



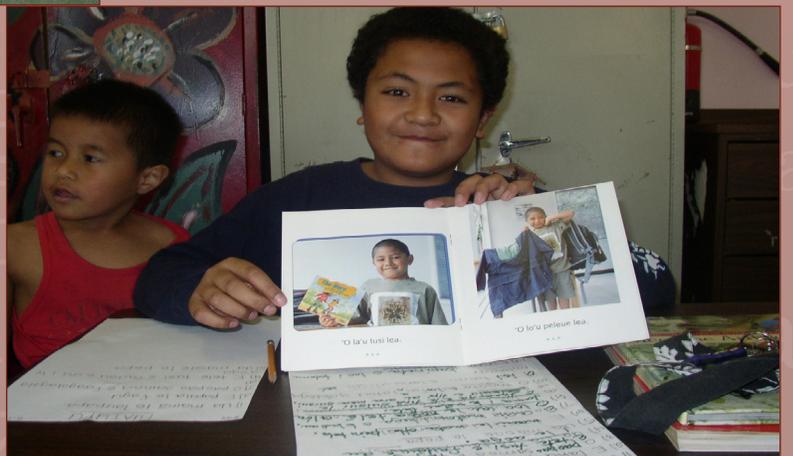
ADMINISTRATION FOR
NATIVE AMERICANS



2011

LANGUAGE
SYMPOSIUM

SEPTEMBER 12 - 13, 2011
PRIOR LAKE, MN





2011
LANGUAGE
SYMPOSIUM
SEPTEMBER 12-13, 2011

Welcome everyone to the 2011 ANA Language Symposium. The Symposium is part of an ongoing effort by ANA to build and share best practices, discuss the challenges and barriers, and identify necessary resources to support language and culture needs for Native communities. We have brought together some of the most passionate Native language practitioners and advocates in the country to provide the ANA Native Language grantees and guests with meaningful information about the preservation of our Native Languages.

Participants will have the opportunity to learn and discuss topics that include Language and Policy, Language Beyond the Classroom, Curriculum Development, Partnering with Federal Agencies, Survival Schools and Language Nests, and Professional Development. Participants are also invited to a round table discussion to share thoughts, lessons learned, and strategies to our efforts.

We sincerely hope you enjoy the presentations scheduled over the next two days. If you have any questions, please feel free to contact a group facilitator or other ANA staff. They will be happy to assist you.

Again, welcome to the ANA 2011 Language Symposium!

A handwritten signature in black ink that reads 'Lillian A. Sparks'.

Lillian Sparks, Commissioner
Administration for Native Americans

SCHEDULE AT A GLANCE

2011 ANA Language Symposium

Site:	Mystic Lake Casino Hotel
Purpose:	Bring together all ANA language grantees to build and share best practices and assess challenges and barriers, identify necessary resources, and develop a white paper to support language and culture needs for Native communities.

MONDAY, SEPTEMBER 12, 2011

		ROOM
All Day	Arrival and Registration	Grand Ballroom 1
8:00 a.m. - 8:45 a.m.	Breakfast (on own)	
8:45 a.m. - 10:15 a.m.	Opening Ceremonies - Prayer, Commissioner Remarks, Introductions	Grand Ballroom 1
10:15 am - 10:30 a.m.	Break	
10:30 a.m. - 12:00 p.m.	Session 1: Language and Policy Part 1 - A National Perspective	Yankton Teton Santee
	Session 1: Language Beyond the Classroom	Wabasha
	Session 1: Curriculum Development: A Broad Overview	Wahpekute Mdewakanton
	Session 1: Partnering with Federal Agencies	Wahpeton Sisseton
12:00 p.m. - 1:00 p.m.	Lunch (on own)	
1:00 p.m. - 2:30 p.m.	Session 2: Professional Development - Structured Programs	Yankton Teton Santee
	Session 2: Survival Schools and Language Nests	Wabasha
	Session 2: Partnering with Federal Agencies	Wahpekute Mdewakanton
	Session 2: Language and Policy Part 2 - States and Tribes	Wahpeton Sisseton
2:30 p.m. - 2:45 p.m.	Break	

		ROOM
2:45 p.m. - 4:15 p.m.	Session 3: Survival Schools and Language Nests	Yankton Teton Santee
	Session 3: Language Beyond the Classroom	Wahpeton Sisseton
	Session 3: Curriculum Development	Wabasha
	Session 3: Professional Development - Master/Apprentice	Wahpekute Mdewakanton
4:15 p.m. - 4:30 p.m.	Break	
4:30 p.m. - 5:30 p.m.	Keynote Address: <i>Navigating the Issues of Language Revitalization</i> <i>Neyooxet Greymorning (Arapaho Tribe)</i>	
TUESDAY, SEPTEMBER 13, 2011		
8:00 a.m. - 9:00 a.m.	Breakfast (on own)	
9:00 a.m. - 11:00 a.m.	Round Table Discussion: <i>Robert Parisian (Chippewa-Cree)</i>	Grand Ballroom 1
11:00 a.m. - 12:30 p.m.	Keynote Address: <i>Research and Policy in Language and Culture Based Education</i> <i>Dr. David Beaulieu (White Earth Chippewa Tribe)</i> Closing by <i>Lillian A. Sparks (Rosebud Sioux Tribe) Commissioner, ANA</i> Prayer	Grand Ballroom 1
1:00 p.m.	Check out and Departure	

AGENDA DESCRIPTIONS

8:45 a.m. - 10:15 a.m.

 10:15 a.m. - 10:30 a.m.

OPENING CEREMONIES
 Prayer
 Commissioner Remarks
 Introductions

Break

MONDAY, SEPTEMBER 12

10:30 AM - 12:00 P.M.

10:30 a.m. - 12:00 p.m.

LANGUAGE AND POLICY PART 1 - A NATIONAL PERSPECTIVE
Teresa McCarty

WORKSHOP TITLE
 Language Revitalization Works – Local Practice and National Language Policy

WORKSHOP DESCRIPTION
 The session opens with a presentation on recent national-level research on “promising practices” in Native language revitalization, including school- and community-based approaches. Specific cases are presented, with a focus on intergenerational connections and the critical role of youth. What have we learned from language revitalization research and practice? How are national language policies being implemented at the local level? How are young people being involved in these language revitalization efforts? What are some of the pitfalls and challenges? What are the implications for language policy advocacy? A brief (5-minute) question-and-answer period will follow the opening presentation followed by a discussion and demonstration of language revitalization work underway at the Sac and Fox Nation, a tribe with five fluent speakers and a strong desire to reclaim the Sauk language for present and future generations. The final part of the workshop will be reserved for dialogue and interaction among the presenters and audience.

SKILLS/KNOWLEDGE TO BE GAINED

1. Participants will gain an understanding of “promising practices” in language revitalization, including school- and community-based approaches and ways to actively involve Indigenous youth.
2. Participants will see, first-hand, how one Indigenous nation with only a handful of fluent speakers is implementing promising practices at the local level.
3. Participants will brainstorm ways in which these lessons from research and practice can be used for language policy advocacy at the tribal and national levels.

ANA Highlighted Grantee: Cultural Survival, Inc./Sac and Fox Nation

10:30 a.m. - 12:00 p.m.

LANGUAGE BEYOND THE CLASSROOM

Jon Ross (Dena'ina Athabaskan)

WORKSHOP TITLE

Dena'inaq' Qunuhdulzex:

WORKSHOP DESCRIPTION

Jon Ross will be sharing language acquisition strategies used in Southcentral Alaska for Dena'inaq' qunuhdulzel, the return of the Dena'ina language. Some of the strategies beyond the classroom include the use of audio materials, language resource web sites, Facebook, YouTube, Language Institutes, E-mail lists, and publications.

SKILLS/KNOWLEDGE TO BE GAINED

1. Things you can do at home and with your family to strengthen Indigenous language acquisition.

ANA Highlighted Grantee: Stone Child College

10:30 a.m. - 12:00 p.m.

CURRICULUM DEVELOPMENT: A BROAD OVERVIEW

Lori Quigley (Seneca Nation)

A review of the essential components of a language curriculum will be presented as a toolkit for developing a sustainable indigenous language program. In addition, a primer on several researched-based strategies designed to support both indigenous and second-language acquisition—ranging from TPR (total physical response) to the master-apprentice model—will be provided.

ANA Highlighted Grantee: Confederated Tribes of Siletz Indians

AGENDA CONTINUED

10:30 a.m. - 12:00 p.m.

PARTNERING WITH FEDERAL AGENCIES

Robert Parisian (Chippewa-Cree)

WORKSHOP TITLE

Partnering with Federal Agencies

WORKSHOP DESCRIPTION

An introduction into the importance of partnering with Federal Agencies, Tribes, charitable foundations, etc., including a discussion on some existing funding resources currently available. Partnering is one key to ensure sustainability; this will be discussed as well as presentations from the Office of Head Start Early Language Specialist and discussion from a current grantee as to what they are doing in this area (best practices).

SKILLS/KNOWLEDGE TO BE GAINED

1. The extreme importance of partnering to assist with sustainability to ensure continuation of project activities.
2. How to develop and sustain partnerships.
3. A listing of resources currently available as well as the necessity to search the Internet on a weekly basis.

Office Of Head Start guest speaker: Sharon Yandian

ANA Highlighted Grantee: Spokane Tribe of Indians

12:00 p.m. - 1:00 p.m.

LUNCH (ON OWN)

MONDAY, SEPTEMBER 12

1:00 P.M. - 2:30 P.M.

1:00 p.m. - 2:30 p.m.

PROFESSIONAL DEVELOPMENT – STRUCTURED PROGRAMS

Jon Reyhner

WORKSHOP DESCRIPTION

Key elements of professional development are described demonstrating success in revitalizing languages. Based on an assessment of current language vitality and community interest in language revitalization, several model professional development programs will be described along with the actual program being implemented by the Smith River Rancheria in California.

SKILLS/KNOWLEDGE TO BE GAINED

1. Participants will understand the meaning of language ideology clarification.
2. Participants will know about four Indigenous language development institutes and four language certification programs.
3. Participants will know about three language revitalization approaches that can be used for language revitalization depending upon the severity of language endangerment.

ANA Highlighted Grantee: Smith River Rancheria

1:00 p.m. - 2:30 p.m.

SURVIVAL SCHOOLS AND LANGUAGE NESTS

Neyooxet Greymorning (Arapaho Tribe)

WORKSHOP TITLE

Language Instruction for Student Acquisition

WORKSHOP DESCRIPTION

Workshop will illustrate a successful method in generating language comprehension and speech production at an accelerated rate.

SKILLS/KNOWLEDGE TO BE GAINED:

1. Understanding why students don't learn language when instructed.
2. Understanding how to structure language instruction.
3. Understanding how to sequence and scaffold language instruction for language acquisition.

ANA Highlighted Grantee: Piegan Institute, Inc

1:00 p.m. - 2:30 p.m.

PARTNERING WITH FEDERAL AGENCIES

Robert Parisian (Chippewa-Cree)

WORKSHOP TITLE

Partnering with Federal Agencies

WORKSHOP DESCRIPTION

An introduction into the importance of partnering with Federal Agencies, Tribes, charitable foundations, etc., including a discussion on some existing funding resources currently available. Partnering is one key to ensure sustainability; this will be discussed as well as presentations from the Office of Head Start Early Language Specialist and discussion from a current grantee as to what they are doing in this area (best practices).

SKILLS/KNOWLEDGE TO BE GAINED

1. The extreme importance of partnering to assist with sustainability to ensure continuation of project activities.
2. How to develop and sustain partnerships.
3. A listing of resources currently available as well as the necessity to search the Internet on a weekly basis.

Office of Head Start guest speaker: Sharon Yandian

ANA Highlighted Grantee: Spokane Tribe of Indians

AGENDA CONTINUED

1:00 p.m. - 2:30 p.m.

LANGUAGE AND POLICY PART 2 – STATES AND TRIBES
Kevin Shendo (Pueblo of Jemez)

WORKSHOP DESCRIPTION
 Overview of the *New Mexico Indian Education Act*, the opportunities it has afforded tribes and the challenges encountered. Sharing of stories, experiences and lessons learned.

SKILLS/KNOWLEDGE TO BE GAINED
 1. State policies and impacts on Native language & culture Instruction.

ANA Highlighted Grantee: Makah Indian Tribe

2:30 p.m. - 2:45 p.m.

BREAK

MONDAY, SEPTEMBER 12 2:45 P.M. - 4:15 P.M.

2:45 p.m. - 4:15 p.m.

SURVIVAL SCHOOLS AND LANGUAGE NESTS
Ofelia Zepeda (Tohono O’odham Nation)

WORKSHOP DESCRIPTION
 An overview of the language nests and survival school method developed for the purposes of early child language immersion beginning with babies, young children and Native speaking adults. The classic successful examples include the Maori and Hawaiian language nests. Consideration will be given to mainland language nests among other Native American language communities. The goal of language nests is to fully immerse babies and very young children in the language by having the Native or target language as the primary language they are exposed to, thereby setting a potentially solid linguist foundation for the child. This linguistic or language base provides the child with tremendous potential for building and growing in the Native or target language. The language nest method has been proven to the most successful approach to full language immersion and creating new speakers of the language. The challenge of the nests is to leave the nest at one point and finding support and reinforcement of the language outside the nest.

SKILLS/KNOWLEDGE TO BE GAINED
 1. An understanding of the basic background of the development of language nests and survival schools.
 2. An understanding of the basic goals and methods of language nests and survival schools.
 3. An understanding of the basic methods of language nests and survival schools.

ANA Highlighted Grantee: Aha Punana Leo

2:45 p.m. - 4:15 p.m.

LANGUAGE BEYOND THE CLASSROOM

Kalehua Krug (Native Hawaiian)

WORKSHOP TITLE

Implications of ancestral language immersion programs in Native communities.

WORKSHOP DESCRIPTION

Through dialogue, this workshop will sift through some of the implications of language immersion programs within Native communities. Grantees will be asked to identify some of the cultural, political, and spiritual structures existing within their communities and begin a discussion on how their programs can bridge these structures. The workshop will focus on the solidification of a strong and collaborative foundation for the language programs and consider future scenarios that are positively constructed to include community.

ANA Highlighted Grantee: Citizen Potawatomi Nation

2:45 p.m. - 4:15 p.m.

CURRICULUM DEVELOPMENT

Lori Quigley (Seneca Nation)

WORKSHOP DESCRIPTION

Through a demonstration of curriculum materials and assessments created for use in the Seneca language programs, participants will be exposed to various strategies for teaching indigenous languages, as well as assessing their impact. Attendees will be provided the opportunity to consider replication of these for use in their respective language communities.

ANA Highlighted Grantee: Lakota Language Consortium

AGENDA CONTINUED

2:45 p.m. - 4:15 p.m.

PROFESSIONAL DEVELOPMENT - MASTER/APPRENTICE

Leanne Hinton

WORKSHOP DESCRIPTION:

An overview of the principles and methods of *The Master-Apprentice Language Learning Program*, a method of learning an endangered language for adults, based on creating an immersion environment between a learner and a speaker who is usually not a professional teacher. This program aims at developing conversational proficiency for the learner, and is usually used by parents and teachers who want to develop enough fluency to be able transmit the language to their own children or students.

SKILLS/KNOWLEDGE TO BE GAINED:

1. Participants will learn the main principles and methods of the master-apprentice program.
2. Participants will learn ways in which the program has been modified to suit different situations.
3. Participants will learn how the master-apprentice approach can fit into the overall picture of their tribal language and culture revitalization programs.

ANA Highlighted Grantee: Wopanaak Language and Cultural Weetyoo, Inc.

4:15 p.m. - 4:30 p.m.

BREAK

4:30 p.m. - 5:30 p.m.

KEYNOTE ADDRESS

Navigating the Issues of Language Revitalization
Neyooxet Greymorning (Arapaho Tribe)

GRAND BALLROOM I

TUESDAY, SEPTEMBER 13

1:15 P.M. - 2:45 P.M.

8:00 a.m. - 9:00 p.m.

BREAKFAST (ON OWN)

9:00 a.m. - 11:00 a.m.

ROUND TABLE DISCUSSION

Robert Parisian (Chippewa-Cree)

11:00 a.m. - 12:30 p.m.

CLOSING CEREMONIES

Keynote Address:

Research and Policy in Language and Culture Based Education
Dr. David Beaulieu (White Earth Chippewa Tribe)

Closing - *Lillian A. Sparks (Rosebud Sioux Tribe) Commissioner, ANA*

Prayer

1:00 p.m.

CHECKOUT AND DEPARTURE

PRESENTER BIOS

DAVID BEAULIEU

Dr. David Beaulieu is the Electa Quinney endowed professor of American Indian education at the University of Wisconsin Milwaukee and an Emeritus Professor of education policy studies at Arizona State University where he had served as a Professor of Education Policy Studies and as the Director of the Center for Indian Education and editor of the Journal of American Indian Education. Dr. Beaulieu earned his Ph.D. in Education Administration from the University of Minnesota and is a former Post Doctorate Fellow of the D'Arcy McNickle Center for the History of the American Indian, in Chicago.

In 2005, Dr. Beaulieu was President of the *National Indian Education Association* (NIEA) serving on the board of NIEA from 2003-2006 where he worked developing the legislative strategy to respond to the *No Child Left Behind Act* and to initiate and develop a National Native Children's Agenda. He formerly served as Director of the Office of Indian Education, U.S. Department of Education from 1997 to 2001. In his role as Director he worked to develop and implement President Clinton's Executive Order on American and Alaska Native Education.

Dr. Beaulieu has a long career related to Indian education serving as Director of Indian Education for the State of Minnesota in 1984 until July 1991 and Vice President of Sintè Gleska College, Rosebud, South Dakota, which was the first Tribally Chartered Indian controlled college to achieve accreditation at the Bachelor and Master Degree granting level. In 1991 he was appointed by the U.S. Secretary of Education to the Indian Nations at Risk Task Force. Minnesota Governor Arne H. Carlson appointed him as Commissioner of the Department of Human Rights for the State of Minnesota in 1991 serving in both of the Governor's two terms. He is an enrolled member of the Minnesota Chippewa Tribe, White Earth Reservation and the first American Indian to be appointed as a Commissioner in Minnesota State Government.

NEYOOXET GREYMORNING

Dr. Greymorning holds joint positions in Anthropology and Native American Studies. He is a political anthropologist who has conducted research among indigenous peoples of Australia, Canada, Colombia, New Zealand, East Timor and the United States. Professor Greymorning's research interests include Native American language maintenance and restoration, indigenous sovereignty issues, and contemporary Native American issues.

Professor Greymorning's academic career started at the University of Alberta where, from 1988 to 1992, he taught courses on linguistics, comparative Indian legislation, and aboriginal self-government while writing his doctoral dissertation on "Indigenous Peoples and the Ethnocentrism of the Courts." After receiving his Doctorate from the University of Oklahoma in 1992, he served as the Director of the Arapaho Language and Culture Project for the Wyoming Indian Schools. As a faculty member at the University of Montana since 1994, he has lectured as a visiting scholar at Southern Cross University in Australia, 1997, 1999, 2003 & 2007, and during the 2001-2002 academic year served as the Acting Director of the Indigenous Governance Programs at the University of Victoria in British Columbia, Canada. Professor Greymorning has been named to Who's Who Among America's College and University Teachers in 1999, 2004, and 2005.

While maintaining academic interests in Native sovereignty issues, his work in developing strategies toward Native language restoration has continued. In this capacity, Professor Greymorning serves as the Executive Director of Hinono'eitiit Ho'owu' (Arapaho Language Lodge) in Wyoming, a position that has been instrumental in his development of a break-through method for second language instruction and acquisition called Accelerated Second Language Acquisition (ASLA).

PRESENTER BIOS CONTINUED

LEANNE HINTON

Dr. Leanne Hinton is a linguist and advocate for the perpetuation and revival of Native American languages. She strongly supports interdisciplinary approaches to linguistics and linguistic research related to community needs and interests, as well as to theory. Dr. Hinton has published eight books and numerous articles on the state of indigenous languages. She co-developed a language learning technique for communities in which the only Native speakers are elderly and few in number. Called the Master Apprentice approach, this immersion method pairs an elder, fluent speaker with a younger non-speaker, where the language is taught and learned in a culturally meaningful setting. She also organizes the bi-annual Breath of Life Workshops at UC Berkeley, where California Indians with no living speakers of their Native languages use scholarly and other resources to reconstruct and start speaking their Native languages.

KALEHUA KRUG

Kalehua Krug is a Native Hawaiian from Wai'anae on the island of O'ahu. He has three children, two of which attend a Hawaiian Language Immersion school in Pālolo Valley and the other is home-schooled in the ancestral language of Hawai'i. Kalehua is a student of the traditional art of kākau uhi, or Hawaiian tattooing and he studies Hawaiian music. He works as an Assistant Specialist in the College of Education at the University of Hawai'i at Mānoa. Kalehua has taught in the Hawaiian Language Immersion program and has coordinated graduate level immersion teacher preparation programs at the University of Hawai'i for the last 14 years. Currently, he is forming an undergraduate teacher preparation program with a focus on early childhood education, targeting toddler language acquisition and cultural literacy.



TERESA L. MCCARTY

Dr. Teresa L. McCarty is the Alice Wiley Snell Professor of Education Policy Studies, Professor of Applied Linguistics, and Co-director of the Center for Indian Education at Arizona State University. An educational anthropologist, she has been a curriculum developer, teacher, and coordinator of American Indian education programs at the local, state, and national levels. Between 1989 and 2004, she served as professor and head of the Department of Language Reading and Culture, interim dean of the College of Education, and co-director of the American Indian Language Development Institute, all at the University of Arizona.

Dr. McCarty's research and teaching focus on indigenous/language minority education, language education planning and policy, critical literacy studies, and ethnographic methods in education. She has published widely on these topics, including guest editing theme issues of the Bilingual Research Journal, Practicing Anthropology, Journal of American Indian Education, and International Journal of the Sociology of Language. A Kellogg Foundation National Fellow and a Fellow of the American Educational Research Association, the Society for Applied Anthropology, and the International Center for Language Revitalization, she is also past president of the Council on Anthropology and Education in the American Anthropological Association, the former editor of Anthropology and Education Quarterly, and is currently co-editor of the Journal of American Indian Education and associate editor for Language Policy and the American Educational Research Journal. She has directed a large-scale U.S. Department of Education study of the impacts of Native language loss and retention on American Indian students' school achievement and, with the Fort Mojave Language Recovery Program, is directing an NSF-funded project to document endangered Mojave bird songs.

Dr. McCarty has been a coordinator of American Indian education programs at the local, state, and national levels, and is the former co-director of the American Indian Language Development Institute. She recently directed a large-scale study of the impact of Native language loss and retention on American Indian students' school achievement. She is a founding member of Abakan Action, an international language rights organization, and a Fellow of the International Centre for Language Revitalization. Her recent books include *Ethnography and Language Policy* (2011), *A Place To Be Navajo* (2002), *One Voice, Many Voices - Recreating Indigenous Language Communities* (with O. Zepeda, 2006), and *"To Remain an Indian" - Lessons in Democracy from a Century of Native American Education* (with K. T. Lomawaima, 2006). She is currently a scholar in residence at the School for Advanced Research in Santa Fe, NM, where she is working on a project on indigenous youth and language survival.



PRESENTER BIOS CONTINUED

ROBERT PARISIAN

Mr. Parisian is the ANA Region I Project Specialist and works with Native American Management Services (NAMS) out of Reston, Virginia. Mr. Parisian is an enrolled member of the Chippewa-Cree Tribe from Rocky Boy, Montana and currently resides in North Dakota on the border of the Three Affiliated Tribes of North Dakota (Mandan, Hidatsa and Arikawa). Mr. Parisian has been providing training and technical assistance for the Administration for Native Americans for the past 14 years (10 with NAMS and 4 with other contractors). With ANA, he has been a lead trainer for both pre-application and post award trainings, as well as project planning and development. Mr. Parisian was a member of the inaugural impact evaluation teams and still provides these services around the 50 states and territories in the Pacific Basin.

Mr. Parisian has had an extensive career, mainly focused in efforts in Indian communities and organizations. After leaving the military in 1979, Mr. Parisian began his work in Native settings, first with the Indian Health Service, followed by the position of Executive Director of a Native non-profit agency in Great Falls, Montana, then as a business manager for an Indian Law firm. After these positions, Mr. Parisian began working as a consultant and provided grant writing instruction and other services of this nature for tribes around the United States. After this, Mr. Parisian started working as an independent consultant in the Indian Education arena, in this capacity he focused on grant writing. After five years in the independent consultant field, Mr. Parisian became a training and technical assistance provider for firms contracting with ANA.

Throughout his career, Mr. Parisian has worked exclusively with and for companies supplying services to Native Americans. He has a strong belief that working for and with Native Americans is the most satisfying job a Native American can have. The importance of language and its revitalization has always been one of the strongest of Mr. Parisian's beliefs.

LORI QUIGLEY

With a Ph.D. in Language, Learning and Literacy, Dr. Lori Quigley is currently the Dean of the School of Education at The Sage Colleges. Her research interests include second language acquisition, culturally relevant pedagogy, Native American education initiatives, learning community theory and pedagogy, and multigenerational trauma. A member of the Seneca Nation of Indians, Lori maintains a gubernatorial appointment on the New York State (NYS) Minority Health Council. She serves as Associate State Coordinator for the American Council on Education's Office of Women in Higher Education, whose primary goal is empowering women to access leadership positions in higher education; she has chaired the Native American Indian Education Association of New York (NAIEA/NY) since 2007.

In 2003, Lori received a U.S. Presidential appointment to the National Advisory Council on Indian Education, of which she served as Chairperson until June 2010. Twice, NAIEA/NY has formally recognized Lori for her contributions to Indian Education; she was honored at a celebration of Native women leaders by the Friends of Ganondagan state historic site for her leadership in Native education. In 2006, Lori was awarded the prestigious State University of New York Chancellor's Award for Research and Scholarship; and she received Buffalo State's *President's Award for Excellence in Equity and Campus Diversity*. In 2008, Lori was honored by the National Federation of Just Communities with the *Community Leader in Education Award*.

In 2007, Lori received the NYS Archives' Hackman Residency Award, enabling her to continue her research on the sociological impact of the Thomas Indian School—a boarding school once located on the Cattaraugus Territory of the Seneca Nation. Released in 2009, the documentary *Unseen Tears: The Impact of Native American Residential Boarding Schools* featured Lori, who served as advisor on the project.

JON REYHNER

Jon Reyhner is a Professor of Bilingual Multicultural Education at Northern Arizona University. He taught and was a school administrator in schools servicing American Indians for over a decade. He has written extensively on American Indian education and language revitalization. His fourteen books include *Indigenous Language Revitalization, Honoring Our Heritage, American Indian Education: A History, and Teaching American Indian Students*. He has also written over fifty book chapters and articles and has given over a hundred workshops, presentations, and speeches at regional, national, and international conferences. He maintains a “Teaching Indigenous Languages” website at <http://nau.edu/TIL>.

JONATHON S. ROSS

Jonathon S. Ross (Jon), is of Scottish and Dena’ina Athabaskan decent. Born in Surrey, British Columbia, Jon grew up in BC, Kenai and Kodiak, Alaska, and is a dual citizen of the United States and Canada. Jon earned a Bachelor of Science degree, in Psychology and Counseling from Toccoa Fall College in Toccoa, Georgia and a Master’s degree in Business Administration from the University of Alaska, Anchorage. Jon most recently (June 2011) completed eight years with the Alaska Native Heritage Center, serving as the President and CEO. Jon is an elected council member for the Kenaitze Indian Tribe, a federally recognized tribe located in Southcentral Alaska. He is also a director for Salamatof Native Association, Inc., an *Alaskan Native Claims Settlement Act* (ANCSA) corporation with land and resource ventures and is a director for its subsidiary 8(a) corporation Teya Technologies, LLC. Jon is also a shareholder of Cook Inlet Region, Inc. (CIRI). Jon is the elected representative for the Cook Inlet Villages for the Alaska Federation of Natives board of directors. Jon is a founding member and Board Chair for Cook Inlet Native Headstart, and was a founding board member of the Alaska Native Professionals Association. Jon is appointed by the Governor of Alaska to serve on the State Historical Commission. Jon’s previous work experience includes Southcentral Foundation; the CIRI non-profit primary care organization serving the Anchorage and Matanuska Susitna area where he worked as Vice President of Community Services. Jon has also established two personal businesses: Language Insights, a Dena’ina language resource company; and Tsiltan Management Group, LLC providing general management consulting, and project management. Jon and his wife Leandra live in Peter’s Creek and Kasilof, Alaska with their four daughters. Jon is passionate about learning and mastering the Dena’ina language and is an avid subsistence and fly fisherman.

PRESENTER BIOS CONTINUED

KEVIN SHENDO

Kevin Shendo graduated with a BA in Political Science, with an emphasis in International Affairs, from the University of Colorado at Boulder. Since 2001, Mr. Shendo has served as the Education Director for Pueblo of Jemez and in his responsibilities oversees the Early Childhood Programs (Head Start and Child Care), the Pueblo of Jemez library, the higher education center, school operations and maintains a collaborative working relationship between the tribe and the San Diego Riverside and Walatowa High Charter Schools. Mr. Shendo was instrumental in the establishment and creation of the Walatowa High Charter School which opened its doors in the fall of 2003. In his spare time Mr. Shendo continues his work with the Pueblo of Jemez Native American Youth Empowerment (NAYE) organization, which he co-founded in 1993 and since has served as the program's coordinator. In 2005, Mr. Shendo served an annual appointment as the 2nd Lt. Governor for the Pueblo of Jemez. He is Chair of the New Mexico Indian Education Advisory Council and serves as a Southern Pueblos representative on the 16 member council, nominated by the Southern Pueblos' Governors Council and appointed by the New Mexico Secretary of Education.

SHARON YANDIAN

Sharon Yandian is the Early Language Specialist at the Office of Head Start where she leads efforts on working with children who speak languages other than English and their families as well as translation issues. Previously, she was the Director of the Migrant and Seasonal Head Start Technical Assistance Center and Vice President/Director, Center for Early Care and Education at the Academy for Educational Development. She also was Training and Special Projects Director for Teaching Strategies, Inc., and a Program Specialist at the former Head Start Bureau as well as a preschool teacher. Ms. Yandian holds a M.Ed. in Curriculum and Instruction with a particular focus on multicultural bilingual education from George Mason University. She is fluent in Spanish.

OFELIA ZEPEDA

Dr. Ofelia Zepeda is a member of the Tohono O'odham Nation. She is a Regents professor of linguistics and affiliate faculty of American Studies and the Department of Language, Reading and Culture at the University of Arizona. She teaches Tohono O'odham language courses and survey courses on American Indian Languages. Her researcher areas include language variation language policy, and issues on endangered languages.

Dr. Zepeda has authored numerous articles in these areas. She is also author of The Tohono O'odham Grammar and of two books of poetry, much of it written on the O'odham language. Dr. Zepeda is the director of the American Indian Language Development Institute (AILDI) and was the Principal Investigator and Director of the Ford Foundation Project on Training Native American Language Immersion Teachers. Dr. Zepeda is the recipient of a MacArthur fellowship for her work on Indigenous languages.
