



*External Evaluation Report*  
*Nevada Native Youth Community Project – Year 3*

*November 2020*

***Prepared for:***  
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***Prepared by:***  
RMC Research Corporation  
Tampa, Florida



*External Evaluation Report*  
*Nevada Native Youth Community Project – Year 3*

*December 2020*

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

Elizabeth Bright, Ed.D.  
Linda Fredericks, M.A.



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This study was conducted in accordance with the American Evaluation Association’s *Guiding Principles for Evaluation* (2018 Update). In accordance with its *Respect for People* guidelines, in cases where respondents’ comments endangered their anonymity, the identifying portions were omitted. In no instance did these omissions compromise the evaluation findings.

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## EXECUTIVE SUMMARY

The Nevada State Department of Education's *Native Youth Community Project* (NYCP) seeks to prepare American Indian students in grades 7-12 for college and careers 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 116 American Indian (AI) students in grades 7-12 participated in the third year of the project's implementation at these two sites.

This report is an evaluation of the third 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 to analyze 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 virtual visits to the two sites. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys distributed to parents/caregivers and students.

Although project plans were extensively impacted by the COVID-19 pandemic and subsequent school closures, and numerous activities needed to be conducted online rather than in person, the key project components were implemented according to the approved plan. In Yerington, one CCC and two CBIs who were hired early in Year 1 continued to provide the functions as described in the project application. The McDermitt community experienced frequent staff turnover and vacancies in the first two years of the grant due to its isolated geographic location. Still, they were able to have a full team of one CCC, one CBI, and three School Community Liaisons in place by March.

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 intensive four-to-five-week summer programs for selected students, organized college tours (including virtual tours), and facilitated the completion of the individualized academic plan for each student.

The CBIs and School Community Liaisons worked closely with the CCCs throughout Year 3. They promoted communication and relationships between the CCC, school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the communities. The CBIs and School Community Liaisons also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

Additionally, with the onset of the COVID-19 pandemic, all NYCP site-based staff worked diligently to continue to provide essential services to students and their families. Through their efforts, students received a variety of supports, including: (a) daily meal and homework packet

delivery following the closing of schools in March, (b) laptop computers, (c) internet service, and (d) frequent, ongoing communication and virtual coaching to help ensure academic progress and overall well-being.

The COVID-19 pandemic prompted the cancellation of two annual conferences - the Statewide American Indian/Alaska Native Youth Education Summit and the Native American Youth Summer Camp. Nonetheless, students at both sites attended the first-ever virtual UNITY conference and participated in both in-person college visits earlier in the year as well as virtual visits later in the year. The website, Amplified Nevada Native Youth (ANNY) was established and provided a virtual platform for students and their families statewide to strengthen college and career pathways. Additionally, virtual sessions that featured a variety of nationally known speakers were made available to NYCP students. The analysis of student perception data collected via survey indicated that NYCP positively impacts their postsecondary aspirations and preparedness. All students agreed that the NYCP support increased their commitment to graduate from high school.

Thirty-seven community collaborative events, some held in-person, and others held virtually, occurred during Year 3. Of these, 16 were held in McDermitt and 21 were held in Yerington. There were nearly 1,400 attendees. The analysis of parent/caregiver perception data indicated that NYCP community and cultural events are having a positive impact on their ability to support their child's learning.

The project successfully met the targets for 11 of the 12 third-year performance measures for which data were available. These include measures related to performance across all five goal areas. Data for the performance measure related to the completion of academic learning plans fell short of the specified target in McDermitt, and thus for the project overall. Additionally, in McDermitt, the target for the performance measure related to college tour participation was unmet. It is noted that the COVID-19 pandemic impacted performance on these performance measures.

The research team conducted a virtual site visit in late September 2020. Interviews or focus groups were held with students, NYCP staff, site staff, parents/caregivers, 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 careers, (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 visit indicated that considerable progress had been made in each of these areas at both sites.

The final section of the report is dedicated to a series of recommendations for Year 4 of implementation.

## SECTION 1

### INTRODUCTION

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

- (1) Implement a successful NYCP that promotes and prepares American Indian (AI) students for college or 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 third 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 COVID-19 pandemic and mandated closures of schools and tribal offices impacted the project events. Thus, supports and activities offered by the NYCP were adapted to adhere to the new restrictions and social distancing guidelines. The major components for the third year included: (a) support of the College and Career Coach (CCC), Community-based Instructors (CBIs), and School Community Liaisons; (b) activities designed to improve student academic performance, including tutoring and summer programs, virtual conferences and other events designed to engage students, and guided in-person and virtual visits to colleges; and (c) community collaborative events, some of which were held virtually.

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 summer program for credit recovery, attend field trips to colleges (sometimes virtually), and facilitate the completion of an individualized academic plan for each student. The CBI works with families and tribal communities. The primary role of CBIs and the School Community Liaisons is to serve as a bridge between the CCC, the Tribal Education Directors, parents/caregivers, 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. They also collaborate with the CCC to inform parents/caregivers of upcoming school functions.<sup>1</sup>

The evaluation of the project includes both the study of the implementation of the third 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 third 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 third year, the focus is on the extent to which: (a) community collaborative efforts that promote college and career readiness of American Indian children have increased, (b) student academic performance has increased, (c) student motivation and readiness to attend college or vocational training have

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



increased, (d) parent involvement has been enhanced, and (e) parents/caregivers perceive that community events have helped them to support their child's learning.

## EVALUATION DESIGN

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods analyzed community event participation, student academic learning plan completion, and college tour participation. Qualitative methods collected information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents/caregivers, and students during virtual site visits to the two project sites. RMC Research developed instruments in collaboration with administrators at NDE and other NYCP staff.

Qualitative data collected through virtual interviews and focus groups were analyzed using an approach that closely follows methods described by Miles, Huberman, and Saldaña (2019).<sup>2</sup> 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 and parents/caregivers. In addition, NYCP and other staff provided data on student academic learning plan completion, 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 3 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 third 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 American 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?

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<sup>2</sup> Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. 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 students in grades 7-12 participate in college tours?
9. What percentage of students in grade 12 apply to colleges or trade schools?
10. What percentages of students graduate from high school?

**Goal 4: Increase parent/caregiver 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, the study made use of a variety of strategies and data sources, including:

1. Documents pertaining to the content of the various community events and activities 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. The procedures for completing student academic learning plans were discussed with project staff, and the completion rates of these plans were calculated.
4. Student participation rates in advanced courses were obtained from each of the sites and analyzed.
5. 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.”
6. Documents pertaining to the various college tours were examined for location, length of visits, and dates of visits. Participation data for the college tours were analyzed and compared to overall student participation in the project.
7. The number of grade 12 students who applied to colleges and trade schools was obtained from each of the sites and analyzed.
8. 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.

9. At the end of the third year, students and parents/caregivers completed surveys designed to gather their perceptions of the project and its impact.
10. At the end of the third year, students, parents/caregivers, school administrators, state-level and site-based staff, and project staff participated in structured virtual focus groups and interviews.

### **Survey Methodology**

Survey instruments were developed for students and parents/caregivers and were administered to these two groups at the end of the school year and at Back-to-School nights, respectively. A total of 61 students and 67 parents/caregivers responded to the surveys. 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 analyzed responses from these surveys and sent these to the project management team for dissemination.

### **Focus Group and Interview Methodology**

#### ***Student Focus Groups***

Four student focus groups were conducted during the virtual site visit in September 2020 with a combined total of 21 students. Thirteen of those students came from grades 7-12 at McDermitt Combined School, and eight students from grades 7-12 came from Yerington Intermediate School and Yerington High School. 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;
- College(s) visited during the 2019-2020 academic year, most valuable parts of the experience, and suggested improvements;
- Understanding of the process for applying for college and receiving financial aid;
- Number of meetings with the college and career coach;
- Motivation/readiness to attend college or vocational training;
- Changes in feelings about school;
- Changes in thoughts about careers; 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 six parents and caregivers occurred in Yerington during the virtual site visit conducted in September 2020. The protocol included questions about:

- Types of activities students had done as part of the NYCP in the 2019-2020 academic year;
- Colleges visited by students and most valuable parts of college tours done in the

- 2019-2020 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, the superintendent for the Humboldt County School District (which includes McDermitt), and the administrative consultant for the project were all interviewed during the September 2020 virtual site visit. In Yerington, a focus group was held during the September 2020 site visit with four school administrators: the superintendent for the Lyon, The County School District, the high school principal, the assistant high school principal, and the principal of the intermediate school. The former assistant high school principal, who had worked extensively with the NYCP, also participated in a separate interview. 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*

Three administrators from the Nevada Department of Education who work directly with the NYCP were interviewed for the report during the September 2020 virtual site visit.

Administrators were asked questions related to the topics below:

- 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;
- Colleges visited by students and most valuable parts of college tours conducted during the 2019-2020 academic year;
- Suggested improvements to the college tours;
- Satisfaction with the development of students’ learning plans;
- 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*

A total of five staff members from both sites took part in interviews. In McDermitt, the Tribal Finance Director was interviewed, while in Yerington, the four participants included the Tribal Chairpersons 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**

Seven project staff members—the College and Career Coach, Community Based Instructor, three School/Community Liaisons from McDermitt, the College and Career Coach, and one Community Based Instructor from Yerington were interviewed for the report during the September 2020 virtual 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 administrators, 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 Community Based Instructor and School/Community Liaison interviews included several additional items about parent/caregiver community events.

## **STUDY LIMITATIONS**

It is important to note the limitations of this study. In this third year, while procedures for the student and parent/caregiver surveys made every attempt to include all participants, in some cases, participants chose not to complete the survey or, potentially due to the COVID-19 global pandemic, did not attend the event at which the surveys were administered. 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 represent these groups as a whole.

## **ORGANIZATION OF THIS REPORT**

This report is organized into sections that describe the participating sites, the key project components and participation rates, the progress made in meeting targets for annual performance measures, 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/caregivers and students, Nevada's NYCP grant<sup>3</sup> focused on two sites. These sites were chosen as the needs assessment revealed common barriers to college and career readiness, including low academic performance, credit deficiency, poverty and financial hardship, substance abuse, parent/caregiver disengagement, and challenges of remoteness and staffing. Many of these issues lead to low graduation rates. The sites include: (a) McDermitt Combined School as well as a few students who attend Winnemucca Junior High School and Lowry High School all located in the Humboldt County School District (HCSD) serving the Fort McDermitt Paiute and Shoshone Tribe (FMPST), and (b) Yerington High School and Yerington Intermediate School in the Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT). The 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



<sup>3</sup> 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 2019-20 school year is reported. Across the two sites, there are 142 AI students, with McDermitt being the smaller of the two sites, with 34 AI students.

**Table 2-1**

*Number of American Indian Students in Grades 7-12 by Site*

<b>Grade</b>	<b><i>n</i> AI Students McDermitt</b>	<b><i>n</i> AI Students Yerington</b>	<b><i>n</i> AI Students Across Sites</b>
7	4	13	17
8	12	25	37
9	5	22	27
10	3	19	22
11	6	21	27
12	4	8	12
<b>Total</b>	<b>34</b>	<b>108<sup>3</sup></b>	<b>142</b>

## **MCDERMITT**

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



*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 44 students in grades 7 through 12. Of these, 34 (77%) are classified as AI.<sup>4</sup> All students are eligible for free or reduced-price lunch.

<sup>3</sup> In Yerington, not all AI students chose to participate in the NYCP.

<sup>4</sup> School self-report and the State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2019-20 School Year. Retrieved 10/21/20 from <http://www.doe.nv.gov/DataCenter/Enrollment/>.

## YERINGTON

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



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

Four hundred and four students attend Yerington Intermediate School in grades 5-8. Of these, 210 are in grades 7 and 8. Of the students in grades 7 and 8, 38 (18%) are classified as AI. Approximately 88% of the students are eligible for free or reduced-price lunch. Of the 393 students attending Yerington High School, 70 (18%) are classified as AI. Over half (54%) are eligible for free or reduced-price lunch.<sup>5</sup>

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<sup>5</sup> School self-report and State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2019-20 School Year. Retrieved 10/21/20 from <http://www.doe.nv.gov/DataCenter/Enrollment/>. In addition to the numbers reported on the state website, some AI students may be classified under the category of “Two or More Ethnicities.” Thus, the state numbers likely underestimate the number of actual AI students attending, and therefore school self-reported data were used for the number of AI students.

## SECTION 3

### KEY PROJECT COMPONENTS AND PARTICIPATION RATES

This section of the study presents a summary of the key project components for the third year, October 1, 2019, to September 30, 2020, 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 how the key project components were implemented as designed and intended. The calendar of events, agendas, materials, and participation records were obtained from NYCP site-based and state-level staff to investigate this question. The second study question examined in this section pertains to college tour participation. To investigate this question, participation records and other supporting documents were obtained from site-based staff. The final study question examined in this section surrounds community events. To investigate this question, event 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 third year?**

**To what degree do students in grades 7-12 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 third 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 third year included: (a) support of the College and Career Coach (CCC), Community-based Instructor (CBI), and School Community Liaison; (b) activities designed to improve student academic performance, including tutoring and summer programs, activities designed to engage students, and guided visits (including virtual visits) to colleges; and (c) community collaborative events. The COVID-19 pandemic and subsequent closure of schools and tribal offices had a significant impact on the events offered and the way in which support was delivered for more than half of the year. These impacts are highlighted within each of the components discussed in this section. Nonetheless, all components of the third year of the project were implemented as intended, with modifications made to ensure the safety of staff and participants.



*Sign on I-95 in McDermitt at the beginning of the COVID-19 pandemic.  
Photo by Darla Camas.*

### **SUPPORT OF THE COLLEGE AND CAREER COACH, COMMUNITY-BASED INSTRUCTOR, AND SCHOOL COMMUNITY LIAISONS**

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 third year. A full team of one CCC, one CBI, and three School Community Liaisons were in place by March.

At both sites, the CCCs focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, coordinated community and parent/caregiver presentations on college and other topics, conducted intensive four-to-five-week summer programs for selected students, organized college tours (including virtual tours), and facilitated the completion of the individualized academic plan for each student.

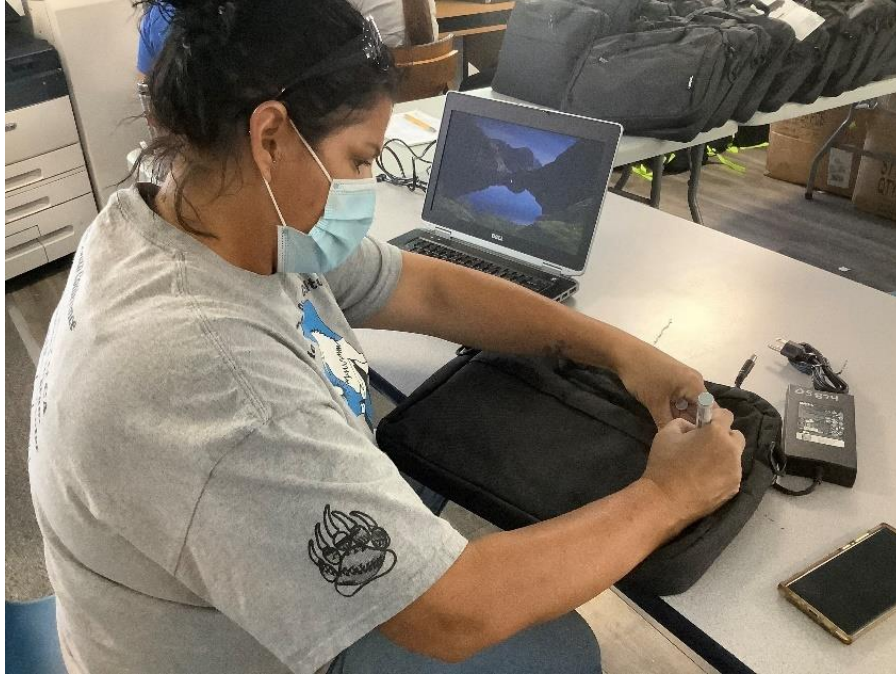
The CBIs and School Community Liaisons worked closely with the CCCs throughout Year 3. In addition, they promoted communication and relationships between the CCC, school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the tribal communities. The CBIs and School Community Liaisons also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.



*McDermitt NYCP staff deliver school supplies to an NYCP student in the Winnemucca area.  
Photo by Darla Camas.*

Additionally, with the onset of the COVID-19 pandemic, all NYCP site-based staff worked diligently to continue to provide essential services to students and their families. Through their efforts, students received a variety of supports, including: (a) daily meal and homework packet delivery following the closing of schools in March, (b) laptop computers, (c) internet service, and (d) frequent ongoing communication and virtual coaching to help ensure academic progress and overall well-being.





*Walker River Paiute Tribe Community-Based Instructor Courtney Quintero prepares laptops and cases for distribution to students in the Yerington area.*

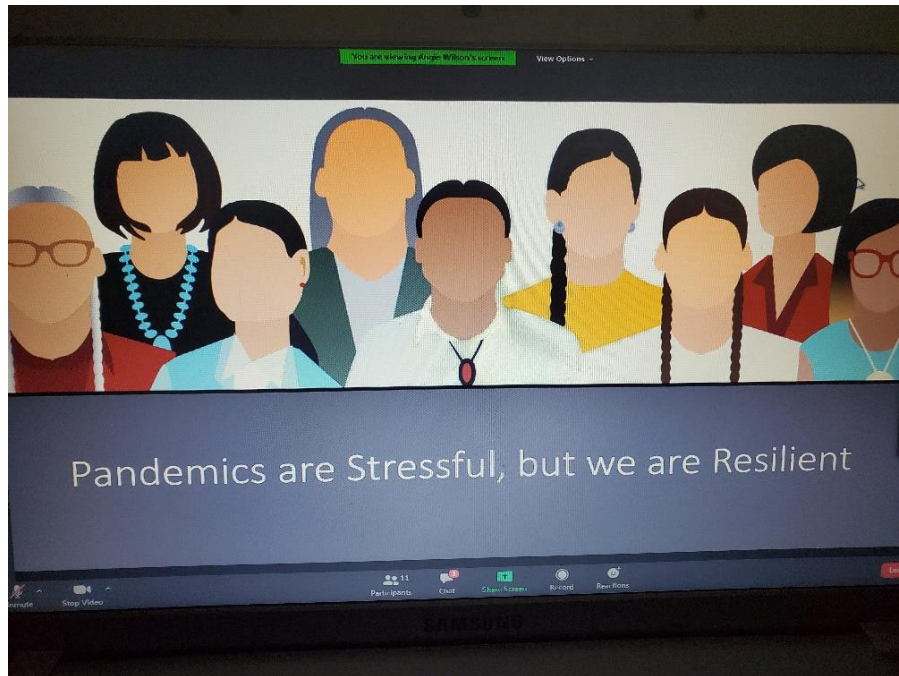
Photo by Debra Keats.

## **ACTIVITIES AND SUPPORTS DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE**

### **Tutoring and Summer Program**

During Year 3, afterschool tutoring was held in Yerington through March for selected students in need of academic support. Additionally, summer programs were offered at both sites. Each site served approximately 20, primarily middle-school students.

McDermitt's four-week virtual summer program focused on Native culture, Paiute language, and youth leadership and featured several virtual college visits and speakers. The Indigenous Twenty-Somethings and One Chance Leadership (featuring Chance Rush and Emcee One) are among the speakers and trainers who virtually met with the students to discuss spirituality, self-esteem, leadership, culture, among other topics. Students were also active in their UNITY council, attended virtual UNITY national conference events, and regularly attended Zumba classes and Powwow club meetings. Additionally, selected students participated in an online *Monologue Writing Workshop* put on through Yale University's Indigenous Performing Arts Program. A student from McDermitt Combined School was awarded the program's *Special Prize for Outstanding Writing from a High School Student*.



*An encouraging screen display during McDermitt's virtual summer program.*  
Photo by Darla Camas.

Yerington's five-week in-person summer program focused on the academic preparation of middle school students for high school with one day each week reserved for Native culture studies. Academic preparation emphasized the areas of math and science. Transportation and meals were provided to the students.

Native cultural studies included engaging, hands-on experiences such as crafting drums and dreamcatchers. Students heard traditional tribal stories and studied the history of Native peoples. Additionally, students attended virtual UNITY national conference events and, through their local UNITY Council (Numu), provided meal baskets for needy families in their community.



*Walker River Paiute Tribe Member Brynn Torres displays the drum and stick she made during the Yerington summer program.  
Photo by Amber Torres.*

## **Student Conferences and College Visits**

### ***Statewide American Indian/Alaska Native Youth Education Summit***

The 13<sup>th</sup> Annual American Indian/Alaska Native (AIAN) Youth Education Summit, scheduled for March 2020, was cancelled due to the COVID-19 pandemic.

### ***Native American Youth Summer Camp***

The four-day Native American Youth Summer Camp, scheduled for June 2020, was cancelled due to the COVID-19 pandemic.

### ***UNITY Conference***

The annual United National Indian Tribal Youth (UNITY) virtual conference was held through three online gatherings on June 25, July 9, and July 23. Approximately 10 students from each of the sites joined 1,100 other Native youth and tribal leaders from across the nation and Canada for cultural sharing, education, awards, music, and celebration relating to the conference theme, “Healing Starts Here.” The annual leadership event featured speakers including the country’s first two Native American congresswomen, Deb Haaland of New Mexico and Sharice Davids of Kansas; award-winning artists, actors, and singers like Taboo, Takana Means, Jewel, Bunky Echo-Hawk, Radmilla Cody, and Kyle Bell; entrepreneur and author, Alyssa London; and Native youth leaders including Anthony Tamez-Pochel, Rory Wheeler, Lexie James, and Cheyenne Kippenberger.

Attendees were able to participate in online workshops, a virtual college and career expo, and live-streamed discussions on timely subjects.



## *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. The COVID-19 pandemic greatly impacted the planned college tours for each of the sites, such as the Spring Break College Tour planned for Yerington students to visit the University of Oregon, Northwest Indian College, and other educational and cultural institutions. By August, virtual college visits became the new norm. During Year 3, a total of 106 of the 135 students (79%) participated in in-person and/or virtual college tours and fairs. Prior to the onset of the pandemic and the subsequent school closures in March, McDermitt students participated in several in-person tours and college fairs, including:

- October 14-16: Twelve students visited and toured Haskell Indian Nations University (HINU);
- October 31: Thirteen students attended a College and Career Fair held at Lowry High School in Winnemucca, NV;
- November 4: Thirteen students visited and toured Great Basin College (GBC) in Elko, NV; and
- December 6: Five students visited Boise State University (BSU) for a campus tour.

NYCP staff planned numerous virtual college visits, including:

- In August:
  - 16 Yerington students visited HINU and Southwestern Indian Polytechnic Institute (SIPI);
  - 18 Yerington students visited Northwest Indian College (NWIC), Northwest Technical College (NTC), and HINU; and
  - 2 McDermitt students visited University of Nevada, Las Vegas (UNLV).
- In September:
  - 12 Yerington students visited HINU and SIPI;
  - 19 Yerington students visited Western Nevada College (WNC), University of Nevada, Reno (UNR), and Truckee Meadows Community College (TMCC);
  - 27 Yerington students visited HINU and UNLV; and
  - 31 Yerington students visited HINU.

## *Amplified Nevada Native Youth*

The Amplified Nevada Native Youth (ANNY) was founded in response to the COVID-19 pandemic and subsequent shift to the virtual delivery of some of the key features of the NYCP. This website, which focuses on strengthening college and career pathways for all American Indian and Alaska Native (AIAN) students statewide, seeks to provide a roadmap to support virtual learning platforms. It serves as a resource hub for students, families, and educators. It is coordinated by Avory Wyatt, a senior at the University of Nevada, Reno, majoring in Public Health and Political Science. He leveraged his passion for helping Native youth build pathways to success and played a key role in the development and ongoing success of ANNY.

Resources include a variety of presentations from current and recently graduated AIAN students and higher education professionals. They share information about different types of opportunities students may have and provide access to information useful for post-secondary planning, including (a) choosing a college and career; (b) applying for scholarships, internships, and

fellowships; and (c) providing information about job shadowing. In addition, the site hosts a selection of virtual college and university tours in partnership with higher education institutions across the country.



*Jarrette Werk joins ANNY for a discussion about his educational journey and professional career path.*

Photo by Avory Wyatt.

Table 3-1 provides a list of all of the ANNY events that occurred during Year 3. There were nine events, beginning on August 18. Viewership for each event ranged from 94 to 2,800, with an average event viewership of 1,160. The opening event on August 18 was part of ANNY’s *Discovering Pathways* series and featured speakers from the University of Nevada, Las Vegas. It had over 2,100 views. Another widely viewed event, with 2,800 views, was held on September 8. It was a career readiness discussion that featured Tyler Sumpter, a graduate student at the University of Oregon who plans to go into the teaching profession. Given its tremendous popularity, ANNY will continue in Year 4 and remain an important resource in supporting AIAN students from across Nevada with their postsecondary planning.

**Table 3-1**  
*Amplified Nevada Native Youth Events and Viewership*

<b>Date</b>	<b>Topic</b>	<b>Speaker(s) and Affiliation</b>	<b>Number of Times Viewed</b>
August 18	<i>Discovering Pathways – The Road to College</i> and Virtual Visit to University of Nevada, Las Vegas (UNLV)	Ryan Boone, UNLV Student and Hallie Jim, UNLV Alumni	2,100
August 21	<i>Discovering Pathways – The Road to College</i> and Virtual Visit to University of Nevada, Reno (UNR)	Mercedes Ramirez and Robin Smuda, UNR Students	94
August 25	<i>Discovering Pathways –</i>	Jarrette Werk, Center	2,200

<b>Date</b>	<b>Topic</b>	<b>Speaker(s) and Affiliation</b>	<b>Number of Times Viewed</b>
	<i>Career Readiness Discussion</i>	for Native American Youth	
August 27	<i>Discovering Pathways – Career Readiness Discussion</i>	Savannah Romero, Illuminatives	493
September 3	<i>Discovering Pathways – The Road to College and Virtual Visit to Haskell Indian Nations University (HINU)</i>	Tsanavi Spoonhunter, Former HINU Student and Dania Wahasuck, HINU Student	900
September 8	<i>Discovering Pathways – Career Readiness Discussion</i>	Tyler Sumpter, University of Oregon Graduate Student and Future Teacher	2,800
September 17	<i>Discovering Pathways – The Road to College and Virtual Visit to Southwestern Indian Polytechnic University (SIPI)</i>	Alyssa Songoi, SIPI Student & Donavon Barney, SIPI Faculty	966
September 24	<i>Educational Experiences and the Nevada Indian Commission</i>	Stacy Montooth, Executive Director, Nevada Indian Commission	212
September 29	<i>Discovering Pathways – Career Readiness Discussion</i>	Tanner Cavanaugh, Physician’s Assistant	679
<b>Total ANNY Event Viewership</b>			<b>10,444</b>

## COMMUNITY COLLABORATIVE EVENTS

Across the two sites, 37 community collaborative events with nearly 1,400 participants occurred in Year 3. The overarching purpose of all these events—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 careers.

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. It should be noted that the COVID-19 pandemic and resulting state, local school district, and tribal mandated closures impacted the ability for each of the sites to hold community events from mid-March through the end of May. However, beginning in June, virtual and drive-by events were offered. It is largely through these alternative formats that both sites were able to exceed the number of events offered in Year 2. Across both sites, a total of 37 events with 1,384 attendees occurred. This represents an increase of 18 events and 117 attendees over Year 2.

**Table 3-1***Year 3 Community Collaborative Events*

<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Number of Attendees</b>
<b>McDermitt: 16 Events, 459 Attendees</b>			
Great Basin College (GBC) Scholarship Night	October 9	GBC Winnemucca Campus	5
Construction Career Day	October 18	Reno Sparks Convention Center	5
Career Development Night	October 22	McDermitt Combined School	14
Veteran's Day Guest Speakers	November 8	McDermitt Combined School	68
Hycroft Mine Safety Representative Guest Speaker	November 15	McDermitt Combined School	15
UNITY/Toys for Tots Christmas Party	December	Tribal Youth Center	90
Holiday Party	December 23	Tribal Youth Center	Unknown
Jobs for America's Graduates Career Development Conference/Competition	March 1 - 3	Las Vegas, NV	2
Senior Graduation Celebration	June 3	Virtual	56
COVID-19 Informational Webinar	August 7	Virtual	27
<i>This is Why We Dance: Honoring Native American Pow Wow Culture</i>	August 18	Virtual Zoom Webinar Sponsored by the Nevada Indian Commission	25*
Backpack Distribution – McDermitt	August 27	McDermitt Combined School	50
Backpack Distribution - Winnemucca	August 27	Winnemucca Area	37
Quarterly Community Wellness Gathering	August 31	Virtual	28
Back-to-School Supplies Distribution - McDermitt	September 14	McDermitt Combined School	23
Parent Engagement Night: <i>How to Help Families Be Successful in a Virtual Environment</i>	September 30	Virtual	14
<b>Yerington: 21 Events, 925 Total Attendees</b>			
NYCP Academic Excellence Recognition	October	Yerington High School	25
Native American Club Homecoming Parade	October 18	Yerington High School	20
Native Wellness Gathering of Native Americans (GONA) Facilitators Training	October 22 - 24	Las Vegas, NV	4
NYCP Academic Excellence Recognition	November	Yerington High School	24
6 <sup>th</sup> Annual Native Youth Conference	November 15	Carson Valley Inn, Minden	15
Native American Heritage Month at YHS	November 22	Yerington High School	300
NYCP Academic Excellence Recognition	December	Yerington Intermediate and High Schools	26
Student Fundraiser	December 4	Walker River Paiute Tribe Community Center	5

Event Name	Date	Location	Number of Attendees
NYCP Christmas Dinner Party	December 19	Yerington Paiute Tribe Gymnasium	83
NYCP Academic Excellence Recognition	January	Yerington Intermediate and High Schools	26
Native American Club Meeting Featuring Guest Speaker from YPT Social Services	January 23	Yerington High School Room 11	18
NYCP Year 2 Evaluation Findings	January 24	Yerington High School Library (Virtual Presentation)	5
NYCP-UNITY Youth Council at YPT Council Meeting	January 29	Yerington Paiute Tribe Conference Room	3
Eagle Feather Ceremony	June 2	Virtual	35
Yerington Intermediate School Drive-By Promotion Ceremony	June 10	Yerington Intermediate School	70
Yerington High School Graduation Drive-By and Parade	June 13	Yerington High School and Main Street, Yerington	47
NYCP 2 <sup>nd</sup> Semester Academic Excellence Recognition	June 24	Yerington Intermediate and High Schools	39
Numu Youth Council (part of the UNITY network) Basket Delivery for Needy Families	July 30	Yerington and Schurz Areas	34
NYCP Annual Student Awards Ceremony	August 5 and 6	Yerington Area	80
Back-to-School Drive-By Backpacks and School Supplies Distribution	August 19	Yerington Paiute Tribe	35
Back-to-School Backpacks and School Supplies Delivery	August 20	Walker River Paiute Tribe	31
<b>Total Across Both Sites: 37 Events, 1,384 Total Attendees</b>			

\*Approximate attendance.

## McDermitt

Sixteen community events were held in the McDermitt area with a total of 459 attendees. This represents an increase of nine events with slightly fewer attendees over Year 2. Community events offered in McDermitt include numerous opportunities for parents, caregivers, and community members to join together in support of student learning. Several events that highlighted career opportunities were offered in the fall. A virtual celebration for graduating seniors occurred in June. In response to the great needs of the community in becoming more educated about the COVID-19 pandemic, a virtual presentation and discussion featuring medical professionals was provided. This was reportedly well received as evidenced by the 27 students, parents/caregivers, and others from the community in attendance as well as the numerous questions posed of the panelists. School supplies and backpacks were distributed during three Back-to-School events held in August and September. The year concluded with a virtual session on *Improving Student Engagement in a Virtual Setting*, part of the Parent Engagement Series.



*Flyer inviting parents/caregivers to one of the sessions of the parent engagement series.  
Flyer by Teresa Melendez.*

One of the highlights of Year 3 was the virtual statewide webinar, *This is Why We Dance: Honoring Native American Pow Wow Culture* held on August 18. The event was sponsored by the Nevada Indian Commission and featured voices from artists, dancers, singers, and photographers who shared their stories of what the Pow Wow culture means to them. Approximately 25 McDermitt community members joined more than 125 other attendees from across the state for this event.

### **Yerington**

In the Yerington area, 21 community events with a total of 925 attendees were held. This is an increase of nine events and approximately 250 attendees over Year 2. These events often focused on strengthening relationships within families, celebrating Native culture, and helping parents and other caregivers support student learning and success after high school. The annual celebration of Native American Heritage Month featured several Native American cultural groups who danced and sang. This event was held on November 22 at Yerington High School.



**Native American Heritage Month**  
Native Youth Community Project's  
**CULTURAL AWARENESS DAY**  
Friday, November 22, 2019

<p>8am-10am</p> <p>8am-8:10</p> <p>8:10-8:40</p> <p>8:40-9:10</p> <p>9:10-9:40</p> <p>9:40-10:00</p> <p>10:15-10:20</p> <p>10:20-10:40</p> <p>Lunch 11:30-12:30</p> <p>12:45-1:45pm</p> <p>12:45-1:00</p> <p>1:00-1:20</p> <p>1:20-1:40</p> <p>1:40-1:45</p>	<p><b>YHS Assembly — Welcoming by Native American Club members</b></p> <p><b>Red Hoop — Flag Song and Honor Song</b></p> <p><b>Pyramid Lake High School Puda Nagadu — Great Basin Dances</b></p> <p><b>Sage Romero — Hoop Dance / Flute Music</b></p> <p><b>Chance Rush — Comedy Show / Motivational speech</b></p> <p><b>Red Hoop — Round Dance songs (potentially 2-4 songs) — Closing</b></p> <p><b>&lt;&lt; Intermission &gt;&gt; Yerington Elementary Performance</b></p> <p><b>Red Hoop Flag Song</b></p> <p><b>Sage Romero Stories, Hoop Dance / Flute</b></p> <p><b>Yerington Intermediate School Performance — Welcome by NAC members</b></p> <p><b>Red Hoop — Flag and Honor Song</b></p> <p><b>PLHS Puda Nagadu — Great Basin Dances</b></p> <p><b>Chance Rush — Comedy Show / Motivational speech</b></p> <p><b>Red Hoop — Round Dance — Closing</b></p>	 <b>YERINGTON HIGH SCHOOL</b>  <b>YERINGTON ELEMENTARY</b>
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*Flyer inviting students, parents/caregivers, and community members to NYCP Cultural Awareness Day.  
Flyer by Debra Keats.*



*Pyramid Lake High School dancers perform during NYCP Cultural Awareness Day.  
Photo by Debra Keats.*

Award ceremonies for academic excellence were held regularly, and the annual *Eagle Feather* Ceremony, which was held virtually this year, was enjoyed by 35 parents/caregivers and students on June 2. This event celebrated the students' efforts to achieve improved grades and acknowledged those students who were now focused on college and careers upon graduation.

Graduating seniors were celebrated with a drive-by ceremony and parade through town on June 13. Back-to-School backpack and school supply distributions were held in August. When the Schurz area was closed down due to COVID-19 concerns, these supplies were delivered to students residing in that area by one of the CBIs.



## **SECTION 4**

### **PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS**

In Year 3, data were collected for 12<sup>6</sup> performance measures across five goal areas. Several of the questions of this study focus how 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 3 performance measures are presented. For the project as a whole, the targets were met or exceeded for 11 of the 12 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?**

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<sup>6</sup> 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. Additionally, the state of Nevada received a testing waiver from the US DOE for its statewide assessment, accountability, and reporting requirements for ESEA due to widespread school closures related to the COVID-19 pandemic. Thus, data for the performance measure related to achievement test performance are not available for Year 3.

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

### **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, 19 community events occurred. The target for this performance measure for Year 3 is to hold at least 20 community events. In Year 3, 37 community events with a total of 1,384 attendees occurred. This exceeds the target for the performance measure by 17 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 the 2018-19 and 2019-20 school year were compared. Target data from Year 2 indicate that 100% of the 33 McDermitt and 106 Yerington students had completed academic learning plans for the 2018-19 school year. Data collected on September 30, 2020 indicate that 28 of 30 (93%) McDermitt students and all 84 Yerington students had completed academic learning plans for the 2019-20 school year. Thus, across the two sites, 112 of 114 (98%) students had completed academic learning plans. This falls short of the target for this performance measure of having *all* students with completed academic learning plans by two percentage points. Thus, this performance measure was not met. It is important to note that the COVID-19 pandemic and subsequent closure of schools significantly impacted these results. The school closures very likely inhibited the conversations that needed to occur in order to complete the academic learning plan process. Figure 4-1 displays a sample Academic Learning Plan for McDermitt Combined School.

**Figure 4-1**  
*Academic Learning Plan for McDermitt Combined School*

**McDermitt Combined School**  
**Student Academic Planner 6<sup>th</sup> – 12<sup>th</sup> Grades**

Student Name: \_\_\_\_\_

MAPS Results	Assessment Results					
	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	Reading	Math	Reading	Math	Reading	Math
Fall:						
Winter:						
Spring:						
<b>SBAC Results</b>						

MAPS Results	Assessment Results				
	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade
	Reading	Math	Reading	Math	ACT
Fall:					
Winter:					
Spring:					
<b>ACT Results</b>					

Review attached copies of student Schedule, student's current grades, transcript, and attendance.

1

**7<sup>th</sup> and 8<sup>th</sup> Grade Credits needed for Promotion to High School:**

**Math** = 3/4 semesters  
**English** = 3/4 semesters  
**Science** = 2/3 semesters  
**Social Studies** = 2/3 semesters

**High School Graduation Requirements**

State of Nevada requires 22.5 credits and Humboldt County requires 23.5 with 3 credits of science instead of 2

Course Title	HCS D Standard Diploma	HCS D Honors Diploma
English	4.0	4.0
Math (Must include Algebra 1 & Geometry or equivalent)	3.0	4.0 A
Science	3.0	3.0 E
American Government	1.0	1.0
U.S. History	1.0	1.0
World History	1.0	1.0
PE/Sports season	2.0	2.0
Arts/Humanities/CTE/HSRO TC	1.0	1.0
Computer Literacy	0.5	0.5
Health	.05	0.5
World Language		
Electives	6.5	4.0
<b>TOTALS</b>	<b>23.5</b>	
# of Honors Courses		8
Required Cumulative GPA		3.40 on a 4.0 scale - no rounding

2

**College and Career Ready High School Diploma**  
 College and Career Ready High School Diploma:

- \* 24 units of credit total & Pass CTE Testing
- \* Maintained at least a 3.25 GPA (on a 4.0 grading scale, weighted or unweighted) for all units of credit applicable toward graduation)

**My Academic Goal**

**My Testing Goal**

**My Interest and Hobby Goal**

3

**My Career and College Goal**

Colleges/Tech Schools/Trade Schools/Work Studies/Careers I am interested in exploring:

- 1.
- 2.
- 3.
- 4.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Date and Initials of Student for Reviews:** \_\_\_\_\_  
**Staff Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Parent Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

4

## 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).*

On March 27, 2020, the State of Nevada received a waiver from the United States Department of Education for its statewide assessment, accountability, and reporting requirements for ESEA due to widespread school closures related to the COVID-19 pandemic. Thus, the tests were not administered during the 2019-20 school year.

## 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 2019. In September 2020<sup>7</sup>, cumulative GPA data were once again collected for each student and compared with their cumulative GPA from September 2019. The percentage of students with increased GPAs was calculated. Results are reported in Table 4-3. In McDermitt, 14 of the 31 students (45%), for whom cumulative GPAs could be compared, demonstrated an increase. In Yerington, 90 of the 96 students (94%) for whom cumulative GPAs could be compared demonstrated an increase. Across the two sites, 104 of 127 students (82%) demonstrated an increase in their GPA, exceeding the target for this performance measure by 32 percentage points.

**Table 4-3**

*Native American Student GPA – September 2020*

Grade Level	McDermitt <sup>8</sup>			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	0	2.19	12	10	2.85	16	10	2.69
8	9	5	1.81	11	10	2.42	20	15	2.15
9	5	5	3.04	17	15	2.96	22	20	2.98
10	3	2	3.01	16	18	3.14	19	20	3.12
11	6	1	1.80	18	17	3.33	24	18	2.95
12	4	1	2.78	22	20	3.32	26	21	3.24
<b>Total</b>	<b>31</b>	<b>14 (45)</b>	<b>2.30</b>	<b>96</b>	<b>90 (94)</b>	<b>3.07</b>	<b>127</b>	<b>104 (82)</b>	<b>2.88</b>

<sup>7</sup> Due to school closures related to the COVID-19 pandemic, student GPA is based on grades as of March 2020.

<sup>8</sup> Due to the COVID-19 pandemic, in McDermitt, grades listed are for the last period for which grades were available, which ended in March 2020.

### 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 2019-20 school year, in Yerington 37 students enrolled in AP or college courses and 5 students from the Fort McDermitt Paiute-Shoshone Tribe enrolled in AP or college courses. This performance measure is met for both sites, and thus it is met for the project overall.

### 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 2018-19 school year are reported in Table 4-4. 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.

**Table 4-4**

*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)
<b>Total</b>	<b>38</b>	<b>27 (71.0)</b>	<b>106</b>	<b>32 (30.2)</b>	<b>144</b>	<b>59 (41.0)</b>

Data for the 2019-20 school year are reported in Table 4-5. In McDermitt, 12/37 (32%), in Yerington 13/78 (17%), and across both sites 25/115 (22%) of students were chronically absent. Between the 2018-19 and 2019-20 school years, in McDermitt, there was a *decrease* of 38.6 percentage points, in Yerington there was a *decrease* of 13.5 percentage points, and across the two sites there was a 19.3 percentage point *decrease*. This exceeds the target for this performance measure by 19.3 percentage points.

**Table 4-5***Rates of Chronically Absent Native American Students (2019-20 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	4	0 (0.0)	11	3 (27.2)	15	3 (20.0)
8	12	3 (25.0)	14	3 (21.4)	26	6 (23.1)
9	5	1 (20.0)	15	3 (20.0)	20	4 (20.0)
10	5	2 (40.0)	16	2 (12.5)	21	4 (19.0)
11	7	5 (71.4)	14	1 (7.1)	21	6 (28.6)
12	4	1 (25.0)	8	1 (12.5)	12	2 (16.7)
<b>Total</b>	<b>37</b>	<b>12 (32.4)</b>	<b>78</b>	<b>13 (16.7)</b>	<b>115</b>	<b>25 (21.7)</b>

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

#### **Performance Measure 3a**

*At least 60% of students in grades 7-12 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 3, in Yerington, 89 of the 97 students (92%) participated in college tours. In McDermitt, 17 of the 38 students (45%) participated in college tours. Across both sites, 106 of the 135 students (79%) participated in college tours. This exceeds the performance measure by 19 percentage points. It is important to note that these participation figures were impacted by the COVID-19 pandemic. Several in-person planned visits had to be cancelled. Later in the year, there was a shift toward the more widespread use of virtual college tours and visits, largely made available to the students through the ANNY project.

#### **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.*

Parents/caregivers completed permission forms, and in the McDermitt area, the survey was administered in April and May 2020. All of the eligible NYCP students in grades 7-12 were asked to provide their consent and complete a paper-and-pencil survey.<sup>9</sup> The response rate was 31%. In the Yerington area, the survey was administered in May through July 2020 and students were offered both paper-and-pencil as well as electronic formats.<sup>10</sup> The response rate was 63%. Note that the response rate was greatly impacted by the closure of the school due to the COVID-19 pandemic.

<sup>9</sup> Due to the COVID-19 pandemic, the site-based staff chose to distribute the paper-and-pencil survey rather than use an electronic version, due to the concern that some students did not have access to a computer and internet.

<sup>10</sup> Due to the COVID-19 pandemic and subsequent school closures, site-based staff requested both forms of the survey in order to ensure equitable access to the survey for all students.

According to the students at both sites, the NYCP is having a positive impact on their postsecondary aspirations and preparedness. In McDermitt, all nine students (100%) agreed that the NYCP support has increased their *motivation* and *readiness* to attend college or vocational training. In Yerington, 38 of 43 students (88%) at least somewhat agreed that NYCP increased their *motivation* to attend college or vocational training, and 37 of 43 students (86%) agreed that NYCP improved their *readiness* to attend college or vocational school. Across the two sites, 47 of 52 students (90%) agreed that the NYCP support has increased their *motivation* to attend college or vocational training, and 46 of 52 students (88%) agreed that it has increased their *readiness* to attend college or vocational training, exceeding the performance measure by 30 and 28 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 eight students in grade 12 applied to colleges or trade schools. In McDermitt, all of the four students in grade 12 applied to both colleges and trade schools. Across both sites, 12/12 (100%) of grade 12 students applied to one or more colleges and/or trade schools, exceeding the target for this performance measure by 50 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/FAMILY INVOLVEMENT**

### **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%.*

The percentage of students whose parents/caregivers attended at least one parent-teacher conference, an IEP meeting, or a project-sponsored activity was calculated by examining participation logs. In McDermitt, 36/38 (95%) and in Yerington 85/89 (96%) of parents/caregivers were "involved." Thus, across the two sites, 121/127 (95%) of parents/caregivers were "involved," exceeding the target for this performance measure by 35 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, 37 community events occurred across the two sites during the current reporting period (16 in McDermitt and 21 in Yerington). This exceeds the target for this performance measure by 33 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 community awareness and culturally sensitive events helped them to support their child's learning.*

Paper parent/caregiver surveys were completed by parents/caregivers during Back-to-School events at both sites. All 12 McDermitt and 33 Yerington parents/caregivers who responded to the survey item agreed that the community and cultural events hosted by the NYCP helped them support their child's learning. This exceeds the target for this performance measure by 40 percentage points.

Table 4-6 summarizes the status of the targets for the performance measures for Year 3. There were 12 performance measures for which data were available. In McDermitt, 10 of the 12 targets were met. The targets for the performance measures related to college tour participation and academic learning plan completion were unmet. In Yerington, all 12 of the targets were met. For the project overall, 11 of the 12 targets were met. The target for the performance measure related to academic learning plan completion was unmet.

**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 careers	1b. Community collaborative efforts	Y	Y	Y
2. Increase student academic performance	2a. Completed academic learning plans	N	Y	N
	2b. Proficient on state exams	Due to the COVID-19 pandemic, tests were not administered.		
	2c. Increased GPA	Y	Y	Y
	2d. Participation in advanced courses	Y	Y	Y
	2e. Decrease in chronically absent students	Y	Y	Y
3. Increase student motivation and readiness to attend college or vocational training	3a. College tour participation	N	Y	Y
	3b. Increased student <b>motivation</b> to attend college or vocational training.	Y	Y	Y
	3c. Increased student <b>readiness</b> to attend college or vocational training.	Y	Y	Y



Project Goal	Abbreviated Performance Measure	Target Met?		
		McDermitt	Yerington	Project
	3d. College or trade school applications	Y	Y	Y
	3e. Cohort graduation rate	Data for this performance measure were not available at the time of this report's publication.		
4. Increase parent/caregiver involvement in their child's education	4a. Parent/caregiver participation	Y	Y	Y
5. Promote the importance of education among the community and participating students' families	5a. Community events	Y	Y	Y
	5b. Events help parents/caregivers support their child's learning.	Y	Y	Y
<b>Total Number of Performance Measures Met*</b>		10	12	11

\* Based on 12 of the 14 performance measures for which data were available.

## SECTION 5

### OVERALL PERCEPTIONS OF THE 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

#### Description of Survey Instrument and Samples

Parents/caregivers completed permission forms, and at the end of the third year of the project, in April and May of 2020, all of the eligible students in grades 7-12 in the McDermitt Area NYCP were asked to provide their consent and complete a paper-and-pencil survey.<sup>11</sup> Twelve of the 38 students completed the survey, for a response rate of 32%. The sample included more female respondents (58%) than male respondents (42%), and the highest proportion of students responding to the survey (50%) were in 7<sup>th</sup> grade.

In Yerington, the survey was administered in May through July of 2020 and was offered in both paper-and-pencil as well as electronic formats.<sup>12</sup> Forty-nine of the 78 students completed the survey, for a response rate of 63%. The sample included more female respondents (57%) than male respondents (43%), and the highest proportion of students responding to the survey (29%) were in 10<sup>th</sup> grade.

It is unknown what impact the COVID-19 pandemic and subsequent school closures had on the response rate. Thus, it cannot be assumed that the perceptions of these relatively small samples are representative of the students as whole, and these findings should be interpreted with caution.

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<sup>11</sup> Due to the COVID-19 pandemic, the site-based staff chose to distribute the paper-and-pencil survey rather than use an electronic version, due to the concern that some students did not have access to a computer and internet.

<sup>12</sup> Due to the COVID-19 pandemic and subsequent school closures, site-based staff requested both forms of the survey in order to ensure equitable access to the survey for all students.

## McDermitt Findings

### *College Tours*

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

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

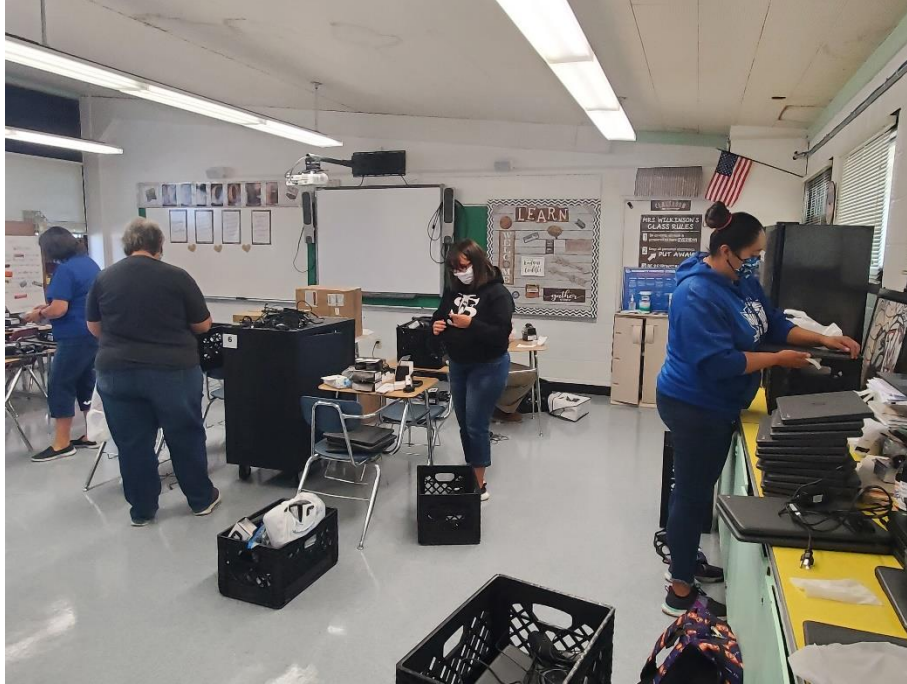
The individual indicated strong agreement with items about better understanding the application process and learning about programs and activities for Native students. The student somewhat agreed with all other items. These included gaining a better understanding of how to prepare for college and trade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

### *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). Three of the 12 students (25%) indicated they received help from their CCC in the last year. Of these three, two responded to the survey items relating to the support of the CCC. The two respondents indicated that the support of the CCC was viewed favorably.

### *Overall Perceptions of NYCP Support*

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



*McDermitt Combined School staff sanitize computers used during at-home learning after in-person learning resumed.*  
Photo by Darla Camas.

### *Perceived Needs*

The final two questions were designed to elicit feedback on students' needs to continue to improve the efficacy of the NYCP. Results are reported in Table 5-1. At least three-fourths (75% - 83%) of the students strongly agreed that in order to improve their academic performance, it would be useful for them to learn how to stay organized, improve essay-writing skills, better understand what they read for school, take better notes in class, and visit a college campus. Two-thirds of the students (67%) strongly agreed that it would be useful for them to learn how to better manage their time and meet successful people from their community. More than half (58%) said they needed to learn how to effectively prepare for exams, visit a variety of businesses, and receive tutoring in specific subjects. Fewer students (33%) strongly agreed that having someone they can talk to about how they feel would improve their academic performance.

**Table 5-1***Students' Perceived Needs*

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

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

### **Yerington Findings**

#### *College Tours*

Just prior to the beginning of the school year, in August 2019, 17 students had the opportunity to visit the University of Nevada Las Vegas, the University of California San Diego, and San Diego State University. Additional college and trade school visits had been planned for the spring of 2020 but were cancelled due to the COVID-19 pandemic.

An item-by-item reporting of the results of the survey items pertaining to the college visits is found in Table 5-2. Twelve students indicated that they had toured a college or trade school with their school. Of these 12, all responded to the survey items relating to the college visits. The

college visits were viewed favorably, with 90% or more of the students agreeing, at least somewhat, to seven of the nine items relating to the visits' impact on their understanding of various aspects of college and the application process. All agreed that the visits helped them to better understand which major areas of study are offered, how to access academic support services on campus, and the programs and activities that are available to Native students. Fewer students (two-thirds) agreed that the visits helped them to better understand the college and financial aid application processes.

**Table 5-2**  
*Student Perceptions of College Visits*

<i>The visit(s) to the college(s) helped me to...</i>	<b>N Respondents</b>	<b>% Strongly Agree</b>	<b>% Somewhat Agree</b>	<b>% Somewhat Disagree</b>	<b>% Strongly Disagree</b>
better understand how I can prepare for college or trade school.	12	42	50	8	0
better understand the application process.	12	33	33	33	0
better understand how to apply for financial aid.	12	25	42	33	0
better understand what major areas of study are offered.	12	42	58	0	0
better understand which areas of study are of interest to me.	12	42	50	8	0
better understand how to access academic support services on the campus, if needed.	12	42	58	0	0
learn about programs and activities for Native students.	12	50	50	0	0
increase my <i>motivation</i> to attend college or vocational training.	12	58	33	8	0
increase my <i>readiness</i> to attend college or vocational training.	12	50	42	8	0

Six students provided commentary on how the college visits helped them. These comments primarily centered around two themes. First, students found the visits to be motivating. Second, students believe that the visits helped them to better understand the opportunities available to them.

These themes are evidenced by the following selected comments:

*It just excites me.*

*It opened my eyes more and let me know there are more options out there.*

*It helped me understand that I have different choices to colleges.*

Seven students commented on what they learned during the college visits. Students said they learned about the importance of education, that college success is linked to motivation, and that they should not be afraid to ask questions. Only one suggestion was made for improving the college visits, and this was to include conversations with students and professors as part of the visit.

### *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 5-3. Twenty-seven of the 49 students (55%) indicated they received help from the CCC in the last year. Of these, 85% or more agreed, at least somewhat, to all eight of the items pertaining to the CCC’s support, including that the CCC helped them to:

- better understand how to advocate for themselves;
- increase their level of self-empowerment,
- improve relationships with other students;
- improve relationships with teachers;
- feel better prepared for college or careers;
- improve their academic performance,
- increase confidence in academic ability; and
- increase their commitment to graduate from high school.

**Table 5-3**

Student Perceptions of the Support Provided by the College and Career Coach

<i>The help I received from the College and Career Coach at my school allowed me to...</i>	<b>N Respondents</b>	<b>% Strongly Agree</b>	<b>% Somewhat Agree</b>	<b>% Somewhat Disagree</b>	<b>% Strongly Disagree</b>
better understand how to advocate for myself.	27	44	44	11	0
increase my level of self-empowerment.	27	44	48	7	0



<i>The help I received from the College and Career Coach at my school allowed me to...</i>	<b>N Respondents</b>	<b>% Strongly Agree</b>	<b>% Somewhat Agree</b>	<b>% Somewhat Disagree</b>	<b>% Strongly Disagree</b>
improve my relationships with other students.	27	37	48	15	0
improve my relationships with teachers.	27	44	41	15	0
feel better prepared for college or a career.	26	54	31	12	0
improve my academic performance.	26	62	31	8	0
increase my confidence in my academic ability.	27	48	41	11	0
increase my commitment to graduate from high school.	27	67	30	4	0

Thirteen students provided commentary on the support provided by the CCC. All were positive and centered around three main themes, including that the CCC: (a) supports students academically through tutoring, overseeing homework completion, and other academic supports; (b) provides advice and support to keep students motivated; and (d) talks with students about going to college and choosing the right one for them. These themes are evidenced by the following selected comments:

*[He] encourages me by [overseeing me] doing my homework and turning it in.*

*He helped me and talked about why keeping good grades and doing successful things after high school is good for us personally.*

*[He] helped me realize that if I want to graduate, I have to try.*

*[He] was always there when you needed [him] ... [he] definitely boosted my spirit.*

*He makes you feel comfortable when you ask for help.*

***Overall Perceptions of NYCP Support***

According to the students, the NYCP is having a positive impact on their postsecondary aspirations and preparedness. All students at least somewhat agreed that the NYCP support has

increased their commitment to graduate from high school. Additionally, 38 of 43 students (88%) agreed that the support has increased their *motivation* to attend college or vocational training. Finally, 37 of 43 students (86%) agreed that the support has increased their *readiness* to attend college or vocational training and has helped them feel better prepared for college or careers.

*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 5-4. There was a high level of agreement that all 11 of the supports listed would be useful, with more than 75% of the students agreeing that these would help to improve their academic performance. Students strongly agreed that it would be useful for them to improve essay-writing skills (67%), learn how to effectively prepare for exams (63%), learn how to better manage their time (63%), learn how to stay organized (60%), better understand what they read for school (60%), and take better class notes (60%). Fewer students (44%) strongly agreed that having someone they can talk to about how they feel would help them to improve their academic performance.

**Table 5-4**

*Students’ Perceived Needs*

<i>In order to improve my academic performance, it would be very useful for me to...</i>	<b>N Respondents</b>	<b>% Strongly Agree</b>	<b>% Somewhat Agree</b>	<b>% Somewhat Disagree</b>	<b>% Strongly Disagree</b>
learn how to effectively prepare for exams.	48	63	31	4	2
learn how to stay organized.	48	60	29	8	2
learn how to better manage my time.	48	63	33	4	0
learn how to better understand what I read for school.	47	60	36	4	0
learn how to take better notes in class.	48	60	35	4	0
learn how to improve essay-writing skills.	48	67	29	4	0
have someone I can talk to about how I feel.	48	44	35	17	4
meet people from my community who are successful.	48	50	38	6	6
visit a college campus.	48	58	31	8	2
visit a variety of businesses.	48	48	31	15	6
receive tutoring in (a) specific subject(s).	48	52	29	15	4

Twenty-six students provided commentary on specific subjects for tutoring and additional supports or help needed. These were varied, although the two areas most frequently cited were math (46%) and English/language arts, including reading and writing (35%). Other subjects mentioned by smaller numbers of students and included sciences and social studies. Some students requested guidance in selecting a college, while others asked for help with choosing a vocation and obtaining appropriate training. These needs are evidenced by the following selected student comments:

*Tutoring in math and language arts to improve researching and writing skills to write essays.*

*I want to go to trade school not college, so if we could visit something like that for mechanics, truck drivers or equipment operators that would be good for me.*

*I just need assistance in finding a college I would like to attend.*

*Math. I have struggled in math a lot.*

## **PARENT/CAREGIVER PERCEPTIONS**

### **Description of Survey Instrument and Samples**

The paper-and-pencil *NYCP Parent/Caregiver Survey* included a total of 12 items: four items regarding demographic information, one item pertaining to the activities in which parents/caregivers participate, two items on the perceived helpfulness of these activities in supporting their child's learning, and five open-ended items designed to gather data on the NYCP's overall impact and to assess further needs. Two of the items used four response categories: *very helpful, somewhat helpful, not helpful, don't know/did not attend*.

The survey was administered during back-to-school/parent engagement events in August and September 2020. The parents and caregivers who did not attend these events were given an additional opportunity to complete and return the surveys through the CBIs. All survey responses are included in the analyses contained in this report.

Eighteen McDermitt area parents/caregivers responded to the survey. Of these, 78% have children who attend McDermitt Combined School, with the remainder of parents/caregivers having children who attend Winnemucca Junior High School. The sample includes significantly more female respondents (88%) than male respondents (12%). The parents/caregivers who responded have children in grades 7-11. It cannot be assumed that the perceptions of this sample are representative of parents/caregivers in the McDermitt area due to the low response rate. Thus, the findings presented in this summary report should be interpreted with caution.

In the Yerington area, 49 parents/caregivers responded to the survey. Of these, 59% have children who attend Yerington High School, 27% have children who attend Yerington Intermediate School, and 14% have children who attend both of these schools. The sample includes significantly more female respondents (85%) than male respondents (15%).

The parents/caregivers who responded have children in grades 7-12 who participate in the NYCP program.

## McDermitt Findings

### *Parent/Caregiver Participation in Activities*

In Table 5-5, the number and percentage of parents/caregivers who participated in a variety of activities and events is reported. Parents/caregivers reported the highest participation in meetings with their child’s teacher (61%) and Back-to-School or Open House events (39%).

Parents/caregivers reported lower participation in meetings to learn about the college and financial aid application processes (6%).

**Table 5-5**

### *Parent/Caregiver Participation in Activities and Events*

<b>Activity</b>	<b>N Respondents</b>	<b>N Respondents Who Participated</b>	<b>% Respondents Who Participated</b>
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.	18	11	61
A meeting with the College and Career Coach or Community Based Instructor.	18	2	11
A meeting to learn about the college application process	18	1	6
A meeting to learn about the college financial aid application process.	18	1	6
An event that focuses on native culture and/or wellness	18	3	17
An event that focuses on how I can support my child’s learning.	18	3	17
A meeting of the Parent Advisory Council	18	2	11
Volunteer at a school event	18	5	28
Back-to-School Night or Open House	18	7	39

### *Perceived Helpfulness of Activities*

The perceived helpfulness of various meetings and activities offered by the school and the NYCP to support children’s learning is reported in Table 5-6. Overall, perceptions of the various support activities were favorable. All participants agreed that seven of the ten listed meetings and activities were helpful in supporting learning. More than half of the parents/caregivers indicated that the following activities were “very helpful” in supporting their children’s learning:

- A meeting to learn about the college application process (60%),
- A meeting to learn about the college financial aid application process (60%),
- An event that focuses on Native culture and/or wellness (67%),
- Volunteering at a school event (63%),
- Back-to-School night (80%), and
- Community and cultural events hosted by NYCP (83%).

**Table 5-6**

*Parent/Caregiver Perceived Helpfulness of Activities to Support Learning*

<b>Activity</b>	<b>N Respondents</b>	<b>% Very Helpful</b>	<b>% Somewhat Helpful</b>	<b>% Not Helpful</b>
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	13	46	54	0
A meeting with the College and Career Coach or Community Based Instructor	5	20	80	0
A meeting to learn about the college application process	5	60	40	0
A meeting to learn about the college financial aid application process	5	60	40	0
An event that focuses on Native culture and/or wellness	9	67	22	11
An event that focuses on how I can support my child’s learning	8	50	50	0
A meeting of the Parent Advisory Council	4	50	25	25
Volunteer at a school event	8	63	25	12

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
Back-to-School Night	10	80	20	0
Community and cultural events hosted by NYCP	12	83	17	0

Eleven parents/caregivers provided commentary on what they thought were the most important ways the NYCP has helped their children. Parents/caregivers cited that the NYCP has created new opportunities for students, helped them further develop leadership skills and build their self-confidence, and increased their awareness of their Native culture and heritage. According to one parent, the NYCP has helped their child, “by building confidence and also opening up her educational experience.”

Eleven parents/caregivers provided commentary on what they thought were the most important ways the NYCP has helped them support their children’s learning. Parents/caregivers cited that the NYCP has made them feel more comfortable and increased their understanding of their children’s learning.

The NYCP’s ongoing activities and events, particularly those that incorporate Native culture and language, play an integral part in the project’s success.

Parents/caregivers also listed areas of support they would like to see offered to their children that are not currently available. The six who responded to this item expressed a desire to have presentations focused on careers, an increased emphasis on the importance of doing well in school and the meaning of educational terms such as “credit” and “credit deficiency,” additional opportunities for children to learn about Native culture, and additional academic support in math, writing, and reading areas.

Parents/caregivers listed topics for future events they would be interested in attending. These included: (a) supporting their children in post-secondary planning, (b) supporting their children’s learning, (c) supporting their children’s mental and social well-being, and (d) understanding Native culture and overcoming intergenerational trauma.

**Yerington Findings**

*Parent/Caregiver Participation in Activities*

In Table 5-7, the number and percentage of parents/caregivers who participated in a variety of activities and events is reported. Parents/caregivers reported the highest participation in meetings with their child’s teacher (61%) and Back-to-School or Open House events (45%). Parents/caregivers reported lower participation in meetings to learn about the college financial aid application processes (6%).

**Table 5-7***Parent/Caregiver Participation in Activities and Events*

<b>Activity</b>	<b>N Respondents</b>	<b>N Respondents Who Participated</b>	<b>% Respondents Who Participated</b>
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	49	30	61
A meeting with the College and Career Coach or Community Based Instructor	49	7	14
A meeting to learn about the college application process	49	5	10
A meeting to learn about the college financial aid application process	49	3	6
An event that focuses on native culture and/or wellness	49	12	24
An event that focuses on how I can support my child’s learning	49	18	37
A meeting of the Parent Advisory Council	49	5	10
Volunteer at a school event	49	5	10
Back-to-School Night or Open House	49	22	45

*Perceived Helpfulness of Activities*

The perceived helpfulness of various meetings and activities offered by the school and the NYCP to support children’s learning is reported in Table 5-8. Overall, perceptions of the various support activities were favorable. All participants agreed that seven of the ten listed meetings and activities were helpful in supporting learning. More than half of the parents/caregivers indicated that the following activities were “very helpful” in supporting their children’s learning:

- An event that focuses on how I can support my child’s learning (78%),
- A meeting with the College and Career Coach or Community Based Instructor (75%),
- A meeting to learn about the college application process (75%),
- A meeting to learn about the college financial aid application process (75%),
- Community and cultural events hosted by NYCP (73%),
- An event that focuses on Native culture and/or wellness (72%), and
- Back-to-School Night (64%).



**Table 5-8***Parent/Caregiver Perceived Helpfulness of Activities to Support Learning*

<b>Activity</b>	<b>N Respondents</b>	<b>% Very Helpful</b>	<b>% Somewhat Helpful</b>	<b>% Not Helpful</b>
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	32	66	28	6
A meeting with the College and Career Coach or Community Based Instructor	8	75	25	0
A meeting to learn about the college application process	8	75	25	0
A meeting to learn about the college financial aid application process	8	75	25	0
An event that focuses on Native culture and/or wellness	18	72	28	0
An event that focuses on how I can support my child’s learning	23	78	22	0
A meeting of the Parent Advisory Council	8	50	25	25
Volunteer at a school event	12	25	67	8
Back-to-School Night	25	64	36	0
Community and cultural events hosted by NYCP	33	73	27	0

Thirty-seven parents/caregivers provided commentary on what they thought were the most important ways the NYCP has helped their children. Parents/caregivers cited that the NYCP has provided new opportunities for students, helped them further develop leadership skills and build their self-confidence and relationships with their peers, and increased their awareness of their Native culture and heritage. Parents expressed that this has been done through a variety of activities and supports, including the UNITY Council, close monitoring of student academic progress, tutoring, summer programs that incorporate academic as well as cultural activities, and visits to colleges. Additionally, parents/caregivers expressed that the NYCP staff have served as advocates and liaisons between the students, teachers, and schools. They also reported that staff members are readily available.

These sentiments are evidenced by the following comments regarding the most important way(s) the NYCP has helped their children:

*[By] acting as an advocate/liaison between my students/teachers/school. The tutoring program has been very beneficial.*

*[By] being available. We could always meet if we had to.*

*Giving them the opportunity to interact with other Native students they may never interact with.*

*I think they give a lot of encouragement that the kids need to want to try harder.*

Thirty-four parents/caregivers provided commentary on what they thought were the most important ways the NYCP has helped them support their children's learning. Parents/caregivers cited that the NYCP has increased their understanding of their children's education, including how to access their grades and assignments; provided activities and supports to get parents/caregivers involved; and provided academic supports to students, including tutoring and monitoring of student completion of assignments.

Parents/caregivers also listed areas of support they would like to see offered to their children that are not currently available. The 26 who responded to this item expressed a desire to have additional information provided on postsecondary planning, including information on college, vocational school, and life skills; individual counseling; and classes on Paiute Language and Native culture. These sentiments are evidenced by the following comments:

*My wish is to send my senior to college. But it is financially challenging. Help with options.*

*More choices after high school, [for example] colleges, trade schools, job, how to be on your own.*

*Real life skills class – how to balance a checkbook and debit/credit card awareness.*

*[The] program offers a lot. I have enjoyed every event.*

*Paiute language.*

Twenty-one parents/caregivers listed topics for future events and areas of support they would like help with. These included (a) positive parenting courses and how to better understand and support their children, particularly in coping with stress; (b) postsecondary planning; and (c) understanding student grades and academic progress.

## SECTION 6

### SITE VISIT FINDINGS

This section summarizes the qualitative findings from a virtual site visit conducted September 24 through October 2, 2020. Findings are based on interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, district and 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 project goals for Year 3.

#### Evaluation Questions Addressed:

**To what extent were the key project components implemented as designed and intended for the third 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.

The three administrators interviewed from the NDE included the Director, Assistant Director, and Education Programs Professional for Indian Education in the Office of Inclusive Education. Their responsibilities included:

- Overseeing the entire NYCP grant;
- Ensuring that budgets were in line with grant objectives and on track with deadlines;
- Helping move activities to online platforms after the pandemic forced school closures. This included providing computers and internet access to students and maintaining regular communication between schools, tribal leaders, and NYCP staff;
- Implementing recommendations for program improvement made by evaluators;
- Reallocating funding that had been put aside for travel to conferences;
- Supervising the NYCP project director and discussing the budget;

- Participating in regular meetings with the McDermitt and Yerington NYCP teams;
- Discussing correspondence with the U.S. Department of Education; and
- Performing the bureaucratic work necessary for state-level project staff to assist communities with the grant.

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 current and former assistant principal at Yerington High School addressed their roles and responsibilities with the project. Their responsibilities were described as:

- Providing project oversight, attending weekly meetings, and having regular check-ins with project staff;
- Ensuring that the program had the resources needed to operate successfully;
- Helping to organize the launch of new programs within the project;
- Offering supports to students such as tutoring or logistical help with trips and activities;
- Discussing students' academic or behavioral concerns with project personnel; and
- Resolving any issues or challenges that occurred with project staff.

Site staff were comprised of two tribal chairpersons, two tribal education directors, an administrative consultant to the project, and a tribal finance director. Their responsibilities with the grant included:

- Providing administrative support for project staff such as help with activities, Dropbox files, invoices, and contracting;
- Serving as program administrators at the sites;
- Paying NYCP bills and conducting budget sessions with project staff;
- Meeting with tribal education directors; and
- Ensuring follow through with activities and the budget.

Project staff included two College and Career Coaches, two Community Based Instructors, and three School/Community Liaisons. Their responsibilities involved:

- Increasing student opportunities, amount of student collaboration, and parent involvement;
- Functioning as the project lead;
- Collaborating with project staff and tribal education director;
- Conducting parent outreach and home visits;
- Delivering paperwork and meals to students and their families during the pandemic
- Transporting students to summer school;
- Serving as a tutor;
- Acting as a liaison between students and school staff;
- Picking up and delivering homework packets; and
- Helping students working at home with the online learning program *Edgenuity*.



*The entry to McDermitt Combined School.*

Photo by Linda Fredericks

### **Professional Development, Support, and Communication**

Two administrators from the NDE reported having professional development through the grant. One administrator attended the national NYCP Project Directors' Meeting, held in Denver in February of 2020, and participated in the National Indian Education Association (NIEA) convention and met with others who headed NYCP initiatives. Other professional development included taking part in "Talking Stick" sessions, sponsored by the national NYCP grant program, covered logistics of the grant, and provided opportunities for grantees to share their experiences. Additionally, D.J. Vanas, a nationally-known motivational speaker and expert on Native wellness, self-care, and leadership, provided training to the administrators. One administrator received professional development on fiscal management through other grants administered through their office, although not from NYCP.

Areas of further professional development or communication requested by NDE administrators included a better understanding of budget processes used by the Office of Indian Education, the NDE, and tribes; grant management; and a more in-depth explanation of the roles that the McDermitt and Yerington groups play in the grant.

NDE administrators described regular communication between themselves and with site staff to discuss project progress and concerns. They said that monthly online meetings involving two NDE administrators, project and site staff, and the two evaluators were helpful in ensuring open lines of communication, as were the new monthly reporting forms on project activities submitted by the two sites. One NDE administrator voiced a desire to see more sharing of resources between the two CCCs from the two sites and more family involvement in project activities such as the Amplify Nevada Native Youth (ANNY) and virtual job shadowing.

Most district and school administrators did not receive professional development through the grant. However, several administrators said they had previously attended the state's American Indian/Alaska Native Education Summit or had planned to attend a conference that was canceled because of the pandemic. One person mentioned that administrators had received technical assistance on overcoming bias through the Western Technical Assistance Center, with the guidance resulting in new school policy development. Administrators were satisfied with the amount of communication they received about the NYCP and described having regular communication with NDE, local project staff, and, in the case of Yerington, with tribal education leadership. Communication took place in person, over the phone, through the Zoom online platform, and by email. Several administrators commended the willingness of project staff to contact families when there were academic or behavioral issues with students.

Below are several quotes from district and school leaders about communication with project staff and tribal education leadership:

*[The tribal education director] and I have had communication quite a bit. My communication with [the director] is at a high level of planning and coordination to make this program run, and with [the CCC].*

*We've had a lot of team meetings between the state and myself, and [with] all the staff that are involved. We've had a lot of in-person and Zoom meetings. There have been a lot of emails to ensure the success of the grant [and] a variety of close contacts.*

*[The CCC] is always willing to reach out to families when teachers have issues with the students.*

*We have used [the CBI] to help with communication with parents when they have been unresponsive [and to] distribute packets and help as needed. We have relied on [the CBI] quite a bit.*

*[Project staff] talk about what they do and how we can support them. Having that door to communication open is important.*

The only suggestion from administrators regarding professional development was for additional training for teachers on understanding Native culture, especially since there were always new teachers coming into the district.

Several site staff members reported participation in the monthly conference call provided to project staff, while others said they received information about project progress directly from site staff or tribal education leadership. Several types of professional development or increased communication were requested by site staff:

- Having more understanding and standardization of reporting procedures, such as where files were being stored, the process for creating a flyer or other materials, and systems for tracking participation in and outcomes of events;
- Seeing indicators of student progress, including grades and participation in extracurricular activities;
- Receiving additional training on federal grants management and financial record keeping;
- Having more collaboration between the education directors of the Yerington Paiute and Walker River Paiute tribes; and
- Securing a better understanding of the roles of Tribal Chairpersons and Tribal Councils in supporting the project.

Professional development received by CCCs, CBIs, and school/community liaisons included virtual sessions with the Native Wellness Institute, training sessions with D.J. Vanas, “Talking Stick” sessions, which allowed interactions with other NYCP facilitators, and participation in NIEA conventions. Additional professional development requested by respondents included ways to help students who were struggling because of the pandemic; ideas for conducting effective outreach to the community; more training on strategic planning conducted for both project sites; and more clarification on roles and responsibilities within the project. Some members of the McDermitt team suggested providing additional training and support for programming and budgeting. Those working with the McDermitt community also requested training to better understand the operations of the McDermitt tribe.

Site-based project staff felt strong support from school administrators, enjoyed regular communication with them, and received logistical assistance for events and support services. Some respondents said that they wanted higher-level administration to be more responsive to the needs of American Indian students and families as they were experiencing enormous stress due to the pandemic. Project teams generally reported having good internal communication and especially praised the work done by CCCs to support students and families during a large health crisis. There were reports from multiple respondents about difficulties in collaborating and communicating with the Fort McDermitt tribal leadership, especially with regards to a planned graduation event after tribal offices were closed for an extended period due to the pandemic.

## **GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AMERICAN INDIAN (AI) STUDENTS FOR COLLEGE OR CAREERS**

### **Overall Satisfaction with Implementation of NYCP**

Even though all project activities were heavily impacted by the pandemic beginning in March of 2020, state and school administrators and project and site staff expressed overall satisfaction with the implementation of the NYCP. Respondents commended the outreach to students and families, the quality and commitment of the staff, and activities that were held for students, including the summer camp and virtual college visits. Multiple concerns were also raised, including uncertainty about funding once the NYCP grant ends, the dependence of program effectiveness on several key individuals, and difficulty in communication with the McDermitt tribal leadership.



## Most Positive Aspects of NYCP in Schools and Communities

Administrators at the state, district, and school level described many beneficial aspects of the project. These encompassed the trusting and respectful relationships developed between students and the Native staff who worked with them; the leadership opportunities provided to students by participating in UNITY groups; the academic, social, and emotional supports given through counseling and tutoring sessions; and the opportunities for students to consider future educational and career plans through activities such as college visits and career fairs.

Below are some of the thoughts that NDE, district, and school administrators shared about the most positive aspects of having NYCP in the schools:

*I think the additional support for our youth and giving them a chance to consider what opportunities there are in the long run.*

*The relationships [that project staff has] with the students and their families. It affects [students'] behavior, their attendance, their attitudes. It is all about building relationships.*

*I think the most positive thing is our kids having consistency and having someone there they could rely on...it is a positive piece for kids who have sometimes come from pretty hard situations. And to encourage kids to have healthy interactions with one another and show them how to do this. Also, providing professional development to teachers who don't know much about tribal practices and being Native. We have people at the sites who understand the kids for the first time.*

*[The program] has had a dramatic effect on the kids...you can see the impact of someone being a Native and working with those kids...it has made such a difference. We want to see [the program] replicated in other places.*

Site staff and project staff agreed that the relationships developed over time with the students had a positive impact on students' academic progress as well as their behavior. They noted that students were proud of their identity as Native youth and that incidents of racism in the schools had decreased. Project staff also saw themselves as strong role models for the students and as advocates for the well-being of Native students and their families. Project staff felt they had worked well as a team and had stepped up to meet the demands of the project.

Examples of comments from site and project staff about the most positive aspects of the project are displayed below:

*Bringing the community together and recognizing the accomplishments of the students. Showing them that we care about what they do and we are proud of them. This has helped the students to realize their worth as young people. I don't think we could have done that without NYCP.*

*It's gotten the children thinking beyond their borders [by taking] various trips to colleges or conferences and meeting other youth. Seeing the cultures of other tribes has been rewarding. [The program will have] a lifetime effect.*

*I appreciate the continuity of the staff. There is trust and rapport. The students know they have someone they can reach out to if they need help.*

*You see a lot more Native kids walking with their heads up and being proud. It helps with their motivation inside the classroom and then they model that for younger generations who are watching them.*

Respondents suggested some ways that positive aspects of the project can be enhanced. These included doing more to showcase the program in other communities; dedicating more resources in support of the program; ensuring adequate staffing at the sites for assigned responsibilities; holding a staff retreat away from the school; having in-person community events again so that parents and grandparents can show support for the students; and increasing communication with students who are succeeding and not solely focusing on those who are struggling.

### **Largest Challenges with the NYCP**

Respondents from the state, district, and local levels identified a series of challenges with grant implementation during the past year. For the McDermitt community, the challenges identified by administrators, site staff, and project staff included:

- Persistent difficulties in communication with tribal leadership;
- Not having a Tribal Education Department to provide oversight or support for grant activities;
- The closure of tribal offices for several months, resulting in an inability to pay staff and vendors and secure needed resources;
- Staff turnover and unfilled positions that affected the project during the first two years of operation and into the first semester of the third year;
- Inability during the pandemic to meet in person with students or parents/caregivers;
- Lack of clarity about roles within the team;

- Racism, low academic achievement, and lack of certified teachers in the school;
- Inadequate recordkeeping systems; and
- Uncertainty about project sustainability once the grant ends.

Some ways that the challenges have been or were being addressed in McDermitt included: (a) hiring new staff, (b) awarding a subgrant to the Humboldt County School District to manage some of the grant monies, (c) having inspiring Native speakers address students through online meetings, (d) encouraging parents/caregivers to join in UNITY meetings, and (e) providing consultant support to the project team.

In the Yerington community, many of the largest challenges identified by district and school administrators as well as site and project staff were associated with the pandemic. These included the enormous stress experienced by students and families because of the social isolation and economic impacts; students having limited social interactions with friends due to assigned cohorts attending on different days and subsequently feeling less motivated to attend school; students struggling to keep up with online assignments because of families having limited amounts of data on their home internet accounts; and students needing multiple passwords for different applications. Other challenges were described as:

- Staff being overextended;
- The community in Schurz wanting more activities;
- Some tensions between the YPT and the WRPT in terms of the distribution of services provided through the grant;
- The lack of program assistance for non-Native students living in mixed Native/non-Native households; and
- A need for better collaboration between school administrators and NYCP staff to more clearly define staff roles.

A few ways that challenges are being addressed in Yerington include: (a) greater involvement of the WRPT in the new federal demonstration grant awarded to the community, (b) administration in the Yerington schools that is supportive of the NYCP staff and efforts to create more equity between Native and non-Native students, (c) the possible hiring of a part-time worker to provide transportation and other services, and (d) increased availability of internet services and hotspots provided by the both NYCP and the WRPT;

## **GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE**

### **Academic Learning Plans**

In Yerington, project staff said that all students completed an academic learning plan on an annual basis, reviewed the plans with staff, and updated them as needed. Staff thought that the discussions about academic learning plans, which included encouragement to explore different classes and career options while in high school, led to 31 Native students taking either Advanced Placement (AP) or Career Education (CE) classes such as medical terminology or carpentry. Staff tried to impress upon students that high school classes could give them an idea of what they might want to do after high school. In McDermitt, project staff indicated that although one-on-

one online tutoring sessions took place with regularity, academic learning plans would, at the request of the principal, be developed for the 2020-21 academic year only after school fully reopened and daily routines were well established. Parents and caregivers from both communities said they were not familiar with the plans and wanted to learn more about them.

### **Academic Engagement and Achievement**

Most state, district, and school administrators thought that the NYCP had raised the level of academic engagement and achievement among students. However, they feared that the pandemic had diminished some of the progress made in this area. Administrators in McDermitt noted that 100% of students had graduated in the last two years and felt this was due to the help of the project. Now, the administrators felt that NYCP and the school as a whole needed to look at additional ways to bring more support into the homes of students. In Yerington, administrators said that project staff were instrumental in monitoring student progress, helping students obtain all their credits, and ensuring that students were on track to graduate.

State administrators observed that the project had successfully introduced students to Native American role models, such as a doctor, lawyer, and accountant, who emphasized the importance of doing well in school and pursuing postsecondary education. They also spoke about the incalculable value of staff's consistent presence during the pandemic, when so much else in the lives of students and families has been chaotic and unpredictable. They described how a member of the Yerington staff spoke to a working group at the State Board of Education about the documented academic impacts of grant activities, prompting members of the working group to consider implementing similar activities in other communities. One state administrator suggested that schools provide professional development for teachers regarding cultural awareness, bias, and student experiences at home and school to better promote the academic achievement of Native students.

Project staff and site staff also believed that student academic engagement and achievement had increased due to having a team of people providing ongoing support to students and families. Services such as counseling and tutoring were viewed as essential to students' success. Staff also thought that engaging students in traditional Native activities, such as powwows, berry picking, and pine nut gathering, as well as inviting students to go beyond the reservation and see colleges in other cities and states, had motivated students to work harder in school. Staff also thought that they needed to help students and families, perhaps by utilizing programs such as the Kahn Academy or other resources that exist outside of the community.



*Students and tutors working on math problems during the summer program in Yerington.*

Photo by Debra Keats

### **Career Readiness**

One large step that NYCP took this year was to introduce a new online platform called Amplify Nevada Native Youth (ANNY), which was created to provide information on college and careers to students and families. ANNY programming centers around its *Discovering Pathways* series. See Section 3 of this report for a complete description. *Discovering Pathways – Career Readiness Discussion*

In Yerington, an annual job fair for the students was postponed due to the pandemic. However, the project provided employment to 11 students who served as tutors during the summer session and is continuing to provide employment during the school year. This was especially important to families that lost employment during the pandemic and were struggling to pay for essential expenses. The project in both McDermitt and Yerington provided free school supplies so families did not need to be worried about that obligation.

Site staff said that project staff helped students focus on their grades so that they could consider different educational and career options after graduation. They emphasized the importance of the personal relationships forged between project staff and students that allowed students to feel more confident in their own abilities and consider a future beyond high school.





*McDermitt's NYCP School Community Liaison Teola Tom distributes school supplies and pizzas during a drive-through event held in August.*

Photo by Unknown

Parents from both communities agreed that the project impacting students' career considerations by providing students with leadership roles through the UNITY groups, taking them to colleges where they could learn about different career options, and discussing different career options with the CCCs.

### **Student Behavior**

Almost all respondents agreed that NYCP had a large and beneficial impact on student behavior. Site staff regarded project staff as instrumental in giving administrators more insight as to how they could be less punitive and more supportive in their interactions with Native students and in guiding students to act responsibly and respectfully. Project staff said that, in addition to working with students individually, one key influence on student behavior was teaching students how to self-advocate and take the initiative in speaking with teachers about ways to improve their grades.

All district and school administrators reported decreases in the number of behavioral issues among Native students since the program began and commended project staff for being willing to intercede and speak to students and family members when problems arose. A few administrators stated that with multiple initiatives in place in the schools, it was not possible to say exactly how much behavioral change could be attributed directly to NYCP, although they thought it had a substantial role.

Following are comments from state, district, and school administrators as well as site staff about the impact of the NYCP on students' behavior:

*I've seen the most broken students go through [the program] and they feel like NYCP is truly supporting them...the kids trust [staff] and they are taken under their wing.*

*I could call [NYCP staff who] would call families. [Staff] would help kids learn a lot...the numbers of behavioral problems [in the school] went dramatically down.*

*[Staff can] be very straightforward with [students], asking, "Is this how you want to be known? Is this what you want for your future? [Staff] has a way of getting through to them. Our discipline issues have gone down tremendously.*

*[Students] feel supported...we have seen the disciplinary issues decrease. [Staff] being in the school with the kids is important.*

*If you have concerns about [student] behavior, you can go to [project staff]. Behavior problems have been down and we hope those numbers will continue to be low.*

Suggestions for ways to improve student behavior included:

- Providing advice to school counselors and administrators on appropriate culturally-based strategies to use with students and families when addressing behavioral issues;
- Investigating ways to provide the support needed by all students, especially those who do not have regular internet access;
- Ensuring that all students have a portfolio that documents participation in events, college and career programs, cultural activities, and academics, and ways they have improved through the process; and
- Workshops for parents on how to strengthen social and emotional support for students.

One respondent, while praising the overall impact of NYCP on student behavior, mentioned that some staff told students that they were not "Native enough" and shamed students for not having sufficient knowledge about their culture and traditions. The respondent worried about the harmful impacts that such words could have on youth and urged staff to use positive feedback in



encouraging all students to learn more about their traditions. The individual emphasized the importance of not judging students who have not learned about their culture at home.

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

#### **Motivation and Readiness to Attend College or Vocational Training**

Site and project staff agreed that, despite the substantial changes to activities as a result of the pandemic, many students still increased their motivation and readiness to attend college or vocational training. Even with online activities, some staff said they consistently emphasized the importance of postsecondary education and careers and that UNITY groups helped sustain student motivation. Staff discussed the important role they played in supporting students through the tough times of the pandemic, often drawing upon the cultural legacy of the tribe. In the words of one project staff member, “I told [students] that culturally, we are not the people who give up, who will meet a challenge and quit. I tell them that so they will want to go on fighting.”

Other staff indicated that the upward trajectory of the project had been stymied by the pandemic, as staff had to shift their attention from promoting college and career to maintaining grades and attendance. In the Yerington community, staff reported that at least 60% of Native students had at least one failing grade, something that had never happened before.

Quotes from project and site staff about student motivation and readiness to attend postsecondary education include those below:

*I absolutely think we have been strong on this. Our team has relationships with the students who participate in the UNITY program [which] has been at the center of our efforts...the students trust us and look up to us. I have helped several students find their voice and be role models.*

*In all of our sessions, we talk about college and career. We always ask our presenters, “Where did you go to college, and how did you get to where you are today?”*

*For a lot of students...it helps to increase their motivation. If they are struggling in certain subjects, I [help them] understand how [the class] impacts their future. If they don't want to go to college, there are other options.*

*I think we are making progress in that direction [but] the feedback now is that [school] is hard for students and the motivation isn't there. A lot of kids just want to go to work. It's just letting them know that they have options.*

*Now there is so much attention on a population that would [otherwise] have been forgotten. The trips and showing up for them on a daily basis and checking on them.*

*On the reservations, everyday life is tough [but] I have seen huge strides made by the program.*

Parents thought that students were more motivated to attend postsecondary education because of the guidance from staff and the trips to colleges that were available before the pandemic began. Parents and site staff also emphasized that many students would not go to college and needed greater exposure to life skills and vocational training. They urged the project to introduce students to different trade and technical schools and have them consider vocational options such as welding, cosmetology, and electrical repair.

State, district, and school administrators generally agreed that the project had spurred students to think more seriously about postsecondary education and prepare themselves for that experience. Administrators thought that the project supported student motivation and readiness by introducing students to strong and successful Native role models, encouraging them to take advanced classes, fostering the use of more creative problem-solving, and taking students to see colleges in Nevada as well as other states.

Some thoughts from administrators about how the project has fostered student motivation and readiness include:

*[Project staff] is trying to encourage students [by taking] them to different campuses and telling them, "This is where you will go, this is where you will get groceries, this is where you will take classes." That was really powerful for the kids. I think it was a big step for kids from the reservation to go to the city."*

*The grant...provided a huge perspective to our youth about the opportunities in and out of state...it helps them see how to deal with the challenges that will face them.*

*I appreciate [project staff] helping kids to pursue those dreams to go to college. Kids are more aware of their opportunities and colleges like Haskell that are more Native-based. I think [project staff] has opened up doors [and] more kids are heading that direction.*

*I do think that [students] have more access to opportunities for different classes and accelerated classes. I think that in this time, I see problem-solving in different ways than they are used to will benefit them as they move into different learning environments. I know there are afterschool programs for students to learn better study habits to prepare them for academic success.*

One administrator echoed the words of site staff, saying that the many social, economic, and academic stresses resulting from the pandemic altered the functioning of the project during the past few semesters, with more attention focused on helping students stay in school and graduate and less attention on developing postsecondary plans. The same administrator pointed out that

students were generally not tracked beyond 12<sup>th</sup> grade, so it was difficult to know how many of them had gone on to college or vocational training.



*School supplies being collected for distribution to families in Yerington.  
Photo by Debra Keats*

Students described the emotional, social, and academic support they received from project staff. They said they felt comfortable reaching out to staff whenever they had a question or an issue. Students appreciated the opportunities to see college campuses, attend conferences, hear motivational speakers, and learn leadership skills. A sample of their statements include:

*[NYCP] helped me to be responsible and attend meetings and know what is going on.*

*I like that if you ever have something you want to talk about, you can go to [staff].*

*[Staff] always wants to help us with any classes or questions.*

*When I was coming into high school, I didn't like to socialize very much. Now I am comfortable talking to people.*

*[I liked] the support being received. There is always someone to go to, whether it's about classes or going to college.*

## College Visits

The CCCs reported that college tours took place. In McDermitt, the tours primarily occurred in-person in the fall of 2019. For the virtual tours offered through the ANNY platform, the CCC indicated that the scheduling occurred without first contacting the project staff. Subsequently, other activities had already been scheduled for those times, and students were unable to attend. The CCC indicated that the ANNY coordinator would be invited to future staff meetings so that the timing and content could be better aligned with students' needs. In Yerington, in-person college visits planned for Spring Break were canceled due to the pandemic. Staff arranged for a virtual site visit to Haskell Indian Nations University and included explanations of enrollment procedures and how courses of study are associated with different careers. The CCC said the virtual tour was structured in a way that made it less daunting for students to think about leaving home and going to college. The Yerington staff also used the ANNY virtual tours and encouraged students to watch so they could learn about what was helpful and what was challenging from Native students on those campuses.

Both CCCs thought that the ANNY virtual college visits were valuable but had suggestions for improvement. In addition to asking that the ANNY coordinator work more closely with project staff to assure the relevance of the content, the CCCs asked for a different online platform that would allow for live interaction with students. They also suggested that both Native college students and an admissions offer should be present at each college session to provide their perspectives and answer questions.

Parents in McDermitt said their children had not participated in the virtual site visits, although they asked for children younger than juniors and seniors to be included in the events so they could increase their interest in higher education. Several of the Yerington parents had children who attended in-person college visits in prior years and said their children greatly valued their experiences.

## GOAL 4: INCREASE PARENT/FAMILY INVOLVEMENT

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

In alignment with findings from the first two years of the evaluation, there was consistent agreement among respondents that the project played an essential role in forging bonds between the schools and families. District and school administrators said that project staff helped Native families feel more comfortable in the schools and facilitated language classes, powwows, and other events that allowed students, families, and other community members to take pride in their history and share their culture. Administrators at the state level agreed that NYCP services were very important to families and thought the project was successful in supporting students and families through the unique, grant-supported relationship developed between the state, schools, and tribes. One state administrator reported that parents in McDermitt had considerable anxiety about the grant ending at the end of the academic year and losing the services and support they relied upon.

Project and site staff stated that NYCP was instrumental in keeping students on track to complete high school and enter higher education, as well as encouraging parents to return to college and earn a degree. They described how NYCP staff had been a source of stability and support to families throughout the COVID-19 crisis. The staff in McDermitt, for example, sponsored an

online COVID-19 workshop that featured a doctor and a tribal health administrator. The session lasted for two hours and helped to answer questions from participants in a community with a high rate of illness. Staff also mentioned how NYCP provides many activities that parents would like to give to their children but can't, such as tutoring, visits to college campuses, and attendance at regional and national conferences.

The following is a selection of comments from project and site staff about how the project has engaged parents and community members in education, especially during the time of the pandemic:

*I feel that [NYCP staff is] the only support right now for the kids and parents. We are all here to help parents and students. They feel comfortable reaching out to us and we let them know we are here for them.*

*NYCP has impacted our students and families in positive ways. When the pandemic started, we were able to reach students through Chromebooks...[through] online events, we were able to provide COVID-19 training to the community as a whole...educate them and answer questions. Also, we were able to reach out to members of our tribe and give them back-to-school supplies...people are aware that is happening and are grateful for that.*

*We have inspired students to finish high school and get a degree. We have inspired parents to go back to college and earn their degree. We have helped to convey the importance of education to the community.*

*The [Fort McDermitt] tribe has an education committee that rarely meets. They have no dedicated education person on the staff. When there is no consistency, students and families don't have buy-in. With NYCP, it's part of their system, and families have bought in. They have taken it as something that is a part of their community...[NYCP staff] has done a really good job of providing opportunities week in and week out virtually for students and families.*

*I think a lot of times people are not able to take their kids out on these college tours. A lot of [parents] have to work, kids come from broken homes, and parents don't have the expertise to sit down with their kids and help them with their homework. It's nice to know NYCP is there to help our kids and be that extra set of eyes...for parents who can't provide [the support] for kids to have a successful future, it is good that there are people who are there for the kids.*

Respondents also gave suggestions for ways that the project could extend its efforts to involve family and community members in support of children's education. These suggestions included:

- Holding an Elder Dinner each quarter and involve more elders in teaching youth about the depth and spirituality of their Native culture;
- Having a peer mentorship program with students from a college or university mentoring older students, and high school students mentoring younger students;



- Providing online training sessions to help parents/caregivers become more comfortable with technology;
- Holding academic achievement nights at the school to honor students in front of parents/caregivers;
- Extending the opportunity for college tours to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders so that they begin to consider opportunities beyond high school;
- Inviting parents/caregivers to participate in college tours so they understand where their children might be attending and can ask questions;
- Creating a strong communication plan for parents/caregivers so they are updated on a weekly basis about project activities;
- Providing more extensive outreach to parents/caregivers whose students are not high achieving and provide training so that parents/caregivers are more knowledgeable about supporting students' academic growth;
- Hosting more sessions on obtaining financial aid and filling out the FAFSA form; and
- Hosting family nights with the intent of creating better communication between students, families, and the school.

Parents/caregivers in the McDermitt community asked for more information on their children's academic progress, stating that they only heard from the school when their children were failing. They thought that the teachers could be more responsive when answering emails and offering to meet with the parents.



*The front of Yerington High School.*

Photo by Linda Fredericks

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

### **Impacts on Families of Students and Other Community Members**

Respondents generally agreed that NYCP helped parents/caregivers and other community members become more aware and supportive of the importance of education in the lives of their children. As one state administrator observed, the project endeavored to accomplish this goal through a two-pronged approach focusing on academics and culture.

Most parents/caregivers indicated that communication with project staff was good and that staff members were responsive to requests for assistance. Following are selected comments from parents about the accessibility of project staff:

*The staff are amazing. With everything they do, they definitely go above and beyond and assist in any way they can.*

*I have never had a problem...I have [one staff member] on speed dial if I ever need to get ahold of [that person]. They have always been very good about getting information out to me and what's going to happen.*

*At the beginning, they passed out a card with everyone's contact information and I keep this at work. They are pretty on it with letting you know [about project activities]. If you see them in person, they may ask about your kid.*

### **Community Events**

Although the number of in-person community events was sharply decreased this past academic year due to the pandemic, project staff nonetheless found innovative ways to reach out to parents/caregivers and larger communities. The McDermitt project staff hosted online classes and cultural activities that parents/caregivers, community members, and students could participate in. The Yerington community hosted a drive-through graduation for both the YPT and the WRPT as well as a virtual Eagle Feather Ceremony. Their UNITY student group made food baskets to deliver to families and also prepared boxes with movie DVDs in them. See Section 3 for a complete description of the many community events that took place during Year 3.



## SECTION 7

### RECOMMENDATIONS

The following changes to program implementation for Year 4 are recommended based on the data collected during the third year of project implementation via surveys, virtual interviews and focus groups, and quantitative data collection templates.

- 1. Provide more opportunities for students to learn about trade and technical careers/schools.** Parents and site staff pointed out that many students will likely not go to college and need more exposure to jobs that involve vocational training. Project staff may want to consider conducting more virtual or actual site visits to trade and technical schools and job sites and invite Native workers in fields such as welding or electrical or construction to give presentations to students and families, perhaps through ANNY.
- 2. Hold periodic training for teachers on understanding Native culture and supporting Native students and families.** State and school administrators pointed out that with new teachers being employed each year, it is imperative to provide professional development regularly to help teachers develop an understanding of local culture and ways they can support the students academically, socially, and emotionally. Project staff can collaborate with school administrators to design and present effective professional development sessions for educators that emphasize equity and the reduction of bias.
- 3. Ensure that the ANNY project is adequately serving the needs of project sites.** ANNY was viewed by project and site staff as a valuable online platform to promote college and career readiness. However, project staff indicated that ANNY events were scheduled without first consulting with them to determine the proper timing and content. Staff asked that there be an interactive component to the presentations so that students could ask questions. They also requested that an admissions counselor be included in all college site visits to provide additional information.
- 4. Provide additional training to parents/caregivers on the use of technology to support students.** The sudden switch to online learning was difficult for many families, especially with multiple logins required for different learning programs and unclear expectations from the schools on when students needed to login to classes. With at least some degree of online instruction anticipated for the current school year, it is important that parents/caregivers and students have a greater degree of confidence and comfort with the use of technology.
- 5. Ensure that all students, regardless of cultural background and knowledge, are respectfully included in all events.** A respondent reported that some staff at a cultural event told a few students they were not “Native enough” because of their lack of cultural knowledge. It is important that all students feel safe in any activity and supported in their desires to learn more about their Native language and culture, especially those who may not have acquired this knowledge in their home environment.
- 6. If possible, include parents/caregivers and younger students in college/vocational school visits.** Parents/caregivers asked to be included in tours to postsecondary institutions so they could see and better understand the places where their children might attend. Site staff and parents/caregivers also suggested including students in the first two years of high

school, and possibly middle school students, in the tours so they would be more motivated to complete high school and attend a college or vocational school after graduating.

- 7. Offer trainings to parents/caregivers on ways to support students.** Several respondents thought that it would be helpful to hold training sessions for parents/caregivers on ways to support students in their academic, social, and emotional growth, especially during the time of the pandemic when so many students and their families are feeling stressed and isolated.
- 8. Hold additional sessions on completing the FAFSA form.** Parents/caregivers and students requested more assistance in completing the FAFSA form, as this is essential for most families who want their children to attend college.
- 9. Ensure ongoing communication between tribal leadership and the NYCP staff.** In order to maximize the effectiveness of the NYCP program, there should be ongoing communication between the NYCP staff and tribal leadership with regards to project activities, project achievements, and ways to support the project.
- 10. Provide workshops to students on crucial topics.** In their surveys, students indicated a great need to learn more about several topics related to their academics, including improvements to essay writing skills, time management, and exam preparation. Project staff, school administration, and teachers could collaborate on presenting periodic workshops on these topics to Native students and perhaps to other students as well.

## SECTION 8

### SUMMARY OF FINDINGS

The Nevada State Department of Education's *Native Youth Community Project* (NYCP) seeks to prepare American Indian students in grades 7-12 for college and careers 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. Across the two sites, 116 AI students in grades 7-12 participated in the third year of the project's implementation.

This report is an evaluation of the implementation of the project's activities in the third year. RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized to analyze community event participation, parent/caregiver 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/caregivers, and students during virtual visits conducted from September 24 – October 2, 2020. Additional quantitative and qualitative methods were used to analyze data obtained from surveys distributed to parents/caregivers and students. RMC Research developed instruments in collaboration with administrators at NDE and other NYCP staff.

Although project plans were extensively impacted by the COVID-19 pandemic and subsequent school closures, and numerous activities needed to be conducted online rather than in person, the key project components were nonetheless implemented accordingly. 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. The McDermitt community, which experienced frequent staff turnover and vacancies in the first two years of the grant due to its geographically isolated location, was able to have a full team of one CCC, one CBI, and three School Community Liaisons in place by March.

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 intensive four-to-five-week summer programs for selected students, organized college tours (including virtual tours), and facilitated the completion of the individualized academic plan for each student.

The CBIs and School Community Liaisons worked closely with the CCCs throughout Year 3. In addition, they promoted communication and relationships between the CCC, school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the tribal communities. The CBIs and School Community Liaisons also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

Additionally, with the onset of the COVID-19 pandemic, all NYCP site-based staff worked diligently to continue to provide essential services to students and their families. Through their efforts, students received a variety of supports, including (a) daily meal and homework packet delivery following the closing of schools in March, (b) laptop computers, (c) internet service, and (d) frequent, ongoing communication and virtual coaching to help ensure academic progress and overall well-being.

Thirty-seven community collaborative events, some held in-person, and others held virtually, occurred during Year 3. Of these, 16 were held in McDermitt, and 21 were held in Yerington. There were nearly 1,400 attendees. The analysis of parent/caregiver perception data indicated that NYCP community and cultural events had a positive impact on their ability to support their child's learning.

The COVID-19 pandemic caused the cancellation of two annual conferences - the Statewide American Indian/Alaska Native Youth Education Summit and the Native American Youth Summer Camp. Nonetheless, students attended the first-ever virtual UNITY conference and participated in both in-person college visits earlier in the year, as well as virtual visits during the pandemic. The website, Amplified Nevada Native Youth (ANNY) was established and provided a virtual platform for students and their families statewide to strengthen college and career pathways. Additionally, nationally known speakers were featured in virtual sessions made available to NYCP students.

The project successfully met or exceeded its targets for 11 of the 12 third-year performance measures for which data were available. These included measures related to increased community collaborative efforts, increased GPA, participation in college tours and advanced courses, improved attendance, increased student motivation and readiness to attend college or vocational training, increased 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 support their child's learning. The performance measure related to the percentage of students who have completed academic learning plans fell short of the specified target of having all students with completed plans in McDermitt, and thus for the project overall. Additionally, in McDermitt, the target for the performance measure related to college tour participation was unmet. It was noted that the COVID-19 pandemic impacted these unmet performance measure targets.

The students' overall perceptions of the project were gathered using surveys and focus groups. According to survey data of students at both sites, the NYCP has had a positive impact on their postsecondary aspirations and preparedness. Perceptions of the relatively small samples may not be representative of the students as a whole, and these findings should be interpreted with caution.

In McDermitt, three of the students indicated that they received help from their CCC in the last year. With the hiring of the full-time CCC who remains in place in Year 4, it is expected that these numbers will dramatically increase. All nine of the students responding to the four questions relating to the overall support they received through NYCP agreed that the support has: (a) increased their commitment to graduate high school, (b) increased their *motivation* and *readiness* to attend college or vocational training, and (c) helped them feel better prepared for college or a career. Areas in which McDermitt students need further support include: (a)

organization, (b) essay-writing skills, (c) reading comprehension, (d) note-taking, and (e) visits to colleges.

In Yerington, just over half of the students indicated that they received help from the CCC in the last year. Of these, 85% or more agreed to all eight of the items pertaining to the support they received from the CCC. All students agreed that the NYCP support had increased their commitment to graduate from high school. Additionally, more than 85% agreed that the support has increased their *motivation* and *readiness* to attend college or vocational training and has helped them feel better prepared for college or careers. Areas in which Yerington students need additional support include (a) exam preparation, (b) organization and time management, (c) reading comprehension, (d) class note-taking, and (e) essay writing.

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 children's learning. Parents/caregivers also shared that they believe the NYCP has, among other things, created new opportunities for students, helped them to further develop leadership skills and build their self-confidence, and increased their awareness of their Native culture and heritage. Additionally, the NYCP has helped parents/caregivers to support their children's learning by helping them feel more comfortable, by increasing their understanding of their children's education, and by offering ongoing activities that incorporate Native culture and language. Additionally, parents/caregivers expressed that NYCP staff members have served as advocates and are readily available.

In terms of supports still needed, the open-ended responses of parents/caregivers highlighted their desire for continued support for their children with (a) postsecondary planning, (b) understanding how to assist with the learning process, (c) mental and social well-being (including overcoming intergenerational trauma), and (d) classes on Native culture and Paiute Language.

The research team conducted a virtual site visit from September 24 to October 2, 2020. The team facilitated interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, school administrators, and administrators at the Nevada Department of Education. Findings were organized around the five project goals. In terms of efforts centered on increasing student academic performance, academic learning plans are currently being developed for all students at both sites for the 2020-21 school year. Both sites provided tutoring and counseling to students as well as a summer learning program, which included a strong cultural component. The students' academic progress at both sites was impacted by the pressures of the pandemic and virtual learning. Families were faced with numerous technological hurdles, including poor internet access, different logins for multiple learning programs, and perceived unclear expectations from the schools about online participation.

To support career readiness, the ANNY program recruited several successful Native professionals to share the struggles and successes they experienced educationally and professionally. In tutoring and counseling sessions, career staff also encouraged students to think about how their current classes related to careers that they might consider. Yerington staff had planned to host a career fair, but the plans were put on hold due to the pandemic. As in the first two years of the project, respondents said that the support provided to students by staff had a substantial impact on students' behavior, with all school administrators reporting a decrease in

behavioral issues among Native students. Even with staff having to decrease their attention on college and career readiness due to the urgency of keeping students in school and focused on graduation, there was still overall agreement among respondents from both sites and at the state level that the project was enhancing students' motivation to attend postsecondary training.

Respondents perceived that project and site staff actively encouraged parents/caregivers and other community members to become more involved in and committed to their children's education. They thought that parents/caregivers were more inclined to trust staff who were also Native and understood the needs and experiences of community members. They also appreciated that staff constantly endeavored to create a partnership between families, schools, and tribal organizations. Relationships with the tribal organization in McDermitt were described by multiple respondents as challenging due to the lack of a tribal education department, some instability in tribal leadership, and prolonged tribal office closures.

A number of recommendations were put forth based on the findings contained in the report. These included (a) providing more opportunities for students to learn about trade and technical careers/schools, (b) holding periodic trainings for teachers on understanding Native culture and supporting Native students and families, (c) ensuring that the ANNY project is adequately serving the needs of project sites, (d) providing additional training to parents/caregivers on the use of technology to support students, (e) ensuring that all students, regardless of cultural background and knowledge, are respectfully included in all events, (f) if possible, including parents/caregivers and younger students in college/vocational school visits, (g) offering training sessions to parents/caregivers on ways to support students, (h) holding additional sessions on how to complete the FAFSA form, (i) ensuring ongoing, effective communication between tribal leadership and NYCP staff, and (j) providing workshops to students on crucial topics.

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