NEVADA DEPARTMENT OF EDUCATION
INDIAN EDUCATION

Presentation to the Diversity, Equity & Inclusion (DEI) Workgroup of the State Board of Education
August 20, 2020

Fredina Drye-Romero, Education Programs Professional
Stacey Montooth, Executive Director, Nevada Indian Commission
Gerald Hunter, College and Career Coach, Yerington Paiute Tribe
Stacey Joyner Ph.D., Education Programs Supervisor
Emily Champlin, Education Programs Professional, QRIS Administrator
Dave Brancamp, Director
Jaynie Malorni, Education Programs Professional
Alberto Quintero, Education Programs Professional
Presentation Outcomes

1. State Board Members will gain an understanding of the education system for American Indian students in Nevada, as it relates to diversity, equity & inclusion.

2. State Board Members will learn about state partnerships, as well as a best practice.
Alignment to State Improvement Plan (STIP)

➢ **Goal 1:** All children, birth through third grade, have access to quality early care and education

➢ **Goal 2:** All students have access to effective educators

➢ **Goal 3:** All students experience continued academic growth

➢ **Goal 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life

➢ **Goal 6:** All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.
Traditional Homelands

There is great diversity among the four tribal nations, **Numa, Newe, Nuwu, and Wa She Shu**, in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Nevada.
Federally Recognized Nevada Tribes

- Southern Paiute
  - Las Vegas
  - Moapa
  - Lovelock
  - Pyramid Lake
  - Summit Lake
  - Walker River
  - Winnemucca
  - Yerington
  - Duckwater
  - Ely
  - Te-Moak
  - Yomba
  - Timbisha
  - Goshute
  - Duck Valley
  - Fallon
  - Ft McDermitt

- Northern Paiute

- Shoshone
  - Battle Mountain Band
  - Elko Band
  - South Fork Band
  - Wells Band

- Shoshone - Northern Paiute / Northern Paiute - Shoshone

- Northern Paiute - Shoshone - Washoe

- Washoe

- Washoe
History of Indian Education
NDE’s Role in Indian Education

❖ **Assembly Bill 266**: Education Programs
   Professional Responsibilities

❖ **§NRS 389.150**: Programs and Curricula

❖ **§NAC 391.233**: Special Endorsement to teach
   Great Basin Native American Language

❖ Annual NDE’s American Indian Education Summit

❖ Every Student Succeeds Act (ESSA),
   Tribal Consultation
Why It Matters

✓ Omission, inaccurate narratives and stereotypes fuel bias on larger community scale (Fryberg, 2018). This can further perpetuate trauma and effective well-being.
  ✓ Native student’s not only have to face the omission of their identity/history and culture/language in school settings, they also face harmful presentations of information in texts, materials, and holidays celebrations.

✓ Researchers found that disparities between cultural values and patterns of communication of the home and school may undermine children’s enthusiasm for learning and their belief in their own capacity to learn.

✓ The performance data for American Indian and Alaska Native students show that graduation rates and academic outcomes lag behind state averages.
4-Year Graduation Rate Trends by Race/Ethnicity

- **All Students**: 94.18%
- **American Indian/Alaska Native**: 67.73%
- **Asian**: 94.05%
- **Black**: 71.53%
- **Hispanic**: 92.95%
- **Multi-race**: 88.52%
- **Pacific Islander**: 84.30%
- **White**: 84.18%

**Legend**
- Class of 2017
- Class of 2018
- Class of 2019
## State SBAC ELA Proficiency Trend by Ethnicity/Race

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Am In/AK Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 8</strong></td>
<td>45.36</td>
<td>47.42</td>
<td>47.47</td>
<td>33.01</td>
<td>31.84</td>
<td>33.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71.12</td>
<td>72.39</td>
<td>71.81</td>
<td>25.93</td>
<td>28.21</td>
<td>28.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17.00</td>
<td>83.56</td>
<td>35.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>45.88</td>
<td>46.07</td>
<td>49.90</td>
<td>34.01</td>
<td>52.92</td>
<td>31.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72.46</td>
<td>73.09</td>
<td>73.44</td>
<td>27.15</td>
<td>28.80</td>
<td>30.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.83</td>
<td>37.52</td>
<td>41.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td>42.41</td>
<td>43.00</td>
<td>45.81</td>
<td>28.81</td>
<td>28.08</td>
<td>29.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67.52</td>
<td>69.44</td>
<td>71.21</td>
<td>24.36</td>
<td>25.44</td>
<td>26.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.18</td>
<td>34.36</td>
<td>37.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>59.20</td>
<td>56.35</td>
<td>51.95</td>
<td>30.00</td>
<td>28.84</td>
<td>37.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71.18</td>
<td>73.92</td>
<td>72.75</td>
<td>31.03</td>
<td>22.12</td>
<td>24.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41.81</td>
<td>42.49</td>
<td>44.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>45.21</td>
<td>48.40</td>
<td>49.20</td>
<td>39.75</td>
<td>70.99</td>
<td>70.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>69.75</td>
<td>70.99</td>
<td>70.37</td>
<td>28.26</td>
<td>30.26</td>
<td>31.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>57.44</td>
<td>40.02</td>
<td>42.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>44.77</td>
<td>48.09</td>
<td>46.30</td>
<td>25.67</td>
<td>32.49</td>
<td>35.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>63.80</td>
<td>60.51</td>
<td>67.34</td>
<td>28.05</td>
<td>29.27</td>
<td>29.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55.30</td>
<td>38.10</td>
<td>35.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Data represents proficiency percentages in ELA for different ethnicities and races across various grades from 2016-2017 to 2018-2019.*
## State SBAC Math Proficiency Trend by Ethnicity/Race

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Am In/AK Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>17.46</td>
<td>29.33</td>
<td>30.30</td>
<td>14.23</td>
<td>15.77</td>
<td>19.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.46</td>
<td>29.33</td>
<td>30.30</td>
<td>14.23</td>
<td>15.77</td>
<td>19.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Grade 7**    |              |                 |       |       |                 |                  |                   |       |
| 2016-2017      | 29.03        | 31.42           | 32.40 | 10.04 | 22.22           | 10.70            |                   |       |
|                | 29.03        | 31.42           | 32.40 | 10.04 | 22.22           | 10.70            |                   |       |

| **Grade 6**    |              |                 |       |       |                 |                  |                   |       |
| 2016-2017      | 30.26        | 31.89           | 34.20 | 17.00 | 16.35           | 17.30            |                   |       |
|                | 30.26        | 31.89           | 34.20 | 17.00 | 16.35           | 17.30            |                   |       |

| **Grade 5**    |              |                 |       |       |                 |                  |                   |       |
| 2016-2017      | 33.83        | 35.88           | 36.76 | 18.51 | 17.03           | 19.42            |                   |       |
|                | 33.83        | 35.88           | 36.76 | 18.51 | 17.03           | 19.42            |                   |       |

| **Grade 4**    |              |                 |       |       |                 |                  |                   |       |
| 2016-2017      | 40.69        | 41.55           | 43.94 | 21.02 | 23.25           | 27.15            |                   |       |
|                | 40.69        | 41.55           | 43.94 | 21.02 | 23.25           | 27.15            |                   |       |

| **Grade 3**    |              |                 |       |       |                 |                  |                   |       |
| 2016-2017      | 47.53        | 48.25           | 47.83 | 27.43 | 25.64           | 26.15            |                   |       |
|                | 47.53        | 48.25           | 47.83 | 27.43 | 25.64           | 26.15            |                   |       |

*Note: The chart above depicts the SBAC Math proficiency trend by ethnicity/race for each grade level from 2016-2017 to 2018-2019.*
Nevada Indian Commission

The Nevada Indian Commission (NIC), a state agency, was created by statute in 1965 to “study matters affecting the social and economic welfare and wellbeing of American Indians residing in Nevada, including but not limited to, matters and problems relating to Indian affairs and to federal and state control, responsibility, policy and operations affecting such Indians”.

Nevada Department of Education
Nevada Ready!
Native Youth Community Project Grant

❖ U.S. Department of Education, Office of Indian Education Demonstration Grant that the NDE was awarded in 2017.

❖ A four-year grant totally 3.2 million dollars through 2021.

❖ Provides funding to the tribes to provide programming and services for 7-12 grade students related to college and career readiness.
Native Youth Community Project (NYCP)

- **Goal 1:** Implement a successful NYCP that promotes and prepares American Indian Students for college or career.
- **Goal 2:** Increase student academic performance.
- **Goal 3:** Increase student motivation and readiness to attend college or vocational training.
- **Goal 4:** Increase parent/family involvement.
- **Goal 5:** Promote the importance of education among the community and participating students’ families.
Yerington Paiute Tribe

• Established by a Congressional Act in 1916, this Tribal Community is located near the town of Yerington, Nevada.

• One of the two tribal communities that are included in the NYCP Grant

• Work from this grant is also extend to the Walker River Paiute Tribe who students also attend Yerington High School.
# Yerington Paiute Tribe’s NYCP

<table>
<thead>
<tr>
<th>School Year</th>
<th>H.S. Student Population</th>
<th>GPA 2.0 or higher</th>
<th>Students fail &lt; 1 class</th>
<th>Disciplinary Action</th>
<th>Habitual Truancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>15.50%</td>
<td>30% above</td>
<td>39 of 62</td>
<td>237</td>
<td>45%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>14.95%</td>
<td>76% above</td>
<td>16 of 64</td>
<td>80</td>
<td>23%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>13%</td>
<td>61% above</td>
<td>11 of 51</td>
<td>57</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>YIS Student Population</th>
<th>GPA 2.0 or higher</th>
<th>Students fail &lt; 1 class</th>
<th>Disciplinary Action</th>
<th>Habitual Truancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>15%</td>
<td>28% above</td>
<td>32 of 37</td>
<td>137</td>
<td>59%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>16%</td>
<td>50% above</td>
<td>16 of 32</td>
<td>65</td>
<td>39%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>10%</td>
<td>25% above</td>
<td>10 of 25</td>
<td>30</td>
<td>4%</td>
</tr>
</tbody>
</table>

Yerington Paiute Tribe
Opportunities & Challenges

Opportunities
- Indian Education Advisory Committee
- Native Youth Community Project
- Alignment with the State Improvement Plan (STIP)

Challenges
- Implementation of culturally relevant curriculum and cultural competencies
- Digital divide
- Community infrastructure, such as Reservation roads and school building infrastructure
Office of Early Learning and Development (OELD)

Stacey Joyner Ph.D., Education Programs Supervisor

Emily Champlin, Education Programs Professional, QRIS Administrator
Office Of Early Learning & Development
Tribal Community State Pre-K Initiatives

Preschool Development Grant (PDG)
  Efforts to provide PDG seats in tribal communities

Preschool Development Grant (PDG) Renewal
  Priscilla Acosta - Inter-Tribal Council of Nevada & National Indian Child Care Association Vice Chair attended Education Counsel PDG Renewal Technical Assistance Session in Chicago as member of NDE team

Communication with Stakeholders
  Presentation on Nevada Ready! State Pre-K to Intertribal Council of Nevada Executive Board Meeting in November 2019
Office Of Early Learning & Development
Tribal Community Initiatives

QRIS (Quality Rating and Improvement System) Advisory Council Member
Priscilla Acosta - Inter-Tribal Council of Nevada & National Indian Child Care Association Vice Chair
QRIS Tribal Model was started, but not yet completed.
Partnership with CA to study best ways to make QRIS culturally competent and supportive for tribal communities

Technical Assistance and Professional Development Support
Tiffany Olivas, EIO Northern Nevada. Growing Brain Training Series

Indian Education Summit
We have offered to partner in support of the early childhood professional development track in future years
## Alignment to STIP

### Goal 1 – Community Strategy

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with Tribal entities to support, share, and align quality practices in early childhood education</td>
<td>Build and sustain trusting and mutually beneficial relationships and communication with Tribal leaders</td>
<td>Increase in early childhood education providers that serve Tribal communities participating in QRIS</td>
</tr>
</tbody>
</table>
Multicultural Standards

- Standards approved in 2018*
- Multicultural Content Themes
  - Social Justice, Consciousness, and Action
  - Respectful Engagement with Diverse People
  - Diverse Contributions made by Men and Women from Various Racial and Ethnic Backgrounds Relating to Contributions and Impact
- Professional Learning
  - Multicultural State Advisory Taskforce
    - Inaugural meeting in September
    - Examine current culturally inclusive teaching practices across the curriculum and incorporate culturally inclusive and multicultural education principles into curriculum and classroom environments
    - Develop resources aligned to the Nevada Multicultural Standards
    - Develop professional learning opportunities for educators on culturally inclusive and multicultural education

* Integrated in the Nevada Academic Content Standards for Social Studies
QUESTIONS

- Fredina Drye-Romero, Education Programs Professional for Indian Education, Nevada Department of Education, fromero@doe.nv.gov
- Stacey Montooth, Executive Director, Nevada Indian Commission, smontooth@nic.nv.gov
- Gerald Hunter, College & Career Coach, Lyon County School District, ghunter@lyoncsd.org
- Stacey Joyner, Ph.D., Office of Early Learning and Development, Nevada Department of Education, sjoyner@doe.nv.gov
- Emily Champlin, QRIS Administrator, Education Programs Professional, Office of Early Learning and Development, Nevada Department of Education, echamplin@doe.nv.gov
- Dave Brancamp, Director, Office of Standards and Instructional Support, dbrancamp@doe.nv.gov
- Jaynie Malorni, Education Programs Professional, Office of Standards and Instructional Support, jmalorni@doe.nv.gov
- Alberto Quintero, Education Programs Professional, Office of Educator Development, Licensure, and Family Engagement, Nevada Department of Education, Albertoquintero@doe.nv.gov