NATIONAL FORUM ON DROPOUT PREVENTION FOR NATIVE AND TRIBAL COMMUNITIES

APRIL 9-12
WE-KO-PA RESORT & CONFERENCE CENTER
SCOTTSDALE, AZ

FORUM PARTNERS:
Arizona State Department of Education
Alaska Staff Development Network
Alaska Council of School Administrators
Native American Fatherhood & Families Association

FORUM SPONSOR:
Salt River Pima-Maricopa Indian Community

www.dropoutprevention.org National Dropout Prevention Center/Network @ NDPCn #2017NTC
Special THANKS to partners and sponsors of the

2017 NATIONAL FORUM ON DROPOUT PREVENTION:
FOR NATIVE AND TRIBAL COMMUNITIES

NATIONAL DROPOUT PREVENTION CENTERNETWORK

ARIZONA
Department of Education

ALASKA COUNCIL
OF SCHOOL ADMINISTRATORS

Alaska Staff Development Network
Working Together to Make Schools Better

Native American Fatherhood & Families Association
April 9, 2017

Dear Forum Participants,

Welcome to the We-Ko-Pa Resort & Conference Center, Scottsdale, AZ, for the 2017 National Forum on Dropout Prevention for Native and Tribal Communities.

We are pleased that you join us at this event as we strive to strengthen professional relationships and networking and seek to gain further knowledge about strategies and programs that can and will prove effective in dropout prevention for Native students. Our staff, along with representatives of our sponsor agencies, have worked hard to plan and put on an event that will make a lasting impact in your work.

We hope that you will take information and inspiration back to your schools and organizations. We also hope that you will take some time to talk with staff from the National Dropout Prevention Center/Network (NDPC/N) to learn about all of the services and opportunities available to you through our Center and our nationwide Network. For example, we offer a National Dropout Prevention Specialist certification program where practitioners gain exposure to our 15 Effective Strategies for Dropout Prevention; interact with other professionals through conferences, events, and network membership; demonstrate experience through field projects; and become recognized on our website and elsewhere for their efforts in dropout prevention. Interested practitioners may sign up for this program and earn more than half of the credits necessary to complete the program at this Forum.

We have worked with a dynamic sponsor group to bring you an outstanding Forum agenda and opportunity. This group includes the Arizona Department of Education, the Alaska Staff Development Network, the Alaska Council of School Administrators, the Salt River Pima-Maricopa Indian Community, and the Native American Fatherhood and Families Association. We thank them, and also our NDPC/N innovation partners who continue to support our mission of dropout prevention. This year’s Forum exhibitors are also much appreciated. Please review the program for highlights on partners, sponsors, and exhibitors. We hope that you will take time to meet and learn about the products they represent and the services they offer.

Finally, on behalf of the NDPC/N, the partners, the sponsors, and the exhibitors, thank you for participating in this event and thank you for your work in dropout prevention. We look forward to our time together; we look forward to learning how we may be of assistance to you in your work with or on behalf of youth; and we hope you find tools and enrichment here at the Forum for the work you do back home.

Sincerely,

Sandy Addis
Executive Director
We Want to Thank Our Exhibitors

Please take time to visit their booths between sessions.
Welcome Forum Attendees!

I would like to thank each of you for being here today to exchange ideas on solving a challenge that is personally important to me and of incredible importance to Arizona.

Arizona is home to twenty-two federally recognized tribes and two of the three largest reservations in the United States. One quarter of our beautiful state is reservation land, one in twenty Arizonans is Native American, and approximately 90,000 Native Americans in Arizona are students.

Improving educational outcomes for Native Americans has been a priority from the start for my administration, and we have made definite strides over the past three years. Arizona’s tribes face many challenges, from geography and health to preservation of language and culture, while simultaneously providing their young tribal members with the resources to achieve educational outcomes equal to those of their peers.

Programs administered by the Arizona Department of Education’s Office of Indian Education, such as the Tribal College Dual Enrollment Program and the Code Writers Initiative Pilot Program, support the efforts of our school districts and tribes in preparing our Native youth to graduate from college and have successful careers. In addition, the efforts to preserve and grow the number of Native language speakers are paying off. From 2012 to 2016, the number of teachers certified to teach a Native language went from 19 to 134. In 2016, seven Native languages were being taught in K-12 schools.

While few states have the privilege of counting so many tribes or Native Americans among their population, many of the challenges we face here in Arizona are shared by other states across the country. Those gathered here today share a passion for improving the academic achievement of our Native American students. However, we share far more than that: we share pride in the accomplishments of our Native American students and a great optimism for their future. We share an understanding that Native American culture, language, and people are not just part of American history, but part of our American future.

At the Arizona Department of Education, it is our privilege to serve our Native American students. Our goal is to assist in making their future as bright and prosperous as possible. Our Indian Education Advisory Council is taking action toward this goal. Some of the Council’s work includes the development of a Native American history curriculum with input from all twenty-two tribes, an evaluation process for the Department’s Tribal Consultation Policy, and additional ways to measure knowledge of state standards by our Native American students. The Office of Indian Education works collaboratively with multiple entities on a number of other projects and programs throughout the state.

We know the educators, counselors, and parents attending this event will benefit from the shared expertise and collaborative efforts presented here. Thank you all for your passion and dedication. I look forward to the positive outcomes resulting from the 2017 National Forum on Dropout Prevention for Native and Tribal Communities.

Sincerely,

Diane M. Douglas, Superintendent of Public Instruction
1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-5460 • www.azed.gov
As a certified National Dropout Prevention Specialist, you can also make a statement to your peers, employers, and community—you are informed, experienced, current, and connected.

Professionals in the field of dropout prevention may apply to the National Dropout Prevention Specialist Certification Program. Applicants who are accepted into the program receive a one year individual membership to the National Dropout Prevention Network, discounts toward NDPC/N events and products, and receive special opportunities through NDPC/N. Certification is earned through attendance at 12 designated sessions at NDPC/N events that address dropout prevention and effective strategies and demonstration of practice through a field project. Certification is valid for three years and can be renewed through continued professional learning at NDPC/N events and sustained NDPN membership.

The National Dropout Prevention Center/Network has identified 15 effective strategies that have the most positive impact on reducing school dropout. These strategies serve as the foundation for the NDPS Certification Program.

**Effective Strategies**

1. Active Learning
2. After-School/Out-of-School Opportunities
3. Alternative Schooling
4. Career and Technical Education (CTE)
5. Early Childhood Education
6. Early Literacy Development
7. Educational Technology
8. Family Engagement
9. Individualized Instruction
10. Mentoring/Tutoring
11. Professional Development
12. Safe Learning Environments
13. School-Community Collaboration
14. Service-Learning
15. Systemic Renewal

**Key Topics**

A. Foundations in Dropout Prevention
B. Special Topics in Dropout Prevention

Through the National Dropout Prevention Specialist Certification Program, NDPC/N is identifying and recognizing an “army of practitioners” in the work of dropout prevention. These individuals will be recognized on the NDPC/N website and have potential of being involved in NDPC/N projects, events, and opportunities in their area.

Once enrolled, participants receive a presentation record sheet to record sessions attended. Session codes are listed in brackets by each presentation title. The session code and the presenter or facilitator signature should be recorded next to the appropriate strategy marker and the sheet turned in at the end of the conference.

For more information, scan the qrcode, go to www.dropoutprevention.org, or stop by the NDPC/N Booth.
A special thank you to the following people who served on the Forum’s Planning Committee:

**Alaska Staff Development Network**
- Kelly Tonsmeire

**Arizona Team**
- Judy Basham
- Roxanne Begay
- Kimberly Begay
- Theresa Buchanan
- Sheila Cepress
- Cynthia Clary
- Chris Dickinson
- Nadine Groenig
- Binky Jones
- Annette Leyva
- Jessica Makowske
- Debbie Manuel
- Jacquelyn Power

**Minnesota Indian Affairs Council**
- Dennis Olson

**National Dropout Prevention Center**
- Sandy Addis
- Debra Andrews
- John Gailer
- Lynn Dunlap
- Mikal Frazier

**Native American Fatherhood and Families Association**
- Susan Backus

**Oklahoma State Department of Education**
- Jennifer Wilkinson

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Upgrade your conference experience by downloading our free conference app **NDPC events** on your mobile device!
Keynote Speakers

Mr. Tatanka Means
Actor, Stand-Up Comedian, and Motivational Speaker
Tatanka Means is an award-winning actor, stand-up comedian and motivational speaker from Chinle, Arizona. He represents the Oglala Lakota, Omaha, and Navajo Nations. Means can be seen in the highly acclaimed television movie, Saints & Strangers, for the National Geographic Channel. Aside from acting, Tatanka performs stand-up comedy internationally throughout the U.S. and Canada. He tours Indian Country spreading laughter and messages of motivation to all ages with his engagingly clean comedy, entertaining audiences in casinos, schools, conferences, colleges, prisons, and rehab centers. Tatanka's ambition and perseverance has taken him from his home on the reservation to traveling across North America.
He has become a much-needed role model for all American Indian First Nations youth, and is proud to be an alcohol and drug-free sober performer.

Ms. Hattie Kauffman
Journalist and Author
A member of the Nez Perce, Hattie Kauffman was the first Native American to file a report on a national news broadcast. She spent the first three years of her life on the Nez Perce Reservation in Lapwai, Idaho, before moving to Seattle. Kauffman attended the University of Minnesota because “it was the only university in the country that offered a bachelor’s degree in American Indian studies.” Kauffman started her broadcast career on college radio there. As her career progressed, she became an anchor for KING 5 News in Seattle, earning four Emmy awards. ABC’s Good Morning America took Hattie to New York in 1987, where she served as a special correspondent and frequent substitute anchor. In 1990, Hattie moved to CBS News as a correspondent and substitute anchor on CBS This Morning. In her two decades with the network, Hattie also reported for 48 Hours, Street Stories, CBS Sunday Morning, CBS Radio, CBS Special Reports, The Early Show, and CBS Evening News. Hattie’s memoir, Falling Into Place, was released in September 2013.

Dr. George Blue Spruce
Assistant Dean for American Indian Affairs at Arizona School of Dentistry and Oral Health
George Blue Spruce Jr., DDS, MPH, an enrolled member of the Pueblo Tribe (Laguna/Ohkay-Owingeh), is the first recognized American Indian dentist. He was also the first American Indian dentist to be given the title of Assistant Surgeon General. Although he officially retired in 1986, he has continued to work hard to enhance the health of American Indian people and to encourage Indian people to become dentists as well as leaders in the other health professions. In 1990, he was instrumental in founding the Society of American Indian Dentists. Today he is Assistant Dean for American Indian Affairs at the Arizona School of Dentistry and Oral Health.

Monday, 1:30 - 2:45 p.m., Grand Ballroom
Tuesday, 8:30 - 9:45 a.m., Grand Ballroom
Wednesday, 10:45 a.m. - 12:00 noon, Grand Ballroom
Special Participants

Born and raised on the Fort McDowell Yavapai Nation, Raphael Bear serves as the current President of the Yavapai Indian Foundation. He began working for his community in 1974 when he was chosen as one of three community planners for the Tribal Nation. He served as the Tribal General Manager for the Fort McDowell Yavapai Nation for three years and was Tribal President from 2004-2008.

Monday, 8:30 a.m., Wassaja Ballroom

Vice President Pansy Thomas is a proud member of the Fort McDowell Yavapai Nation. She has faithfully served on Tribal Council for over 17 years as Secretary, Council Member, and is currently serving as Vice President. She has served throughout the years on various boards and committees, and currently is the Liaison to the Public Safety Division.

Monday, 8:30 a.m., Wassaja Ballroom

Sweetie Cody, from Dilkon, AZ, was crowned Miss Indian Arizona 2010-2011. During her reign, Cody “encouraged Indian youth to pursue their education, to have big goals for life, and to never forget their culture and teachings of the Native origin.”

Monday, 8:30 a.m., Wassaja Ballroom

Ak-Chin Police and Fire Color Guard will participate in our Opening General Session. Ak-Chin Indian Community is nestled into the Santa Cruz Valley of Southern Arizona. It is governed by a five-member Tribal Council which oversees the governmental operations and departments that service the community of Ak-Chin.

Monday, 8:30 a.m., Wassaja Ballroom

Shaandiin Paul Parris is from the Navajo Tribe and is the current reigning Miss Indian Arizona. A student at Arizona State University, she is pursuing a degree in Bilingual and Multilingual Education. Although she was born and raised on the Navajo Reservation, she is not fluent in the Navajo language. To be fluent is her greatest educational and personal goal.

Tuesday, 12:15 p.m., Wassaja Ballroom

Pine Ridge High School students from Pine Ridge, SD, will share how they are implementing a leadership and mentoring approach that focuses on connectedness.

Monday, 10:15 a.m. and 3:00 p.m. in Wassaja 110

The Akimel O’otham Basket Dancers (not pictured) are children and young adults ranging in age from 8 to 20 years old. The singer for the group is Mr. Barnaby Lewis.

Monday, 4:30 p.m., Reception in Courtyard Plaza

The San Carlos Apache Crown Dancers consist of high school students who will perform the sacred dances of the Apache tribe. The songs are prayers for healing and blessings.

Tuesday, 12:15 p.m., Wassaja Ballroom

The Bureau of Indian Education Santa Rosa Ranch School Royalty (not pictured) will perform a variety of demonstrations and songs.

Wednesday, 10:45 a.m., Wassaja Ballroom
The National Dropout Prevention Network appreciates Innovation Partners who sponsor our efforts throughout the year. We are pleased to have their support and trust you will take the time to get to know them.

**AdvancePath Academics**

AdvancePath Academics' mission is “To Enrich Lives and Improve Society Through Education—One Student at a Time.” AdvancePath offers educators a high-quality, blended learning program; communities a well-educated and productive workforce; and students an appreciation for education, encouragement for personal growth, better employment opportunities, and the foundation for a productive life and good citizenship.

**BrightBytes**

BrightBytes' main goal is to improve the way the world learns. BrightBytes' motivated group puts students at the center of everything they do. Their team of researchers work to power a business intelligence program called Clarity. Clarity provides educational leaders the data to make informed decisions about students, staff, stakeholders, and systems; and drive learning outcomes.

**Catapult Learning**

Catapult Learning, Inc. has dedicated its time to improving academic performance for all students through its suite of innovative, technology-enabled K–12 programs. Catapult Learning's experts work tirelessly to ensure students receive the best possible instructional support and that educators receive personalized, professional development needed to transform their instruction and create more opportunities for student learning.

**Deeper Dive Learning, Inc.**

Deeper Dive Learning, Inc. specializes in providing unique online professional development experiences for teachers and administrators. Flagship product EdQuest is powered by the MassiveU platform. A growing library includes courses that invite teachers to experience social project-based learning as they delve into a variety of interactive courses designed to personalize their experiences by “learning, doing, and applying”.

**Edgenuity**

Edgenuity provides engaging online and blended learning education solutions that propel success for every student, empowers every teacher to deliver more effective instruction, and enables schools and districts to meet their academic goals. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core, and iNACOL standards and designed to inspire lifelong learning.

**Scholastic**

Scholastic was founded in 1920 as a single classroom magazine. Today, Scholastic books and educational materials are in tens of thousands of schools and tens of millions of homes worldwide, helping to Open a World of Possible for children across the globe. Scholastic strives to present the clearest explanation of current affairs and contemporary thought, and to encourage literary appreciation and expression consistent with the understanding and interests of young people at all levels of learning.

**WIN Learning**

Worldwide Interactive Network, Inc. (WIN Learning, Inc.) has been the leading provider of career readiness solutions that help school districts prepare pathways for students’ futures, whether college, trade school, military, or workplace bound. To date, more than 10 million students worldwide have participated in the career-driven courseware and education intervention initiatives as well as career-readiness certification programs that emphasize career and college readiness, math skills, and the cultivation of personal skills.
# FORUM AT A GLANCE

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*2017 National Forum on Dropout Prevention for Native and Tribal Communities*
Your students are at risk ...of thriving

Fuel Education is your partner to help your struggling students rekindle their confidence and spark their desire to achieve.


• Credit recovery
• Dropout prevention
• Remediation
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• Career and technical education
• Summer school
• Interactive math tutoring
• English language learning
• Homebound education
• Speech and occupational therapy

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“If the district ever stopped buying this product, I would pay for it out of the school’s budget.”

–Principal Major Steven Rouse

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SUNDAY, APRIL 9, 2017

12:00 noon - 5:00 p.m.

REGISTRATION
Location: Pre-Function Area

PRE-FORUM WORKSHOPS
(Must be preregistered.)

2:00 p.m. - 5:00 p.m.

PFW1. IMPLEMENTING NDPC’S 15 EFFECTIVE STRATEGIES [0102]
Location: Conference 103-104
Presenter: Dr. Sandy Addis, National Dropout Prevention Center/Network, Clemson, SC

For 30 years the National Dropout Prevention Center has been assisting communities, schools, and states with increasing their high school graduation rates. Their research and work has identified 15 effective strategies that have proven effective in keeping young people in school. Those strategies are written into legislation or state school board policy in at least 30 states, however they need to be strategically implemented to be effective. Join a discussion on how to effectively identify and implement these strategies in a community and school setting.

PFW2. BEST PRACTICES FOR EDUCATING NATIVE AMERICAN STUDENTS [0103]
Location: Conference 105-106
Presenter: Ms. Nadine Groenig, Arizona Department of Education, Phoenix, AZ

What are really “best practices” for educating Native American students? Does what works for mainstream schools and students from other cultures and communities work for Native American students? The results of pilot work conducted among cohorts of Diné teachers would indicate that the answer is no or not always. However, this work concerns only one tribal nation and should not be universally applied. In order to avoid the “one size fits all” approach to teaching, we need to hear from many educators serving multiple Native communities. In this session, we will explore what works best for educating Native American students. Teachers who are successful in improving achievement outcomes for Native Americans will engage in dialogue with teachers who may be struggling. Parents and students are also invited to weigh in on this subject. It is the goal of the Tri-State Alliance of Arizona, Nevada, and Utah in collaboration with WestEd to develop a guidance document and resources for pre-service and veteran educators to be successful with their indigenous students by the year 2020. Be a part of this first important session in a three-year study to support this goal.

3:15 p.m. - 3:30 p.m.

REFRESHMENT BREAK
Location: Pre-Function Area

2017 National Forum on Dropout Prevention for Native and Tribal Communities
WE’RE COMMITTED TO HELPING STUDENTS EARN THEIR HIGH SCHOOL DIPLOMA

Catapult Learning’s Catapult Academy is dedicated to helping young people achieve in school and in life. Serving students who are struggling in high school, at risk of dropping out, or have already dropped out of school and want to earn their high school diploma, Catapult Academy provides the support, tools, and life skills needed to stay on track to graduation and beyond.

For more information, please contact Dr. Eurmon Hervey, Jr.
202.765.6066 • Eurmon.Hervey@catapultlearning.com

Catapult Academy is a division of Catapult Learning, Inc. the largest provider of K-12 contracted instructional services in the U.S. With an uncompromising commitment to educational quality, Catapult Learning has dedicated the past four decades to improving academic achievement for all students through its suite of innovative technology-enabled K-12 programs. Catapult Learning’s team of 5,600 educators work every day to achieve sustained academic gains and build teacher and leadership capacity through research-based programs that include intervention, alternative school education, special education, assessment, school improvement, and professional development solutions.

WE ARE A PROUD 2017 INNOVATION PARTNER
MONDAY, APRIL 10, 2017

7:30 a.m. - 8:30 a.m.

CONTINENTAL BREAKFAST/NETWORKING
Location: Pre-Function Area

7:30 a.m. - 4:30 p.m.

REGISTRATION/EXHIBIT HALL OPEN
Location: Pre-Function Area

**OPENING GENERAL SESSION**
(All are invited to attend.)

8:30 a.m. - 10:00 a.m.
Location: Wassaja Ballroom

OPENING PRAYER AND WELCOME SONG
Mr. Raphael Bear, President of the Yavapai Indian Foundation

PRESENTATION OF COLORS
Ak-Chin Police and Fire Color Guard

NATIONAL ANTHEM
Ms. Sweetie Cody, 2010-2011 Miss Indian Arizona

OFFICIAL GREETINGS
Ms. Pansy Thomas, Vice-President, Fort McDowell Yavapai Nation
Ms. Nadine Groenig, Director of Indian Education, Arizona Department of Education
Dr. Sandy Addis, Director, National Dropout Prevention Center/Network

CONFERENCE HIGHLIGHTS AND OPPORTUNITIES
Mr. John Gailer, Assistant Director, National Dropout Prevention Center/Network

PRE-FORUM SESSION INSIGHTS
Ms. Nadine Groenig
Dr. Sandy Addis

CLOSING REMARKS

**CONCURRENT SESSIONS**
(Participants choose one.)

10:15 a.m. - 11:45 a.m.

AMERICAN INDIAN STRATEGIES FOR SUCCESS [0302]
Strand: Family and Community Engagement
Location: Conference 103-104
Presenters: Ms. Winona Thirion and Mr. Gerard Begay, Maricopa Community Colleges, Tempe, AZ; Ms. Ana Cuddington and Dr. Michael Little Crow, Scottsdale Community College, Scottsdale, AZ; and Mr. Jim Larney, Mesa Community College, Mesa, AZ

In this session several staff and faculty from Maricopa Community Colleges will talk about what they are currently doing to increase American Indian success. The presenters will share with participants what programs they are working on currently as well as what has worked and what has not worked, specific projects that have shown success, barriers they faced, and adjustments made.

ADDRESSING THE OPPORTUNITY GAP: TAPPING INTO THE POTENTIAL OF PARENT COMMITTEES [0303]
Strand: Addressing the Opportunity Gap
Location: Conference 105-106
Presenters: Mrs. Amanda LeClair-Diaz and Dr. Sheilah Nicholas, University of Arizona, Tucson, AZ

Parent committees need assistance in becoming better advocates for Native youth and their families. Parents are the first educators of youth, but are typically excluded in educational decision making. A strong foundation in culture and language viewed as assets linked to professional development opportunities can work to bridge this opportunity gap.
PRACTICAL, POSITIVE, AND POWERFUL CLASSROOM MANAGEMENT STRATEGIES TO INCREASE STUDENT ACHIEVEMENT [0304]

Strand: Behavioral Supports
Location: Wassaja 107
Presenter: Mrs. Heather DeFrancisco, Southwest Region, San Tan Valley, AZ

Participants in this session will acquire classroom management strategies that are practical, positive, and powerful, which minimize time spent dealing with problems and maximize time spent teaching. Learn to assist students in managing their own behavior and developing positive alternatives to disruption, while you keep teaching! The result is a classroom focused on teaching and learning, increased student achievement, and reduced referrals.

FROM PROFILING TO PROFICIENCY: IMPLICIT BIAS IN THE CLASSROOM [0305]

Strand: Addressing the Opportunity Gap
Location: Wassaja 108
Presenter: Dr. Roger Cleveland, Eastern Kentucky University, Richmond, KY

This presentation will demonstrate how implicit biases impact our expectations and interactions with marginalized students in diverse classrooms. These biases and interpretations can have major implications for developing healthy and respectful relationships with our students and families. This workshop will address how we can become more aware of our own assumptions, behaviors, and perceptions; and how these factors are critical to closing the Opportunity Gap.

DROPOUT PREVENTION IS SYSTEMIC NOT A STRATEGY [0306]

Strand: Reengagement and Recovery Strategies
Location: Wassaja 109
Presenters: Dr. Bill Myhr, Ms. Cathy Quintana, and Ms. Leara Thompson, Fort McDowell Yavapai Nation, Fort McDowell, AZ

Dropout prevention is successful when throughout a birth-grade 12 school system a series of safety nets are available for students and parents. It is more than a strategy, rather a series of support interventions, created by partnerships and specific educational services.

THORPE 2 THORPE—PEER LEADERSHIP [0307]

Strand: School Climate: Safety and Student Wellness
Location: Wassaja 110
Presenters: Mr. Tim McGowan, Networks of Support, Rapid City, SD; and Mr. Dennis Dolezal, Pine Ridge High School, Pine Ridge, SD

Meet the peer leaders, students from Pine Ridge High School, who are implementing a leadership and mentoring approach that focuses on connectedness.

12:00 noon - 1:30 p.m.

NETWORKING LUNCH
Location: Wassaja Ballroom

There is no program planned for this boxed lunch. It is designed as an opportunity to network with your peers. It is also a great photo and social media opportunity.

FEATURED SESSION

(All are invited to attend.)

1:30 p.m. - 2:45 p.m.

Location: Wassaja Ballroom

WELCOME AND RECOGNITION OF STUDENT GROUPS IN ATTENDANCE
Mr. John Gailer, Assistant Director, National Dropout Prevention Center/Network

INTRODUCTION OF FEATURED SPEAKER
Ms. Nadine Groenig, Director of Indian Education, Arizona Department of Education

FEATURED SPEAKER
Mr. Tatanka Means
Actor, Comedian, and Motivational Speaker

2:45 p.m. - 3:00 p.m.

REFRESHMENT BREAK
Location: Pre-Function Area
The steady rise of four-year graduation rates for American high school students has been impressive due to the efforts of the National Dropout Prevention Center and other groups dedicated to improving national graduation rates.

Yet, historically disadvantaged groups of students still lag behind their counterparts in earning a high school diploma. These students continue to graduate at significantly lower rates than their peers in nearly every state.

For more than a generation, we have improved educational opportunities for all students - regardless of their ZIP code and socio-economic status.

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And, it is why we are helping high school-age students, who have already left school or who are at risk of leaving, earn their high school diplomas at our Bridgescape Learning Academies.

Join us in closing the graduation gap.
ConCurrent Sessions

(Participants choose one.)

3:00 p.m. - 4:30 p.m.

CREATING COMMUNITY RELATIONSHIPS—
ENGAGING OUR CHILDREN AND YOUTH [0602]
Strand: Behavioral Supports
Location: Conference 103-104
Presenter: Mr. Hiawatha Bouldin, Self Employed-Retired, Midwest City, OK

In this session, we will discuss human interactions that create barriers to building integrated relationships. Experience creative activities designed to enhance your confidence and abilities while pushing your comfort zones for working in new, varied environments. Discover what it’s really like to engage school and community as one resource for academic success.

COLLECTIVE COMMUNITY ACCOUNTABILITY—
BREAKING DOWN INSTITUTIONAL SILOS
AND WORKING TOGETHER [0603]
Strand: Family and Community Engagement
Location: Conference 105-106
Presenters: Ms. Analicia Salas, Morning Star Leaders Youth Council, Scottsdale, AZ; Ms. Megan LaRose and Mr. Robert Salas, Morning Star Leaders, Inc., Scottsdale, AZ

Guardians and their students must engage collectively at the local, district, and state levels, earning a seat at the table, maximizing available resources, and working together to ensure culturally competent programming for our Native youth while creating a safe environment for them to share their perspectives.

UTILIZING CULTURAL SYMBOLISM, A LEGACY OF RESPECT, AND COLLECTIVE VOICE TO BUILD RESILIENCE IN NATIVE YOUTH [0604]
Strand: Culture and Language
Location: Wassaja 107
Presenters: Ms. Kelsey Begay, Ms. Mikaela Garcia, Mr. Gabe Fuentes, and Ms. Debbie Manuel, Morning Star Leaders Youth Council, Scottsdale, AZ

This is a three-part session, presented by three members of the Morning Star Leaders Youth Council. The first part will discuss youth perspectives about cultural significance in schools and in sports and how cultural symbolism impacts a student’s confidence, education, and identity. The second part of the presentation will address how damaging stereotypes impact Native American youth and how youth are challenged to stay grounded in a legacy of teachings of respect for all. In the third part of the presentation, a Native youth led initiative, the “Check the Box Campaign,” will be addressed. This effort to gather data about Native American youth is the first step toward leveraging their collective voice to close the achievement gap.

STUDENT-DRIVEN SERVICE-LEARNING:
TRANSFORM THE CLASSROOM EXPERIENCE [0605]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 108
Presenter: Dr. Heather Batchelor, Westminster College, Salt Lake City, UT

This workshop will explore the benefits of service-learning for diverse populations, the ways in which it can empower students, build subject-matter knowledge, and develop social capital. Participants will learn how to plan for and organize student-driven service-learning projects rooted in subject matter curriculum standards. Teachers may bring subject matter standards they are interested in working with.

WHAT’S YOUR 20/20? [0606]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 109
Presenter: Mrs. Monica Seeley, Heritage High School, Conyers, GA

Educators will identify the risk factors in their classroom and create a Multidimensional Action Plan which will include classroom interventions, support services, and remediation. Educators will leave the session with strategies to connect with at-risk students who are disconnected from the learning environment.

THORPE 2 THORPE—PEER LEADERSHIP [0607]
Strand: School Climate: Safety and Student Wellness
Location: Wassaja 110
Presenters: Mr. Tim McGowan, Networks of Support, Rapid City, SD; and Mr. Dennis Dolezal, Pine Ridge High School, Pine Ridge, SD

Meet the peer leaders, students from Pine Ridge High School, who are implementing a leadership and mentoring approach that focuses on connectedness.
Join Us for Our

Monday Evening Reception

4:30–6:00 p.m., Courtyard Plaza

Featuring heavy hors d’oeuvres and a demonstration by the Akimel O’otham Basket Dancers from Blackwater Community School, Coolidge, AZ

REACHING THE WOUNDED STUDENT CONFERENCE

JUNE 25–28 2017

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JOE HENDERSHOTT
FOUNDER/PRESIDENT
Hope 4 The Wounded

SPEAKERS

JOHN GAILER
ASSISTANT DIRECTOR PROGRAMS/OUTREACH
NATIONAL DROPOUT PREVENTION CENTER NETWORK

KEN PACKARD
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SHELLEY STEWART
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DAVE PAXTON
CHIEF CLINICAL OFFICER
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TUESDAY, APRIL 11, 2017

7:30 a.m. - 8:30 a.m.
CONTINENTAL BREAKFAST/NETWORKING
Location: Pre-Function Area

7:30 a.m. - 4:30 p.m.
REGISTRATION/EXHIBIT HALL OPEN
Location: Pre-Function Area

GENERAL SESSION
(All are invited to attend.)
8:30 a.m. - 9:45 a.m.
Location: Wassaja Ballroom

WELCOME AND OPENING REMARKS
Ms. Judy Basham, Native American Liaison, Phoenix Union High School District

INTRODUCTION OF KEYNOTE SPEAKER
Ms. Kimberly Daingkau-Begay, Tucson Unified School District, Native American Education Coordinator/Advisor

KEYNOTE SPEAKER
Ms. Hattie Kauffman, Journalist and Author

CLOSING REMARKS
Ms. Theresa Benally, Wellness and Culture Coordinator, Window Rock Unified School District

CONCURRENT SESSIONS
(Participants choose one.)

10:00 a.m. - 11:00 a.m.

CREATING SAFE SPACES: USING THE LET’S TALK CURRICULUM TO BUILD LIFE SKILLS AND RESILIENCE WITH YOUTH [0902]
Strand: School Climate: Safety and Student Wellness
Location: Conference 103-104
Presenter: Mrs. Lindsey Kahney, National Runaway Safeline, Chicago, IL

Teachers and school officials can affect a positive change in their schools and communities by being able to identify resources such as the National Runaway Safeline and its free Let’s Talk Runaway Prevention Curriculum and how implementation of this program can assist with student’s social and emotional learning.

BLENDING LEARNING AND ONLINE CURRICULUM TO HELP ALL STUDENTS BECOME COLLEGE AND CAREER READY [0903]
Strand: Instructional Strategies to Increase Learning
Location: Conference 105-106
Presenter: Mr. Matt West, Backbone Communications, Gilbert, AZ

In this presentation we will discuss a framework to use educational software in a blended learning/online course format to help all students succeed. We will also demonstrate how to prepare students for career or college through engaging CTE and 21st Century Skills software.

A SYSTEMS APPROACH TO DROPOUT PREVENTION FOR ALASKAN NATIVE STUDENTS [0904]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 107
Presenters: Mr. Kelly Tonsmeire, Alaska Staff Development Network, Juneau, AK; Mr. Daniel Walker, Mr. Carlton Kuhns, and Ms. Kimberly Hankins, Lower Kuskokwim School District, Bethel, AK

With support from the USED Alaska Native Education grant program, the AK Staff Development Network, and the Lower Kuskokwim School District (LKSD) have been working together for the past five years to improve academic performance
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From empowering data tools that monitor student progress to customizable courses, our enhanced technology and diverse suite of online and blended curriculum and services are helping teachers become life-long believers and students become life-long learners.
TUESDAY, APRIL 11, 2017

10:00 a.m. - 11:00 a.m.

and high school graduation for Native students. A systems approach, focusing on career counseling, increased engagement in CTE, and professional development for teachers and leaders through a data driven, strategic-thinking process is key to LKSD’s success. From 2013 to 2016, LKSD’s graduation rate increased by more than 40%.

ALTERNATIVE SCHOOL EDUCATION AND ITS POTENTIAL [0905]
Strand: School Climate: Safety and Student Wellness
Location: Wassaja 108
Presenters: Mr. Andres Burrola, Baboquivari Unified School District, Sells, AZ; and Mr. Daniel Dill, Odysseyware, Chandler, AZ

In this presentation, we will review the general expectations of the alternative setting, the platform we are currently utilizing with Odysseyware, and the opportunities we have through dual enrollment with Tohono O’dham Community College.

NETWORKS OF SUPPORT—PEER LEADERSHIP APPROACH [0906]
Strand: School Climate: Safety and Student Wellness
Location: Wassaja 109
Presenter: Mr. Tim McGowan, Networks of Support, Rapid City, SD

Learn about the Peer Leadership Approach that is being implemented by reservation schools in western South Dakota. The Networks of Support approach focuses on developing leadership skills by increasing the student’s capacity for humanity.

TRAINING RURAL TEACHERS, SCHOOL LEADERS, AND PARENTS/COMMUNITIES TO SUPPORT HIGHLY ABLE LEARNERS IN SCHOOLS WITH HIGH POPULATIONS OF AMERICAN INDIANS [0907]
Strand: Addressing the Opportunity Gap
Location: Wassaja 110
Presenters: Mrs. Wendy Behrens, Minnesota Department of Education, Roseville, MN; and Ms. Cori Paulet, Minnesota Department of Education/Project North Star, St. Paul, MN

Project North Star is a federal grant preparing teachers, administrators, and communities to support traditionally underserved, highly able learners attending rural schools. Representatives of the Minnesota Department of Education will discuss initial findings, materials, and progress toward the goals of the grant. Participants will have the opportunity to provide input on future resource development.

Concurrent Sessions

(Participants choose one.)

11:15 a.m. - 12:15 p.m.

STUDENT ACHIEVEMENT IN SPECIAL POPULATIONS WITH PERSONALIZED AND COMPETENCY-BASED LEARNING [1002]
Strand: Instructional Strategies to Increase Learning
Location: Conference 103-104
Presenters: Ms. Kyle Cavolo and Ms. Kathy Hakes-Fastner, Odysseyware, Chandler, AZ; and Mr. Noah Johnson, Nay Ah Shing, Onamia, MN

In this session, learn more about the focus of implementing a competency-based learning program and the benefits to our special populations. Common blended learning strategies to promote student agency will be discussed and the role of coaching teachers to success.

HEART AND SOUL—STUDENT OWNERSHIP [1003]
Strand: Instructional Strategies to Increase Learning
Location: Conference 105-106
Presenter: Mr. Clyde McBride, Kayenta Unified School District #27, Kayenta, AZ

The Monument Valley Agriculture Education Program has received a lot of national media attention because of the collaboration of education to benefit both the students and their communities. This workshop will focus on the idea of giving the students the ownership so they can assist in providing services to their communities, as well as developing real-life skills.

MR. GILBERT, MR. GILBERT, WHAT IS A SCIENTIST? [1004]
Strand: Culture and Language
Location: Wassaja 107
Presenter: Dr. W. Sakiestewa Gilbert, Northern Arizona University, Flagstaff, AZ

Integrating Native language and culture into the regular elementary science curriculum has a positive effect on how Native American students view the discipline of science. Grounded in their own native science perspectives, students acquire positive
11:15 a.m. - 12:15 a.m.

attitude towards science education and attain academic achievement demonstrated by this NSF research project.

SALT RIVER SCHOOLS STUDENT CONDUCT AND DISCIPLINE: BUILDING A BRIDGE OF SUPPORT AND INTERVENTION [1005]
Strand: Behavioral Supports
Location: Wassaja 108
Presenters: Dr. Cynthia Clary, Ms. Vicky Corlett, Ms. Wi-Bwa Grey, and Dr. Louis Lafitte, Salt River Schools, Scottsdale, AZ

In Spring 2016, we developed an intervention-rich approach to K-12 student discipline. Approved by our Education Board in August 2016, we have implemented the handbook this school year. We will discuss strategies, interventions, and supports used at each grade level to address behavior issues and keep students in class.

READING THE WORLD AND THE WORD [1006]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 109
Presenters: Ms. Rebecca Van Der Jagt, Kyrene School District, Phoenix, AZ; and Ms. Shannon Manuelito-Allison, Kyrene School District, Tempe, AZ

Before the written word, people learned about the world using the same metacognitive skills we now teach students when they learn to read. In this session, participants will learn a strategy that has students use these metacognitive skills out-of-text so that they can then apply the skills in text.

INTERNALIZED AND SYSTEMIC OPPRESSION AND THE BARRIERS TO ACHIEVE HIGHER EDUCATION FROM INDIGENOUS CANADIAN EDUCATIONAL LEADERS’ PERSPECTIVES [1007]
Strand: Family and Community Engagement
Location: Wassaja 110
Presenters: Ms. Ruby Littlechild and Mrs. Anita Lafferty, Alberta Aboriginal Construction Career Centre, Edmonton, AB

This dynamic Indigenous educated duo will bring forward a grassroots, Indigenous International educational perspective regarding oppression and education from a Canadian perspective.

12:15 p.m. - 1:45 p.m.

Luncheon
(All are invited to attend.)

STUDENT DEMONSTRATION
San Carlos Apache Crown Dancers, San Carlos and Globe High School, Peridot, AZ

INTRODUCTION OF FEATURED SPEAKER
Ms. Sheila Cepress, Scottsdale Unified School District, Native American Education Program Coordinator

FEATURED SPEAKER
Ms. Shaandiin Paul Parris, 2016-2017 Miss Indian Arizona

CLOSING REMARKS
Ms. Debbie Manuel, Executive Director, Morning Star Leaders

1:45 p.m. - 2:45 p.m.

TRIBAL ATTENDANCE PILOT PROJECTS: PROMISING PRACTICES CUT NATIVE AMERICAN STUDENTS’ CHRONIC ABSENTEEISM BY EFFECTIVE COLLABORATION WITH TRIBES IN OREGON [1202]
Strand: School Climate: Safety and Student Wellness
Location: Conference 103-104
Presenters: Ms. Ramona Halcomb and Ms. April Campbell, Oregon Department of Education, Salem, OR

In Oregon, Native American students are chronically absent nearly 33% of the time compared to all other students who are absent 19%. The Oregon legislature provided funds to operate pilot projects. The intent was for schools to collaborate and strengthen the links between Oregon tribes and the schools. This workshop explores the highlights of strategies and resources to create a school environment where all students are welcomed and supported. We will also discuss how some districts developed strong staff “buy-in” and commitment to initiatives.
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Ongoing PD—based on needs (provided by District or AdvancePath)

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BEYOND THE CONVERSATION: REVITALIZING LANGUAGE IN AN ACADEMIC WAY [1203]
Strand: Culture and Language
Location: Conference 105-106
Presenter: Ms. Andrea Engbretsen, Lower Kuskokwim School District, Bethel, AK

Despite having many adaptive challenges, the Lower Kuskokwim School District in western Alaska is using many creative strategies to increase indigenous language use both conversationally and academically. The district has adopted a dual language pathway to achievement. By developing curriculum materials that are place-based and culturally relevant, Alaskan Native students are more engaged as they connect to their education.

G.O. F.I.S.H.I.N.G. [1204]
Strand: Behavioral Supports
Location: Wassaja 107
Presenter: Mr. Roy Juarez, IMPACTtruth, Inc., San Antonio, TX

This interactive presentation is designed to equip youth practitioners, educators, and administrators with nine practical strategies that can be used to work with wounded students and their families. Through a series of interactive stories, each participant will get a glimpse into the life of a homeless teenager and his dysfunctional family. Learn how these nine practical strategies can change the course of a family’s life, teach them to build healthy relationships, and bring sustainable change.

BEYOND THE PAIR-SHARE: DEVELOPING ACADEMIC CONVERSATIONS FOR ALL LEARNERS [1205]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 108
Presenters: Dr. Tamara Hall, Ms. Angelia Bell Julien, Ms. Patricia Dienz, and Ms. Marsha Cody, WestEd, Peoria, AZ

Academic standards require all students to become excellent communicators and critical thinkers. Students are required to articulate their own ideas and build on others’ ideas. Students need to have multiple opportunities throughout the day to develop their abilities to think critically, communicate articulately, and persevere with complex tasks. In this session, participants will learn the levels of academic conversations along with multiple ways in which to incorporate them into classroom instruction.

CAN SPELLING BE REMEDIATED? YES! BUT NOT BY STUDYING WORD LISTS AND TAKING A TEST ON FRIDAY [1206]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 109
Presenter: Dr. Dee Tadlock, Central Washington University; 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.

REACHING THE WOUNDED STUDENT [1207]
Strand: School Climate
Location: Wassaja 110
Presenter: Dr. Joseph Hendershott, Hope 4 The Wounded, LLC, Celebration, FL

Based on the presenter’s book, Reaching the Wounded Student, this session will look at ways to encourage the wounded student to find academic and life success. By looking at the effects of trauma, this practitioner will describe methods for boosting esteem, creating empathic connections, and cultivating community. Other topics discussed will be devising alternative discipline to help students remain in the classroom, increase achievement, and ultimately graduate from high school.
TUESDAY, APRIL 11, 2017

**CONCURRENT SESSIONS**

(Participants choose one.)

3:00 p.m. - 4:30 p.m.

**REVERSING THE ACHIEVEMENT GAP TO FAVOR NATIVE STUDENTS: BUILDING ON CULTURAL VALUES [1305]**

Strand: Addressing the Opportunity Gap

Location: Wassaja 108

Presenter: Dr. Dee Tadlock, Central Washington University; Read Right Systems, Shelton, WA

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.

**HERE’S HOW TO REACH AND TEACH ME [1303]**

Strand: Instructional Strategies to Increase Learning

Location: Conference 105-106

Presenter: Mr. Hans Magleby, WhyTry, Inc., Provo, UT

Discover 10 tools to help you foster resilience in even the most unmotivated students. Whether you work with students one-on-one, in small groups, or in a classroom, this breakthrough presentation will give you skills to deliver resilience to students of ANY background and learning style.

**INCREASE ATTENDANCE AND STUDENT ENGAGEMENT OF AMERICAN INDIAN STUDENTS [1304]**

Strand: Addressing the Opportunity Gap

Location: Wassaja 107

Presenter: Dr. Connie Locklear and Ms. Rebecca Ward, Public Schools of Robeson County, Pembroke, NC

This workshop will emphasize intervention strategies designed to encourage student achievement and increase student attendance. It will highlight the various goals and objectives of the Indian Education Program and draw attention to the opportunities provided to American Indian students.

**RELEASING THE WARRIOR FROM WITHIN [1306]**

Strand: School Climate: Safety and Student Wellness

Location: Wassaja 109

Presenter: Mr. Victor Woods, Success International Incorporated, Bloomingdale, IL

Victor Woods, national speaker, author, and CNN contributor will facilitate this dynamic workshop geared to teaching groundbreaking techniques on how to reach Native American children with the power of hope and the unconquerable human spirit. Victor Woods has worked with thousands of Native American children in South Dakota and Wyoming, specifically teaching how to overcome obstacles and how to become resilient.

**SEVEN WAYS TO TRANSFORM THE LIVES OF WOUNDED STUDENTS [1307]**

Strand: School Climate

Location: Wassaja 110

Presenter: Dr. Joe Hendershott, Hope 4 The Wounded, LLC, Celebration, FL

This session provides a wealth of strategies for teachers and principals who work with wounded students—those who are beyond the point of at risk and have experienced trauma in their lives. Based on evidence in his most recent book, seven key strategies will be shared for changing school culture to transform the lives of students. Recognizing the power of effective leadership and empathy in creating a sense of community and safety for wounded students, this session is designed to help educators redesign their school environment and empower educators to direct students on a path to academic and life success.
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WIN Learning is a proud Innovation Partner with National Dropout Prevention Center/Network
WEDNESDAY, APRIL 12, 2017

7:30 a.m. - 8:30 a.m.

COFFEE SERVICE
Location: Pre-Function Area

7:30 a.m. - 11:00 a.m.

EXHIBITS OPEN
Location: Pre-Function Area

7:30 a.m. - 12:00 noon

REGISTRATION
Location: Pre-Function Area

CONCURRENT SESSIONS
(Participants choose one.)

8:30 a.m. - 9:30 a.m.

RELEASING THE WARRIOR FROM WITHIN [1402]
Strand: School Climate: Safety and Student Wellness
Location: Conference 103-104
Presenter: Mr. Victor Woods, Success International Incorporated, Bloomingdale, IL

Victor Woods, national speaker, author, and CNN contributor will facilitate this dynamic workshop geared to teaching groundbreaking techniques on how to reach Native American children with the power of hope and the unconquerable human spirit. Victor Woods has worked with thousands of Native American children in South Dakota and Wyoming, specifically teaching how to overcome obstacles and how to become resilient.

COLLABORATION BETWEEN STATE, COUNTY, AND LOCAL EDUCATION AGENCIES TO REENGAGE YOUTH [1403]
Strand: Reengagement and Recovery Strategies
Location: Conference 105-106
Presenters: Mr. Christopher Dickinson, Arizona Department of Education, Phoenix, AZ; Ms. Binky Michelle Jones, Ombudsman Educational Services, Glendale, AZ; and Ms. Tamela Franks, Opportunities for Youth, Phoenix, AZ

This session is focused on highlighting the work being done collaboratively between the Arizona Department of Education’s Zip Code Project, Opportunities for Youth Maricopa County, and Ombudsman Educational Services charter/alternative schools. The focus of our collaboration is to recover, reconnect, and reengage youth to their fullest potential.

7:30 a.m. - 12:00 noon

DEDUCTIVE LOGIC AND LEADERSHIP EDUCATION [1405]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 108
Presenter: Dr. Jacob Kashiwagi, Arizona State University, Tempe, AZ

Deductive Logic and Leadership Education will be a discussion-led workshop based off of a $17.7M research program to improve performance in multiple industries all over the world over the last 24 years. This structure is successful because it teaches students how to quickly break down issues and solve them. Don’t believe it? Come and see for yourself.

ADDRESSING COLLEGE AND CAREER READINESS IN INDIAN COUNTRY: HOW CULTURALLY RESPONSIVE CURRICULUM IS DEVELOPING TOMORROW’S LEADERS [1406]
Strand: Family and Community Engagement
Location: Wassaja 109
Presenter: Mrs. Joannie Romero, Institute of American Indian Arts, Santa Fe, NM

Participants will develop a thorough understanding of what culturally responsive education looks like, as well as how culturally relevant curriculum has been developed to address college and career readiness in Pueblo communities. Participants will also learn how to better advocate for their communities, schools, and children by becoming more knowledgeable of education policy at the federal, state, and tribal levels.

HERE’S HOW TO REACH AND TEACH ME [1407]
Strand: Instructional Strategies to Increase Learning
Location: Wassaja 110
Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, National Dropout Prevention Network, Potomac, MD

A Native American school system was listed as a failing system by the state. After applying the concepts of the Process Communication model, the academic achievement improved so much that the school system no longer is considered failing. The key to student success is helping students get their motivational needs met every day in every class. Their attitude toward education improves; they stop their disruptive behaviors, learn more, and stay in school. Dissertations and case studies will show how teachers can use these research-based concepts.
BRIDGE THE GAP WITH EARLY INSIGHTS

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WEDNESDAY, APRIL 12, 2017

CONCURRENT SESSIONS
(Participants choose one.)

9:45 a.m. - 10:45 a.m.

BUILDING A COMMUNITY COLLABORATIVE FOR TRUANCY, GANGS, AND YOUTH VIOLENCE REDUCTION [1502]
Strand: School Climate: Safety and Student Wellness
Location: Conference 103-104
Presenters: Mr. Christopher Cuestas, National Violence Prevention Resource Center (NVPRC), Tucson, AZ; Dr. Lana Decouteau, Turtle Mountain Community School, Belcourt, ND; and Ms. Marilyn Laducer, Belcourt School District #7, Belcourt, ND

NVPRC currently facilitates a regional G.R.I.P.S. drug, gang, and youth violence reduction regional task force for the northern plains tribal communities. Members of the task force will speak on building a community collaborative in response to community risk factors, truancy, delinquency, and gang activity. The tribal strategic plan will be discussed and replication of such for conference participants to include streamlining the truancy process and examining alternative dispositions that engage and empower parents and community members.

GROWING TITLE VI (PREVIOUSLY TITLE VII) PROGRAMS EFFECTIVELY [1503]
Strand: Addressing the Opportunity Gap
Location: Conference 105-106
Presenters: Ms. Rebecca Van Der Jagt, Ms. Hester Tuppence, and Ms. Tamzyn Whitaker, Kyrene School District, Phoenix, AZ

Identifying students who are eligible for Title VI programs can be challenging, especially in large districts. This session will help Title VI staff members to develop effective procedures for identifying Native students who qualify for Title VI so as to increase funding through the grant.

RESOURCES AND OPPORTUNITIES THROUGH THE NATIONAL DROPOUT PREVENTION CENTER/NETWORK [1505]
Strand: Digital Communication and Engagement
Location: Wassaja 108
Presenter: Dr. Sandy Addis, National Dropout Prevention Center/Network, Clemson, SC

For nearly 30 years, the National Dropout Prevention Center/Network (NDPC/N) has provided dropout prevention resources and served as a clearinghouse of information on effective strategies for school dropout prevention. This session will provide an overview of findings from NDPC/N related to dropout risk factors and strategies for reducing school dropout rates and will focus on resources and services available from NDPC/N to assist educators, practitioners, and those working to create or maintain policies supportive of students who struggle. Participants will be introduced to ways to share their school’s, district’s, or state’s dropout prevention stories, challenges, and successes through NDPC/N’s national network and modes of dissemination.

DROP OUT PREVENTION: RECOVERY AND INTERVENTION PROGRAMS OFFERED THROUGH EDUCATION MANAGEMENT ORGANIZATIONS [1506]
Strand: Reengagement and Recovery Strategies
Location: Wassaja 109
Presenter: Mr. Steve Crooks, Grad Solutions, Mesa, AZ

Receiving a high school diploma changes lives by opening doors to opportunity. Arizona has experienced the effectiveness of progress-based, mentor-driven student recovery, credit recovery, and summer programs that change lives by making it possible for highly at-risk students to earn a diploma. This presentation will discuss a number of turn-key programs for districts, schools, and students that can leverage state and federal funds to make a diploma possible for students. To learn more about what is happening in Arizona through Education Management Organizations and what may be available in your state, join us for this engaging session.
DIGITAL COACHING: HELPING AMERICAN INDIAN STUDENTS NAVIGATE COLLEGE ADMISSIONS THROUGH SOCIAL MEDIA AND TEXTING [1507]

Strand: Digital Communication and Engagement
Location: Wassaja 110
Presenter: Dr. Matthew Makomenaw, American Indian College Fund, Denver, CO

The American Indian College Fund’s Native Pathways to College program supports American Indian students in select high schools with the college admissions process. The pathways team coaches students primarily through texting and social media. This session will highlight successful tips and challenges related to coaching students through technology.

CLOSING SESSION/Brunch
(All are invited to attend.)

10:45 a.m. - 12:00 noon

Location: Wassaja Ballroom

STUDENT DEMONSTRATION
Santa Rosa Ranch School Royalty, Sells, AZ

OPENING REMARKS
Ms. Nadine Groenig, Director of Indian Education, Arizona Department of Education

INTRODUCTION OF KEYNOTE SPEAKER
Mr. Christopher Dickinson, Manager of the Zip Code Project, Arizona Department of Education

KEYNOTE SPEAKER
Dr. George Blue Spruce, Assistant Dean for American Indian Affairs, Arizona School of Dentistry and Oral Health

CLOSING REMARKS
Dr. Sandy Addis, Director, National Dropout Prevention Center/Network
Santa Rosa Ranch School Royalty, Sells, AZ
Ak-Chin Police and Fire Color Guard

Mark Your Calendar
for these upcoming NDPC/N events

2017 Reaching the Wounded Student Conference
June 25–28, 2017
Rosen Centre Hotel
Orlando, FL

2017 Freshman Success Conference
June 25–28, 2017
Rosen Centre Hotel
Orlando, FL

2017 National Dropout Prevention Network Conference
October 22–25, 2017
Palm Springs, CA

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<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona Department of Education</td>
<td>The Arizona Department of Education, Gifted Education Unit, invites you to stop by for a free gifted bookmark, sign up for the gifted e-newsletter, and discuss your gifted students.</td>
</tr>
<tr>
<td>Backbone Communications</td>
<td>We offer software and technology for blended learning, online programs, intervention and RTI, college and career readiness, and hardware to outfit 21st century classrooms.</td>
</tr>
<tr>
<td>Cassy’s Arts &amp; Craft</td>
<td>Visit my exhibit area to see handmade jewelry, fleece animals, purses, and scarves.</td>
</tr>
<tr>
<td>Cheryl’s Creations Unlimited</td>
<td>We offer contemporary native American jewelry to include silver-plated and acrylic beads and semiprecious stones with warranty benefit.</td>
</tr>
<tr>
<td>CodaKid - Kids Coding Academy</td>
<td>CodaKid is a kids’ computer programming academy that offers after-school classes, summer tech camps, and online courses for ages seven and up.</td>
</tr>
<tr>
<td>Hustle University</td>
<td>Hustle University’s MAKE A WAY program primarily works with Title I schools and educators that serve at-risk youth. Services include staff training, youth presentations, and highly RELEVANT curriculum materials that provide educational strategies to build stronger RELATIONSHIPS and bring RESULTS!</td>
</tr>
<tr>
<td>National Dropout Prevention Center/Network</td>
<td>Stop by and meet our staff and gather valuable information about NDPC/N products and services. Information can be found about membership and benefits, Solutions to the Dropout Crisis, The Journal of At-Risk Issues, The National Dropout Prevention Center/Network Newsletter, the National Dropout Prevention Specialist certification program, online courses, research publications, and more.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Native American Fatherhood &amp; Families Association</td>
<td>Curriculum/program information on Fatherhood Is Sacred® and Motherhood Is Sacred® and Linking Generations by Strengthening Relationships will be shared. Information regarding training dates and location will be available.</td>
</tr>
<tr>
<td>Susan Backus</td>
<td></td>
</tr>
<tr>
<td>460 N Mesa Dr., Suite 115</td>
<td></td>
</tr>
<tr>
<td>Mesa, AZ  85201</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:sbackus@aznaffa.org">sbackus@aznaffa.org</a></td>
<td></td>
</tr>
<tr>
<td>Native Hands</td>
<td>Native American jewelry and arts and crafts items will be offered.</td>
</tr>
<tr>
<td>Arlene Joe</td>
<td></td>
</tr>
<tr>
<td>P. O. Box 26138</td>
<td></td>
</tr>
<tr>
<td>Tempe, AZ  85285</td>
<td></td>
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<tr>
<td><a href="mailto:ajntempe2003@yahoo.com">ajntempe2003@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Odysseyware®</td>
<td>Odysseyware® equips administrators and teachers with flexible instructional tools to teach in their own style, helping individual students to learn and excel at their own pace.</td>
</tr>
<tr>
<td>Kyle Cavolo</td>
<td></td>
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<tr>
<td>300 N. McKemy Ave.</td>
<td></td>
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<tr>
<td>Chandler, AZ  85226</td>
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<tr>
<td>480-220-7720</td>
<td></td>
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<tr>
<td><a href="mailto:kcavolo@odysseyware.com">kcavolo@odysseyware.com</a></td>
<td></td>
</tr>
<tr>
<td>Read Right Systems</td>
<td>The Read Right reading intervention program has an impressive record of success with RTI tiers 2 and 3, SPED including dyslexia and autism, and English language learners.</td>
</tr>
<tr>
<td>Dee Tadlock</td>
<td></td>
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<tr>
<td>310 W. Birch</td>
<td></td>
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<tr>
<td>Shelton, WA  98584</td>
<td></td>
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<tr>
<td>360-427-9440</td>
<td></td>
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<tr>
<td><a href="mailto:deet@readright.com">deet@readright.com</a></td>
<td></td>
</tr>
<tr>
<td>Shandiin Jewelry</td>
<td>We sell Native American (Navajo) handmade jewelry. Semiprecious stones, beaded necklaces, bracelets, lanyards, and pins are also available for purchase.</td>
</tr>
<tr>
<td>Carletta Nez</td>
<td></td>
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<tr>
<td>P.O. Box 1368</td>
<td></td>
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<tr>
<td>Chinle, AZ  86503</td>
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<tr>
<td>928-209-3703</td>
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<tr>
<td><a href="mailto:carlien_42@yahoo.com">carlien_42@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Shash Legáá</td>
<td>Silver Smithier, hand-made jewelry made from the Southwest will be displayed. The artwork comes from many generations of my family and we have been making jewelry for over 37 years.</td>
</tr>
<tr>
<td>Sarah Poyer</td>
<td></td>
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<tr>
<td>P.O. Box 411</td>
<td></td>
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<tr>
<td>Waterflow, NM 87421</td>
<td></td>
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<tr>
<td>505-686-2840</td>
<td></td>
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<tr>
<td><a href="mailto:poyersarah0826@gmail.com">poyersarah0826@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Shortman Native Arts</td>
<td>Stop by and see beautiful handmade native beadwork and sterling silver jewelry.</td>
</tr>
<tr>
<td>Louise Shortman</td>
<td></td>
</tr>
<tr>
<td>P. O. Box 2097</td>
<td></td>
</tr>
<tr>
<td>Tuba City, AZ  86045</td>
<td></td>
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<tr>
<td>480-826-4747</td>
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<tr>
<td><a href="mailto:louiseshortman@yahoo.com">louiseshortman@yahoo.com</a></td>
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<td>ORGANIZATION</td>
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<tr>
<td>SmartSchools USA</td>
<td>SmartSchools is an affordable online program that provides an individually tailored opportunity to earn a fully accredited high school diploma, regardless of age or location. Eligible for ESA funding.</td>
</tr>
<tr>
<td>Steve Crooks</td>
<td></td>
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<tr>
<td>1440 S. Clearview Avenue, Suite 101</td>
<td></td>
</tr>
<tr>
<td>Mesa, AZ 85029</td>
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<tr>
<td>480-248-4543</td>
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<tr>
<td><a href="mailto:stevec@wantmydiploma.com">stevec@wantmydiploma.com</a></td>
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<tr>
<td>Southern Plaines Beadwork and Silver Work</td>
<td>Barrettes, bracelets, necklaces, dream catchers, key chains, hat bands, scarf slides and more will be available.</td>
</tr>
<tr>
<td>Richard Waller</td>
<td></td>
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<tr>
<td>P. O. Box 1517</td>
<td></td>
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<tr>
<td>Allyn, WA 98524</td>
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<tr>
<td>360-362-2372</td>
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<tr>
<td><a href="mailto:nativeamericanmarketplace@yahoo.com">nativeamericanmarketplace@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Southwest Indian Jewelry</td>
<td>Southwest Indian Jewelry will offer native jewelry and beadwork.</td>
</tr>
<tr>
<td>Charlene Johnson</td>
<td></td>
</tr>
<tr>
<td>P. O. Box #66</td>
<td></td>
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<tr>
<td>St. Michaels, AZ 86511</td>
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<tr>
<td>480-381-0260</td>
<td></td>
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<tr>
<td><a href="mailto:charjohnsonswj@gmail.com">charjohnsonswj@gmail.com</a></td>
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- **Kevin Gaines**
  Principal
  Hart County High School
  Hartwell, GA

- **Stephanie Johnson**
  Principal
  Hart County, GA
  2017 National Principal of the Year Finalist

- **Sandy Addis**
  Director
  National Dropout Prevention Center/Network
  Clemson, SC
DIRECTORY OF PRESENTERS

A

ADDIS, Sandy, National Dropout Prevention Center/Network, Clemson, SC, haddis@clemson.edu

B

BATCHelor, Heather, Westminster College, Salt Lake City, UT, heatherbatchelor@hotmail.com

BEGAY, Gerard, Maricopa Community Colleges, Tempe, AZ, Gerard.Begay@domail.maricopa.edu

BEGAY, Kelsey, Morning Star Leaders Youth Council, Scottsdale, AZ, morningstarleaders@gmail.com

BEHRENS, Wendy, Minnesota Department of Education, Roseville, MN, wendy.behrens@state.mn.us

BELL JULIEN, Angela, WestEd, Peoria, AZ, ajuliend@wested.org

BOULDN, Hiawatha, Self Employed-Retired, Midwest City, OK, hiawatha.b@yahoo.com

BURRÓL, Andres, Baboquivarí Unified School District, Sells, AZ, aburrola@busd40.org

C

CAMPBELL, April, Oregon Department of Education, Salem, OR, april.campbell@ode.state.or.us

CAVOLO, Kyle, Odysseyware, Chandler, AZ, kcavolo@odysseyware.com

CLARY, Cynthia, Salt River Schools, Scottsdale, AZ, cynthia.clary@srpmic-ed.org

CLEVELAND, Roger, Eastern Kentucky University, Richmond, KY, Roger.Cleveland@eku.edu

CODY, Marsha, WestEd, Peoria, AZ, mcody@wested.org

CORLETT, Vicky, Salt River Schools, Scottsdale, AZ, victoria.corlett@srpmic-ed.org

CROOKS, Steve, Grad Solutions, Mesa, AZ, stevec@iwantmydiploma.com

CUDDINGTON, Ana, Scottsdale Community College, Scottsdale, AZ, ana.cuddington@scottsdalecc.edu

CUESTAS, Christopher, NVPRC, Tucson, AZ, cycvps@juno.com

D

DECOUETEAU, Lana, Turtle Mountain Community Schools, Belcourt, ND, Lanelia.Decoteau@K12.ND.US

DEFRANCISCO, Heather, Southwest Region, San Tan Valley, AZ, defranclan@cox.net

DICKINSON, Christopher, Arizona Department of Education, Phoenix, AZ, christopher.dickinson@azed.gov

DIENZ, Patricia, WestEd, Peoria, AZ, pdienz@wested.org

DILL, Daniel, Odysseyware, Chandler, AZ, ddill@odysseyware.com

DOLEZAL, Dennis, Pine Ridge High School, Pine Ridge, SD, dennis.dolezal@bie.edu

E

ENGBRETSEN, Andrea, Lower Kuskokwim School District, Bethel, AK, andrea_engbretsen@lksd.org

F

FRANKS, Tamela, Opportunities for Youth, Phoenix, AZ, Tamela.Franks@mcesa.maricopa.gov

FUENTES, Gabe, Morning Star Leaders Youth Council, Scottsdale, AZ, morningstarleaders@gmail.com

G

GARCIA, Mikaela, Morning Star Leaders Youth Council, Scottsdale, AZ, morningstarleaders@gmail.com

GILBERT, W. Sakiestewa, Northern Arizona University, Flagstaff, AZ, willard.gilbert@nau.edu

GREY, Wi-Bwa, Salt River Schools, Scottsdale, AZ, wi-bwa.grey@srpmic-ed.org

GROENIG, Nadine, Arizona Department of Education, Phoenix, AZ, Nadine.Groenig@azed.gov

GUINN, Mary, Retired Superintendent/Administrator, Little Rock, AR, megguinn917@gmail.com

H

HAKES-FASTNER, Kathy, Odysseyware, Chandler, AZ, kcavolo@odysseyware.com

HALCOMB, Ramona, Oregon Department of Education, Salem, OR, ramona.halcomb@ode.state.or.us

HALL, Tamara, WestEd, Peoria, AZ, thall@wested.org

HANKINS, Kimberley, Lower Kuskokwim School District, Bethel, AK, kimberley_hankins@lksd.org

HENDERSHOTT, Joseph, Hope 4 The Wounded, LLC, Celebration, FL, joe@hope4thewounded.org

J

JOHNSON, Noah, Nay Ah Shing, Onamia, MN, Njohnson@nas.k12.mn.us

JONES, Binky Michelle, Ombudsman Educational Services, Glendale, AZ, bjones@ombudsman.com

JUAREZ, Roy, IMPACTtruth, Inc., San Antonio, TX, Roy@IMPACTtruth.com

K

KAHNEY, Lindsey, National Runaway Safeline, Chicago, IL, lkahney@1800runaway.org

KASHIWAGI, Jacob, Arizona State University, Tempe, AZ, jacob.kashiwagi@asu.edu

KUHNS, Carlton, Lower Kuskokwim School District, Bethel, AK, carlton_kuhns@lksd.org

L

LADUCER, Marilyn, Belcourt School District #7, Belcourt, ND, marilyn.laducer@k12.nd.us

LAFFERTY, Anita, University of Alberta, Edmonton, AB, Canada, alaffert@ualberta.ca

LAFFITTE, Louis, Salt River Schools, Scottsdale, AZ, louis.laffitte@srpmic-ed.org

LARNEY, Jim, Mesa Community College, Mesa, AZ, jim.larney@mesacc.edu
DIRECTORY OF PRESENTERS

LAROSE, Megan, Morning Star Leaders, Inc., Scottsdale, AZ, morningstarleaders@gmail.com

LECLAIR-DIAZ, Amanda, University of Arizona, Tucson, AZ, aleclairdiaz@email.arizona.edu

LITTLE CROW, Michael, Scottsdale Community College, Scottsdale, AZ, michael.little.crow@scottsdalecc.edu

LITTLECHILD, Ruby, Alberta Aboriginal Construction Career Centre, Edmonton, AB, Canada, rubychild@hotmail.com

LOCKLEAR, Connie, Public Schools of Robeson County, Pembroke, NC, connie.locklear@robeson.k12.nc.us

MAGLEBY, Hans, WhyTry, Inc, Provo, UT, kjersti@whytry.org

MAKOMENAW, Matthew, American Indian College Fund, Denver, CO, mmakomenaw@collegefund.org

MANUEL, Debbie, Morning Star Leaders, Inc., Scottsdale, AZ, morningstarleaders@gmail.com

MANUELITO-ALLISON, Shannon, Kyrene School District, Tempe, AZ, sallison@kyrene.org

MCBRIDE, Clyde, Kayenta Unified School District #27, Kayenta, AZ, cemcbride@kayenta.k12.az.us

MCGOWAN, Tim, Networks of Support, Rapid City, SD, tim@networksofsupport.com

MYHR, Bill, Fort McDowell Yavapai Nation, Fort McDowell, AZ, bmyhr@fmyn.org

NICHOLAS, Sheilah, University of Arizona, Tucson, AZ, sheilahn@email.arizona.edu

PAULET, Cori, Minnesota Department of Education/Project North Star, St. Paul, MN, cori@quasma.com

PAULEY, Joseph, National Dropout Prevention Network, Potomac, MD, joe@kahlercom.com

PAULEY, Judith, National Dropout Prevention Network, Potomac, MD, judy@kahlercom.com

QUINTANA, Cathy, Fort McDowell Yavapai Nation, Fort McDowell, AZ, cquintana@fmyn.org

ROMERO, Joannie, Institute of American Indian Arts, Santa Fe, NM, Joannie.romero@iaia.edu

SALAS, Robert, Morning Star Leaders Youth Council, Scottsdale, AZ, robert.salas@morningstarleaders.org

SEELEY, Monica, Heritage High School, Conyers, GA, mseeley@rockdale.k12.ga.us

TADLOCK, Dee, Central Washington University; Read Right Systems, Shelton, WA, deet@readright.com

THIRION, Winona, Maricopa Community Colleges, Tempe, AZ, winona.thirion@domain.maricopa.edu

THOMPSON, Leara, Fort McDowell Yavapai Nation, Fort McDowell, AZ, lkthompson@fmyn.org

TONSMEIRE, Kelly, Alaska Staff Development Network, Juneau, AK, asdn@gci.net

THOMPSON, Leara, Fort McDowell Yavapai Nation, Fort McDowell, AZ, lkthompson@fmyn.org

TUPPONCE, Hester, Kyrene School District, Tempe, AZ, htupponce@kyrene.org

VAN DER JAGT, Rebecca, Kyrene School District, Phoenix, AZ, rvanderjagt@kyrene.org

WALKER, Daniel, Lower Kuskokwim School District, Bethel, AK, daniel_walker@lksd.org

WARD, Rebecca, Public Schools of Robeson County, Pembroke, NC, rebecca.ward@robeson.k12.nc.us

WEST, Matt, Backbone Communications, Gilbert, AZ, matt@backbonecommunications.com

WHITAKER, Tamzyn, Kyrene School District, Phoenix, AZ, Twhitaker@kyrene.org

WOODS, Victor, Success International Incorporated, Bloomingdale, IL, victormwoods@yahoo.com
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