

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Indian Education Discretionary Grant Programs—Native Youth Community Program**

**CFDA # 84.299A**

**PR/Award # S299A220040**

**Grants.gov Tracking#: GRANT13599495**

OMB No. 1810-0722, Expiration Date: 06/30/2023

Closing Date: Apr 19, 2022

PR/Award # S299A220040

**Disclaimer:** This document is provided for informational purposes only. The document is a sample of the full application. Scanned pages, images, and charts may not be available using a screen reader. Access to the full document can be obtained by submitting a Freedom of Information Act (FOIA) request with the U.S. Department of Education at [About FOIA - Freedom of Information Act \(FOIA\)](#).

## Nevada Department of Education's 2022 Indian Education Demonstration Grant

The Nevada (NV) Department of Education (NDE) is pleased to submit the Indian Education Demonstration Grant proposal designed to ensure that local American Indian (AI) students are prepared for college and careers to the U.S. Department of Education Office of Elementary and Secondary Education, Office of Indian Education. Priorities: As required by the Absolute Priority, the NYCP is designed to ensure that local Indian students are prepared for college and careers. In alignment with Competitive Preference Priority 2 and 3, the NDE will submit the application in partnership with Indian Tribes and will promote educational equity and adequacy in resources and opportunities for underserved students, mostly in middle and high school settings.

The NDE Office of Inclusive Education will collaborate internally at NDE with the Office of Standards and Instruction Support (SIS), Assessment, Data, and Accountability Management (ADAM), Career and Technical Education (CTE) and the Office of Educator Development, Licensure, and Family Engagement (EdLiFE). Externally, NDE will collaborate with the Western Nevada College, Sierra Nevada Journey's, Deans Future Scholars, and the Washoe Tribe in addition to the Walker River Piute Tribe, Yerington Paiute Tribe and the Humboldt County School District for Fort McDennitt Paiute Shoshone Tribe to facilitate evidence-based professional learning opportunities to ensure that local Indian Education students are prepared for college and career. Three goals are proposed:

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

The design approach will identify barriers within and outside of school, analyze the readiness of students for college and careers, highlight opportunities in the local community to build upon social and emotional services and cultural education, while aligning to existing local policies and programs. Career Technical Education (CTE) and Dual Enrollment will be offered, and the design will offer career exploration opportunities that put an emphasis on careers in the teaching profession to ensure underserved students have educators from similar backgrounds and communities.

The sites include McDermitt Combined School in the Humboldt County School District (HCSD) serving the Fort McDermitt Paiute and Shoshone Tribe (FMPST), Yerington High School and Yerington Intermediate School in the Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT), and Mineral County High School, in the Mineral County School District (MCSD), serving the Walker River Paiute Tribe (WRPT). Schurz Elementary School in MCSD will be the only elementary school included to prepare students for success in grades 7-12, as a pilot project for the grant.

The proposed project will build on an existing initiative (NYCP Grant 2018-2022) and the data that was reported from that grant's annual reports. This new proposal supports previous initiatives as well as supporting new services in the three tribal locations. The project will foster teaching methods in the classroom through a continuation of teacher development services related to culturally sensitive and indigenous pedagogy. Based on the implantation success of the previous NCYP Grant, the use of College and Career Coach in all locations will be used to increase student motivation, monitor grades, credit completion and attendance in preparation for College and Careers after high school.

## **INTRODUCTION**

The Native Youth Community Project (NYCP) proposal is a collaborative effort across three tribal areas in Nevada, the Nevada Department of Education's (NDE) Office of Inclusive Education's (OIE) Indian Education Program, and Local Education Agencies (LEAs). We are proposing three related initiatives to address the barriers within and outside of school for American Indian (AI) students related to college and career readiness. Goal 1: Implement a successful NYCP that promotes and prepares AI students for college and careers, with an emphasis on careers in the teaching profession; Goal 2: Increase student academic performance by including opportunities in the local community to support AI students, and Goal 3: Increase student motivation and readiness to attend college or vocational training.

As required by the Absolute Priority, the NYCP is designed to ensure that local Indian students are prepared for college and careers. In alignment with Competitive Preference Priority 2 and 3, the NDE will submit the application in partnership with Indian Tribes and will promote educational equity and adequacy in resources and opportunities for underserved students, mostly in middle and high school settings. The sites include McDermitt Combined School in the Humboldt County School District (HCSD) serving the Fort McDermitt Paiute and Shoshone Tribe (FMPST), Yerington High School and Yerington Intermediate School in the Lyon County School District (LCSD), serving the Yerington Paiute Tribe (YPT) and Walker River Paiute Tribe (WRPT), and Mineral County High School, in the Mineral County School District (MCSD), serving the Walker River Paiute Tribe (WRPT). Schurz Elementary School in MCSD will be the only elementary school included to prepare students for success in grades 7-12, as a pilot project for the grant.

The proposed NYCP will rely on data analysis from the previous NYCP evaluation and the state's American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief

(ESSER) response and plan, as well as state data for AI students. The project is aligned with the Nevada State Improvement Plan (STIP) goals: Goal 2: Effective Educators, Goal 3: Continued Academic Growth, Goal 4: Students are Future Ready and Globally Prepared, and Goal 5: Safe Environments. The design approach will identify barriers within and outside of school, analyze the readiness of students for college and careers, highlight opportunities in the local community to build upon social and emotional services and cultural education, while aligning to existing local policies and programs. The design will offer career exploration opportunities that put an emphasis on careers in the teaching profession to ensure underserved students have educators from similar backgrounds and communities.

**(A) NEED FOR PROJECT**

Geographic area to be served by the project

Nevada is the seventh largest state in the nation in terms of area, yet it is the ninth least densely populated state. Its 17 counties encompass 109,286 square miles in land area. Nearly 73% of Nevada’s population resides in Las Vegas/Clark County, and its nearest urban area is 450 miles to the north in Reno, Nevada. While only 10.1% of the population resides in rural and frontier areas, these counties cover 87% of the state’s land mass. The challenges of delivering services in Nevada are exacerbated by

vast rural areas characterized by limited healthcare access, sparse population densities, little or no population growth, and industry foci of range livestock and mining. Typically, the distance

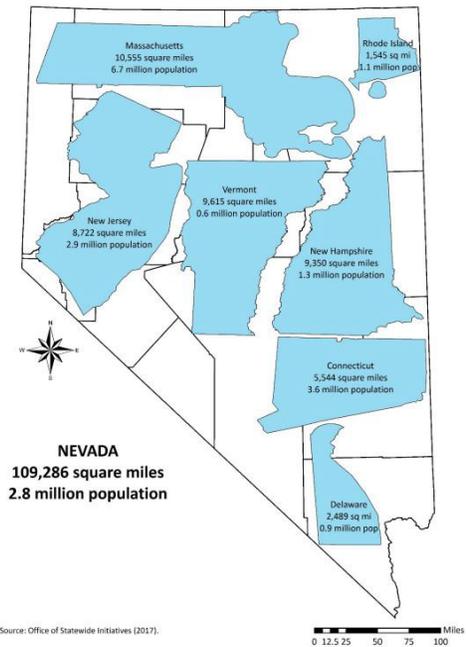


Figure 1: Office of Statewide Initiatives

between major rural towns average 100 miles, with distances of up to 180-200 miles in more isolated areas. Ten of 15 county seats average 155 miles from the state’s primary low-income services in Carson City, Elko, Las Vegas, and Reno, Nevada. To emphasize the vast space that is rural and frontier Nevada, we have inserted the seven (7) eastern states of New Hampshire, Vermont, New Jersey, Massachusetts, Connecticut, Delaware, and Rhode Island (fig. 1).

We acknowledge the traditional homelands of the four tribal groups: Numu (Northern Paiute), Nuwu (Southern Paiute), Wašiw (Washoe), and Newe (Western Shoshone), in what is now the state of Nevada. Most tribal lands are in



Figure 2 Nevada Indian reservations

rural and frontier Nevada and often have limited resources. Within the four tribal groups there are 27 federally recognized tribes located on reservations, colonies, and communities throughout Nevada. In these rural settings, AI students make up a large percentage of the student population, compared to those schools in the metropolitan cities in Nevada. There are two Bureau of Indian Education schools located on the Pyramid Lake Paiute Indian Reservation and Duckwater Shoshone Reservation in Nevada, but most AI students attend public schools.

The YPT is located near the rural town of Yerington, Nevada. The Yerington Paiute Reservation comprises approximately 1,671 acres of tribal land and is located 85 miles southeast of Reno, Nevada, within the boundaries of LCSD and 15 miles from the City of Yerington (population 3,000). The Reservation is located north of the Sweetwater Mountain Range, which is an important component of the tribe’s ancestral lands and rich repository of resources. The Yerington Paiute Colony was established by a Congressional Act in 1916 and consisted

originally of 9.456 acres. In 1978, 12.91 additional acres were purchased and added as part of the colony. The Indian Reorganization Act authorized the creation of the reservation at Campbell Ranch with an allocation of 1,018.88 acres. Between 1941 and 1979, approximately 600 acres were added to the Indian tribe. Tribal enterprises include an alfalfa ranch, Tribal Smoke Shop, Mini Storage Units, and Arrowhead Market/Gas station. Students from the YPT reservation and colony attend school at the Yerington Elementary School (YES), Yerington Intermediate School (YIS), or the Yerington High School (YHS). At Yerington Intermediate School, there are 206 students in Grades 7 and 8. Of these, 16 (8%) are classified as AI. Approximately 95% of the students are eligible for free or reduced-price lunch. Of the 385 students attending Yerington High School, 55 (14%) are classified as AI. Nearly half (45%) are eligible for free or reduced-price lunch (YPT).

The WRPT reservation is the second largest land-based reservation in the state of Nevada, consisting of 323,386 acres. The reservation resides in three counties: MCSD, LCSD, and Churchill (CCSD). The town on the reservation is called Schurz and located in MCSD. WRPT is in a rural setting and community members must travel between 25-41 miles to obtain basic essentials for living. The current population is about 650 residents. The Walker River Paiute Reservation was established in 1874 by Executive Order and is under the General Allotment Act of 1887. According to the 2010 U.S. Census, 40 percent of people living on the reservation are below the poverty level, and 90% of students qualify for Free and Reduced Lunches. The town of Schurz has a gas station and a smoke shop that are the only tribal enterprises. The closest town is Yerington, located 25 miles away in LCSD. The second closest town is Hawthorne in MCSD and is 35 miles away while Fallon is 41 miles away and in CCSD. Because the tribal reservation lies within three counties, there is no local high school and one

local school that serves grades K-6. Students in grades 7-12 have an option of attending schools in any of the three counties.

The FMPST Indian Reservation straddles the Nevada-Oregon border. Including the neighboring town of McDermitt, the community comprises 513 inhabitants, of whom 75% are Native American, according to the 2010 U.S. Census. The reservation has 16,354 acres in Nevada and 19,000 acres in Oregon. Residents live on the Nevada side of the reservation and attend school in Nevada. McDermitt is in a frontier setting and community members must travel between 75 miles one-way to Winnemucca, the nearest city, making it a very geographically isolated community. The McDermitt Combined School, which is a K-12 school, is the largest employer and a site of much of community social life. The Native language is often spoken in the home, but rarely expressed in the school even though most students are Paiute and Shoshone. The community is recognized for its spirituality and oral traditions by other Paiute communities in Nevada. This Native community experiences structural poverty, few jobs, and largely falls under the radar of public services. The US Census Bureau lists the average income at or below \$17,000, but data is sparse, and the real income figure may be much lower.

***(1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.***

Unfortunately, the pandemic exacerbated weaknesses that exist for many students, but even more for those students who have been traditionally underserved. The top issues facing students and schools across Nevada, as a result of the COVID-19 pandemic, we're supporting social, emotional, and mental health, as well as addressing interrupted learning, recruiting, supporting, and retaining effective educators. The NDE engaged with dozens of group

representatives of stakeholder categories required by the U.S. Department of Education. The NDE recognized the need to give access to dual enrollment for all Nevada high school students, regardless of their zip code or socio-economic background<sup>1</sup>. Tribal stakeholders consisting of tribal youth, tribes, and tribal organizations participated in the ARP ESSER stakeholder meetings and shared similar experiences with other subgroups. Although there are similarities in gaps identified, most often AI students expressed the need for inclusivity.

AI students are less likely to be college and career ready than their peers and less likely to enroll in CTE and dual enrollment courses. In Nevada, <1% CTE enrollment statewide is American Indian<sup>2</sup>. The number of AI students who participate in dual enrollment in Nevada is less than 1%<sup>3</sup>. These weaknesses will be addressed in the proposed project to assist AI students who come from remote tribal locations by creating opportunities to participate in Career and Technical Education (CTE) courses and dual enrollment courses. By identifying the need for all Nevada high school students to have access to dual enrollment, regardless of their zip code or socio-economic background to dual enrollment, it becomes possible to serve more students who have been traditionally underserved and underrepresented in dual programs. There are critical gaps in enrollment for low-income, first generation, and underrepresented students in dual credit programs.

The grant will allow LEAs and tribes to work together to incorporate more culturally relevant material into the classroom, along with working with the local colleges to create a dual enrollment course(s). The LCSD Superintendent is eager to expand upon the NYCP program in

---

<sup>1</sup> Nevada State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (2021).

<sup>2</sup> Nevada Department of Education 2021-2022 CTE Data Summary

<sup>3</sup> [https://ir.nevada.edu/dual\\_enrollment.php?t=1](https://ir.nevada.edu/dual_enrollment.php?t=1)

his district, stating that “We are already planning ways in which we can enhance the program. For example, plans are underway to turn the already existing Paiute Language course at Yerington High School into a dual enrollment course at Western Nevada College. This would provide students the opportunity to earn college credit by successfully completing the course.”

The data from the previous NYCP grant detailed gaps, but it also identified services that worked, including the hiring of Native educators to support students and families. The LEAs will continue to feature positions that are filled by Native educators, like that of the College and Career Coach and School Community Liaison (SCL). It is difficult to recruit and retain teachers from traditionally underrepresented backgrounds, so having others like themselves in the school is crucial for both hiring and retention. In the HCSD, the two SCL positions will be staffed by paraprofessionals who have developed classroom management strategies and are part of the tribal community and have been in the McDermitt school with more than 20 years of school experience between the two. These SCLs will plan to enroll in a paraprofessional program through the state, and where the Nevada System of Higher Education (NSHE) Waiver will be used to cover fees. Additional support will come from the NYCP grant. In LCSD, one Paiute Language teacher is working to get a teacher license in Nevada. Although not part of the NYCP staff, the Paiute Language teacher will allow students to see their culture taught in the school, and possibly lead others in the Native communities into the teaching profession.

***(2) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.***

The activities to be carried out in this proposed project include a continuation of services.

Students who reside in isolated communities often do not have the means to travel outside of their community unless it is for a school-related activity. Through the previous grant, students traveled to tribal colleges and universities, attended youth conferences, and participated in activities related to college and career. For many families in the tribal communities, these activities were important and seen as opportunities for their students that they may not have experienced otherwise. The parents and families stated how important it was to “ensure that students continue to participate in college tours and planning. This may occur by the students traveling to the colleges or college admissions staff visiting the schools in person or virtually.<sup>4</sup>”. The proposal will also increase the number of opportunities in the local communities related to cultural themed events and activities related to college and career exploration. Community events are important because they give students the opportunity to gain a sense of self-identity, especially with the many federal Indian policies imposed upon tribal families, mostly through the federal Indian boarding school era. Students will start to see more influential people who are successful tribal members from throughout Indian Country. One activity will include visiting pre-service and in-service teachers who are from tribal communities.

During the pandemic it became apparent that there was a lack of content material related to the indigenous tribes in Nevada, and that it was not readily available within the Nevada Digital Learning Collaborative (NvDLC) work. Using ARP ESSER funds, the state will create the Nevada Enhancement Curriculum Project (NECP) to shape a culturally responsive system. This initiative will allow AI students to see themselves and their tribal histories and contributions reflected in the curriculum, as well as serve as an opportunity for all students in Nevada to learn

---

<sup>4</sup> *External Evaluation Report, Nevada Native Youth Community Project – Year 4, November 2021*

about the distinct and unique cultural heritage of America Indians in a culturally responsive manner. The NECP will be used to provide professional development opportunities to teachers in the schools and will support effective educators to learn more about students in their classes. The NYCP evaluation report stated the need to “continue to provide trainings for teachers on Native history and culture. Staff noted that some students do not feel understood or supported by their teachers and thought that periodic professional development for teachers could help teachers better understand the needs of AI students. In the past, school administrators have also supported this idea, especially given the fact that new non-Native teachers come into the schools each year.”<sup>5</sup>

AI Students will have the opportunity to participate in CTE courses and dual enrollment courses through the local colleges and the virtually participate in CTE classes virtually. Less than 1% of AI students currently enroll in a dual enrollment course or CTE program in the state of Nevada<sup>6</sup>.

***(3) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.***

The proposed project will build on an existing initiative and support new services in the three tribal locations. The project will foster teaching methods in the classroom through a continuation of teacher development services related to culturally sensitive and indigenous pedagogy. Teachers will be able to attend events like the annual Nevada statewide Indian Education Summit, the Annual National Indian Education Association Convention, or similar conferences. Additionally, there will be a continuation of culturally based planning from

---

<sup>5</sup> External Evaluation Report, *Nevada Native Youth Community Project – Year 4, November 2021*

<sup>6</sup> Nevada Department of Education 2021-2022 CTE Data Summary

community members to address community-identified issues through events like the Gathering of Native Americans (GONA). The Amplified Nevada Native Youth (ANNY) virtual platform, which provides a resource hub with access to college and career recordings, will continue to be shared with Native communities across the state. The United National Indian Tribal Youth (UNITY) Conference has been instrumental in giving students access to opportunities outside of school to gain an understanding of tribal identity, and will continue for students in all areas, most specifically in FMPST and WRPT. One student said, “Joining UNITY helped combat the loneliness of the pandemic and provided a space to socialize and lift my spirits as well as helping me network around my future. [The conference] increased my confidence.”

Below are examples of proposed activities, aligned to Competitive Preference Priority 3 (CPP 3). Although these are examples, many relationships for the proposed activities have been established, and the activities are anticipated to happen throughout the duration of the grant. Two existing relationships are with the Washoe Tribe of Nevada and California and Reno-Sparks Indian Colony that helped to incorporate cultural events and provide culture activities e.g., language activities, circle dancing, hand games, and camp stories. We will continue to incorporate these types of events and partner with not only those listed below, but also collaborate with others such as the two large LEAs in Nevada, Washoe and Clark County School Districts, that are also applying for the NYCP grant. Also, the Western Nevada College’s (WNC) Professional and Applied Technology Front (CTE) and other programs within WNC will bring this proposed project to reality.

<b>CPP 3</b>	<b>Proposed Activity related to CPP3</b>	<b>Proposed Activity related to CPP3</b>
<b>An example of proposed short-term event</b>	Tribe(s) and LEA will partner with GearUp and JAG programs to host an annual college fair to promote college and career readiness.	A one-day youth conference aligned to the statewide Indian education conference to promote college and career readiness.

CPP 3	Proposed Activity related to CPP3	Proposed Activity related to CPP3
<b>An example of semester course, summer, or afterschool program for students</b>	A four-day summer conference (or summer “camp”) hosted at the Sierra Nevada Journey’s (SNJ) camp. The camp will deliver science-based education programs to develop critical thinking skills and inspire natural resource stewardship.	Host a Native American Youth College Camp at an NSHE institution. The College Camp will provide breakout sessions geared toward college and trade school opportunities that lead students into education related fields.
<b>An example of required participation in a credit-bearing course for students</b>	Create opportunities that lead students into education related fields by increasing the opportunity to enroll in credit bearing course.	
<b>An example of job-shadowing activities for students</b>	Create mentorship programs with college students who are enrolled in an education related field of study to become future teachers. Also, involve in-service teachers to meet with students. This activity will develop more complex approaches to dual enrollment and credit bearing opportunities related to teacher fields, e.g., the Deans Future Scholars Program students will provide student mentors virtually and in-person opportunities.	Create opportunities through CTE Teaching and Leading Program that offers job-shadowing opportunities.
		Create job shadow opportunities to engage professionals in education, e.g., state offices, and national organization such as the National Indian Education Association and National Congress of American Indians.
<b>An example of dual enrollment opportunities for participating students at a local 2-year degree granting institution of higher education (IHE).</b>	Create dual enrollment educational opportunities for language course for participating students at a local 2-year college within the Nevada System of Higher Education.	The potential site for the dual enrollment course will be housed at the Western Nevada College (WNC). In 2015, the WNC campus offered <i>Study Native Washoe Language</i> in their college and created a Washoe Room at Douglas High School. They are inclusive of culturally relevant course for tribes indigenous to Nevada.
	The Nevada Revised Statute: NRS 389.160 Credit toward graduation from high school for courses taken at community college, state college or university. The NYCP will work toward increasing the number of American Indian students who enroll in dual credit courses.	Students will participate in WNC Jump Start program. WNC can offer courses that teach about indigenous people and their homelands, in both a historical and contemporary context.  NSHE institutions offers introductory courses in teacher education that can transfer to universities or colleges that offer a bachelor’s degree in education

CPP 3	Proposed Activity related to CPP3	Proposed Activity related to CPP3
<p><b>An example of active and ongoing collaboration between the LEA and the nearby Tribe(s) it serves</b></p>	<p>The CTE Pathways to Teachers. The state’s teaching and training program provides students with the introduction to the principles of education. This program addresses human development, care, teaching, and learning. Work-based learning will allow for Job Shadowing, Internships, Work Experience, Career Days, Career Fairs, Field Trips, and Guest Speakers. The intent is to recruit more AI students into the Teacher in Training CTE Programs.</p>	<p>Ongoing collaboration between the LEAs and the NDE’s Nevada Enhancement Curriculum Project to provide PD for educators that enhances their knowledge of the students they serve. The goal of the Nevada Enhancement Curriculum Project is to shape a culturally responsive system for educators that includes having relevant and accurate content related to the historical and contemporary experience of Native Americans in Nevada.</p>
	<p>Engage in a partnership with the Elko County School District (ECSD), to implement a CTE Teaching and Training program in their public school, situated on land of the Duck Valley Shoshone Paiute Tribe. The course will be offered virtually from the Owyhee Combined School to the NYCP school sites.</p>	<p>Tribes will work with their LEA to offer Paiute language classes as a world language in their school, as well as work on curriculum material taught in the classroom.</p>
<p><b>An example of actively engaging the NSHE/IHE in developing a strategic plan that supports a systematic response to hiring Native Teachers.</b></p>	<p>Actively engage with NSHE institution to deepen educator knowledge and to enrich instructional practices to meet the NDE licensure endorsement requirements for teaching a Great Basin Native American language (NAC 391.233)<sup>7</sup>. Ultimately this project will advance education for AI students in all three of the LEAs identified in this application. The project will be used to advance the dual Northern Paiute course proposed in LCSD and MCSD, to be held on the WNC campus.</p>	<p>In the fall, the <i>Nevada System of Higher Education (NSHE) Native Fee Waiver</i> was passed– Assembly Bill 262, became effective in the fall 2021. “The Nevada Board of Regents provides a waiver of certain fees related to registration to a Native American student who is a member of a federally recognized Indian tribe or nation, all, or part of which is located within the boundaries of Nevada.<sup>8</sup>” The tribes are starting discussion with the NSHE institutions on recruitment and retention efforts.</p>
	<p>The tribes will engage in discussion with the NSHE College of Education.</p>	

<sup>7</sup> <https://www.leg.state.nv.us/nac/nac-391.html#NAC391Sec233>

<sup>8</sup> [https://nshe.nevada.edu/wp-content/uploads/Academic-Affairs/NSHE\\_Native\\_American\\_Fee\\_Waiver.pdf](https://nshe.nevada.edu/wp-content/uploads/Academic-Affairs/NSHE_Native_American_Fee_Waiver.pdf)

**(B) QUALITY OF PROJECT DESIGN**

***(1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.***

A study employing a mixed-methods design will be conducted on Nevada's NYCP, including key components and supports. Documents and Attendance Rates will include a description and content analysis of student support services and activities, teacher trainings, community/family event offerings, college tours and career exploration supports/activities, and participation in these supports/activities. Surveys of students' perceptions of services and events will be conducted, and the students will complete an End-of-Year survey to report the impact of the project on their academic performance and their motivation and readiness to attend college or vocational training. Student Achievement Data will be obtained from the schools and will include student socio-demographic information, completion status of academic learning plans, scores on the state SBAC in Math and ELA in Grades 7 and 8 and ACT in Grade 11, GPA, attendance data, completion status of dual-enrollment courses, and graduation data. Data collection and analysis will be ongoing, and evaluation results will be used for continuous improvement of the project. Student College and Vocational Training Data will be obtained from the schools, and the rate at which Grade 12 students apply to colleges and trade schools will be analyzed. Interviews and Focus Groups with key project staff, students, and parents/caregivers will occur each September to gather perception data on barriers and facilitators to successfully meeting project goals and steps that may be taken to improve the project.

### **Formative Evaluation Activities**

These activities will focus on documenting the development and implementation of activities related to (a) the implementation of activities, support services, and events that promote and prepare AI students for college and careers, particularly careers in the teaching profession; (b) the implementation of activities, supports, and events that promote student academic performance; and (c) efforts to increase student motivation and readiness to attend college or vocational training. Formative reports will be presented to NDE between April and September of each year, with the summative report following the end of each project year.

Data to be summarized include (a) number, type, and description of activities, support services, events, college tours, job shadowing, and trainings provided for students, teachers, community members, and families; (b) participant attendance logs for each of these activities; (c) participants' perceptions of the activities (collected via surveys and focus groups); and (d) project staff data pertaining to the progress of the project (collected via interview/focus group).

### **Summative Evaluation Activities**

The summative evaluation will focus on measuring (a) increases in student academic performance; (b) increases in student attendance; (c) increases in student completion of dual-enrollment courses; and (d) increases in student motivation and readiness to attend college or vocational training. Quantitative analyses will be conducted on the status of academic learning plans, data from the SBAC in Math and ELA, ACT exams, GPA, successful completion of dual-enrollment courses, student attendance data, and student graduation data. In addition, both qualitative and quantitative analyses will be used to analyze student data related to motivation and readiness to attend college or vocational training (collected via surveys and focus groups).

Summative evaluation data will include (a) the use of an Excel template designed to collect academic achievement, attendance data, and graduation data; (b) student perceptions of the support and impact of the project through a student survey and focus groups; (c) participant perceptions of various events and services (e.g., teacher trainings and summer camps) and the impact of these through participant surveys; (d) parent/caregiver perceptions of the support and impact of the project through focus groups; and (e) summary results of the project's progress and impact through project staff interviews.

### **Analysis Plan**

The proposed evaluation uses multiple methods to document evidence pertaining to project implementation and outcome measures. These methods include (a) document analysis of the content of support services and project events; (b) quantitative analyses of the status of academic learning plans, student state achievement test data, student GPA, rates of successful completion of dual-enrollment courses, attendance data, and graduation data; (c) quantitative and qualitative analysis of survey data; and (d) qualitative analysis of focus group data. The evaluation team will work with project staff to create instruments for perception surveys, project staff interviews, and student and parent/caregiver focus groups. The evaluation team will monitor the progress and fidelity of implementation and provide feedback to the project staff. The evaluation team and project staff will engage in monthly planning meetings to ensure the successful progress of the NYCP. Additionally, information about the project's implementation and evaluation will be disseminated to a wide variety of audiences in order to guide possible replication (e.g., at the National Indian Education Association Convention and the Office of Indian Education's annual Project Director's Meeting). Table 2 displays the project objectives and corresponding performance measures.

**Table 2**

*Project Objectives and Performance Measures*

Project Objectives	Performance Measure and Type
<p>1. Implement a successful NYCP that promotes and prepares AI students for college and careers, in and out of school, with an emphasis on careers in the teaching profession.</p>	<p>1a. The percentage of the annual measurable objectives, as described in the application, that are met by grantees <b>(GPRA 1). (Outcome)</b></p>
	<p>1b. The percentage of grantees that report a significant increase in community collaborative efforts that promote the college and career readiness of Indian children <b>(GPRA 2). (Outcome)</b></p>
<p>2. Increase student academic performance by including opportunities in the local community to support AI students.</p>	<p>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. <b>(Process)</b></p>
	<p>2b. Beginning in Year 2 and each year of the project thereafter, the percentage of students scoring proficient on the state exams will increase over the prior year. Smarter Balanced Assessments (SBAC) in Math and ELA will be used in Grades 7 and 8, and the ACT will be used in Grade 11. <b>(Outcome)</b></p>
	<p>2c. Beginning in Year 2 and each year of the project thereafter, at least 50% of students will demonstrate an increase in their GPA from the beginning of the academic year to the beginning of the following academic year. <b>(Outcome)</b></p>
	<p>2d. Beginning in Year 2 and each year of the project thereafter, the number of students who participate in and complete dual-enrollment courses will increase. <b>(Outcome)</b></p>
	<p>2e. Beginning in Year 2 and each year of the project thereafter, the percentage of chronically absent students will decrease over the prior year. A chronically absent student is defined as “a student who is enrolled for 30 days or more at the school at the end of the school year who misses 10% or more of the instructional days during the school year.” <b>(Outcome)</b></p>

Project Objectives	Performance Measure and Type
<p>3. Increase student motivation and readiness to attend college or vocational training.</p>	<p>3a. At least 60% of (Grades 10–12) students will participate in one or more college tours each year. <b>(Process)</b></p>
	<p>3b. Beginning in Year 2 and each year of the project thereafter, at least 75% of students responding to the student survey will agree that the grant activities and supports have increased their <b>motivation</b> to attend college or vocational training. <b>(Process)</b></p>
	<p>3c. Beginning in Year 2 and each year of the project thereafter, at least 75% of students responding to the student survey will agree that the grant activities and supports have increased their <b>readiness</b> to attend college or vocational training. <b>(Process)</b></p>
	<p>3d. Beginning in Year 2 and each year of the project thereafter, at least 75% of Grade 12 students will apply to one or more colleges or trade schools by the end of Grade 12. <b>(Outcome)</b></p>
	<p>3e. Beginning in Year 2 and each year of the project thereafter, the four-year adjusted cohort graduation rate for Yerington High School will increase by three percentage points. (There are insufficient numbers at McDermitt [N&lt;10] to perform analyses for this measure.) <b>(Outcome)</b></p>

*(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.*

The objectives and measurable outcomes are specifically stated in the above table, Table 2. The goals as identified in the Quality of the Project Evaluation and supported by the information in Table 2 will ensure the validity of the proposed project.

*(3) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.*

The following studies are examples of high-quality plans for project implementation. They will be considered in how to best ensure that each partner identified for this project will incorporate a caring, supportive, and communicative school staff and culturally respectful environment<sup>9</sup>. Partners will identify with successful implementation programs based on college access programs<sup>10</sup>.

Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education (2008). Based on interviews of five groups consisting of 47 self-selected AI/AN parents, this study found that factors perceived to encourage parent involvement included a caring, supportive, and communicative school staff and culturally respectful environment; access to AI programs, resource centers, after school activities and clubs; and the presence of an advocate or liaison in each school. Factors perceived to discourage parent involvement included feeling unwelcome or intimidated at the school, and perceptions of racism and discrimination; experiencing scheduling, transportation, childcare, and financial difficulties; and having prior negative experiences in their own or their children's education.

Predictors of Parent Involvement and Their Impact on Access of Postsecondary Education Facilitators Among White and American Indian Parents (2016). This study examined demographic factors as predictors of parent involvement (engagement with school, support of learning, support of child) among parents of children that attended a school implementing a college access program. The study indicated that family characteristics may be important factors in understanding both parent involvement and access of postsecondary education facilitators. The

---

<sup>9</sup> Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education (2008)

<sup>10</sup> Predictors of Parent Involvement and Their Impact on Access of Postsecondary Education Facilitators Among White and American Indian Parents (2016).

findings also provided support that AI/AN parents perceive themselves as active participants in their children's education, while potentially highlighting the role that demographic factors (e.g., education) play in the access of postsecondary education facilitators, regardless of involvement levels.

***(4) The extent to which the proposed project demonstrates a rationale (as defined in this notice).***

The project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcome. See Appendix.

***(5) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.***

As shown in the Quality of Project Evaluation section of the proposal, all evaluation questions are directly tied to the three project goals: 1) Implement a successful NYCP that promotes and prepares 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. All quantitative and qualitative measures will address the evaluation questions, and data will be gathered from all stakeholder groups--students, parents/guardians, project staff, and school and state administrators--to produce comprehensive data related to intended outcomes of the project.

**(C) QUALITY OF PROJECT PERSONNEL**

***(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.***

This section explains the employment policy for NDE and tribes and provides the qualifications of key proposed project personnel. All resumes are provided in Appendix D. The State of Nevada is an equal opportunity/affirmative action employer. Nevada recognizes that a workforce that represents the cultural diversity of the state is essential. Qualified persons are considered for employment without regard to race, sex, sexual orientation, gender identity or expression, religion, color, national origin, age, genetic information, or disability, as outlined in the State Affirmative Action Plan. The tribes will hire all key staff for the proposed project, and where preference may be given to qualified Native American applicants under CFR, Subpart M, Part 273, Subpart D, 273.45.

***(2) The qualifications, including relevant training and experience, of the project director or principal investigator.***

The stability of the NDE will allow the communities served through the NYCP to meet with the site coordinators regularly. The project director and senior staff member will meet with NYCP staff to provide monthly updates, quarterly professional development trainings, and yearly evaluation findings.

**Qualifications of Project Director**

, Master's in Special Education, is the Director of the Office of Inclusive Education. She has over 30 years of experience working in the field of special education with

experience at the classroom, district, and state level. In her current role, among other state responsibilities, she served as the Project Director for Nevada's Enhancement NYCP grant and oversees the Education Programs Professional for Indian Education. Prior to working with NDE, Ms. [REDACTED] was the Project Director for the Adapting Curriculum and Classroom Environments for Student Success Project at the Center for Disabilities Studies at the University of Delaware. She served as the Principal Investigator for the project, which provided professional development to special educators and administrators on access to the general education curriculum for students with severe disabilities. Ms. [REDACTED] will assist senior staff Fredina to lead the NYCP project.

### **Qualifications of Project Personnel & Consultants**

One NDE senior staff will lead the NYCP grant. [REDACTED], Master of Science in Education, with an emphasis in higher education administration from the University of Kansas, is the Education Programs Professional for Indian Education at the Office of Inclusive Education. She is from the Kaibab Band of Paiute Tribe in northern Arizona and affiliated closely with the Moapa Band of Paiute Tribe in southern Nevada. She has over 20 years of experience in the field of Indian education. Prior to coming to the NDE, she was an academic advisor at a tribal college serving freshmen first-generation students. Over the past 15 years at the NDE, she has worked with educators locally and nationally to assist in modernizing and streamlining the education system. For the NDE she assisted in originating several events, such as the statewide Annual NDE Indian Education Summit. Fredina has served on the National Indian Education Association (NIEA) Board of Directors and has worked with various national committees to improve the lives of Native children. Most recently, Fredina led the NDE's NYCP program from 2016-2022.

In addition, we will partner with RMC Research Corporation. The evaluators from RMC Research Corporation (RMC) support participatory evaluation practices and have established relationships with the community members and project staff through two existing projects, including the NYCP and ACE grant evaluations. See Appendix for RMC Resumes.

***(3) The qualifications, including relevant training and experience, of key project personnel.***

Key Personnel	Suggested Description of positions	Training & Experience of staff
Project Coordinator	The NYCP Project Coordinator will provided support to the Project Director and senior staff and will lead the work specifically on the NYCP grant. The NYCP Project Coordinator will provide support to all sub-grantees, including the YPT and WRPT and LEAs. Will lead the work with the evaluators to ensure needs of the evaluator.	An equivalent salary of Education Programs Professional salary for the state of Nevada Department of Education.
LCSD and MCSD College and Career Coach (CCC)	Will serve full time positions for both Yerington school(s) and schools located in Hawthorne. This position will require a bachelor’s degree or greater and experience working with students in a school setting.	Will require a master’s degree or higher. Requires work experience in a school setting.
McDermitt Combined School Community Liaisons	The Humboldt County School District will support SCL in the McDermitt Combined School to work with students and tribal community. They will support the goals of the NYCP grant. Will assist evaluators to compile data, and any needs of the evaluator.	Requires work experience in a school setting.
Education Consultants	The Yerington Paiute Tribe and Walker River Paiute Tribe will use NYCP funds to support education consultant(s) in the community to assist the NYCP grant. Will assist evaluators to compile data and any needs of the evaluator.	Requires work experience in working with Tribes.
Tribal Education Directors	Oversees the NYCP and any grant obligations required, preparing the budget and activities for the NCYP grant. Will oversee the work with the evaluators to ensure the needs of the evaluator.	Requires working with LEA and SEA.

**(D) QUALITY OF PROJECT SERVICES**

***(1) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.***

The priority collaborators, the tribes and the LEAs will work together to establish programs with goals and outcomes based on the NYCP proposed plan. Other collaborators include colleges and universities. College and Career related programs will maximize student motivation for college and career readiness as identified in the following table. As indicated earlier in the application, the Washoe and Clark County School Districts will apply for the competition. If all Nevada projects are awarded, we will work together to offer support to one another and the children served under the grant, as well as open opportunities statewide.

Below are examples of duties, if awarded these duties will be clearly defined.

Key Personnel	Description
NDE NYCP	NDE Staff will assist tribes and LEAs to oversee the project. Other Offices at the NDE will partner with the NYCP grant to enhance programs in the schools.
Tribes	<b>Tribes</b> responsible for submitting a plan to oversee the proposed project with a budget to NDE. Adhere to the Assurances for the state NDE. Hire the CCC and SCL. Work with the NDE Student Investment Division.
LEAs	Work alongside the tribes to initiate goals and objectives, e.g., dual enrollment, CTE, etc.
NSHE Institution(s)	Work alongside the tribes to initiate goals and objectives for college and career ready programs, e.g., dual enrollment.
College and Career related programs	Sierra Nevada Journeys will design a camp to deliver science-based education programs to develop critical thinking skills and inspire natural resource stewardship. Dean’s Future Scholars (DFS) will provide a mentorship program to all NYCP locations. Nevada colleges will provide CTE teaching and learning programs.
Evaluators	See Quality of Project Evaluation

The applicant has demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources. Other funds, such as ARP ESSER, Paraprofessional Program, CTE Programs, Dual Enrollment, Title IIA Federal Funds, will support the project goals, objectives, and outcomes.

***(2) The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth.***

Informed by evidence-based research, Examining AI Perspectives in the Central Region on Parent involvement in Children's Education (2008), states the importance of encouraging parent involvement to include having a caring, supportive, and communicative school staff and culturally respectful environment; access to AI programs, resource centers, after school activities and clubs; and the presence of an advocate or liaison in each school.

The proposed NYCP program include recommendations based on the data collected during the fourth year of the project's implementation via surveys, virtual interviews, focus groups, and quantitative data collection templates. Most recommendations came from parent/caregiver or students and their families. Some of the suggestions include, but are not limited to, providing more opportunities for students to learn about trade and technical careers/schools, investigating opportunities for job shadowing, ensuring that students continue to participate in college tours and planning, sharing academic learning plans with parents/caregivers, providing additional training to parents/caregivers on obtaining funding for higher education, and providing workshops to students on crucial topics. For a full list of the recommendations see Appendix.

## **(E) QUALITY OF MANAGEMENT PLAN**

Next, described is the adequacy of resources of the NDE and partners to implement the proposed work scope, as well as the commitment and relevance of each partner. Their letters of

support are in Appendix D. We also discuss how our budget is appropriate to meet the project demands, and how the proposed activities will be sustained after grant funding ends.

***(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.***

Milestones and Project Timeline is in the Appendix.

***(2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.***

The focus groups conducted as part of the annual evaluation will ensure that the voices and perspectives of students, parents/caregivers, educators, and others are included in shaping the services and activities of the project. The NYCP staff also proposes to incorporate more business community input, including those in professional fields of work and those who are recipients of services provided. These perspectives will be sought out during the yearly state of Nevada Indian Education Summit. In addition, representative(s) from each tribal area will also attend the National Indian Education Association (NIEA) Convention to report out in a workshop format.

***(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.***

When the grant is over, the intent is to incorporate the goals into the LEA, with coordination from the tribes. In addition, the Statewide Plan for the Improvement of Pupils (STIP) Goal 4 states that “All students graduate future-ready and globally prepared for postsecondary success and civic life.” It is the intention that components from this grant will be included in future funding, as specified in Goal 5, which says that “All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.”

The previous Nevada NYCP grant anticipated that activities would continue through similar programs throughout the state. However, due to the pandemic in 2020, NDE was unable to implement any of the mentioned strategies. If awarded for the new grant cycle, a new plan of action will be implemented to ensure an NYCP-modeled program statewide. The goals, objectives, and outcomes from the NYCP program’s evaluation reports will help determine the needs to create similar NYCP programs, and Goal 5 in the Nevada State Improvement Plan, includes “Opportunities Supported by Transparent Funding Administration.” We will rely on data from AI graduation, CTE, and dual credit enrollment to determine needs. The NYCP will also consider using various sources to sustain an NYCP model. We will look at opportunities to include it in existing programs that are funded under the state. Further, the subgrantees will identify commitments for ongoing activities when funding ceases. The tribes will work with the schools and LEAs to determine next steps for sustainability.

Through the NSHE Strategic Planning Efforts, NSHE hopes to receive candid input and feedback from members and supporters of Nevada’s tribal communities that will inform NSHE’s ongoing strategic planning effort. NSHE is scheduling continued meetings with members and supporters of Nevada’s Tribal nations through listening sessions. This will have a huge impact

on the students we serve under the NYCP project and the possible college and career programs sustainability, statewide for AI students.

## **(F) QUALITY OF PROJECT EVALUATION**

The evaluation plan for NDE's NYCP is rooted in many of the precepts discussed in the American Indian Higher Education Consortium's *Indigenous Evaluation Framework* (2009)<sup>11</sup>, including:

- RMC evaluators have been involved in the planning of the program's implementation and proposal development,
- A mixed-methods design with multiple data sources will be used,
- Findings will be interpreted within the context of the program and the communities it serves,
- Knowledge gained from the evaluation will be used to improve the program, and
- Findings will be shared in meaningful ways with all stakeholders.

The evaluation is designed to address questions surrounding the project's ability to develop, test, and demonstrate the effectiveness of its program services to improve the educational opportunities and achievement of Native youth, specifically on their college and career readiness, as well as outcomes associated with the project's key components. The questions that serve to guide the evaluation and selection of measures are displayed in Table 1.

---

<sup>11</sup> LaFrance, J., Nichols, R., & Billy, C. (2009). *Indigenous Evaluation Framework*. American Indian Higher Education Consortium.

**Table 1**

*Correspondence of Project Goals and Key Evaluation Questions*

<b>Goal 1: Implement a successful NYCP that promotes and prepares AI students for college and careers, in and out of school, with an emphasis on careers in the teaching profession.</b>
1. To what extent are the annual measurable objectives described in the application met ( <b>GPRA Performance Measure 1</b> )?
2. To what extent is there a significant increase in community collaborative efforts that promote the college and career readiness of AI students ( <b>GPRA Performance Measure 2</b> )?
3. What college and career exploration supports and activities are offered each year? What is the nature of these supports and activities? How many students participate in these activities? How well are they received?
4. To what extent do students and parents/caregivers perceive that the activities, supports, and events offered meet their needs?
5. What are the perceived and real short- and long-term outcomes of these supports and activities?
<b>Goal 2: Increase student academic performance by including opportunities in the local community to support AI students.</b>
6. What is the nature of students' academic learning plans? How are academic learning plans being utilized to support student success?
7. To what extent do students demonstrate proficiency on state exams (SBAC 7–8, ACT 11)?
8. To what extent does average students grade point average (GPA) improve?
9. To what degree is there a decrease in chronic absenteeism?
<b>Goal 3: Increase student motivation and readiness to attend college or vocational training.</b>
10. To what extent do Grades 10–12 students participate in college tours?
11. To what extent do Grades 7–12 students participate in college and career exploration supports and activities?
12. To what extent do students participate in and complete dual-enrollment courses? To what extent has this changed over time?
13. How have students' motivation and readiness to attend college or vocational training been impacted?
14. What percentage of Grade 12 students apply to colleges or trade schools? To what extent has this changed over time?
15. What percentage of students graduate from high school? To what extent has this changed over time?

A complete description of the implementation and performance data, formative and summative evaluation activities, data analysis plan, and goals and corresponding performance measures is found in Section (b).

The key elements of the evaluation design are presented in Table 3.

**Table 3**

*Evaluation Design Elements*

<b>Type(s) of Data to Be Collected</b>	<b>Data Collection Timeline</b>	<b>Data Collection Methodology</b>	<b>Instrumentation</b>	<b>Data Analysis Methodology</b>	<b>Reporting Timeline</b>
Student, teacher, parent/caregiver, and others' attendance at events, activities, and trainings	Ongoing, throughout the grant period	Attendance logs will be maintained for each event	Spreadsheet of attendance	Attendance rates will be calculated for each event and activity	Formative and annual reports
Student academic learning plan information; test score data on the SBAC in Math and ELA in Grades 7 and 8, ACT in Grade 11; GPA, completion of dual-enrollment courses, attendance data, and graduation status	As data become available	A template for data collection will be provided	Excel spreadsheet	SPSS will be used to calculate the percentage of students with academic learning plans, percentage of students scoring proficient on state exams, average GPA, completion rate for dual-enrollment courses, percentage of students who are chronically absent, and percentage of students graduating	September of each year

<b>Type(s) of Data to Be Collected</b>	<b>Data Collection Timeline</b>	<b>Data Collection Methodology</b>	<b>Instrumentation</b>	<b>Data Analysis Methodology</b>	<b>Reporting Timeline</b>
Student applications to colleges or vocational schools	Ongoing throughout the grant period	A template for data collection will be provided, staff will track applications	Excel spreadsheet	Numbers and types of applications will be calculated	July of each year
Participants' perceptions of support activities and events	Ongoing, throughout the grant period	Electronic Surveys	Student End-of-Year Survey, NYCP Event Participant Surveys	Quantitative and qualitative data analysis methods, frequency of responses, and analysis of comments	Formative and annual reports
Interviews/focus groups with key project staff	September each year	An interview protocol will be developed for the project	Project Staff Interview Protocol	Quantitative and qualitative data analysis methods, frequency of responses and analysis of comments	Annual report
Focus groups of students and parents/caregivers (conducted separately)	September each year	A focus group protocol will be developed for the project	Student and Parent/Caregiver Focus Group Protocols	Qualitative data analysis methods	Annual report

**Evaluation Benchmarks for Monitoring Progress in Meeting Project Milestones**

The evaluation plan includes specific project tasks and a timeframe for accomplishing each task (Table 4). These milestones are the critical benchmarks that must be accomplished for the project to successfully meet the overall project objectives. These will be reviewed with project staff through ongoing communication and at the end of each project year to determine the extent to which the project has adhered to the timeframe for completing the activities.

**Table 4 - Evaluation Timeline**

Task	Project Year 1				Subsequent Project Years			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Meetings with Project Staff	X	X	X	X	X	X	X	X
<b>Start-Up</b>								
Develop processes, instruments, focus group and interview protocols, data collection templates, and surveys	X	X	X	X	X			
Submit instruments to the Institutional Review Board for approval	X	X	X	X	X			
<b>Data Collection</b>								
Participants' attendance at events, activities, and trainings	X	X	X	X	X	X	X	X
Student academic data: academic learning plan information; state test score data on the SBAC in Math and ELA in Grades 7 and 8 and ACT in Grade 11, GPA, completion of dual-enrollment courses, attendance, and graduation status				X			X	X
Student applications to colleges or vocational schools				X			X	X
Participants' perceptions of support activities and events	X	X	X	X	X	X	X	X
Key Project Staff Interviews/Focus Groups				X				X
Student, Parent/Caregiver Focus Groups				X				
<b>Data Analysis</b>				X	X	X	X	X
<b>Formative Report Completion</b>				X		X		X
<b>Annual Report Completion</b>				X				X
<b>Dissemination of Evaluation Results</b>					X	X	X	X
<b>Final Report Completion</b>								X <sup>a</sup>

*Note.* Q1=October–December, Q2=January–March, Q3=April–June, Q4=July–September. <sup>a</sup> Final Year only.

***(1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.***

The annual report developed by RMC Research will provide in-depth feedback to project administrators on progress toward all goals and objectives. The report will include targeted recommendations for program improvement based on the quantitative and qualitative data gathered from a variety of respondents including state and school administrators, project staff, students, and parents/guardians. Findings and recommendations from the report will also be presented to project stakeholders through a PowerPoint presentation as well as an Information Brief. Exit surveys will be distributed at critical project events, such as the Gathering of Native Americans (GONA) and the NDE Indian Education Summit, and separate reports will be developed to summarize the survey findings.

***(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.***

The formative and summative evaluation will identify best practices within the project that have demonstrated effectiveness in increasing the college and career readiness of Native students, raising academic performance, strengthening cultural identity, promoting family involvement, and increasing high school graduation rates and enrollment in colleges and trade/technical schools. Findings on project design, implementation, and impact will be shared at state and national Indian Education conferences and through respected national publications such as the Journal of American Indian Education (JAIE) to encourage replication in other sites with rural Native populations.



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Nevada Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	47,071.00	60,271.00	62,221.00	64,171.00	66,071.00			299,805.00
2. Fringe Benefits	3,480.00	3,480.00	3,480.00	3,480.00	3,480.00			17,400.00
3. Travel	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00			60,000.00
4. Equipment	4,464.00	464.00	464.00	464.00	464.00			6,320.00
5. Supplies	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00			6,000.00
6. Contractual	325,474.48	513,493.18	503,167.46	466,688.50	396,508.52			2,205,332.14
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00			10,000.00
9. Total Direct Costs (lines 1-8)	395,689.48	592,908.18	584,532.46	550,003.50	481,723.52			2,604,857.14
10. Indirect Costs*	46,589.69	68,364.77	68,312.52	65,247.88	59,239.45			307,754.31
11. Training Stipends								
12. Total Costs (lines 9-11)	442,279.17	661,272.95	652,844.98	615,251.38	540,962.97			2,912,611.45

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S299A200940  
Page e101