

**2017 Wisconsin Indian Education Association Conference**

***“Mino-Ayaa ‘Idiwin: Let’s Be Healthy Together”***

**May 12-13, 2017**

**Workshop/Presentation Lineup**

**(1) Amour, Carol** – *“Listening to Tribal Voices”*- Learn how visiting and listening to the stakeholders in Native American education is creating organic participatory cultural curriculum. **“Session A”**

**(2) Berle, Kaitlyn** – *“Woodland Indians Arts Initiative: Nurturing Deep Roots and Soaring Spirits through Support for Contemporary & Traditional Indigenous Arts”* Wisconsin Arts Board presents Woodland Indian Arts Initiative: Nurturing Deep Roots and Soaring Spirits through support for contemporary and traditional indigenous arts. This information sharing roundtable was suggested by last year’s panel judges for the Woodland Indian Arts Initiative (WIAI) who thought it important to more broadly disseminate information about the opportunities available to our communities through the Woodland Indian Arts Initiative Grant and other Wisconsin Arts Board programming. The Wisconsin Arts Board, in turn, would like to strengthen relationships and receive feedback from us in order to expand and improve services and further develop thriving arts communities. **“Session B”**

**(3) Borkowski, Kathy** – *“Publishing Native Voices”* The Wisconsin Historical Society has published many books on the history and culture of Wisconsin’s Tribal Nations. But what are the information needs of the Tribes and how can we better serve them? This session will be both an overview of publishing Native voices and a listening session to learn about tribal educational needs. **“Session C”**

**(4) Crank-Thinn, Mikaela** – *“Modeling Partnerships: College Horizons and Lawrence University”* National College access non-profit College Horizon is modeling Native student service partnership and strengthening tribal relationships with Lawrence University through the Scholars Program **“Session D”**

**(5) Curtis, Gregg** – *“ACP & Cultural Diversity: Personalizing Each American Indian Student’s Path for College and Career Readiness”*- ACP is a student-driven, adult-supported process in which students create and cultivate their own vision for post-secondary success based on individual strengths and interests. **“Session H”**

**(6) Eggebrecht, Anna** – *“Wisconsin’s Transitional Services for Youth under WIAO”* Participants will be able to understand how the Wisconsin Division of Vocational Rehabilitation has implemented changes in the transition services they provide to youth in Wisconsin under the Workforce Innovation Opportunity Act. Participants will be able to understand how DVR has partnered with the Department of Public Instruction to increase vocational rehabilitation services to youth with disabilities. **“Session D”**

**(7) Gauthier, Jennifer** – *“Haho, Boozhoo, Posoh, Shekoli: Extending the Resources of the University of Wisconsin to Support Indigenous Languages”* - A Menominee UW-Extension educator developed a club for high school youth to learn and teach language to young children. Her Bad River 4-H colleague integrates language into indigenous food system activities and will share experiential education lessons.

We will discuss potential programs and connections to UW through Extension's statewide network.

**"Session G"**

**(8) Jennings, Dylan** – *"Anishinabe Lifeway and Treaty Rights in the Classroom: Resources for Educators"* Midnight Express Opening Song- Storytelling Projects on Treaty rights & Sovereignty, online apps, **"Session A"**

**(9) Johnson, Gary** – *"Are You Indian Enough?"* This workshop will present ideas about using blood quantum as requirement for tribal membership and its effect on self-identity and self-esteem. It is intended to get a discussion about what it means to be a member of a tribe and the responsibilities that should go with tribal membership. We will look at why tribes use this and about tribes that do not use it. We will also examine the effects of blood quantum on the long-term impact on tribal sovereignty.

**"Session B"**

**(10) Kovar, Bob** – *"Tribal AmeriCorps Program"* The purpose of the Tribal AmeriCorps Program (TAP) is to provide local Tribal Prevention coalition the opportunity to recruit local community members as AmeriCorps volunteers to help them get the work experience and work of coalitions. **"Session C"**

**(11) Kubinski, Eva** – *"What's Going on in Special Education"* - This session will provide an update on what are the current hot topics in Special Education, including College and Career Ready IEPs, Reading Drives Achievement, and recently developed guidance on Manifestation Determinations and Shortened School Days. For parents, educators, students and community members. Come with your questions and concerns, especially those relate to American Indian students with disabilities! **"Session G"**

**(12) Kubinski, Eva (2)** – *"College & Career Ready IEP's"*- In order to improve the educational outcomes of Wisconsin students with disabilities, WI DPI has developed College and Career Ready IEPs. Come attend this session and learn more about how this new process will help focus Special Education services to improve student outcomes, including those of American Indian students with disabilities. **"Session A"**

**(13) Lashbrook, Correll** – *"Improving Access to Highly Specialized Telehealth Services for American Indian Students"* This presentation will promote discussion about the benefits of American Indian students accessing speech therapy, occupational therapy and mental health services through secure videoconferencing. It will serve as a resource for those wanting to expand their knowledge of options for students with special needs afforded through innovation. **"Session D"**

**(14) Moran, Patricia** – *"Nutrition, Nature & Gardening: A Holistic Approach"*- Food Sovereignty is an increasing priority in our community and we believe positive change starts with our future generations. This session will discuss approaching elementary education outside of the classroom with a holistic approach, specifically focusing on natural resources, gardening and nutrition. **"Session B"**

**(15) Munson, Barbara** – *"WIEA 'Indian' Mascot & Logo Taskforce, 2017 Updates"*- Wisconsin Arts Board presents Woodland Indian Arts Initiative: Nurturing Deep Roots and Soaring Spirits through support for contemporary and traditional indigenous arts. This information sharing roundtable was

suggested by last year's panel judges for the Woodland Indian Arts Initiative (WIAI) who thought it important to more broadly disseminate information about the opportunities available to our communities through the Woodland Indian Arts Initiative Grant and other Wisconsin Arts Board programming. The Wisconsin Arts Board, in turn, would like to strengthen relationships and receive feedback from us in order to expand and improve services and further develop thriving arts communities. **"Session C"**

**(16) Munson, Barbara** *WIEA "Indian" Mascot and Logo Taskforce 2017 Update: 35 down - 31 To Go Teach Respect - Not Racism, #ChangeTheName, #NotYourMascot-* A round table discussion with resource sharing, classroom applications, Taskforce team Building, action updates, brainstorming and strategizing **"Session H"**

**(17) O'Connor, David** – *"Train the Trainers: Teacher Professional Development on Tribal Sovereignty"* A new tribal sovereignty K-12 professional development module will be coming out this summer from the Wisconsin Department of Public Instruction. Get a sneak peek at the content and delivery model for the new training, which covers treaties, United States government, and tribal governments in the context of tribal sovereignty. **"Session B"**

**(18) O'Connor, David (2)** – "Session participants will explore and identify ways to deepen their understanding of American Indian Studies in Wisconsin through texts and digital resources. The session will discuss ideas for implementing American Indian Studies into practice. Resources and materials about Wisconsin American Indian nation's histories, treaties, sovereignty, and cultures will be shared. **"Session F"**

**(19) Paradise, Maurina** – *"Framing American Indian Studies with Identity & Culture"* This presentation opens with an exploration of defining identity and provide attendees exercises that can be utilized by educators of all ages and educational settings. Following this exploration, a shared definition of "culture" will be shared, seeking an open dialogue to test the limits of the definition. **"Session G"**

**(20) Pete, James (Saturday morning)** – *"There is no 'I' in the Word 'Team': Strengthening our Relationships"*- An interactive session on the concept of team work, team building, a team approach in working with the Community, co-workers, and students. Participants will leave with energy and ideas that can be utilized in future efforts. **"Session E"**

**(21) Theobald, Joni** – *"UMOS: Resources and Services Provided to Urban & Rural Tribal Communities"*- Provide an overview of if the diverse programs and services to diverse populations in Wisconsin, Florida, Minnesota, Missouri and Texas. UMOS operates 40+ programs with more than \$25 million grant and performance-based contracts from federal, state, and local funding sources. **"Session E"**

**(22) Theobald, Joni (2)** - *"UMOS: TechHire Project: Accelerated Technology Based Training Initiative in Wisconsin"*- The National TechHire initiative launched in 2015 with over 300 employers committed to providing Americans with the accelerated, nontraditional technical training they need to obtain better jobs and achieve better futures. The UMOS TechHire Collaborative Project focuses on preparing trainees

for occupations leading to software applications developers, including front-end developers. **“Session D”**

**(23) VanSchyndel, Bob** – *“Impact of Perception & Identity, Bias and Stereotypes”*- Recognizing and navigating diversity is vitally important in the work place and in the classroom. In this interactive session, participants will learn to utilize a basic understanding of social identity to navigate classroom and workplace discussions to share personal diversity, acknowledge privilege/bias, and breakdown stereotypes. **“Session A”**

**(24) Greg Johnson (Friday Afternoon)** – *“Traditional Plants & Activities in the Classroom”* – Examples of traditional plants, food, products, activities for each and video’s to show how to collect, make etc. Audience will see how stories connect to history & applications in the schools and homes. **“Session C”**

**(25) Lisa Hernandez (Saturday)** – *“Teaching songs in Ojibwemowen/Student Singing Presentations”* - Participants will be taught to sing in Ojibwe. **“Session F”**

**(26) Cindi Stiles-Malinda Young** - LDF Historic Preservation (**Saturday**) - *“Can You Dig It”* – Participants are projected into the future to become archaeologists, the detectives of the past. Figuring out who, what, how, and why in a late 20<sup>th</sup> century house site. **“Session F”**

**(27) Wayne Valliere (Saturday)** *Ojibwe Language Program-Canoe Project* **“Session E”**

**(28) DePerry, Ron** – *“A Presentation on the Evidence Based, K-12 Red Cliff Wellness Curriculum”* – Brief description of session: The presentation will consist of Alcohol and Substance Abuse from a Native American Perspective. There will be a complete display of the entire Red Cliff Wellness Curriculum that will consist of the full K-12 School Based Curriculum, the Community Based Curriculum (4) and the Home Based Curriculum which has (2) entire units. The presentation will include a historical perspective in working with school, communities and families. Detailed description including expected outcomes: The presenter will give a historical perspective on drug education from a Native American Perspective in working with schools, communities and families. The participants will get a chance to see the entire curriculum display, ask any and all questions. To build a complete AODA Prevention Program of Wellness, one must include the School, Community and Family. Time will be allowed to talk about the special status of the Curriculum being Evidence Based. How to access the curriculum and training cost will be covered in the presentation. Hopefully; all the participants will walk away from this session having all their expectations met. **“Session B”**

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|----|-------------------|-----------------------|
| A. | 10:20-11:10 am    | (1), (8), (12), (23)  |
| B. | 11:20 am-12:10 pm | (9), (14) (17), (28)  |
| C. | 1:35-2:25 pm      | (3), (10), (15), (24) |
| D. | 2:40-3:30 pm      | (4), (6), (13), (22)  |

- E. 10:00-10:50 am (20), (21), (27),
- F 11:00-11:50 am (18), (25), (26)
- G. 1:30-2:20 pm (7), (11), (19)
- H. 2:35-3:25 pm (5), (16), (2)