**NIEA Research Forum**  
**Thursday, October 19, 2023**  
**The Clyde Hotel**  
330 Tijeras Ave NW, Albuquerque, NM 87102

*EDUCATION SOVEREIGNTY. IT BEGINS WITH US.*

Check-in: 12:00 pm-1:30 pm (Clyde Hotel)

**Thursday, October 19, 2023**  
**Breakout Session 1:00 pm -2:15 pm (Clyde Hotel)**

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<th>Title</th>
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| Bringing it (All) Together: TCU Student Success, Academic Program Development and Sustainability | Enchantment A     | Dr. David Sanders  
*American Indian College Fund*  
Dr Natalie Youngbull  
*University of Oklahoma*  
Dr. Erik Dutilly  
*American Indian College Fund* | This combined inquiry study investigated three areas of inquiry: TCU Sustainability, TCU Student Success, and TCU Program Development and Review practices at five TCUs located in Arizona, New Mexico, and North Dakota. The study (1) develops a framework to describe and identify components of TCU sustainability, (2) describes student success practices related to outreach, retention and success, and post-graduation, (3) describes program development and review practices at TCUs. |
| Ho’oulu Kumu Ho’oulu Lāhui: Growing teachers, growing a nation      | Ballroom III       | Dr. Walter Kahumoku III  
*University of Hawai’i at Mānoa*  
Dr. Makalapua Alencastre  
*University of Hawaii*  
Dr. Noelani Iokepa-Guerrero  
Dr. Meahilahila Kelling  
Dr. Eōmailani Kūkahiko  
Dr. Denise Espania | Valuing the role of Hawaiian teachers as nation builders to support the cultural knowledge, academic success, and overall well-being of Hawaiian students, the Ho’oulu Kumu Ho’oulu Lāhui study is an inquiry into factors influencing Hawaiians entering the educational profession. Highlights of the research design, data, and findings will be followed by a discussion of innovative next steps generated to address the ongoing shortage of teachers. |
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<th>Topic</th>
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| Legislating Tribal Educational Sovereignty to Promote Student Success: A Navajo/Diné Example. | Fiesta III, IV | Dr. Joseph Martin  
*Northern Arizona University*  
Jon Reyhner  
*Northern Arizona University* | This research presentation describes efforts the Navajo Nation has made to take control of and improve the education of their children.                                                                                           |
| Indigenous-Language Immersion and Native American Student Achievement: Initial Findings from a National Study | Ballroom I, II | Dr. Tiffany Lee  
*University of New Mexico*  
Dr. Teresa McCarty  
*University of California, Los Angeles*  
Sheilah Nicholas  
*University of Arizona*  
Michael Seltzer  
*University of California, Los Angeles*  
Kyle Halle-Erby  
*University of California, Los Angeles*  
Thomas Jacobson  
*University of California, Los Angeles* | This session presents initial findings from a U.S.-wide, multi-university, mixed-method study of Indigenous-language immersion (ILI) schooling, funded by the Spencer Foundation. The 7-year study asks: How, when, for whom, and under what conditions is ILI beneficial? The research includes a national survey of Indigenous-language education programs, in-depth case studies of 8 ILI schools, and comparative data on ILI and English-medium students English language arts, math, and IL development. |
| Native Women Scholars in Special Education (NWSS)                    | Enchantment C | Nicole Begay  
*Arizona State University*  
Candi Running Bear  
*Northern Arizona University*  
Brooki Beasley  
*University of Oklahoma* | Our paper aims to examine the findings of four Native women scholars across multiple institutions within the United States and describe their journeys from practitioners to researchers. With such a dearth of literature in special education that centers on Native voices, this study will add to the dialogue and resources among Native scholars. We will conclude with our findings and provide critical implications from our development as Native researchers. |
| Bringing Lenape Knowledge into Curriculum                             | Enchantment B | Natacha Robert  
*Columbia University*  
Nancy Tavarez  
*Columbia University*  
Chief Mann  
*Columbia University*  
Dr. Rachel Talbert  
*Columbia University* | This curriculum project, partnering with the Lenape in New Jersey, looked at ways that placed based professional development and curriculum created collaboratively with educators and the Lenape can support teachers in New Jersey Public Schools to unsettle their current ways of teaching and knowing and help their students learn about the history and current issues of the Lenape as well as their ongoing presence on the Land. |
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<td>Native American Women Superintendents’ Self-Efficacy Beliefs During the Covid19 Pandemic</td>
<td>Enchantment E</td>
<td>Dr. Jeannine Metzger <em>Enemy Swim Day School</em></td>
<td>This multiple case study focused on three Native American women superintendents’ self-efficacy beliefs and the impact of the Indigenous culture on their decision-making as they led their school districts through the Covid 19 pandemic. The qualitative research design for the study relied on data gathered from interviews and written journal responses. All participants had at least two years of superintendent experience in public school districts during the pandemic.</td>
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<td>Creating Culture Curriculum for K-12 Classrooms</td>
<td>Enchantment D</td>
<td>Tiffany Stuart <em>University of Arizona</em></td>
<td>This research session will cover the journey behind the creation of a Siletz tribal athletes’ book during the pandemic. Oregon state legislation SB 13 requires all schools to implement Tribal History/Shared History. Learn about multiple methods to integrate culture in the schools. The topics included in the workshop are curriculum integration, research methods, tribal IRB (institutional research board) approval, and connecting it SB 13 tribal history implementation.</td>
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<td>Exploring a Collaboration Between The Rural Educator and the Journal of American Indian Education</td>
<td>Enchantment F</td>
<td>Dr. Alex Red Corn <em>Kansas State University</em></td>
<td>The purpose of this correlational study was to quantify the degree to which teachers and administrators believe they are working in a school that adheres to professional learning community (PLC) practices and determine to what extent those practices are related to and would impact student achievement. Data was collected using Hord’s “School Professional Staff as a Learning Community” survey to gauge their school’s degree of implementation of PLC practices which were then compared to student results on local state assessments. The study drew from six schools located on the Navajo Indian reservation in Southwest Arizona. The study concluded there are certain PLC practices educators perceived to be more evident than others that may have greater impact on student achievement. Implications of the study provide educators more insight into building a highly operable PLC for improving student learning.</td>
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Community Engagement, Indigeneity and Education: Southwest Perspectives

- Dr. Vincent Werito,
  *University of New Mexico*
- Dr. Glenabah Martinez
  *University of New Mexico*
- Dr. William Holmes
  *University of New Mexico*
- Dr. Terri Flowerday
  *University of New Mexico*
- Dr. Natalie Martinez
  *University of New Mexico*
- Dr. Shawn Secatero
  *University of New Mexico*
- Dr. Bernard Chimoni
  *University of New Mexico*
- Dr. Leola Paquin
  *University of New Mexico*

The pursuit of truth vis-à-vis community engagement with Native Nations is at the core of supporting K-12+ Indigenous students through curriculum development, leadership and educator preparation, and community-based education. The posters in this session represent multiple years of community engagement vis-à-vis community forums, state-wide educational summits, and individual research projects led by Indigenous faculty at a Research One University. The posters are aligned with a mission developed by Indigenous faculty that supports community intergenerational well-being and educational outcomes of Indigenous Peoples by cultivating professionals through community engagement and collaborative partnerships. Each poster is informed by research that centralizes Indigenous knowledge and lived experiences that holds scholarly significance for Indigenous Nations and communities, educators, community organizers, and tribal leadership.

**Thursday, October 19, 2023**

**Breakout Session 2: 2:30 pm-3:45 pm (Clyde Hotel)**

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<td>Envisioning Indigenous Grounded Principalship in Educational Systems</td>
<td>Ballroom III</td>
<td>Kanoe Wilson</td>
<td>Hawaiian-focused charter schools (HFCS) have become the new battleground for Kanaka (Native Hawaiian) as they establish alternative educational options for families who recognize culture-based education as a pathway to improve Native Hawaiian well-being. Starting in the early 2000s, families began to explore different learning environments that emphasized the Hawaiian language, culture, and values rather than more traditional, American-oriented ways of teaching.</td>
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| #NativeReads: Outcomes of an Oceti Sakowin Survey and Literary Recovery Model | Ballroom I,II      | Dr. Sarah Hernandez
  *University of New Mexico*
  Kendall Tallmadge
  *First Nations Development* | #NativeReads: Great Books from Indigenous Communities, is a national reading campaign that honors and celebrates Indigenous writers from a specific tribe and/or region. In 2020, Oceti Sakowin tribal citizens curated a list of ten |
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<td>A</td>
<td>Redefining Native Academic Excellence: Reflecting on College Horizons Scholars Pathway Program</td>
<td>Mikaela Crank, Kendall Harvey</td>
<td>The Scholars Pathway Program (SPP) is designed to empower Native American, Alaska Native and Native Hawaiian College Horizons alumni in their transition from high school to college. In the last six years, the SPP has implemented holistic and indigenized activities and services. The SPP is helping Scholars make their higher education journey relevant by connecting their culture and community. The Scholars are proving that academic success is not solely about grades, but resilience and support.</td>
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<td>B</td>
<td>Learning from Indigenous Educational Histories: Educational sovereignty in Seminole Schools</td>
<td>Dr. Jennifer Johnson</td>
<td>This paper examines how Seminole and Seminole Freed people school sites in Indian Territory addressed impending state formation. Early Seminole school sites were fully integrated which was unique to Indian Territory. Utilizing archival documents, this research explores the Seminole Nation development early school sites and the experiences of Seminole Freed people in response to Jim Crow legislation.</td>
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<td>E</td>
<td>Surfacing Swinomish Success in Education</td>
<td>Will Makoiisaaminaa, Michael Danisetan Vendiola</td>
<td>Uplifting Indigenous voices and surfacing inequities of all students, and particularly of our Native students, has been the work necessary for our students to see and experience greater success. The metrics that the State of Washington uses to measure success report that our Native students are performing at rates 25% lower than non-Native students. Is the system of measurement of success flawed? Is the delivery of instruction ineffective for Native students? In partnership with the Education D</td>
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<td>F</td>
<td>Exploring Anxiety in Lakota Language Learning</td>
<td>Alex FireThunder</td>
<td>While efforts are made throughout Lakota country to teach the language, language shift is still occurring. This study aims to better understand how anxiety impacts Lakota language learners and to identify</td>
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factors that help maintain, facilitate, and initiate low-anxiety environments for language learners. Nine language learners participated in this study. The findings will help to inform our approaches in our Indigenous language communities.

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| School Choice in Indian Country: Critical Exploration of the Politics of (In)Visibility | Fiesta III, IV | Dr. Vanessa Anthony-Stevens  
University of Idaho  
Christina Grace-Thomas  
University of Idaho | This research explores how Native families are choosing between and among different schools and how Native parents feel they have access to or benefit from choice policies in education. Conducted in Arizona and Idaho, states with active school choices policies, large rural areas, and many federally recognized Tribal Nations, this qualitative examination of choice attends to Tribal-Federal-State jurisdictional overlaps to address voids in the educational policy research. |
| Best Practices for Applying for a P.L. 93-638 or a P.L. 100-297 Grant: Tribal Sovereignty in Action or an Illusion of Control? | Enchantment D | Dr. Shayla Yellowhair | The purpose of this study was to gather information that would inform tribes of the key activities and barriers surrounding the 638 and 297 process in education. The goal of the study was to determine what are, if any, the best practices, major learning areas and barriers that were experienced by the tribes who have current 638 or 297 contracts in place over their schools and educational system or have attempted, both successfully and unsuccessfully, to submit an application. There were four research questions developed around the decisions, relationships, resources, and tasks/activities of the tribes during the pre-application process. The research questions were: 1) What are the key activities during the pre-application planning phase of the 638 or 297 process? 2) What are the barriers experienced during the 638 or 297 pre-application planning phase and in what ways, if at all, were the barriers mitigated? 3) In what ways, if at all, was the pre-application planning phase used to develop culturally responsive approaches to implementing a tribally-held educational system? 4) To what extent have implementation plans been realized by tribes? The four recommendations from this study were: 1) Choosing a guardian of the process to work in tandem with an advisory council, 2) The application is a |
minimum; it is necessary to go beyond the 638 and 297 application questions and create a comprehensive school site plan, 3) Community conversations are at the heart of this process, 4) Seek to use the application as an opportunity to redesign the education for Native students.

| Community Engagement, Indigeneity and Education: Southwest Perspectives | Fiesta I,II | Dr. Vincent Werito, *University of New Mexico*  
Dr. Glenabah Martinez *University of New Mexico*  
Dr. William Holmes *University of New Mexico*  
Dr. Terri Flowerday *University of New Mexico*  
Dr. Natalie Martinez *University of New Mexico*  
Dr. Shawn Secatero *University of New Mexico*  
Dr. Bernard Chimoni *University of New Mexico*  
Dr. Leola Paquin *University of New Mexico* | The pursuit of truth vis-à-vis community engagement with Native Nations is at the core of supporting K-12+ Indigenous students through curriculum development, leadership and educator preparation, and community-based education. The posters in this session represent multiple years of community engagement vis-à-vis community forums, state-wide educational summits, and individual research projects led by Indigenous faculty at a Research One University. The posters are aligned with a mission developed by Indigenous faculty that supports community intergenerational well-being and educational outcomes of Indigenous Peoples by cultivating professionals through community engagement and collaborative partnerships. Each poster is informed by research that centralizes Indigenous knowledge and lived experiences that holds scholarly significance for Indigenous Nations and communities, educators, community organizers, and tribal leadership. |

| When Indigenous students are classified in school as English learners: Contexts, opportunities, and dilemmas | Enchantment C | Dr. Ilana Umansky, *University of Oregon*  
Taiyo Itoh, *University of Oregon* | This workshop shares a 50-state study on the identification of American Indian, Alaska Native, and Native Hawaiian students as English learners (ELs) in K-12 schools. While most ELs are immigrant-origin students, federal law has a differentiated definition for Indigenous EL students. Indigenous students are eligible for EL identification if they "come from an environment" where a non-English language has had a "significant impact" on their English development. Today, nearly one in 10 Indigenous students is classified in school as an EL. Through policy document analysis and interviews with state leaders, we explored how states implement this differentiated EL definition. Findings indicate that the majority of states... |
have no differentiated procedure, and only four states have clearly differentiated procedures. Further, many state EL leaders have little understanding of the differentiated definition and little engagement with Indigenous stakeholders. We will present our study and engage workshop participants in a conversation about implications.

Thursday, October 19, 2023
Breakout Session 3: 4:00 pm – 5:15 pm (Clyde Hotel)

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<td>Equity in the Classroom for Every Child</td>
<td>Ballroom I,II</td>
<td>Dr. Delia Robinson Richards, University of the District of Columbia</td>
<td>This handbook is written to provide guidance for educators, teachers, parents, grandparents, and caregivers as they navigate through a child’s educational experiences. After more than four decades of attempting to close the Achievement Gap, this book generates support for teaching diverse learners and children of color by co</td>
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<td>Culture Counts: Native Students Enjoying and Achieving Educational Success as Native Students</td>
<td>Ballroom III</td>
<td>Dr. Paul Whitinui, University of Victoria</td>
<td>The messaging Indigenous Peoples receive in society, is that “culture counts” (Bishop &amp; Berryman, 2006; Bishop, 2008). It is also both a simple and powerful message that speaks to the many who organize and participate in the delivery and provision of Native schooling and education every day. What is less known is what constitutes success and how does this relate to an increase in Native student enthusiasm for learning, improved teacher relationships, and engagement with Native students.</td>
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<td>Perceptions of Higher Education among Native Students and Families</td>
<td>Enchantment A</td>
<td>Dr. Lance West, Indigenous Educators Empowerment</td>
<td>Qualitative study to examine how high school Native students and families perceive higher education and the reasons they select (or opt out of) attending higher education to major in education. The cases will be by participants (and a family member) decision to pursue higher education or not. Each group will have 20 participants (10 students with one family member, 40 total), along with additional sources (i.e., documents, surveys, educational resource videos) to give</td>
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<td>(Tent) Tribal Control of Education</td>
<td>C</td>
<td>RoseMary Clairmont, <em>The Liber Institute</em></td>
<td>The purpose of this paper is to consider the impact of partnerships through [improved] relationships with community partners and an increase of inter- and intra-governmental understandings by partners, potentially resulting in better student outcomes.</td>
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<td>Professional Learning Communities and Native American education: A</td>
<td>F</td>
<td>Dr. Doug Clausechee</td>
<td>The purpose of this correlational study was to quantify the degree to which teachers and administrators believe they are working in a school that adheres to professional learning community (PLC) practices and determine to what extent those practices are related to and would impact student achievement. Data was collected using Hord’s “School Professional Staff as a Learning Community” survey to gauge their school’s degree of implementation of PLC practices which were then compared to student results on local state assessments. The study drew from six schools located on the Navajo Indian reservation in Southwest Arizona. The study concluded there are certain PLC practices educators perceived to be more evident than others that may have greater impact on student achievement. Implications of the study provide educators more insight into building a highly operable PLC for improving student learning.</td>
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<td>Research Ethics &amp; Education Sovereignty: Insider-Outsider Perspectives on Navigating a Tribal IRB Process</td>
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<td>Nathan Tanner, <em>University of Illinois at Urbana-Champaign</em> Dr. Oliver Tapaha, <em>University of Illinois at Urbana-Champaign</em></td>
<td>This autoethnographic document-based case study places the insider-outsider perspectives of two researchers navigating a tribal IRB process, one Native and one non-Native, within Kirkness and Barnhardt's (1991) “Four Rs” framework of respect, relevance, reciprocity, and responsibility with the promise to help other educational researchers develop their own research ethics and promote tribal education sovereignty.</td>
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| Ojibwe Math: Presentations of Undergraduate Research from Turtle Mountain Community College | III,IV     | Danny Luecke, *Turtle Mountain Community College* | Indigenous Peoples have rich mathematical ways of knowing passed down for generations through a nation/community’s specific language, place, and culture. Turtle Mountain Community College now teaches three courses titled “Ojibwe Math I, II, and
The three-course sequence seeks to revitalize the mathematical ways of knowing to be normalized within the community once again. Local fluent elders have been essential in the research of Ojibwe Math and the development of the Ojibwe Math courses. The continuing research in Ojibwe Math immediately impacts the course sequence curricula. This presentation will include both undergraduate research presentations on Ojibwe Math as well as the theoretical framework that the courses and undergraduate research are built upon. The Ojibwe Math courses and framework push back against the myth of Western math as placeless and the only/superior way to think mathematically, offering a way forward in Indigenous math education.

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Emerging Scholars Reception 5:30 pm – 7:00 pm
Albuquerque Convention Center – Lower Level at the La Sala Lounge

NIEA is honored to host the 1st Emerging Scholars Reception, uplifting young researchers in Native education. Remarks will be made by NIEA’s Native Research, Assessment and Evaluation (NRAE) committee and NIEA Turquoise Sponsor, Vicki Vasques from Tribal Tech, Inc. During the reception, Native Forward Scholars Fund will announce their Student of the Year awards.

If you have additional questions, please contact Daphne Littlebear at dlittlebear@niea.org or 202-892-6931.