

Frames for Change

Approaches for engaging youth in school and community

September 18, 2013 • University of Minnesota

Agenda

TIME	PRESENTATION	Room
8:00-9:00AM	Registration & Continental Breakfast	LOBBY
9:00-9:30	Welcome Jean E. Ness, Institute on Community Integration, University of Minnesota Mike Rabideaux, Fond du Lac Ojibwe School Kara Balcerzak, Corporation for National and Community Service Dennis W. Olson, Office of Indian Education, MN Department of Education	135 B/D
	Opening Drum Ceremony by Big Red Daniel Andy, Joseph Bruce, Gordon Fineday, Gimiwan Ininii, Ronnie Kingbird, Landon Manitowabi, Brandon Quagon, Jerron Smallwood, Nick Strong, Leo Webster, and Jeremy Wilson	135 B/D
9:30-10:30	Keynote: Creating a Positive Youth Culture Dr. Martin Brokenleg, Reclaiming Youth International <i>Currently, many strategies are based on negative cultural views of youth. For example, punishment is used instead of discipline to teach children. This session explores specific strategies in classroom management and parenting techniques that demonstrate a youth-positive environment.</i>	135 B/D
10:30-10:50	<i>Break</i>	
10:50-12:00PM	Panel: Connecting through Service: A Youth Engagement Zone Project Maria Maki and Mike Rabideaux, Fond du Lac Ojibwe School Sharon Mulé, Institute on Community Integration, University of Minnesota Lana Peterson, National Youth Leadership Council <i>This panel discussion will focus on engaging youth in school through the culturally focused models of student engagement used in Connecting Through Service, a Youth Engagement Zone project located at the Fond du Lac Ojibwe School in Cloquet, MN. Participants will have the opportunity to learn about Connecting Through Service from the staff and collaborative partners and discuss its implications for student engagement.</i>	135 B/D
12:00-1:00	Lunch	COURTYARD DINING ROOM
1:00-2:00	Breakout Session 1	SEE BACK
2:05-3:05	Breakout Session 2	SEE BACK
3:05-3:20	<i>Break</i>	
3:20-4:20	Breakout Session 3	SEE BACK
4:30-5:00	Panel: Student Leadership Development Charles (Chuck) Hilliard and Maria Maki, Fond du Lac Ojibwe School (Staff) Daezha Bird, Jocelyn Sayers, and Kyle Soukkala, Fond du Lac Ojibwe School (Students) <i>The Connecting Through Service project provided many opportunities for students to engage in activities to develop leadership skills. This panel discussion will feature three students from the Fond du Lac Ojibwe School as well as school staff and collaborative partners in a discussion of some of these student leadership development activities.</i>	135 B/D
5:00-5:15	Prize Drawings • Closing Drum Ceremony by Big Red	135 B/D
5:15-6:30	Reception/Networking	COURTYARD DINING ROOM

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Afternoon Breakout Sessions

TIME	ROOM 135 B/D	ROOM 166	ROOM 88 (LOWER LEVEL)
SESSION 1 1:00-2:00	<p>Check & Connect: A Comprehensive Student Engagement Intervention Eileen Klemm, Institute on Community Integration, UMN <i>Check & Connect is a comprehensive mentoring intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12. C&C is data-driven and grounded in research on resiliency and home-school collaboration. It is the only dropout prevention intervention found by the U.S. Department of Education's What Works Clearinghouse to show "positive effects" for staying in school. C&C has been implemented in traditional schools, after-school settings, postsecondary schools, Native American schools, and with adjudicated youth.</i></p>	<p>Manoomin: A Place-Based STEM Education Program Lowana Greensky, IDS #2142 Mary McEathron, Institute on Community Integration, UMN Holly Pellerin, Fond du Lac Tribal and Community College <i>The Manoomin "wild rice" Science Camp program, a partnership between the UMN, Fond du Lac Tribal and Community College, and the Fond du Lac Band of Lake Superior Chippewa, is a community-based participatory research project that catalyzes STEM learning for an entire community: students in grades 5-12, undergraduate students, elementary and secondary school teachers, and scientists. Presenters will discuss the 5-year project's implementation and outcomes to-date.</i></p>	<p>I Want to Own My Own Business! Preparing American Indian Youth to be Entrepreneurs! Bryan Jon Maciewski, Fond du Lac Tribal and Community College Jean E. Ness, Institute on Community Integration, UMN <i>This presentation will highlight the week-long residential Young American Indian Entrepreneur Academy held each summer at Fond du Lac Tribal and Community College. Presenters will share activities, outcomes, and the curriculum they developed to encourage other sites to provide entrepreneurial experiences for their American Indian youth. There will be a drawing for a free curriculum!</i></p>
SESSION 2 2:05-3:05	<p>Culture Based Arts Integration (CBAI): Improving Access, Equity, and Academic Success in Schools Serving Indigenous Learners Jim Bequette, Department of Curriculum and Instruction, UMN <i>CBAI trains teachers to use the heritage language and lifeways of Ojibwe peoples as entry points for student-centered teaching and interdisciplinary project-based arts learning in all subjects. Presenter will highlight this culturally responsive curriculum that can heighten all K-8 students' engagement with and appreciation for the place they live and the Native peoples who have been living there for millennia.</i></p>	<p>The Role of After-School in Academic Achievement Tricia Crossman, Boys & Girls Clubs of America <i>Though schools and families are key to a child's academic achievement, after-school providers may be one of the largest untapped resources critical to that success. Boys & Girls Clubs of America has committed to supporting the academic advancement of its members through a broad range of academic programs, including BE GREAT: Graduate, a comprehensive dropout prevention strategy based on the University of Minnesota's Check & Connect model. Successes, challenges, and lessons learned will be reviewed.</i></p>	<p>Finding Our Voice: Native Youth Share Their Journey Jean E. Ness, Institute on Community Integration, UMN <i>This DVD presentation highlights four American Indian youth participating in transition activities designed to prepare them for life after high school. Youth discuss positive life changes experienced during their participation, such as higher expectations for themselves, a stronger connection to their community, and a sense of pride in their American Indian heritage. These highlights plus curriculum that supports essential activities are contained in the DVD. There will be a drawing for a free DVD!</i></p>
SESSION 3 3:20-4:20	<p>Get Ready for College! Essential Transition Skills for American Indian High School Youth Jean E. Ness, Institute on Community Integration, UMN Dennis W. Olson, MN Department of Education <i>Expanding the Circle: Respecting the Past, Preparing for the Future is a curriculum to help American Indian students prepare for life after high school. Presenters will share four key transition skills with activities and strategies to support the development of these skills. There will be a drawing for a free curriculum!</i></p>	<p>Engaging Students & Community through Service-Learning Lana Peterson, National Youth Leadership Council <i>Service-Learning is an engagement strategy that has been proven to work with students from all backgrounds and cultures when done well. Participants will explore best practices in service-learning and what it can look like in your community. Through small group work and investigation of exemplar models, participants will leave with a greater understanding of how to use this pedagogy with their program and where to find more information.</i></p>	<p>Guideposts for Success Joe Timmons & Chris Opsal, Institute on Community Integration, UMN <i>Guideposts for Success is an innovative framework that examines ways to meet the needs of transition-age youth beyond academics. We believe that all youth need concrete experiences in work and careers, leadership and development, and connecting activities (like health-care, housing, and transportation)—tied together with family involvement. Participants will access related tools and resources to use in school, work, and community-based settings.</i></p>