

2012 National Forum on Dropout Prevention for Native and Tribal Communities

**April 15 - 18, 2012
Sheraton Crescent Hotel
Phoenix, Arizona**



Forum Partners

**National Dropout Prevention Center/Network
National Dropout Prevention Center for Students with Disabilities
Arizona Department of Education
National Indian Education Association
Alaska Staff Development Network
Mountain Plains Regional Resource Center
Southwestern Institute for the Education of Native Americans
The National Johnson-O'Malley Association**



State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

April 15, 2012

Dear Forum Participant:

I would like to extend a warm welcome to all of you who have dedicated yourselves to improving the educational success of our Native American youth. We are proud to be supporting this forum in collaboration with the National Dropout Prevention Center and the National Indian Education Association. There is progress being made due to your daily efforts, but closing the achievement gap still presents a challenge. The ADE remains firmly behind these efforts to assure student success.

As Superintendent, I am committed to providing an excellent education for all of our children. I have traveled the state visiting some of our reservations and have listened to the educators, parents and tribal representatives discuss the serious challenges they face. I have created a Native American Advisory Committee to improve our avenues of communication.

The Arizona Department of Education is pleased to be a part of this National Forum on Dropout Prevention for Native and Tribal Communities: Engaging Native Students in Their Education. Sessions will provide insight into best practices from many parts of the nation. We hope you walk away with many tools and ideas that inspire you, so that you might continue to inspire your students to achieve greatness.

Sincerely,

A handwritten signature in cursive script that reads "John Huppenthal".

John Huppenthal
Superintendent of Public Instruction





April 15, 2012

Dear Forum Participant:

Welcome to beautiful Phoenix, Arizona, location of the **2012 National Forum on Dropout Prevention for Native and Tribal Communities: Engaging Native Students in Their Education**. We are pleased that you have chosen to spend the next few days with us to learn the latest strategies, programs, and information on dropout prevention focused on the Native and Tribal student populations.

We trust the Forum will prove a valuable professional development opportunity. The experience of the next few days has been planned and designed to give you a rewarding professional experience as you learn new skills that will be of immediate benefit to you. More than 75 sessions have been planned to allow you to learn how to better work with youth in at-risk situations. The Planning Committee knows that you will gain new knowledge, additional skills, and expand your network of professional friends as you attend the sessions planned this year.

We are very appreciative of our partners for this year's Forum. They have provided insight and effort in the planning and securing of many of our speakers and presenters. Our partners for the Forum this year include the Arizona Department of Education, the National Indian Education Association, the National Dropout Prevention Center for Students with Disabilities, the Alaska Staff Development Network, the Mountain Plains Regional Resource Center, the Southwestern Institute for the Education of Native Americans, and the National Johnson-O'Malley Association. 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 to our exhibitors. We trust you will take time to meet them and learn about the products that 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,

A handwritten signature in black ink, appearing to read "Sam Drew".

Sam Drew
Interim Executive Director



NATIONAL DROPOUT PREVENTION CENTER

209 Martin Street Clemson, SC 29631-1555

864.656.2599 FAX 864.656.0136 ndpc@clermson.edu



NATIONAL INDIAN EDUCATION ASSOCIATION

110 Maryland Avenue, N.E., Suite 104, Washington, DC 20002
202-544-7735 (Phone) 202-544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

Fellow Champions for Our Native Students:

It is a great pleasure to have you join us and our partners – including the National Dropout Prevention Center/Network –in attending this conference. We need your energy to stem a crisis that not only threatens our Native communities, but America as a whole.

Only one out of every two American Indian and Alaska Native high school freshmen will graduate in four years, according to *Education Week's* latest **Diplomas Count** report. This means that far too many young men and women will drop out of school, unable to provide for themselves, their families, and their communities – especially in an age in which education is critical to sustaining our ways of life.

At the same time, we must help America remain strong. The United States cannot thrive if only half its children are educated. Providing every Native child gets high-quality, culturally-based education also helps America remain competitive in an increasingly global economy.

We look forward to your ideas. We also look forward to working together on changing the status quo. And we look forward to helping all Native students stay on the path to college, career, and life success. You can reach NIEA's staff and leaders at www.NIEA.org; on Twitter via our handle, [@Nieadotorg](https://twitter.com/Nieadotorg); and on Facebook at facebook.com/NieaFanPage.

Thank you for bringing your minds together with ours to help all of our Native children.

A hui hou (Until We Meet Again):

Colin Kippen
Native Hawaiian
Executive Director
National Indian Education Association

Learn More about our mission at www.NIEA.ORG
Follow us at [Twitter.com/Nieadotorg](https://twitter.com/Nieadotorg)
Become a Fan at [Facebook.com/NIEAFanPage](https://facebook.com/NIEAFanPage)

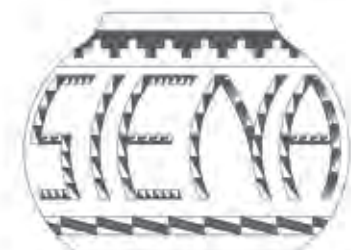


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Many thanks go to our partners who are supporting this Forum.



*National
Johnson O'Malley
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Southwestern Institute for the
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2012 FORUM PLANNING COMMITTEE

A special thank you goes to the following people who served on the Forum's Planning Committee:

Alaska Staff Development Network

Kelly Tonsmeire

Arizona Department of Education

Jan Brite
Maxine Daly
Debora Norris
Sandra Skelton
William McQueary
Kay Schreiber
Alissa Trollinger

Mountain Plains Regional Resource Center

Carol Massanari

**National Dropout Prevention Center
for Students with Disabilities**

Loujeania Bost
Sandra Covington Smith

National Dropout Prevention Center

Terry Cash
Peg Chrestman
Sam Drew
John Dueck
Melinda Fischer
John Gailer
Denise Gianforcaro
Debbie Hall
Katie McMann
Emily Meeks
John Peters
David Windham

National Indian Education Association

Danny Cup Choy
Dawn Mackety

National Johnson-O'Malley Association

Virginia Thomas

**Southwestern Institute for the
Education of Native Americans**

Nadine Groenig

KEYNOTE SPEAKERS



Graduation Matters Montana— Inspiring American Indian Student Success

MS. DENISE JUNEAU

*Monday, April 16, 2012
Opening General Session
8:00 a.m. - 10:45 a.m.*

As Montana's State Superintendent of Public Instruction, Denise Juneau is working hard to provide every Montana child a quality education that creates opportunities for them to be highly competitive in the global economy. Juneau grew up in Browning, Montana, and is the daughter of two educators. She attended, taught in, and worked with Montana's public school classrooms from elementary school through higher education and throughout her professional career.

Culture and Communication in the Classroom

REV. DR. MICHAEL OLEKSA

*Tuesday, April 17, 2012
General Session/Luncheon
12:30 p.m. - 1:45 p.m.*



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."



A Journey of Learning: Making the Most of Education

DR. JOHN MOLINA

*Wednesday, April 18, 2012
Closing Session/Brunch
9:30 a.m. - 11:30 a.m.*

Dr. John Molina is the Chief Executive Officer for Phoenix Indian Medical Center in Phoenix, Arizona. Prior to this appointment Dr. Molina was the Medical Director and Assistant Director for the Arizona Health Care Cost Containment System (AHCCCS), Arizona's Medicaid program. He is also Founder of Las Fuentes Health Clinic, a nonprofit health center in his hometown of Guadalupe, Arizona.

FORUM AT A GLANCE

Date and Time	Event	Page
<u>Sunday, April 15, 2012</u>		
8:00 a.m. - 6:00 p.m.	Registration	2
9:00 a.m. - 12:00 noon	Pre-Forum Workshops (<i>Must be preregistered.</i>)	
	<i>PFW1. Pedagogy of Aloha - Engaging Native Students to Achieve Success in High School and in Life</i>	2
	<i>PFW2. School and Family Relationships-Empowering Parents</i>	2
1:00 p.m. - 4:00 p.m.	Pre-Forum Workshops (<i>Must be preregistered.</i>)	
	<i>PFW3. NDPC's 15 Effective Strategies and Application for Native and Tribal Contexts</i>	2
	<i>PFW4. Working Together to Succeed</i>	2
	<i>PFW5. Graduation: More Than Staying in School</i>	3
	<i>PFW6. Resiliency in the Face of Historical Trauma</i>	3
6:00 p.m. - 7:00 p.m.	Team Meeting: North Central Comprehensive Center Indian Education Leaders	3
<u>Monday, April 16, 2012</u>		
7:30 a.m. - 8:00 a.m.	Continental Breakfast and Networking	3
7:30 a.m. - 3:30 p.m.	Registration	3
7:30 a.m. - 4:30 p.m.	Exhibits Open	3
8:00 a.m. - 10:45 a.m.	Opening General Session (<i>Ms. Denise Juneau</i>)	4
11:00 a.m. - 12:15 p.m.	Concurrent Sessions	5
12:30 p.m. - 1:30 p.m.	Networking Luncheon	6
1:45 p.m. - 3:00 p.m.	Concurrent Sessions	6
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5:00 p.m. - 6:00 p.m.	Reception	9
<u>Tuesday, April 17, 2012</u>		
7:30 a.m. - 8:00 a.m.	Continental Breakfast and Networking	10
7:30 a.m. - 3:30 p.m.	Registration	10
7:30 a.m. - 4:30 p.m.	Exhibits Open	10
8:00 a.m. - 9:15 a.m.	Concurrent Sessions	10
9:30 a.m. - 10:45 a.m.	Concurrent Sessions	11
11:00 a.m. - 12:15 p.m.	Concurrent Sessions	12
12:30 p.m. - 1:45 p.m.	General Session/Luncheon (<i>Rev. Dr. Michael Oleksa</i>)	14
2:00 p.m. - 3:15 p.m.	Concurrent Sessions	14
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7:30 a.m. - 9:30 a.m.	Exhibits Open	19
7:30 a.m. - 10:30 a.m.	Registration	19
8:00 a.m. - 9:15 a.m.	Concurrent Sessions	19
9:30 a.m. - 11:30 a.m.	Closing Session/Brunch (<i>Dr. John Molina</i>)	20
	Directory of Exhibitors	21
	Directory of Presenters	24

SUNDAY, APRIL 15, 2012

8:00 a.m. - 6:00 p.m.

FORUM REGISTRATION

Location: Pre-Function Area, Crescent Ballroom

10:30 a.m. - 10:45 a.m.

REFRESHMENT BREAK

Location: Pre-Function Area, Crescent Ballroom

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

LUNCH (*On your own.*)

PRE-FORUM WORKSHOPS

(Must be preregistered.)

9:00 a.m. - 12:00 noon

PFW1. PEDAGOGY OF ALOHA—ENGAGING NATIVE STUDENTS TO ACHIEVE SUCCESS IN HIGH SCHOOL AND IN LIFE

Strand: Comprehensive Holistic Approaches

Location: Crescent I

Presenter: Dr. Ku Kahakalau, KŪ-A-KANAKA
Consulting KuHonoka'a, HI

A Native Hawaiian educational model, grounded in Pedagogy of Aloha, is fostering Native success in high school and in life, using a way of education that is culturally driven, academically rigorous, community-based, and prepares students to walk comfortably in multiple worlds as they strive to reach their highest.

PFW2. SCHOOL AND FAMILY RELATIONSHIPS —EMPOWERING PARENTS

Strand: Community and Family Involvement

Location: Crescent II

Presenters: Mr. Lloyd Tortalita, The National Johnson-O'Malley Association, Acoma, NM; Ms. Starlena Begay, The National Johnson-O'Malley Association, Snowflake, AZ; Ms. Eleanor Thomas, The National Johnson-O'Malley Association, Window Rock, AZ; and Mr. James Monchamp, The National Johnson-O'Malley Association, Minneapolis, MN

The JOM Program does more than just provide school supplies, it provides an avenue for parents to become involved in their children's education. We will explore the idea of strengthening the connection between parents and their children's school. The JOM Program follows children from kindergarten through high school and allows parents the opportunity to be part of their children's educational plan. Our hope is that you walk away from this Forum informed, empowered, and ready to build a stronger working relationship with your local school district. This will be an interactive Forum that will build your networking capabilities to other school programs that have been successful in reducing the dropout rate using parental involvement.

PRE-FORUM WORKSHOPS

(Must be preregistered.)

1:00 p.m. - 4:00 p.m.

PFW3. NDPC'S 15 EFFECTIVE STRATEGIES AND APPLICATION FOR NATIVE AND TRIBAL CONTEXTS

Strand: Comprehensive/Holistic Approaches

Location: Crescent I

Presenters: Mr. Franklin Schargel, School Success Network, Albuquerque NM; and Ms. Daisy Thompson, Albuquerque Public Schools, Albuquerque, NM

Through extensive research and practice, the National Dropout Prevention Center has identified 15 strategies that have proven effective in the area of dropout prevention. These strategies are proven principles that can be implemented and tailored to any context. This presentation will introduce the strategies and discuss their effective implementation in a native and/or tribal context.

PFW4. WORKING TOGETHER TO SUCCEED

Strand: Reservation/Tribal Programming

Location: Crescent II

Presenters: Dr. Tim Bruce, La Conner School District, La Conner, WA; and Mr. Brian Cladoosby, Swinomish Indian Tribe, LaConner, WA

This presentation will look at the dropout prevention efforts of the Swinomish Tribe and the La Conner School District, who continue to work together to increase school success for all their students. Information presented will include a brief history of the educational challenges of the Swinomish Tribe and an overview of the research completed by the local school district and Tribe to gain a better understanding of the perceived attributes of success, as seen through the eyes of Swinomish High School graduates. Recommendations stemming from this research will be shared as well as current statistics. By working together, the Tribe and school district have developed ongoing student support systems and programs designed to help students stay in school and be successful.

SUNDAY, APRIL 15, 2012

PFW5. GRADUATION: MORE THAN STAYING IN SCHOOL

Strand: Students with Disabilities
Location: Crescent III
Presenters: Dr. Marilyn Johnson, Albuquerque Bureau of Indian Education Office, Albuquerque, NM; and Dr. Sandra Covington Smith, National Dropout Prevention Center for Students with Disabilities, Clemson University, Clemson, SC

The Bureau of Indian Education Dropout Prevention Initiative is the result of a partnership with the National Dropout Prevention Center for Students with Disabilities. The presentation will focus on the evidence-based framework for dropout prevention along with examples of how to promote student engagement among all students.

PFW6. RESILIENCY IN THE FACE OF HISTORICAL TRAUMA

Strand: Resiliency and Protective Factors
Location: Crescent IV
Presenter: Dr. Carrie Johnson, United American Indian Involvement, Inc., Los Angeles, CA

Dr. Johnson will provide a general overview of the cultural, social, and historical factors that have had and continue to have a significant impact on the lives of American Indian and Alaska Native (AI/AN) students. It is imperative to understand and

comprehend the sociohistorical context of AI/ANs in order to facilitate positive educational change and healing that will be passed on from generation to generation. The concept of wellness incorporates the physical, emotional, mental, and spiritual health of AI/AN people, and will be used as a framework utilizing a community-healing model for understanding how to effectively address the impact of historical factors on AI/AN students. The community-healing model recognizes the strengths and resiliency of AI/AN people and values identity, language, culture, and traditions that can assist in promoting positive changes.

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

REFRESHMENT BREAK

Location: Pre-Function Area, Crescent Ballroom

6:00 p.m. - 7:00 p.m.

TEAM MEETING: NORTH CENTRAL COMPREHENSIVE CENTER INDIAN EDUCATION LEADERS

Location: Crescent I

MONDAY, APRIL 16, 2012

7:30 a.m. - 8:00 a.m.

CONTINENTAL BREAKFAST/NETWORKING

Location: Pre-Function Area, Crescent Ballroom

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

EXHIBITS OPEN

Location: Pre-Function Area, Crescent Ballroom

7:30 a.m. - 3:30 p.m.

FORUM REGISTRATION

Location: Pre-Function Area, Crescent Ballroom

8:00 a.m. - 10:45 a.m.

OPENING GENERAL SESSION

(Agenda located on page 4.)

MONDAY, APRIL 16, 2012

OPENING GENERAL SESSION

(All are invited to attend.)

8:00 a.m. - 10:45 a.m.

Location: Crescent Ballroom

WELCOME, REMARKS, AND INTRODUCTIONS

Dr. Sam Drew, Interim Executive Director, National Dropout Prevention Center, Clemson, SC

OPENING PRAYER AND BLESSING

Ms. Rachel Carroll, Cheyenne Elder, Phoenix, AZ

WELCOME FROM ARIZONA DEPARTMENT OF EDUCATION

Mr. John Huppenthal, Superintendent of Public Instruction, Arizona Department of Education, Phoenix, AZ

POLICY UPDATE

Mr. Quinton Roman Nose, President, National Indian Education Association, Watonga, OK

WHITE HOUSE INITIATIVE UPDATE

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

BREAK

NIEA DATA REVIEW

Dr. Dawn Mackety, Director of Research, Data and Policy, National Indian Education Association, Washington, DC

INTRODUCTION OF KEYNOTE SPEAKER

Ms. Maxine Daly, Deputy Associate Superintendent, Innovative and Exemplary Programs, Arizona Department of Education, Phoenix, AZ

GRADUATION MATTERS MONTANA—*INSPIRING AMERICAN INDIAN STUDENT SUCCESS*

Keynoter: Ms. Denise Juneau, State Superintendent, Office of Public Instruction, Helena, MT

Montana State Superintendent Denise Juneau launched Graduation Matters Montana (GMM) in 2010 to inspire and equip local schools to work with communities and families to increase the number of students who graduate from high school prepared for their next steps in life. As a result, over 65% of Montana students now attend a school district that has a GMM initiative in action. The involvement and support of family and local community takes on special importance in Indian Country, where students disproportionately struggle to stay in school. Combining her vision for GMM with her Montana Schools of Promise initiative, which seeks to improve the state's most struggling schools, all of which reside on the state's Indian Reservations, Ms. Juneau will talk about the inspiring steps Indian students are taking in public schools both on and off the Reservation to stay motivated and engaged with their education through graduation.

CLOSING REMARKS AND ANNOUNCEMENTS

Ms. Maxine Daly, Deputy Associate Superintendent, Innovative and Exemplary Programs, Arizona Department of Education, Phoenix, AZ

CONCURRENT SESSIONS

(Participants choose one.)

11:00 a.m. - 12:15 p.m.

6-W.A.C.: IMPLEMENTING A WRITING ACROSS THE CURRICULUM PROGRAM WITH THE 6+1 TRAITS OF WRITING

Strand: Curriculum and Instruction
Location: Canyon I
Presenter: Mr. Erik Francis, Imagine Schools, Phoenix, AZ

Implement a "Writing Across the Curriculum Program" that uses the 6+1 Traits of Writing Scoring Guide as a tool for instruction, assessment, and evaluation. Develop authentic literacy activities in core academic and elective courses that require demonstration of knowledge and cognition through oral and written communication. Create collaborative writing assignments between English/Language Arts and other core academic and elective courses. Understand how to use various writing genres as a tool for instruction, assessment, and evaluation.

TAKE CHARGE PROGRAM: BOOSTING RETENTION, GRADUATION, PERSONAL RESPONSIBILITY, AND ACADEMIC EXCELLENCE

Strand: Curriculum and Instruction
Location: Canyon II
Presenters: Mr. Richard Roddy, Recovery Foundation of the Southwest, Inc., Phoenix, AZ; and Dr. Sanford Danziger, TRP Enterprises, Inc., Winston-Salem, NC



Take Charge is a research-based approach to transforming at-risk behaviors into positive, productive, and accountable attitudes and actions. It teaches seven vital academic competencies and uses five recognized fields of discipline. It mitigates bullying by helping students, ages 12 - 19, create a more positive and responsible school atmosphere.

DROPOUT PREVENTION FRAMEWORK: INCREASING GRADUATION OUTCOMES

Strand: Students with Disabilities
Location: Crescent I
Presenters: Dr. Marilyn Johnson and Ms. Sue Bement, Bureau of Indian Education, Albuquerque, NM; and Dr. Sandra Covington Smith, National Dropout Prevention Center for Students with Disabilities, Clemson University, Clemson, SC

The BIE Dropout Prevention Initiative is a partnership with the National Dropout Prevention Center for Students with Disabilities. The presentation will focus on the framework for dropout prevention and the strategies that will be instituted with the first cohort of BIE schools.

SCHOOL LEADERSHIP THAT BUILDS GRADUATION RATES

Strand: Leadership
Location: Crescent II
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

Why are some schools successful with at-risk learners while others, often in the same neighborhood, struggle with the same students and parents and too frequently fail? We contacted 200 high-performing, high-minority, and high-poverty schools and asked the school leaders why they were successful with a population where most schools weren't.

SUCCESSFUL PROGRAMMING THROUGH COMMUNITY PARTNERSHIPS

Strand: Community and Family Involvement
Location: Crescent III
Presenters: Ms. Heidi Bruder, Gila River Health Care Corporation, Sacaton, AZ; and Ms. Christine Ollerton and Ms. Lillian Franklin, VHM Alternative High School, Sacaton, AZ

The success of a community-based program is heavily reliant on the collaboration between community stakeholders. VHM Alternative High School has a successful parenting program due to the efforts of multiple community partners working together to ensure the success of the program. Participants in the BabySmarts Teen Parenting program not only have the support of an alternative high school learning environment, but collaboration with multiple community agencies has allowed for a comprehensive approach ensuring graduation and healthy parenting.

NATIONAL BOARD CERTIFICATION AS A MEANS OF INSURING EFFECTIVE INSTRUCTION IN EVERY CLASSROOM

Strand: Curriculum and Instruction
Location: Crescent IV
Presenter: Ms. Joanna Murray, National University, Vista, CA



An ineffective teacher can put an at-risk student two or more years behind grade level. An effective teacher can undo that damage and move students ahead in their studies. Learn how the tools and process of going through National Board Certification can increase content and pedagogy and help teachers gain great strides in practice to more deeply impact student achievement.

11:00 a.m. - 12:15 p.m.

OVERVIEW OF INDIAN PROGRAMS ON RESERVATIONS, RURAL, AND URBAN AREAS

Strand: Reservation/Tribal Programming
Location: Crescent VI
Presenters: Mr. Lloyd Tortalita, The National Johnson-O'Malley Association, Acoma, NM; Ms. Starlena Begay, The National Johnson-O'Malley Association, Snowflake, AZ; Ms. Eleanor Thomas, The National Johnson-O'Malley Association, Window Rock, AZ; and Mr. James Monchamp, The National Johnson-O'Malley Association, Minneapolis, MN

This session will be an overview of the National Johnson-O'Malley Association Programs from a cultural/historical perspective to present day initiatives within Indian Communities both on and off the reservation.

USING POSITIVE BEHAVIOR SUPPORTS WITH SOCIAL RECIPROCITY; AVOIDING POWER STRUGGLES IN THE CLASSROOM

Strand: Curriculum and Instruction
Location: Crescent VII
Presenter: Katherine Wanslee, It's All About Me Behavior Consultants, Sun Lakes, AZ

Positive classrooms are built on personal connections and provide diverse opportunities to engage and motivate students. Successful relationships are neither random nor accidental. This session will examine how to develop and reinforce personal connections with students and how to implement simple, effective strategies that involve every student. Participants will take away strategies that can be implemented easily and quickly in the classroom as well as techniques that produce immediate results in establishing a productive, positive, learning environment.

12:45 a.m. - 1:30 p.m.

NETWORKING LUNCHEON

Location: Crescent Ballroom

CONCURRENT SESSIONS

(Participants choose one.)

1:45 p.m. - 3:00 p.m.

A BALANCED APPROACH: COMBINING TRADITIONAL AND DIFFERENTIATED INSTRUCTION

Strand: Curriculum and Instruction
Location: Canyon I
Presenter: Mr. Erik Francis, Imagine Schools, Phoenix, AZ

Design unit-based "higher order thinking plans" that combine direct instruction and whole class assignments with project-based learning consisting of multiple intelligence and authentic literacy activities that measure student knowledge and cognition of key academic concepts, promote student choice, and foster personal responsibility.

PRESSING TOWARD THE GOAL: AGAINST ALL ODDS

Strand: Community and Family Involvement
Location: Canyon II
Presenter: Mrs. Carol Raines-Brown, Inglewood USD, Inglewood, CA

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MAGIC JOHNSON
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Magic Johnson EdisonLearning Assist serves students of all ages - collaborating with school districts to positively impact the high school dropout epidemic through expanded educational opportunities for at-risk students and to help turn around under-performing schools, enabling increased effectiveness in school systems nationwide.

Visit one of our two sessions to discover the ways Magic Johnson EdisonLearning Assist can help you to positively impact your students.

Bridgescape Learning Centers: A Hybrid Learning Approach to Dropout Recovery/Prevention

Monday, 4/16/12, 3:15-4:30 pm, Location: Crescent III
Tuesday, 4/17/12, 9:30-10:45 am, Location: Canyon II

Be sure to enter our PRIZE DRAWING when you attend our sessions!



This session addresses issues that effect the life strand and core being of children across the country. Learn strategies and techniques in helping students stay in school who come from the most challenging environments imaginable: children in foster care, children whose parents are in the criminal justice system, children who have been abused and bullied, sexually abused, single family homes, severe absenteeism, and truancy. How can teachers, parents, community and other professionals bridge the gap to eradicate this dropout epidemic?

**BEGINNING WITH THE END IN MIND:
SECONDARY TRANSITION**

Strand: Students with Disabilities
Location: Crescent I
Presenters: Mrs. Amy Dill and Ms. Allison Meritt, Arizona Department of Education, Phoenix, AZ

This comprehensive workshop provides participants with an in-depth look at the transition planning process. Utilizing a fictional student's strengths, preferences, and interests, participants will develop effective transition components designed to support student investment in his or her education. Participants will be provided resources to assist with the transition planning process.

**NAVIGATING THE DATA DILEMMA: FINDING,
UNDERSTANDING, AND USING NATIVE
STUDENT DROPOUT AND GRADUATION DATA**

Strand: Leadership
Location: Crescent II
Presenter: Dr. Dawn Mackety, National Indian Education Association, Washington, DC

We'll discuss challenges and solutions associated with accessing and monitoring data about our Native students, identify data sources, define and compare the various dropout and graduation definitions, and examine indicators to help tribes and Native educators put their Native students on pathways to success. (This session will be repeated Tuesday at 2:00-3:15 p.m.)

**ENGAGEMENT OF STUDENTS THROUGH
ONE-TO-ONE COMPUTING**

Strand: Curriculum and Instruction
Location: Crescent III
Presenters: Dr. Manuel Isquierdo and Ms. Mary Veres, Sunnyside Unified School District, Tuscon, AZ

In 2007, Sunnyside was labeled a "dropout factory" and is now recognized as a tech-savvy district. The transformation of teaching and learning through technology has changed student engagement and reduced dropouts. Through firsthand experience

and research, the district has developed strategies for a successful one-to-one computing program which will be shared today.

**EDUCATION/BUSINESS PARTNERSHIPS: KEY
TO SCHOOL ACHIEVEMENT AND SUCCESS**

Strand: Curriculum and Instruction
Location: Crescent IV
Presenter: Mrs. Nancy Volpe, CVS Caremark, Overland Park, KS

CVS Caremark will showcase how effective education/business partnerships are key to building the skill sets needed for today's jobs and success. CVS is a national leader in innovative programs that offer opportunities to diverse populations. The Pathways to Pharmacy model is designed to engage community youth, especially those who are underserved, in a school-to career model offering hands-on experience in CVS stores where youth receive comprehensive training, mentoring, and transition support for postsecondary achievement.

BECOMING AN EXCELLENT READER

Strand: Curriculum and Instruction
Location: Crescent VI
Presenters: Dr. Dee Tadlock, Read Right Systems, Shelton, WA; and Ms. Bonnie Varner, Kalispel Nation, Airway Heights, WA

What does it take to become an excellent reader? A reading expert with 30 years experience working with children, teens, and adults from Indian Nations from Alaska to Arizona provides insight and tips regarding what it takes for students to be successful.

**TEN STRATEGIES PROVEN TO INSPIRE EVEN
THE MOST DIFFICULT STUDENTS**

Strand: School Climate
Location: Crescent VII
Presenter: Ms. Nancy Blackwell, Longevity Of Success/WhyTry, Colorado Springs, CO

How do you engage the most challenging students? This session will provide 10 strategies that have proven to build relationships, grab attention, and inspire students in K-12 schools, mental health, and correctional organizations worldwide. Learn to speak the language of today's youth using relevant multimedia, physical activities, and visual metaphors.

3:00 p.m. - 3:15 p.m.

REFRESHMENT BREAK

Location: Pre-Function Area, Crescent Ballroom

CONCURRENT SESSIONS

(Participants choose one.)

3:15 p.m. - 4:30 p.m.

PUPPETS AND I-PADS

Strand: Comprehensive/Holistic Approaches
Location: Canyon I
Presenters: Mr. Calvin Racette and Ms. Jackie Taypotat,
Regina Public Schools, Regina, SK

Four school divisions have joined together and developed an Ab-original Holistic Assessment project for K and Pre-K students. The assessment includes parents, Elders, teachers, students, the community, and the school. It involves a puppet and an I-pad. The project has been piloted and development continues.

A FAMILY SERVICES POOL AS A COMMUNITY ENGAGEMENT STRATEGY

Strand: Community and Family Involvement
Location: Canyon II
Presenters: Dr. Marcie Biddleman and Ms. Yaridis Garcia,
Juvenile Welfare Board, Children's Services
Council, Clearwater, FL

The Juvenile Welfare Board, Children's Services Council of Pinellas County, FL, has developed and implemented a family services pool that increases funding for wraparound services including truancy and dropout prevention. This flexible funding model is driven by family needs.

MAKING ALGEBRA CHILD'S PLAY

Strand: Curriculum and Instruction
Location: Crescent I
Presenter: Ms. Vivian Cullen, Borenson and Associates,
Inc., Allentown, PA



Learn about Hands-On Equations, the visual and tactile approach to teaching algebra, which enables even young students to model and understand advanced mathematical concepts, making algebra child's play.

TECHNOLOGY TO IMPROVE SCHOOL CLIMATE: HOW TO MAKE IT CULTURALLY COMPETENT AND EFFECTIVE

Strand: School Climate
Location: Crescent II
Presenter: Mr. Lewis Brentano, Ripple Effects, Inc.,
San Francisco, CA



With Ripple Effects' model program as an example, this session will show how the combination of multimedia and expert systems technologies can deliver culturally competent assessment, professional development, and student instruction for positive school climate proven to build academic achievement for at-risk youth.

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MONDAY, APRIL 16, 2012

BRIDGESCAPE LEARNING CENTERS: A HYBRID LEARNING APPROACH TO DROPOUT RECOVERY/PREVENTION

Strand: Comprehensive/Holistic Approaches
Location: Crescent III
Presenters: Dr. Monica Henson, EdisonLearning, Inc.,
 Jasper, GA; and Dr. James Buchanan,
EdisonLearning, Inc., Chandler, AZ


Bridgescape Learning Centers is a national initiative to create hybrid learning environments in collaboration with school districts in order to recover (and prevent) dropouts by offering a pathway to a standard high school diploma. EdisonLearning has partnered with Magic Johnson Enterprises, America's Promise Alliance, and other leaders in attacking urban dropout issues. (This session will be repeated Tuesday, 9:30 - 10:45 a.m.)

TRAIN YOUR BRAIN FOR ACADEMIC SUCCESS

Strand: Students with Disabilities
Location: Crescent IV
Presenters: Mr. Mike O'Connor, Southern California
 Indian Center, San Juan Capistrano, CA; and
Dr. Calvin Ross, Ross Wellness Center,
San Juan Capistrano, CA

This is an interactive presentation. Participants will learn how their brain is neurologically organized, what their particular learning style is, how strong their learning style is, the difference between a conceptualizer and visualizer, and how emotional overlay impacts educational and sports performance.

ONLINE LEARNING BEYOND THE ONLINE CLASSROOM: USING A LEARNING MANAGE- MENT SYSTEM TO ENHANCE TRADITIONAL AND BLENDED CLASSROOMS

Strand: Curriculum and Instruction
Location: Crescent VI
Presenter: Ms. Tamara Kemper, MGRM Pinnacle,
 Tempe, AZ

Across the nation, exciting classroom models like the "flipped classroom" and "flex model" are integrating online learning into traditional and blended classrooms. Attendees will tour some of these models as a part of the "Learning Spectrum" and learn how to use a Learning Management System (LMS) to maximize effectiveness in each.

ACTIVITIES, GAMES, AND ENERGIZERS

Strand: School Climate
Location: Crescent VII
Presenter: Ms. Nancy Blackwell, Longevity Of Success/
WhyTry, Colorado Springs, CO

Time flies when you are having—LEARNING!!! Create a learning environment where students are engaged longer. These activities build rapport and communication with students and staff. The use of music will be modeled throughout this sessions. So, come get ENERGIZED!!!

5:00 p.m - 6:00 p.m.

RECEPTION

Location: Pavilion/Phoenix Garden
Hosted by: Southwestern Institute for the
Education of Native Americans



"Artificial Red" is comprised of Native American artists Randy Kemp (Choctaw/Euchee/Muscogee Creek) performing with various Native American flutes, with accompaniment by Dean Yazzie (Dine'/Navajo) on acoustic guitar. Their music is a blend of original contemporary guitar arrangement with expressive flute responses, while intermittently fused with spoken word poetry of Native American life, themes, and views.



7:30 a.m. - 8:00 a.m.

CONTINENTAL BREAKFAST/NETWORKING

Location: Pre-Function Area, Crescent Ballroom

7:30 a.m. - 3:30 p.m.

REGISTRATION

Location: Pre-Function Area, Crescent Ballroom

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

EXHIBITS OPEN

Location: Pre-Function Area, Crescent Ballroom

CONCURRENT SESSIONS

(Participants choose one.)

8:00 a.m. - 9:15 a.m.

GED PLUS: TURNING AT-RISK STUDENTS INTO ACADEMIC SUCCESS STORIES

Strand: Comprehensive/Holistic Approaches

Location: Canyon I

Presenters: Ms. Sarah Williams and Mr. Ruben Evans, GED Plus Program, North Little Rock, AR

With over 10,000 graduates, the highly successful GED Plus program uses a multifaceted, ever-evolving approach with at-risk students, increasing the success rate to 99% since the program's inception. This presentation will provide an overview of the program as well as some of the innovative instructional methods and elements that create a supportive framework conducive to student success.

INTERNALIZING STRENGTHS OF YOUR PEOPLE: BUILDING PRACTICES FOR LIFE SUSTAINMENT

Strand: Curriculum and Instruction

Location: Canyon II

Presenters: Dr. Brenda Deese, Public Schools of Robeson County, Lumberton, NC; and Mrs. Rita Locklear, Public Schools of Robeson County, Pembroke, NC

A toolkit will be presented connecting southeastern Native values, relationship building, and Native students for success in school and the future. Five fundamental principles and subsequent promising practices demonstrate how educators can engage traditional values through authentic relationships and certain awareness to shape lives, cultivate strengths, and

recognize how to grow character for life sustainment. (This session will be repeated at 11:00 am – 12:15 p.m.)

ENGAGING DROPOUTS AND AT-RISK YOUTH THROUGH A YOUTH AGRICULTURE PROJECT

Strand: Curriculum and Instruction

Location: Crescent I

Presenter: Mr. John Glade, The Tutorial Center, Inc., Bennington, VT

Since 2006, The Tutorial Center's Youth Agriculture Project (YAP) has been engaging dropouts and at-risk youth, ages 16-21, through hands-on work in farm fields, gardens, and farmers' markets. A lot of things grow and it isn't just the plants! Youth gain confidence, improve soft skills, acquire transferable work skills, and are reenergized about their educational paths. Eighty-nine percent of YAP students have reengaged in secondary education following the program. As a bonus, thousands of pounds of organic produce are donated to the community needy.

THE EVER-CHANGING RULES OF ENGAGEMENT

Strand: Leadership

Location: Crescent II

Presenter: Mr. Winston Long, Abbott House, Irvington, NY

An exciting new workshop where participants/leaders in organizations explore new ways of looking at and creatively developing community partnerships. This will be an experiential approach to presenting the very special paradigm shift needed for helping to develop effective partnerships between schools and the community. Together we will explore "The Rules of Engagement" needed today when involved with Native Americans, students with disabilities, or at-risk students. The new tools/attitudes needed by leaders will be explored.

DROPOUT PREVENTION: AN URBAN PERSPECTIVE

Strand: Urban Native Educational Programs

Location: Crescent III

Presenters: Mr. Jay Leonard and Ms. Shannon Romero, Albuquerque Public School Indian Education Department, Albuquerque, NM

There are approximately 644,000 elementary and secondary Native American students attending public schools in many urban cities across America. For many years, the loss of cultural grounding by native children in urban educational systems has been ignored. The Albuquerque Public School Indian Education Plan has seen success in the revitalization of native languages and culture in the district.

**ENGAGING NATIVE FAMILIES IN EDUCATION:
HOW TO INVITE THEM AND KEEP THEM
COMING BACK**

Strand: Community and Family Involvement
Location: Crescent IV
Presenter: Dr. Dawn Mackety, National Indian Education Association, Washington, DC

We'll discuss research-based factors that encourage and discourage Native family engagement in education and provide tips to keep them coming back.

**REDUCING DROPOUT RATES AMONG
NATIVE AMERICAN YOUTH**

Strand: Comprehensive/Holistic Approaches
Location: Crescent VI
Presenters: Mr. Mike O'Connor, Southern California Indian Center, San Juan Capistrano, CA; and Dr. Calvin Ross, Ross Wellness Center, San Juan Capistrano, CA

This session demonstrates the program structure and teaching strategies of two highly successful specifically designed courses (Introduction to High School and Academic Support) and The Gateway Program as used by a Southern California high school with an 11-17% Native American population, as designed, taught, and administered by the presenter.

9:15 a.m. - 9:30 a.m.

REFRESHMENT BREAK

Location: Pre-Function Area, Crescent Ballroom

CONCURRENT SESSIONS

(Participants choose one.)

9:30 a.m. - 10:45 a.m.

**REDUCING THE DROPOUT RATE BY
MEETING STUDENT NEEDS**

Strand: School Climate
Location: Canyon 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, stop their disruptive behaviors, stay in school, and improve their grades. 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.

**BRIDGESCAPE LEARNING CENTERS: A
HYBRID LEARNING APPROACH TO
DROPOUT RECOVERY/PREVENTION**

Strand: Comprehensive/Holistic Approaches
Location: Canyon II
Presenters: Dr. Monica Henson, EdisonLearning, Inc, Jasper, GA; and Dr. James Buchanan, Edison-Learning, Inc., Chandler, AZ



Bridgescape Learning Centers is a national initiative to create hybrid learning environments in collaboration with school districts in order to recover (and prevent) dropouts by offering a pathway to a standard high school diploma. EdisonLearning has partnered with Magic Johnson Enterprises, America's Promise Alliance, and other leaders in attacking urban dropout issues.

**SCHOOL CULTURES THAT BUILD
GRADUATION RATES**

Strand: School Climate
Location: Crescent I
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

Why are some schools toxic to students, student learning, parents, and even staff? We believe it depends on the leadership and the school culture. How do the leaders transform schools with negative cultures into positive ones? How do hostile cultures to student learning, students, staff, and parents transform themselves into positive ones? We contacted 300 high-performing, high-minority, and high-poverty schools and asked school leaders how they were transforming a hostile culture into a supportive learning environment.

**CLOSING THE MATH ACHIEVEMENT GAP OF
NATIVE AMERICAN STUDENTS IDENTIFIED
AS LEARNING DISABLED**

Strand: Students with Disabilities
Location: Crescent II
Presenter: Dr. Judith Hanks, University of Wisconsin Oshkosh, WI

Findings of a 3-year study investigating the impact of teaching students identified as LD and EBD through inquiry rather than direct instruction showed that state test math scores of Native American middle/high school CMAG Project students improved significantly. Strategies that produced these gains will be shared during the workshop. (This session will be repeated at 3:30 - 4:30 p.m.)

9:30 a.m. - 10:45 a.m.

GRADUATION AND ACADEMIC IMPROVEMENT FOR NATIVE STUDENTS (GAINS)

Strand: Comprehensive/Holistic Approaches
Location: Crescent III
Presenters: Mr. J. Kelly Tonsmeire, Mr. Carl White, Mr. Rob Picou, Ms. Jenny Lee, Ms. Aurora Johnson, and Mr. Troy Choquette, Alaska Staff Development Network, Douglas, AK

GAINS is a U.S. Department of Education Alaska Native Education grant funded, three-year project designed to improve high school graduation and academic success for Alaska Native students in 15 small, remote, rural schools in the Bering Strait Region of Northwest Alaska.

INDIAN EDUCATION SELF-ASSESSMENT FOR SCHOOLS: IMPROVING SERVICES TO NATIVE AMERICAN STUDENTS

Strand: School Climate
Location: Crescent IV
Presenter: Ms. Debora Norris, Arizona Department of Education, Phoenix, AZ

This is an introduction to a free, voluntary, Indian Education self-assessment process for districts, schools, communities, and parents to evaluate the levels of quality and frequency in delivering services to Native American students under the federal definition of purpose for Indian Education programs in “meeting the unique educational needs of Native American students.” This self-inquiry process can be a powerful tool in school climate transformation with Native American students as the beneficiaries of this dialogue. (This session will be repeated Tuesday 3:30 - 4:30 p.m.)

WORKING WITH HIGH-RISK KIDS

Strand: Resiliency and Protective Factors
Location: Crescent VI
Presenters: Mr. Richard Roddy, Recovery Foundation of the Southwest, Inc., Phoenix, AZ; and Dr. Sanford Danziger, TRP Enterprises, Inc., Winston-Salem, NC



We will discuss why youth are so angry, self-destructive, and disrespectful. What are the issues behind the issues? Explore permanent solutions, not “quick fixes,” and how unresolved historical/generational issues affect kids today. This session will examine ways to become better role models and how to rebuild trust and respect with kids.

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

Strand: Curriculum and Instruction
Location: Crescent VII
Presenter: Ms. Nancy Blackwell, Longevity Of Success/WhyTry, Colorado Springs, 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 discussions. Learn how to have more time to do what we entered the profession to do—TEACH.

CONCURRENT SESSIONS

(Participants choose one.)

11:00 a.m. - 12:15 p.m.

KEEPING “AT-RISK” NATIVE AMERICAN STUDENTS IN SCHOOL

Strand: School Climate
Location: Canyon I
Presenters: Mr. Jayson Stanley, Ms. Lizatina Stanley, Mr. Ansony King, and Mr. Santanna Logan, Mt. Turnbull Academy, Bylas, AZ; Dr. Leon Ben, Fort Thomas Unified School, Fort Thomas, AZ; and Mr. Louis Lorenzo, San Carlos Apache Tribe Wellness Center, Bylas, AZ

Mt. Turnbull Academy is an alternative high school in Bylas, Arizona, on the San Carlos Indian Reservation. This school has graduated over 40 students in the last four years and the staff will share their stories about overcoming obstacles that faced them. The staff faced the fact that they were not only changing the student, but the community as a whole. Participants will also hear the students’ side of the story. They managed to graduate regardless of the high poverty rate, drug/alcohol abuse, and teen pregnancy. (This session will be repeated from 2:00-3:15 p.m.)

TRANSFORMING KALISPEL & MUCKLESHOOT STUDENTS INTO READERS: LONG-TERM AND NEW PROJECTS WORKING FOR DROPOUT PREVENTION

Strand: Comprehensive/Holistic Approaches
Location: Canyon II
Presenters: Dr. Dee Tadlock, Read Right Systems, Shelton, WA; Mr. Willard Bill, Jr., Muckleshoot Tribal School, Auburn, WA; and Ms. Bonnie Varner, Kalispel Nation, Airway Heights, WA

Before the Kalispel Nation transformed its reading program, teenage students commonly read at first, second, or third grade levels with little interest in reading or college. Eight years after implementing an intensive reading program that focuses on the construction of meaning rather than basic skills, Kalispel high school students are reading at a 9th grade level or above. Muckleshoot students are experiencing promising results in the program's first year.

INTERNALIZING STRENGTHS OF YOUR PEOPLE: BUILDING PRACTICES FOR LIFE SUSTAINMENT

Strand: Curriculum and Instruction
Location: Crescent I
Presenters: Dr. Brenda Deese, Public Schools of Robeson County, Lumberton, NC; and Mrs. Rita Locklear, Public Schools of Robeson County, Pembroke, NC

A toolkit will be presented connecting southeastern Native values, relationship building, and Native students for success in school and the future. Five fundamental principles and subsequent promising practices demonstrate how educators can engage traditional values through authentic relationships and certain awareness to shape lives, cultivate strengths, and recognize how to grow character for life sustainment.

THE ABC'S OF COMMUNITY AND FAMILY INVOLVEMENT

Strand: Community and Family Involvement
Location: Crescent II
Presenters: Dr. Mary Lindsey, Florida HIPYPY Training and Technical Assistance Center, Tampa, FL; and Ms. Gail Jones, HIPYPY, Baton Rouge, LA

This workshop will establish the ABC's for developing a parent involvement/community model. Participants will learn how the Home Instruction for Parents of Preschool Youngsters (HIPYPY) model empowers them to become advocates, being present to learn, and communication skills necessary for school success. Educated and informed students become community leaders.

SERVICE-LEARNING BOOTCAMP: AN INTRODUCTION TO SERVICE-LEARNING

Strand: Curriculum and Instruction
Location: Crescent III
Presenters: Ms. Stephanie Hahn, Arizona Department of Education, Phoenix, AZ; and Ms. Krista Gypton, Vail School District, Vail, AZ

This presentation introduces the K-12 service-learning concept, covers the state and national service-learning standards, and looks at service-learning through several lenses: teacher, administrator, student, and community partner. Participants will leave with a clear understanding of service-learning, its critical role in K-12 education, and what part they can play in its success.

BUILDING ON FAMILY STRENGTHS FOR SUCCESSFUL FUTURES

Strand: Community and Family Involvement
Location: Crescent IV
Presenter: Ms. Mary Durel, The Parent-Child Home Program, Garden City, NY

Bridging the achievement gap begins before school starts. Explore a research-based early literacy strategy that works within the community's language and culture and successfully engages and retains diverse, high-needs families, including Native populations. Children enter school ready to succeed and graduate from high school at the rate of middle class students.

NINE-VOICES CULTURAL PREVENTION MODEL: TIME-TESTED INDIGENOUS PROTECTIVE FACTORS FOR DROPOUT PREVENTION

Strand: Reservation/Tribal Programming
Location: Crescent VI
Presenter: Mr. Dennis Bowen, Sr., Tuba City Unified School District 153, Tuba City, AZ

The Nine-Voices Cultural Prevention Model is a research-based program developed in the Tuba City Unified School District. Components include conditions-focused use of traditional teaching and thought for life skill development, peace making, school achievement, and family/community involvement. Cultural competence is a key for effectiveness. (This session will be repeated Wednesday at 8:00-9:15 a.m.)

TUESDAY, APRIL 17, 2012

11:00 a.m. - 12:15 p.m.

WHY TRY? BUILDING HOPE IN EXCEPTIONAL CHILDREN

Strand: Students with Disabilities
Location: Crescent VII
Presenter: Ms. Nancy Blackwell, Longevity Of Success/
WhyTry, Colorado Springs, CO

This workshop will emphasize a strength-based approach to helping youth overcome their challenges by teaching social and emotional life skills using “multiple intelligence” methods that address the youths’ learning styles. Remediating social and emotional deficits is demonstrated to build hope and success in exceptional children.

GENERAL SESSION/LUNCHEON

(All are invited to attend.)

12:30 p.m. - 1:45 p.m.

Location: Crescent Ballroom

WELCOME

Ms. Joanna Murray, National University,
Vista, CA

BLESSING

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

LUNCH

INTRODUCTION OF KEYNOTE SPEAKER

Mr. J. Kelly Tonsmeire, Alaska Staff Development
Network, Douglas, AK

CULTURE AND COMMUNICATION IN THE CLASSROOM

Keynote: 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, ANNOUNCEMENTS

Mr. J. Kelly Tonsmeire, Alaska Staff Development
Network, Douglas, AK

2:00 p.m. - 3:15 p.m.

CONCURRENT SESSIONS

(Participants choose one.)

KEEPING “AT-RISK” NATIVE AMERICAN STUDENTS IN SCHOOL

Strand: School Climate
Location: Canyon I
Presenters: Mr. Jayson Stanley, Ms. Lizatina Stanley,
Mr. Ansony King, and Mr. Santanna Logan,
Mt. Turnbull Academy, Bylas, AZ;
Dr. Leon Ben, Fort Thomas Unified School,
Fort Thomas, AZ; and Mr. Louis Lorenzo,
San Carlos Apache Tribe Wellness Center,
Bylas, AZ

Mt. Turnbull Academy is an alternative high school in Bylas, Arizona, on the San Carlos Indian Reservation. This school has graduated over 40 students in the last four years and the staff will share their stories about overcoming obstacles that faced them. The staff faced the fact that they were not only changing the student, but the community as a whole. Participants will also hear the students’ side of the story. They managed to graduate regardless of the high poverty rate, drug/alcohol abuse, and teen pregnancy.

USING NATIVE AMERICAN LEARNING STYLES EMBEDDED BY EFFECTIVE INSTRUCTIONAL STRATEGIES

Strand: Curriculum and Instruction
Location: Canyon II
Presenter: Dr. Ember Conley, Maricopa Unified School
District, Maricopa, AZ

This interactive workshop will show instructors how to use specific instructional strategies in the classroom. It will focus upon three specific instructional strategies implemented at specific developmental stages in elementary classrooms. Its central purpose was to increase Native American student achievement in reading, ultimately preventing the widening of the academic achievement gap. (This session will be repeated at 3:30 p.m.)

IMPLEMENTING PARENT AND COMMUNITY ENGAGEMENT

Strand: Students with Disabilities
Location: Crescent I
Presenters: Dr. Jean Strait and Mr. Robert Rivera,
Center for Excellence in Urban Teaching,
St. Paul, MN

This comprehensive workshop provides participants with an in-depth look at the transition planning process. Utilizing a fictional student's strengths, preferences, and interests, participants will develop effective transition components designed to support student investment in his or her education. Participants will be provided resources to assist with the transition planning process.

NAVIGATING THE DATA DILEMMA: FINDING, UNDERSTANDING, AND USING NATIVE STUDENT DROPOUT AND GRADUATION DATA

Strand: Leadership
Location: Crescent II
Presenter: Dr. Dawn Mackety, National Indian Education Association, Washington, DC

We'll discuss challenges and solutions associated with accessing and monitoring data about our Native students, identify data sources, define and compare the various dropout and graduation definitions, and examine indicators to help tribes and Native educators put their Native students on pathways to success.

SCOTTSDALE COMMUNITY COLLEGE: HOOP OF LEARNING

Strand: Urban Native Educational Programs
Location: Crescent III
Presenters: Ms. Ana Cuddington and Ms. Winona Thirion,
Scottsdale Community College, Scottsdale, AZ

The Hoop of Learning is intended to reduce or minimize the economic and cultural barriers that Native Americans face while targeting high school students to transition into college. It provides an understanding of college, increases retention, and improves graduation rates. Students take a culturally relevant curriculum that empowers them to reach their goals.

IMPROVING ACHIEVEMENT FOR NATIVE AT-RISK STUDENTS THROUGH ALTERNATIVE EDUCATION SETTINGS

Strand: Students with Disabilities
Location: Crescent IV
Presenters: Ms. Velma Spencer and Ms. Kimberly Rollins,
Window Rock Unified School District, Fort
Defiance, AZ; and Mr. Nate Varney, MGRM
Pinnacle Education, Inc., Tempe, AZ

The creation of an interim alternative school for native high school students with emotional disabilities has provided students with additional support needed to accomplish their educational goals. By utilizing online learning, the Scout PRIDE program has freed up the special education staff to directly support students with extensive educational, behavioral, and mental health supports. (This session will be repeated Wednesday 8:00 - 9:15 a.m.)

WE'RE NIEA
Advancing Excellence for Our Native Students

ADVOCACY
RESEARCH
CAPACITY-BUILDING

For laws and resources that can help Native students stay in school - and bring prosperity to their communities.
On conditions of education for - and solutions that can help - our American Indian, Alaska Native, and Native Hawaiian children.
To help Native advocates provide our students with high-quality teaching and culturally-based learning.

Join the leading advocates for all Native students and communities. Learn more at NIEA.org

2:00 p.m. - 3:15 p.m.

THE FATHER'S UNIQUE ROLE IN ADDRESSING NATIVE CHILDREN'S EDUCATION

Strand: Community and Family Involvement
Location: Crescent VI
Presenter: Mr. Albert Pooley, Native American Fatherhood & Families Association, Mesa, AZ

This will be an interactive workshop that will show the unique role fathers play in the education of their children. Our approach is based on a culturally rich model that inspires and motivates fathers and mothers to devote their best efforts in teaching and raising children to develop their potential and the attributes needed for success in life.

ENGAGING TEEN PARENTS IN NATIVE COMMUNITIES

Strand: Reservation/Tribal Programming
Location: Crescent VII
Presenter: Ms. Heidi Bruder, Gila River Health Care Corporation, Sacaton, AZ

Looking for ways to help your teen parents successfully step into their role of parent? Are you working with teen parents in Native American communities? BabySmarts has some tips that will enhance your teen parenting program and give your teen parents the foundation they need to be successful parents from prenatal and beyond. We believe that healthy, strong, smart babies need healthy, strong, smart parents. BabySmarts is committed to empowering our teen parents to be the best parents they can be and raise healthy happy babies.

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

REFRESHMENT BREAK

Location: Pre-Function Area, Crescent Ballroom

NOTE: During the time period of 3:30 p.m. to 4:30 p.m. participants have a choice of formats:

- (1) Choose one concurrent session.
- OR**
- (2) Choose the Carousel Session and attend two roundtable discussions.

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

CAROUSEL SESSION

(Participants choose two.)

The carousel session will be located in Crescent Ballroom. A number and title will be posted at each table. Each participant will choose a table and be seated. After 30 minutes, the facilitator will signal the end of Round One. Participants will then move to another table.

INDIVIDUALIZED STUDENT PLANS (ISP'S)

Strand: Community and Family Involvement
Location: Table 1
Presenter: Mr. Landon Walls, Ha:san Preparatory and Leadership School, Tucson, AZ

At Ha:san Preparatory and Leadership School we implement a student to advisor program where each student has an Individualized Student Plan. Over the course of their high school career, the advisor monitors student progress through credits earned, grades received, and future courses needed. This program involves parents and guardians at every level. Attendees will explore the effectiveness of this program and highlight what happens at HPLS.

MOVE ON WHEN READY PARTNERS WITH AZ INDIAN COMMUNITIES TO REFORM EDUCATION AND INCREASE GRADUATION RATES AND STUDENT ACHIEVEMENT

Strand: Curriculum and Instruction
Location: Table 2
Presenter: Ms. Sonia Gonzales, Brightmont Academy, Scottsdale, AZ

Students from the Gila Indian Community and the Salt River Pima Community are currently participating in a program that will allow them to complete their high school diploma once they have passed a series of board examinations and 11.5 credits (half of traditional diploma) using a blended learning model.

OVERVIEW OF A YOUTHBUILD PROGRAM

Strand: Reservation/Tribal Programming
Location: Table 3
Presenter: Mrs. Vickie Oldman-John, YouthBuild USA, Rio Rancho, NM

This presentation will focus on the "YouthBuild" model, a unique program which focuses on high school diploma/GED attainment and hands-on construction activities. The presentation will include an overview of YouthBuild, the benefits of the program for students and the community, and the ingredients for a successful YouthBuild program.

NATIONAL BOARD CERTIFICATION AS A MEANS OF INSURING EFFECTIVE INSTRUCTION IN EVERY CLASSROOM

Strand: Curriculum and Instruction
Location: Table 4
Presenter: Ms. Joanna Murray, National University, Vista, CA



An ineffective teacher can put an at-risk student two or more years behind grade level. An effective teacher can undo that damage and move students ahead in their studies. Learn how the tools and process of going through National Board Certification can increase content and pedagogy and help teachers gain great strides in practice to more deeply impact student achievement.

EARLY COLLEGE PROGRAM

Strand: Reservation/Tribal Programming
Location: Table 5
Presenters: Ms. Renee Lozier-Rojas, Ms. Janet Emery, and Ms. Denise Bill, Muckleshoot Tribal College, Auburn, WA

The purpose of the Early College Program is to provide a culturally relevant educational experience for Native American high school students. Juniors and seniors are invited to attend this four-week summer program in which they can earn high school credit and in some cases college credit. Each student completes the MOST Office Assistant Program while participating in the program. The MOST Program is part of a Native American Career Technical Preparation Grant (NACTEP).

NO SOLDIER LEFT BEHIND: FIGHTING FOR EXCELLENCE AT GED PLUS

Strand: Comprehensive/Holistic Approaches
Location: Table 6
Presenters: Mrs. Cheryl Wright and Ms. Robyn Rektor, ARNG GED Plus Program, North Little Rock, AR

The Army National Guard GED Plus Program in central Arkansas is the nation's most successful accelerated GED program and even raised the national GED test pass rate. In six years, it has graduated 11,000 soldiers, utilizing passionate instructors, individualized instruction, and military bearing to achieve a 99% pass rate.

THE CHEROKEE PROMISE SCHOLARSHIP: BATTLING ATTRITION BY BUILDING A HOME AWAY FROM HOME

Strand: Reservation/Tribal Programming
Location: Table 7
Presenters: Mr. Gregg Simmons, Mr. Dallas Pettigrew, and Ms. Jerri Callaway, Cherokee Nation, Tahlequah, OK

The lack of financial resources and social inclusiveness are some of the top reasons students drop out of college. Cherokee Nation created a pilot program to address these issues. This presentation explains how Cherokee Nation created a student cohort that had a 97% retention rate the first semester as compared to a 64% retention rate of students at the same campus.

THE NATIONAL DROPOUT PREVENTION CENTER'S WORK AMONG NATIVE AND TRIBAL COMMUNITIES

Strand: Comprehensive/Holistic Approaches
Location: Table 8
Presenter: Dr. Terry Cash, National Dropout Prevention Center, Clemson, SC

This session will highlight the National Dropout Prevention Center's involvement among native and tribal communities. Discussion will revolve around past projects and how the NDPC can get involved in your community's efforts to lower the dropout rate and increase graduation rates.

CONCURRENT SESSIONS

(Participants choose one.)

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

LAFAYETTE BIG PICTURE LEARNING: MEETING THE NEEDS OF OUR NATIVE AMERICAN STUDENTS

Strand: School Climate
Location: Canyon I
Presenter: Ms. Susan Osborn, LaFayette Central School, LaFayette, NY

A majority of the Native American students in the LaFayette School District were dropping out of school. The district opened a Big Picture Learning School four years ago. Last year the dropout rate was zero and the graduation rate increased 20%. Come see what makes Big Picture Learning successful for Native American students. (This session will be repeated Wednesday 8:00 - 9:15 a.m.)

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

USING NATIVE AMERICAN LEARNING STYLES EMBEDDED BY EFFECTIVE INSTRUCTIONAL STRATEGIES

Strand: Curriculum and Instruction
Location: Canyon II
Presenter: Dr. Ember Conley, Maricopa Unified School District, Maricopa, AZ

This interactive workshop will show instructors how to use specific instructional strategies in the classroom. It will focus upon three specific instructional strategies implemented at specific developmental stages in elementary classrooms. Its central purpose was to increase Native American student achievement in reading, ultimately preventing the widening of the academic achievement gap.

A PROFESSIONAL ATHLETE SPEAKING ABOUT COMMUNITY AND FAMILY INVOLVEMENT

Strand: Community and Family Involvement
Location: Crescent I
Presenter: Mr. George LaFrance, Dine College, Tsailie, AZ

A professional athlete living on the Navajo reservation provides insight about preparing student/athletes for college. He will provide handouts about the NCAA Clearinghouse and discuss the importance of communicating with students at all ages. Insight will also be given regarding the need to get help when needed with homework, issues, etc. Every student deserves a chance to shine!

CLOSING THE MATH ACHIEVEMENT GAP OF NATIVE AMERICAN STUDENTS IDENTIFIED AS LEARNING DISABLED

Strand: Students with Disabilities
Location: Crescent II
Presenter: Dr. Judith Hanks, University of Wisconsin Oshkosh, WI

Findings of a 3-year study investigating the impact of teaching students identified as LD and EBD through inquiry rather than direct instruction showed that state test math scores of Native American middle/high school CMAG Project students improved significantly. Strategies that produced these gains will be shared during the workshop.

INDIAN EDUCATION SELF-ASSESSMENT FOR SCHOOLS: IMPROVING SERVICES TO NATIVE AMERICAN STUDENTS

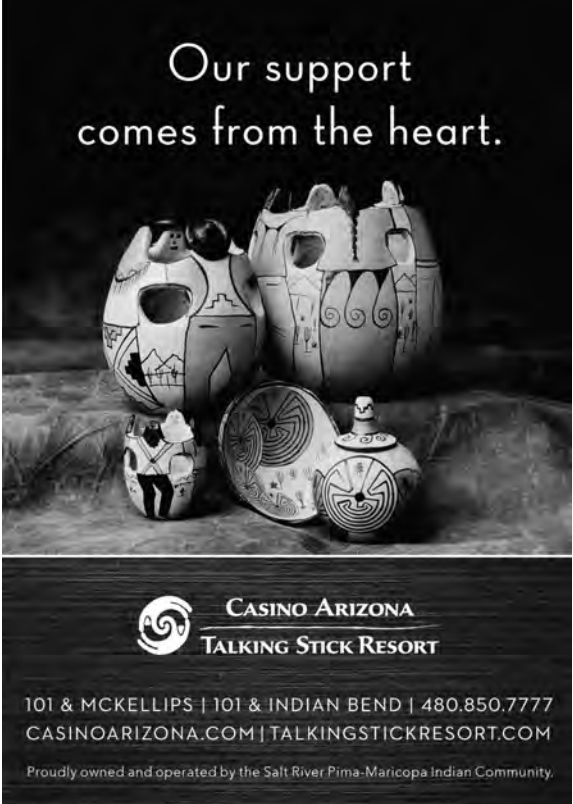
Strand: School Climate
Location: Crescent III
Presenter: Ms. Debora Norris, Arizona Department of Education, Phoenix, AZ

This is an introduction to a free, voluntary, Indian Education self-assessment process for districts, schools, communities, and parents to evaluate the levels of quality and frequency in delivering services to Native American students under the federal definition of purpose for Indian Education programs in "meeting the unique educational needs of Native American students." This self-inquiry process can be a powerful tool in school climate transformation with Native American students as the beneficiaries of this dialogue.

6:00 p.m. - 7:00 p.m.

TEAM MEETING: NORTH CENTRAL COMPREHENSIVE CENTER INDIAN EDUCATION LEADERS

Location: Crescent I



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WEDNESDAY, APRIL 18, 2012

7:30 a.m. - 8:00 a.m.

CONTINENTAL BREAKFAST

Location: Pre-Function Area, Crescent Ballroom

7:30 a.m. - 10:30 a.m.

REGISTRATION/EXHIBITS OPEN

Location: Pre-Function Area, Crescent Ballroom

CONCURRENT SESSIONS

(Participants choose one.)

8:00 a.m. - 9:15 a.m.

INTRODUCTION TO THE CIRCLE OF COURAGE

Strand: Curriculum and Instruction
Location: Canyon I
Presenter: Mrs. Iris Crawford Long, T.O.O.L.S. Training Associates, LLC, Dillon, SC

The Circle of Courage is a Native American symbol that represents a philosophy that promotes positive child and youth development and empowerment. Four core values are the roots of this curriculum that encourage youth to learn and then teach others what they have learned through meaningful and fun activities. Come along with me to identify your gifts and difficulties!

LAFAYETTE BIG PICTURE LEARNING: MEETING THE NEEDS OF OUR NATIVE AMERICAN STUDENTS

Strand: School Climate
Location: Canyon II
Presenter: Ms. Susan Osborn, LaFayette Central School, LaFayette, NY

A majority of the Native American students in the LaFayette School District were dropping out of school. The district opened a Big Picture Learning School four years ago. Last year the dropout rate was zero and the graduation rate increased 20%. Come see what makes Big Picture Learning successful for Native American students.

NINE-VOICES CULTURAL PREVENTION MODEL: TIME-TESTED INDIGENOUS PROTECTIVE FACTORS FOR DROPOUT PREVENTION

Strand: Reservation/Tribal Programming
Location: Crescent I
Presenter: Mr. Dennis Bowen, Sr., Tuba City Unified School District 153, Tuba City, AZ

The Nine-Voices Cultural Prevention Model is a research-based program developed in the Tuba City Unified School District. Components include conditions-focused use of traditional teaching and thought for life skill development, peace making, school achievement, and family/community involvement. Cultural competence is a key for effectiveness.

AMERICAN INDIAN/NATIVE ALASKA CULTURE: DIFFERING PERSPECTIVES ON ITS DEFINITION AND INFUSION INTO EDUCATION

Strand: Resiliency and Protective Factors
Location: Crescent II
Presenter: Dr. Raphael Guillory, Eastern Washington University, Cheney, WA

Focus group interviews were conducted with educators/stakeholders of American Indian/Alaska Native (AI/AN) students including teachers, elementary and high school principals, tribal community leaders, and parents to determine a global definition of culture and ways of infusing culture into curriculum to better educate AI/AN students. A total of 53 focus group participants were selected from the surrounding areas of Portland, OR; Albuquerque, NM; Minneapolis, MN; Oklahoma City, OK; Yakama, WA; Anchorage, AK; and Pembroke, NC.

IMPROVING ACHIEVEMENT FOR NATIVE AT-RISK STUDENTS THROUGH ALTERNATIVE EDUCATION SETTINGS

Strand: Students with Disabilities
Location: Crescent III
Presenters: Ms. Velma Spencer and Ms. Kimberly Rollins, Window Rock Unified School District, Fort Defiance, AZ; and Mr. Nate Varney, MGRM Pinnacle Education, Inc., Tempe, AZ

The creation of an interim alternative school for native high school students with emotional disabilities has provided students with additional support needed to accomplish their educational goals. By utilizing online learning, the Scout PRIDE program has freed up the special education staff to directly support students with extensive educational, behavioral, and mental health supports.

CLOSING SESSION/BRUNCH

(All are invited to attend.)

9:30 a.m. - 11:30 a.m.

Location: Crescent Ballroom

WELCOME

Dr. Dawn Mackety, National Indian Education Association, Washington, DC

BLESSING

Mr. Quinton Roman Nose, President, National Indian Education Association, Watonga, OK

BRUNCH

REMARKS AND INTRODUCTION OF KEYNOTER

Dr. Debora Norris, Arizona Department of Education, Phoenix, AZ

A JOURNEY OF LEARNING: MAKING THE MOST OF EDUCATION

Keynoter: Dr. John Molina, Phoenix Indian Medical Center, Phoenix, AZ

Our personal experiences are a part of the journey of learning. Education is part of that journey and can help us achieve personal success and, more importantly, enable us to give back to our community.

CLOSING REMARKS

Dr. Debora Norris, Arizona Department of Education, Phoenix, AZ

MARK YOUR CALENDAR

**24th Annual
National Dropout Prevention
Network Conference**



**October 14 - 17, 2012
Rosen Plaza Hotel
Orlando, FL**

**25th Annual
At-Risk Youth National FORUM
February 17-20, 2013
Embassy Suites at
Kingston Plantation
Myrtle Beach, SC**

**25th Annual
National Dropout Prevention
Network Conference
November 3-6, 2013
Crowne Plaza Ravinia
Atlanta, GA**

DIRECTORY OF EXHIBITORS

ORGANIZATION	DESCRIPTION
<p>Backbone Communications Lindsey Klein 5025 N Central Avenue #422 Phoenix, AZ 85012 (602) 576-2199 lindsey@backbonecommunications.com</p>	<p>Provider of K12 Inc, Aventa, Middlebury, A+, Reading Horizons online courseware for kindergarten through adult learners. Helping students succeed below, on, and above grade level.</p>
<p>Borenson and Associates, Inc. Mary Geschel P.O. Box 3328 Allentown, PA 18106 (800) 993-6284 info@borenson.com</p>	<p>Hands-On Equations, a visual and tactile program for teaching algebra to young students. The program enables students to concretely represent algebraic equations and word problems. See research and other information on our Web site: www.borenson.com.</p>
<p>EdOptions Raymond French 5600 W. 83rd Street Suite 300 8200 Tower Bloomington, MN 55437 (952) 832-1516 rfrench@edoptions.com</p>	<p>EdOptions™ is an award-winning education company. Its premier product, Stars Suite®, has served more than one million students nationwide and features middle and high school courses.</p>
<p>Education Associates Kathy Leonard P.O. Box 23308 Louisville, KY 40223 (502) 244-6944 kleonard@educationassociates.com</p>	<p>Project Discovery is a Special Needs Transition System: research-based, approved and validated by the U.S. Department of Education, and a Model Program listed by the National Dropout Prevention Center.</p>
<p>Grand Canyon University Ron Yazzie 3300 W Camelback Road Phoenix, AZ 85017 (602) 639-7641 Ron.Yazzie@gcu.edu</p>	<p>GCU offers online and campus-based degree programs in a dynamic learning environment for both traditional students as well as working professionals. Our classes offer engaging interaction with classmates as well as individual attention from instructors who care about your success.</p>
<p>National Dropout Prevention Center John Peters Clemson University 209 Martin Street Clemson, SC 29631 (864) 656-2559 pj@clemson.edu</p>	<p>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.</p>

DIRECTORY OF EXHIBITORS

ORGANIZATION	DESCRIPTION
<p>National Dropout Prevention Center for Students with Disabilities Loujeania Bost Clemson University 209 Martin Street Clemson, SC 29631 (864) 656-6976 lbost@clemson.edu</p>	<p>Stop by and learn about the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). NDPC-SD was established in 2004 by the Office of Special Education Programs (OSEP) as part of OSEP's Technical Assistance and Dissemination (TA&D) Network, which supports the implementation of the Individuals with Disabilities Education Act (IDEA). NDPC-SD was specifically established to assist in building states' capacity to increase school completion rates for students with disabilities through knowledge synthesis, technical assistance, and dissemination of interventions and practices that work.</p>
<p>Native Hands Arlene Joe P.O. Box 26138 Tempe, AZ 85285 (505) 870-0051 Ajntempe2003@yahoo.com</p>	<p>Native American design and made jewelry, made from sterling silver, natural stone, shells, pearls, and glass beads. Hand-carved fetish animals and an assortment of beadwork jewelry.</p>
<p>Navajo Jewelry Virginia Reed P.O. Box 2249 Kayenta, AZ 86033 (928) 349-1712 virgiechinle@yahoo.com</p>	<p>Lovely turquoise necklaces, coral necklaces and earrings, dream catchers, and bluebird aprons.</p>
<p>Parent Information Network, AZ Department of Education Teri Rademacher 1535 West Jefferson, Bin 24 Phoenix, AZ 85007 (928) 344-0141 terisa.rademacher@azed.gov</p>	<p>The Parent Information Network services and resources are free and include: trainings, a media lending library, a quarterly newsletter, a disability resource directory (Blue Pages), and secondary transition planning technical assistance documents.</p>
<p>Read Right Systems Dee Tadlock 310 W. Birch Street Shelton, WA 98584 (360) 427-9440 deet@readright.com</p>	<p>Read Right is a powerful reading intervention model that relies on the plasticity of the brain to remodel the neural network that, in poor readers, guides the reading process inappropriately. Struggling readers are quickly transformed to excellent readers. The program can be delivered online by Read Right employees, or consultants can come to your school and train your staff to implement the methodology.</p>
<p>Ripple Effects Inc. Lewis Brentano 33 New Montgomery Street San Francisco, CA 94105 (415) 227-1669 lbrentano@rippleeffects.com</p>	<p>Ripple Effects' NDPC Model and NREPP Listed Programs provide personalized instruction for at-risk youth proven to improve school success and climate, and reduce disproportionality.</p>

DIRECTORY OF EXHIBITORS

ORGANIZATION	DESCRIPTION
<p>Shandiin Jewelry (Navajo) Carletta Nez and Evelyn Haag P.O. Box 1368 Chinle, AZ 86503 (928) 533-7552 carlien_42@yahoo.com</p>	<p>Navajo jewelry-beaded precious stones, necklaces, earrings, and bracelets. Sterling silver pendants, rings, and bracelets.</p>
<p>Southwest Indian Jewelry Charlene Johnson 5749 North 33rd Drive Phoenix, AZ 85017 (602) 703-6362 charjohnsonswj@gmail.com</p>	<p>A beautiful selection of jewelry that includes sterling silver, bead work, dream catchers, and stone work.</p>
<p>Southwestern Institute for the Education of Native Americans (SIENA) Nadine Groenig P.O. Box 33156 Phoenix, AZ 85067 (623) 670-3561 nadine@siena-az.org</p>	<p>SIENA will provide materials and information about our culturally rich educational events, programs, and resources that promote health, well-being, and education for Native Americans.</p>
<p>Winona Monroe P.O. Box 5533 Leupp, AZ 86035 (505) 879-0798</p>	<p>Our selection of merchandise ranges from authentic sterling silver Navajo and Zuni jewelry. We also have an assortment of beaded jewelry including bracelets, watches, earrings, lanyards, etc.</p>

DIRECTORY OF PRESENTERS

B

- BEGAY**, Starlena, The National Johnson-O'Malley Association, 682 School Bus Lane, Snowflake, AZ 85937, 928-536-4156 ext. 7725 (P), starlenab@snowflake.k12.az.us
- BEMENT**, Sue, Bureau of Indian Education, 1011 Indian School Rd NW, Suite 332, Albuquerque, NM 87104, 505-563-5274 (P), sue.bement@bie.edu
- BEN**, Leon, Fort Thomas Unified School, P.O. Box 300, Fort Thomas, AZ 85536, 928-485-9423 (P), lben@ftthomas.k12.az.us
- BIDDLEMAN**, Marcie, Juvenile Welfare Board, Children's Services Council, 14155 58th St. N., Suite 100, Clearwater, FL 33760, 727-547-5611 (P), mbiddleman@jwbpinellas.org
- BILL**, Denise, Muckleshoot Tribal College, 39811 Auburn Enumclaw Rd. S.E., Auburn, WA 98092, 253-876-3345 (P), denise.bill@muckleshoot.nsn.us
- BILL, JR.**, Willard, Muckleshoot Tribal School, 15209 SE 376th St, Auburn, WA 98092, 253-931-6709 (P), Will.Bill@muckleshoottribalschool.org
- BLACKWELL**, Nancy, Longevity Of Success/WhyTry, P.O. Box 50317, Colorado Springs, CO 80949, 858-342-8964 (P), nanwavrun@aol.com
- BOWEN, SR.**, Dennis, Tuba City Unified School District 153, P.O. Box 67, Tuba City, AZ 86045, 928-283-1176 (P), djbowensr38@yahoo.com
- BRENTANO**, Lewis, Ripple Effects, Inc., 33 New Montgomery St. Suite 1210, San Francisco, CA 94105, 415-227-1669 (P), 415-227-4998 (F), lbrentano@rippleeffects.com
- BRUCE**, Tim, La Conner School District, P.O. Box 2103, La Conner, WA 98257, 360-466-3171 (P), tbruce@lcsd.wednet.edu
- BRUDER**, Heidi, Gila River Health Care Corporation, P.O. Box 38, Sacaton, AZ 85147, 480-540-9493 (P), hkbruder@grhc.org
- BUCHANAN**, James, EdisonLearning, Inc., 5642 West Orchid Lane, Chandler, AZ 85226, 480-282-7997 (P), James.Buchanan@edisonlearning.com

C

- CALLAWAY**, Jerri, Cherokee Nation, P.O. Box 948, Tahlequah, OK 74465, 918-453-5429 (P), jerri-callaway@cherokee.org
- CASH**, Terry, National Dropout Prevention Center, 209 Martin Street, Clemson, SC 29631, 864-656-2737 (P), 864-656-0136 (F), tcash@clemson.edu
- CHOQUETTE**, Troy, Alaska Staff Development Network, 2204 Douglas Highway, Suite 100, Douglas, AK 99824, 907-364-3809 (P), asdn@alaskaacsa.org
- CLADOOSBY**, Brian, Swinomish Indian Tribe, 11404 Moorage Way, LaConner, WA 98257, 360-466-7314 (P), bcladoosby@swinomish.nsn.us

- CONLEY**, Ember, Maricopa Unified School District, 44150 W. Maricopa-Casa Grande Highway, Maricopa, AZ 85138, 520-568-5100 ext 1013 (P), econley@musd20.org
- COVINGTON SMITH**, Sandra, Clemson University, National Dropout Prevention Center for Students with Disabilities, 209 Martin Street, Clemson, SC 29631, 864-656-1877 (P), sandras@clemson.edu
- CRAWFORD LONG**, Iris, T.O.O.L.S. Training Associates, LLC, 306 West Dargan Street, 306 West Dargan Street, Dillon, SC 29536, 914-433-4932 (P), iris.long@att.net
- CUDDINGTON**, Ana, Scottsdale Community College, 9000 East Chaparral Road, Scottsdale, AZ 85256, 480-423-6531 (P), ana.cuddington@sccmail.maricopa.edu
- CULLEN**, Vivian, Borenson and Associates, Inc., P.O. Box 3328, Allentown, PA 18106, (P), Mkgeschel@aol.com; instructor@borenson.com

D

- DANZIGER**, Sanford, TRP Enterprises, Inc., 3978 Old Greensboro Rd, Winston-Salem, NC 27101, 336-777-1947 (P), sanford@trpnet.com
- DEESE**, Brenda, Public Schools of Robeson County, P.O. Drawer 2909, Lumberton, NC 28359, 910-735-2364 (P), deeseb.psrc@robeson.k12.nc.us
- DILL**, Amy, Arizona Department of Education, 1535 W Jefferson, Phoenix, AZ 85007, 602-542-7460 (P), Amy.Dill@azed.gov
- DUREL**, Mary, The Parent-Child Home Program, 1415 Kellum Place, Suite 101, Garden City, NY 11530-1690, 516-883-7480 (P), 516-883-7481 (F), mdurel@parent-child.org

E

- EMERY**, Janet, Muckleshoot Tribal College, 39811 Auburn Enumclaw Rd. S.E., Auburn, WA 98092, 253-876-3355 (P), janet.emery@muckleshoot.nsn.us
- EVANS**, Ruben, GED Plus Program, Camp Robinson, Building 4601, Omaha Ave., North Little Rock, AR 72119, 501-212-4595 (P), ruben.evans@us.army.mil

F

- FRANCIS**, Erik, Imagine Schools, 4725 East Charleston Avenue, Phoenix, AZ 85032, 602-686-1396 (P), erikmfrancis@yahoo.com
- FRANKLIN**, Lillian, VHM Alternative High School, 168 S. Skill Center Rd., Sacaton, AZ 85147, 480-206-4559 (P), kfranklin@vhmschool.org

G

- GARCIA**, Yaridis, Juvenile Welfare Board, Children's Services Council, 14155 58th St. N., Clearwater, FL 33760, 727-547-5662 (P), ygarcia@jwbpinellas.org
- GLADE**, John, The Tutorial Center, Inc., 208 Pleasant St., Bennington, VT 05201, 802-447-0111 (P), 802-447-7607 (F), jackg@tutorialcenter.org

DIRECTORY OF PRESENTERS

GONZALES, Sonia, Brightmont Academy, 10603 N. Hayden Rd., Scottsdale, AZ 85260, 480-292-1259 (P), sonia.gonzales@brightmontacademy.com

GUILLORY, Raphael, Eastern Washington University, 135 Martin Hall, Cheney, WA 99004-2423, 509-359-2274 (P), rguillory@ewu.edu

GYPTON, Krista, Vail School District, 13801 East Benson Highway, Vail, AZ 85641, 520-879-2016 (P), gyptonk@vail.k12.az.us

H

HAHN, Stephanie, Arizona Department of Education, 1535 W. Jefferson St., Bin #42, Phoenix, AZ 85007, 602-364-3839 (P), Stephanie.Hahn@azed.gov

HANKES, Judith, UW Oshkosh, COEHS, 800 Algoma Blvd, Oshkosh, WI 54901, 920-424-7254 (P), hankes@uwosh.edu

HENSON, Monica, EdisonLearning, Inc., 24 Franklin Court 2nd Floor, Jasper, GA 30143, 706-299-9007 (P), monica.henson@edisonlearning.com,

I

ISQUIERDO, Manuel, Sunnyside Unified School District, 2238 E. Ginter Road, Tuscon, AZ 85706, 520-545-2025 (P), 520-545-2121 (F), manueli@susd12.org

J

JOHNSON, Aurora, Bering Strait School District, P.O. Box 225, Unalakleet, AK 99684, 907-624-3757 (P), rpicou@bssd.org

JOHNSON, Carrie, United American Indian Involvement, Inc., 1125 West 6th St., Los Angeles, CA 90017, 213-241-0979, ext 7136 (P), DrCJohnsn@aol.com

JOHNSON, Marilyn, Bureau of Indian Education, 1011 Indian School Rd NW, Suite 332, Albuquerque, NM 87104, 505-563-5273 (P), marilyn.johnson@bie.edu

JONES, Gail, HIPPY, 4344 Wells Street, Baton Rouge, LA 70808, 225-925-5103 (P), gjones5060@aol.com

JUNEAU, Denise, Superintendent, The Montana Office of Public Instruction, P.O. Box 202501 Helena, MT 59620-2501, 406-444-3095 (P), OPISupt@mt.gov

K

KAHAKALAU, Ku, KŪ-A-KANAKA Consulting, P.O. Box 1764, Honoka'a, HI 96727, 808-775-0867 (P), kukahakalau@yahoo.com

KEMPER, Tamara, MGRM Pinnacle, 2224 W. Southern Ave., Suite 1, Tempe, AZ 85282, 480-755-8222 (P), tkemper@pin-ed.com

KING, Ansony, Mt. Turnbull Academy, P.O. Box 300, Bylas, AZ 85530, 928-475-3050 (P), jaysonstanley@hotmail.com

L

LAFRANCE, George, Dine College, One Circle Drive Route 12, Tsaile, AZ 86556, 928-401-0971 (P), ghlafrance@yahoo.com

LEE, Jenny, Bering Strait School District, P.O. Box 225, Unalakleet, AK 99684, 907-642-4551 (P), rpicou@bssd.org

LEONARD, Jay, Albuquerque Public School Indian Education Department, P.O. Box 25704, Albuquerque, NM 87125, 505-884-6392 (P), leonard_jay@aps.edu

LINDSEY, Mary, Florida HIPPY Training and Technical Assistance Center, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL 33612, 813-974-4858 (P), lindsey@usf.edu

LOCKLEAR, Rita, Public Schools of Robeson County, Indian Education Resource Center, P.O. Box 847, Pembroke, NC 28372, 910-521-2054 (P), rita.locklear@robeson.k12.nc.us

LOGAN, Santanna, Mt. Turnbull Academy, P.O. Box 300, Bylas, AZ 85530, 928-475-3050 (P), cheech_3_2000@yahoo.com

LONG, Winston, Abbott House, 100 North Broadway, Irvington, NY 10533, 914-433-4931 (P), wlong@abbotthouse.net

LORENZO, Louis, San Carlos Apache Tribe Wellness Center, P.O. Box 300, Bylas, AZ 85530, 928-475-3450 (P), louislorenzo@yahoo.com

LOZIER-ROJAS, Renee, 39811 Auburn Enumclaw Rd. S.E., Auburn, WA 98092, 253-876-3292 (P), renee.lozier-rojas@muckleshoot.nsn.us

M

MACKETY, Dawn, National Indian Education Association, 110 Maryland Avenue NE, Suite 104, Washington, DC 20002, 202-544-7290 (P), dmackety@niea.org

MERITT, Allison, Arizona Department of Education, 1535 W. Jefferson, Phoenix, AZ 85007, 928-289-5834 (P), Allison.Meritt@azed.gov

MOLINA, John, Phoenix Indian Medical Center, 4212 North 16th Street, Phoenix, AZ 85016, 602-263-1200, Judine.Gerwitz@ihs.gov

MONCHAMP, James, The National Johnson-O'Malley Association, 333 Washington Avenue North, Suite 300, Minneapolis, MN 55401, 612-373-9487 (P), highered@publoofacoma.org

MURRAY, Joanna, National University, 1417 Monte Vista Drive, Vista, CA 92084, 760-803-6093 (P), jeagan-murray@nu.edu

N

NORRIS, Debora, Arizona Department of Education, 1535 W. Jefferson St. Bin #14, Phoenix, AZ 85007, 602-542-2784 (P), Debora.Norris@azed.gov

DIRECTORY OF PRESENTERS

O

- O'CONNOR**, Mike, Southern California Indian Center, 31882 Del Obispo, Suite 158, San Juan Capistrano, CA 92675, 425-785-2418 (P), phspac@aol.com
- OLDMAN-JOHN**, Vickie, YouthBuild USA, 509 Star Villa Circle SE, Rio Rancho, NM 87124, 505-896-6786 (P), kitsesallyboy@gmail.com
- OLEKSA**, Michael, Alaska Staff Development Network, 2204 Douglas Hwy, Juneau, AK 99824-9982, 907-364-3801 (P), frmjoleksa@yahoo.com
- OLLERTON**, Christine, VHM Alternative High School, 168 S. Skill Center Rd., P.O. Box 220, Sacaton, AZ 85147, 520-562-3287 (P), collerton@vhmschool.org
- OSBORN**, Susan, LaFayette Central School, 5995 Route 20 West, LaFayette, NY 13084, 315-952-6145 (P), sosborn@lafayetteschools.org

P

- PAULEY**, Joseph, Process Communications, Inc, 8740 Sleepy Hollow Lane, Potomac, MD 20854, 301-983-8227 (P), joe@kahlercom.com
- PAULEY**, Judith, Process Communications, Inc, 8740 Sleepy Hollow Lane, Potomac, MD 20854, 301-983-8227 (P), 301-299-7033 (F), judy@kahlercom.com
- PETTIGREW**, Dallas, Cherokee Nation, P.O. Box 948, Tahlequah, OK 74451, 918-453-5461 (P), dallas-pettigrew@cherokee.org
- PICOU**, Rob, Bering Strait School District, P.O. Box 225, Unalakleet, AK 99684, 907-624-4261 (P), rprou@bssd.org
- POOLEY**, Albert, Native American Fatherhood & Families Association, 1215 East Brown Road, Mesa, AZ 58203, (P), apooley@aznaffa.org; darlenep@aznaffa.org

R

- RACETTE**, Calvin, Regina Public Schools, 1600 4th Ave., Regina, SK, Canada S4R 8C8, 306-523-3138 (P), Calvin.racette@rbe.sk.ca
- RAINES-BROWN**, Carol, Inglewood USD, 401 S. Inglewood Ave., Inglewood, CA 90301, 323-753-5437 (P), gcrbrown@aol.com
- REKTOR**, Robyn, ARNG GED Plus, Camp Robinson, Bldg 4601 Omaha Ave., North Little Rock, AR 72119, 501-212-4294 (P), robyndrektor@yahoo.com
- RIVERA**, Robert, Center for Excellence in Urban Teaching, 1536 Hewitt Ave. MS-A1780, St. Paul, MN 55104-1284, 651-523-2347 (P), rrivera01@hamline.edu
- RODDY**, Richard, Recovery Foundation of the Southwest, Inc., P.O. Box 33516, Phoenix, AZ 85067, 800-780-7230 (P), highrisk@recoveryfoundation.com
- ROLLINS**, Kimberly, Window Rock Unified School District #8, P.O. Box 559, Fort Defiance, AZ 86504, 928-729-6705 (P), pinnacle@pin-ed.com

- ROMERO**, Shannon, Albuquerque Public School Indian Education Department, P.O. Box 25704, Albuquerque, NM 87125, 505-884-6392 (P), romero_shan@aps.edu
- ROSS**, Calvin, Ross Wellness Center, 31882 Del Obispo St., Suite 158, San Juan Capistrano, CA 92675, 949-661-9476 (P), dross@drrossdc.com

S

- SCHARGEL**, Franklin, School Success Network, 10209 Jarash Pl. NE, Albuquerque, NM 87122, 505-823-2339 (P), 505-823-6642 (F), franklin@schargel.com
- SIMMONS**, Gregg, Cherokee Nation, P.O. Box 948, Tahlequah, OK 74451, 918-453-5351 (P), Gregg-simmons@cherokee.org
- SPENCER**, Velma, Window Rock Unified School District, P.O. Box 559, Fort Defiance, AZ 86504, 928-729-6705 (P), velmas@wrschool.net
- STANLEY**, Jayson, Mt. Turnbull Academy, P.O. Box 129, Bylas, AZ 85530, 928-475-3050 (P), jstanley@ftthomas.k12.az.us
- STANLEY**, Lizatina, Mt. Turnbull Academy, P.O. Box 129, Bylas, AZ 85530, 928-475-3050 (P), lstanley@ftthomas.k12.az.us
- STRAIT**, Jean, Center for Excellence in Urban Teaching, 1536 Hewitt Ave. MS-A1780, St. Paul, MN 55104-1284, 651-523-2981 (P), jstrait02@hamline.edu

T

- TADLOCK**, Dee, Read Right Systems, 310 W. Birch Street, Shelton, WA 98584, 360-427-9440 (P), 360-427-0177 (F), deet@readright.com
- TAYPOTAT**, Jackie, Regina Public Schools, 1600 4th Ave., Regina, SK, Canada S4R 8C8, 306-529-4853 (P), Jackie.Taypotat@rbe.sk.ca
- THIRION**, Winona, Scottsdale Community College, 9000 East Chaparral Road, Scottsdale, AZ 85256, 480-423-6531 (P), winona.thirion@sccmail.maricopa.edu
- THOMAS**, Eleanor, The National Johnson-O'Malley Association, P.O. Box 1950, Window Rock, AZ 86515, 928-871-7461 (P), eleanorghthomas@yahoo.com
- THOMPSON**, Daisy, Albuquerque Public Schools Indian Education Department, P.O. Box 25704, Albuquerque, NM 87125, 504-884-6392 (P), thompson_dai@APS.EDU
- TONSMEIRE**, J. Kelly, Alaska Staff Development Network, 2204 Douglas Hwy., Suite 100, Douglas, AK 99824, 907-364-3802 (P), 907-364-3805 (F), asdn@ptialaska.net
- TORTALITA**, Lloyd, The National Johnson-O'Malley Association, P.O. Box 64, Acoma, NM 87034, 505-552-5121 (P), highered@puebloofacoma.org

DIRECTORY OF PRESENTERS

Y

VARNER, Bonnie, Kalispel Nation, 934 S. Garfield, Airway Heights, WA 99001, 509-939-8007 (P), bonnie@cama-sinstitute.com

VARNEY, Nate, MGRM Pinnacle, Inc., 2224 West Southern Ave., Tempe, AZ 85282, 480-755-8222 ext. 2940 (P), nvarney@mgrpinnacle.com

VERES, Mary, Sunnyside Unified School District, 2238 E. Ginter Road, Tuscon, AZ 85706, 520-545-2228 (P), maryver@susd12.org

VOLPE, Nancy, CVS Caremark, 10400 Flint St., Overland Park, KS 66214, 913-599-3771 (P), 913-859-9826 (F), nancy@volpecom.com

W

WALLS, Landon, Ha:san Preparatory and Leadership School, 1333 E. 10th St, Tucson, AZ 85719, 520-882-8826 (P), lwalls@hasanprep.org

WANSLEE, Katherine, CEO, It's All About Me Behavior Consultants, 26405 S. Howard Drive, Sun Lakes, AZ 85248, 602-738-3975 (P), katherinewanslee@yahoo.com

WHITE, Carl, Bering Strait School District, P.O. Box 225, Unalakleet, AK 99684, 907-624-4242 (P), 907-443-7076 (F), cwhite@bssd.org

WILLIAMS, Sarah, GED Plus Program, Camp Joseph T. Robinson, Building 4601 Omaha Ave, North Little Rock, AR 72119, 501-212-6951 (P), sarah.williams14@us.army.mil

WRIGHT, Cheryl, ARNG GED Plus Program, Camp Robinson, Bldg. 4601 Omaha Ave., North Little Rock, AR 72119, 501-212-4294 (P), twright1313@gmail.com

Everything we do targets increasing the high school graduation rate!

What We Do!

Promote solutions—The National Dropout Prevention Center/Network (NDPC/N) has identified 15 Effective Strategies that positively impact the high school graduation rate.

Develop publications—Our practical, research-based publications evolve from field specialists, practitioners, and researchers and include: *Journal of At-Risk Issues*, *National Dropout Prevention Newsletter*, and specialized guides pertaining to the 15 Effective Strategies.

Collaborate with stakeholders—We are a membership organization with hundreds of business and community professionals, teachers, administrators, and practitioners providing services to youth around the nation.

Conduct professional development—NDPC/N hosts conferences, institutes, and workshops and conducts customized leadership and staff development programs on issues such as service-learning, alternative education, mentoring, learning styles, leadership, and school safety.

Provide technical assistance—Our staff of consultants will assist you with the answers you need, when you need them, or refer you to our vast array of experts among the Network membership.

Operate an online clearinghouse—www.dropoutprevention.org contains the latest statistics, model programs, information about effective strategies, and other useful links regarding education reform issues.

Benefits to You!

Receive—the *National Dropout Prevention Newsletter*, *Journal of At-Risk Issues*, a monthly online newsletter (*Dropout Prevention Update*), research reports, exclusive access to our toll-free number, and many national reports related to dropout prevention issues.

Publish—your programs, research, and opinions on the Web site or in one of the NDPC/N publications, that are marketed online and through our Publications and Resource Guide.

Present—a workshop or seminar at NDPC/N national conferences and institutes held annually.

Discuss—dropout prevention issues with other Network members on Dropout Prevention Online.

Network—with other leading edge professionals who, like you, care about the future of our youth.

Collaborate—with the Center or other Network members on grants and other joint projects.

Join the Network Now!

Join the Network now and continue to be among the leaders! Write us, call us, or check our Web site for details.

National Dropout Prevention Center/Network
College of Health, Education, and Human Development
Clemson University, 209 Martin Street
Clemson, SC 29631-1555

Phone: 864-656-2599 Fax: 864-656-0136

ndpc@clemson.edu www.dropoutprevention.org



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NOTES

2012 National Forum on Dropout Prevention for Native and Tribal Communities

PERSONAL SCHEDULE

Monday, April 16, 2012	Tuesday, April 17, 2012	Wednesday, April 18, 2012
Session: Time: Location:	Session: Time: Location:	Session: Time: Location:
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2012 National Forum on Dropout Prevention for Native and Tribal Communities

Meeting Rooms—Sheraton Crescent Hotel

