

PROGRAM SCHEDULE AS OF 3/12/10 – The 2<sup>nd</sup> Annual National Forum on Dropout Prevention Strategies for Native and Tribal Communities  
 April 18-21, 2010 at the Sheraton Crescent Hotel, Phoenix, AZ

Day/Time	Title/description	Presenter(s)
<b>Sunday, Apr 18</b>		
Sunday 12:00 noon - 6:00 pm	Registration	
Sunday 1:00 pm - 4:00 pm	<p><b>PFW1: Tribal Truancy Code Exchange Forum</b>                      A panel of tribal education program representatives will share exemplary tribal truancy codes and the effects of proactive tribal government policies in keeping young tribal members in school. Discussion of tribal truancy codes, programs, and sanctions will be opened to the audience. Attendees are encouraged to bring and share tribal truancy codes from their communities.</p>	Norris, Ms. Debora – AZ DOE, Phoenix, AZ
Sunday 1:00 pm - 4:00 pm	<p><b>PFCW2: Evidence-Based, Innovative Curriculum to Promote Positive Peer Pressure Among Tribal Youth</b>                      This session will focus on the technique of "Motivational Intervention", which is a non-confrontational, non-threatening "Evidence Based" research curriculum which fosters protective factors in tribal youth to prevent them from at-risk behaviors. In addition to a questionnaire which identifies why "Motivational Intervention" is so powerful, there is a Train-The-Trainer session which highlights cognitive behavioral sciences, and the effects of multimedia on adolescents; as well as all the research and data collected and why the existing curriculums are innovative. The benefit of this interactive approach is that the youth learn life lessons without actually having to experience negative consequences. This program promotes increase in high school graduation rate, and decrease in anti-social behaviors in tribal youth. This dynamic and interactive tool epitomizes the meaning of Prevention in Prevention Programs.</p>	Friedman, Dr. Charles and Dr. Harold Shinitzky – MotInt., Seminole, FL

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<b>Monday, Apr 19</b>		
Monday 7:30 am - 3:30 pm	Registration	
Monday 8:00 am - 9:15 am	<p><b>Make Their Dreams a Reality – Four Key Elements for Raising Native American Graduation Rates</b>                      Strand: Curriculum, Instruction, Assessment                      Every Native American student has a right to dream and achieve their dreams. Research and evaluating programs that raise graduation rate point to four key elements necessary to make dreams a reality and the school experience an opportunity, instead of an obstacle. Opportunity will be given to develop concrete strategies to take back your own school settings.</p>	Hagmaier, Dr. Ann – Brandman University, Santa Maria, CA
Monday 8:00 am - 9:15 am	<p><b>Pathways in Education</b>                      Strand: Curriculum, Instruction, Assessment                      This session explores the use of experiential education and discovery learning methods to develop stronger life skills in at-risk students. Through a multimedia and interactive format (including PowerPoint, video, and group discussion) this seminar offers strategies to enhance student social and emotional development right alongside their academic development.</p>	Aizumi, Mrs. Marsha Hall and Ms. Jamie Hall – Pathways in Education, Pasadena, CA
Monday 8:00 am - 9:15 am	<p><b>Reducing Academic Failure by Empowering Youth and Parents</b>                      Strand: Parent/Community Involvement                      This workshop introduces participants to Teen FAST, a family-based prevention program that works with parents, youth, teachers and experts from community-based agencies. The FAST approach is to empower participants to improve their relationships with each other. Healthy parent-teen and teen-teacher, and teen peer relationships help to reduce academic failure.</p>	Davenport, Ms. Pat – Families and Schools Together, Inc., Madison, WI

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<p>Monday 8:00 am - 9:15 am</p>	<p><b>Reducing the Dropout Rate by Meeting Student Needs</b>                  Strand: School Safety                  Students who get their motivational needs met in class improve their motivation to learn and their grades; stop their disruptive behaviors; and stay in school. Participants in this fun filled, informative session, will learn how to motivate every student so that both students and teachers are happier and more productive.</p>	<p>Pauley, Dr. Judith and Mr. Joseph                  – Process Communications, Inc.,                  Potomac, MD</p>
<p>Monday 8:00 am - 9:15 am</p>	<p><b>STAR Mentors and Motivated Students</b>                  Strand: Parent/Community Involvement                  The session will introduce and demonstrate the effectiveness of the STAR Mentors program, STAR Character Education and Kid's College in the quest to motivate and engage today's learners. Former professional athletes are used as mentors to target topics of need for your students and integrate the conversation with the STAR Curriculum. Suggestions on how to effectively use Kid's College in areas such as Test Prep, Response to Intervention, Afterschool Programs and Special Education will be shared with the audience. A free program trial will be available for participants.</p>	<p>Patterson, Ms. Jan – Learning                  Through Sports, Counce, TN</p>
<p>Monday 8:00 am - 9:15 am</p>	<p><b>Rural Alaska Mentoring Program: e-Mentoring and Face-to-Face Mentoring for Native Youth in Small, Isolated Schools</b>                  Strand: Parent/Community Involvement                  The Rural Alaska Mentoring Program is a USED funded partnership that includes the Alaska Staff Development Network, the National Dropout Prevention Center and the Lower Kuskokwim, Yukon-Koyukuk and Nome School Districts. Our presentation will share successful practices in using face-to-face and e-mentoring strategies to mentor at-risk Native 4th through 8th grade students in small, isolated schools throughout Alaska.</p>	<p>Tonsmeire, Mr. Kelly – Alaska                  Staff Development Network,                  Douglas, AK; Ms. Patty McMillin                  and Ms. Meghan Crow – Lower                  Kuskokwim School District; Ms.                  Carol Goltz, Ms. Gina Hrinko, and                  Ms. Amber Raber</p>
<p>Monday 8:00 am - 9:15 am</p>	<p><b>Using Learning Walkthroughs to Provide a School Profile of Equity in Teaching and Learning</b>                  Strand: Leadership                  Learn how to use learning walkthroughs – frequent, informal, and brief visits to classrooms – to acquire a school profile that would reveal equity in teaching and learning. The observation protocol includes the classroom environment, learning styles, conveyance of expectations, differentiation in teaching, and focus on student understanding of lessons and assignments.</p>	<p>Kachur, Dr. Donald and Ms.                  Claudia Edwards – Illinois State                  University, Bloomington, IL</p>

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<p>Monday 8:00 am - 9:15 am</p>	<p><b>Integrating Online Learning into District Strategies for Dropout Prevention</b>                  This presentation represents the cumulative experience and interventions strategies employed by Pinnacle Education in addressing the needs of students with both dropout and credit recovery issues. The focal point of the presentation is the impact of distance education as an effective and efficient strategy for school districts as they create a variety of setting to meet the needs of challenged learners.</p>	<p>Matwick, Dr. Michael and Mrs. Betty Matwick – Pinnacle Education, Tempe, AZ</p>
<p>Monday 9:15 am - 9:30 am</p>	<p>Transition</p>	
<p>Monday 9:30 am - 10:45 am</p>	<p><b>Education: The Best Thing We Can do for Our Children</b>                  Graduating from high school is essential for every American Indian, Alaska Native, and native Hawaiian student. Policies at all levels should reflect our expectation that every student will graduate with the skills necessary for success. When Indian students succeed, our families succeed, and our tribal communities are strengthened.</p>	<p>Juneau, Senator Carol - Montana</p>
<p>Monday 10:45 am - 11:00 am</p>	<p>Transition</p>	
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Boys and Girls Brain Differences: Strategies Teachers Can Use with Students</b>                  Strand: Curriculum, Instruction, Assessment                  This session will overview brain differences in boys and girls and offer suggestions for teachers to use to best meet individual needs of students</p>	<p>Strait, Dr. Jean – Hamline University, Maplewood, MN</p>

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<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Summer Learning: Making the Most of Out-of-School Time</b>                  Strand: Tribal Government programs                  Why should learning stop in the summer? As Native communities we have an opportunity to teach youth in a new and exciting way, helping those at risk of dropping out to learn valuable skills and earn credits. Through partnerships with local school districts we have developed a summer program for student K-12 aimed at increasing academic, cultural, and wellness knowledge that encourages students to stay in school and set goals beyond High School.</p>	<p>Matthews, Mrs. Molly and Ms. April Campbell – The Confederated Tribes of Grand Ronde, Grand Ronde, OR</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Helping Students Graduate: Strategies and Tools to Help Raise Native and Tribal Communities' Graduation Rate and Lower the Dropout Rate</b>                  Strand: Leadership                  Native and Tribal Communities graduation rates are among the highest in the nation - increasing the likelihood of their imprisonment, single parenthood, poverty and the use of alcohol and drugs. Attendees at this workshop will not only learn what to do but how to aid at-risk youth to graduate.</p>	<p>Schargel, Mr. Franklin – School Success Network, Albuquerque, NM</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Making the Transition from Middle to High School</b>                  Strand: Curriculum, Instruction, Assessment                  The 9th grade year is critical in making students successful. Dr. Mike Hall has successfully implemented transition programs in over 25 states. This session will provide an overview of his model.</p>	<p>Hall, Dr. Mike – High School 101, Warner Robins, GA</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Transforming Lives: YouthBuild's Impact on Tribal and Rural Communities</b>                  Strand: school climate                  Join this session for a discussion of the programming elements and practical philosophy of YouthBuild and hear about the personal stories of transformation of low-income young people from rural and tribal communities.</p>	<p>O'Daniel, Mr. Tim and Students - YouthBuild USA,</p>

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<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 1: Blended Learning Communities</b>                  Strand: Curriculum, Instruction, Assessment                  Blended learning is a way to individualize education within any type of school environment. It promotes responsibility among students while maintaining a rigorous and relevant curriculum. Flexible credits, remediation, and recovery are all possible in a blended learning environment.</p>	<p>Fuerst, Mrs. Andrea and Mr. Mitchel Ehrman – Butler Technology &amp; Career Development Schools, West Chester, OH</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 2: STAR Mentors and Motivated Students!</b>                  Strand: Parent/Community Involvement                  The session will introduce and demonstrate the effectiveness of the STAR Mentors program, STAR Character Education and Kid's College in the quest to motivate and engage today's learners. Former professional athletes are used as mentors to target topics of need for your students and integrate the conversation with the STAR Curriculum. Suggestions on how to effectively use Kid's College in areas such as Test Prep, Response to Intervention, Afterschool Programs and Special Education will be shared with the audience. A free program trial will be available for participants.</p>	<p>Patterson, Ms. Jan – Learning Through Sports, Counce, TN</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 3: Enhancing the School Climate with the 6 P's</b>                  Strand: School Climate                  At-risk learners including Native American students often have difficulty understanding the norms for success in schools. Eric Larson's Discovery Program has been adapted for an alternative high school into an Academy setting for all incoming students. The principal will discuss all the elements of creating and enhancing the program and the positive effects on school climate.</p>	<p>Milligan-Hitt, Dr. Kathy – Freemont School District #1, Lander, WY</p>

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<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 4: Native Pathways to Success: Native American Parent Engagement</b>                  Strand: Parent/Community Involvement                  This carousel will provide participants information on the development of the parent engagement curriculum and a brief overview of the contents and how it's being utilized in Minnesota.</p>	<p>Downwind-Jubera, Ms. Jeanine and Ms. Jessica Rousseau – Little Earth Resident Association, Minneapolis, MN</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 5: Beyond Prevention: Revitalizing Communities Through Online Dropout Recovery</b>                  Strand: Curriculum, instruction, assessment                  Project Graduation: Dropout Recovery is an initiative by Sunnyside USD to revitalize the community by bringing back students who have left the system using a blend of social networking, online course content, distribution of district-owned laptops, a variety of contact methods and tracking systems, and local employment and social agencies.</p>	<p>Tonk, Mr. Noah – Sunnyside Unified School District, Tucson, AZ</p>
<p>Monday 11:00 am - 12:15 pm</p>	<p><b>Table 6: Practical Solutions to Reducing High School Dropout</b>                  Chinle High School has been working over the past year to create a dropout prevention initiative that will take practical steps to reduce the number of students dropping out of high school. The approach has been characterized by taking practical steps to communicate with staff, parents and at risk students to reduce these tendencies. Baseline data has been studied and goals set to form a foundation for the system. New positions were created to staff the team known as the ASIST (Advocating Staying in School Today) team who work closely with identified students and their families.</p>	<p>Clauschee, Mr. Doug – Chinle High School,</p>
<p>Monday 12:30 pm - 1:30 pm</p>	<p>Networking Luncheon</p>	
<p>Monday 1:30 pm - 1:45 pm</p>	<p>Transition</p>	

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<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Learning without Boundaries</b>                  Strand: Curriculum, Instruction, Assessment                  What are the needs of individual students, small groups, and large learning communities in your district? Explore a virtual program that provides mastery learning, expanded choices, and accountability. Discover how eLearning Centers and virtual school franchises may work for you. One size does not fit all; create a personalized program to meet the needs of a diverse population of learners.</p>	<p>McAuley, Ms. Pamela and Ms. Barbara Cavanagh - Florida Virtual School, Orlando, FL</p>
<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Win/Win for Teachers and Administrators</b>                  Strand: School Climate                  Learn about the time to Teach classroom management strategies where approximately 90% of low grade discipline incidents can be handled by the teachers by respecting the students. Teachers have more time to teach and administrators have more time to be real educational leaders.</p>	<p>Seaman, Mr. Keith – Center for Teacher Effectiveness, Casa Grande, AZ</p>
<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Using Predictive Analytics to Improve High School Dropout Prevention</b>                  Strand: Research                  Adaptive Technologies staff will demonstrate how predictive modeling is used to build an early warning system and to identify the appropriate intervention strategy for each individual student, resulting in improved graduation rates and reduced dropouts.</p>	<p>Tobin, Mr. Mike and Ms. Susan Cordts – Adaptive Technologies, Phoenix, AZ</p>

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<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Supporting Online Learning in a Non-Traditional School Environment</b>                  Strand: Curriculum, instruction, assessment                  With the growth and expansion of online learning as an option for non-traditional education, Pinnacle Charter High School has developed an extensive model of support for the most high risk learner, which incorporates the use of an online content delivery, personal/social skills development, and workplace readiness to address the varied needs of students in grades 9-12. Unlike other programs that use online learning for credit recovery, the Pinnacle Charter High School model adapts the learning environment to provide extensive academic and social support systems, in addition to leveraging the flexibility of open-entry / open-exit, online delivery of instruction. This team of presenters will share how Pinnacle Charter High School is organized to support student online non-traditional education.</p>	<p>Matwick, Dr. Michael and Mrs. Betty Matwick – Pinnacle Education, Tempe, AZ</p>
<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Dropout Prevention Strategies and Lessons Learned in the North Central States</b>                  Strand: school climate and research                  The North Central Comprehensive Center will discuss its Indian dropout prevention work in the north central states, especially MN and ND. Topics include dropout prevention needs among schools with high Indian student populations, programs and strategies implemented to address those needs, what's working, what the research says, and lessons learned.</p>	<p>Mackety, Dr. Dawn – Midcontinent Research for Education and Learning (McREL), Denver, CO</p>
<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>How to Prepare Indian Youth for the Difference Between High School and College</b>                  Strand: Curriculum, Instruction, Assessment                  The presenter has spent over 15 years working with American Indian youth in transition from high school to college. She will share the four key skills American Indian youth must develop for a smooth transition. Useful handouts and discussion will be provided.</p>	<p>Ness, Dr. Jean – University of MN, Minneapolis, MN</p>

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<p>Monday 1:45 pm - 3:00 pm</p>	<p><b>Not Community Service! Service Learning: A Proven Dropout Prevention Strategy</b>                  The teaching methodology of Service Learning provides Rigor, Relevance, Relationships, and fosters Resilience! Join us to learn about the key elements to a successful program and to explore best practices, as we showcase our projects as well as national examples of outstanding projects. We will use three completed Floyd Dryden Middle School (Juneau, Alaska) Service Learning projects to demonstrate how to incorporate Service Learning into the curriculum.</p>	<p>Milliron, Mr. Tom, Ms. Leanne Schwab, Ms. Haley Ballou, Dr. Carla Sigler – Juneau School District, Juneau, AK</p>
<p>Monday 3:15 pm - 4:30 pm</p>	<p><b>Student Success Stories: Testimonials from Native American Scholars</b>                  Strand: School Climate                  Participants will have the opportunity to engage in lively discussions with a panel of Native American students from middle school to graduate school who will share their challenges and successes of living among two worlds. In addition, participants will be able to take the insights presented by the panelists and explore additional ways to support their own students.</p>	<p>Balentine, Mr. John – AZ DOE, Phoenix, AZ and students: Collette Butler and Cheryle Singer - A.T. Still University, Mesa AZ; Btaka Brown and Tanesha Thomas – Salt River High School, Salt River Pima Maricopa Community Schools; Jerome Pablo and Ninamarie Thomas – Indian Oasis-Baboquivari High School, Indian Oasis Baboquivar School District; Rachel Talamantez and Archie Miguel – Suns Diamondback Education Academy, Phoenix Union High School District.</p>
<p>Monday 4:30 pm - 5:30 pm</p>	<p>Reception</p>	
<p><b>Tuesday, Apr 20</b></p>		
<p>Tuesday 7:30 am - 4:30 pm</p>	<p>Exhibitors Showcase</p>	

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<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Relationships and Relevance Through CTE: Essential for Student Success</b>                  Strand: Curriculum, instruction, assessment                  Page High School serves 78% Native American students and has a four-year graduation rate of 74% among native students. PHS strives to create a personalized learning environment where members are accepted and challenged to apply their knowledge and skills. Through a variety of CTE courses, teachers and students engage in authentic, in-depth learning experiences in the context of real-world situations. Learning occurs in a coherent manner through project based curriculum.</p>	<p>Berry, Mr. Perry and Ms. Nancy Walker – Page High School, Page, AZ</p>
<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Scottsdale Community College Hoop of Learning</b>                  Strand: Parent/community involvement                  The Hoop of Learning is an early college high school bridge program administered by the Maricopa Community Colleges. Born from a need to help N.A. students stay in school and pursue a college degree, the program model offers a design tailored to meet the academic and cultural needs of N.A. students.</p>	<p>Cuddington, Ms. Ana and Ms. Winona Thirion – Scottsdale Community College, Scottsdale, AZ</p>
<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>What Do Successful Leaders of At-Risk Learners Do to Raise Academic Achievement?</b>                  Strand: Leadership                  School success is determined, to a large degree, by school leadership and school culture. We asked 200 high performing, high minority, high poverty successful leaders in urban, rural and suburban schools why they were successful when most schools dealing with at-risk learners are failures.</p>	<p>Schargel, Mr. Franklin – School Success Network, Albuquerque, NM</p>
<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Technology: We Have It, Now What Do We Do with It.</b>                  Strand: Curriculum, Instruction, Assessment                  Dr. Mike Hall will provide participants with some insight in how to use technology to change instruction in the 21st century. This session will also look at content delivery with things like virtual schools, learning management systems, and online credit recovery.</p>	<p>Hall, Dr. Mike – High School 101, Warner Robins, GA</p>

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<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Changing Lives Using Student Empowerment Groups and Life Coaching</b>                  Strand: school climate                  The implementation of Student Empowerment groups for both young men’s groups and young women’s groups, combined with Life Coaching strategies has created exciting opportunities for at-risk students. The Student Empowerment groups are gender specific, allowing in-depth interaction regarding male and female roles, relationship issues, goal setting, decision-making and future planning. The focus of the Life Coaching aspect of the program is the creation of a pro-active plan for creating the life that the student wants. Unlike counseling that focuses on the past, the Life Coaching process places the emphasis on the current status of the student and how they move ahead in a positive and productive manner, to create a better and brighter future.</p>	<p>Matwick, Mrs. Betty – Pinnacle Charter High School, Ms. Lesley Pelkey – Life Coach; and Dr. Michael Matwick – Pinnacle Education, Tempe, AZ</p>
<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>WhyTry? Effective Dropout Prevention</b>                  Strand: Leadership                  This session will provide practical insights and tools to help youth stay in school and succeed in life. The presenter will demonstrate how to use multi-sensory behavioral interventions incorporating visual metaphors, music, video and physical activities. The WhyTry Program is a strength-based approach to helping youth overcome, survive and thrive.</p>	<p>Moore, Mr. Christian – The WhyTry Organization – Provo, UT</p>
<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Alaska Native Student Success: Lessons Learned</b>                  Strand: Leadership                  Alaska Native students have had a long history of rates of disproportionality of graduation and dropping out of school. Hear how the tribe, Central Council of Tlingit &amp; Haida of Alaska developed a partnership with the Juneau School District, along with the districts of Sitka &amp; Ketchikan and developed a plan to target increased graduation rates.</p>	<p>Cadiente-Brown, Mrs. RONALDA and Ms. Barbara Cadiente-Nelson – Juneau School District, Juneau, AK</p>

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<p>Tuesday 8:00 am - 9:15 am</p>	<p><b>Creating a Data-Driven Dropout Prevention Action Plan: The Process and Product</b>                  Strand: Parent/community involvement                  Creating an effective and focused site or district dropout prevention action plan does not need to be a long, drawn out process. This session will give you the six components of a successful dropout prevention plan process, the five key questions to be answered when developing your data-driven dropout prevention action plan, and the most recent Floyd Dryden Middle School (Juneau, Alaska) Dropout Prevention Action Plan that resulted from this process. You will leave this session with a product example and the process knowledge to create a meaningful dropout prevention action plan with efficacy in two days or less.</p>	<p>Milliron, Mr. Tom and Dr. Carla Sigler – Juneau School District, Juneau, AK</p>
<p>Tuesday 9:15 am - 9:30 am</p>	<p>Transition</p>	
<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Is Rap Music Poison?</b>                  Strand: Parent/Community Involvement                  This session teaches adults how to better understand youth who listen to rap music and Hip-Hop culture. Parents, teachers, police officers, social workers, youth counselors, and coaches benefit tremendously by learning about the messages in the music. It educates adults on the most commonly used terms to describe marijuana, cocaine, crack, guns and sex.</p>	<p>Jackson, Mr. Shawn – The Jaxsun Group, LLC, Lithonia, GA</p>
<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Project Graduate = 100% Graduation Rate</b>                  Strand: Curriculum, instruction, assessment                  Lessons learned at Red Lake High School Four Winds Alternative School leads to the creation of Project Graduate, which has at its goal a 100% graduation rate. Potential drop out students earn one college credit and one high school for participating in a 16 hour activity based course that focuses on getting through high school and attending college</p>	<p>Eggers, Mr. John – WOWTEACHING, Bernidji, MN</p>

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<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Alaska Native Student Success Project</b>                  Strand: school climate                  Alaska Native Student Success is a USED funded partnership that includes Central Council of Tlingit and Haida Indian Tribes of Alaska, the Alaska Staff Development Network, the National Dropout Prevention Center, and the Juneau, Sitka, and Ketchikan School Districts. We will share successful practices and results from a 3-year effort to improve high school graduation rates in our 3 districts.</p>	<p>Tonsmeire, Mr. Kelly AK Staff Development Network, Douglas, AKMs. Kathy Blizzard, Paci; Ms. Ronalda Cadiente-Brown – Juneau School District, Juneau, AK; fic High School, Sitka, AK; Ms. Linda Hardin – Ketchikan School District, Ketchikan, AK</p>
<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Using Cultural Research to Enhance Curricular Activities in the Content Areas for Students At-Risk</b>                  Strand: Curriculum, Instruction, Assessment                  This seminar will focus on the use of cultural literature and research that can build the background knowledge of Students At-Risk.</p>	<p>Abreo, Dr. Rosa Maria, Dr. Kim Barker, and Ms. Karen Tanguma – Texas A&amp;M University, San Antonio, TX</p>
<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Essential for Student Success: Transform Poor Readers to Excellent Readers</b>                  Strand: Curriculum, Instruction, Assessment                  Learn about a powerful reading intervention model that relies on the plasticity of the brain to remodel the neural network that, in poor readers, guides the reading process inappropriately. The transformation of the students’ reading abilities reverses the negative variables associated with reading problems and results in enhanced self-esteem, improved performance, and a new enthusiasm for school, enabling students to participate in rigorous learning experiences. Data and details of project implementation will be presented.</p>	<p>Buffalo, Ms. Toni and Dr. Dee Tadlock – Cheyenne Eagle Butte Schools, Eagle Butte, SD</p>

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<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Diabetes Education in Tribal Schools</b>                  Strand: Curriculum, instruction, assessment                  Diabetes Education in Tribal Schools (DETS) is part of a national effort to decrease the incidence and improve the care of type 2 diabetes among American Indians and Alaska Natives. The DETS project is a FREE K-12 curriculum that weaves together inquiry learning, exposure to science and health-related careers, and American Indian/Alaska Native culture and community knowledge. The curriculum units are aligned with national science, health, and social studies education standards.</p>	<p>Maller, Ms. Carol and Ms. Kelly Hubbell – Southwestern Indian Polytechnic Institute</p>
<p>Tuesday 9:30 am - 10:45 am</p>	<p><b>Inviting Circles of Connectivity</b>                  Examine ideas to help students reconnect to school by using a combination of Invitational Education and Circle of Courage strategies. Analyze ways to develop a climate that will help prevent the wounding that may occur to students in school and help students develop resiliency.</p>	<p>Allison, Dr. Jane – Warren County Schools</p>
<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Developing an Early Warning System to Reduce the Dropout Rate and Increase Graduation for Native American Students</b>                  Strand: Research                  The Sioux City Schools identified key data markers that determined which Native American students were not on track to graduate. Data markers included retention, credits, attendance, course offerings, extra-curricular activities and school withdrawal rates. A continuum of research-based strategies was implemented to support Native American students and parents toward their goal of graduation.</p>	<p>Charging, Ms. Marilyn Sioux City Schools, Sioux City, IA</p>
<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Check &amp; Connect: An Evidenced-Based Student Engagement Model</b>                  Strand: Curriculum, Instruction, Assessment                  Check &amp; Connect is an evidenced-based student engagement model developed at the University of Minnesota. Of the 13 dropout prevention programs rated by the US DOE's What Works Clearinghouse, Check &amp; Connect was the only program found to have strong evidence of positive effects for staying in school. It is data-driven and grounded in the research on resiliency and home/school collaboration.</p>	<p>Ness, Dr. Jean – University of MN, Minneapolis, MN</p>

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<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>TAG Your Kids</b>                  Strand: Tribal Government Programs                  In 2005 the Chehalis Tribe approached the Oakville School District to collaboratively address issues that were prohibiting our Tribal youth from academic success. We believe that the creation of a TAG team (Truancy, Attitude, and Grades) has assisted us in increasing positive educational outcomes for our tribal students.</p>	<p>Bray, Ms. Tracy, Mr. John Shortman, Jr., and Ms. Penny Reinitz – Confederated Tribes of the Chehalis Reservation, Oakville, WA</p>
<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Teach Me the Way I Learn and I Will Stay in School!</b>                  Strand: Curriculum, instruction, assessment                  Participants will learn how student-centered projects encourage Native youths to stay in school, make up credits, and gain confidence in challenging mathematics courses. They will have fun doing hands-on activities that supplement the Novanet computer program used at KCHS. Data showing incredible student growth and individual student stories will be shared.</p>	<p>Boognl, Mrs. Mary – Pearson, Kirtland, NM</p>
<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Strategies that Build Rapport, Connections, and Motivate Students to Stay in School</b>                  Strand: School climate                  Eighty-two percent of teachers' messages are nonverbal, especially when managing the classroom. Learn how to positively influence the student relationship with practical application and practice. Become aware of the difference between the influence of power versus the power of influence. Also, receive modeling strategies on how to use music, paired shares, modeling and discussion. Learn to have more time to do what you entered the profession to do-----TEACH!!</p>	<p>Blackwell, Ms. Nancy – Longevity of Success, Colorado Springs, CO</p>

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<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Project Venture: An Evidence-Based Model for Engaging Native Youth</b>                  Strand: Leadership                  In this active session, you will experience how culture, service-learning, outdoor adventure and experiential education are combined in this positive youth development program. Implemented through in-school, out-of-school and multi-day camp, youth who participate in Project Venture decrease risky behaviors and increase school attendance and healthy choices.</p>	<p>Wonson, Ms. Beth, Mr. McClellan Hall, Mr. Neal Ferris, and Mr. Bart Crawford - National Indian Youth Leadership Project, Albuquerque, NM</p>
<p>Tuesday 11:00 am - 12:15 pm</p>	<p><b>Developing Native Student Leadership as a Dropout Prevention Strategy</b>                  Strand: Leadership                  The American Indian Leadership academy was designed to reinforce student self-esteem, by strengthening their connections to culture, significant adult role models, school, and their Indian community. This interactive session will share successful strategies and results of this model of Native student leadership development.</p>	<p>Butterfield, Ms. Robin – National Education Association, Washington, DC</p>
<p>Tuesday 12:15 pm - 12:30 pm</p>	<p>Transition</p>	
<p>Tuesday 12:30 pm - 1:45 pm</p>	<p><b>Comprehensive Reform and American Indian School Dropouts</b>                  The withdrawal of Indian youth from school impacts their future and collectively that of their community. Solutions require comprehensive community based approaches to their well being and the articulation of a strong tribal vision for public education that resonates with Indian youth and which determines the education role of schools.</p>	<p>Beaulieu, Dr. David</p>
<p>Tuesday 1:45 pm - 2:00 pm</p>	<p>Transition</p>	

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<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>Strategies That Work for All At-Risk Students</b>                  Strand: Curriculum, instruction, assessment                  This session will demonstrate through the use of cultural books, and hands on activities for at risk populations that can engage in the learning process. Participants will be able to take with them, tools that can help them be effective with all students.</p>	<p>Abreo, Dr. Rosa Maria, Ms. Terri Garcia, and a group of graduate students – Texas A&amp;M University, San Antonio, TX</p>
<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>IDRA Coca-Cola Valued Youth Program</b>                  Strand: School Climate                  Coca-Cola Valued Youth Program (VYP) is a cross-aged tutoring program in which secondary school students who are at risk of dropping out of school tutor younger elementary students. The Coca-Cola VYP helps reduce dropout rates, enhance students' basic academic skills, strengthen students' perception of self and school, decrease student truancy, and reduce student disciplinary referrals.</p>	<p>Cantu, Dr. Linda – IDRA, San Antonio, TX</p>
<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>CASATART: School Retention Strategies for Middle School Students</b>                  Strand: Curriculum, instruction, assessment                  CASASTART brings together three important institutions - a social service or health agency, the local law enforcement department and local schools – in order to foster healthy development among high-risk, 8-13 year-old youth and their families, and to support school retention and reduce related crime in target neighborhoods.</p>	<p>Lopez, Ms. Emily – CASA at Columbia University, New York, NY</p>
<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>Native American Dropout Prevention Initiative</b>                  Strand: Research                  Alchesay High School is working on the 4th year of their dropout prevention grant. We will be discussing what we have seen be successful, what struggles we have faced, and what you can do to decrease the dropout rate at your school.</p>	<p>Frank, Mrs. Tara – Alchesay High School, Whiteriver, AZ</p>

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<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>Activities, Games, and Energizers</b>                  Strand: School Climate                  Time flies when you are having .....LEARNING! Create a learning environment where students stay engaged longer. These activities build rapport and communication with students. The use of music will also be modeled throughout this session. So, come get ENERGIZED!</p>	<p>Blackwell, Ms. Nancy – Longevity of Success, Colorado Springs, CO</p>
<p>Tuesday 2:00 pm - 3:15 pm</p>	<p><b>A Balance of Corporate and School: Power for Dropout Prevention – The Study of the 12-for-Life Program</b>                  Strand: Parent/community Involvement                  This presentation describes findings from a evaluation of a unique collaboration between a family-owned, global corporation and a community school system in the Southeastern United States. The purpose of the program is to help at-risk students graduate from high school and develop responsible citizenship. Through job training, one-on-one tutoring, and mentoring, this ground-breaking program is gaining state and nationwide attention as an innovative method of dropout prevention. This program gives credit recovery to students through personal and professional means by combining traditional classroom instruction with meaningful employment and job training. Utilizing qualitative interview data along with quantitative analysis of survey and other extant data, the Project Director of the external evaluation team will present initial findings from the mixed method evaluation of the program.</p>	<p>Ogletree, Dr. Tamra – University of West Georgia, Carrollton, GA</p>
<p><b>Wed, Apr 21</b></p>		
<p>Wednesday 7:30 am - 10:30 am</p>	<p>Registration</p>	

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<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>Cultural Character Education</b>                  Strand: school climate                  Have we replaced our cultural values with western ideas and values? Indigenous people have always possessed their own character education long before European contact. In this session, we will look at our cultural values which teach morality as the central point of our existence and preserve our way of life.</p>	<p>Noble, Ms. Delores – Window Rock Unified School District #8, Fort Defiance, AZ</p>
<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>Inspire, Motivate, Lead! Creating the Power for Youth Progress and Ambition</b>                  Strand: School Climate                  Young people respond to innovation! This session will motivate you as soon as you enter the room. Be prepared for energy and interaction, as this workshop will inspire you to provide a shining light for our people. Learn meaningful approaches to move toward action, while connecting our youth to do the same!</p>	<p>Bitsie, LeAndra -</p>
<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>ROSE STEM VIP's Project Teams Model</b>                  Strand: Curriculum, instruction, assessment                  The approach was named ROSE STEM VIP's Model: Research, Outreach, and Student Education in Science, Technology, Engineering, and Mathematics Using the Vertical Integration Pyramid. . I have implemented the approach for the first time at SIPI. Southwestern Indian Polytechnic Institute (SIPI), Albuquerque, New Mexico is a federally operated community college, funded through the U.S. Bureau of Indian Affairs (BIA). The College is governed by a nationally representative tribally appointed Board of Regents, established to provide general education, early childhood education, business, vocational, advanced technology, and engineering instruction at the associate degree and certificate levels for members of federally recognized tribes. Preliminary results indicate some success, SIPI officials report. Since the Fall 2007, when SIPI began admitting students to the associate of science degree in engineering, eleven students (including four Native American women) have graduated and/or transferred to four-year engineering or engineering technology programs. For a small institution serving Native American students, this is a significant achievement. Currently, 65 full-time students are enrolled in the engineering and engineering technology programs.</p>	<p>Vadiee, Dr. Nader – Southwestern Indian Polytechnic Institute, Albuquerque, NM</p>

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<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>The Nine Voices Cultural Prevention Model: Reconnecting to Time-Tested Cultural Protective Factors in a Contemporary Time</b>                  Strand: Curriculum, instruction, assessment                  The focus of this session is a dropout prevention and intervention model in context with a Native Child Development Model developed by the Tuba City Unified School District serving the western Dine, Hopi, and San Juan Southern Piute Communities. This is a conditions-focused prevention model which enhances the ADE endorsed “40 Developmental Assets Model” of the Search Institute.</p>	<p>Bowen, Mr. Denis, Sr., Tuba City Unified School District #15, Tuba City, AZ</p>
<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>Evidence of Engagement through Service Learning and Leadership</b>                  Strand: Leadership                  Graduates of Project Venture Service Staff program will share how this program empowered taught them skills to stay engaged and successful in school while remaining connected to culture, nature and community. Like Project Venture, the session will be active, engaging and fun.</p>	<p>Wonson, Ms. Beth, Mr. McClellan Hall, Mr. Neal Ferris, and Mr. Bart Crawford - National Indian Youth Leadership Project, Albuquerque, NM</p>
<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>Education Reform Strategies for First Nation Students in Canada</b>                  Strand: Curriculum, instruction, assessment                  The Department of Indian and Northern Affairs Canada works to ensure that Aboriginal peoples have access to the same educational opportunities as other Canadians. This presentation describes the programs offered under the Reforming First Nations Education Initiative to help set the foundation for improvements in literacy, numeracy and student retention.</p>	<p>Gulia, Ms. Milena -</p>
<p>Wednesday 8:00 am - 9:15 am</p>	<p><b>DRUMS: Don't Doubt the Miracle</b>                  Strand: Curriculum, instruction, assessment                  DRUMS is an innovative project that taught young Native American males how to make a drum while learning valuable life lessons during the drum making process. The DRUMS Project presentation will highlight the development of the program, steps taken in the drum making process, and how DRUMS is utilized as a drop out prevention program. Relive the journey of DRUMS and see the miracle reveal itself.</p>	<p>Yellowfish, Dr. Star – Oklahoma City Public Schools, Oklahoma City, OK</p>

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<p>Wednesday 9:30 am - 11:30 am</p>	<p><b>Closing General Session/Brunch</b> <b>The Power of One (Person with Faith)</b> After learning of a struggling community 4,000 miles away, Cathy Parker, mother of four, began a journey most thought impossible. But, through passion and perseverance, thousands of people across the country soon joined her cause, changing the destiny of a forgotten Alaskan community. Cathy's remarkable story demonstrates the incredible, tangible difference one person with fail can make.</p>	<p>Parker, Mrs. Cathy</p>