



External Evaluation Report
Nevada Native Youth Community Project – Year 1

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

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EXECUTIVE SUMMARY

The Nevada Department of Education's (NDE's) *Native Youth Community Project* (NYCP), in its second grant cycle, seeks to prepare American Indian students in Grades 7–12 for college and careers using a three-fold plan that includes (a) the support of College and Career Coaches (CCCs) at Yerington Intermediate and High School in Lyon County and Hawthorne Junior High and Mineral County High School in Mineral County, as well as School Community Liaisons (SCLs) at McDermitt Combined School located in Humboldt County; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences designed to engage students, guided visits to colleges, and career exploration activities; and (c) community collaborative events. Students and community members from three tribal groups in three geographic locations receive support in these efforts. Members of the Walker River Paiute Tribe (WRPT) and Yerington Paiute Tribe (YPT) attend school in the Yerington and Hawthorne, NV, areas. Fort McDermitt Paiute and Shoshone tribal members attend school in the McDermitt, NV, area. Across the two sites, 83 students in Grades 7–12 participated in the first year of the project's implementation.

This report is an evaluation of the implementation of the project's activities in the first year of its second grant. A combination of quantitative and qualitative methods was used to collect information for this report. Quantitative methods were utilized to analyze community event participation, student academic learning plan completion, and college tour participation. Qualitative methods were used to collect information from administrators at NDE, school administrators, site and project staff, parents and caregivers, and students during visits to the three sites. In addition, quantitative and qualitative methods were used to analyze data obtained from surveys distributed to students at the completion of selected events.

Despite the late start to activities in Year 1 due to the delay in receiving legislative approval for grant expenditures, the key project components were implemented according to the approved plan. In Mineral and Lyon Counties, two CCCs were hired in the middle of Year 1 and provided functions as described in the project application. Toward the end of Year 1, one of the CCCs left the position. In McDermitt, two SCLs continued their roles from the prior NYCP grant and were in place early in Year 1.

At both sites, the CCCs and SCLs 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, accompanied students to summer college camps, and organized college tours. Additionally, they promoted communication and relationships between the school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the communities. They also informed parents/caregivers of upcoming school functions.

Thirteen community collaborative events with 448 attendees occurred during Year 1. For the McDermitt site, 5 events were held with 244 attendees. These included two college camps—the *Native Youth College Camp* held at the University of Nevada, Las Vegas (UNLV), and the *Discover Your Path College Camp* held at the Lake Tahoe 4H Camp in Stateline, NV. The remaining three events were held locally and included a discussion session with the school principal, a school supply distribution night, and an open house. For the WRPT site, there were 8 events with 204 attendees. These include the two aforementioned college camps as well as the

Native Students LEAD College Camp and a visit to Stanford University and the surrounding area. The remaining four events were held locally and included two events featuring motivational speakers, a Back-to-School event featuring school supply distribution, and an informational luncheon for students.

The project successfully met or exceeded its targets for two of the three first-year performance measures. These included measures related to increased community collaborative efforts and participation in college tours. The target for the performance measure related to academic learning plan completion was not met for the project as a whole.

Data collected via surveys at the conclusion of the college camps and college visits indicated that these events impacted students' motivation and readiness to attend college or vocational training. Of the 32 students who responded to the survey for the *Native Youth College Camp* held at UNLV, more than 90% agreed that the camp helped increase their motivation and readiness to attend college or trade school. Eleven students participated in the survey following the *LEAD: Learn, Empower, Achieve, Dream Program* held at the University of Nevada, Reno, in August, and 100% agreed that the program helped increase their motivation and readiness to attend college or trade school. Additionally, of the 14 students who responded to the survey for the *Discover Your Path College Camp* held at Lake Tahoe during the week of July 31, 100% agreed that the camp helped increase their motivation and readiness to attend college or trade school. Eleven WRPT students visited Stanford University in May. All six of the students who participated in the survey following the visit agreed that it helped them learn how to get ready for college or trade school.

The research team conducted an in-person site visit in September 2023, with a few interviews conducted by phone later in the month. The team facilitated interviews or focus groups with students, NYCP staff, site staff, parents/caregivers, school administrators, tribal leaders, and administrators at the NDE. The findings included a description of the various roles and were organized around the project's three goals and overall satisfaction with NYCP implementation. An analysis of the perceptual data gathered during the site visits indicated that considerable progress was made during Year 1, and areas needing additional focus were identified for Year 2 and beyond.

The final section of the report contains a series of recommendations for Year 2 of the project.

SECTION 1. INTRODUCTION

The primary purpose of this evaluation is to gain a comprehensive understanding of the first year of implementation of the Nevada Department of Education's (NDE) second *Native Youth Community Project* (NYCP). The project has the following three long-term goals:

1. Implement a successful NYCP that promotes and prepares American Indian (AI) students for college and careers, with an emphasis on careers in the teaching profession;
2. Increase student academic performance by including opportunities in the local community to support AI students; and
3. Increase student motivation and readiness to attend college or vocational training.

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 AI students and the communities served by the project. The two NYCP sites, McDermitt and Walker River Paiute Tribe (WRPT), service students and their families in three different school districts. McDermitt services Humboldt County students and their families at McDermitt Combined School. The WRPT services students and their families in the Lyon County School District at Yerington Intermediate and High School and the Mineral County School District at Hawthorne Junior and Mineral County High Schools.

In spite of the late start to activities in Year 1 due to the delay in receiving legislative approval for grant expenditures, the key project components were implemented according to the approved plan. The major components of the first year include (a) support of the College and Career Coaches (CCCs) in WRPT and School Community Liaisons (SCLs) in McDermitt; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences, and other events designed to engage students; (c) guided in-person visits to colleges; and (d) community collaborative events that promote college and career readiness.

In Mineral and Lyon Counties, two CCCs were hired in the middle of Year 1 and provided functions as described in the project application. Toward the end of Year 1, one of the CCCs left the position. In McDermitt, two SCLs continued their roles from the prior NYCP grant and were in place early in Year 1.

The CCCs and SCLs are integral to the project. The CCCs serve as experts in preparing students for college and careers and work with students in the schools. They provide community and parent/caregiver presentations on the college application process, oversee an intensive summer program, attend field trips to colleges, and facilitate the completion of an individualized academic plan for each student. The SCLs work with families and tribal communities to serve as a bridge between the school, parents/caregivers, and the tribal community. These staff members jointly assess the needs that are most important and prioritize activities and services to effectively meet the needs of students and their communities. They also inform parents/caregivers of upcoming school functions.

The evaluation of the project includes the study of the implementation of the first year of activities and the study of outcome measures. The implementation study consists of a description of the content of various activities and support services that occurred during the first year, perceptions of the services and activities, and recommendations to improve 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

AI children have increased, (b) the completion of student academic learning plans has increased, and (c) the extent to which Grades 10–12 students participate in college tours.

EVALUATION DESIGN

RMC Research used a combination of quantitative and qualitative methods to collect information for this report. Quantitative methods analyzed community event participation, student academic learning plan completion, and college tour participation. Qualitative methods collected information on the content of various events and activities as well as input from administrators at the NDE, tribal and school administrators, site and project staff, parents/caregivers, and students during site visits to all project sites. Several interviews were conducted by phone in late September and early October with key respondents who were unavailable during the site visits. RMC Research developed instruments in collaboration with administrators at NDE and other NYCP staff.

Qualitative data collected through interviews and focus groups were analyzed using an approach that closely follows the methods described by Miles, Huberman, and Saldaña (2019).¹ 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 student surveys. In addition, NYCP and other staff provided data on community collaborative event participation, student academic learning plan completion, and college tour participation.

EVALUATION QUESTIONS

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

Goal 1: Implement a successful NYCP that promotes and prepares AI students for college or careers, with an emphasis on careers in the teaching profession.

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 were the annual measurable objectives described in the project application met?
4. To what extent was there an increase in community collaborative efforts that promote the college and career readiness of AI children?
5. What community collaborative events were held? What was the nature of these activities? How many people participated in these activities? How well were they received?
6. What were the perceived and real short- and long-term impacts of these activities?

Goal 2: Increase student academic performance by including opportunities in the local community to support AI students.

7. To what extent were Academic Learning Plans completed for each student?

¹ Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. Sage.

8. What was the nature of students' academic learning plans? How were academic learning plans being utilized to support student success?

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

9. How have student motivation and readiness to attend college or vocational training been impacted?
10. To what degree did students participate in college tours?

EVALUATION METHODOLOGY

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

1. Documents pertaining to the content of the various events and activities focused on the importance of education were gathered and analyzed for content, presenter information, and the length of the sessions.
2. The attendance at the various community events and conferences was analyzed for number and role of attendees.
3. The procedures for completing student academic learning plans were discussed with project staff, and the completion rates of these plans were calculated.
4. Documents pertaining to the various college tours were examined for location, length of visits, and dates of visits. Participation data for the college tours were analyzed and compared to overall student participation in the project.
5. Documents pertaining to college camps and other program activities were examined for content, location, length of activities, and dates of activities. Participation data for the college camps and other program activities were analyzed and compared to overall student participation in the project.
6. 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

Survey instruments were developed for students and were administered at the conclusion of select program activities. A total of 64 students responded to surveys following 3 college camps and 1 college visit. These surveys were designed to gather *overall* perception data of the NYCP and contained questions about:

- The respondents' grade level;
- Impressions of the NYCP activity;
- Impact of the NYCP activity;
- Suggestions to improve the NYCP activity; and
- Suggestions for supports needed in the future.

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

Focus Group and Interview Methodology

Student Focus Groups

Two student focus groups and an interview with an individual student were conducted during the site visit in September 2023, with a combined total of 21 students. Nine of those students came from Grades 8–12 at McDermitt Combined School; 11 students in Grades 7–12 came from Yerington Intermediate School and Yerington High School; and one student participated at Mineral County High School. Parent consent forms were distributed and collected prior to the focus groups. The protocol included questions about:

- Students' grade level and years as a student in the district;
- Types and most valuable parts of activities done as part of the NYCP in the past academic year;
- Understanding of the process for applying for college and receiving financial aid;
- Help provided by the CCC;
- Motivation/readiness to attend college or vocational training; and
- Suggested improvements to the project.

Parent/Caregiver Focus Groups

One focus group with seven parents/caregivers took place in McDermitt during the site visit conducted in September 2023. The protocol included questions about:

- Types of activities students took part in with NYCP in the 2022-2023 academic year;
- The most valuable parts of college tours or the College Camp held in the 2022-2023 academic year, and suggested improvements to these events;
- Familiarity and satisfaction with the development of students' academic learning plans;
- Adequacy of communication from the school about child's academic progress;
- How the project has impacted thoughts about careers;
- Perceived impacts on students' motivation/readiness to attend college or a vocational training program; and
- Suggestions for improvement to the project.

School Administrator Interviews

Five principals and one district superintendent were interviewed for the annual report. The principal of McDermitt Combined School was interviewed during the September 2023 site visit, while the superintendent for the Humboldt County School District (which includes McDermitt) was interviewed by phone later in the month. In Yerington, a focus group was held during the September 2023 site visit with two school administrators—the high school principal and the principal of the intermediate school. The principal of Mineral County High School in Hawthorne was interviewed during the site visit, as was the principal of Schurz Elementary School. Administrators were asked questions about:

- Roles and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- How the project helped students to think about careers they would like to pursue;

- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program;
- Perceived impacts of the NYCP on students’ academic engagement, achievement, and behavior;
- Perceived impacts of the NYCP on families and other community members;
- Perceived impact of the NYCP on school staff through professional development offerings;
- Overall satisfaction with the implementation of NYCP; and
- Most positive and most challenging aspects of having NYCP in the school.

Nevada Department of Education Administrator Interviews

Three administrators from the NDE who worked directly with the NYCP were interviewed for the report during the September 2023 site visit or by phone later in the month. Administrators were asked questions related to the following topics:

- Roles and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Major components of NYCP during the 2022-2023 academic year;
- The most valuable parts of college tours, the College Camp, and other activities conducted during the 2022-2023 academic year;
- Satisfaction with the development of students’ learning plans;
- Partnerships created with other statewide programs in support of the NYCP;
- Activities that promoted the career readiness of students;
- Activities that promoted student exploration of careers in the teaching profession;
- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program;
- Perceived impacts on students’ academic engagement, achievement, and behavior;
- Perceived impacts on families and other community members;
- Overall satisfaction with the implementation of the NYCP; and
- Most positive aspects and largest challenges with having the NYCP in the schools.

Site Staff Interviews

Two tribal administrators, one from the Fort McDermitt Paiute Shoshone Tribe and the other from WRPT, took part in interviews. Questions on the protocol addressed:

- Roles and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- How NYCP has helped students think about careers they would like to pursue;
- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program;
- 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, achievement, and behavior;

- Perceived impacts of the NYCP on families and other community members;
- Perceived impacts of the NYCP on school and tribal staff through professional development offerings;
- Overall satisfaction with the implementation of the NYCP; and
- Most positive aspects and largest challenges with having the NYCP in the schools and community.

Project Staff Interviews

Three project staff members—one CCC from the Lyon County School District and two SCLs from McDermitt Combined School—were interviewed for the report during the September 2023 site visit.

Project staff members were asked about:

- Roles and responsibilities in the past year associated with the NYCP;
- Types of professional development, support, and/or communication received in the past year or still needed to assist in carrying out responsibilities with the project;
- Most valuable parts of the College Camp, college tours, and other activities sponsored by the project, and how students were selected to participate;
- Activities that promoted the career readiness of students;
- Activities that promoted the exploration of careers in the teaching profession;
- Activities of the UNITY Council and how students were selected to participate;
- Process for completion of students’ academic learning plans and satisfaction with development of the plans;
- Perceived impacts on students’ motivation/readiness to attend college or a vocational training program;
- Perceived impacts on students’ thoughts about careers;
- Perceived impacts on students’ academic engagement, achievement, and behavior;
- Perceived impacts of the NYCP on families and other community members;
- Suggestions for 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.

STUDY LIMITATIONS

It is important to note the limitations of this study. In Year 1 of the new grant, participant surveys were used at a limited number of events. Every attempt was made to include all participants. However, in some cases, participants chose not to complete the survey. Therefore, the perceptions may not be representative of all participants, and findings should be interpreted with caution. In addition, due to transitions in local project leadership, some sessions scheduled for the site visit did not occur as planned. This includes a parent focus group in Yerington that was canceled and a student focus group at Mineral County High School that only had a single participant. Due to the limited number of respondents in parent and student focus groups, this qualitative data may not be representative of the larger population.

SECTION 2. PARTICIPATING SITE AND SCHOOL CHARACTERISTICS

Evaluation Question:

What are the characteristics of the participating sites and schools?

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.

After assessing data and needs from surveys administered to schools, tribal entities, parents/caregivers, and students, Nevada’s NYCP grant² narrowed its focus to two sites that service students and their families in three different school districts. These sites were chosen as the needs assessment revealed common barriers to college and career readiness, including low academic performance, credit deficiency, poverty and financial hardship, substance abuse, parent/caregiver disengagement, and challenges of remoteness and staffing. Many of these issues lead to low graduation rates. The sites include (a) Humboldt County School District, serving students and their families from the Fort McDermitt Paiute and Shoshone Tribe who attend McDermitt Combined School and (b) the WRPT, serving students and their families in the Lyon

County School District who attend Yerington High School and Yerington Intermediate School, as well as Mineral County School District students who attend Mineral County High School and Hawthorne Junior High School. Additionally, Schurz Elementary School in Mineral County is the only elementary school included to prepare students for success in Grades 7–12 as a pilot project for the grant.

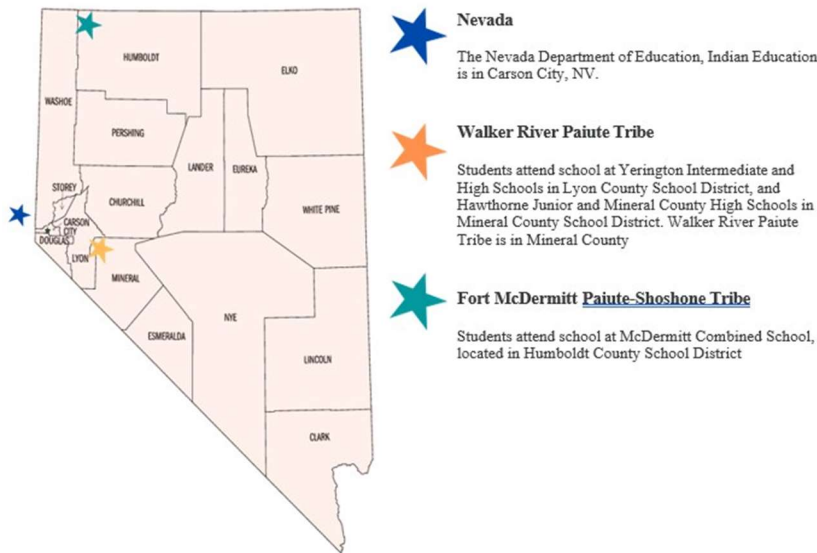


Figure 2-1. Map of Participating Sites

² State of Nevada Department of Education. *Native Youth Community Project Grant Application Narrative*. (2022).

The number of AI students, the number of NYCP students, and the percentage of AI Grades 7–12 students who participate in the NYCP at each of the sites during the 2023-24 school year are reported in Table 2-1. Across the sites, there are 152 AI students. Eighty-three (55%) participate in the NYCP. Of the sites, McDermitt has the largest percentage of AI students participating in the NYCP (86%).

Table 2-1. Number of AI and Number (Percent) NYCP Students, 2023-24 School Year

An average of 55% of AI students participated in NYCP across all sites.

Grade	McDermitt		Yerington		Mineral Co.		Across Sites	
	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)
7	12	12 (100)	10	10 (100)	7	1 (14)	29	23 (79)
8	12	12 (100)	13	7 (54)	5	1 (20)	30	20 (67)
9	8	6 (75)	14	2 (14)	2	0 (0)	24	8 (33)
10	12	10 (83)	14	4 (29)	1	0 (0)	27	14 (52)
11	3	2 (67)	12	7 (58)	0	0 (NA)	15	9 (60)
12	9	6 (67)	17	2 (12)	1	1 (100)	27	9 (33)
Total	56	48 (86)	80	32 (40)	16	3 (19)	152	83 (55)

McDermitt

McDermitt Combined School is located in the town of McDermitt, on the Nevada-Oregon border. It is located within the Humboldt County School District. The rural location features a prevalence of farms and ranches, which have a strong economic and cultural influence. The Fort McDermitt Paiute-Shoshone Indian Reservation is located approximately three miles south of McDermitt. The school serves 48 NYCP students in Grades 7 through 12. All students are eligible for free or reduced-price lunch.³

Walker River

The WRPT services students and their families in the Lyon County School District at Yerington Intermediate and High Schools and the Mineral County School District at Hawthorne Junior and Mineral County High Schools. Yerington lies approximately 65 miles southeast of Carson City. Mineral County is approximately 60 miles southeast of Yerington. There are 35 Grades 7–12 students served by NYCP. All students are eligible for free or reduced-price lunch at all locations, with the exception of Yerington High School, where 46% are eligible.⁴

³ State of Nevada Department of Education, Enrollment for Nevada Public Schools, 2022-23 School Year. [https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 22-23 \(nv.gov\)](https://www.doe.nv.gov/DataCenter/Enrollment/ Nevada Schools: Number of Free and Reduced Students by School Building 22-23 (nv.gov))

⁴ NDE. 2022-23 School Year Number of Students Receiving Educational Services as of 10/3/2022. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwebapp-strapia-paas-prod-nde-001.azurewebsites.net%2Fuploads%2F2022_2023_enrollment_numbers_2224fa62e5.xlsx&wdOrigin=BROWSELINK

SECTION 3. KEY PROJECT COMPONENTS AND PARTICIPATION RATES

Evaluation Questions:

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

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

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

This section of the study presents a summary of the key project components for the first year, October 1, 2022, to September 30, 2023, including participation for each component and a description of the implementation of the components.

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

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 CCCs and SCLs; (b) activities designed to improve student academic performance, including tutoring and summer programs, conferences and camps designed to engage students, guided visits to colleges, and career exploration activities; and (c) community collaborative events.

SUPPORT OF THE COLLEGE AND CAREER COACHES AND SCHOOL COMMUNITY LIAISONS

Early in Year 1, two CCCs were hired. One coach worked with students from Yerington Intermediate and High Schools in Lyon County, and the other worked with students from Mineral County High School in Mineral County. In Humboldt County, two SCLs who had worked in this role during the previous NYCP grant continued to work with students and the community at McDermitt Combined School.

At all three sites, the teams focused on preparing students for college and careers, worked directly with the students on improving academic achievement and behaviors, coordinated community and parent/caregiver presentations on college and other topics, conducted summer programs for selected students, organized college tours, and facilitated the completion of the individualized academic plans for students.

In addition, NYCP staff promoted communication and relationships between the school, families/parents/caregivers, and tribal communities. They assessed needs and established

community activities to support the needs of their tribal communities.

ACTIVITIES AND SUPPORTS DESIGNED TO IMPROVE STUDENT ACADEMIC PERFORMANCE

During Year 1, the sites offered events and activities designed to support student academic achievement. Many events aimed to emphasize academic excellence and career exploration, motivate students, and involve community members, particularly elders, with the students.

Academic Tutoring and Summer Credit Recovery Programs

The WRPT offered an academic tutoring and summer credit recovery program from April 21 to June 2, 2023. The program was offered to students in Grades 7–12 in a variety of subject areas, including American History, English/Language Arts, Math, and Science. One Grade 11 student and three Grade 7 students participated in the tutoring program. During the summer credit recovery program, one Grade 11 student and two Grade 7 students participated. Several students improved their grades enough to earn credit in their courses.

College Visits and College Camps

College visits and camps are an integral part of Nevada’s NYCP grant. These experiences are designed to increase student motivation and readiness to attend college. College visits are generally day-long events that include a tour of the campus, a presentation by an admissions counselor, and opportunities for students to ask questions and explore degree programs offered.

“[I learned to] always choose the path you want to go and don’t let anyone tell you what path to take.”

-College Camp Participant

College camps are multi-day events that feature sessions that focus on how to prepare for college and navigate the academic, social, and cultural aspects of campus life; the college admissions and application processes; financial aid; and how to connect with Native culture and cultural leaders in college. They may or may not be held on a college campus.

Project-wide, there were four college visits/camps. See the individual summary reports for each of these events for complete details. Their dates, locations, and number of attendees are summarized in Table 3-1.

Table 3-1. Year 1 College Visit and Camps

Event Name	Date	Location	Number of Student Attendees
NYCP College Tour and Cultural Event	5/11/23 – 5/14/23	Stanford University and surrounding area	11 WRPT
UNLV College Camp	6/21/23 – 6/24/23	Las Vegas, NV	30 McDermitt 17 WRPT 35 Others
UNR <i>Discover Your Path</i> Lake Tahoe College Camp	7/31/23 – 8/4/23	Stateline, NV	12 McDermitt 13 WRPT
UNR <i>Native Students LEAD</i> College Camp	8/7/23 – 8/11/23	UNR Campus	11 WRPT

College Visit to Stanford University



During their visit to Stanford University, students participated in a guided tour of the campus and were able to visit several buildings from the outside. Students learned about programs and services available specifically to Native American students, financial aid, sports programs, and college readiness. In addition to the tour, on Friday evening and Saturday, the students participated in the Native American Cultural Center’s annual powwow, which featured a Saturday morning “fun run” through the campus.

“Stanford actually opened my eyes a lot of what to expect in college! I feel more confident in starting college.”- NYCP College Visit Participant

Figure 3-1. Students and chaperones tour Stanford University with their guide.

Photo by Parent Chaperone Sarah Lankin

Native Youth College Camp at UNLV

An overview of the content of the Native Youth College Camp held at the UNLV is provided in Table 3-2.

Table 3-2. Overview of the Native Youth College Camp at UNLV Session Topics and Activities

Day	Session Topics and Activities
1. Day One Evening	<ul style="list-style-type: none"> • Orientation, dinner, and guest speakers • Keynote speaker Mercedes Krause (Lakota), UNLV Native American Alumni Club President • Alumni shared their college journeys • Fredina Drye Romero (Southern Paiute), Nevada Department of Education and Tammi Tiger (Choctaw), UNLV College of Hospitality
2. Day Two	<ul style="list-style-type: none"> • Scavenger Hunt • Presentations – Majors and Careers, Pre-Professional Advising Center, Sneak-a-peek activity, and Tech Trekkers • Omega Mart – Meow Wolf Tour
3. Day Three	<ul style="list-style-type: none"> • Harrah College of Hospitality Presentations – Demonstration with Chef (Figure 3-5), Golf Simulator, Tribal Education Initiative, and Boyd School of Law • Palms Casino Resort Tour and Presentations • Student Panel, Native American Student Association



Figure 3-2. *Students learn about the Academic Success Center during their tour of the UNLV campus.*

Photo by Fredina Drye-Romero

Figure 3-3. *Students and chaperones take part in the UNLV Campus Scavenger Hunt.*

Photo by Linda Fredericks



Figure 3-4. *A view of the Marriott Foundation Executive Kitchen in the Hospitality Hall at UNLV*

Photo by Fredina Drye-Romero

Discover Your Path College Camp

Twenty-five NYCP students joined a group of 100 students who came from around Nevada as well as Oklahoma, California, and Arizona to participate in the five-day camp that was focused on Native culture, college and career preparation, life skills learning, and the discernment of their lifepaths. The camp was sponsored by NDE's NYCP in

partnership with the University of Nevada, Reno (UNR); the UNR Native American Alumni Chapter; the UNLV School of Hospitality; and WaterStart. According to program materials,

students participated in a variety of activities aimed at helping them:

- Learn how to prepare for college and navigate the academic, social, and cultural aspects of campus life;
- Learn about financial aid, financial literacy, and ways to pay for college;
- Explore degree programs offered at UNR; and
- Connect with Native culture and cultural leaders.



Highlights from the *Discover Your Path College Camp* include the Opening Ceremony on the first night, presented by Elder Melba Rakow from the Washoe Tribe, who welcomed the group, spoke in Washoe, and provided a prayer. Water was brought up from Lake Tahoe, and the students blessed themselves with the lake water. Tribal Chairman Serrell Smokey for the Washoe Tribe, UNR leaders, and the department heads of the UNR College of Agriculture, Biotechnology, and Natural Resources gave an introduction.

Figure 3-5. *Students listen intently to Washoe Tribal Elder Melba Rakow during the opening ceremony of the Discover Your Path College Camp.*

Photo by NYCP Director Fredina Drye-Romero

Native Students LEAD College Camp

According to program materials for the *Native Students LEAD: Learn Empower, Achieve, Dream* camp, students:

- Learned how to prepare for college life and navigate the academic, social, and cultural aspects of campus life;
- Learned about financial aid, financial literacy, and ways to pay for college;
- Explored degree programs offered at UNR; and
- Connected with culture and cultural leaders.

Community Collaborative Events

Project-wide, 13 community collaborative events with 448 participants occurred in Year 1. The overarching purpose of all these events—focusing on student academic success, Native language and culture, physical and mental well-being, and post-secondary planning—is to support student learning and achievement and increase both motivation and readiness for college and careers.

A listing of each event, along with participation rates, is reported in Table 3-3.

Table 3-3. Events and Participation Rates*In Year 1, 13 events were held with a total of 448 total attendees.*

Event Name	Date	Location	Number of Attendees
McDermitt (Total Number of Attendees = 244)			
Question/Answer with Principal Lindsay at Tribal Community Center	5/23	Community Center, Ft McDermitt Paiute Shoshone Reservation	60
UNLV College Camp	6/21/23 – 6/24/23	Las Vegas, NV	32
UNR <i>Discover Your Path</i> Lake Tahoe College Camp	7/31/23 – 8/4/23	Stateline, NV	12
School Supply Night / NYCP students	8/17/23	McDermitt Combined School	44
Open House / Title 1 Meeting	9/13/23	McDermitt Combined School	96
WRPT (Total Number of Attendees = 204)			
NYCP College Tour and Cultural Event	5/11/23	Stanford University and surrounding area	11
NYCP Motivational Presentation Featuring Chance Rush	6/20/23	Schurz, NV, Gym	20
UNLV College Camp	6/21/23 – 6/24/23	UNLV Campus	24
NYCP Dean’s Future Scholars Luncheon and Intern Presentation	7/26/23	Schurz, NV Community Center	20
UNR <i>Discover Your Path</i> Lake Tahoe College Camp	7/31/23 – 8/4/23	Stateline, NV	15
UNR <i>Native Students LEAD</i> College Camp	8/7/23 – 8/11/23	UNR Campus	13
Back-to-School Event/School Supply Distribution	8/7/23	Schurz, NV, Gym	56
NYCP Motivational Presentation Featuring Lil’ Mike and Funny Bone	8/28/23	Schurz, NV, Gym	45
Project-Wide 13 Events, 448 Total Attendees			

SECTION 4. PROGRESS IN MEETING ANNUAL PERFORMANCE TARGETS

Evaluation Questions:

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

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

To what extent were Academic Learning Plans completed for each student?

To what degree did students participate in college tours?

In Year 1, data were collected for four performance measures across three goal areas.⁵ Several of the questions of this study focus on how the project has impacted these various areas. Specifically, one of the questions of this study pertains to the extent to which the annual measurable objectives were met.

This section presents the findings of analyses related to the project's Year 1 performance measures. The targets were met or exceeded for two of the three performance measures.

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AI STUDENTS FOR COLLEGE OR CAREERS, WITH AN EMPHASIS ON CAREERS IN THE TEACHING PROFESSION.

Government Performance and Results Act (GPRA) Performance Measure 1

The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

In addition to GPRA 1, the project has 11 performance measures, including GPRA 2 and 10 project-specific measures. For Year 1, the evaluation plan calls for the collection of data for GPRA 1, which is based on the following three performance measures: GPRA 2, the number of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children; project measure 2a, the number of students with completed academic learning plans; and project measure 3a, the number of Grades 10–12 students who participate in one or more college tours.

For GPRA 1, the project met or exceeded the targets for two of the three of its first-year performance measures.

Government Performance and Results Act (GPRA) Performance Measure 2

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

For the project as a whole, there were 13 community collaborative events with 448 attendees (See Section 3 for details on these events). As a means of comparison, during Year 5 (2021-22)

⁵ Beginning in Year 2, data for all of the project's 12 performance measures will be collected.

of the **prior** NYCP grant, which was a no-cost extension, seven community events were held. Three professional development sessions on *Culturally Sensitive and Indigenous Pedagogy and Lesson Support* were offered to school and tribal staff (two in McDermitt and one in Schurz) with 60 attendees. The *Building Success at Home* professional development was attended by 24 parents/caregivers, community members, students, and tribal and school staff in McDermitt. Dr. Pearl Yellowman provided professional development to 128 school and tribal staff, parents/caregivers, community members, and students on *Contributing Factors: Understanding Economic Behaviors and Cultivating Cultural Considerations in the Home, School, and Community* in McDermitt. Two GONA sessions also occurred, one in each community, with 182 attendees. In all, there were 394 participants at these Year 5 events. Therefore, the number of community collaborative events offered in Year 1 of the new NYCP grant exceeds the number held in Year 5 of the prior NYCP grant by 6 events and the number of attendees by 54. Thus, an increase in community collaborative efforts that promote the college and career readiness of AI children is evident in Year 1 of the current grant cycle.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE BY INCLUDING OPPORTUNITIES IN THE LOCAL COMMUNITY TO SUPPORT AI STUDENTS.

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.

“Kids and their parents should know before their senior year what students need to graduate...that should be a priority to communicate [students’ academic progress] so parents know if their child is on track.” - Parent of NYCP student

As reported in Table 4-1, in McDermitt, all of the 48 NYCP students (100%) have academic learning plans. It is not known how many students in McDermitt had completed academic learning plans prior to 10/1/22. However, since all students currently have completed academic learning plans, the performance measure target is met in McDermitt. In the WRPT, 32 of the 35 NYCP students (91%) have academic learning plans. Prior to 10/1/22, the same 32 students had completed academic learning plans. While this represents the vast majority of students (91%), it falls short of the target of having completed academic learning plans for all students. For the project as a whole, 80 of 83 students (96%) have completed academic learning plans.

While still a high proportion of students, this falls short of the target by four percentage points. During Year 2, the development of student academic learning plans will be an area of focus. The CCCs will use these plans to develop academic goals with students, target supports needed, and monitor their progress in meeting these goals.

Table 4-1. Academic Learning Plan Completion

Across both sites, there were 80 academic learning plans completed in Year 1.

Grade 2023 24	McDermitt				WRPT			
	N AI Students	N NYCP Students	N NYCP Students with Academic Learning Plans	N NYCP Students with Academic Learning Plans Prior to 10/1/22	N AI Students	N NYCP Students	N NYCP Students with Academic Learning Plans	N NYCP Students with Academic Learning Plans Prior to 10/1/22
7	12	12	12	0	17	11	10	10
8	12	12	12	0	18	8	7	7
9	8	6	6	--	16	2	2	2
10	12	10	10	--	15	4	4	4
11	3	2	2	--	12	7	7	7
12	9	6	6	--	18	3	2	2
Total	56	48	48	--	96	35	32	32

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

Performance Measure 3a

At least 60% of students in Grades 10–12 will participate in one or more college tours each year.

Student college tour participation logs were examined (See Section 3 for details of the college tours). College tour participation for Grades 7–12 is reported in Table 4-2. This performance measure focuses on the college tour participation of Grades 10–12 students, represented in **bold** in the table. In McDermitt, 17 of the 18 Grades 10–12 NYCP students (94%) participated in one or more college tours. In WRPT, 13 of the 14 Grades 10–12 NYCP students (93%) participated in one or more college tours. Project-wide, 30 of the 32 Grades 10–12 NYCP students (94%) participated in one or more college tours. This exceeds the target for this performance measure by 34 percentage points.

Table 4-2. Number of College Tour Participants

Thirty of 32 students in Grades 10–12 participated in college tours in Year 1.

Grade 2023 24	McDermitt		WRPT		Aggregated Across Sites	
	N NYCP Students	N NYCP College Tour(s) Participants	N NYCP Students	N NYCP College Tour(s) Participants	N NYCP Students	N NYCP College Tour(s) Participants
7	12	0	11	3	23	3
8	12	9	8	7	20	16
9	6	4	2	2	8	6
10	10	9	4	4	14	13
11	2	2	7	7	9	9
12	6	6	3	2	9	8
Grades 10– 12	18	17	14	13	32	30

SECTION 5. STUDENT PERCEPTIONS OF THE NYCP

Evaluation Questions:

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

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

This section presents a summary of findings from surveys administered to students at the conclusion of select NYCP events, including a college visit and three college camps. The section includes descriptions of the student survey instruments, samples, and findings.

COLLEGE VISIT TO STANFORD UNIVERSITY

Following the visit to Stanford University, participants were asked to complete an electronic survey. Nine survey items pertained to what was learned during the visit, and five open-ended items asked students about how the visit helped them, the most important things they learned, what they would like to learn more about, suggestions for improving the college visit, and any questions they still have about applying to college or trade school. Respondents include two students who attend Yerington Intermediate School (one in Grade 7 and the other in Grade 8) and two Grade 11 and two Grade 12 students who attend Yerington High School, representing a response rate of 55%. Due to the small sample size, the results should be interpreted with caution.

Results are reported in Table 5-1. Overall, participant perceptions of the college visit to Stanford University were very favorable, with at least 83% agreeing to all but one of the survey items relating to what was learned during the visit. Furthermore, all agreed to six of the items, including that the visit helped them learn how to get ready for post-secondary education, how to find out about college majors of interest, where to find help with classes, how to learn more about clubs and activities, including those specifically for Native students, and what to expect from attending post-secondary education. Fewer students (50%) agreed that the visit helped them learn about how to apply for financial aid.

Table 5-1. Participant Perceptions of the Stanford University Visit

Item	N Respondents	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
The College Visit helped me to learn...					
a. How to get ready for college or trade school.	6	17	83	0	0
b. About the college or trade school application process.	6	17	67	17	0
c. How to apply for financial aid.	6	17	33	50	0
d. What college majors there are.	6	33	50	17	0
e. How to find out about	6	17	83	0	0

	which college majors interest me.					
f.	Where to find help with college classes if I ever need it.	6	33	67	0	0
g.	About clubs and activities for college students.	6	33	67	0	0
h.	About programs, clubs, and activities specifically for Native college students.	6	50	50	0	0
i.	About what to expect from going to college or trade school.	6	33	67	0	0

Note. Percentages are rounded to the nearest percent.

Participants were asked to provide commentary on the ways the visit to Stanford University helped them. All six participants responded to this item and expressed that they had learned about the activities offered by the school, how to get around campus, and that the visit helped them to better understand the college experience, as evidenced by these comments:

It was engaging regarding being around other peers my age who are thinking about going to college.

[The visit] helped me wonder about college.

Participants were asked to provide commentary on the most important things they learned during the visit. All six participants responded to this item and expressed that they had learned about meeting new people, learning about the many choices available, that there are a variety of clubs available, that there are many students at the university, and that it is permissible for students to switch majors.

Participants were also asked to provide commentary on the topics they would like to learn more about. All six participants responded to this item as well and expressed interest in learning about a variety of topics. These were predominantly centered around three themes, including (a) college majors and the course requirements for these, (b) other colleges, and (c) financial aid, including scholarships. Representative comments from the students include:

I would love to have learned more on the neuroscience major.

[I would like to learn more about] other colleges.

Participants were also asked to provide suggestions to improve the college visit. There were six responses. Students would have liked to be able to visit *inside* the campus buildings and spend more time at the Native American Cultural Center. When asked to provide questions that they still have about attending or applying to college or trade school, two students responded that they have questions surrounding financial aid and how to apply for scholarships. The remaining students did not have any questions.



Figure 5-1. *Students take a break during their tour of Stanford University.* Photo by WRPT Education Director Angela Williams

COLLEGE CAMPS

The *NYCP Student College Camp Survey* included 17 survey items that pertained to the impact of the college camp on students, one item asked if they would recommend the program to a friend, and four open-ended items asked students about what they learned, what they would like to learn more about in the future, suggestions for improving the program, and questions they still have about attending or applying to college or trade school.

Aggregated results for the three college camps are presented in this section. See the individual summary reports for each of the camps for complete details of the survey results.

Following the three camps, participants were asked to complete an electronic survey. The 58 respondents provided consent and had obtained parent permission to participate in the survey; they represented a response rate of 49%. There were nearly twice as many Grades 9–12 students than Grades 6–8 students who completed the surveys (66% versus 34%, respectively). One-half of the respondents come from McDermitt Combined School, and 36% come from Yerington area schools. The remaining respondents came from a variety of areas around the state, including Moapa Valley, Mineral County, and Reno.

Results for the first 18 survey items are reported in Table 5-2. Overall, participant perceptions of the college camps were very favorable, with at least 91% agreeing to all 17 survey items relating to the impact and quality of the camps. Additionally, all agreed to three of these items, including that the camp helped them to better understand that they control their future, get along better with other students, and know that they can do well in school. All participants indicated that they would recommend the college camp to a friend.

Table 5-2. Perceptions of College Camps

Most participants viewed the college camp favorably across all metrics.

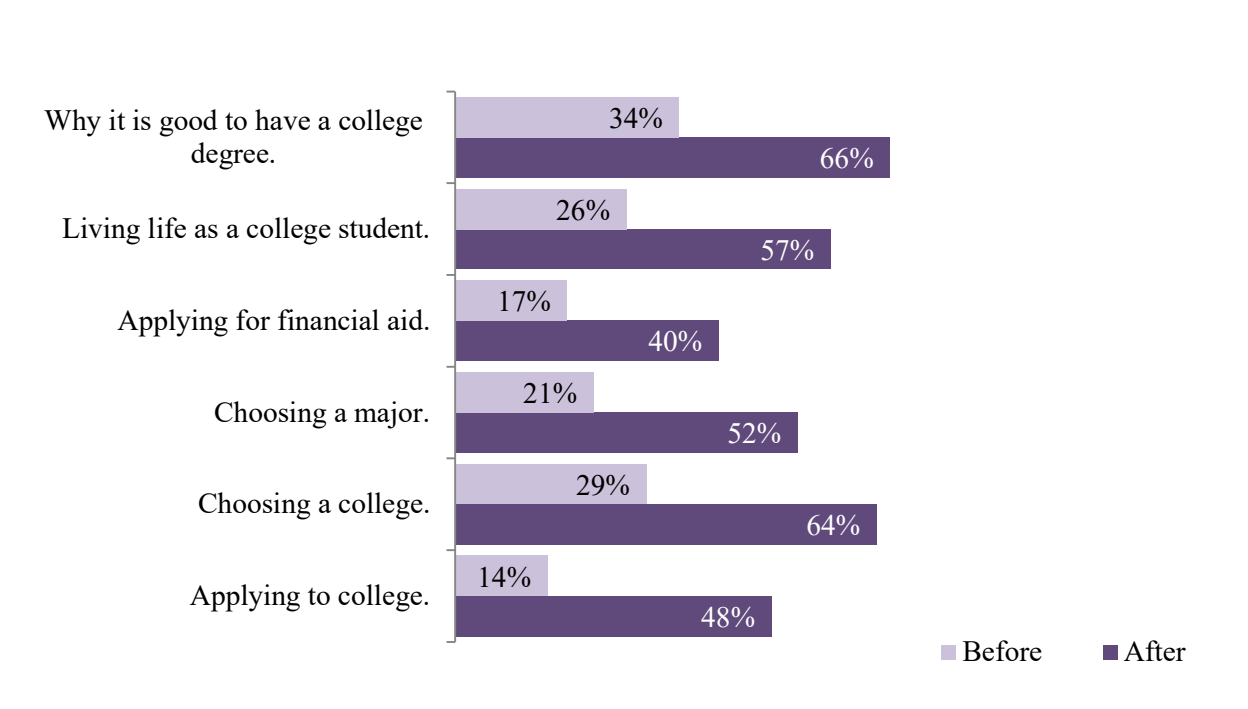
Item	N Respondents	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
Going to the College Camp helped me to...					
a. Learn to be a leader.	58	34	62	3	0
b. Learn to stick up for myself.	58	38	53	9	0
c. Understand I control my future.	58	67	33	0	0
d. Get along better with other students.	58	60	40	0	0
e. Know I can do well in school.	58	45	55	0	0
f. Want to graduate from high school even more than before.	58	60	36	3	0
g. Increase my <i>motivation</i> to attend college or trade school.	58	59	38	3	0
h. Increase my <i>readiness</i> to attend college or trade school.	58	55	38	5	2
I would recommend this College Camp to a friend.	58	66	34	0	0
The College Camp and tour helped me to learn...					
a. How to get ready for college.	58	59	38	3	0
b. What it is like to be a college student.	58	53	43	3	0
c. What college majors there are.	58	60	36	3	0
d. Which college majors might interest me.	58	62	34	3	0
e. Where college students live.	58	55	41	3	0
f. Where college students eat.	58	60	34	5	0
g. Clubs and activities for college students.	58	50	43	7	0
h. Programs, clubs, and activities for Native college students.	58	59	38	3	0
i. What to expect from going to college.	58	60	34	5	0

Note. Percentages may not add up to 100 due to rounding.

Perceived Impact on Participant Knowledge

Participants were asked to rate their level of understanding of key concepts covered during the college camps using the following scale: *Low, Moderate, or High*. The percentage of participants rating their level of knowledge as *High* before and after the camps is presented in Figure 5-2.

Figure 5-2. Participants reported increased knowledge after college camps.



Prior to the college camps, participants' perceived knowledge level of the six key concepts was low, with between 14% and 34% rating their knowledge level as *High*. Following the college camps, these percentages increased between 23 and 35 percentage points. Reported knowledge gains were highest in the areas of choosing a college and applying to college, with reported gains of 35 and 34 percentage points for these concepts, respectively. Reported knowledge gains were lowest for the concept of applying for financial aid, with a gain of 23 percentage points.

Participants were asked to provide commentary on the two most important things they learned at the college camps. Fifty-eight participants responded to this item and expressed that they had learned about a variety of topics. These generally centered around the following themes: (a) self-advocacy and resilience, (b) information on majors, (c) what college life is like, (d) how to prepare for and apply to college, and (e) the importance of being prepared for and attending class and being on time. These themes are evidenced by these comments:

[I learned] knowing what majors I can select from and what to expect from college.

[I learned that] applying to financial aid can help and how to pick a major.

[I learned to] be ready for your classes and to be on time for your classes.

Participants were also asked to provide commentary on the topics they would like to learn more about. Fifty-eight participants responded to this item and expressed interest in learning about a variety of topics. These were predominantly organized into four themes, including (a) majors and careers and the course requirements for these; (b) preparing for and going through college; (c) financial aid, including scholarships and Nevada's Native American fee waiver; and (d) sports and clubs. Representative comments from the students include:

[I] would like to learn more about different majors. .

I would like to learn more about everything you can do.

[I would like to learn more about] scholarships and good ways to earn money out of college.

[I would like to learn more about] different types of scholarships for athletes.

Participants were also asked to provide suggestions to improve the college camps. There were 58 responses. Of these, several offered praise for the college camps and stated that no improvements were needed, while others suggested featuring more and varied activities, more vegan food options, and better sleeping accommodations. Several respondents asked for more breaks and downtime. These sentiments are evidenced by the following comments:

[The college camp] was great!

Having more fun activities and more better food.

[The College Camp could be improved by] better dorms to stay in and fixing the beds cause they are too high.

When asked about questions they have about attending or applying to college or trade school, 37 participants responded. Of these, several wanted to learn more about the application process and what is needed academically to be considered for entry into college or trade school. Others mentioned specific majors of interest, colleges and trade schools that offer Native American tuition waivers, the different types of scholarships available, college application due dates, and whether or not their plans are achievable.



Figure 5-3. *Students pause for a group picture in front of Hospitality Hall.*

Photo by Fredina Drye-Romero

Several participants provided additional commentary on their experiences, including:

[I have a question about] the procedure to apply to college.

How many colleges should I apply to?

[I would like to know] how to apply to a trade school.

Do I have to have straight A's in order to get a scholarship??

What are some of the harder questions that are asked in a application?

Figure 5-4. *Students and their leaders bless themselves with water taken from Lake Tahoe.*
Photo by NYCP Director Fredina Drye-Romero





Figure 5-5. *Students gather around the fire pit.*

Photo by WRPT College and Career Coach Rubicella Valdes

Figure 5-6. *Students attend a puppet show performed by the Reno-Sparks Indian Colony Language Department.*

Photo by WRPT College and Career Coach Dawna Jackson



Figure 5-7. *Students hike up Pevine Mountain to conduct a site monitoring field lab.*

Photo by WRPT College and Career Coach Dawna Jackson

SECTION 6. SITE VISIT FINDINGS

Evaluation Questions Addressed:

**What college and career exploration supports and activities are offered each year?
What is the nature of these supports and activities? How well are they received?**

**To what extent do students and parents/caregivers perceive that the activities,
supports, and events offered meet their needs?**

**What are the perceived and real short- and long-term outcomes of these supports
and activities?**

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

**How have students' motivation and readiness to attend college or vocational training
been impacted?**

This section presents a summary of qualitative findings from an in-person site visit conducted in September 2023. Findings are based on interviews or focus groups with students, parents, NYCP staff, tribal staff, school and district administrators, and administrators at NDE. The section begins with descriptions of roles, responsibilities, training, and communication associated with those at the state and local level who work with the project. The remainder of the section is organized around the project goals for the grant and overall satisfaction with the NYCP implementation.

CHARACTERISTICS OF PROJECT STAFF

Roles and Responsibilities

Administrators at the NDE, Humboldt County School District, Yerington High School, Yerington Intermediate School, McDermitt Combined School, Mineral County High School, and Schurz Elementary School all described their roles and responsibilities related to the NYCP.

The three administrators interviewed from the NDE included the Director of the Office of Inclusive Education (OIE), the NYCP Project Director/OIE Education Programs Professional, and NYCP Project Coordinator. Their responsibilities included the following:

- Being the authorizing agent for the NYCP grant;
- Providing resources, statewide materials, programming, and general support for the NYCP team;
- Collaborating with the state legislature to obtain approval for the disbursement of grant funds;
- Ensuring that grant sites were developing budgets and developing activity plans;
- Assisting grant sites with developing ideas, plans, and resources for implementation;
- Facilitating communication between state administrators and evaluators;

- Sharing documents within the project team;
- Gathering best practices on academic support, attendance, and social and emotional learning for AI students to share with the project team; and
- Participating in regular meetings with the McDermitt and Walker River project staff, as well as school administrators and the evaluation team.

The superintendent of the Humboldt County School District and principals for McDermitt Combined School, Yerington High School, Yerington Intermediate School, Mineral County High School, and Schurz Elementary School addressed their roles and responsibilities with the project. Their responsibilities were described as:

- Providing district oversight of the NYCP grant and holding authority over all expenditures and development of the grant;
- Attending meetings with the project team at the school;
- Ensuring that funds given to the school are used appropriately; and
- Assisting with arrangements for transportation, rooms, and food for trips sponsored by the project.

Four of the principals indicated having little or no involvement with the project this last year, with several individuals saying the project had “fallen through the cracks” due to a turnover in staffing and limited activities. Another principal indicated having too many other responsibilities to attend project meetings on a regular basis.

“It would be helpful to know what [NYCP] is so that I can explain it to the teachers. We have so many teachers who are brand new, so we need to tell them what it is, [to say] here is an objective, and this is what we can do to support that. We need a better understanding of what the program is and what the staff will need to do for that.” – NYCP participating school leader

Site staff were comprised of two tribal administrators, one with the Fort McDermitt Paiute Shoshone Tribe and the other with the WRPT. One administrator described overseeing the daily functions of the tribe but needing more information about the NYCP. The other was new to the position but indicated having supervisory authority over the Education Director, who will oversee the NYCP grant for the tribe.

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

- Researching 1–2 colleges per month to identify possible college tours and taking students on tours;
- Coordinating logistics, conveying expectations and responsibilities to parents, and helping students participate in activities during the College Camp held at UNLV and the *Discover Your Path Camp* at Lake Tahoe;
- Monitoring the budget and expenditures for the grant;
- Having regular communication with students about their academic progress;
- Encouraging students to participate in afterschool activities; and
- Conveying behavioral expectations to students for school, college visits, and other activities.

Professional Development, Support, and Communication

All three administrators from the NDE reported having some type of professional development through the grant. One administrator attended a WestEd training on improving attendance rates for Native students, while the other two administrators said they regularly attended monthly online sessions provided by the federal Office of Indian Education and learned about specific topics as well as activities conducted at other NYCP sites across the country. One administrator requested more assistance in understanding the budgetary parts of the grant and in identifying evidence-based practices to share with the NYCP staff. Two NDE administrators did not feel that they needed further professional development at this time, although one administrator thought it would be helpful for the Project Coordinator to attend the annual NYCP Project Directors Meeting.

Two of the NDE administrators perceived that communication with the McDermitt site was consistent and clear, but communication with the Walker River site was more challenging because of transitions with several key positions, including the Education Director and a CCC. One of the NDE administrators pointed out that while it was up to the tribe to make hiring decisions about project staff, more could be done at the state level to develop a tool to ensure that grant goals were being addressed and met.

Most district and school administrators did not receive professional development through the grant, and several principals voiced concerns about a complete lack of communication regarding their role with the current grant, even though they had repeatedly requested that information by email from the former Education Director for the tribe. They said that one training had been planned for teachers last year through the previous NYCP grant, but it was cancelled at the last moment. One principal reported receiving helpful and frequent guidance from NDE staff about accounting procedures and stated that both NDE and local project staff have been explicit about ways to support NYCP activities. Another principal spoke about receiving frequent and lengthy communication from project staff but needing information that was succinct and outlined specific types of administrative assistance required.

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

I don't know the scope of the project [because] of the lack of communication. Since [former project staff] left, we can't get the answers. We sent half a dozen emails to the former director, but they were never answered...we [as administrators] don't know what we can do.

[NDE staff] has been really terrific in helping to do the accounting. If we have questions, [they] will be there and very supportive and easily accessible. We have biweekly, sometimes weekly meetings...the support structure has been outstanding to me.

It would be nice [to receive] something short and succinct about what [project staff] need from me, something that is actionable. The rationale needs to be evident. I don't have time for anything else. Most of my time is spent on management and discipline.

In addition to training for themselves and their staff on the components and goals of the NYCP grant, administrators requested professional development for their school staff on social-emotional development and data management.

One of the tribal administrators asked for a better understanding of the project and its goals and how the tribe could best support its young people in learning about employment opportunities, postsecondary education, and career plans. The administrator stated that many parents on the reservation do not know how to prepare their children for graduation, college, or work, and projects such as NYCP are crucial for opening opportunities to youth. The other tribal administrator wanted to see training options available to the new Education Director in areas such as understanding cultural sensitivity, filling out the FAFSA application, and building relationships with parents and said that summits on some of these topics had been offered at Truckee Meadows Community College in Reno. It was also important to the administrator to encourage students to become leaders in their tribe and show parents and other community members the types of academic gains and other achievements that were made possible through the NYCP grant.

“It’s a lot of work. But holy cow, what an amazing gift this is for the community! There is so much one reads about wasted grant monies, but this is not wasted. It is powerful and it works. It allows students to utilize academic support, receive incentives, hear motivational speakers, and have exposure to higher education.” -NYCP school leader

All three project staff members said that support was provided by the NYCP Project Coordinator and through the monthly online NYCP meetings. In addition, the two SCLs described having meetings with each other and the school administrator several times a week and collaborating with the Indian Education Committee at the beginning and end of the school year. The SCLs said they would like to receive professional development but have no time to attend, given their dual responsibilities with the district and NYCP.

GOAL 1: IMPLEMENT A SUCCESSFUL NYCP THAT PROMOTES AND PREPARES AMERICAN INDIAN (AI) STUDENTS FOR COLLEGE AND CAREERS, IN AND OUT OF SCHOOL, WITH AN EMPHASIS ON CAREERS IN THE TEACHING PROFESSION.

Major Components of NYCP in the First Year of Grant Activities

NDE administrators and project staff were asked to describe the major components of the grant since October 2022. They spoke about the components shown below:

- College tours at the UNR and Stanford University;
- College camp at UNLV;
- *Discover Your Path* Camp at Lake Tahoe;
- Back-to-School nights;
- Distribution of school supplies;
- Motivational speakers;
- Graduation events; and
- Dual-credit courses or advanced coursework.

State administrators and grant staff said more activities were planned for Year 2, specifically those focused on careers in education and activities to increase academic achievement and

college admissions. Staff wanted to look more carefully at student achievement data and identify ways to better prepare students for careers and postsecondary education. Staff also wanted, not only for students to attend college tours and fairs, but to help students consider what they learned from these events so they could use this knowledge to make better decisions about their futures.

UNLV College Camp

NDE administrators, project staff, parents, and students discussed the activities and format of the UNLV College Camp, the most valuable parts of the camp for students, and any ways it might be done differently in the future to improve the experience. Administrators said that, in the future, there will be criteria for students to attend the camp, but this year it was posted on social media and open to anyone from the project sites who wished to attend. During the College Camp, students stayed in a dormitory, participated in tours of the campus, went to different classrooms, and learned about different careers, including those in the hospitality and health industries.

“They took us out of our comfort zone; they go with us and they talk about their own experiences [and] how to take advantage of the opportunities.”
- NYCP Student

Students said the most valuable parts of the College Camp were meeting peers and college students, accessing different cultural opportunities, seeing the campus, being exposed to majors and careers they hadn’t known about before, and learning about college applications and scholarships. Other

respondents said that the most valuable parts of the College Camp were the presence of Native staff who supported the students; the relationship building that occurred among the students who came from across the state; the collaboration and teamwork that developed among students when they were asked to do projects for different classes; the growth of students’ self-confidence and identity through the friendships that were established with other camp attendees; and the opportunities to learn about the services and resources that the campus had for Native students, such as the tuition waiver program.

Suggestions from NDE administrators and project staff for making future college camps at UNLV better for students included introducing attendees to more programs on campus such as education and law, having a presentation on tribal gaming, mandating that students are back in their dorm rooms by a certain time at night to promote safety, ensuring that the programs students see are relevant to them, and having students meet after the event to understand how to use the knowledge they acquired to make better decisions and prepare for the academic requirements of higher education. Parents asked for students to give a presentation after they went to the university to share what they had learned with parents and other community members. They also suggested that students keep a journal documenting what they did and what they learned to help guide future decision-making.

Other College Camps, College Tours, and Summer Activities

According to respondents, other summer activities that occurred included the *Discover Your Path Camp* at Lake Tahoe, which had approximately 100 students from throughout the state; the *Native Students LEAD Camp* at UNR, the visit to Stanford University; a talk by well-known motivational speaker Chance Rush; a visit to a water park; and a Back-to-School Bash. Mentoring and job shadowing did not occur this last summer, but NDE administrators said they will be incorporated into plans for next year. A credit recovery program was offered by WRPT.

Respondents said the most valuable part of the summer activities was giving students the opportunity to see places away from their reservation and small towns. Some suggestions for improving summer activities encompassed bringing students and staff together ahead of time to discuss why they are going and how they plan to use that information and having better communication between schools and tribal education departments to create a yearly schedule of activities and make sure that students and families are aware of these opportunities.

Support of the CCCs and SCLs

Students were asked if project staff—either a CCC or a SCL—had helped them, and if the number of meetings with project staff was sufficient for their needs. Students made positive remarks about the assistance provided by project staff, although some students wished for more regular meetings to discuss their concerns. Most students who responded to the question about the number of meetings said they would like to have time with project staff once a week.

NYCP student comments:

“She helped us by encouraging us to go on programs and get away from home.”

“She makes sure we are involved on trips and paying attention.”

“She made sure that students were doing what they were supposed to be doing.”

Career Exploration

Respondents agreed that some helpful career-related activities, such as the College Camp at UNLV, the college tours, and some talks by guest speakers, took place during the first year of the grant. Students stated that the College Camp and tours helped them to explore different career options and allowed them to consider careers with which they had previously had no familiarity. NDE administrators and project staff said that more would occur in Year 2, as there will be additional time to plan and implement such activities. The project staff in McDermitt, for example, said that in line with the project goal of encouraging more students to consider careers in the teaching profession, they are planning to take students to visit Eastern Oregon University, which has a program specifically designed to train Native American students to be teachers. NDE administrators said that in support of this same goal, visits to the School of Education at UNLV would be included in future college camps. NDE administrators said that the project will begin to use a virtual platform for career exploration and job shadowing called *Pathful* and will also investigate other opportunities for in-person and online job shadowing.

Partnerships

NDE administrators discussed a number of partnerships that have been created in support of the grant. The partnerships that have already been established or are being developed include those shown below:

- The **College Camp** planned in conjunction with UNLV and held on the campus each summer;
- **Dual-credit Paiute language classes** offered in conjunction with UNR, Western Nevada Community College, and Great Basin Community College;
- A research-based, 12-session program for eighth graders called **Nevada Pathways for Success** that has been shown to improve attendance, test scores, and time spent on homework;
- Trainings provided to NYCP staff by the **Native Wellness Institute**;

- Professional development for NYCP staff and others through the **National Native Trauma Center**;
- Collaboration with other groups for **Native Heritage Month**; and
- Joint planning and activities with **Washoe County's NYCP**.

GOAL 2: INCREASE STUDENT ACADEMIC PERFORMANCE BY INCLUDING OPPORTUNITIES IN THE LOCAL COMMUNITY TO SUPPORT AI STUDENTS.

Academic Learning Plans

NDE administrators, project staff, parents, and students were asked about the development of academic learning plans. Parents in the focus group said they were not familiar with the academic learning plans but felt strongly that both students and parents needed to have these plans and review them at least once a year to ensure that students were making sufficient progress, receiving any necessary tutoring assistance, and earning enough credits to graduate by the time they were seniors. Students in the focus group in Yerington said they were not familiar with academic learning plans, and about half the students in McDermitt said they were not aware of them. The other half of the McDermitt students in the focus group, plus the student from Mineral County High School, said that a counselor had assisted them in developing a plan, and it helped them set goals and select classes.

Several NDE administrators were highly dissatisfied with the development of academic learning plans, saying that they were frequently “nonexistent,” and there was often no designated person or procedure in the school to help students formulate their plans and discuss them with parents. One administrator suggested creating a timeline for academic learning plans and having that timeline monitored by project staff for all NYCP students. Below are several quotes from NDE administrators and parents about the need for more structure and consistency with the use of academic learning plans:

Everyone is relying on someone else to do the plans. The principals, the Tribal Education Director, the coaches are not taking the initiative to get the plan developed for students...how much of a game changer it is when students have a dedicated person going over their plans with them.

If I saw my child's academic learning plan, I could ask my children at home about their progress.

We need some checks and balances [with the development of academic learning plans] ...we need to create more of a systematic approach [by] keeping track of what is done and what needs to be done.

Academic Engagement and Achievement

Most state, district, and school administrators thought that NYCP had increased the level of academic engagement by having students spend time on college campuses, hear guest speakers representing different professions, and meet with project staff. However, most administrators thought it was too early in the project to see substantial increases in student achievement. Furthermore, some administrators said the late start of the grant activities and inconsistent staffing at the Walker River site had set back some of the progress made under the previous grant. Administrators were hopeful that the presence of a coordinator at the state level, and more

stable staffing at the local level, would engender greater monitoring of student academic progress and more targeted assistance to promote academic success.

Students were asked if NYCP activities such as the college camps, college visits, and meetings with project staff and their respective schools had changed their feelings about school in some way. Only a few students responded to this question, but those who did said that project activities helped them to improve their grades and take their classes more seriously.

Impacts of the NYCP Implementation on Families of Students or Other Community Members

NDE administrators, project staff, and school administrators characterized the project as having positive effects on parents, caregivers, and other community members. They said that the project gave opportunities to students that parents otherwise could not afford and that many parents felt they had a stake in the success of the project. Administrators also called for more regular communication between NYCP staff and parents through newsletters and other notices or publications. However, they acknowledged that it was difficult for staff to do given the large demands on their time.

A sample of comments from respondents is displayed here:

Most of the families cannot provide the types of things we can provide, even like going to a nice restaurant. Most of the parents have [given] really positive feedback. A lot of parents are single parents and their kids don't get out a whole lot. When kids see the things they see and do the things they do, parents see changes in their kids.

I would think that just being able to participate with students in events has been a plus, especially in such rural locations. It allows [families] to do things together. [However], there needs to be a stronger academic partnership established with parents to help their students.

I think [NYCP] has had a positive impact. Parents are willing to send their kids in. They are happy about the opportunities that kids have. We want to send out newsletters and updates for the parents, but it's hard for the staff to do. I tell [staff] that parents are important stakeholders. They need more information and would have different perspectives on the project.

The project has reached out to some of our families. Some students have gone to college and gotten scholarships.

This grant is offered to the whole community. People who are not parents or grandparents still come to our presentations. They see our students talking about college and going to college.

Student Behavior

Three of the principals said they were not sure about the project's effects on student behavior, while three other school leaders agreed that NYCP had a beneficial impact in this area. The district superintendent interviewed for this report said that the district had seen a "significant decrease in negative behaviors" in conflict on school grounds, bullying, cyberbullying, and harassment, and felt that many of the changes could be attributed to the NYCP grant. Project staff repeatedly commended students' behavior at the college camps, on college tours, and on

"There was a kid at [redacted] who was sitting by himself at meals. I pointed that out to a few of the boys and they invited him to join them. Then he was part of larger groups at meals. At the end of the camp, he said, 'I want to tell you guys, thank you for including me in your group. That made me enjoy being at the camp.'"- NYCP staff member

other outings, saying that students were always ready to participate when expected, even when it was early in the morning, and that students behaved in ways that were consistently responsive and respectful.

One of the NDE administrators said that it makes a difference for students to have a trusted adult who works in the building and can advocate for them. The administrator said that one of the priorities in Year 2 of the grant will be to ensure that all NYCP students are being well cared for, academically and emotionally, and project staff will help them work through issues that arise and find their way to a positive resolution.

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

One NDE administrator described how the new grant was intended to provide continuity with the goals and activities of the prior NYCP grant in Nevada, including student readiness to attend postsecondary training. The administrator said that many of the activities provided by NYCP were designed to develop students' readiness for college or vocational training in several overlapping ways—academic preparedness, financial preparedness, and social and emotional preparedness. NDE administrators and project staff thought that the college camps and college visits were especially effective in raising awareness in areas such as prerequisite classes, college applications, scholarship opportunities, housing options, and support services for Native students. Another NDE administrator said that in Year 2 and subsequent years of the grant, there will be more career exploration activities integrated into the project design and thought that those activities would give students a better sense of direction and increase their motivation to finish high school and progress to higher education.

While several school leaders said they have not yet seen an impact on students' motivation and readiness to attend postsecondary training, most other school leaders expressed their belief about the difference that NYCP was making in this area. A selection of quotes from school leaders is shown here:

NYCP has increased student motivation to attend college. Most students have never traveled beyond McDermitt. Seeing opportunities beyond McDermitt makes a profound difference. Some students mentioned that the college visits changed their minds about wanting to get a college degree.

It shows [students] how important the work they are doing right now is. It shows them that...they do have control over their future if they apply themselves now. It helps them understand, This is why you are doing this [in class]; you have the opportunity to excel in the classroom. It shows them there is a way out of this canyon.

We are offering a lot of dual credit classes and we are trying to get kids to see that they can go to college. We are trying to open their eyes to other possibilities. We are trying to help them with attendance.

There was consensus among student focus group attendees that the NYCP had increased their motivation to attend college or vocational training (Figure 6-2). They indicated that the college tours, college camps, and other activities enabled them to see that college was a realistic option for them and enhanced their confidence in being admitted to college. Some typical statements from students are given below:

It's pushed me towards going to college more. And [being] more focused on doing things.

It made me think I could get into college.

It motivated me to want to go to college more than before.

I wanted to be a basketball player, but it taught me about going to college.

Parents also thought that exposure to college campuses and various majors caused students to think more seriously about attending college and pursuing different career paths.

OVERALL SATISFACTION WITH THE IMPLEMENTATION OF THE NYCP

In spite of the late start to activities in Year 1 due to the delay in receiving legislative approval for grant expenditures and the lack of an Education Director in one of the tribal sites, most respondents expressed appreciation for the work of project staff and the activities and services provided to students. Respondents commended the presence of Native staff on campus to help the students, the multiple opportunities for students to learn about college and careers, the access to enriching experiences in places that most students would otherwise not have access to, and the outreach to parents to get them more involved in supporting their children's educational and career aspirations. Some state administrators acknowledged the shortcomings of the project in Year 1 and the fact that students were not able to receive the full range of services envisioned in the grant design. They also were concerned that staff from the two sites were not yet operating as parts of a single team and had not yet forged a set of common goals and strategies.

Some thoughts about overall satisfaction with project implementation, as expressed by NDE or district and school administrators, are shown below:

On a scale of 1 to 10, I think they are at an 8 or 9. There are always hurdles, but the staff and relationships are solid and moving forward. I think they are exactly where they should be at the beginning of the second year of the grant. We will see more activity now.

A piece of me feels like we have done the best we can with the staff we have. We have offered some pretty robust opportunities. We have not been able to support students in other areas. When we offer programs, they've been great.

We are grateful to have the NYCP grant in the community. It is impactful...I hope there will be continued funding for communities like [ours] to continue providing essential experiences to the youth.

Most Positive Aspects of the NYCP in Schools and Communities

Administrators at the state, district, and school level described the most beneficial aspects of the project. These included students having people in the school who looked like them and understood their culture and experiences; the creation of new programs and systems to serve Native students in the state; the opportunities for students to have instructive and immersive experiences outside of their community and to see how these experiences will support their future; and the ability of students to develop leadership skills.

Project staff thought that some of the most positive aspects of the NYCP were students realizing more of what they were capable of doing; students learning from peers in different tribes; youth sharing and respecting their unique cultural background; and students knowing that the project staff was there to support them.

Respondents contributed a few suggestions for ways that positive aspects of the project could be enhanced. These encompassed building more family and community support for students to obtain work or college experiences outside of their community and having students bring those experiences back to the community, recruiting more local students to become teachers in the community, and creating an infographic to explain what the program is about and what the expected responsibilities are for students and parents as well as staff at the state and local levels.

Largest Challenges With the NYCP

Respondents from the state, district, and local levels identified multiple challenges with grant implementation during the first year. Project challenges perceived by state administrators are as follows:

- Inadequate communication between the NYCP team, tribal education departments, and local school districts;
- Lack of alignment between state and tribal accounting and management systems resulting in a slower pace of work;
- Limited understanding and implementation of best practices for Native students to achieve academic improvement and develop greater motivation to attend school;
- Struggles in finding the right project personnel at the local level;
- Not having an Education Director to guide activities at one of the tribal sites; and
- The need for more support from parents.

Some of the ways that challenges are being addressed at the state level are through working with local school districts to administer monies when tribes do not have the capacity to handle grant funds; developing standard tools for both sites to use in tracking student data and creating common evidence and strategies based on that data; researching evidence-based best practices for supporting the academic, social, and emotional well-being of Native students and sharing those in trainings with project staff; and establishing clearer expectations for sites in meeting NYCP objectives.

Administrators and staff in the McDermitt community said the greatest challenges had to do with the budget—having a delayed availability of grant funds when expenses for the grant needed to be paid, the refusal of some restaurants to accept the tax-free documentation from the project, forcing project staff to pay those expenses during project outings, and staff uncertainty about how to manage the budget properly. District administration said it was working with the NDE to manage the timely distribution of monies through the grant cycle.

For the WRPT, tribal and school leaders described the greatest challenges as a lack of outreach to site staff in seeking input on the best ways to implement the program and help the children; insufficient information from project staff on the role and responsibilities of school leaders as well as project staff; and communication from the project that did not address the types of actions or support needed from school leaders.

SECTION 7. RECOMMENDATIONS

The following changes to project implementation in future NYCP activities are recommended based on the data collected during the first year of project implementation via surveys, online and in-person interviews and focus groups, and quantitative data collection templates.

1. **Ensure that all students develop academic learning plans and that both students and parents can review them at least once a year.** Parents and many of the students said they had no awareness of academic learning plans, and state administrators thought that there often was no designated person or people in the schools to oversee the development of the plans. These are crucial documents that help students consider the classes they need to graduate and define and achieve their educational goals. Parents, as well as project staff, need access to academic learning plans so they can help keep their students on track to graduate and secure services such as tutoring that children might need. The NYCP Project Coordinator may need to have a discussion with building administrators to find out who oversees the development of the plans, how a system can be put in place to guarantee that every NYCP student has a plan, and how parents and project staff can have access to this information.
2. **Give students more opportunities to learn from, integrate, and share information received from college visits and other experiences.** Several administrators suggested that students could benefit more extensively from events such as the college camps and college visits if they had time before the experience to discuss the purpose of the trip and then after the experience to discuss and integrate what they learned. Parents suggested that students keep a journal documenting what they did and what they learned to help guide future decision-making. Parents asked for students to give public presentations after each event to discuss what they learned, as students were sometimes reluctant to share this information at home. Such presentations would have the additional benefit of informing community members about the impact of the project on students' plans for the future and the importance of families in supporting those plans.
3. **Arrange meetings with principals in Yerington, Hawthorne, and Schurz to discuss their roles and responsibilities.** Due to the lack of a Tribal Education Director and inconsistent project staffing in the Walker River area in this past year, the principals were unsure of their roles and responsibilities with NYCP and needed guidance so they could best support the project. Principals also requested more succinct communication from project staff that described the specific actions or support needed from the administrator.
4. **Hold trainings for teachers on the NYCP.** Principals said that there was substantial teacher turnover in all their schools because of the remote rural locations and thought it would be helpful for their instructional staff to learn about the project and how they might better support Native students in their respective classes. If feasible, it may also be helpful to invite public school teachers to participate in workshops offered to project staff by the Native Wellness Institute and the National Native Trauma Center so that teachers have a better appreciation for the types of intergenerational trauma experienced in Native

communities.

5. **Provide tours and additional information on trade/technical schools.** While students and parents greatly appreciated the College Camp at UNLV and the college tours at UNR and Stanford, both groups thought it would be helpful for students to have opportunities to visit trade and technical schools, broaden their sense of postsecondary options, and have access to employment in local industries such as ranching and mining.
6. **Create regular channels of communication with parents.** State and school administrators thought that engagement with parents could be improved by providing some regular channels of communication, such as newsletters or bulletins. While staff are already overwhelmed with myriad responsibilities, this may be a project in which UNITY or other NYCP students could be involved as assistants. These publications can be limited to one or two pages but would be helpful in keeping parents informed about past and upcoming project activities and ways that parents can support their students. The creation of a yearly schedule of activities that is widely shared could help ensure that students and families are aware of these opportunities
7. **Host more tours and activities related to teacher education programs.** As encouraging more students to consider a career in education is one of the main goals of the grant, it would be beneficial to bring in more speakers to talk about different facets of the profession, provide job shadowing opportunities in local schools, and take students on tours of colleges and universities with programs specializing in training Native students for teaching careers.

SECTION 8. SUMMARY OF FINDINGS

During Year 1, the key project components were implemented according to the approved plan. At all sites, the CCCs and SCLs 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, accompanied students to summer college camps, and organized college tours. Additionally, they promoted communication and relationships between the school, families/parents/caregivers, and tribal communities. They jointly assessed needs and established community activities to support the needs of the communities. They also informed parents/caregivers of upcoming school functions.

For the project as a whole, there were 13 community collaborative events with 448 attendees during Year 1. For the McDermitt site, five events were held with 244 attendees. These include two college camps, one held at the UNLV and one held at the Lake Tahoe 4H Camp in Stateline, NV. The remaining three events were held locally and included a discussion session with the school principal, a school supply distribution night, and an open house. For the WRPT site, there were 8 events with 204 attendees. These include the two aforementioned college camps as well as the *Native Students LEAD* College Camp and a visit to Stanford University and the surrounding area. The remaining four events were held locally and included two events featuring motivational speakers, a Back-to-School event featuring school supply distribution, and an information luncheon.

The project successfully met or exceeded its targets for two of the three first-year performance measures. These included measures related to increased community collaborative efforts and participation in college tours. The target for the performance measure related to academic learning plan completion was not met.

The students' overall perceptions of the project were gathered using surveys and focus groups. Survey data collected at the conclusion of the college visit and three college camps indicate that these events positively impact students' motivation and readiness to attend college or vocational training. All agreed that the visit to Stanford University helped them to learn how to get ready for college or trade school. Of the 32 students who responded to the survey for the *Native Youth College Camp* held at UNLV, more than 90% agreed that the camp helped increase their motivation and readiness to attend college or trade school. All would recommend the camp to a friend. Additionally, of the 14 students who responded to the survey for the *Discover Your Path College Camp* held at Lake Tahoe during the week of July 31, 100% agreed that the camp helped increase their motivation and readiness to attend college or trade school. Of the 12 students who participated in the *LEAD: Learn, Empower, Achieve, Dream Program* held at UNR in August, 100% agreed that the program helped increase their motivation and readiness to attend college or trade school. Areas that students would like to learn more about include financial aid and scholarships, the college application process and deadlines, specific majors, how to best prepare for college, and activities available for Native students.

The research team conducted an in-person site visit in late September 2023. The team facilitated interviews and focus groups with students, NYCP staff, site staff, parents/caregivers, district and school administrators, and NDE administrators. Findings were organized around the three project goals as well as overall satisfaction with the implementation of the NYCP. In terms of efforts centering on promoting and preparing students for college and careers, students participated in a

variety of activities in Year 1. These included college tours, college camps, Back-to-School nights, motivational speakers, graduation events, and dual-credit courses/advanced coursework. More activities are planned for Year 2, specifically those focused on careers in education and activities to increase academic achievement and college admissions.

Focus group respondents viewed the college camps, and particularly *the Native Youth College Camp* held at the UNLV, as valuable. For students, the most valuable aspects of the UNLV College Camp included meeting peers and college students, accessing different cultural opportunities, seeing the campus, being exposed to majors and careers they hadn't known about before, and learning about college applications and scholarships. Other respondents said that the most valuable parts of the College Camp were the presence of Native staff who supported the students, the relationship building that occurred among the students who came from across the state, the collaboration and teamwork that developed among students when they were asked to do projects for different classes, the growth of students' self-confidence and identity through the friendships that were established with other camp attendees, and the opportunities to learn about the services and resources that the campus had for Native students, such as the tuition waiver program.

The support of the CCCs and SCLs was also viewed as positive by focus group and interview respondents. Students made positive remarks about the assistance provided by project staff, although some students wished for more regular meetings to discuss their concerns, most preferably once a week.

In terms of academic learning plan completion, many respondents were not familiar with these. Nearly all agreed that the completion of academic learning plans, with a review of them at least once a year, would be beneficial to ensure student progress. This is an area that will receive additional attention in Year 2.

Overall, the vast majority of respondents expressed appreciation for the work of the NYCP staff and the activities and services provided to students. Respondents commended the presence of Native staff on campus to help the students, the multiple opportunities for students to learn about college and career, the access to enriching experiences in places that most students would otherwise not have access to, and the outreach to parents to get them more involved in supporting their children's educational and career aspirations.

A number of the most positive aspects of the NYCP were noted. These included students having people in the school who looked like them and understood their culture and experiences; the creation of new programs and systems to serve Native students in the state; the opportunities for students to have instructive and immersive experiences outside of their community and to see how these experiences will support their future; and the ability of students to develop leadership skills. Additionally, project staff thought that some of the most positive aspects of the NYCP were students realizing more of what they were capable of doing, students learning from peers in different tribes, youth sharing and respecting their unique cultural background, and students knowing that the project staff was there to support them.

A number of challenges associated with the NYCP were noted. These included inadequate communication between the NYCP team, tribal education departments, and local school districts; a lack of alignment between state and tribal accounting and management systems resulting in a slower pace of work; limited understanding and implementation of best practices for Native

students to achieve academic improvement and develop greater motivation to attend school; struggles in finding the right project personnel at the local level; not having an Education Director to guide activities at one of the tribal sites; and the need for more support from parents.

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

- Ensure that all students develop academic learning plans and both students and parents can review them at least once a year;
- Give students more opportunities to learn from, integrate, and share information received from college visits and other experiences;
- Arrange meetings with principals in Yerington, Hawthorne, and Schurz to discuss their roles and responsibilities;
- Hold trainings for teachers on the NYCP;
- Provide tours and additional information on trade/technical schools;
- Create regular channels of communication with parents; and
- Host more tours and activities related to teacher education programs.

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