

NATIVE YOUTH COMMUNITY PROJECT

Q1 Progress Toward Meeting Project Goals

January 2025

The Nevada Department of Education's (NDE's) Native Youth Community Project (NYCP), in the second year of its second grant, seeks to prepare American Indian (AI) students in Grades 7-12 for college and careers using a three-fold plan that includes (a) the support of College and Career Coaches and School Community Liaisons; (b) activities designed to improve student academic performance; 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 (see Exhibit 1). Across the two regional sites, students in Grades 7-12 participated in the second year of the project's implementation.

In Quarter 1, NYCP project staff worked towards leading and chaperoning students on NYCP activities, attending community collaborative events, discussing efficient ways to collect program data, conducting research and facilitating discussions on how to support students' mental health and academic needs, training school administrators and staff on NYCP requirements and the role of expectations on student achievement, and strengthening community ties to increase their knowledge and support of the NYCP.

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.

Community Collaborative Events

- National Indian Education Association (NIEA) Convention was held from October 6-12, 2024, in Palms Springs, CA. This was an opportunity to engage the organization's purpose of creating programs that support self-determination and the development of comprehensive culturally-grounded learning opportunity for Native students.
- The Pyramid Lake Paiute Tribe hosted a REZ BALL Come & Meet event at Pyramid Lake High School, October 19, 2024. Devin Sampson-Craig spoke on a variety of subjects such as suicide, alcohol/drugs, and situations focused on the basketball team from the movie. He also provided a synopsis of the film and talked about attending the University of Washington for film and acting.
- A College Fair was held at the Reno/Sparks Convention Center on October 20, 2024. Participants had the opportunity to meet with college representatives from across the country and attend seminars about financial aid and scholarships.



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- Lyon County School District (LCSD) Staff/Volunteer Mandatory Trainings were held November 4-5, 2024, in Yerington, NV.
- The College & Career Readiness Day was held in Las Vegas on November 9, 2024. This event involved college preparation workshops designed for Title VI youth, ages 13-18. Sessions covered transitioning to college, financial aid, scholarships, the application process and strategies.
- On November 9, 2024, Travis Holt Hamilton hosted a private screening of his movie "Touch The Water" and conducted a Q & A at the end of the movie to discuss his film in detail. "Touch The Water" is about an intern at the local Senior Day Center who challenges an elderly Native American woman to dream big. She evaluates her fragile body yet still has a youthful and strong mindset and goes on a quest to fulfill a life-long desire.
- An NYCP Recruiting Event was held at Yerington High School on November 18, 2024, in Yerington, NV
- The National Wellness Institute held a *Being an Ally in Indian Country* virtual training from November 19-12, 2024.
- An NYCP Recruiting Event was held at Yerington High School on November 25, 2024, in Yerington, NV
- The Dicutta Unity Conference (a native Youth Organization promoting personal development, citizenship, and leadership) was held at the Yerington Paiute Tribe Community Center on December 22, 2024. Dinner and Game Night included gingerbread house building and cookie making.
- NYCP students participated in a Mesa Rim Climbing activity in Reno, NV on December 28, 2024. This indoor rock-climbing establishment is designed to teach students team building, trust with others, individual accomplishments, and a chance to overcome the fear of heights barriers. In addition, this is another healthy outlet for exercise and building self-confidence and self-care.

Participant Characteristics

Exhibit 1. Number of AI and Number (Percent) NYCP Students, 2024-25 School Year

An average of 51% of AI students participated in NYCP across all sites (as of January 2025).

Grade	McDermitt		Yerington		Mineral Co.		Across Sites	
	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)	AI N	NYCP N (%)
7	8	8 (100)	22	8 (36)	3	0 (0)	33	16 (48)
8	13	13 (100)	13	8 (62)	2	0 (0)	28	21 (75)
9	11	11 (100)	27	7 (26)	4	0 (0)	42	18 (43)
10	12	10 (83)	18	2 (11)	3	1 (33)	33	13 (39)
11	11	11 (100)	14	7 (50)	1	0 (0)	26	18 (69)
12	4	4 (100)	13	3 (23)	2	0 (0)	19	7 (37)
Total	59	57 (97)	107	35 (33)	15	1 (6)	181	93 (51)

Activities Focused on Careers in the Teaching Profession

Number and type of events/activities/supports.

- NDE is looking for Career and Technical Education (CTE) classes specifically designed for AI teachers as a pathway for a career in teaching, as well as exploring CTE “Grow Your Own” teacher models.

Staff Changes or Updates

- There were no NYCP staff changes during Quarter 1.

Communications With Schools/Professional Development

- NDE held monthly College and Career Coaches/School and Community Liaisons meetings to discuss issues and answer questions. These meetings are scheduled for the second Tuesday of the month but are subject to change due to schedules.

Parent Outreach

- There were no NYCP parent outreach activities during Quarter 1.

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

Academic Learning Plans

- Beginning in the 2024-25 school year, Infinite Campus (NDE’s student information system) collects and maintains student academic learning plans (ALPs) for all

students. To access these plans, students and parents/guardians must request them. With assistance from College and Career Coaches or School and Community Liaisons, NYCP students will request their ALPs from Infinite Campus so they can be reported as part of the bi-annual Grant Performance Report (ED 524B). Although all students and parents/guardians have access to the ALPs, more needs to be done to ensure NYCP students and parents/guardians request the ALPs.

Academic Tutoring and Credit Recovery

- There were no academic tutoring and credit recovery activities during Quarter 1.

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

College Visits and College Camps

- There were no college visits or college camps during Quarter 1.

Help With Career Inventories/College Applications/Financial Aid

- A College Fair was held at the Reno/Sparks Convention Center on October 20, 2024. Participants had the opportunity to meet with college representatives from across the country and attend seminars about financial aid and scholarships.
- On November 9, 2024, NYCP students attend the "College & Career Readiness Day" in Las Vegas, NV. This event involved college preparation workshops designed for Title VI youth, ages 13-18. Event sessions covered transitioning to college, financial aid, scholarships, the application process and strategies.

Project Achievements in Q1

*	*	0	6	0	5
<i>AI</i>	<i>NYCP</i>	<i>PD</i>	<i>Community</i>	<i>College</i>	<i>Non-</i>
<i>Students</i>	<i>Students</i>	<i>Opportunities</i>	<i>Activity</i>	<i>Visits/</i>	<i>College</i>
				<i>Activity</i>	<i>Activities</i>

*Data from Exhibit 1. Number of AI and Number (Percent) NYCP Students, 2024-25 School Year

Other Project Activities

- There were no other project activities in Quarter 1.

Project Challenges in Q1

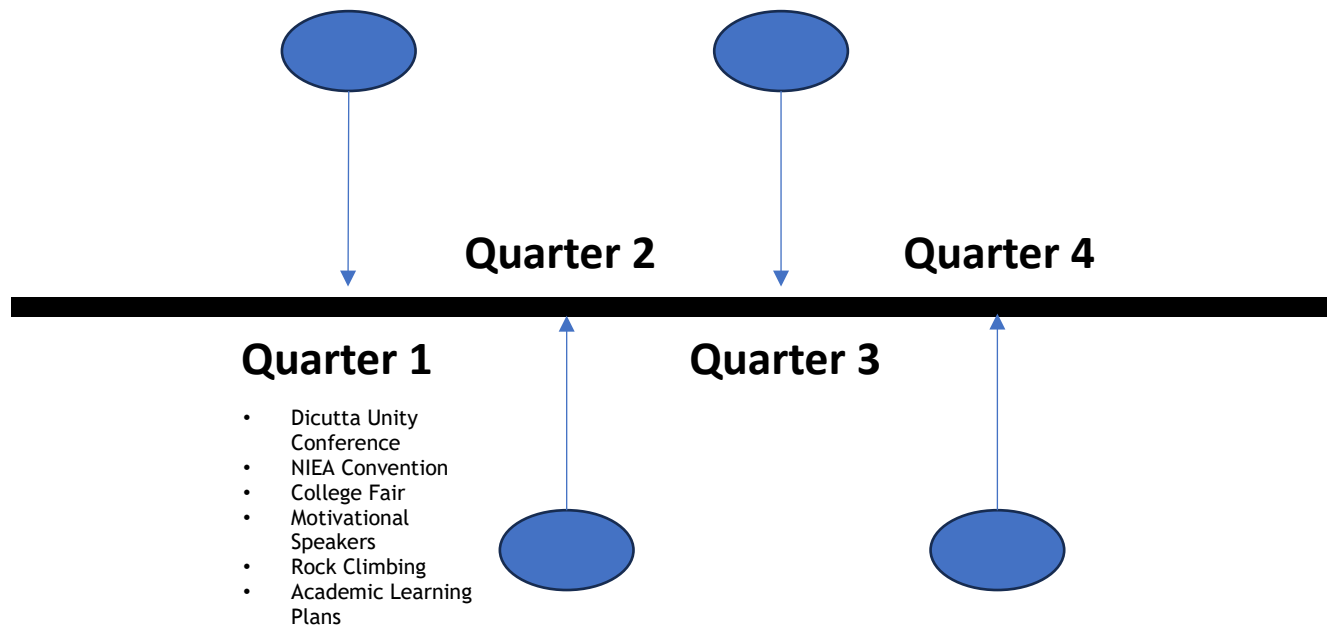
In interviews, focus groups, and informal conversations with NDE, NYCP Staff members, and school administrators during the September on-site visit, participants reported (a) inadequate communication between the NYCP administrative and project teams, tribal education departments, local school districts, and school administration and staff; (b) a lack of close working relationships between the aforementioned groups; (c) a lack of alignment between state and tribal accounting and management systems, resulting in a slower pace of work; and (d) the need for more support from parents. For instance, as noted in the 2024 NYCP External Evaluation Report (Year 2), NYCP is reconciling disparate visions of its implementation. District and school administrators would like the NYCP to expand its reach to include all students and hold tribal communities more accountable for supporting its activities. However, the NYCP grant focuses on providing equity and access to only AI students. This disconnect threatens the full implementation and success of the NYCP grant if not remedied quickly. To address these persistent issues, the new NYCP program manager is developing an alignment document that aligns NYCP project objectives, measures, and activities with NYCP budgetary control and student outcomes.

Recommendations

A number of recommendations were put forth for the NYCP project staff based on the findings contained in the 2024 NYCP External Evaluation Report (Year 2).

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

Year 2 Timeline



The contents of this report were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.