NIEA 50TH ANNIVERSARY

2019 Convention & Trade Show

MINNEAPOLIS, MN

1969 - 2019

Workshop Session Agenda
Critical Issues Which Support Language Revitalization and Reemergence

NIEA provides this Native language forum with a nationally-recognized language organization, the World-class Instructional, Design and Assessment (WIDA); a university language program which works with tribal communities; and a tribal language program that revived and restored its language by which to promote effective culturally diverse linguistic programs which highlight models that will assist to build the capacity of districts and schools, tribally-controlled schools and BIE-funded schools in providing effective instructional strategies and promote language immersion programs to guide Native language revitalization and maintenance.

This Native Language Plenary will offer a review of assessment basics – what are language levels, how is language level attainment assessed, and how do learners move quickly from one level to the next.

This Native Language Plenary will present research on how effective communicators recognize how context, purpose, and audience guide language choices. Beyond mere words, syntactic choices reflect cultural patterns for meaning-making. Language learners benefit when these cultural patterns are made explicit.

Finally, the Native Language Plenary will present information on the remarkable re-emergence of the Wopanaak language through the vision of Wopanaak Language Reclamation Project. This language was dormant and inactive until the tribe realized the need to recognize the role of language as “central to the protection of the customs, culture, and spiritual well-being of the people,” and to acknowledge the “critical state of the newly reclaimed Wampanoag language, and the need to secure its survival for the benefit of future generations.”

Auditorium 1       Wednesday, Oct 9th | 3:00 – 5:00pm
Sovereignty Through TRIBAL Higher Education: Building the Foundation, Strengthening Ownership, & Advancing the Movement.

Tribal College Leaders

During this session, an engaging panel of Tribal College & University presidents and alumni will share their reflections and insights on the history, present, and future of Tribally Controlled Colleges and Universities – a national movement that has been called the best experiment and experience in Tribal Self-Determination ever. Born in ceremony and prayer more than 50 years ago, the Tribal College Movement now includes 37 TCUs operating more than 75 campuses and sites across 16 states.

Join us in learning about the evolution of TCUs and the role of culturally grounded, place-based education and research in sustaining Tribal nations. Engage with us in a dialogue on current and emerging issues facing TCUs and Native students. And explore with us ways in which Native students are reclaiming their identity and succeeding in careers vital to the future of Indian Country through Tribal higher education.

Auditorium 2  Wednesday, Oct 9th | 3:00 – 5:00pm

Advancing the Wellbeing of Native Hawaiians

To advance the wellbeing of Native Hawaiians, Keaomālamalama, a group of educators, envisions through their work together that Kānaka Hawai'i in 10 years will thrive through the foundation of Hawaiian language, values, practices, and wisdom of our kūpuna and new 'ike to sustain abundant communities. Established in 2014, this group celebrates three conference gatherings and several large initiatives that required the collective work of all. None call themselves leaders and yet, all gather through their respective leadership to advance Hawaiian language to achieve its normalization and advance the use of Hawaiian knowledge to amplify how Hawai'i lives well into the future.

Auditorium 1  Thursday, Oct 10th | 10:00am – 12:00pm
NACIE Forum on Indian Educational Issues and Concerns

The National Advisory Council on Indian Education (NACIE) is hosting a forum to share the purpose of NACIE, the current NACIE Report to Congress and to provide an opportunity for NIEA members to share their suggestions and concerns. The Native educational issues and concerns will be shared with the U.S. Dept of Education and the BIE, as well as with Congress in NACIE’s next Report. Participants should come with written testimony if possible.

Auditorium 2    Thursday, Oct 10th | 10:00am – 12:00pm

Synergy of Success: Respect, Relationships, and Reciprocity

This moderated roundtable discussion will focus on previous and current work in improving Indian Education in the states of Alaska, Idaho, Montana, Oregon, and Washington. Each state will share their insights on creating a sense of purpose, advocating for equity, and intentional connections within state education agencies and among tribal communities to promote culturally responsive school systems. The states will reveal how their successes are heavily dependent upon the bedrocks of respect, relationships, and reciprocity among tribes, schools, communities, and their agencies.

Auditorium 1    Friday, Oct 11th | 3:15 – 5:15pm

Alaska Native Education

Auditorium 2    Friday, Oct 11th | 3:15 – 5:15pm
Southwest Tribal Native American Research Center for Health Program (NARCH) at AAIHB
Highlighting student development success through the Southwest Tribal Native American Research Center for Health Program (NARCH) at AAIHB. Emphasizing mentorship through research internships and scholarships and how this program prevents “brain drain” for Native American students pursuing higher education in the health sciences and health related fields.

LEVERAGING TRIBAL AND FEDERAL RESOURCES FOR STEM RESEARCH EXPERIENCE PROGRAMS
The Cherokee Nation STEM research experience program uses tribal and federal resources to provide paid STEM summer research opportunities for high school and college students. Student success has been presentations at scientific meetings, awards, and scholarships. We model this program for administrators and educators who wish to provide similar opportunities.

Regional Education Laboratory (REL) Northwest in partnership with Affiliated Tribes of Northwest Indians: Guide to Help Families and Community Members Navigate Identification and Eligibility Requirements
The accuracy of AIAN student identification in public education records impacts individuals’ eligibility for programs and services. Research suggests AIAN students are not being counted accurately, thus missing out on services, benefits, and resources to support their education. This guide helps families and community members navigate identification and eligibility requirements.
Native Student Organizations (NSO’s) at Non-Native Colleges and Universities (NNCU’s)

This dissertation research explores the role that Native Student Organizations (NSOs) play in the experiences of Native American students at Non-Native Colleges and Universities (NNCUs). Specifically, this study examines how NSOs create culturally relevant and culturally engaging campus environments for Native students and foster a sense of belonging on campus.

South Dakota State University USDA-NIFA Funded Project on Challenges to Accessing Graduate Education at TCU’s

Tribal College and University faculty often find it difficult to access graduate education. South Dakota State University has responded to some of the challenges through a USDA-NIFA funded project focused on creating flexible access to graduate education grounded in respect for diverse cultures and inclusionary recruitment and retention practices.

Developing Educational Technology with Native Youth

Crossroads, a project to develop a game-based mobile application to teach decision-making, is collaborating with Native American youth on reservations in North Dakota and through the state’s only university’s Native American center. Youth not only serve as testers, but also provide input on story line, game mechanics and artwork.

Native Control of Vocational Rehabilitation: Predictors of Success

From 1998-2019, vocational rehabilitation services have been provided by the Spirit Lake Dakota Nation, resulting in an 80-fold increase in the number of tribal members with disabilities who in the program. This presentation contrasts tribal and state rehabilitation projects, identifying factors related to greater success in obtaining competitive employment.

Transitioning an Elementary Education Program from standard education practices to Anishinaabe Culture Responsive practices.

Presenters will demonstrate and exhibit different units/projects with coursework of a new and evolving program by incorporating Anishinaabe ways of knowing into multiple phases of the elementary education program.
Indians Into Medicine: Native Educator University Research Opportunity in Neuroscience (INMED: NEUROscience)

INMED: NEUROscience is an innovative professional development program that pairs biomedical researchers with high school teachers to enhance the teachers’ capacity to create engaging and meaningful learning environments that instill confidence in American Indian students to help them overcome the obstacles they face on the path to becoming healthcare professionals.

PRESENTER(S)
Ashlee Nelson
University of North Dakota School of Medicine and Health Sciences, Biomedical Sciences/Indians into Medicine

Jame Porter, PhD
University of North Dakota School of Medicine and Health Sciences, Biomedical Sciences/Indians into Medicine

Donald Warne, MD, MPH
University of North Dakota School of Medicine and Health Sciences, Biomedical Sciences/Indians into Medicine

Sarah Sletten, PhD
University of North Dakota School of Medicine and Health Sciences, Biomedical Sciences/Indians into Medicine

REL Central: Current research under the American Indian Education Research Alliance

REL Central proposes a poster session to introduce NIEA conference participants to our American Indian Education Research Alliance. REL Central presenters will share the alliance goals, research agenda, projects, and dissemination efforts. Additionally, presenters will discuss upcoming alliance events such as webinars.

PRESENTER(S)
Steven Tedeschi
REL Central at Marzano Research

Douglas Gagnon
REL Central at Marzano Research

Shelby Hubach
REL Central at Marzano Research

Chadwick Kramer
Office of Indian Education, Bismark Public Schools, North Dakota

Kāko`o Kekahi I Kekahi – Support One Another

Kūlia and Ka Lama Education Academy (KKLEA) connects participants with a variety of resources through community and university partnerships. Supporting our participants through higher education and being able to overcome daily adversities, this poster presents an engaging dialogue surrounding KKLEAs cornerstones and how we implement them through our cultural workshops.

PRESENTER(S)
Alaka`i Aglipay
Institute for Native Pacific Education and Culture (INPEACE)

Kathleen Giffard
Institute for Native Pacific Education and Culture (INPEACE)

RESEARCH PRESENTATION: LAKOTA LANGUAGE PROJECT AT RED CLOUD INDIAN SCHOOL

RMC Research Corporation conducted an evaluation of the Lakota Language Project at Red Cloud Indian School from 2010 – 2018. The LLP is the first comprehensive K-12 Lakota language curriculum in the country. The evaluation showed positive impacts on academic engagement, behavior, and interest in learning about Lakota history and culture.

PRESENTER(S)
Linda Fredericks
RMC Research Corporation

Robert Brave Heart
Red Cloud Indian School
Preparing Native American youth for careers: lessons learned from MIGIZI Green Jobs Pathways

MIGIZI’s Green Jobs Pathway participated in Youthprise’s Opportunity Reboot initiative that received funding from the Corporation for National and Community Service (CNCS) Social Innovation Fund. As a sub-grantee of the initiative, the Green Jobs Pathway program was evaluated for their strategic alignment with the evidence-based Opportunity Reboot model. This poster will describe that the program is relevant, timely, and beneficial to the participants and potentially community at large. It will also describe the challenges that the program staff encountered in aligning their strategies with the Opportunity Reboot model and demonstrating their youth outcomes related to academic and workforce development, while staying true to their cultural values. Early findings of the implementation of MIGIZI Green Jobs Pathway and its impacts on middle- to- high school youth during the first two years of the program provide interesting insights for other career pathway programs seeking to help at-risk youth prepare for careers.

Muscogee Educational Trunk

It is a traveling educational trunk with curriculum and lessons created by local educators and aligned by our state academic standards. The items include artifacts, traditional clothes, books and other cultural contents that support learning in classrooms.

American Indian/Alaska Native Student Education Data Platform

The Minneapolis Federal Reserve Bank’s Center for Indian Country Development (CICD) is working with Wilder Research and other partners to develop an American Indian and Alaska Native (AIAN) student education data platform. We want to get input from key stakeholders at the NIEA conference about if and how this data platform would be useful to them in their work.

Shape the Future for Your Students - Teaching About the 2020 Census

The poster will be titled “Shape the Future for Your Students – Teaching About the 2020 Census.” It will highlight the U.S. Census Bureau’s Statistics in Schools website, 2020 Census-related activities (via pictures), and provide clear and concise information so that attendees can develop a deeper understanding as to how the 2020 Census impacts their students, families and communities.
Wednesday
SESSION A

Creating Culturally Responsive School Environment With Youth Engagement, Leadership, and Resilience
Public Schools and Urban Native Education

We will be presenting the “Best Practices” of the first public immersion program in Montana. This workshop is designed for educators and administrators who teach in highly populated Native urban areas. We focus on the importance of relationship building, cultural lessons to further student engagement and attendance, and improving family involvement.

ROOM: M100A TIME: Wed 1:30-2:45

PRESENTER(S)
Jordann Lankford-Forster
Great Falls Public Schools
Miranda Murray
Great Falls Public Schools

Thinking Beyond the Classroom
Curriculum, Instruction, and School Leadership

This session will highlight U.S. history in non-traditional classroom settings. Join us as we learn new ways to integrate Act 31 into gym, music, and art classes. These collaborations have led to activities for students, professional learning for teachers, support for parents and families, among many other positive outcomes.

ROOM: M100B TIME: Wed 1:30 - 2:45

PRESENTER(S)
Arielle Hall
Black River Falls School District

Native Pathways: A College Going Guidebook
Higher Education/College & Career Readiness

Native Pathways: A College-Going Guidebook provides college-going content for Native American high school students that caters to their culture, ways of knowing, and experiences as they consider attending college. The guidebook discusses choosing and getting into college, paying for college, and what to expect the first year.

ROOM: M100C TIME: Wed 1:30-2:45

PRESENTER(S)
Jacque Demko
American Indian College Fund
What Variables Contribute To Native American Students’ Success?: Self-Esteem, Cultural Identity, and Academic Optimism
Early Stud Prep (College/Career Ready), Recruit, Place, Retain, Sustain & Pre-School to PhD Success

This presentation will cover a program description, evaluation, and results of a Native American Youth Academy in Southern Oregon. Through using a Positive Youth Development framework and culturally-based education, Konaway Nikka Tillicum Native American Youth Academy aspires to mentor and prepare Native youth through high school and on to higher education. This community-based participatory research partnership investigated cultural identity, self-esteem, and academic optimism of Native American youth attending the academy.

ROOM: M100D  TIME: Wed 1:30-2:45

Creating a Culturally Responsive Mindset
Public Schools and Urban Native Education

Participants will explore why it is critical to be culturally responsive, through a guided process of looking at their own biases as a self-reflecting educator. Participants will learn how to create a culturally responsive classroom, with a concentrated use of Dakota culture, and explore the relationship between achievement and the mindset of cultural responsiveness.

ROOM: M100E  TIME: Wed 1:30-2:45

Safe and Connected: Using Trauma-Informed Practices to Enhance Student Success
School Environment: Safety, Student Wellness & Social Justice

Native communities are heavily impacted by multi-generational trauma. Native students are adversely affected when schools ignore or take punitive approaches to student needs. A trauma-informed approach can help schools move from perpetuating trauma to building resilience. Practices can be infused across school climate, instructional and disciplinary approaches to increase support for students and enhance their opportunities for success.

ROOM: M100F  TIME: Wed 1:30-2:45

Career and Professional Development as Faculty at Tribal Colleges and Universities
Tribal Colleges & Universities

This session will showcase a professional development program that is co-created with faculty at tribal colleges and universities (TCUs). We will share the program's structure, changes over time based on the needs of faculty, growth by inclusion of additional TCUs faculty, and impact on TCU faculty. We will also demonstrate the importance of developing relationships with TCUs.

ROOM: M100G  TIME: Wed 1:30 - 2:45
Place in Knowledge Keeping: Reclaiming Urban Indigenous Space Through an Educational Lens
Family and Community Engagement & Empowerment

“Invisible.” That's how many Native people describe their presence in urban areas, and especially on urban college campuses. This workshop explores two unique approaches to raising the visibility of Native people by using place in knowledge keeping. Participants will learn how to create Indigenous tours that connect the past to the present.

ROOM: M100H    TIME: Wed 1:30 - 2:45

PRESENTER(S)
Patty Loew  
Medill School of Journalism, Northwestern  
Heather Miller  
American Indian Center of Chicago

Wičhaŋ pi Ŭŋyapte: Meeting students at their level through Rockets and STEAM
STEM (Science, Technology, Engineering & Mathematics)

Participants engage in the construction of water bottle rocket launchers and, weather permitting, test their final products outside. Conversation in class revolves around the use of indigenous language to explore advanced topics in mathematics and science while incorporating art and creative engineering in both single and multi-grade classrooms.

ROOM: M100I    TIME: Wed 1:30-2:45

PRESENTER(S)
Jarydd Boston  
Bdote Learning Center  
Barry Frantum

Teachings of the Pipe
Culture and Language

This workshop will address the traditional teachings of the ceremonial pipe as it relates to the character development of American Indian youth. It will highlight the traditional stories and interventions our elders use to facilitate the character development of American Indian youth using the pipe.

ROOM: M100J    TIME: Wed 1:30 - 2:45

PRESENTER(S)
Kalvin White  
Native Wholistic Specialists, Inc.

Overall OIE Updates
ED/OIE Session

The U.S. Department of Education, Office of Indian Education (OIE) staff will provide program updates for the Indian Education Formula Grant Program and the four Discretionary grant programs. Learn about upcoming grant competitions, the National Advisory Council on Indian Education (NACIE), and other announcements from OIE.

ROOM: 101B    TIME: Wed 1:30-2:45

PRESENTER(S)
Angeline Boulley  
U.S. Dept. of Education/Office of Indian Education Director
A Closer Look at NAEP and the National Indian Education Study

Conducted in conjunction with the National Assessment of Educational Progress (NAEP), the National Indian Education Study describes the condition(s) of education for American Indian/Alaska Native (AI/AN) students. This workshop provides an opportunity to share insights regarding students' educational experiences (e.g., exposure to Native languages and cultures) and subsequent academic outcomes.

ROOM: 101C  TIME: Wed 1:30-2:45

Keys to Student Success: Reading Fluency and Foundational Skills

Meeting readers at their level is critical to maximizing learning. Providing teachers with data around phonological awareness, decoding accuracy, word recognition, comprehension, and oral reading fluency allows needs to be better met. Allowing learners to engage in an experience like MAP Reading Fluency helps teachers set students up for success.

ROOM: 101D  TIME: Wed 1:30-2:45

American Indian AVID

AVID (Advancement via Individual Determination), a college preparatory system seems to not reach indigenous students. AIS of SPPS has created an indigenous AVID to shrink the achievement gap that American Indian students face and to create opportunities for those American Indian students who need the support for college and beyond.

ROOM: 101E  TIME: Wed 1:30-2:45

Open Forum with BIE Senior Leadership

In an Open Forum with the BIE, attendees will have the opportunity to discuss their respective issues, priorities, and goals for the Bureau. The BIE is moving forward on several fronts to increase agency effectiveness and accountability, as well as better support Indian tribes and BIE-funded school systems. Feedback from those we serve is critical to increasing the Bureau's ability to effectively serve Indian students and their Tribes locally.

ROOM: 101F  TIME: Wed 1:30-2:45
Addressing Teacher Education Needs Through Institutional Change and Policy

Tribal Colleges & Universities

This session highlights universities and Tribal Community College/Universities experiences in working to institutionalize Indigenous Teacher Education programs. The panel will discuss current processes, needs, issues, and solutions for institutional and policy change that supports teacher preparation in ways that acknowledges the unique contexts and realities of Indigenous communities and education.

ROOM: 101G TIME: Wed 1:30-2:45

Solving for Y: A Formula for Educational Sovereignty

Family and Community Engagement & Empowerment

This dynamic workshop features six indigenous educators from Tribal Education Departments National Assembly Native Youth Community Project. Using powerful storytelling techniques, these educators present their Formula for Educational Sovereignty (Ed + R(y) = S) by illuminating how they solved for WHY (y) and how that impacts their students and communities.

ROOM: 101H TIME: Wed 1:30-2:45

Tribal History / Shared History – Oregon’s Journey to Implement Native American Curriculum in all Classrooms

Curriculum, Instruction, and School Leadership

Participants will learn how Oregon sought a law to require districts to implement Native American curriculum in all classrooms. Staff will share how Tribal History / Shared History became law in 2017 and the journey since then. Participants will have an opportunity to view Essential Understandings of Native American’s in Oregon, developed in collaboration with tribes in Oregon.

ROOM: 101I TIME: Wed 1:30-2:45

Our Elders and the Future of Our Language


First Listeners are individuals who grew up in homes where Hoocąk was the primary language for communication and who understand the language today but do not speak the language. The Hoocaʔk Waaziija Haci Language Division will share the First Listener Project goals, development and best practices for our elder participants.

ROOM: M101A TIME: Wed 1:30-2:45
Developing a tribal higher education agenda from pre-k through doctoral studies

How can a tribe begin to create a higher education agenda that drives a research agenda towards tribal challenges, prioritizes areas of scholarships, makes college more accessible and uses higher education as a tool to create a new future? This workshop will discuss data needs, questions to ask and first steps in driving higher education to meet tribal priorities.

ROOM: M101B  TIME: Wed 1:30 - 2:45

Silent No More: An Exploration of Cultural Identity Silence of Native Students and Their Survivance

This presentation will describe the phenomenon of cultural identity silencing of Native American/Alaskan Native students throughout K-12 and higher education. It draws from a qualitative study which investigated the phenomenon using an integration of descriptive phenomenology and Indigenous research methodologies. The presentation has three objectives; (A) describe the phenomenological structure of how cultural identity silencing is experienced within education; (B) describe the how the non-Native researcher navigated positionality to uphold the ethics set by Indigenous research methodologies; (C) explore the implications of this work for Native student survivance and success within education.

ROOM: M101C  TIME: Wed 1:30-2:45

Learning Environments for Student Success

Hear about best practices on effective learning environments that support successful students. Reservation-based schools often have unique learning environment needs and often possess the resources that have enabled them to produce bigger schools. Research on Native schools’ learning environments, and the latest research on flexible learning spaces will be shared. Discover the possibilities of Maker Spaces to increase project based student engagement from STEM to Native language labs.

ROOM: 102A  TIME: Wed 1:30 - 2:45
Honoring the Diversity: An Examination of Financial Capability Amount AI/AN College Students
Early Student Prep (College/Career Ready)

We conducted a person-centered strategy to analyze survey data collected from a cohort of AI/AN young adults (ages 18–26) who participated in a larger study of college students. The data sought to better understand the factors that contribute to the formation of financial behaviors and the association between early financial behaviors and later-life success. The overall aim of this research project is to determine if there are discernible patterns in both financial and educational achievement among AI/AN young adults who enroll in college.

ROOM: 102B  TIME: Wed 1:30 - 2:45

PRESENTER(S)
Joyce Serido
University of Minnesota
Donna Feir
CIDI/Federal Reserve

Building Strong Foundations with Alaska Native Families through Alaska Native Cultures and Education
Head Start & Early Childhood Education

This workshop will focus on how Cook Inlet Native Head Start (CINHS) is “Building Strong Foundations with Alaska Native Families through Alaska Native Cultures and Education.” The workshop will describe their Yup’ik Immersion program, and how CINHS engages families through family engagement activities to strengthen their cultural knowledge. We will also highlight our new cultural playground and how it will support various domains of developmental growth in our students.

ROOM: 102C  TIME: Wed 1:30 - 2:45

PRESENTER(S)
Ethan Petticrew
National Indian Head Start Director’s Assembly (NIHSDA) Board Member
All About Formula Grants for Indian Children  
ED/OIE Session  
Learn practical tips from highly successful Formula grantees about setting up the program for success, parent engagement, and implementing culturally relevant student activities and services. The U.S. Department of Education, Office of Indian Education (OIE) staff will moderate a discussion panel comprised of grantees (including large, medium, and small programs).

ROOM: M100A  TIME: Wed 3:00-4:15

Urban Indigenous Arts and Sciences  
Public Schools and Urban Native Education  
Earth Partnership-Indigenous Arts and Sciences represents an evolving collaboration between university, tribal, and school educators to engage environmental science and local land care as a context for indigenizing education and fostering relationship-building. This workshop will present the new Urban IAS model of teacher professional development, youth programming, and community engagement.

ROOM: M100B  TIME: Wed 3:00-4:15

Building Family Involvement  
Head Start & Early Childhood Education  
The presentation will look at how parents and staff involve people in the program to develop a well-rounded child that includes the Choctaw Culture and language. The presentation will share specific examples of things that one program has used to develop a strong parent involvement program.

ROOM: M100C  TIME: Wed 3:00 - 4:15

Child Development from a Traditional Perspective  
Head Start & Early Childhood Education  
From instant a child is conceived, a sacred process of development starts. Child is born and starts a “Circle of Life”. Child is blessed with Beauty in life through old age.

ROOM: M100D  TIME: Wed 3:00 - 4:15
Weaving Culture, Language, and School Experience to Enhance a Strong Native Identity.

**Culture and Language**

The Indian Community School serves an intertribal, urban, American Indian population. We will share the method, outcomes, examples, and resources that help us to meet the diverse needs of American Indian Students. Learn the outcomes and purposeful and culturally connected experiences developed in culture, language, and curriculum.

**ROOM:** M100E    **TIME:** Wed 3:00-4:15

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Planning and Managing a Sustainable Language Revitalization Program

**Head Start & Early Childhood Education**

This session will show how to develop a monitoring tool that can support in structuring day-to-day language revitalization operations. You will learn about sustainable pathways such as tools to survey current language resources to support language in our classroom and community and how to develop a sustainable language plan inclusive of culture.

**ROOM:** M100F    **TIME:** Wed 3:00-4:15

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Creating Spaces: The Importance of Community in a Digital Age

**Higher Education/College & Career Readiness**

The average millennial engages with social media for about 18 hours per day. IEI uses technology to create support systems for students who may not have the support to help them persist to and through higher education. IEI has found success in student engagement/outreach practices around social media platforms to offer them the support that they require.

**ROOM:** M100G    **TIME:** Wed 3:00-4:15

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Creating Community in Higher Education: The Big Ten Native Student Gathering

**Higher Education/College & Career Readiness**

This workshop will serve as a discussion on issues facing higher education support services, possibilities and strategies on how to create better educational spaces for Native students, and connecting best practices through university networks. Participants will learn about the framework and methods used to design the Big Ten Native Student Gathering, and how organizing a similar gathering/conference could benefit their network of students.

**ROOM:** M100H    **TIME:** Wed 3:00-4:15
# Check & Connect: Supporting Students, Families and Communities

**Family and Community Engagement & Empowerment**

Check & Connect is an evidence-based mentoring model, which incorporates the school, family, and community to support positive school engagement for students. Mentors use attendance, behavior, and course performance data to target areas on disengagement, and work with all influencing factors to help students get back on track towards successful school experiences, and therefore, successful school outcomes.

**ROOM:** M100I  **TIME:** Wed 3:00 - 4:15

**PRESENTER(S)**
Ann Romine  
University of Minnesota

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# Film: Empowered

**Family and Community Engagement & Empowerment**

For 4 years, the Jicarilla Apache Nation's Johnson O'Malley program, led by Lynn Roanhorse, and Holt Hamilton Films have joined forces to encourage, motivate and empower Jicarilla Apache youth by providing hands on learning and mentorship in the filmmaking process. Follow this exciting journey as Native American youth show the world that they can do great things when EMPOWERED.

**ROOM:** M100J  **TIME:** Wed 3:00 - 4:15

**PRESENTER(S)**
Travis Hamilton  
Hamilton Films

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# Endaso-Giizhik: Addressing Chronic Absenteeism in Indian Country.

**Family and Community Engagement & Empowerment**

At Bayfield, a public school with 80% Anishinaabe enrollment, a teacher-led team is collaborating with stakeholders, including the WI Department of Public Instruction, Tribal Councils, School Boards, and JOM Committees, to develop a proactive and reflective approach to address our chronic absenteeism issue. We believe a school that is family, community, and culturally responsive will ultimately result in improved academic achievement and attendance.

**ROOM:** 101B  **TIME:** Wed 3:00-4:15

**PRESENTER(S)**
Anne Sullivan  
School District of Bayfield  
Karen DePerry  
School District of Bayfield  
Elizabeth Bodin  
School District of Bayfield  
Lorie Erickson  
School District of Bayfield

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# Supporting Ally and Non Native Educators to Design Culturally Based Curriculum

**Curriculum, Instruction, and School Leadership**

This session will focus on methods to integrate Dakota and Ojibwe culture and language, using Minnesota state standards, to build meaningful curriculum that represents our students. We will provide examples from our kindergarten and grade five classes.

**ROOM:** 101C  **TIME:** Wed 3:00-4:15

**PRESENTER(S)**
Laura Sullivan  
Anishinabe Academy/MPS  
Anna Dahl  
Anishinabe Academy, Minneapolis Public Schools  
Lindsey Lacoste  
Anishinabe Academy, Minneapolis Public Schools  
Lora Pedersen  
Anishinabe Academy/Minneapolis Public Schools
Culturally Sustaining Practices: Building Capacity in Early Childhood on Tribal Nations
Head Start & Early Childhood Education

Culturally responsive, relevant, and sustaining practices in early childhood education are applicable in all early-childhood settings. Weaving these practices through the standards for both teacher preparation, as well as program standards, enriches developmentally effective approaches to learning and helps to build capacity on tribal lands.

ROOM: 101D   TIME: Wed 3:00-4:15

Taking a Stand in a Good Way - Student-led Anti-‘Indian’ Mascot Advocacy in WI 1997-Present
School Environment: Safety, Student Wellness & Social Justice

Student-led initiatives helped 35 Wisconsin Public School Districts replace ‘Indian’ mascots. At the heart of this work is WIEA ‘Indian’ Mascot and Logo Taskforce. Students past and present, from school districts across the state, share stories of personal growth through participation in a unique culture-based form of education activism. We are sharing our tactics and advocacy models, hoping to inspire student activists everywhere to engage!

ROOM: 101E   TIME: Wed 3:00-4:15

Phillips Indian Educators
Public Schools and Urban Native Education

The Mission of PIE is to dramatically improve education for Indian students by insuring that all educators of Indian students are knowledgeable enough to competently incorporate Indigenous best practices into their teaching. In this workshop we hope to highlight the effectiveness of asset-based practices and inspire others to do so.

ROOM: 101F   TIME: Wed 3:00-4:15
Four A.C.E.S. Lose Every Time
Family and Community Engagement & Empowerment

ACES, and the ensuing trauma, affects the ability to learn, and contributes to high-risk behaviors. We will discuss what ACES are, their effects on individuals, families, and communities, and why many Native American communities are affected at higher rates.

ROOM: 101G  TIME: Wed 3:00 - 4:15

PRESENTER(S)
J. Wilson
Ute Mountain Ute Tribe Department of Higher Education
Afrem Wall
K-12 Ute Mountain Ute
Alicia Whitehead
K-12 Ute Mountain Ute

Opening Pipelines to Success: Supporting Native American Students’ Transition in Math
Curriculum, Instruction, and School Leadership

For many students, including Native Americans, mathematics serves as a gatekeeper in the attainment of their degrees. Participants in this session will learn about some initiatives done at SIPI in recent years that have proven to be effective tools to support student success in and completion of mathematics courses.

ROOM: 101H  TIME: Wed 3:00-4:15

PRESENTER(S)
Dr. Eva L. Rivera
Federation of Indian School Employees
Dr. Alfonso E. Heras Llanos
Federation of Indian School Employees

Collaboration from Birth through Middle School
Head Start & Early Childhood Education

There are 260 Tribal Nations who are Child Care and Development Fund (CCDF) grantees receiving federal funds from the Office of Child Care to support tribal families’ self-sufficiency and to foster healthy children's development. Many of these CCDF grantees offer child care services in their tribal communities by partnering with their local schools and school districts. Services provided include summer camps, spring/fall/winter break camps, tribal language and culture camps, professional development partnerships, and others. Join the National Center on Tribal Early Childhood Development for a discussion on opportunities to coordinate services and collaborate with CCDF programs in tribal communities.

ROOM: 101I  TIME: Wed 3:00-4:15

PRESENTER(S)
Melody Redbird-Post
National Center on Tribal Early Childhood Development
Lisa Ojibway
Child Care State Capacity Building Center (SCBC)
Char Schank
Office of Child Care's National Center on Tribal Early Childhood Development
**A Culturally-Relevant Engineering Design Curriculum for Navajo Nation Middle Schools Towards the Development of Culturally-Relevant Engineering Design Curriculum for Navajo Nation Middle Schools**

Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

The mission of this research is to develop a culturally-relevant engineering design curriculum to illuminate STEM career pathways for Navajo middle school students. This design-based research study is grounded in a study of how Navajo students and professionals experience engineering design in the context of their culture, community, and society.

**ROOM: M101A  TIME: Wed 3:00-4:15**

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**Defend and Justify: The Higher Education Experience of Native Students**

Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

This presentation discusses research from two qualitative studies conducted with post-graduate Natives to understand their experiences in higher education, and how those experiences illustrate the settler colonial nature of predominately-white colleges and universities.

**ROOM: M101B  TIME: Wed 3:00-4:15**

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**NIEA Resolutions Review**

NIEA Session

Join NIEA to help shape the direction of the organization through resolutions submitted by the NIEA membership over the past year. Attendees will review 2019 resolutions submitted by NIEA membership to provide recommendations on issues impacting Native communities. Your voice is critical to ensuring NIEA’s resolutions are reflective of the diversity of Native communities and schools serving Native students.

**ROOM: M101C  TIME: Wed 3:00-4:15**

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**NJOM Update**

NJOM Session

Legislative and implementation updates on the Johnson-O’Malley Supplemental Indian Education Program Modernization Act.

**ROOM: 102B  TIME: Wed 3:00 - 4:15**

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**PRESENTER(S)**

- Shawn Jordan
  Arizona State University
- Kalvin White
  Department of Dine Education
- Carla Mann
  NJOM President
- Steve Pruitt
  NJOM
- Stephanie Masta
  Purdue University
- Shawn Jordan
  Arizona State University
- Kalvin White
  Department of Dine Education
- Carla Mann
  NJOM President
- Steve Pruitt
  NJOM
- Stephanie Masta
  Purdue University
Supporting Equitable Data Analysis While Integrating Data into Planning

Culture and Language

Join us as we consider different ways data can be used to measure efficacy. We will explore techniques and skills to improve data analysis, including methods for considering identities and culture before analyzing the data. Participants will engage in activities to practice and apply the four data activities – prepare, collect, aggregate & analyze, and use and share.

ROOM: 102C     TIME: Wed 3:00 - 4:15
Thursday
SESSION C

Kilohana: A Hawaiian Culture Based Literacy approach engaging students through hands-on, place-based learning to develop next generation ʻōiwi leaders grounded in aloha ʻāina.

Native Language Summit

The presentation will present on their current initiatives to incorporate their culturally and linguistically responsive educational approach into core content areas of the Common Core State Standards. This may be valuable information for curriculum development, curriculum and instructional alignment, as well as resource considerations.

ROOM: M100A    TIME: Thurs 9:00-10:15

NIEA Board Candidate Meet & Greet

NIEA Session

Meet the Candidates for the NIEA Board of Directors. Members will have the opportunity to network, question, and listen to candidate platforms.

ROOM: M100B    TIME: Thurs 9:00-10:15

Preventing School Dropouts

Family and Community Engagement & Empowerment

The national dropout rate for Native students is 50%, the lowest in the nation, ranging from below 10%, to as high as 70%. In the past two decades over 40 schools have lowered their dropout rate. This workshop will review what they did to lower their dropout rate.

ROOM: M100C    TIME: Thurs 9-10:15
Development of CDC Eagle Books (K-3rd grade) for Violence and Injury Prevention
Family and Community Engagement & Empowerment

FHI360 is supporting the Centers for Disease Control and Prevention in developing two books for AI/AN children K-3rd grade that will aim to prevent violence and injury in Native communities by promoting cultural protective factors. This workshop will provide a project overview.

ROOM: M100D  TIME: Thurs 9:00-10:15

Part-I: Culturally Responsive Instruction Engages Students, Positive Change in Your Next Class!

Two-Part Workshop: Culturally responsive pedagogy from traditional tribal ways of teaching/learning/knowing that YOU wish you had as a child. Develop tools from Seven Instructional Hoops© for your direct use Monday morning. Actual classroom video shows you how; interactive small group activity helps

ROOM: M100E  TIME: Thurs 9:00-10:15

Indian Parent Committee (IPC) Training
ED/OIE Sessions

The Indian Parent Committee (IPC) is a vital component of most Title VI Indian Education Formula Grants. Learn about their roles and responsibilities, the approval form, bylaws, and resources. Parents are invited to share successful strategies for working with school administrators and overcoming obstacles

ROOM: M100F  TIME: Thurs 9:00-10:15

All About OIE Discretionary Programs
ED/OIE Sessions

Discretionary grants are competitive awards based on project applications that are peer reviewed. Learn about the four different types of discretionary grant programs available through the U.S. Dept of Education’s Office of Indian Education (OIE). OIE staff will highlight best practices of successful grantees and answer your questions.

ROOM: M100G  TIME: Thurs 9:00-10:15
Ensuring Vibrancy of Native Teacher Education Through an Indigenous Accreditation Process  
NIEA Session

This presentation will discuss the issues, needs, rationale and solutions for an Indigenous accreditation process that serve the preparation of teacher candidates for Indigenous immersion and culture-based schools as a strategy for building community vibrancy, well-being, language/cultural perpetuation and self-determination in education.

ROOM: M100H  TIME: Thurs 9:00-10:15

Generation Indigenous Past, Present, & Future: Elevating Native Youth Voices & Stories  
Family and Community Engagement & Empowerment

The Generation Indigenous Initiative began in 2014 created by President Obama, 5 years later, we at the Center for Native American youth continue the work. CNAY manages, updates, and provides opportunities, resource, and tools for those in the Gen-I Network as Challenge Takers, Ambassadors, or Supporters.

ROOM: M100I  TIME: Thurs 9:00-10:15

Ginibiminaan (Our Water): Teachings from Indigenous Women Water Walkers, Protectors and Educators  
Epistemological Considerations of Indigenous & Local Knowledge

In many Indigenous nations around Turtle Island, women have the responsibility of gathering, protecting, and speaking for the water. This presentation will include a critical examination of water issues facing Indigenous nations, the work the women are doing to protect it and implications for educators.

ROOM: M100J  TIME: Thurs 9:00-10:15

Digging Into Education Issues in Indigenous Communities with Talking Circles  
Family and Community Engagement & Empowerment

Trauma plagues Indigenous communities and is the source of recurring education issues such as lack of accountability, grit, and participation. Professionals working in Indigenous communities, students, and parents will have the chance to come together, in talking circles, to discuss how we can approach education issues and move toward wellness.

ROOM: 101B  TIME: Thur 9:00-10:15
Nationwide Action Network: Teach Respect - Not Racism: No ‘Indian’ Mascots in Schools!

School Environment: Safety, Student Wellness & Social Justice

Organizing to revitalize the network of Indian Educators working to eliminate ‘Indian’ mascots from k-12 schools nationwide; we will improve resource sharing and communication, and launch new advocacy initiatives at the convention. Share ideas and sign up! We are stronger together!

ROOM: 101C     TIME: Thur 9:00-10:15

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Trickster Tales from the Road: Native Student Voices from Research 1 Doctoral Programs

Higher Education/College & Career Readiness

Being a good Auntie or Uncle in traditional teachings means listening, lifting others up, and learning with a good mind and in a good way. Come and hear from three amazing Indigenous PhD Dissertation students attending “Research 1” Universities in the Midwest. They will give an overview of their current research, share supports that have helped them, and offer insights into the “trickster” tales they’ve encountered along the doctoral road.

ROOM: 101D     TIME: Thur 9:00-10:15

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Enhancing Student Success via Instructional Variance

Curriculum, Instruction, and School Leadership

This workshop will focus on students who learn differently and can be successful when the classroom provides a safe and engaging environment, built upon varying instructional strategies and healthy relationships. Social Emotional components and wellness will also be included.

ROOM: 101E      TIME: Thur 9:00-10:15

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Offering a Culturally Responsive College Fair: A Collaborative Approach

Higher Education/College & Career Readiness

This session will focus on the essential steps required to develop, plan, organize, and execute a successful college fair for American Indian high school students. Members of the Native American College Fair will provide insights on providing an engaging and culturally meaningful college and career readiness activity.

ROOM: 101F      TIME: Thur 9:00-10:15
Building Finance and Governance Resources for Leaders to Advance Native Control of Native Education
Curriculum, Instruction, and School Leadership

This session introduces a recent resource on Indian education finance that can support practitioners’ advocacy across the multiple bureaucratic networks and policies that impact Native students. Attendees will collaboratively identify resources that could enhance their advocacy for Native students and will have an opportunity to shape the creation of a future Indian education guidebook for school leaders and policy makers.

ROOM: 101G TIME: Thur 9:00-10:15

Partnering to Strengthen the Special Education Practice for Indigenous Students Suspected of a LD
Special Education

The absence of pre-referral academic interventions as a function of data-driven decisions can result in the special education over-identification of indigenous students. Participants, through active participation, will review the referral of a student through the special education process to include the prereferral interventions, assessment considerations, and the eligibility meeting according to the category of a specific learning disability.

ROOM: 101H TIME: Thurs 9:00-10:15

Moving From Standards to Our Ways through Project-Based Learning
Culture and Language

Indian Community School (ICS), is working to implement a curriculum that cultivates cultural identity as the heart of everything we do. Our goal is to align the Our Ways Teaching and Learning Framework, and academics, as students demonstrate learning of concepts and skills in a cultural way. ICS will share its journey of moving from standards, to the Our Ways Teaching and Learning Framework through PBL.

ROOM: 101I TIME: Thur 9:00-10:15

What Indigenous Educational Leaders See as Important for Improving the Education of Indigenous Youth
Epistemological Considerations of Indigenous & Local Knowledge

This research provides information on cultural and mainstream American and Canadian perspectives for school leadership. The study compared the views about the types of instruction and curriculum leadership Indigenous students need according to experienced school administrators working with schools serving Indigenous students.

ROOM: M101A TIME: Thur 9:00-10:15
An Apsaalooke View for Educational Leadership

Research was conducted to find the expectations that the Apsaalooke community has for school leaders, Native and non-Native, who might serve in their communities. This research sought to inform school leadership to better serve a particular Native American Community and give voice to the community.

ROOM: M101B  TIME: Thur 9:00-10:15

Census Bureau Data: Learning About My Tribal Area
NIEA Session

The U.S. Census Bureau collects data for the American Indian and Alaska Native (AIAN) population and publishes specific counts, estimates, and statistics. This presentation will teach participants about the Census Bureau's My Tribal Area data tool and how to get quick and easy access to selected statistics from the American Community Survey (ACS).

ROOM: 102A  TIME: Thur 9:00-10:15

Rumble: Music and Indigenous Peoples Day in the Classroom
Curriculum, Instruction, and School Leadership

The film RUMBLE: The Indians Who Rocked The World tells the story of a profound, essential, and until now, missing chapter in the history of American music: the indigenous influence. This panel screens excerpts of RUMBLE featuring Buffy Sainte-Marie, Johnny Cash, Jimi Hendrix, the Black Eyed Peas, and others to explore topics presented in the TeachRock RUMBLE lesson plans designed to help history, social studies, ELA, and other teachers engage students of all ages in discussions of topics from Wounded Knee and the Dawes Act, to personal identity, cultural appropriation, and beyond.

ROOM: 102B  TIME: Thur 9:00-10:15

Through Our Eyes: Exploring Authentic, Culturally-Responsive Curriculum Development
Head Start & Early Childhood Education

Dig into the evidence base on culturally-responsive curriculum development in early childhood education, birth through third grade. Through small and large group activities, explore how local knowledge can be incorporated into early childhood curriculum, particularly grades Pre-K through Third Grade, using emerging methodologies from the research. Engage in a step-by-step action planning approach that includes family engagement, community partnership, staff involvement, and developmentally-appropriate practice to inform the curriculum development process.

ROOM: 102C  TIME: Thur 9:00-10:15
Session 1: Making Language Revitalization Work
As innovative efforts to revitalize Indigenous languages grow and develop throughout Indian Country, we must understand what models work. How do we create early education programs that give our communities the best chance to raise new first-language speakers? What makes a multi-generational program effective? School-based programs cannot revitalize languages alone, so what are learning about how to mobilize broader community engagement and support?

ROOM: 102D  TIME: Thurs 9:00-10:15

Session 2: Sustaining Indigenous Education Sovereignty Through Policy and Funding Partnerships
Sustaining innovative indigenous educational models requires a supportive policy environment at the tribal, state and federal levels. Additionally, multiple streams of funding must be engaged to support such efforts over the many years needed to achieve their ultimate vision. Speakers in this session will discuss key changes to policy and law necessary to support true indigenous sovereignty. They will also talk about ways to successfully access and leverage public, philanthropic, tribal and other sources of funding.

ROOM: 102D  TIME: Thurs 10:30-11:45

PRESENTER(S)
Lana Garcia
Department of Education, Pueblo of Jemez
Janice LaFloe
Montessori American Indian Childcare Center
JoAnn Melchor
Keres Children's Learning Center
Parent Participatory Evaluation: Community-Led Systems Change in a Public School District

Parent Participatory Evaluation (PPE) empowers those who are closest to the matter to take the lead in the evaluation. Minneapolis Public Schools (MPS) launched the PPE program in the Fall of 2018. By partnering with parents from five culturally-specific groups, MPS engages parents as stakeholders to identify opportunities for improvement and partner on innovative solutions that best reflect the priorities of our community.

ROOM: M100A TIME: Thur 10:30-11:45

Developing a Positive Math Identity Through Relevant Math Experiences

STEM (Science, Technology, Engineering & Mathematics)

Research about a positive STEM identity will be shared at this workshop to inform curriculum development and selection that both engages youth and supports their math identity. Participants will engage in hands-on, minds-on activities that support a positive math identity through personal relevance and meaning.

ROOM: M100B TIME: Thur 10:30-11:45

BIE-Native Language, History, and Culture-Cultural Competency Professional Development Framework

Native Language Summit

Discuss the development and strategies associated with the development, implementation, and sustainability of the BIE’s Cultural Competency professional development framework, which is component of a larger culturally and linguistically responsive and sustainable model.

ROOM: M100C TIME: Thur 10:30-11:45
Navajo Nation Science Fair and STEAM
STEM (Science, Technology, Engineering & Mathematics)

Workshop provides an in-depth presentation on scientific method and engineering design process to improve student learning and teaching at the classroom level. Workshop also emphasize using cultural-relevant experiences to produce quality projects and research.

ROOM: M100D  TIME: Thur 10:30 - 11:45

Part-II: Culturally Responsive Instruction Engages Students, Kids Star in Your Classroom Videos!
Curriculum, Instruction, and School Leadership

Two-Part Workshop: Using tools developed in Part-I's Seven Instructional Hoops®, you refine nextweek's lesson plans for specific content, essential understandings. Teach it, video record the classroom experience, send ISLA your video for free editing/sharing. We return finished video with constructive feedback for use in your school as teaching resource.

ROOM: M100E  TIME: Thursday 10:30 - 11:45

LES’ Journey: Student Focused, Data Driven, Collaborative, with Innovative Teacher Practices
Curriculum, Instruction, and School Leadership

Learn how Leupp Elementary School has improved student outcomes. LES has used data, teacher collaboration, new-teacher created strategies, school wide implementations, and practical measures to foster and support student progress. Let's have a conversation...

ROOM: M100F  TIME: Thur 10:30-11:45

Tribal Self Determination: Tulalip Tribes, School Districts, and Collaboratively Created Curriculum
Curriculum, Instruction, and School Leadership

As the Tulalip Tribes sought a K-12 curriculum and local districts sought government to government relationships, Tulalip initiated a collaboration with surrounding school districts. Collaboration focused on decolonizing teacher professional development, developing Tulalip sovereignty curriculum, and professional development models for implementation. This session will share our process, successes, and lessons learned.

ROOM: M100G  TIME: Thur 10:30-11:45
**We R Native & Healthy Native Youth: Promoting Adolescent Health and Well-being**

*Culture & Language*

The Northwest Portland Area Indian Health Board (NAPIHB) and its partners are leveraging culturally-relevant health curricula, multimedia programming, and wellness initiatives to support positive youth development. Presenters will provide an overview of skill-building tools for Native youth and health promotion resources for supportive adults who work with teens and young adults.

**ROOM: M100H  TIME: Thur 10:30-11:45**

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**The Diné School Accountability Plan**

*Curriculum, Instruction, and School Leadership*

This presentation will address the work completed in Phase 1 of the Diné School Accountability Plan. This work includes the development accountability decision rules and school improvement initiatives for BIE funded schools on the Navajo Nation.

**ROOM: M100I  TIME: Thur 10:30 -11:45**

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**Our Language in 50 Years**

*Culture and Language*

Where will your language be in 50 years? One rural school district in Interior Alaska is revitalizing two languages via distance education. Through an Office of Indian Education grant, Y-KSD was able to develop a curriculum that includes on-site classes, distance education classes, and online resources for students and parents. Participants will learn how the language revitalization plan shaped the development of a workbook and teaching.

**ROOM: M101J  TIME: Thur 10:30-11:45**

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**Native American Games: Inspiring Cultural Awareness and Character Development**

*Culture and Language*

Traditional Native American games provide effective and motivational methods to help attendees explore Native American cultures and also help contribute to the development of character, cooperation and community.

**ROOM: 101B  TIME: Thur 10:30-11:45**
NIEA Resolutions Review
NIEA Session

Join NIEA to help shape the direction of the organization through resolutions submitted by the NIEA membership over the past year. Attendees will review 2019 resolutions submitted by NIEA membership to provide recommendations on issues impacting Native communities. Your voice is critical to ensuring NIEA’s resolutions are reflective of the diversity of Native communities and schools serving Native students.

ROOM: 101C  TIME: Thur 10:30-11:45

BIE Briefing and Policy Update
BIE Session

Join BIE representatives for updates on a number of policy fronts, such as the agency’s Strategic Direction, Government Accountability Office (GAO) recommendations, and school safety work, as well as other initiatives geared toward increasing the Bureau’s ability to serve Indian students. Through this work the BIE is moving forward to increase its effectiveness and accountability as well as better support Indian Tribes and BIE-funded school systems.

ROOM: 101D  TIME: Thur 10:30-11:45

Introduction to LGBTO+ Identity and Intersectionality to Native Youth Identity
School Environment: Safety, Student Wellness & Social Justice

A reflective approach to identity and the use of labels as a developing teen. Why are labels important to identity and how can we support native youth as they develop in an academic and non-academic setting, with a focus into the youth identity crisis.

ROOM: 101E  TIME: Thur 10:30-11:45

Child Development: From all Four Cardinal Directions
Head Start & Early Childhood Education

This workshop will explain the Navajo Traditional fundamental laws of children, and why appropriate ceremonies are held through stages of life from conception, birth, one year old, entering early, middle and late adolescent, adulthood and old age, the last stage of life.

ROOM: 101F  TIME: Thur 10:30 - 11:45
Decolonizing Professional Preparation: A University-School-Community Collaboration
Higher Education/College & Career Readiness

Graduate students in SDSU's Native American Scholars Collaborative use decolonizing practices in preparation to work as school counselors and psychologists with Native youth. Community members and elders mentor the project, and a local rural elementary school serving Kumeyaay and other indigenous youth collaborate. Both graduate students and Native youth thrive.

ROOM: 101G   TIME: Thur 10:30--11:45

Tribal College and University Return on Investment
Tribal Colleges & Universities

The American Indian College Fund, the North Dakota Association of Tribal Colleges developed processes to determine return on investment at the student and institutional levels. They partnered with the Gallup organization and the ROI Institute to produce case study outcomes that shed light on the post-graduation experiences and outcomes of tribal college alumni demonstrating the value of a tribal college education.

ROOM: 101H   TIME: Thur 10:30--11:45

Scholars on the Warpath: Leaders, Influencers, and Career Success
Higher Education/College & Career Readiness

This event focuses on 30 years of the American Indian College Fund's successful support of AIAN students as leaders and influencers with successful careers. The College Fund provides successful holistic supports and helps tribal colleges and mainstream institutions support Native students toward realizing their dreams of individual and community prosperity.

ROOM: 101I   TIME: Thur 10:30-11:45

Assessing The Learning Environment: Story-Catching and Constellating Practices
Public Schools and Urban Native Education

This workshop uses indigenous methodologies, story-catching and constellating, to assess learning environments. Our ancestors mastered the use of guiding stars to navigate to new land or to bring us home. Uluhōkū is a given name for a grounded theory of evaluation. Behind every constellation is a story and through these methods we hope to see more of the learner through the designing of equitable and transformational learning environments.

ROOM: M101A   TIME: Thur 10:30-11:45
Title VI Case Studies: Disasters Waiting to Happen
Public Schools and Urban Native Education

This active learning workshop will address issues we face in our schools using case studies generated by the Lake Washington School Districts, Title VI Native Education Program. Interactive discussion will give participants time to address issues around, curriculum adoption, fundraising, professional learning, discipline and other important issues we face on a daily basis in our schools.

ROOM: M101B  TIME: Thur 10:30-11:45

Ho'oulu Kumu, Ho'oulu Lahui
Research presentation

To improve the cultural and academic success as well as overall well-being of Hawaiian youth. This workshop presents findings of a qualitative study of 109 students - 80%+ are of Hawaiian descent - who are making the decision to become classroom educators. The research team investigated the question: What factors influence Native Hawaiians to begin teaching in Hawai'i's public schools? Analysis within groups - in high school, in first two years of college, in a teacher preparation program, and in the first year of teaching - and across groups produced a set of remarkable results that will be shared in the workshop.

ROOM: 102A  TIME: Thur 10:30-11:45

Addressing the Misidentification of Native Students
Family and Community Engagement & Empowerment

The misidentification of American Indian/Alaska Native (Native) students impacts the quality of educational opportunity for students at the preschool to higher education levels. A partnership with the Affiliated Tribes of Northwest Indians (58 Tribes) and Education Northwest regional technical center will share about their collaborative research on this issue to ensure equitable opportunities and support for Native students.

ROOM: 102B  TIME: Thur 10:30 - 11:45

Shape the Future for Your Students – Teaching About the 2020 Census
NIEA Session

This presentation will highlight how educators can use the U.S. Census Bureau's Statistics in Schools (SIS) program to teach about the upcoming 2020 Census. The decennial census happens once every ten years and is the largest peacetime civic engagement undertaken by our country. Participants will leave the session equipped with information on how they can incorporate resources offered by the SIS program into their classroom, and will receive a live demo of the SIS website.

ROOM: 102C  TIME: Thursday 10:30 - 11:45
Brain-based Student Engagement Strategies
Curriculum, Instruction, and School Leadership

Student Engagement has become the forefront of teaching today. The benefits of engaging students are infinite. As Confucius once said, “I hear and I forget.” “I see and I remember.” “I do and I understand.” This is ultimately the philosophy behind student engagement.

ROOM: M100A  TIME: Thur 3:20-4:35

Student Success On Your Own Terms
Curriculum, Instruction, and School Leadership

This workshop will present the participants with a process of school accreditation that will guarantee a culturally based education program. The Commission for Oceti Sakowin Accreditation (COSA) is a locally determined process that includes quality standards and protocols that is culturally relevant for all learners.

ROOM: M100B  TIME: Thur 3:20-4:35

Putting the C (Culture) in S.T.R.E.A.M. (Science, Technology, Robotics, Engineering, Arts and Math)
STEM (Science, Technology, Engineering & Mathematics)

CITC Fabrication Laboratory Instructors will show, share and discuss projects that they are doing with students that incorporate Alaska Native and Native American Culture into S.T.R.E.A.M. The Instructors will share the projects such as L.E.D. light up Alaska Native Drums, Light up Dance Fans, 3d Printed cultural items, Clothing and model kayaks. Instructors will talk share projects done with students from elementary age to high school.

ROOM: M100D  TIME: Thur 3:20-4:35
Live It!: A Sexuality Education Curriculum Developed Through a Cultural Lens
Curriculum, Instruction, and School Leadership

Come learn about Live It!, a teen pregnancy prevention and sexuality education curriculum that incorporates traditional Native values and teachings while encouraging young adults, and the adults who love them, to make healthy, informed decisions. This presentation will introduce participants to the curriculum determine if it's a good fit for their home communities.

ROOM: M100E  TIME: Thur 3:20-4:35

Indigenizing Education through Every Student Succeeds Act (ESSA)-A Tribal Consultation Manifestation
Family and Community Engagement & Empowerment

Federal policy has manifested a window of opportunity through Every Student Succeeds Act (ESSA) P.L. 114-95 for tribal nations to query the performance of school systems that serve American Indian students. This is considered a milestone for tribal nations but there still exist a gap of accountability that does not honor tribal values and cultural relevancy in mainstream educational settings to enhance the learning environment for every student.

ROOM: M100F  TIME: Thur 3:20-4:35

Using Mixed Methods to Analyze NAEP NIES Data: Informing AI/AN Education Policy Decisions With Research
Assessment, Testing, Measurement Issues

The National Indian Education Study (NIES) provides valuable insights related to AI/AN student achievement in reading and mathematics. This session will cover a series of studies conducted with NAEP/NIES datasets to understand strategies related to AI/AN student mathematics and reading achievement on the NAEP. Policy implications are also discussed.

ROOM: M100H  TIME: Thur 3:20-4:35
**Decolonizing the Classroom**  
**Public Schools and Urban Native Education**

Tri-State Alliance Directors will illustrate optimal conditions for incorporating strategies and approaches that make a difference for Indigenous student success. This will include Indian teacher perspectives on best practices for Indian students.

**ROOM:** M100I  
**TIME:** Thur 3:20-4:35

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**Oshkiniigikweng: Navigating the Change from Adolescence to Womanhood at Waadookodaading**  
**Culture and Language**

In this presentation, we will provide an overview of our process, procedures and cultural rites of passage that happen at Waadookodaading Ojibwe Language Immersion School during the beginning, middle, end and beyond a young woman’s first year of menstruation. A discussion will follow concerning the recognition, inclusion, nurturing, and accommodations necessary for including cultural rites of passage in educational settings.

**ROOM:** M100J  
**TIME:** Thur 3:20-4:35

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**NIEA Educator Initiative Part 1: Resources and Tools for School Leadership, Teachers, and Teacher Applicants**  
**NIEA Session**

In October 2016, the membership of the National Indian Education Association (NIEA) passed a resolution in support of the establishment of a working group that would develop a national strategy for the training and employment of effective and culturally-competent teachers in Native-serving schools. This resolution became the basis for the Teacher Initiative (Initiative). In partnership with TNTP, this session will take a deep dive into the resources and tools we have developed for school leadership, teachers, and teacher applicants, discuss what resources are available in your own communities, and how can we revise our resources to better serve our communities.

**ROOM:** 101B  
**TIME:** Thur 3:20-4:35
Honoring the Diversity: An Examination of Financial Capability Among American Indian / Alaska Native College Students
Early Stud Prep (College/Career Ready), Recruit, Place, Retain, Sustain & Pre-School to PhD Success

We conduct a person-centered strategy to analyze longitudinal survey data collected from a cohort of AI/AN young adults (ages 18-26) who participated in a larger, longitudinal study of college students. The data is drawn from a longitudinal research initiative that sought a better understanding of the factors that contribute to the formation of financial behaviors and the association between early financial behaviors and later-life success. The overall aim of this research project is to determine if there are discernible patterns in both financial and educational achievement among AI/AN young adults who enroll in college.

ROOM: 101C       TIME: Thur 3:20-4:35

College Board Programs for Native Students
Higher Education/College & Career Readiness

College Board is creating ways to assist Native American students to connect to college success and opportunity. This session will provide information on the PSAT and SAT, Official SAT Practice, College Board Opportunity Scholarships, our Native student internship, as well as how students can connect to colleges through Student Search Service and Big Future.

ROOM: 101D       TIME: Thur 3:20-4:35

Strengthening Tribal Colleges & Communities: Indigenous Frameworks & Mapping Place-based Programming
Tribal Colleges & Universities

The American Indian College Fund and tribal college partners present place-based projects in the areas of restoration of Native arts and culture, environmental sustainability, early childhood education, and student/institutional success. This workshop features innovative program design, approach, and examples of Indigenous frameworks that contribute to building stronger tribal college and community impact.

ROOM: 101E       TIME: Thur 3:20-4:35
Tribal, Community and School Liaisons: A Rich Resource for IEP Teams
Special Education

In Wisconsin we have an underutilized group of educators. The Tribal, Community and School liaisons are a rich source of information and understanding of American Indian students. In Wisconsin, we are exploring ways to utilize their knowledge and improve outcomes for American Indian students with IEPs.

ROOM: 101F    TIME: Thur 3:20-4:35

FAFSA Deep Dive: Dependency Status and Reporting Parent Information
Higher Education/College & Career Readiness

A detailed discussion of the FAFSA dependency status criteria and definition of “parent” for FAFSA purposes, featuring FAQs about these topics, time for attendees to ask questions of their own, and sharing of professional development resources.

ROOM: 101G    TIME: Thur 3:20-4:35

Introduction to Successful Project Planning and Grant Writing
Higher Education/College & Career Readiness

The Administration for Native Americans funds projects in Social & Economic Development, Native Language and Environment throughout Indian Country and the Pacific Basin. ANA’s mandate is to provide training and technical assistance through four regional TA Centers. The Eastern Region will offer an adapted version of one of our trainings.

ROOM: 101H    TIME: Thur 3:20-4:35

The Corn Pollen Model, a Holistic Pathway to Well-Being and School Leadership
Curriculum, Instruction, and School Leadership

The University of New Mexico College of Education’s POLLEN (Promoting our Learning, Leadership and Empowering our Nations) has established a successful pathway for advanced teachers who would like to attain an administrative license in Native Serving schools. In this workshop, we will share our promising practices in recruitment, retention, and completion.

ROOM: 101I    TIME: Thur 3:20-4:35
Jumo Starting Careers
Higher Education/College & Career Readiness

Career Readiness challenges even the most prepared students. Without work experience, good jobs are difficult to obtain. Do internships and other career related experiences impact college graduation rates and career trajectories? We'll share success stories, research outcomes and strategies demonstrating the positive impacts of these experiences and how they can be leveraged.


Family-Centered Measures of Access to Early Care and Education in American Indian Communities in Minnesota
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

In this study, we examine local variation over time in access to early care and education across 11 American Indian communities in Minnesota using family-centered indicators of access to ECE, developed by Davis, Lee & Sojourner (2019). The community’s level of access is measured with respect to quantity, cost, and quality.


NIEA Trauma Informed Training
NIEA Session

Understanding the traumatic history and educational experience of American Indians has profound implications for districts that are engaged in transforming systems to educate and support American Indian students. This workshop session will provide a summary of what participants will learn in the NIEA and National Native American Boarding School Healing Coalition (NABSHC) developed trauma informed training for educators serving Native students.


Why the 2020 Census Matters for Your Community
NIEA Session

This presentation will walk participants through an in depth look at why, how, and where every person living in the United States and its five U.S. territories is counted for the upcoming 2020 Census. Participants will learn why a complete and accurate count of the population and housing is vital to communities throughout the country, and how they can make sure they are counted. Also, a representative of an American Indian advertising agency will share an overview of the marketing campaign to engage American Indian and Alaska Native populations.

Tribal Sovereignty & Social Justice; Similarities and Differences?

Through case study and discussion, participants will analyze & summarize current thinking regarding tribal sovereignty and social justice activism. Historic and current perspectives will be discussed while creating a summary of points educators, youth advocates and tribal leaders can use to enhance educational and leadership work with Native Youth.


Becoming Visible: A Landscape Analysis of State Efforts to Provide Native American Education for All Curriculum, Instruction, and School Leadership

This session will showcase a new landscape analysis of state efforts to provide accurate, tribally specific, and contemporary content in K-12 curricula. Native educators, school leaders, and policy advocates will hear about the methods, and results of this national landscape analysis, and in addition will discuss what efforts can be done in their state to mobilize efforts to implement Native American education for all K-12 students.


PRESENTER(S)

Nicholas Courtney
National Congress of American Indians

Jodi Archambault
Wend Collective

Crystal Echo Hawk
IllumiNative

Dr. Yvette Roubideaux
National Congress of American Indians

Mandy Smoker Broaddus
Education Northwest

Diana Cournoyer
National Indian Education Association
Tribal Consultation and Meaningful Collaboration: Differences and Similarities
ED/OIE Sessions

Have you ever wondered what is the difference between ‘tribal consultation’ and ‘meaningful collaboration’ required of states and local education agencies (LEAs) through the Every Student Succeeds Act (ESSA)? The U.S. Department of Education’s Office of Indian Education (OIE) staff will share best practices and templates from grantees and Tribes.

ROOM: M100A  TIME: Fri 8:00-9:15

A Greening STEM Approach to Place-Based Learning
STEM (Science, Technology, Engineering & Mathematics)

An overview of challenges, successes, and lessons learned from STEM project partnerships between BIE 21st Century Community Learning Centers and National Park Service field sites. Includes an introduction to Greening STEM, a combination of proven instructional approaches integrating place-based learning, three-dimensional learning, project-based learning, and community-based learning.

ROOM: M100B  TIME: Fri 8:00-9:15

Owóksape: Innovative Online Indigenous Language Learning
Culture and Language

Many platforms are available for online language learning worldwide. For indigenous languages very few options are available. LLC is developing an online learning platform for Lakota language learning. We will discuss this platform, differentiated from similar tools through culturally appropriate content, themes and artwork. Owóksape serves as a model for other indigenous languages, benefitting the next generation of digitally savvy learners.

ROOM: M100C  TIME: Fri 8:00-9:15

Impact of Alabama History Institute about Native American and African American Culture
Culture and Language

Three scholars from the Poarch Band of Creek Indians will demonstrate the impact of the Alabama History Institute which trained 33 elementary teachers about Native American and African American Culture during the one-week summer workshop in 2019. They will show how culturally appropriate curriculum impacted teachers’ delivery in the classroom.

ROOM: M100D  TIME: Fri 8:00-9:15
Everything I Wished I Knew When I Was A Tribal Language Immersion Teacher

After 5 years as an instructor in a Lakota language immersion classroom & 10 years of experience in tribal language revitalization efforts, Tipiziwin returned to WSU to receive quality mentorship in an indigenous teacher preparation program grounded in an indigenous world-view & the historical and modern experiences of indigenous students. Tipiziwin will share practical teacher skills, such as assessment, that she wished she knew 5 years ago.

ROOM: M100E TIME: Fri 8:00-9:15

Empowering Native Students by Quickly Eliminating Reading Problems

Learn how a constructivist-based reading intervention program that reflects Native American cultural values has resulted in significant gains in reading by Native students. Using this program, achievement gaps can be closed and even reversed to favor Native populations. Research results with Native students will be presented.

ROOM: M100F TIME: Fri 8:00 - 9:15

Students Drive Improvements

Opportunities for improvements are created by actively listening and valuing the input of all stakeholders. Research reflects the need for student leaders. This raises important questions on how students might engage in the process of continuous improvement to discover what input they should have in their learning and their schools.

ROOM: M100G TIME: Fri 8:00 - 9:15

Indigenous History through the lens of the Doctrine of Discovery and other Land Claims

This presentation focuses on decisions rendered by the Supreme Court and New York State Supreme Court citing the Doctrine of Discovery. We will examine the mindset of land claims and how it influenced the occupation of Alcatraz Island. Participants will use an inquiry-based lesson and the use of technology to keep the audience engaged. A discussion to follow on how to implement this in your school.

ROOM: M100H TIME: Fri 8:00-9:15
Lessons Learned: Implementing a First Nations History Class in High School
Curriculum, Instruction, and School Leadership

In 2014 we implemented a First Nations History course at Black River Falls High School (Wisconsin) in conjunction with UW-Green Bay's First Nations Studies Department. We are currently in our 6th year of offering the class. What challenges have we encountered and what lessons have we learned?

ROOM: M100I TIME: Fri 8:00 - 9:15

Every Student Succeeds Act State Implementation in Arizona, Minnesota and Nevada
Family and Community Engagement & Empowerment

State education department ESSA plan implementation efforts across three states will be explored.

ROOM: M100J TIME: Fri 8:00-9:15

A Review of Persistent and Emerging Issues In Rural Education
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

This talk provides an overview of some persisting issues in rural education and discussion of emerging topics, including discussion of how rural schools are different, challenges that education institutions face in a rural context, and ways in which problems in rural schools are similar to those in their urban counterparts.

ROOM: 101B TIME: Fri 8:00-9:15

PART 1: Lifting Our Voices for Native Teacher Education: Native Professional Educators Network (NPEN)
NIEA Session

The Native Professional Educators Network (NPEN) is an initiative to create a national voice and collaboration for strengthening Indigenous culture-based teacher education programs, shared practice, Indigenous frameworks and models in impactful ways for high concentration Native communities, immersion language programs/schools, culture-based programs/schools through four critical foci areas.

ROOM: 101C TIME: Fri 8:00-9:15
Native Higher Education Pathways
Higher Education/College & Career Readiness

Education pathways for American Indian are different than their peers. This workshop will explore the differences and provide a cultural response for student success. With the use of a constructively pedagogical approach, we will promote discipline thought and simplify understanding for a better understanding of Native persistence within academia to degree attainment.

ROOM: 101D  TIME: Friday 8:00 - 9:15

PRESENTER(S)
Jolene Bowman
Stockbridge-Munsee Community

Special Education in Immersion Settings
Special Education

As culture and language immersion schools grow and thrive, the field of special education within these settings often struggles to keep up. Seen mainly through the lens of “traditional” American pedagogy, special education theories and practices do not always align with Native immersion environments. How do special education teachers assess, support, and teach students without disrupting the immersion process?

ROOM: 101E  TIME: Fri 8:00-9:15

PRESENTER(S)
Katie Vigness
Bdote Learning Center

BIE ESSA Compliance and Rulemaking: Standards, Assessment, and Accountability
BIE Session

BIE representatives will provide an update on ESSA as it pertains to Standards, Assessment, and Accountability and an update regarding the Rulemaking sessions and the proposed rules related to Tribal Civics, Science, Native American Languages and School Supports and Interventions as proposed by the NRM Committee.

ROOM: 101F  TIME: Fri 8:00-9:15

PRESENTER(S)
Tamarah Pfeiffer
Acting Chief Academic Officer

Jeff Hamley
BIE Associate Deputy Director

Travis Clark
BIE Management Analyst

The Whole Child Initiative: A Roadmap for School and Community Transformation
Curriculum, Instruction, and School Leadership

Whole children, those who are academically successful with positive mental well-being and social health, achieve higher graduation rates, contribute to the community and lead happy, productive lives. Rooted in the traditional ways, the Whole Child Initiative (WCI) offers a decade-long roadmap for school and community transformation that leads to youth and adult success. To be successful, our city schools and community partners must embrace a common vision, language and implementation processes to sustain community-wide transformation. To this end, we describe the data, systems, and practices across three transformative shifts—schools, community organizations, and families.

ROOM: 101G  TIME: Fri 8:00-9:15

PRESENTER(S)
Dr. Amy McFarland
Chief Leschi Schools

Gregory J. Benner
The University of Alabama
#notthatssacred: Healing Grandmother Earth to Heal Ourselves Begins and Ends With Me

Culture and Language

We say Mitákuye Oyás'iŋ (We Are All Related), but what does that really mean? Join Canté Sütá-Francis Bettelyoun, Oglalà Laȟọtȟa, Coordinator of the Native American Medicine Gardens-UMN to discuss our connection with Grandmother Earth and how our indigeneity plays an integral part in her survival.

ROOM: 101H TIME: Fri 8:00-9:15

Notice of Public Rulemaking (NPRM) for Native American Language (NAL@ED) grants: What Makes a High-Quality Project?

ED/OIE Sessions

Does your school use Native American and Alaska Native language as the primary language of instruction for children? The U.S. Department of Education's Office of Indian Education (OIE) staff will preview the anticipated Native American Language (NAL@ED) Program grant competition for FY2020 and share best practices of high-quality projects.

ROOM: 101I TIME: Fri 8:00-9:15

Developing a Memorandum of Understanding (MOU) between a State Education Agency (SEA) and American Indian Nations: A Wisconsin Perspective

Curriculum, Instruction, and School Leadership

The Wisconsin Department of Public Instruction (DPI) worked with the American Indian nations of Wisconsin to strengthen government to government relationships and support their educational priorities. This session will focus on: lessons learned from the process of developing Memoranda of Understanding (MOU) between DPI and tribal nations of Wisconsin; and common themes across MOUs.

ROOM: M101A TIME: Fri 8:00-9:15am

Feminine Earth-Sky Relationship of Snake Effigy Mounds

Epistemological Considerations of Indigenous & Local Knowledge

To achieve a better understanding of the symbolic meanings and relationships of snake petroglyphs in a sacred cave site and snake mounds in adjacent riverscapes, a mathematical application of astronomical principles was used to show the ability to accurately predict the possibility of eclipses with as much as 99.97% confidence.

ROOM: M101B TIME: Fri 8:00-9:15
CKUWAPONAKIK / DAWNLAND: Film Teaches History as Truth-telling (Part 1)

School Environment: Safety, Student Wellness & Social Justice

This workshop brings together seasoned educators to deepen the reflection begun in the documentary film, DAWNLAND, about truth-telling, healing, and forced removal of Native children in “Ckuwaponakik,” now called New England. The word means the land of the people where the sun first looks our way. Join the conversation about how to teach about genocide using film and interactive lessons.

ROOM: 102A    TIME: Fri 8:00-9:15

PRESENTER(S)
Dr. Mishy Lesser
Upstander Project

Adam Mazo
Upstander Project

Tracy Rector
Upstander Project

Finding the Heart: Identifying Traditional Values in Literature

Culture and Language

Good books are like your favourite meal - they fill you up inside. But what makes a quality read? What criteria can be used to make sure we're bringing the best titles into our learning environments? In this workshop you will learn how to use traditional values as a foundation for cultural authenticity.

ROOM: 102B    TIME: Fri 8:00-9:15

PRESENTER(S)
Ida Downwind
Star Sister, LLC

Odia Wood-Krueger
Wood Krueger Initiatives, LLC

Rough Rock Community School

Family and Community Engagement & Empowerment

Conference attendees will be provided with information related to the school and the preservation of the Navajo Language and culture as it was embedded into the school's daily instruction since its inception. In the early birth years of Rough Rock Demonstration School students were instilled with knowledge of silversmith, weaving, traditional ceremonies, ranching, bead and leather work thus today those students are community elders who still utilize those teaching as their source of income for their livelihoods. A language lesson will be demonstrated with attendees in addition students will showcase performances of cultural songs and social dances.

ROOM: 102C    TIME: Fri 8:00-9:15

PRESENTER(S)
Rough Rock Community School Representative
Transforming Leadership through Cultural Impact
Curriculum, Instruction, and School Leadership

‘Iwi Leadership Institute (‘ILI) anchors educational leadership in Hawaiian values, norms, knowledge, beliefs, experiences, places and language via best practices that integrate leadership competencies, N? Honua Mauli Ola, and N? Alaka‘ina, to strengthen Hawaiian identity, and empower our next generation of leaders, innovators and learners. ‘ILI is a collaboration between Kamehameha Schools and HI Department of Education.

ROOM: M100A    TIME: Fri 9:30-10:45

Niizhoo-gwayakochigewin: Two Ways of Doing the Right Thing in the Right Way
Curriculum, Instruction, and School Leadership

The primary goal of Bemidji State University’s Niizhoo-gwayakochigewin program is to expand the understanding of sustainability. This project aims to have students, faculty, and staff appreciate and use both Western Science and Indigenous Knowledge perspectives to help bring about long-term, sustainable changes in the world.

ROOM: M100B    TIME: Fri 9:30-10:45

Indigenous Educational Intervention Through the Video Game When Rivers Were Trails
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

Through a series of interactions between the Indian Land Tenure Foundation and middle school and high school teachers in both public and tribally-controlled schools arose the idea of creating an educational video game aimed at telling Indigenous perspectives of history based on the Lessons of Our Land curriculum. In partnership with Michigan State University’s Games for Entertainment and Learning Lab with support from San Manuel Band of Mission Indians, the educational game When Rivers Were Trails was created with sovereignty as a methodology for the development process in the hopes of bringing self-determined representations into classrooms through interactive gameplay. The game supports educators bringing forward Indigenous perspectives of history, cultural expression, land recovery, and land management practices in dynamic ways.

ROOM: M100C    TIME: Fri 9:30-10:45
Developing STEM Opportunities for Indigenous Students

STEM (Science, Technology, Engineering & Mathematics)

More and more STEM jobs are being created yet, there's a small percentage of American Indian Students entering STEM careers. This workshop will seek to provide information on how to get students excited about STEM while in the K-12 setting. It will also share information on how to develop partnerships with corporations and universities to provide STEM opportunities for students at little or no cost to the program.

ROOM: M100D   TIME: Fri 9:30-10:45

Creating new infrastructure within the emerging field of Indigenous Language Revitalization.


This session will share key perspectives on capacity building within Indigenous Language Revitalization efforts with a focus on community mobilization, assessment, and the human dynamics of creating social change. It will propose new directions for research and development within the field of Indigenous Language Revitalization.

ROOM: M100E   TIME: Fri 9:30-10:45

American Indian Traditional Foods is USDA School Meals Programs

Public Schools and Urban Native Education

The American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit produced by DPI helps food service directors incorporate traditional foods into their breakfast and lunch programs. This workshop discusses the trainings and taste tests conducted and videos and toolkit created through this USDA farm to school grant.

ROOM: M100F   TIME: Fri 9:30-10:45

Standards-aligned Minnesota American Indian Elementary Curriculum Resources and Learning Trunks

Curriculum, Instruction, and School Leadership

This interactive, engaging session presents new K-5th grade curriculum across content areas (ELA, Social Studies, Science, Music and Art) that integrates enrichment literature and culturally-specific Ojibwe and Dakota materials with the Minnesota state standards.

ROOM: M100G   TIME: Fri 9:30-10:45
Does the Common Core of Data Systematically Under-Report American Indian and Alaska Native Precollegiate Students?


Since the Department of Education’s new guidelines for collecting and reporting race and ethnicity became mandatory in 2010, the American Indian and Alaska Native precollegiate population has declined. The Common Core of Data (CCD) is compared to American Community Survey estimates to demonstrate this change has systematically reduced CCD values.

ROOM: M100H TIME: Fri 9:30-10:45

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Notice of Public Rulemaking (NPRM) for Professional Development (PD) Grants: What Makes a High-Quality Project?

ED/OIE Session

The U.S. Department of Education’s Office of Indian Education (OIE) staff will preview the anticipated Professional Development (PD) grant competition for FY2020 and share best practices of high-quality projects. This workshop is geared towards colleges/universities seeking to prepare and train American Indian and Alaska Native teachers and school administrators.

ROOM: M100I TIME: Fri 9:30-10:45

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Trauma-Responsive Social and Emotional Learning Strategies for the Classroom

Curriculum, Instruction, and School Leadership

Adverse Childhood Experiences (ACEs) lie at the root of educational and health challenges. ACEs are the top basic public health issue of this generation (Center for Youth Wellness, 2016; Felitti, 2018). In this presentation we provide a practical demonstration of trauma-responsive strategies we apply in our holistic approach to native education, the Whole Child Initiative. We provide practical trauma-sensitive social and emotional learning strategies for the classroom. Educators will come away with concrete steps for implementing and sustaining classroom social and emotional learning strategies.

ROOM: M100J TIME: Fri 9:30-10:45
Life Launchers- A Model for College Counseling in Indigenous Communities
Higher Education/College & Career Readiness

The opportunity for tactful college counseling in Indigenous communities to address grave inequities in what is traditionally provided is limitless. This workshop provides insights on how to improve upon existing college counseling programs or start a program based on 10 years of serving Indigenous students in their pursuit of higher education success.

ROOM: 101B    TIME: Fri 9:30-10:45

Examining the Impact of Faculty Development upon TCU Institutional Growth: A Multiple Case Study
Tribal Colleges & Universities

This multiple case study will examine the impact of faculty development fellowships upon tribal college and university (TCU) institutional growth in developing new degree programs, models/frameworks, faculty and institutional research projects and agendas, and student success at three tribal colleges.

ROOM: 101C    TIME: Fri 9:30-10:45

How to Engage Students Through Games and Apps
Culture and Language

We will be showing teachers available resources out there to engage students in app and game development. Also providing a chance to play and create their own games to take with them.

ROOM: 101D    TIME: Fri 9:30-10:45

Student Success for the Incarcerated and Released Native American Student
Higher Education/College & Career Readiness

Salt River Pima Maricopa Indian Community Higher Education, Salt River Department of Corrections and Rio Salado College present their strategy to educate and motivate incarcerated students towards starting and completing college education while incarcerated and post release. The plan is to provide a 3-part presentation, then facilitate an activity for participants to prepare a Tribal Structure for Funding incarcerated Native American Students.

ROOM: 101E    TIME: Fri 9:30-10:45
Arts Is More Important than Academics/ Building Gifted and Talented Resources

Culture and Language

Gifted and Talented Programs are losing their focus, especially in Tribal Schools, and refocusing efforts of Gifted Students on test scores and data. Gifted Programs are to enhance what the student is good at and not bring them down to make test scores in the schools.

ROOM: 101F    TIME: Fri 9:30-10:45

NIEA Awards Presentation

NIEA Session

NIEA annually recognized outstanding educators, teachers, elders, parents, and community programs who have made significant contributions to their schools, tribes, and communities. Please join this year’s awardees as they share their knowledge, energy, and enthusiasm for Native education.

ROOM: 101G    TIME: Fri 9:30-10:45

All About the Peer Review Process for Discretionary Grants

ED/OIE Session

Are you a grant writer who would like to take your skills to the next level? The U.S. Department of Education’s Office of Indian Education (OIE) staff will share what goes into serving as a peer reviewer, including time commitment involved and what comprises a high-quality reviewer comment.

ROOM: 101H    TIME: Fri 9:30-10:45

PART 2: Lifting Our Voices for Native Teacher Education: Native Professional Educators Network (NPEN)

NIEA Session

The Native Professional Educators Network (NPEN) is an initiative to create a national voice and collaboration for strengthening Indigenous culture-based teacher education programs, shared practice, Indigenous frameworks and models in impactful ways for high concentration Native communities, immersion language programs/schools, culture-based programs/schools through four critical foci areas.

ROOM: 101I    TIME: Fri 9:30-10:45

PRESENTER(S)
Christopher Bordeaux
OSEC

Robin Butterfield
NIEA Board President

OIE Program Staff, U.S. Dept of Education

dr. renee holt
Washington State University

Keiki Kawaiʻaeʻa
University of Hawaiʻi at Hilo

Jeremy Garcia
University of Arizona

Valerie Shirley
University of Arizona

Tarajean Yazzie-Mintz
American Indian College Fund
**Teacher Labor Markets**
*Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education*

Teachers are the most important input in education and attracting effective teachers can be especially important and challenging for schools in rural locations and schools with more-disadvantaged students. This session surveys recent research on a variety of issues related to teacher labor markets and discusses the implications for districts that serve large shares of culturally diverse students. Presenters will share findings from a study of a state-wide teacher pay initiative as well as district-level findings that inform hiring, retention and movements of teachers across schools.

**ROOM:** M101A  **TIME:** Fri 9:30-10:45

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**Factors that Support High School Graduation for Ute Mountain Ute Youth**
*Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education*

A Community Based Participatory Research approach was used to better understand the lived high school experiences of Ute Mountain Ute (UMU) youth at one public high school. UMU Tribal Council, the UMU Department of Education and the researchers worked in partnership to identify four themes as being most influential toward high school graduation.

**ROOM:** M101B  **TIME:** Fri 9:30-10:45

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**Honoring Tribal Legacies: Curriculum Design and Dissemination**
*Curriculum, Instruction, and School Leadership*

This workshop will include presentations by the Honoring Tribal Legacies curriculum designers, who are the architects of the methodology for creating new Teachings that honor indigenous cultures, their histories, their present, and their future.

**ROOM:** 102A  **TIME:** Fri 9:30-10:45
Using PBL (Project Based Learning) to Teach Cultural Content
Curriculum, Instruction, and School Leadership

The presentation focuses on a set of secondary school courses that use PBL as a vehicle to teach culturally based personal life skills and health 1 and 2 courses. The presenters worked through a federal grant with Calista Education and Culture (CECI), the non-profit branch of an Alaskan Native Corporation, to write courses piloted locally and then disseminated across Alaska.
ROOM: 102B TIME: Fri 9:30-10:45

Retaining Staff: Connecting Matters of the Head and Heart
Curriculum, Instruction, and School Leadership

Your connection to the head and the heart of your employee is the most critical element of leadership. Reaching the emotional and passion of your employees is the part that many employers often forget to plan around to sustain to retain their employees. Money is an important primary factor, but beyond that, taking the time to invest in what matters to them personally is just as important if not more important to them. Our job as leaders is to find out what our staff desire then pursue and design professional plans to help them meet their needs while fulfilling the mission of the organization.
ROOM: 102C TIME: Fri 9:30-10:45
A Journey Towards Improved Literacy Instruction: School Improvement at NOLI Indian School
Curriculum, Instruction, and School Leadership

The purpose of this workshop is to describe changes to middle school literacy programming implemented as part of a three-year school improvement initiative. Workshop participants will learn how to improve advisory courses, use culturally relevant curriculum, learn about evidence-based vocabulary and reading strategies, and improvements to reading intervention classes.

ROOM: M100A  TIME: Fri 1:45-3:00

Expanding the Circle: A Curriculum to Prepare for Post-Secondary Life
Curriculum, Instruction, and School Leadership

American Indian students who prepare for the transition from high school to postsecondary experiences based on a clear understanding of themselves and their mental, physical, spiritual, emotional selves are more likely to weather this transition smoothly. Add to this awareness and the ability to set goals, organize, communicate, self-advocate, problem solve and work in teams, and young adults are able to face the challenges of the future.

ROOM: M100B  TIME: Fri 1:45-3:00

Engaging Alaska Native/ American Indian Families through parent mentorship in Anchorage Alaska
Family and Community Engagement & Empowerment

The Cook Inlet Tribal Council in Anchorage Alaska, in partnership with the Anchorage School District is implementing an NYCP grant titled Foundations, which feature Parent Educators who work alongside program staff to provide cultural activities, STEM skill building, academic support, and SEL lessons, to promote success for Alaska Native students.

ROOM: M100C  TIME: Fri 1:45-3:00
Indigenous Arts and Sciences: Connecting STEM to Native Science

STEM (Science, Technology, Engineering & Mathematics)

Earth Partnership-Indigenous Arts and Sciences is a tribal-university-school collaboration that engages youth in environmental learning. By learning about their cultural heritage and Indigenous knowledge, Native youth are encouraged to explore STEM and environmental science to prepare them for higher education and careers in land management and water protection.

ROOM: M100D  TIME: Fri 1:45-3:00

Education as a Priority at Pueblo of Laguna

Family and Community Engagement & Empowerment

Pueblo of Laguna Education Priority Team developed a process to engage tribal leadership in creating an education strategic plan. This workshop will demonstrate how goals aligned for language revitalization, education, and tribal government including community engagement, and tribal funding of language and education initiatives. Overview of next steps also provided.

ROOM: M100E  TIME: Fri 1:45-3:00

Rooting Content in ‘Ike Hawai‘i (Hawaiian Studies)

Culture and Language

Hawai‘i Department of Education, Office of Hawaiian Education is grounding education in Hawaiian ways of knowing so that all Hawai‘i may thrive. We look to our ā ina (lands) in Hawai‘i and ancestral ‘ke (knowing / knowledge) to plan for our future. Join the Office of Hawaiian Education, Hawaiian Studies Program, to learn more about the newly developed K-12 Hawaiian Studies guiding concepts for rooting content to Hawai‘i.

ROOM: M100F  TIME: Fri 1:45-3:00

Reframing the Science Classroom: Holistic Exploratory Approach to STEAM Education

Curriculum, Instruction, and School Leadership

We’re changing the approach to the science classroom. How can STEAM education be used to promote a holistic exploratory approach to science and drive student participation? Let’s shift our standard topic based approach to a question/goal based approach.

ROOM: M100G  TIME: Fri 1:45-3:00
Creating Visibility and Healthy Learning Environments for Native Americans in Higher Education

Tribal Colleges & Universities

The American Indian College Fund believes Native people have the right to attend college at any higher education institution they choose. The Indigenous Higher Education Equity Initiative was established to assist higher education institutions in ensuring the access, visibility, and success of Native students on campus and in higher education.

ROOM: M100H   TIME: Fri 1:45-3:00

Understanding Historical Multi-Generational Trauma and the Connection to Minority Student Support Needs

Curriculum, Instruction, and School Leadership

In this introductory session, participants will gain basic knowledge about what historic/multi-generational trauma is and how it can create additional challenges and needs for underrepresented minority students at varying levels. Attendees will learn how blood memory and multi-generational trauma are passed on to today’s generation of students. We will discuss different types of historic trauma as well as provide ways to address specific needs.

ROOM: M100I   TIME: Fri 1:45-3:00

NIEA School Choice Grant

NIEA Session

The National Indian Education Association (NIEA) has utilized the funding to conduct a landscape analysis of the educational settings in urban Native American communities. The goals of the analysis were to: assess the effectiveness of educational services and supplemental supports from the community and understand the complexities of schools and community supports serving Native populations in large urban centers. This session will focus on our evaluation, findings, key takeaways and recommendations, and future work.

ROOM: M100J   TIME: Fri 1:45-3:00

Johnson O’Malley Modernization: BIE Update

BIE Session

BIE representatives will provide an update on the implementation of the Johnson-O’Malley (JOM) Supplemental Indian Education Program Modernization Act. The Bureau will summarize the outcome of 2019 Consultation and Rulemaking sessions related to the JOM student count, definition of “Eligible Indian Student,” clarification of the funding formula, and proposed reconciliation and modernization of the rules.

ROOM: 101B   TIME: Fri 1:45-3:00
Urban Native American High School Students and Civic Identity Negotiation
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

This study examines an urban center in a state that has mandated social studies curriculum on Indigenous history and current events taught in each grade K-12 to better understand what impact this curriculum has on urban AI civic identity. Acknowledging that Indigenous ways of knowing are relational (Wilson, 2002) the study examines students daily lives in public school as a space that civic identity might be created. The study is framed by Safety Zone Theory (McCarty, 2006) and TribalCrit (Brayboy, 2005) as theories that provide explanations on why the AI civic identity constructs of sovereignty, self-determination and dual citizenship are not addressed in the curriculum of 48 states, and how these are addressed within the social studies class here.

ROOM: 101C TIME: Fri 1:45-3:00

A Foundation of Social/Emotional Growth
Head Start & Early Childhood Education

I would like to present on how using the Pyramid Model, Mindfulness and Trauma-Informed Care can help our youngest students succeed not only in school, but in life. Using the three programs, allows teachers to meet their student's needs in a culturally responsible way.

ROOM: 101D TIME: Fri 1:45-3:00

Anooj Ikidowag Abinoojiinyag: Remarks on child language acquisition & assessment at Waadookodaading
Culture and Language

In this presentation I provide an overview of our Ojibwe Language Arts programming at Waadookodaading, an Ojibwe language immersion school. I describe our approach to language proficiency assessment for students in the 4th-7th grades. I highlight some of the key stages observed regarding acquisition of Ojibwe in addition to many of the speech errors observed for each grade. I also explain how our assessments inform instruction & curriculum.

ROOM: 101E TIME: Fri 1:45-3:00
The National External Diploma Program
Higher Education/College & Career Readiness

The National External Diploma Program (NEDP) is a competency-based, high school equivalency program aligned to the Adult Education College and Career Readiness Standards. NEDP, founded in 1975, is a flexible, self-directed web-based program, overseen by approved agencies, where the reading, writing, math and workforce readiness skills of participants are assessed through a series of tasks to earn a locally issued high school diploma.

ROOM: 101H     TIME: Fri 1:15-3:00

Difference, Disadvantage or Disability: Cultural Liaisons Move Beyond Complacent Compliance
Special Education

Over-representation of Native youth in special education often creates a trajectory of limited access to mainstream opportunities, as well as poor post-secondary outcomes. Take a deeper look into special education data, laws, and criteria to promote strategies to help students succeed by distinguishing difference, disadvantage or disability.

ROOM: 101I     TIME: Fri 1:45-3:00

Memories of Chilocco Boarding School: Curriculum Connections
Public Schools and Urban Native Education

The presenter has collaborated with the Oklahoma Oral History Research Program and their collections of primary sources from Chilocco Indian Boarding School. These resources include numerous photos and oral history interviews with alumni. Curriculum using these resources has been aligned to the C3 Framework Standards with grade-appropriate inquiry lessons.

ROOM: 101G     TIME: Fri 1:45-3:00

#Squad Goals! OKCPS’s innovative approaches to engaging students and teachers
Public Schools and Urban Native Education

OKCPS Native American Student Services will highlight six inventive ways our department reaches students and teachers that have resulted in positive praises! Participants will receive instructional materials and will engage in hands-on learning so they can bring these techniques back to their classroom or school. Help us in creating a squad of individuals who love, know and embrace Native people and culture! #Squadgoals

ROOM: 101F     TIME: Fri 1:45-3:00

PRESENTER(S)
Margaret Kirkpatrick
CASAS

Govinda Budrow
Minnesota Dept. of Education: Dream Catcher Project

Donna Patterson
Minnesota Dept. of Education: Dream Catcher project

Elizabeth Watkins
Minnesota Dept. of Education

PRESENTER(S)
Samantha Benn-Duke
Northeastern State University

PRESENTER(S)
Dr. Star Yellowfish
Oklahoma City Public Schools

Rochell Werito
Oklahoma City Public Schools

Sarah Botone
Oklahoma City Public Schools
Notice of Public Rulemaking (NPRM) for OIE Demonstration Grants: What Makes a High-Quality Project?
ED/OIE Session

The U.S. Department of Education's Office of Indian Education (OIE) staff will preview the anticipated Professional Development (PD) grant competition for FY2020 and share best practices of high-quality projects. This workshop is geared towards colleges/universities seeking to prepare and train American Indian and Alaska Native teachers and school administrators.

ROOM: M101A  TIME: Fri 1:45-3:00

Defining community wellbeing with Three Navajo (Diné) communities using Diné centered community engaged research: Towards a Diné-centered transformative approach to rebuilding community


This paper shares findings from a study using an Indigenous (Diné) centered community based participatory research approach to address health disparities. This research was conducted with community members to explore concepts of community wellbeing using Diné epistemology to achieve health/education equity with long term goals for cultural and ecological sustainability.

ROOM: M101B  TIME: Fri 1:45-3:00

Healthy & Active Living: A Tradition (Part 1)
Head Start & Early Childhood Education

Healthy and Active living has always been an integral part of Native American & Alaskan Native communities. Join us for an interactive discussion on how to integrate traditional games and foods into your program and how these activities can help meet your health & school readiness goals. We will develop simple fun items that can be used to play traditional games. You will learn some simple effective techniques and enjoy games you can take back to your children and community.

ROOM: 102A  TIME: Fri 1:45-3:00
What Are They Saying? Tribal Language Immersion in Early Childhood Education and Recent Research Trends

Culture and Language

Discover how tribal language immersion has become such a hot topic in education. Examine and discuss the latest trends in tribal language immersion education. Explore the implications of recent language immersion education research for schools and communities. Through small and large group activities, participants will have various opportunities to identify language immersion strategies currently used in early childhood education classrooms (PreK through 3rd Grade) as well as establish next steps for language immersion implementation in their classrooms and schools.

ROOM: 102B       TIME: Fri 1:45-3:00

PRESENTER(S)

Melody Redbird-Post
National Center on Tribal Early Childhood Development

Lisa Oijibway
Child Care State Capacity Building Center (SCBC)

Char Schank
Office of Child Care’s National Center on Tribal Early Childhood Development
Tradition Meets Tech: Teaching Native Youth through Video Game Design Principles

STEM (Science, Technology, Engineering & Mathematics)

What if we could get students to approach learning with the same enthusiasm as video games? Using real world projects from tribal schools and Native youth serving programs, the session delves into how the principles that make video games so appealing can be applied to your curriculum.

ROOM: M100A  TIME: Fri 3:15-4:30

Indigenizing The Classroom Under The Big Sky

Curriculum, Instruction, and School Leadership

This presentation will cover the historical underpinnings of Indian Education for All (IEFA) efforts in Montana, explain current strategies, highlight best practices, and facilitate a group IEFA activity.

ROOM: M100B  TIME: Fri 3:15-4:30

There is Hope - Life after Suicide: One Mother’s Story of Love & Loss

Family and Community Engagement & Empowerment

Many evidence-based programs for suicide prevention have not been assessed in diverse populations especially among the Native American communities so their effectiveness are not known. This workshop is making the connection between heart and mind as we are bringing back the art of storytelling and sharing resources to create a new approach to suicide prevention in Tribal Communities by creating a place for real conversation.

ROOM: M100C  TIME: Fri 3:15-4:30
Studying Indian Earthworks Using Technology and Art to teach Geometry & Geoscience

STEM (Science, Technology, Engineering & Mathematics)

The Mound Education Project developed a STEM curriculum using art and technology to demonstrate how sightline geometry, long-distance alignments, and celestial events were encoded Indian mound and petroform monuments. The Renard Island Monument Project efforts in Wisconsin include a museum and outdoor exhibition in Green Bay to promote protection, identification, preservation, and ongoing education.

ROOM: M100D  TIME: Fri 3:15-4:30

Ojibwemotaadidaa Immersion Academy: The Language of Babies & Parenting

Culture and Language

This past winter, Ojibwemotaadidaa hosted a cohort of soon-to-be parents and parents of non-verbal children dedicated to learning language related to pregnancy and child-rearing in an immersion setting alongside elder first-speakers, university faculty, and program staff. Language resources developed for this cohort's curriculum are being made publicly available in 2019.

ROOM: M100E  TIME: Fri 3:15-4:30

Fighting Academic Colonization in Higher Education: Injecting Native Ways of Knowing (NWK) in curriculum

Higher Education/College & Career Readiness

American Indian Studies as an academic discipline is often relegated to ethnic studies or placed under the confines of academic programs only tangentially related (anthropology, literature). AIS and NWK is marginalized by these structures. Attempts to refine this view by allowing faculty to develop courses exploring NWK are often met with criticism. This presentation shares strategies on how to incorporate NWK in post-secondary courses.

ROOM: M100F  TIME: Fri 3:15-4:30

Education on Our Own Terms

Family and Community Engagement & Empowerment

This session will introduce participants to American Indian Academy of Denver (AIAD), a community-based public charter school in Denver, Colorado opening Fall 2020. AIAD is truly an example of Native educators, in partnership with parents, students, and community, exercising our inherent right to educate our children on our own terms. The students will experience a rigorous and community responsive integrated core curriculum, systemic whole child supports, and opportunities to learn Native languages. The school will also allow students the opportunity to engage in Indigenous traditional belief systems, approaches, and ways of knowing by engaging in cultural practices. If you or someone you know has ever dreamed of opening a school, come hear the story of AIAD's journey so far!

ROOM: M100G  TIME: Fri 3:15-4:30
NIEA Educator Initiative Part 2: Policies to Support Growing Your Own Pool of Certified Teachers

As part of the Educator Initiative Project, one tier of our work involves advocacy at the federal, state, and local level for policies that support teacher education, and making informed policy decisions backed by data. In partnership with TNTP, this session will take a deep dive into the policies NIEA has workshops for the Educator Initiative Project, and what else NIEA may need to consider, including what policies support your local communities, what policies need to be changed, and what policies need to be added.

ROOM: M100H  TIME: Fri 3:15-4:30

Queering Indigenous Language: Affirming Identities and Creating Safe Spaces for Students

Deconstructing Heteronormativity Through Decolonisation of Language. We have the effects of colonisation in every facet of our language and Culture. Through Dakota and Ojibwe lenses, we aim to introduce vocabulary, concepts, and traditional teachings to honour students' romantic, sexual, and gender identities rather than reinforcing the shame introduced to indigenous cultures. Using some lecture and group activities for understanding.

ROOM: M100I  TIME: Fri 3:15-4:30

Reciprocity in Action: Reporting Back and Implementing Change for Indigenous Education in New Mexico

Our paper addresses research and sovereignty as it relates to the integrity of Indigenous nations in New Mexico. We are introducing a framework to guide educational research and work in Indigenous Nations by universities like UNM. This paper highlights the findings and guiding principles that emerged from community-engaged forums.

ROOM: M100J  TIME: Fri 3:15-4:30

Financial Literacy, Minors Trust Funds, and Attending College: A Curriculum That Works

Financial Literacy is helpful for every Native American youth but for those with Minors Trusts, the funds are often a disincentive to further their education. Learn how to choose or structure a financial literacy curriculum that that not only teaches practical principles, but also provides an incentive to continue their educational development.

ROOM: 101B  TIME: Friday 3:15 - 4:30
### Shape the Future for Your Students: Teaching About the 2020 Census

**Family and Community Engagement & Empowerment**

This presentation will highlight how educators can use the U.S. Census Bureau’s Statistics in Schools (SIS) program to teach about the upcoming 2020 Census. Participants will leave the session equipped with information on how they can incorporate resources offered by the SIS program into their classroom.

**ROOM:** 101C  **TIME:** Fri 3:15-4:30

**PRESENTER(S)**
- Nicole James
  - U.S. Census Bureau

### CKUWAPONAKIK / DAWNLAND: Film Teaches History as Truth-telling (Part 2)

**School Environment: Safety, Student Wellness & Social Justice**

This workshop brings together seasoned educators to deepen the reflection begun in the documentary film, DAWNLAND, about truth-telling, healing, and forced removal of Native children in “Ckuwaponakik,” now called New England. The word means the land of the people where the sun first looks our way. Join the conversation about how to teach about genocide using film and interactive lessons.

**ROOM:** 101D  **TIME:** Fri 3:15-4:30

**PRESENTER(S)**
- Dr. Mishy Lesser
  - Upstander Project
- Adam Mazo
  - Upstander Project
- Tracy Rector
  - Upstander Project

### The ‘Moral Imagination’ and Artistic Engagement: Empowering Leaders

**Family and Community Engagement & Empowerment**

Traditional Native leaders were planners and visionaries who worked to maintain their people’s land and way of life. The ‘moral imagination’ is an artistic process through which leaders can create ethical solutions that do not yet exist. Participants will engage in the artistic processes to reflect on what it means to be a leader.

**ROOM:** 101E  **TIME:** Fri 3:15-4:30

**PRESENTER(S)**
- Loni Manning
  - University of Utah

### Cultural Responsivity and Special Education

**Special Education**

Equity concerns for historically marginalized students in special education remain a persistent concern for many American Indian communities. Through the lens of cultural responsivity, this presentation will explore trends in special education and ways to support students with disabilities. Parent engagement and student self-advocacy supports, critical components to successfully navigating the special education field, are also addressed.

**ROOM:** 101F  **TIME:** Fri 3:15-4:30

**PRESENTER(S)**
- Cheryl Funmaker
  - Ho-Chunk Nation Education Department
The Oregon Experience: Senate Bill 13 - Tribal History Shared History
Public Schools and Urban Native Education

This presentation will outline and discuss the key factors leading up to the passage of Senate Bill 13, as well as important components of the legislation that make Oregon unique in the implementation of a statewide, cross-curricular American Indian content initiative. The presentation will include examples of work to date, including lesson plans and the Oregon Essential Understandings.

ROOM: 101G  TIME: Fri 3:15-4:30

Exploring Native College Student Financial Aid: Addressing Gaps in National Data
Higher Education/College & Career Readiness

Indigenous Education, Inc. is analyzing its first two years of longitudinal financial aid data with a focus on improving Native college student outcomes. One of the most important considerations for attending college is how it's funded, however national financial data on Native college students is often missing from national reports. This presentation will share our initial findings and explore opportunities for next steps.

ROOM: 101H  TIME: Fri 3:15-4:30

College Readiness - Preparing Native Youth for Success in College and Beyond
Higher Education/College & Career Readiness

College is not always the first option for Native youth and is often compounded by the invisibility of Native Americans. This session will examine this invisibility and the challenges that lead to a college access and completion crisis among Native American students. Participants will examine a culturally relevant guide to assist with navigating the college world.

ROOM: 101I  TIME: Fri 3:15-4:30

State Higher Education Policies and American Indian and Alaska Native Educational Attainment
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

Policies that reduce the cost of accessing higher education are important for increasing educational opportunities for Native students from remote locations or with limited resources. This paper examines targeted state scholarships and the establishment of tribal colleges and universities (TCUs). We find positive effects on college and high school attainment.

ROOM: M101A  TIME: Fri 3:15-4:30
Leadership values and Acculturation among the Oglala Lakota Leadership: a mixed method study
Issues/No Child Left Behind/Schools meet AYP/Prof Dev for HQTs/Recog of Cultural Practitioners

The study was initiated because Native American Elders on the Pine Ridge Indian Reservation were concerned that Traditional altruistic leadership style is being lost in today's Native American leadership practice. Accordingly, Acculturation and Servant Leadership theories were used to guide the study.

ROOM: M101B  TIME: Fri 3:15-4:30

Healthy & Active Living: A Tradition
Head Start & Early Childhood Education

Healthy and Active living has always been an integral part of Native American & Alaskan Native communities. Join us for an interactive discussion on how to integrate traditional games and foods into your program and how these activities can help meet your health & school readiness goals. We will develop simple fun items that can be used to play traditional games. You will learn some simple effective techniques and enjoy games you can take back to your children and community.

ROOM: 102A  TIME: Fri 3:15-4:30
Exploring the American Indian Boarding School Experience  
Public Schools and Urban Native Education

The presentation includes a personal self-activity to prepare the attendees to take in content and gain a better understanding of the boarding school experience. This journey includes a historical review of the Boarding School Era with a timeline and a video documentary and ends with details of student experiences while attending Lutheran Indian Mission school located in Red Springs, Wisconsin.

ROOM: M100A      TIME: Sat 8:30 - 9:45

Building a Beloved Community: Process for Conflict Transformation Through Ceremony, Storytelling, and Healing  
Culture and Language

Reknown poet, cultural translator, and community scholar, aunty Puanani Burgess has demonstrated a lifelong commitment to improving the lives of people through healing and restorative practices. Beloved Communities creates “a space where I can show you who I am and you can show me who you are and collectively we can figure out what parts of this works.” Participants will explore the power of names, stories about their community, and present their gifts as ways to see the beauty and humanity in themselves and each other.

ROOM: M100B      TIME: Sat 8:30-9:45

Owóksape: Innovative Online Indigenous Language Learning  
Culture and Language

Many platforms are available for online language learning worldwide. For indigenous languages very few options are available. LLC is developing an online learning platform for Lakota language learning. We will discuss this platform, differentiated from similar tools through culturally appropriate content, themes and artwork. Owóksape serves as a model for other indigenous languages, benefitting the next generation of digitally savvy learners.

ROOM: M100C      TIME: Sat 8:30-9:45
Awaken the Spirit
School Environment: Safety, Student Wellness & Social Justice

Awaken the Spirit is an empowering workshop designed for Indigenous young people, which focuses on strengthening personal identity, understanding cultural proficiency, mastering goal-setting, and fostering and maintaining positive self-image. Awaken the Spirit and has been widely successful in motivating countless young people to break free from the cycle and stigma of dependency and venture off into the workforce or further their education.

ROOM: M100D   TIME: Sat 8:30 - 9:45

Grant Writing for Education Programs
NIEA Session

Our ability to effectively articulate our community needs for activities and services, in such a way that funders are willing to support the work, often falls short. In this session we will address how to better tell our story to increase our chances of writing a successful, winning proposals.

ROOM: M100E   TIME: Sat 8:30-9:45

Creating Culturally-Informed and Trauma-Informed Schools on the Pine Ridge Indian Reservation
School Environment: Safety, Student Wellness & Social Justice

This workshop will share promising practices for implementing a culturally-tailored, trauma-informed school model. The presentations will cover processes used to shift student, staff, community, and school culture to implement the trauma-informed school model.

ROOM: M100F   TIME: Sat 8:30-9:45

Principal Preparation for Challenging Contexts: The Summer Principal’s Academy
Curriculum & Instruction

The Summer Principals Academy is a proven and effective principal training program through which aspiring school leaders can earn a master's degree from Teachers College, Columbia University. Advocating innovation and risk-taking to promote institutional change, the outstanding faculty introduce students to new possibilities for student learning, school improvement, social equity, and creative school design. Principles of equity, diversity and social justice are the core tenets of the program and provide participants with a foundation for leading schools in some of the most challenging contexts identified in public education. This workshop is geared for individuals who wish to learn more about program admission and is generally suited for aspiring school leaders or those who mentor and coach aspiring leaders.

ROOM: M100G   TIME: Sat 8:30-9:45
Reclaiming Our Contemporary Native Identity through Intergenerational Transfers of Knowledge

Public Schools and Urban Native Education

We are reclaiming our contemporary Native identity through curriculum that extends into our community and promotes intergenerational transfers of knowledge that empowers change.

**ROOM:** M100H **TIME:** Sat 8:30-9:45

**PRESENTER(S)**
- Laura Sullivan
  Anishinabe Academy, Minneapolis Public Schools
- Rebecca Ries
  Anishinabe Academy, Minneapolis Public Schools
- Cecelia Benimon
  Anishinabe Academy, Minneapolis Public Schools
- Rory Wakemup
  Wakemup Productions

Digital Media in the Classroom

Curriculum, Instruction, and School Leadership

Learn how to enhance student learning through the media. Vision Maker Media’s Shirley Sneve will demonstrate options (many free) for teachers to add high quality Native American media content to their lesson plans.

**ROOM:** M100I **TIME:** Sat 8:30-9:45

**PRESENTER(S)**
- Shirley Sneve
  Vision Maker Media

Developing Culturally Appropriate Critical Thinking Skills Across the Content Areas

Curriculum, Instruction, and School Leadership

In this workshop, participants will learn how ISA content coaches assist to support Curriculum, Instruction, and School Leadership utilizing the primary principles of ISA at a Native American middle/high school in southern California. The participants will learn how the ISA team identified culturally appropriate critical thinking skills and multiple metacognitive strategies they can use across the various content areas.

**ROOM:** 101B **TIME:** Sat 8:30-9:45

**PRESENTER(S)**
- Henri Shimojyo
  Institute for Student Achievement
- Michelle Stockdale
  Institute for Student Achievement

Meeting the Needs of Native American Students through Formative Assessment: Emerging Findings from our Work with Arizona Schools

Curriculum, Instruction, and School Leadership

This workshop highlights the role formative assessment and culturally responsive instruction can have in supporting Native student achievement. We share teacher and student voices and initial findings from a year-long, intensive formative assessment course (SAIL).

**ROOM:** 101C **TIME:** Sat 8:30-9:45

**PRESENTER(S)**
- Barbara Jones
  WestEd
Student Choice: How Putting Assessment Into Students Hands Changed My Classroom
Curriculum, Instruction, and School Leadership

Our students are intelligent in many ways. Many students often fail to show their mastery of a subject through exams. Let's put how assessments, into the students hands and take a step back. Let Students take an active approach to their own education and growth.

ROOM: 101D  TIME: Sat 8:30-9:45

Building Tribal Early Childhood Education Capacity: Graduate Student’s Perspective
Head Start & Early Childhood Education

Early childhood years and experiences impact the trajectories of children in school and in life, and it is important to have qualified and competent teachers. Native students taught by prepared and proficient Native American (NA) teachers can impact generations and serve to assist in the revitalization of culture and language by the deliberate inclusion of culturally responsive practice/pedagogy. This presentation will provide an overview of how

ROOM: 101E  TIME: Sat 8:30 - 9:45

The Future of Southwestern Indian Polytechnic Institute: Tell Us Your Thoughts
Family and Community Engagement & Empowerment

Southwestern Indian Polytechnic Institute (SIPI) located in Albuquerque, New Mexico is a community college, funded through the Bureau of Indian Education, U. S. Department of the Interior. SIPI is one of two federally operated colleges. As we plan for the future and embark upon our Strategic Planning, we want to hear from you-the stakeholder, about what is important to you, your community and tribe. We want to hear your voice.

ROOM: 101F  TIME: Sat 8:30-9:45

CREATING A SUCCESSFUL DUAL ENROLLMENT PARTNERSHIP BETWEEN NATIVE SERVING SCHOOLS AND UNIVERSITIES
Higher Education/College & Career Readiness

Native-serving high schools offering dual enrollment courses require an effective collaborative partnership between schools and universities. In this workshop, participants can learn about the dual enrollment process by developing an indigenous based college course syllabus, effective partnerships, teaching resources, and courses that generate student interest.

ROOM: 101G  TIME: Sat 8:30 - 9:45
What Works in Tribal Higher Ed! College-level Mathematics Preparation
Higher Education/College & Career Readiness

Our Higher Education made a team commitment to Tribal Council that >50% of College Freshman would enter Fall 2019 ready for college-level mathematics. This hands-on workshop provides a tribal, holistic perspective on what works in Native Mathematics Education that (1) centers traditional values of preparation; (2) tells a story of strengthening data sovereignty, and (3) coordinates math preparation between 62 school districts and 70 universities.

ROOM: 101H    TIME: Sat 8:30-9:45

PRESENTER(S)
Elese Washines
Yakama Nation Higher Education
Rose Butterfly
Yakama Nation Higher Education
Kaylyn Gunnier
Yakama Nation Higher Education

NIEA Leg Update
NIEA Session

Through ongoing engagement with national partners, congressional leaders, and federal agencies, NIEA advocates for expanded educational opportunities for Native students in annual appropriations, legislation, and administrative action. This session will highlight NIEA’s priorities and work to support Native languages, culture based education, and resources for excellent schools in Native communities. Join us to learn more about key legislation and administrative proposals, as well as upcoming bills to look out for in 2020, that have the potential to impact Native students across the country.

ROOM: 101I    TIME: Sat 8:30-9:45

PRESENTER(S)
Adrianne Elliott
NIEA

The Road Less Traveled: How Student Leaders Support American Indian Student’s College Access, Success, and Persistence at “Mainstream” Colleges and Universities
Early Childhood, Elementary Education, Secondary Education, & Adult/Higher Education

This study explores the importance of the presence of Native student support service offices on “mainstream” college campuses and universities, as an avenue for effective college success and persistence, and how student support service leaders view the importance of their role in supporting this Native students.

ROOM: M101B    TIME: Sat 8:30-9:45

PRESENTER(S)
Kurrinn Abrams
NIEA
The National Indian Education Association (NIEA) plans to build capacity for improving and creating Native Language Immersion Programs in schools within the south and east regions of the United States. The plan includes five phases: Research, Assessment, Documentation, Training, and Evaluation. Attend this session to learn more about the project and how you can become involved.

ROOM: M101C    TIME: Sat 8:30-9:45
Saturday
SESSION K

‘Gekinoo‘imaagejig’ American Indian Teacher Training Program-Lessons Learned
Tribal Colleges & Universities

American Indian students continue to have one of the lowest completion rates of any other minority group in higher education. This presentation will share research findings on successful retention attributes for Native students in higher education. In addition, successful attributes of a Tribal College University (TCU) partnership will be shared.

ROOM: M100A   TIME: Sat 10:00-11:15

PRESENTER(S)
Dr. Amy Bergstrom
The College of St. Scholastica

Jennifer Niemi
The College of St. Scholastica

Dr. Robert ‘Sonny’ Peacock
Fon du Lac Tribal College

Infusing Culture into the Classroom using Art Painting
Culture and Language

Participants will use the design of the eagle feather or turtle to create an art painting using professional art painting techniques. Native art symbolism will be shared with participants. This class could be used in urban, rural, and suburban settings. The participants may take home their art paintings.

ROOM: M100B   TIME: Sat 10:00-11:15

PRESENTER(S)
Ted Moore
Native Culture Consultant

Jessica Harjo
Weompi Designs

Erica Pretty Eagle Moore

Trauma Resilient Schools for Indian Communities
School Environment: Safety, Student Wellness & Social Justice

A review of trauma-informed schools reveals universal practices that can be implemented in any school community. Still, there are critical considerations we must make for American Indian students. This workshop introduces a new trauma resilient school model incorporating these considerations and being piloted in Indian schools across the country.

ROOM: M100C   TIME: Sat 10:00-11:15

PRESENTER(S)
Amy Foster Wolferman
National Native Children’s Trauma

Veronica Willeto DeCrane
National Native Children’s Trauma Center

Dual Language Immersion Project
Culture and Language

Our story of working to expose our children to their indigenous language in our Dual Language Immersion K, 1 & 2 Classrooms within a public school setting. In this workshop we seek to share our success, challenges and lessons learned.

ROOM: M100D   TIME: Sat 10:00-11:15

PRESENTER(S)
Jason Cummins
Crow Agency Public School
Evaluation Guide for Culturally Specific Youth Development Programs

Culture and Language

This workshop will demonstrate an approach and share a tool Wilder Research developed to conduct evaluation as part of ongoing program improvement for culturally specific youth development programs. This tool is based on an evaluation we did for Interfaith Action's American Indian Youth Enrichment Program. Participants will gain evaluation skills and leave with a tool to help them evaluate their program.

ROOM: M100E  TIME: Sat 10:00-11:15

Native American Education in Urban Schools, Changing the Narrative

Public Schools and Urban Native Education

So many times in schools we teach about “how” Native Americans lived; e.g. what they lived in, and what region they came from. This workshop will focus on how to bring that history more current and look at ways we can accurately represent the culture today. We will look at lesson plans and resources that are available to use in our classrooms.

ROOM: M100F  TIME: Sat 10:00 - 11:15

NorthStar Career Quest: Teaching American Indian students career pathways to success

Higher Education/College & Career Readiness

A Native American publisher & designer created a socially active learning program that also combines hands-on projects, games, online psychological testing, multimedia presentations, and printed student workbooks for K-12 American Indian students. It increases cultural pride and positive self-identity to help students increase higher education/college & career readiness.

ROOM: M100H  TIME: Sat 10:00 - 11:15
Understanding Historic/Multi-generational Trauma and the Connection to Minority Student Support Need  
Curriculum, Instruction, and School Leadership  

In this introductory session, participants will gain basic knowledge about what historic/multi-generational trauma is and how it can create additional challenges and needs for underrepresented minority students at varying levels. Attendees will learn how blood memory and multi-generational trauma are passed on to today's generation of students. We will discuss different types of historic trauma as well as provide ways to address specific needs.

ROOM: M100I  TIME: Sat 10:00 - 11:15

Team-Based Mentor Apprentice Model: The Human Dynamics of Creating Conversationally Proficient Speakers  
Culture and Language  

This session will share key perspectives from developing an adult immersion program in an Indigenous community with only a handful of elder speakers, limited resources, and no previous history of effective language teaching. Lessons learned will be used as talking points for core areas of adult immersion learning in Indigenous communities.

ROOM: M100J  TIME: Sat 10:00-11:15

Fostering STEM Career Pathways with Integrated Chain-Reaction STEAM Summer Camps for Navajo Youth  
STEM (Science, Technology, Engineering & Mathematics  

In this hands-on workshop, participants will learn about the STEAM Machines™ summer camps, which have been offered in the Navajo Nation in partnership with Arizona State University since 2012. These camps engage middle and high school students to combine Science, Technology, Engineering, and Math concepts with the Arts (STEAM) to craft and tell stories with large-scale chain-reaction machines of their design and creation.

ROOM: 101B  TIME: Sat 10:00-11:15

Hoocak Ee Cooni Waziperes Hocira  
Head Start & Early Childhood Education  

The workshop is designed to give the participants background knowledge on how the Ho-Chunk Nation is working to revitalize their language by teaching it to infants, toddlers and preschool children who attend the Center. Come learn on how the curriculum is being developed to meet the needs of young learners and how the program supports the children and families who enroll.

ROOM: 101C  TIME: Sat 10:00-11:15
NIEA ESSA State Work

Since ESSA’s passage, in 2015, the National Indian Education Association has been working with states and Native communities to ensure educators, tribal leaders, tribal education departments/agencies, and parents understand how ESSA impacts Native students and how to advocate on their behalf. This session will discuss NIEA’s work in MN, NM, NY, OK, AK, OR, WA, and WI.

ROOM: 101D  TIME: Sat 10:00-11:15

Uplifting Native Teen Voices Through Creative Writing

The Scholastic Awards invite middle and high school educators to an interactive art and writing workshop where they will learn various exercises and tools to help teens empower and express themselves through poetry, story, art, photography, and movement. Take away tools to support the creative teens in your community.

ROOM: 101E  TIME: Sat 10:00-11:15

50 years of Federal Assessment Policy: A Look at National Assessment and AI/AN Data

This workshop will provide an overview of the past 50 years of federal education policy and present national assessment data on American Indian and Alaskan Native students for grades four and eight in reading and math, using the National Assessment of Education Progress (NAEP) National Indian Education Study (NIES).

ROOM: 101F  TIME: Sat 10:00-11:15

When does “Required” actually mean REQUIRED? Enforcing the State Mandate in Urban School Districts

When there are no legal consequences to teach state mandated tribal history, there is no sense of urgency to comply. In 2015 when the state legislated Washington State’s tribal sovereignty curriculum, we naively thought we had won. It turns out, the fight intensifies. We will outline our strategies to convince our district to officially adopt the curriculum and secure monies to train and support teachers so teach with fidelity and commitment.

ROOM: 101G  TIME: Sat 10:00-11:15
Cultivating and Nurturing Student Resiliency Through Academic Preparedness and Tech Literacy
Higher Education/College & Career Readiness

An interactive conversation about the intersection of technology, community, education, and the definition(s) of “success” within academia and beyond.

ROOM: 101H       TIME: Sat 10:00-11:15

Beading, Weaving, Eating and Reading as Healing on a Settler Serving Campus
Higher Education/College & Career Readiness

Our Beading, Weaving, Eating and Reading group interrupts business as usual on our settler serving campus by building community, reframing our own learning, and healing through beading and weaving as pedagogy. We are an intergenerational, intersectional, collective of Indigenous students and faculty honoring Indigenous futurities and our community well-being.

ROOM: 101I       TIME: Sat 10:00-11:15

Family Circles Program: Feeding the Spirit
Culture and Language

Family Circles (FC) is a community based program focused on building healthy families and lifestyles though traditional Native culture, language and teachings. By organizing and empowering community members, FC brings together people from all segments of the community in a positive environment that reinforces Native culture, language and drug/alcohol awareness/prevention strategies. FC tackles many of the social ills in Native communities.

ROOM: M101A      TIME: Sat 10:00-11:15