

RMC Research Corporation
Native Youth Community Project, Nevada Department of Education
Summary Report of Yerington Area Student Perceptions of Year 4
July 2021

Background of the Native Youth Community Project (NYCP)

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

This report summarizes students' perceptions of the fourth year of the project in the Yerington area.

Description of the Sample

RMC evaluators obtained parent permission to survey the students, and at the end of the fourth year of the project, in May through June of 2021, all of the eligible Grades 7-12 Yerington Area NYCP students were asked to provide their consent and complete the survey. The survey 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.

Description of the Survey Instrument

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 College and Career Coach. Many items used four response categories: *strongly agree*, *somewhat agree*, *somewhat disagree*, and *strongly disagree*. At the end of each group of items, an open-ended item allowed students to add personalized input. See Attachment A for the survey and Attachment B for student comments.

Student Perceptions of College Visits

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 *Amplified Nevada Native Youth* (ANNY) and their College and Career Coach. These included visits to institutions of higher learning such as Haskell Indian Nations University, Southern Utah University, University of Nevada – Reno, 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 postsecondary 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.”

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

Students were asked to provide feedback on the support they received from their school’s College and Career Coach (CCC). An item-by-item reporting of the results of the survey items pertaining to CCC support is found in Table 1. 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 postsecondary 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 1*Student Perceptions of the Support Provided by the College and Career Coach*

<i>The help I received from the College and Career Coach at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how to advocate for myself.	12	67	33	0	0
increase my level of self-empowerment.	12	67	33	0	0
improve my relationships with other students.	12	75	25	0	0
improve my relationships with teachers.	12	58	42	0	0
feel better prepared for college or a career.	12	75	25	0	0
improve my academic performance.	12	67	33	0	0
increase my confidence in my academic ability.	12	67	33	0	0
increase my commitment to graduate from high school.	12	92	8	0	0

Overall Perceptions of NYCP Support

According to the students, the NYCP has had a positive impact on their postsecondary 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 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 2. 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 2*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 postsecondary education and self-defense classes.

Summary of Year 4 Yerington Student Survey

Year 4 of the NYCP grant was well received by the students. According to the students, the NYCP has had a positive impact on their postsecondary aspirations and preparedness. During the school year, approximately 60 students participated in virtual college tours offered through

Amplified Nevada Native Youth (ANNY) and their College and Career Coach. It was noted that the findings related to perceptions of college visits should be interpreted with caution due to the single student responding to these survey items. The student responded favorably to the survey items pertaining to college visits and 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.

Thirteen 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 postsecondary performance.

In terms of the supports still needed, students highlighted that it would benefit them most to learn 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. Students also cited a need for continued tutoring, particularly in mathematics. One student added that it was helpful to have the support of Native staff present in their school.

Attachment A: NYCP Student Survey

Native Youth Community Project Student Survey, 2020-21 School Year

Directions

RMC Research Corporation is conducting an evaluation of Nevada's *Native Youth Community Project*. This survey is part of the evaluation. The survey will take about 20 minutes to complete. This is a *survey*, not a test. There are no right or wrong answers. This is completely voluntary and confidential and you do not have to answer a question if you do not want to answer it. You do not have to participate in the evaluation, and you can stop participating at any time. If you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person administering the survey will help you.

If at any time before, during, or after the study you have questions, please contact Elizabeth Bright, Principal Investigator at RMC Research Corporation, at (800) 762-5001 or email at sturner@rmcres.com or elizabethbright@gmail.com, and she will be happy to answer any questions you have. If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email participants@solutionsirb.com.

We thank you for your participation.

1. By writing your name below, you agree to participate in the survey. The survey is voluntary. We will make every effort to keep the information we collect confidential, and your individual answers will not be reported to anyone.

First Name

Last Name

As you answer the survey questions, please keep in mind the *Native Youth Community Project* activities that you may have participated in since June 2020. These may have included VIRTUAL OR IN-PERSON programs such as after-school tutoring, summer programs, meetings with the College and Career Coach, wellness or cultural events and gatherings, UNITY, college and trade school visits (including virtual visits), and other events such as those sponsored by Amplified Nevada Native Youth (ANNY).

2. I attend school at

- McDermitt Combined School.
- Yerington Intermediate School.
- Yerington High School.
- Other (please specify)

3. I am in

- 7th grade.
- 8th grade.
- 9th grade.
- 10th grade.
- 11th grade.
- 12th grade.

Other (please specify)

4. I am

- female.
- male.
- non-binary/third gender.
- transgender.
- Prefer not to say.

Prefer to self-describe:

5. Since last June, I have toured a college or trade school, either in person or virtually, with my school or with Amplified Nevada Native Youth (ANNY).

Yes

No

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

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

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

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

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

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

10. During this school year, I received help (either virtually or in person) from the College and Career Coach at my school.

Yes

No

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

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

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

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

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

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

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

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

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

Attachment B: Student Comments

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

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

- Assistance from YPT Education program.

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

- Other native students are college educated.

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

- Provide more monetary support.

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

- Helped with figuring out what to do after school
- He helped me by improving my grades, and helped me believe in myself.
- Keep asking questions, how are you doing and do I need help with anything.
- Our career coach has helped me to open up. When I got into high school I was really shy he has helped me in my ways.

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

- Mathematics
- English, math
- Just to know we have native staff in our schools (Support) and they keep asking questions; if still need help.
- Just specific subjects i need help in
- Math, and Spanish tutoring

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

- Just to help me be more prepared.
- Math, English
- Need to find monetary support such as after school job to save money college/trade school. Need to have self defense classes for us students when we go to the big cities.
- I'm good.