



Sheila Hall <shellah@bps.k12.mt.us>

Fwd: NAITF-NIEA Invitation

1 message

Dana Bremner <danabremner@bps.k12.mt.us>

Mon, Sep 18, 2023 at 4:03 PM

To: Sheila Hall <shellah@bps.k12.mt.us>

Hi Sheila,

Here's the long invite email chain to Amanda Curtis (and later me). Since she wasn't able to attend, she asked multiple people if we would go in her place. Out of all those that agreed to attend, she chose me to represent our State and Indian Country.

I've printed all of these emails and highlighted the important part(s).

Thank you for your consideration.

Best regards,

Dana

----- Forwarded message -----

From: Amanda Curtis <acurtis@mfpe.org>

Date: Fri, Sep 8, 2023 at 10:52 AM

Subject: Re: NAITF-NIEA Invitation

To: Adriana O'Hagan, Office of the Executive Vice President <aohagan@aft.org>, Evelyn DeJesus, Executive Vice President <edejesus@aft.org>

Cc: Giselle Lundy-Ponce, Educational Issues <Glundy@aft.org>, Julie Washington, Human Rights & Community Relations <jwashing@aft.org>, Sarah Hamilton, Organization & Field Services <shamilton@aft.org>, Dana Bremner (Browning Fed of T) <danabremner@bps.k12.mt.us>, Kenneth Green, Office of the Executive Vice President <kgreen@aft.org>

Dear Adriana,

Please invite Dana Bremner, copied here.

Thank you!

Amanda

MFPE President

1232 East 6th Avenue

Helena, Montana 59601

406-442-4250

www.mfpe.org



From: Adriana O'Hagan, Office of the Executive Vice President <aohagan@aft.org>

Sent: Thursday, September 7, 2023 5:29 AM

To: Amanda Curtis <acurtis@mfpe.org>; Evelyn DeJesus, Executive Vice President <edejesus@aft.org>

Cc: Giselle Lundy-Ponce, Educational Issues <Glundy@aft.org>; Julie Washington, Human Rights &

Community Relations <jwashing@aft.org>; Sarah Hamilton, Organization & Field Services <shamilton@aft.org>; Kenneth Green, Office of the Executive Vice President <kgreen@aft.org>
Subject: Re: NAITF-NIEA Invitation

Good morning, Amanda,

Evelyn appreciates the list of leaders who would like to attend the NAIFT-NIEA event. Even though we would like to invite everyone on the list, we are unable due to budget constraints. It would be helpful if you can select one leader from the list so we can begin the process of arranging travel.

Please let me know if you have any questions,

Adriana

Adriana O'Hagan

Deputy Manager | Office of the Executive Vice President

T: 202-393-6952

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E: aohagan@aft.org

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Find our latest COVID-19 Resources and Information at AFT's Resource Page

From: Amanda Curtis <acurtis@mfpe.org>

Date: Monday, August 28, 2023 at 5:57 PM

To: Evelyn DeJesus, Executive Vice President <edejesus@aft.org>

Cc: Adriana O'Hagan, Office of the Executive Vice President <aohagan@aft.org>, Giselle Lundy-Ponce, Educational Issues <Glundypon@aft.org>, Julie Washington, Human Rights & Community Relations <jwashing@aft.org>, Sarah Hamilton, Organization & Field Services <shamilton@aft.org>, Kenneth Green, Office of the Executive Vice President <kgreen@aft.org>

Subject: Re: NAITF-NIEA Invitation

Hi, Evelyn! MFPE has several Indigenous Leaders who would love to attend this meeting. Here is the list. Please include as many as you can.

1. Dana Bremner (danabremner@bps.k12.mt.us) local president, native language speaker, was instrumental in getting AFT Reading Opens the World bookmarks translated into Blackfeet language (a first for the AFT)
2. Christopher Morigeau (aql.cut@gmail.com), has not been very involved, but wants to run for the MT legislature, and I would love to fold him into union leadership
3. Jordann Lankford (brighttrailed@gmail.com), Bright Trail Woman, a Bonafide MFPE leader who is very involved and is already attending the conference in NM, so would only have to add a day to her travels
4. Christine Kolczak (christinekolczak2004@msn.com), LGBTQ, on the MFPE BOD
5. Kelly Silk, (kelly_silk@gfps.k12.mt.us) has attended NEA minority leadership training and is only available on the 19-21, but I would love to keep her involved.

Any one of these member leaders would represent MT well. They have all agreed to participate if they are invited. Please let me know if you select any/all of them. Let me know if I can help in any way. I am sorry this information is so late.

In solidarity,

Amanda

MFPE President

1232 East 6th Avenue

Helena, Montana 59601

406-442-4250

www.mfpe.org



From: Evelyn DeJesus, Executive Vice President <edejesus@aft.org>

Sent: Friday, August 4, 2023 2:08 PM

Cc: Adriana O'Hagan, Office of the Executive Vice President <aohagan@aft.org>; Giselle Lundy-Ponce, Educational Issues <Glundypo@aft.org>; Julie Washington, Human Rights & Community Relations <jwashing@aft.org>; Sarah Hamilton, Organization & Field Services <shamilton@aft.org>; Kenneth Green, Office of the Executive Vice President <kgreen@aft.org>

Subject: NAITF-NIEA Invitation

Dear AFT State Leader,

At our convention last year, the AFT passed its first-ever resolution on Native American/Indigenous issues, calling on the U.S. government to establish a truth and reconciliation commission for Native Americans.

Former local president Tucker Quetone of the Rochester (MN) Education Association and current AFT Retiree Member of Education Minnesota spoke passionately on the floor about the need for this resolution. President Randi Weingarten then directed us to form a Native American/Indigenous Issues AFT Task Force to address the needs of this constituency. We believe that it is an important part of the work of my office, so I am inviting you to represent your state at this first meeting of this task force on Tuesday, October 17th in Albuquerque, NM, preceding the National American Indian Education (NIEA) conference.

Native American children, like all students, have the right to a quality public education that prepares them for the next grade, college, career, and life's challenges. I want this task force to come together to discuss these and so many other critical issues for our students and the educators who work with them.

This year will be the twelfth year that the AFT participates in the national convention of NIEA. The conference will be held this year in Albuquerque, NM from October 18-21. NIEA is the premiere national advocacy organization for American Indian, Alaska Native, and Native Hawaiian educators and students. We support the values and mission of NIEA.

If you cannot attend the task force meeting or want to delegate your state's representation to one of your members or local leaders, please tell us.

I look forward to hearing back from you soon!

In Unity,

Evelyn

Evelyn DeJesus

AFT Executive Vice President

T: 202-393-6952

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www.facebook.com/EvelynDeJesusVP | www.twitter.com/@AFTEVPDeJesus

Find our latest COVID-19 Resources and Information at AFT's Resource Page

This email has been scanned for spam & viruses. If you believe this email should have been stopped by our filters, click here to report it.

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Dana Bremner
Reading Interventionist
Ext: 4165
Browning Elementary School

"I want these young people to understand the way the world works, and to question everything that comes before them." Elouise C. Cobell

3 attachments



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49K



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49K



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AFT NAIFT Meeting/NIEA Conference (October 16 - 21, 2023)

Unread

Elisha Williams, Temp., Educational Issues <ewilliams@aft.org>
To: "danabremner@bps.k12.mt.us" <danabremner@bps.k12.mt.us>

Fri, Sep 8, 2023 at 11:01 AM

Good afternoon, Dana,

Attached are the Travel Request Form and the Expense Reimbursement Form for the AFT / NAIFT/ NIEA Conference held in Albuquerque on October 17 - 21, 2023. Your travel day will be October 16th. Please return the travel form to me by **September 21, 2023**. For those who are not in need of a flight, you may submit your mileage on the expense reimbursement form.

Once the hotel is confirmed we will advise you of the location. Thank you in advance for your patience and understanding.

If you have any questions or concerns, please do not hesitate to contact me.

Best Regards,


Elisha (Leesh) Williams

Temp | Educational Issues
T: 202-585-5820 | E: ewilliams@aft.org

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www.aft.org | www.facebook.com/AFTunion | www.twitter.com/AFTunion

2 attachments

 **AFT NAIFT Meeting - NIEA Conference 2023 Reimbursement.pdf**
142K

 **AFT Nonemployee Travel Form.docx**
35K



Albuquerque, NM
October 18-21, 2023

EDUCATION SOVEREIGNTY. IT BEGINS WITH US.

Register now to attend the 54th Annual NIEA Convention & Trade Show. Play your role in this ongoing effort to reclaim Education Sovereignty. The NIEA Convention and Trade Show will be held in **Albuquerque, NM, October 18-21, 2023**. Our theme this year is **Education Sovereignty. It Begins with Us**. Sign up today to join Tribal leaders, Native advocates, parents, elders, and students working to transform Native learning systems.

[Draft Agenda](#)

[Draft Workshop Agenda](#)

**PLEASE NOTE THAT THE TRADE SHOW IS
CURRENTLY CLOSED AND NOT ACCEPTING
VENDORS AT THIS TIME**



NIEA 2023 Convention Draft Agenda

Thursday, October 19, 2023

1:00pm – 2:15pm

Workshop Session A

TITLE	ABSTRACT
Promoting Educational Sovereignty through Culturally-Driven Coordinated Early Childhood Education	This workshop will detail how culturally-driven coordinated Tribal early childhood systems are built by breaking down silos across the programs and identifying and addressing real and perceived barriers to collaboration. This results in better coordinated Tribal early learning and development programs, including childcare, Head Start, pre-K, home visiting, FACE, and other services.
Building K-5 Academic & Language Immersion with Novice Language Learners	Leadership of Weksuye K-5 Lakota Immersion will share how they have been developing culturally-sustaining curriculum that meets academic standards and immerses novice language learners in Lakota. They will share templates they have used & explain how to develop units & lessons that are highly interactive, culturally authentic, academically rigorous, and effective for language proficiency at the same time. Outcomes & challenges will be discussed.
Preserving and Revitalizing Indigenous Communities through Native Youth Media Storytelling	The Native Youth Media Project by Vision Maker Media partners with Native youth organizations to mentor and train young people in short-format media storytelling. Its aim is to empower Native youth to preserve and revitalize Native cultural knowledge. Maya Salganek with Native Movement's Filmmaker Intensive will discuss their recent collaboration with VMM highlighting the program's successes and challenges.
"Ma Ka Hana Ka 'ike" (In the work there is knowledge)	Ka'lanii 'keā is a 501(c)(3) Native Hawaiian serving nonprofit research development, & service organization. Ka'lanii 'keā operates a Preschool-K Program in Kane'ohe, Hawai'i, which delivers Native Hawaiian culture-based STEAM education to children, adults & elders. Ka'lanii 'keā proposes to share how we designed & implemented an innovative culturally, linguistically & kinesthetic approach to ECE Program for children 0-5 years old with their families.
Houghton Mifflin Harcourt Improving Student Outcomes	The workshop will be interactive, where we explore the unique needs of BIE schools, showcasing real BIE school data, gaps analysis, and student outcomes. We will explore learning loss as well as current trends in achievement based on education research, including examples of data that can be seen by teachers and administrators at both the site and class level.



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Paradigm Shift: Creating Equity in Education & Honoring & Revitalizing Indigenous Culture & Language	Paradigm Shift - CCSD's Equity in Education Policy: 1. Bridges educational & social-emotional gaps 2. Honors & Revitalizes Indigenous Language & Culture 3. Prioritizes Whole Child & Holistic Wellness 4. Implements Community Schools; Prioritizes Family & Community Engagement 5. Empowers Student Voices thru Equity Council Leadership 6. Implements Restorative Justice and Multicultural Competence 7. Post-Grad Skill Building: Graduate Profile
OPEN	OPEN
T'áá hwó' aji t'éego "It Depends Upon Me" is the Beginning Of Educational Sovereignty	When Native American students are given opportunities to pursue academic and cultural interests, enthusiasm, and a love for learning increase, we accomplish this through Title VI after-school labs, cultural workshops, Dreamstarter projects, and Camp Eagle Summer school. Staff allocates funding and networking with local partners to cultivate our community. This program results in higher academic achievement; this is the beginning of educational sovereignty.
Indigenous Student Achievement, Relations, and Resiliency in Action	The Montana Office of Public Instruction has assembled a multi-faceted team to guide educators through indigenous way of knowing and engagement. Our team would like to share what we we've learned along our paths to success in celebrating indigenous excellence and cultural understandings with all students in Montana.
What is Virtual Reality? The Metaverse? And all that Jazz?	An introduction to virtual reality and emerging technologies and how these can be implemented into curriculum.
BIE Session Central Office Updates	BIE Federal Session
NIHSDA Session 1	National Indian Head Start Directors Association
Office of Indian Education	OIE Federal Session
Stephen C. vs. Bureau of Indian Education: A Discussion About Education Civil Rights in Native Education	Indigenous children with disabilities attend public and Bureau of Indian Education (BIE) schools every day across the country from the Pacific Northwest to the Southwest to New York. These students, and their families, are protected by two key civil rights laws, Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). These laws govern a student with a disability's right to equal education.
Empowering Student Ambassadors to Deepen SEL Initiatives in Zuni	The Zuni Public School District has initiated an SEL Student Ambassador program that involves 40 students from two different high schools. These dedicated students have been participating in experiences that build both personal and communal social and emotional strength. Students are leading the charge, embracing their sovereignty, and providing the inspiration to address health and well-being, done intentionally through the lens of Zuni culture.
Utilizing a Retention Module to Increase Student Success at a Tribal College	NHSC implemented a Retention Module as part of their LMS, the overall result was an increase in student success, retention, and better



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	communication between faculty and student services staff. Join us as we share our results, best practices, and advice on implementation for TCUs.
Promoting Educational Sovereignty through Culturally-Driven Coordinated Early Childhood Education	This workshop will detail how culturally-driven coordinated Tribal early childhood systems are built by breaking down silos across the programs and identifying and addressing real and perceived barriers to collaboration. This results in better coordinated Tribal early learning and development programs, including childcare, Head Start, pre-K, home visiting, FACE, and other services.
Building K-5 Academic & Language Immersion with Novice Language Learners	Leadership of Weksuye K-5 Lakota Immersion will share how they have been developing culturally-sustaining curriculum that meets academic standards and immerses novice language learners in Lakota. They will share templates they have used & explain how to develop units & lessons that are highly interactive, culturally authentic, academically rigorous, and effective for language proficiency at the same time. Outcomes & challenges will be discussed.

2:30pm – 3:45pm

Workshop Session B

Growing Educational Sovereignty Through Integrated SEL Lessons Connected to Zuni Culture	The Zuni Public School District has initiated a comprehensive social and emotional learning process that involves dedicated learning time every day. A core group of school leaders (consisting of teachers, counselors, and administrators) has been co-creating lessons that directly grow educational sovereignty through an integration of A:shiwi Core Values, the cultural calendar, and connections to the ZPSD Portrait of a Graduate.
Tribal Language Pilot Project: A Collaborative Approach to Indigenous Course Inclusion	The Tribal Language Pilot Project is a collaborative research and course offering endeavor that seeks to gather and synthesize promising practices and challenges. A component of this work is establishing Chinuk Wawa course offerings within the Beaverton School District to provide a roadmap and resource for additional districts. Partners include: The Confederated Tribes of Grand Ronde, and Oregon Department of Education.
Progress, Challenges, and Trajectories for Indigenous Language Content-Based Instruction in the Unit	This session will provide an overview of the challenges in the Indigenous language revitalization field. There will be time to discuss potential strategies gathered by the presenters in practice and research for addressing these challenges within our local language communities.
'Aha Pūnana Leo: Language Nests	The Native American Languages Act of 1990 provides for the protection and promotion of the rights to develop proficiency and use



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	<p>of Native American languages including in education. Established in 1983, the 'Aha Pūnana Leo is nationally recognized as a leader in the movement to revitalize and renormalize the Hawaiian language and has become a key partner with other communities nationally and internationally looking to do the same.</p>
<p>Navigating Early Intervention Programs</p>	<p>To transform the lives of Native American Children and Youth with disabilities and/or special healthcare needs. The journey begins with an informed parent or caregiver to embrace strength and lay the foundation for learning and the pathway to a successful livelihood. The presentation will shine the light on special education overview including Individuals with Disabilities Education Act (IDEA), and Individualized Education Program (IEP) Process.</p>
<p>Engage Students with Culturally Responsive Instruction Using ISLA's Seven Instructional Hoops!</p>	<p>Discover culturally responsive pedagogy based on traditional tribal ways of teaching, learning, and knowing, easily adaptable to your culturally grounded curricular content. Take back to your classroom tools from the Seven Instructional Hoops. Your classroom success engaging students will serve as a beacon to your colleagues to mentor, co-plan, and co-teach. As student success flourishes, this pedagogical model will spread throughout your school.</p>
<p>Making Student-Centered Decisions</p>	<p>This session provides a model of instruction that emphasizes experiential, active, and student-centered learning. Presenters will share instructional strategies to support you in creating (or adjusting) lessons and curricula informed by and integrating your students' cultures.</p>
<p>Indigenous Montessori Institute</p>	<p>The Indigenous Montessori Institute is an anti-racist, anti-biased approach to education using Indigenous knowledge systems and the Montessori Philosophy to deliver teacher training. IMI's intention is to reclaim and center Indigenous Education by decolonizing education in the classroom and system levels, restore Indigenous knowledge systems that support early childhood education, and center Indigenous languages, values, and beliefs in education.</p>
<p>Recruiting and Retaining Indigenous Educators</p>	<p>This presentation will examine a teacher preparation framework that contributes to diversifying the teacher force. The presentation will include a curriculum framework, firsthand accounts, and specific ways to recruit, retain, and prepare indigenous educators to successfully teach the diverse population in New Mexico.</p>
<p>Restorative Practices Through Culturally Sustaining Education Policies and Practices</p>	<p>Not New Or Innovative!!! Unpacking Policies And Pathways States Are Promoting And Passing; Experiential, Mastery-Based, Competency-Based, Proficiency-Based Learning Options. What Implementations And Strategies Look Like For Districts, State Agencies, And Indigenous Communities. Addressing The Importance of Maintaining Culturally</p>



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	Responsible Practices, and Inclusive Conversations On Development And Professional Trainings.
Designing STEAM curriculum for Hooper Bay, Alaska that blends traditional knowledge and Western science	Learn how we are creating STEAM thematic curriculum units in the Yup'ik community of Hooper Bay, Alaska. Our work combines traditional knowledge with interactive open-source western science activities. Elders and teachers working together identify the locally relevant STEM themes. The STEAM activities are supported by simulations, modeling, and use of probeware, and other scientific instruments used to explain phenomena in a Western schema.
The 3 Cs of Nevada's Native Youth Community Project: Collaboration, College and Career Readiness, a	The Nevada Department of Education (NDE) is a recipient of its second multi-year federally-funded Native Youth Community Project (NYCP) grant. The NYCP is designed to ensure that Grades 7-12 American Indian students are prepared for college and careers. The project has been a collaborative effort across three tribal areas in Nevada, the NDE's Office of Inclusive Education's (OIE) Indian Education Program, and Local Education Agencies (LEAs).
BIE Townhall Leadership #2	BIE Federal Session
NIHSDA Session 2	National Indian Head Start Directors Association
NIEA Presidential Session A Part 1	NIEA's Whole Child Initiative Report
NEA Delegate Session #1	National Education Association
Place and Power: Using an Indigenous Worldview in Educational Systems	In this session participants will explore this essential question: How can recognizing and understanding indigenous ways of thinking about power and place serve as resources to reshape how we think about and build educational spaces of learning and community? This will be an interactive session centered around understanding power and place through Indigenous models.
Use Elder Methods in a Modern Classroom and See All of Your Students Thrive in a Healing Environment	The Elder way of teaching will be discussed as the model for all current best educational practices. The barriers that prevent educational success will be shared along with solutions that will allow the teacher and community to remove them. Cultural integration into all disciplines will be discussed and demonstrated. Construction of a trauma healing classroom will be shared. And finally, resources will be provided.

4:00pm – 5:15pm

Workshop Session C

Igniting Native Student Success: Sparking Cultural Curiosity Through Integrated Student Supports	Discover how to transform the lives of Native students and families through Tribal partnerships that provide cultural competency with Integrated Student Supports (ISS). Learn how staff members work in schools to build relationships with students and families that foster a
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	whole child approach utilizing evidence-based practices. Combined with culturally responsive instruction, ISS facilitates empowering student strengths.
Healthy Native Youth: Culturally Relevant Curricula, Tools & Resources for AI/AN Adolescent Health	Providing effective and inclusive health education for Native youth requires programming on multiple levels. Workshop participants will learn about the Northwest Portland Area Indian Health Board and its regional partners and their collective efforts to promote Native adolescent health in this interactive workshop. Participants will explore culturally relevant health curricula, multimedia programming, and wellness initiatives for youth.
Integrations of Native Culture in CTE	Explore how grantees administer CTE (Career and Technical Education) programs, integrate Native culture in CTE, and provide career services to transition students to the next educational level and careers.
Chickaloonies: Intergenerational Creativity and Learning through Indigenous Comic Art	This project provides engaging and creative educational resources to help empower Indigenous youth in Alaska and beyond. Our work focuses on the comic art form as a creative way to learn about, express and perpetuate Indigenous heritage and Indigenous ways of learning: honoring Elders and knowledge-keepers and seeking to learn from them as well as experiencing the impact of storytelling and traditional values.
Diné Culturally-Grounded Dissertations Promote Education Sovereignty	Fielding Graduate University doctoral Diné students conduct dissertation research culturally-grounded in Diné culture and language.
Native Language Teaching: A Standards-Based Approach	This presentation will review and explore a standards-based approach to Native language teaching and learning, including cultural considerations.
Yuuyaraq: The Yup'ik Way of Being	Alaska Native Cultural Charter School (ANCCS) in Anchorage is a preK-8th grade school that focuses on Alaska Native Cultures along with the district curriculum. Because of this unique school, ANCCS Yup'ik language teachers created a framework to incorporate Yuuyaraq, the Yup'ik Way of Life, not only in academic rigor, but into the social emotional well-being of our community, inclusive of language, culture, and identity.
Creating Thriving Indigenized Education Systems through Tribal Partnerships	This presentation will provide attendees with a framework to partner with public school districts and higher education institutions to advance Indigenous language access and acquisition through a "College in the Classroom" model where students can earn high school and college world language credit simultaneously. Attendees can hear directly from students the impact this has made on their self-identity and student experience.



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<p>Aullaagvik 2.0 - Tribal Educator Apprenticeship</p>	<p>The Aullaagvik 2.0 Tribal Educator Apprenticeship was designed to meet the needs for educators who are prepared for work in tribal schools. In Alaska on the North Slope, our regional tribe, the Inupiat Community of the Arctic Slope (ICAS), has been blazing a trail as the first independent rural tribal education agency, and showcasing the Qargi school in Wainwright. It's hard to call the Qargi a school, by the "Western" standard it is wholly unique.</p>
<p>Indigenous Ways of Knowing in Education</p>	<p>This workshop will examine the question: Why is an indigenous perspective important in education? We will then look at EDUC 210: Hawaiian Ways of Knowing in Education, a class offered at the University of Hawai'i West O'ahu that introduces teachers in training to an indigenous educational perspective that will allow them to navigate within the dominant American Education System.</p>
<p>Counting Indigenous Students: Implications for Public K-12 Education</p>	<p>K-12 Indigenous students in public schools are chronically undercounted, which contributes to a lack of understanding about their needs. This session presents a map of inclusive counts of Native students across the 50 states and discusses various ways that states are altering their approaches to Native student data collection and reporting to better serve Indigenous students.</p>
<p>Leveraging Educational Sovereignty in STEAM Fields Starts with Us: Exploring E-Sports Education</p>	<p>This workshop will explore E-sports in Indigenous Education and further provide discourse in developing important soft skills such as problem-solving and critical thinking. According to the National Education Association (2021), the explosive growth of E-sports was driven by student interest as 90% of teens play video games; however, there is a need to recognize the paucity of E-sports programs in Indigenous spaces.</p>
<p>PAA Hawai'i: Developing Hawaiian Youth Leadership From Within the Constructs of 'Ohana</p>	<p>This workshop shares, from the youth perspective, how family (home family, community family, school family) develop and empower youth to be the leaders of our communities.</p>
<p>Just Do It: Starting a Tribal School with Limited Funds and Limited Federal, State and Local Support</p>	<p>This presentation will describe how the Inupiat Community of the Arctic Slope systematically set up their education governing structure and our process for developing the Qargi Academy school system that is designed and operated by tribal citizens and staffed with local educators. We set our own education standards, teacher training and educator certifications. We will also discuss our partnerships with Federal, State, and Local entities.</p>
<p>BIE Johnson O'Malley Session</p>	<p>BIE Federal Session</p>
<p>NIHSDA Session 3</p>	<p>National Indian Head Start Directors Association</p>
<p>Administration for Native Americans</p>	<p>ANA Federal Session</p>
<p>NIEA Presidential Session Part 2</p>	<p>NIEA's Whole Child Initiative Report</p>
<p>Office of Indian Education session</p>	<p>OIE Federal Session</p>



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AASA & NIEA Session	Partner Session
NIEA Resolutions Review	NIEA Resolutions Review

Friday, October 20, 2023

8:00am – 9:15am Workshop Session D

Empowering Families through the Tiamuna Project	Tiamuna (“Future” in Inupiaq) empowers families in Anchorage, Alaska to access a broad array of educational services and resources at no cost by providing them directly with funds and information to navigate through a variety of options. The program aims to serve 200 Alaska Native/American Indian K-12 students per year. The services available to students include tutoring, cultural activities, sports, and camps.
Preservation Efforts of Aabaachi Miizaa (Jicarilla Apache Language) in These Contemporary Times	
Online Games for Language Learning	In this workshop we will play online Salish Language games and learn about the process of collaborative digital resource creation. Participants will come out with an understanding of how Native Languages can be taught with technology, and how we can make this experience fun and engaging. For Thousands of years Indigenous people have learned through action and role models. Games are how we are keeping our indigenous ways of learning alive.
Cultivating Diné language revitalization through the Diné Studies Program at Pinon Unified School	Pinon USD student population is 98% Native American. We are located in rural Arizona on the Navajo Reservation. Through the intricate braiding of federal and local funding, we support our Dine Studies programs to create language speakers and enhance the cultural awareness of all students. Our three schools receive funding to meet their smart goals in attaining the JOM goals (initiatives) outlined in the JOM Education Plan.
Culture-Based Indigenous Language Instruction & Assessment	This presentation discusses topics related to critical pedagogy, Indigenous knowledge & worldview, authentic assessments, culture-based curriculum development, Seal of Biliteracy, and dual credits for career track in Yup'ik Language Competency Certificates. Due to cultural loss and language attrition in today's Indigenous youth we collaboratively developed program opportunities for language reclamation and regaining cultural identity.
Partnering with the IEC to keep the Focus on Students	Throughout this presentation, attendees will learn how the 5th largest school district engages and works alongside the Indian Education



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	Parent Committee to ensure quality and educational programs is offered to eligible American Indian and Alaska Native students.
Indigenous Responsive Teaching and Pedagogy	This presentation will discuss Indigenous Responsive Teaching and Pedagogy (IRTP), created from the ideas of Culturally Responsive, Culturally Sustaining, and Culturally Relevant Pedagogies. This session is for teachers of Native American students at any level. Attendees will learn about key elements of IRTP and why it is important for non-Native teachers in a tribal school setting.
We The Peoples Before: Teacher's Guide and Lesson Plans by Native Educators	Since 2021, We The Peoples Before Education Fellows have created educational resources published by Kennedy Center Education in 2023, reaching 1.3 million educators and students internationally. Fellows and staff will present the resources (lesson plans, teacher's guides, and other supports) developed to support educators, by giving teachers the tools to learn and teach truthfully and honestly about Native peoples through art and cultural practice
Understanding and Implementing the Intersections between Culturally Revitalizing Curriculum and Pedagogy	This session will provide information on the elements of culturally revitalizing curriculum and pedagogy. Participants will have the opportunity to share strategies and hear considerations for implementation of culturally revitalizing curriculum and pedagogy in their classrooms, especially when incorporating Native language and culture
Waihona.net: Indigenous Online Learning Resources	Established in 2016, Kanaeokana Network of Native Hawaiian Schools is providing new opportunities for Hawaiian culture-based educators to raise their voices to advocate for things that are important: Hawaiian language renormalization, Aina place-based learning, culturally innovative learning solutions, curriculum resources development and dissemination using a cloud-based repository called Waihona.
Native Student Leadership Development: American Indian Leadership Academy (AILA)	Based upon a successful program that was the collaborative efforts of 2 Urban school districts, one off-reservation boarding school and the Grand Ronde tribe, this workshop will describe and involve participants in the successful strategies used to transform Native students in Oregon. Planning, visioning, curriculum, activities, scheduling, and infrastructures will be shared that impacted least 80 Native students for 4 full days annually.
IDEAL Cohorts: Getting Indigenous leaders in schools with significant Indigenous populations in OK	Panelists in the IDEAL Program discuss their journey to become culturally responsive leaders in public schools with significant Indigenous student populations. They share how cohort programs enriched with Indigenous culture curriculum are beneficial for recruiting, training, and retaining quality Indigenous administrators as



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	well as insights, struggles, likes, dislikes, and suggestions for building local capacity in educating Indigenous students.
Hā'ale a ka Wai: Land and Values Based Learning in Teacher Education	Kaho'iwai's mission is to empower post-secondary students through hybrid educational experiences grounded in Hawaiian knowledges and values. Teacher certification is achieved through online and residential camping experiences. Teachers are empowered to be leaders in their community through building relationships with land, community, and peers.
Circles of Reflection: Supporting Native Students Through Collaboration and Consultation	The National Comprehensive Center's Native Education Collaborative will share the new Circles of Reflection online toolkit, a collaborative framework to engage Tribes, state education agencies (SEAs), and local education agencies (LEAs) in rich, reflective discussions that support the learning lives of Native students.
Cultivating Intergenerational Futures through Reflections of a Tribally Placed Doctoral Cohort	In this presentation, we share the impact of cultivating intergenerational futures through the creation of a tribally placed doctoral cohort. We share our reflections of building tribal-university partnerships that centers sovereignty and co-creation. Recent doctoral graduates will share how centering Indigenous knowledges and research impacted them. We will provide opportunities for attendees to create opportunities for cultivating their own tri
Cyber Theft: An Expensive Threat	Cyber Theft has become the largest black-market business worldwide. Native schools and Tribal Governments can be targets like everyone else in the country. This workshop is designed to bring awareness to what an entity should be doing to protect themselves and teach the participants to know what they can do to protect themselves and how to watch for cyber pitfalls.
STEAM TEK Pathways at CWC, UW, and WRTC on the Wind River Indian Reservation	Engaging students in Traditional Ecological Knowledge to recruit tribal students into STEAM disciplines at Central Wyoming College, Wind River Tribal College, and the University of Wyoming through partnership with tribal programs. TEK is essential in managing tribal cultural and natural resources so making the connection for STEM students is necessary to give them tools to go back into their communities. Community workshops, internships, and mentors have helped tribal students connect back to their communities.
NIHSDA Session 4	National Indian Head Start Directors Association
NIEA Resolutions Review	NIEA Resolutions Review
NEA Delegate Session #2	National Education Association

9:30am – 10:45am

Workshop Session E



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<p>Voices of Indigenous Student Affairs Professionals in Higher Education</p>	<p>Indigenous leaders who are members of professional student affairs organizations such as the Association of College Personnel Administrators (ACPA), National Association of Student Personnel Administrators (NASPA), and the National Institute for Native Leadership in Higher Education (NINLHE) will share their stories on the gifts they bring to the college student affairs profession.</p>
<p>Nurturing our Professional Ecosystems; Envisioning Futures for Indigenous Educator Preparation</p>	<p>This project is focused on collaborating with individuals working in professional and cultural/linguistic contexts relevant to Indigenous educator training to 1) envision educator futures, and the cultural, linguistic, and pedagogical training needed to advance Indigenous educator preparation for healthy, thriving futures, 2) map Indigenous educator training programs and professional ecosystems and 3) develop relevant research resources.</p>
<p>UNITY Healing Circle Trainings for Native Students</p>	<p>This year's UNITY national initiative is a call to action for all Native youth to overcome the difficulties associated with the pandemic and help rebuild their communities stronger than ever before. UNITY and its youth leaders are committed to empowering Native youth to revive their culture and traditions; restoring youth support systems, in-person or virtually; fostering relationships between Native youth and tribal leadership.</p>
<p>Since Time Immemorial: Tribal Sovereignty in Washington State</p>	<p>In 2015, the Legislature passed SB 5433 modifying the original 2005 legislation, now requiring the Since Time Immemorial: Tribal Sovereignty in Washington state or other tribally-developed curriculum be taught in all schools. The partnership between the Yakama Nation and Mt. Adams School District #209 has brought the curriculum to life. Participants will be inspired about providing high levels of learning around Tribal Sovereignty!</p>
<p>#ItsOurTime 21st Century Education Reconciliation</p>	<p>It's time for everyone to learn about our Indigenous Peoples histories and cultures. It's time for our voices to be represented in learning resources. It's time to support all teachers with classroom tools and unit plans created to help students learn about residential schools and Treaties. It's time to share First Nations Elder's stories, traditions, and teachings. It's time to explore the AFN Digital Education Toolkit. #ItsOurTime.</p>
<p>Ceremonies in Schools</p>	<p>Urban Native students often struggle with identity due to lack of access and resources. In Great Falls Public Schools (urban, Montana) we offer a variety of culturally based learning opportunities for our students and families to engage in. Using cultural practices, the Great Falls' model is steadily increasing student engagement and behavior, parent input, and graduation rates.</p>



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<p>Opening Pathways for Leadership in Education Sovereignty</p>	<p>NewSchools finds, funds, and supports teams of educators and innovators who are reimagining public education so every student finishes high school prepared and inspired to create a good life. Participants will hear from Native leaders who have advanced their vision for change through NewSchools Venture Fund investments. Workshop participants will engage with leaders to imagine and share their priorities for transforming education systems.</p>
<p>Growing Our Own Indigenous Educators: Teacher Preparation Through Intergenerational Mentoring and Storytelling</p>	<p>This workshop will outline the philosophy, structure, and curriculum of the Sapsik^walá Grow Your Own Program, an intergenerational mentorship program to support Native high school and undergraduate students in becoming Indigenous educators. An interactive portion will then invite participants to reflect on partnerships and possibilities in their communities and consider how to use or adapt the curriculum in their local education contexts.</p>
<p>Developing a United Front for Federal Advocacy: Strengthening Education through Increased Federal Funding</p>	<p>The current state of federal funding for tribal education is inadequate and significantly impacts the educational outcomes of tribal communities. NIEA has supported these efforts through the organization of NIEA Hill Week. This session will discuss actions and initiatives that follow up Hill Week advocacy to explore successful strategies for advocating for increased federal funding for education. The conversation will focus on strengthening tribal education by mobilizing tribal nations to advocate for increased federal funding, engaging in federal advocacy efforts, and increasing the visibility of tribal education issues in the policy arena.</p>
<p>Anti-Racist Professional Development for Educators of Indigenous Youth</p>	<p>K-12 educators will identify how racial micro/macroaggressions and microaffirmations in the context of anti-racist pedagogy as they relate directly to Indigenous secondary students. Pedagogical strategies for use in the classroom and school-wide professional development sessions will be provided.</p>
<p>Increasing Federal Funding for Native Teacher Leadership Programs through Teach Plus</p>	<p>The Teach Plus National Policy Advisory Board believes investments in teacher leadership will address the shortage of Native educators and expand Native student achievement. By championing federal funding for leadership programs, the teachers secured \$2.75 million for the Office of Indian Education to pilot a teacher leadership initiative in 2023. Teach Plus is working to increase appropriations for 2024.</p>
<p>The Yazzie Case: Building a Public Education System for Our Indigenous Future</p>	<p>This workshop will provide an overview of a new book that discusses the impacts and applications of the Martinez-Yazzie case, which we describe as the Yazzie-Martinez case. The book comprises a collection of essays, witness stories, and photographs meant to educate stakeholders on the significance of Yazzie-Martinez and lay the</p>



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	groundwork for a new vision of education in New Mexico for Native children.
How to Disrupt for Education Sovereignty	How can WE change the world? This workshop talks about how we learned to be disruptors by following three Hawaiian "systems" of decision making: kilo, maka'ala and makawalu. Kilo is of observing to see patterns and interpret data. Maka'ala is to focus on the details, to be watchful and vigilant. Makawalu or eight eyes is a way to organize data through a cosmological, native Hawaiian lens that considers multiple perspectives.
Cultivating Indigenous Higher Education Curriculum: Indigenizing Pedagogy Institute	The Indigenizing Pedagogy Institute was created to cultivate spaces for Indigenous students in the classroom. We reframed classrooms into decolonial spaces centering community and Indigenous approaches having a ripple effect in student retention, faculty consciousness, and community building. This year-long engagement for non-Indigenous faculty, creates a positive shift to strengthen institutional capacity and center Indigenous ways of being.
Native Educational Sovereignty in Teaching and Leadership: POLLENating our Next Generation of Leader	In this interactive workshop, participants will learn about the importance of the Corn Pollen model which encompasses spiritual, mental, physical, and social well-being attributes. Furthermore, these attributes are embedded into the University of New Mexico's Native Educational Sovereignty in Leadership and Teaching initiative. Students will create a life symbol and will be given a Corn Pollen Model Curriculum guide for their participation.
Creating a Tribally Governed Charter School-- Knik Tribe's Path	Knik Tribe recently opened a tribally governed charter school on Tribal land in Wasilla, Alaska. We are a k-12 school offering in-person, blended learning, and a statewide correspondence school. We'd like to share our journey from developing and adopting a Tribal Education Code, Charter application development and approval processes, facilities, and governance structure and everything else through our first year of operation.
BIE Session Central Office Updates	BIE Federal Session
NIHSDA Session 5	National Indian Head Start Directors Association
Office of Indian Education Session	OIE Federal Session
Reconceptualizing and Enacting Native Teacher Education through Indigenous Sovereignty	Indigenous critical theories and pedagogies offer new ways to reconceptualize what it means to prepare educators serving Indigenous students, schools, and communities. These theoretical orientations move us to be intentional in privileging and sustaining Indigenous values and knowledges that embody notions of resistance, agency, and sovereignty. Panelists from Indigenous teacher education programs and two schools that serve Native communities will share how they strive to enact Indigenous



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	sovereignty within their programs and schools. This session takes up the question of, what does it mean to reframe teacher education through Indigenous self-determination and sovereignty?
Administration for Native Americans Promoting Positive Behaviors: Environment, Routines & Relationships	ANA Federal Session As a result of this workshop, participants will be able to: create a high-quality supportive learning environment that promotes positive outcomes for all children; develop supportive, responsive relationships with all children; utilize positive behavior supports to promote social and emotional competence in children.

11:00am – 12:15pm

Workshop Session F

BIE Session #6	BIE Federal Session
Cultural Genocide, Historical Trauma & Colonization	A powerful experiential workshop that helps educate Service Providers of the collective trauma that the original inhabitants of Turtle Island had to endure for centuries. We will look at how the Cultural Genocide, Historical & Intergenerational Trauma resulting from Colonization & Systemic Racism harmed & traumatized our communities for generations and has created the social conditions that we see today in Indian Country on Turtle Island.
Supporting Tribal Youth in Foster Care on their Academic Journey : The Canoe Journey Model	In this session we will demonstrate our approach to best support Tribal youth in care to successfully navigate the education system through a culturally relevant approach. We were inspired by the traditional protocols of the Canoe Journey to do this work in a good way. We engage Tribal Education Specialists (Treehouse), Schools, Indian Child Welfare Programs and Caregivers to build a network of support for our Tribal youth.
Dine Language Mentor and Apprentice Programs: Collaborative Approaches between NISN and APS	The NISN and Albuquerque Public School District in partnership to increase Diné language teachers in New Mexico. The NMPEO-Indian Education Division awarded grantees to recruit and retain language teachers in public and charter schools. Grantees organized information sessions with state and tribe by identifying issues and planned prep workshops for non-certified Diné language teachers. The grantees will share the planning process with speakers.
Calillgutekluta (Working Together) to Revitalize Indigenous Language and Culture.	Through parallel narratives a rural Alaskan School District and an innovative Family Engagement model will share their coming together to create a true partnership between communities and school staff in the revitalization of language and culture. While there has been a bumpy road between Western Education models and Indigenous Ways



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	of Knowing, this workshop will explore who the teachers are in the lives of a child and how to best support them
National Indian Education Study: An Interactive Panel Discussion on Data and Education Sovereignty	This workshop will include 2022 National Assessment of Educational Progress data, released post-2022 NIEA Convention, and qualitative data from the National Indian Education Study (NIES). NIES is the largest nationally representative study of American Indian and Alaska Native students, emphasizing language and culture. Panelists will discuss NIES within the larger context (e.g., education sovereignty) and audience engagement is encouraged.
Reclaiming Early Childhood Education for Native Children Through Language & Culture	Participants in this session will hear first-hand accounts of how Native communities and Native educators have addressed critical issues of reframing early childhood programs for Native children through Indigenous language and culture-based foundations. The implications for exercising agency, controlling education, and developing new pathways in the preparation of Native early childhood educators will be addressed through this interactive session.
California Indian Education for All's Culturally and Linguistically Responsive Teaching Resources	Learn how educators intentionally design instruction by incorporating authentic voices and diverse authors that represent the voices of Native youth and tribal communities. Access culturally responsive resources that improve representations and classroom climates for teaching and learning about California's First People. Participants will engage in reflective learning that intersects equitable learning practices and interrupts colonial practices.
Native American Indian Curriculum Enhancement Project: representing Nevada Indigenous Tribes	The Nevada Department of Education, Indian Education, is using the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds to create the Native American Indian Curriculum Enhancement Project (NAICEP). The NAICEP is enhancing Nevada Great Basin Tribe instructional content and curriculum development for teaching purposes across the state of Nevada.
Beginning with Traditional Activities to Situate Instruction for Alaska Native Students	Food and sustenance- how it is collected, prepared, and stored-are central activities imbued with cultural relevance, spiritualism, celebration, and scientific wisdom honed over decades and centuries. Participants in this workshop will learn how thematic instruction for Alaska Native students is developed in Hooper Bay, AK. Science, math, Yup'ik values, stories, and language are woven through fun, practical multigenerational activities.
Alaska Indigenous Teacher Alliances: Cross organizational collaborations to grow our own	This workshop will share strategies and allow participants to self-assess their efforts in building successful GYO programs to increase the population of Indigenous teachers in Indigenous serving schools. Worksheets from a GYO info exchange between six Indigenous serving Alaskan school districts will be distributed to participants, along with a



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	Partnership Playbook to support cross-organizational collaboration to build successful GYO programs.
Working Together to Advance Equity for Native Students	State Education Agency leaders in the West partner throughout the year to focus on transforming outcomes for American Indian and Alaska Native students in Arizona, California, New Mexico, Nevada, Oklahoma, Utah, and BIE schools. Facilitated by Region 13 and Region 15 Comprehensive Center staff, this workshop will explore ways that SEA Indian Education leaders are collaborating to bring resources and wise practices to benefit Native students.
Native American Studies at the University of New Mexico Community Feedback on AIHEC's Cangelaska Student Success Model	This workshop will share information on the Native American Studies department at the University of New Mexico. We will discuss the Bachelor of Arts (B.A.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) degree programs. The student's experience in higher education is rooted in relationships built leading up to, throughout and beyond their college experience. These relationships are a response to the history, needs, and dreams of the student and their communities, they acknowledge the historical context and experience of Native communities, and their own tribally chartered institutions of higher education.
Indigenous Educational Sovereignty: Storying the Journey of Becoming an Indigenous Teacher	Reconceptualizing Indigenous education rooted in Indigenous critical theories and pedagogies becomes a process of activating a critical consciousness that renews and sustains Indigenous values and goals through and across decisions made around curriculum, pedagogy, policies, assessments, and other aspects of education. This panel of teacher candidates and alumni of Indigenous teacher education programs from the University of Hawaii-Hilo and the University of Arizona will share their journeys of becoming an Indigenous teacher through Native teacher education programs. Panelists will also share the process and goals of creating curriculum units and action research projects around the unique contexts of Indigenous communities.
NIHSDA Session #6	National Indian Head Start Directors Association
Office of Indian Education Session	OIE Federal Session
Community Schools: Building Better Opportunities for Students and Families	This workshop is designed to equip participants with an understanding of community schools, how to assess their current capacity to implement community school strategies and identify opportunities to build a common vision for community schools with other stakeholders in and out of the classroom. We will also discuss how to connect community schools to the research around the model's Four Pillars and best practices. Participants will examine case studies and engage in group discussions and exercises that explore the community schools' model and how it might look in their local context. Participants also can



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	draw from the lessons of others who are doing the work around the country in a variety of political, social, and environmental conditions as they discuss possible challenges and ways the model may benefit their own students and communities.
NEA Delegate Session #3	National Education Association
No More Indians and Pilgrims: Reclaiming Native Culture, Imagery and History in Popular School Culture	Why are Thanksgiving, Pocahontas, or sports mascots the only time that non-Native students get to hear or learn about Native Americans? Native Americans and Native American culture are widely misrepresented and misappropriated in schools and school curriculum. Join us to discuss how to help educators learn how to present history from a Native perspective, see Native American culture as current and thriving, rather than through a deficit or obsolete lens and provide several ways of integrating Native themes into the curriculum. Let us share our experiences, insights, resources, and opportunities to begin a constructive dialogue.

1:15pm – 2:30 pm

Workshop Session G

What Will Parents Say: Navigating Identity Politics in Youth Work	What will parents say? More importantly, how will YOU respond? Camp Fire National's DEI and Access manager will lead participants through a series of real-life scenarios regarding identity, politics, and the not-so-comfortable place that they intersect in youth programming. We will talk about how, when, and why to respond to many questions that arise when we commit to supporting and affirming people in their identities.
Language Reclamation in Oregon	The preservation, protection, and promotion of the languages of the nine federally recognized Tribes in Oregon continues to inspire and be supported by ODE through direct funding, an Indigenous Language Documentary (release date of June 2023) and the expansion of the Oregon State Seal of Biliteracy. How do these efforts support and expand Indigenous language use in Oregon?
Growing Together Fellowship: A Journey Toward Education Sovereignty	NISN supports Indigenous Communities in realizing their dreams for education through the launch of community schools. Our network schools are bound together by a localized focus on cultural identity, holistic wellness, academic relevance, and community-led design. The Growing Together Fellowship elevates mission-aligned data as the central tool to make decisions on teaching, learning, and programming.
Success in Two Worlds: Career and Technical Education Designed to Serve Community Needs	Chief Leschi Schools started a new Career and Technical Education program for their high school students in the fall of 2020. Specifically designed to align with local tribal entities, the program has been



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	<p>extremely successful. Learn about the planning, implementation, and fine tuning along with the positive impacts on our school and community.</p>
Honoring Tribal Legacies	<p>This collaborative session will focus on the previous work of the Honoring Tribal Legacies education curriculum and framework, which includes a two-volume handbook, primary source materials, and 21 units of curriculum for K-12 classrooms that was co-created with tribal educators, NIEA program staff, the University of Oregon, and National Park Service staff. This session will share next steps for this project and share its vision for the future.</p>
Fostering Identity for Indigenous Students in Urban Settings	<p>We will explore strategies and engage in conversations around fostering the identity of Indigenous students in urban settings. This session will have participants creating their own identity maps to discuss the effect that identity can have on one's personal beliefs and perceptions. We will then engage in conversations and discussions around what Urban Indigenous identity can look like and how we can promote indigenous identities in our positions</p>
The Kiowa Education Agency journey: From concept to reorganization	<p>In this session, we will share the Kiowa Education Agency journey from conceptual design to reorganization of all services related to the educational needs of Kiowa citizens from early childhood through adult learning. The value of Kiowa indigenous knowledge is implemented and demonstrated through our approach to service as 1. Future-centered and 2. Relationality-centered.</p>
Land Based Healing and Learning	<p>Native American Community Academy serves 60 different tribes and pueblos throughout the Albuquerque area. Each child brings a unique ancestral story of how they came to be in this place. The Land Based Healing and Learning team is responsible for ensuring that we are weaving experiences with the land into all that we do here at our school. We will share some of our challenges and strategies and model what this can look like in your classroom.</p>
The Education of Incarceration Native Youth	<p>The presentation will discuss how we in partnership with the BIA OJS Corrections, provide education services and address the holistic health of our incarcerated Native juveniles Indian Country. We'll discuss how our education services have grown from rudimentary instruction to teaching to the "Whole" juvenile. We'll discuss why teaching academics and addressing the holistic health of juveniles are equally important for this population.</p>
Ho'opūliko Kumu Hou: The Sprouting of New Teachers	<p>This presentation will share how staff used Hawaiian cultural values to mālama their program students for 4 years, while obtaining their bachelors in education. This strength based and indigenous approach is a part of a larger effort to normalize the fostering of students' rich</p>



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	experiences and their own indigeneity. Presenters will share their approaches so that participants may be able to adapt this to their own setting.
Indigenous Values Through Dialogue Around Indigenous Children's Literature in an Urban Classroom	This workshop focuses on using Indigenous Children's Literature with K-5 Urban Indigenous students. Albuquerque Public Schools Indian Education Department's values system (mastery, generosity, independence, and belonging) guides building community among students through content and culturally based dialogues.
BIE Session #8	Federal Session
NHISDA Session #7	NHISDA
Office of Indian ED session	Federal Session
ANA Session #3	Federal Session
Law School and Careers in a Nutshell	The Indian Legal Program at ASU Law, the American Indian Law Center, Inc. and UNM School of Law will present on law school and law careers. Topics include pre-law preparation, types of legal degrees, and career opportunities. This will be an interactive, professional development presentation for students, education directors, career coaches, and those in workforce development.
ACLU Session	American Civil Liberties Union
The Time is Now: Advocating for Native Issues	We are at a unique time of delving deep into honest and accurate historical truth in this country. From calls for reparations to actions to disclose past racial and ethnic harms in school curriculum, there is momentum for racial and social justice reconciliation. So how do we get started in raising awareness and calling for specific actions? What approaches do we suggest for calling attention to various issues, especially at the local, tribal, and state levels? Join us to gain some insights on activism, writing of resolutions, and learn about other movements for Indigenous rights around the world. Participants will also discuss how to move their activist ideas forward and share their own insights, advice, and observations.

2:45pm – 4:00pm

Workshop Session H

Promoting Resilience In Response To Residential School Experiences	To promote social-emotional learning and growth for all learners, identifying lessons and materials that are culturally responsive is paramount in today's classrooms. Amidst a multitude of misrepresentation and misinformation about Indigenous peoples and their culture and history, educators today strive to identify authentic,
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	<p>accurate classroom resources which allow opportunities for all learners to see themselves mirrored in the curriculum, as well as foster an interest in learning and caring about others through windows and sliding glass doors. Using children's literature penned by Indigenous authors, this workshop offers an engaging way for educators to expose learners to diverse perspectives while approaching a difficult topic from a place of healing and resilience. Resources selected and materials developed are designed to provide all educators the opportunity to deliver relevant content through an Indigenous lens to raise awareness, foster understanding, and promote healing.</p>
<p>Principled Practices: Aligning SEL Practices with Indigenous Ways of Knowing in School Counseling</p>	<p>The session focuses on aligning SEL practices with Indigenous Ways of Knowing with School Counseling. Aligning Social Emotional practices with equity, and inclusion to foster coherence and program sustainability. Prior research has shown the importance of SEL in student achievement and attainment. As students strengthen their social and emotional competencies, they develop resilience, persistence, and perseverance to cope with adversity.</p>
<p>Special Education in Indian Country from a Tribal CRT Perspective</p>	<p>This workshop provides collaborative dialogue from a tribal critical race theory perspective about American Indian students with special education services. Best practices will be at the forefront. This workshop provides information and skill building around special education and social justice issues by examining the circumstances and tribulations of our youth in public schools.</p>
<p>Language Back! By Any Means</p>	<p>Join a panel of 3 second language learners as they share how they are combating language loss in their communities. Attendees will hear success stories and initiatives that define what we mean in saying Language Back. This session will provide next steps to integrate your language into everyday life, at home, in your family, in your community, and within your Nation. We need the language, and the language needs us. For all of us, Language Back.</p>
<p>Culture Mentorship at Wyoming Indian Schools: Building Strength and Understanding</p>	<p>Wyoming Indian Schools provides cultural support for instructors and students through the Culture Mentor Program. Throughout the school year Culture Mentors help teachers by strengthening cultural understandings, providing guidance for culturally responsive pedagogical practices through professional development, monthly after school presentations, and individual conferencing.</p>
<p>STREAM through the Pines with Old Main: A Place-Based Educational Design for K-6 (and Growing)</p>	<p>Old Main STREAM Academy is reclaiming education back into our own Indigenous lands through a unique blend that embraces learning through community. The comprehensive curriculum rethinks traditional</p>



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	<p>pedagogy and combines Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) with Place-Based Education (PBE), the North Carolina Standard Course of Study (NCSCOS), and Connectivity Movements.</p>
<p>Designing Indigenous Curriculum-Tribally-Specific Teacher Material for All Learners</p>	<p>This workshop will explore best practices and innovative approaches to building tribally specific educational material for use in the K-12 classroom. It will include the vision and efforts by the Cow Creek Band of Umpqua Tribe of Indians, as shared by the tribal education director, as a model for the selection, development, and adoption of culturally responsive, authentic curriculum.</p>
<p>Successful Student Engagement, Retention, and Graduation Strategies!</p>	<p>This workshop's purpose is to provide actionable practices & training tools for educators and administrators to use in their classrooms and buildings as a way of bridging achievement gaps for American Indian students. Through the exercises and activities provided, we will approach awareness, equity, and culturally proficient learning environments. Participants will leave with ability to naturally incorporate Indigenous practices into curriculum.</p>
<p>Creating Pathways for Indigenous Educators through AmeriCorps</p>	<p>AmeriCorps is the only federal agency tasked with elevating service and volunteerism that provides funding to engage caring, capable people to support students' social, emotional, and academic development. We'll provide an overview of AmeriCorps, including current funding opportunities available to tribal communities and benefits available to those who serve, as well as engage with a panel from the Indigenous Educator Corps, an AmeriCorps program.</p>
<p>Knowledge is Empowering: Understanding Federal Education Funding for Indigenous Students</p>	<p>Participants will learn how Title I-A, II-A, VI-A and Johnson-O'Malley funds can be used to support indigenous students, their educators and administrators, and their parents/guardians. Armed with this knowledge, they can work to ensure equity for the Native students in their lives through funded programs. They will be given sample data and scenarios from which to apply the appropriate funding source(s) to hypothetical yet realistic programs.</p>
<p>The Harvard Case and a Changing Higher Education Landscape: What American Indian, Alaska Natives and</p>	<p>Two landmark supreme court cases are set to potentially undermine the Federal-Tribal relationship and change the landscape of the role of race and affirmative action in post-graduate admissions. Both cases could lead to damaging misunderstandings of Tribal citizens and tribal sovereignty outside of the equal protection clause. This panel will discuss the impacts of each case.</p>
<p>Funding Opportunities for Indigenous STEM Education from the National Science Foundation</p>	<p>The National Science Foundation supports Indigenous PreK-20 STEM education through many funding opportunities including student scholarships, internships, and fellowships; teacher and faculty professional development; student- and educator-led research;</p>



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	curriculum development; degree development; summer and after school programs; and the purchase of equipment. Come and learn how to apply for funding for STEM students, educators, and schools.
Building a State Level Community of Practice for Indigenous Education: What's Happening in Kansas?	This workshop is a follow up discussion from a presentation from 2022 at NIEA that explored the ongoing developments in Kansas related to Indigenous education and will expand on what has occurred over the last year, including: the development of a Kansas Advisory Council for Indigenous Education, and how that group as influenced relationship building, data management, curriculum development, mascots, and more.
Results from the 2020 Census for Detailed AIAN Tribes and Villages	This presentation will provide an overview of results from the 2020 Census for detailed American Indian and Alaska Native tribes and villages. Researchers will discuss changes in population between 2010 and 2020, and the size and geographic distribution of tribes. They will also provide an overview of available resources tribal nations can use to access data for their tribe.
BIE Session	BIE Federal Session
NIHSDA Session	National Indian Head Start Directors Association
Office of Indian Education session	OIE Federal Session
NIEA Presidential Session B Part 1	NIEA's Founder Story
BIE Session	BIE Federal Session
NEA Delegate Session #4	National Education Association

4:00 pm – 5:15pm

Workshop Session I

Using Technology to guide the youth to teach the next generation	High school students learned how to make resources to share with Elementary students using apps, language resources, and collaborating with certified teachers and community Elders.
Fort Peck Assiniboine and Sioux Tribes and Montana Digital Academy Online Language Class Partnership	To create proactive and innovative language revitalization digital online approaches in education, the 2021 Montana Legislature directed the Montana Digital Academy to develop and offer Indigenous language courses to Montana high school students. One of these projects was a Dakota/Nakoda course built in partnership with the Fort Peck Language and Culture Department. This session will describe that partnership in detail.
Village Language Support Teams in Southwest Alaska	Two Village Language Support Teams will describe their efforts in maintaining the Central Yup'ik language, used in southwest Alaska. They will share the process of planning and carrying out language strengthening activities. Some activities are done in their community, and some are done with the students at their school. The team will



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	have the participants do specific language activities that they have used in their village.
Using Culturally Responsive Children's Books to Support Family Engagement in Tribal Communities	This workshop defines what it means to be culturally responsive, including the investigation of family engagement practices & tools that acknowledge & appreciate the home cultures of all families. Children's books will be explored as an important tool to bridge the connection between educators & families. We will review NAFSCE's Family Engagement Core Competencies, how to build a diverse library, specific strategies TCCAC uses to engage families
Teaching Community-Centered Decolonization to Indigenous Youth: Curriculum Tools from Native College	In this workshop, educators, and students of Native American Studies (NAS) at the University of New Mexico (UNM) will provide curriculum tools for high school educators to draw ideas from in developing approaches to teaching decolonization. The presenters will share the intentions of the curriculum, the overall structure, samples of the lessons, a decolonization rubric, and how the entire project is positioned within preparing the future for our
How to apply standards-driven and evidence-based practices to support all learners	This session will discuss how Bureau of Indian Education school leadership teams engaged in exercises designed to contemplate options for responding to issues that commonly plague CSI schools with relatively low academic performance.
Capstones: Sovereignty in Action	New Mexico is innovating education profoundly by returning learning and assessment to schools and their communities. This presentation will describe the work in partnership with students, educators, community-based organizations, and the Public Education Department to transform the state's teaching, learning, and assessment, including graduate profiles and capstones.
Unsettling Settler Colonial Curriculum In Public Schools	Using the Transformational Indigenous Praxis Model (Pewewardy et al. 2018, 2022) workshop participants will learn strategies to help teachers in public schools unsettle curriculum through a combination of collaborative partnerships with Native Nations, land-based curriculum, and place-based teacher engagement.
OPEN	
From Lagging to Leading: Reforming Indigenous Schools Standards in Canada	In 2019, First Nations voices across Canada began challenging the Government of Canada's education infrastructure standards that did not reflect the true needs of First Nations. First Nations asserted control over these education infrastructure policies and began to develop culturally relevant standards that are now the leading standards across the country. This workshop will examine First Nations education infrastructure reform in Canada.



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<p>Navigating Our Place in the World: College-and-Career-Readiness Curricula for Rural Indigenous Youth</p>	<p>Addressing the unique challenges to relevant college and career readiness lessons and opportunities for indigenous and rural youth, Pribilof School District teachers with the support of the local tribal government participated in a collaborative curricula project to bridge the gap. The effort, producing a comprehensive K-8 curricula, connects students to a greater sense of alignment between oneself, community, and their contribution.</p>
<p>Tamamta Piyugngaukut: We can do this together!</p>	<p>This panel reflects collaborative efforts to support the next generation of leaders for Alaska's predominantly Indigenous schools. Practicing teachers in their communities will speak about their experiences working through teacher preparation as members of cohorts. This panel highlights the partnerships between the University of Alaska Fairbanks School of Education, the Lower Kuskokwim School District, and the Berling Straits School District.</p>
<p>BIE Session</p>	<p>BIE Federal Session</p>
<p>Ho'omahele: Speaking the Dragon's Language</p>	<p>This presentation will share how program staff has taken a strength-based approach to aid students in their understanding of their gifts, stories, and experiences. This student-centered resource is part of a larger effort to decolonize approaches for Native Hawaiian high school students in their post-high exploration. Presenters will share their Indigenous practices so that participants may be able to adapt this to their own setting.</p>
<p>NHISDA Session</p>	<p>National Indian Head Start Directors Association</p>
<p>NIEA Presidential Session B Part 2</p>	<p>NIEA's Story- Present and Future</p>

Saturday, October 21, 2023

9:00am – 10:15am

Workshop Session J

<p>Creating Culture Curriculum for K-12 Classrooms</p>	<p>This workshop will cover the journey behind the creation of a Siletz tribal athletes' book during the pandemic. Oregon state legislation SB 13 requires all schools to implement Tribal History/Shared History. Learn about multiple methods to integrate culture in the schools. The topics included in the workshop are curriculum integration, research methods, tribal IRB (institutional research board) approval, and connecting it to the SB 13 tribal history.</p>
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<p>UNPS-Providing a Progressive Response to Natural Science Instruction, Food Sovereignty and Career Development</p>	<p>What started as the Ushita The'wathe Program (Let's Go Outside Program) which represents an innovative culturally enriched educational approach designed to teach the natural sciences through the cultural lens has expanded into a serious response to food insecurity. Our 7-acre garden addresses concerns with summer employment, food insecurity and cultural teaching of our youth.</p>
<p>Nest for Language: Aspects of Communicative Approach & Natural Language Immersion Strategies</p>	<p>The presentation will provide an overview of the communicative approach and use of natural immersion strategies and share examples of nesting language in different places for language use. The participants will have time to design models of language dialogues to use for their language-nesting ideas. They will share their ideas with others.</p>
<p>Teaching Indigenous languages through educational game design</p>	<p>Example learning activities from the Ojibwe immersion school on the White Earth Nation will be used to demonstrate how worksheet and essay assignments can be converted into a student game design project. Participants will be provided multiple templates which they can use to create their own unit using project-based learning. To build their game design, participants can select among templates, e.g., project instructions, memory games, search game</p>
<p>Dual Language Immersion in the Classroom</p>	<p>This workshop will share the Apsaalooke (Crow) language at its finest through conversational Crow. We will share our success, challenges and lessons learned. Our story of working to expose our children to their indigenous language in our Dual Language Immersion Preschool through 5th Grade Classrooms within a public-school setting.</p>
<p>Ke Ala Leo - Early Hawaiian Language Medium Learner Literacy Development Project</p>	<p>Ke Ala Leo is an early Hawaiian language medium learner literacy development project under the Hawaiian Language College of Ka Haka 'Ula o Ke'eliklani. Ke Ala Leo supports early literacy development at the Hawaiian medium Punana Leo preschools.</p>
<p>So, You Want to Design Curriculum?</p>	<p>Learning grounded in language and culture, meaning and relevance, land and place, community and connection are what we know works to bond children with each other, their communities, and the world around them. Curriculum is the way we tell the stories youth need to be prepared for a future, uncertain world. And curriculum design is a challenging undertaking! This workshop presents a model and time for planning your own curriculum project.</p>
<p>Indigenous Circle Group - building a culture of inclusion</p>	<p>Horizon Middle School, located off reservation in Bismarck North Dakota, began an Indigenous Circle Group four years ago as a targeted cultural intervention for Indigenous students in Grades 6-8. In SY 22-23, there was a concerted effort to open the Circle to students of all backgrounds, while being intentional about the focus remaining on the</p>



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	<p>cultural teachings of the local Tribal Nations. We will share the successes/challenges of this model.</p>
<p>Farm to School: Weaving Food Traditions into Education and School Meal Programs</p>	<p>USDA Farm to School staff will introduce participants to our program resources, including the Patrick Leahy Farm to School Grant Program, and opportunities for collaboration to help participants grow their local procurement, agriculture education, and food sovereignty efforts in their schools.</p>
<p>Finding the Heartbeat of Wellness: Promoting Equity in Your Indigenous Community</p>	<p>In this workshop, we will contextualize the framework needed to use a program's vulnerability as a strength to meet the needs of our Native American students and provide opportunities in a multi-tribal, indigenous community. Attendees will learn holistic healing of their native communities and the modern inequities faced to create and promote better qualities of life for children and families through a federally funded program.</p>
<p>Developing Resilience in Indigenous Students at an Undergraduate Level</p>	<p>This presentation will include discussion on a Native-centric first-year seminar, success coaching, peer mentoring, NASS first-year extended welcome, tribal college partnerships, student mental health and wellbeing, and a variety of cultural programs throughout the academic year. Audience members will walk away with ideas for building resiliency in Indigenous students at their respective institutions.</p>
<p>Understanding the Role of the Elk on the Wind River Reservation</p>	<p>"This work has been carried out by Eastern Shoshone and Northern Arapaho educators and students at Wind River Reservation School Districts – Fremont County School District 14 at Ethete, and Fremont County School #21 at Fort Washakie, and Fremont County School District #38 at Arapahoe. Funding has been provided by the National Endowment for the Humanities, The Wyoming Humanities Council, the Wyoming Community Foundation, the Wyoming Cultural Trust and the Wyoming Arts Council and the University of Wyoming. Our presentation will emphasize educational curriculum, in the form of video documentaries and classroom lesson materials. These are the central curriculum deliverables of our research.</p>
<p>NHISDA Session</p>	<p>National Indian Head Start Directors Association</p>
<p>Bridging the Gap: Advocating for marginalized Indigenous communities and Promoting Representation in the Curriculum</p>	<p>Our presentation at the "Education Sovereignty: It Begins with Us" conference will focus on Strand Three: Social Justice, Equity, and Empowerment, with a particular emphasis on addressing the holistic health of Native students. As presenters, we will share our experiences and insights into advocacy for Missing and Murdered Indigenous People, supporting previously incarcerated Indigenous college students, and promoting representation of Indigenous students in the curriculum. Through our collective and individual work, we have come</p>



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	to understand the importance of bridging gaps between Indigenous communities, educational institutions, and wider society. This requires engaging in community-driven, culturally-responsive approaches that prioritize Indigenous knowledge and perspectives. Our presentation will explore these approaches, and highlight how they can promote education sovereignty, holistic health, and empowerment for Indigenous students. We will also discuss the challenges and opportunities associated with this work, particularly in urban settings like Albuquerque, New Mexico.
Decolonizing Education: Lessons Learned from Our Charter Schools	A multiple criteria approach to the development of a performance framework that uses varied measures and provides individual schools the opportunity to build tools, measure, and report on student growth aligned with their individual school's cultural uniqueness and genius. Presenters will share how the community voice and individual school profiles are incorporated to begin to shift the narrative to honor indigenous learning, knowing, and being.
What's New With the FAFSA Process for 2024-25	The FAFSA Simplification Act and FUTURE Act require several changes to the FAFSA form and the federal student aid eligibility calculation. We'll walk through what's already been implemented, as well as a preview of what's coming for the 2024-25 application cycle. In addition, we'll point out places to find updates, further information, and resources for outreach to students and parents.

10:30am – 11:45am

Workshop Session K

Tribal Education Department capacity building	This presentation will focus on the three things that drive Tribal education efforts: (a) Tribal Sovereignty, (b) Tribal Self-Determination, and (c) Tribal Culture and Language.
Decolonizing our systems through Indigenous Cultural as Educational Modality	Decolonizing Language Revitalization There is a new body of research around the "cultural brain" that describes how language and culture are vital at influencing thought. Us second language learners often step into language with English as our only point of reference and can unintentionally insert Eurocentric values and worldviews into our curriculums and teaching practices.
Good Medicine Bundle: Interactive Engagement with Culture-based Resources for Drug Prevention	NIEA partnered with Discovery Education and the Drug Enforcement Administration to develop free culture-based drug prevention education lessons. As opioid and substance use is dangerously prevalent in Native communities, this partnership was designed to utilize Native values of wellness and community to teach all students



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	how to make better choices and support each other. Join us as we share these powerful resources.
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NIEA Membership Committee	NIEA Committee Session
NIEA NES Committee	NIEA Committee Session
NIEA Advocacy Committee	NIEA Committee Session
NIEA NRAE Committee	NIEA Committee Session
Tribal Education Department capacity building	This presentation will focus on the three things that drive Tribal education efforts: (a) Tribal Sovereignty, (b) Tribal Self-Determination, and (c) Tribal Culture and Language.