

## **2017 WYOMING NATIVE AMERICAN EDUCATION CONFERENCE**

### **SPEAKER LINEUP**

**(Current as of 7/9/17 – More speakers will be added)**

**Aug. 8-9, 2017**

**St. Stephens Indian School, four miles southwest of Riverton, Wyo.**

**Presented by the Wyoming Tribal Children's Triad, Wyoming Department of Education, Central Wyoming College and St. Stephens Indian School.**

#### **FELICIA ARCE**

*Android and Chromebook Apps and Extensions to Support Transition into High School, College, and Employment*

**SUMMARY:** During this session, the Wyoming Assistive Technology Resources (WATR) Center will be demonstrating the accessibility features of a Chromebook and apps and extensions that support a student's ability to read and write. These apps and extensions include Bookshare, Learning Ally, Mic Note, Read&Write for Google, and Snap&Read. In addition, WATR will be demonstrating accessibility features of an Android Tablet and apps to support reading, which includes KNFB Reader, Pocket, Text Fairy, and Voice Dream Reader. These apps and extensions support a student's ability to read and write but also give students the ability to utilize assistive technology independently and use these resources during their transition into high school, college and employment.

**BIO:** Felicia Arce, M.Ed, is an assistive technology program specialist for the Wyoming Institute for Disabilities. Her current focus is developing demonstrations of assistive technology and other technology devices for individuals with disabilities, educators, and members of the community. She continues to develop, implement and oversee the Wyoming Accessible Educational Materials (AEM) Clearinghouse services, which includes coordination of AEM services for K-12 students and educators in Wyoming.

#### **JASON BALDES, TOM REA**

*Wind River Tribal History for All*

**SUMMARY:** To increase cross-cultural understanding in Wyoming and to support the aims of Wyoming's new Indian Education for All legislation, the Wind River Native Advocacy Center is developing high-quality content and associated lesson plans about the history and culture of the Northern Arapaho and Eastern Shoshone people. Under the leadership of Advocacy Center Director Jason Baldes and with the help of WyoHistory.org editor Tom Rea, the center is collaborating with experienced writers to produce new material on the history of the tribes and with former Wyoming Indian Schools (Fremont 14) Superintendent Michelle Hoffman and a cadre of professional Native educators who will produce lesson plans and other classroom

material.

Materials are being designed to dovetail with the videos and lesson plans on Shoshone and Arapaho history and culture produced by Wyoming PBS and currently housed on the station's website at <http://windriveredu.org/>.

This session will briefly introduce educators and anyone interested to the PBS video material already available, and will briefly describe plans for the new content and instructional materials under development for classroom use. Most important, Baldes and Rea will be seeking input on the proposed content and design of the materials, and contacts with people interested in trying out the material in classrooms as it is developed.

The Wind River Native Advocacy Center is a private, nonprofit organization based in Fort Washakie. This project is made possible by public, private and tribal funds.

BIOS: Tom Rea lives in Casper where he edits WyoHistory.org, a state-history website, for the Wyoming State Historical Society. He worked in newspapers for many years and has written three nonfiction books on Wyoming history: Bone Wars (2001); Devil's Gate (2006); The Hole in the Wall Ranch (2010).

Jason Baldes has been executive director of the Wind River Native Advocacy Center since January 2016. He is a U.S. EPA STAR fellowship recipient at Montana State University and is working to restore genetically reputable, certified disease-free buffalo to the Wind River Indian Reservation managed as "wildlife" under the Shoshone and Arapaho Tribal Game Code.

Jason is also a graduate student in land resource sciences at Montana State and was a research fellow at Hopa Mountain and researcher for the U.S. Geological Survey and American Indian Research Opportunities.

## **DR. TERRI BISSONETTE**

### *Trauma Informed Schools and Practices*

**SUMMARY:** Research suggests that students who experience psychological and emotional stress, especially over extended periods of time, process information differently than other students. Participants will be introduced to research that describes the lasting effects of adverse childhood experiences as well as promising systemic approaches to mitigating the effects of trauma. Historical trauma will also be discussed. Participants will engage in a facilitated discussion to consider strategies that may be relevant to their schools and communities.

**BIO:** Terri Bissonette, EdD, is a consultant at McREL International and a former literacy teacher and teacher leader specializing in effective instructional practices and instructional coaching. At McREL, Terri primarily works with schools to improve student learning and close achievement gaps for underserved minority student populations.

## **DEANNA BRAUNLIN**

*Stand Up and Be Counted ~ Empower and Rock Your Life!*

**SUMMARY:** Participants will learn the importance of believing in themselves and how having positive self-esteem determines success.

**Learning Objectives**

Youth will learn the acronym Y.O.U.

Y – You are important

O – Only you can be you

U – Understand who you are

**Student Outcomes**

Students will be able to:

- 1) Identify talents and skills
- 2) Understand how to use their gifts
- 3) Develop an attitude of gratitude
- 4) Be positive and love themselves

**Leadership Values**

- 1) Self-belief
  - 2) Positive self-image
  - 3) Using gifts to add value to others
- This is a John Maxwell Team presentation.

**BIO:** Deanna Braunlin’s passion for empowering and adding value to others is evident as a leadership trainer, coach and speaker with the John Maxwell Team. She served on the education committee in the Nevada Legislature and holds an MPA from the University of Southern Californi, and a certificate from UCLA “Working in Contemporary Native Nations.”

**ANNMARIA DE MARS**

*Helping Youth Become Producers (Not Just Consumers) of Technology*

**SUMMARY:** We say our youth are “digital natives,” but that phrase means they are experts at posting on Facebook more often than that they are involved in creating “the next Facebook.” Schools can change that by working with tech companies to involve youth as testers, designers, artists and interns. An example thematic unit is introduced where youth play math games as testers, write reviews as part of their language arts curriculum, and participate on software development teams in person or through videoconferencing. In this hands-on presentation, teachers will develop their own unit and lesson plans using games as the structure to integrate mathematics, history, culture, language arts and career planning.

BIO: Dr. AnnMaria De Mars has taught math at all levels from junior high through doctoral students, including five years at Cankdeska Cikana Community College and 20 years in professional development and evaluation for educational programs on American Indian reservations. She is president of 7 Generation Games, a company making educational games with a cultural base.

## **NATHAN DOERR, GRETCHEN HENRICH**

### *Virtual Field Trips: Sharing Wyoming's History and Cultures Worldwide*

What stopped a classroom in Wyoming from visiting a sea turtle sanctuary in Costa Rica, and what stopped a group of students in India from visiting museums in Wyoming? If you were thinking it was the distance you might be surprised. Just because a classroom is thousands of miles away doesn't mean students can't experience cultures and locations around the world. With just a computer, web camera, microphone and internet connection, students are able to go on a worldwide adventure without leaving their desks. During this breakout session, you will learn how two institutions in Wyoming have reached out to thousands of classrooms across the U.S. and internationally, and how you can do the same.

For both the Buffalo Bill Center of the West and the Wyoming State Museum, these virtual field trips have not only helped dramatically increase the number of students impacted, but they've also helped students to celebrate, honor, and share Native American culture and traditions and the role they play in Wyoming—past and present.

BIOS: Gretchen Henrich works as Director of Interpretive Education at the Buffalo Bill Center of the West in Cody and Nathan Doerr is Curator of Education at the Wyoming State Museum in Cheyenne. Both organizations have worked with virtual learning for K-12 students for more than three years, and combined have brought Wyoming's history and culture to over 50,000 students worldwide.

## **TERRY DUGAS, MICHELLE HOFFMAN**

### *Learning Objects and Lesson Plans on the Reservation Tribes*

SUMMARY: Wondering how you and your district will meet the intent of HB0076 - American Indian Education for All? Come and see how Wyoming PBS can help. This presentation will take the audience members through the origination of the project and where it has evolved to now. Attendees will learn how to locate the site, navigate through it and see how easily it is to integrate the Native American Educational Modules into daily classroom activities.

BIOS: Terry Dugas is general manager of Wyoming PBS with 30 years' experience developing educational content for K-12 and postsecondary. Former executive director of post-secondary education consortium of 15 Midwest colleges and universities. Former director of distance learning for Florida Gulf Coast University.

Michelle Hoffman, Education Coordinator, Wind River Reservation Education Project. Michelle has been in the field of education for over 30 years. Her experience on the Wind River

Reservation has included teaching, curriculum development, principal and district superintendent.

## **LANCE GEODE**

### *Transitions to Higher Education - An Open Discussion on Strategies*

**SUMMARY:** This session will encourage open discussion about the strategies that both K-12 and higher education institutions can implement to improve the chances of success of students transitioning to a college or university. Are high schools doing all that they can? Are colleges/universities doing all that they can? What trends are out there, what best practices exist, what do we need to do more of/less of? The presenter will do his best not to bore you with a Powerpoint, so come with a plan to ask questions and be prepared to challenge each other with any preconceived notions!

**BIO:** Lance Geode has a master's degree in counseling from the University of Wyoming and has worked at Central Wyoming College for over 20 years, all in student affairs. For the last 10 years he has worked in counseling/student success and as the director of student success, he is tasked with implementing programs/projects that support the retention, persistence, and completion of students and he oversees academic advising, counseling, and disability services efforts.

## **CODY GION**

### *Guidelines for Teaching Native American Students: Recent Developments in the Literature*

**SUMMARY:** This session will address and discuss current practices and future directions related to culturally responsive instruction and behavioral support practices for Native American student populations.

**BIO:** Cody Gion is a doctoral student at the University of Oregon specializing in equity in school discipline and culturally responsive instruction. He has training in applied behavioral analysis, single-case and quantitative research methodologies, and has applied experience in behavioral modification and instructional support as a consultant, school psychologist, youth skills coach and substitute teacher.

## **LAURENE HINES**

### *The Best Kept Secret of the Reservation: The Early Intervention Program*

**SUMMARY:** Learn the Who, What, Where, Why and How of early intervention services on the Wind River Reservation, including the importance of developmental screenings for children birth to age 5. This session is recommended for parents, caregivers, grandparents, foster care parents and other early childhood providers.

**BIO:** Laurene Hines is an enrolled Eastern Shoshone and lives with her family in Fort Washakie and has worked for the Early Intervention Program for 20 years, with knowledge and experience in the area of early childhood special education. She is assistant director & special education coordinator for the Early Intervention Program in Fort Washakie, an agency that works directly

with infants, toddlers, preschoolers and their families on the reservation and surrounding communities to provide specialized services for children with disabilities and/or developmental delays.

## **HO'EI HINONO'EI BENEEXOOKEE3I': ARAPAHO ELDERS COMMUNITY ASSOCIATION & HINONO'EII NEEYEI3EINO'OWUU': ARAPAHOE SCHOOL**

### *The Creation of the Arapaho Language Application*

**SUMMARY:** The Arapaho language is on the brink of extinction. Usage of the Arapaho language is no longer intergenerational and it is no longer used in the homes or communities. Only the fluent elders of the tribe speak the Arapaho language. Recognizing these concerns, the Fremont County School District 38 Board of Trustees took action and approved development of an Arapaho language application. Local community fluent speaking elders of the Arapaho tribe developed the app for Arapahoe School and all Arapaho Tribal members. It is important for home revitalization efforts, so that parents can learn with their children. With this new technology, our local communities could essentially bring back our language in one generation. With efforts aimed at every member of the community, regardless of age, the Arapaho language will thrive again.

### **BIOS of fluent Arapaho Elders**

**John M. Goggles:** Woxonoe'ee: Bear Boy-John is a member of the St. Stephens Indian School Board and was previously a member of the Fremont 38 (Arapahoe) School Board.

**Wayne C'Hair:** Ho3o' Nokei: White Star-Wayne has been instructing the Arapaho language & culture for the past 46 years and has taught preschool through college level classes. He is also an oral storyteller. Wayne is currently director of Arapaho immersion preschool in Arapahoe. He continues to instruct at Central Wyoming College, the University of Wyoming and community classes in Arapahoe.

**Alberta Goggles:** Hiiseibesei: Woman Comes First-Alberta is currently employed as an educator at the Wind River Hotel and Casino's "Northern Arapaho Experience" room.

**Marian Scott:** See3hiiniibei: Singing Pine Woman-Marian has been instructing the Arapaho language for more than 20 years to K-5 grades at Wyoming Indian Elementary School.

**Lydia Jenkins** has been teaching Arapaho language at Fremont 38 for over 10 years.

**Rupert Goggles** is the announcer for the Arapaho tribe and is called upon for advice regarding our language and cultural matters.

**Ray Underwood** has been teaching Arapaho language at FCSD 38 for over 10 years.

**Royce LoneBear** is a master of traditional Arapaho arts & crafts and has instructed the Arapaho language and culture for more than 20 years.

**Consultants:**

Teresa His Chase: Nookhoosei Niibei: Singing Sage-Teresa is a semi-fluent Arapaho language speaker. She holds her AAS degree in tribal management and BS in business administration. She is currently employed FCSD #38 as the 21st Century Community Learning Center coordinator.

Patrick Moss: Woxuun: Bear Cub-Pat is federal programs director for FCSD #38. He earned his minor in Native American studies and majored in business management at Washington State University.

## **RON HOWARD**

*Reading to Children: Why and How to Get Kids Interested in Literacy*

**SUMMARY:** This presentation is designed mainly for teachers and teaching assistants with not much experience in reading to children. We will discuss why it is so important to read to students, strategies for reading to kids and techniques for reading to kids so they will remain engaged.

**BIO:** Ron Howard has a BS in elementary education with a focus on highly qualified early childhood, birth to age 5. Graduated cum laude from University of Wisconsin-Oshkosh. He has been teaching pre-K for over 12 years on the Wind River Reservation to a majority of Native students.

## **MEGAN KOHLI**

*Tribal Youth Engagement in Grand Teton National Park*

**SUMMARY:** Grand Teton's youth program is carving out opportunities for tribal youth in a variety of ways, most recently through the Tribal Youth Corps. Twelve youth come for paid internships each summer to perform paid work on trails and cultural resources in the park and participate in enrichment programs during the evenings and weekends. Upon returning home, youth have the option of serving as ambassadors by talking with other youth about their work and discoveries during their internship.

**BIO:** Megan Kohli is Grand Teton National Park's program manager for youth and community engagement, which includes school field trips, distance and service learning, cultural competency, outdoor leadership and workforce development.

## **TILLIE JENKINS, RANDEE IRON CLOUD, CARRIE WHITE ANTELOPE, THERON SPOONHUNTER, NORMAN IRON CLOUD AND IAN WOLF ARROW**

*Handgame Styles – Flathead And Cheyenne*

Tribal handgames predate recorded history. Today, the handgame is played during traditional gatherings, powwows, tribal celebrations and more recently in tournaments hosted by individual tribes or Indian organizations. Come learn more about this game and reinforce a cultural activity with rich Native American history and language.

## **ROSEMARIE JOHNSON**

### *Promoting Success and Engagement Among American Indian Students.*

**SUMMARY:** Despite all the books written, meetings held and initiatives passed, the classroom experience for many Indian students remains little changed. Well-meaning teachers and administrators believe that they have the answer to student success, but when it doesn't work, there is the tendency to blame the student, the student's family or the student's community. After all, they can always point to several students who have succeeded. But, until there is success for all Indian students, our job is not finished.

What is missing is a truly reciprocal, respectful relationship between the institution and the community, family and individual. Our students are still under-represented in gifted and talented programs and parents are still having to fight for adequate services in special education programs. Regular education students are still channeled into vocational programs, regardless of their post high school goals.

The presenter will share teaching strategies that will facilitate the success and achievement of Indian students, after first collaborating with participants to define "success" within the context of the Indian community. We will discuss culturally competent strategies for the regular education, special education and gifted classrooms or programs. This session is interactive; we will discuss actual scenarios and problem-solve as to how a more successful outcome could have been achieved.

**BIO:** Rosemarie Johnson has more than 30 years' experience as a teacher, and in Indian education as a parent, program coordinator and parent committee member. She completed her BA at San Diego State University and a program in special education at the University of Northern Colorado. Her parents both dropped out of high school and they had little respect for most teachers but valued education, and it was a given that she and her brothers and would attend college.

When Rosemarie became a teen mother, her father told her, "This doesn't let you off the hook. I expect you to graduate college, and now you have even more of a reason to do so." She became the first female in her family to graduate from college.

After graduation, Rosemarie attended a paralegal training program that included conducting historical research for the Southern California tribes involved in water rights litigation. She worked in Northern California for a tribal health program as the Indian Child Welfare Act and Indian Education program coordinator. She was part-time tribal administrator for two small tribes. Upon moving to Colorado she was able to become a teacher, something she had always wanted.

She tells her children that education is the road out of poverty for most Indians and she is proud that two of my daughters have graduated from Berkeley and Stanford.

Cultural competency is very much lacking in schools, and little has changed in 30 years. Culturally responsive teaching strategies are essential to enable our students to succeed, but we



need to overcome the reluctance on the part of administrators, who, too often, still have the one-size-fits-all mentality, even as teachers are being told to differentiate their instruction to meet individual needs.

## **CHESIE LEE**

### *Implicit Bias and White Privilege*

**SUMMARY:** Growing up in the United States with pervasive racism naturally results in white people having an implicit bias against those who are not white. Often our experience serves to re-enforce the negative stereotypes. Racism and poverty often are meshed so that it is hard to separate the two. The first step to becoming a “recovering racist” is to become aware of the bias and white privilege and to admit it. Because of the shortage of Native American professional educators, it is necessary to have those who are white serving the Native American students be aware of their own bias.

This is not about blaming or about avoiding working with those who are different than we are but quite the opposite. We all grow through cross-pollination. More than being aware is learning how we can use our positions to help and support one another. During this class we will identify our biases and the implications and then explore ways that we can address our bias and to determine when we can use white privilege to help those we are working with to recognize their own potential. Ending racism is not easy, but it is possible.

**BIO:** Chesie Lee, an attorney, is executive director of the Wyoming Association of Churches and has lived in Wyoming since 1987. Her lifelong vocation is advocacy for justice with nonprofit groups. She moved to Riverton in 2013 to work with Native Americans living on the Wind River Reservation where her organizing efforts led to the formation of the Wind River Native Advocacy Center. Following the 2015 shootings in Riverton of two Northern Arapaho members by a white city employee, she became focused on ending racism in Wyoming. Chesie was at the March on Washington in 1963 and was inspired by Dr. Martin Luther King Jr.’s “I Have a Dream” speech.

## **CHAD LEMLEY**

### *Math & LA Engagement Strategies “Literally Adding Up” to Achievement for ALL*

**SUMMARY:** Two different breakout sessions aim at building student confidence and bettering high-stakes test achievement for at-risk youth of all ages (Day 1: Math Engagement; Day 2: Reading and Writing Engagement.)

Although differing in content, participants will experience several tried-and-true/quick-and-easy to implement tools for facilitating high student engagement that’s readily pliable for all grades. Sessions are guaranteed to have all participants ENGAGED in acquiring techniques formulating a strong classroom learning community, foster collaboration and intently build positive relationships that guide a school climate from being good to being great.

BIO: Chad Lemley has lived in Fremont County for close to 30 years, attended the Fremont County School District 25 system in Riverton from 6th grade through high school graduation. He began his elementary education requirements at Central Wyoming College and completed his BA at the University of Wyoming in 2000. Chad has taught and coached athletics for 16 years in Fremont County. From 2001-06, he taught at St. Stephens Indian School and also coached swimming, diving and volleyball for Riverton middle and high schools. During the middle school boys' and girls' swim seasons, Chad recruited roughly a dozen of St. Stephen's girls and boys to participate in practice and travel with the Riverton team to other schools to compete in swim meets. As a means to better engage all students, he became involved with the National Archery in the Schools Program (NASP) and helped inaugurate the Positive Behavior Intervention and Support (PBIS) program at St. Stephens.

From 2006-09, he taught 3rd grade in Riverton at Lincoln/Aspen Creek School where he honed in on gaining direct instruction strategies for reading and math, and also helped develop the PBIS program that is still used to this day. He has remained a coach for middle and high school swimming and volleyball.

From 2009-present, Chad has taught 5th grade, coached volleyball, led programming for elementary and middle school summer programs (that couple Lights On Grant Activities with Bridges Academics), and led the PBIS program for Wind River Elementary School. In 2012 and 2013, Chad was awarded the Arch Coal Golden Apple Award, and in 2014 was awarded the Arch Coal Teacher Achievement Award for his work with successfully engaging at risk students.

## **LEAH MALTBIE**

*Why TAB (Teaching for Artistic Behavior) works: Focus strategy, choice-based education.*

SUMMARY: Teaching for Artistic Behavior (TAB) has been around for three decades yet it is now just taking off, and is now accepted by the National Art Education Association. TAB is a choice-based art education program. Choice-based programs have been proven to increase learning in high-risk, high-poverty areas because of student buy-in. Join us for a discussion on how TAB could work in your art class or general classroom.

BIO: Leah Maltbie has taught for the last decade, with eight of those years teaching on the Wind River and Pine Ridge reservations. She has training in teaching high-risk students, and with her new approach to art education, her TAB program aligns with teaching through choice-based education.

## **TIM MCGOWAN, STUDENTS FROM PINE RIDGE HIGH SCHOOL**

*Networks of Support – Peer Leadership Approach*

SUMMARY: Meet the Peer Leaders from Pine Ridge High School, S.D., who are implementing a leadership and mentorship approach that focuses on connectedness. They will discuss aspects of their program and their inter-school collaborations. Research that support the Peer Leader approach will also be discussed.

BIO: Tim McGowan was an educator for 32 years and now works side by side with students to help them find relevancy in their education through mentoring, volunteering and community service projects. Tim conducts prevention and peer leadership workshops for students and staff that focus on increasing connectedness and capacity for leadership by increasing the participants' sense of humanity. His Networks of Support program is the foundation for Peer Leader development programs across the region. Tim is also a nationally certified prevention trainer.

### **DR. JOY MOCKELMANN**

#### *Transforming Public Education: Let's Do Something Together*

SUMMARY: This interactive discussion will seek answers to three fundamental questions: why, how and what. Answering these questions in the context of readily available data will help participants see how their responses can benefit and serve every student. The importance of nine stakeholder roles and their associated responsibilities for students and communities to thrive will be shared. While individuals in these nine roles may not know it, they are pieces of a large puzzle that must be properly solved so that every child succeeds and communities thrive. Participants will leave with a toolkit they can use within their organizations to plan, align their organizational goals, implement strategies identified in collaboration with stakeholders, support and monitor these plans, communicate their accomplishments, and celebrate and strengthen student success in Native schools.

BIO: Dr. Joy Mockelmann has for 22 years led teams that conduct organizational evaluations. She has expertise in data analysis, curriculum process, assessment, student growth, staff development, public relations, facilities, personnel, supervision, policy and management audits.

### **IVA MOSS-REDMAN, MICHAEL REDMAN, CARLA HESTER-CROFF**

#### *Computer Gaming - Using The Culture To Help Students Code*

SUMMARY: Computational thinking is a skill all 21st century learners need to have. You will you're your students learn how computational thinking works and how it applies to coding. This presentation will give you a look at what you can offer to your students and how to also include their background into their games. Be prepared to learn how to build a simple game as our introduction.

BIOS: Iva Moss-Redman is an educator on the Wind River Reservation with an MS in natural science middle level mathematics. She teaches 6th grade Math/Science at Arapahoe School. Iva has been teaching for over 10 years and integrates the Arapaho culture and ways of knowing into her teaching. By using the students' background on their culture she makes connections for the students on how their history connects with academics.

Carla Hester-Croff is assistant professor of information technology at Western Wyoming Community College. She has an ES/EB with emphasis in Information Systems, University of Phoenix; and MS/Education in Instructional Technology with an emphasis in Computational Thinking, University of Wyoming.

## **DALLAS C. MYERS**

### *Walking the High Road with Two Right Shoes On Your Left Foot*

**SUMMARY:** This presentation will provide insight into the difficult but humorous events that occurred while Dallas was growing up with mixed racial parents on the Wind River Indian Reservation. It will outline three of the largest obstacles that he overcame to leave the reservation, obtain an education and return home to serve all the students in our community.

**BIO:** Dallas C. Myers grew up on the Wind River Indian reservation and is a descendent of the Eastern Shoshone Tribe. He started kindergarten in Crowheart, attended many elementary schools across Wyoming. He finished intermediate and high school in Arapahoe and Riverton, then attended the University of Wyoming via the Project NATIVE Scholarship and Athletic Scholarships. He has a BS in vocational agriculture, MS in special education, MS in education administration and an EdS in education administration. Dallas was a public school high school classroom teacher for 13 years, a high school administrator for six years and the director of student services for Fremont County School District No. 25 in Riverton for the last seven years. He was an adjunct professor for both Central Wyoming College in Riverton and Northeastern Junior College in Sterling, Colo. As a classroom teacher he taught agriculture education, biology, chemistry and special education behavior resource students. Dallas's message of persisting, resiliency, goal-setting and the realities of growing up and thriving in a bi-cultural environment will both inspire and entertain all participants.

## **CYNTHIA NUNLEY, HEATHER WEBB SPRINGER**

### *Healthy Students, Healthy Communities*

**SUMMARY:** Enroll Wyoming Healthcare Navigators will host a presentation and discussion regarding the impacts on students, families and communities lacking healthcare access and coverage. The focus of education entities and communities to include healthcare access and coverage as a catalyst to improve the ability of students to learn, engage, persist, and succeed is imperative in helping our Fremont County and Wyoming communities thrive. We will provide specific information/access to health coverage options.

**BIO:** Cynthia Nunley is a navigator with Enroll Wyoming after a career as an educator in Fremont County for 30-plus years. She earned bachelor's degrees in elementary and special education at the University of Wyoming, a master's in technology in education at Lesley University, and a K-12 administrator's certification, also through UW.

## **DENISE PADILLA**

### *Learning on the Move*

**SUMMARY:** Physical activity and movement have been linked to improving academic performance and achievement including cognitive functioning, academic behaviors, and comprehension. Physical activity is also believed to improve attention, reduce anxiety and

depression, and optimize the brain for learning. This presentation focuses on providing more opportunities to move during the school day, particularly in the classroom.

BIO: Denise Padilla, M.Ed., Prevention Specialist, Wyoming Department of Health, Chronic Disease Prevention Program (CDPP). Her work in the CDPP focuses on physical activity and nutrition in K-12 and early care settings.

**DANIELLE HOPE PERALTA, LARISSA LAWRENCE, TERESA HIS CHASE, PATRICK MOSS**

*21st Century Learning Center Arapaho Odyssey: Cooking & Gardening at Arapahoe School*

Diabetes and obesity is prevalent among tribal members and one of the goals of the Arapaho Odyssey program is to teach students about food sovereignty through gardening and cooking so that the overall health and well-being of the tribe will improve. When students take their preferences back to their families, they can help to improve family consumption choices, which then leads to healthier communities.

The Arapaho Odyssey class offers students hands-on, experiential learning opportunities in many areas, including social science, math, language arts, visual arts, wellness, and nutrition. Gardening includes outdoor physical exercise while students learn life skills. This past spring, they were able to provide their fresh grown vegetables from their greenhouse to the lunch program menu, which encourages more nutritious food choices for all of the students at school.

Students are also learning how to pronounce food items, mealtime dialogue and cooking terms in the Arapaho language.

BIOS: Danielle Hope Peralta and Larissa Lawrence are both paraprofessionals at Arapahoe School and they are instructors for the Fremont County School District 38 21st Century Community Learning Center (21st CCLC).

Teresa His Chase is the 21st CCLC Coordinator for Fremont 38 and has an AAS in tribal management and BS in business administration.

Patrick Moss is the federal programs director for Fremont 38. He received his education from Washington State University and has a minor in Native American Studies and major in business management.

**DARRAH PEREZ**

*The Power of Perception: Using the Five Senses*

SUMMARY: The Power of Perception uses visual imagery to stimulate the mind-opening access to discovery. Discovering why we think and react the way we do to certain stimuli, The Power of Perception invokes the understanding to cultural differences. This allows all participants to engage in interaction with one another, breaking down the walls of discomfort.

BIO: Darrah Perez is a Native of Wyoming's Wind River Indian Reservation and, through writing, highlights and honors her tribal spirituality and Native American community. She is the author of a book trilogy, *Life Happens the Way Life Happens*, and *Out With the Bad In With the Good: A Perfect Eclipse*. Having done youth empowerment within Fremont County's Wyoming Indian School, Darrah finds joy in teaching her presentation--The Power of Perception: focusing on how we see the world in a different point of view through the five senses. She combines the weave of walking in two worlds; her life as a Native Indigenous author, and her life in the corporate world. Having been selected for Central Wyoming College's Native American Entrepreneurship Program scholarship, she believes in the importance of education through her teachings of leadership through life skills and the drive of intention.

### **ABBEY ROBBINS-LILLEY**

*Communication for a Stronger Community*

SUMMARY: Obtain tips for better communication regarding mental illness, whether you are a teacher, caregiver, acquaintance, loved one, or the individual affected.

BIO: Abbey Robbins-Lilley is a mental health advocate who has personally experienced severe mental health issues, as well as close family members, including a loss to suicide. She learned through experience and counseling how to communicate more effectively (and how to help others do the same) in order to help everyone affected by mental illness.

### **CHRISTA STREAM**

*Wind River Job Corps*

SUMMARY: Job Corps is a program that offers education and vocational training to youth ages 16-24. The mission is to help improve the quality of life through vocational and academic training.

### **FINN THYE**

*Off the Wall: Language Technology to Reduce Suicide*

SUMMARY: Research shows that when 50 percent of a Native community can converse in the indigenous language, suicide rates can fall to zero. Off the Wall Language has invented a system to help families and schools bring endangered languages into immediate use, designed specifically to keep families learning languages long after the initial burst of motivation wears off. This interpersonal language learning cultivates the bonds that reduce the likelihood of suicide. Come see this powerful system in Arapaho while learning tricks for teachers and parents to connect with children by learning languages together.

BIO: Finn Thye has a master's degree in Linguistics with a specialization in endangered language preservation. She was trained by the University of London's Endangered Language Programme and she worked with Rosetta Stone designing Navajo software before she created the company Off the Wall Language. Its focus is on using technology to bring dying languages back

into immediate daily use, with the ultimate aim of reducing suicide by cultivating close-knit community.

**DR. BRAD TYNDALL, IVAN POSEY**

*Community Input for a CWC Institute for Tribal Learning*

**SUMMARY:** Central Wyoming College, mandated by Wyoming law to serve Fremont, Teton and Hot Springs counties, desires community input and feedback on ideas to expand the college's educational offerings to better serve the Wind River Indian Reservation. To meet the original vision of its InterTribal Education Community Center (ITECC), the college is working to expand programming via a proposed Institute of Tribal Learning. The Institute would have three basic focus areas:

- 1) Outreach and workshops for a) Presentations for Schools, Business & Citizen Groups on Tribal History and Tradition; b) Assistance with and Dissemination of Indian Education for All Curriculum and WPBS modules; and c) Partnered Seminars, Workshops & Conferences on Contemporary issues of the WRIR (e.g., natural resources, agriculture, business).
- 2) Education & Leadership Development for a) Leadership & Tribal Wisdom Society Program; b) Credit & Non-Credit Courses & Certificates; and c) AA and AAS degrees leading to BAS Leadership Degree.
- 3) Student Success Support for a) Recruitment & Retention & Student Support; B) Mentoring, Clubs and outreach assistance to WRIR Schools, and c) K-12 Exhibits, Recognitions, Activities at ITECC.

Central Wyoming College is desiring input from community members on the details of this vision.

**BIO:** Dr. Brad Tyndall is president of Central Wyoming College and has worked for community colleges for over 20 years in Colorado, New Mexico, Missouri and Wyoming. He has a Ph.D. in economics with specializations in environmental economics, international development and international finance. His master's degree is in agricultural and natural resource economics. Brad has a bachelor's degree in science journalism and has studied French and Arabic at the University of Strasbourg in France. He has worked five years in eastern Africa and the Middle East in community development for Peace Corps, CARE International, and US AID. He was a Fulbright Fellow for a Work Bank affiliate in Kenya.

Ivan Posey is tribal education coordinator for Central Wyoming College. He served on the Eastern Shoshone Business Council for 20 years (eight years as chairman) and Shoshone and Arapaho Joint Business Council during the same period. He has served as the chairman for the Rocky Mountain Tribal Leaders Council, an organization made up of 11 tribes, including all of Montana and Wyoming tribes and the Shoshone Bannock tribe of Idaho. For the U.S. Forest

Service he worked in Civil Rights, Diversity Management Group and served as American Indian program manager for the Shoshone National Forest. Ivan also served as Indian education director for Fremont County School District 38, Arapahoe School, from 2002-03.