

NATIONAL INDIAN EDUCATION ASSOCIATION
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2009 BEST MAGAZINE
OF THE YEAR

nieanews

Summer 2009
Volume 40. Issue 4

The LANGUAGE ISSUE

WHY BEING A PARENT BOARD MEMBER IS ESSENTIAL
AT THE MILWAUKEE INDIAN COMMUNITY SCHOOL...
STORY IN ENGLISH AND HO-CHUNK!

AILDI, 30 YEARS AND COUNTING

Candace Galla Shares the Many Years of Excellence

LAKOTA LANGUAGE CONSORTIUM

Language in the Lakotas will Continue

INDIGENOUS LANGUAGE INSTITUTE

Inée Slaughter Shares What Works

GRADUATION 2009

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☐ New Membership
☐ Change of Information
 (Provide NEW information since original application.)
☐ Renewal (Previous Members)

The National Indian Education Association (NIEA) invites all to join our association. As an annual member of NIEA, you will support NIEA's capacity to provide better services for our American Indian, Alaska Native, and Native Hawaiian (AI/AN/NH) students and their educators. NIEA depends on the support and contributions of our members to continue our work to promote and protect Native education. Your contribution allows NIEA to engage in both legislative and administrative advocacy on behalf of its membership.

As an Organizational Member, you will receive:

- 10 copies of our quarterly magazine, NIEANEWS
- One Free Advertisement in NIEANEWS
- \$50 off Registration Rate for Convention and Summit for Each (Representative 1 and 2) *Register with this form!*
- Legislative Alerts*
- Education Updates*
- Exclusive Access to Our NIEA Blog:*
- Communicate and Share Information with Tribal Leaders, Teachers, Educators, Students.
- Link on www.niea.org

*valid e-mail required.

PLEASE FILL OUT COMPLETELY.

1. MEMBERSHIP INFORMATION

Organizational Membership- \$400

- ☐ We are a Tribal Government ☐ We are a Non-Profit Organization
☐ We are a Federal/State Agency ☐ We are an Educational Institution
 Corporate Membership- \$500
☐ We are a Corporation/Company/Business



2. PERSONAL INFORMATION

Representative 1 Name: _____

E-mail: _____

Native Affiliation (if applicable): _____

Title: _____

2009 MILWAUKEE CONVENTION REGISTRATION

- ☐ General* \$400 Special Organizational Membership Rate ~~(\$450 pre-reg/\$500 on-site)~~
☐ Associate \$400 Special Organizational Membership Rate ~~(\$450 pre-reg/\$500 on-site)~~
☐ Elder \$100 Special Organizational Membership Rate ~~(\$125 pre-reg/\$150 on-site)~~
☐ Gala Banquet Ticket \$60

Representative 2 Name: _____

E-mail: _____

Native Affiliation (if applicable): _____

Title: _____

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☐ Elder \$100 Special Organizational Membership Rate ~~(\$125 pre-reg/\$150 on-site)~~
☐ Gala Banquet Ticket \$60

3. ORGANIZATION INFORMATION

Name: _____

Mailing Street Address: _____

City: _____

State: _____ Zip: _____ Phone: _____

4. PAYMENT INFORMATION (Please do not send cash)

NIEA Organization Membership Annual Dues - \$400.00 (USD)

Type of Payment: ☐ MC ☐ Visa ☐ Amex ☐ Discover ☐ Check

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The National Indian Education Association is like no other membership. We are an organization committed to American Indians, Alaska Natives and Native Hawaiians. For over forty years, NIEA has connected people and organizations that have the same drive and passion to help our Native children excel academically while being grounded in their unique languages and cultures. NIEA is the strategic policy maker for Indian education. NIEA continues to develop key partnerships with other Native organizations. NIEA brings national, state and local community leaders together to discuss the current education issues facing our Native people.

Today, we provide our members with ideas and tools to help Native students succeed and support Native languages and cultures. NIEA members are educators, advocates, students, organizations and you!

As a member of NIEA, you will support NIEA's capacity to provide better services for our American Indian, Alaska Native, and Native Hawaiian students and their educators. NIEA depends on the support and contributions of our members to continue our work to promote and protect Native education. Your contribution allows NIEA to engage in both legislative and administrative advocacy on behalf of its membership.

Thank you for becoming a member!



learning comes
full circle



Make Sure Your Children Have the Best Day at School.
Read with Them and Help Them with Their Homework.



20 cover



30 commencement



31 graduation 2009

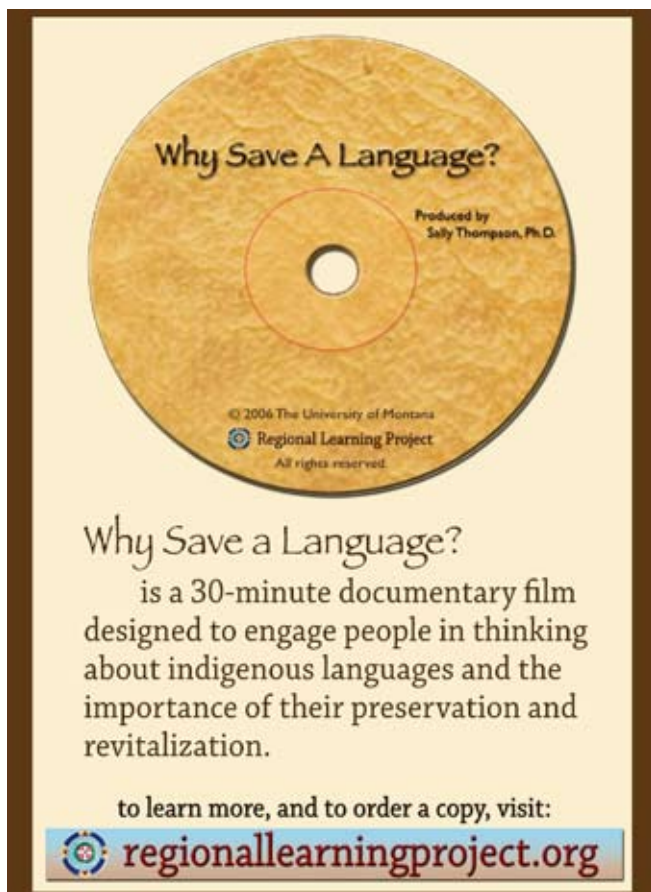
About the Cover:

Parent Board Members of the Milwaukee Indian Community School with their children.

Rick Brodzeller Photography: www.rickbrodzellerphoto.com
Brodzeller Photography has been creating high quality photography for over 25 years. Dance, theater, performance, portrait and product photography at its best!

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Why Save A Language?

Produced by
Sally Thompson, Ph.D.

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Why Save a Language?
is a 30-minute documentary film
designed to engage people in thinking
about indigenous languages and the
importance of their preservation and
revitalization.

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The only publication for education issues
for American Indians, Alaska Natives,
and Native Hawaiians, written by our
members, exclusively for our members.

WILL YOU JOIN US?
WWW.NIEA.ORG



MISSION

The mission of the National Indian Education Association (NIEA) is to support traditional Native cultures and values; to enable Native learners to become contributing members of their communities; to promote Native control of educational institutions; and to improve educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States.

BACKGROUND

NIEA is the largest and oldest Indian education organization in the nation and strives to keep Indian Country moving toward educational equity and excellence. Founded after a merge of two previous conferences, NIEA was incorporated in 1970 to give American Indians and Alaska Natives a voice in their struggle to improve access to education opportunities. In 2000, Native Hawaiians were included as voting members by a Constitutional amendment.

PURPOSE AND GOALS

Advocacy: NIEA advocates that optimum educational opportunities are based on tribal cultures, enhancing tribal sovereignty, and maximizing participation in the education of American Indian, Alaska Native and Native Hawaiian people.

Technical Assistance Services: NIEA promotes appropriate educational services to be provided with sensitivity to individual, tribal, and cultural values wherever American Indian, Alaska Native and Native Hawaiian learners reside, utilizing the most effective method including those methods to meet special needs.

Coordination: NIEA collaborates with tribal groups and other organizations to provide future directions, increased communication, and effective leadership in education, cultural, social, and economic development for American Indians, Alaska Natives and Native Hawaiians.

Communication: NIEA communicates regularly with Native leadership throughout the nation to promote educational research services, curriculum resources and educational personnel development.

Governance: A twelve-member board of directors made up of American Indian, Alaska Native and Native Hawaiian individuals from across the nation governs NIEA. Board terms are three years for general board members and two years for student board members, elected by the voting membership during each annual Convention.

WHO WE ARE

The National Indian Education Association, a 501(c) (3) organization, was founded in 1970 to support traditional Native cultures and values, to enable Native learners to become contributing members of their communities, to promote Native control of educational institutions, and to improve educational opportunities and resources for American Indians, Alaska Natives, and Native Hawaiians throughout the United States.

NIEA BOARD OF DIRECTORS

(2008/2009)

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*Student Board Member

Board Term: (06/09)

Board Term: (06/09)

Board Term: (08/11)

Board Term: (08/09)

Board Term: (08/11)

Board Term: (07/10)

Board Term: (08/11)

Board Term: (07/10)

Board Term: (06/09)

Board Term: (08/11)

Board Term: (07/10)

Board Term: (08/09)

NIEA STAFF

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IETAN CONSULTING

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PHOTOGRAPHY

DEBBIE HO

SARA RANDALL, ERIK WOESTEHOFF

PAUL RODARTE, MICHAEL WOESTEHOFF

THE NIEA NEWS MAGAZINE

The National Indian Education Association is membership based organization committed to increasing educational opportunities and resources for Native students while protecting our cultural and linguistic traditions. As to better serve its membership, the National Indian Education Association has brought a quarterly publication to streamline all education issues for American Indians, Alaska Natives, and Native Hawaiians. The primary purpose of this magazine is to showcase information, events, programs and reports written by its membership and made exclusively for its membership.

Since the beginning, our members wanted to network...

In 1970, we incorporated NIEA,
We held conventions around the country,
Then, we hosted summits in Washington,
Followed by building a website,
Next, we launched the NIEA magazine,
Now...



We join Facebook.
Search for the National Indian Education Association,
and become a "fan" of NIEA.
Stay connected to the Membership that Matters.

Summer is a time of new beginnings and our most aggressive push to Congress for our Native programs.

WITH SUMMER ALREADY in full swing, school is out for many of our students and teachers. On behalf of the National Indian Education Association, I would like to wish everyone a safe, healthy and productive summer break. We want to encourage our young students to keep reading this summer so you can be ready for the upcoming school year that will be here before we know it. Back home in South Dakota we are in the mist of the Sundance season. Wiwanyank Wacipi, or Sundance is one of the most important and sacred ceremonies of the Lakota. Wo Lakota (a way of life), can be defined as how we keep our culture identity strong by maintaining and practicing our traditional values, customs and ceremonies. It is our Wo Lakota that helps us keep balanced, committed to our goals and advocating for our children and communities. It is with this united goal of preserving and practicing our traditional way of life, protecting our tribal sovereignty and enhancing our educational opportunities through our native languages, history and culture that NIEA has spent 40 years fighting to protect.

I was invited to speak at the BIE Summer Institute held June 23-25 in Phoenix, Arizona. This institute brought together over 1500 BIE/BIA school leaders, teachers, staff and administrators for professional development training and networking. Education is promised and guaranteed for our children through our treaties and trust relationship with the federal government. Our tribal schools

provide educational opportunities for the 48,000 native students attending the 184 tribal schools. NIEA and our allies work the halls of Congress to ensure our tribal schools are a priority and funding is appropriated for quality academic programs, school resources, teacher training and development, new school construction, repair and maintenance and many other needs. The Obama Administration has restored funding for JOM and will forward fund our TCU's. NIEA was instrumental in securing funding under ARRA for school construction and repair. NIEA provided oral testimony before the Senate Committee on Indian Affairs to discuss tribal priorities for the FY 2010 budget. NIEA has met with the White House Executive Office staff to discuss native education priorities and to call on the President to host a White House Conference on Native Education issues and proclaim an Executive Order on Native Education. NIEA working closely with our partner organizations will continue to take the lead advocating for our nation's tribal education priorities which include the reauthorization of NCLB and we have a strong voice advocating for native education within the US Department of Education.

With our annual Convention fast approaching, I would like to invite everyone to Milwaukee, October 22-25 to once again connect, share and network during the best education Convention in the country. Forty years of education advocacy will highlight this Convention as we honor the founding members of NIEA.



NIEA will feature a 40th Anniversary Commemorative Pendleton Blanket for sale at the Convention. Each Pendleton will be individually signed by award winning artist Steven Premo, from the Mille Lacs Band of Ojibwe Indians.

In closing, I would also like to encourage all our allies, friends and partners to join NIEA's organization and individual membership. We need your financial support to ensure NIEA continues to provide the National voice for Native Education Equity and Resources. Please contact the NIEA office for membership information.

Pilamaya Ora
Hecetu Yelo
Respectfully,

Robert B. Cook
ROBERT B. COOK,
NIEA PRESIDENT

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INDIAN COUNTRY

WEDNESDAY, FEBRUARY 4, 2009

VOL. 28, NO. 35 \$1.25

TODAY

Appropriations committee directs \$2.8 billion to tribal economic recovery

Number falls short of expectations

By Rob Capriccioso
TODAY STAFF

WASHINGTON - Sen. Byron Dorgan, D-N.D., announced Jan. 27 that his and other senators' calls to include investments toward Indian country economic recovery are reflected in legislation approved by the Senate Appropriations Committee.

In a press release, Dorgan said the goals of the American Recovery and Reinvestment Act are to create jobs and invest in national infrastructure. To specifically address these concerns in Indian country, the bill includes more than \$2.8 billion in improvements for Indian health care, education, roads and bridges, water, public safety and housing.

"Nowhere in this nation are jobs and construction improvements more needed than on American Indian reservations," Dorgan, chairman of the Senate Indian Affairs Committee and member of the appropriations committee that approved the legislation, said. "Tribal communities suffer 50 percent unemployment rates and longstanding construction needs."

The bill's overall price tag stands at \$225 billion and will soon be voted on by the full Senate. On Jan. 28 the House of Representatives passed an \$819 billion economic stimulus on a party-line vote.

Dorgan hailed the \$2.8 billion set-aside as progress. Still, the number falls short of even his recent requests for Indian country economic recovery.

Earlier this month, Dorgan and 14 other senators from both parties urged then President-elect Barack Obama to include a \$3.58 billion investment in Indian country as part of the economic stimulus bill. The committee's number also more needed than on American Indian reservations," Dorgan, chairman of the Senate Indian Affairs Committee and member of the appropriations committee that approved the legislation, said. "Tribal communities suffer 50 percent unemployment rates and longstanding construction needs."

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See DORGAN page 3

HOW \$SHORT?

The current bill - \$2.8 BILLION
Sen. Dorgan, D-N.D., wanted - \$3.58 BILLION
NCIA Executive Director Johnson Pata requested - \$6.12 BILLION

Complete stimulus plan outlined for Indian country / page 3

EchoHawk spawns concern as likely BIA chief

Pawnee politician
defenders

Capriccioso
TODAY STAFF

first American Indian elected to a constitutional attorney general of Idaho from 1991 to 1995. Before that, he served two terms in the Idaho Legislature, where he worked on several tribal issues.

EchoHawk's name surfaced as Obama's possible choice for assistant secretary of Indian affairs—a job that would put him in charge of the BIA—soon after the new president's inauguration Jan. 20.

In an e-mail, EchoHawk told Indian Country Today that he could not comment on the speculation.

He made a speech given at a forum in Washington, D.C., on Jan. 24

Sen. Daniel Inouye, D-Hawaii, said that EchoHawk had been selected by Obama to lead the agency. Transition officials did not respond by press time to inquiries asking to confirm Inouye's statement.

Some in Indian country have found the selection of EchoHawk to be natural. They point to his political record, as well as his family's long-time Indian advocacy as pluses.

EchoHawk's brother, John, serves as the executive director of the Native American Rights Fund, and he has sat on Obama's transition team focused on the Interior Department. Several other family members are lawyers who specialize in tribal representation.

Since exiting Idaho politics, EchoHawk has worked as a faculty member at Brigham Young University's Reuben Clark Law School where he has taught courses in criminal law, criminal procedure and federal Indian law. He is also a senior partner with the EchoHawk Law Offices in Pocatello, Idaho.

EchoHawk's background aside, detractors have been quick to announce concerns about his possible selection.

Lawyer Scott Crowell, who has represented several tribes over many decades, recently issued a letter saying that EchoHawk's commitment

See ECHOHAWK page 2

INSIDE:

Reflections on history
Eye-witness accounts from inauguration day. PAGE 5

Temporary closure
Colville Indian Plywood and Veneer plant halts business

Three decades of work
Massive Passamaquoddy dictionary holds Algonquian

INDIAN COUNTRY
TODAY

EDITORIALS...
NEWS FROM THE NATION

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Hau Mitakuyapi! Let us celebrate this summer.

GREETINGS to the NIEA family and friends and welcome to NIEA's Second Annual Native Language Edition of the NIEANEWS!

In this edition, you will notice that several of the articles are written in both English and a Native language. We thank all of the members who took the time to submit articles highlighting the success of their programs. We encourage our readers to use this magazine in your classroom and communities as a tool and example to better incorporate our Native languages into the various forms of medium.

Also in this issue you will find the latest information on NIEA's 40th Annual Convention "Shaping Our Future Wisdom Keepers", to be held October 22-25th, in Milwaukee, WI. In recognition of our 40th anniversary, NIEA will be offering a limited edition Pendleton blanket! This beautiful commemorative blanket, designed by Steve Premo, Mille Lacs Band of Ojibwe, features NIEA's logo, designed by Dr. William Demmert. Take advantage of the discounted price and pre-order your blanket on NIEA's website today! Also, NIEA would like to encourage all of our members to submit old photographs, convention programs, and NIEA memorabilia to be displayed during the NIEA Convention.

NIEA has also been working hard to gather information about the fast paced national Common Core Standards Initiative that 40 states and territories have signed on to adopt. NIEA facilitated a conversation about common core standards and what does it mean for Indian country during the Tribal Education National Assembly's meeting held during the National Congress of American Indian's Mid Year Conference. As I type this message, we are preparing for our first joint NIEA/NCAI webinar on this issue. We invite NIEA members to provide us your thoughts and feedback on common core standards and encourage you to contact your state governors and departments of education to learn how they plan to include Native students in the development of these standards.


Lastly, I would like to extend an enthusiastic "Congratulations!" to the Class of 2009! Included in this year's graduating class are some of NIEA's staff - Ashley Martin, Staff Assistant, Associate's Degree from Northern Virginia Community College, Wanda Johnson, Events Manager, Bachelor of Arts from George Mason University, and Kerry Venegas, High School Policy Coordinator, Master of Arts in Education Policy and Management from Harvard Graduate School of Education. Check out other members of NIEA's family of



graduates on page 29 of the magazine. NIEA is very proud of all of your achievements and looks forward to hearing about your future accomplishments!

Wopila,

Lillian A. Sparks
LILLIAN A. SPARKS
EXECUTIVE DIRECTOR



Enjoy Speaking
Your Native Language.

Wherever You Are, Your
Language Can Come Too.

Besides ensuring that your child retains valuable connection to our roots, multilingualism has been proven to help develop superior reading and writing skills. This also helps create better analytical, social, and academic skills over “English only” peers.



NATIONAL
INDIAN
EDUCATION
ASSOCIATION

national calendar▶▶▶

Events this Summer and in to the Fall are filling up and there is much to do! All of these events and more are found at www.niea.org/events, so please visit and add your event today!

National Alaska Native American
Indian Nurses Association
Albuquerque, NM



July

3-7 ♦ 2009 National UNITY (United National Indian Tribal Conference)

Albuquerque, New Mexico
www.unityinc.org

15-19 ♦ College Board Advanced Placement Annual Conference 2009

San Antonio, Texas
212.713.8000

18-21 ♦ 2009 Graduate Horizons Pre-Graduate School Programs for Native American Students

UC Berkeley, California
www.collegehorizons.org

20-23 ♦ San Diego Tribal Surf & Culture Camp

San Diego, CA
www.intertribalyouth.org

22-26 ♦ 38th Annual Association of American Indian Physicians (AAIP) Meeting and National Health Conference Meeting and National Health Conference

Alexandria, VA
405.946.7072

24 ♦ NIEA Board Nominations Due

30-2 ♦ Native American Journalists Association Conference

Albuquerque, NM
www.naja.com

August

3-6 ♦ 21st Annual Native Health Research Conference

Hilton Portland & Executive
Towers
Portland, OR
aball@uoregon.edu

3-7 ♦ NCAI's 2009 Native Health Research Conference

Portland, OR
www.ncai.org

6-9 ♦ National Alaska Native American Indian Nurses Association

Albuquerque, NM
www.nanainanurses.org

September

7 ♦ John C. Rouillard and Alice Tonemah Memorial Scholarship (NIEA Scholarship) Due

8 ♦ Reduced Host Hotel Rates end for NIEA Convention in Milwaukee

9 ♦ Exhibitor Trade Show Applications due for NIEA Convention in Milwaukee

16-18 ♦ AIHEC AIMS Data Strategies Workshop

Haskell Indian Nations
University
Lawrence, KS
www.aihec.org



October

11-16 ♦ National Congress of American Indians Conference

Palm Springs, CA
www.ncai.org

14 -15 Rural Community College Alliance Annual Meeting

Mt. Washington Resort
Bretton Woods, NH
www.aihec.org

15-19 ♦ 2009 Society for Advancement of Chicanos and Native Americans in Science National Conference

Dallas, TX
<http://www.sacnas.org/>

22-25 ♦ National Indian Education Association 40th Annual Convention "Shaping Our Future Wisdom Keepers"

Milwaukee, WI
www.niea.org
niea@niea.org
202.544.7290

November

Native American Heritage Month

5-7 ♦ North Carolina Native American Affairs Conference " Paths for the Generations: Building Ourselves and Our Communities"

USC-Columbia, SC
www.state.sc.us

27 ♦ Native American Heritage Day

IT'S A GOOD DAY TO BE EDUCATED.



We are the Membership that Matters.

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Today, we provide our members with ideas and tools to help Native students succeed and support Native languages and cultures. NIEA members are educators, advocates, students, organizations and you!



Join today!

Free Membership magazine.
Exclusively for NIEA members,
written by NIEA members.



Go to www.niea.org/membership

United through education, NIEA's membership is for students, advocates, parents, elders, practitioners, educators and organizations.

Below are the great ways you can get involved:



ANNUAL CONVENTION

The convention **brings together thousands** of NIEA members* in all areas of education. Hosting over one hundred workshops designed to inform, educate and connect you.

Why you want to attend:

- **Workshops** Teaching models, best practices, research, language, culture, networking
- **Forums/Strands** Youth, college, language, research
- **Exhibitor's Trade Show** Colleges, publishers, arts and crafts, and more!
- **Pow Wow** The best display of our cultures
- **Summits** Tribal Leaders, Native language



LEGISLATIVE SUMMIT

Every spring, NIEA members* come to Washington D.C. to **exchange ideas, receive advocacy training**, discuss priorities, and bring Native education to the doors of Congress.

Why you want to attend:

- **State of Indian Education Address** Presented at the National Press Club
- **Meet Your Representative** Speak to your congressional representative
- **NIEA Annual Agenda** Become informed and understand our briefing papers and policies



ANNUAL MEMBERSHIP

Or, you can simply be an annual member†. In addition to staying connected, your membership supports work at federal and local levels that promotes educational success and Native languages and cultures!

Types of membership:

- **General** (American Indian, Alaska Native, Native Hawaiian)
- **Associate** (non-Native)
- **Student** (post-secondary)
- **Student** (8th-12th grade)
- **Elder** (65 years or older)
- **Organizational** (school, tribe, association, organization, company)



RESOURCES

We offer the **best resources** for Native education. The NIEA website is **updated daily** with local and national news. Find information on state and tribal offices of education, as well as updates on legislation. Exchange information and post questions on the **interactive blog**. Stay connected to the education circle!



*Yearly Membership is included in Registration Fee.


† Annual Membership includes a membership pin. Annual Membership is ideal for people who cannot attend the convention or summit.



Secretary of Education, Arne Duncan.

States Get \$3.8M to Improve Indian Education

EDUCATION PROGRAMS in seven states—Arizona, Minnesota, Montana, Nebraska, Oklahoma, Oregon and South Dakota—have been selected to receive nearly \$3.8 million to provide training programs to recruit and graduate new American Indian teachers and school administrators.

The grant award is part of the Office of Indian Education's Professional Development program, which trains qualified individuals to become teachers and administrators in Indian communities. 

More information at: www.niea.org/media

Larry Echo Hawk Moves Quickly to Begin Addressing Indian Country's Needs

ASSISTANT SECRETARY—Indian Affairs
Larry Echo Hawk has begun his administration by moving quickly to begin discussions with Interior Secretary Ken Salazar, tribal leaders and tribal organizations on economic, energy, education, public safety and other issues that need to be addressed in Indian Country.


"I want American Indians and Alaska Natives to know we are ready to address their concerns," Echo Hawk said. "Government can be part of the solution to problems if it takes the time to listen, learns from its mistakes and seeks the best results. Now is the time for us to take action."

The Assistant Secretary-Indian Affairs has responsibility for helping the Secretary of the Interior to fulfill his trust responsibilities to tribal and individual trust beneficiaries and promoting self-determination and self-governance for the nation's 562 federally recognized



Assistant Secretary of Indian Affairs, Larry Echo Hawk.

American Indian and Alaska Native tribes. The Assistant Secretary oversees the Bureau of Indian Affairs (BIA) and the Bureau of Indian Education (BIE), which administers one of two federal school systems.

"The current economic conditions, while improving, still have a disproportionate impact on rural, remote tribal communities. We are moving forward to implement the Recovery Act, and I have begun reaching out to tribal leaders throughout our regions to hear their views on what solutions are needed," Echo Hawk said. 

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Judy Meadows, Montana's state law librarian, details plans for the nation's first and only comprehensive Internet portal on statewide Indian law, which is set to launch in Montana early in 2010. MSU photo by Kelly Gorham.

State Law Librarian Details Plans for Montana Indian Law Portal

Anne Pettinger, MSU News Service

MONTANA'S STATE law library is preparing to unveil the first and only comprehensive Internet portal on statewide Indian law in the nation, the library's director told a group gathered Wednesday at Montana State University.

The site will include access and links to legal information from all American Indian reservations across the state, said Montana State Law Librarian Judy Meadows. The information is expected to include tribal constitutions, charters, treaties, proclamations, articles of agreement, law and order codes, tribal council resolutions, trust records from the Bureau of Indian Affairs, appellate judicial decisions, fishing and hunting regulations, tribal histories, water and gaming compacts and interactive maps.

The portal should allow people searching for information to gather it online, rather than traveling to one of the reservations spread out across Montana, Meadows said. She added that the portal is being created especially for teachers, members of the legal profession and tribes. 

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Hey Members! We update our News Section Everyday, check it out! www.niea.org/media



Sonta Hamilton, Director of FTA.

Sonta Hamilton is the new Director of Future Teachers of Alaska


By NIEA Member. Rudy Hamilton, Shageluk, Alaska

HAMILTON'S DUTIES as the new director of FTA include: day-to-day oversight and management of the FTA program, providing support to FTA clubs, advisors/coordinators and students across Alaska, organizing and planning the annual FTA Student Gathering, developing materials for FTA clubs and activities and developing best practices for engaging Alaska Native students in the education field.

She previously worked for the Yukon River Inter-Tribal Watershed Council as the Brownfields Program Manager. Prior to that Hamilton worked as the Brownfields Technician and traveled to villages across the Yukon River watershed to address contaminated site issues.

Sonta Hamilton was born and raised in

Shageluk, Alaska, an Athabascan village located on the Innoko River.

After graduating from Mount Edgecumbe High School, in Sitka, Alaska, she attended UAF both on campus and via distance delivery. She majored in both Elementary Education and Rural Development. In 2007, Hamilton graduated with a bachelors in Rural Development with an emphasis in Land, Resource and Environmental Management. She is currently three classes shy of starting an internship year for Elementary Education. 

For more information about FTA go to: www.futureteachersalaska.org



Student participants of the program in Wisconsin.


Carnival of Learning By NIEA Member, Harold Katchenago

TEN STOCKBRIDGE - MUNSEE eighth-grade students from Bowler and Gresham schools went to Madison, Wisconsin to participate in the annual WASFAA Spring conference. The children participated in a one-day event called the "Carnival of Learning". This event featured an interactive approach to money management, which focused on real-life situations and decisions.

Each student began the activity by choosing a job, applying for a checking account, securing a home, automobile, and insurance.

Next, each student had to visit 20 separate booths representing a financial choice. Some of the booths featured: Continuing Education, Credit Cards, Utilities, and Charities. The overall layout of the booths, were similar to Milton Bradley's "Game of Life". Some of the booths featured positive outcomes, while others provided negative outcomes. As the children went along in the activity, they found out quickly how fast money can be spent; moreover, that tough decisions and compromises are a daily occurrence. The children fin-

ished the event by sharing a buffet lunch with their presenters.

The students who participated in the 2009 Carnival of Learning workshop were: Joseph Boswell, Sahara Burr, Kia Follette, Cheyenne Kroening, Carli Peters, Diondre Shawano, Thunder Smith, Martin Stevens, Curtis Vele and Fancy Vele. The trip was chaperoned by Bowler Title VII Coordinator, Jeff DePerry and Stockbridge-Munsee Native American Academic Advisor, Harold Katchenago. 

Native Students from Oshkosh to Help Houma on Gulf Coast

By Miriam Schacht

SEVEN STUDENTS from the University of Wisconsin Oshkosh Inter-Tribal Student Organization (ITSO) are spending their spring break in Dulac, Louisiana, home of the Native American Houma Nation. The students have chosen to use their vacation to give back to tribal people whose communities have been devastated by natural disasters over the past several years.

Hurricanes have ravaged the region's people, homes, and resources, and students' empathy with the Native American people of the Gulf Coast has moved the Inter-Tribal Student Association of the University of Wisconsin Oshkosh to create a Houma Relief Service Trip.

The students, who are from the Menominee, Stockbridge-Munsee, and Oneida nations, hope that this service trip will have positive impact not only on the Houma Nation but also on the student participants and their communities. Students will present on their experiences at Native Pride at UWO on May 8, and will do similar presentations for other groups and in university courses.

The Houma Nation (<http://www.unitedhoumanation.org/>) was devastated not just by Hurricane Katrina in 2005, but also Hurricanes Gustav and Ike in 2008, which hit the bayous with enormous force.

Kala Cornelius, one of the student participants, explains her dedication to this service trip, saying, "I think it is an awesome opportunity for us Native students to help other Natives in need... Their situation helps us realize that we should not take what we have or granted, and if an opportunity comes along to help out...we should do it! And I am so glad we are!"

The trip is sponsored by the Inter-Tribal Student Group and American Indian Student Services, and is supported by donations from the Stockbridge-Munsee Band of Mohicans, the North Star Casino, and Oneida Bingo and Casino.

Mose Kaquatosh, who also serves as ITSO

president, is hoping to continue this service trip in the coming years. "Students turning down the beach to do relief work is something powerful, and I cannot wait to share my experience and hopefully get more people involved in what will be our second annual service trip next year." 📺

Miriam Schacht is a professor in the Department of English at the University of Wisconsin-Oshkosh.



From bottom left: Barb Miller; Jess Miller; Kala Cornelius; Elyshia Otradovec; Miriam Schacht; Renee Waukechon Ross; Sammi Jo Wescott; Mose Kaquatosh; Roger Wescott.



Oh no.

If you attended the Seattle Convention, and have not renewed your membership or registered for the Milwaukee Convention.

This is your last issue! But don't worry...

Renew here:

www.niea.org/membership

and click on "Join"

Or, register at:

www.niea.org and click on "Milwaukee Convention"



NIEA Commemorative Blanket Winner Announced: Steve Premo

THE NATIONAL INDIAN EDUCATION ASSOCIATION is pleased to announce that Steve Premo (Mille Lacs Band of Ojibwe) is our exclusive designer for the 40th Annual NIEA Pendleton Commemorative Blanket.


Those who entered submitted dazzling paintings and designs—so difficult was the task of choosing among such diverse and beautiful works.

Steve Premo's design is special to NIEA. With forty points circling the logo, it proudly shares the many years that the membership organization has brought together to discuss

Native education issues. Steve Premo is a well-respected artist with a distinctive style who paints with bold and deliberate colors.

"Steve Premo's artwork expressed strong meaning that was well thought out. He told our story with symbols and colors with such respect and conviction. We found that the most compelling," Robert Cook, NIEA President said.

The education community is truly honored by the effort put forth by the participants in this contest. NIEA thanks all who entered and appreciate greatly the work and time spent on

the wonderful pieces of art for the education community and the founding history of the National Indian Education Association. 

The blanket will be given to Pendleton Woolen Mills Company. Compensation for the winning design included a \$2,500.00 cash prize, one round-trip airfare to the NIEA convention in Milwaukee, October 22-25, 2009, a two nights stay at the NIEA's host hotel the Hilton Milwaukee, and an unveiling of the winning work during the opening General Assembly Session of the convention.



Cheyenne Reynoso

Student Spotlight: Cheyenne Reynoso

By Yolanda Leon and Monica Stretten

LIKE MANY AMERICAN INDIAN students living in urban areas, Cheyenne Reynoso is affiliated with several different tribes.

However, this reality does not hinder her identity or her intense commitment to Native peoples. As a first-generation college student at the University of California, Irvine (UCI) and president of the American Indian Student Association (AISA), Cheyenne's journey is a testament to her dedication for who come after her and for strengthening reservation communities through education.


Cheyenne participated in the American

Indian Resource Program (AIRP)'s residential summer program at UCI in the summer of 2007. During her stay at UCI, Cheyenne experienced college life: she lived in the dormitories, participated in workshops on admissions and American Indian history, and visited various departments at UCI.

During the school year, she participated in AIRP's year-long mentorship program under the Center for Educational Partnerships and the UCI Office of Student Affairs. Cheyenne credits the program with assisting her in the college application process. "I'm a first-generation college student, and I had no idea how to apply to college," she says, "In all honesty, my time in the program was one of the main reasons why I am currently attending UCI right now!"

She graduated with top honors, receiving UCI's Emory Sekaquaptewa Memo-

rial Scholarship and the American Indian Resource Program Scholarship. At UCI, she successfully ran for the position of AISA's External Chair as a freshman.

Cheyenne is currently working with the summer program directors, Nikishna Polequaptewa and Yolanda Leon in order to plan for the 2009 students. "I was proud to be part of something so inspirational. It is so important to get the youth involved." As a first year college student, she has already made a profound impact on UCI's campus community and will surely be a positive role model in the lives of many students. 

The UCI American Indian Resource Program welcomes high school applicants to their 2009 summer program. The program is free and open to students nation-wide. Applications are available at: www.airp.uci.edu

Best Practices in Language Revitalization

The Lakota Language Consortium are Talking the Talk.

By Wil Meya, the Executive Director of the Lakota Language Consortium
Lakota Language text provided by Ben Black Bear and Jan Ullrich



Full integration of language.

THE LAKOTA COMMUNITY has a relatively large population of approximately 130,000 people located primarily in the Northern Plains. This represents a relatively large pool of potential speakers. Currently, the speaking population numbers under 10,000 and the average age of speakers is above 65 years old. However, the Lakota community is also very young, with the majority of people under the age of 18 and a population growing at about three times the rate of non-Natives. In addition, Lakotas have a very cohesive tribally-centered education system with over 40 schools and over 20,000 students enrolled in schools controlled by tribal members. The problem has been that 0% of children entering school are proficient and until recently, no schools had success in teaching the language.

In 2004, tribal community leaders and linguists partnered to form the Lakota Language Consortium (LLC) to develop a strategy to achieve large-scale and broad-based language proficiency to save the language. The result is a comprehensive system for language revitalization that has five major parts that are clearly defined, measurable, and interdependent.

Linguistics: develop pedagogically correct curriculum and literature for the language at all its levels and across a range of uses; our primary focus is on K-16 schools.

Instruction: retrain existing Lakota language teachers and develop a new language teacher corps utilizing proven teaching methodologies.

Education: start with a standard, sequenced second language curriculum to lay the ground work for a population of second-language speakers and eventual Lakota-medium instruction.

Oversight: provide accountability by conducting pre-and post-testing of language proficiency in schools at sequenced intervals of instruction

Social: promote and support language use beyond the schools – homes and communities.

Through a persistent and concerted effort, language proficiency and use is significantly increasing in the Lakota language community. However, there is still a long way to go. Success will only come by continuously improving our practices and by listening to and collaborating with others.

Language proficiency and use is significantly increasing in the Lakota language community. However, there is still a long way to go.

Leháŋl Lakhóta oyáte kiŋ hená 130,000 wahénakečapi nahán hená iyótanš waziyatakiya makhóblaye ektá thipi. Ho čha hená iyúha phiyá Lakhól'iyapi kte kiŋ hé okihiphiča. Waŋná tóna Lakhól'iyapi kiŋ hená opáwiŋge wikčémna aókpanipi nahán nakún iyúha kinil lila káŋpi. Ho éyaš Lakhóta éгна théčake čih hená óta, na tóna waniyetu akéšagloŋaŋ aókpanipi kiŋ hená óta hča. Ho na nakún Lakhóta oyáte kiŋ wašiču kiŋ yámmi akhigle isáŋm oh'áŋkhoya óta áyapi. Ho nakún Lakhóta kiŋ lila wakhánheža hóčhokathunthunyan waúŋspewiçhakhhiyapi, owáyawa wikčémna tópa sáŋm iyáya yukhín nahán 20,000 sáŋm iyáya wayáwapi. K'éyaš Lakhóta wakhánheža eyá thókéya wayáwapi kiŋ hená Lakhól'iyapi šni na nakún owáyawa ektá tanyán Lakhól'iyá unšpewiçhakhhiyapi, tkháš lečhála héčhetu.

2004 él Lakhóta thánkaka eyá na iyápi wapásike eyá Lakhól'iyapi kiŋ glukinipi kta čha Lakhól'iyapi Okhólakičhiye kágapi. Tókhel kágapi kte kiŋ hená záptanŋiya yaŋké, ho na iyóhila ablésya oyágphiča, iyúthe-phiča na kakhinunŋkhaŋ yaŋké.

Iyápi wóuŋspe: wóuŋspe očhánku na wówapi aiyoptya unkáŋapi kte, iyótanš K-16 kiŋ óphapi hená iyúha wičhúkičičaŋapi.

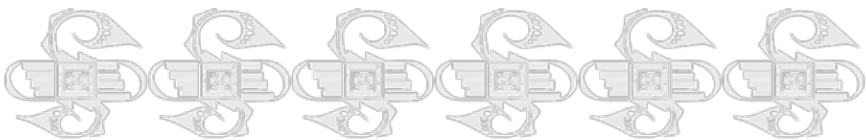
Waúŋspewiçhakhhiyapi: Lehánhunŋiyan waúŋspewiçhakhhiyapi kiŋ hená héčhenaškáŋpikte, nahán nakún thelyákel waúŋspewiçhakhhiyapi ošpáye unkáŋapi kte.

Wóuŋspe: óčibčib wóuŋspe očhánku waŋ muŋkáŋapi kte na un tóna Lakhól'iyá ičháŋapi šni kiŋ hená unšpépi kte na thókátakiya Lakhól'iyá ečéla waúŋspewiçhakhhiyapi.

Wóawayanŋke: wóuŋspe ithókab na ihákab wóiyuthe inyanŋ'unŋkhiyapi na un tanyán ečhúnpi héči iwáŋunyanŋapi kte.

Oyáte: owáyawa ithánkal, thiyátakiya na tuktéto ke éyaš Lakhól'iyapi kiŋ lé únpi kte kiŋ hé unpátitanpi.

Ókunwanžila na ptáyela škinunŋkič'iyapi na un Lakhóta makhóche ektá Lakhól'iyapi kiŋ lé unšpewiçhakhhiyapi kiŋ lila wašté áye. Ho éyaš nahánhčih théhanl maúŋnipi kte héčha. Oyáte thókeča anáwičhunŋoptanpi na ób óunŋkičhiyapi hántanš nahán wóuŋspe unglúwaštépi hántanš ečéla ohíunyanpi kte. 11



Action Plan

Languages survive and thrive by bringing elders in touch with new technology.

By NIEA Member, Inée Yang Slaughter
Supplemental text provided by Gerald Hill in
the Language of the Oneida of Wisconsin



A photo of the workgroup in Santa Fe.

If a language is not spoken it will become extinct!

An elder sits in front of the computer and is puzzled by the expression “right click the mouse”. She will not touch the keyboard, fearing something will break or disappear. Three days later, this same elder is presenting a digital story of a traditional story she created using the computer! She says she is excited that now she can share stories and the seldom heard Native language with her family – even those who live far away – through this new technology.

The Indigenous Language Institute (ILI) has trained over 400 individuals from more than 115 tribal nations how to use computer and information technology to develop language materials. ILI’s workshop provides the Languagegeek keyboard, customizing existing keyboards to type in any language rapidly and easily. Our workshop participants range in age from 13 to 80+, come from diverse professional backgrounds, are at different levels of language and technology skills. We foster intergenerational teamwork between elder speakers and younger tech savvy people to create print and audiovisual materials in the Native languages. They all have one thing in common: they are passionately committed to ensure their languages survive and thrive.

ILI’s vision is that Native language materials – textbooks, teaching aids, signage, CDs of songs, DVDs of films – will multiply and surround the community with language. Our languages SEEN AND HEARD EVERY DAY is a catalyst to mobilize communities to pay attention to our precious languages.

There is URGENCY to preserve Native languages as the small population of elder speakers is rapidly declining. Whether you speak the language or not, there is something you can do. Get more information on Indigenous Language Institute.

Inée Slaughter is the Executive Director of the Indigenous Language Institute. For more information, go to: www.ilinative.org

Aetwatw^nutake!

Tane’ tkaye-li ona’ wa’kayu’kwalo^t ne-n k^tho ne astetsiwe’eke’ ne’n ikelhe’ on^ ne tho nu ne’n wakatlihwhane k^se’ nen akakweninen sk^n^ ne akanuhtunyuheke ne tsi’ nahte ne wakatlihwhaneke^se ne ise ne kayenih^nukwetake ne ^wau ne

Askwaya’takenha’ ne tsi’ nahte akakweni ne akewy^tehtane’ne tsi’ nahte’ ne wakeww^not^ ne akweku ne tsi’ nahte’ ne lohsu ne Shukwaya’tisu akweku ne tsi’ nu ne jykwahti’tak^slahkw^ ne on^ ne toh lotk^hlatu ne tsi’ nahte’ sk^n^ko akweku ne aetwnuhtunyuheke’ akweku ne wak-wanehelatu ne k^tho ne estehtsi’we’eke.

Ta on^ ne wa’kay’kwalo^t ne oyukw^uwe ne tsi nahte’ on^ ne toh nu ne wakatlihwhaneke ne nahte’ ne lolihowan^se’ ne on^ ne katok^ ne lonatlihwaht^tye’tuhati ne sk^n^ ne wakanutuni ne ikelhe’ akweku on^ ne tho nu ne akyu’kuthu on^ ne akweku ne ks^n^ ne ahunuhtunyuheke. Katok^ ne ahoti’nikuhlo’t^hake’ ne tsi’ nu kalihway^tahkwa. Ta on^ ne wa’kayu’kwalo^t ne oyukwa’uwe. Ta on^ ise ne kay nih^nukwetake neise on^ ne tho nu ne wakatlihwhaneke^se akakweni ne askwaya’takenha’ne tsi’ nahte’ akakweni ne akewy^tehtane’ n tsi’ hahte’ ne wakwaw^not^ ne on^ ise ne Shukwaya’tisu ne akakweni ne sk^n^ ne akanuhtunyuheke on^ ne tho nu akweku ise tho satk^hlatu ne oyukwa’uwe on^ n shwelu n katsa’ ok nu on^ ne tho nu ne kaaya’takenhahsla on^ ne ^wat^hutsyawe akakweni ne kayu’kw^thuhake. Ta on^ ne tho nu ne wakayu’kwalo^t ne oyukwa’uwe on^ ne tsi’hahte akweku ne wakatlihwhaneke’ ne k^tho ne wihnislate ne astehtsiwe’eke

Taon^neaiswelheke’on^neTHONIYOLENEWA^katlihwatkweni. Ta ne tho. ☞

“Because mental concepts reflect a world view, the thoughts expressed in the following written Oneida interpret recurring visions of ILI, which are that: our languages are gifts from the Creator and form a direct, unbroken link with our ancestors and is a source of invaluable knowledge; Native communities want their children to understand and use their languages; serious commitment to language work requires that we use every resource available to us; and finally, the window of opportunity is closing faster than we think.” – Gerald L. Hill, ILI President if ILI



Lindsay, Kim Novak's daughter will be in first grade in the fall and has been attending ICS since Kindergarten to 4th grade. Sommer Drake and her children, Naeli and her son Choden, who will be in fifth grade in the fall. Choden has been attending ICS since he was in the second grade.

Parent Appreciation

XOCERA WARACAKWIRE

By the Milwaukee Indian Community School
Translated into Ho-Chunk by Gloria Visintin

IN 1969, the Indian Community School was formed by 3 mothers.

Working out of the home of one of the mothers, these three self-determined mothers were able to provide a quality education to ten Native American children while also combining self-respect for Indian values and culture.

By 1971 the Indian Community School was incorporated to restore American Indian Dignity and pride in Indian youth through cultural education and social activities and through channeling the natural of youths toward making contributions to their communities.

Word spread about the school and enrollment grew. From the living room of a small duplex on Lisbon Avenue, the Indian Community School moved to the basement of a local church where even more Native American students enrolled. The reason why American Indians needed this sort of presence in the city was because the public school environment was difficult for Native children to succeed.

American Indians are not just in reservations areas of the

HAGOREŽA ÂA, 1969 EJA, danj hių iwahirera, wăk šîik wagaxajara hocižăă jikerehiren.

De e hinųk waunų gre wanaųn a maş ja kikere hirenų a , hių hoci hanųg i eja stoire anų a, eja wagaxajara, wazųp iųxjųn aşăana wagigųş ireų . Nųkkjăk ra kerepųn aųžăa stohire anų a, kişăagra, egi wăk šîik wosų gişăagra wagigųş iren.

1971 eja, Teşîişîik Wăk šîikra kikaraherenų a wăk šîik wagaxajara jikerehireų . Wăk šîikwosų hiperesra, egi, cinja wăk šîik honihe ciregi, wăk šîik waunųk i hitoųn ekje airenų a , eja hopahi jagu hizakişăųn a hiperesiergi žē hikikuųn e anų a wăk šîik cinja wakieųn aųk i wagijire ruxurkirekjen.

Teşîişîik wăk šîikra hanų nųx guineųn aų a, hokikirakirenų a , wagaxajara cixunųn iųk hokohieja žîige eja hogųn . Wăk šîik wacek wagaxajara eja hokikuųt akiren, wagaxajara hoixjųx ji jinųk i, esge wahokųh oci maųk uhaiųj a žîige wăk šîik wagaxajara jikerehireų . Mahųx ete wagaxajara ke wăk šîik ra wăžăa wagikarap irenųn , anų a, wăkşîikra wăžăh i peres ruxurakra wocexi wagigireųn.

Wăk šîik nųkkjăk ra mahixete wagaxajara eja wăk šîik

About Sommer Drake

Sommer Drake is a member of the Oneida Nation Tribe of Indians, Turtle Clan. She was born in Milwaukee, Wisconsin and currently resides in the city of Milwaukee with her fiancé and two children, ages 9 and 18 months. She is currently serving on the Board of Directors at the Indian Community School as a parent elected member. With a degree in Psychology, she was accepted into the Urban American Indian Teacher Training Program at the University of Wisconsin Milwaukee while completing her fieldwork and student teaching at Indian Community School. In the spring of 2007 she obtained her teaching license in first through eighth grade. She currently teaches third grade for the Milwaukee Public School District.

As an elected parent board member and as an educator, it is my mission to ensure that I.C.S. is providing students not only with a safe learning environment, but also with the best education, both academically and culturally, to ensure each student's success. I want to ensure that ICS will continue to educate all of our future children for generations to come through responsible decision making as it relates to the long term economic stability of the school. Through my active participation, I hope to encourage other parents to take an active role in the school such that we can show our children how much we truly value education. I believe the better connections we can make between home and school the higher student achievement will be.

About Kim Novak

Kim Novak is an enrolled member (Turtle clan) of the Oneida Tribe of Indians of Wisconsin. She was born and raised on the Oneida Nation reservation until her family relocated to Milwaukee in 1980. Kim is a graduate of Milwaukee Public Schools and UW-Milwaukee, earning her Bachelor of Arts de-



Proud and engaged parents is what ICS is all about.

gree (History) in 1995. She worked for ten years in banking; first as a mortgage loan processor and then as a department supervisor. During this time, she assisted in managing internal and external loan portfolios of approximately 27 million annually.

In 2005 she was accepted into the Urban American Indian Teacher Training Program (UAITTP) at UWM and earned dual licensure for grades 1-8 in regular education and cross-categorical special education. Kim is currently employed as a special education teacher in the Milwaukee area.

Parental support and involvement in a child's school and education is an integral part of her educational philosophy. This professional and personal desire to become more involved in her daughter's education led to her seeking election as a Parent Board Member at Indian Community School. Elected to a two-year term in 2008, her main goal is to ensure a quality education for all the children at the school consistent with the school's mission.

Kim lives with her daughter, Lindsay, in Cudahy, Wisconsin.

United States, most American Indians live in cities, and often times are a forgotten population when it comes to schooling.

An exercise about American Indian spirituality is no longer just an exercise on or in the classroom, it is an exercise in real world experiences, and that was never possible before, but today it is. School staff work hard to make this happen, parents work to make sure this kind vision could happen and it's unfolding before us now.

The future of the American Indian child in Milwaukee and the future of the Indian Community School became better and brighter with the establishment of the Franklin campus.

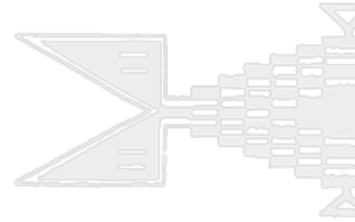
A huge thank you to Gloria Visitin for making this article possible and Rick Brodzeller for the photography. The Milwaukee Indian Community School will host NIEA's Culture Night during the NIEA 40th Annual Convention in Milwaukee, Wisconsin this October 22-25, 2009. Please join us!

For more information, please go to www.niea.org

Rick Brodzeller Photography: www.rickbrodzellerphoto.com

higišān a, egi waḡ šīik hoškkac, žeske waḡ šīik niḡkjaḡ ra, hajaire anaḡ a, egi žeske hogiwaiṛeṇ. Mahixete wagaxajara jagu wagiguš naḡnnaḡ re waḡ šīik cijj a jihuiregi woragra, egi jagu waḡaḡ uḡ hirairegi anaḡ a, egi waḡ šīik hoitetera, egi jagu ki u ruxurukiregi, ke mahixete wagaxajara ze eja wagiguš irenin. Waḡ šīik niḡkjaḡ gra cḡ ja howajiregi ke waza wagikarap ireniḡ. Mahixete wagaxajara hokiwušīirire anaga, ke niḡ jaḡ ra hakikišān aḡ a worucanā ruxurukireniḡ.

Happte e waḡ šīira wažāa waḡaḡcḡ hiraiera, waḡ šīik wagaxajara eja wagiguš ruxuruk naḡkšānna. Coniḡ egi ke heske wagaxhaja ireja ke heske u ruxuruk ireniḡ. Happte e jaske manāḡ gre tiraki wažāa waḡaḡcḡ hipersiregi eja hophahi u ruxuruk ireṇ. Hapte e wagaxaja wagiguš ra, egi xokera, mašjjaḡ ji waraireṇ. Waḡ šīik niḡkjaḡ ra coweja, Tešīišīik Waḡ šīik Wagaxajara hijaira piḡ šēneṇ, egi, horoxojra coweja wagaxaja hoci xete hierc anaḡ a, cinaḡ ya. Franklin, airera, eja horoxojra giskaija niḡ jaḡ ra wagax hajaire kšēneṇ. ☪



'Aha Ho'omoloa Kihei

The Graduation Ceremony from the Ke Kula 'o Samuel M. Kamakau Charter School is Celebrated this past May.

By Wai'ale'ale Sarsona, head of Ke Kula 'o Kamakau

THE KĪHEI

In times past, when a child matured to the extent that he was cognizant of and able to assume the authority and knowledge that comes with adulthood, he was viewed as having attained a different level of readiness. This achievement was commemorated through the tying on of the kihei. This robing ceremony continues today as a rite of passage, showing the readiness of the child to undertake the responsibilities of maturity as a Hawaiian. The kihei are adorned with the ashes of the lei piko of our school, mixed with kukui oil. The pattern painted upon these kihei is reminiscent of the Ko'olaupoko district — the lofty peak of Konahuanui stands proudly over the plain of Kapa'a and the tranquil waters from Kaupō to 'Oi'o point. With these kihei, our graduates will be forever encircled and embraced by the community that has nourished and strengthened them. It is a symbol of the graduate's steadfastness and fearlessness to be educated via Kumu Honua Mauli Ola, a Native Hawaiian Educational Philosophy and the commitment to the perpetuation of the Hawaiian language.

THE LEI MAKAU

The lei makau of the graduates are adornments that they have made themselves under the direction of 'Umiāliloa Kai, the well-known master carver. The makau, or fishhook, is not only our school's logo, but it is also an implement that is used by Hawaiians in the many prominent endeavours of procuring wealth, whether it be sustenance for the body, knowledge for the mind, or endurance for the spirit. The hook is a symbol that one is truly capable of such important and necessary work. We ask our graduates to make and wear these lei makau so that they may never forget their connection to the Ke Kula 'o Samuel Mānaiakalani Kamakau family.

THE LEI HULU

The feather lei are one of the most prestigious articles of ornamentation as they rest upon the head, the most sacred part of the body. The Piko 'i, the fontanel of the head, is the place that recalls our living connection to our ancestors and to the spiritual aspect of our lives, that is, our relationship to Akua and our 'Aumākua. Our work on these lei hulu has given us a new appreciation for the enormous patience of old that is necessary for the hands, the mind and the heart of us all to succeed in each endeavor.



Graduates and their kumu (teachers) (students wear the kihei with the black lines).

KE KĪHEI

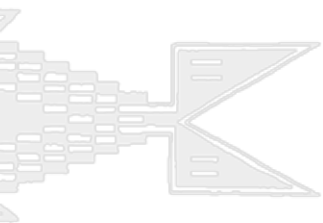
I ka wā kahiko, i ke o'o maila o ke kama a piha maika'i iā ia ka mana na'auao kanaka, he pae 'oko'a ia anu'u o ka ho'omoloa 'ana mai i ia mea he kihei. He 'āhu ia e hō'ike ana i ka mākaukau o ke keiki i ke kuleana. Ho'okāhiko 'ia nā kihei me nā lehu o ka lei piko o ke kula i ho'ohui pū 'ia me ka 'aila kukui. Pena 'ia ka lau o ko Ko'olaupoko moku e pūliki 'ia ka haumana i ke kaiaulu aloha nāna i hānai a mālama a pa'a pono. He hō'ailona kēia o kona kūpa'a a wiwo'ole ho'i i ke kula 'ia 'ana ma o Ke Kumu Honua Mauli Ola a me ka pa'a pū i ka ho'ōla 'ana i ka 'ōlelo Hawai'i.

KA LEI MAKAU

'O ka lei makau o ka haumana puka kula, he lei ia na lākou i hana lima me ke kōkua piha o 'Umiāliloa Kai, he kanaka loea i ke kuleana hana kālai. 'O ka makau ka hō'ailona o nei kula a he mea ia i ho'ohana 'ia no ka hana ko'iko'i loa a kākou nā Hawai'i no ka hopu 'ana i nā mea waiwai, 'o ka i'a 'oe, 'o ka 'ike 'oe, 'o ke ahonui 'oe, a me ka hō'ike 'ana aku i kou hikike hana pono. Pēlā nō e pōina 'ole ai ka haumana i kona pilina i ka 'ohana o Ke Kula 'o Samuel Mānaiakalani Kamakau, LPCS.

KA LEI HULU

'O ka lei hulu he wehi e kau ai ma ke po'o, kahi la'a loa o ke kino kanaka. 'O ka piko 'i, (ka manawa ma ke po'o) ka mea e ho'opili ai iā kākou i ka po'e kūpuna a me ka 'ao'ao pili 'uhane iā Akua a me 'Aumākua mā. He hō'ike nō kēia 'ano hana lei i ke ahonui kahiko e pono ai ka lima, ka lolo a me ka na'au o kakou. 🌀



Curriculum+ Language= Awesome!

Navajo Language Programs in Gallup McKinley County Schools are bringing language to today's classrooms.

By Georgia Manning

GALLUP MCKINLEY COUNTY School District in collaboration with the Navajo Nation Division of Dine Education Office of Navajo language is working to revitalize the Navajo language and culture in New Mexico. There are currently 36 schools in the district with a Navajo Language and culture teacher at every school site. The district is entering its third year of implementation. Elementary schools receive a minimum of 45 minutes of Navajo language instruction, Monday thru Friday, with an emphasis on grades K-2nd. Middle schools receive Navajo language classes in all grades. In high schools, The Navajo language and Navajo Government & History classes are electives.

The foundation of the GMCS Navajo Language instructional program lies in the approach used by Steve Krashen, a linguist and leading researcher in second language acquisition. He says that language teaching should follow the approach of how languages that are learned naturally, that is meaningful and authentic.

GMCS tries to create that by having students participate in butchering a sheep and preparing a traditional meal or through weaving a rug.

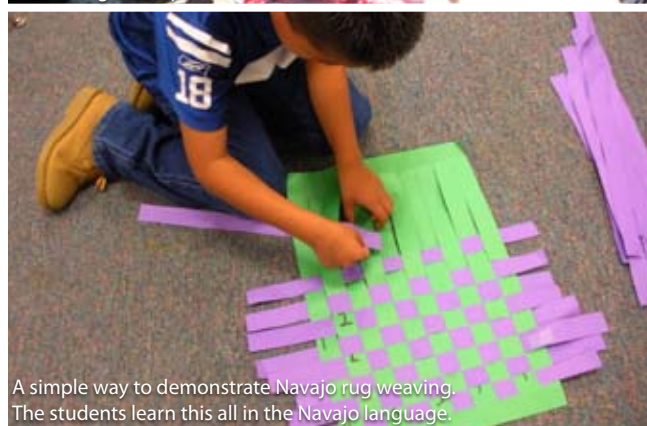
Curriculum is developed using a cyclic model, broken into 4 quarters and correlate with the seasons. It is based on Navajo teachings on their communication and relationships with the universe, Navajo Nation standards, integrated with western knowledge, New Mexico standards, to give students a relevant and unique education.

Teachers using the immersion approach implement the curriculum along with ELL strategies and advanced instructional strategies. Teachers will administer a pre-test and a post-test developed by the Navajo Nation Division of Dine' Education Office of Navajo Language.

Georgia Manning is part of the Navajo Language and Culture Program for the Gallup McKinley County Schools.



Butchering a sheep



A simple way to demonstrate Navajo rug weaving. The students learn this all in the Navajo language.

The program is based on Navajo teachings on their communication and relationships with the universe, Navajo Nation standards, integrated with western knowledge, New Mexico standards, to give students a relevant and unique education.

D&NA'NIZHOOZH&G o[ta bi| hahoodzoj7 d00 Din4 Bi-
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ane' baahan4 bichi' ch'eenata.

D7Na'nizhoozh7o[ta bi| ha'oodzo'g77
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Speaking from the Heart

American Indian Language Development Institute Program Shines on with 30 Years Under It's Belt.

By NIEA Member, Candace Galla, Program Coordinator for AILDI. This has been translated in Tohono O'odham by Dr. Ofelia Zepeda, Regents' Professor of Linguistics & Director of AILDI at the University of Arizona.

A THIRTY YEAR TRADITION OF SPEAKING FROM OUR HEART

In the past thirty years AILDI has made significant contributions to Indigenous communities in areas of language learning, teaching, and supporting Indigenous language participants to attend AILDI through various funding agencies.

Each summer, those practicing Indigenous language education and those concerned with and interested in Indigenous language revitalization attend AILDI's four week residential program at the University of Arizona (UA). This year's theme: A 30 Year Tradition of Speaking from Our Heart, celebrates our 30th anniversary and reflects on the many years of commitment our faculty, staff, and participants have made to their respective languages and communities. Fifty-one participants and nineteen faculty and staff representing approximately 20 Indigenous languages and communities have convened in Tucson to focus on Indigenous language education and revitalization issues.

AILDI courses are designed to train participants to gain, expand, and apply their knowledge and skills in their teaching at school or in the community, as well as to acquire methods and techniques that incorporate appropriate linguistic and cultural knowledge into the curriculum. In addition, participants share their "microteaching" lessons (short lessons that are taught in an Indigenous language) that integrate concepts and ideas from classes taken during the month. Throughout the four-week institute, participants, faculty, and staff learn from one another, and this is one of the strengths of AILDI.

AILDI's mission is to mobilize efforts to document, revitalize and promote Indigenous languages, reinforcing the processes of intergenerational language transfer. AILDI plays a critical role in ongoing outreach, training, and collaborative partnerships with educators, schools and Indigenous communities nationally and internationally through the use of multiple resources.



Computers, classrooms, and lectures at AILDI.



WAIKKO WESTMA:M AHIDAG MAC 'AB A'I NĒŅOK T-I:BDAG AMJED

Waikko westma:m 'ahidag 'at 'am i bij mo g AILDI nanko masma 'am 'i-ha-we:mt g na:nko ma:s O'odham c O'bi hemajkam mat o e-nako ko ia o e-masca 'id 'eda mac hab 'a'aga AILDI. Hegam mo ia 'e-mascam 'o d hegam mo 'ab cicpkan e-ni'oki 'amjed. Hegai 'eda 'o e-mamscam mat has masma o ha-masca g e-ni'oki o mat has masma o mai g e-ni'ok.

Mat 'am o i-ai g Ha: sañ Bak Masad 'at 'ia o e-hemapai hegam mo g e-ni'ok 'ab cicpkan k 'ia o e-masca i:ya kekel ha-mascamakud 'ed mo b 'a'aga Univeristy of Arizona. Gi'ik domig 'ab 'ia o oyopod. 'Id 'eda 'ahidag 'ac 'ab si i-neid hegai mac waikko westma:m 'ahidag hab a i wua 'i:da AILDI kc hab t-elid mo d si-ha'icu ac gahu si t-i:bdag 'amjed hab wua i:da b ma:s cipkan. Id 'ahidag at hestpo hemako emamscamdiam ia dada k o e-masca kc mu'i 'ia oyopo mat am o i-ha-we:mtad.

'Idam e-mamscamdiam 'o heg 'ab e-mamscam mat has masma ba'i c i-s-ap o hamamscamad g wecij hemajkam ganhu matp hebai wud 'o i-amjedkam. We:sij 'o heg hab 'ep wua mac hab 'a'aga micro-teaching. 'Ida micro-teaching 'o d hegai mat idam ba'ic s-ap o e-masca mat has masma o ha-mascamad g e-ni'oki g 'a'al.

AILDI 'o we:sij wud ha-wehejed mo g e-ni'oki 'ab cicpkan. We:s hegam mo ganhu o'ohan g e-ni'oki ha'icu ma:cig c hegam mo heg 'eda cicpkan mat o i-wamig g e-ni'ok, c hegam mo we:sij ha-we:m cicpkan hegam mo d wecij hemajkam c hegam mo d kekel c hegam mo we:s g hemajkam ha-we:m cicpkan matp hebai o i-oyopod 'id jewed da:m.

For more information about AILDI go to: www.u.arizona.edu/~aildi

Without Separation

Zuni Schools teach with their own curriculum, to educate and provide.

By NIEA Member, Belinda Tsabetsaye, Coordinator Bilingual Education Program, Zuni Public School District.

THE ZUNI PUEBLO in New Mexico is one of the oldest and largest of the 19 pueblos. The A:Shiwi (as they call themselves) are unique in that they speak a language that is not related to any other language in the world. From the time the A:Shiwi awake until the time they go to sleep they are immersed in the language, culture and traditions passed down from generations of ancestors. The A:Shiwi continue to practice their traditions and to speak their language to ensure that their children not only realize the importance of their culture, but to also lessen the danger of losing their language.

Up until 1980 the Zuni schools were under the direction of the Gallup McKinley County School District, following their curriculum and teaching the students the western view of the world. The Zuni community decided to separate from Gallup McKinley County schools. The mission of the Zuni people was to provide content based instruction on the culture, to grant opportunities for children to speak, read, and write the language and to afford instructional staff the freedom to integrate the Zuni curriculum into their daily teaching practices.

Today the Zuni Public School District's mission has come to fruition; the entire teaching staff provides instruction exclusively geared towards all aspects of the student's school life. The Zuni staff feels there is no separation between language and instruction because in the life of the A:Shiwi everything is integrated; from the daily greetings, to the small pieces of food offered to the ancestors, to the teaching of the significance of the colors of the directions. The 1,300 students in the district are given equal opportunities from the 34 certified Zuni instructors and the 51 Zuni paraprofessionals to learn realistic, accurate, significant content integrated with New Mexico standards. The Zuni community will continue to work diligently with the schools to guarantee that their mission will be implemented; they want their children to get the best possible education from their two worlds so they can be successful in their community and out in the world.



A student reads from a Zuni language book from the high school.



Oven plastering is a class activity.



A hill near Zuni.

Chimdi.... chimik'yanak'yap hon A:shiwi a:ho'i idiwanan tse'mak delakwi' luwalaye. Ko'dewa hon yam bena: dap haydoshna: dem hon lesna'de a:deyaye. U'sona yam hon a:ho'i yanikk'yanna a:wa:ne.

Hon lukky'a' yam Shiwi'ma haydoshna: dap yam bena: ichemanna akky'a hon yam ts'ina:washsheynak'yan wokkwin a:sama a:wiyokeya. Hon a:sam a:wiyanon hon yam ts'ina:washnakya'k'yakwe'kowa yam a:ts'ana yam bena:wakky'a dap haydoshna: yannikk'yana' akky'a a:na'dundekkwon hon yam haydoshna: dap bena: isha'malde ayyulashshik'yanan a:deyak'yanna.

La:k'i' hon yam ts'ina:washnak'yan delitdo'kowa' hon yam a:ts'ana' demla kwa'hoł haydoshna: dap bena i:yu'he'dokk'yanna ashe:na:we. Ko'hoł hon a:wan yachubi'lan haydoshna: de'on hon andabannan a:wa:ne. Ko'leyhoł ts'ina: yanishshi' ya:kowa' hon yam a:ts'ana' yanikk'e:na:we.

Olo'ik'ya' banankwayyip hon ts'ina: yanikk'yanna:kwe ihabonan hon yam Shiwi'ma bena: dap benabi'la: i:kwa:ni:k'e:na:we. Da:hon yam a:ts'an a:wan Shiwi'ma Bena:we A:wandehha'nakya ts'ina:ishokwin unabon ishoł hon bena: dap yalena: dap haydoshna: i:yalishk'yanapky'a. Lukky'a' ho'n a:wan i:kwa:nina:we. ☪

Meet our Members.



Marty Conrad (Choctaw-Creek) has 35 years of teaching on various western reservations, 32 years as a social studies teacher/ Football-wrestling coach/ Athletic Director/ Interim principal. He was the Coach of the Year in Football and Wrestling, Teacher of the year twice at Chinle, Arizona. He has also served 3 years as an Instructional Facilitator for Lander Valley School in Lander, Wyoming.

1 minutes ago · [Comment](#) · [Like](#)



Dr. Angela M. Jaime (Pit River and Valley Maidu) earned her BA at California State University, her MA at San Francisco State University in the College of Ethnic Studies, and her PhD from Purdue University in Curriculum Studies. Angela specializes in American Indian education, the study of Native women and their experiences in higher education, multicultural education, and Women's Studies.

4 minutes ago · [Comment](#) · [Like](#)



Patrick Weasel Head (Blackfeet, Gros Ventre, and Assinaboine) is the past Director of the Office of American Indian Student Services for the University of Montana. He has a doctorate in Higher Education Administration from the University of Oregon, Eugene and a Masters in Guidance and Counseling and, Bachelors in Business Administration from the University of Montana

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Patti King (Cherokee Nation of Oklahoma) is an enrolled citizen of the Cherokee Nation in Oklahoma, is a University of Oklahoma Foundation Fellow. She holds an extended BS in American History and an MA in American West History with a focus on contemporary American Indian History from Northern Arizona University. She is president of Native American Historians Association.

9 minutes ago · [Comment](#) · [Like](#)



Nick Figueroa, M.Ed serves as Dean of Undergraduate Admissions at Framingham State College in Massachusetts. His other past commitments included serving as a member of the Government Relations Advisor Committee for the National Association of College Admission Counselors (NACAC). In 2007, he founded the Osiris Education Collaborative.

13 minutes ago · [Comment](#) · [Like](#)



Shirley David Jimerson (Upper Tanana and Athna Athabaskan) is originally from Tetlin, AK. She shares her stories in her local schools and a 'Grandmother' figure to our Native students who recently move to the big village of 'Anchorage'. She enjoys beading.

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National Indian Education Association is wondering why you haven't become a fan yet! Go to Facebook and search for "National Indian Education Association" and become a fan!

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DeAnna M. Rivera (Taíno) is the Director of the Tribal Learning Community & Educational Exchange (TLCEE), a program associated with the Native National Law and Policy Center at the UCLA School of Law. She teaches the American Indian Studies Working in Tribal Communities Series and assists with the Tribal Legal Development Clinic.

47 minutes ago · [Comment](#) · [Like](#)



Debra Reed (Crow) is a descendant of the Northern Cheyenne Nation located in southeastern Montana. She is a Scholarship Grant Administrator for the American Indian College Fund. Debra received her bachelor's degree, Cum Laude, in Business Administration with an emphasis in Management from Rocky Mountain College in Billings, Montana.

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Sondra Simone Segundo (Haida/Katzie) is an artist uses many different mediums in creating her art pieces. She paints her Haida designs on shoes and clothing which has become a favorite among collectors. She used watercolor to create the illustrations for her children's picture book "KILLER WHALE EYES" which is currently in the publishing process with THEYTUS BOOKS.

55 minutes ago · [Comment](#) · [Like](#)



Mike Carlow Jr (Oglala Sioux Tribe) has been a teacher with the Shannon County School District for six years where he teaches Lakota culture, history, and language. He is also the founder of Tusweka Tiospaye

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Group Type

NIEA has connected people and organizations that have the same drive and passion to help our Native children excel academically while being grounded in their unique languages and cultures.

Location:

www.niea.org/membership

Log on to with:
username: niea
password: niea1969

Or, join us on facebook...

Search for:
"National Indian Education Association"

It's a Good Day to Celebrate!

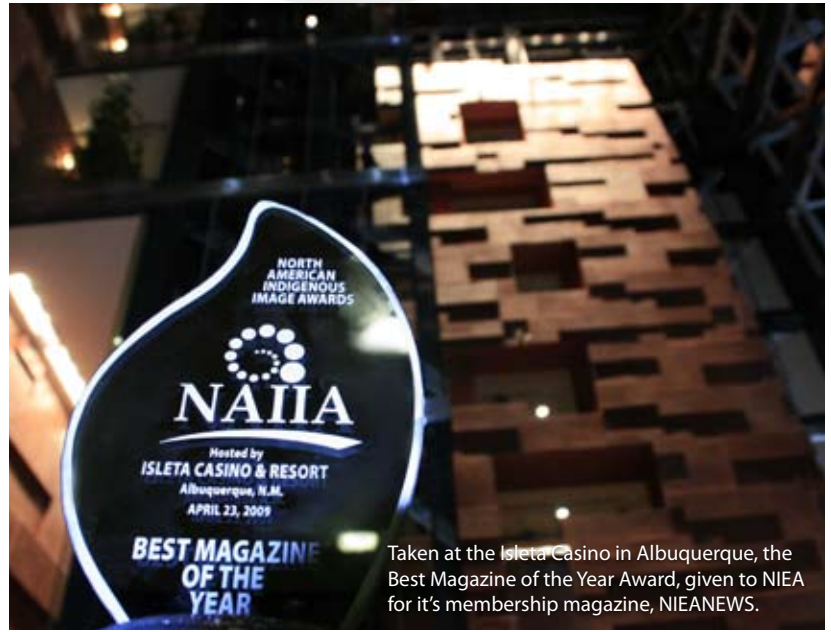
From our own magazine, to our legislative work, to our thousands of members, we have a lot to be proud about this summer!

By NIEA Membership Coordinator,
Michael Woestehoff



Hey Members! What do you do to help your community? Tell us on the Blog!

www.niea.org/membership
username is: "niea" password is "niea1969"



Taken at the Isleta Casino in Albuquerque, the Best Magazine of the Year Award, given to NIEA for its membership magazine, NIEANEWS.

YÁÁ'TÉÉH. Sh7 47 Michael Woestehoff yinishy4. Kiiyaa'32nii nish[i, German b1sh7shch7n, ! sh-8h7da shin1l7, Skandinavian ei da shicheii. D7g7t'4ego ashkii nish[i.

D7bits8 yisht[izhii bizaad bina'anish7g7 atah nishl9go baa ah44h nisin doo sh7k'is t'00 ahay07t'11 b7 bizaad yee 1day7laago baa aheeh nisin . ! y0i na'anish. T'11 h0 hazaad bee yajilti'go nizh0n7d00 ho[niliigo b7honeedl9 Ah4hee'.

I want to say how proud I am of our membership and friends. Many people wrote beautiful stories in their language and shared with us how important it is to continue to speak our language. Thank you.

As you can see though the pages of our magazine, we are dedicated to increasing the visibility of our languages and share how unique but united we are to education.

All of this is due to our membership. I am pretty sure that membership to an organization is the last thing on our minds, but as you can see, it is actually a place that can be the most beneficial.

The Association provides a unified voice in education affairs - on the local, state and national levels and in many different types of

schools; to public, tribal, private, charter, and colleges and universities. We follow issues that could affect *your* education community and encourage elected and non-elected officials to support the programs that have positive impact and oppose those that would be detrimental to the Native community.

NIEA works closely with other organizations in its efforts to assist existing education programs and to promote the ones that work. This provides our membership with the ability to continue their services locally and, at the same time, share positive stores of success, which our Native community needs.

Our members have a positive attitude when they look around and see their programs succeed and continue. NIEA is highly involved in making sure we maintain the growth of "the Membership that Matters."

Obviously, NIEA is an advocate of our Native youth in rural and urban communities, making sure they attend classes with confidence and have the tools to succeed.

Throughout this publication, your submissions have given recognition to outstanding students, teachers and patrons in our Native education community. As a reminder, NIEA awards elders, parents, teachers, educators,

organizations and schools who have instilled hope and achievement in our students. On behalf of the Board of Directors, staff and members of the Association, we welcome all to our membership!

Speaking of awards, we are proud to announce we have received "Best Magazine of the Year," by the North American Indigenous Image Awards, held recently in Albuquerque, New Mexico. It was quite an honor to hear the announcement of the award, and we send our congratulations out to our membership who, for over eight issues of NIEANEWS, have shared their stories. Thank you!

There are many people who have yet to experience our unique membership. So please, when you are with your colleagues, tell them about NIEA and the positive work we have been doing to continue your Native education programs. 📞

For more information on membership and benefits, please go to:

www.niea.org/membership today.

Thank you to Georgia Manning for helping to translate the Navajo message.

Getting to the Core

Common Core Standards are a set of commonly agreed upon standards for K-12 learning, but what does that mean to you?

By NIEA High School Policy Coordinator, Kerry Venegas



UNDER NO CHILD LEFT BEHIND, every state and school receiving federal funding was required to develop and implement a set of standards for each core academic area. In theory, these standards would be rigorous, setting the bar high for the education of all students in every state.

However, many national, state, and local education leaders have voiced concerns that the wide variability in state standards has resulted in uneven and unequal education opportunities across states; in lowered expectations for student achievement in order to meet the AYP requirements of NCLB; and in many content standards being an inch deep and a mile wide in the effort to cover everything a student should know. In addition, many state standards, and therefore the core knowledge and skills students are expected to learn, have little to no connection to what they will need to know to be successful in college or the workforce.

The Common Core Standards (CCS) Initiative was launched in an effort to address these concerns through the development of common, core, rigorous, and manageable standards in every content area. Although CCS are sometimes thought of as national standards, they can only be voluntarily adopted by states and U.S. territories. Over the past year, the CCS Initiative has gained momentum and support from a wide variety of organizations and groups, including ACT and the American Federation of Teachers. However, it is unclear how or if the needs, concerns, and existing models for serving Native students have been considered in the development of CCS. Questions remain about how CCS can or will benefit Native students, as well as the relationship of CCS to tribal sovereignty and respect for Native languages and culture. This brief provides an overview of CCS with some background on its history, goals, and process; outlines some potential benefits and unanswered questions with respect to Native

students; and concludes with resources and information about CCS and about existing Native/tribal curriculum and education standards.

BACKGROUND

In 2002, several national organizations¹ initiated the American Diploma Project (ADP) to determine what knowledge and skills were essential for high school graduates to have in order to be successful in higher education and the world of work. Beginning with Indiana, Kentucky, Massachusetts, Nevada, and Texas, from 2002-2005 the ADP surveyed representatives from the business community, higher education, and K-12 education about the essential skills needed in their states.

They discovered that all students, regardless of whether they were entering college or the workforce, need the same critical skills in mathematics and language arts² and the same cross-disciplinary skills.

The Project then looked across international education standards and achievement results. They found that the essential skills identified in the survey of states aligned with standards from other countries.

These findings resulted in a recommendation for a set of common core standards in the United States that would align with post-secondary expectations in college or career and with international benchmarks.

WHY CCS AND WHY NOW?

Currently all states³ have the right to independently determine and implement their own set of education standards. Because of this, standards in the same subject areas can vary greatly from state to state.

Assessments, which are tied to individual state standards, also vary widely. What constitutes proficient in 4th grade math in one state may be far below proficiency in another state.

In addition, the United States is increasingly less competitive globally. More technical and white collar jobs are being outsourced to other

countries and each year the U.S. is producing significantly fewer professionals in fields such as engineering.

HOW DOES IT WORK?⁴

States have the opportunity to sign a Memorandum of Agreement (MOA), developed by the National Governors Association and the Council of Chief State School Officers, agreeing to engage in the process of developing CCS and then committing to adopting them

WHAT ARE COMMON CORE OR NATIONAL STANDARDS?

Common Core Standards are a set of commonly agreed upon standards for K-12 learning, grounded in research and practice, reflecting the type of skills and knowledge students need to have in order to successfully transition from high school into college and the world of work while remaining competitive in a global world.

CCS ARE:

- Directly linked to what students need to be prepared for college or the world of work
- Internationally benchmarked – students should be globally competitive
- Focused on developing key 21st century skills along with content such as technology, soft skills, and skills in content areas that will relate to future workplace and societal demands
- “Fewer, clearer, and deeper” – with a focus on developing the type of skills and knowledge that enable students to access and use any type of information or resource
- Rigorous and specific
- Aligned with the assessments and expectations for students’ post-secondary options, including higher education and entering the workforce

or aligning existing content standards to them once the CCS have been developed, vetted, and approved.

WHAT HAS ALREADY HAPPENED?

The content of CCS in core academic areas such as math and language arts was determined by a Content Advisory Group. This Group included representatives from K-12 and higher education systems, the business and military sectors, and professional organizations such as the National Council of Teachers of English and the American Federation of Teachers.

QUESTIONS AND CONCERNS

- Whose standards are these? Who is deciding what constitutes a core standard? What considerations are there for tribal sovereignty, including the need for language, culture, and tribal history?
- How would CCS apply to BIE and tribally run schools? Would there still be a waiver process? Would BIE need to adopt CCS just like


states do or would each school need to do it individually?

- How would tribes be able to exercise sovereignty with respect to the education of their students in public schools? Would tribes have input into CCS? If so, at what level: national, state, or school?
- If compliance with CCS is voluntary and the current process is for states, as sovereign entities, to sign MOAs, would this also apply to tribes? And if so, what does this obligate them to do?
- If tribes are not eligible for incentives such as “Race to the Top” funds, then what incentives are there for tribes to adopt CCS?
- How will states be held accountable for meeting the unique needs of Native students once a state has adopted CCS?
- How will states be held accountable for making sure that CCS is the starting point and not the “end” for effective education of Native students? Native students can benefit from rigorous, clear standards that hold

schools accountable; however, this may not be the full picture of effective education for Native students. In states like Montana, what happens to laws that already establish Indian Education for All as part of state standards and curriculum?

WHAT IS NEXT?

Achieve, Inc., NGA, CCSO, ACT, and the College Board are working together on a national vetting process for the K-12 content standards recommended by the Content Advisory Group, starting with standards in math and language arts.

The college and work ready standards will be completed in July 2009, with grade level standards to follow in December 2009. As of June 1, 2009, 49 states and territories had agreed to sign (MOAs) voluntarily adopting CCS. As part of this agreement, states are able to include additional standards so long as the relevant content area CCS forms at least 85% of a state’s standards. 

COMMON CORE STANDARDS AND NATIVE STUDENTS POTENTIAL BENEFITS

- Standards would be aligned (and therefore curriculum and assessments would be aligned) across states and public schools, which could limit or mitigate interruptions or disconnects in learning for Native students who are mobile between schools and states, or even between public, BIE, and tribal schools⁵.
- CCS would require that all students receive same curriculum and the same relevant program of instruction. Therefore, all schools would be expected to offer algebra in the same grade and to all students. This could benefit Native students whose schools are often too resource poor and understaffed to offer higher level academic courses such as Calculus or Advanced Placement English. However, mandating that these courses be offered by adopting CCS is not the same as funding them, so a plan for shifting or increasing resources may need to be considered.
- Because CCS would be aligned with the skills and knowledge needed to be suc-

cessful in college or the workforce, Native students would be better prepared for life after high school. However, the skills and knowledge identified as necessary would also need to include the skills and knowledge identified by Native nations and communities as being important for success in college, work, and life.

- CCS would require all teachers to master the same curriculum in each content area, instead of different curriculum in different states. This could free up states and school districts to focus on helping teachers be more proficient and effective in teaching all students. For Native students, this may be an opportunity to expand instructional competencies to include Native histories, languages, and culture, along with the dedicated time for professional development in these areas.
- Because states have the opportunity to include additional, locally relevant standards, Native students may benefit through tribal-state MOAs that specify additional standards incorporating the histories, cultures, and languages of the Native nations in each state. These additional, tribal specific

standards could be developed through a cooperative partnership and process similar to the MOAs already in existence between states and tribal nations in places such as Washington state or even as part of the MOAs signed by states choosing to participate in adopting CCS.

- A key goal of CCS is to ensure that students exiting high school are fully prepared to engage in college level coursework without needing remedial supports. This may benefit Native students who are often the most underprepared of any college going group and participate in higher numbers in remedial and developmental courses as a result.⁶
- Because CCS would be internationally benchmarked, students would emerge from K-12 schools better prepared to engage and compete in a global world, including better preparation and access to math and science courses. For Native students, this may mean increased opportunities to access STEM (Science, Technology, Engineering, and Mathematics) courses and professions, an area critical for the well being and growth of Native nations.

1 These organizations included Achieve, Education Trust, the Fordham Foundation, and the National Alliance of Business.

2 For example, critical math skills include data interpretations, statistics, and probability and cross-disciplinary skills include communication and teamwork. For a more detailed description of the project and the essential skills, please see the American Diploma Project.

3 BIE schools are eligible to apply for a waiver that allows them to develop their own standards. These standards must be comparable to state standards in terms of rigor and assessment.

4 The sign on process and responsibilities more fully outlined at http://www.ccsso.org/federal_programs/13286.cfm

5 Although it is yet unclear just how CCS would or would not apply to BIE and/or tribal schools.

6 See the American Indian Higher Education Consortium American Indian Measures of Success 2006 Report Sustaining Tribal Colleges and Universities and The Tribal College Movement: Highlights and Profiles (Dec 2008), p. 13. Available at <http://www.aihec.org/resources/reports.cfm>

"There's an important position for young people – to take the lead in changing things that aren't working, to make a difference." -Jodi Archambault Gillette

UTTC Commencement Speaker is Guided by Thoughts of Community

By Dennis J. Neumann



Jodi Archambault Gillette speaking at the UTTC Graduation.



United Tribes Technical College, Criminal Justice Program
Left to right: Marlo J. Langdeau, Tamera Rae Marshall, Donnette Renee Medicine Horse, and Christopher Lee Montclair.

United Tribes News photos by Dennis J. Neumann

JODI GILLETTE was back in the Thunderbirds gymnasium in front of appreciative fans. Only this time she wasn't dribbling through defenders in a basketball game.

She was the keynote speaker for the United Tribes Technical College 2009 commencement ceremony. Neatly dressed in black gowns adorned with eagle feathers and seated in rows across the hardwood floor were the college's 93 honored graduates.

"Not that long ago I was sitting where you are and waiting to receive my diploma. It was an exciting moment and I didn't know what would happen next," said Gillette, who was appointed earlier this year to a position in the Obama Administration. "Just a few months ago I would've never imagined that I'd be in the White House...working with the President of the United States."

Gillette gained national attention and praise across Indian Country in February when she became the first Native person to serve in a top White House position since the Clinton era. As Deputy Associate Director in the White House Office of Intergovernmental Affairs, she is in position to link the nation's 562 federally recognized tribes with the White House and 20 agencies of government.

Jodi Archambault Gillette is on her home court when in the Dakotas. She is an

enrolled member of the Standing Rock Tribe. Her parents, Betty and Dave Archambault Sr., raised her on the Oglala Reservation at Kyle, South Dakota, at United Tribes in Bismarck, North Dakota, and at Standing Rock, straddling the two states.

She used to believe that growing up and going to school on the reservation put her at a disadvantage in college. But older now, she realizes the value of that upbringing.

"It makes me feel solid in who I am and where I come from," she said. "I know my relatives. I know our traditions. I know what works for us and I know what doesn't work for us. And these things are fundamental in the way I look at the world."

Gillette had directed the Bismarck-based Native American Training Institute, helping Indian families for over a decade. This, she explained, was a reason she was considered later for the White House job.

"I was doing it because I was tired of everybody accepting the way things were," she said. "And that's why I was considered for the position. I wasn't doing it just for myself or to end up with a job."

"A Lakota word for leader is 'sagye,'" she said. "That translates as a cane, something you walk with. And this symbolizes that people lean on you to walk forward. That's something quite opposite from the European model of

leadership with its 'top down' approach. Lakota leadership is on the bottom with the common people and the communities at the top. And that's how you live your life. You help your people as a leader."

In her work at the White House she is guided by thoughts of what will help Indian communities. She often asks herself: What's going to make a difference?

One answer is to take ownership in our own communities. Gillette pointed to the President's new initiative, the "Summer of Service" program, as an example of how people can get involved.

"It's very traditional and very Lakota to be involved in community service," she said. "And there's an important position for young people – to take the lead in changing things that aren't working, to make a difference."

Gillette pledged to do everything she can to tell about the struggles in Indian Country.

"But our future depends on you," she said. "Our grandchildren depend on you. You are a shining example of taking the strength of our communities and becoming the dream that our ancestors prayed for." 📍

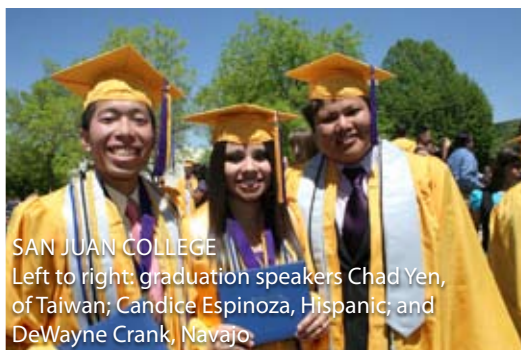
In 2009, United Tribes celebrates its 40th year as a tribal college that serves American Indian students and their families. Find more information at www.uttcc.edu.

Graduation 2009

Here are just a few of our Graduates from around the country, we are so proud of you all!



PINE RIDGE HIGH SCHOOL
Saadia Tasso



SAN JUAN COLLEGE
Left to right: graduation speakers Chad Yen, of Taiwan; Candice Espinoza, Hispanic; and DeWayne Crank, Navajo.



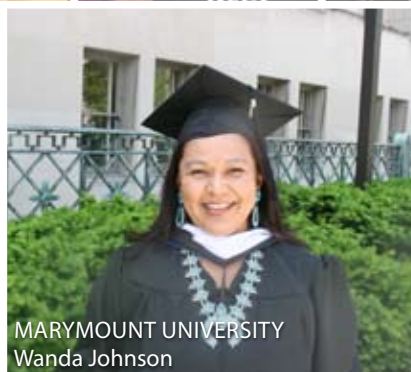
AZUSA PACIFIC UNIVERSITY
Tabitha Winesberry; Master's in Clinical Psychology



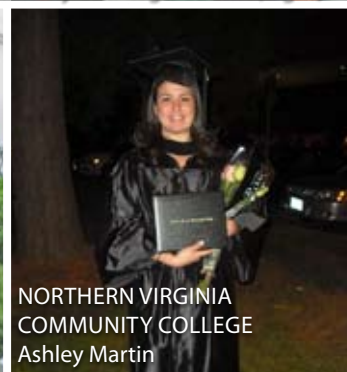
ALUMNI BEMIDJI STATE UNIVERSITY
Wilfred Cyr Sr. (Center) with Dr. Jon Quistgaard (Left), President of Bemidji State University and Roger Aitken (Right)



WASHINGTON UNIVERSITY IN ST. LOUIS
GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK Left to right: Electa Hare, Dawn Jordan, Tawna Harrison, Margaux Carrimon, Sherri Brooks, Amanda Blackhorse



MARYMOUNT UNIVERSITY
Wanda Johnson



NORTHERN VIRGINIA COMMUNITY COLLEGE
Ashley Martin



SEQUOYAH HIGH SCHOOL
Rikki Shook



UNIVERSITY OF ARIZONA , AMERICAN INDIAN STUDIES PROGRAM Left to right: Martina Dawley, MA; Caroline Williams, MA; Christine Birong, MA; Jesse Johnson, MA; Dr. Louellyn White; Carlton LeCount, MA; Dr. Ferlin Clark; Anne Hendricks, MA; Martha Dailey, MA. In absence: Judith Herbster, MA and Dr. Roland Marmon.



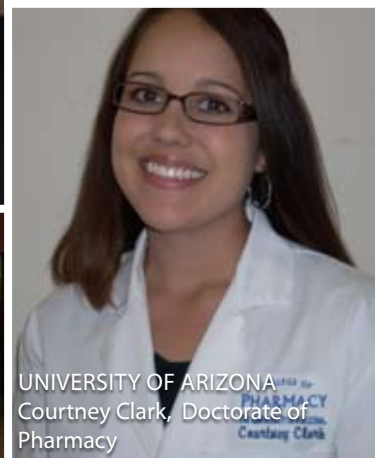
ANAKTUVUK PASS HIGH SCHOOL
Benjamin Hopson III



UNIVERSITY OF AUCKLAND
Debra J. Harry, Ph.D- Education



CHEYENNE AND ARAPAHO GRADUATION BANQUET



UNIVERSITY OF ARIZONA
Courtney Clark, Doctorate of Pharmacy

Full steam ahead!

This summer, we wore out our shoes to advocate your Native education programs to Congress.

By Debbie Ho, letan Consulting

FOR THOSE OF YOU who still get summer breaks, I hope you're enjoying your time off (I wish I had a summer break!). Congress is not taking its summer break until August and is going full steam ahead to accomplish as much as it can before August. The President submitted his Fiscal Year 2010 Budget request to Congress on May 7, 2010. The President's budget requests \$58.5 billion for the Department of Education, \$2.5 billion for the Bureau of Indian Affairs, and \$879 billion for the Department of Health and Human Services. Some of the highlights in the FY2010 President's budget include: \$21.4 million for the Johnson O'Malley Program at the BIA, \$50 million in forward funding for post-secondary programs at the BIA, \$17.2 million in forward funding for elementary and secondary programs at the BIA, \$33.3 million, respectively, for Education for Native Hawaiians and for Alaska Native Education Equity under Title VII at the Department of Education, \$122.3 million for Indian Education under Title VII at the Department of Education, \$7.2 billion for Head Start at HHS, and \$47 million for the Administration for Native Americans at HHS, which includes programs under the Esther Martinez Native Language Preservation Act. If you would like more detailed information about the President's FY 2010 Budget Request for Native education, please see our summary of the President's FY 2010 budget request and NIEA's FY 2010 Appropriations Priorities on NIEA's website.


Using the President's budget as a guideline, Congress is developing the actual federal budget and moving it through the appropriations process. Congress provides funding for Native education programs through

two separate annual appropriations bills: the Departments of Labor, Health and Human Services, and Education and Related Agencies appropriations bill (Labor-HHS-Ed bill) and the Department of the Interior and Related Agencies appropriations bill (Interior bill). It has been a long time since the Congress last passed all the appropriations bills before the end of the fiscal year in September, but this Congress is looking to change that by moving very quickly on its appropriations bills. The House Appropriations Committee held a mark up (voted the bill out of committee) of the FY2010 Interior appropriations bill on June 18th and passed the bill on June 26th. In an atypical move, the Senate Appropriations Committee is moving the Senate Interior appropriations bill almost as quickly as the House and marked up the bill on June 26th and has scheduled floor action on the bill for early July. At this juncture, the House and the Senate have scheduled action on the Labor, HHS, Education appropriations bill for early and mid-July.

This year, NIEA has been aggressively advocating for increased funding for Native education. President Cook wore out his shoes during the week of June 10th meeting with many Members of Congress on the Appropriations Committees, including Chairman Byron Dorgan, Majority Leader Harry Reid, and Senator Jon Tester as well as Representatives Norm Dicks and Todd Tiahrt, respectively Chairman and Ranking Member on the House Interior Appropriations Committee, as well Representative Betty McCollum to discuss the need to increase funding in FY 2010 for Native education. President Cook also had a productive meeting with Assistant Secretary Larry EchoHawk where they dis-

cussed the needs of students attending BIE schools. Due to President Cook's efforts and that of Director Lillian Sparks and her stellar staff in D.C., the voice of Native education is being heard loud and clear in the halls of Congress and within the Administration. In addition to advocating for NIEA's appropriations priorities during his meetings, President Cook formally requested Congressional field hearings as well as hearings in D.C. on Native language preservation needs and other Native educational needs.

As for reauthorization of the No Child Left Behind Act, the Administration and the Congress have indicated that they do not plan to move it in the next 6 months given that the Administration is looking to make significant changes to the law and is still crafting its proposed changes. At this time, in addition to the appropriations bills, the other top legislative priorities of the Congress for the next 6 months are health care, energy, and climate change. However, this is valuable time that allows us the opportunity to further educate the Hill and the Administration about the needs of Native children and to ensure that these needs are addressed in the next reauthorization. To take advantage of this time, NIEA has been busy laying the foundation by meeting regularly with Congressional Members and staff and the Administration to discuss these needs and to provide our suggestions to improve the law so that it better serves Native students.

Thank you for all that you do for your communities and for making sure that your Members of Congress know about the needs of your schools, students, and teachers. We will keep you posted on developments on Native education in Washington, D.C. 



Going Green.

Healthy Habits, in your wallet and in your body.



What about your Health? Here are 5 tips to help you find time for exercise and start moving and eating right.

1. Establish an Exercise Routine (that you enjoy!)

Staying active will help you develop a strong body that looks and feels good as you age. It can lower your risk for disease, reduce stress and protect your bones and joints. So it's important to take part in physical activities that are not only challenging, but also fun and motivating.

2. Maintain Healthy Eating Habits

Stop worrying about your weight, and start thinking about your health. Lower your chance of osteoporosis later by consuming more calcium now. Calcium can be found in leafy green vegetables like spinach and kale, broccoli and tofu. Vitamin D helps your body absorb calcium so it's important to take a supplement, eat foods fortified with vitamin D or take a walk outdoors in the sunshine.

3. Protect Your Skin

You're never too young to start taking care of your skin. Healthy habits today will pay off in later years. The key to healthy skin lies beyond which soap you use. It depends on what you eat, whether you exercise, how much stress you're under and even the kind of environment in which you live and work.

4. Get a Good Night's Sleep

Not getting enough sleep can interfere with your memory and ability to reason and concentrate, make you more susceptible to injury, increase stress levels and reduce your body's ability to fight infection or heal. If you have trouble getting a good night's rest, try going to sleep and waking up at the same time each day or taking a hot shower before bed.

5. Manage Stress

It's easy to get overwhelmed with balancing a new job, friends and everything else happening in your life. Breathe; slow, deep, diaphragmatic breaths can trigger a relaxation response in your whole body.



Has the recession got your worried about money? Here are 5 recession busting financial tips to help you get your finances on track so you can start breathing a little easier.

Pay Off Debt!

1. Budget

Budgeting will help you make sure that you don't spend more money than you have coming in every month. You can also allocate some money to go into savings each month so that you can cover emergencies and larger purchases in the future.

2. Cut Spending

This is part of the budgeting process. See where your money is going each month, then look for ways to reduce your costs to make sure that your spending is in line with your income.

3. Pay Off Debt

As your debts are paid off you will be building financial security and freeing up all that money that is currently going towards your monthly payments. First, don't accumulate any new debts. Second, keep making your monthly payments until one of your debts is paid off. Third, take the money that was going toward the debt you just paid off and apply it to another debt on your list. Fourth, as more of your debts are paid off, keep applying the money you've freed up to the next debt in your list.

4. Build a Financial Cushion

Once your debts are paid off, start allocating money each month to go into a savings account. Ideally you should aim to save the equivalent of about 6 months of pay.

5. Earn Extra Income

Picking up a part time job is an excellent way to help firm up your financial situation. You can put the extra money towards helping to meet your monthly expenses, building your financial cushion, or pay off your debts.

Name: _____

Did You Know?

- **Dr. Charles Alexander Eastman** (Sioux: Ohiyesa) (1858-1939) was a Native American author, a physician and a reformer. He helped found the Boy Scouts of America.
- The name "**Texas**" comes from a Caddoan (Eastern Texas Tribe) word? The Caddo word **Taysha**, which means "friend."
- Each full moon has a different name in the **Hopi** culture?
- **Ho-Chunk** (or Ho-ak) means People of the big Voice or People of the Sacred Language.
- There are 29 volcanos in **Alaska**!
- Bedre' chocolate company is owned and operated by the **Chickasaw Nation** since 2000, and sell their chocolate to Neiman Marcus.

Sudoku Rules!

There is really only one rule to Sudoku: Fill in the game board so that the numbers 1 through 9 occur exactly once in each row, column, and 3x3 box. The numbers can appear in any order and diagonals are not considered. Your goal is to fill in the empty squares following the simple rule above.

1	6	5	7	9	4		3	8
4		7			2		5	
9	3				6			4
8	1		4		5			2
5	7	6	2	3	9	4		
2			6		1		7	5
3		1	5		7	8	4	9
6	9					5	2	7
	5			2	8	1		3

What is Sudoku?

First started in the U.S., the modern Sudoku was designed by Howard Garns, a 74-year-old retired architect and freelance puzzle constructor from Indiana, and first published in 1979 by Dell Magazines as Number Place.

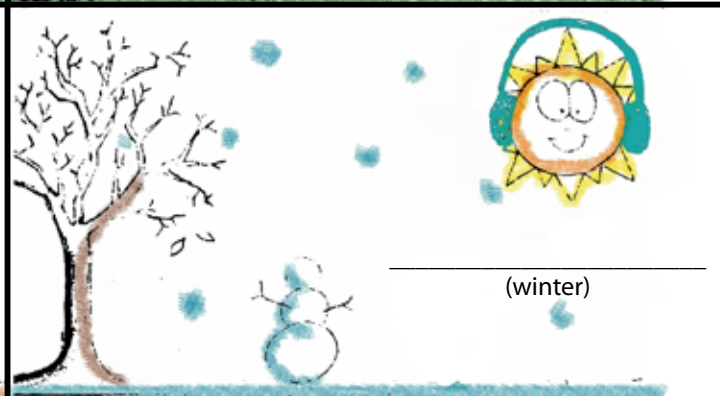
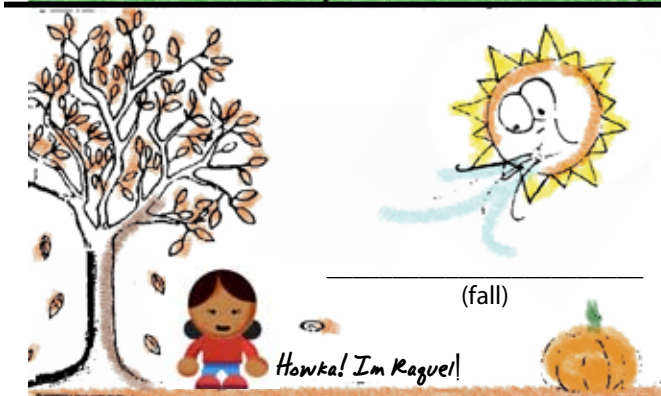
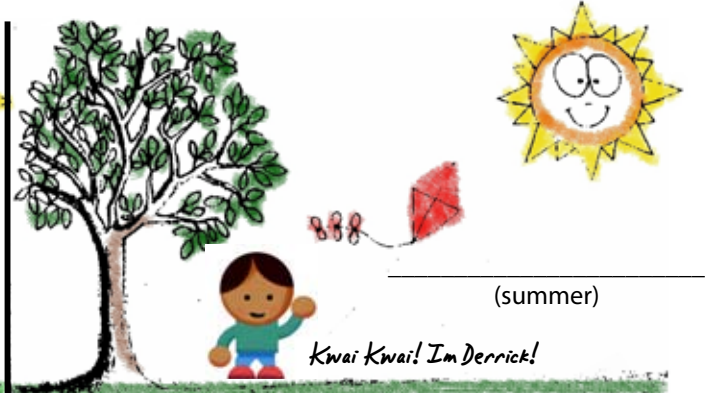
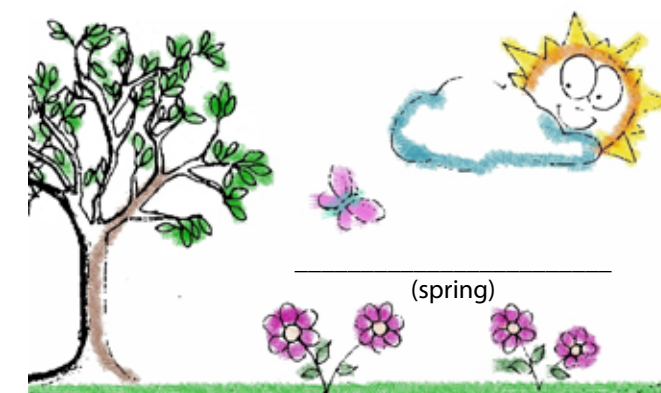
It wasn't very popular in the U.S. and was introduced in Japan by Nikoli (a Japanese publisher) in the paper Monthly Nikolist in April 1984 as "Suuji (or suji) wa dokushin ni kagiru," which can be translated as "the digits must be single" or "the digits are limited to one occurrence."

This is where we get the name and popularity of Sudoku.

Email: Membership@niea.org for an answer key.

I Know My Seasons in My _____ Language!

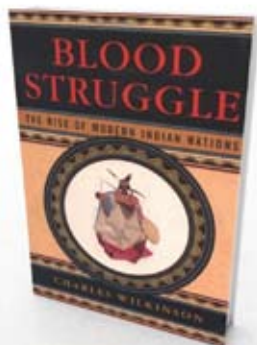
There are four seasons in a year. They are spring, summer, fall and winter. They occur at the same time each year. Below are pictures that represent each season. Fill in the blanks with your Native Language!





What's in **P**rint

So many good books. So little time.



BLOOD STRUGGLE: THE RISE OF MODERN INDIAN NATIONS

By Charles Wilkinson

Reservations, long mired in poverty and oppression, have become rallying points for Native American society, according to this stirring history of the tribal sovereignty movement. Energized by the Civil Rights movement's gains and pressing their claims under long-dormant treaties, Indian tribes have taken control of reservation government from an autocratic Bureau of Indian Affairs, regained lost lands, asserted hunting and fishing rights, jump-started reservation economic development and revived Indian languages and culture.

Publisher: W.W. Norton & Co.

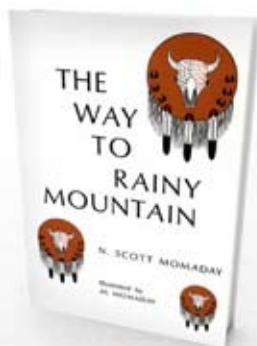
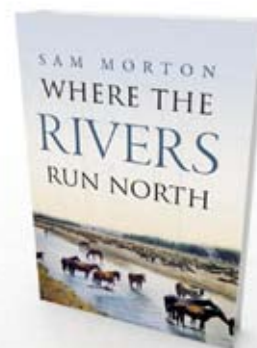
WHERE THE RIVERS RUN NORTH

By Sam Morton

Experience the untamed beauty of early America in *Where the Rivers Run North*, a historical novel from Sam Morton. Morton's extensively researched fiction carries the reader through three eras in the history of Abraska, or what is now southern Montana and northern Wyoming. From

the days when Native American tribes dominated the landscape to the hardships of fledgling pioneer life to times of fast-paced modern development, *Where the Rivers Run North* introduces a shifting cast of characters as intriguing as they are diverse. One thread runs throughout--the figure of the horse, whether running wild on the plains or competing on the racetrack.

Publisher: Sheridan County Historical Society Press



THE WAY TO RAINY MOUNTAIN

By N. Scott Momaday

First published in 1976, *The Way to Rainy Mountain* is about the journey-in myth, in drawings by Momaday's father Al, in reminiscences, and in historical snippets. All reveal aspects of Kiowa culture, life, philosophy, outlook, spirituality, and sense of self-the beauty and the desolation, how the introduction of the horse revolutionized Kiowa life, the story of Tai-me, and the richness of the word and the past.

Publisher: University of New Mexico Press

FOR A GIRL BECOMING

By Joy Harjo

Swirling images laden with both myth and personal meaning illustrate this unique, poetic tale of the joys and lessons of a girl's journey through birth, youth, and finally adulthood. Within these colorful pages, family and community come together in celebration of her arrival, offering praise, love, and advice to help carry her forward through the many milestones to come, and reminding her always of how deeply she is cherished. It is a reminder, too, of our abiding connections to the

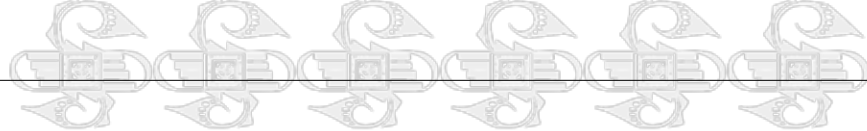
natural world, and the cyclical nature of life as a whole.

This will be printed in October 2009 by the University of Arizona Press



*Hey Members! Have you read any of these books?
If you have, tell us if you liked it (or if you didn't) on the Blog!*

www.niea.org/membership username is: "niea" password is "niea1969"



Native Language Summer Program

By NIEA Member, Daisy Thompson, Director, Indian Education for APS.



Ms. Carol Lucero's Tiwa class learning vocabulary in the Tiwa language.

ALBUQUERQUE PUBLIC SCHOOLS is the 35th largest public school district in the nation with a total student population of over 89,000. The Native American population of 5,540 students represents 115 tribal/pueblo groups.

The Indian Education Department of APS is sponsoring a Native Language Institute during the month of June 2009. Ms. Daisy

Thompson, APS Director of Indian Education, has been responsible for the planning and implementation of the summer program. The Director has realized a need for these types of programs from the parents of Native American children. For years, these parents have been consistent in voicing the need for the district to conduct language and culture instruction.

The Summer Language Program is being held at Griegos Elementary School. The Native Language teachers for the Navajo Language are: Mrs. Shirley Gee, Mr. Jerry Gee, Ms. Shannon Johnson, Ms. Virginia Yazzie, Ms. Vivian Montoya and Mr. Howard Redhouse. The Tiwa class is being taught by Ms. Carol Lucero. The summer program has 130 students with some students involved in a reading program. The Summer Language Program has received support from the Na-

vajo Nation and from Mr. Robert Benavides, Governor, Pueblo of Isleta.

The curriculum for the language classes has focused on three themes for the summer session that includes students learning to speak and write their family and clan names, where their families are from and the history of their people. Field trips to meet elders and participation in culture activities are also planned for the summer session.

Recently, parents have been appreciative of the summer program because "this gives our children an opportunity to learn their language and learn about their culture". One student has put the importance of learning his language by stating "when my grandparents speak Navajo, I'll know what they are saying".

For more, go to: www.apsied.com

Native (Alaskan) Education

By Sean Cavanagh for Education Week

THE STATE of Alaska recently announced plans to create a position for a new director of rural education, whose job will include working the state's native population, known as Alaska Natives. The new director is likely to spend a lot of time on the road, or rather, in the air, traveling to the state's far-flung villages and school districts, and cultivating relationships with community leaders, a spokesman for the state department of education told me.

It's bound to be a major task. Twenty-three percent of Alaska's 128,000 students are Alaska Natives. The state's daunting (and spectacular) landscape makes serving them, and rural communities in general, a major challenge. Back when I visited Alaska in 2003, the state had 506 public schools, 135 of which had 50 or fewer students and 100 of which have three or fewer teachers. I visited the Chugach district, outside of Anchorage, which served a significant Native population and had improved its academic standing, and a very remote school in the Bering Strait, with a population that was 100 percent Native, for a profile of a first-

year teacher there. Luring teachers to those communities is a challenge, to say the least.

The director of rural education will focus on the improving academic performance in remote districts, and will oversee the implementation of the state's cultural standards, which were created in the 1998 and designed "to ensure that students are well-grounded in their community's traditions," according to a statement from Alaska officials. The position is "an important step in building bridges between rural schools and their communities," Alaska Education Commissioner Larry LeDoux said in a statement.

I was curious about whether other states have their own administrators whose job it is to work specifically on American Indian issues, and it turns out that several do, according to Robert Cook, the president of the National Indian Education Association, an organization which advocates for students of those backgrounds. Those state officials' titles and duties vary.

Cook and other education officials I spoke to cited Idaho, Nebraska, and New Mexico,



among others, as having full-time directors or coordinators responsible for overseeing Indian education. He said he'd like to see more of them, particularly in states with significant American Indian populations.

Helping predominantly American Indian schools cope with the demands of the No Child Left Behind Act, and preserving and developing programs in native languages are just a few of the tasks those state officials focus on, said Cook, a member of the Oglala Lakota Nation who lives in South Dakota. He called the new Alaska position "a great opportunity" for the state.

This first appeared in the Curriculum Matters Blog on Educationweek.org. Reprinted with permission from Editorial Projects in Education.

The National Indian Education Association thanks the many Organizational Members and Partners that have supported our programs and events. Thank you for your commitment and involvement in NIEA to inform and advocate the education community. From the ongoing support from these Members and Partners, NIEA is able to continue providing quality policy initiatives for their membership. Thank you!

nieworganizational members

UNIVERSITY OF UTAH, AITEC 9/2008*	TULE RIVER EDUCATION CENTER 10/2008	IDAHO INDIAN EDUCATION COMMITTEE 1/2009	CROW CREEK TRIBAL SCHOOL 2/2009	ENEMY SWIM DAY SCHOOL 4/2009
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*Annual Join Date.

niewpartners

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| <input type="checkbox"/> Annual Awards Nominations
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September 7 |
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July 24 | <input type="checkbox"/> Exhibitor's Application
September 9 |
| <input type="checkbox"/> Workshop Proposals
August 21 | <input type="checkbox"/> Program Ads
September 14 |

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| <input type="checkbox"/> Sponsorships
September 21 |
| <input type="checkbox"/> Pre-Registration
September 25 |
| <input type="checkbox"/> Resolutions
October 7 |

