



Native American Languages Summit

From Roots to Results:

Celebrating 25 Years of the Native American Languages Act

Thursday, September 10, 2015
Renaissance Washington, DC Downtown Hotel
999 Ninth Street NW
Congressional Ballroom

In November 2012, the Department of Health and Human Service's Administration for Native Americans, the Department of Interior's Bureau of Indian Education and the White House Initiative on American Indian and Alaska Native Education (WHIAIANE) signed a memorandum of agreement (MOA) to collaborate on programming, resource development and policy across our agencies. The MOA encourages programs and projects supported by any of the MOA partners to include instruction in and preservation of Native American languages.

The partners formed a Native Language Workgroup and each of the partner agencies worked both internally and externally to identify barriers, levers, and promising practices that will help communities implement successful programs and projects that further the goal of language preservation and revitalization. In addition, the Native Language Workgroup identified areas of collaboration to share resources across agencies and partner communities. These relationships provide better dissemination of funding announcements, identification of resources, encourage cross promotion of events, and allow us to share information via webinars that benefit our shared audiences.

The Native Languages Summit has grown out of this partnership. Together our diverse stakeholder communities now have a venue to share the challenges and paths to success in teaching Native languages. Our goal is to identify ways to further support communities teaching their Native languages. We must improve accountability for educational progress and provide measurable goals to show our success. Our goal is to encourage our youth to gain the skills to speak their language. We will discuss the challenges and successes of measuring oral and written American Indian, Alaska Native and Native Pacific Islander language learning and will share promising practices.

In 1990, Congress passed the **Native American Languages Act (NALA)**, recognizing that "the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure [their] survival". This legislation promised a lot to Native communities, stating that it was now the policy of the United States to "preserve, protect, and promote" Native Americans' rights to use their Indigenous languages anywhere, including "as a medium of instruction" in schools.

Congress updated the NALA in 1992, adding a grant program to assist Native Americans in assuring the survival and continuing vitality of their languages.

Our goal is to ensure, to the extent practicable, that programs funded by the Federal Agencies to provide Native language instruction are coordinated, evidence-based, demonstrate accountability through assessments of student achievement, further the goals of the Native American Languages Act, and identify additional departments and agencies interested in or important to the implementation of the goals of this Memorandum, including the goals of the Native American Languages Act.



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Agenda

- 8:00-9:00** **Registration and Poster Session**
Community participants will present posters displaying their language revitalization efforts. We encourage you to visit the poster session prior to the start of the Summit to experience some of the diversity of projects and languages currently supported by the sponsoring agencies.
- 9:00-9:10** **Opening Honor Song**
Rico Newman, Choptico Band, Piscataway-Conoy Tribe
- 9:10-9:20** **Welcome and Introductions**
Dr. Letitia Chambers, Chair, Association of Tribal Archives, Libraries, and Museums
- 9:20-9:30** **Welcome by the White House Domestic Policy Staff**
Raina Thiele, Dena'ina Athabascan and Yup'ik
Deputy Associate Director of Intergovernmental Affairs, the White House
- 9:30-11:00** **Panel: Update on Native Language Initiatives from Native Language MOA partners**
Each federal partner will share highlights from their current efforts supporting community-based Native Language instruction. In addition, they will provide an overview of available resources that can support language revitalization in your community.
- Moderator: **Ron Lessard**, Chief of Staff, WHIAIANE
 - **Lillian Sparks Robinson**, Commissioner, Administration for Native Americans
 - **Ruth Rouvier**, Senior Research Associate, Education Development Center, Inc
 - **Dr. Joanne Knapp-Philo**, Principal Investigator, Office of Head Start National Center on Cultural and Linguistic Responsiveness
 - **Dr. Libia Gil**, Assistant Deputy Secretary/Director, OELA, US Department of Education
 - **Joyce Silverthorne**, Director, Office of Indian Education, US Department of Education
 - **Dr. Charles M. Roessel**, Director, Bureau of Indian Education
- 11:00-12:15** **Panel: Updates on Native Language Initiatives: Other partners**
Panelists will present a variety of paths toward protection of our intellectual and cultural heritage through research, education and collection of language documentation. The panel will address the general question of how can we unlock access and preserve what we learned about Native American languages and bring new life to future generations.
- Moderator/Panelist: **Carlos Martinez**, Division Director, OELA, US Department of Education
 - **Dr. Mary Downs**, Senior Program Officer, Division of Preservation and Access, NEH
 - **Dr. Colleen Fitzgerald**, Program Director, Documenting Endangered Languages program, NSF
 - **Dr. Gabriela Pérez Báez**, Recovering Voices, National Museum of Natural History, Smithsonian Institution
 - American Indian English Learner Research Association
 - **Jacob S. Tsoitigh Jr.**, TA Coordinator, SC3 American Indian Education.
 - **Dr. H. Gary Cook**, Research Director, WIDA Consortium

- 12:15-12:30** **Pawnee Honor Song**
Walter Echo-Hawk, Chair-elect, Association of Tribal Archives, Libraries, and Museums
- 12:30-1:30** **Lunch on your own**
- 1:30-2:30** **Panel: Native Youth: Youth Led Efforts to Revitalize Languages**
 Native youth are often thought of as the beneficiaries of Native American language programs, but often they have a passion that drives them to lead language revitalization efforts in their community. This panel will be comprised of three young leaders helping to strengthen their Native languages. Listen to their inspirational stories and see how the youth in your community can also take a leadership role in Native language revitalization.
- Moderator: **Michelle Sauve**, Intergovernmental Affairs Specialist, ANA, ACF, HHS
 - **Vanessa Goodthunder**, Community Outreach Coordinator, American Indian Student Cultural and a Dakota Language Tutor at the University of Minnesota
 - **Teddy McCullough**, Policy Fellow, Center for Native American Youth at the Aspen Institute
 - **Vance Home Gun**, Founder, Yoyoot Skwkwimlt (Strong Young People)
- 2:30-3:30** **Panel: Embracing Opportunities: Strategies for Maintaining and Revitalizing Native American Languages with Small Speaker Populations**
 Effectively maintaining and revitalizing Native American Languages requires active and ongoing engagement and support of stakeholder groups as well as the establishment of a safe environment for collaboration. Panelists share and discuss strategies and experiences that help to create these conditions.
- Moderator: **Dr. Mary Linn**, Curator of Cultural and Linguistic Revitalization Center for Folklife and Cultural Heritage, Smithsonian Institution.
 - **Ronn Nozoe**, Deputy Assistant Secretary for Policy and Programs, OESE, U.S. Department of Education
 - **Terrie Kinsey**, Program Coordinator, Sauk Language Department, Sac and Fox Nation
 - **Susan Gehr**, Assistant Librarian, Humboldt State University
- 3:30-4:30** **Panel: Long-term Strategies for Maintaining Immersion Program Environments**
 Immersion approaches use Native American languages as the medium, whether in the home, the school, or other contexts like language camps or groups of adults. Indigenous language immersion schools such as in Hawai'i show how immersion in language and culture successfully integrates with the entire curriculum, at all age levels from infants and toddlers through to high school and college. Panelists share their expertise and experiences relevant to developing and to maintaining immersion programs.
- Moderator: **Dr. Colleen Fitzgerald**, Program Director, Documenting Endangered Languages, NSF
 - **Dr. Ofelia Zepeda**, Regents' Professor of Linguistics, University of Arizona/AILDI
 - **Dr. Candessa Tehee**, Executive Director, Cherokee Heritage Center
 - **Ben Black Bear Jr.**, Vice Chairman, Board of Directors, Lakota Language Consortium
- 4:30-4:45** **Native Hawaiian Blessing**
Kaho'okeleholu "Kale" Hannahs, Office of Hawaiian Affairs
- 4:45-5:00** **Closing Honor Song**
Lenny Harmon, Nanticoke and Lenape
- 5:00 -5:15** **Closing Remarks**
William Mendoza, Executive Director, WHIAIANE



Presenter Biographies



Gabriela Pérez Báez, Gabriela Pérez Báez is Curator of Linguistics at the National Museum of Natural History, Smithsonian Institution in Washington, DC. She completed her doctorate in linguistics at the University at Buffalo in 2009. Gabriela has conducted research on Zapotec languages since 2002, focusing on documentation and analysis, as well as factors of language maintenance and endangerment. With regards to the latter, Gabriela has published on the impact of migration in the community of speakers of San Lucas Quiaviní Zapotec and the influence its mirror community in Los Angeles, California has on the survival prospects of this language. In terms of documentation and analysis, Gabriela is currently engaged in writing a dictionary of Juchitán (Isthmus) Zapotec. Part of this documentation effort includes interdisciplinary lexico-botanical documentation of plant forms in La Ventosa, Juchitán de Zaragoza, Oaxaca within a model of retention of research in the participating community. In addition, Gabriela is deeply interested in the description of the semantics of spatial language in this variety of Zapotec, and its correlates in cognitive spatial reasoning. Gabriela serves as Director of the Recovering Voices initiative intended as the Smithsonian Institution's response to the language endangerment crisis.



Ben Black Bear Jr. (Sicangu) is a first-language Lakota speaker, and the founder of the Lakota Studies program at Sinté Gleška University. He currently teaches Lakota Studies and Lakota language at St. Francis Mission School in St. Francis, SD, serves as Vice-Chairman of the Lakota Language Consortium (LLC) Board of Directors, and assists LLC with its many publishing and audio projects as an editorial reviewer and voice talent. Black Bear can be heard as the voice of "Papa Bear" in *Mathó Waúnřšila Thiwáhe*, the Lakota-language Berenstain Bears cartoon DVD. In addition, he teaches Intensive Lakota, Drama, and Neologism at the annual Lakota Summer Institute. Formerly, Mr. Black Bear was the Executive Director of the Rosebud Sioux Tribe's Tribal Land Enterprise and Tribal Vice President.



Letitia Chambers, PhD, Chairman of the Board for ATALM, recently retired as the President and CEO of the Heard Museum in Phoenix, Arizona, which showcases American Indian art, including both traditional and contemporary works. Dr. Chambers has previously held senior management positions in the private sector, government, and education. In 1981, she founded Chambers Associates Inc., a public policy consulting firm based in Washington, DC, where she served as President and CEO. Dr. Chambers was nominated in 1996 by the President and confirmed by the Senate to be U.S. Representative to the United Nations General Assembly, a position of ambassadorial rank. In that capacity she made significant contributions as a member of the Management and Budget Committee of the General Assembly. In 1992, she served on the Clinton/Gore transition team as Chief Budget Advisor, leading the Budget Policy Group and developing drafts of the President's Economic Plan. Prior to founding Chambers Associates in 1981, Dr. Chambers served as Staff Director of the U.S. Senate Committee on

Labor and Human Resources and she was the first woman to head the staff of a major standing committee of the U.S. Senate. Prior to that, she served as a senior staff member on the Senate Budget Committee and as Minority Staff Director of the Senate Special Committee on Aging. Dr. Chambers has served on the board of the Institute of American Indian Arts and Culture (IAIA), chaired the Trustees' Development and Facilities Committee, and was a founding director on the board of the Native Arts and Cultures. A graduate of the University of Oklahoma, she holds a doctorate in Educational Research and Curriculum Development from Oklahoma State University.



H. Gary Cook directs research for the WIDA Consortium and is a research scientist attached to the Wisconsin Center for Education Research. Dr. Cook received his Ph.D. in Educational Measurement, Evaluation and Research Design from Michigan State University and has a Masters in Teaching English as a Second Language from the University of Hawaii, Manoa. He served as the Director of the Office of Educational Accountability for the Wisconsin Department of Public Instruction. In this position, he directed the state's public school assessment programs. Subsequently, he worked at Harcourt Assessment, Inc. as the Vice President of State Accounts. In this role, Dr. Cook was responsible for consulting with state and national clients on assessments and assessment-related issues, especially as it relates to the No Child Left Behind Act (NCLB) of 2001. Most recently, Dr. Cook served as an embedded research scientist (akin to research manager) for the Milwaukee Public School system. Dr. Cook is a qualified and experienced Federal Peer Reviewer for NCLB. His recent research interests have focused on alignment of standards and assessments, policy issues associated with Title III accountability and applying value-added modeling techniques in urban settings to address key educational quest.



Mary Downs is a Senior Program Officer in the Division of Preservation and Access at the National Endowment for the Humanities (NEH), where she coordinates programs that document endangered languages and that support small cultural heritage institutions to preserve their humanities collections. She came to NEH from the Institute of Museum and Library Services, and had previously worked at the National Park Service in Native American cultural heritage law and policy. Prior to her federal service, Ms. Downs did archaeological field work on Roman and pre-Roman sites in Italy, France, and Spain; taught Classical art and archaeology, Latin, and Italian; and was map editor of the *Barrington Atlas of the Greek and Roman World*, published by Princeton University Press in 2000. She received a Fulbright fellowship for her doctoral dissertation on cultural contact between Romans and Iberians in southern Spain and holds a BA from Wesleyan University and a PhD in Classical Archaeology from Indiana University.



Walter Echo-Hawk is an author and attorney who has served on the advisory board of the Association of Tribal Archives, Libraries, and Museums since 2010. He is also: (1) Chief Justice, Supreme Court of the Kickapoo Tribe; (2) Of Counsel, Crowe & Dunlevy, Oklahoma's oldest and largest law firm; and (3) Adjunct Professor, Tulsa University School of Law (2010). From 1973–2008, he was a staff attorney of the Native American Rights Fund (NARF), where he represented Indian tribes, Alaska Natives, and Native Hawaiians on significant legal issues during the modern era of federal Indian law. A lawyer, tribal judge, scholar, author, and activist, his legal experience includes cases involving Native American religious freedom, prisoner rights, water rights, treaty rights, and reburial/repatriation rights. He is admitted to practice law before the United States Supreme Court, Colorado Supreme Court, Oklahoma Supreme Court, U.S. Courts of Appeals for the Eighth, Ninth, District of Columbia, and Tenth Circuits, and a host of federal District Courts. He is the Founding Chairman of the Native Arts and Cultures Foundation Board of Directors.



Colleen Fitzgerald is the Program Director for the Documenting Endangered Languages program at National Science Foundation; on loan from the University of Texas at Arlington where she is Professor of Linguistics and Director of the Native American Languages Lab. She earned her doctorate in linguistics at the University of Arizona, where she first started work with the Tohono O'odham language community. Her work with Native American tribes to document and revitalize their languages is now in its third decade. Recent projects include co-directing the Oklahoma Breath of Life Workshop (2012, 2014), collaboration with the Chickasaw Language Revitalization Program, and training in various venues focused on Native Americans and other citizen scientists. Her publications consist of more than 20 refereed articles and book chapters, especially on Native American languages and their phonology. Research methods in many projects draw on participatory and community-based research approaches.

Susan Gehr is an assistant librarian at Humboldt State University. From 2008-2011 she was the consulting linguist and from 2002-2008 she was the language program director for the Karuk Tribe. She has an MA from the University of Oregon, Eugene, and received an MLIS from San José State University, specializing in archives management, in 2013. Her master's thesis *Breath of Life: Revitalizing California's Native Languages through Archives*, received the 2014 Outstanding Thesis Award from San José State University's School of Library and Information Science. Gehr co-published the 2005 *Karuk Dictionary* with William Bright.



President Obama named **Dr. Libia Gil** Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) on September 9, 2013. She is the principal adviser to Secretary Arne Duncan on all matters related to the education of English learners. As head of OELA, Gil administers programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. The office also supports professional development programs for teachers of English learners. Prior to joining the Department, Gil served as vice president for practice at the Collaborative for Academic, Social and Emotional Learning in Chicago. She was also a senior fellow and managing director at the American Institutes for Research (AIR), where she developed and co-

led the AIR Center for English learners. Gil began her career as a teacher in the Los Angeles Unified School District, and later was a bilingual resource specialist in the ABC Unified School District in California. In that same district, she served as a bilingual-ESL coordinator, as a desegregation officer designing bilingual (Spanish, Korean and Chinese) magnet programs for voluntary desegregation efforts and finally as an elementary school principal implementing a Portuguese bilingual maintenance program. She served as an assistant superintendent for curriculum and instruction in the Seattle Public Schools, where she was responsible for bilingual education services and programs in addition to other programs and services. Later she became superintendent of the Chula Vista Elementary School District in California and institutionalized dual language programs in Spanish. She earned her Doctor of Philosophy degree in curriculum and instruction, with an emphasis in bilingual education, from the University of Washington. Throughout her career Gil has demonstrated leadership in education—beginning in her early career as a bilingual teacher when she created the first Chinese bilingual program south of Los Angeles.



Vanessa Goodthunder (Sna Sna Win) comes from Cansayapi, which means where they paint the trees red also known as the Lower Sioux Indian Community. She is a senior at the University of Minnesota-Twin Cities pursuing to become a high school social studies and Dakota language teacher. She is the Community Outreach Coordinator at the American Indian Student Cultural Center and a Dakota Language Tutor at the University of Minnesota. In the Lower Sioux area, she is a site Interpreter at the Lower Sioux Agency and a Community Language Leader at the non-profit Dakota Wicōḥaŋ where she teaches the language to people around the Redwood Falls, Lower Sioux, and Morton area. Additionally, she mentors

at Dakota Wicōḥaŋ where she helps teach young women about the Dakota language and life ways, leadership building, cultural healing, and about the Dakota horse culture. She is a Generation-Indigenous Ambassador at the Center for Native American Youth where she has helped start the youth group Daunk.



Kaho'okeleholu "Kale" Hannahs is Native Hawaiian, Chinese, Caucasian, and Native American (Cherokee). This Hawaiian Studies graduate from the University of Hawai'i-Manoa has earned a reputation as a progressive well-rounded member of Hawai'i's next generation of leaders. Kale has been recognized as an emerging leader in various Hawaiian communities for his work as a practitioner of Hawaiian music and composition, and for spearheading the development of one of Hawai'i's leading online resources of Hawaiian knowledge, the Papakilo Database. This cutting-edge database succeeds due to its unique ability to search various data collections provided by both private and public partnering archives. The

Papakilo Database is quickly becoming the premier resource for Hawaiian knowledge through the historic documents that are made available to the general public and its partnerships that empower community organizations to better manage, preserve, and disseminate historical data.



Lenny Harmon, Nanticoke and Lenape. Leonard "Lenny" Harmon is a member of the Nanticoke Lenape - Delaware Nation and is a multi-talented powwow singer and artist of North Eastern Native American style. He grew up in Loudoun County and spent his childhood in his tribal communities in Oak Orchard, Delaware and Gouldtown, New Jersey. Currently, Lenny and his family live in the DC Metro area where they enjoy being actively involved in the American Indian Society of Washington, DC.



Vance Home Gun was introduced to a Salish language camp by his aunt when he was 11 years old. Vance was inspired by the community members and elders who participated in the camp and has since been determined to become a fluent speaker in his language and invite other young people to get involved. Vance is now a college student ready to graduate this year and continues to work with tribal departments, organizations and youth groups for the past six years to help preserve the Salish language. Vance teaches language classes at high schools and created an organization called *Yoyoot Skwkwimlt* (Strong Young People) that utilizes peer-to-peer methods to teach language and culture. *"Time is of the essence, and our young Native people are the key to revitalizing our language. Helping them is revitalizing our identity."* - Vance Home Gun, 2013 Champion for Change.

Terri Kinsey (UKB Cherokee/Euchee/Chickasaw/German descent) was born and raised in Texas, and moved to Oklahoma to earn her degree in American Indian Studies/Public Relations in 2005. Before that, she worked for 15 years as a Social Worker. She has been the Sauk Language Department Program Coordinator, for the Sac and Fox Nation, for almost 6 years. She writes language grants, designs new language programs, and handles all of the Administrative side of the Department. She also does training with other tribal language programs to assist with the administrative and foundation aspects of establishing a Master Apprentice Program.

Joanne Knapp-Philo, Principal Investigator, Office of Head Start National Center on Cultural and Linguistic Responsiveness. Dr. Joanne Knapp-Philo brings more than 30 years of experience in special education and early childhood education to her role as Director of the Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR). Her expertise includes with infants and toddlers, disabilities, language and literacy development, family literacy with an emphasis on parents as their children's first teachers, and research-to-practice professional development designed to result in changes in daily practice. She has a long history of supporting language development in young children as a researcher, trainer, and materials developer, including PI for the National Head Start Center Family Literacy Center (2005-2010), and has led a national effort to support early childhood programs to align the teaching of their traditional skills, values, beliefs, and lifeways with state standards. Dr. Knapp-Philo has served as PI for StoryQuest, a Department of Education research and training effort (2002-2005), and Special Quest Director, a training and technical effort jointly funded by the Conrad N. Hilton Fund and the Office of Head Start. She is the co-editor of *Learning to Read the World: Language and Literacy in the First Three Years*. She holds a Ph.D. in Educational Psychology from the University of Connecticut.



Ron Lessard (Mohawk) is the Chief of Staff for the White House Initiative on American Indian and Alaska Native Education. The Initiative leads the President's Executive Order 13592, Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities and seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all American Indian and Alaska Native (AIAN) students. Ron previously served as the Strategic Advisor for Native American Affairs for the Corporation for National and Community Service (CNCS). CNCS, headquartered in Washington, D.C., is an independent federal agency under the executive branch of the U.S. government that improves lives, strengthens communities, and fosters civic engagement through service and volunteering.

He was the agency's primary liaison to American Indian, Alaska Native, and Native Hawaiian Tribal communities and the organizations and federal agencies that serve them. He was the Director of Cultural Competency for the National Minority Aids Education and Training Center at Howard University College of Medicine where he was responsible for the development Cultural Competency education, training, and capacity building tools for the purpose

of educating and training, minority and minority serving clinicians with a major concentration on the American Indian, Alaska Native, and Native Hawaiian populations.



Mary Linn is the Curator of Cultural and Linguistic Revitalization at the Center for Folklife and Cultural Heritage, Smithsonian Institution. She works actively in language revitalization, including the training of Indigenous community members in linguistics and language documentation, revitalization strategies, culturally-based language curriculum, and survey methods through the Oklahoma Native Language Association (1996-2008) and the Collaborative Language Research Institute (2010-2014). In 2002 Linn started the Native American Languages Collections at the Sam Noble Oklahoma Museum of Natural History, encompassing historical and contemporary Native American language materials, and directed the Master's in Applied Linguistic Anthropology (language revitalization). Linn's primary research is in the Euchee (Yuchi) language, effective strategies in grassroots linguistic and cultural sustainability, and community-based language archiving and issues in accessibility.



Carlos Martínez, Jr. is the Division Director for Discretionary Grants in the Office of English Language Acquisition at the U.S. Department of Education. He works with a team of highly-skilled staff that provides technical assistance and leadership in developing programs in professional development and the preservation of Native American Languages through education in heritage language and culture. Previously he was Group Leader for Standards, Assessments, and Accountability in the Office of Elementary and Secondary Education which is charged with leading the development of the next generation of academic assessments. Before leading the Standards, Assessments and Accountability Group, he was Assistant Secretary of Education in the New Mexico Public Education Department. He led the Assessment and Accountability Division. The Division is charged with the development and implementation of all statewide testing programs, including standards-based assessments, English proficiency assessments, formative assessments, alternate assessments, and predictive measures of college success. He was also a member of the Secretary's Executive Team and Instructional Cabinet. Previously, Carlos was an Education Program Specialist in the U.S. Department of Education where he advised the directorate and provided technical assistance to state departments of education on evaluation policy including standards-based assessment and accountability for language minority students. He was the Supervisor of Testing in Montgomery County (Maryland) Public Schools, the administrator of the Gulf Coast Educational Consortium which provided technical assistance to Title I schools in southwest Florida and served as the Title I evaluator in Hillsborough County (Tampa, Florida). He also worked with the Connecticut Department of Education where he served as evaluator of state and federal compensatory education programs.



Teddy McCullough is a Policy Fellow for the Center for Native American Youth at The Aspen Institute. Teddy is from the Coyote Valley Band of Pomo Indians in Northern California and recently graduated from American University in Washington DC. Prior to coming to CNAY, Teddy worked at the White House Office of National Drug Control Policy where he assisted in the administration of the Drug-Free Communities Support Program to help fund community organizations interested in preventing drug and alcohol abuse among youth. Teddy is also a Board Member of the National Urban Indian Youth Alliance and continues to be involved in the community through his language revitalization efforts.



William (Bill) Mendoza was appointed as Executive Director of the White House Initiative on American Indian and Alaska Native Education in December 2011. Bill, Oglala-Sicangu Lakota grew up on the Pine Ridge and Rosebud Sioux reservations in South Dakota. Bill has experienced, firsthand, through his professional and life experiences, the multitude of challenges facing American Indian students, educators, and tribes. In addition to being a teacher and principal, Bill has worked at the school, professional and community level to help foster leadership development and civic engagement among American Indians. Integral to his professional and academic capacity has been his experiences as a tribal college student at Haskell Indian Nations University, Sinte Gleska University, and Oglala Lakota College. Bill previously served as the Deputy Director and Executive Director for the White House Initiative on Tribal Colleges. Since his

appointment in January 2011, he has provided leadership to key administration initiatives including: Executive Order 13592, Tribal Leaders Speak – The State of Indian Education 2010 Report; State-Tribal Education Partnership Pilot; and 2012 ED-DOI Memorandum of Understanding. Before coming to Washington, DC, Bill was working towards a Doctorate in Education Leadership at Montana State University (MSU). He earned his Bachelor of Arts in Humanities from Fort Lewis College in 2005 and a Master of Education from MSU in 2010.



Rico Newman (Choptico Band, Piscataway-Conoy Tribe) retired from the National Museum of the American Indian (NMAI) in 2009 and is currently on the Elders Council, Choptico Band, Piscataway-Conoy Tribe and member of the Maryland Commission on Indian Affairs. “Rico Newman led his tribe through some of the toughest historic land preservation battles fought here in modern times,” said Chairman Richard Krueger during the Broad Creek Historic District Committee’s annual Christmas gala. The “Friend of History” award bestowed on Newman is the Maryland County’s highest

honor for historic preservation policy. Rico pressed hard for laws to save archaeological sites from new housing subdivisions. Since then, several places important to Piscataway Indians and earlier indigenous peoples have been saved from destruction.



Ronn Nozoe was appointed Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education in April 2015. In this role Nozoe provides leadership for five programs areas, including School Support and Rural Education, Impact Aid, Indian Education, Migrant Education, and Safe and Healthy Students. Before joining the Department, Nozoe was Deputy Superintendent for the Hawaii State Department of Education, where he oversaw 15 district superintendents, 255 schools and 170,000 students. He led the design and implementation of many of the state’s strategic initiatives, including the alignment of state, district, and school plans; performance management routines; a new system of state and school accountability and improvement; and the expansion of principal and teacher engagement venues. During his tenure, Hawaii saw measurable improvements in student achievement, behavior, absenteeism, graduation rates, and college-going rates, including unprecedented gains on the National Assessment of Educational Progress. Nozoe also served as the Hawaii DOE’s executive

liaison with the military’s U.S. Pacific Command and branches of service. Nozoe has previously served as superintendent of one of the largest and most diverse districts in Hawaii, as a school principal and vice principal, and as a secondary language arts and social studies teacher. He holds a bachelor’s degree in English and a master’s of education in teaching, both from the University of Hawaii. He and his wife Rochelle have four children, Alyssa, Shaye, Riley, and Rusty.



Presidentially appointed, **Lillian A. Sparks Robinson** was confirmed by the United States Senate as the Commissioner of the ANA in March 2010. A member of the Rosebud and Oglala Sioux Tribes, Mrs. Sparks Robinson has devoted her career to supporting the educational pursuits of Native American students, protecting the rights of indigenous people, and empowering tribal communities. Prior to her appointment, Mrs. Sparks Robinson served as the Executive Director of the National Indian Education Association (NIEA) where she worked extensively on K-12 and early childhood education policy to secure funding to positively impact American Indian, Alaska Native, and Native Hawaiian students. With a background in Political science and Law, Mrs. Sparks Robinson was named one of seven young Native American Leaders by USA Today Magazine.



Charles (Monty) Roessel is an enrolled member of the Navajo Nation. He currently serves as the Bureau of Indian Education Director, overseeing 183 schools located on 64 tribal communities and 23 states. Currently, Dr. Roessel is undertaking a major reform effort of the BIE to create a school improvement agency. He serves as a member of the American Indian Education Study group, established by both Interior Secretary Sally Jewell and Education Secretary Arne Duncan. Prior to joining the BIE's headquarters staff in Washington, D.C., Roessel had served since October 2011 as the Bureau's Associate Deputy Director for Navajo Schools, where he was responsible for overseeing 66 BIE-funded schools on the Navajo Nation reservation in Arizona, New Mexico and Utah. He became the associate deputy director after having served since 2007 as superintendent of Rough Rock Community School, a BIE-funded, tribally operated K-12 boarding school near Chinle, Ariz., on the Navajo Nation reservation.

From 2010 to 2011, Roessel served as chair of the Department's No Child Left Behind Negotiated Rule Making Committee and on the Sovereignty in Navajo Education Reauthorization Task Force with the Navajo Education Department of Diné Education. During his tenure as superintendent, Roessel helped to oversee a major school replacement and improvement project funded under the American Recovery and Reinvestment Act of 2009 (ARRA) and carried out by the Indian Affairs Office of Facilities, Environmental and Cultural Resources (OFECR). The official opening of the replacement school and facilities was held on August 15, 2011. Roessel started at Rough Rock in August 1998 as the director of community services where he wrote grants and developed programs for teacher recruitment and student enrollment in addition to coaching baseball and teaching photography to students. In July 2000, he became the school's executive director, where he served until he was named superintendent in 2007. Roessel served from September 1997 to December 2000 as director of the Navajo Nation Round Rock Chapter AmeriCorps program where he developed partnerships to improve education and housing within the Round Rock chapter community. Roessel also has worked as a photographer, writer and editor for various publications and projects including vice-president and editor of the Navajo Nation Today newspaper (1990-1992), which he also co-owned; managing editor of the Navajo Times Today (1985-1987); a photojournalist with the Greeley (Colo.) Tribune (1985) and a photographer/writer with the Navajo View of Navajo Life Project (1984). He also served on the Visual Task Force board for the first annual gathering of minority journalists associations, including the Native American Journalists Association (NAJA), known as the UNITY conference.

Ruth Rouvier, Senior Research Associate, Education Development Center, Inc. Ms. Rouvier holds a Masters of Arts in Linguistics from the University of California, Berkeley and has worked as a documentary linguist and LR professional with communities and institutions in the U.S. and Nicaragua. She currently works for EDC's National Center on Cultural and Linguistic Responsiveness funded by the Office of Head Start/Administration for Children and Families, which supports the implementation of LR within tribal Head Start programs. Previous experience includes managing the Recovering Voices program of the Smithsonian Institution (2012-2014), coordinating the Karuk Tribe's Language Program and community language documentation project (2008-2011), and participation as a linguist mentor at five Breath of Life institutes in Berkeley and Washington, D.C. She has also conducted documentation and supported revitalization efforts in a number of indigenous communities in the U.S. and Nicaragua, including Miskitu, Mayangna, Bridgeport Northern Paiute, Yurok, and Northern Chumash. The documentation and revitalization projects she has successfully advanced prioritize developing strong collaborative relationships between indigenous communities and academic and governmental institutions.



Joyce Silverthorne serves as the Director for the Office of Indian Education (OIE), which supports the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indians and Alaska Natives. As Director, her primary responsibilities are to coordinate, manage, administer, and oversee the Formula and Discretionary grant programs and all activities under ESEA, Title VII, Part A. She supervises the administration of over 1,250 formula grants serving AI/AN students, LEAs and approximately 75 discretionary grant programs of professional development and demonstration grants for Indian children. She comes to the Department of Education from the Confederated Salish and Kootenai Tribes (CSKT) of the Flathead Reservation in Montana and is an enrolled Salish member. She has an extensive background in Indian education from both a great-grandmother and professional educator perspective. Ms. Silverthorne earned a Bachelor of Arts degree in business education with a minor in Native American Studies (1977), and later a master's degree in Education Leadership with a Secondary Principal emphasis (1990) at the University of Montana, Missoula. Her teaching experience includes business education in a demonstration project high school, Two Eagle River School that became a Bureau of Indian Affairs Indian Controlled School. Ms. Silverthorne served for 10 years as a gubernatorial appointee to the Montana Board of Public Education and 3 years as a presidential appointee to the National Advisory Council on Indian Education (NACIE). Ms. Silverthorne completed coursework for the Gonzaga Doctoral Program in Spokane, WA, and upon returning home accepted the position of Tribal Education Department (TED) Director for CSKT and was one of the founding members of the Tribal Education Departments National Assembly, Co. (TEDNA). Her last few years in education bring her directly from a cabinet position, P-20 Policy Advisor, in the Montana Office of Public Instruction.

Michelle Sauve (St. Regis Band of Mohawk) serves as the Intergovernmental Affairs Specialist in the Division of Policy at the Administration for Native Americans within the Administration for Children and Families, US Department of Health and Human Services. Her work includes providing policy and program advice across a variety of issues. In addition, she helps ANA collaborate across federal agencies via participation on various work groups and interagency initiatives. Michelle's previous experience includes providing training and technical assistance to American Indian and Alaska Native Head Start programs, as part of the Office of Head Start Technical Assistance Network from 2006-2010. Ms. Sauve has also provided direct program management in higher education for the Washington Internship for Native Students at American University, raised program funds and directed staff at the Commonwealth Tenants Association in Boston, Massachusetts and served as a case manager for families receiving child care subsidies in California. She has degrees in American Studies from UC Berkeley and a Master's in Public Policy from Harvard University.



Candessa Tehee holds a Ph.D. in sociocultural and linguistic anthropology from the University of Oklahoma where her dissertation focused on the roles of second language learners in Cherokee Nation language revitalization programs. She is a full blood citizen of the Cherokee Nation and is the Executive Director of the Cherokee Heritage Center in Park Hill, Oklahoma. She makes her home in Tahlequah with her three children who are students at the Cherokee Nation Immersion Charter School. Candessa is also an artist who does traditional and modern fingerweaving and is trained as a loomweaver as well.



Raina Thiele is Associate Director of Intergovernmental Affairs and Public Engagement and works as the liaison for tribes and the American Indian and Alaska Native community. Prior to her current position, she most recently served as a Program Examiner at the White House Office of Management and Budget (OMB) working on a wide variety of domestic and international issues. She previously worked as a Legislative Analyst at OMB and worked on tribal outreach for President Obama's 2012 reelection campaign. Raina earned her B.A. from Yale College and her Master in Public Policy degree from the Harvard Kennedy School of Government. Born and raised in Alaska, her family hails from the rural communities of Pedro Bay Native Village on Lake Iliamna and Alexander Creek near Mount Susitna. She is Dena'ina Athabascan and Yup'ik.



Jacob S. Tsoitigh Jr. (KIOWA), M.Ed., has been involved in American Indian education programs for the past 30 years. Currently, he serves SC3 American Indian Education TA Coordinator. He has previously served as the Kansas TA Coordinator and a specialist in the areas of school reform and American Indian education for the former Mid-Continent Comprehensive Center, Indian Education Director for Anadarko (Oklahoma) Public Schools, Program Director and Production Specialist for Inter-Tribal Associates, Inc., and Training Associate over American Indian Research and Development by the Indian Education TA Center Five and Title IX Indian Education. Mr. Tsoitigh returned to Inter-Tribal Associates as Project Director to work as a sub-contractor with the University of Oklahoma’s Region VII Comprehensive Center with direct responsibility for providing high impact TA in American Indian education for over 500 grantees in the seven-state region. Mr. Tsoitigh is past president of the Oklahoma Council for Indian Education (OCIE). He was voted as “Best in Indian Country – American Indian Role Model” by readers of the Oklahoma Indian Times in 1999. He is a 4/4 member of the Kiowa Tribe and specializes in parent committee training, culturally responsive pedagogy, Title VII Indian Education programming, and school improvement.



Ofelia Zepeda is Tohono O’odham Nation and a Regents' Professor of Linguistics at the University of Arizona. She is the recipient of the MacArthur Fellowship for her work in American Indian language education, maintenance and recovery. She is the director of the American Indian Language Development Institute (AILDI), one of longest running language training institutes in the U.S. offering courses, workshops and a range of activities that brings attention to the situation of language loss and the revitalization efforts of communities. Dr. Zepeda is the author of A Tohono O’odham Grammar, the first pedagogical grammar on O’odham and has three books of poetry written in O’odham and English.

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