2014 National Forum on Dropout Prevention for Native and Tribal Communities

Building Engaging Educational Communities for Native Students

April 27-30, 2014
Mystic Lake Casino Hotel®
Prior Lake, Minnesota

Sponsored by The National Dropout Prevention Center/Network
Clemson University, Clemson, SC
On behalf of the National Dropout Prevention Center/Network and our partners, we welcome you to the 2014 National Forum on Dropout Prevention for Native and Tribal Communities.
April 27, 2014

Dear Forum Participant,

Welcome to Prior Lake, Minnesota, the home of the 2014 National Forum on Dropout Prevention for Native and Tribal Communities: Building Engaging Educational Opportunities for Native Students. We are pleased that you have chosen to spend the next few days with us to gain information about strategies and programs that have proven effective in dropout prevention with Native students.

We trust this Forum will provide a valuable professional development opportunity that will equip and motivate you in your work. The experience of the next few days has been planned and designed to give you a meaningful professional experience that will be of immediate benefit to you. The Planning Committee is confident you will gain new knowledge, additional skills, and expand your network of professional friends as you attend the sessions offered.

The Forum is the result of a large group of partners that have worked together to plan and implement the sessions and experience. We thank our partners, who include the Minnesota Department of Education, Alaska Staff Development Network, the Wisconsin Department of Public Instruction, the South Dakota Department of Education, National Johnson O’Malley Association, the University of Minnesota - Institute on Community Integration, Leech Lake Tribal College, National Indian Education Association, Augsburg College, and the Foundation for the Advancement of Culture and Education. This strong group of partners has worked together to bring you an outstanding conference agenda and opportunity.

We are also grateful to our conference sponsors and exhibitors. We trust you will take time to meet and learn about the products they represent.

On behalf of the National Dropout Prevention Center/Network and the Forum partners, thank you for participating in this event. We encourage you to visit our Web site: www.dropoutprevention.org for a listing of future staff development opportunities and the benefits of becoming a member of the National Dropout Prevention Network.

Sincerely,

Beth P. Reynolds, Ph.D.
Executive Director
Dear Forum Participant:

Welcome to Minnesota! These next three days of collaboration and conversation are important to our work to increase achievement of our American Indian students. The Minnesota Department of Education (MDE) is proud to partner with the National Dropout Prevention Center and the National Indian Education Association to provide a forum for this important work.

We believe in the innate capacity of every child. Nurturing each child toward their full potential takes all of us - parents, community members, teachers, and education leaders.

In Minnesota, we have transformed the way we hold schools accountable for student achievement. By looking beyond proficiency to measure a school’s progress in closing achievement gaps, and raising graduation rates we are beginning to see some success in improved student outcomes. Data for 2013 shows that American Indian graduation rates improved by 3.3 percentage points in one year and has increased 6.3 percent over two years.

With the support of Governor Mark Dayton and the Legislature, we now have a permanent Office of American Indian Education. We also worked to mandate tribal consultation between MDE and the Tribal Nations Education Committee on all matters concerning American Indian students. These have been critical elements as we work alongside Minnesota’s eleven sovereign tribal nations to ensure all American Indian children have the tools and skills to succeed in life, and are proud contributors to their native communities and to our state.

We have also hosted annual summits focused entirely on addressing achievement for Minnesota’s American Indian students, providing a regular forum to gather our state’s sovereign nations and our Indian Education leaders. The conversations had at these summits are instrumental in our efforts to enact meaningful reform and smart investments in education for American Indian students. Even though our progress is promising, we know there is still work to be done.

Gathering together to share best practices and engage professionally is the best way to share what works, to inspire action, and to learn. We hope you will use the next few days to work together and think critically about how we can continue increasing student achievement for our American Indian students. Thank you for your commitment to our American Indian students.

Sincerely,

Brenda Cassellius
Dr. Brenda Cassellius
Minnesota Commissioner of Education

Dennis Olson
Dennis Olson
Director, Office of Indian Education

Geraldine Kozlowski
Geraldine Kozlowski
Chair, Tribal Nations Education Committee
2014 FORUM INFORMATION

For a listing of all Forum events, arranged by starting time, see the “Forum at a Glance” on page 9. All sessions will begin promptly, so make every effort to be on time! The program listing for each session includes the location, topic, speakers, and a description.

The formats for all FORUM sessions are as follows:
- Pre-FORUM Workshops—Participants must preregister and prepay for Pre-Forum workshops.
- Concurrent Sessions—Participants may choose one topic each session.

2014 FORUM PLANNING COMMITTEE

We offer a special thank you to the following people who served on the 2014 Forum’s Planning Committee:

**Minnesota Department of Education**
- Ms. Mary Barrie
- Ms. Wendy Behrens
- Mr. Nashad Muse
- Mr. Dennis Olson

**National Johnson O’Malley Association**
- Mr. James Monchamp

**Leech Lake Tribal College**
- Dr. Don Day

**University of Minnesota Institute on Community Integration**
- Dr. Jean Ness

**Hamline University**
- Mr. Robert Rivera
- Ms. Tammie Shepherd Pate
- Dr. Jean Strait

**Augsburg College**
- Ms. Ann Garvey
- Ms. Jennifer Simon

**Mille Lacs Band**
- Mr. Paul Janowiec

**Iowa Department of Education**
- Ms. Rosanne Malek

**North Dakota Office of Indian Education**
- Ms. Lucy Fredericks

**South Dakota Office of Indian Education**
- Mr. Keith Moore

**South Dakota Department of Education**
- Ms. Sue Burgard
- Ms. Jill Cotton
- Ms. Mary Giddings
- Ms. Marta Neuman

**Wisconsin Department of Public Instruction**
- Dr. Chrys Mursky
- Mr. David O’Connor
- Ms. Crishirella Warthen

**University of Wisconsin - Green Bay**
- Dr. Lisa Poupart

**Wisconsin RtI Center**
- Ms. Andreal Davis

**Montana Office of Public Instruction 21st CCLC**
- Ms. Mary Ellen Earnhardt

**Alaska Staff Development Network**
- Mr. Kelly Tonsmeire

**National Indian Education Association**
- Ms. Diana Cournoyer
- Ms. Ahniwake Rose

**National Dropout Prevention Center/Network**
- Dr. Sandy Addis
- Ms. Peg Chrestman
- Ms. Dani DiMuzio
- Mr. John Gailer
- Ms. Denise Gianforcaro
- Ms. Debbie Hall
- Ms. Emily Meeks
- Mr. John Peters
- Dr. Beth P. Reynolds
- Ms. Leah Shaffer
Special thanks to our sponsors for the 2014 National Forum on Dropout Prevention for Native and Tribal Communities:

**GOLD LEVEL**

TRAVELERS

**SILVER LEVEL**

Alaska Staff Development Network

‘Working Together to Make Schools Better’

Institute on Community Integration

UNIVERSITY OF MINNESOTA

**BRONZE LEVEL**

NJOMA

SOUTH DAKOTA DEPARTMENT OF EDUCATION


Hazelden

NATIONAL INDIAN EDUCATION ASSOCIATION

Advancing Excellence for All Native Students
Forum Highlights

Don’t Miss
the Forum Reception!
Monday 4:30-6:00 pm

Rhiana Yazzie

Rhiana Yazzie is a playwright, performer, and the Artistic Director of New Native Theatre here in the Twin Cities. Created in 2009, NNT is a new way of looking at, thinking about, and staging Native American stories. A few notable places Rhiana’s plays have been commissioned and/or produced by are La Jolla Playhouse, Oregon Shakespeare Festival, and the NY Public Theater. She is currently developing a play for OSF’s American Revolutions: the United States history Cycle. This year she will debut a radio drama series, “Little Apple Big Apple.” In addition to writing and acting for the theatre and radio she is branching out into screenwriting and directing film. She will be making a short presentation as part of Monday afternoon’s general session.

The Prairie Island Dakota Indian Community is proud of their culture and traditions. This pride is shown through the continued teaching of song and dance to their children. The Tinta Wita Takoja (which means Prairie Island Grandchildren) drum and dance troupe that is performing today are the grandchildren of the Prairie Island Indian Community. The Tinta Wita Takoja have performed both locally and nationally, sharing their traditions with the future leaders of tomorrow. The hope of the Prairie Island Dakota Indian Community is that they will build lasting relationships with other diverse communities.

Tinta Wita Takoja will be part of the opening general session Monday and at the Forum Reception.

Racing the Rez
a film by Brian Truglio

Tuesday, 7:00-8:30 pm
in the Grand Ballroom

Film shown courtesy of Vision Maker Media.
The film will be given away as a door prize immediately following the showing.
Dr. Marcia Gentry
Professor of Educational Studies and Dir. of Gifted Ed. Resource Inst.
Purdue University, West Lafayette, Indiana

Dr. Gentry has focused on the use of cluster grouping and differentiation; the application of gifted education pedagogy to improve teaching and learning; student perceptions of school; and on non-traditional services and underserved populations, including Diné, Ojibwe, and Lakota youth. She is past chair of the AERA SIG, Research on Giftedness, Creativity, and Talent, actively participates in NAGC, frequently contributes to the gifted education literature, and regularly serves as a speaker and consultant. Prior to her work in higher education she spent 12 years as a teacher and administrator in K-12 settings.

Mr. Bill Mendoza
Executive Director, White House Initiative on American Indian and Alaska Native Education
Washington, DC

Bill Mendoza earned a master's degree in educational leadership from Montana State University in 2010. He will be the first leader of the new federal initiative to increase and improve educational opportunities for Indian Country. Previously, Mendoza was acting director of the White House Initiative on Tribal Colleges and Universities. The office works to ensure that the nation's tribal colleges and universities are more fully recognized, better informed and given full access to federal programs. Mendoza, who is an enrolled Oglala Sioux and has deep Sicangu Sioux roots, grew up on the Pine Ridge and Rosebud Indian Reservations in South Dakota.

Dr. Anton Treuer
Executive Dir. American Indian Resource Ctr.
Bemidji State University, Bemidji, Minnesota

Dr. Anton Treuer has a B.A. from Princeton University and a M.A. and Ph.D. from the University of Minnesota. He is Editor of the Oshkaabewis Native Journal, the only academic journal of the Ojibwe language. Dr. Treuer has sat on many organizational boards and has received more than 40 prestigious awards and fellowships, including ones from the American Philosophical Society, the National Endowment for the Humanities, the National Science Foundation, the MacArthur Foundation, the Bush Foundation, and the John Simon Guggenheim Foundation. He is also the author of thirteen books.

Dr. Michael Oleksa
Alaska Staff Development Network
Juneau, AK

Father Michael Oleksa is a widely known speaker who travels almost weekly throughout North America speaking from two perspectives—Orthodox Christian and as an expert on Cross Cultural Communications, typically speaking to state, federal, and educational agencies. After 40 years in Alaska, Father Michael is convinced Alaska has a mission to the rest of the Church, just as the Church has considered Alaska a mission field for over 200 years. He is most well known for his widely acclaimed four-part PBS television series, “Communicating Across Cultures.”
### FORUM AT A GLANCE

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PRE-FORUM WORKSHOPS
SUNDAY, APRIL 27, 2014
1:00-4:00 PM
(Must be pre-registered.)

PFW 1. Building Engaging Educational Communities for Native Students
Presented by Ms. Marcy Emberger, Educational Consultant, Taymouth, NB, Canada

Primarily interactive, participants will share strategies for ‘hooking’ students into learning through personal interests and the power of understanding their culture. A brief overview of selected strategic reading strategies will highlight how these are used with both First Nation literature and non-fiction text [Indigenous Rights Charter]. We will end with a discussion of methods of looking at student writing that uses on-going assessment as a tool to change students’ attitudes about literacy.

Ms. Emberger provides consulting services to public and private schools, school districts and other organizations with a concern for education. Her 35-year career in education includes experience in classroom teaching at all levels, administration, staff development, policy analysis, curriculum development and research. In addition to personal consulting she is also available as a faculty member for the Association for Supervision and Curriculum Development’s (ASCD) in the Understanding by Design Cadre.

PFW2. Check and Connect: An Effective Approach to Engaging American Indian Youth in School
Presented by Dr. Angie Pohl, University of Minnesota, Institute on Community Integration, Minneapolis, MN

This session will provide an introduction to implementing Check & Connect, a structured mentoring intervention designed to enhance student engagement at school and with learning for disengaged K-12 students. Participants will be provided with an overview of the program and the steps for implementing Check & Connect at their sites.

Dr. Pohl is a Research Associate at the Institute on Community Integration. She earned her doctorate in Educational Psychology with an emphasis in School Psychology from the University of Minnesota. Her current work centers on research and training for Check & Connect, a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12. Prior to graduate school, Dr. Pohl taught junior high and high school English for 6 years and served as a collaborative teacher leader. She is currently pursuing her K-12 Administrative Licensure through the Department of Organizational Leadership, Policy, and Development.

PFW3. Gifted, Creativity, and Talent Development Among Native and Tribal Communities to Promote High Achievement
Presented by Dr. Marcia Gentry, Executive Director of Purdue University’s Gifted Education Resource Institute (GERI) and Professor in Educational Studies, West Lafayette, IN

In this session we will review the status of giftedness, creativity, and talent development research and programming among Native and Tribal communities drawing from our recent work in this area. We will also engage participants in conversations about how a strength-based approach can mitigate the focus on deficits and obstacles. Ideas for identification, programming, and sustained efforts will be shared and input concerning research and needs will be sought.

Marcia is Professor of Educational Studies and Director of the Gifted Education Resource Institute at Purdue University. Her research has focused on the use of cluster grouping and differentiation; the application of gifted education pedagogy to improve teaching and learning; student perceptions of school; and on non-traditional services and underserved populations, including Diné, Ojibwe, and Lakota youth. Prior to her work in higher education she spent 12 years as a teacher and administrator in K-12 settings. She enjoys spending time with family and friends, watching her daughter play sports, gardening, hanging out in the horse barn, collecting contemporary Navajo weavings, vacationing at her cabin on Whitefish Bay, and working with her doctoral students.
MONDAY  
APRIL 28, 2014

7:30 a.m. – 4:30 p.m.
FORUM REGISTRATION/EXHIBIT HALL OPEN

8:00 a.m. – 9:00 a.m.
CONTINENTAL BREAKFAST
Location: Grand Ballroom Hallway and Pre-Function Area

OPENING GENERAL SESSION
(All are invited to attend)
9:00 a.m. - 10:45 a.m.
Location: Grand Ballroom

WELCOME, REMARKS, AND INTRODUCTIONS
Dr. Sandy Addis, Associate Director, National Dropout Prevention Center/Network, Clemson, SC

INVOCATION

TINTA WITA TAKOJA (Prairie Island Grandchildren)
Prairie Island Dakota Indian Community is proud of their culture and traditions. This pride is shown through the continued teaching of song and dance to their children. The Tinta Wita Takoja drum and dance troupe are the grandchildren of the Prairie Island Indian Community. The Tinta Wita Takoja have performed both locally and nationally, sharing their traditions with the future leaders of tomorrow. The hope of the Prairie Island Dakota Indian Community is that they will build lasting relationships with other diverse communities.

WELCOME FROM THE MINNESOTA DEPARTMENT OF EDUCATION
Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education, Roseville, MN

CONFERENCE PREVIEW
Mr. John Gailer, Assistant Director, National Dropout Prevention Center/Network, Clemson, SC

INTRODUCTION OF KEYNOTE SPEAKER
Dr. Wendy Behrens, Gifted & Talented Education Specialist, Minnesota Department of Education, Roseville, MN

NATIVE YOUTH—OVERLOOKED AND UNDERSERVED IN GIFTED EDUCATION RESEARCH AND PROGRAMMING: DESCRIBING AND UNDERSTANDING THE EXCELLENCE GAP
Dr. Marcia Gentry, Professor of Educational Studies and Director of the Gifted Education Resource Institute at Purdue University, West Lafayette, IN

In 2010 and again in 2013 researchers examined the existence, prevalence, and persistence of “excellence gaps” among students in the top quartile of NAEP achievement in reading, writing, math, and science in grades 4, 8, and 12 from 2000-2011 by race, ELL status, gender, and income status. However, neither of these reports included youth from Native American and Tribal communities, again leaving these populations marginalized in mainstream gifted education research. Recently, our research team has re-examined these data and included native populations in the analyses. This keynote will discuss the findings and implications together with imperatives for the future to ensure high achievement by Native youth.

CLOSING REMARKS AND ANNOUNCEMENTS
Mr. Dennis Olson, Director of American Indian Education, Minnesota Department of Education, Roseville, MN
ON TRACK FOR SUCCESS:
each student college and career ready

26th ANNUAL NATIONAL DROPOUT PREVENTION NETWORK CONFERENCE
November 2-5, 2014                            The Galt House, Louisville, KY

CONFERENCE STRANDS
Literacy • School Climate • Data Assessment and Continuous Improvement • Curriculum and Instruction • College and Career Pathways • Leadership, Policy, and Governance • Student Support Services and Intervention • Student, Family, and Community Engagement • New Literacy, Media, and Technology • Common Core and the At-Risk Student • Alternative Pathways

CONFERENCE PARTNERS
The National Dropout Prevention Center/Network • Kentucky Department of Education • Kentucky Educational Collaborative for State Agency Children • Jefferson County Public Schools • National Center for Families Learning • Kent State University

SPECIAL FEATURES
Administrator’s Track • School Board Training • New Principal’s Institute • Rebranding of Education

HASAN DAVIS
Commissioner
KY Dept. of Juvenile Justice

GENE WILHOIT
Executive Director
National Center for Innovation in Education

EMILY KIRKPATRICK
Vice President
National Center for Families Learning

FOR MORE INFORMATION VISIT WWW.DROPOUTPREVENTION.ORG
CONCURRENT SESSIONS
(Participants choose one.)

11:00 a.m. – 12:00 p.m.

GRADUATION AND ACADEMIC IMPROVEMENT FOR NATIVE STUDENTS (GAINS)
Strand: Instructional Strategies to Increase Learning
Location: Little Crow I
Presenter: Mr. Carl White, Ms. Jeanette Iya, and Ms. Jane Kava, Bering Strait School District, Unalakleet, AK

The GAINS Grant has focused upon improving high school graduation and academic success for Alaska Native students in fifteen small, remote, rural schools in the Bering Strait School District. Participants will learn how a Dropout Early Warning Intervention System (DEWIS) has been used to identify potential dropouts and provide instructional strategies which enhance learning. They will learn how we increased our instructional capacity of the district and school staff in Response to Intervention, Positive Behavior Management and Explicit Instruction. Lastly, presenters will share how we are expanding cultural awareness and understanding of school staff.

NAADAMAADIWIN: A SPECIAL EDUCATION PROGRAM WITH A GOAL TO TRAIN TEACHERS FROM A NATIVE AMERICAN PERSPECTIVE TO WORK WITH STUDENTS WITH DISABILITIES
Strand: Instructional Strategies to Increase Learning
Location: Little Crow II
Presenters: Dr. Donna Patterson and Dr. Susan O’Connor, Augsburg College, Minneapolis, MN and Ms. Govinda Budrow, Naadamaadiwin Special Education Program, Brainerd, MN

Disproportionality in special education is especially problematic in the Native American community. In Minnesota, approximately 21% of Native American youth are placed in special education (10 fold of expected), and are at higher risk for school withdrawal. Amongst the many roots of disproportionality is the lack of training of teachers in intercultural awareness. Naadamaadiwin is striving to increase this level of cultural awareness, and as a result reduce disproportionality of Native American students in special education.

Check & Connect
A comprehensive student engagement intervention

Looking to prevent truancy and increase graduation rates?

Engaging students is key.

Check & Connect is...
- A dropout prevention model
- Focused on student engagement
- Implemented by a trained mentor
- Individualized & data-driven
- Evidence-based; researched since 1990
- Used as stand-alone or with existing initiatives (PBIS, RtI)
- Used with various populations (general & special ed, Native youth, foster care youth, adjudicated youth)

Check & Connect mentors...
- Build trusting relationships with students, staff, & family
- Track student data
- Provide timely and data-driven interventions
- Enhance student engagement at school & with learning

Check & Connect has been proven to...
- Improve students’ attendance
- Credit accrual
- Persistence in school
- School completion rates
- Reduce students’ tardies
- Truancy
- Behavioral referrals
- Dropout rates

Visit our website at checkandconnect.umn.edu for our manual, training options, free resources, & more!

web checkandconnect.umn.edu
e-mail checkandconnect@umn.edu
phone 866-434-0010

Check & Connect
Institute on Community Integration
University of Minnesota
The community is our only no-risk investment.

As proud members of the Minnesota community, we’re committed to making our region a better place to live and work.
### MY BROTHER’S KEEPER

**Strand:** Addressing the Opportunity Gap  
**Location:** Wabashaw I  
**Presenter:** Mr. Bill Mendoza, White House Initiative on American Indian and Alaska Native Education, Washington DC

“My Brother’s Keeper”, an initiative to help every boy and young man of color who is willing to do the hard work to get ahead, was launched in February by President Obama. Bill Mendoza discusses opportunities and ramifications of this initiative.

### PROVIDING EMOTIONAL SUPPORT TO STUDENTS THROUGH IMPLEMENTATION OF COGNITIVE BEHAVIORAL INTERVENTION FOR TRAUMA IN SCHOOLS (CBITS)

**Strand:** Emotional Supports  
**Location:** Wabasha II  
**Presenter:** Mrs. Julie Smith, Circle of Life Academy School, White Earth, MN

This session is designed to give an overview of childhood trauma and explain how schools can be a place where students can start to heal by participating in an evidence-based therapy group called Cognitive Behavioral Intervention for Trauma in Schools (CBITS). Participants will learn how to implement the school-based treatment program for students with symptoms of Post Traumatic Stress Disorder (PTSD) and depression.

### STRATEGIES THAT BUILD RAPPORT, CONNECTIONS, AND MOTIVATE STUDENTS TO STAY IN SCHOOL

**Strand:** School Climate: Safety, and Student Wellness  
**Location:** Shakopee  
**Presenter:** Ms. Nancy Blackwell, Longevity of Success, Parker, CO

Eighty-two percent of teachers’ messages are nonverbal, especially when managing the classroom. Learn how to positively influence the student relationship with practical application and practice. Become aware of the difference between the influence of power and the power of influence. Also, receive strategies such as the use of music, modeling, paired shares, and discussion. Learn how to have more time to do what we entered the profession to do—TEACH.

### WHAT DROPOUTS HAVE TO TELL US ABOUT SCHOOL

**Strand:** Addressing the Opportunity Gap  
**Location:** Yankton-Teton  
**Presenters:** Mr. Wayne Grafton and Ms. Marcella McCorrister, The Manitoba First Nation Education Resource Centre, Winnipeg, Manitoba, Canada

This workshop invites teachers to explore and share ideas about what might work in schools where too many kids skip classes, misbehave, and dropout. We’ll consider how schools can help these students be more successful and look at data about the lives of kids who dropout as well as the results of exit interviews completed by kids who have dropped out.

### PROJECT CONNECT

**Strand:** Emotional Supports  
**Location:** Wahpeton-Sisseton  
**Presenters:** Ms. Tanis Henderson, Deer River High School/Ross Resources, Deer River, MN and Ms. Lisa Cooney, Deer River High School, Deer River, MN

Project Connect is a prevention model developed at Deer River High School to combat chronic absenteeism and truancy by connecting students with attendance issues to adults in the school. The premise is that students who are connected to school attend school more and show greater academic success.

### SUPPORTING STUDENT TRANSITION FROM FIRST NATIONS TO PUBLIC SCHOOL SYSTEMS

**Strand:** Emotional Supports  
**Location:** Wahpekute  
**Presenters:** Dr. Sheila Giesbrecht, Manitoba Education, Winnipeg, Manitoba, Canada and Mr. Wayne Grafton, Manitoba First Nations Resource Centre, Winnipeg, Manitoba, Canada

Over the last three years the Manitoba Ministry of Education and Manitoba First Nations Resource Centre (MFNERC) have partnered through a SSHRC CURA research grant with Brandon University to support students transitioning from First Nations to public school systems. This session will focus on lessons learned by the First Nations and public school systems collaborating with this project.

12:00 p.m. – 1:30 p.m.

### NETWORKING LUNCH

**Location:** Grand Ballroom
CONCURRENT SESSIONS
(Participants choose one.)

1:30 p.m. – 3:00 p.m.

10 STRATEGIES PROVEN TO INSPIRE AND ENGAGE EVERY STUDEMT
Strand: Reengagement and Recovery Strategies
Location: Little Crow I
Presenter: Mr. Christian Moore, WhyTry, Provo, UT

Learn 10 strategies to reengage and inspire students. Researchers have seen positive changes using these 10 strategies in academic success, school climate, dropout prevention, classroom management, and bullying prevention. Be engaged through visual metaphors, videos, music, and physical activities.

WHO AM I?
Strand: Culture and Language
Location: Little Crow II
Presenter: Mr. Marlin Spoonhunter, Wind River Tribal College, Fort Washakie, WY

This presentation will address issues that cause native students to drop out of school/classes. Early prevention and awareness are the keys to keep students from dropping out and knowing who we are as native people is eminent. Understanding our attributes as natives and coping in a bicultural world are keys to success.

REMOVING BARRIERS TO NATIVE STUDENTS’ FULL PARTICIPATION IN EDUCATIONAL COMMUNITIES BY ELIMINATING THEIR READING PROBLEMS
Strand: Addressing the Opportunity Gap
Location: Wabasha I
Presenters: Ms. Karen Garreau, Cheyenne Eagle Butte School District, Eagle Butte, SD and Dr. Dee Tadlock, Read Right Systems, Shelton, WA

Learn about an innovative reading intervention program that relies on the plasticity of the brain to transform struggling readers to excellent readers. The model is based on theoretical constructs that challenge mainstream thinking in the field of reading. It explains why so many students have reading problems and offers well-researched suggestions for what can be done to eliminate them. Data from projects serving Native students will be presented.
THE GIFTED EDUCATION RESOURCE INSTITUTE: NATIVE AMERICAN RESEARCH INITIATIVE

Strand: Instructional Strategies to Increase Learning
Location: Wahpekute
Presenters: Dr. Marcia Gentry and Mr. Matt Fugate, Purdue University, College of Education, West Lafayette, IN

In this session we will describe the efforts within GERI including:
- using the HOPE Scale to help identify Native Youth;
- the HOPE+ project that involves Native youth from 5 tribal communities in our summer programs for gifted, creative, and talented youth;
- recent calls for research in gifted education that includes Native peoples;
- use of in- and out-of-school programs to improve education for gifted youth; and
- outcomes of these efforts.

We will also seek input from participants concerning this work and share our resources that might enhance their efforts with talented youth.

3:00 p.m. – 3:15 p.m.
REFRESHMENT BREAK
Location: Grand Ballroom Hallway and Pre-Function Area

3:15 p.m. – 4:30 p.m.
Location: Grand Ballroom

WELCOME
Mr. James Monchamp, President, National Johnson O’Malley Association

AN ALMOST TRUE MEMOIR OF A NATIVE YOUTH WORKER AND THEATRE MAKER
Ms. Rhiana Yazzie, Artistic Director, New Native Theatre, Minneapolis, MN

Very loosely based on her experiences creating Native theatre and working with Native youth, this comedic story is an excerpt of a new play in development with New Native Theatre. It follows the odd journey of a young idealistic Navajo theatre artist who tries to make plays within the Minnesota Native community but finds the biggest roles she plays are therapist, reluctant activist, and mom.

INTRODUCTION OF KEYNOTE SPEAKER
Mr. Dennis Olson, Director of American Indian Education, Minnesota Department of Education, Roseville, MN

THE WHITE HOUSE INITIATIVE: IMPROVING AIAN OPPORTUNITIES AND STRENGTHENING TRIBAL COLLEGES AND UNIVERSITIES
Mr. Bill Mendoza, Executive Director of White House Initiative on American Indian and Native Alaskan Education, Washington, DC

The WHIAIANE leads the implementation of the President’s Executive Order 13592 by working closely with Federal agencies and offices to help ensure AIAN participation in the development and implementation of key Administration education priorities. Director Mendoza will provide updates on the continued collaboration between Secretary Duncan and Secretary Jewell regarding students attending BIE and tribally controlled schools, including the progress of the Joint Committee on Indian Education and the AI Education Study Group. He will also provide updates on capacity building efforts related to TCUs; Native Serving Institutions Initiatives: the Native Language Workgroup; the President’s 2015 budget request and his My Brother’s Keeper-Boys and Young Men of Color Initiative

CLOSING REMARKS
Mr. Dennis Olson, Director of American Indian Education, Minnesota Department of Education, Roseville, MN

4:30 p.m. – 6:00 p.m.
FORUM RECEPTION
Location: Grand Ballroom Hallway and Pre-Function Area
Featuring:
TINTA WITA TAKOJA
TUESDAY APRIL 29, 2014

7:30 a.m. – 8:30 a.m.
CONTINENTAL BREAKFAST
Location: Grand Ballroom Hallway and Pre-Function Area

7:30 a.m. – 4:30 p.m.
FORUM REGISTRATION
EXHIBITS OPEN

CONCURRENT SESSIONS
(Participants choose one.)

8:30 a.m. – 9:30 a.m.

ACHIEVEMENT GAP OR ACADEMIC LANGUAGE GAP?
Strand: Instructional Strategies to Increase Learning
Location: Little Crow I
Presenter: Mrs. Jane Hill, North Central Comprehensive Center, Denver, CO

Are Native American students experiencing an achievement gap or an academic language gap? An academic language gap can be addressed with instructional strategies building on students’ strength: talking. This workshop will actively engage participants to use the strategies in order to learn the strategies for developing rich oral academic language.

2015 At-Risk Youth National Forum
February 15-18, 2015
Embassy Suites at Kingston Plantation
Myrtle Beach, SC
National Dropout Prevention Center/Network
www.dropoutprevention.org

Supporting students by pairing mentor-teachers with new teachers & providing Courage to Teach circles

wolakotaproject.org
FINDING THE “RIGHT” PATH: ENRICHMENT AS A TOOL FOR MOTIVATION AND ENGAGEMENT
Strand: Instructional Strategies to Increase Learning
Location: Little Crow II
Presenter: Mrs. Wendy Behrens, Minnesota Department of Education, Roseville, MN

Students spend only 20% of their time in school. How they spend the other 80% of the time has profound implication for their well-being and future. Quality afterschool programs provide engaging learning activities in a safe and supportive environment. These programs can meet students’ needs for personal attention from adults, inclusion in positive peer groups, and enjoyable experiential activities that build self-esteem. Through enrichment students may explore areas of interest and acquire skills that lead to post-secondary success and jobs. In this session we will explore strategies for selecting enrichment that engages students and extends learning beyond the classroom.

EMPOWERING STUDENTS TO BREAK THE POVERTY CYCLE THROUGH EDUCATION
Strand: Addressing the Opportunity Gap
Location: Wabasha I
Presenter: Mrs. Tammie Shepherd Pate, Hamline University, St Paul, MN

Students living in poverty face many hidden barriers that affect their attitude and performance in the classroom. Various issues will be discussed along with strategies to help students learn to address these barriers and become more confident participants in their own education.

PROJECT GRADUATE EQUALS 100% GRADUATION RATE FOR NATIVE STUDENTS
Strand: Instructional Strategies to Increase Learning
Location: Wabasha II
Presenter: Dr. John Eggers, WowTeaching Creations, Bemidji, MN

The intent of Project Graduate founded five years ago is to graduate 100% of our students. What can teachers do on a daily basis that will increase the likelihood that our Native students will graduate from high school? What teaching strategies should every teacher be using? Face to face or on-line, Project Graduate gives students a college credit and a high school credit for completion. Via relentless persuasion students learn that staying in school is the only option.

HELLO DREAMKEEPERS: FASHION YOUR PASSION-THE FIVE STEPS FROM “AT-RISK” TO “AT-PROMISE”
Strand: Emotional Supports
Location: Shakopee
Presenter: Mr. Mark Walters, Montclair High School, Montclair, NJ

Music abounds as audience members become active participants in this exciting and motivating interactive presentation. Participants will learn, assess, and examine the FIVE STEPS necessary to transition at-risk teens into “AT-PROMISE” students. Participants will leave with skills which will enable them to develop their own strategies, enhance other practices and tools which they may implement immediately, and help FASHION THE PASSION of their students. They will learn how to instill in teens the ethic that they must: WISH IT... DREAM IT... PLAN IT... DO IT....because...THE POSSIBILITIES ARE ENDLESS!

7 MINDSETS EDUCATION: A REVOLUTIONARY PROGRAM FOR STUDENT SUCCESS
Strand: Emotional Supports
Location: Yankton-Teton
Presenter: Mr. Scott Shickler, The 7 Mindsets, Roswell, GA

Groundbreaking research reveals that the world’s happiest and most successful people share 7 Mindsets that enable them to live the lives of their dreams. Unfortunately, most teenagers have the exact opposite mindsets! International youth empowerment expert and best-selling author Scott Shickler will engage, educate, and inspire you in this life-changing presentation.

MINNESOTA EARLY INDICATOR AND RESPONSE SYSTEM
Strand: Instructional Strategies to Increase Learning
Location: Wahpeton-Sisseton
Presenter: Dr. Cammy Lehr, Minnesota Department of Education, Roseville, MN

Providing early supports to students who are showing signs of disengaging from school is an important dropout prevention approach. The Minnesota Early Indicator and Response System (MEIRS) is a tool that can be used to target supports to students in grades 6 and 9 who are at risk of not completing high school in four years. This session will provide information about the tool and steps that can be used to create a multi-tiered system of supports to engage students in school and increase graduation rates.

9:30 a.m. – 9:45 a.m.

TRANSITION
GENERAL SESSION
9:45 a.m. – 11:00 a.m.
Location: Grand Ballroom

INVOCATION

WELCOME & OPENING REMARKS
Dr. Sandy Addis, Associate Director, National Dropout Prevention Center/Network, Clemson, SC

INTRODUCTION OF KEYNOTE SPEAKER
Dr. Don Day, President, Leech Lake Tribal College, Cass Lake, MN

NEW STRATEGIES FOR OVERCOMING THE NATIVE AMERICAN “ACHIEVEMENT GAP”
Dr. Anton Treuer, Executive Director, American Indian Resource Center at Bemidji State University

The Native American “achievement gap” is really an opportunity gap. How can we marshall the best wisdom, best practices, and courage to face race in a way that empowers all people to be truly effective with all students? With a fresh perspective on indigenous culture, the history of Indian education, and tribal languages, and politics, Dr. Anton Treuer will share a platform of ideas designed to challenge conventional thinking about how to engineer educational accomplishment and civic engagement.

CLOSING REMARKS AND ANNOUNCEMENTS
Dr. Jean Ness, University of Minnesota, Minneapolis, MN

CONCURRENT SESSIONS
(Participants choose one.)
11:15 a.m. – 12:15 p.m.

CONNECTING THROUGH SERVICE: FOND DU LAC OJIBWE SCHOOL IMPLEMENTS CHECK & CONNECT AND OTHER MODELS TO ENGAGE STUDENTS
Strand: Reengagement and Recovery Strategies
Location: Little Crow I
Presenters: Ms. Sharon Mule’, Institute on Community Integration, University of Minnesota, Minneapolis, MN and Ms. Maria Maki, Fond du Lac Ojibwe School, Cloquet, MN

Connecting Through Service (CTS) is a program developed at the Fond du Lac Ojibwe School, in Cloquet, MN including service learning, youth leadership, entrepreneurial skills, and the Check & Connect student engagement intervention. CTS staff will provide an overview of CTS, examples of CTS activities, and suggestions for replication.

MAKING A MAP: FINDING MY WAY BACK
Strand: Reengagement and Recovery Strategies
Location: Little Crow II
Presenters: Ms. Eileen Klemm, Institute on Community Integration, University of Minnesota, Minneapolis, MN and Mr. Jerome Graham, Amicus-Volunteers of America, Minneapolis, MN

Making a Map: Finding My Way Back (MAP Project) is a comprehensive, evidence-based project that supports juvenile offenders with disabilities transitioning from Ramsey County Community Correction facilities into school, employment, and community programs. This session will describe how Check & Connect mentors are being utilized as part of this project to support students’ reentry into the community, as well as their engagement at school and with learning.

ENGAGING STUDENTS BY BUILDING RELATIONSHIPS AND MEETING STUDENT NEEDS
Strand: Instructional Strategies to Increase Learning
Location: Wabasha I
Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, Process Communications, Inc., Potomac, MD

Students who get their motivational needs met in class improve their motivation to learn and their grades; stop their disruptive behaviors; and stay in school. Participants in this fun filled, informative session, will learn how to motivate every student so that both students and teachers are happier and more productive.

BULLYING IN THE DIGITAL AGE
Strand: School Climate: Safety, and Student Wellness
Location: Wabasha II
Presenter: Mrs. Tammie Shepherd Pate, Hamline University, St Paul, MN

Seminar will address the issue of bullying in the digital age. Students today must deal with various types of bullying. Not only are they faced with traditional “playground” bullies, but face issues 24/7 through digital media. Discussion will include how to spot potential issues and strategies on how to equip students to handle the pressure.

SUPPORTING STUDENTS IN STEM: CRADLE TO CAREER
Strand: Addressing the Opportunity Gap
Location: Shakopee
Presenter: Mr. Doug Paulson, Minnesota Dept. of Education, Roseville, MN and Mr. Tim Barrett, Minnesota High Tech Association, Minneapolis, MN

With many unfilled STEM based career opportunities due to the lack of qualified individuals, STEM education is critical to Minnesota’s prosperity and provides an opportunity for students. Schools and communities can collaborate to
authentically engage students and to give them a mindset to gain the skills and knowledge to be college and career ready to fill those jobs. This session will explore the Minnesota STEM Compass to provide data and the getSTEM web portal as a vehicle to connect business with students.

STRATEGIES THAT BUILD RAPPORT, CONNECTIONS, AND MOTIVATE STUDENTS TO STAY IN SCHOOL
Strand: School Climate: Safety, and Student Wellness
Location: Yankton-Teton
Presenter: Ms. Nancy Blackwell, Longevity of Success, Parker, CO

Eighty-two percent of teachers’ messages are nonverbal, especially when managing the classroom. Learn how to positively influence the student relationship with practical application and practice. Become aware of the difference between the influence of power and the power of influence. Also, receive strategies such as the use of music, modeling, paired shares, and discussion. Learn how to have more time to do what we entered the profession to do--TEACH.

USING EDUCATIONAL DATA AS A TOOL: WHAT DOES IT TELL US ABOUT AMERICAN INDIAN STUDENTS IN WISCONSIN?
Strand: Addressing the Opportunity Gap
Location: Wahpeton-Sisseton
Presenter: Mr. David O’Connor, Wisconsin Department of Public Instruction, Madison, WI

Educational decision making is becoming increasingly data driven, and there is a great deal of information publicly available for schools, parents, families and community members to monitor the progress of their students. In this presentation, participants will have the opportunity to look at and examine educational data from school districts that have either a high percentage and/or population of American Indian students in Wisconsin. Participants will also look at and discuss additional educational data sets that include: the achievement data on statewide tests in various grade levels; attendance and discipline, including detailed figures on truancy, suspension, expulsion, graduation, and retention; ACT scores and Advanced Placement (AP) examinations. Additional DPI developed data-tools will be shared. The presentation will also look at factors contributing to the various issues impacting Wisconsin’s American Indian students and their educational outcomes, while sharing initiatives developed to improve the success of these students.
10 STRATEGIES PROVEN TO INSPIRE AND ENGAGE EVERY STUDENT
Strand: Emotional Supports
Location: Little Crow II
Presenter: Mr. Christian Moore, WhyTry, Provo, UT

Want to engage every student in your classroom? This session will demonstrate 10 strategies proven effective at building resilience, strengthening relationships, grabbing attention, and inspiring every student in your classroom. These strategies have helped over 2 million students gain social and emotional skills in 16,000 K-12 schools and organizations worldwide.

CAN SPELLING BE REMEDIATED? YES! BUT IT REQUIRES A CONSTRUCTIVIST APPROACH
Strand: Instructional Strategies to Increase Learning
Location: Wabasha I
Presenter: Dr. Dee Tadlock, Read Right Systems, Shelton, WA

Many students are plagued with spelling problems, which can detract from their willingness to write. Studying spelling lists for a test on Friday hasn’t worked for these students. Learn about an innovative, constructivist-based approach that works quickly to remediate spelling problems and how you can implement it in your classroom.

DEVELOPING CRITICAL THINKING SKILLS
Strand: Instructional Strategies to Increase Learning
Location: Wabasha II
Presenter: Mrs. Wendy Behrens, Minnesota Department of Education, Roseville, MN

Critical thinkers make decisions based on evidence and facts. They’re able to connect facts and concepts, to categorize, manipulate, and put together information in novel ways. Providing students with opportunities to problem solve, reflect and make decisions fosters growth in critical thinking skills. Critical thinking is goal-directed aimed at making a judgment. This session will explore opportunities to infuse critical thinking into classroom instruction. Tips for asking good questions and graphic organizers will be shared.

MONTANA EARLY WARNING SYSTEM AND USE IN AMERICAN INDIAN SCHOOLS
Strand: Reengagement and Recovery Strategies
Location: Shakopee
Presenters: Mr. Eric Meredith, Montana Office of Public Instruction, Helena, MT and Mrs. Mandy Smoker Broaddus, Montana Office of Indian Education, Helena, MT

The Montana Early Warning System for dropouts is in its 2nd year of use at select schools across the state and we will present our findings, lessons learned, and how this Early Warning System and others can be used effectively. Several of the schools participating in the use of the Early Warning System are schools located within one of Montana’s 7 reservations and are therefore predominantly American Indian schools.

G.R.I.P.S. STRATEGY
Strand: School Climate: Safety, and Student Wellness
Location: Yankton-Teton
Presenter: Mr. Christopher Cuestas, National Violence Prevention, Tucson, AZ

NVP has developed a nationally recognized “best practice” on youth and gang violence prevention. This community-based strategy responds to community risk factors which include truancy and delinquency as the precursors to a community gang problem in tribal lands. The strategy includes a targeted response to truancy that includes code revisions, multi-disciplined responses to improve school attendance and a first offender diversion program. This strategic response is currently being employed in Lac du Flambeau Tribal Community. In three years the strategy has reduced the gang influence within this community by 50% and increased school attendance and diminished school bullying.

7 MINDSETS EDUCATION: A REVOLUTIONARY PROGRAM FOR STUDENT SUCCESS
Strand: Emotional Supports
Location: Wahpeton-Sisseton
Presenter: Mr. Scott Shickler, The 7 Mindsets, Roswell, GA

Groundbreaking research reveals that the world’s happiest and most successful people share 7 Mindsets that enable them to live the lives of their dreams. Unfortunately, most teenagers have the exact opposite mindsets! International youth empowerment expert and best-selling author Scott Shickler will engage, educate and inspire you in this life-changing presentation.

NAYTAHWASH COMMUNITY CHARTER SCHOOL: A CELEBRATION SCHOOL ACTIVELY MANAGING CHANGE USING IMPLEMENTATION FRAMEWORKS
Strand: Instructional Strategies to Increase Learning
Location: Wahpekute
Presenters: Dr. Cammy Lehr, Minnesota Department of Education, Roseville, MN and Ms. Mary Overlie, Northern Sky Center of Excellence, Thief River Falls, MN

Naytahwaush School has moved from the bottom 5% of schools in MN to the middle of the pack to become a Celebration School. Increases in proficiency in both reading and math have occurred over the past year due to active and intentional management of the school improvement process. Participants will hear highlights of successful strategies that are making a difference – and the application of implementation frameworks to guide change and maximize use of effective educational practices will be described.
2:45 p.m. – 3:00 p.m.

REFRESHMENT BREAK
Location: Grand Ballroom Hallway and Pre-Function Area

CONCURRENT SESSIONS
(Participants choose one.)
3:00 p.m. – 4:30 p.m.

OVERCOMING OBSTACLES LIFE SKILLS PROGRAM
Strand: Addressing the Opportunity Gap
Location: Little Crow I
Presenter: Mr. Jason Hoyle, Community for Education Foundation, New York, NY

Participants will learn about the Overcoming Obstacles Life Skills Program, which ensures that students learn the communication, decision making, and goal setting skills they need to excel in college and the workforce. The program’s curricula, teacher training, and ongoing support are offered at no cost to schools. It has positively impacted three million students, and supports the Education and Economic Development Act and the Common Core State Standards, bringing life skills instruction into school communities.

E-SERVICE-LEARNING AS AN ENGAGEMENT STRATEGY
Strand: Service Learning and Restorative Justice
Location: Little Crow II
Presenter: Dr. Jean Strait, Hamline University, St. Paul, MN

A variety of E-Service-learning types are emerging and educational leaders around the country are experimenting with a variety of options for their on-line students. A national team, led by Dr. Jean Strait of Hamline University has created a model for E-Service-learning, including research studies and providing models, dialog and essential questions by all levels of educational stakeholders interested in this 21st Century Learning Tool.

WHO AM I?
Strand: Culture and Language
Location: Wabasha I
Presenter: Mr. Marlin Spoonhunter, Wind River Tribal College, Fort Washakie, WY

This presentation will address issues that cause native students to drop out of school/classes. Early prevention and awareness are the keys to keep students from dropping out and knowing who we are as native people is eminent. Understanding our attributes as natives and coping in a bicultural world are keys to success.

3:00 p.m. – 4:30 p.m.

WALK FORWARD IN BRAVERY: LIFE SKILLS FOR CHILDREN AND YOUTH
Strand: Culture and Language
Location: Wabasha II
Presenters: Mrs. Cynthia Catches and Mr. Peter Catches, Oceti Wakan (Sacred Fireplace), Pine Ridge, SD

This presentation is an holistic approach using the medicine wheel in helping the child to understand how the four bodies - physical, emotional, spiritual, and mental - are the four parts that make up you. Our curriculum shows how all have to be nourished and developed in order to make healthy choices to get what they want out of life.

GAMES KIDS SHOULD PLAY
Strand: Reengagement and Recovery Strategies
Location: Shakopee
Presenter: Mr. Scott Shickler, The 7 Mindsets, Roswell, GA

Best-selling author and international youth empowerment expert Scott Shickler presents a series of exciting, research-based educational games that are guaranteed to get students engaged in the learning process. This fun and inspirational session will provide every participant with free games and activities they can immediately put into use with students at all levels.

GRADUATION COACH MODEL: IMPROVING HIGH SCHOOL TRANSITION, RETENTION & COMPLETION
Strand: School Climate: Safety, and Student Wellness
Location: Yankton-Teton
Presenter: Ms. Pamela Sparklingeyes, Aboriginal Learning Services, Edmonton, Alberta, Canada

Since its implementation in 2009, the Graduation Coach initiative at St. Joseph High School has increased the three-year graduation rate of Indigenous students from 14.9% to 60.4% by supporting the transition of students from middle school to high school and providing comprehensive supports as students’ progress through high school. We will share our strategies for student engagement, career counseling, transition planning, leadership development, cultural programming, academic supports and parental engagement.

7:00 p.m. – 8:30 p.m.

FEATURE FILM SHOWING
Location: Grand Ballroom

This feature film is shown courtesy of Vision Maker Media. A time of discussion will follow the showing and the DVD will be given away as a door prize. Popcorn and drinks will be served.
7:30 a.m. – 8:30 a.m.

COFFEE SERVICE
Location: Grand Ballroom Hallway and Pre-Forum Area

7:30 a.m. – 10:30 a.m.

FORUM REGISTRATION
EXHIBITS OPEN

7:30 a.m. – 9:30 a.m.

CONCURRENT SESSIONS
(Participants choose one)

8:30 a.m. – 9:30 a.m.

MONTANA EARLY WARNING SYSTEM AND USE IN AMERICAN INDIAN SCHOOLS
Strand: Reengagement and Recovery Strategies
Location: Little Crow I
Presenters: Mr. Eric Meredith, Montana Office of Public Instruction, Helena, MT and Mrs. Mandy Smoker Broaddus, Montana Office of Indian Education, Helena, MT

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USING EDUCATIONAL DATA AS A TOOL: WHAT DOES IT TELL US ABOUT AMERICAN INDIAN STUDENTS IN WISCONSIN?
Strand: Addressing the Opportunity Gap
Location: Little Crow II
Presenter: Mr. David O’Connor, Wisconsin Department of Public Instruction, Madison, WI

Educational decision making is becoming increasingly data driven, and there is a great deal of information publicly available for schools, parents, families and community members to monitor the progress of their students. In this presentation, participants will have the opportunity to look at and examine educational data from school districts that have either a high percentage and/or population of American Indian students in Wisconsin. Participants will also look at and discuss additional educational data sets that include: the achievement data on statewide tests in various grade levels; attendance and discipline, including detailed figures on truancy, suspension, expulsion, graduation, and retention; ACT scores and Advanced Placement (AP) examinations. Additional DPI developed data-tools will be shared. The presentation will also look at factors contributing to the various issues impacting Wisconsin’s American Indian students and their educational outcomes, while sharing initiatives developed to improve the success of these students.

CCLC: ENGAGING AND RETAINING OUR NATIVE YOUTH
Strand: Addressing the Opportunity Gap
Location: Wabasha I
Presenters: Mrs. Samantha Benn-Duke, Sequoyah Schools, Tahlequah, OK and Mrs. Leslie Heth and Mrs. Karen Dodge-Kelso, Sequoyah High School, Tahlequah, OK

Through a 21st Century Community Learning Centers grant and local partnerships, Sequoyah High School has increased student participation and retention by providing academic, enrichment, and cultural activities outside of the school day. Project administrators will share strategies to utilize local sources for increasing student engagement.

PATHWAYS TO POSTSECONDARY
Strand: Addressing the Opportunity Gap
Location: Wabasha II
Presenters: Ms. Paula Palmer and Ms. Karen Hynick, Minnesota Department of Education, Roseville, MN

The participants will become familiar with early college options, legislation about planning for students’ successful transition to postsecondary education and employment, and elements of the World’s Best Work Force. Participants will roundtable dialogue with representatives from the Mn Dept of Education and MnSCU about what college and career readiness means for their students and community.
ENGAGING STUDENTS IN NEXT GENERATION SCIENCE LEARNING
Strand: Instructional Strategies to Increase Learning
Location: Shakopee
Presenters: Mr. Doug Paulson and Mr. John Olson, Minnesota Department of Education, Roseville, MN

Recent research from A Framework for K-12 Science Education highlights instructional practices to engage all students and help them understand essential concepts. Participants will engage in model development and argumentation practices and will explore case studies of science instruction that target the backgrounds, assets and needs of various populations of students.

BULLYING IN THE DIGITAL AGE
Strand: School Climate: Safety, and Student Wellness
Location: Yankton-Teton
Presenter: Mrs. Tammie Shepherd Pate, Hamline University, St Paul, MN

Seminar will address the issue of bullying in the digital age. Students today must deal with various types of bullying. Not only are they faced with traditional “playground” bullies, but face issues 24/7 through digital media. Discussion will include how to spot potential issues and strategies on how to equip students to handle the pressure.

9:30 a.m. – 9:45 a.m.

TRANSITION

9:45 a.m. – 10:45 a.m.

GAAWIN GANAGE ZANAG! “COLLEGE SUCCESS: THERE’S NOTHING TO IT!”
Strand: Instructional Strategies to Increase Learning
Location: Little Crow I
Presenters: Ms. JoAnn Stute, Ms. Nicole Buckanaga, and Ms. Stacie Lyon, Leech Lake Tribal College, Cass Lake, MN

In support of the LLTC mission to “provide quality higher education grounded in Anishinaabe values”, the 3 credit Path to Success class and Jumpstart program focus on the fundamentals of student success, providing students with strategies to be successful based on Anishinaabe culture and language. In this presentation we will share what is working on our campus including best practices and provide some suggestions on how to incorporate first year student success practices into the existing values.

BUILDING ASSETS AND REDUCING RISKS: A SCHOOL REFORM PROGRAM TO INCREASE ACADEMIC ACHIEVEMENT
Strand: Addressing the Opportunity Gap
Location: Little Crow II
Presenters: Dr. Anu Sharma, S&S Consulting, Maplewood, MN and Mr. Justin Barbeau and Mr. Brad Brubaker, St Louis Park High School, St Louis Park, MN

Transition into senior high is critical to ensure success for students. Ninth grade is a “make-it or break-it year” for many. Academic success becomes more challenging and high risk activities become more frequent. This workshop will share a comprehensive approach to addressing these high risk behaviors to ensure academic achievement.

CCLC: ENGAGING AND RETAINING OUR NATIVE YOUTH
Strand: Addressing the Opportunity Gap
Location: Wabasha I
Presenters: Mrs. Samantha Benn-Duke, Sequoyah Schools, Tahlequah, OK and Mrs. Leslie Heth and Mrs. Karen Dodge-Kelso, Sequoyah High School, Tahlequah, OK

Through a 21st Century Community Learning Centers grant and local partnerships, Sequoyah High School has increased student participation and retention by providing academic, enrichment, and cultural activities outside of the school day. Project administrators will share strategies to utilize local sources for increasing student engagement.

STANDING BEAR’S FOOTSTEPS: UTILIZING INTERACTIVE LEARNING TOOLS TO TEACH OUR PAST TODAY
Strand: Digital Communication and Engagement
Location: Wabasha II
Presenter: Ms. Shirley Sneve, Vision Maker Media, Lincoln, NE

“Standing Bear’s Footsteps,” an award-winning PBS documentary about a Ponca Chief who was a part of the Trail of Tears in 1877, is currently airing on Public Television stations nationwide. A new eBook was just released on iTunes® to accompany the film. Vision Maker Media offers a vast array of national-standards-based curriculum to accompany their programming, American Graduate PSAs, and much more. In this workshop, they’ll share how fellow Native and non-Native educators can incorporate these free, online tools into their classrooms.
HANDS-ON CAREER DEVELOPMENT AND SKILLS TRAINING FOR STUDENTS
Strand: Instructional Strategies to Increase Learning
Location: Shakopee
Presenter: Ms. Heidi Johnson, Transition Assessments and Curriculum, Wayzata, MN

Check out this hands-on approach for teaching career development for students. It represents a progressive approach that engages students and keeps them in school by offering varied pathways for all students struggling to find their way in life. It was developed to move students from classroom to career and adult life in order to achieve full participation within the students’ local community. This presentation will include a demonstration of multiple tiers of assessment, exploration, instruction, and application as well as on the job work experiences, and mentorships.

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING
Strand: Addressing the Opportunity Gap
Location: Yankton-Teton
Presenters: Dr. Jean Strait, Mr. Robert Rivera, and Ms. Tammie Shepherd Pate, Hamline University, St. Paul, MN

The cultural gap between students and their teachers can be a factor in students’ academic performance and contribute to achievement gaps among different student groups. Cultural competence is the ability to successfully teach students who come from cultures other than our own. There are four basic cultural competence skill areas. They apply to individual educators, to the schools where they work, and to the educational system as a whole. Growth in one area tends to support growth in another. Participants in this session will learn what these four areas are as well as how to excel in them.

CLOSING BRUNCH/GENERAL SESSION
10:45 a.m. – 12:00 p.m.
Location: Grand Ballroom

INVOCATION

WELCOME
Dr. Jean Strait, Hamline University, St. Paul, MN

BRUNCH

INTRODUCTION OF KEYNOTE SPEAKER
Mr. Carl White, Bering Strait School District, Unalakleet, AK

COMMUNICATING ACROSS CULTURES
Rev. Dr. Michael Oleksa, Alaska Staff Development Network, Juneau, AK

Miscommunication between educators and school authorities inevitably means the students will be the victims. Anything that can be done to minimize and identify these patterns of miscommunication, therefore, is in everyone’s benefit, but especially for the emotional, psychological and spiritual well being of the student.

CLOSING REMARKS
Dr. Sandy Addis, Associate Director, National Dropout Prevention Center/Network, Clemson, SC
## DIRECTORY OF PRESENTERS

### A

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Address</th>
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<tbody>
<tr>
<td>ADDIS, Sandy</td>
<td>National Dropout Prevention Center/Network</td>
<td>209 Martin Street, Clemson, SC, 29631</td>
<td>864-656-0957</td>
<td><a href="mailto:haddis@clemson.edu">haddis@clemson.edu</a></td>
</tr>
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### B

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<tbody>
<tr>
<td>BARBEAU, Justin</td>
<td>St Louis Park High School</td>
<td>6425 W 33rd St, St Louis Park, MN, 55426</td>
<td>952-928-6216</td>
<td><a href="mailto:barbeau.justin@slpschools.org">barbeau.justin@slpschools.org</a></td>
</tr>
<tr>
<td>BARRETT, Tim</td>
<td>Minnesota High Tech Association (MHTA)</td>
<td>400 South 4th Street, Suite 416, Minneapolis, MN</td>
<td>952-230-4551</td>
<td><a href="mailto:tbarrett@mhta.org">tbarrett@mhta.org</a></td>
</tr>
</tbody>
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<tr>
<td>BLACKWELL, Nancy</td>
<td>Longevity of Success</td>
<td>P.O. Box 3828, Parker, CO, 80134</td>
<td>858-342-8964</td>
<td><a href="mailto:nanwavron@aol.com">nanwavron@aol.com</a></td>
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<tr>
<td>DODGE-KELSO, Karen</td>
<td>Sequoyah High School</td>
<td>P.O. Box 520, Tahlequah, OK, 74465</td>
<td>918-453-4998</td>
<td><a href="mailto:karen-dodge@cherokee.org">karen-dodge@cherokee.org</a></td>
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### E

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<tr>
<td>EGGERS, John</td>
<td>WowTeaching Creations</td>
<td>20269 Irvine Ave NW, Bemidji, MN, 56601</td>
<td>218-243-2234</td>
<td><a href="mailto:envision@paulbunyan.net">envision@paulbunyan.net</a></td>
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<tr>
<td>FUGATE, Matt</td>
<td>Purdue University, College of Education</td>
<td>100 N. University St., West Lafayette, IN, 47907</td>
<td></td>
<td><a href="mailto:fugatec@purdue.edu">fugatec@purdue.edu</a></td>
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### G

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<td>GENTRY, Marcia</td>
<td>Purdue University, College of Education</td>
<td>100 N. University St., West Lafayette, IN, 47907</td>
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<td><a href="mailto:mgentry@purdue.edu">mgentry@purdue.edu</a></td>
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### H

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<tbody>
<tr>
<td>HENDERSSON, Tanis</td>
<td>Deer River High School/Ross Resources</td>
<td>P.O. Box 307, Deer River, MN, 56636</td>
<td>218-248-8241 x282</td>
<td><a href="mailto:thenderson@isd317.org">thenderson@isd317.org</a></td>
</tr>
<tr>
<td>HETH, Leslie</td>
<td>Sequoyah High School</td>
<td>P.O. Box 520, Tahlequah, OK, 74465</td>
<td>918-453-5400</td>
<td><a href="mailto:leslie-heth@cherokee.org">leslie-heth@cherokee.org</a></td>
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<tbody>
<tr>
<td>CATCHES, Cynthia</td>
<td>Oceti Wakan (Sacred Fireplace)</td>
<td>P.O. Box 1958, Pine Ridge, SD</td>
<td></td>
<td><a href="mailto:oceti@gwtc.net">oceti@gwtc.net</a></td>
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<tr>
<td>CATCHES, Peter</td>
<td>Oceti Wakan (Sacred Fireplace)</td>
<td>P.O. Box 1958, Pine Ridge, SD</td>
<td>605-867-6056</td>
<td><a href="mailto:oceti@gwtc.net">oceti@gwtc.net</a></td>
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<tr>
<td>COONEY, Lisa</td>
<td>Deer River High School</td>
<td>P.O. Box 307, Deer River, MN, 56636</td>
<td>218-246-8241</td>
<td><a href="mailto:lcooney@isd317.org">lcooney@isd317.org</a></td>
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<tbody>
<tr>
<td>CUESTAS, Christpher</td>
<td>National Violence Prevention</td>
<td>P.O. Box 41867, Tucson, AZ, 85717</td>
<td>520-405-6979</td>
<td><a href="mailto:cycvps@juno.com">cycvps@juno.com</a></td>
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<tr>
<td>GRAHAM, Jerome</td>
<td>Amicus-Volunteers of America</td>
<td>3041 4th Avenue South, Minneapolis, MN, 55408</td>
<td>612-269-8793</td>
<td><a href="mailto:jerome.graham@voamn.org">jerome.graham@voamn.org</a></td>
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<tr>
<td>HILL, Jane</td>
<td>North Central Comprehensive Center</td>
<td>4601 DTC Blvd, Denver, CO, 80237</td>
<td>303-632-5529</td>
<td><a href="mailto:jhill@mcrel.org">jhill@mcrel.org</a></td>
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<tr>
<td><strong>HOYLE</strong>, Jason</td>
<td>Community for Education Foundation</td>
<td>125 Maiden Lane, New York, NY, 10038, 212-406-7488</td>
<td><a href="mailto:jasonhoyle@overcomingobstacles.org">jasonhoyle@overcomingobstacles.org</a></td>
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<tr>
<td><strong>HYNICK</strong>, Karen</td>
<td>Minnesota Department of Education</td>
<td>1500 Highway 36 W, Roseville, MN, 55113, 651-201-1760</td>
<td><a href="mailto:karen.hynick@so.mnscu.edu">karen.hynick@so.mnscu.edu</a></td>
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<tr>
<td><strong>IYA</strong>, Jeanette</td>
<td>Bering Strait School District</td>
<td>P.O. Box 225, Unalakleet, AK, 99674, 907-443-7568</td>
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<td><strong>JOHNSON</strong>, Heidi</td>
<td>Transition Assessments &amp; Curriculum</td>
<td>229 Minnetonka Ave. S, #27, Wayzata, MN 55391, 763-286-0476</td>
<td><a href="mailto:heidicjohnson@comcast.net">heidicjohnson@comcast.net</a></td>
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<td><strong>KAVA</strong>, Jane</td>
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<td><strong>KLEMM</strong>, Eileen</td>
<td>Institute on Community Integration</td>
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<td><strong>LEHR</strong>, Cammy</td>
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<td><a href="mailto:cammy.lehr@state.mn.us">cammy.lehr@state.mn.us</a></td>
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<td><strong>LYON</strong>, Stacie</td>
<td>Leech Lake Tribal College</td>
<td>6945 Littlewolf Road NW, Cass Lake, MN, 56633, 218-335-4242</td>
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<td><strong>MAKI</strong>, Maria</td>
<td>Fond du Lac Ojibwe School</td>
<td>49 University Road, Cloquet, MN, 55720, 218-878-7256</td>
<td><a href="mailto:mariamaki@fdlrez.com">mariamaki@fdlrez.com</a></td>
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<td><strong>MCCORRISTER</strong>, Marcella</td>
<td>The Manitoba First Nation Education Resource Centre</td>
<td>2-1100 Waverley Street, Winnipeg, Manitoba, R3T 3X9, Canada</td>
<td><a href="mailto:marcellam@mfnerc.com">marcellam@mfnerc.com</a></td>
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<tr>
<td><strong>MENDOZA</strong>, Bill</td>
<td>White House Initiative on American Indian and Alaska Native Education</td>
<td>400 Maryland Ave SW, Room 4W116, Washington, DC, 20002, 202-260-0513</td>
<td><a href="mailto:William.Mendoza@ed.gov">William.Mendoza@ed.gov</a></td>
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<td><strong>MEREDITH</strong>, Eric</td>
<td>Montana Office of Public Instruction</td>
<td>P.O. Box 202501, Helena, MT, 59620-2501, 406-444-3642</td>
<td><a href="mailto:emeredith@mt.gov">emeredith@mt.gov</a></td>
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<td><strong>MOORE</strong>, Christian</td>
<td>WhyTry</td>
<td>5455 North River Run Drive, Provo, UT, 84604, 866-949-8791</td>
<td><a href="mailto:anna@whytry.org">anna@whytry.org</a></td>
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<td><strong>MULE</strong>, Sharon</td>
<td>Institute on Community Integration</td>
<td>University of Minnesota, 150 Pillsbury Drive SE, Minneapolis, MN, 55455, 612-626-0335</td>
<td><a href="mailto:ssmule@umn.edu">ssmule@umn.edu</a></td>
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<td><strong>NESS</strong>, Jean E.</td>
<td>University of Minnesota</td>
<td>15 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN, 55455, 612-625-5322</td>
<td><a href="mailto:nessx008@umn.edu">nessx008@umn.edu</a></td>
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<tr>
<td><strong>O’CONNOR</strong>, David</td>
<td>Wisconsin Dept. of Public Instruction</td>
<td>125 South Webster St., P.O. Box 7841, Madison, WI, 53707, 608-267-2283</td>
<td>david.o’<a href="mailto:connor@dpi.wi.gov">connor@dpi.wi.gov</a></td>
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<td><strong>O’CONNOR</strong>, Susan</td>
<td>Augsburg College</td>
<td>2211 Riverside Avenue, Minneapolis, MN, 55454, 612-330-1464</td>
<td><a href="mailto:oconnors@augsburg.edu">oconnors@augsburg.edu</a></td>
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<td><strong>OLEKSA</strong>, Michael</td>
<td>Alaska Staff Development Network</td>
<td>2204 Douglas Hwy, Juneau, AK, 99824, 907-364-3801</td>
<td><a href="mailto:frmjoleksa@yahoo.com">frmjoleksa@yahoo.com</a></td>
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<td><strong>OLSON</strong>, John</td>
<td>Minnesota Department of Education</td>
<td>1500 Hwy 36 W, Roseville, MN, 55113, 651-582-8673</td>
<td><a href="mailto:john.c.olson@state.mn.us">john.c.olson@state.mn.us</a></td>
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<td><strong>OVERLIE</strong>, Mary</td>
<td>Northern Sky Center of Excellence</td>
<td>114 1st. St., Thief River Falls, MN, 56701, 218-416-2446</td>
<td><a href="mailto:moverlie@mnce.org">moverlie@mnce.org</a></td>
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<td><strong>PAULSON</strong>, Doug</td>
<td>Minnesota Dept. of Education</td>
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<td><strong>PATTERSON</strong>, Donna</td>
<td>Augsburg College</td>
<td>2211 Riverside Avenue, Minneapolis, MN, 55454, 612-330-1567</td>
<td><a href="mailto:pattersd@augsburg.edu">pattersd@augsburg.edu</a></td>
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<td><strong>PATTERSON</strong>, Jan</td>
<td>LTS Education Services</td>
<td>1063 Narrows Way, Suite C, Birmingham, AL, 35242, 662-415-1001</td>
<td><a href="mailto:jpatterson@ltsed.com">jpatterson@ltsed.com</a></td>
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<td><strong>PAULEY</strong>, Joseph</td>
<td>Process Communications, Inc.</td>
<td>8740 Sleepy Hollow Lane, Potomac, MD, 20854, 301-983-8447, <a href="mailto:joe@kahlercom.com">joe@kahlercom.com</a></td>
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<td><strong>PAULEY</strong>, Judith</td>
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<td><strong>POHL</strong>, Angie</td>
<td>Institute on Community Integration</td>
<td>150 Pillsbury Dr SE, 6 Pattee Hall, Minneapolis, MN, 55455, 612-626-9301</td>
<td><a href="mailto:pohl0042@umn.edu">pohl0042@umn.edu</a></td>
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</table>
DIRECTORY OF PRESENTERS

R

RIVERA, Robert, Hamline University, 1536 Hewitt Ave., St. Paul, MN, 55104-1284, 651-523-2347, Rrivera01@hamline.edu

S

SAM, Mary, Central Lakes College, 501 West College Drive, Brainerd, MN, 56401, 218-855-8159, msam@clcmn.edu

SHARMA, Anu, S&S Consulting, 1133 Ripley Ave, Maplewood, MN, 55109, 612-618-5862, asharma360@yahoo.com

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STRAIT, Jean, Hamline University, 1536 Hewitt Ave, St. Paul, MN, 55104, 651-523-2981, Jstrait02@hamline.edu

STUTE, JoAnn, Leech Lake Tribal College, P.O. Box 180, 6945 Littlewolf Road NW, Cass Lake, MN, 56633, 218-335-4243, joann.stute@lltc.edu

T

TADLOCK, Dee, Read Right Systems, 310 W. Birch, Shelton, WA, 98584, 360-427-9440, deet@readright.com

TREUER, Anton, Bemidji State University, 114 American Indian Resource Center #21, 1500 Birchmont Drive NE, Bemidji, MN 56601, 218-755-2032, atreuer@bemidjistate.edu

W

WALTERS, Mark, Montclair NJ High School, 100 Chestnut Street, Montclair, NJ, 07042, 973-509-4100, EX. 4083, mwalters@montclair.k12.NJ.us

WHITE, Carl, Bering Strait School District, P.O. Box 225, Unalakleet, AK, 99674, 907-443-7568, cwhite@bssd.org

WHITE, Miranda, Oceti Sakowin Education Consortium, 12265 445th Avenue, Eden, SD, 57232, 605-268-3437, pandaeastman@hotmail.com
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Dakota Spirit</td>
<td>Native jewelry vendor selling native bead and quilt work.</td>
</tr>
<tr>
<td>Hazelden</td>
<td>Hazelden is best known for providing proven-effective addiction treatment, recovery and prevention books, videos and curricula to individual customers, treatment programs, schools, hospitals, mental health agencies, correctional facilities, churches and human resources programs.</td>
</tr>
<tr>
<td>Institute for Global Studies University of Minnesota</td>
<td>The Institute for Global Studies provides professional development for educators. One of the 2014 summer institutes is <em>Teaching Global Indigenous Issues through Film: Healthy Societies.</em></td>
</tr>
<tr>
<td>Leech Lake Tribal College</td>
<td>At Leech Lake Tribal College our mission is to provide a quality education that is grounded in Anishinaabe values.</td>
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<tr>
<td>Native Hands</td>
<td>Native American hand-crafted jewelry: turquoise necklaces, shells, natural stones, sterling silver, beadwork, and carved animals.</td>
</tr>
<tr>
<td>Northwest Technical College</td>
<td>Books and materials relating to Project Graduate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Description</td>
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<tr>
<td>National Dropout Prevention Center</td>
<td>Stop by and learn the benefits of membership in the National Dropout Prevention Network. Review the research publications published by the Center regarding at-risk youth. Publications will be available on mentoring, alternative schooling, early childhood development, and service learning.</td>
</tr>
<tr>
<td>OceTi Sakowin Education Consortium</td>
<td>The Oceti Sakowin Education Consortium bridges distances and develops partnerships for the purpose of uniting, identifying, sharing resources, and communicating through collaborative teaching and learning for our members.</td>
</tr>
<tr>
<td>Read Right Systems, Inc.</td>
<td>Read Right is a fundamentally different approach to teaching reading that enables struggling students to improve their reading skills quickly.</td>
</tr>
<tr>
<td>7 Generation Games</td>
<td>We are an educational technology company developing video games that combine math, Native American history, and adventure gaming. We believe in educating though engaging.</td>
</tr>
<tr>
<td>Turtle Island Gifts</td>
<td>Native made jewelry and gifts such as dreamcatchers, baby moccasins, medicine bags, smudge shells/sage, walking sticks, rattles, books, decorative drums at reasonable prices.</td>
</tr>
<tr>
<td>Turtle Woman Jewelry</td>
<td>Beautiful, affordable, handcrafted Native American made jewelry. Traditional and contemporary styled jewelry is made with turquoise, gemstones, silver, crystals, shells, and beads.</td>
</tr>
<tr>
<td>Vision Maker Media</td>
<td>We connect filmmakers and educational institutions to use Native stories in the classroom. Many DVDs available through shopvisionmaker.org offer free, educational curriculum (middle school – college).</td>
</tr>
<tr>
<td>Tootz &amp; Marie’s Traveling Boutique</td>
<td>Native American hand-crafted jewelry, (turquoise and bling), scarves, native print leggings, purses, and wallets at affordable prices.</td>
</tr>
</tbody>
</table>
2014 Diploma Plan Institute
June 18-20, 2014
Kingston Plantation
Myrtle Beach, SC

DPI is an opportunity for teams of school and/or district administrators to consult with contracted field experts to develop customized, practical, and local plans to prevent dropouts and increase graduation rates.

Dr. Beth P. Reynolds
Instructional Leadership
National Dropout Prevention Center/Network
Clemson University, Clemson, SC
Executive Director

Dr. Mark Wilson
School Climate
2009 National HS Principal of the Year
Mark Wilson Education
Madison, GA

Mr. Robert Eichorn
Alternative Methods/Programs
National Alternative School Association
President
Manassas, VA

Mr. Tom Wilson
Community and Admin. Support
Anderson School District Five
Superintendent
Anderson, SC

Dr. Jeremy Williams
Dropout Predictive Data
Union County Schools
Assistant Superintendent
Blairsville, GA

Space is limited.
Register now!
www.dropoutprevention.org/conferences

The National Dropout Prevention Center/Network is a nonprofit (501c3) organization that collaborates with state and local educational systems, community and nonprofit groups, and individuals to increase graduation rates through the dissemination and implementation of effective strategies and programs, evaluation, and research.

NDPC/N Clemson University, 209 Martin St., Clemson, SC 29631, (864) 656-2599, ndpc@clemson.edu, www.dropout.prevention.org
Our Mission

The mission of the National Dropout Prevention Center/Network is to increase graduation rates through research and evidenced-based solutions. We believe that graduation is linked not only to educational attainment, but is vital to job success, financial security, and quality of life. Across our twenty-six year history, our organization has promoted high academic achievement and engagement for all students and continues to be uniquely positioned through our Network and our Center to both engage in deep research AND to translate that research into evidence-based solutions that we tailor and implement for our customers.

Our Work

Our team of researchers and practitioners supports a myriad of clients including state departments of education, state and community agencies, higher education institutions, and individual schools and districts.

- The research arm of our organization continues to convene research teams across the country to conduct research related to dropout issues and solutions as well as to function as a clearinghouse for dissemination of those findings
- Our staff is available to respond to requests for customized support and services including
  - Comprehensive third-party program evaluations and follow-up strategy implementation
  - Professional learning, presentations, and events
  - Proposal development
- Our staff seeks opportunities to partner with other agencies and organizations to collaboratively tailor services and pursue funding opportunities aligned with our mission.
- We sponsor national and regional conferences to help others learn new solutions to the dropout crisis
- Our Web site (dropoutprevention.org) and publications provide outstanding resources including statistics, model programs, online professional learning, and guidebooks on the research-based strategies

Contact Us Today

Let us leverage our 26 years of research, evaluation, professional learning, and customized outreach experience to tailor solutions to make the difference in your organization