



Wisdom From the Four Directions



Center for
Native Education

March 2010



EARLY COLLEGE
HIGH SCHOOL
INITIATIVE

Spring Conference in Albuquerque, NM

The spring conference will take place at Isleta Resort and Casino in Albuquerque, NM on April 19-20. Attendees will arrive April 18 and depart on April 20. You will book your own travel arrangements and be reimbursed by CNE. Sessions will end by 4:00 pm on the 20th, so book your flight home with that in mind.

CNE will fund two representatives from each school to attend. **PLEASE RSVP as soon as possible** with the names of your representatives! We need to know by **March 17!** Responses can be e-mailed Rebecca Reilly, the program assistant, at rreilly@antioch.edu. Schools are welcome to send more than two representatives, but they must pay their own way.

Overview of Agenda:

- 4/19 CNE overview
 - Best practices panel
 - Evergreen State Native Case Studies
- 4/20 Dr. Dean Chavers on sustainability
 - Kim Truong from JFF on using data to leverage resources
 - Schools share success stories in sustainability

We look forward to seeing you there!

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Check us out on the web!

www.CenterForNativeEd.com



New Staff Member!

Hello!

My name is Rebecca Reilly, and I am the new program assistant at the Center for Native Education. I'm working with Dawn and Willie to improve, expand, and streamline the Early College High School program as much as possible.

I have just returned from teaching math and science in Lesotho, Africa for two years for the Peace Corps. Prior to

that I worked as an educator at the Oregon Museum of Science and Industry in Portland, OR.

I am very passionate about bringing education and post-secondary educational opportunities to underserved communities, and am very excited to be involved with the Early College High School Initiative.

Thanks, and I look forward to meeting (or emailing, or speaking) to all of you!

CNE Monthly Conference Call

Wednesday March 17, 9:00am PST

Please note that the Center for Native Education will host monthly information-sharing conference calls between Willie Wolf, CNE Director, & the Early Colleges in our network. All site coordinators are urged to participate in the monthly conference calls.

To join the dialogue, call: 1-866-453-5550, and enter PIN #3547985 when prompted. The goal of these monthly phone meetings is to make the Center for Native Education a more cohesive unit, where we all work – and learn – together. Please make it a priority to take part in these discussions.

Letter From the Director

Hi Everyone:

The Center for Native Education has been very busy with visiting the sites, providing support to the schools and coordinating some of the upcoming events including the spring conference and we are very excited about the teacher training which will occur in August. This month will mark the sixth month since I came aboard and I am starting to feel more and more comfortable with the position and I am truly inspired by all the success stories of students I hear about on a daily basis.

Dawn and I have been to almost all the sites since I came aboard in October. We only have Effie Kokrine and Chicago Blackhawk Academy to go. It is very valuable when we come onsite because we are able to observe what is working and what some of your unmet needs are by hearing directly from staff, students, parents and community members. It seems every time we visit a site we get a new idea of how to improve the overall quality of education you are providing to the students. For example, on one of our trips someone suggested that the schools visit other sites to share information and to strengthen the partnerships that we have established. As a result we have been able to make this reality for the first time next year and we will share more about this at the spring con-

ference.

The spring conference is coming up which will be held at the Hard Rock Hotel at Isleta Pueblo just south of Albuquerque on April 19-20. There is more information on this in the newsletter. This is an excellent opportunity for you to find out more about what is going on in the other Early College High Schools and new resources that can help your school to be even more effective in all areas. The focus this spring will be on sustainability since a number of you wanted the Center for Native Education to address this area.

On behalf of the Center for Native Education I want you all to know that we are your biggest fans. We laud the incredible hard work that you do every day, your commitment to Indian education and for helping create a successful environment where our students can fully develop their potential. Many of our students are learning how to soar like Eagles and we want them to continue on this path and even reach greater heights.

Mitakuye Oyasin, All my relations

Willie Wolf

Director, Center for Native Education
Antioch University

Teacher Spotlight: Kathleen Phelan

The teachers at all of our early college high schools are incredible, innovative, hard-working individuals, and we at the CNE thought their commitment should be spotlighted and honored; hence, the new teacher spotlight corner! We'd like to interview a new teacher each month, to share ideas and experiences. If you know an outstanding teacher at your school, email his/her information to rreilly@antioch.edu and we'll showcase them!

This month we are getting to know Kathleen Phelan, an English, US history, and world history teacher at Walatowa Charter School in Jemez Pueblo, NM.

Kathleen is a former documentary filmmaker, working for CBS and ABC in the '80s and '90s, making series for channels such as PBS and National Geographic. She's traveled all over the world, and has experienced many amazing cultures and lands. After moving to New Mexico, Kathleen decided to indulge in her compulsion to teach, and is working towards

a license through the Transition 2 Teaching program.

Kathleen strives to teach her history classes through a Native American lens; for US history, she uses manifest destiny and its impact as her overriding theme, while she examines world history with a focus on imperialism and its effects. Some favorite projects of Kathleen's are: having her sophomores write a 3 page research paper on one of the great leaders of the Indian Wars. Those reports are then bound into a book and presented to the local middle school by her students.

Also, her seniors each write a 15 page thesis on any interest where the knowledge they acquire is for the betterment of the community. Some are making documentaries of war veterans, doing impact reports on truancy, or creating a plan to return to a Paleolithic diet. Kathleen loves that ECHS steps up the rigor of education, and creates an environment where students speak of college in terms of "when", not "if". She is continually inspired by the

Pueblo culture, especially the use of humor as a social leveler.

Kathleen tries to bring native culture into all of her subjects, for example [here](#) is a great hand-

out on how to write a research paper, with a pottery theme (There's also a great poem attached!). We at CNE enjoyed this handout so much, we made a [basket themed](#) version, for Pacific Northwest students! Thanks Kathleen, keep up the good work, you are an inspiration to us all!



Join the Adopt-a-Classroom Program

We are working together with Adopt-A-Classroom, a nonprofit organization that partners donors with classrooms, in order to provide additional funds for the teachers in our schools. Once adopted, teachers have unfettered discretion to use the donations to purchase materials and resources for your classroom.

Here are a few benefits of registering your

classroom:

1. Information and needs of your classroom are published on www.adoptaclassroom.org.
2. Registered teachers have greater opportunity to receive funds.
3. Registered teachers gain access to marketing and outreach tools to in-

form parents, family and friends.

If you want to learn more about the program and consider registering your classroom, visit www.adoptaclassroom.org and click on the TEACHERS section.



Need New Computers?

Small Grant Opportunities Abound!

There are many opportunities out there to receive funding for small classroom projects and to obtain new materials, such as computers and tech equipment. Here is a short list of some resources for finding these opportunities, and on the following page are some grant-writing tips to get you started!

- A great grant-writing home base, with a list of grant opportunities and also some writing tips and resources: <http://www.k12grants.org>
- A directory of different grant opportunities for teachers <http://www.unc.edu/depts/cmse/grantopp.html>
- Toshiba America Technology Grant: \$500-20,000 awards
<http://www.toshiba.com/tafpub/jsp/about/HowApply.jsp>
- Earn funding by recycling old printer cartridges and cell phones <http://www.etcep.com/>
- American Express Preserving our Cultural Heritage Grants http://home3.americanexpress.com/corp/gb/cult_her.asp
- Best Buy Technology Grants– \$500-2,000 Gift cards awarded for teachers to purchase technology equipment for the classroom
<http://communications.bestbuy.com/communityrelations/teach.asp>
- Brinker International Foundation supports programs and projects that are affiliated with Children/Family, Arts, Civic, and University related educational programs http://www.brinker.com/contact/charitable_requests.asp
- For schools in eastern WA, the Avista foundation offers many grants http://www.avistafoundation.org/who_are_we.asp
- Compu-Teach offers grants for educational software <http://www.compu-teach.com/>, click on “grants”
- Digital Wish offers small technology grants every month! http://www.digitalwish.com/dw/digitalwish/grant_awards
- HP offers a variety of grants, which will be listed later this spring on their website: <http://www.hp.com/hpinfo/grants/>
- Intel offers grants for schools in OR, WA, AZ, and NM <http://www.intel.com/community/grant.html>

Coach Cornel's Corner

In a nation that has been a home of cultural genocide, has hosted a variety of white supremacy ideologies, and has tolerated the idea that the poor are mentally inferior, it is futile to believe that there will be a mass commitment to ensure that every child succeeds. It is important to learn from a variety of perspectives about educational excellence. The American Indian perspective is but one. But for American Indian people, still reeling under the hammer blows of neo-colonization and antidemocratic ideologies, we cannot wait for a more humane pedagogy to evolve. We must produce and assert it. We must draw from the wellspring of our traditions, and from all successful traditions. We must transform Indian education.



Tips for Writing a Successful Grant

1. Have a student-centered project in mind

Grant committees like projects when they improve learning and are innovative. Unique and creative projects that use "out of the box" thinking won't guarantee you win, but will certainly help

2. Stay Positive

No one wants to read one proposal after another that complains about the lack of funding in schools. That's why you are writing a grant! Negativity does not promote success. Write grants for units of study that you will be excited to teach.

3. Follow Directions

Many grant opportunities have strict rules and procedures for applying. The funding organization is deciding whom to give money to, they receive anywhere from hundreds to thousands of grant applications so the least you can do to show appreciation would be to obey the rules. By adhering to page limit, font size and style, whether or not sample materials are permitted, and due dates, you are showing your commitment in carrying out the grant should it be funded. Along those same lines, many grant applications are divided up into various questions. Answering questions in order (especially if requested) can help your application at least be considered instead being tossed aside. Make sure your responses completely answer the questions. Are they clear and concise, or do they still leave too many unanswered questions?

4. Proofread

Why should a company or agency fund your grant if you didn't even make the time to check over your writing? As a courtesy to the grant reviewers whom have many proposals to look over, please be nice enough to have your proposal be error free.

5. Avoid the word "will"

That is often difficult since implementing the project requires funding and it may sound petty. Here is an example: After our field trip to Mission San Juan Bautista, students will download the pictures onto classroom computers and will create 5-minute movie documentaries to explain about mission life. Now a second example: After our field trip to the mission, students download the pictures on classroom computers and create 5-minute movie documentaries to explain about mission life. Reviewers know that implementing projects depend on funding. Remember: little details can make a big difference.

6. Don't be too wordy

Get to the point! Your proposal should show a style of creative writing, but don't waste the grant reviewers time in the process. Over-explaining and taking too much time to explain can turn people off to your proposal. Many times being concise is necessary as some grants require overall word limits, page limits, or word limits on each question.

7. Use materials provided

Refer to information provided by the organization on what type of grants they are looking for and the criteria they will use to select winning grants. Think of it as a cheat-sheet. Many grants offer a scoring rubric for how your application will be scored.

8. Research Exact Costs

Call the location where the materials will be purchased and get a quote. Make sure you have included all costs. You might have selected a new computer for classroom use for example. Is there applicable tax and shipping? What about that extended warranty?

9. Relate materials with learning goals

I'm a big fan of the latest technology available, but it is very unlikely a grant will be funded if you want something for your classroom just to have. There has to be a learning experience connected to its usage. Connect general equipment to a particular project to give it levity. For example: when asking for funding for a computer storage cabinet, describe a particular project i.e. GIS tutorials that the students use the computers for, and explain that a storage cabinet is needed in order to maintain the safety and security of technology in the classroom in order to ensure future projects that incorporate computers are possible.

10. Meet all due dates concerning feedback

Make sure feedback is complete and thorough. Many companies enjoy hearing thank you letters from teachers and students. Your thank you letter should describe the project, explain how this project was a unique experience for the students, and sound appreciative. Obtain parent permission if photographs are requested from the grant organization. Make sure students only sign their first names. Names should never be included in photographs that could identify students. The organization may require additional feedback information. Meeting deadlines may often aid in receiving materials in a timely manner or in receiving reimbursement if necessary.