

Native American Student Advocacy Institute

May 22–23, 2012

University of California, Los Angeles
Los Angeles, Calif.

Participate, get
energized and build your
professional network!

UCLA

A Message from the President



Dear Colleagues,

Welcome to the fifth annual Native American Student Advocacy Institute. We are proud to celebrate this landmark year in collaboration with UCLA. The inaugural institute was held at Diné College in 2007, and it allowed us to see the challenges and opportunities facing Native American students. I still remember the warm welcome at Tsaile, and I am proud to see the progress that we are making as we continue to provide high quality professional development for educators serving Native American students.

Watching this institute flourish over the years and nurture leaders such as Karen Francis-Begay and Pam Agoyo reminds me of how we must continue to engage the leaders in each community to create real change. The progress of Native American students must remain at the forefront of our goals as we develop new initiatives and programs that we hope will increase achievement and success for all students.

The College Board and our partners at UCLA are honored to have the following plenary speakers at this year's institute:

- **Henrietta Mann** (Cheyenne), Professor Emerita in Native American Studies and Special Assistant to the President, Montana State University; and President, Cheyenne and Arapaho Tribal College (CATC)
- **William Mendoza** (Oglala-Sicangu Lakota), Director, White House Initiative on American Indian and Alaskan Native Education, D.C.
- **Nancy Reifel** (Rosebud Sioux), Assistant Professor, School of Dentistry, University of California, Los Angeles
- **Sweeney Windchief** (Wadopana, Wotijaga, Oyade), Assistant Dean for Diversity, Graduate School, The University of Utah

I hope to meet each of you during my time in Los Angeles. Our work is far from over, and even though this will be my last NASAI as President of the College Board, please know that I will continue to be an advocate and a friend to this community.

Sincerely,



Gaston Caperton

Welcome Letter from Peter Negroni and James Montoya

Dear Colleagues,

On behalf of the College Board, we welcome you to this year's Native American Student Advocacy Institute (NASAI). This institute provides an opportunity for all of us to do as the theme suggests: reflect on the past, continue traditions, and redefine our future. Our time together over the next two days will provide us with an updated view of the Native American educational landscape and a forum to discuss the challenges and opportunities we face in preparing greater numbers of Native American students for college success. NASAI also gives us the opportunity to inspire leadership and vision in service to our Native American students.

With the U.S. presidential election just around the corner, it is important that we keep the need for expanded educational opportunity for all students on the front burner of our national discourse and the need to invest in our children. The past has excluded too many of our children from the full benefits of a first-class education; and as we redefine our future, we must embrace the histories, cultures and traditions of every student. Education remains the surest route to permanent empowerment in this country. We, as educators and concerned citizens, must serve as advocates for our students, especially those whose families have little or no experience with the college admission and financial aid processes. Your participation in this conference is one of the important ways you support and advocate for our students. Thank you for being here, and for sharing your experience, insights and passion.

Program chair, Renee White Eyes, and the University of California, Los Angeles (UCLA) have provided extraordinary leadership in bringing this conference to life. We deeply appreciate the special contributions of the planning committee members and the Institute presenters, and thank the UCLA community for its gracious hospitality.

Most sincerely,

A handwritten signature in black ink that reads "Peter Negroni".

Peter Negroni
Senior Vice President
Relationship Development
The College Board

A handwritten signature in black ink that reads "James Montoya".

James Montoya
Vice President
Relationship Development
The College Board



OFFICE OF THE CHANCELLOR
2147 MURPHY HALL, BOX 951405
LOS ANGELES, CALIFORNIA 90095-1405

Dear NASAI Conference Participants:

Welcome to UCLA!

On behalf of the entire UCLA community, we are absolutely thrilled to join the College Board as co- hosts of the 2012 Native American Student Advocacy Institute (NASAI) Conference. Not only are we very proud of our long-standing and unshakable commitment to diversity here at UCLA, but we are doubly delighted that our campus is situated in Los Angeles – unquestionably one of the most vibrant, dynamic and diverse cities in the world that is also home to one of the largest Native American populations in the country.

More broadly, the State of California boasts a rich heritage of tribal diversity so this is an ideal setting for exploring the many issues facing Native American students. The College Board and the advisory committees are to be congratulated for their excellent work in advancing the cause of equity and access for all students. The formation of NASAI – combined with this annual conference – helps to shine a much needed spotlight on the unique issues affecting Native American students and on the best practices that campuses and surrounding communities have employed to make progress toward even greater college access and success. We are certain that the dialogue over the next two days will be rich with insight as the theme of the conference, *Reflecting on the Past, Continuing Traditions, Redefining the Future*, comes to life.

One of UCLA's greatest assets is the rich diversity of its campus community. Our commitment to engaging in scholarly research on Native American history and culture was underscored by the establishment of the American Indian Studies Center in 1969. We are extremely proud of our continued focus, as evidenced by the numerous Native American programs and organizations on campus, including the American Indian Student Association, Project HOOP (**H**onoring **O**ur **O**rigins and **P**eoples through Native American theater), the Native American Law Student Association, and the Native Nations Law and Policy Center.

Thank you for participating in the 2012 NASAI conference and for your heartfelt commitment to enhancing educational opportunities for members of the Native American community. We look forward to greeting you personally during the conference and to working together with you in support of the American Indian community in higher education.

Sincerely,



A handwritten signature of Gene D. Block in black ink.

Gene D. Block
Chancellor



A handwritten signature of Janina Montero in black ink.

Janina Montero
Vice Chancellor, Student Affairs

Welcome to the **UCLA** STORE

The place you can find all the essentials every Bruin needs!



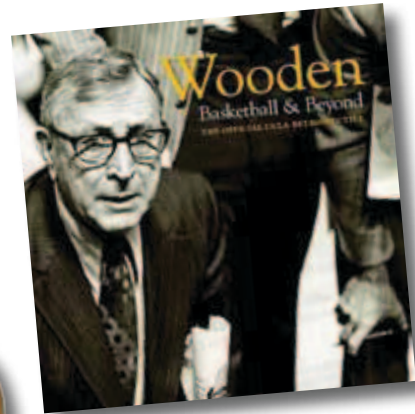
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UCLA STORE

Letter from the Chair

Dear Colleagues,

Greetings from the City of Angels! On behalf of the Local Arrangements Committee, we welcome you to UCLA for the 2012 Native American Student Advocacy Institute (NASAI). We are pleased to be hosting this year's conference in partnership with the College Board and the NASAI National Advisory Committee.

Los Angeles is home to the Gabrieleño/Tongva Tribal Council of San Gabriel as well as home to one of the biggest urban American Indian populations. This is one of the many reasons we are excited to be hosting this year's conference and hope you enjoy the rich tribal heritage that the area has to offer.

UCLA was founded in 1919 and the first graduating class was in 1920. We have over 26,000 undergraduate students, over 4,000 faculty and over 500 student organizations on campus. Throughout our history, we have grown and prospered. We are ranked among the nation's top five institutions in research funding as well as ranked among the top 10 in academic libraries in North America. Our campus has less than 1 percent American Indian students and while we are addressing these concerns, our American Indian Student Association holds one of LA's biggest basketball youth conferences for American Indian students as well as the UCLA powwow.

This year's theme, *Reflecting on the Past, Continuing Traditions, Redefining the Future*, reminds us that we cannot forget our traditions but must learn from our past in order to create a better future for our people. As we attend the many fruitful workshops at this year's conference, let's not forget to connect with one another. Our strength lies in each other, so do not be afraid to make new friends and ultimately, help one another in our goal for a better educational future for our youth.

Please share our campus with us and take in the beauty of Southern California while you are here. Thank you for joining us here at UCLA and enjoy the conference.

Most sincerely,



A handwritten signature in black ink that reads "Renee White Eyes".

Assistant Director
Native American/Alaska Native Recruiter
Undergraduate Admissions and Relations with Schools

The NASAI 2012 Leadership team would like to extend special thanks to the staff and committee members who contributed to the success of the conference. Their work is invaluable to our commitment to access, equity and excellence for all students.

National Advisory Committee

| | | |
|---|---|--------|
| Pamela Agoyo (Past-Chair), Cochiti, Kewa, Ohkay Owingeh Pueblos | The University of New Mexico | N.M. |
| René Dubay, Salish | Office of the Commissioner of Higher Education | Mont. |
| Emily Ferguson-Steger, Blackfeet | University of Montana—Missoula | Mont. |
| Karen Francis-Begay (Trustee), Navajo | The University of Arizona | Ariz. |
| Lucyann Harjo, Navajo | Norman Public Schools | Okla. |
| Irvin D. Harrison, Navajo | California State Polytechnic University, Pomona | Calif. |
| Billie Harrington, Lumbee | The University of North Carolina at Pembroke | N.C. |
| Donna Powless, Oneida | College of Menominee Nation | Wis. |
| Renee White Eyes (Chair), Quechan | University of California, Los Angeles | Calif. |
| Angela Wimmer | The University of Utah | Utah |
| Amanda Tachine, Navajo | The University of Arizona | Ariz. |

Local Arrangements Committee

| | | |
|--|---------------------------------------|--------|
| Maria Blandizzi | University of California, Los Angeles | Calif. |
| Clementine Bordeaux, Sicangu Oglala Lakota | University of California, Los Angeles | Calif. |
| Kendra Buck, Navajo | UCLA (Undergraduate student) | Calif. |
| Teresa Caro | University of California, Los Angeles | Calif. |
| Fairuz Dakam, Oglala Lakota | UCLA (Undergraduate student) | Calif. |
| Elizabeth Fasthorse, Rincon Band of Luiseño Indians | UCLA (Graduate student) | Calif. |
| Anna Guzman | University of California, Los Angeles | Calif. |
| Rebecca Hernandez, Mescalero Apache | University of California, Los Angeles | Calif. |
| Alfred Herrera | University of California, Los Angeles | Calif. |
| Paul Kroskrity | University of California, Los Angeles | Calif. |
| Melody Lee | University of California, Los Angeles | Calif. |
| Sendy Lopez | University of California, Los Angeles | Calif. |
| Rosa Pimentel | University of California, Los Angeles | Calif. |
| Rudy Ortega, Fernandeño Tataviam Band of Mission Indians | Community Member | Calif. |
| Jose Miguel Pulido Leon | University of California, Los Angeles | Calif. |
| Kenny Ramos | UCLA (Undergraduate student) | Calif. |
| DeAnna Rivera | University of California, Los Angeles | Calif. |
| Eric Sanchez | UCLA (Alumni) | Calif. |
| Theresa Jean Stewart, Luiseño and Tohono O'odham | University of California, Los Angeles | Calif. |
| Heather Torres, San Ildefonso Pueblo, Navajo | University of Redlands | Calif. |
| Pamela Villasenor, Fernandeño Tataviam Band of Mission Indians | Community Member | Calif. |

Sessions

Tuesday, May 22, 2012

7 a.m.–5 p.m.

REGISTRATION

THIRD FLOOR, COVEL COMMONS

7–7:45 a.m.

CONTINENTAL BREAKFAST

NORTH PROMENADE, THIRD FLOOR, COVEL COMMONS

8–9:15 a.m.

WELCOME PLENARY: LEADING AND LISTENING

GRAND HORIZON BALLROOM, SALONS A, B, C AND D, THIRD FLOOR, COVEL COMMONS

Native American education was given a higher priority with the development of a White House Initiative on American Indian and Alaskan Native Education in December 2011. Mr. William Mendoza has been leading the efforts of the initiative and listening to community leaders and educators to ensure effectiveness and consistency. Join us this morning to listen to the accomplishments of the initiative thus far and to provide input on issues that you feel the initiative could tackle.



Speaker: William Mendoza (Oglala-Sicangu Lakota), Director, White House Initiative on American Indian and Alaskan Native Education, Washington, D.C.

William (Bill) Mendoza was appointed as executive director of the White House Initiative on American Indian and Alaska Native Education in December 2011. Bill, Oglala-Sicangu Lakota, grew up on the Pine Ridge and Rosebud Sioux reservations in South Dakota.

Bill has experienced, firsthand, through his professional and life experiences, the multitude of challenges facing American Indian students, educators and tribes. In addition to being a teacher and principal, Bill has worked at the school, professional and community level to help foster leadership development and civic engagement among American Indians. Integral to his professional and academic capacity has been his experiences as a tribal college student at Haskell Indian Nations University, Sinte Gleska University and Oglala Lakota College.

Bill previously served as the deputy director and executive director for the White House Initiative on Tribal Colleges. Since his appointment in January 2011, he has provided leadership to key administration initiatives including: Executive Order 13592, Tribal Leaders Speak — The State of Indian Education 2010 Report; State-Tribal Education Partnership Pilot; and 2012 ED-DOI Memorandum of Understanding. Before coming to Washington, D.C., Bill was working towards a Doctorate in Education Leadership at Montana State University (MSU). He earned his Bachelor of Arts in Humanities from Fort Lewis College in 2005 and a Master of Education from MSU in 2010.

9:25–10:35 a.m.

ADDRESSING PRESIDENT OBAMA'S EDUCATION INITIATIVE: INTERSECTION OF ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION TO SUPPORT NATIVE AMERICAN COLLEGE SUCCESS AT CAL POLY POMONA

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

In 2011, Cal Poly Pomona was awarded an endowment to increase access to educational opportunities. A group of academic and student affairs personnel has convened to address the critical issues surrounding the challenges and opportunities that exist in the recruitment and persistence of Native American and African American students. Both student groups continue to be underrepresented at universities and perform at rates much lower than their peers in the overall student population. Join us to hear about how these groups have approached their challenges and to receive recommendations for university administrators. Participants will learn strategies on how to access appropriate institutional data, including student demographics, admission data, engagement and academic trends, and performance success statistics currently available for Native American and African American students. We will also actively engage in an open discussion of institutional barriers that exist for these two student populations and discuss the committee's recommendations for campus consideration.

Speakers: Deborah Brandon, Executive Director, Admissions & Outreach; **Irvin Harrison** (Navajo), Coordinator, Native American Student Center; **Sandy Kewanhaptewa-Dixon** (Hopi), Associate Professor, Ethnic and Women's Studies; and **Teshia Young Roby**, Assistant Professor, College of Education and Integrative Studies, California State Polytechnic University, Pomona

ADVOCACY THROUGH TECHNOLOGY AND CULTURE

SALON E/F, THIRD FLOOR, COVEL COMMONS

This presentation will provide an opportunity for participants to examine advocacy strategies based on Plains Indian kinship systems and humor, which can be implemented through technology and cultural events hosted on campus. They will learn how to advocate for American Indian students through social media, surrogate extended family structures and cultural events in a higher education setting, and they will learn that replicating American Indian family relationships among peers and staff is effective in both advocacy and retention. In addition, participants will discuss strategies to incorporate social media and American Indian culture in advocacy events that increase retention, and they will learn how to identify cultural role descriptions for clan elders effective in replicating traditional family relationships that support American Indian students.

Speaker: Reno Charette, Director, American Indian Outreach and Diversity Center, Montana State University, Billings

BUILDING BRIDGES TO SUCCESS: EMPOWERING AMERICAN INDIAN MALES

WEST COAST B, THIRD FLOOR, COVEL COMMONS

In its third year, the Maricopa Minority Male Initiative is designed to improve retention and degree completion rates by providing a multifaceted approach that encourages academic achievement, promotes personal and professional development, and provides support for minority male students to stay in college, graduate and achieve their goals. Session attendees will have an opportunity to review the program's main goals and examine best practices utilized throughout the initiative, such as the Minority Male Initiative (MMI) Conference, the student mentoring component and a special summer bridge program serving American Indian male students. Participants will discuss strategies that improve the access and persistence rates of minority male students in a community college setting.

Speakers: **Pam K. Yabeny**, Director, American Indian Early Outreach Programs, Maricopa Community Colleges, Arizona; **Lambert Yazzie**, Coordinator, Rio Salado College, Arizona

NIES AND NAEP 2011 ACHIEVEMENT RESULTS FOR NATIVE AMERICAN STUDENTS

NORTHWEST AUDITORIUM (MEET AT ROTUNDA STAIRWELL, COVEL COMMONS TO WALK OVER)

In this session, attendees will learn about the achievement results for Native American students at grades 4, 8 and 12 who took the National Assessment of Educational Progress (NAEP) 2011 assessments in reading and mathematics and will be introduced to data from the National Indian Education Study (NIES) as well as some of the tools that are available to the public to examine the data. NIES is designed to describe the condition of education for American Indian and Alaska Native students in the United States and was conducted in 2005, 2007, 2009 and 2011 under the direction of the National Center for Education Statistics on behalf of the U.S. Department of Education's Office of Indian Education. The study is based on a survey that explores the educational experiences of those American Indian and Alaska Native students who participated in the NAEP assessments. The survey focuses on the integration of Native culture and language into school and classroom activities.

Speaker: **Debra Kline**, Lead Research Project Manager, Educational Testing Service, Princeton, New Jersey

PROJECT KI'L II (BOY) PROMOTING ACADEMIC SUCCESS FOR ALASKA NATIVE/AMERICAN INDIAN BOYS

WEST COAST A, THIRD FLOOR, COVEL COMMONS

Since 2008, through social-emotional learning (SEL), cultural responsiveness and family engagement, Project Ki'L has empowered pre-K to fifth-grade Alaskan Native and American Indian boys who are enrolled in the Anchorage School District (ASD). This has resulted in measurable academic success for our students. ASD is pioneering the nation's movement in SEL and Project Ki'L, utilizing these practices for our students to thrive in the 21st century and be college and career ready upon graduation. By learning about this project, participants will be equipped to promote academic success for Alaska Native/American Indian students. The presenter will give participants a chance to engage in a discussion through a question-and-answer period at the end of the session.

Speakers: **Veronica Boerger**, Coordinator; **Beverly Groskreutz**, Project Coordinator; and **O. DeWayne Ingram**, Manager, Anchorage School District, Alaska

RETENTION OF AMERICAN INDIANS NOW! — BEST PRACTICES IN AMERICAN INDIAN STUDENT RETENTION

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

The American Indian community at UCLA currently holds a 100-percent retention rate for entering freshmen. Retention of American Indians Now (RAIN), a student-initiated, student-run retention program created in 1980, is an underlying factor to this success, and hence serves as a model for best practices in American Indian student retention. RAIN offers American Indian students peer counseling services, mentorship opportunities, academic and cultural workshops, and wellness programs centered on academic empowerment, student leadership and cultural identity. In this session, participants will review the history of the RAIN project. They will examine RAIN services, as well as hear firsthand accounts from student participants. Speakers will highlight key partnerships from the project's inception to the present day. After hearing from the panel, participants will develop strategies on how to implement possible initiatives, programs and ideas at their institutions that will bolster retention efforts.

Speakers: **Yvette Aragon**, Mentorship Coordinator; **Don Hatori**, Peer Counseling Coordinator; **Mariana Macias**, Wellness Coordinator; **Kenneth Ramos**, AISA President; and **Theresa Jean Stewart**, Director, University of California, Los Angeles

10:45–11:55 a.m.

HOW TO EFFECTIVELY ENGAGE YOUR ELECTED OFFICIALS

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

During this session, participants will develop the "ask" for their respective area of policy to advocate to their tribal government/school board/state board of education/state legislature/Congress and will learn how to use their own personal stories and experiences, merged with their single overriding objectives, to persuade their elected officials to TAKE ACTION! Participants will be challenged to stay on point when faced with adversity in delivering their message to a naysayer and how to get back on track with advocacy tools. This interactive session will help participants plan how to engage elected officials effectively for systemic change and proactive policy reform for Native communities, and they will leave with practical skills about how to provide an impactful message that stays on cue.

Speaker: **Mary Jane Oatman**, Senior Policy Analyst, National Indian Education Association, Washington, D.C.

PATHWAYS TO LEARNING AND SUSTAINING THE JOURNEY

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

Through a unique, culturally relevant governance model, the Coastal Corridor Consortium (C3) has increased the success rate for Aboriginal (the Canadian term for indigenous peoples) learners through a wide variety of innovative practices and programs. Participants will hear how partnerships and working together maximizes the strengths of all partners, thus benefiting Aboriginal learners. The participants will have an opportunity to examine the key to successful partnerships, which promote pathways to learning and sustain the journey for the Aboriginal learner.

Speaker: **Kory Wilson** (We Wai Kai First Nation), Director, Aboriginal Education and Services, Vancouver Community College, British Columbia, Canada

PROJECT PUQIGTUT

WEST COAST A, THIRD FLOOR, COVEL COMMONS

Project Puqigtut (Puqigtut is the Cup'ik/Yup'ik word for smart people and is pronounced boo-heexh-toot) is a high school success program for 21st-century Alaska Native and American Indian students. Students are able to earn core credit through online course work to get on track to graduate, improve their GPA or get ahead. Through this program, courses are offered in English, social studies and mathematics; the program is infused with culturally responsive curriculum, including a "U.S. history from a Native American perspective" course that we developed and created. Participants will examine firsthand an innovative teaching method, review student lessons that provide flexibility within an engaging educational environment, and learn how our program involves the parents, school and community. After the presentation, participants will be able to implement strategies to raise expectations and academic achievement while lowering high school dropout rates.

Speakers: **Karen Phillip**, Anchorage School District; **Christine Scott**, Anchorage School District, Title VII Indian Education, Alaska

STRENGTHEN RELATIONSHIPS TO EMPOWER SUCCESS

SALON E/F, THIRD FLOOR, COVEL COMMONS

The University of Montana has an enrollment of 15,642 students, of which 4 percent are self-identified Native Americans/Alaska Natives. Native American students can face barriers in navigating and accessing programs and services that are critical to college success on a predominately homogenous campus. The University of Montana has developed several programs that create an academic environment to empower Native American students. The fundamental key to our success, growth and development revolves around relationship building. A relationship in postsecondary education is generally viewed as the bond forged between a student and a professor, but we have found that the relationships among staff in different divisions of our academy are vital to our students' academic success. This session will explore these relationships and provide an overview of our collaboration and our culturally specific support and innovation.

Speakers: **Emily Ferguson-Steger** (Blackfeet), Minority Admissions Counselor; **Salena Hill** (Crow/Blackfeet), Native American Studies Advisor and Program Liason; and **Wilena Old Person** (Yakama/Blackfeet), Student Resource Advisor, Native American Center of Excellence, The University of Montana

STUDENT INITIATED RECRUITMENT — THE AMERICAN INDIAN RECRUITMENT (AIR) PROJECT AT UCLA

WEST COAST B, THIRD FLOOR, COVEL COMMONS

This presentation will review effective higher education strategies by undergraduate students working and volunteering for the AIR project at UCLA. We aim to examine these efforts as well as shifts throughout the years since its inception in 1997. AIR's components consist of weekly sites where tutoring and college mentoring takes place, a higher education awareness component that services Sherman Indian High School students and southern California reservations, a community college component, a parent involvement component, and a volunteer recruitment component. After hearing from the panel, participants will discuss and share useful strategies for identifying academic resources in the community as well as the importance of making non-Native peoples visible in the community as a sign of support.

Speaker: **Teresa Caro**, Project Director, AIR, University of California, Los Angeles

UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS TOUR

DEPARTING FROM THE ROTUNDA STAIRWELL, THIRD FLOOR, COVEL COMMONS

The University of California, Los Angeles Campus tours are brought to you by the Community Programs Office (CPO) and the Center for Community College Partnerships (CCCCP). CPO was established in 1970 by concerned students, staff and faculty, and strives to develop personal growth by raising consciousness. CCCC is responsible for developing and strengthening academic partnerships between UCLA and California community colleges, particularly those with large underrepresented student populations. *Note: This tour is not CEU eligible.*

12:05–1:20 p.m.

PLENARY LUNCHEON: MENTORSHIP AND EMPOWERMENT

GRAND HORIZON BALLROOM, SALONS A, B, C AND D, THIRD FLOOR, COVEL COMMONS

Introductory remarks by **Jan Cuny**, Program Director, National Science Foundation, Virginia.

Since 2004, Jan Cuny has been a program officer at the National Science Foundation. Before coming to NSF, she was a faculty member in Computer Science at Purdue University, the University of Massachusetts, and the University of Oregon. At NSF, Jan leads the Education Workforce Cluster and its two programs: Computing Education for the 21st Century (CE21) and the Broadening Participation in Computing Alliance (BPC-A) program. Together these programs aim to increase the number and diversity of students majoring in computing. Jan has had a particular focus on the inclusion of students from those groups that have been traditionally underrepresented in computing: women, African Americans, Hispanics, Native Americans and persons with disabilities. For her efforts with underserved populations, Jan is a recipient of one of the 2006 ACM President's Award, the 2007 CRA A. Nico Haberman Award, and the 2009 Anita Borg Institute's Woman of Vision Award for Social Impact.

Dr. Reifel's impact on Native American communities is evident through her commitment to empowering Native professionals in the field of dentistry. She will join us and share her personal journey as well as share mentorship models that have led to increased diversity at UCLA.



Speaker: Nancy Reifel (Rosebud Sioux), Assistant Professor, School of Dentistry, University of California, Los Angeles

Nancy Reifel is a member of the Rosebud Sioux Tribe. Reifel attended college at the University of California, Berkeley. She received a DDS from the University of Minnesota and a master's degree in public health from the University of California, Los Angeles. Reifel retired from the USPHS (United States Public Health Service), Indian Health Service (IHS) in 2005. As a commissioned officer with the IHS, she was stationed at a field clinic on the Pine Ridge Reservation in South Dakota, held the position of area dental disease prevention officer in the Aberdeen and California Areas and finished her career with the IHS as the Dental Public Health Information Specialist. Reifel currently is an assistant professor with a joint appointment in dentistry and American Indian studies at UCLA. Through her affiliation with the Society of American Indian Dentists and UCLA, Reifel has directed a mentorship program for

American Indian predoctoral and dental students. She has participated in preprofessional enrichment programs and activities to increase diversity at all levels of the UCLA School of Dentistry. Reifel's research has involved investigations of the effects of new workforce models on the delivery of dental care.

1:30–2:40 p.m.

BEYOND THE BOOK: CHALLENGING THE CREATIVE THINKER IN BOTH FACE-TO-FACE AND ONLINE CLASSROOMS

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

Challenging students, regardless of their cultural backgrounds, to think deeply and reflectively can be a daunting task. However, Native American students show that they will meet and defeat the challenge when teachers integrate engaging and relevant high-level thinking strategies. In addition to engaging students in creative thinking strategies, the Learning Power grant provides students with the opportunity to enroll in quality online Advanced Placement® courses. Participants will explore strategies that were introduced to students in rural South Dakota schools with high Native American student populations. The hands-on session will challenge participants to engage in learning experiences similar to those that are preparing Native American students to excel in rigorous course work, including AP® classes, in both face-to-face and online learning environments.

Speakers: Michele Hoffman, Middle School/High School English Instructor, McIntosh School District, South Dakota; LuAnn Lindskov, Math and Science Instructor, Timber Lake High School, South Dakota; June Preszler, Education Specialist, Technology and Innovation in Education (TIE), South Dakota

HELPING STUDENTS GET READY FOR COLLEGE: RESOURCES, ACCESS, EQUITY

WEST COAST B, THIRD FLOOR, COVEL COMMONS

Preparing for college assessments is an important step on students' paths toward college success and beyond. The College Board offers a comprehensive suite of free print and online tools to help students get ready for the SAT®, one important step of the college admission process. This interactive session will show counselors how to help students, families and educators access resources as part of a comprehensive and systematic approach to college and career readiness counseling. Participants will experience the SAT practice tools — and brainstorm ways to make these tools accessible to students, families and educators, and how to share best practices. Participants will leave the session understanding the fifth of the eight components of college and career readiness counseling: college and career assessments.

Speaker: Vicki Cabrera, Director, SAT Readiness, The College Board, New York

NEXT STEPS — THE FUTURE OF NATIVE AMERICAN STUDENT PROGRAMS

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

Native American Student Programs at the University of Redlands is a new program that addresses the retention and college readiness needs of Native students at the University of Redlands and in Southern California. Its creation came out of a commitment made by the San Manuel Band of Mission Indians and the University of Redlands to address issues in Indian education, such as lack of motivation and lack of resources. With the growing need for young Native people to be educated and for creative

and driven tribal leaders, university and community programs are playing an important and vital role in the development of future generations. Attend this session to examine the steps the University of Redlands has taken in order to work cohesively with college, tribal and community organizations and learn how to identify best practices of other colleges and communities that can be incorporated into future programming at your institutions and inform your future work.

Speakers: Leela MadhavaRau, Associate Dean, Campus Diversity and Inclusion; and Heather Torres (San Ildefonso Pueblo, Navajo), Creating a Passion for Learning Coordinator, Native American Student Programs, University of Redlands, California

SHARING THE DREAM: URBAN INDIAN EDUCATION AND LEADERSHIP MODEL IN LOS ANGELES

WEST COAST A, THIRD FLOOR, COVEL COMMONS

Join this working roundtable to analyze a current education model for Indian high school youth in Los Angeles. Teaching and Mentoring Indian Tarahat (TAMIT), a new U.S. Department of Education Indian Demonstration grant of the Fernandeno Tataviam Band of Mission Indians, is the first Indian Demonstration Grant in Los Angeles, the largest urban Indian population in the United States. Learn about the four student goals associated with the grant — increase academic achievement, improve college readiness, reaffirm tribal identity and cultivate a new generation of leaders — and offer your insight as well. Our facilitated discussion will generate a working paper that will be available for workshop participants for possible replication. Share our dream of empowering tribal and urban communities. Participants will learn how to build a holistic model, create a wraparound service model through in-house and outsourced networks, and rethink volunteerism and mentorship.

Speakers: Pamela Villaseñor (Fernandeno Tataviam Band of Mission Indians), Director of Special Projects, Fernandeno Tataviam Band of Mission Indians, California; Vincent Whipple (Fernandeno Tataviam Band of Mission Indians), Director of Education and Cultural Learning, Fernandeno Tataviam Band of Mission Indians, California

SUMMIT OF ARIZONA COMMUNITY COLLEGES AND INDIAN NATIONS AND TRIBES

SALON E/F, THIRD FLOOR, COVEL COMMONS

On June 24, 2009, the Inter Tribal Council of Arizona Inc. (ITCA) and Arizona's Maricopa Community Colleges cohosted the inaugural 2009 Summit of Arizona Community Colleges and Indian Nations and Tribes. The purpose of the summit was to discuss strategies for developing and improving collaboration and to build relationships among colleges and tribes in Arizona. The summit focused on identifying barriers, challenges and recommendations in four primary areas, including information sharing and consultation, tribal education funds disbursement, transfer programs, and student housing options. Special efforts were made not to address the same challenges that had been identified in previous summits but to build upon and improve the discussion, moving toward meaningful outcomes. Participants will engage in a discussion focusing on connections that all students should consider, whether they attend and complete a two-year program or they begin and finish their studies at a four-year institution.

Speakers: Travis Lane, Health Program Specialist, Inter Tribal Council of Arizona Inc.; Kevin S. Velasquez, Fiscal Tech II, Student Financial Services, President, United Tribal Employees' Council, Maricopa Community Colleges, Arizona; Pam K. Yabeny, Director American Indian Early Outreach Programs, Division of Academic and Student Affairs, Maricopa Community Colleges, Arizona

2:50–4 p.m.

AMERICAN INDIAN WELL-BEING MODEL IN HIGHER EDUCATION

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

In this session, the American Indian well-being model, which connects Navajo elderly perceptions of well-being and the in-depth surveys, interviews and success stories of 23 American Indian graduate and professional research study participants, will be introduced. Participants will examine an indigenous-based holistic model that consists of four basic well-being pillars. A discussion of an extended model that includes 16 well-being pillars will be part of the dialogue as participants apply personal inner strengths, resources, challenges, plans of action and follow-up as part of their own retention and success strategies in higher education and life endeavors.

Speakers: **April Armijo** (Acoma, Laguna, Santa Ana Pueblo), Adult Education Teacher; **Shawn Secatero** (Canoncito Band of Navajo), Director of Native American Student Program (NASNTI Grant); and **Rachelle Simpson** (Acoma), Adult Education Teacher, New Mexico State University, Grants

COLLEGE BOARD TOWN HALL: OUR COMMITMENT TO EXPANDING EDUCATIONAL OPPORTUNITIES FOR NATIVE AMERICANS

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

The College Board is at the forefront of expanding opportunities for Native American communities to have a voice and representation within the organization. The Native American Student Advocacy Institute (NASAI) is a successful initiative that brings together education scholars and practitioners to present best practices that promote success for Native students. As the College Board advances its commitment, the organization continues to seek input on how it can continue to meet students' needs. Leaders within the College Board will talk about their roles and responsibilities. Participants will help these leaders and the organization develop ways to be more effective advocates, as well as learn about some of the initiatives and resources available for their own use and development.

Speakers: **Pam Agoyo** (Cochiti, Kewa, Ohkay Owingeh Pueblos), Director, American Indian Student Services and Special Assistant to the President for American Indian Affairs, The University of New Mexico; **Adriana Flores-Ragade**, Director of Diversity Initiatives, The College Board, California; **James Montoya**, Vice President, Relationship Development, The College Board, New York

FURTHERING INDIAN RIGHTS IN EDUCATION (FIRE): A BRIEF SUMMARY OF THE HISTORY, PHILOSOPHY AND MODEL FOR SUCCESSFUL COLLABORATION

WEST COAST A, THIRD FLOOR, COVEL COMMONS

This workshop will illuminate conference participants about FIRE, its history, structure and purpose, and examine the unique partnership that FIRE has with the chancellor's office of UCLA. Participants will learn about the process to build a diverse coalition that prioritizes cooperation over antagonism through learning about FIRE's strategy. After a panel presentation sharing this successful model of cross-cultural, cross-organizational cooperation, participants will exchange best practices and develop strategies for identifying resources within their own communities, both on and off any particular campus, that can be utilized in unique and innovative ways to assist students and those looking to pursue a higher education degree.

Speaker: **Eric Sanchez**, Board of Directors, American Indian Community Council; Board of Directors, Pukuu, Cultural Community Services, Chair, UCLA American Indian Undergraduate Admissions Task Force, 'Furthering Indian Rights in Education'; President, American Indian Alumni of UCLA, California

NATIVE AMERICAN CHILDREN: WORLD LEADERS IN LEARNING AND INNOVATION IN THE 21ST CENTURY!

WEST COAST B, THIRD FLOOR, COVEL COMMONS

Why are so many Native American students not responding to intervention? Recent research shows that Native American children have a 21st-century highly visual-spatial learning style. Because of the mismatch between that learning style and the more traditional linear-sequential instructional style in most mainstream classrooms, teachers place those children into deficit-model programming, based on a perceived need for remediation, which too often provides only minimal challenges. Exciting new technologies, in tune with Native cultures, can help teachers break this cycle and capitalize on students' visual-spatial learning style. With strength-based opportunities, Native American students develop skills that propel them beyond deficit models into the leadership vanguard of 21st-century learning and innovation. Participants will have the opportunity to explore pilot programs using cutting-edge technology already in place to propel Native American children into the forefront of learning and innovation in school and beyond. They will learn how to use this innovative approach to reach visual-spatial Native American children in their classrooms.

Speakers: **Jerry Lassos** (Tongva), Indian Ed Focus Teacher, Denver Public Schools, Colorado; **Steven Haas**, Visual-Spatial Learners Project Director, Gifted Development Center, Colorado

UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS TOUR

DEPARTING FROM THE ROTUNDA STAIRWELL, THIRD FLOOR, COVEL COMMONS

The University of California, Los Angeles Campus tours are brought to you by the Community Programs Office (CPO) and the Center for Community College Partnerships (CCCCP). CPO was established in 1970 by concerned students, staff and faculty, and strives to develop personal growth by raising consciousness. CCCC is responsible for developing and strengthening academic partnerships between UCLA and California community colleges, particularly those with large underrepresented student populations. *Note: This tour is not CEU eligible.*

WEAVING IDENTITIES: SUPPORTING NATIVE LGBT/ TWO SPIRIT STUDENTS ON CAMPUS

SALON E/F, THIRD FLOOR, COVEL COMMONS

In this session, participants will be given a brief history of Native LGBT/Two Spirit people and their challenges and triumphs in exploring and integrating Native, LGBT/Two Spirit and gender identities. Participants will explore the diversity within these identities and best practices for supporting this community, while also accessing national and local best practices and resources in providing holistic programs for the Native LGBT/Two Spirit community. A panel of Native LGBT/Two Spirit students will engage in an open dialogue about their experiences, followed by a question-and-answer forum. After hearing from the panel, participants will develop strategies for identifying resources in the community for this population.

Speakers: **Raja Bhattar**, Director, LGBT Campus Resource Center; and **Kenneth Ramos**, President, American Indian Student Association, and Vice Chair, Campus Retention Committee, University of California, Los Angeles; **Elton Naswood**, Program Coordinator, The Red Circle Project — AIDS Project Los Angeles, California

as its recipient of the Bernard S. Rodey Award for her leadership in education. At the 2008 annual convention of the National Indian Education Association, Mann received the Lifetime Achievement Award. At the Seventh Annual Best Companies for Multicultural Women National Conference in New York City, she was given the 2009 Legacy Award from Working Mother Media.

5:15–7 p.m.

EVENING RECEPTION

TERRACE, THIRD FLOOR, COVEL COMMONS

Please join us for an evening reception, where you will have an opportunity to network with colleagues from across the nation and create long-lasting connections! Entertainment and hors d'oeuvres will be provided for your enjoyment.

4:10–5:15 p.m.

AFTERNOON PLENARY: REDEFINING OUR FUTURE

GRAND HORIZON BALLROOM, SALONS A, B, C AND D, THIRD FLOOR, COVEL COMMONS

In this session, Henrietta Mann will explore personal experiences and observations of the history of American Indian education, Native studies in mainstream institutions of higher education and the success of tribal colleges in reversing the march toward total assimilation of Native peoples. Mann will challenge those currently laboring in the trenches of American Indian education to look toward the past for lessons as they chart the future for Native students and their communities.



Speaker: **Henrietta Mann** (Cheyenne), Professor Emerita in Native American Studies and Special Assistant to the President, Montana State University; and President, Cheyenne and Arapaho Tribal College (CATC)

Henrietta Mann is Cheyenne, enrolled with the Cheyenne and Arapaho Tribes [of Oklahoma]. She has a Bachelor of Arts in education with a major in English from Southwestern Oklahoma State University, a

Master of Arts in English from Oklahoma State University, and a Ph.D. in American studies from the University of New Mexico, Albuquerque.

Mann has been a professor/administrator at the University of California, Berkeley; University of Montana, Missoula; Graduate School of Education, Harvard University; and Haskell Indian Nations University, Lawrence, Kan. She was the first person to fill the Katz Endowed Chair in Native American Studies at Montana State University, Bozeman. In 2003, Mann became professor emerita in Native American Studies at Montana State University, where she continues to serve as special assistant to the president. She is on a leave from Montana State University to serve as president of the newly created Cheyenne and Arapaho Tribal College.

In 1997, Mann was inducted into Southwestern Oklahoma State University's Hall of Fame. *Rolling Stone Magazine* named her to its honor roll of the 10 top professors in the nation in 1991. On Feb. 7, 2008, she was honored by The University of New Mexico Alumni Association

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Sessions

Wednesday, May 23, 2012

7:30 a.m.–12 p.m.

REGISTRATION

THIRD FLOOR, COVEL COMMONS

7–7:45 a.m.

CONTINENTAL BREAKFAST

NORTH PROMENADE, THIRD FLOOR, COVEL COMMONS

8–9:10 a.m.

APPROACHES TO TEACHING HEID ERDRICH'S NATIONAL MONUMENTS

WEST COAST A, THIRD FLOOR, COVEL COMMONS

Heid Erdrich's book of poetry, *National Monuments*, enables students to encounter multi-scalar imaginings of Native sovereignty in the humanities or science classroom. Participants will be guided through lesson plans they can use or adapt for grades 6–12. First, we will prepare an activity about memories of place to comprehend and personalize our own attachments and connect with Erdrich's poems about desecration. Second, we will compare two canonical poems to recreate versions by Erdrich. Third, we will peruse a WebQuest (Internet inquiry activity) from the Native viewpoint on the Kennewick Man (Ancient One) — the subject of several of Erdrich's poems. Participants will survey key poems in *National Monuments*, a contemporary book of poetry of distinguished literary merit and of thematic significance to Native people, and will receive materials to use and/or adapt for their classrooms. We will find examples of poetry that can be used in the classroom to prompt meaningful discussions about sovereignty, sacred places, science and literature as tools of colonialism, the Native American Graves Protection and Repatriation Act, Native feminism and more.

Speaker: **Caroline Schwarcz**, Candidate, M.A., American Indian Studies, University of California, Los Angeles

BEYOND ADMISSION

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

Many students, parents and counselors believe that test scores are only used for admission decisions. In fact, test scores are used throughout the enrollment process: to build prospect pools, to help place students in freshman courses and to provide valuable data to understand how students persist. This session will examine the enrollment process from prospects through graduation and highlight the role the SAT, SAT Subject Tests™, PSAT/NMSQT® and AP play throughout the process. Presenters will share recommendations to help students of all backgrounds emphasize their strengths and provide a more complete picture of their achievements, abilities and interests. Participants can use this information to enlighten their own practices in relation to the standardized tests and curriculum to support students in the enrollment pipeline.

Speakers: **Yvonne Da Silva**, Senior Director, SAT Higher Education Support and Outreach; **Carrie Friedman**, Director, Subject Test Product Information; and **Linda Liu**, Senior Director, SAT Strategy, The College Board, New York

CONNECTING THE SILOS OF STUDENT SERVICES: THE ROLE OF COMMUNITY-BASED ORGANIZATIONS IN ALIGNMENT WITH CAMPUS-BASED AMERICAN INDIAN STUDENT SERVICE PROVIDERS TOWARD STUDENT SUCCESS

SALON E/F, THIRD FLOOR, COVEL COMMONS

Join the national movement of professionals working to create a hub-and-spokes model for our professional development as it relates to serving American Indian/Alaska Native (AI/AN) students toward and through higher education at all levels. Each of us has a specific role, from college readiness to career advisement, but we rarely have an opportunity to see that our work is as relevant as other organizations in helping students advance to graduation and then to successful careers. Participants will help create national networks for American Indian Student Service providers and, in doing so, will insert their voices in the evolutionary process of the professional development of AISS providers nationwide.

Speaker: **Melvin Monette** (Turtle Mountain Band of Chippewa Indians), Director, Graduate Fellowship and Special Programs, American Indian Graduate Center, New Mexico

FACULTY AND STAFF DEVELOPMENT THROUGH CULTURAL IMMERSION

WEST COAST B, THIRD FLOOR, COVEL COMMONS

Located in the Four Corners area, San Juan College served 2,431 Native American students in fall 2010. In order to have a better understanding of our Native American students, the faculty and staff have an opportunity to experience life on three nearby reservations: Navajo, Jicarilla Apache and Ute Mountain Ute. Participants will learn about the experiences and cultural activities that gave faculty a better understanding of their Native American students. Participants will learn about the planning and coordination of the cultural immersion program through shared examples of tribal culture and traditions of the Navajo, Apache and Ute Mountain Ute. They will use these examples to create plans for similar programs in their institutions, and for regions with nearby reservations.

Speaker: **Elaine Benally** (Navajo), Director, San Juan College West, New Mexico

INCREASING COLLEGE AND CAREER READINESS

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

With a special emphasis on the unique needs of Native students who qualify for free and reduced-price lunches and/or are the first in their families to attend college, this session presents research-based strategies to improve instruction and, in the process, dispel the myths that some Native students "are not college material." Participants will leave this session with at least 10 new techniques that can be used in high school and higher education classrooms to enhance student success among American Indians and Alaska Natives. In addition, they will become familiar with school diagnostic instruments and tools to align courses, develop high-quality syllabi and provide formative assessments as they learn how to develop a college-going culture in their high schools that have high populations of American Indian and Alaska Native students. Participants also will learn specific techniques to reduce remediation and improve placement rates in credit-bearing college classrooms, how to use research-based strategies to improve instruction and dispel the myths that some Native students are not college material, and how to develop partnerships between high schools and postsecondary institutions.

Speakers: **CHiXapkaid (Michael Pavel)**, (Skokomish), Professor, Education Studies, College of Education; and **Terri Ward**, Codirector, Center for Educational Policy Research, University of Oregon

9:20–10:30 a.m.

MORNING PLENARY: CORE CULTURAL VALUES AND HIGHER EDUCATION

GRAND HORIZON BALLROOM, SALONS A, B, C & D, THIRD FLOOR, COVEL COMMONS

Introductory remarks by **Gaston Caperton**, President, The College Board.

This presentation will address some of the issues indigenous peoples often have in the realm of higher education. One of these issues is maintaining core cultural values while being immersed in predominately non-Native intellectual contexts. There are scholars who are doing work in the area of bringing indigenous voices to academia, students who are successfully navigating the American educational system, as well as Native and non-Native advocates for these students who occupy positions of leadership. Also, there are those in our home communities who carry our ways of knowing, being and doing by accepting traditional responsibilities. These people create access to higher education for indigenous peoples. With the intention of honoring those who make higher education possible and probable for indigenous peoples, it is important to use their work appropriately and expand upon it, while at the same time reflecting on what it means to “be a good relative.”



Speaker: Sweeney Windchief
(Wadopana, Wotijaga, Oyade), Assistant Dean for Diversity, Graduate School, The University of Utah

Sweeney Windchief has an Ed.D. in educational leadership and policy with an emphasis on higher education administration, an M.A. in counselor education from the University of Montana and a B.S. from the University of Central Oklahoma. He is now the assistant dean for diversity in the

Graduate School at The University of Utah.

His scholarship and research interests focus on critical race theory, indigenous epistemologies, and indigenous peoples and higher education. In collaboration with Patricia Covarrubias, he has published articles on American Indian silence in college as a way of promoting and protecting cultural integrity in the *Howard Journal of Communications*. Currently, two manuscripts are under review, one with the *Journal of Student Affairs Research and Practice* and the other with *The Review of Higher Education*.

Windchief serves on the Council of Graduate Schools Advisory Committee on Minorities and the GRE Diversity, Equity and Inclusiveness Committee. In 2006–2007, he was an Americans for Indian Opportunity Ambassador, engaging in issues relevant to the indigenous peoples at the state level, the national level in Washington, D.C., and the international level in Bolivia, Peru and Aotearoa (New Zealand).

At The University of Utah, he serves as an ex-officio member on the university's diversity committee and maintains the diversity advisory committee of the graduate school. He collaborates with academic departments on retention efforts for students who are historically underrepresented in higher education, and he recruits students through the National Name Exchange, the California Forum for Diversity in Graduate Education, and the Ronald E. McNair Scholars Program and Graduate Horizons.

Prior to moving to Utah, Windchief held various positions in higher education institutions, including serving as the coordinator of graduate fellowships and special projects at the American Indian Graduate Center in Albuquerque, N.M.; directing a W. K. Kellogg-funded Native men's

wellness initiative, the Bureau of Indian Education Fellowship and Loan for Service; facilitating the All Native American High School Academic Team; and presenting at the Western Association of Graduate Schools. Previously, he advised and recruited historically underrepresented students at both the University of Montana and Idaho State University.

10:40–11:50 a.m.

ACE NATIVE AMERICAN INITIATIVE: PARTNERING WITH OUR TRIBAL COMMUNITIES

WEST COAST B, THIRD FLOOR, COVEL COMMONS

The ACE Native American Initiative was launched to increase the enrollment of American Indians in all of the ACE programs throughout Arizona's Maricopa Community Colleges. Through the ACE Native American Initiative, two of the 10 colleges have developed partnerships with local tribal communities, which have led to the effective recruitment and retention of American Indian students. As an effective early education program, the ACE program has shown academic success and persistence of American Indian students who have participated in ACE. Participants will actively assess the effective partnerships created between a community college and a tribal community, and they will examine retention strategies implemented to retain American Indian students in the ACE program.

Speakers: **Liz Ketterman**, Director, ACE Early Outreach Programs, Scottsdale Community College, Arizona; **Stella Torres**, Director, ACE Programs, Maricopa Community Colleges, Arizona; **Laura Pastor**, Director, ACE Early Outreach Programs, South Mountain Community College, Arizona; **Lambert Yazzie**, Director, ACE Puente Program, Rio Salado College, Arizona

DIVERSIFYING GRADUATE PROGRAMS: BEST PRACTICES FOR GRADUATE RECRUITMENT AND RETENTION OF NATIVE AMERICAN STUDENTS

SALON E/F, THIRD FLOOR, COVEL COMMONS

Graduate programs reach out to and recruit diverse prospective students. Considering Native American culture, this session will address graduate student outreach, recruitment and retention best practices to enhance diverse applicant pools and student cohorts. Recruitment issues for underrepresented students (e.g., financial difficulty, lack of information and preparation, lack of family support, limited number of role models, and other issues) will also be discussed along with programs to promote the admission and retention of Native American graduate students. Participants will leave with a better understanding of mentorship and other retention strategies, and will be able to implement those strategies when recruiting Native American graduate students to their institutions.

Speakers: **Anne Dela Cruz**, Director, Outreach & Diversity Initiatives; and **Carlos Grijalva**, Associate Dean, Graduate Division, University of California, Los Angeles

Sessions

Wednesday, May 23, 2012

ACHIEVING BIG FUTURES IN THE 21ST CENTURY: USING THE WEB TO EMPOWER COUNSELORS AND EDUCATORS TO HELP ALL STUDENTS MAKE THEIR PATH TO COLLEGE

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

This session will provide participants with the opportunity to explore YouCanGo!™ and BigFuture™ — new, free online college planning resources created collaboratively by The Education Conservancy and the College Board. Participants will be presented with research about student needs, wants, and online/social trends, and learn how these sites will help counselors and educators guide students through meaningful self-exploration as part of the college search process and college planning journey. Presenters and participants will discuss strategies for incorporating these sites into the counseling toolbox.

Speakers: **Roy Ben-Yoseph**, Executive Director, Digital Products, The College Board, Virginia; **Emily Ferguson-Steger**, Minority Admissions Counselor, The University of Montana; **Lloyd Thacker**, Executive Director, The Education Conservancy, Oregon

NATIONAL PRIORITIES FOR NATIVE EDUCATION

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

Participants will learn about the National Indian Education Association's legislative and research priorities for 2012. This will be an interactive session where attendees are encouraged to engage in a dialogue with NIEA about important education issues to better inform the organization's work moving forward.

Speaker: **Daniel Cup Choy**, Director, Policy & Outreach, National Indian Education Association, District of Columbia

UNDERSTANDING TRIBAL COLLEGE TRANSFER STUDENTS AT FOUR-YEAR PREDOMINANTLY WHITE INSTITUTIONS (PWIS)

WEST COAST A, THIRD FLOOR, COVEL COMMONS

This session will examine the experiences of tribal college transfer students at four-year PWIs — specifically how personal goals and dreams, a student's family, being a member of an American Indian community, engagement with a PWI campus, overcoming ignorance and stereotypes, and adjusting to differences in non-Native and Native academic worlds impacts success for tribal college transfer students. Participants who attend this session will leave with strategies to help American Indian tribal college transfer students at PWIs and, in particular, will learn which campus resources are the most useful to these transfer students.

Speaker: **Matthew Makomenaw**, Director, American Indian Resource Center, University of Utah

UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS TOUR

DEPARTING FROM THE ROTUNDA STAIRWELL, THIRD FLOOR, COVEL COMMONS

The University of California, Los Angeles Campus tours are brought to you by the Community Programs Office (CPO) and the Center for Community College Partnerships (CCCC). CPO was established in 1970 by concerned students, staff and faculty, and strives to develop personal growth by raising consciousness. CCCC is responsible for developing and strengthening academic partnerships between UCLA and California community colleges, particularly those with large underrepresented student populations. *Note: This tour is not CEU eligible.*

12–1:30 p.m.

PLENARY LUNCHEON: LEADERSHIP MATTERS: A CONVERSATION WITH COLLEGE BOARD TRUSTEES

GRAND HORIZON BALLROOM, SALONS A, B, C & D, THIRD FLOOR, COVEL COMMONS

Grand Horizon Ballroom, Salons A, B, C & D, Third Floor, Covell Commons

Let us make a special effort to stop communicating with each other, so we can have some conversation.

— Mark Twain

The College Board, an organization with more than 6,000 institutional/associational members, is governed by a 31-member Board of Trustees, elected by College Board member delegates. This session will provide participants with the opportunity to hear from current members of the Board of Trustees — and for them to hear from you; to better understand the College Board and its priorities; and to learn about ways to become more involved with the organization.

Moderator: **Peter Negroni**, Senior Vice President, Relationship Development, The College Board, New York

Speakers: **Frank Ashley**, Vice Chancellor Recruiting and Diversity, The Texas A&M University System; **Yolonda Copeland-Morgan**, Associate Vice Chancellor for Enrollment Management, University of California, Los Angeles; **Maghan Keita**, Professor, Villanova University, Pennsylvania; **Janina Montero**, Vice Chancellor — Student Affairs, University of California, Los Angeles

1:40–2:50 p.m.

BREAKTHROUGH SCHOOLS: RAISE EXPECTATIONS AND STUDENT ACADEMIC ACHIEVEMENT

WEST COAST A, THIRD FLOOR, COVEL COMMONS

Improving student achievement within a supportive environment should be a goal of all school leaders. Hear from and interact with a school leader from Menominee Indian Middle School, recognized as a MetLife Foundation–National Association of Secondary School Principals Breakthrough School. This school has made significant improvements in student achievement while working with high numbers of economically disadvantaged students. Learn about the successes achieved through using the Breaking Ranks Framework for School Improvement and focusing on each student as a foundation for change. Participants will have the opportunity to share and discuss best practices with school leaders, as well as develop and communicate a shared vision that supports a positive school culture.

Speakers: **Stephanie Feldner**, Principal, Menominee Indian Middle School, Wisconsin; **Judith Richardson**, Director, Diversity, Equity and Urban Initiatives, NASSP, Virginia

EMPOWERING NATIVE STUDENTS FOR SUCCESS ON COLLEGE ADMISSION TESTS

SOUTH BAY, THIRD FLOOR, COVEL COMMONS

Educators assisting American Indian, Alaska Native and Native Hawaiian students in accessing four-year colleges often, though not always, help students with standardized testing. This can range from providing advice on which test to take, when and how many times to take it, etc., to actually offering intensive test-preparation programs. The panelists have had varied interactions with Native students, tribal entities and Native American—run organizations along this broad spectrum of advice and preparation. The panelists will: (1) make suggestions based on their experiences and detail the reasons for their suggestions, (2) highlight the continuing and significant challenges facing Native students in this domain, and (3) ask participants for their ideas and suggestions for more effective practices. By learning about the different kinds of test-preparation advice and services provided to Native students and the arguments and experience for (and against) each, participants will develop a better-informed perspective on how they can more effectively support Native students in this realm. They will then be in a position to improve their own advice and services to the Native students they serve, and to share their insights with all those attending.

Speakers: **Jay Rosner**, Executive Director, The Princeton Review Foundation, California; **Rachel Fried** (Seneca), College Engagement Director, Native American Community Academy, New Mexico

INTERSECTING FILM, EDUCATION AND IDENTITY

NORTH RIDGE A/B, THIRD FLOOR, COVEL COMMONS

The session will begin with the screening of shorts films created about or by Native American filmmakers. A panel of academics in the fields of American Indian studies, film/television and education will discuss the experiences of the filmmakers and the students and the importance of education intersected with film/media. Participants will comprehend the concept that diversity exists in all levels of education, that learning can be portrayed in a multitude of media, and that the intersection of film, education and self-identity can be used to understand and influence the Native American population. Film and media play an important role in how ideas are formed, as well as how film and media are used to promote change in the classroom. Participants will acquire new insight about using film and media in their own classrooms.

Speakers: **Clementine Bordeaux** (Sicangu Oglala Lakota), Academic Coordinator; **Karrmen Crey** (Cheam Band of the Stó:lō Nation), Film and Television Graduate Student; **Patricia Gomes** (P'urpeechea), American Indian Studies Graduate Student; and **Pamela J. Peters** (Navajo), School of Theater, American Indian Studies and Film, Television and Digital Media Alumna, University of California, Los Angeles

MAKING SPACE FOR NATIVE PERSPECTIVES: A PIPELINE PROGRAM INTEGRATING TRADITIONAL AND WESTERN ACADEMIC ELEMENTS

WEST COAST B, THIRD FLOOR, COVEL COMMONS

The session will allow participants to learn about the content of Pitzer College's Native Summer Pipeline to College program and its emerging impact on Native American students and communities, as well as on Pitzer College itself. The speakers will identify how programs can create a space that incorporates both Native American tradition and Western academic perspectives, and they can seek to overcome a variety of cultural obstacles to Native youth's higher education achievement. The program's details and pedagogical approach will be examined as a useful formula for introducing Native youth to academic spaces in conjunction with ceremony and giving back to the community. Participants will also acquire a greater knowledge of how technology can be used to attract Native youth to apply to college and engage in peer dialogue, encourage creativity and connect to larger networks in hope of establishing trust between their communities and academic institutions. Insight from what Pitzer College has learned to date will help participants as they generate and revise programs at public and private universities across the United States.

Speakers: **Gina Lamb**, Professor of Media Studies; **Nicholas Romo**, Student; **Scott Scoggins**, Native American Program Coordinator, and **Erich Steinman**, Assistant Professor of Sociology, Pitzer College, California

WHOSE RESPONSIBILITY IS IT ANYWAY? HELPING MORE STUDENTS TRANSFER FROM A COMMUNITY COLLEGE TO A FOUR-YEAR INSTITUTION

SALON E/F, THIRD FLOOR, COVEL COMMONS

For the United States to regain its position as the number-one producer of degrees, the transfer pathway from a community college to a four-year institution must play a bigger role, especially for students from underserved groups. Yet community colleges and four-year institutions are often at odds about how best to address the needs of transfer students. This session focuses on a variety of initiatives designed to boost transfer significantly. Panelists will describe new state and institutional models that hold promise in enhancing transfer effectiveness, discuss the ways in which two- and four-year institutions can cultivate a shared responsibility for transfer students, and outline an emerging framework that describes the components of a "transfer affirming culture" that advances student success. by leveraging the social and cultural capital of our students.

Speakers: **Brandi Foster**, Director of American Indian and Minority Achievement, Montana University System; **Ronald A. Williams**, Vice President, Community College Initiatives, The College Board, District of Columbia; **John Tohtsoni**, Dean of Instruction, San Juan College, New Mexico

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The College Board has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. In obtaining this approval, the College Board has demonstrated that it complies with the ANSI/IACET Standards, which are widely recognized as standards of good practice internationally. As a result of their Authorized Provider membership status, the College Board is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standards.



For more information on College Board membership and its benefits, please visit our website: **membership.collegeboard.org**.



NASAI 2012

In order to receive continuing education units (CEUs) for your participation in NASAI 2012 sessions, follow these instructions.

At the end of each eligible session you attend, please write in the name of the session and have the designated College Board session moderator attach a sticker to your worksheet before you leave the room. After the conference, total your hours, and either mail your completed and signed worksheet to the Membership Department, (The College Board, 45 Columbus Avenue, New York, NY 10023-6992), or fax it to 212-649-8442. Your certificate will be mailed to you at the address you indicate below. Please provide all information.

Name: _____ Home Phone: _____

Institution: _____ Home Address: _____

School Address: _____ Home City, State, ZIP: _____

School City, State, ZIP: _____ Email: _____

Signature: _____ Mail my certificate to ☐ School ☐ Home

| Date | Time | Session Name | Hours | CB Sticker |
|-------------------------|------------------|--------------|-------|------------|
| Tuesday, May 22, 2012 | 9:25–10:35 a.m. | | 1.00 | |
| Tuesday, May 22, 2012 | 10:45–11:55 p.m. | | 1.00 | |
| Tuesday, May 22, 2012 | 1:30–2:40 p.m. | | 1.00 | |
| Tuesday, May 22, 2012 | 2:50–4 p.m. | | 1.00 | |
| Wednesday, May 23, 2012 | 8–9:10 a.m. | | 1.00 | |
| Wednesday, May 23, 2012 | 10:40–11:50 a.m. | | 1.00 | |
| Wednesday, May 23, 2012 | 1:40–2:50 p.m. | | 1.00 | |

Phone: 212-713-8050 Fax: 212-649-8442

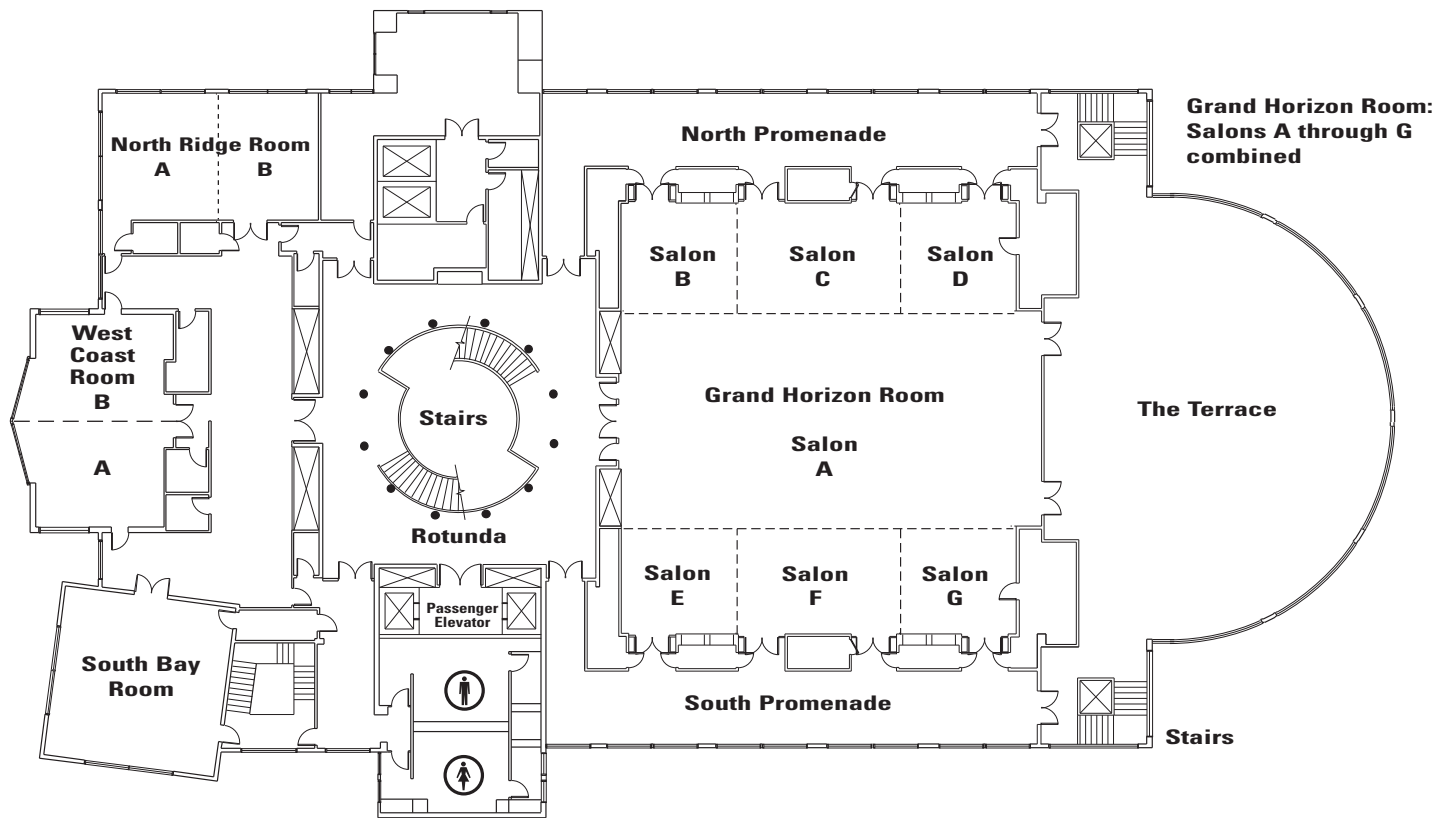


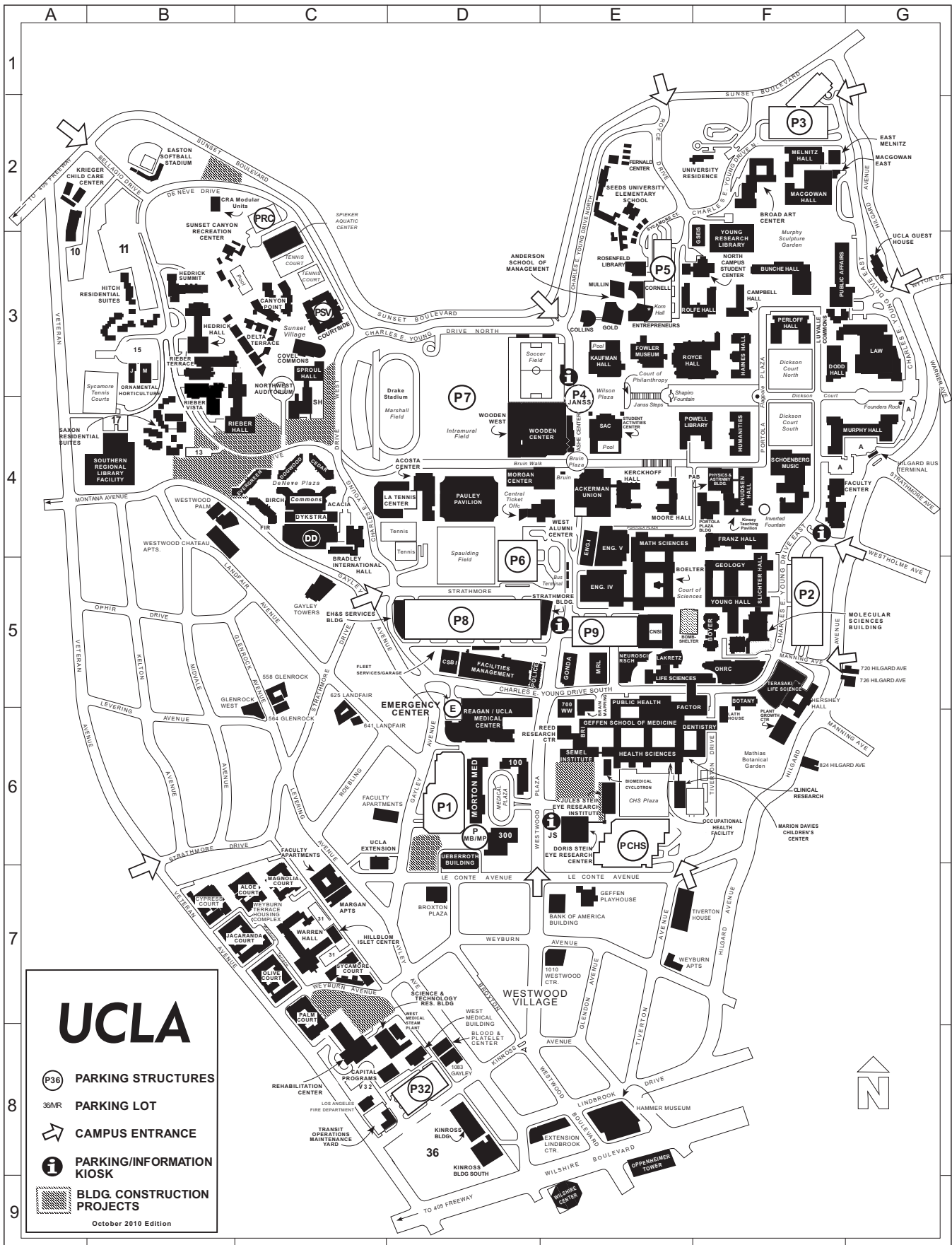
The College Board is an authorized provider of the IACET Continuing Education Unit (CEU). The International Association for Continuing Education and Training (IACET, 1760 Old Meadow Road, Suite 500, McLean, Virginia 22102) is a nonprofit organization. One (1) IACET CEU is equal to ten (10) contact hours of participation in an organized continuing education experience offered by an organization that has met strict criteria and guidelines (detailed at www.iacet.org).

**IMPORTANT: This form must be validated at the end of each session, in the session room.
We will not be able to validate this form at any other time.**

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Floor Plan of Covel Commons Third Floor





Help students realize their potential

The SAT® and SAT Subject Tests™ connect students to colleges, scholarships, merit aid and more.

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SATResourceCenter.collegeboard.org



To College and Beyond

The College Board's singular goal is to ensure that students from all backgrounds have the opportunity to prepare for, connect to and succeed in college.

Through programs, services, research and advocacy, we continue to serve as steadfast champions of equity and excellence in education.

Because an investment in education is an investment in the future.

Mark Your Calendar Now for These Upcoming Events

2012

AP® Annual Conference 2012

Lake Buena Vista, Fla.

July 18–22

apac.collegeboard.org

Forum 2012

Miami, Fla.

Oct. 24–26

collegeboard.org/forum

2013

Asian American and Pacific Islander (AAPI) Summit: Educating and Engaging AAPI Students

collegeboard.org/aapisummit

A Dream Deferred™: The Future of African American Education

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Prepárate™: Educating Latinos for the Future of America

prepareate.collegeboard.org

Native American Student Advocacy Institute 2013

www.collegeboard.org/nasai

