



External Evaluation Report
Nevada Native Youth Community Project – Year 4

November 2021

Prepared for:
Nevada Department of Education
Carson City, Nevada

Prepared by:
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Tampa, Florida



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

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The External Evaluation Report, Nevada Native Youth Community Project – Year 4 is a report on the fourth year of the project’s implementation. RMC Research Corporation conducted the evaluation. We are grateful to the participating state-level, district-level, and site-based staff members, parents/caregivers, students, and community members for providing thoughtful commentary on their experiences and to members of the project team who diligently stressed the importance of evaluation-related activities throughout the year. We also wish to express gratitude to the site-based Native Youth Community Project staff for providing much of the data needed for the evaluation. All photographs in this report are used with permission.



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

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EXECUTIVE SUMMARY

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), Community-based Instructors (CBIs) in Yerington, and School Community Liaisons (SCLs) in McDermitt; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations 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, 105 students in Grades 7-12 participated in the fourth year of the project's implementation.

This report is an evaluation of the implementation of the project's activities in its fourth year. 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/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, 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 CCC left the position during the spring 2021 semester, and one of the CBIs left in May. Some of their responsibilities could not be fully covered by the remaining staff. The McDermitt community, which experienced frequent staff turnover and vacancies in the first two and a half years of the grant due to its geographically isolated location, was able to have a team of one CCC and three SCLs in place throughout Year 4.

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 school-break and summer programs for selected students, and organized college tours (including virtual tours).

The CBIs (in Yerington) and SCLs (in McDermitt) worked closely with the CCCs throughout Year 4. 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 SCLs also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

Additionally, with the ongoing 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 continued to receive a variety of supports, as well as increased efforts to support

students through virtual instruction and coaching and promote overall well-being during the pandemic.

There were 107 community collaborative events, both in-person and virtual, that occurred during Year 4. Of these, 68 were held in McDermitt, and 39 were held in Yerington. There were approximately 2,330 attendees. The analysis of parent/caregiver perception data indicated that the NYCP community and cultural events had a positive impact on their ability to support their children's learning.

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 attended virtual and in-person United National Indian Tribal Youth (UNITY) conferences 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), established in Year 3, continued to expand 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 9 of the 13 fourth-year performance measures for which data were available. These included measures related to increased community collaborative efforts, academic learning plan completion, participation in college tours, increased student motivation and readiness to attend college or vocational training, increased rates of college or trade school applications, parent/caregiver participation in their children'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 children's learning. The performance measures related to proficiency on state exams, increased GPA, participation in advanced courses, and improved attendance did not meet the specified targets for the project as a whole.

Across the two sites, 89% of the students who responded to the survey agreed that the NYCP support increased their *motivation* to attend college or vocational training, and 94% agreed that it increased their *readiness* to attend college or vocational training.

The results of the survey administered to parents/caregivers during the Back-to-School events in McDermitt and Yerington indicated that 94% of the parents/caregivers view the community and cultural events hosted by NYCP as helpful to them in supporting their children's learning.

The research team conducted a virtual site visit in late September 2021. The team facilitated interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, school administrators, tribal leaders, and administrators at the NDE. The findings included a description of the various roles and were organized around the project's five goals. An analysis of the perceptual data gathered during the virtual 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 future programs that may be implemented.

SECTION 1

INTRODUCTION

The primary purpose of this evaluation is to gain a comprehensive understanding of the fourth year of implementation of the Nevada State Department of Education's (NDE) *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 careers;
2. Increase student academic performance;
3. Increase student motivation and readiness to attend college or vocational training;
4. Increase parent/family involvement; and
5. Promote the importance of education among the community and participating students' families.

The main elements of the fourth 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 safety protocols 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 of the fourth year included: (a) support of the College and Career Coach (CCC), Community-based Instructors (CBIs) in Yerington, and School Community Liaisons (SCLs) in McDermitt; (b) activities designed to improve student academic performance, including tutoring and summer programs, virtual conferences and other events designed to engage students, (c) guided in-person and virtual visits to colleges; and (d) community collaborative events, many of which were held virtually.

The CCCs, CBIs, and SCLs 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/caregiver presentations on the college application process, oversee an intensive summer program, attend field trips to colleges (sometimes virtually), and facilitate the completion of an individualized academic plan for each student. The CBIs and SCLs work with families and tribal communities 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 effectively meet the needs of students and their communities. They also collaborate with the CCC to inform parents/caregivers of upcoming school functions.¹

The evaluation of the project includes the study of the implementation of the fourth 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 fourth year, perceptions of the services and activities, and recommendations to improve the project in subsequent years. With respect to studying outcome measures in the fourth year, the focus is on the extent to which: (a) community collaborative efforts that promote college and career readiness of AI children have increased, (b) student academic performance has increased, (c)

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

student motivation and readiness to attend college or vocational training have increased, (d) parent/caregiver involvement has been enhanced, and (e) parents/caregivers perceive that community events have helped them support their children'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 NDE, district and school administrators, site and project staff, parents/caregivers, and students during virtual site visits to NDE offices and 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 the methods described by Miles, Huberman, and Saldaña (2019).² This approach emphasizes well-defined study variables to ensure the comparability and reduction of data using data displays and matrices so that common themes can be identified. A limited number of quotes are provided to illuminate key themes. Quantitative data were collected through surveys of students and parents/caregivers. In addition, NYCP and other staff provided data on student academic learning plan completion, performance on state exams, grade point average (GPA), participation in advanced courses, attendance, college tour participation, college and trade school application, parent/caregiver participation, and community collaborative event participation.

EVALUATION QUESTIONS

The goals and corresponding evaluation questions for Year 4 of this study include:

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

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

Goal 2: Increase student academic performance.

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

² Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. 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 did students in Grades 7-12 participate in college tours?
9. What percentage of students in Grade 12 applied to colleges or trade schools?
10. What percentage of students graduated from high school?

Goal 4: Increase parent/caregiver involvement.

11. To what extent did 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 collaborative events were held? What was the nature of these activities? How many people participate in these activities? How well were they received?
13. What were the perceived and real short- and long-term impacts of these activities?

EVALUATION METHODOLOGY

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

1. Documents pertaining to the content of the various 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.”³
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.

³ Nevada Department of Education Definition of Chronic Absenteeism.
https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism

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 fourth year, students and parents/caregivers completed surveys designed to gather their perceptions of the project and its impact.
10. At the end of the fourth 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 47 students and 31 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 to improve the NYCP; and
- Suggestions for supports needed in the future.

The evaluation team analyzed responses from the surveys and sent them to the project management team for dissemination.

Focus Group and Interview Methodology

Student Focus Groups

Two student focus groups were conducted during the virtual site visit in September 2021, with a combined total of 25 students. Eleven of those students came from Grades 8-12 at McDermitt Combined School, and 14 students in Grades 7-12 came from Yerington Intermediate School and Yerington High School. Parent consent forms were distributed and collected prior to the focus groups. 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 2020-21 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 CCC;
- Motivation/readiness to attend college or vocational training;
- Changes in feelings about school;
- Changes in thoughts about careers; and
- Suggested improvements to the project.

Figure 1-1

Yerington NYCP students participate in the virtual focus group with RMC Research staff.



Photo by Debra Keats

Parent/Caregiver Focus Groups

One focus group with five parents/caregivers took place in McDermit, and one focus group with seven parents/caregivers occurred in Yerington during the virtual site visit conducted in September 2021. The protocol included questions about:

- Types of activities students took part in with NYCP in the 2020-2021 academic year;
- College visits, both virtual and in-person, and the most valuable parts of college tours done in the 2020-2021 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 and the superintendent for the Humboldt County School District (which includes McDermitt) were interviewed during the September 2021 virtual site visit. In Yerington, a focus group was held during the September 2021 virtual site visit with three school administrators: the high school principal, the assistant high school principal, and the principal of the intermediate school. Administrators were asked questions about:

- Roles 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 CCC and the CBI;
- 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's 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

Two current administrators and one former administrator from the NDE who worked directly with the NYCP were interviewed for the report during the September 2021 virtual site visit. Administrators were asked questions related to the following topics:

- Roles 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 CCC, CBIs, and school administrators;
- College visits and the most valuable parts of college tours conducted during the 2020-2021 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's 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 seven site staff members from both sites took part in interviews. In McDermitt, the Tribal Chairperson, Tribal Finance Director, and Finance Assistant were interviewed. In Yerington, the Tribal Chairperson for the Walker River Paiute Tribe, the Deputy Administrator for the Yerington Paiute Tribe, and the Education Directors for both the Yerington and Walker River Paiute Tribes participated. Questions on the protocol addressed:

- Roles 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 CCC and CBIs;
- Adequacy of communication about the progress of the project from the school administrator and the NDE;
- 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’s 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 CCC, three SCLs, an Administrative Consultant from McDermitt, and two CBIs from Yerington—were interviewed for the report during the September 2021 virtual site visit.

Project staff members were asked about:

- Roles 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 NDE;
- 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’s 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 CBI and SCL interviews included several additional items about community events involving parents/caregivers.

STUDY LIMITATIONS

It is important to note the limitations of this study. In the fourth year, procedures for the student and parent/caregiver surveys made every attempt to include all participants. However, in some cases, participants chose not to complete the survey or, potentially due to the COVID-19 global pandemic, did not attend the events 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/caregivers 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.

REPORT ORGANIZATION

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 grant⁴ 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 WRPT's boundaries are within the Mineral County School District, but the majority of students opt to attend middle school and high school in the LCSD. Figure 2-1 displays the location of the two sites in relation to the state capital, Carson City.

Figure 2-1

Map of Participating Sites



⁴ Nevada Department of Education Native Youth Community Project Grant Application Narrative. (2017).

The number of participating AI students at each of the two sites during the 2020-21 school year is reported in Table 2-1. Across the two sites, there are 105 participating AI students, with McDermitt being the smaller of the two sites, with 35 AI students participating.

Table 2-1

Number of Participating American Indian (AI) Students in Grades 7-12 by Site

Grade	n AI Students McDermitt	n AI Students Yerington	n AI Students Across Sites
7	11	9	20
8	4	7	11
9	11	15	26
10	2	13	15
11	4	15	19
12	3	11	14
Total	35	70	105

MCDERMITT

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

Figure 2-2

NYCP staff join other school staff to send greetings to the McDermitt community during the COVID-19 pandemic.



Photo by McDermitt staff

The Fort McDermitt Paiute-Shoshone Indian Reservation is located approximately three miles south of the town of McDermitt. The school serves 50 students in Grades 7 through 12. Of these, 40 (88%) are classified as AI.⁵ All students are eligible for free or reduced-price lunch.

YERINGTON

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

Figure 2-3

In front of Yerington High School



Photo by Linda Fredericks

At Yerington Intermediate School, there are 206 students in Grades 7 and 8. Of these, 16 (8%) are classified as AI. Approximately 95% of the students are eligible for free or reduced-price lunch. Of the 385 students attending Yerington High School, 55 (14%) are classified as AI. Nearly half (45%) are eligible for free or reduced-price lunch.⁶

⁵ School self-report and the State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2020- 21 School Year. [https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 20-21 \(nv.gov\)](https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 20-21 (nv.gov))

⁶ School self-report and State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2019-20 School Year. [https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 20-21 \(nv.gov\)](https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 20-21 (nv.gov)). In addition to the numbers reported on the state website, some AI students may be classified under the category of “Two or More Ethnicities.” Thus, the state numbers likely underestimate the number of actual AI students attending.

SECTION 3

KEY PROJECT COMPONENTS AND PARTICIPATION RATES

This section of the study presents a summary of the key project components for the fourth year, October 1, 2020, to September 30, 2021, including participation for each component and a description of the implementation of the components.

The first question 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 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 fourth year?

To what degree did students in Grades 7-12 participate in college tours?

**What community events were held? What was the nature of these activities?
How many people participated in these activities?**

The components of the fourth 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 fourth year included: (a) support of the CCC, CBIs, and SCLs; (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 restrictions and social distancing guidelines had a significant impact on the events offered and the way in which support was delivered. These impacts are highlighted within each of the components discussed in this section. Nonetheless, all components of the fourth year of the project were implemented as intended, with modifications made to ensure the safety of staff and participants.

Figure 3-1

Sign on I-95 in McDermitt during the COVID-19 pandemic



Photo by Darla Camas

SUPPORT OF THE COLLEGE AND CAREER COACH, COMMUNITY-BASED INSTRUCTORS, 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 late spring, the CCC and one of the CBIs left their positions. The YPT Education Director and the remaining CBI worked diligently to continue to deliver high-quality programs for the remainder of the year. In McDermitt, the challenges associated with staffing in prior years related to the extremely rural and remote location were finally overcome, and the team of one CCC and three SCLs continued the work they had begun in the prior year. The school's principal and a project consultant were also integral members of the McDermitt NYCP team.

Figure 3-2

The McDermitt CCC meets with seniors to discuss post-secondary plans.



Photo by McDermitt staff

At both sites, the teams 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 summer programs for selected students, organized college tours (including virtual tours), and facilitated the completion of the individualized academic plans for students.

The CBIs and SCLs worked closely with the CCCs in Year 4. 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 SCLs also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

Figure 3-3

The Yerington CCC guides a student in drumstick making.



Photo by Debra Keats

Additionally, with the ongoing COVID-19 pandemic and subsequent restrictions and social distancing guidelines, all NYCP site-based staff worked diligently to continue to provide essential services to students and their families. Staff at both sites continued to communicate with families in a variety of ways, including newsletters, Facebook posts, Zoom meetings, emails, phone calls, and when possible, in-person.

ACTIVITIES AND SUPPORTS DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE

Tutoring, School Break Programs, and Summer Programs

During Year 4, both sites offered numerous events and activities designed to support student academic achievement. Many events were offered to recognize academic excellence, celebrate graduation, and involve community members, particularly elders, with the students. After-school tutoring was held at both sites for selected students in need of academic support. Tutoring sessions were at times conducted virtually, and as COVID-19 restrictions were lifted, in-person formats were resumed. Additionally, programs were offered at both sites during school breaks and during the summer.

Figure 3-4

A McDermitt student receives online tutoring during the pandemic.

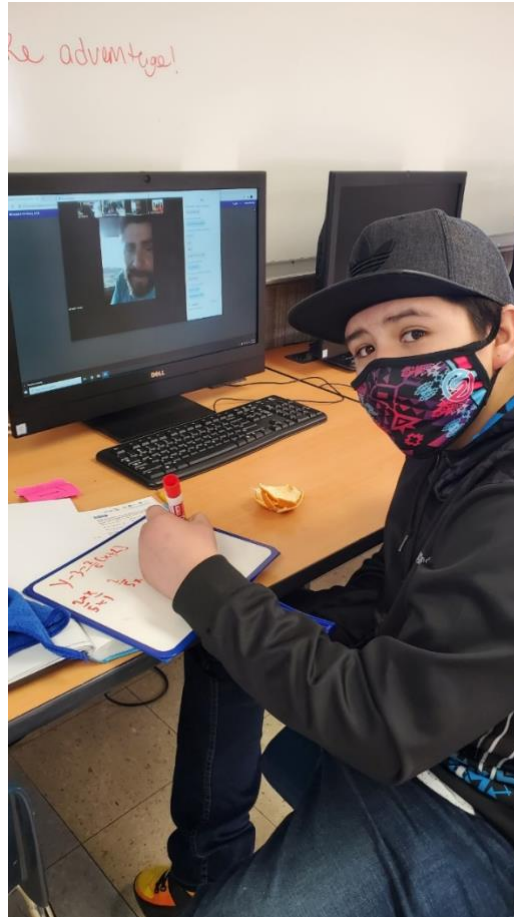


Photo by Darla Camas

McDermitt's five-day virtual Winter Break Program focused on a particular theme each day. On Monday, the Native Wellness Institute offered a full-day program on *Loss and Grief During the Pandemic*. Tuesday's program focused on college preparation and fit and featured Haskell University, University of Nevada – Reno (UNR), and Yale University. Wednesday's program featured *AlterTheater – A Comedy Writing ½ Day Workshop*. Thursday's program featured career exploration with Native American professionals from around the country followed by small group breakout sessions. The speakers emphasized that there are not enough Native American professionals in their field. They encouraged the students to persevere through any hardships they may face. The week concluded on Friday with an emphasis on Native language and culture and featured Paiute Songs, Paiute Language Preservation, career paths, and guidance.

During McDermitt's five-day virtual Spring Break Camp, students and community members participated in two days of Alter Theater workshops on social justice, toured colleges, spoke with college representatives, learned about vocations and apprenticeships, and participated in discussions featuring Chance Rush and Avory Wyatt on leadership, advocacy, and resilience.

Figure 3-5

A flyer inviting students to the virtual Spring Break Program in McDermitt

Alter Theater, 2-Day Playwriting Workshop
Registration Required: <https://tinyurl.com/Playwriting>. Max 15 students.



www.altertheater.org/craft

Mon. April 5 & Tue. April 6, 1:00-5:00

 **NYCP Spring Break Program**

MCS + FMPST students in the 7th-12th grades, please join us for a week of arts, inspiration, and education. Participation prizes awarded daily and a special college toolkit gift for those who attend all 5 days!

Wed. April 7, 1-2:30 Thur. April 8, 1-2:30 Fri. April 9, 1-2:30



College Prep Career Prep Chance Rush

No registration required. Zoom link, <https://us02web.zoom.us/j/82457633345>.

Contact: Teresa Melendez, NYCP College & Career Coach, (775) 770-0672

Flyer by Teresa Melendez

During the winter break in Yerington, in addition to virtual academic tutoring, an information session and celebration of academic excellence for students and families took place at the local movie theater. The event featured awards, dinner, and an interactive presentation by NYCP staff on academic excellence and information on training available through the Native Wellness Institute.

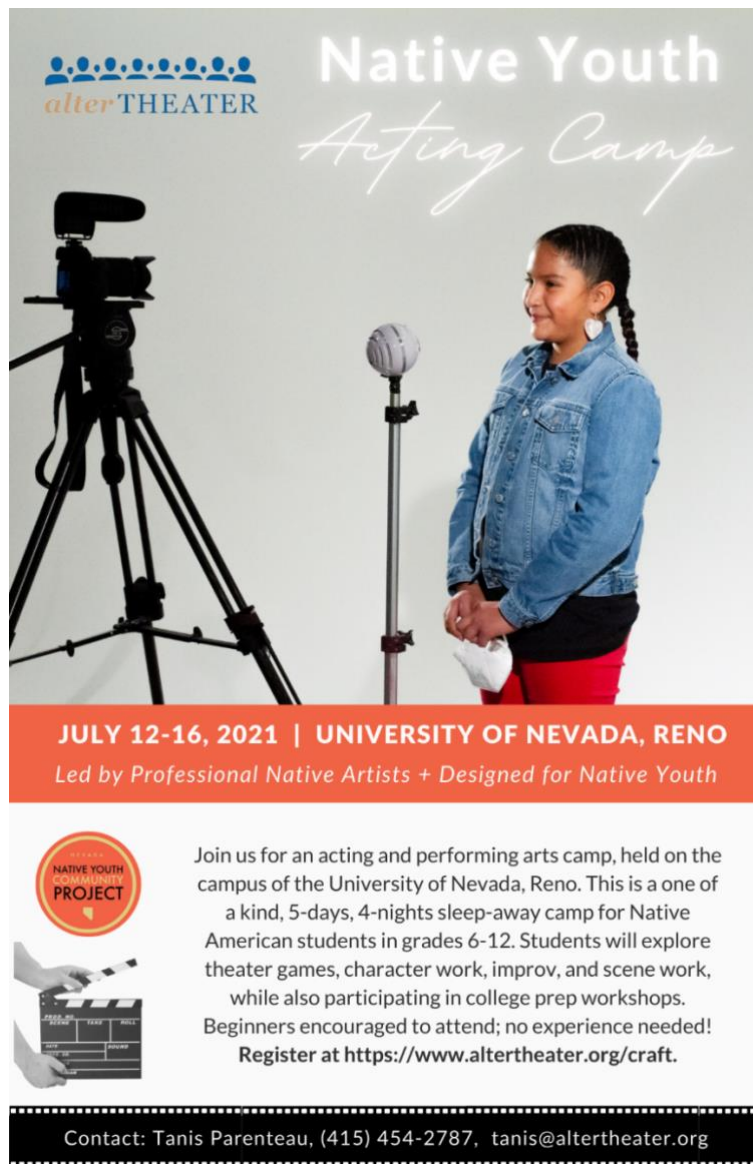
Cultural experiences were infused into Yerington’s tutoring program. In addition to offering Paiute language classes, students also participated in several cultural craft-making sessions, including drumstick making. NYCP also sponsored fishing trips to Pyramid Lake for students who met their academic goals and their families.

McDermitt’s summer program included continuing the work with the Alter Theater program and emphasized Native culture, self-esteem, and the development of youth leadership. One of the highlights of the program was a week-long training held at UNR. Additionally, nationally-known motivational coach Chance Rush spoke with the students about developing social skills, an area

they had previously expressed an interest in learning more about. Students were also active in their United National Indian Tribal Youth (UNITY) council, and four students and three staff members traveled to the UNITY national conference held in Dallas in July. Students and community members also engaged throughout the summer in the Powwow Club and the Red Mountain Reader Book Club, which featured noted works by Native American Authors, including Angeline Boulley’s *Firekeeper’s Daughter*.

Figure 3-6

A flyer for the Native Youth Acting Camp at UNR, an event that several McDermitt NYCP students attended



Flyer by Teresa Melendez

Yerington’s five-week in-person summer program focused on credit recovery for middle and high school students. Transportation and meals were provided to the students.

Student Conferences, UNITY, College Visits, and Workshops

Statewide American Indian/Alaska Native Youth Education Summit

The 14th Annual American Indian/Alaska Native (AIAN) Youth Education Summit, scheduled for March 2021, was canceled due to the COVID-19 pandemic.

Native American Youth Summer Camp

The four-day Native American Youth Summer Camp, scheduled for June 2021, was canceled due to the COVID-19 pandemic.

UNITY

At both sites, active UNITY councils “support the spiritual, mental, physical, and social development [of AI students] ...and help to build a strong, unified, and self-reliant Native American through greater youth involvement”⁷ through regular meetings and activities.

Figure 3-7

In addition to many other activities, the UNITY Council in McDermitt met twice monthly.



Flyer by Teresa Melendez

The annual UNITY conference was held in Dallas on July 2-6. Four students and three staff members from McDermitt joined 1,000 other Native youth and tribal leaders from across the

⁷ UNITY's mission. [Unity, Inc. – United National Indian Tribal Youth \(unityinc.org\)](https://unityinc.org).

nation and Canada for cultural sharing, education, awards, music, and celebration. The annual leadership event featured motivational speakers, cultural presentations, and workshops on leadership, college and career development, community engagement, and health and wellness. Additionally, three students and two staff members from Yerington attended a virtual UNITY regional conference on March 19.

College Visits

College visits are an integral part of Nevada's NYCP grant. The visits are designed to increase student motivation and readiness to attend college. During Year 4, the pandemic impacted many of the planned in-person college tours for both sites, and virtual college tours replaced many of the in-person group college tours. In Yerington, 58 of the 70 NYCP students (83%) participated in one or more college tours. In McDermitt, 20 of the 35 NYCP students (57%) participated in one or more college tours. Across the two sites, 78 of the 105 NYCP students (74%) participated in one or more college tours.

Students from each site participated in numerous virtual tours organized by NYCP staff as well as tours offered through *Amplified Nevada Native Youth* (ANNY). These included virtual visits to schools such as Haskell Indian Nations University, Southern Utah University, UNR, Southern Oregon University, and United Tribes Technical College.

By July, pandemic restrictions began to lift, and in-person group college tours resumed. These included:

- July 12: Three McDermitt students visited UNR;
- August 3: Three Yerington students visited Western Nevada College;
- August 16-17: Fifteen McDermitt students visited UNR, Western Nevada College, and Truckee Meadows Community College; and
- August 19-20: Four Yerington students visited the UNR and Feather River College.

Earlier in the year, six Yerington students visited colleges in-person on private tours with their families. These include four students who visited Dixie State University in Utah, one who visited the University of Oregon, and one who visited Fort Lewis College.

Figure 3-8

NYCP Yerington High School students take a short break during their visit to UNR.



Photo by Debra Keats

Amplified Nevada Native Youth

ANNY began in Year 3 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. For much of Year 4, it was coordinated by Avory Wyatt, a recent graduate of UNR. 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. Jarrette Werk, a recent UNR graduate and independent journalist and visual storyteller, joined Avory as co-host of ANNY in June 2021.

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/or career; (b) applying for scholarships, internships, and fellowships; and (c) providing information about job shadowing. In addition, the site hosts a selection of virtual college and university tours in partnership with higher education institutions across the country. During Year 4, selected ANNY sessions were shown during class time, and students were given the opportunity to meet with Avory Wyatt.

Figure 3-9

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 4. The events were open to Native Youth and their families throughout Nevada and other states. Thus, the views for a particular session are not limited to participants from the two NYCP sites. During the year, ANNY hosted 31 events, with an estimated 6,598 attendees. In addition to these events, ANNY shared college and career planning resources, including videos and infographics, via social media. The opening event for the year, held on October 1, was part of ANNY’s *Pathways to College Series* and featured speakers from Boise State University. It yielded nearly 200 views. Another widely viewed event, with more than 550 views, was held on August 5. It was part of ANNY’s *Student Voices Series* and featured doctoral student Christina Thomas, who is Numu, Newe, and Hopi, and grew up on the Pyramid Lake Paiute Reservation near Yerington. Given its tremendous popularity, ANNY will continue during the no-cost extension year and remain an important resource in supporting AIAN students and their families with post-secondary planning.

Table 3-1

ANNY Events and Viewership

Date	Event Name	Event Description	Number of Times Viewed
October 1, 2020	Boise State University Pathways to College Series		
October 8, 2020	Grand Canyon University Pathways to College Series	Representatives from Grand Canyon University gave a presentation about the campus and all its amenities for Native students.	175

Date	Event Name	Event Description	Number of Times Viewed
October 15, 2020	Truckee Meadows Community College Pathways to College Series		
October 28, 2020	Western Nevada College Pathways to College Series	A former student from WNC shared her experiences, and a rep. from Western Nevada College joined ANNY to share a presentation about the school.	125
November 4, 2020	Fort Lewis College Pathways to College Series		
November 12, 2020	Northwest Indian College Pathways to College Series	Adam Lane of Northwest Indian College joined ANNY to give a presentation on NWIC and give tips for student athletes.	128
November 19, 2020	Supaman Exploring a Career in Music		
December 3, 2020	Indigenous College Planning Guidebook Presentation	Avory Wyatt shared a presentation on the “Indigenous College Planning Guidebook” and provided students with steps to discover their pathway to college.	261
December 10, 2020	Institute of American Indian Arts Pathways to College Series		
December 17, 2020	Dwight and Everett George Natives in Fine Arts	Dwight and Everett George discussed their experiences as Natives working in Theater and Writing.	179
January 14, 2021	University of California, Berkeley Pathways to College Series		
January 21, 2021	Dr. LaNada War Jack Career Readiness Series	Dr. LaNada War Jack discussed her work in activism and the importance of youth activism in their communities.	308
January 28, 2021	Breaking Down the Native Pathways College Guidebook		
February 4, 2021	Arizona State University Pathways to College Series	Students from Arizona State University discussed their experiences along with some tips for Indigenous college students considering Arizona State University.	350

Date	Event Name	Event Description	Number of Times Viewed
February 11, 2021		Avory Wyatt discusses his educational journey which ultimately led to the creation of Amplified Nevada Native Youth.	143
February 18, 2021	Financial Aid & FAFSA Workshop	UNR's Financial Aid Advisor Procter Lotulelei! Procter, who works specifically with tribal awards at UNR, presented on Financial Aid, FAFSA, and answered questions from our online viewers.	119
February 25, 2021		Tanaya Winder discussed her educational journey and offered advice for Native youth with creative aspirations.	89
March 4, 2021	Kenrick Escalanti Career Readiness Series	As a graphic artist, multimedia specialist, and a certified teacher, Kenrick Escalanti is a person of many talents who discussed his journey in the professional field of graphic arts and his current work with the National Congress of American Indians.	132
March 18, 2021	Truckee Meadows Community College – Applied Technologies Program Pathways to College Series	Carlos Castro-Peralta presented on TMCC's Applied Technologies programs and the technical degrees offered at TMCC.	87
March 25, 2021	Great Basin College Pathways to College Series	Representatives from Great Basin College discussed what GBC offers for students and also presented about the different trade opportunities at GBC.	82
April 9, 2021	Lance Owyhee Native Student Voices Series	Lance, a first-year student at UNR, shared his experiences being a freshman in college and offered insight for any Native students preparing for college after high school.	228
April 15, 2021	Southern Utah University Pathways to College Series	ANNY welcomed students from Southern Utah University who discussed their unique experiences as Native students at SUU. They offered tips for future indigenous students in higher education.	112
April 21, 2021	Discussion with Native Transfer Students Pathways to College Series	ANNY was joined by Jarrette Werk and Tayloure Baker who discussed their experiences as Native Transfer students. We dove into the unique experiences as Native Transfer Students and offered tips on how to overcome the challenges of being a Native Transfer student.	351
April 29, 2021	Native Transfer Student Workshop Pathways to College Series	Kari Emm, Director of Transfer Admissions and Programming at UNR gave a presentation to help prepare students for the transfer process. The session included time for discussion.	198

Date	Event Name	Event Description	Number of Times Viewed
May 7, 2021	Don't Be Broke in College: A Financial Workshop with the Nevada Money Mentors	Financial Wellness Coordinator, Amy Nelson, from the Nevada Money Mentor Program at the UNR, gave an interactive presentation on budgeting, debt management, and savings.	63+
May 20, 2021	Daranda Hinkey Student Voices Series	Daranda is from Fort McDermitt, NV and attended Southern Oregon University (SOU). At SOU, Daranda majored in Environmental Science and Policy and she was also a member of the Women's Basketball team. Daranda talks about her experiences in college and offers advice to Native students in college or preparing for college.	388
June 10, 2021	Fredina Drye-Romero Career Readiness Series	Fredina discussed how she has been working in the education field for 20 years and currently serves as the Education Programs Professional for Indian Education at the NDE.	330
June 17, 2021	United Tribes Technical College Pathways to College Series	ANNY welcomed staff from United Tribes Technical College (UTTC) and the new cohost, Jarrette Werk. They shared information about the college and what it has to offer for Native students.	46
July 1, 2021	Two-Spirit / LGBT+ Student Perspectives: Souksavanh T. Keovorabouth	For Pride Month ANNY welcomed Souksavanh T. Keovorabouth for a discussion on Two-Spirit / LGBT+ student perspectives in academia. Souksavanh is a Ph.D. student in The Women, Gender, and Sexuality Studies Program at Oregon State University and is Diné and 2 nd generation Laotian.	186
August 5, 2021	Christina Thomas Student Voices Series	For this discussion ANNY welcomed Christina Thomas. Christina is Numu, Newe, and Hopi and grew up on the Pyramid Lake Paiute Reservation in Wadsworth, Nevada. She graduated from UNR with a Bachelors of Arts in Music and a Minor in Biology. She is currently pursuing a PhD at the University of California, Davis.	558
August 19, 2021	Stanford University Pathways to College Series	For this pre-recorded episode, ANNY welcomed Stanford University students Anpotowin Jensen and Kendra Becenti for a discussion on their pathways to Stanford. In the discussion they touched on their unique journeys to college, their experiences at Stanford, and their amazing perspectives for Native student empowerment.	465
Total: 31 Events and 6,598 Estimated Attendees			

COMMUNITY COLLABORATIVE EVENTS

Across the two sites, 107 community collaborative events with over 2,300 participants occurred

in Year 4. The overarching purpose of all these events—focusing on student academic success, Native language and culture, physical and mental well-being, and post-secondary planning—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 3-2. It should be noted that the COVID-19 pandemic and resulting state, local school district, and tribal mandated closures impacted the ability of each of the sites to hold in-person community events at various times throughout Year 4. However, many 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 3. Across both sites, a total of 107 events with 2,330 attendees occurred. This represents an increase of 70 events and 946 attendees over Year 3.

Table 3-2

Year 4 Community Collaborative Events

Event Name/Brief Description	Date	Location	Number of Attendees
McDermitt: 68 Events, 1,429 Attendees			
Powwow Club – Program promoting physical fitness in the community through cultural dance	10/1/20	Virtual	9
UNITY Social Meeting – Pumpkin Carving for Families in the community to encourage communication	10/14/20	Virtual	21
UNITY Business Meeting – Executive Council	10/21/20	Virtual	5
Unity Social Meeting – Paint and Snack Night – Students and community participated in discussions about college/career goals and painting with Indigenous Artist	11/24/20	Virtual	11
UNITY Business Meeting – Training and Events – Discussion on Roberts Rules of Order and other leadership trainings	11/18/20	Virtual	5
UNITY Business Meeting – Servant Leadership with Chance Rush	12/9/20	Virtual	11
UNITY Social Meeting – Cookie Ornament Decorating	12/16/20	Virtual	21
Traditional Medicine Information Session – Health and Wellness in the Community	12/12/20	Virtual	39
Paiute Language and Discussion	12/31/20	Virtual	18
Native Wellness Institute Grief and Loss Training for families and communities	12/28/20	Virtual	20
Career Exploration Event Winter Camp	12/31/20	Virtual	11
Alter Theatre – Comedy and Writing Workshop	12/30/20	Virtual	7

Event Name/Brief Description	Date	Location	Number of Attendees
ANNY – Native College Pathways Booklet Review	1/28/21	Virtual	3
Continuing Education 1 on 1 Meeting	1/28/21	Virtual	2
Continuing Education 1 on 1 Meeting	1/28/21	Virtual	2
Continuing Education 1 on 1 Meeting	1/30/21	Virtual	2
ANNY – Student Voices Career Pathways	1/4/21	Virtual	2
ANNY- U.C. Berkley College Presentation	1/14/21	Virtual	3
ANNY – Dr. Lanada War Jack	1/21/21	Virtual	2
Senior College and Career Workshop – Applying for college and career assessment	1/26/21	Virtual	3
Academic Student Achievement Event	1/29/21	Virtual	85
UNITY Social Meeting	1/27/21	Virtual	15
UNITY Business Meeting	1/13/21	Virtual	11
Continuing Education 1 on 1 Meeting	2/2/21	Virtual	2
Continuing Education 1 on 1 Meeting	2/1/21	Virtual	2
Continuing Education 1 on 1 Meeting	2/18/21	Virtual	2
Continuing Education 1 on 1 Meeting	2/1/21	Virtual	2
Elders Community Dinner and Valentines Delivery	2/14/21	Virtual	85
Powwow Club	2/11/21	Virtual	11
Continuing Education 1 on 1 Meeting	2/18/21	Virtual	2
Red Mountain Readers Community Book Club	2/19/21	Virtual	18
Seniors College and Career Planning Meeting	2/10/21	Virtual	14
McDermitt Library Virtual Community Gathering	2/12/21	Virtual	15
UNITY Social Meeting	2/10/21	Virtual	8
UNITY Business Meeting	2/24/21	Virtual	13
Powwow Club Dance Class – Promoting physical fitness through Culture	3/11/21	Virtual	13
COVID-19 Vaccine Workshop	3/5/21	Virtual	9
FAFSA and Scholarship Workshop	3/3/21	Virtual	10
International Women’s Day Workshop	3/8/21	Virtual	19
Continuing Education 1 on 1 Meeting	3/10/21	Virtual	2
Red Mountain Readers – Community Book Club	3/26/21	Virtual	10
Spring Break Program – <i>Alter Theater Social Justice Playwright Workshop: Developing Communication and Leadership Skills</i>	4/5/21 – 4/6/21	Virtual	7
Spring Break Program – <i>Career Prep Workshop</i> - Career College of Northern Nevada discussion about various pathways, internships, and externships	4/7/21	Virtual	7
Spring Break Workshop – College Prep – How to prepare for college programs that might be a bit different	4/8/21	Virtual	7

Event Name/Brief Description	Date	Location	Number of Attendees
Spring Break Workshop - Being a Good Relative	4/9/21	Virtual	11
Red Mountain Reader Book Club – Literacy	4/9/21	Virtual	7
Red Mountain Reader Book Club – Literacy	4/30/21	Virtual	7
Parent Training Night Self-Esteem	5/4/21	McDermitt Gym	6
Red Mountain Reader Book Club – Literacy	5/19/21	Virtual	6
MCS – Academic Assembly and Cultural Performance	5/26/21	McDermitt Gym	90
Parent Training Night Cultural Dance & Drummer for Self-Care	5/26/21	McDermitt Gym	43
Elder/Senior Dinner	5/20/21	McDermitt Cafeteria	45
Academic Assembly – Academic Awards	6/3/21	McDermitt Gym	90
Red Mountain Readers Book Club - Literacy	6/16/21	FMPST Youth Center	4
UNITY – Community Wellness and Communications Workshop – Open to Community	6/11/21	McDermitt Community Center	38
Graduate Celebration – MCS 8 th grade and 12 th grade	6/11/21	McDermitt Community Center With Virtual Zoom Link	125
Alter Theatre Camp – Indigenous Summer Camp with students and community leaders working to build social skills through various communication platforms. Campus tour and orientation	7/12/21	UNR	8
Alter Theatre Camp – Developing monologues, presentations from community members on going to college	7/13/21	UNR	8
Alter Theatre Camp – Developing a college and career plan through acting workshop	7/14/21	UNR	8
Alter Theatre Camp – Finalizing monologues and presentation on financial planning for career and college	7/15/21	UNR	8
Alter Theatre Camp – Final presentations to community and family	7/16/21	UNR	8
Alter Theatre Camp Wrap-Up	7/26/21	ANNY Virtual Video	8
Back-to-School BBQ – Cultural Welcome with Jermaine Bell and Jenn Fragua; School Supply partnership with Christina Thomas	8/26/21	McDermitt Combined Schools	95
Community Wellness Gathering – Language Revitalization with Native Wellness Institute	9/19/21	McDermitt Combined Schools	35
Native Wellness Institute School Assemblies	9/20/21	McDermitt Combined Schools	95
Workplace Wellness Training for Tribal Staff – Native Wellness Institute	9/21/21	Fort McDermitt Paiute Shoshone Tribe – Senior Center	13
NYCP Parent and Family Focus Group	9/21/21	McDermitt Combined Schools	5

Event Name/Brief Description	Date	Location	Number of Attendees
National Day of Remembrance for Indian Boarding Schools	9/30/21	McDermitt Combined Schools	100
Yerington: 39 Events, 901 Attendees			
Trunk or Treat Parade (drive-by) – NYCP staff decorated education vehicle and engaged families	10/22/20	Yerington Paiute Tribe Reservation and Colony	65
COVID 2020 Spook Parade for Treat or Treat – Hand out candy to community youth, parents, families. NYCP staff participated – decorated education table and engaged families	10/29/20	Yerington Paiute Tribe Administration parking lot	60
ANNY Exploring a Career in Music (Featuring Supaman) – Yerington HS student served as a guest presenter. Access to career and college materials	11/19/20	Virtual	20*
NYCP Family Cultural Movie Day for Students and Their Families – NYCP staff spoke to “Academic Excellence” students and their families prior to viewing film. Flyers handed out for Native Wellness Institute training and other information	12/11/20	In-Person at Theater	28
UNITY Digital Storytelling – UNITY Tik Tok & Video Communication for Native Youth	12/8/20	In-Person/Virtual	19*
Christmas Gift Delivery and Family Engagement – NYCP staff worked with tribal staff to perform outreach in the community	12/22/20	In-Person	44
<i>Your Life Matters</i> online event	12/28/20	Virtual	19*
Career Exploration Workshop – Red Mountain UNITY Event Access to career and college materials	12/31/20	Virtual	19*
ANNY Pathways to College, University of California, Berkeley	1/14/21	Virtual	20*
ANNY Career Readiness Series – Featuring Dr. LaNada War Jack on Youth Activism	1/21/21	Virtual	18*
Chance with Gr8ness – Featuring DJ Vanas and Chance Rush for NYCP Yerington HS and Intermediate School Students and Families (Facebook private group)	1/25/21	Virtual	19*
ANNY Pathways to College Series: Breaking Down the Native Pathways College Guidebook	1/28/21	Virtual	16*
Celebration of Academic Excellence and Information Session (via Zoom)	1/29/21	Virtual	23
American Indian College Fund – Native Pathways to College Guidebook for HS students. Online for students and families.	2/2/21	Virtual	17*

Event Name/Brief Description	Date	Location	Number of Attendees
ANNY's Pathway to College Series: Arizona State University	2/4/21	Virtual	24*
ANNY Student Voices Series – Featuring Avory Wyatt Sandra. Mitrovich, and Fredina Drye-Romero	2/11/21	Virtual	23*
ANNY Financial Aid and FAFSA Workshop	2/18/21	Virtual	20*
NYCP Fishing Day at Pyramid Lake – Owned by Pyramid Lake Paiute Tribe – family engagement and cultural event for select students, their families, and NYCP staff	2/20/21	In-Person at Pyramid Lake	23
ANNY Career Readiness Series	2/25/21	Virtual	22*
Grand Canyon University Presentation	3/3/21	Virtual	19
ANNY Career Readiness Series – Featuring Kenrick Escalante, Graphic Designer/Teacher	3/4/21	Virtual	15*
ANNY Pathways to College Series – Truckee Meadows Community College – Applied Technologies Program	3/18/21	Virtual	16*
NYCP Fishing Day at Pyramid Lake 2 – Owned by Pyramid Lake Paiute Tribe – family engagement and cultural event, for select students, their families, and NYCP staff	3/20/21	In-Person at Pyramid Lake	23
American Indian College Fund (Native Pathways) Business School Week presentation	3/24/21	Virtual	13*
American Indian College Fund (Native Pathways) Financial Literacy & Business Management presentation	3/29/21	Virtual	14*
NYCP Family Cultural Movie Day for Students and Their Families – “Woman Walks Ahead.” Academic Excellence recognition for 23 eligible students; family engagement, cultural activity, and NYCP interaction	3/28/21	In-Person at Fox Peak Cinema, Fallon, NV (a Tribally-owned enterprise)	26
ANNY Pathways to College Series – Great Basin College	3/29/21	Virtual	13*
NYCP Cultural Movie and Pizza, Fox Peak Cinema, Fallon, NV for Academic Excellence	4/17/21	Fox Peak Cinema Fallon, Nevada	12
UNITY Mid-Year Conference, virtual, Numu Youth Council, YHS students in Yerington and Walker River locations	4/23/21	Virtual online at YPT Education office and WRPT sites	4
NYCP Yerington High and Intermediate School Student Recognition	5/12/21	YHS and YIS	45
NYCP Family Cultural Movie Day for High Academic Students and Their Families	5/17/21	Fox Peak Cinema Fallon, Nevada	8
Senior Recognition & Awards Night – Scholarships	5/27/21	Yerington High School Auditorium	59

Event Name/Brief Description	Date	Location	Number of Attendees
NYCP Senior and 8 th Grade Student Yard Signs	5/19/21 to 6/4/21	Throughout Community	14
NYCP 4 th Quarter Student Academic Recognition	6/2/21	Yerington High School	17
Education Awards Banquet “Drive-Through” with NYCP and education staff providing certificates, gift envelopes, and to-go dinners for all families	7/13/21	YPT Grounds	51
NYCP Back-To-School Night for the community, students, and families, including dinner and door prizes donated by an NYCP parent. Students received a choice of several styles of backpacks filled with school supplies, while parents filled out NYCP permission/consent forms.	8/10/21	YPT Gymnasium	26
NYCP staff visit Walker River Paiute Tribe Community Center to distribute NYCP paperwork, backpacks, school supplies, and permission forms for college tours	08/11/21	WRPT Community Center	15
NYCP Gathering of Native Americans (GONA) was scheduled to be held; Tribal Council decided to cancel it due to COVID-19 cases in the community.	8/24/21 to 8/26/21	YPT Gymnasium	--
NYCP meeting with community elders to discuss GONA	9/1/21	YPT Elder Center	5
NYCP Parent Focus Group	9/22/21	Virtual	7
Total Across Both Sites: 107 Events, 2,330 Total Attendees			

*Due to the virtual nature of this event, attendance is approximate.

McDermitt

Sixty-eight community events were held in the McDermitt area with a total of 1,429 attendees, which is an increase of 52 events and 970 attendees compared to Year 3. Community events offered in McDermitt include numerous opportunities for parents/caregivers and community members to join together in support of student learning. Due to the COVID-19 pandemic, all of the events that occurred through April were offered in a virtual format. These virtual events featured presentations and discussions such as those offered through ANNY and UNITY, as well as workshops offered by NYCP staff and Alter Theatre.

Highlights during the year include the UNITY member-organized dinners for elders and other community members held virtually in February in honor of St. Valentine’s Day and in-person events in May. These events provided an opportunity for the students to build relationships with the elders and other community members through service.

Figure 3-10

McDermitt UNITY students deliver dinner and valentines to tribal elders in their community.



Photo by McDermitt staff

Additionally, several information sessions relevant to the COVID-19 pandemic were offered, including a *Traditional Medicine Information Session* in December, a *Grief and Loss Training* through the Native Wellness Institute also in December, and a workshop on the *COVID-19 Vaccine* in March.

Another noteworthy series of activities offered was the Red Mountain Readers Community Book Club. The book club was open to the entire community and featured books written by Native American authors. *Legends of the Northern Paiute*, by Wilson Weewa, was the first book that was read and discussed. Additionally, events celebrating student academic achievement, Native language and culture, post-secondary planning, and virtual college and career sessions were offered regularly throughout the year. School supplies and backpacks were distributed during the Back-to-School BBQ held on August 26. The year concluded with an assembly on September 30 devoted to the *National Day of Remembrance for Indian Boarding Schools*, with over 100 attendees.

Figure 3-11

Flyer inviting students and families to participate in the UNITY Virtual Pumpkin Carving Party



Flyer by Teresa Melendez

Yerington

In the Yerington area, 39 community events with a total of 901 attendees were held. This is an increase of 18 events and a similar number of attendees to Year 3. These events often focused on strengthening relationships within families, celebrating Native culture, and helping parents/caregivers support student learning and success after high school. As in McDermitt, the bulk of events during the first part of the year were held virtually due to the COVID-19 pandemic. These virtual events featured presentations and discussions such as those offered through ANNY, as well as workshops offered by NYCP staff, UNITY, and the American Indian College Fund.

A limited number of outdoor and large-venue events were able to be held as restrictions were relaxed. Highlights for the year include a series of four events celebrating academic excellence and Native culture held at a movie theater in December, March, April, and May. These events provided NYCP staff the opportunity to recognize students who met their academic goals, talk with parents/caregivers and other community members, and view movies featuring Native culture, such as *Woman Walks Ahead*. In February and March, NYCP offered two fishing days celebrating academic excellence and Native culture at Pyramid Lake, which is owned by the

Pyramid Lake Paiute Tribe. There were 23 participants at the fishing events.

Figure 3-12

Select Yerington NYCP students and their families were invited to a day of fishing at Pyramid Lake for a celebration of high academic achievement.

Fishing Day at Pyramid Lake

Who: YHS/YIS Native Youth Community Project students and their families

When: Final Saturday: March 20, 2021

Where: Nixon, NV at the lake

Deadline to confirm attendance is: Wed., March 17th

Bring lawn chairs, fishing poles, tackle box, waders (extra poles will be available)
Wear warm clothing; hat/visor; blankets
Transportation is limited, due to social distance requirements.
Masks must be worn, 6 ft. social distance required.

For more information or questions, contact:
Courtney Quintero 775-316-2062 and Debra Keats at YPT Education, 775-783-0275, ext. 331 or 775-230-8383, and Gerald Hunter at YHS.

Lunch will be provided

NYCP
Native Youth Community Project

YHS/YIS students, contact Gerald or Courtney for participation information on grade eligibility. A solid commitment to attend the event is required—no back outs. Purchase of lunch items is based on attendance!

Photo by Debra Keats

In May, an Eagle Feather Ceremony honoring the 19 graduating seniors and their families was held. The event featured speakers, including an explanation of the Eagle Feathers and how to take care of them, followed by dinner. School supplies and backpacks were distributed during Back-to-School events held on August 10 and 11 in Yerington and Schurz. The planned *Gathering of Native Americans*, scheduled for mid-August, was canceled due to reimplemented COVID-19 restrictions.

SECTION 4

PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS

In Year 4, data were collected for 13⁸ performance measures across five goal areas. Several of the questions of this study focus on 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.

This section presents the findings of analyses related to the project's Year 4 performance measures. The targets were met or exceeded for 9 of the 13 performance measures.

Evaluation Questions:

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

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

What was 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 did Grades 7-12 students participate in college tours?

What percentage of Grade 12 students applied to colleges or trade schools?

What percentages of students graduated from high school?

To what extent did parents/caregivers attend parent-teacher conferences, IEP meetings, and project activities?

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. In

⁸ 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.

Year 3, 37 community events were held. The target for this performance measure for Year 4 was to hold at least 38 community events. During Year 4, the two project sites hosted 107 community events, with the number of attendees across sites and events totaling approximately 2,330. This exceeds the target for this performance measure by 69 events. (See Section 3 for details on 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 2019-20 and 2020-21 school year were compared. Target data from Year 3 indicate that 112 of the 114 (98%) students had completed academic learning plans. Data collected at the end of the 2020-21 school year indicate that all 105 students (100%) had completed academic learning plans, thus meeting the target for this performance measure.

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 Consortium (SBAC) assessments in Math and ELA will be used in Grades 7 and 8, and the ACT will be used in Grade 11. (In 2018, the target for percent scoring proficient on the SBAC for ELA and Math are 33% and 19%, respectively. For 2019, the SBAC targets for ELA and math are 36.7% and 23%, respectively. For the ACT, “proficient” in ELA is defined as scoring at or above 17, and for math at or above 20).

Smarter Balanced Assessment Consortium (SBAC) Math and ELA assessments are used in Grades 7 and 8, and the ACT is used in Grade 11. On March 27, 2020, Nevada received a waiver from the U.S. Department of Education (USDOE) for its statewide assessment, accountability, and reporting requirements for the Every Student Succeeds Act (ESSA) due to widespread school closures related to the COVID-19 pandemic. Thus, the tests were not administered during the 2019-20 school year, and student performance on the assessments in spring 2021 is compared to student performance for the most current data available, spring 2019.

Proficiency rates for test scores from spring 2019 are reported in Table 4-1. Proficiency rates for test scores collected in spring 2021 are reported in Table 4-2. Between spring 2019 and spring 2021, in McDermitt, there was an 11-percentage point *decrease* in the percentage of students scoring proficient in math, from 15.8% to 4.8%. The percentage of students scoring proficient in ELA *increased* by 13.3 percentage points. In Yerington, there were *decreases* in the percentages of students scoring proficient in both math (a 9.3 percentage point decrease) and ELA (an 8.2 percentage point decrease). Across the two sites, for both math and ELA, there were *decreases* in the percentages of students scoring proficient in both math (a 10.6 percentage point decrease) and ELA (a 1.4 percentage point decrease). Thus, this performance measure was not met.

Table 4-1*Proficiency Rates of Native American Students (Spring 2019)*

Grade 2018 19	Subject	McDermitt			Yerington			Aggregated Across Both Sites		
		N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient
7	Math (SBAC)	10	0	0.0	20	3	15.0	30	3	10.0
8	Math (SBAC)	4	2	50.0	19	3	15.8	23	5	21.7
11	Math (ACT)	5	1	20.0	6	3	50.0	11	4	36.4
Math Total		19	3	15.8	45	9	20.0	64	12	18.8
7	ELA (SBAC)	10	0	0.0	20	5	25.0	30	5	16.7
8	ELA (SBAC)	4	1	25.0	19	7	36.8	23	8	34.8
11	ELA (ACT)	5	1	20.0	6	1	16.7	11	2	18.2
ELA Total		19	2	10.5	45	13	28.9	64	15	23.4

Table 4-2*Proficiency Rates of Native American Students (Spring 2021)*

Grade 2020 21	Subject	McDermitt			Yerington			Aggregated Across Both Sites		
		N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient	N Tested	N Proficient	% Proficient
7	Math (SBAC)	13	0	0.0	11	3	27.3	24	3	12.5
8	Math (SBAC)	4	0	0.0	6	0	0.0	10	0	0
11	Math (ACT)	4	1	25.0	11	0	0.0	15	1	6.7
Math Total		21	1	4.8	28	3	10.7	49	4	8.2
7	ELA (SBAC)	13	1	7.7	11	3	27.3	24	4	16.7
8	ELA (SBAC)	4	1	25.0	7	2	28.6	11	3	27.3
11	ELA (ACT)	4	3	75.0	11	1	9.1	15	4	26.7
ELA Total		21	5	23.8	29	6	20.7	50	11	22.0

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 2020. In September 2021, cumulative GPA data were once again collected for each student and compared with their cumulative GPA from September 2020. A Pass-Fail grading system was implemented in

McDermitt through August 2021 due to the COVID-19 pandemic. Therefore, student GPAs were not recalculated between the beginning of the spring semester in 2020 and September 2021. Thus, the reported numbers are only based on the Yerington site. In Yerington, 21 of the 61 students (34%) for whom cumulative GPAs could be compared demonstrated an increase. This falls short of the target for the performance measure by 16 percentage points.

Performance Measure 2d

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

During the 2020-21 school year, in Yerington, 48 students participated in an AP or college course. In McDermitt, three students participated in an AP or college course. Since the target for this performance measure was not met in McDermitt, it was not 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.”

Baseline data from the 2019-20 school year are reported in Table 4-3. In McDermitt, 12 out of 37 (32%), in Yerington, 13 out of 78 (17%), and across both sites, 25 out of 115 (22%) students were chronically absent. Data for the 2020-21 school year are reported in Table 4-4. Between the 2019-20 and 2020-21 school years, there was an increase in the percentage of chronically absent students at each site and for the project as a whole. In McDermitt, there was an *increase* of 30 percentage points. In Yerington, there was an *increase* of 3 percentage points, and across the two sites, there was an *increase* of 12 percentage points. This falls short of the target for this performance measure (which was to have fewer than 21% of the students *chronically absent*) by 15 students (13 percentage points).

One factor that potentially contributed to these increases is that the State of Nevada waived all requirements for attendance due to COVID-19 and quarantine guidelines. Additionally, in McDermitt, there was not a Truancy Court for the majority of the year, and many students were absent from school due to required quarantines.

Table 4-3

Baseline 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)
Total	37	12 (32)	78	13 (17)	115	25 (22)

Table 4-4*Rates of Chronically Absent Native American Students (2020-21 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	12	7 (58)	11	1 (9)	23	8 (35)
8	5	3 (60)	9	1 (11)	14	4 (29)
9	11	8 (73)	12	7 (58)	23	15 (65)
10	2	1 (50)	14	2 (14)	16	3 (19)
11	4	1 (25)	15	3 (20)	19	4 (21)
12	3	3 (100)	18	2 (11)	21	5 (24)
Total	37	23 (62)	79	16 (20)	116	39 (34)

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 participation logs were examined. (See Section 3 for details of the college tours). During Year 4, the pandemic impacted many of the planned in-person college tours for both sites, and virtual college tours replaced many of the in-person group college tours. In Yerington, 58 of the 70 NYCP students (83%) participated in one or more college tours. In McDermitt, 20 of the 35 NYCP students (57%) participated in one or more college tours. Across the two sites, 78 of the 105 NYCP students (74%) participated in one or more college tours, exceeding the target for this performance measure by 14 percentage points.

Performance Measures 3b and 3c

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

McDermitt parents/caregivers were asked to complete permission forms, and the student survey was administered 4/21/21 – 6/9/21. All of the eligible NYCP students in Grades 7-12 were asked to provide their consent and complete an electronic survey. The survey generated a 70% response rate. In the Yerington area, the survey was administered 5/13/21 – 6/11/21, and students were offered both paper-and-pencil and electronic formats. The response rate was 28%.

According to the students at both sites, the NYCP has had a positive impact on their post-secondary aspirations and preparedness. In McDermitt, 23 of 26 students (88%) agreed that the NYCP support increased their *motivation* to attend college or vocational training, and 25 of 26 students (96%) agreed that the NYCP support improved their *readiness* to attend college or vocational training. In Yerington, 19 of 21 students (90%) agreed that the NYCP support increased their *motivation* and *readiness* to attend college or vocational training. Across the two sites, there was a 41% response rate, and 42 of 47 students (89%) agreed that the NYCP support

increased their *motivation* to attend college or vocational training, and 44 of 47 students (94%) agreed that it increased their *readiness* to attend college or vocational training. This exceeds the performance measure targets by 29 and 34 percentage points (14 and 16 students), 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 11, and in McDermitt, all 3 of the Grade 12 students applied to both colleges and trade schools. Across both sites, all 14 (100%) Grade 12 students applied to one or more colleges and/or trade schools, exceeding the target for this performance measure by 7 students, or 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

Figure 4-1

McDermitt graduating seniors are celebrated during an event held in June.



Photo by McDermitt staff

GOAL 4: INCREASE PARENT/FAMILY INVOLVEMENT

Performance Measure 4a

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. During Year 4, 77 parents/caregivers in Yerington and 30 in McDermitt attended at least one parent-teacher conference, an IEP meeting, or a project-sponsored activity (whether virtual or in-person). Across the two sites, 107 of 116 (92%) parents/caregivers were *involved* this year. This exceeds the performance measure target by 22 percentage points.

Figure 4-2

Students and families attend a Back-to-School event in the Yerington area.

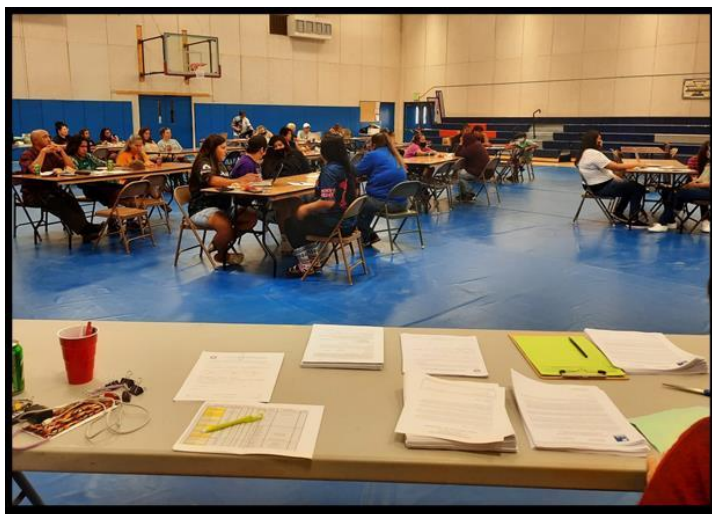


Photo by Debra Keats

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.

During Year 4, there were 107 community events across the two project sites, with the number of attendees across sites and events totaling approximately 2,330. This exceeds the target for this performance measure by 103 events. (See Section 3 for details and participation rates for these events).

Performance Measure 5b

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

Parents/caregivers completed paper parent/caregiver surveys during Back-to-School events at both sites. All 10 McDermitt and 19 of the 21 Yerington parents/caregivers (29 out of 31, or 94% across both sites) who responded to the survey 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 34 percentage points.

Table 4-5 summarizes the status of the targets for the performance measures for Year 4. There were 13 performance measures for which data were available. In McDermitt, 8 of the 12 targets were met. In Yerington, 10 of the 13 targets were met. For the project overall, 9 of the 13 targets were met.

Table 4-5

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
	2a. Completed academic learning plans	Y	Y	Y
2. Increase student academic performance.	2b. Proficient on state exams	N	N	N
	2c. Increased GPA	--	N	N
	2d. Participation in advanced courses	N	Y	N
	2e. Decrease in chronically absent students	N	N	N
	3a. College tour participation	N	Y	Y
3. Increase student motivation and readiness to attend college or vocational training.	3b. Increased student motivation to attend college or vocational training	Y	Y	Y
	3c. Increased student readiness to attend college or vocational training	Y	Y	Y
	3d. College or trade school applications	Y	Y	Y
	3e. Cohort graduation rate	Available December 2021		
	4a. Parent/caregiver participation	Y	Y	Y
4. Increase parent/caregiver involvement in their child's education.	4a. Parent/caregiver participation	Y	Y	Y
	5a. Community events	Y	Y	Y
5. Promote the importance of education among the community and participating students' families.	5b. Events help parents/caregivers support their child's learning	Y	Y	Y
	Total Number of Performance Measures Met*	8/12	10/13	9/13

* Based on 13 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

The *NYCP Student Survey* included eight items. Additional items were specific to students who participated in college tours and those who received the support of the CCC. Many items used four response categories: *strongly agree*, *somewhat agree*, *somewhat disagree*, and *strongly disagree*. At the end of each group item, an open-ended item allowed students to add personalized input.

RMC evaluators obtained parent permission to survey the students, and at the end of the fourth year of the project, in April through June 2021, all of the eligible Grades 7-12 McDermitt Area NYCP students were asked to provide their consent and complete an electronic survey. Twenty-six students completed the survey (70% response rate). The McDermitt sample included more female respondents (54%) than males (46%), and the highest proportion of students responding to the survey (42%) were in Grade 7.

In Yerington, the survey was administered in May through June of 2021 and was offered in paper-and-pencil and electronic formats. Twenty-four students completed the survey (31% response rate). The sample included more female respondents (79%) than males (21%), and the highest proportion of students responding to the survey (33%) were in Grade 12.

McDermitt Findings

College Tours

The COVID-19 pandemic impacted planned college tours, and virtual college tours replaced in-person group college tours. During the school year, approximately 50 students participated in virtual college tours offered through ANNY and their CCC. These included visits to institutions

of higher learning such as Haskell Indian Nations University, Southern Utah University, UNR, Southern Oregon University, and United Tribes Technical College.

Five respondents indicated that they had toured a college or trade school with the NYCP program. All five students responded to the survey items relating to the college and/or trade school visits. Because of this small sample size, the findings related to perceptions of college visits should be interpreted with caution.

The college visits were viewed favorably. All of the students agreed, at least *somewhat*, to the nine items relating to the visits' impact on their understanding of various aspects of college and the application process. All respondents *strongly agreed* that the visits helped them learn about programs and activities for Native students. None *strongly agreed* that the visits helped them better understand the application process. The results of the survey items pertaining to the college visits are found in Table 5-1.

Table 5-1

McDermitt Student Perceptions of College Visits

<i>The visit(s) to the college(s) helped me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how I can prepare for college or trade school.	5	60	40	0	0
better understand the application process.	5	0	100	0	0
better understand how to apply for financial aid.	5	20	80	0	0
better understand what major areas of study are offered.	5	80	20	0	0
better understand which areas of study are of interest to me.	5	80	20	0	0
better understand how to access academic support services on the campus, if needed.	5	80	20	0	0
learn about programs and activities for Native students.	5	100	0	0	0
increase my motivation to attend college or vocational training.	5	60	40	0	0
increase my readiness to attend college or vocational training.	5	60	40	0	0

Two students provided commentary on how the college visits helped them. These comments highlighted that the visits helped them better understand how to find the college that is the right fit for them. In the words of one student, the college visits “helped me find [a] good school with good [a] education.”

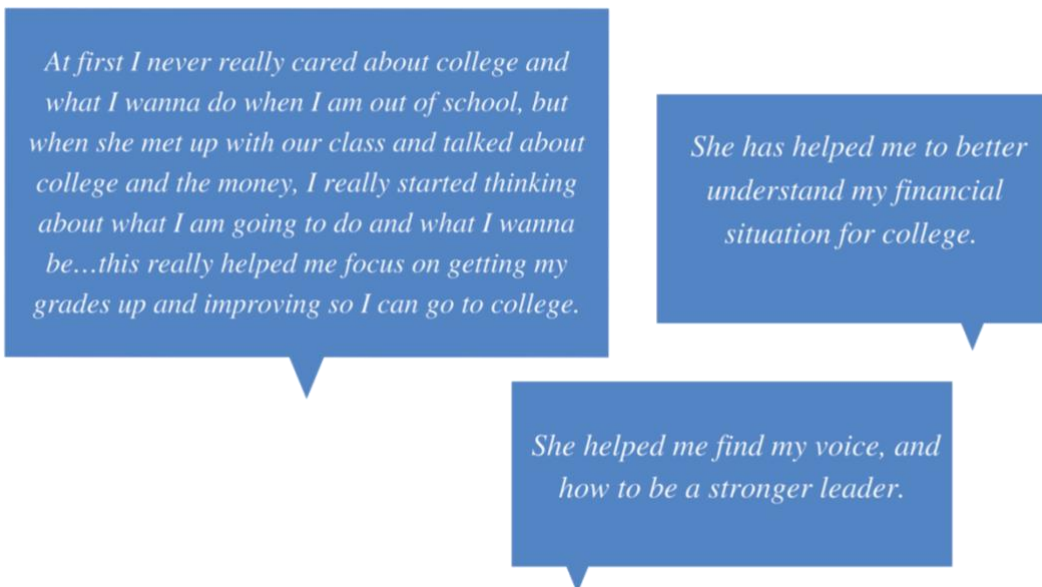
Five students commented on what they learned during the college visits. Students said they learned about the importance of post-secondary education, and they have a better understanding of financing their college education and applying for scholarships. The students made two suggestions to improve the college visits, including providing more information about the campus and dorm rooms and allowing students to ask questions.⁹

McDermitt Student Perceptions of the Support of the CCC

Students were asked to provide feedback on the support they received from their school’s CCC. An item-by-item reporting of the results of the survey items pertaining to CCC support is found in Table 5-2. Eighteen students (69%) indicated that they received help from their CCC in the last year. Of these 18, all responded to the survey items relating to the CCC’s support.

The support of the CCC was viewed favorably, with at least 89% of students agreeing, at least *somewhat*, to the eight items relating to the support of the CCC and its perceived impact on various aspects of their academic and post-secondary performance. Seventy-five percent of the students *strongly agreed* that they feel better prepared for college or a career due to the support of the CCC. Fewer students *strongly agreed* that their relationships with their teachers were improved (28%) and that their relationships with other students were improved (39%).

Ten students provided commentary on the ways in which the CCC has helped them, including:



⁹ It is possible that this comment is based upon a pre-recorded virtual session that could not accommodate questions during subsequent views.

Table 5-2*McDermitt Student Perceptions of the Support Provided by the CCC*

<i>The help I received from the CCC at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how to advocate for myself.	18				
increase my level of self-empowerment.	18	67	28	0	6
improve my relationships with other students.	18				
improve my relationships with teachers.	18	28	61	6	6
feel better prepared for college or a career.	16				
improve my academic performance.	18	44	50	6	0
increase my confidence in my academic ability.	17				
increase my commitment to graduate from high school.	16	69	31	0	0

Overall Perceptions of NYCP Support

According to the students, the NYCP has had a positive impact on their post-secondary aspirations and preparedness. Eighty-eight percent of the 26 students who responded to the four items relating to the overall support they received through NYCP at least *somewhat agreed* that the support has: (a) increased their commitment to graduate high school, (b) increased their *motivation* and *readiness* to attend college or vocational training, and (c) helped them to feel better prepared for college or a career.

Perceived Needs of the McDermitt Students

The final two survey items were designed to elicit feedback on students' needs in order to continue to improve the efficacy of the NYCP. The results are reported in Table 5-3. At least 90% of the students agreed that, in order to improve their academic performance, it would be useful for them to learn how to effectively prepare for exams, stay organized, take better notes in class, improve essay-writing skills, and meet successful people from their community.

Fewer students (69%) agreed that having someone they can talk to about how they feel would help them to improve their academic performance.

Table 5-3*McDermitt Students' Perceived Needs*

<i>In order to improve my academic performance, it would be useful for me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
learn how to effectively prepare for exams.	26	46	46	8	0
learn how to stay organized.	26	58	39	4	0
learn how to better manage my time.	26	54	27	19	0
learn how to better understand what I read for school.	26	54	35	4	8
learn how to take better notes in class.	26	46	46	8	0
learn how to improve essay-writing skills.	26	54	38	8	0
have someone I can talk to about how I feel.	26	38	31	23	8
meet successful people from my community.	26	54	42	0	4
visit a college campus.	26	54	19	19	8
visit a variety of businesses.	26	35	42	15	8
receive tutoring in (a) specific subject(s).	26	44	44	8	4

Six students provided commentary on their tutoring needs. The comments included a desire for tutoring in math, science, and English/language arts. Students would also like guidance in post-secondary planning and paying for college. Additionally, one student had this to say regarding the need for motivational support:

The reasons why I would like to receive support is because I am in need [of] support for something [so that] one day I don't give up on what I want to do.

Yerington Findings

College Tours

The COVID-19 pandemic impacted planned college tours, and virtual college tours replaced in-person group college tours. During the school year, approximately 60 students participated in virtual college tours offered through ANNY and their CCC. These included visits to institutions of higher learning such as Haskell Indian Nations University, Southern Utah University, UNR,

Southern Oregon University, and United Tribes Technical College.

One student indicated that they had toured a college or trade school with the NYCP program and responded to the survey items relating to the visits. Thus, the results cannot be viewed as reflective of the opinions of the approximately 60 students who participated in college tours.

The individual strongly agreed that the tours impacted their knowledge about programs and activities for Native students and increased their *motivation* and *readiness* to attend college or vocational training. 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 post-secondary schools and 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. The student stated that the most important thing they learned from the college visits was that “other Native students are college-educated.”

Yerington Student Perceptions of the Support of the CCC

Students were asked to provide feedback on the support they received from their school’s CCC (CCC). An item-by-item reporting of the results of the survey items pertaining to CCC support is found in Table 5-4. Thirteen students (54%) indicated that they received help from their CCC in the last year. Of these 13 students, 12 responded to the survey items relating to the CCC’s support.

The support of the CCC was viewed favorably, with all students agreeing, at least *somewhat*, to the eight items relating to the support of the CCC and its perceived impact on various aspects of their academic and post-secondary performance. Ninety-two percent of the students *strongly agreed* that the support of the CCC has increased their commitment to graduate from high school. Seventy-five percent of the students *strongly agreed* that the support of the CCC has helped them feel better prepared for college or a career and improved their relationships with other students. Fewer students *strongly agreed* that the support of the CCC has improved their relationships with their teachers (58%).

Four students provided commentary on the ways in which the CCC has helped them, including:

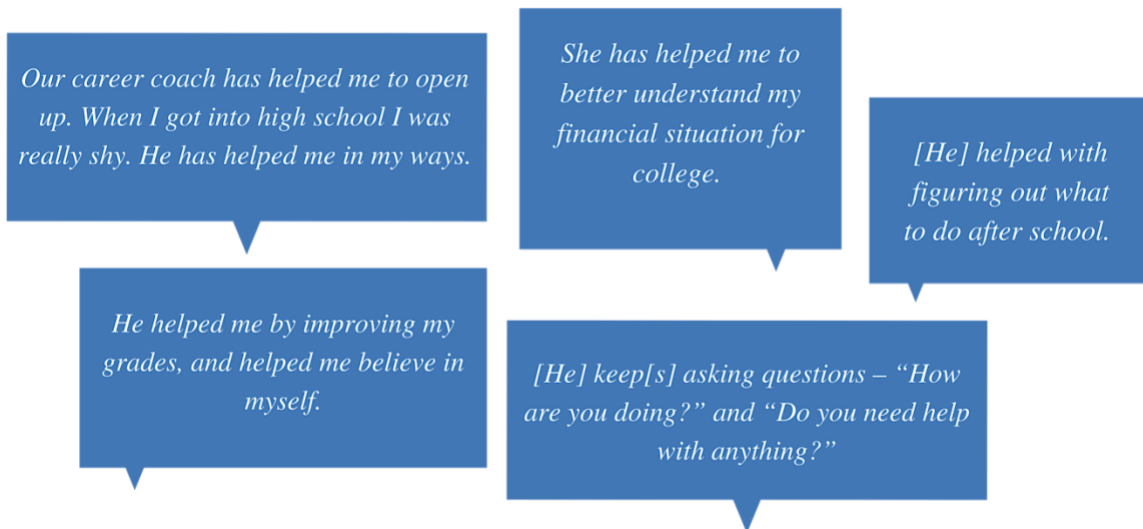


Table 5-4*Yerington Student Perceptions of the Support Provided by the CCC*

<i>The help I received from the CCC at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how to advocate for myself.	12				
increase my level of self-empowerment.	12	67	33	0	0
improve my relationships with other students.	12				
improve my relationships with teachers.	12	58	42	0	0
feel better prepared for college or a career.	12				
improve my academic performance.	12	67	33	0	0
increase my confidence in my academic ability.	12				

Overall Perceptions of NYCP Support

According to the students, the NYCP has had a positive impact on their post-secondary aspirations and preparedness. Ninety percent of the 21 students who responded to the four items relating to the overall support they received through NYCP at least *somewhat agreed* that the NYCP support has (a) increased their commitment to graduate from high school, (b) increased their *motivation* to and *readiness* to attend college or vocational training, and (c) helped them to feel better prepared for college or a career.

Perceived Needs of the Yerington Students

The final two survey items were designed to elicit feedback on students' needs in order to continue to improve the efficacy of the NYCP. Results are reported in Table 5-5. 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 improve their academic performance. The highest proportions of students *strongly agreed* that it would be useful for them to learn how to (a) stay organized (96%), (b) better manage their time (96%), (c) improve their essay-writing skills (92%), (d) better understand what they read for school (91%), and (e) effectively prepare for exams (91%).

Table 5-5*Yerington Students' Perceived Needs*

<i>In order to improve my academic performance, it would be very useful for me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
learn how to effectively prepare for exams.	23	52	39	4	4
learn how to stay organized.	23	57	39	4	0
learn how to better manage my time.	23	70	26	4	0
learn how to better understand what I read for school.	23	65	26	9	0
learn how to take better notes in class.	23	52	35	9	0
learn how to improve essay-writing skills.	23	57	35	4	4
have someone I can talk to about how I feel.	23	43	35	9	13
meet people from my community who are successful.	23	61	26	13	0
visit a college campus.	23	52	30	13	4
visit a variety of businesses.	23	30	48	17	4
receive tutoring in (a) specific subject(s).	23	65	13	17	4

Five students provided commentary on specific subjects for tutoring and additional supports or help needed. Mathematics tutoring was mentioned by three of the five students. Other tutoring subjects mentioned by smaller numbers of students included English and Spanish. One student stated that it is helpful knowing that “we have Native staff in our schools...and they keep asking questions - if [I] still need help.” Additionally, one student requested guidance in finding an after-school job so that they could save money for their post-secondary education and self-defense classes.

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 2021. All survey responses are included in the analyses contained in this section.

In the McDermitt area, twelve parents/caregivers responded to the survey. The sample is comprised exclusively of female respondents. The parents/caregivers who responded have children in Grades 7-12 at McDermitt Combined School who participate in the NYCP program.

In the Yerington area, 26 parents/caregivers responded to the survey. Of these, 54% have children who attend Yerington High School, 27% have children who attend Yerington Intermediate School, and 19% have children who attend both of these schools. The sample includes significantly more female respondents (73%) than male respondents (27%). The parents/caregivers who responded have children in Grades 7-12 who participate in the NYCP program.

It cannot be assumed that the perceptions of these samples are representative of parents/caregivers in each of the areas due to the limited sample sizes. Thus, the findings presented in this report should be interpreted with caution.

McDermitt Findings

McDermitt Parent/Caregiver Participation in Activities

In Table 5-6, the number and percentage of parents/caregivers who participated in a variety of activities and events are reported. Parents/caregivers reported the highest participation in meetings with their child’s teacher (42%) and Back-to-School or Open House events (42%). Parents/caregivers reported lower participation in meetings to learn about the college application and financial aid application processes (both 8%), the Parent Advisory Council (8%), and to volunteer at a school event (8%).

Table 5-6

McDermitt Parent/Caregiver Participation in Activities and Events

Activity	N Respondents	N Respondents Who Participated	% Respondents Who Participated
A meeting with my child’s teacher or another child’s class schedule, grades, and/or learning	12	5	42
A meeting with the College and Career Coach or Community Based Instructor	12	3	25

Activity	N Respondents	N Respondents Who Participated	% Respondents Who Participated
A meeting to learn about the college application process	12		
A meeting to learn about the college financial aid application process	12	1	8
An event that focuses on native culture and/or wellness	12		
An event that focuses on how I can support my child's learning	12	4	33
A meeting of the Parent Advisory Council	12		
Volunteer at a school event	12	1	8
Back-to-School Night or Open House	12		

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 5-7. The results reported in the table must be interpreted with caution, as they are based on 10 or fewer responses to each of the items. Overall, perceptions of the various support activities were favorable. All participants agreed that 9 of the 10 listed meetings and activities were *helpful* in supporting learning. Activities with the highest percentages of parents/caregivers indicating they were *very helpful* include:

- 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 (80%),
- Back-to-School Night (60%), and
- Community and cultural events hosted by NYCP (50%).

Table 5-7

McDermitt Parent/Caregiver Perceived Helpfulness of Activities to Support Learning

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting with my child's teacher or another member of the school staff to discuss my child's class schedule, grades, and/or learning goals	5	80	20	0

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting with the College and Career Coach or Community Based Instructor	3	33	67	0
A meeting to learn about the college application process	3	33	67	0
A meeting to learn about the college financial aid application process	3	33	67	0
An event that focuses on Native culture and/or wellness	6	33	50	17
An event that focuses on how I can support my child's learning	6	17	83	0
A meeting of the Parent Advisory Council	2	0	100	0
Volunteer at a school event	2	0	100	0
Back-to-School Night	5	60	40	0
Community and cultural events hosted by NYCP	10	50	50	0

Eight 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 provided new opportunities for students, increased their awareness and understanding of their Native culture and heritage, and exposed them to post-secondary and leadership opportunities. They expressed that this has been done through a variety of activities and supports, including cultural events, trips to conferences and colleges, and various training sessions. These sentiments are evidenced by the following parent/caregiver comments regarding the most important way(s) the NYCP has helped their children:

The fact that my child was able to meet so many Natives who made something great of themselves was amazing! The parent training was very helpful.

My child got to participate in conferences in Florida, Tahoe.

They helped out by taking them to visit colleges.

Six 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 provided training opportunities for parents/caregivers, taught students respect and responsibility, and has helped students view education more positively.

Parents/caregivers also listed areas of support they would like to see offered to their children that are not currently available. The six parents/caregivers who responded to this item expressed a desire to have additional information provided on life skills, classes on Native language and culture, academic tutoring, and continued trips to conferences and colleges. One parent expressed that they would like to see more in-person trainings offered. These sentiments are evidenced by the following comments:

I really want more in person trainings, more exposure to new experiences.

Learning more of their language.

More traveling.

Six parents/caregivers listed topics for future events and areas of support they would like help with. These included: (a) how to better understand, support, and encourage their children's learning; (b) post-secondary planning; (c) Native culture; and (d) wellness and life skills.

Figure 5-1

A flyer announcing an NYCP-sponsored evening of cultural celebrations and dinner for Parent Night, held in May of 2021



Flyer by Teresa Melendez

Yerington Findings

Yerington Parent/Caregiver Participation in Activities

The number and percentage of parents/caregivers who participated in a variety of activities and

events are reported in Table 5-8. Parents/caregivers reported the highest participation in meetings with their child’s teacher (54%) and Back-to-School or Open House events (31%). Parents/caregivers reported lower participation in meetings to learn about the college financial aid application processes (8%) and the Parent Advisory Council (8%).

Table 5-8

Yerington Parent/Caregiver Participation in Activities and Events

Activity	N Respondents	N Respondents Who Participated	% Respondents Who Participated
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	26	14	54
A meeting with the CCC or CBI	26	3	12
A meeting to learn about the college application process	26	3	12
A meeting to learn about the college financial aid application process	26	2	8
An event that focuses on native culture and/or wellness	26	5	19
An event that focuses on how I can support my child’s learning	26	3	12
A meeting of the Parent Advisory Council	26	2	8
Volunteer at a school event	26	7	27
Back-to-School Night or Open House	26	8	31

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 5-9. Overall, perceptions of the various support activities were favorable. All participants agreed that 9 of the 10 listed meetings and activities were *helpful* in supporting learning. At least half of the parents/caregivers indicated that all of the activities were *very helpful* in supporting their children’s learning. Activities with the highest percentages of parents/caregivers indicating they were *very helpful* include:

- 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 (82%),
- Back-to-School Night (69%),

- An event that focuses on Native culture (64%),
- An event that focuses on supporting learning (64%),
- Volunteering at a school event (62%), and
- Community and cultural events hosted by NYCP (62%).

Table 5-9

Yerington Parent/Caregiver Perceived Helpfulness of Activities to Support Learning

Activity	N Respondents	% Very Helpful	% Somewhat Helpful	% Not Helpful
A meeting with my child’s teacher or	22			
A meeting with the CCC or CBI	11	55	45	0
A meeting to learn about the college application process	8			
A meeting to learn about the college financial aid application process	8	50	50	0
An event that focuses on Native culture and/or wellness	14			
An event that focuses on how I can support my child’s learning	11	64	36	0
Volunteer at a school event	13	62	38	0
Back-to-School Night	13			
Community and cultural events hosted by NYCP	21	62	29	10

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, increased their awareness of their Native culture and heritage, and helped them be more successful academically. They expressed that this has been done through a variety of activities and supports, including the presence of the CCC in the school, the close monitoring of student academic progress, and a variety of activities. These sentiments are evidenced by the following comments regarding the most important way(s) the NYCP has helped their children:

By allowing them the opportunity to be able to go to someone within the school when they have an issue or question.

Getting them out there and participating in groups and doing/learning new things.

Developing pride in being native.

Get her ready for college.

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 keeping them informed about their children's progress, helping the students to believe in themselves, and offering academic tutoring, particularly in the area of math.

Parents/caregivers also listed areas of support they would like to see offered to their children that are not currently available. The 10 who responded to this item expressed a desire to have additional information provided on post-secondary planning, including information on vocational school and life skills, individual counseling, classes on Paiute Language and Native culture, academic tutoring, ACT preparation, and continued communication on student progress. These sentiments are evidenced by the following comments:

Opportunities and information for other routes outside of college - trade schools/culinary.

Culture-based programs – hand drum making, Paiute language learning.

Contacting me, and tutoring, and talking with me in progress or struggles.

Seven parents/caregivers listed topics for future events and areas of support they would like help with. These included: (a) how to better understand and support their children's learning; (b) post-secondary planning; and (c) wellness and life skills.

SECTION 6

SITE VISIT FINDINGS

This section summarizes the qualitative findings from a virtual site visit conducted September 21–29, 2021. The findings are based on interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, district and school administrators, and administrators at the NDE. 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 4.

Evaluation Questions:

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

How were 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 were community collaborative events received?

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

CHARACTERISTICS OF PROJECT STAFF

Roles and Responsibilities

Administrators at the 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 two current administrators and one past administrator were interviewed from the NDE, including the Interim Director for the Office of Inclusive Education, the former director of that office, and the Education Programs Professional for Indian Education in the Office of Inclusive Education. Their responsibilities included:

- Overseeing the NYCP grant;
- Collaborating with project officers at the U.S. Department of Education and grantees in the state to ensure proper implementation of the grant;
- Facilitating monthly meetings with project staff and providing information about deadlines, budget revisions, and other administrative needs;
- Coordinating professional development, including online workshops and meetings;
- Coordinating the ANNY project and serving as co-host for many of the sessions; and
- Consulting with the Grants Management Unit at the NDE to confirm that all budget revisions were done correctly and completely.

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

- Providing project oversight;
- Managing the project budget and reviewing any modifications or adjustments to make sure that they met state and federal requirements;
- Meeting with staff who were implementing the project;
- Ensuring that project activities were aligned with the school day and curriculum;
- Signing off on invoices; and
- Communicating with project staff about the types of support needed by Native students.

Site staff included two Tribal Chairpersons, two Tribal Education Directors, an Administrative Consultant to the project, and three Tribal Financial Administrators. Their responsibilities with the grant included:

- Providing administrative and programming support for the project such as processing paperwork and payments and facilitating professional development in conjunction with partners;
- Overseeing purchase orders, personnel, or any issues or conflicts that came up with personnel or with the budget;
- Giving assistance at any meetings organized by the project; and
- Ensuring that all services were done according to grant agreements.

Project staff included one CCC, two CBIs, and three SCLs. Their responsibilities involved:

- Working with Grades 7-12 students on college and career preparation, including the college admissions process, college visits, and career exploration;
- Starting a UNITY youth group and holding regular UNITY social and business meetings as well as community events;
- Hosting spring, summer, and winter break workshops for students;
- Assisting other project staff with various activities encompassing afterschool tutoring, transportation, college tours, and the summer school program;
- Planning, organizing, and publicizing community events;
- Shopping for school supplies, food, and other items;
- Delivering food during the summer food program;
- Maintaining monthly calendars;
- Attending monthly NYCP meetings for all project staff;
- Acting as a liaison between school administrators, students, and project staff;
- Tracking data on grades and sharing with parents/caregivers; and
- Contacting parents and conducting home visits.

Figure 6-1

The entry to McDermitt Combined School



Photo by Linda Fredericks

Professional Development, Support, and Communication

Two administrators from the NDE reported attending the national NYCP Project Directors' Meeting, where they received ideas about successful projects, learned about new resources, and had opportunities to reflect on the work done through the grant in Nevada. One of the administrators also regularly attended "Talking Stick" sessions, sponsored by the USDOE's Office of Indian Education (OIE), which covered the logistics of the grant and provided opportunities for grantees to share their experiences. The administrator also viewed teaching videos provided by OIE, including one on trauma-informed education, and said that OIE was offering monthly sessions on various topics and allowing project directors to discuss the struggles and strengths of their programs. No other areas of further professional development or communication were requested by NDE administrators.

NDE administrators reported having monthly online meetings with project staff and thought that communication between the state office and sites was adequate. However, one NDE administrator thought more could have been done to facilitate joint activities with the two sites, especially with college visits, and to collaborate more closely with the different tribes.

Most district and school administrators said they had not received any type of professional development through the grant, with the exception of one administrator who reported meeting with the NYCP staff on a monthly basis, meeting with site staff twice a month, and participating in webinars provided by NDE staff. Administrators in Yerington felt that communication with the project was inadequate last year. They expressed uncertainty about the project's role and how they could work with project staff to support the students. However, administration in McDermitt was very pleased with the level of communication.

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

Any type of communication or assistance would have been helpful, especially since some of our Native students were having difficulty with computers and access. There was a lack of communication about the project.

[Project staff] was great about coming to me. Sometimes I would drop the ball, and they would come to me. They were great with communication...reports on the budget were well done.

I was appreciative of [project staff]. They pushed hard for the afterschool tutoring for the kids they were able to serve. [Project staff] put together assemblies about history and Native American culture. Last year, the communication fizzled. Before that, it was good.

Our SROs are limited in what they can do on the reservation. We don't have that communication to support all of our kids. We could do a better job of getting kids to our school. We don't have the communication between everyone to support them.

Most site staff said they had not engaged in any professional development associated with the grant in the past year, while other site staff said they had been part of the monthly staff online meetings and had occasionally participated in webinars organized by the NDE. Types of professional development requested by site staff included having more workplace wellness sessions and receiving training on federal grants management, including financial record keeping and completion of required reports. Site staff commended the communication with the NDE and felt that the contact was always accessible by phone or email. Generally, they agreed that they had good communication with school administrators and others working with the project.

Professional development received by the CCC, CBIs, and SCLs included virtual sessions with the Native Wellness Institute, training sessions provided by the NDE, and participation in the NIEA conventions. The trainings were characterized as high-quality and helpful. Staff requested additional professional development on understanding the tribal budget, learning how to set up college tours, using the ANNY site on Facebook, and understanding the grant and how certain staff could be adequately reimbursed for their time. Some project staff said that they were expected to work far more hours than they were being paid for and felt the process was unfair to them.

Communication between project staff was described as occurring frequently through online meetings, Group Messenger, and emails. However, there continued to be reports from multiple respondents that communication and collaboration with the Fort McDermitt tribal leadership were difficult, especially when tribal offices were closed for an extended period during the pandemic with no advance warning, leaving invoices and paychecks unable to be processed. Project staff reported requesting and receiving help from a state-level administrator in working with tribal leadership so that the project could be better supported.

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

Overall Satisfaction with Implementation of NYCP

Most state and school administrators, as well as project and site staff, expressed overall satisfaction with the implementation of the NYCP over the course of the project, even while acknowledging that project activities were heavily impacted by the pandemic and by the departure of a longtime staff member at one of the sites. Respondents praised the hard work done by staff even under the most challenging of conditions, the supportiveness of staff towards the students, the willingness of students to initiate service projects and other activities, the professional development given to staff, and the inspiring opportunities provided to students through activities such as tutoring, college visits, cultural events, summer programs, and attendance at conferences for Native youth.

Concerns were expressed about the loss of funding and personnel with the four-year grant ending, ongoing challenges with the NDE's processes for the administration of grant funds, unexpected changes in disbursement policies, challenges in communication with tribal leadership, and the uncertainty about the Yerington community's new federal Accessing Choices in Education (ACE) grant and the types of services it would be able to provide. The following comments from NDE, district, and school administrators, as well as site and project staff, address program satisfaction:

I think that even through the pandemic, both communities were striving to continue the activities as best they could. In some cases...activities never stopped. There was still great effort in trying to keep things going. [Project staff] did all that they could during that time. I think what hurt them the most was the loss of critical staff who were supporting students in the schools.

The last year and a half, we have accomplished so much more than the first two years. I am looking for sustainability knowing that the district will not have a million dollars to help us.

The program was great in each location, and our teams worked really hard at getting the information out to parents and students...originally, with all the programming and things that were happening, it was easy to have satisfaction. When everything went on screen, it was harder. It was hard to get back to the in-person. Some things could have been improved upon.

I think we designed a pretty good program that met our students' and families' needs. I think we made impacts with our students, parents, administrators, and teachers. Not so much with the community in general [although] we involved some with our cultural activities. I feel like we have a well-designed program that made a great impact [but] don't know that the new ACE program will be able to provide all that NYCP did.

Most Positive Aspects of NYCP in Schools and Communities

Administrators at the state, district, and school level summarized what they saw as the most beneficial aspects of the project. These aspects were expressed in three main themes: the building of supportive relationships between project staff, schools, students, and families; the affirmation of students' Native culture and identity; and the presence of Native staff who understood the strengths and challenges of the students in the schools. One administrator thought that the opportunities for students to travel outside of their communities to different colleges and conferences represented the most positive experiences for project participants.

Below is a representative sample of comments made by administrators about the most positive aspects of having NYCP in the schools:

The biggest thing is to celebrate the fact that being a Native youth is something to be proud of. The ability to bring in storytellers, drummers, to have them recognize that there is so much to be proud of in their heritage. It is a clear social and emotional goal we have for our students [and] we couldn't do it without the NYCP grant.

[The project] built relationships that didn't exist before and perhaps built a little trust between [the schools] and the tribal communities.

That [students] had someone who had been in their shoes, from a similar background and culture, was important... [project staff] did a great job with that.

Between staff and students and families, we have begun to build good relationships. [Students and families] know who to contact, where to get resources. I think [the project] has done great foundational work and we need to keep going.

Site and project staff agreed with administrators that the relationships developed between project staff and students provided social and emotional supports and guided students in improving their behavior and academic skills. Some staff pointed out the close linkage between behavior and academics, saying that as students perceived that they could succeed academically, their behavior improved. And as their behavior improved, they were able to focus on their studies and do better academically. Other staff regarded the opportunities for travel to different campuses as the most positive aspects of the project, as students were able to visit places they may never have had the chance to see otherwise and envision a future as a college student.

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

It's positive because it allows for the students to have that extra information and staff to assist them in finding what's next in their life. Having staff there to guide our students in opportunities.

To see the students...who were struggling, and for them to come to tutoring and with encouragement from the CCC and other staff, they worked really hard to graduate. To see them in their cap and gown on graduation day was the most positive aspect. We had a lot of students in NYCP and 90% or so graduated.

Thinking back, the things that come quickly to my mind were the differences made with behavior, because [the project] involved many students who were not on the right track. We have students who were destined for failure, but by addressing their behavioral issues, most of them graduated. I think that bringing GPAs up from barely 2.0 to above 3.0 was a big piece. The other thing was our summer program, when we were able to work with the students going into high school.

The exposure to other cultures outside of the reservation was a plus. Not every family is able to give that opportunity [of college tours] to their student.

A few respondents suggested ways that positive aspects of the project could be enhanced. These included using the data from the project to secure additional funding through Title I or Title IX grants to continue some of the activities for Native youth established under NYCP, continuing the UNITY program with other funding, and collaborating with other programs such as Jobs for America's Graduates (JAG) to send students to conferences.

Largest Challenges with the NYCP

Respondents from the state, district, and local levels identified a series of challenges with the grant implementation during the past year. Administrators at the state level said the largest challenges were associated with learning what was required by the state to administer the grant, the bureaucratic red tape interfering with the flow of money from the NDE to project sites, making the budget revisions required by the state, and the leadership of the tribes changing and struggling to work with the NYCP programs. Other challenges described by state leaders included the conflicting values that students sometimes felt from their community about education and the perceptions of students that many teachers did not care about them and did not have an understanding of Native culture and community.

For the McDermitt community, the challenges identified by administrators, site staff, and project staff included:

- The lack of a viable Tribal Education Committee with which the district, school, and project personnel could collaborate on plans and activities;
- Uncertainty about ways to sustain the project beyond NYCP funding;
- Lack of internet connectivity during the pandemic; and
- Inconsistent staffing in prior years.

In the Yerington community, district and school administrators, as well as site and project staff,

said that one of the largest challenges had to do with some parents/caregivers who refused to respond to calls or emails and would not help children struggling with school. Because of the lack of communication, project staff were unable to conduct home visits or speak with parents/caregivers about their child's missing assignments. The ongoing lack of support by tribal administration was seen as a large challenge, especially when it came to the sudden departure of a valued and longtime member of the NYCP staff. Some staff described the continued stress felt by students and families as a consequence of the social isolation and economic impacts from the pandemic.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE

Academic Learning Plans

In McDermitt, the CCC reported not being involved in the development of academic learning plans, stating that, instead, her work was focused on self-esteem development and cultural pride. She thought that the principal and one of the SCLs helped students with their plans. None of the students recalled completing an academic learning plan. Parents had heard about academic learning plans and recalled them being done in the past but were unaware of any plans being done in the last year. None of the Yerington staff commented on the completion of the academic learning plans. No students recalled filling out an academic plan, and most parents had not heard of them. One parent from Yerington thought the plans were filled out during students' freshman year and were reviewed periodically after that time. Parents/caregivers from both sites said they wanted to be informed about the contents of academic learning plans if they were done for their children.

Academic Engagement and Achievement

Most state, district, and school administrators believed that the NYCP had raised the overall level of academic engagement and achievement among students, citing increased graduation rates and increased GPAs as evidence of improvement. They thought that project staff had encouraged students to be more responsible for their own learning and had made parents more aware of the academic supports offered by the program. However, they noted that no state assessments were administered in 2020 due to the pandemic, and they were uncertain of the accuracy of 2021 data due to struggles associated with remote learning. They also agreed that students were often less engaged in academics when they were learning from home rather than at school.

Most project and site staff also believed that student academic engagement and achievement had increased due to the presence of individuals committed to providing support to students and families. They also thought that some of the hard-won progress with increasing academic achievement and engagement was diminished by the social and economic losses experienced by families during the pandemic. Additional activities and supports they recommended included developing a partnership with Great Basin College or another school to allow students to work toward their two-year degree virtually, providing bridge programming between high school and college for those students who planned to attend a post-secondary institution, having more electives for students to take, and making tutoring more available to high-needs students.

Career Readiness

For the second year in a row, the project continued to provide college tours and career readiness sessions for students and families through the online platform ANNY. ANNY programming was centered upon its *Discovering Pathways* series (see Section 3 of this report for a complete listing of ANNY programs and number of attendees). ANNY programs were open to viewers from the two NYCP sites and Native communities across the state. Plans are to continue ANNY programming during the fifth year of the project under a no-cost extension.

Figure 6-2

A flyer inviting students and their families to an ANNY event

Zoom Presentation with ANNY's Avory Wyatt
YHS Library 2:15pm Thurs., May 27th

Avory Wyatt, a 2021 graduate of the University of Nevada, Reno, has been serving as the host of the weekly live show which is on You Tube on Thursday evenings at 6pm. Amplified Nevada Native Youth (ANNY) seeks to provide a roadmap to support Native students in virtual learning platforms. This website will serve as a resource hub for students, families, and educators to gather college and career materials.

Avory will be providing information about the next steps for all students whether they are seniors or in other grades and where they should be at now when it comes to the process of attaining a post secondary education. He will also remind all the students about ANNY and which videos they may find to be most helpful for them.

The event, hosted by NYCP staff, is for students and their families, is part of the Native Youth Community Project's implementation of community event participation, parent participation, student academic recognition through Native cultural focus emphasis, physical and mental well-being. Students will be allowed to attend this event for their motivation with academics. Transportation is provided for students. Contact D. Keats, 230-8383.

NYCP
Native Youth Community Project

NYCP Supervising Staff: Debra Keats
Assistant Community Based Instructor
775-230-8383

Flyer by Debra Keats

With the departure of the CCC in Yerington and ongoing impacts from the pandemic, staff did not feel like they had been able to provide much information on careers in the last year, as their attention was consumed by attending to students' academic and behavioral needs. They said that information on careers was limited in the local area because of its remote location and students' lack of exposure to careers through their families or community. Still, they said that many Native students went on college tours and planned to attend college and had acquired some sense of careers they might like to pursue. School administrators felt that additional information and guidance in careers should be an area of priority for Native students going forward.

In McDermitt, both school administrators and program staff regarded the college tours, both online and in person, as important vehicles for transmitting information about careers to students. One member of the staff said that student involvement in the Alter Theater summer workshop at

UNR introduced students to the large range of careers available in the theater world. An administrator mentioned that the Lithium Nevada mine is about to open the largest lithium mine in the country near McDermitt and intends to recruit and hire people from the McDermitt community. The administrator plans to invite representatives from Lithium Nevada and the Bureau of Land Management (BLM) to the school to discuss the employment opportunities that will be available in the near future.

Parents/caregivers and students thought that NYCP had impacted their career awareness and prompted students to consider different avenues of employment. Below are quotes from students about how the program impacted their thoughts about careers:

[The CCC] made me think about being a classroom teacher, even though I may not do that.

I think the NYCP made me think about what I wanted to do. That I could be in charge of my life.

[The CCC] showed us different videos online about different careers. Yes, it was helpful.

[The CCC] made me think about public speaking and motivational speaking.

Figure 6-3

Image of a lion (the school symbol) with eagle feathers at Yerington High School



Photo by Linda Fredericks

Student Behavior

There was broad agreement among respondents that NYCP had a positive impact on student behavior. While not all respondents felt they could attribute behavioral changes to NYCP alone, most perceived that NYCP was a major factor in the improvement of behavior among Native students. Respondents thought that factors contributing to changes in student behavior included the care and guidance of staff members, the consistent presence of NYCP programs and staff, and the behavioral norms established within the UNITY programs and other grant activities.

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

I think kids just want some consistency. The program, even with all the sharp turns, still was there [for the students] ...the kids found their voice and spoke their mind and had a support person who could help them with how they behaved.

It's hard for me to say what the direct impact is. I think it's the combination of several things. It's the climate that comes with the NYCP grant. We have a School Resource Officer who is on campus every day and speaks with students. It is high expectations from the principal. We are not dealing with the same level of disruption we would have seen four or five years ago.

[An NYCP staff member] expressed how she saw impacts on student behavior. Their in-school behavior has improved. She credited UNITY and programming to these changes. One example: the UNITY students knew how to behave in Zoom meetings—mute yourself, use your camera to show respect for the trainer. Start off all events with a prayer. Students are asked to show a few words of respect for the trainer. This has become the norm and the students are now comfortable with this. They wouldn't have done this before.

When we first started the program, we had a large number of students with behavior issues at the school. When [the CCC] came into the school, it made a huge difference. [The CCC] pointed out to the administration that there was a difference in the way that Native students were treated compared to non-Native students. Just [his] being there and talking to the kids [helped] kids see how their behavior was affecting them negatively and how they could do things differently.

Suggestions for additional ways to improve student behavior included providing more professional development to teachers on Native American culture and having a contact person to call about chronic absenteeism when the school is unable to communicate with parents/caregivers.

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

Motivation and Readiness to Attend College or Vocational Training

There was consensus among respondents that NYCP, especially through the strong encouragement from staff and the virtual and in-person visits to campuses, greatly increased students' motivation to attend post-secondary training. A few people stated that the impacts of the pandemic, coupled with the departure of key staff at one of the sites, altered the trajectory of student motivation that had been present in the first few years of the project's implementation. There were more divergent views about student readiness to engage in post-secondary education. Some believed that student readiness was greatly enhanced by the project and other efforts at the schools, while others thought that student readiness was curtailed by the severity of personal and emotional setbacks resulting from the pandemic, the limited curricular choices in the schools, the lack of academic rigor in many classes, and low academic expectations of Native students.

Quotes from administrators and project and site staff about student motivation and readiness to attend post-secondary education include the following:

Part of the project is that seniors did between seven and ten virtual school tours. Each of the graduating seniors had filled out applications in one or more postsecondary institutions. Students visited the University of Nevada at Reno, Truckee Meadows Community College, and Western Nevada College. Our students have had a tremendous amount of exposure to postsecondary institutions. We see so much excitement from the students who have been outside of [their community].

There has been a significant change in the relevance of the curriculum. We have updated our curriculum across the district. One example is the math tutoring we were able to provide with UNR students to support academic growth. We developed academic plans for all 6th through 12th grade students, and as a consequence we have had more academic success with our students.

No—readiness was not increased. The pandemic. Conflicting information coming from the school; did students just have to log on or be on the computer all day? It wasn't consistent. Internet connectivity issues interfered with learning.

I definitely think that NYCP has introduced the opportunity for our kids. The motivational speaking that goes on, the college tours, and vocational schools. For Native students in a rural setting, it's hard making that transition to city life. Some of our students come from broken homes, domestic violence, alcoholism. They still show up every day. It creates that outlet for them to see what's out in the world.

I think [readiness] is such a big problem that it is more than we could do. I think that we

were able to expose the students to a world outside of this very narrow lens and life experience. We were able to inspire...[but] they are not prepared for college...kids who were the smartest in their high school, they struggle when they get to college. They've never had to try because the standards are so low at our reservation schools throughout the country. When they get to college they have a rude awakening—they are really far behind.

Parents/caregivers also had mixed views about the effectiveness of the project in fostering student motivation and readiness to attend post-secondary training. Some stated that the NYCP staff consistently tried to encourage students to consider college or a vocational school, although said that not all students possessed “the drive, or the means, or the desire” to be part of such efforts. They described the campus visits, especially the in-person ones, as having profound impacts on students’ decisions to pursue a college education and thought the cultural programs helped strengthen students’ readiness for college. Some parents/caregivers did not believe the project had much impact on motivation or readiness due to staff turnover and a lack of consistent messaging and events focused on post-secondary pathways. Similar to last year, parents/caregivers were concerned about the scarcity of information on trade and technical schools for those students who did not want to go on to college. Parents/caregivers also emphasized their essential role in encouraging students to achieve good grades and consider higher education and different careers.

Figure 6-4

During their tour of UNR, Yerington High School students visited the campus fitness center.



Photo by Debra Keats

Students from both sites reported that NYCP staff encouraged them to think about college and other post-secondary options. They said staff supported their aspirations through monitoring grades, providing tutoring, and helping them consider educational opportunities. A sample of their statements appear below:

[The CCC] helped me to work harder and always encouraged me to further my education and go all the way to a doctorate.

[The CCC] encouraged me to go to college. I didn't want to go to college. I was terrified of it. He showed me other schools that had things I could do, like become an accountant or go to business school.

I just think that the college tours showed us what it is like to be on campus.

He helped me think about the college I wanted to go to. It kept me motivated to get ready for college. I feel that without NYCP, we wouldn't have had the opportunity to get tutoring that helped me get through high school.

College Visits

The CCC from McDermitt reported that, in August of 2021, 15 students and the SCLs traveled to UNR and met with a Native professor from the School of Journalism and other faculty members, one of whom was a Paiute tribal member. The faculty members discussed possible majors for students to consider and the recently passed Native tuition law (Assembly Bill 262, which allows a waiver of registration and other fees for Native students). The FMPST paid for students to go to an amusement center that evening to use go-carts, play billiards, and engage in other fun activities. The next day, students went to Western Nevada College in Carson City, where they learned about certificates and licensure opportunities provided by the college in fields such as welding, nursing, electrical, and plumbing. The CCC said that the college was actively working to recruit and retain Native students and that the two staff members who met with the group were very helpful and supportive. The group also visited Truckee Meadows Community College in Reno, which has similar programs to Western Nevada College.

Parents/caregivers and students in Yerington reported trips (during the past year or in previous years) to UNR, University of Nevada in Las Vegas, Feather River College in Quincy, California, a university in San Diego, and a college in New Mexico. Parents/caregivers and students were very pleased with the trips that took place but urged the program to consider adding visits to trade/vocational schools for those students who are not college-bound. Another suggestion from a parent was to have students meet with the coaching staff to see athletic facilities on the campuses, as many students have an interest in sports.

The following are comments from parents/caregivers about the college visits:

My middle daughter...enjoyed the trips, not only the stuff she saw at the colleges but also interacting with students on the trips and seeing how it all works—the dorms, the classroom, and the process of going to college and the importance of it.

There are students out there who want to go to college, but there are also those who want to go to trade schools. I don't think they visited any of those...also, have the kids sit in on

a college class and get their impressions of the workload and what is expected of them.

I think the college tours are good for the students, but also job shadowing and talking with those who work [in various places]. The students don't know what they want to do when they get out of school, they have no idea what is actually out there. If someone would sit down with them and really talk to them intensely and find out what their interests are, I would like to see that.

Going to the different colleges has brought out a lot [in my son]. He participated in the virtual events very seldom. He was more interested in connecting [in person].

GOAL 4: INCREASE PARENT/FAMILY INVOLVEMENT

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

During all four years of the project's implementation, there was consistent agreement among respondents that NYCP assumed an essential role in forging bonds between schools and families. District and school administrators said that project staff helped Native families feel more comfortable in the schools by initiating language classes 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 the NYCP services were valued by many families and were enhanced through the unique relationship developed between the NDE and local schools and tribes. Members of all respondent groups expressed concern about the conclusion of major project activities and the departure of project staff, even though some project activities will continue in Yerington under the new ACE grant, and other activities such as college tours will be funded by the one-year, no-cost extension received for NYCP.

Project and site staff stated that NYCP played a large role at both sites in keeping students on track to complete high school and enter higher education. They described how NYCP staff was a source of stability and support to families throughout the COVID-19 crisis by delivering food and other needed supplies and communicating regularly with families. Staff again commended NYCP for providing many activities that parents/caregivers were unable to give to their children, such as tutoring, visits to college campuses, and attendance at regional and national conferences.

Some suggestions for additional services included:

- Teaching parents/caregivers and grandparents computer literacy skills;
- Helping parents/caregivers identify post-secondary institutions that provide comprehensive support services to Native students;
- Guiding families through the college application process;
- Finding more mentors and motivational speakers for the students;
- Involving families in academic planning and showing them how they can support their student(s) at home; and
- Having more community events that are focused on education.

Figure 6-5

Students, families, and community members gather for an evening of education and a celebration of culture in May in McDermitt.



Photo by McDermitt staff

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

Impacts on Families of Students and Other Community Members

Even with all the challenges of the pandemic, respondents mostly agreed that NYCP helped parents/caregivers and other community members feel more comfortable in communicating with the schools and becoming more supportive of their children's education. Multiple respondents cited three factors that led to improved relationships between schools and Native communities: the presence of Native staff in the schools, the special opportunities provided to students such as college visits and tutoring, and the creation of cultural events for families and others.

A representative sample of quotes from state and school administrators, as well as project and site staff, is shown below:

I think [the impact on families and community members] has always been the strongest impact that this grant has had on communities. It was a form of support for the communities that they had never seen. It created better lines of communication into the communities and with the districts and allowed us to support them during Covid.

I think that our families who participated regularly, they found a lot of value in [the NYCP]. They saw their students take on leadership roles. Their students were exposed to opportunities they never thought of [before].

Having the staff on hand gave parents someone to connect with in the school who could advocate for them. It helped to bridge that communication gap between Native people and the schools. Native people are wary of the school and don't trust the school. Having that person in the school they could trust made a difference. Someone who could communicate with them...made our families comfortable...they knew that someone understood and cared about them.

Some of the students who were really withdrawn, they are [now] completely different. They are willing to learn, they are more confident. Some of the parents see that and say, "What did you do to my child? They are doing well in school, thinking about college."

I do think [NYCP] has been really instrumental for opening doors for folks to start feeling that they can be partners with the school, that they are not adversaries, and how do we [support students] together.

Community Events

In both project sites, most community events were held virtually, while some in the spring occurred in person. School administrators, project and site staff, and parents had largely favorable views of the community events, seeing them as venues that made the school feel more safe and inviting to families. Staff thought that the community events helped familiarize parents/caregivers with the services and supports available at the school and gave them opportunities to see the accomplishments of their students, such as at the Eagle Feather Ceremony. Some staff and parents/caregivers had suggestions for community events that would be helpful, such as hands-on sessions on the college application process and on applying for available scholarships. It was also suggested that families should receive presentations on colleges and other post-secondary institutions that provide a range of cultural and support services to Native students so they could more easily adjust to new and sometimes intimidating environments away from home. See Section 3 for a complete description of the many community events that took place during Year 4.

SECTION 7

RECOMMENDATIONS

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

- 1. Provide more opportunities for students to learn about trade and technical careers/schools.** This recommendation, carried over from last year, was made by parents/caregivers who pointed out that many students will not go on to college and will need vocational training that will give them access to high-demand, well-paying jobs in their own or nearby communities. As one administrator mentioned, the largest lithium mine in the country will soon open in an area close to Fort McDermitt, and the company is eager to hire skilled workers from the nearby community. Parents/caregivers wanted to see more information on trade/technical jobs and opportunities to visit educational institutions that offer these types of training. ANNY has several recorded sessions devoted to trade/technical schools and careers.
- 2. Investigate opportunities for job shadowing.** Students and families indicated one of their greatest needs was to learn more about different careers that students could consider. They thought that one of the best ways for students to learn about careers was to have people associated with different careers come to the school to speak to students, or if possible, travel to worksites and observe workers and professionals there. One of the reasons that students greatly appreciated participating in the Alter Theater workshop at UNR was that they were able to learn about many different jobs associated with theater.
- 3. Ensure that students continue to participate in college tours and planning.** This may occur by the students traveling to the colleges or college admissions staff visiting the schools in person or virtually. When in-person visits are not possible, virtual visits are viable alternatives. ANNY has numerous pre-recorded sessions available that offer information on various colleges and the application process. It may also be helpful for the schools to devote time to view and discuss the ANNY sessions.
- 4. Hold discussions with area colleges about conducting a bridge program to prepare students for entry into higher education.** Staff thought that in many cases, students who planned to attend college, even those who had earned good grades, did not always have the requisite academic skills due to limited course offerings and sometimes lower expectations at the high schools. Staff advocated for programs designed specifically for Native students to better prepare them for the academic rigor expected at the college level.
- 5. Share academic learning plans with parents/caregivers.** Families and students were largely unaware of academic learning plans that were supposed to be developed for students in middle and high school. The development of academic learning plans represents an important opportunity for students and families to discuss academic progress and plans for careers, college, or other types of post-secondary education and the classes and grades required to reach those goals. Most parents/caregivers want to be involved in the discussions so they can better support their students in setting and achieving educational goals.
- 6. Provide additional training to parents/caregivers on obtaining funding for higher**

education. Attendees in focus groups for parents/caregivers indicated that there was an ongoing need for sessions on accessing and obtaining financial resources for students planning to attend college or vocational training. Attendees said that many students are being raised by grandparents who struggle with filling out financial aid forms that are generally available online. Sessions that would include hands-on assistance in filling out online applications and financial aid forms would be especially helpful.

- 7. Hold trainings for staff on supporting the mental health needs of students and families.** Multiple staff members described the large mental and emotional toll on families caused by the pandemic and the strain that they felt as they attempted to deal with those challenges. It would be helpful for staff to learn about effective self-care from mental health professionals and ways to assist students and families as they continue to recover from the damaging effects of the pandemic.
- 8. Hold trainings on federal grants management for project administrators and tribal financial services personnel.** Multiple personnel in charge of managing grant budgets said they did not feel adequately prepared for taking on this responsibility and felt they could benefit from professional development in federal grants administration. In addition, some project staff asked for training to help them understand the tribal budget process.
- 9. Facilitate 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 NDE, NYCP staff, and tribal leadership with regard to project activities, project achievements, and ways to support the project.
- 10. Continue to provide trainings for teachers on Native history and culture.** Staff noted that some students do not feel understood or supported by their teachers and thought that periodic professional development for teachers could help teachers better understand the needs of Native students. In the past, school administrators have also supported this idea, especially given the fact that new non-Native teachers come into the schools each year.
- 11. 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, exam preparation, organization, note-taking, and reading comprehension. 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.
- 12. Review individual student performance on state exams and use this information to provide additional academic assistance to students.** By reviewing each student's performance on the state exams, areas of relative strength and weakness may be identified, and a plan for ensuring each student's future success on the exams may be developed.
- 13. Work with chronically absent students and their families to ensure that they attend school more frequently.** The COVID-19 pandemic significantly impacted student attendance. It is well documented that attendance at school is a major contributor to student academic success. Chronically absent students are at a higher risk of dropping out and have increased challenges to academic success. School staff should continue to work with students and their families to develop individualized plans to increase student attendance at school.

SECTION 8

SUMMARY OF FINDINGS

The 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 CCCs, CBIs, and SCLs; (b) activities designed to improve student academic performance, including tutoring, 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, 105 students in Grades 7-12 participated in the fourth year of the project's implementation.

This report is an evaluation of the implementation of the project's activities in the fourth 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 (both in-person and virtual), academic achievement, attendance, advanced course enrollment, and college/trade school applications. Qualitative methods were used to collect information from administrators at the NDE, district and school administrators, site and project staff, parents/caregivers, and students during virtual visits conducted from September 21–29, 2021. 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.

During Year 4, although project plans were impacted by the COVID-19 pandemic and subsequent school closures, and numerous activities were conducted online rather than in person, the key project components were nonetheless implemented accordingly. In Yerington, one CCC and two CBIs continued to provide the functions as described in the project application. However, the CCC left the position during the spring 2021 semester, and one of the CBIs left in May, and some of their responsibilities could not be fully covered by the remaining staff. The McDermitt community, which experienced frequent staff turnover and vacancies in the first two and a half years of the grant due to its geographically isolated location, was able to sustain a team of one CCC and three SCLs throughout Year 4.

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 school-break and summer programs for selected students, and organized college tours (including virtual tours).

The CBIs and SCLs worked closely with the CCCs throughout Year 4. 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 tribal communities. The CBIs and SCLs also collaborated with the CCCs to inform parents/caregivers of upcoming school functions.

Additionally, with the ongoing COVID-19 pandemic, all NYCP site-based staff worked diligently to continue to provide essential services to students and their families. Students received a variety of supports and increased guidance through virtual instruction and coaching to

promote overall well-being during the pandemic.

There were 107 community collaborative events, held both in-person and virtually, that occurred during Year 4. Of these, 68 were held in McDermitt, and 39 were held in Yerington. There were approximately 2,330 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.

For two years in a row, the COVID-19 pandemic caused the cancelation of two annual conferences—the Statewide American Indian/Alaska Native Youth Education Summit and the Native American Youth Summer Camp. Nonetheless, students attended virtual and in-person UNITY conferences and participated in both virtual and in-person college visits. The ANNY website, established during the previous academic year, continued to provide 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 9 of the 13 Year 4 performance measures for which data were available. These included measures related to increased community collaborative efforts, academic learning plan completion, college tour participation, 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 measures related to proficiency on state exams, increased GPA, participation in advanced courses, and improved attendance fell short of the specified targets for the project as a whole.

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 post-secondary 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, 18 students (69%) indicated that they received help from their CCC in the last year. All 18 students responded to the survey items relating to the CCC's support, and the support was viewed favorably, with 89% or more of the students agreeing, at least *somewhat*, to the eight items relating to the support of the CCC and its perceived impact on various aspects of their academic and post-secondary performance.

Eighty-eight percent of the 26 students who responded to the four items 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 feel better prepared for college or a career.

Areas in which McDermitt students need further support include how to effectively prepare for exams, stay organized, take better notes in class, improve their essay-writing skills, and meet successful people from their community.

In Yerington, 13 students (54%) indicated that they received help from their CCC in the last year. Twelve students responded to the survey items relating to the CCC's support. The support was viewed favorably, with *all* students agreeing, at least *somewhat*, to the eight items relating to

the support of the CCC and its perceived impact on various aspects of their academic and post-secondary performance.

Ninety percent of the 21 students who responded to the four items relating to the overall support they received through NYCP at least *somewhat agreed* that the NYCP support has (a) increased their commitment to graduate from high school, (b) increased their *motivation* to and *readiness* to attend college or vocational training, and (c) helped them to feel better prepared for college or a career. Areas in which Yerington students need further support include how to stay organized, better manage their time, improve their essay-writing skills, better understand what they read for school, and effectively prepare for exams.

The results of the survey administered to parents/caregivers during the Back-to-School events in McDermitt and Yerington indicated that 29 out of 31 (94%) 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 be more successful academically, exposed them to post-secondary and leadership opportunities, and increased their awareness of their Native culture and heritage. Additionally, the NYCP has helped parents/caregivers support their children's learning by increasing their understanding of their children's education and progress, teaching students respect and responsibility, helping the students to view education more positively, and offering activities that incorporate Native culture and language.

In terms of supports still needed, the open-ended responses of parents/caregivers highlighted their desire for continued support for their children with (a) how to better understand, support, and encourage their children's learning; (b) post-secondary planning; (c) Native culture and language; (d) wellness and life skills; (e) academic tutoring, including ACT preparation; and (f) continued trips to conferences and colleges.

The research team conducted a virtual site visit from September 21 to 29, 2021. The team facilitated interviews and focus groups with students, NYCP staff, site staff, parents/caregivers, district and school administrators, and NDE administrators. 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 2021-22 school year. Both sites provided tutoring and counseling to students as well as a summer program, which included strong cultural components. 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. As in the first three 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 an overall agreement among respondents from both sites and at the state

level that the project was enhancing students' motivation to attend post-secondary 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 and prolonged tribal office closures during the pandemic.

A number of recommendations were put forth based on the findings contained in the report. These included:

- Providing more opportunities for students to learn about trade and technical careers/schools;
- Investigating opportunities for job shadowing;
- Ensuring that students continue to participate in college tours and planning;
- Holding discussions with colleges about conducting a bridge program to prepare students for entry into higher education;
- Sharing academic learning plans with parents/caregivers;
- Providing additional training to parents/caregivers on obtaining funding for higher education;
- Holding trainings for staff on supporting the mental health needs of students and families;
- Holding trainings on federal grants management for project administrators and tribal financial services personnel;
- Facilitating ongoing communication between tribal leadership and the NYCP staff;
- Continuing to provide trainings for teachers on Native history and culture;
- Providing workshops to students on crucial topics;
- Reviewing individual student performance on state exams and using this information to provide additional academic assistance to students; and
- Working with chronically absent students and their families to ensure that they attend school more frequently.

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