

RMC Research Corporation

Native Youth Community Project, Nevada Department of Education Summary Report of Yerington Area Student Perceptions of Year 3

August 2020

Background of the Native Youth Community Project (NYCP)

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

This report provides a summary of Yerington area students' perceptions of the third year of the project.

Description of the Sample

Parent permission to survey the students was obtained, and at the end of the third year of the project, in May through July of 2020, all of the eligible grades 7-12 Yerington Area NYCP students were asked to provide their consent and to complete the survey. The survey was offered in both paper-and-pencil as well as electronic formats.¹ The response rate was 63%. Note that the response rate was greatly impacted by the closure of the school due to the COVID-19 pandemic. Although site-based staff made every effort to follow up with the students and repeatedly asked them to complete the survey, only 49 out of the 78 students did so. Thus, the findings presented in this summary report should be interpreted with caution. The sample included more females (57%) than males (43%), and the highest proportion of students responding to the survey (29%) were in 10th grade.

Description of the Survey Instrument

The *NYCP Student Survey* includes eight questions given to all student respondents. Additional questions were specific only to students who participated in college tours and those who received the support of the college and career coach. Many questions used four response categories: *strongly agree*, *somewhat agree*, *somewhat disagree*, and *strongly disagree*. At the end of each group of questions, an open-ended question allowed students to add personalized input. See Attachment A for the survey, and Attachment B for student comments.

¹ Due to the COVID-19 pandemic and subsequent school closures, site-based staff requested both forms of the survey in order to ensure equitable access to the survey for all students.

Student Perceptions of College Visits

Just prior to the beginning of the school year, in August 2019, 17 students had the opportunity to visit the University of Nevada Las Vegas, the University of California San Diego, and San Diego State University. Additional college and trade school visits had been planned for the spring of 2020 but were cancelled due to the COVID-19 pandemic.

An item-by-item reporting of the results of the survey items pertaining to the college visits is found in Table 1. Twelve students indicated that they had toured a college or trade school with their school. Of these 12, all responded to the survey items relating to the college visits. The college visits were viewed favorably, with 90% or more of the students agreeing, at least somewhat, to seven of the nine items relating to the visits' impact on their understanding of various aspects of college and the application process. All agreed that the visits helped them to better understand which major areas of study are offered, how to access academic support services on campus, and the programs and activities that are available to Native students. Fewer students (two-thirds) agreed that the visits helped them to better understand the college and financial aid application processes.

Table 1. Student Perceptions of College Visits

<i>The visit(s) to the college(s) helped me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how I can prepare for college or trade school.	12	42	50	8	0
better understand the application process.	12	33	33	33	0
better understand how to apply for financial aid.	12	25	42	33	0
better understand what major areas of study are offered.	12	42	58	0	0
better understand which areas of study are of interest to me.	12	42	50	8	0
better understand how to access academic support services on the campus, if needed.	12	42	58	0	0
learn about programs and activities for Native students.	12	50	50	0	0
increase my <i>motivation</i> to attend college or vocational training.	12	58	33	8	0

<i>The visit(s) to the college(s) helped me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
increase my readiness to attend college or vocational training.	12	50	42	8	0

Six students provided commentary on how the college visits helped them. These comments primarily centered around two themes. First, students found the visits to be motivating. Second, students believe that the visits helped them to better understand the opportunities available to them. These themes are evidenced by the following selected comments:

It just excites me.

It opened my eyes more and let me know there are more options out there.

It helped me understand that I have different choices to colleges.

Seven students commented on what they learned during the college visits. Students said they learned about the importance of education, that college success is linked to motivation, and that they should not be afraid to ask questions. Only one suggestion was made for improving the college visits, and this was to include conversations with students and professors as part of the visit.

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

Students were asked to provide feedback on the support they received from their school's College and Career Coach (CCC). Item-by-item results are reported in Table 2. Twenty-seven of the 49 students (55%) indicated they received help from the CCC in the last year. Of these, 85% or more agreed, at least somewhat, to all eight of the items pertaining to the CCC's support, including that the CCC helped them to:

- better understand how to advocate for themselves;
- increase their level of self-empowerment,
- improve relationships with other students;
- improve relationships with teachers;
- feel better prepared for college or career;
- improve their academic performance,
- increase confidence in academic ability; and
- increase their commitment to graduate from high school.

Table 2. Student Perceptions of the Support Provided by the College and Career Coach

<i>The help I received from the College and Career Coach at my school allowed me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
better understand how to advocate for myself.	27	44	44	11	0
increase my level of self-empowerment.	27	44	48	7	0
improve my relationships with other students.	27	37	48	15	0
improve my relationships with teachers.	27	44	41	15	0
feel better prepared for college or a career.	26	54	31	12	0
improve my academic performance.	26	62	31	8	0
increase my confidence in my academic ability.	27	48	41	11	0
increase my commitment to graduate from high school.	27	67	30	4	0

Thirteen students provided commentary on the support provided by the CCC. All were positive and centered around three main themes, including that the CCC: (a) supports students academically through tutoring, overseeing homework completion, and other academic supports; (b) provides advice and support to keep students motivated; and (d) talks with students about going to college and choosing the right one for them. These themes are evidenced by the following selected comments:

[He] encourages me by [overseeing me] doing my homework and turning it in.

He helped me and talked about why keeping good grades and doing successful things after high school is good for us personally.

[He] helped me realize that if I want to graduate, I have to try.

[He] was always there when you needed [him] ...[he]definitely boosted my spirit.

He makes you feel comfortable when you ask for help.

Overall Perceptions of NYCP Support

According to the students, the NYCP is having a positive impact on their post-secondary aspirations and preparedness. All students at least somewhat agreed that the NYCP support has increased their commitment to graduate from high school. Additionally, 38 of 43 students (88%) agreed that the support has increased their *motivation* to attend college or vocational training. Finally, 37 of 43 students (86%) agreed that the support has increased their *readiness* to attend college or vocational training and has helped them to feel better prepared for college or career.

Perceived Needs of the Students

The final two survey questions were designed to elicit feedback on students' needs in order to continue to improve the efficacy of the NYCP. Results are reported in Table 3. There was a high level of agreement that all 11 of the supports listed would be useful, with more than 75% of the students agreeing that these would help to improve their academic performance. The highest proportions of students strongly agreed that it would be useful for them to improve essay-writing skills (67%), learn how to effectively prepare for exams (63%), learn how to better manage their time (63%), learn how to stay organized (60%), better understand what they read for school (60%), and take better class notes (60%). Fewer students (44%) strongly agreed that having someone they can talk to about how they feel would help them to improve their academic performance.

Table 3. Students' Perceived Needs

<i>In order to improve my academic performance, it would be very useful for me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
learn how to effectively prepare for exams.	48	63	31	4	2
learn how to stay organized.	48	60	29	8	2
learn how to better manage my time.	48	63	33	4	0
learn how to better understand what I read for school.	47	60	36	4	0
learn how to take better notes in class.	48	60	35	4	0
learn how to improve essay-writing skills.	48	67	29	4	0
have someone I can talk to about how I feel.	48	44	35	17	4

<i>In order to improve my academic performance, it would be very useful for me to...</i>	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
meet people from my community who are successful.	48	50	38	6	6
visit a college campus.	48	58	31	8	2
visit a variety of businesses.	48	48	31	15	6
receive tutoring in (a) specific subject(s).	48	52	29	15	4

In terms of specific subjects for tutoring and additional supports or help needed, 26 students provided commentary. These were varied, although the two areas most frequently cited were math (46%) and English/language arts, including reading and writing (35%). Other subjects mentioned by smaller numbers of students and included sciences and social studies. Some students requested guidance in selecting a college, while others asked for help with choosing a vocation and obtaining appropriate training. These needs are evidenced by the following selected student comments:

Tutoring in math and language arts to improve researching and writing skills to write essays.

I want to go to trade school not college, so if we could visit something like that for mechanics, truck drivers or equipment operators that would be good for me.

I just need assistance in finding a college I would like to attend.

Math. I have struggled in math a lot.

Summary of Year 3 Yerington Student Survey

It was noted that the student survey response rate was greatly impacted by the closure of school due to the COVID-19 pandemic. Thus, the findings presented in this summary report should be interpreted with caution.

Year 3 of the NYCP grant was well received by the students. According to the students, the NYCP is having a positive impact on their post-secondary aspirations and preparedness. During the school year, 17 students had the opportunity to visit a college with the school. For the 12 students responding to the survey items pertaining to college visits, the visits were viewed favorably, with 90% or more of the students agreeing, at least somewhat, to seven of the nine items relating to the visits' impact on their understanding of various aspects of college and the application process.

Just over half of the students indicated they received help from the CCC in the last year. Of these, 85 percent or more agreed, at least somewhat, to all eight of the items pertaining to the support they received from the CCC.

In terms of the supports still needed, students perceived their needs to be greatest in the areas of exam preparation, organization and time management, reading comprehension, class note taking, and essay writing. The open-ended responses highlighted the desire for continued tutoring and academic support as well as assistance in planning for college and career.



RMC Research Corporation
3550 Buschwood Park Drive., Suite 270
Tampa, FL 33618

Phone: 813.915.0010; 800.762.5001
Fax: 813.932.1781
www.RMCResearchCorporation.com

Evaluation of the Nevada Native Youth Community Project
Principal Investigator: Elizabeth Bright

STUDENT CONSENT FORM: END-OF-YEAR SURVEY

RMC Research Corporation is conducting an evaluation of the Nevada Native Youth Community Project (NYCP). The project is designed to help prepare students for college and careers through intensive counseling and tutoring, parent and family engagement, and community outreach. The project is overseen by the Nevada Department of Education and is funded by the U.S. Department of Education. The purpose of the evaluation is to measure the value and effects of the project; results will be used to document impacts and improve the program.

You will be asked to participate in the study by completing a survey toward the end of the school year. The survey will take about 10 minutes. Approximately 200 students will be in this study. Your participation in this study is completely voluntary (it is your choice and also the choice of your parents/guardians). If you decide not to complete a survey, your grades will not be affected, and there will be no other repercussions.

Strict rules for data collection are enforced. Other than the research team, no one will see your answers to the survey. **No individual information about you will be reported or shared with anyone. No names will be used in any reports. No questions of a personal nature will be asked. Results will only be reported for all students in the program.** If at any time before, during, or after the study you have questions, please contact Elizabeth Bright, Principal Investigator at RMC Research Corporation, at (800) 762-5001 or email at sturner@rmcres.com or elizabethlbright@gmail.com, and she will be happy to answer any questions you have. If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email participants@solutionsirb.com.

Authorization: If it is okay with you to take the survey, you may check the box that says "Yes." If you have any objection for any reason, simply check the box saying "No." **Please keep this letter for your information and return the form in to the person who gave it to you.**

Sincerely,

A handwritten signature in cursive script that reads 'Elizabeth H. Bright'.

Elizabeth Bright



RMC Research Corporation
3550 Buschwood Park Drive., Suite 270
Tampa, FL 33618

Phone: 813.915.0010; 800.762.5001
Fax: 813.932.1781
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If it is okay with you to take the End-of-Year survey, you may check the boxes that say “Yes.” If you have any objection for any reason, simply check the boxes saying “No.” You do not give up any legal rights by choosing to participate or not participate. Your parent/guardian will also receive a permission form regarding your participation in the survey.

Please check one of the following boxes:

- Yes, I can take the survey.
- No, I do not want to take the survey

Your Name (printed):

(First name)

(Last name)

Name of Your School (please spell out):

(Example: Yerington High School)

Signature _____ **Date** _____

Thank you!

Native Youth Community Project (NYCP) Student Survey 2019-20 School Year

As you answer the survey questions, please keep in mind the *Native Youth Community Project* (NYCP) activities that you may have participated in since June 2019. These may have included after-school tutoring, summer academic help, the Lake Tahoe Summer Camp, meetings with the College and Career Coach at your school, attending wellness or cultural events and gatherings, and visiting colleges.

1. Please indicate your school:

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

2. Please indicate your grade level:

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

3. Please indicate your gender:

- Female Male Non-binary/Third Gender
 Transgender Prefer not to say Prefer to self-describe: _____

4. Since last June, I have toured a college or trade school with my school.

- Yes No

If you answered "no" to this item, please skip to item 9.

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

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

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
increase my <i>readiness</i> to attend college or vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

9. During this school year, I received help from the College and Career Coach at my school.

Yes No

If you answered "no" to this item, please skip to item 11.

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

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

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

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

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

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

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

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

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

Thank you for taking the survey!

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

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

- It helped me understand that I have different choices to colleges.
- it just excites me
- It opened my eyes more and let me know there are more options out there.
- opened my eyes to more opportunities
- want to further my education.
- What areas may interest me

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

- It was my first tour of a college.
- That I would maybe like to attend a trade school
- that it helped me understand more how important furthering my education is.
- That you get a degree when you graduate
- The importance of education
- To Ask questions like don't be afraid to ask questions.
- you have to be motivated.

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

- Everything seemed good to me
- In my opinion it was good and doesn't need to be improved.
- It was my first one.
- Nothing
- Talking with the students and professors

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

- encourage me by doing my homework and turning it in.
- Gerald Hunter
- He gives me great advice
- he helped me and talked about why keeping good grades and doing successful things after high school is good for us personally.
- He makes you feel comfortable when you ask for help.
- Help me talk and understand teacher's more
- It gave me different opportunities to different colleges not visit one & got to understand what's different about each college.
- It helped me realize that if I want to graduate I have to try.
- It was good to know that somebody was there for us.
- just making me feel comfortable and helping me when needed.
- Motivated
- Was always there when you needed them and awesome people to work with definitely boosted my spirit.
- was only helped with tutoring

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

- English, AgCulture
- Health Education, Math, Biology, English
- I like to continue math support.
- I need help in Biology.
- I think more college readiness classes about the courses and things like that.
- I want to go to trade school not college, so if we could visit something like that for mechanics, truck drivers or equipment operators that would be good for me.
- Math
- Math
- Math
- Math
- Math, reading
- Math, English, social studies, history
- Math, I have struggled in math a lot
- The tutoring after school helped.
- me personally think that everything the tribe has done is good
- Medical terminology, algebra 1, zoology.
- more on English subjects
- Tutoring in math and language arts to improve researching and writing skills to write essay's.
- writing, math and public speaking
- Writing
- Writing

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

- college course classes, college speakers to speak about experience.
- Help during classes and with school work I don't understand.
- I don't need any other help.
- I don't need anymore help.
- I have all the help i need.
- I just need assistance in finding a college I would like to attend.
- I need help in history.
- I need help with math, and science.
- I think I am doing good.
- Im fine
- I'm good
- Just English class
- Math
- Math
- My grades need help
- nothing

Attachment B: Student Comments

- nothing
- Nothing At This Time.
- Okay!
- Reach out to students more, not just help all the same students.
- Taking notes, presenting, and organizing