



NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK

FORUM PARTNERS:

Arizona State Department
of Education

Alaska Staff Development Network

Alaska Council of School Administrators

Native American Fatherhood &
Families Association

FORUM SPONSOR:

Salt River Pima-Maricopa
Indian Community

NATIONAL FORUM ON DROPOUT PREVENTION FOR NATIVE AND TRIBAL COMMUNITIES

APRIL 9-12

WE-KO-PA RESORT &
CONFERENCE CENTER
SCOTTSDALE, AZ



www.dropoutprevention.org



National Dropout Prevention
Center/Network



@NDPCn #2017NTC

Special THANKS to partners and sponsors of the
**2017 NATIONAL FORUM ON DROPOUT PREVENTION:
FOR NATIVE AND TRIBAL COMMUNITIES**



NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK





April 9, 2017

Dear Forum Participants,

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

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

**NATIONAL DROPOUT
PREVENTION
CENTER**

Clemson University
209 Martin Street
Clemson, SC
29631-1555

P (864) 656-2599
F (864) 656-0136
ndpc@clemson.edu

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Sandy Addis".

Sandy Addis
Executive Director

We Want to Thank Our Exhibitors



**SHORTMAN
NATIVE ARTS**

Odysseyware®

**SOUTHERN
PLAINES
BEADWORK
AND SILVER WORK**



NATIVE HANDS



**SOUTHWEST
INDIAN JEWELRY**



**CASSY'S ARTS &
CRAFT**



SHASH LEGÁÁ



**CHERYLS
CREATIONS
UNLIMITED**

**SHANDIIN
JEWELRY**

Please take time to visit their booths between sessions.



State of Arizona Department of Education



Welcome Forum Attendees!

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Diane M Douglas".

Diane M. Douglas, Superintendent of Public Instruction

1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-5460 • www.azed.gov



NATIONAL DROPOUT PREVENTION SPECIALIST CERTIFICATION PROGRAM

National Dropout Prevention Center/Network

As a professional in the field of dropout prevention, you put your heart into your work to make a difference for young people, providing hope, opportunity, and support.



As a certified National Dropout Prevention Specialist, you can also make a statement to your peers, employers, and community—you are informed, experienced, current, and connected.

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

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



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

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

Effective Strategies

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

Key Topics

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

For more information, scan the qrcode, go to www.dropoutprevention.org, or stop by the NDPC/N Booth.



2017 FORUM PLANNING COMMITTEE

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

Alaska Staff Development Network

Kelly Tonsmeire

Arizona Team

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

Minnesota Indian Affairs Council

Dennis Olson

National Dropout Prevention Center


Sandy Addis Denise Gianforcaro
Debra Andrews Madeleine Kennedy
John Gailer John Peters
Lynn Dunlap Anna Wilson
Mikal Frazier Cairen Withington

Native American Fatherhood and Families Association

Susan Backus

Oklahoma State Department of Education

Jennifer Wilkinson



“There’s an app for that!”

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



National Dropout Prevention, Center/Network
Arizona Department of Education
Alaska Staff Development Network
Alaska Council of School Administrators
Salt River Pima Maricopa Indian Community

Keynote Speakers

Mr. Tatanka Means

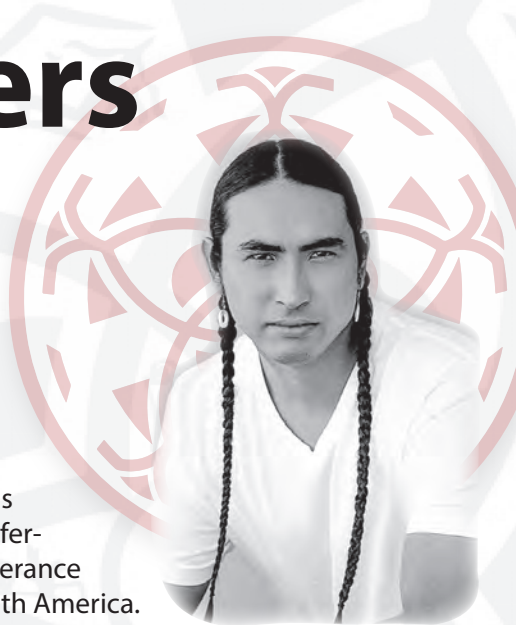
Actor, Stand-Up Comedian, and Motivational Speaker

Tatanka Means is an award-winning actor, stand-up comedian and motivational speaker from Chinle, Arizona. He represents the Oglala Lakota, Omaha, and Navajo Nations. Means can be seen in the highly acclaimed television movie, *Saints & Strangers*, for the National Geographic Channel. Aside from acting, Tatanka performs stand-up comedy internationally throughout the U.S. and Canada. He tours Indian Country spreading laughter and messages of motivation to all ages with his engagingly clean comedy, entertaining audiences in casinos, schools, conferences, colleges, prisons, and rehab centers. Tatanka's ambition and perseverance has taken him from his home on the reservation to traveling across North America.

He has become a much-needed role model for all American Indian

First Nations youth, and is proud to be an alcohol and drug-free sober performer.

Monday, 1:30 - 2:45 p.m., Grand Ballroom



Ms. Hattie Kauffman

Journalist and Author

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

Tuesday, 8:30 - 9:45 a.m., Grand Ballroom



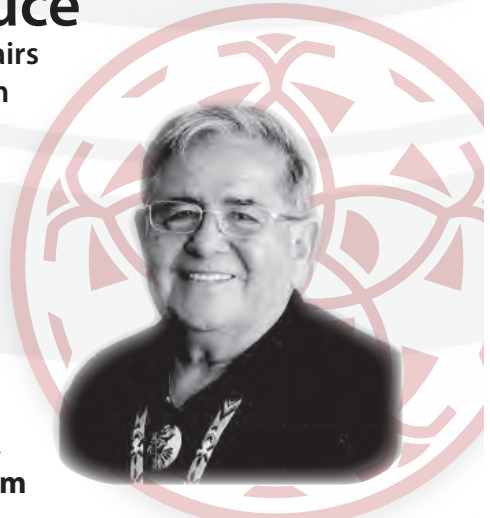
Dr. George Blue Spruce

Assistant Dean for American Indian Affairs

at Arizona School of Dentistry and Oral Health

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

Wednesday, 10:45 a.m. - 12:00 noon, Grand Ballroom



Special Participants



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

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



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

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



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

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



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

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



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

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



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

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

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

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



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

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

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

Wednesday, 10:45 a.m., Wassaja Ballroom



INNOVATION PARTNERS in Dropout Prevention

The National Dropout Prevention Network appreciates Innovation Partners who sponsor our efforts throughout the year. We are pleased to have them in Detroit and trust you will take the time to get to know them.



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



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



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



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



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



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



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



FORUM AT A GLANCE

Date and Time	Event	Page
<u>Sunday, April 9, 2017</u>		
12:00 noon - 5:00 p.m.	Registration	3
2:00 p.m. - 5:00 p.m.	Pre-Forum Workshops (<i>Must be preregistered.</i>)	3
	<i>PFW1. Implementing NDPC's 15 Effective Strategies</i>	
	<i>PFW2. Best Practices for Educating Native American Students</i>	
3:15 p.m. - 3:30 p.m.	Refreshment Break	3
<u>Monday, April 10, 2017</u>		
7:30 a.m. - 8:30 a.m.	Continental Breakfast/Networking	5
7:30 a.m. - 4:30 p.m.	Registration/Exhibits Open	5
8:30 a.m. - 10:00 a.m.	Opening General Session	5
10:15 a.m. - 11:45 a.m.	Concurrent Sessions	5
12:00 noon - 1:30 p.m.	Networking Luncheon	6
1:30 p.m. - 2:45 p.m.	Featured Session (<i>Mr. Tatanka Means</i>)	6
2:45 p.m. - 3:00 p.m.	Refreshment Break	6
3:00 p.m. - 4:30 p.m.	Concurrent Sessions	8
4:30 p.m. - 6:00 p.m.	Reception	9
<u>Tuesday, April 11, 2017</u>		
7:30 a.m. - 8:30 a.m.	Continental Breakfast/Networking	10
7:30 a.m. - 4:30 p.m.	Registration/Exhibits Open	10
8:30 a.m. - 9:45 a.m.	General Session (<i>Ms. Hattie Kaufman</i>)	10
10:00 a.m. - 11:00 a.m.	Concurrent Sessions	10
11:15 a.m. - 12:15 p.m.	Concurrent Sessions	13
12:15 p.m. - 1:45 p.m.	Luncheon	14
1:45 p.m. - 2:45 p.m.	Concurrent Sessions	14
2:45 p.m. - 3:00 p.m.	Refreshment Break	16
3:00 p.m. - 4:30 p.m.	Concurrent Sessions	17
<u>Wednesday, April 12, 2017</u>		
7:30 a.m. - 8:30 a.m.	Coffee Service	19
7:30 a.m. - 11:00 a.m.	Exhibits Open	19
7:30 a.m. - 12:00 noon	Registration	19
8:30 a.m. - 9:30 a.m.	Concurrent Sessions	19
9:45 a.m. - 10:45 a.m.	Concurrent Sessions	21
10:45 a.m. - 12:00 noon	Closing Brunch (<i>Dr. George Blue Spruce</i>)	22
Directory of Exhibitors		24
Directory of Presenters		27



Your students are at risk ...of thriving

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

More than 500 digital courses for K-12 online and blended learning. Self-paced. Personalized. Powerful data. Customizable. Expert instruction. Program design and consulting.

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

Our solutions will put your struggling students at risk of loving school all over again.

CALL
844.879.3365

WEB
getfueled.com



Resulting graduation rate for Chicago's Carver Military Academy after implementing FuelEd credit recovery courses:

100%
graduation rate
for 2014-15

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

-Principal Major Steven Rouse

Learn more at
[getfueled.com/
OnlineLearningChicago](http://getfueled.com/OnlineLearningChicago)

Copyright © 2016, Fuel Education LLC.
All rights reserved.

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

REGISTRATION

Location: Pre-Function Area

PFW2. BEST PRACTICES FOR EDUCATING NATIVE AMERICAN STUDENTS [0103]

Location: Conference 105-106

Presenter: Ms. Nadine Groenig,
Arizona Department of
Education, Phoenix, AZ



PRE-FORUM WORKSHOPS

(Must be preregistered.)

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

PFW1. IMPLEMENTING NDPC'S 15 EFFECTIVE STRATEGIES [0102]

Location: Conference 103-104

Presenter: Dr. Sandy Addis, National
Dropout Prevention Center/Network,
Clemson, SC



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

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


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

REFRESHMENT BREAK

Location: Pre-Function Area

Are **YOU** a member of the **National Dropout Prevention Network?**

Discover the advantages of being part of this dynamic, professional organization! Support the National Dropout Prevention Center/Network's efforts to engage all learners and to reduce school dropout through research and evidence-based solutions.



Benefits include:

- Discount on selected NDPC/N conferences and institutes
- 20% discount on NDPC/N publications
- Subscription to the monthly electronic newsletter—*Dropout Prevention Update*
- Subscription to the quarterly topical print publication—*NDPC/N Newsletter*
- Subscription to the biannual print research journal—*The Journal of At-Risk Issues*
- Early access to NDPC/N's online journal—*ENGAGE: The International Journal of Research and Practice on Student Engagement*
- Courtesy copies of selected new publications
- Preferred program placement at NDPC/N events upon request

Student (Full-Time) Membership \$45/yr—includes benefits for 1 student	Institutional BASIC Membership \$295/yr—includes benefits for 4 individuals
Individual Membership \$85/yr—includes benefits for 1 individual	Institutional PREMIER Membership \$600/yr—includes benefits for 10 individuals



Improving Student Performance for Over 40 Years

WE'RE COMMITTED TO HELPING STUDENTS EARN THEIR HIGH SCHOOL DIPLOMA

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

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



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

WE ARE A PROUD 2017 INNOVATION PARTNER

MONDAY, APRIL 10, 2017

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

CONTINENTAL BREAKFAST/NETWORKING

Location: Pre-Function Area

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

REGISTRATION/EXHIBIT HALL OPEN

Location: Pre-Function Area

OPENING GENERAL SESSION

(All are invited to attend.)

8:30 a.m. - 10:00 a.m.

Location: Wassaja Ballroom

OPENING PRAYER AND WELCOME SONG

Mr. Raphael Bear, President of the Yavapai Indian Foundation

PRESENTATION OF COLORS

Ak-Chin Police and Fire Color Guard

NATIONAL ANTHEM

Ms. Sweetie Cody, 2010-2011 Miss Indian Arizona

OFFICIAL GREETINGS

Ms. Pansy Thomas, Vice-President, Fort McDowell Yavapai Nation

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

Dr. Sandy Addis, Director, National Dropout Prevention Center/Network

CONFERENCE HIGHLIGHTS AND OPPORTUNITIES

Mr. John Gailer, Assistant Director, National Dropout Prevention Center/Network

PRE-FORUM SESSION INSIGHTS

Ms. Nadine Groenig

Dr. Sandy Addis

CLOSING REMARKS

CONCURRENT SESSIONS

(Participants choose one.)

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

AMERICAN INDIAN STRATEGIES FOR SUCCESS [0302]

Strand: Family and Community Engagement



Location: Conference 103-104

Presenters: Ms. Winona Thirion and Mr. Gerard Begay, Maricopa Community Colleges, Tempe, AZ; Ms. Ana Cuddington and Dr. Michael Little Crow, Scottsdale Community College, Scottsdale, AZ; and Mr. Jim Larney, Mesa Community College, Mesa, AZ

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

ADDRESSING THE OPPORTUNITY GAP: TAPPING INTO THE POTENTIAL OF PARENT COMMITTEES [0303]

Strand: Addressing the Opportunity Gap



Location: Conference 105-106

Presenters: Mrs. Amanda LeClair-Diaz and Dr. Sheilah Nicholas, University of Arizona, Tucson, AZ

Parent committees need assistance in becoming better advocates for Native youth and their families. Parents are the first educators of youth, but are typically excluded in educational decision making. A strong foundation in culture and language viewed as assets linked to professional development opportunities can work to bridge this opportunity gap.

PRACTICAL, POSITIVE, AND POWERFUL CLASSROOM MANAGEMENT STRATEGIES TO INCREASE STUDENT ACHIEVEMENT

[0304]

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



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

FROM PROFILING TO PROFICIENCY: IMPLICIT BIAS IN THE CLASSROOM

[0305]

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



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

DROPOUT PREVENTION IS SYSTEMIC NOT A STRATEGY

[0306]

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



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

THORPE 2 THORPE—PEER LEADERSHIP

[0307]

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



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

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

NETWORKING LUNCH

Location: Wassaja Ballroom

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

FEATURED SESSION

(All are invited to attend.)

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

Location: Wassaja Ballroom

WELCOME AND RECOGNITION OF STUDENT GROUPS IN ATTENDANCE

Mr. John Gailer, Assistant Director, National Dropout Prevention Center/Network

INTRODUCTION OF FEATURED SPEAKER

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

FEATURED SPEAKER

Mr. Tatanka Means
Actor, Comedian, and Motivational Speaker

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

REFRESHMENT BREAK

Location: Pre-Function Area

JOIN THE MOVEMENT
WWW.DONTLETTHEMDROP.COM

DON'T LET THEM DROP



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

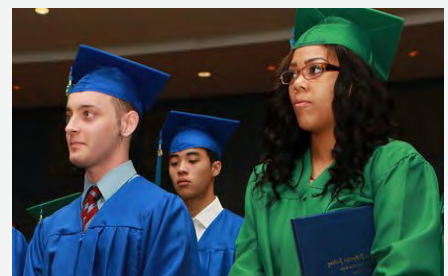
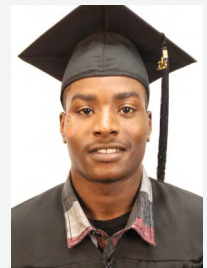
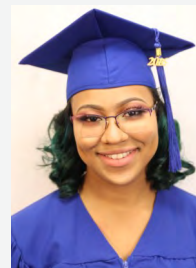
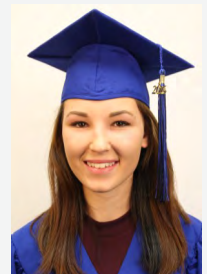
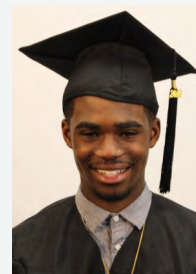
Yet, historically disadvantaged groups of students still lag behind their counterparts in earning a high school diploma. These students continue to graduate at significantly lower rates than their peers in nearly every state.

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

This is why EdisonLearning is generating broad national awareness and involvement in the **DON'T LET THEM DROP** movement.

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

Join us in closing the graduation gap.



www.edisonlearning.com
201.630.2600



CONCURRENT SESSIONS

(Participants choose one.)

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

**CREATING COMMUNITY RELATIONSHIPS—
ENGAGING OUR CHILDREN AND YOUTH
[0602]**

Strand: Behavioral Supports
Location: Conference 103-104
Presenter: Mr. Hiawatha Bouldin, Self Employed-
Retired, Midwest City, OK



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

**COLLECTIVE COMMUNITY ACCOUNTABILITY
—BREAKING DOWN INSTITUTIONAL SILOS
AND WORKING TOGETHER [0603]**

Strand Family and Community
Engagement
Location: Conference 105-106
Presenters: Ms. Analicia Salas, Morning Star Leaders
Youth Council, Scottsdale, AZ; Ms. Megan
LaRose and Mr. Robert Salas, Morning
Star Leaders, Inc., Scottsdale, AZ



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

**UTILIZING CULTURAL SYMBOLISM, A
LEGACY OF RESPECT, AND COLLECTIVE
VOICE TO BUILD RESILIENCE IN NATIVE
YOUTH [0604]**

Strand: Culture and Language
Location: Wassaja 107
Presenters: Ms. Kelsey Begay, Ms. Mikaela Garcia,
Mr. Gabe Fuentes, and Ms. Debbie Manuel,
Morning Star Leaders Youth Council,
Scottsdale, AZ



This is a three-part session, presented by three members of the Morning Star Leaders Youth Council. The first part will discuss youth perspectives about cultural significance in schools and in sports and how cultural symbolism impacts a student's

confidence, education, and identity. The second part of the presentation will address how damaging stereotypes impact Native American youth and how youth are challenged to stay grounded in a legacy of teachings of respect for all. In the third part of the presentation, a Native youth led initiative, the "Check the Box Campaign," will be addressed. This effort to gather data about Native American youth is the first step toward leveraging their collective voice to close the achievement gap.

**STUDENT-DRIVEN SERVICE-LEARNING:
TRANSFORM THE CLASSROOM
EXPERIENCE [0605]**

Strand: Instructional Strategies to
Increase Learning
Location: Wassaja 108
Presenter: Dr. Heather Batchelor, Westminster College,
Salt Lake City, UT



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

WHAT'S YOUR 20/20? [0606]

Strand: Instructional Strategies to
Increase Learning
Location: Wassaja 109
Presenter: Mrs. Monica Seeley, Heritage High School,
Conyers, GA



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

THORPE 2 THORPE—PEER LEADERSHIP [0607]

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



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

MONDAY, APRIL 10, 2017

Join Us for Our

Monday Evening Reception

4:30–6:00 p.m., Courtyard Plaza

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

REACHING THE WOUNDED STUDENT CONFERENCE

JUNE 25–28
2017

ROSEN CENTRE HOTEL
ORLANDO, FLORIDA

A TRAUMA-
INFORMED
APPROACH
TO HELPING
YOUTH
BEYOND
AT RISK



SPONSORED BY:



JOE HENDERSHOTT
FOUNDER/PRESIDENT
HOPE 4 THE WOUNDED

JOHN GAILER
ASST. DIRECTOR PROGRAMS/OUTREACH
NATIONAL DROPOUT PREVENTION
CENTER NETWORK

SHELLEY STEWART
PRESIDENT/CEO
O2IDEAS

SPEAKERS

CONSUELO CASTILLO
KICKBUSCH
VETERAN, AUTHOR, AND
MOTIVATIONAL SPEAKER

DAVE PAXTON
CHIEF CLINICAL OFFICER
THE VILLAGE NETWORK

KEN PACKARD
ATE 2011 NATIONAL COLLEGE
SUPERVISOR OF THE YEAR

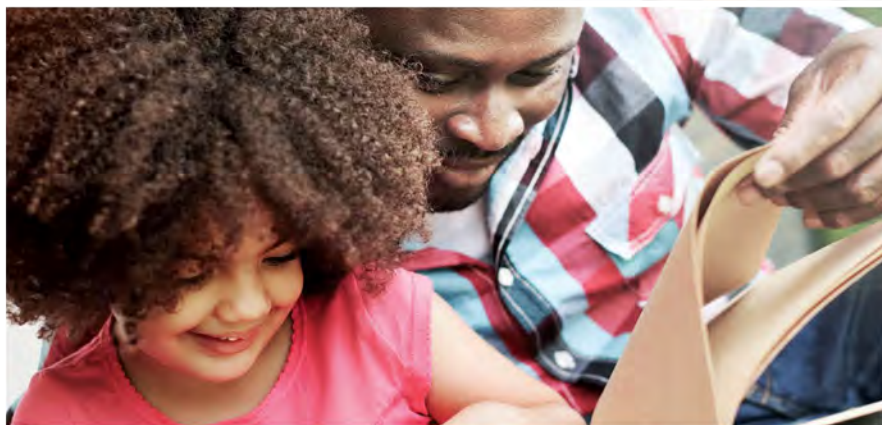
**SCHOLASTIC
EDUCATION**

Comprehensive Literacy
Solutions



—
**THE
WHOLE
CHILD**

—
**THE
WHOLE
TEACHER**



—
**THE
WHOLE
FAMILY**

Learn more at [scholastic.com/education](https://www.scholastic.com/education)

 **SCHOLASTIC**

TUESDAY, APRIL 11, 2017

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

CONTINENTAL BREAKFAST/NETWORKING

Location: Pre-Function Area

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

REGISTRATION/EXHIBIT HALL OPEN

Location: Pre-Function Area

GENERAL SESSION

(All are invited to attend.)

8:30 a.m. - 9:45 a.m.

Location: Wassaja Ballroom

WELCOME AND OPENING REMARKS

Ms. Judy Basham, Native American Liaison,
Phoenix Union High School District

INTRODUCTION OF KEYNOTE SPEAKER

Ms. Kimberly Daingkau-Begay, Tucson Unified
School District, Native American Education Coordi-
nator/Advisor

KEYNOTE SPEAKER

Ms. Hattie Kauffman, Journalist and Author

CLOSING REMARKS

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

CONCURRENT SESSIONS

(Participants choose one.)

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

CREATING SAFE SPACES: USING THE LET'S TALK CURRICULUM TO BUILD LIFE SKILLS AND RESILIENCE WITH YOUTH [0902]

Strand: School Climate: Safety and
Student Wellness

Location: Conference 103-104

Presenter: Mrs. Lindsey Kahney, National
Runaway Safeline, Chicago, IL



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

BLENDED LEARNING AND ONLINE CURRICULUM TO HELP ALL STUDENTS BECOME COLLEGE AND CAREER READY [0903]

Strand: Instructional Strategies to
Increase Learning

Location: Conference 105-106

Presenter: Mr. Matt West, Backbone Communications,
Gilbert, AZ



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

A SYSTEMS APPROACH TO DROPOUT PRE- VENTION FOR ALASKAN NATIVE STUDENTS [0904]

Strand: Instructional Strategies to
Increase Learning

Location: Wassaja 107

Presenters: Mr. Kelly Tonsmeire, Alaska Staff
Development Network, Juneau, AK;
Mr. Daniel Walker, Mr. Carlton Kuhns,
and Ms. Kimberley Hankins, Lower
Kuskokwim School District, Bethel, AK

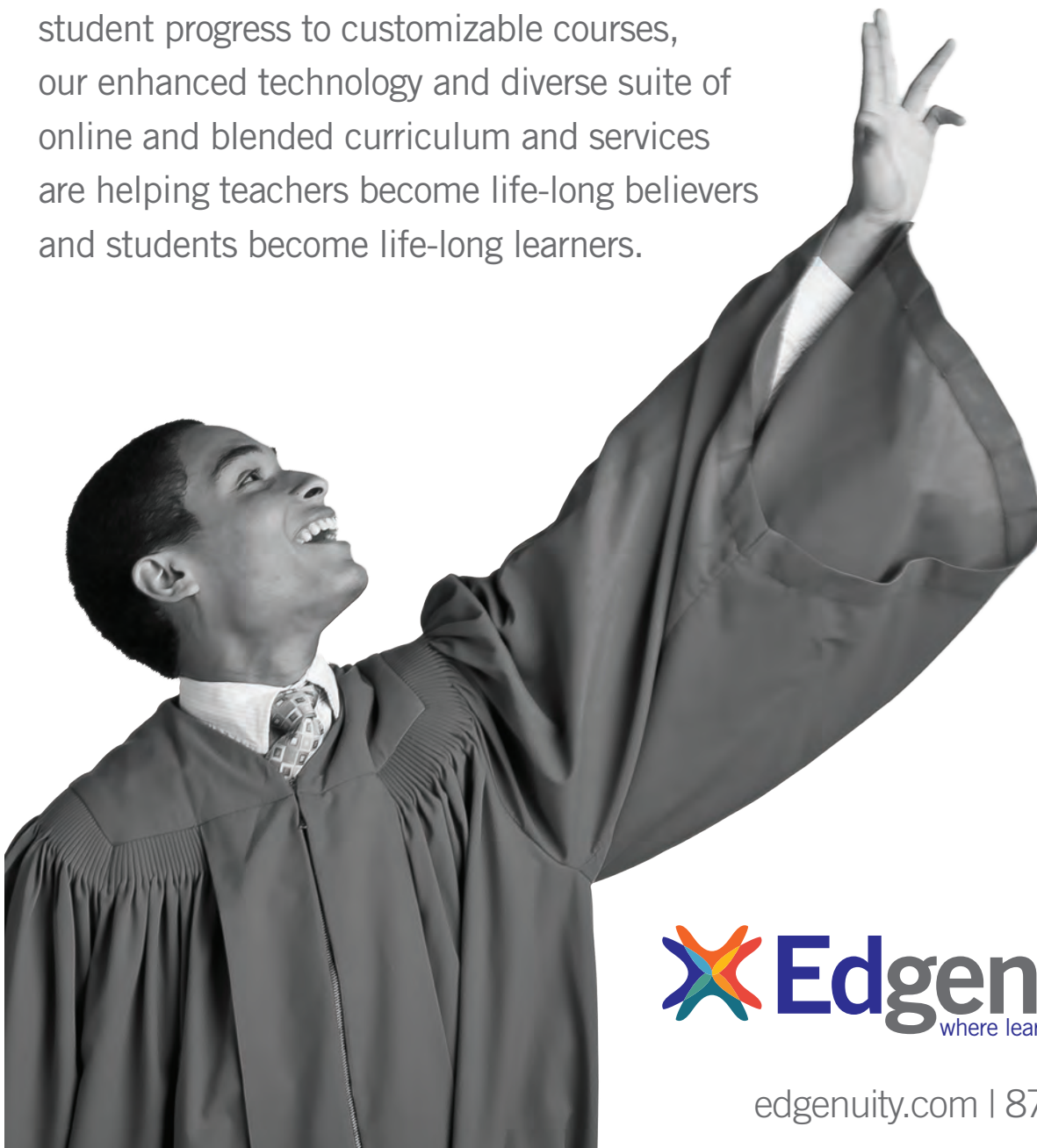


With support from the USED Alaska Native Education grant program, the AK Staff Development Network, and the Lower Kuskokwim School District (LKSD) have been working together for the past five years to improve academic performance

Raise the Bar

Take education to the next level with blended and online learning.

From empowering data tools that monitor student progress to customizable courses, our enhanced technology and diverse suite of online and blended curriculum and services are helping teachers become life-long believers and students become life-long learners.




edgenuity.com | 877.7CLICKS

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


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

ALTERNATIVE SCHOOL EDUCATION AND ITS POTENTIAL [0905]

Strand: School Climate: Safety and Student Wellness  3
Location: Wassaja 108
Presenters: Mr. Andres Burrola, Baboquivari Unified School District, Sells, AZ; and Mr. Daniel Dill, Odysseyware, Chandler, AZ


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

NETWORKS OF SUPPORT—PEER LEADERSHIP APPROACH [0906]

Strand: School Climate: Safety and Student Wellness  10
Location: Wassaja 109
Presenter: Mr. Tim McGowan, Networks of Support, Rapid City, SD

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

TRAINING RURAL TEACHERS, SCHOOL LEADERS, AND PARENTS/COMMUNITIES TO SUPPORT HIGHLY ABLE LEARNERS IN SCHOOLS WITH HIGH POPULATIONS OF AMERICAN INDIANS [0907]

Strand: Addressing the Opportunity Gap  11
Location: Wassaja 110
Presenters: Mrs. Wendy Behrens, Minnesota Department of Education, Roseville, MN; and Ms. Cori Paulet, Minnesota Department of Education/Project North Star, St. Paul, MN

Project North Star is a federal grant preparing teachers, administrators, and communities to support traditionally underserved, highly able learners attending rural schools. Representatives of the Minnesota Department of Education will discuss initial


findings, materials, and progress toward the goals of the grant. Participants will have the opportunity to provide input on future resource development.

CONCURRENT SESSIONS

(Participants choose one.)


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

STUDENT ACHIEVEMENT IN SPECIAL POPULATIONS WITH PERSONALIZED AND COMPETENCY-BASED LEARNING [1002]

Strand: Instructional Strategies to Increase Learning  9
Location: Conference 103-104
Presenters: Ms. Kyle Cavolo and Ms. Kathy Hakes-Fastner, Odysseyware, Chandler, AZ; and Mr. Noah Johnson, Nay Ah Shing, Onamia, MN


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

HEART AND SOUL—STUDENT OWNERSHIP [1003]

Strand: Instructional Strategies to Increase Learning  4
Location: Conference 105-106
Presenter: Mr. Clyde McBride, Kayenta Unified School District #27, Kayenta, AZ

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

MR. GILBERT, MR. GILBERT, WHAT IS A SCIENTIST? [1004]

Strand: Culture and Language  1
Location: Wassaja 107
Presenter: Dr. W. Sakiestewa Gilbert, Northern Arizona University, Flagstaff, AZ

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

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

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

SALT RIVER SCHOOLS STUDENT CONDUCT AND DISCIPLINE: BUILDING A BRIDGE OF SUPPORT AND INTERVENTION [1005]

Strand: Behavioral Supports
Location: Wassaja 108
Presenters: Dr. Cynthia Clary, Ms. Vicky Corlett, Ms. Wi-Bwa Grey, and Dr. Louis Laffitte, Salt River Schools, Scottsdale, AZ



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

READING THE WORLD AND THE WORD [1006]

Strand: Instructional Strategies to Increase Learning
Location: Wassaja 109
Presenters: Ms. Rebecca Van Der Jagt, Kyrene School District, Phoenix, AZ; and Ms. Shannon Manuelito-Allison, Kyrene School District, Tempe, AZ



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

INTERNALIZED AND SYSTEMIC OPPRESSION AND THE BARRIERS TO ACHIEVE HIGHER EDUCATION FROM INDIGENOUS CANADIAN EDUCATIONAL LEADERS' PERSPECTIVES [1007]

Strand: Family and Community Engagement
Location: Wassaja 110
Presenters: Ms. Ruby Littlechild and Mrs. Anita Lafferty, Alberta Aboriginal Construction Career Centre, Edmonton, AB



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

LUNCHEON

(All are invited to attend.)

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

Location: Wassaja Ballroom

STUDENT DEMONSTRATION

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

INTRODUCTION OF FEATURED SPEAKER

Ms. Sheila Cepress, Scottsdale Unified School District, Native American Education Program Coordinator

FEATURED SPEAKER

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

CLOSING REMARKS

Ms. Debbie Manuel, Executive Director, Morning Star Leaders

CONCURRENT SESSIONS

(Participants choose one.)

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

TRIBAL ATTENDANCE PILOT PROJECTS: PROMISING PRACTICES CUT NATIVE AMERICAN STUDENTS' CHRONIC ABSENTEEISM BY EFFECTIVE COLLABORATION WITH TRIBES IN OREGON [1202]

Strand: School Climate: Safety and Student Wellness
Location: Conference 103-104
Presenters: Ms. Ramona Halcomb and Ms. April Campbell, Oregon Department of Education, Salem, OR



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



*"For the first time,
I felt confident. I
am going to college
and then grad school.
Awesome."*

Ariel Luces, Class of 2015 and
AdvancePath Academic Scholarship recipient

**Every child deserves to stand tall,
to stand proud...
to reach beyond
whatever holds them down
and meet their future, head on.**

That's why we're here.

AdvancePath's Services

**Survey &
Identify**

Using our 20-year, research-validated, noncognitive assessment, we survey ALL of your students, identify those at risk, why they are at risk and what interventions are required to rebuild their Resiliency and Academic Skills

**Program
Placement**

In-Class, In-School or In-District solutions to meet individual students' needs —from Teacher PD and Student Resiliency Curriculum to programs for long-term academic deficient and suspended/expelled students requiring extensive wraparound services

**Monitor &
Adjust**

Ongoing Surveys to identify progress or continuing/shifting student issues
Ongoing Placement—students move up/down service continuum based on need
Ongoing PD—based on needs (provided by District or AdvancePath)

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

BEYOND THE CONVERSATION: REVITALIZING LANGUAGE IN AN ACADEMIC WAY [1203]

Strand: Culture and Language
 Location: Conference 105-106
 Presenter: Ms. Andrea Engbretsen,
 Lower Kuskokwim School District,
 Bethel, AK



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

G.O. F.I.S.H.I.N.G. [1204]

Strand: Behavioral Supports
 Location: Wassaja 107
 Presenter: Mr. Roy Juarez, IMPACTtruth, Inc.,
 San Antonio, TX



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

BEYOND THE PAIR-SHARE: DEVELOPING ACADEMIC CONVERSATIONS FOR ALL LEARNERS [1205]

Strand: Instructional Strategies to Increase Learning
 Location: Wassaja 108
 Presenters: Dr. Tamara Hall, Ms. Angelia Bell Julien,
 Ms. Patricia Dienz, and Ms. Marsha Cody,
 WestEd, Peoria, AZ



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

CAN SPELLING BE REMEDIATED? YES! BUT NOT BY STUDYING WORD LISTS AND TAKING A TEST ON FRIDAY [1206]

Strand: Instructional Strategies to Increase Learning
 Location: Wassaja 109
 Presenter: Dr. Dee Tadlock, Central Washington University; Read Right Systems,
 Shelton, WA



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

REACHING THE WOUNDED STUDENT [1207]

Strand: School Climate
 Location: Wassaja 110
 Presenter: Dr. Joseph Hendershott,
 Hope 4 The Wounded, LLC,
 Celebration, FL



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

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

REFRESHMENT BREAK


Location: Pre-Function Area

CONCURRENT SESSIONS

(Participants choose one.)

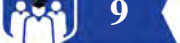
3:00 p.m. - 4:30 p.m.

RESILIENCE CAN BE TAUGHT! TEN TOOLS TO MOTIVATE ANY STUDENT [1302]

Strand: School Climate: Safety and Student Wellness  1
 Location: Conference 103-104
 Presenter: Mr. Hans Magleby, WhyTry, Inc., Provo, UT


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

HERE'S HOW TO REACH AND TEACH ME [1303]

Strand: Instructional Strategies to Increase Learning  9
 Location: Conference 105-106
 Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, National Dropout Prevention Network, Potomac, MD


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

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

Strand: Addressing the Opportunity Gap  15
 Location: Wassaja 107
 Presenters: Dr. Connie Locklear and Ms. Rebecca Ward, Public Schools of Robeson County, Pembroke, NC


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

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

Strand: Addressing the Opportunity Gap  6
 Location: Wassaja 108
 Presenter: Dr. Dee Tadlock, Central Washington University; Read Right Systems, Shelton, WA


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

RELEASING THE WARRIOR FROM WITHIN [1306]

Strand: School Climate: Safety and Student Wellness  13
 Location: Wassaja 109
 Presenter: Mr. Victor Woods, Success International Incorporated, Bloomingdale, IL

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

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

Strand: School Climate  12
 Location: Wassaja 110
 Presenter: Dr. Joe Hendershott, Hope 4 The Wounded, LLC, Celebration, FL

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

Cultivate brighter futures with the WIN Career Readiness System



WIN's Career Readiness System of online courseware shows students the connection between what's happening in the classroom and in their futures.

When students have a personalized career plan based on their interests, they are more engaged in school and more clearly see the relevance of their education.

The result of using WIN is higher academic achievement, greater commitment to classroom activities, increased motivation to stay in school, and true readiness for success following graduation.



There is life after high school and nobody prepares learners better than WIN Learning!

Phone: 888-717-9461 | Web: www.winlearning.com

WIN Learning is a proud Innovation Partner with National Dropout Prevention Center/Network

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

COFFEE SERVICE

Location: Pre-Function Area

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

EXHIBITS OPEN

Location: Pre-Function Area

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

REGISTRATION

Location: Pre-Function Area

CONCURRENT SESSIONS

(Participants choose one.)

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

RELEASING THE WARRIOR FROM WITHIN [1402]

Strand: School Climate: Safety and Student Wellness

Location: Conference 103-104

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



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

COLLABORATION BETWEEN STATE, COUNTY, AND LOCAL EDUCATION AGENCIES TO REENGAGE YOUTH [1403]

Strand: Reengagement and Recovery Strategies

Location: Conference 105-106

Presenters: Mr. Christopher Dickinson, Arizona Department of Education, Phoenix, AZ; Ms. Binky Michelle Jones, Ombudsman Educational Services, Glendale, AZ; and Ms. Tamela Franks, Opportunities for Youth, Phoenix, AZ



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

DEDUCTIVE LOGIC AND LEADERSHIP EDUCATION [1405]

Strand: Instructional Strategies to Increase Learning

Location: Wassaja 108

Presenter: Dr. Jacob Kashiwagi, Arizona State University, Tempe, AZ



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

ADDRESSING COLLEGE AND CAREER READINESS IN INDIAN COUNTRY: HOW CULTURALLY RESPONSIVE CURRICULUM IS DEVELOPING TOMORROW'S LEADERS [1406]

Strand: Family and Community Engagement

Location: Wassaja 109

Presenter: Mrs. Joannie Romero, Institute of American Indian Arts, Santa Fe, NM



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

HERE'S HOW TO REACH AND TEACH ME [1407]

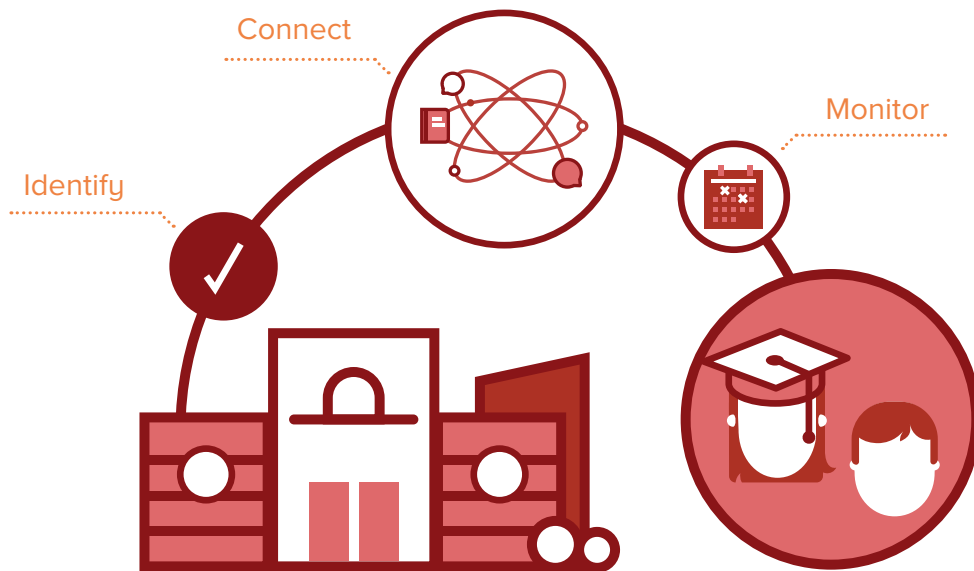
Strand: Instructional Strategies to Increase Learning

Location: Wassaja 110

Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, National Dropout Prevention Network, Potomac, MD



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



BRIDGE THE GAP WITH EARLY INSIGHTS

BrightBytes **Early Warning** and **Intervention Management** Modules



Using predictive analytics, identify at-risk students on a continuum of risk based on your organization's actual data



Allow your educators to quickly assign services, track the fidelity, frequency, and efficacy of efforts. easily review and communicate progress or adjustment needs with stakeholders.

CONCURRENT SESSIONS

(Participants choose one.)

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

BUILDING A COMMUNITY COLLABORATIVE FOR TRUANCY, GANGS, AND YOUTH VIOLENCE REDUCTION [1502]



Strand: School Climate: Safety and Student Wellness

Location: Conference 103-104

Presenters: Mr. Christopher Cuestas, National Violence Prevention Resource Center (NVPRC), Tucson, AZ; Dr. Lana Decouteau, Turtle Mountain Community School, Belcourt, ND; and Ms. Marilyn Laducer, Belcourt School District #7, Belcourt, ND

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

GROWING TITLE VI (PREVIOUSLY TILE VII) PROGRAMS EFFECTIVELY [1503]



Strand: Addressing the Opportunity Gap

Location: Conference 105-106

Presenters: Ms. Rebecca Van Der Jagt, Ms. Hester Tupponce, and Ms. Tamzyn Whitaker, Kyrene School District, Phoenix, AZ

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

RESOURCES AND OPPORTUNITIES THROUGH THE NATIONAL DROPOUT PREVENTION CENTER/NETWORK [1505]



Strand: Digital Communication and Engagement

Location: Wassaja 108

Presenter: Dr. Sandy Addis, National Dropout Prevention Center/Network, Clemson, SC

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

DROPOUT PREVENTION: RECOVERY AND INTERVENTION PROGRAMS OFFERED THROUGH EDUCATION MANAGEMENT ORGANIZATIONS [1506]



Strand: Reengagement and Recovery Strategies

Location: Wassaja 109

Presenter: Mr. Steve Crooks, Grad Solutions, Mesa, AZ

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

DIGITAL COACHING: HELPING AMERICAN INDIAN STUDENTS NAVIGATE COLLEGE ADMISSIONS THROUGH SOCIAL MEDIA AND TEXTING [1507]

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



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

CLOSING SESSION/BRUNCH

(All are invited to attend.)

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

Location: Wassaja Ballroom

STUDENT DEMONSTRATION

Santa Rosa Ranch School Royalty, Sells, AZ

OPENING REMARKS

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

INTRODUCTION OF KEYNOTE SPEAKER

Mr. Christopher Dickinson, Manager of the Zip Code Project, Arizona Department of Education

KEYNOTE SPEAKER

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

CLOSING REMARKS

Dr. Sandy Addis, Director, National Dropout Prevention Center/Network

Santa Rosa Ranch School Royalty, Sells, AZ

Ak-Chin Police and Fire Color Guard

Mark Your Calendar

for these upcoming NDPC/N events



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



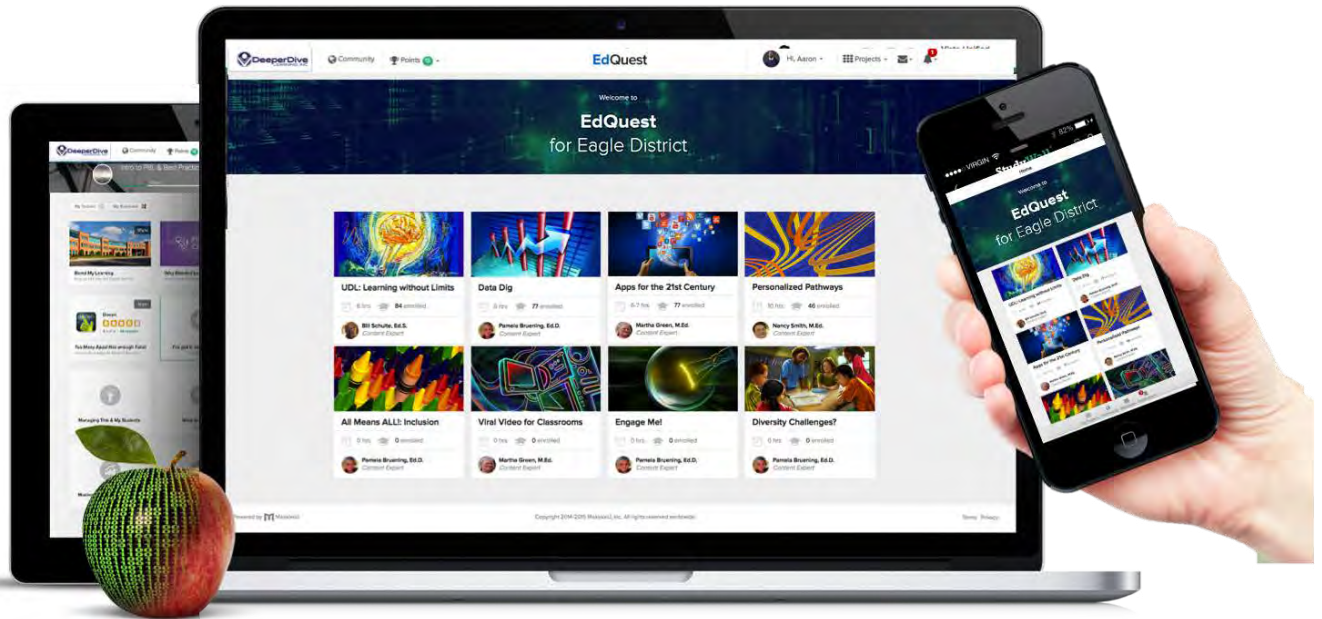
2017 Freshman Success Conference
June 25–28, 2017
Rosen Centre Hotel
Orlando, FL



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

www.dropoutprevention.org

DEEPEN LEARNING. ENGAGE MINDS.



EdQuest

You expect 21st Century instruction...
Shouldn't you provide them with 21st Century
professional development?

 Evidence-based Outcomes



Personalized
Engaging
Social



Interactive
Connected
Asynchronous



Contact: info@deeperdivelearning.com

888.611.6641

DIRECTORY OF EXHIBITORS

ORGANIZATION	DESCRIPTION
<p>Arizona Department of Education Sandra Skelton 1535 W Jefferson St., Bin #45 Phoenix, AZ 85007 602-542-4234 Sandra.Skelton@azed.gov</p>	<p>The Arizona Department of Education, Gifted Education Unit, invites you to stop by for a free gifted bookmark, sign up for the gifted e-newsletter, and discuss your gifted students.</p>
<p>Backbone Communications Matt West 24 W. Camelback Rd., A-422 Phoenix, AZ 85013 602-349-3693 matt@backbonecommunications.com</p>	<p>We offer software and technology for blended learning, online programs, intervention and RTI, college and career readiness, and hardware to outfit 21st century classrooms.</p>
<p>Cassy's Arts & Craft Cassandra Billy 608 Grove Street SE, #17 Albuquerque, NM 87108 505-697-2147 nativebutterfly35@yahoo.com</p>	<p>Visit my exhibit area to see handmade jewelry, fleece animals, purses, and scarves.</p>
<p>Cheryls Creations Unlimited Cheryl Aboites 170 Leupp Road Flagstaff, AZ 86004 928-613-6252 aboites71@yahoo.com</p>	<p>We offer contemporary native American jewelry to include silver-plated and acrylic beads and semiprecious stones with warranty benefit.</p>
<p>CodaKid - Kids Coding Academy David Dodge 4254 N. Brown Avenue Scottsdale, AZ 85251 480-405-2734 hello@codakid.com</p>	<p>CodaKid is a kids' computer programming academy that offers after-school classes, summer tech camps, and online courses for ages seven and up.</p>
<p>Hustle University Hotep 4156 Kings Troop Road Stone Mountain, GA 30083 404-294-7165 hustleuinc@gmail.com</p>	<p>Hustle University's MAKE A WAY program primarily works with Title I schools and educators that serve at-risk youth. Services include staff training, youth presentations, and highly RELEVANT curriculum materials that provide educational strategies to build stronger RELATIONSHIPS and bring RESULTS!</p>
<p>National Dropout Prevention Center/Network John Peters 209 Martin St. Clemson, SC 29631-1555 864-656-0253 pj@clemson.edu</p>	<p>Stop by and meet our staff and gather valuable information about NDPC/N products and services. Information can be found about membership and benefits, <i>Solutions to the Dropout Crisis</i>, <i>The Journal of At-Risk Issues</i>, <i>The National Dropout Prevention Center/Network Newsletter</i>, the National Dropout Prevention Specialist certification program, online courses, research publications, and more.</p>

DIRECTORY OF EXHIBITORS

ORGANIZATION	DESCRIPTION
<p>Native American Fatherhood & Families Association Susan Backus 460 N Mesa Dr., Suite 115 Mesa, AZ 85201 sbackus@aznaffa.org</p>	<p>Curriculum/program information on Fatherhood Is Sacred® and Motherhood Is Sacred© and Linking Generations by Strengthening Relationships will be shared. Information regarding training dates and location will be available.</p>
<p>Native Hands Arlene Joe P. O. Box 26138 Tempe, AZ 85285 ajntempe2003@yahoo.com</p>	<p>Native American jewelry and arts and crafts items will be offered.</p>
<p>Odysseyware® Kyle Cavolo 300 N. McKemy Ave. Chandler, AZ 85226 480-220-7720 kcavolo@odysseyware.com</p>	<p>Odysseyware® equips administrators and teachers with flexible instructional tools to teach in their own style, helping individual students to learn and excel at their own pace.</p>
<p>Read Right Systems Dee Tadlock 310 W. Birch Shelton, WA 98584 360-427-9440 deet@readright.com</p>	<p>The Read Right reading intervention program has an impressive record of success with RTI tiers 2 and 3, SPED including dyslexia and autism, and English language learners.</p>
<p>Shandiin Jewelry Carletta Nez P.O. Box 1368 Chinle, AZ 86503 928-209-3703 carlien_42@yahoo.com</p>	<p>We sell Native American (Navajo) handmade jewelry. Semiprecious stones, beaded necklaces, bracelets, lanyards, and pins are also available for purchase.</p>
<p>Shash Legáá Sarah Poyer P.O. Box 411 Waterflow, NM 87421 505-686-2840 poyersarah0826@gmail.com</p>	<p>Silver Smithier, hand-made jewelry made from the Southwest will be displayed. The artwork comes from many generations of my family and we have been making jewelry for over 37 years.</p>
<p>Shortman Native Arts Louise Shortman P. O. Box 2097 Tuba City, AZ 86045 480-826-4747 louieshortman@yahoo.com</p>	<p>Stop by and see beautiful handmade native beadwork and sterling silver jewelry.</p>

DIRECTORY OF PRESENTERS

A

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

B

BATCHELOR, Heather, Westminster College, Salt Lake
City, UT, heatherbatchelor@hotmail.com
BEGAY, Gerard, Maricopa Community Colleges, Tempe,
AZ, Gerard.Begay@domail.maricopa.edu
BEGAY, Kelsey, Morning Star Leaders Youth Council,
Scottsdale, AZ, morningstarleaders@gmail.com
BEHRENS, Wendy, Minnesota Department of Education,
Roseville, MN, wendy.behrens@state.mn.us
BELL JULIEN, Angelia, WestEd, Peoria, AZ, ajulien@
wested.org
BOULDIN, Hiawatha, Self Employed-Retired, Midwest
City, OK, hiawatha.b@yahoo.com
BURROLA, Andres, Baboquivari Unified School District,
Sells, AZ, aburrola@busd40.org

C

CAMPBELL, April, Oregon Department of Education,
Salem, OR, april.campbell@ode.state.or.us
CAVOLO, Kyle, Odysseyware, Chandler, AZ, kcavolo@
odysseyware.com
CLARY, Cynthia, Salt River Schools, Scottsdale, AZ,
cynthia.clary@srmic-ed.org
CLEVELAND, Roger, Eastern Kentucky University,
Richmond, KY, Roger.Cleveland@eku.edu
CODY, Marsha, WestEd, Peoria, AZ, mcody@wested.org
CORLETT, Vicky, Salt River Schools, Scottsdale, AZ,
victoria.corlett@srmic-ed.org
CROOKS, Steve, Grad Solutions, Mesa, AZ, stevec@iwant-
mydiploma.com
CUDDINGTON, Ana, Scottsdale Community College,
Scottsdale, AZ, ana.cuddington@scottsdalecc.edu
CUESTAS, Christopher, NVPRC, Tucson, AZ, cycvps@
juno.com

D

DECOUTEAU, Lana, Turtle Mountain Community
Schools, Belcourt, ND, Lanelia.Decoteau@K12.ND.US
DEFRANCISCO, Heather, Southwest Region, San Tan
Valley, AZ, defranclan@cox.net
DICKINSON, Christopher, Arizona Department of Education,
Phoenix, AZ, christopher.dickinson@azed.gov
DIENZ, Patricia, WestEd, Peoria, AZ, pdienz@wested.org
DILL, Daniel, Odysseyware, Chandler, AZ, ddill@
odysseyware.com
DOLEZAL, Dennis, Pine Ridge High School, Pine Ridge,
SD, dennis.dolezal@bie.edu

E

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

F

FRANKS, Tamela, Opportunities for Youth, Phoenix, AZ,
Tamela.Franks@mcesa.maricopa.gov
FUENTES, Gabe, Morning Star Leaders Youth Council,
Scottsdale, AZ, morningstarleaders@gmail.com

G

GARCIA, Mikaela, Morning Star Leaders Youth Council,
Scottsdale, AZ, morningstarleaders@gmail.com
GILBERT, W. Sakiestewa, Northern Arizona University,
Flagstaff, AZ, willard.gilbert@nau.edu
GREY, Wi-Bwa, Salt River Schools, Scottsdale, AZ,
wi-bwa.grey@srmic-ed.org
GROENIG, Nadine, Arizona Department of Education,
Phoenix, AZ, Nadine.Groenig@azed.gov
GUINN, Mary, Retired Superintendent/Administrator,
Little Rock, AR, meguinn917@gmail.com

H

HAKES-FASTNER, Kathy, Odysseyware, Chandler, AZ,
kcavolo@odysseyware.com
HALCOMB, Ramona, Oregon Department of Education,
Salem, OR, ramona.halcomb@ode.state.or.us
HALL, Tamara, WestEd, Peoria, AZ, thall@wested.org
HANKINS, Kimberley, Lower Kuskokwim School District,
Bethel, AK, kimberly_hankins@lksd.org
HENDERSHOTT, Joseph, Hope 4 The Wounded, LLC,
Celebration, FL, joe@hope4thewounded.org

I

JOHNSON, Noah, Nay Ah Shing, Onamia, MN,
NJohnson@nas.k12.mn.us
JONES, Binky Michelle, Ombudsman Educational Services,
Glendale, AZ, bjones@ombudsman.com
JUAREZ, Roy, IMPACTtruth, Inc., San Antonio, TX,
Roy@IMPACTtruth.com

K

KAHNEY, Lindsey, National Runaway Safeline, Chicago,
IL, lkahney@1800runaway.org
KASHIWAGI, Jacob, Arizona State University, Tempe, AZ,
jacob.kashiwagi@asu.edu
KUHNS, Carlton, Lower Kuskokwim School District,
Bethel, AK, carlton_kuhns@lksd.org

L

LADUCER, Marilyn, Belcourt School District #7, Belcourt,
ND, marilyn.laducer@k12.nd.us
LAFFERTY, Anita, University of Alberta, Edmonton, AB,
Canada, alaffert@ualberta.ca
LAFFITTE, Louis, Salt River Schools, Scottsdale, AZ,
louis.laffitte@srmic-ed.org
LARNEY, Jim, Mesa Community College, Mesa, AZ,
jim.larney@mesacc.edu

DIRECTORY OF PRESENTERS

LAROSE, Megan, Morning Star Leaders, Inc., Scottsdale, AZ, morningstarleaders@gmail.com
LECLAIR-DIAZ, Amanda, University of Arizona, Tucson, AZ, aleclairdiaz@email.arizona.edu
LITTLE CROW, Michael, Scottsdale Community College, Scottsdale, AZ, michael.little.crow@scottsdalecc.edu
LITTLECHILD, Ruby, Alberta Aboriginal Construction Career Centre, Edmonton, AB, Canada, rubychild@hotmail.com
LOCKLEAR, Connie, Public Schools of Robeson County, Pembroke, NC, connie.locklear@robeson.k12.nc.us

M

MAGLEBY, Hans, WhyTry, Inc, Provo, UT, kjersti@whytry.org
MAKOMENAW, Matthew, American Indian College Fund, Denver, CO, mmakomenaw@collegefund.org
MANUEL, Debbie, Morning Star Leaders, Inc., Scottsdale, AZ, morningstarleaders@gmail.com
MANUELITO-ALLISON, Shannon, Kyrene School District, Tempe, AZ, sallison@kyrene.org
MCBRIDE, Clyde, Kayenta Unified School District #27, Kayenta, AZ, cmcbride@kayenta.k12.az.us
MCGOWAN, Tim, Networks of Support, Rapid City, SD, tim@networksofsupport.com
MYHR, Bill, Fort McDowell Yavapai Nation, Fort McDowell, AZ, bmyhr@fmyn.org

N

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

P

PAULET, Cori, Minnesota Department of Education/Project North Star, St. Paul, MN, cori@quasma.com
PAULEY, Joseph, National Dropout Prevention Network, Potomac, MD, joe@kahlercom.com
PAULEY, Judith, National Dropout Prevention Network, Potomac, MD, judy@kahlercom.com

Q

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

R

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

S

SALAS, Analicia, Morning Star Leaders Youth Council, Scottsdale, AZ, morningstarleaders@gmail.com

SALAS, Robert, Morning Star Leaders Youth Council, Scottsdale, AZ, robert.salas@morningstarleaders.org
SEELEY, Monica, Heritage High School, Conyers, GA, mseeley@rockdale.k12.ga.us

T

TADLOCK, Dee, Central Washington University; Read Right Systems, Shelton, WA, deet@readright.com
THIRION, Winona, Maricopa Community Colleges, Tempe, AZ, winona.thirion@domail.maricopa.edu
THOMPSON, Leara, Fort McDowell Yavapai Nation, Fort McDowell, AZ, lkthompson@fmyn.org
TONSMEIRE, Kelly, Alaska Staff Development Network, Juneau, AK, asdn@gci.net
TUPPONCE, Hester, Kyrene School District, Tempe, AZ, htupponce@kyrene.org

V

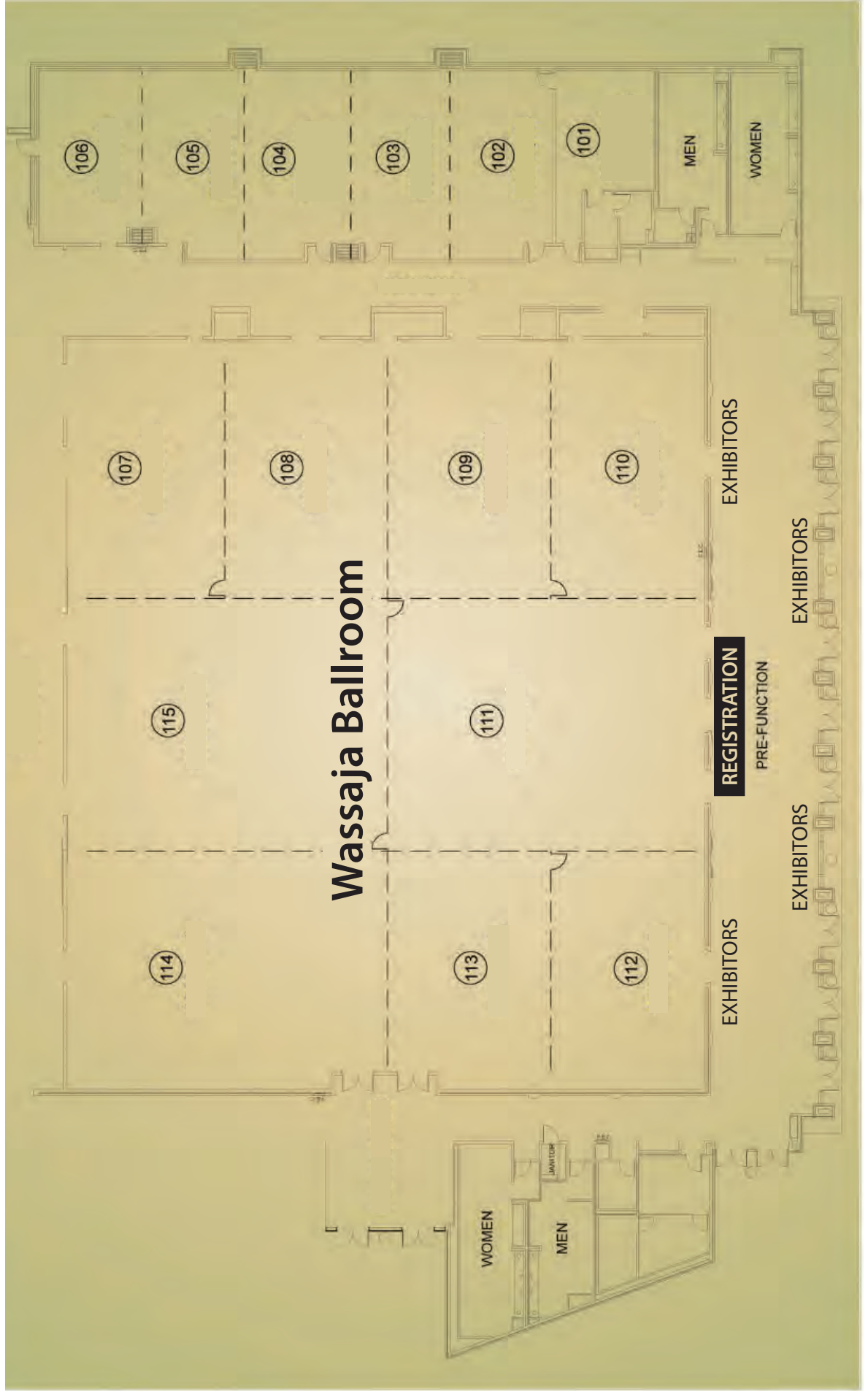
VAN DER JAGT, Rebecca, Kyrene School District, Phoenix, AZ, rvanderjagt@kyrene.org

W

WALKER, Daniel, Lower Kuskokwim School District, Bethel, AK, daniel_walker@lksd.org
WARD, Rebecca, Public Schools of Robeson County, Pembroke, NC, rebecca.ward@robeson.k12.nc.us
WEST, Matt, Backbone Communications, Gilbert, AZ, matt@backbonecommunications.com
WHITAKER, Tamzyn, Kyrene School District, Phoenix, AZ, Twhitaker@kyrene.org
WOODS, Victor, Success International Incorporated, Bloomingdale, IL, victormwoods@yahoo.com

WE-KO-PA RESORT & CONFERENCE CENTER

EVENT MAP



NATIONAL DROPOUT
PREVENTION NETWORK
CONFERENCE
2017



NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK

a
new
vision
for dropout prevention

RENAISSANCE PALM SPRINGS HOTEL AND CONVENTION CENTER

PALM SPRINGS, CA
OCTOBER 22-25 2017

www.dropoutprevention.org