satisfied with the rate and extent of project implementation in Yerington but characterized project implementation in McDermitt as being far slower and more inconsistent. Several NDE administrators advocated for the state to assume a stronger role in making decisions and overseeing funding to sites so that all monies are invested in activities that meet grant objectives.

Most Positive Aspects of NYCP in Schools and Communities

NDE administrators and project and site staff said the most positive aspects of the NYCP were associated with students gaining more pride in and identification with their Native culture, acquiring more confidence in their own intelligence and abilities, and becoming aware of the large range of educational and career opportunities they could access. Staff felt that the relationships they had built with students over time were healthy and nurturing to the young people and allowed them to succeed, not only within the activities conducted by the project, but within the larger school environment. Some respondents said that the project altered the way community members saw themselves and others saw them by empowering students and the larger community to see the cultural gifts they inherited and celebrate the many talents and capabilities the youth possessed.

Following are thoughts that NDE administrators and project and site staff expressed about the beneficial impacts of the project.

Children are gaining pride in their culture. They are exposed to successful Native American adults outside of their community who encourage them and show them what is possible...I see more self-esteem, pride, more effort, more happiness.

The relationship that we have built with the students. They know we will get on them [to work harder], but they know that we care...it makes me feel good that a kid is comfortable talking to me. [And] just some of the teachers giving them positive feedback.

There is an opportunity for students to go outside [their own community] and see life in other areas...to interact with other Native youth and to attend UNITY conferences gives them confidence and awareness of what else is out there. It's a great program that has had a positive effect on the students.

For the kids to have options. It's an opportunity to give our Native kids hope. [To show them] there is something besides high school. They can keep going further and further with their education and whatever they want their career to be.

[NYCP] has been life changing for many, an opportunity to highlight amazing and wonderful things that can happen in a rural/tribal community that in some cases is forgotten. Tribal nationals often feel alone as does the school when it comes to programs and support. NYCP gave them the opportunity to say, "This is who we are; we have amazing kids, staff, and community."

Yerington district and school administrators felt that the quality and effectiveness of the staff, and the opportunity for students to have such strong role models, were among the most positive aspects of the project. McDermitt administrators thought that the greatest strengths of the project were the project's focus on raising students' academic achievement, the support from NDE and the project coordinator, and opportunities for the school to bridge gaps with the community.

Largest Challenges With the NYCP

All respondents from the NDE and McDermitt identified serious challenges with administration and implementation of the grant. The largest challenges in McDermitt were identified as:

- Staff turnover and difficulties in finding new staff for available positions;
- Severe shortage of housing in a remote and rural location;
- Inadequate tribal financial systems for tracking expenses and issuing payments and reimbursements in a timely manner;
- Disparities between the Tribe and the school district in terms of understanding of grant goals and objectives;
- Struggles with conveying an understanding of the grant to the tribal community;
- Lack of a dedicated position of education leader at the tribal level; and
- Insufficient levels of parent participation.

Some ways that the challenges were being addressed included increased communication between the school district, tribe, and NDE; and more outreach to nearby communities for staff recruitment.

In Yerington, some challenges were identified as the number of hours needed for the work, with no reimbursement for overtime; the need for more involvement with middle school students; concern about the continuity of the program when NYCP funding ends; and a need to attract more parent involvement. Some suggestions for addressing these concerns were increased information given to tribal leaders so they could advocate for more funding for the NYCP program and additional outreach to middle school students by staff. Project staff indicated that many middle school students had been involved in the summer school program, were participating in after-school tutoring in greater numbers, and were being made more aware of the services available to them.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE

Academic Learning Plans

All students in Yerington said they had developed an Academic Learning Plan and discussed it several times a year with the CCC. Most agreed that their Academic Learning Plans were helpful to them. At the time of the site visit in September 2019, the CCC in Yerington said that he had worked with all seniors on completing their plans for the current school year, had done some with freshmen, and was scheduling meetings with the remaining Native students to have theirs finished by the end of the month. Parents in the Yerington focus groups were all aware of the Academic Learning Plans and believed they were useful tools in helping students to select appropriate classes, receive encouragement for their efforts, and obtain tutoring and other academic assistance when needed.

Following are comments from the Yerington parents about benefits they attributed to the development of Academic Learning Plans and the discussions held between project staff and students:

My eighth-grade daughter was really struggling with math before this year. Now she's doing really well. She went to the summer learning program and her learning was impressive.

She didn't understand the steps [for academic progress] before, but now she understands it.

My daughter is asking questions, something she never did before...now she is saying, "I did this, and I did that." Now she is talking about what she's done.

My son was really behind, but he went for tutoring and it really helped.

The staff encourages my daughter. They tell her, "You have the ability. You can do it."

Our second grader can't wait for tutoring to start...and she's only in second grade.

The CCC in McDermitt felt she could have done more to assist students in developing their Academic Learning Plans, but still perceived that the plans helped students to be more aware of the eligibility requirements for college visits and conference participation through the grant and motivated them to work harder. The CCC also said it was difficult to hold individual meetings with students as she shared her small office with two other people. McDermitt students in focus groups said they had not done an Academic Learning Plan this school year and there had been no follow-up on plans that were developed last year. Students said they needed more guidance on choosing the right classes, thinking about potential careers, finding financial aid for college, and applying for scholarships. None of the three parents in the McDermitt focus group were familiar with the plans. Staff from the NDE also perceived that work on Academic Learning Plans was inadequate in McDermitt due primarily to staffing issues.

Academic Engagement and Achievement

Site and project staff from both locations thought that opportunities to go on college visits or attend conferences such as UNITY were substantial motivators for students to attend classes and improve grades, as many students had never traveled far from their homes before. Staff also said that monitoring grades, helping students to see the connections between their current classes and future opportunities in college and career, and having a summer program for credit recovery all served to motivate students to succeed in school. Project staff in Yerington thought that they enhanced students' academic engagement by repeating the message that students could be successful in spite of past struggles and showing parents why they needed to be involved in their children's education.

There was consensus among school and district administrators that the project had a perceptible role in increasing academic engagement and achievement. One administrator from McDermitt pointed out that the school had a 100% graduation rate last year, which was attributed to the NYCP as well as other programs that supported students, such as Jobs for America's Graduates (JAG). Administrators in Yerington saw large changes in student achievement and motivation at the high school, saying that project staff encouraged students to succeed and taught them to advocate for themselves with teachers. However, Yerington administrators noted that far fewer efforts had been focused at the middle school and students there were generally less academically engaged. Following are comments from district and school administrators about project impact on academic engagement and achievement:

A handful of students were accessing [tutoring] on their own, but now we have staff pulling certain students and contacting parents to let them know their students need tutoring. The fact that students need certain grades in order to participate in sports helps keep their grades up. [The project is] shifting ownership to the students and having them talk with their parents about their grades and their need for tutoring.

I believe the NYCP along with other programs we had provide specific supports for our youth. The focus has been on each person to make sure they get remedial support to meet academic requirements.

Yes, it's motivated [students]. Their grades are improving, their participation in classes is improving. [The CCC] says, "You need to go to the teacher. I can't do it for you." It is helping them to self-advocate.

The middle school still struggles a lot with the Native American kids and the engagement piece. The ones who struggle the most come from [the town of] Schurz. If [the CCC] can begin to form relationships with those kids especially, we will begin to see improvements in their academics.

We have a lot of kids who struggle in the middle school, maybe because they don't have relationships with teachers. They are the ones who are often in trouble. They need more feedback on appropriate behavior.



*A bulletin board in the office of the College and Career Coach at Yerington High School.
Photo by Linda Fredericks*

Students in Yerington felt that they had an appropriate number of meetings with the CCC to discuss academic progress and career plans. They reported being asked during meetings about progress on homework, plans after graduation, and interests in career options, and said they were reminded about turning in assignments.

They indicated that the CCC offered emotional support if they were feeling sad or disappointed and expressed willingness to help students work out problems with teachers. Students in McDermitt did not think they had enough meetings with the CCC and asked for more opportunities to speak to a counselor about academic issues and college applications and scholarships.

NDE staff agreed with project/site staff that NYCP impacted student engagement and achievement by providing meaningful incentives, monitoring grades, and fostering accountability. They observed that Native students were talking more about attending higher education and expressing greater enthusiasm for being in school.

Career Readiness

The CCC in McDermitt indicated that most information on careers was being provided by the JAG counselor and not through the NYCP. The school administrator in McDermitt stated that the career aspect of the NYCP was lacking and hoped to see the program provide opportunities for job shadowing and internships in the future, in conjunction with JAG. Students at McDermitt said that much of the information received on majors in college and career options came from the Youth Summit and visits to different colleges.

As mentioned in the previous section, project staff in Yerington met with students individually to review academic progress as well as look at different job and career options and the preparation needed to obtain work in those fields. Project staff held a college and career fair at Yerington High School on March 14, 2019 so that students could speak to representatives from different area colleges and from a variety of trade, technical, and professional occupations.

Student Behavior

As in Year 1, there was general agreement among state, district, and school administrators as well as project and site staff that NYCP was having a substantial impact on students' behavior. State and district/school administrators, while acknowledging some ongoing issues with student behavior, expressed certainty that the involvement of project and site staff, activities provided for Native students, and outreach to parents and teachers were all contributing to more positive student behavior. Project and site staff concurred, saying the work of staff in both raising expectations for academic and behavioral performance and supporting student growth were making a difference in the ways students interacted with peers and adults. Project staff in Yerington reported a 40% drop in behavioral issues among Native students during the past year.

Following are comments from state and district/school administrators about the impact of the NYCP on students' behavior:

Overall, I have seen tremendous behavior improvement. At Yerington, I understand that behavior is still a struggle, but it's an area that the CCC and CBIs are working diligently on, especially with the parents.

Having an adult mentor on the campus is making a big difference to the students. And having someone communicating with the teachers can also help.

[Students'] attitudes seem a lot different and they are more positive. Behavior seems to be better. At the summer camp [in Lake Tahoe], we had so many compliments from the presenters because of kids' behavior. They were taking food to the elders. Their behavior had a ripple effect on others.

We have seen a decrease in behavioral referrals to the office. I think NYCP has a role in that. It's the combination of all [support programs] that has led to decreased behavioral issues in our school.

When [Native] kids are in the in-school suspension program, [the CCC] is helpful. It has decreased the frequency and length of how long they are in the program. It has also helped with bus discipline. I anticipate a big difference in the numbers of behavioral infractions when those data are released.

District/school administrators and site staff were asked if there were any other activities or supports that could be provided to improve student behavior. Several individuals mentioned steps that had already been taken. Administrators in Yerington said they would collaborate more closely with project staff to help those students with disciplinary issues, while an administrator in McDermitt stated that through grant funding, the school had acquired a new School Resource Officer (SRO) to support healthy behaviors and assist with implementing restorative justice practices with students. Suggestions for ways to improve student behavior included:

- Inviting Native Americans who had graduated from college and achieved success in careers to speak with students;
- Providing more counseling for students with a greater focus on well-being;
- Holding more training for staff on racism, bullying, teen dating violence, teen pregnancy, historical trauma, and suicide prevention;
- Having access to more mental health counseling away from the school; and
- Ensuring transportation to extracurricular activities so that all students, including those with disabilities, could participate.

One additional suggestion from a McDermitt respondent was for building into the budget the hiring of a parent liaison whose responsibilities would be distinct from those of the CCC or CBI. The person in that position would be responsible for holding individual or small group meetings with parents and perhaps coordinating a parent advisory committee. The rationale for the position would be to build better relationships between the school and families and support students whose parents may not understand the importance of education or extracurricular activities because of their own limited experiences with school.

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

Motivation and Readiness to Attend College or Vocational Training

There was strong agreement among NDE administrators, district/school administrators, and project staff that NYCP was increasing students' motivation and readiness to attend college and postsecondary training. Respondents perceived that a combination of factors—high expectations for student academic success, opportunities to visit college campuses and conferences, ongoing staff encouragement of students, and outreach to parents—contributed to students having greater awareness of postsecondary options and seeing themselves as capable of succeeding in education programs beyond high school.



Sign in front of McDermitt Combined School.
Photo by Linda Fredericks

Following are typical comments from NDE administrators, district/school administrators, and project staff about students' motivation and readiness to attend postsecondary education.

A lot of our kids don't get the [opportunity] to leave the reservation and visit colleges. I think by [NYCP staff] taking the kids, [students] see what life would be like there and what it will take for them to get there. It's a phenomenal program.

I think in both locations, generally speaking, [students] are more equipped with the information. Taking trips to see those colleges, they have to have the GPA to go...they know there is an expectation of them...they have never had those opportunities previously. It is neat to see these kids getting excited about things they never were excited about before.

I know last year they took the kids on a couple of college tours. [Project staff] worked in the surrounding community...to show them the available resources, for example, where they will do their laundry. I have heard the [Native] kids talking and thinking about college more. Our school has offered college trips, but traditionally there has not been a lot of participation by the Native students.

I think [increased motivation] revolves more around the exposure of students to higher education. Especially going to Haskell and showing them a Native American college. [Students] were able to see that there is a place for them in higher education and they can be successful.

I think it affected the way [students] look at education. They were taught here at the high school and middle school and elementary school that they would not be successful. We have to get the kids to see that they can succeed. And we had to talk to parents to show them why they should be involved.

Students from Yerington reported that the project helped them to consider and prepare for going to college. They said they received guidance from project staff on the classes they should take in high school to prepare for different majors in college and on other important matters such as creating a budget and applying for financial aid. They had this to say about their motivation and readiness to participate in postsecondary education:

I always wanted to go to college but visiting different places has helped me.

[NYCP] helps to prepare us to be on our own.

You feel like it gets us more prepared to go to college.

The college fair was helpful in knowing how many colleges we could go to. They explain what is needed. They give you a lot of information.

[Project staff] has helped me to think about certain things, like how to budget for college. It has helped to motivate me.

Students in McDermitt felt more motivated to attend postsecondary education as a result of NYCP but did not think they were adequately prepared for the experience. Multiple students described needing more help with deciding on careers, choosing majors associated with different careers, knowing what classes to take in high school, and filling out college applications. They also asked for more information on financial aid and scholarships.

A sample of comments from students in McDermitt about needing more help with career choices, class selection, and preparation for college include:

We need to know more about the types of jobs we can do.

[We want] more people who can help us prepare for college and help with scholarships.

We haven't received the help we need.

We want to meet more people who have gone to college.

We would like representatives of colleges to come to the school. Have a college fair.

College Visits

There was consistent agreement among all respondent groups that college visits were one of the most beneficial aspects of the project. Respondents said that the college tours exposed students to an expanded array of possibilities for education and careers and provided a potent motivator for students' academic efforts. At some of the campuses, such as the University of Nevada at Las Vegas (UNLV), students met with Native professors who served as models of successful Native professionals. Parents and students both said they appreciated students seeing different campuses, learning about various programs of study, becoming more aware of how they could prepare themselves while in high school, and gaining valuable information about financial aid and scholarships. Several comments from parents include those below:

When [our son] came back, he said he wanted to go to college. He said he knew what he wanted to do. Him actually going on the trip was good. He wants to attend now. He went and really enjoyed it.

My daughter went to New Mexico...she found out about all these different options she didn't know about. She found out people can make a lot of money with a degree. She found out about many different options for programs.

I didn't think my son was wanting to go to college, but after going on the college tour to San Diego State he was all gung-ho.

When they have college visits, [students learn] this is the amount of money you have to come up with...they talk about resources specific to Native students.

A number of suggestions were made for improving the college visits. NDE administrators asked for the trips to be more intentional by telling students ahead of time why they are visiting a particular campus and what its areas of strength are. Project staff for Yerington said they would like to have more time for out-of-state visits, saying that while in New Mexico they had seen four schools in five days and both staff and students felt overwhelmed by the experience. Project staff also wanted to invite more parents to be part of the college tours so that there is a greater understanding of and support for students' college plans.

Parents asked for more information about budgeting; an overview of on- and off-campus housing options; opportunities for students to do job shadowing so they would have a better understanding of different careers; and presentations on community colleges in the area, as these would be a more affordable alternative for many families. Students in McDermitt said the tours would be better if they were only open to high school students, as they found some of the younger students to be too immature and distracted to appreciate the experience. They also asked to be taken to more colleges during the course of the school year.

GOAL 4: INCREASE PARENT/FAMILY INVOLVEMENT

Involvement of Family and Community Members in Supporting Children's Education

In both Years 1 and 2, there was broad agreement among state and school administrators and project/site staff that the project was forging better relationships with parents and other community members and encouraging them to become more involved in their children's education. Respondents said that parents felt more comfortable with having advocates in the school who understood the Native culture and communities and took the initiative in reaching out to Native families. They also perceived that by having more cultural and informal events at the schools for the Native families, and by inviting Native parents to have important roles in the program such as serving as chaperones for the UNITY conference, parents and other community members were changing their views about education and seeing themselves as partners rather than bystanders in their children's education. More formal events geared to Native families, such as Back-to-School nights and workshops on financial aid for college, also helped family members to feel more included.

Following is a selection of comments from NDE administrators, school administrators, and project/site staff about parent and community member engagement in their children's education:

I think including more family, parent, and guardian events is helping them understand the school system better. Having events that are meaningful, and improving the communication, is having a bigger effect on communities in both locations.

I think that both the students and families have an advocate in the school. Having that reassuring presence in the school makes a difference.

NYCP created an opportunity for more engagement [with families and the community] and this became a journey for everyone. When a student succeeds, the community succeeds. NYCP empowers...communities to support [members] in success. An example is the first UNITY chapter...[that] is a testament to the NYCP effort.

There is a big impact in both areas especially because of the cultural components...activities have brought the community together and...connected community members to the importance of school.

Parents attend events now...that wasn't the case before...I see parents where I never saw them before.

The program has impacted just about every family on the reservation. The youth are being taught and shown new things that the families can't do themselves.



*An administrator from NDE welcomes parents to a focus group in Yerington.
Photo by Linda Fredericks*

Respondents recognized that although the project had considerable success in reaching out to families, more needs to be done to involve family and community members in supporting the education of their children. Administrators at the NDE thought that project staff could do more to demonstrate how the project was helping to reinforce the importance of traditional Native culture and how students going off to college and acquiring valuable skills could ultimately benefit the local community. They also suggested that project staff in McDermitt do more to communicate with community members by bringing backpacks with school supplies to families, and attaching an NYCP page to the school newsletter and school yearbook.

District and school administrators had the following suggestions for increasing family support:

- Increasing collaboration with other school counselors to better publicize events such as FAFSA Night;
- Holding more career fairs and other events at which Native students can interact with other Native people who are in college or recent graduates;
- Finding more opportunities for high school students to speak with middle school students about their Native culture;

- Receiving more data on parent participation, parent perceptions, and program impacts;
- Fostering more collaboration between project staff and the Tribe to sponsor academic nights;
- Encouraging parents to attend events such as Parent Reading Nights;
- Teaching parents what they can do in the home to support students, such as reading to children, encouraging homework, and assisting with academic work even if they do not have internet connections.

Site staff said it would be helpful to have more family nights in which families and community members could come together and prepare traditional foods and engage in traditional activities such as crafts, and to have more events that recognize student achievement.

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

Impacts on Families of Students and Other Community Members

State, district, and school administrators, along with project and site staff, agreed that the project had positively impacted parents and other community members, largely through the cultural focus present in many project activities.

Respondents said that parents enjoyed attending different community events, such as parent-student cultural time with elders or the powwow held in Winnemucca, and were aware that NYCP had sponsored these events. Some saw impacts on younger siblings of students involved with the project, saying that children wanted to be involved in activities such as UNITY meetings at the school when they became older. Others said that parents felt more comfortable in their relationships with the school because they could reach someone who respected and understood their cultural backgrounds. One school administrator from Yerington, for example, said that in the past, if families had an issue relating to their child, they probably would not come to the school. Now that they can call the CCC, with whom they have an established relationship, they are more likely to come to the school and address the issue. Project staff thought that NYCP had a large role in changing parents' perceptions from having little role in their children's education to seeing themselves as an important part of their children's educational opportunities. Project staff also said that parents felt pride in seeing their children receive support and succeed academically when previously the children would have resigned themselves to failure.

Community Events

In McDermitt, project staff reported fewer events being held than last year because of the staff transitions. However, a well-attended youth summit and powwow was held in the city of Winnemucca in the spring of 2019, and students were recognized at that event for their academic success. The Paiute language classes that had been offered last year at the Tribal Youth Center were no longer being held, but a school administrator reported having discussions with a graduate student who had previously developed Paiute language materials for the district. The administrator hoped that language classes could be designed and taught at the school.

Project and site staff in Yerington described having several events for parents and community members that took place throughout the academic year, including trainings through the Native Wellness Institute.

Staff thought the events were successful in terms of bringing more attention to the work of NYCP, gaining support from parents and grandparents, and celebrating the local Native culture. Staff said that more events were being planned to strengthen the bonds between mothers and daughters, grandparents and grandchildren, and young men and their community. Following are statements from project and site staff about the value of community events:

What we saw [was] a lot of grandparents especially wanting to know what they can do...[we] are moving toward more activities about parent-child, grandparent-child relationships. [We] will work with young girls and mothers who don't know how to treat their daughters [and] with young males on how they interact with their community.

The only thing I would like to see is...more [community events]. We were able to bring NYCP and Native Wellness Institute into the schools. I would love to see the community learn more about Native culture and history...if we could start to empower one another to be successful, that would promote strong minds, bodies, and communities.

Through [having] cultural activities and the first powwow in many years hosted by this community, it was an amazing start to witnessing a time when people started to see one another and see their community in a different way...these activities were all centered around education, not just westernized education, but...traditional ecological knowledge, language, and cultural practices.

The language bowl and camps have brought youth more in touch with their language. Over the past year, I've noticed that the youth are starting to speak more of their Native language. The powwow and youth gathering were great. It wasn't just for our community; it was for everyone. It changed everything for a lot of people.



Replicas of traditional huts, fashioned by students from stalks of dried sage, are displayed in the office of the CCC at Yerington High School

Photo by Linda Fredericks

School and district administrators also spoke positively about the community events, believing that the activities promoted better relationships between the schools and the communities. At the same time, administrators wanted to see data verifying that community events were having an impact on children's education.

SECTION 8

RECOMMENDATIONS

Based on the data collected during the second year of project implementation via surveys, interviews, focus groups, and quantitative data collection templates, the following changes to program implementation for Year 3 are recommended.

- 1. Create a communication plan for McDermitt involving NDE administrators, tribal staff, school administrators, and project/site staff.** Implementation of the NYCP in McDermitt appeared to be hindered by unsatisfactory communication between the state, the tribe, school administration, and project/site staff. NDE can help to clarify expectations for project objectives and establish more open lines of communication between the state, the tribe, and the school. One person with knowledge of the McDermitt program suggested the development of weekly task lists by project staff as well as weekly reports on progress and next steps would help to create more transparency and focus. The handling of financial matters by the Tribe may also need to be discussed further as there were multiple concerns expressed about stipends and reimbursements being unpaid and records not being maintained in accord with district and state policy.
- 2. Provide professional development to staff on increasing parent engagement.** Staff from both project sites indicated that while outreach to parents had improved under the grant, parent engagement continued to be a challenge. Staff asked for professional development in increasing parent involvement in their children's education, helping parents to better communicate with children, and showing parents how to assist their children in applying for postsecondary education and financial aid.
- 3. Ensure that Academic Learning Plans are completed and periodically reviewed in McDermitt.** Students in McDermitt reported that they had filled out Academic Learning Plans last year, but there had been no follow-up to discuss their progress. The new CCC will need to hold regular periodic meetings with students, at least once a semester, to review the plans and identify classes that students need to take to attain their educational objectives. Parents also need to be informed about the content of the plans so they can better support students in their educational progress.
- 4. Consider involving high school students in Yerington as tutors and mentors to middle school students.** In Yerington, administrators and staff agreed that middle school students needed more support in improving both academically and behaviorally. Since the program to assist students is now well-established at the high school level through NYCP, it may increase program effectiveness to recruit Native high school students to serve as tutors and mentors to middle school students. In this way, the responsibility for raising academic achievement and enhancing social and emotional skills in the middle school students will be spread out among a number of people and will not only fall to the CCC and hired tutors.

5. **Invite Native graduates of colleges and trade/technical schools to visit the schools and speak to students and families.** This recommendation is repeated from last year, as students, parents, and school administrators agreed that students would benefit from meeting with more Native people who graduated from colleges or trade/technical schools and can share their experiences in postsecondary and career settings. Such meetings would encourage youth to think more about educational and career options available to them. When in-person meetings are not possible, virtual meetings may be considered as a viable alternative.
6. **Ensure that each year, at least 60% of the students participate in a college visit or college fair, and hold a meeting with students and parents before each college or trade/technical school visit to discuss the purpose of the trip.** The grant design calls for 60% of the students to participate in a college visit. These may occur by the students traveling to the colleges or college admissions staff visiting the NYCP schools in person or virtually. When in-person visits are not possible, virtual visits are a viable alternative. Additionally, NDE staff suggested that the tours to campuses would be more beneficial to participants if there were discussions held beforehand about why a certain college or trade/technical school was being visited and what students could expect to learn in that location. It may also be helpful to encourage students and parents to create questions ahead of time that could be answered by personnel of that postsecondary institution during the visit.
7. **In addition to college and career fairs, explore opportunities for students to engage in job shadowing and internships.** Students could benefit from additional hands-on opportunities to explore different careers while in high school or middle school. Project staff could collaborate with teachers or JAG staff to identify workers or professionals in the community who would allow students to spend time with them in a job setting or take on students as interns.
8. **Ensure that students in McDermitt apply to colleges or trade schools.** The grant design calls for at least half of the students to apply to one or more colleges or trade schools by the end of grade 12. Staff should continue to work with the students to identify career areas of interest and assist students in planning and completing applications for postsecondary education and training.
9. **Continue to provide professional development to all school staff on understanding the strengths and challenges of Native families.** Administrators and project staff in Yerington praised the training on trauma informed education presented by the Native Wellness Institute, saying that it helped teachers and counselors to become more sensitive to the issues faced by many of the Native children. Other topics suggested by respondents for professional development included racism, bullying, teen dating violence, teen pregnancy, historical trauma, and suicide prevention.
10. **Ensure that community events that promote the importance of education continue to be offered.** The grant design calls for an increase in the number of events that promote the importance of education among the community and participating students' families each year. To date, there has been much success in this area. The momentum should continue as these events have been well received and effective in supporting students' continued academic success.

- 11. Review individual student performance on state exams and use this information to provide additional academic assistance to students.** By reviewing each student's performance on the state exams, areas of relative strength and weakness may be identified, and a plan for ensuring each student's future success on the exams may be developed.
- 12. Develop a plan for increasing the number of students enrolled in advanced courses in McDermitt.** The grant design calls for a minimum of five students at each of the sites to be enrolled in advanced courses. These may include advanced placement, dual enrollment, or other advanced courses offered either in-person or online. Students who are likely candidates to enroll in these courses should be identified and prepared early on so that when the opportunity to enroll in the advanced courses is made available, they will be adequately prepared for the more rigorous level of work required by these courses. Additionally, district policies should be reviewed to determine if these are limiting students from enrolling in advanced courses.
- 13. Work with chronically absent students and their families to ensure that they attend school more frequently, particularly in McDermitt.** Attendance at school is a major contributor to student academic success. Chronically absent students are at a higher risk of dropping out and have increased challenges to academic success. NYCP staff should work with students and their families to develop individualized plans to increase student attendance at school.

SECTION 9

SUMMARY OF FINDINGS

The Nevada State Department of Education's *Native Youth Community Project* seeks to prepare participating grade 7-12 AI students for college and career using a three-fold plan, that includes: (a) the support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive support in these efforts. Yerington Paiute Tribe and Walker River Paiute Tribe members attend school in the Yerington, NV area and members of the Fort McDermitt Paiute and Shoshone Tribe attend school in the McDermitt, NV area. Across the two sites, 139 grade 7-12 AI students participated in the second year of the project's implementation at these two sites.

This report is an evaluation of the second year of implementation of the project's activities. RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized in the analysis of community event participation, parent participation, student academic learning plan completion, college tour participation, academic achievement and attendance data, advanced course enrollment, and college/trade school applications. Qualitative methods were used to collect information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents, and students during visits to the two project sites. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys that were distributed to parents/caregivers, students, and participants in select community events. Instruments were developed by RMC Research in collaboration with administrators at NDE, other NYCP staff, and organizers of the various events.

All of the key project components were implemented in accordance with the approved plan. In Yerington, one CCC and two CBIs continued the work they had begun in Year 1 and provided the functions as described in the project application. The CCC focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of the individualized academic plan for each student. The CBIs worked closely with the CCC and the community throughout Year 2. In McDermitt, largely due to location-based challenges, Year 2 saw a change in staff in the CCC position, and toward the end of the year the CBI position was vacant. Nonetheless, the planned community events, afterschool tutoring, and summer academic programs occurred as planned. Students from both sites participated in conferences, including the statewide American Indian/Alaska Native Education Summit, the Statewide Multicultural Youth Summit and Powwow, the UNITY conference in Orlando, and the Statewide Native American Youth Summer Camp in Lake Tahoe. Students also participated in guided visits to colleges. Nineteen community collaborative events were held during Year 2, with more than 1,200 attendees. Of these, seven were held in McDermitt and 12 were held in Yerington.

The project met or exceeded its targets for 10 of the 13 performance measures for which data were available. These included measures related to increased community collaborative efforts, the completion of academic learning plans, increased GPA, participation in college tours, increased student motivation and readiness to attend college or vocational training, the rate of college or trade school applications, parent/caregiver participation in their child's education, the occurrence of community events that promote and educate families and communities on the importance of education, and the extent to which parents/caregivers indicate that these events help them to support their child's learning. The performance measures related to the percentage of students who: (a) score at the *proficient* level or higher on the state exams, (b) participate in advanced courses, and (c) who are *not* chronically absent fell short of the stated targets. These will be areas of focus for improvement in subsequent project years.

The community events and conferences offered by the NYCP were well received. For the American Indian/Alaska Native Education Summit held in March in Reno, more than 90% of the survey respondents agreed to all 11 of the items relating to overall impressions. Furthermore, more than 90% *strongly agreed* that attending the Summit had increased their commitment to graduate from high school. One attendee described the impact of the Summit in this way: "It helped me to realize how important my culture is and how furthering my education can be a huge help. I was able to see that our people are just as capable as any other people group. I learned to pursue my passions and be a leader." For the Statewide Multicultural Youth Summit and Powwow held in April in Winnemucca, 95% or more of the survey respondents agreed to all 12 of the survey items relating to the quality of the Summit. The highest percentage (64%) *strongly agreed* that the presenters were knowledgeable.

The *Being Trauma Informed* training, which took place in June in Yerington, was also extremely well received by the students, adults, and teachers/administrators who attended. The attendees agreed that the presenters were knowledgeable and interesting, and that the training was worth their time. The Native American Youth Summer Camp held in August in Lake Tahoe, was also very favorably received by the students who attended; more than 95% agreed to all 12 of the survey items relating to the quality of the camp. The highest percentages of students *strongly agreed* that the presenters were knowledgeable (93%) and that time was well spent (85%). All agreed, at least to some extent, that they would recommend the camp to a friend. One of the attendees described the experience this way, "The camp was amazing! I got to meet new people and make friends, I learned so much and felt very safe here."

The overall perceptions of students of the project were gathered using a survey and focus groups. In McDermitt, college visits were viewed favorably by the students, with 70% or more agreeing, to the nine survey items relating to the visits' impact on their understanding of various aspects of college and the application process. Fewer than one-fourth of the McDermitt students indicated they had received help from the CCC in the last year. It was noted that this is an area that should receive particular attention in the current and future project years. McDermitt students also shared information on areas in which they are in need of support. These included: how to better: (a) prepare for exams, (b) manage their time, (c) understand what they read for school, and (d) take notes in class.

In Yerington, students responding to the survey reported that the various aspects of the NYCP were helpful, including the college tours and the support of the CCC. Nearly all indicated that they received help from their CCC in the last year, and all reported that the CCC had helped them to improve their: (a) understanding of self-advocacy, (b) level of self-empowerment, and (c) confidence in their academic ability.

Areas in which Yerington students are in further need of support include: (a) staying organized, (b) managing their time, (c) taking notes, and (d) being exposed to successful community members.

The results of the survey administered to parents/caregivers during the Back-to-School events in McDermitt and Yerington indicated that parents/caregivers view the community and cultural events hosted by NYCP as helpful to them in supporting their students' learning.

Parents/caregivers also shared that they believe the NYCP has, among other things, created opportunities for students that they would not otherwise have; and helped them to be college-and-career-ready, grow in their awareness of Native culture, and improve the communication between the school and families. One Yerington parent summed up how the NYCP has helped, stating, "[By] being a constant reminder of how important education is and having their best interest in front of all other things."

A site visit was conducted by the research team in September 2019. Interviews or focus groups were held with students, NYCP staff, site staff, parents, tribal representatives, school and district administrators, and administrators at the Nevada Department of Education. Findings were organized around the project's five goals. In terms of its implementation, the NYCP is viewed as having made progress in helping students prepare for postsecondary education and careers. Respondents were overall highly satisfied with the rate and extent of project implementation in Yerington but characterized project implementation in McDermitt as being far slower and more inconsistent.

In terms of efforts centered on increasing student academic performance, academic learning plans were viewed as helpful, with students in Yerington reporting that they had worked with the CCC to develop their plans. In McDermitt, far fewer students reported that they had completed Academic Learning Plans during the 2019-20 school year, and little follow-up had been done on the plans that were developed last year. Site and project staff from both locations thought that opportunities to go on college visits or attend conferences such as UNITY were substantial motivators for students to attend classes and improve grades, as many students had never traveled far from their homes before. Staff also said that monitoring grades, helping students to see the connections between their current classes and future opportunities in college and career, and having a summer program for credit recovery all served to motivate students to succeed in school. In terms of career readiness, work in this area is ongoing, and it is hoped that additional opportunities for exploring career pathways will be made available to students. The project is also credited with having a pronounced impact on students' behavior. By raising expectations for academic and behavioral performance and supporting student growth, notable differences have been seen in the ways students interact with both peers and adults.

The NYCP is credited with increasing student motivation and readiness to attend college or vocational training. It is widely viewed as having a great impact due to a combination of factors, including high expectations for student academic success, opportunities to visit college campuses and conferences, ongoing staff encouragement of students, and outreach to parents.

These have all contributed to students having greater awareness of postsecondary options and seeing themselves as capable of succeeding in education programs beyond high school.

The project has also made great strides in increasing parent/family involvement. There is broad agreement among state and school administrators and project/site staff that the project has forged better relationships with parents and other community members and encouraged them to become more involved in their children's education.

Respondents said that parents felt more comfortable with having advocates in the school who understood the Native culture and communities and took the initiative in reaching out to Native families. They also perceived that by having more cultural and informal events at the schools for the Native families, and by inviting Native parents to have important roles in the program, parents and other community members were changing their views about education and seeing themselves as partners rather than bystanders in their children's education.

In terms of promoting the importance of education among the community and students' families, there was consensus among state and school administrators and project/site staff that the project was successfully reaching out to parents and other community members and helping them to become more involved in their children's education. This has largely been done through the cultural focus present in many of the project's activities.

Based on the findings contained in the report, a number of recommendations were put forth. These included: (1) create a communication plan for McDermitt, involving NDE administrators, tribal staff, school administrators, and project/site staff; (2) provide professional development to staff on increasing parent engagement; (3) ensure that Academic Learning Plans are completed and periodically reviewed in McDermitt; (4) consider involving high school students in Yerington as tutors and mentors to middle school students, (5) invite Native graduates of colleges and trade/technical schools to visit the schools and speak to students and families; (6) ensure that each year at least 60% of the students participate in a college visit or college fair, and hold a meeting with students and parents before each college or trade/technical school visit to discuss the purpose of the trip; (7) in addition to college and career fairs, explore opportunities for students to engage in job shadowing and internships; (8) ensure that students in McDermitt apply to college or trade schools; (9) continue to provide professional development to all school staff on understanding the strengths and challenges of Native families; (10) ensure that community events that promote the importance of education continue to be offered; (11) review individual student performance on state exams and use this information to provide additional academic assistance to students; (12) develop a plan for increasing the number of students enrolled in advanced courses in McDermitt; and (13) work with chronically absent students and their families to ensure that they attend school more frequently, particularly in McDermitt.