



External Evaluation Report
Nevada Native Youth Community Project – Year 1

November 2018

Prepared for:
Nevada Department of Education
Carson City, Nevada

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

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External Evaluation Report, Nevada Native Youth Community Project – Year 1 is a report on the first year of the project’s implementation. The evaluation was conducted by RMC Research Corporation. We are grateful to the participating state-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.

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

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EXECUTIVE SUMMARY

The Nevada State Department of Education's *Native Youth Community Project* seeks to prepare grades 7-12 American Indian students for college and career using a three-fold plan that includes: (a) the support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive support in these efforts. Members of the Yerington Paiute Tribe and the Walker River Paiute Tribe attend school in the Yerington, NV area. Fort McDermitt Paiute and Shoshone Tribal members attend school in the McDermitt, NV area. A total of 142 grades 7-12 AI students participated in the first year of the project's implementation.

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

Nearly all of the key project components were implemented in accordance with the approved plan. In Yerington, one CCC and two CBIs were hired early in Year 1 and the staff provided the functions as described in the project application. The CCC focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of the individualized academic plan for each student. The CBIs worked closely with the CCC and the community throughout Year 1. In McDermitt, due to location-based challenges, it took the majority of the first year to fill the CCC and CBI positions. Tutoring and summer programs occurred during Year 1 in Yerington only. Plans are underway to implement these programs in McDermitt during Year 2. Students from both sites participated in conferences, including the statewide American Indian/Alaska Native Education Summit and the UNITY conference in San Diego, as well as visits to colleges. Eleven community collaborative events were held during Year 1, four in McDermitt and seven in Yerington. The analysis of participant perception data of the Wayadeaga Numu Suwuna, the Fort McDermitt Youth Conference, and the Back to School nights indicated that these events were very well received by participants. All participants agreed, at least somewhat, that they would recommend these events to a friend.

The project successfully met four of its five first-year performance measures. These include measures related to increases in community collaborative efforts, the completion of student academic learning plans, the occurrence of community events that promote and educate families and communities on the importance of education, and the extent to which parents/caregivers indicate that these events help them to support their child's learning. The performance measure related to the percentage of students who participate in at least one college tour during the year

fell short of the target of 60%, with only 26% of the students participating in tours across the two sites.

A site visit was conducted by the research team in September 2018. Interviews or focus groups were held with students, NYCP staff, site staff, parents, school administrators, and administrators at the Nevada Department of Education. Findings include a description of the various roles and were organized around selected project goals. These include (a) increase student academic performance, (b) increase student motivation and readiness to attend college or vocational training, and (c) promote the importance of education among the community and participating students' families. An analysis of the perception data gathered during the site visits indicates that considerable progress has been made in each of these areas at both sites. It was noted that work in McDermitt was not as advanced as in Yerington because of delays in hiring key staff.

The final section of the report is dedicated to a series of recommendations to be considered for Year 2 of implementation.

SECTION 1

INTRODUCTION

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

- (1) Implement a successful NYCP that promotes and prepares American Indian (AI) students for college or career;
- (2) Increase student academic performance;
- (3) Increase student motivation and readiness to attend college or vocational training;
- (4) Increase parent/family involvement; and
- (5) Promote the importance of education among the community and participating students' families.

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

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

The evaluation of the project includes both the study of the implementation of the first year of activities and the study of the outcome measures. The implementation study consists of a description of the content of the various activities and support services that occurred during the first year, perceptions of these services and activities, and recommendations to be used for improving the project in subsequent years. With respect to studying outcome measures, in the first year, the focus is on the extent to which : (a) community collaborative efforts that promote college and career readiness of Indian children have increased, (b) student academic learning plans are completed and how they are used to support student success, (c) students participate in college tours, and (d) parents/caregivers perceive that community events have helped them to support their child's learning.

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

EVALUATION DESIGN

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized in the analysis of community event participation, student academic learning plan completion, and college tour participation. In addition, surveys were distributed to participants in select community events. Qualitative methods were used to collect information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents, and students during site visits to the two project sites - McDermitt and Yerington. Instruments were developed by RMC Research in collaboration with administrators at NDE. Additional measures will be utilized beginning in Year 2 of the evaluation.

Qualitative data collected through interviews and focus groups were analyzed using an approach that closely follows methods described by Miles, Huberman, and Saldaña (2013).² This approach emphasizes well-defined study variables to ensure the comparability and reduction of data using data displays and matrices so that common themes can be identified. A limited number of quotes are provided to illuminate key themes. Quantitative data were collected through surveys of students, parents/caregivers, and participants in summer conferences and select community events. In addition, school staff provided data on student academic learning plan completion, college tour participation, and community event participation.

EVALUATION QUESTIONS

The evaluation questions and corresponding goals for Year 1 of this study include:

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

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

Goal 2: Increase student academic performance

5. What is the nature of students' academic learning plans? How are academic learning plans being utilized to support student success?

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

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

² Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.

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

Goal 4: Increase parent/family involvement, and

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

8. What community events are held each year? What is the nature of these activities? How many people participate in these activities? How well are they received?

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

Beginning in Year 2, the following questions will be added to the study:

10. To what extent do students demonstrate proficiency on state exams? (SBAC 7-8) (ACT 11?)

11. To what extent does average student grade point average (GPA) improve?

12. To what extent do students participate in and complete Advanced Placement and/or Dual Enrollment Courses?

13. To what degree is there a decrease in chronic absenteeism?

14. What percentage of grade 12 students apply to colleges or trade schools? To what extent has this changed over time?

15. What percentages of students graduate from high school? To what extent has this changed over time?

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

EVALUATION METHODOLOGY

To answer these evaluation questions, this study made use of a variety of strategies and data sources described below.

1. Documents pertaining to the content of the various community events focused on the importance of education were gathered and analyzed for content, presenter information, and the length of the sessions.
2. For selected community events, paper surveys were administered to elicit feedback from attendees about their perceptions of the events.
3. Sign-in sheets were examined to determine the attendance at the various community events.
4. The procedures for completing student academic learning plans were discussed with project staff and the completion rates of these plans were calculated.
5. Documents pertaining to the various college tours were examined for location, length of visits, and dates of visits.
6. Participation data for the college tours was recorded in an Excel spread sheet and analyzed

for participation rates compared to overall student participation in the project.

7. Following selected community events and Back to School nights, participants completed a paper survey to gather their perceptions of the events as well as their overall perceptions of the project.

8. At the end of the first year, students, parents/caregivers, school administrators, state-level and site-based staff, and project staff participated in structured focus groups and interviews.

SURVEY METHODOLOGY

Paper survey instruments were developed for the two community events offered in the summer in McDermitt and the two Back to School nights held at each site. At the conclusion of each event, participants were provided a paper survey to complete. Across the events, a total of 127 participants responded to the surveys. The surveys included questions about:

- The respondents' role;
- The overall quality of the event;
- The extent to which the content was meaningful, interesting, and helpful;
- The quality of the presenters;
- The extent to which events help parents to support their child's learning;
- Suggestions for improvement of the event; and
- Suggestions for content of future events.

The evaluation team conducted an analysis of the responses and sent it to the project management team and event organizers for dissemination.

FOCUS GROUP AND INTERVIEW METHODOLOGY

Student Focus Groups

Two student focus groups were conducted during the site visit in September 2018 with a total of 28 students. One focus group involved 10 students from McDermitt Combined School and the other focus group from Yerington High School had 18 students. Parent consent forms were distributed and collected prior to the focus groups taking place. The protocol included questions about:

- Students' grade level;
- Types of activities done as part of the NYCP in the past six months;
- Experiences at the 2018 Summer Camp;
- College(s) visited since March of 2018, most valuable parts of the experience, and suggested improvements;
- Understanding of the process for applying for college and receiving financial aid;
- Number of meetings with the college and career coach;
- Motivation/readiness to attend college or vocational training;
- Changes in feelings about school;
- Changes in thoughts about careers; and
- Suggested improvements to the project.

Parent and Caregiver Focus Group

One focus group with 13 parents and caregivers took place in Yerington during the site visit conducted in September 2018. The protocol included questions about:

- Types of activities students had done as part of the NYCP in the last six months;
- What student participants in the 2018 Summer Camp found to be most valuable;
- What knowledge or skills student participants in the 2018 Summer Camp gained;
- Suggested improvements to the 2018 Summer Camp;
- Colleges visited by students and most valuable parts of college tours done since March 2018;
- 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

Individual interviews with three school administrators took place in September 2018 during the site visit. Two principals and one superintendent were asked questions about:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Adequacy of communication about the project from the College and Career Coach and the Community Based Instructor;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program;
- Suggestions for other activities or supports needed by students to increase motivation/support to attend college or vocational training;
- Perceived impacts on students' thoughts about careers;
- Suggestions for other activities or supports needed by students to choose careers they would like to pursue;
- Perceived impacts of the NYCP on students' academic engagement and achievement;
- Suggestions for other activities or supports needed for improve students' academic engagement or achievement;
- Perceived impacts of the NYCP on students' behavior;
- Suggestions for other activities or supports needed to improve students' behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of community awareness and culturally sensitive events in

meeting objectives of educating families and communities about the importance of education and ways they can support their children's learning;

- Suggestions for the project extending efforts to involve family and community members in supporting children's education;
- Feedback received from classroom teachers about the impact of the NYCP;
- Most positive aspects and largest challenges with having the NYCP in the schools; and
- Ways that positive aspects can be enhanced and challenges addressed.

Nevada Department of Education Administrator Interviews

Three administrators from the Nevada Department of Education who work directly with the NYCP were interviewed for the report during the September 2018 site visit. Administrators were asked questions related to the topics below:

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

Site Staff Interviews and Focus Groups

A total of nine site staff members from both sites participated in interviews or focus groups. In McDermitt, the six participants included the head of the Tribal Department of Education, Paiute language teachers, a social worker, and a member of the Indian Education committee for the school. In Yerington, the three participants were the Tribal Chair, the head of the Tribal Department of Education, and a science teacher and tutor at the high school. Questions on the protocol addressed:

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

Project Staff Interviews and Focus Groups

Six project staff members from both sites participated in interviews or focus groups during the September site visit. In McDermitt, the four respondents who contributed their perspectives in a focus group included the College and Career Coach, the Community Based Instructor, a tutor, and a coordinator for the NYCP. The College and Career Coach and Community Based Instructor were interviewed separately at Yerington High School. Project staff members were asked about:

- Role and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the

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

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

STUDY LIMITATIONS

It is important to note the limitations of this study. In this first year, some community events occurred prior to the evaluation contract being awarded, and thus, participant surveys were not conducted for all community events. In cases where surveys did occur, the perceptions may not be representative of all participants, and thus the findings should be interpreted with caution. In addition, the focus groups conducted with parents and students were not randomly selected and had a limited number of participants. Therefore, the views expressed during the focus groups may not be representative of these groups as a whole.

ORGANIZATION OF THIS REPORT

This report is organized into sections describing the participating sites, the key project components and participation rates, the progress made thus far in meeting annual performance measures, participant perceptions of community events, 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

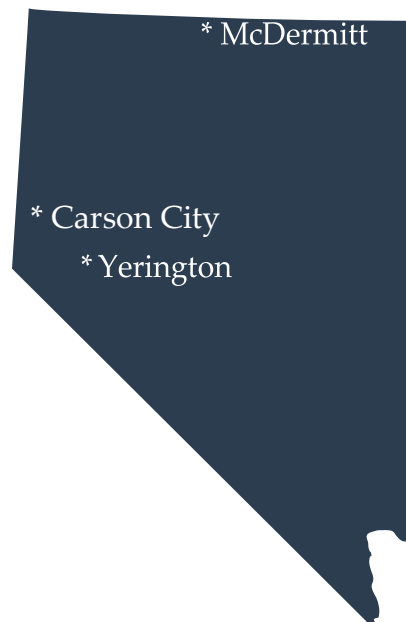
One of the questions of this study pertains to the characteristics of the sites and schools included in the project. Descriptive and quantitative data were obtained from the State of Nevada Native Youth Community Project Grant Application and the Nevada School Performance Network website.

Evaluation Question Addressed:

What are the characteristics of the participating sites and schools?

After assessing data and needs surveys from schools, tribal entities, parents and students,³ Nevada's NYCP grant focuses on two sites. These sites were chosen as the needs assessment revealed common barriers to college and career readiness, including low academic performance, credit deficiency, poverty and financial hardship, substance abuse, parent disengagement, and challenges of remoteness and staffing. Many of these issues lead to low graduation rates. The sites include: (a) McDermitt Combined School in Humboldt County School District (HCSD) serving the Fort McDermitt Paiute and Shoshone Tribe (FMPST), and (b) Yerington High School and Yerington Intermediate School in Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT). The tribes' boundaries for the WRPT are within the Mineral County School District, but the majority of students opt to attend middle school and high school in the LCSD. Figure 2-1 displays the location of the two sites.

Figure. 2-1 Map of Participating Sites



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

In Table 2-1, the number of AI students at each of the two sites is reported. Across the two sites, there are 142 AI students, with McDermitt being the smaller of the two sites, with 34 AI students.

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

Grade	N AI Students McDermitt	N AI Students Yerington	N AI Students Across Sites
7	11	23	34
8	3	19	22
9	4	21	25
10	8	22	30
11	5	7	12
12	3	16	19
Total	34	108	142

MCDERMITT

McDermitt Combined School is located in the town of McDermitt, on the Nevada-Oregon border. The rural location features a prevalence of farms and ranches, which are a strong economic and cultural influence. The Fort McDermitt Paiute-Shoshone Indian Reservation is located approximately three miles south of the town of McDermitt. The school serves students in grades 7 through 12. Of these 34 (55%) are classified as AI. Overall average daily attendance for the school is 88%, and all students are eligible for free and reduced-price lunch.



View of the surrounding area of the Fort McDermitt Reservation.

YERINGTON

Yerington Intermediate and High Schools are located in the town of Yerington, which lies approximately 65 miles southeast of the state capital, Carson City. There are 410 students attending Yerington Intermediate School in grades 6-8, and there are 42 AI students in grades 7 and 8. Approximately 88% of the students are eligible for free or reduced-price lunch, and average daily attendance is 88% for the school overall and for the AI students. Of the 367

students attending Yerington High School, 66 (18%) are classified as AI. Over half (54%) are eligible for free or reduced-price lunch. Average daily attendance is 94% overall and 92.6% for AI students.



Hand-painted wall art in the office of the College and Career Coach at Yerington High School.

SECTION 3

KEY PROJECT COMPONENTS AND PARTICIPATION RATES

This section of the study presents a summary of the key project components for the first year, October 1, 2017 to September 30, 2018, participation for each component, and a description of the extent to which the components were implemented as designed and intended.

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

Evaluation Questions Addressed:

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

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

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

The components of the first 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 first year included: (a) support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Nearly all components of the first year of the project were implemented as designed and intended.

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

In Yerington, one CCC and two CBIs were hired early in Year 1 and the staff provided the functions as described in the project application. The CCC focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of the individualized academic plan for each student.

The CBIs have worked closely with the CCC throughout Year 1. In addition, they have served as liaisons between the CCC, the Tribal Education Director, families/parents/caregivers, and tribal communities. They have jointly assessed needs and established community activities to support the needs of the tribal communities. The CBI has also collaborated with the CCC to inform parents/caregivers of upcoming school functions.

In McDermitt, due to the extremely rural and remote location, it took the majority of the first year to fill the CCC and CBI positions. The CBI position was temporarily filled over the summer. By mid-September, both the CCC and CBI positions were filled with permanent personnel. Additionally, a tutor was hired to oversee the afterschool academic program, with an anticipated start date of October 1, 2018. Finally, a part-time Education Program Manager is also in place to oversee the day-to-day operations of the grant and its activities in McDermitt.

ACTIVITIES DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE

TUTORING AND SUMMER PROGRAMS

During Year 1 in Yerington, afterschool tutoring was offered to selected students in need of academic support. This began in the 2017-18 school year and continues in the 2018-19 school year. Additionally, a six-week summer program focused primarily on credit recovery with a secondary focus on culture was provided to 14 students. In McDermitt, it is anticipated that the afterschool tutoring program will begin on October 1, 2018. Additionally, plans are underway to institute an academic summer program beginning in 2019.

STUDENT CONFERENCES AND COLLEGE VISITS

Statewide American Indian/Alaska Native Education Summit

The statewide American Indian/Alaska Native Education Summit was held on March 22-23, at the University of Nevada, Reno. This was sponsored in partnership with University of Nevada's *The Center*, the Nevada Indian Commission, and the Nevada Department of Education. The Summit offered activities and breakout learning sessions for both students (7th -12th grade) and adults (teachers, parents, and community members). There were four keynote speakers from national Indian organizations, such as United National Indian Tribal Youth, Inc. Twenty-three breakout sessions were offered including, *How to Apply for College and Scholarships*, *Transferring from a Tribal College to a University Successfully*, and *Teaching Indigenous Issues*. Students were exposed to sessions ranging from financial literacy to planning a career pathway. The students participated in a campus tour that was conducted by current university students. 84 students and 111 adults attended. These included 18 students from Yerington.

UNITY Conference

The national UNITY conference was held July 5-9 in San Diego. UNITY's mission is to foster the spiritual, mental, physical, and social development of American Indian and Alaska Native youth and to help build a strong, unified, and self-reliant Native American through greater youth involvement. The theme of this year's conference was, "Answering the call of our Ancestors." Fourteen students and chaperones from McDermitt and 10 students and chaperones from Yerington joined 2,400 other students and their chaperones from across the nation in attending sessions focused on leadership, self-esteem, and Native culture.

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 1, a total of 35 of the 134 (26%) project school students participated in college tours, including:

- March 22-23, 18 Yerington students visited and toured the University of Nevada, Reno;
- April 13, 8 Yerington students visited and toured Haskell Indian Nations University and the University of Kansas; and
- August 6 – 8, 9 McDermitt students visited the University of New Mexico, the Institute of American Indian Arts in Santa Fe, NM, and the Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque, NM.

Community Collaborative Events

Across the two sites, 11 community collaborative events with more than 450 participants occurred in Year 1. The overarching purpose of all these events—those focusing on Native language and culture, student health, and college financial literacy--was to support student learning and well-being and increase both motivation and readiness for college and career. Native. Each of these events was planned at the local level and designed to meet the specific needs of the individual community. A listing of each event, along with participation rates, is reported in Table 3-1.

Table 3-1. Year 1 Community Collaborative Events

Site	Event Name	Date	Location	N Attendees
McDermitt	NYCP Introductory Event	6/18/2018	McDermitt Combined School	9
	Wayadeaga Numu Suwuna (“Gathering of the Rye-Grass Valley People”)	6/25-26/2018	Fort McDermitt Paiute and Shoshone Reservation Youth and Wellness Center	150 ⁴
	Fort McDermitt Youth Conference	7/12-14/2018	Tribal Youth Center on Fort McDermitt Paiute and Shoshone Reservation	50
	Fort McDermitt BBQ and Back to school Event	8/23/2018	Fort McDermitt Paiute and Shoshone Reservation Youth and Wellness Center	71

Yerington	Native Song Night	2/28/2018	Pyramid Lake Visitor's Center and Museum	8
	NYCP Introductory Event	3/1/2018	Yerington Paiute Community Center	16
	Annual Pine Nut Blessing	4/27/2018	Desert Creek	5
	College Financial Literacy Night	5/3/2018	Yerington Paiute Community Center	6
	Eagle Feather Ceremony	6/11/2018	Yerington Paiute Community Center	57
	Back-to School-Night	8/21/2018	Yerington Paiute Community Center	55
	Back-to School-Night	8/22/2018	Schurz Community Center	50
Total Participants Across Events:				477

⁴ Based on the number of attendees who signed in. Actual attendance was higher.

MCDERMITT

An NYCP introductory event was held on June 18 with 9 parents in attendance. The event offered participants an introduction to the NYCP grant; and its goal of engaging grades 7-12 AI students, their families, and the community to integrate culture and academic pieces to ensure that AI students are college and career ready.

In McDermitt, two multi-day events were offered over the summer. The *Wayadeaga Numu Suwuna*, (“Gathering of the Rye-Grass Valley People”), a two-day community gathering, was held on June 25-26 at the Fort McDermitt Paiute and Shoshone Reservation Youth and Wellness Center. Approximately 150 people, including students, parents, grandparents, community members, and tribal elders participated in activities centered on culture and language. Sessions included hand games, storytelling, motivational speakers, and traditional tribal teachings and customs. Day one of the gathering began with an opening prayer and blessing, followed by an explanation of the purpose of the gathering as well as an ice breaker. Day one sessions included the telling of the creation story and other stories, a presentation on women’s empowerment, a hand game demonstration, and a demonstration of Paiute breadmaking and Chokecherry Pudding. Following dinner, day one concluded with a round dance. Day two began with breakfast, a welcome, and a talk about language preservation. Day two sessions included a demonstration on rabbit skin blanket making, a motivational speaker, storytelling, a basket making demonstration, and performances.

The second community event held over the summer in McDermitt was the three-day *Fort McDermitt Youth Conference* that occurred on July 12-14 at the Tribal Youth Center on the Fort McDermitt Paiute and Shoshone Reservation. Approximately 50 people attended each day.

Attendees included students, parents, grandparents, community members, and tribal elders who participated in activities centered on well-being. Day one of the conference began with breakfast and a tribal welcome, opening prayer, a medicine ties ceremony, an explanation of standing rules, and an ice breaker. Day one sessions focused on life skills for youth, listening and study skills, teen dating and domestic violence, bullying, and youth sports, featuring a basketball

tournament. In the evening, there was a keynote address on moving past grief and loss which was followed by Paiute-style round dancing. Day two began with breakfast, a tribal welcome and opening prayers, and ice breakers. Day two sessions addressed juvenile delinquency, juvenile services, life skills for young adults, addiction, elder abuse, building future leaders, nurturing parenting, and youth sports. The evening keynote address centered on living in balance. This was followed by entertainment. Day three featured a walk for wellness, followed by a Pow Wow focused on honoring youth. The Pow Wow featured information on Native wellness, inter-tribal dancing, honoring of veterans, honoring of students for their academic achievements, old-style round dancing and singing, and other entertainment and events.

The final community event held in McDermitt during Year 1 occurred on August 23. The McDermitt School invited the students and families of FMPST to attend a BBQ and an evening devoted to a positive return to school, introduce the new principal, and provide information about the NYCP grant and its focus on college and career readiness. In addition, back packs and school supplies were distributed. Seventy-one people attended.

YERINGTON

Several community events were offered in Yerington in Year 1. An NYCP introductory event was held in March at the Yerington Paiute Community Center. Sixteen participants met the NYCP staff and learned about the project's goals and activities. The *Annual Pine Nut Blessing* occurred in April. Students and families were invited to participate to learn about this cultural event. In May, a *College Financial Literacy Night* was held at the Yerington Paiute Community Center where 6 adults attended to learn about college tuition and financial assistance programs. An *Eagle Feather Ceremony* was enjoyed by 57 parents and students on June 11. This event celebrated the students' efforts to achieve improved grades and acknowledge those students who were now focused on college and careers upon graduation. *Back to School nights* were held on August 21-22 at the reservations of both tribes in their individual Community Centers.

Attendance for each event was more than 50 people, with approximately 80% of the families represented. Topics of discussion included the services offered by the NYCP grant and its emphasis on encouraging caregiver participation in school and preparing for positive career- and college-bound futures after graduation; after-school tutoring and cultural programs, and the school's newly-formed UNITY Council. Families also received backpacks and school supplies.

SECTION 4

PROGRESS IN MEETING ANNUAL PERFORMANCE MEASURES

In Year 1, data were collected for five performance measures across four goal areas. Several of the questions of this study focus on the extent to which the project has impacted these various areas. Specifically, one of the questions of this study pertains to the extent to which the annual measurable objectives were met. Related to this are the study questions pertaining to the extent to which there is an increase in community collaborative efforts that promote college and career readiness of Indian children, the nature of students' academic learning plans, and the short- and long-term impacts of project activities.

In this section, the findings of analyses related to the project's Year 1 performance measures are presented. For four of these five performance measures, the targets were exceeded.

Evaluation Questions Addressed:

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

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

What is the nature of students' academic learning plans?

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

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

Performance Measure 1b: The number of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

Prior to the grant, very few community collaborative events or efforts occurred. Since the grant's inception, there have been 11 well-received and well-attended community events across the two project sites, with the number of attendees across sites and events totaling 477. (See Section 3 for details of these events). This **exceeds the target for the performance measure.**

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE

Performance measure 2a: Beginning in Year 1 and each year of the project thereafter, there will be an increase of 20 percentage points of students with academic learning plans.

Data for this performance measure was collected from each of the sites. The percentage of students with completed academic learning plans at the end of the 2016-17 school year versus the end of Year 1 project implementation was collected and compared. Baseline data indicated

that 50% of the 93 Yerington students and 10% of the 41 McDermitt students had academic learning plans. Aggregated across the two sites, 51/134 (38%) of students had academic learning plans. The target was to increase this by 20 percentage points to 58%. Data collected at the conclusion of Year 1 indicates that all of the 34 McDermitt students and all of the 108 Yerington students have academic learning plans. Thus, across the two sites 142/142 (100%) of students have academic learning plans. This **exceeds the target** for the performance measure by 42 percentage points.

Figure 4-1 displays a sample Academic Learning Plan for Yerington High School. Integral to the plan’s development is a conference between the CCC and the student, as well as meetings between the CCC, CBI, the parent/guardian, and the student. The plan is agreed to by all parties and revisited throughout the school year to ensure that progress is being made.

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

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

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

Performance measure 3a: At least 60% of grades 7-12 students will participate in one or more college tours each year.

For this performance measure, student participation in College Tours was maintained in an Excel spreadsheet. In Year 1, a total of 35 of the 134 (26%) project school students participated in college tours. (See Section 3 for details of these visits). This **falls short of the performance measure target** by 34 percentage points. In Year 2, efforts are underway to increase the number of students who participate in College Tours. For example, staff in Yerington is planning to take students and their parents on a day-long tour in December 2018.

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.

Eleven community events occurred across the two sites during the current reporting period, 4 in McDermitt and 7 in Yerington. This **exceeds the performance measure target** by 7 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.

For this performance measure, paper surveys were completed by 65 parents/caregivers across four community events. Of these, 64 (98%) agreed at least somewhat that the event(s) helped them to support their child’s learning. This **exceeds the performance measure target** by 38 percentage points. Details of the data collection are reported in Table 4-1.

Table 4-1. Parent/Caregiver Survey Data Collection and Results

Site	Event Name	Date	N Respondents	N Agree At Least Somewhat the Event Helped to Support Child’s Learning
McDermitt	Wayadeaga Numu Suwuna (“Gathering of the Rye-Grass Valley People”)	6/25-26/2018	21	20
McDermitt	Fort McDermitt Youth Conference	7/12-14/2018	5	5
McDermitt	McDermitt Back to School Night and BBQ	8/23/2018	16	16
Yerington	Back to School Nights	8/21/2018 8/22/2018	23	23
Total			65	64

SECTION 5

PARTICIPANT PERCEPTIONS OF COMMUNITY EVENTS

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

Evaluation Question Addressed:

How well are the community events received?

Wayadeaga Numu Suwuna

At the conclusion of the gathering, participants were asked to complete a survey. Forty-five people completed the survey. Of these, 9 (20%) are parents, 12 (27%) are grandparents, 15 (33%) are students, 8 (18%) are community members, and 1 (2%) indicated "other." An item-by-item reporting of the results is found in Table 5-1.

Overall, participant perceptions of the gathering were favorable, as evidenced by more than 90% agreement to all of the 13 survey items pertaining to the quality of the gathering. Furthermore, at least 70% of the participants *strongly agreed* that

- the quality of the gathering was excellent;
- the content of the gathering was meaningful;
- the sessions were interesting;
- the presenters demonstrated a strong command of the information presented;
- the gathering favorably influenced thoughts on the importance of celebrating Native culture;
- the knowledge and skills acquired at the gathering will be applied;
- the time at the gathering was well spent; and
- they would recommend the gathering to a friend.

Fewer participants *strongly agreed* that the gathering helped parents support their child's learning.

Table 5-1. Participant Perceptions of the Wayadeaga Numu Suwuna

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Doesn't Apply
Excellent quality	44	71	27	0	2	0
Attending was helpful	45	60	38	0	2	0
Content was meaningful	45	76	20	2	2	0
Interesting sessions	45	76	22	0	2	0
Knowledgeable presenters	45	73	22	2	2	0
Adequate time for questions	45	62	33	4	0	0
Adequate time for talking with other attendees	45	62	31	2	0	4
Increased my understanding of Paiute traditions	45	62	29	4	4	0
Favorably influenced my thoughts on the importance of celebrating Native culture	45	71	22	2	2	2
Helped me to support my child's learning	43	56	26	2	2	14
Plan to apply the knowledge and skills	43	77	19	0	0	5
My time was well spent	43	79	16	2	0	2
I would recommend this gathering	43	74	23	0	0	2

An analysis of the participants' comments confirmed that the gathering was very well received. Participants emphasized this by saying they "liked the demonstrations," enjoyed "speaking Paiute and hearing it all around," and liked "listening [to] how important everything is." In particular, participants valued the opportunity to focus on language and culture, and to share traditions with youth, so that these traditions might be preserved. Further evidence is provided by these comments:

I felt honored to have visited.

I appreciated the presentations/speakers.

Fort McDermitt Youth Conference

At the conclusion of the conference, participants were asked to complete a survey. There were 39 respondents. Respondents could classify themselves into one or more roles or categories; 10 (21%) are grandparents, 5 (10%) are parents, 13 (27%) are students, 16 (33%) are community members, and 4 (9%) classified themselves as “other.” An item-by-item reporting of the results is found in Table 5-2.

Overall, attendee perceptions of the conference were very favorable, with all agreeing, at least somewhat, to 11 of the 13 survey items relating to the quality of the conference. Furthermore, at least 80% of the attendees *strongly agreed* that

- The quality of the conference was excellent;
- Attending the conference was helpful;
- The sessions were interesting;
- The presenters were knowledgeable; and
- They would recommend the conference to a friend.

Fewer attendees (62%) *strongly agreed* that attending the conference favorably influenced their thoughts on the importance of celebrating Native culture.

Table 5-2. Participant Perceptions of the Fort McDermitt Youth Conference

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Doesn't Apply
Excellent quality	37	84	16	0	0	0
Conference was helpful	13	92	8	0	0	0
Content was meaningful	13	77	23	0	0	0
Interesting sessions	36	81	19	0	0	0
Knowledgeable presenters	36	92	8	0	0	0
Adequate time for questions	13	77	23	0	0	0
Adequate time for talking with other attendees	12	75	25	0	0	0
Increased my understanding of conference content	36	69	31	0	0	0

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree	% Doesn't Apply
Favorably influenced my thoughts on the importance of celebrating Native culture	13	62	38	0	0	0
Helped me to support my child's learning	13	69	16	0	0	15
Plan to apply the knowledge and skills	37	78	16	0	3	3
Time was well spent	13	77	15	8	0	0
Would recommend this conference	37	92	8	0	0	0

An analysis of participants' comments confirmed that the conference was very well received. Thirty-three participants offered commentary on the most important thing that they learned at the conference. Topics most often mentioned included: (a) bullying and its impact on others; (b) building healthy relationships based on respect, particularly relationships with elders; and (c) learning about the medicinal qualities of plants.

Participants were also asked to list topics they would be interested in learning about in the future. Topics most often mentioned by the nine who responded to the question included: (a) substance abuse education, (b) how to develop healthy relationships with elders, (c) domestic violence prevention, and (d) Native culture. Twenty-two participants offered suggestions for improvement of the conference. Many of these offered praise and gratitude for the conference, such as the participant who stated, "Great session. Thank you." Many would like to see more conferences take place. Suggestions for improvement included: (a) increasing the number of attendees (particularly youth), (b) increasing the number of sessions and presenters, (c) increasing the amount of interaction at the conference, and (d) focusing on improvement of the community.

BACK TO SCHOOL NIGHTS

MCDERMITT

At the conclusion of the McDermitt Back to School night, parents/caregivers were asked to complete a survey designed to gather data on their perceptions of the school and the perceived helpfulness of various events/meetings offered by the school throughout Year 1. There were 17 respondents, including 10 parents, 6 grandparents, and 1 "other" caregiver. An item-by-item reporting of the results is found in Tables 5-3 and 5-4.

In Table 5-3, parent/caregiver perceptions of the school are reported. Overall, perceptions of the school were quite favorable, with at least 90% agreeing, at least somewhat, to 4 of the 6 survey items related to the school's culture, academics, and communication. Furthermore, more than half of the parents/caregivers *strongly agreed* that they

- Are comfortable contacting the school, and
- Feel welcomed at the school.

However, nearly three-fourths of the parents/caregivers *strongly agreed* that the school could do more to support learning. Suggestions for additional learning support the school could provide include: tutoring, increased communication, and being a “more positive atmosphere.”

Table 5-3. McDermitt Parent/Caregiver Perceptions of the School

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
I am comfortable contacting someone at my child’s school if I need something.	17	59	41	0	0
I feel welcomed at my child’s school.	17	59	35	6	0
My child’s school meets their academic needs.	17	41	53	6	0
My child’s school keeps me well-informed about school activities.	17	29	53	12	6
My child’s school keeps me well-informed about my child’s learning.	17	29	53	18	0
I am actively involved in my child’s school.	17	24	76	0	0
My child’s school could do more to support my child’s learning.	15	73	20	7	0

In Table 5-4, the perceived helpfulness of various meetings and activities offered by the school to support learning are reported. Overall, perceptions of the various support activities were very favorable, with all agreeing, at least somewhat, that the nine listed meetings and activities were helpful in supporting learning. Furthermore, at least half of the parents/caregivers *strongly agreed* that the following activities were “very helpful” in supporting their child’s learning:

- A meeting with their child’s teacher or another member of staff,
- A meeting with the CCC or the CBI,
- A meeting to learn about the college financial aid application process, and
- Back to School night.

Table 5-4. 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	15	60	40	0
A meeting the College and Career Coach or Community Based Instructor	7	57	43	0
A meeting to learn about the college application process	7	43	57	0
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	9	33	67	0
An event that focuses on how I can support my child’s learning	8	38	63	0
A meeting of the Parent Advisory Council	7	43	57	0
Volunteering at a school event	8	38	63	0
Back-to-School Night	13	54	46	0

Parents/caregivers were asked what they thought were the most important way(s) NYCP has helped their child(ren). Nine responded to this item. Most frequently, parents/caregivers mentioned that the grant was helpful in providing school supplies, assisting students in learning about Native culture and doing their homework, and encouraging students to think about possibilities for their future. Parents/caregivers also listed areas of support they would like to see offered to their child(ren) that are not currently available. Of the 10 who responded to this question, half would like to see tutoring and Native language classes offered, particularly on the reservation.

Other suggestions included increased opportunities for sports and weight training and increased funds for travel and events. One parent wanted to see the elimination of homework and increased academic help during the school day.

YERINGTON

At the conclusion of the two Back to School night sessions offered in Yerington, participants were asked to complete a survey designed to gather data on their perceptions of the events. There were 26 respondents, including 3 students, 19 parents, and 4 grandparents. An item-by-item reporting of the results is found in Tables 5-3 and 5-4.

Table 5-5, participant perceptions of the Back to School night events are reported. Overall, perceptions were very favorable, with at least 95% agreeing, at least somewhat, to all 12 of the survey items relating to the quality of the Back to School nights. Furthermore, more than 80% of

the respondents *strongly agreed* that

- their knowledge of the content increased as a result of attending;
- attending Back to School night helped them to support their child’s learning;
- their time was well spent and
- they would recommend Back to School night to a friend.

Table 5-5. Participant Perceptions of Yerington Back to School Nights

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	26	65	31	0	4
Attending was helpful	26	73	27	0	0
Content was meaningful	26	73	27	0	0
Event was interesting	26	65	35	0	0
Knowledgeable presenters	26	77	23	0	0
Adequate time for questions	26	73	23	0	4
Adequate time for talking with other attendees	26	77	23	0	0
Increased my knowledge of content presented	26	81	19	0	0
Helped me to support my child’s learning	26	81	19	0	0
Plan to apply the knowledge and skills acquired	25	68	32	0	0
My time was well spent	26	81	15	4	0
I would recommend Back- to-School night to a friend	26	81	19	0	0

Twenty-five participants provided commentary on the most important thing they learned from Back to School night. The comments generally centered around one main theme – participants learned about the various programs, activities, and opportunities to help students be successful in school. One parent summed up what they had learned in this way:

That there are people out there that have our kids’ best interest at heart and that help is out there.

Participants were asked to list topics they would be interested in learning more about during future events. Topics most often mentioned included: Native culture, how to support youth through UNITY councils and Native STAND (Students Together Against Negative Decisions), the college application process, and how to improve academic performance.

SECTION 6

SITE VISIT FINDINGS

This section presents a summary of qualitative findings from a site visit conducted in September 2018. Findings are based upon interviews or focus groups with students, NYCP staff, site staff, parents, school administrators, and administrators at the Nevada Department of Education. The section begins with descriptions of roles, responsibilities, training, and communication associated with those at the state and local level who work with the project. The remainder of the section is organized around the project goals for Year 1.

Evaluation Questions Addressed:

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

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

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

How well are community events received?

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

CHARACTERISTICS OF PROJECT STAFF

ROLES AND RESPONSIBILITIES

Administrators at the Nevada Department of Education (NDE), Lyon County School District, Yerington High School, and McDermitt Combined School all described their roles and responsibilities related to the NYCP. Administrators at the NDE included the Education Program Supervisor, the Indian Education Director, and an independent contractor who works with both NYCP and 21st Century grants. Responsibilities of NDE administrators include the following:

- Overseeing the NYCP grant;
- Facilitating communication in McDermitt between the school and the tribe to create a budget and implement the project before staff were hired;
- Planning the statewide American Indian/Alaska Native Education Summit in March of 2018;
- Attending the national UNITY conference for Native youth leadership in San Diego along with five adults and 24 students from the project; and
- Managing the grant budget and disbursement of funds.

The superintendent of the Lyon County School District and principals for McDermitt Combined school and Yerington High School shared their roles and responsibilities with the project. Their responsibilities encompass:

- Working with the school board to bring the grant to fruition;
- Collaborating with the Tribal Department of Education;
- Serving as a liaison between project staff and tribes represented at the school;
- Setting up a process that allows NYCP staff to access student records and determine needs; and
- Coordinating different grants to maximize services provided to students.

Site staff includes directors of tribal education; a tribal chairman; Paiute language teachers; tutors; a member of the school's Indian Education committee; and a social worker. Their responsibilities with the grant include:

- Serving as the tribal administrator and providing oversight for all grants;
- Overseeing education for the tribe;
- Teaching classes in the Paiute language to children and adults;
- Helping to write the NYCP grant;
- Tutoring students to support academic proficiency; and
- Working with children and parents/caregivers.

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

- Working as a partner through the University of Nevada, Reno to establish summer internships and serve as a liaison between different grant programs and the school;
- Assisting students who are credit-deficient to keep them on track to graduate through afterschool, summer, or online programs;
- Collaborating with students to develop academic learning plans;
- Reviewing transcripts to ensure that students have enough credits to graduate;
- Corresponding with teachers to determine which students need extra support;
- Facilitating community outreach and involvement;
- Serving as a liaison between students and teachers, parents and the school, and the school and community;
- Meeting with school administrators and parents when a discipline issue arises with a Native student to ensure that it is resolved in a fair manner;
- Leading workshops and helping on college applications and applications for financial aid including the Free Application for Federal Student Aid (FAFSA) form;
- Providing information on career pathways and postsecondary educational opportunities;
- Having weekly or monthly contact with parents to discuss student progress;
- Providing tutoring to students during lunch periods; and
- Giving transportation to students so they can participate in tutoring sessions, afterschool activities, field trips, and cultural activities.



View of the original fort after which the Fort McDermitt Reservation is named. The building now houses a senior center for the tribe.

PROFESSIONAL DEVELOPMENT, SUPPORT, AND COMMUNICATION

Administrators from the NDE said they received professional development through attending NYCP webinars, the UNITY conference in San Diego last July, and a full-day training on building strong advisory groups. Administrators said they would like to attend more events with the students to have a better understanding of their needs and perspectives. They said the communication from the national NYCP office has been inadequate, but that communication with site staff and project staff has been frequent and productive. Communication between the NDE and sites has occurred through in-person visits and the use of Dropbox, emails, telephone calls, text messages, and monthly phone calls. On August 1, 2018, NDE administrators met in person with team members from both project sites to share ideas.

One school administrator described professional development received through attendance at the National Indian Education Association convention and another session on engaged communities. Another school administrator had not received professional development tied to the grant but was involved in the types of grant communication described by those working at the NDE.

Site staff from McDermitt said they received professional development in the Paiute language from a Ph.D. student who was also helping them to develop a curriculum in the language. They requested more communication on expectations for staff contributions to grant activities.

Several project staff from Yerington recently received professional development on “Working with Native Youth” from the Native Wellness Institute. According to staff members, the training helped participants understand the types of social and emotional trauma that Native youth frequently experience in their communities and the courage it takes for them to ask for help. They said they acquired valuable knowledge about building healthy relationships and eating a healthy diet. Several staff members said they were planning to attend the UNITY conference in

the summer of 2019.

One form of support that project staff in Yerington said they needed was for new computers to be placed in the tribal technology center. They said that most equipment dated from the 1990's and that students who lacked computers in their home struggled to complete PowerPoints and other assignments that were required in many classes.

Project staff generally felt there was good communication between the schools, the tribe, and the NDE.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE

ACADEMIC LEARNING PLANS

It was reported by project staff from both sites that all Native students had developed academic learning plans during the fall 2018 semester. Students in the Yerington focus group found the process of developing an academic learning plan to be helpful, saying that they felt comfortable speaking with project staff and discussing such issues as creating a balance between academic and social activities, selecting classes needed to achieve postsecondary and career goals, and applying for scholarships and loans for postsecondary education. Students in McDermitt only indicated that they had started to work on their plans.

Yerington parents who participated in the focus group thought that the academic learning plans were helpful to students although wanted to receive more feedback on how their students were doing with the plan. They also asked for an event that would help parents know how they could better assist their children in doing well in school.

ACADEMIC ENGAGEMENT AND ACHIEVEMENT

Changes in support of academic growth were in the process of being initiated in McDermitt, where new project staff were carefully examining data reports and transcripts to identify students who needed assistance. A tutoring program was being established and a program in which older students mentored younger ones was being continued. Project staff intended to have quarterly meetings with parents and community members to discuss the project and planned to have a summer credit recovery program.

Project staff in McDermitt planned to forge closer connections between two other major grant programs at the school: GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and JAG (Jobs for America's Graduates), both of which focus on dropout prevention and academic improvement. They thought that integrated services between the three grant programs would decrease the chances of efforts being duplicated, combine resources for needed programs, and increase the effectiveness of both academic and career supports for students.

In Yerington, project/site staff, parents, and students all thought that the NYCP had fostered a higher level of academic achievement and engagement. At the high school in Yerington, for example, project staff pointed out that 80% of Native students were earning at least a 3.0 grade point average (GPA). They partially attributed higher achievement levels to an incentive plan that awarded money to students to use in local restaurants when they achieved the 3.0 GPA. But in larger part, they and other respondents thought the intensive guidance and counseling from project staff, the increased involvement of parents, and the availability of afterschool tutoring

and cultural activities coupled with transportation home all affected students' attitudes toward school and their willingness to work harder at achieving good grades.

Project staff in Yerington viewed much of their role as helping students to see the connection between the classes they were taking in middle and high school, the education they might receive in college or in a trade/technical school, and the careers they could eventually pursue as adults.

They believed that students became more academically motivated when they saw the direct relevance of present efforts in school to the types of work they would do and the money they would earn in the future.



Painting in the office of the College and Career Coach depicting the Yerington High School mascot, a lion, with eagle feathers in his mane.

Below is what school administrators and project/site staff had to say about the ways that student engagement and achievement were being affected by project implementation:

The tutoring program forces [students] to care about their grades a little bit more.

I think for a lot of [students], academic engagement has increased a lot. We have kept on top of them [to ensure] they are being active participants in class. There are less of them now that I have to remind to be on task.

We are engaged in monitoring student performance to catch them before they fall through the cracks. When we identify students who are underperforming, we try to get them back on track.

I want to give [students] all the information they need and help them, whether they go to college or in vocational training...I ask them, "What kind of adult do you want to be?" I break it down for them [so they can see] the average they will earn; I show them what they will make with different types of education...I show them that middle school and high school are the rites of passage for them into adulthood. If you want to be a valuable employee, that starts here.

The kids are not just hanging out [after school], they are participating in activities and getting tutoring. They are being student athletes. There are not a lot of juveniles coming through our tribal justice system now.

Parents in Yerington felt that project staff were making a difference in their children's attitudes and efforts. They appreciated having staff in the school who were constantly checking on students and pushing them to succeed. They also asserted that project staff were ensuring that Native students in the school received greater respect from teachers and peers and expected that more Native students would graduate from high school as a result of grant activities. About half the students in the Yerington focus group indicated their feelings about school had changed. They reported being more motivated to work harder in their classes since they now understood that school was part of the path to achieving what they wanted in life.

Students in Yerington all agreed that they had a sufficient number of meetings with the college and career coach to discuss their academic plans, both in high school and for after high school, although students in McDermitt felt their meetings with the College and Career Coach were too few and they did not have adequate time to discuss postsecondary plans.

CAREER READINESS

Work toward career readiness was beginning in McDermitt with invitations for editors and writers to speak to students interested in journalism and firefighters to discuss with both elementary and secondary students the background and training required for their work. Seventh grade students were being taken to construction sites in Reno to learn about different jobs within a rapidly-growing industry in the state. High school students in McDermitt said they learned something about career possibilities while going on college visits but wanted more opportunities to explore different career pathways and employment options.

Through individual meetings, project staff in Yerington helped students look at different job and career options and the preparation needed to secure employment. Project staff is planning to sponsor a career fair at the high school in the spring of 2019 so that students can investigate a range of trade, technical, and professional jobs. Yerington parents also expressed a hope that students would have opportunities to attend more presentations on career options.

STUDENT BEHAVIOR

There was general agreement among state and school administrators, project/site staff, and students that the NYCP was having a pronounced impact on students' behavior. Respondents at the state level and in Yerington perceived that project staff was actively advocating for the capabilities of Native students and changing the attitudes of teachers and other school staff.

Respondents thought that as the attitudes of teachers and other employees shifted and as parents became more involved in their children's education, Native students felt more support for attending and succeeding in school. In turn, students were more motivated to consider the consequences of inappropriate actions and consistently behave in a more positive manner.

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

[Students now] have a reason to go to school. In the past, I saw a lot of the Native [students] that teachers thought were not being good kids overall. I think that is changing for them. Kids would say they didn't want to be in school because they were not liked.

Kids felt like they were being put down on school, so they didn't want to be there.

I think [student] behavior is improving, and it will have an impact on their academic outcomes.

[The project] has made a dramatic difference in our students. Sometimes, [project staff] explains consequences, bridges gaps, and does follow-up calls with parents. There are more appropriate [social] interactions because of [project staff].

[Project staff] helps students see that from the way they carry themselves to the way they behave in class, it all creates impressions about them...there are noticeable behavioral changes [happening]. They are becoming something better.

[Before the NYCP], when there was a behavioral problem, students didn't have someone they trusted to talk to them about the consequences. [Now] students are talking to project staff and are telling the truth. If they know they are being misjudged, [project staff] is helping them to be understood. Behavioral issues are way down.

Students' comments also reflected a perceived shift, not only in how they were treated by teachers, but in how they viewed themselves. Several students relayed past experiences of being negatively judged by instructional staff because of being part of the Native community; in some cases, they said they internalized that feedback and felt unworthy and inferior. They believed that attitudes in the school were changing as a direct result of having a forceful Native advocate on staff and that students were seeing themselves in a more positive light. They also felt they had a trusted adult at the school with whom they could speak about any personal or academic problems they were facing. Below are several typical comments from students:

We know if we are having a bad day, we can go talk to [project staff].

Everyone sees the Native youth as troublesome kids. We are not guilty of these accusations. With the help of [project staff], we get a voice here.

Teachers would see a Native kid walk into their class and say, "This kid is going to be trouble." They didn't think, "This kid can do amazing things." [Project staff] has changed that point of view completely for all of us. Teachers tell me that [project staff] helps them see what Native youth are.

We started to see ourselves as bad people. [Project staff] helps us to see we are good people and can do good things.

Site staff concurred with other respondents, stating that student behavior was affected through the project creating strong support systems for both students and parents and providing a "roadmap" to families so they could understand how to effectively encourage their children. Site staff in Yerington thought that more needed to be done to sensitize teachers to the needs of Native students and families and advocated for cultural competency training for all instructional staff. In McDermitt, site staff suggested that instructional staff needed more training in identifying and referring students who were struggling with personal issues that could affect behavior and interfere with academic progress.

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

MOTIVATION AND READINESS TO ATTEND COLLEGE OR VOCATIONAL TRAINING

While project work in McDermitt was not as advanced as in Yerington because of delays in hiring key staff, there was still agreement among respondents from both sites and at the state level that the project was making considerable strides in advancing students' motivation to attend postsecondary training. Students' readiness to attend college or vocational training was more evident in Yerington, where a tutoring program had been established, a Summer Camp had taken place, and a College and Career Coach had been employed for several semesters to provide extensive advising and support to Native students at the middle and high school.



In front of McDermitt Combined School in McDermitt, Nevada.

Site staff noted that many students had personal issues that could interfere with their ability to do well in classes. They felt that the College and Career Coach in Yerington was competently addressing students' social and emotional needs as well as their academic ones. State and school administrators thought that the project was assisting students in being more comfortable in interacting with a larger range of people while remaining true to their Native identity.

Administrators also pointed out the unique partnership between the NDE and schools and thought that students appreciated the importance and uniqueness of the project in terms of raising academic achievement and preparing them to attend college or vocational training.

Students said that project staff helped them select the classes in high school they needed to prepare for college, choose appropriate institutions of higher education, and understand different career options related to majors. They had this to say about their motivation and readiness to participate in postsecondary education:

I've always known I wanted to go to college. [Project staff] helped me figure out what courses to take, how to get into colleges, and what not to do.

[Project staff] showed me different paths I could think about within a major, different jobs I could do related to psychology.

I didn't know where I wanted to go. But [project staff] helped me figure out what I needed to do and the college that would be best for me.

[Project staff] helps you think about who you are and what would fit best.

[The project] makes you more interested in classes you can take. It gives you more ideas of what you can do [in terms of a career].

Students also said that project staff guided them in learning about the process of applying for both scholarships and loans. However, both parents and students asked more assistance in selecting colleges and filling out applications for college and for financial aid. Parents requested a written timeline showing when applications and other supporting materials are due as well as text messages to inform them about upcoming deadlines.



Entry to Yerington High School in Yerington, Nevada.

COLLEGE VISITS

There was strong agreement among all respondent groups that the college visits were highly beneficial to students in terms of considering different educational and occupational paths and making plans to enroll in an institution of higher education. Project staff noted that some students who had not been considered “college material” had their interest in attending a two-year or four-year institution awakened and saw themselves as capable of doing the work required at the college level. An administrator at the NDE commented that whereas Native students in the past were told by teachers and counselors that they could only consider going on to a technical school, they were now realizing through the college visits that they had more varied options for postsecondary education.

Students perceived that campus visits helped motivate them to do better in their coursework, choose their high school classes with more intent, and confirm that college was a viable option for them. They enjoyed learning about different majors and the types of jobs and careers associated with those majors. Several representative comments from students about the impact of the college visits are shown below:

It changes your mindset, like you can think about going to college.

I didn't really care about school or try. Now I am doing my best because of seeing the college

experience. I know it is something I want to do now.

We saw [educational] options related to our culture. It let us know about certain majors we could go into.

We are prepared the best we can be. We are visiting the colleges and speaking to people at those colleges. It helps us know what we need to do.

I went on a college visit. I came back feeling more confident about going to college. I sent in college applications.

Several respondents had suggestions for improving the tours. Administrators from the NDE thought that tours should also be conducted to trade and technical schools since many students had interest in fields such as construction, transportation, and mechanics. They also thought that college tours should not only include the campus, but also areas surrounding the campus so students could see places where they would be living, eating, shopping, and doing laundry if they were to attend. In addition, they wanted the College and Career Coaches to illustrate for students and families the varying costs and services associated with different public, private, and tribal colleges. Parents and students said they wanted visits to more colleges, with more time at each site to learn about different majors and campus services as well as to ask questions. In addition to going on tours, students said they wanted to meet with more Native people from their area who had attended or graduated from college to learn about their experiences.

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

IMPACTS ON FAMILIES OF STUDENTS AND OTHER COMMUNITY MEMBERS

There was consensus among state and school administrators and project/site staff that the project was successfully reaching out to parents and other community members and helping them to become more involved in their children's education. They thought the project was able to gain the support of family and community members because staff endeavored to create a true partnership between the school, parents, and tribal organizations. According to respondents, project staff showed parents they had a crucial role to play in their children's educational success and helped parents to feel comfortable in the school environment. Project staff also provided educational opportunities to parents, such as parenting classes, Paiute language classes, and continuing education courses, to help them feel more personally invested in their children's education as well as their own. Events such as Back-to-School Nights and financial aid workshops were seen by respondents as helping parents to feel more included.

Following are comments from NDE administrators and project/site staff about why parents and community members have become engaged in the project:

[The project] has taken off because people believe in it. People are seeing that the principals and schools are really behind it. That will help to build some relationships between the school and the community. People will be able to say, "These are great things that are happening here." It is building trust.

I think the project has opened the door [for parents] to be part of their children's education. Some parents are intimidated by school, and I am trying to get parents to feel more comfortable. Now they feel they can come and ask [project staff].

[The project] is partnering with the school and the tribe. Parents were excited, not only because youth were involved and they were sharing the [Paiute] language, but there was a place for parents as well...conversations [about school and careers] are happening now between parents and students.

Most students are first-generation college students...we have to tell them what FAFSA is, what loans are. [Project staff] put together a financial aid workshop so that students and families can understand what scholarships to apply for, how to apply for loans, what to expect. It helps parents and students to have that conversation about what college is and what is [each person's] role and responsibility.

Project staff in McDermitt believed that while parents were very receptive to the activities of the grant, more needed to be done in that community to support parent engagement. They wanted to forge close collaborative relationships with the tribe to ensure that the project was community-owned. In Yerington, site staff recommended closer coordination with the tribal councils so that members understood the goals of the project. They thought that better communication could be achieved with the tribal councils by giving formal presentations about the grant as well as inviting members to attend some of the events with students.

COMMUNITY EVENTS

In Yerington, multiple events for parents and community members had taken place or were being planned for this academic year. In McDermitt, project staff noted that the first two community events that occurred last summer as part of the NYCP were organized and facilitated by tribal members. Half of the community events planned for this year will be organized by the tribe and half by the school. A class in the Paiute language is being conducted at the Tribal Youth Center as part of the project. The class meets twice a week and is open to both students and parents.



Students and parents attending a Paiute language class at the Fort McDermitt Tribal Youth Center.

SECTION 7

RECOMMENDATIONS

Based on the data collected during the first year of project implementation via surveys, focus groups, and quantitative data collection templates, the following changes to program implementation for Year 2 are recommended.

1. **Create events that help parents understand how they can support their children in achieving the goals contained in their academic learning plans.** Parents expressed a strong desire to do more to support the academic growth of their students but did not always know how to help. Project staff can consider events to provide ideas to parents on how to support their students in their academic success. Events might include a panel of students suggesting the types of assistance they would like to receive from parents and/or other parents speaking about what they have found to most effective in supporting their students.
2. **Increase the number and type of community collaborative events that promote college and career readiness of Indian children and promote and educate families and communities on the importance of education.** Given that two of the project’s annual performance measures are focused on increasing the number of community events that focus on the importance of education, it is of utmost importance to the success of the project that thoughtfully planned and focused events continue to be offered throughout the life of the grant. These events should meet the individual needs of the communities served by the grant and might include any of an array of topics from how to successfully apply to college to events that emphasize Native language, culture, and building self- confidence of Native youth.
3. **Hold cultural competency trainings for instructional staff.** In Yerington, multiple students described instances of being dismissed or denigrated by teachers simply because they were Native. Administrators and staff said that this type of disrespectful treatment resulted in students feeling discouraged and leaving school because they did not feel welcome. While students described the atmosphere at the school as changing because of the actions of the College and Career Coach, students as well as staff and parents thought it would be helpful to collaborate with the district on having formal presentations during staff development days that would help teachers understand the types of challenges as well strengths present in the Native community and what they could do as teachers to support the well-being of Native youth.
4. **Ensure that parents have written timelines to indicate important dates and deadlines.** In Yerington, parents said they were sometimes unaware of crucial dates for submitting college applications, scholarship applications, or signing students up for NYCP trips. It would be helpful for project staff at both sites to create a list of deadlines for FAFSA, major scholarships for Native American students, and some of the tribal colleges, community colleges, and four-year colleges or Universities that students would be most likely to attend. Parents also indicated that they would like reminders about when forms had to be submitted for college tours or participation in events such as the UNITY conference.

5. **Invite Native graduates of colleges and trade/technical schools to visit the schools and speak to students and families.** Students said they would like to meet with Native people who have graduated from colleges or trade/technical schools to learn more about their experiences and the types of jobs they were able to obtain afterwards. They thought that such experiences would complement what they were learning on college tours and help to inform their choices about postsecondary education and careers.
6. **Increase opportunities to visit college campuses.** All respondents thought that tours to colleges were especially inspiring and engaging events that played a large role in motivating students to do well in their high school classes and continue their education. Students wanted more opportunities to visit different campuses so they could compare programs and services available at each site. In addition, administrators and staff thought it would be helpful for students to visit trade/technical schools since many students were interested in jobs involving construction or mechanics. Given that college tour participation is the one performance measure that fell short of the target of 60%, it is especially important that these visits increase during Year 2 and beyond.
7. **Explore options with the University of Nevada, Reno and/or other nearby campuses to offer continuing education classes to parents.** Administrators and staff suggested that many parents also wanted opportunities to extend their own education but were limited in taking classes because of time and transportation issues. They believed that continuing education classes would both provide valuable knowledge to parents and strengthen parents' resolve to support their children's educational aspirations.
8. **If possible, purchase new computers for student use in the Yerington tribal buildings.** Staff pointed out that computers available on the reservation for student use were hopelessly outdated and could not be used by them to develop PowerPoints or work on other assignments that utilized more current technology. Since many families did not have computers at home, students struggled with completing assignments in a timely fashion. Replacing some or all of the computers on the reservation that are available for public use would give students a place close to home where they could complete their assignments.

SECTION 8

SUMMARY OF FINDINGS

The Nevada State Department of Education's *Native Youth Community Project* seeks to prepare participating grades 7-12 AI students for college and career using a three-fold plan, that includes: (a) the support of the College and Career Coach (CCC) and Community-based Instructor (CBI); (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, and guided visits to colleges; and (c) community collaborative events. Three tribal groups in two different geographic locations receive support in these efforts. Yerington Paiute Tribe and Walker River Paiute Tribe members attend school in the Yerington, NV area. Members of the Fort McDermitt Paiute and Shoshone Tribe attend school in the McDermitt, NV area. Across the two sites, 142 grades 7-12 AI students participated in the first year of the project's implementation.

This report is an evaluation of the first year of implementation of the project's activities.

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods were utilized in analysis of community event participation, student academic learning plan completion, and college tour participation. In addition, surveys were distributed to participants in select community events. Qualitative methods were used to collect information from administrators at the Nevada Department of Education (NDE), school administrators, site and project staff, parents, and students during site visits to the two project sites - McDermitt and Yerington. Instruments were developed by RMC Research in collaboration with administrators at NDE. Additional measures will be utilized beginning in Year 2 of the evaluation.

Nearly all of the key project components were implemented in accordance with the approved plan. In Yerington, one CCC and two CBIs were hired early in Year 1 and the staff provided the functions as described in the project application. The CCC focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, presented community and parent presentations on college and other topics, conducted an intensive six-week summer program for selected students, organized college tours, and facilitated the completion of the individualized academic plan for each student. The CBIs worked closely with the CCC and the community throughout Year 1. In McDermitt, due to location-based challenges, it took the majority of the first year to fill the CCC and CBI positions. The CBI position was temporarily filled over the summer. By mid-September, both the CCC and CBI positions were filled with permanent personnel.

Tutoring and summer programs occurred during Year 1 in Yerington only. Plans are underway to implement these programs in McDermitt during Year 2. Students from both sites participated in conferences, including the statewide American Indian/Alaska Native Education Summit and the UNITY conference in San Diego, as well as visits to colleges. Eleven community collaborative events were held during Year 1, four in McDermitt and seven in Yerington. The analysis of participant perception data indicated that these events were very well received by participants.

In terms of the project's progress in meeting its annual performance measures, for four of the five measures, the targets were exceeded. These include measures related to increases in community collaborative efforts, the completion of academic learning plans, the occurrence of community events that promote and educate families and communities on the importance of

education, and the extent to which parents/caregivers indicate that these events help them to support their child's learning. The performance measure related to the percentage of students who participate in at least one college tour per year fell short of the target of 60%, with only 26% of the students participating in tours across the two sites. This will be an area of focus for improvement in subsequent project year.

Participant perception data of four community events were gathered using surveys and focus groups. An analysis of the survey data revealed that the Wayadeaga Numu Suwuna was very well received, with more than 90% agreement to all of the 13 survey items pertaining to the quality of the gathering. Participants commented that they enjoyed the focus on Native language and culture. For the Fort McDermitt Youth Conference, all respondents agreed, at least somewhat, to 11 of the 13 survey items relating to its quality. More than 80% *strongly agreed* that they would recommend the conference to a friend.

The survey administered during Back to School night in McDermitt indicated that parents and caregiver perceptions of the school were quite favorable, with at least 90% agreeing, at least somewhat, to 4 of the 6 items related to the school's culture, academics, and communication. More than half of the parents/caregivers *strongly agreed* that they feel welcomed at the school. The perceived helpfulness of various meetings and activities offered by the school to support learning was also reported. At least half of the parents/caregivers *strongly agreed* that meetings with teachers, staff members, the CCC, and the CBI; meetings focused on the college financial aid application process, and Back to School night were "very helpful" in supporting their child's learning. In Yerington, overall perceptions of the Back-to-School nights were very favorable, with at least 95% agreeing, at least somewhat, to all 12 of the survey items relating to the quality of the events. More than 80% of the respondents *strongly agreed* that their knowledge of the content presented increased as a result of attending, attending Back to School night helped them to support their child's learning, their time was well spent, and they would recommend the event to a friend.

A site visit was conducted by the research team in September 2018. Interviews or focus groups were held with students, NYCP staff, site staff, parents, school administrators, and administrators at the Nevada Department of Education. Findings were organized around the Year 1 project goals. In terms of efforts centered on increasing student academic performance, academic learning plans were viewed as helpful, with students in McDermitt reporting that they had recently started work on their plans. Changes in support of academic growth were in the process of being initiated in McDermitt, where a tutoring program was being established. In Yerington, the project has been credited with fostering a higher level of academic achievement and engagement. This is viewed as a direct result of the intensive guidance and counseling from project staff, the increased involvement of parents, and the availability of afterschool tutoring and cultural activities coupled with transportation home that have all affected students' attitudes toward school and their willingness to work harder at achieving good grades.

In terms of career readiness, work in this area has just begun at both sites and it was hoped that additional opportunities for exploring career pathways would be made available to students. The project is also credited with having a pronounced impact on students' behavior. While work in McDermitt was not as advanced as in Yerington because of delays in hiring key staff, there was still agreement among respondents from both sites and at the state level that the project was making considerable strides in advancing students' motivation to attend postsecondary training.

In terms of promoting the importance of education among the community and students' families, there was consensus among state and school administrators and project/site staff that the project was successfully reaching out to parents and other community members and helping them to become more involved in their children's education. They thought the project was able to gain the support of family and community members because staff endeavored to create a true partnership between the school, parents, and tribal organizations.

Based on the findings contained in the report, a number of recommendations were put forth. These included: (a) create events that help parents understand how they can support their children in achieving the goals expressed in their academic learning plans, (b) increase the number and type of community collaborative events that promote college and career readiness of Indian children and promote and educate families and communities on the importance of education, (c) hold cultural competency trainings for instructional staff, (d) ensure that parents have written timelines to indicate important dates and deadlines, (e) invite Native graduates of colleges and trade/technical schools to visit the schools and speak to students and families, (f) increase opportunities to visit college campuses, (g) explore options to offer continuing education classes to parents, and (h) purchase new computers for student use in the Yerington tribal buildings.