

42nd Oregon Indian Education  
Association Conference

Creating Space for Indigenous Education:  
Sharing our Struggles,  
Celebrating our Successes

Conference Program  
May 9-10, 2019  
University of Oregon  
Eugene, OR USA



## Welcome

The Oregon Indian Education Association (OIEA) advances comprehensive, culture-based educational opportunities for American Indian/Alaska Natives and Native Hawaiian students in Oregon schools. As the current President I would like to welcome all participants to this year's OIEA conference, entitled *Creating Space for Indigenous Education: Sharing Our Struggles, Celebrating Our Successes*.

Consistent with this year's theme there will be a variety of workshops that allow participants to share what has been going on in Native education across the state of Oregon. Despite limited resources, Native educators work tirelessly on Native language revitalization; create supports for Native students at all levels; continue to advocate for tribal sovereignty; and develop Native curriculum that will educate all students. We have an opportunity to share the successful programs, Native educators, parents and student outcomes.

For the OIEA organization this is a significant year and an opportunity for all OIEA members to **recommit to an organization that provides a space for professionals** engaged in the challenging and important work of improving opportunities for all our Native students in Oregon. The OIEA Board has spent considerable time and effort in strengthening this organization, revising the Constitution and By-Laws and improving the infrastructure through our OIEA committees. This Board will be revitalized with member involvement and participation.

OIEA would like to thank the staff at the University of Oregon, and all those who have worked to make this conference a success. We know how much is involved to put on a statewide event like this and OIEA is extremely grateful.

Megwich and Pe nah gi gi

Robin Butterfield (Winnebago/ Chippewa)  
OIEA President: 2017-2019



## **Conference Organizers**

Dr. Michelle Jacob  
Professor of Education, College of Education

Dr. Leilani Sabzalian  
Professor of Education, College of Education

Cholena (CC) Wright  
Office of Admissions, OIEA Secretary

Robin Butterfield  
OIEA President

Tamara Henderson  
OIEA Vice-President

Lisa Fortin  
Director of Events and Student Recruitment, College of Education

## **Planning Committee**

Stephanie Tabibian  
Sapsikwala Teacher Education Program, College of Education

Kelly LaChance  
Sapsikwala Teacher Education Program, College of Education

Deanna Chapel Belcher  
College Of Education

Alison Schmitke  
Education Studies, College of Education

Karen Perez  
Eugene 4J School District

Amy Harter  
UOTeach, College of Education

Julie Heffernan  
UOTeach, College Of Education

Roben Itchoak  
Sapsikwala Teacher Education Program

Ashley Cordes  
PhD Student, Media Studies



## **Conference Theme**

# **Creating Space for Indigenous Education: Sharing our Struggles, Celebrating our Successes**

This year's Oregon Indian Education Association (OIEA) conference focuses on the theme "Creating Spaces for Indigenous Education: Sharing our Struggles, Celebrating our Successes." Through this theme, the OIEA conference seeks to recognize the countless ways Indigenous educators and communities create space for Indigenous education. Despite limited resources or a lack of institutional supports, Indigenous educators work tirelessly to create spaces that affirm Indigenous students, communities, and nations, and that recognize the importance of Indigenous languages, lifeways, and knowledges. We have started clubs, programs, and schools, created curriculum, and advocated for educational policy to reflect our priorities.

This legacy of Indigenous education reflects important survivance work that should be shared and celebrated!

The OIEA 2019 conference highlights those efforts to create spaces for Indigenous education, in both educational practice and policy, anchored around six themes:

- Decolonizing Curriculum
- Pathways to Higher Education
- Integrating Traditional Knowledge
- Native Language Revitalization
- Professional Development
- Family Outreach

Tribal education practitioners, Native faculty, researchers, students, community members and community organizations are encouraged to share their efforts to create space for Indigenous education in their own contexts. Through this theme, we will share our struggles, as well as recognize and affirm our successes, big and small, so that we can help one another to sustain this important work.



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# AGENDA AT A GLANCE

Wednesday, May 8	Thursday, May 9	Friday, May 10
<p>OIEA Board Meeting 1:00 pm – 4:00 pm Many Nations Longhouse</p>	<p>Registration 10:00 am EMU Ballroom Lobby</p>	<p>Registration 8:30 am Ballroom Lobby</p>
		<p>3<sup>rd</sup> Breakout 9:30 am – 10:45 am Various Locations</p>
		<p>Break 10:45 am – 11:00 am Ballroom Lobby</p>
	<p>OIEA General Session 11:00 am – 12:30 pm EMU Ballroom</p>	<p>4<sup>th</sup> Breakout 11:00 am – 12:15 pm Various Locations</p>
	<p>Lunch with Welcome and Keynote Speaker Carmen Lopez 12:30 pm – 2:00 pm EMU Ballroom</p>	<p>Lunch with Keynote Speaker Alayna Eagle Shield and Awards 12:15 pm – 2:00 pm EMU Ballroom</p>
	<p>1<sup>st</sup> Breakout Session 2:15 pm – 3:30 pm Various Locations</p>	<p>Next Steps and Take Aways 2:15 pm – 3:00 pm Crater Lake Rooms North and South</p>
	<p>Break 3:30 pm – 3:45 pm Ballroom Lobby</p>	<p>Break 3:00 pm – 3:15 pm Ballroom Lobby</p>
	<p>2<sup>nd</sup> Breakout 4:00 pm – 5:00 pm Various Locations</p>	<p>OIEA Closing Session and Raffle 3:15 pm – 4:30 pm EMU Ballroom</p>
	<p>Dinner on own</p>	
	<p>Play Reading: Salmon is Everything 6:30 pm Kalapuya Illihi, Residence Hall, Room 117</p>	

## KEYNOTE SPEAKERS



**Carmen Lopez** will be speaking during the lunch 12:00 pm – 2:00 pm on Thursday, May 9, in the University of Oregon’s EMU Ballroom.

Carmen Lopez is a citizen of the Navajo Nation, from the Forest Lake area of Black Mesa, Arizona and she also grew up in Farmington, NM. Carmen is Executive Director of College Horizons Inc., a national educational non-profit based on the Santa Ana Pueblo near Bernalillo, New Mexico. College Horizons supports the higher education of Native American students by providing pre-college (College Horizons), a first year to college success/retention initiative (Scholars Program) and pre-graduate programs (Graduate Horizons) open to American Indian, Alaska Native, and Native Hawaiian high school and college students from across the nation. Prior to College Horizons, Carmen served as the Executive Director of the Harvard University Native American Program and began her career in education as a high school history teacher. She received her A.B. from Dartmouth College and an Ed.M. from the Harvard University Graduate School of Education. Carmen volunteers her time on the board of the Center for Civic Policy and at the primary schools that her children attend.



**Alayna Eagle Shield** will be speaking during the welcome session and lunch 12:15 pm – 2:00 pm on Friday, May 10 in the University of Oregon’s EMU Ballroom.

Alayna Eagle Shield is Lakǰóta Húnǰkpaǰha and Arikara and a citizen of the Standing Rock Sioux Tribe. Alayna is currently a Native American Community Academy (NACA) Inspired Schools Network Fellow and consultant. Her previous professional work includes the SRST Health Education Director, a Lakota Language instructor at the Lakota Language Immersion Nest and as the Language Specialist for the Language & Culture Institute. Alayna serves on multiple boards and committees. Alayna earned her B.S. from the University of Mary (2014), Eminent Scholar to teach Lakota from Sitting Bull College (2013), and Master of Public Health from NDSU (2017). Alayna offers multiple types of workshops including: Self Healing, Life Coaching, Powwow Dancing and Culture Sharing, and Cultural Sustaining Training. Her facebook page is at <https://www.facebook.com/alaynaeagleshield/>

## THURSDAY, MAY 9

10:00 am	Registration	Ballroom Lobby
11:00 am - 12:30 pm	OIEA General Session	EMU Ballroom
12:30 pm - 2:00 pm	<b>Lunch</b> --Welcome by Dean Randy Kamphaus --Keynote Presentation by Carmen Lopez	Ballroom
2:15 pm - 3:30 pm	1.1 NIEA ESSA and Tribal Consultation	Maple
	1.2 Nontraditional Digital Teaching and Learning Methods and Materials	Oak
	1.3 Aw na sínwisha: Teaching, Learning and Speaking Ichishkíin at the University of Oregon	Cedar
	1.4 What is Autism and Inclusive Environmental Traditional Ecological Knowledge Projects	Spruce
	1.5 Outdoor Traditional Knowledge	Swindells
	1.6 Applying Tribal Critical Race Theory to Literary Studies	Crater Lake North
	1.7 Title VI Indian Education: It's Complicated	Crater Lake South
3:30 pm - 3:45 pm	Break	Ballroom Lobby
4:00 pm - 5:00 pm	2.1 Indigenous Language Revitalization at the University of Oregon: Northwest Indian Language Institute (NILI) and the Ichiskiin Language Class	Maple
	2.2 Guiding Principles for Effective Teaching of American Indian/Alaska Native History and Culture	Oak
	2.3 You Have to be Brilliant or Crazy: Going Back to the Rez to Work After College	Cedar

	2.4 Recruiting and Retaining Native Educators: Tools and Resources for Education Stakeholders	Spruce
	2.5 What to Do When a Number Blocks Your Path? Working Together to Demystify the Gatekeepers to Our Profession	Swindells
	2.6 Understanding Special Education Process and Components for an Individual Education Plan	Crater Lake North
	2.7 Envisioning a Healthier Tomorrow: Supporting Our Future Healers and Health Professionals	Crater Lake South
	Dinner on own	
6:30 PM	Play Reading: Salmon is Everything	Kalapuya Ilihi, Residence Hall, Rm 117

**FRIDAY, MAY 10**

8:30 am	Registration	Ballroom Lobby
9:30 am - 4:00 pm	Youth Program	Diamond Lake
9:30 am - 10:45 am	3.1 Indigenous Student Activism at a Predominantly White Institution (youth appropriate)	Diamond Lake
	3.2 Konaway Nika Tillicum Native American Youth Academy: What Variables Contribute to Native American Student Success? (youth appropriate)	Maple
	3.3 Honoring Tribal Legacies Curriculum Design and Dissemination	Oak
	3.4 Engaging Youth with Equine Assisted Learning	Cedar

	3.5 Oregon Mathways Initiative: Creating Equitable Pathway Options for all Students	Spruce
	3.6 Rez Car Storytelling: Using Humor to Create Classroom Community and Increase Literacy Skills	Swindells
	3.7 Bullying and Harassment: A School District's Obligation to Respond to harassment based on disability, race, and sex, and a student's right to file a complaint	Crater Lake North
	3.8 Making Power Together: Southern Oregon (SO) Indigenous Initiative	Crater Lake South
10:45 am - 11:00 am	Break	Ballroom Lobby
11:00 am - 12:15 pm	4.1 Tribal Attendance Pilot Projects (TAPP) - Lessons Learned in Reducing Chronic Absenteeism	Maple
	4.2 Creating and Maintaining Space for Indigenous Students on a college campus	Oak
	4.3 Transitioning Students with Disabilities to Higher Education	Cedar
	4.4 TEK and Tech: Creating Opportunities to Engage Tribal Youth in Forestry Education and Workforce Development	Spruce
	4.5 Circle of Stories and Widening the Space: Recent Award-Winning Native American/Indigenous Authored Sci-Fi Novels for Secondary Students (youth appropriate)	Swindells
	4.6 Perspectives and Stories on the path to a PhD as Indigenous scholars	Crater Lake North

	4.7 Beyond Totems or Trinkets (youth appropriate)	Crater Lake South
12:15 pm - 2:00 pm	Lunch Welcome by UO Office of Institutional Equity and Diversity Presentation by Alayna Eagle Shield Awards Presentation	Ballroom
2:15 pm - 3:00 pm	Take Aways and Next Steps: Creating Space for Indigenous Education	Crater Lake North and South
3:15 pm - 4:30 pm	OIEA Closing Session and Raffle	Ballroom

## ADDITIONAL INFORMATION

### Wireless Access

Visitors can register themselves for 7-day access to UO's wireless network:

- On your computer or mobile device, select the UO Guest wireless network.
- Select Create an account.
- Provide the requested information, then check the box indicating you accept the terms and conditions (UO's Acceptable Use Policy), and click Register.
- Click Send password via email and/or Send password via text message. (Note: The system may not acknowledge the button click, but it is sending you the message.)
- Once you've received a message containing your password, click Log in.
- Enter your assigned username and password. You should then be connected to the UO Guest wireless network.

Eduroam is also available on campus.

### Smoke and Tobacco Free Campus

The UO is a smoke and tobacco free campus, meaning use of those products is not allowed indoors or outdoors anywhere on campus. The closest smoking area to the Erb Memorial Union Building (where the conference is being held) would be a few blocks away on the corner of 13<sup>th</sup> and Kincaid Streets.

## **Parking Information**

Parking on campus can be challenging, so please allow enough time in your schedule so you have time to find parking and make it to your chosen sessions. Metered street parking is available through much of campus. You may also find paid parking in the Columbia Garage, located approximately 2 blocks away from the Erb Memorial Union. The parking garage is located next to Matt Knight Arena on 13<sup>th</sup> Street. Prices range from \$1 to \$3 per hour or a daily maximum of \$12.

## **Evening Entertainment and Concurrent Events**

Native Play Reading: Salmon is Everything

Thursday, May 9 6:30 – 8:30 pm

Kalapuya Ilihi Hall, Room 117

1751 E 17th Ave, Eugene, OR 97403

UO Mother's Day Powwow

Friday and Saturday

McArthur Court

1601 University St, Eugene, OR 97403

ASUO Street Faire

May 8-May 11, 2019

University of Oregon

1585 E. 13th Avenue, Eugene Or 9740

## **Dinner Dining Options**

Show your name badge at the businesses listed on the page at the end of this program booklet to get the discount shown on food and beverages. This service is offered by Travel Lane County.

The Native Play Reading Group presents:

# Salmon Is Everything

*Voices of the Klamath River*



Free concert Reading of  
*Salmon is Everything*

Written by Theresa May

*Developed in collaboration  
with the tribal  
communities of the  
Klamath Watershed*

Thursday, May 9<sup>TH</sup>  
6:30 pm

Kalapuya Ilihi, Rm. 117  
University of Oregon



All are  
welcome!

Indigenous traditional ecological knowledge.

Tribal water rights.

Sovereignty. Ally-ship. Environmental justice.



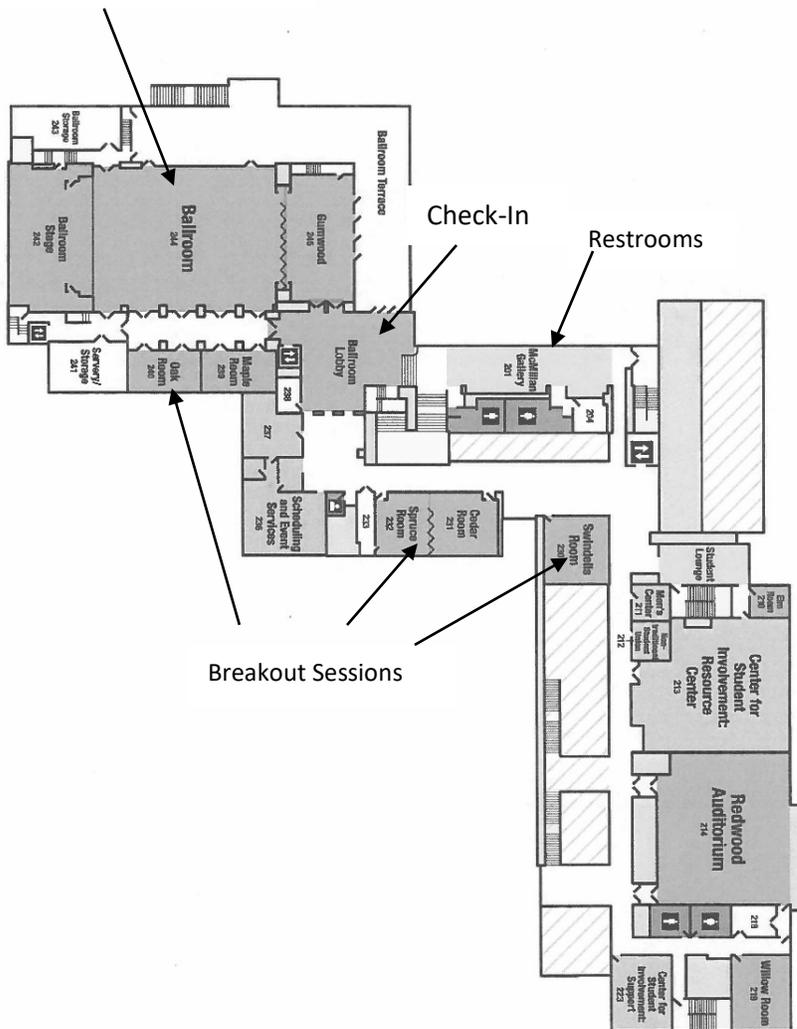


# Erb Memorial Union Maps/Onsite Information

Registration Check-In opens at 8:00 am on Thursday, May 9 and is located in the ballroom lobby area on Level 2 of the Erb Memorial Union (EMU).

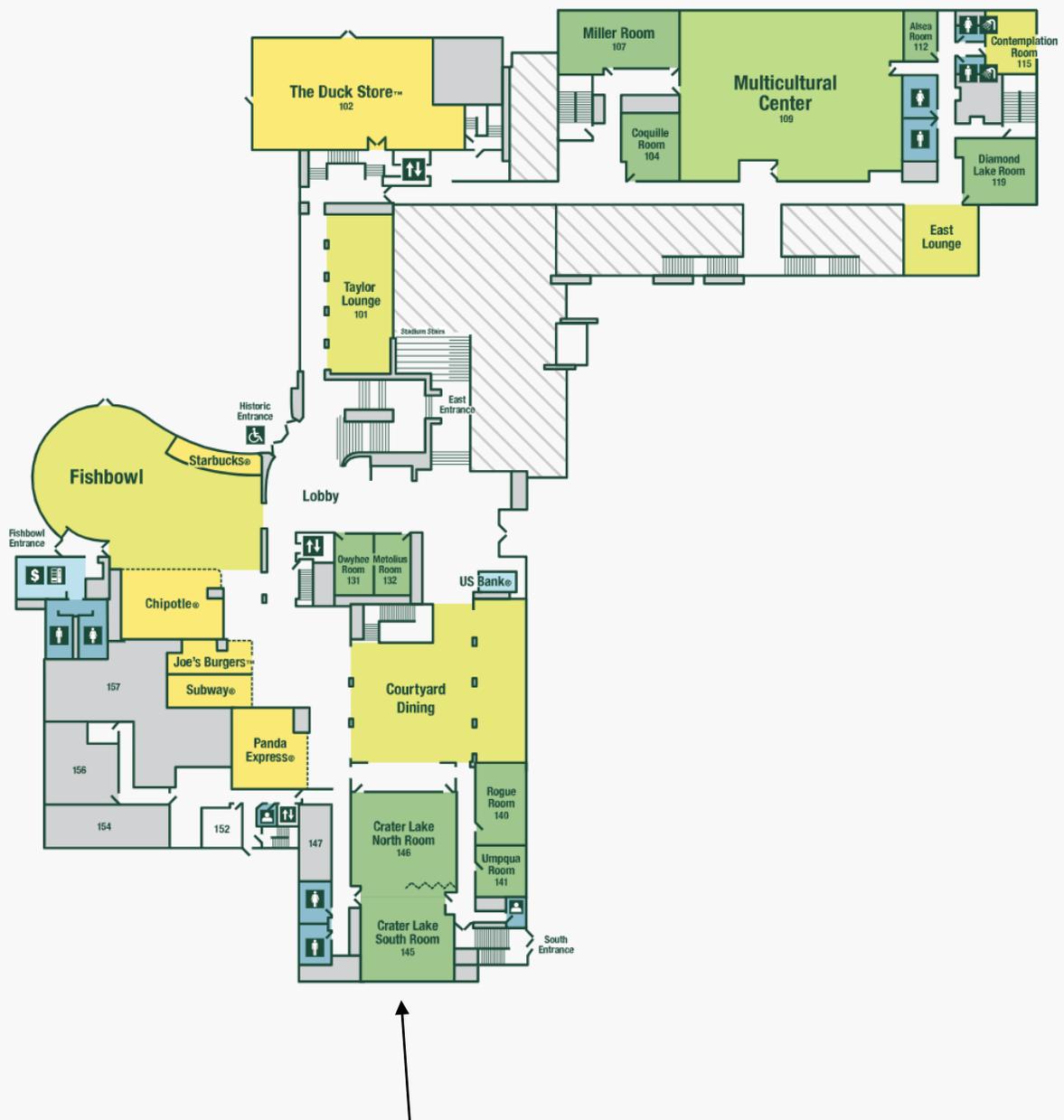
The EMU is located at 1395 University St., Eugene, OR 97403-1232

Welcome and Keynote Sessions



Level 2

EMU 1<sup>st</sup> Floor where Crater Lake Rooms are located



Breakout Sessions

# SESSION ABSTRACTS

## 1.1: NIEA ESSA and Tribal Consultation

**Presenting:** Otto Hamilton, NIEA; Diana Cournoyer, NIEA

**Themes:** Professional Development

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists, Title VI Administrators, Administrators

This session will focus on tribal leaders and the provisions of ESSA, which require tribal consultation. NIEA has prepared several informational tools to assist with helping tribal leaders understand ESSA's consultation requirement from the state and local levels.

## 1.2: Nontraditional Digital Teaching and Learning Methods and Materials

**Presenting:** Larissa Shatalove, Lane Community College

**Themes:** Pathways to Higher Education, Integrating Traditional Knowledge

**Audience:** All

Educators and students are looking for nontraditional effective teaching and learning materials. List of Math courses (Beginning Algebra, Elementary Algebra, Introductory Algebra, Intermediate Algebra, College Algebra, Introductory Mathematics for Computer related programs and more) were developed on the basis of the Lucid method. Courses are illustrative, minimum printed words, full of different types of activities. Courses can be customize or/and translate and more. The Lucid Method is a different way of teaching and learning. This method provides self-paced independent learning, where the learner is in full control of the learning process and the process of comprehension of knowledge, from the concept to its practical use, is achieved by a variety of forms of activity of the student. Lucid Method expands teacher's ability to work with individual students

The method propels the student to be an active learner most of the time. This format reinforces a logical approach that cements knowledge in long-term memory. It also builds student's self-confidence by creating a more productive personal learning environment. Furthermore, it unlocks student's inner potential by providing learning opportunities for them according to their abilities, prepares them for self-education throughout their lives and significantly reduces teacher's stress in the classroom.

### **1.3: Aw na sínwisha: Teaching, Learning and Speaking Ichishkíin at the University of Oregon**

**Presenting:** Regan Anderson, Shayleen Macy, Joana Jansen

**Themes:** Integrating Traditional Knowledge, Native Language Revitalization

**Audience:** All

In the University of Oregon Longhouse, students gather in the kitchen, chatting and laughing as they prepare a meal together, reminding each other: Cháwtun shyapuutímki (*no English*). Language learners then listen intently as an Elder describes what she is doing as she works. The Elder uses her language, Ichishkíin, to describe the process. Then it is the students' turn to speak, to ask questions, to use what they have learned as beginner speakers of the language.

This presentation focuses on the Yakama Ichishkíin language class at the University of Oregon, and a panel of class students and instructors addresses class goals, values, and student and instructor experiences. UO is honored and the class is possible due to the role of Elder and scholar Tuxámshish, Dr. Virginia Beavert, living and working on campus. The course has now been offered for 10+ years, and was built on and continues to rely on long-standing relationships and connections with Ichishkíin-speaking Tribes, programs and individuals. It provides an integrative model of language learning and use, curriculum development and dissemination, and linguistics and teacher training. Core values that will be addressed include developing the class as a bridge to home and community; Elder involvement, and reciprocity.

## **1.4: What is Autism and Inclusive Environmental Traditional Ecological Knowledge Projects**

**Presenting:** Christine Bruno, Christine Bruno; National Indian Parent Information Center

**Themes:** Professional Development, Family Outreach

**Audience:** All

Autism Spectrum Disorder (ASD) impacts education, home life and community involvement for the children and their families. Understanding of the different ways a child with ASD experiences the world will lead to being a strong supporter.

Learn of Inclusive environmental projects, infused with culture, which gives all abilities opportunities to learn while doing land restoration. Photos will tell the story of five sites in the Portland area.

The purpose of this workshop is to give professionals, family and community members basic information on Autism, and discuss the challenges faced by organizations, individuals and families. To increase culturally appropriate programming for individuals with ASD and their families.

## **1.5: Outdoor Traditional Knowledge**

**Presenting:** Esther Stutzman, Yoncalla School District #32; Shannin Stutzman, Indian Education Summer Camp Activity Director; Aiyanna Brown, Language Curriculum Developer

**Themes:** Decolonizing Curriculum, Integrating Traditional Knowledge, Native Language Revitalization, Family Outreach

**Audience:** All

Our Indian Education Networking Group has been working with Native youth, grades 4-12 in a cultural camp setting in which the youth learn many aspects of traditional knowledge. In fashioning curriculum we have addressed the common core curriculum standards of the State of Oregon such as math, reading, comprehension, social science, history and the arts.

The camp has been ongoing for 42 years and the average summer attendance is between 60-75 youth. These Native youth are from several Indian Education Programs in Coos, Douglas and Curry counties and with contributions from those programs and extensive fundraising, the camp is a one-week residence camp the the youth attend at no cost to families.

The idea for the camp came about as a way to extend cultural knowledge past the end of the school year so that Native youth learning does not end when school is out.

The camp offers knowledge of a variety of languages. For the past two years, we have concentrated on the language of the Kalapuya and in the past we focused on Tu-Tu-Dine and Chinuk Wawa.

During camp, which is held on 19 acres along the Rogue River, the campers take part in drumming, dancing, singing, Native games, traditional art, science/biology and ecological studies. Location history and regional history are also a part of everyday learning and we tie the activities to local knowledge and tribal territory. The knowledgeable staff have backgrounds in traditional culture and are able to pass this knowledge along during various activities.

Our biggest successes have come with the reinforcing of respect and appreciation of tribal history and customs. In addition, topics such as bullying, homophobia and alcohol and drug prevention are often a part of sessions led by guest speakers.

We also offer follow-up contact with the youth after camp in the form of classroom visitations and assemblies. We have found that this outdoor camp setting is ideal for a relaxed learning environment that is closely linked to traditional cultural knowledge.

## **1.6: Applying Tribal Critical Race Theory to Literary Studies**

**Presenting:** Julia Siepak, Southern Oregon University and Nicolaus Copernicus University, Poland

**Themes:** Decolonizing Curriculum

**Audience:** Teachers/Faculty, Tribal Education Specialists

This paper attempts to propose a new framework of studying Indigenous literatures based on the nine tenets of Tribal Critical Race Theory proposed by Bryan Brayboy. This theory stresses the relationship between the U.S. and Indigenous nations and provokes their re-imagining and re-definition. The framework developed by Bradboy within the field of education will be contextualized so as to meet the objectives of literary analysis, applying concepts put forward by Indigenous scholars within the domain of cultural and literary studies, such as Lee Maracle, Thomas King, Gerald Vizenor, Leanne Simpson, etc. The paper argues the relevance of the framework exposing settler colonial tensions within literary studies and its importance to the decolonial efforts. The proposed theoretical framework will be applied to study selected Indigenous speculative fiction, e.g. Louise Erdrich's "Future Home of the Living God," Rebecca Roanhorse's "Trail of Lightning," Stephen Graham Jones's "Mongrels," and Joseph Burchac's "Killer of Enemies." The paper will address the ways in which these works of fiction question the norms of settler colonial society, as well as the ways in which they re-imagine Indigenous futures. Then, it will be argued that literature may be seen as an important form of a decolonial practice.

## **1.7: Title VI Indian Education: It's Complicated**

**Presenting:** Angie Morrill, Portland Public Schools; Shelby Marez, Title VI Indian Ed for Salem

**Themes:** Decolonizing Curriculum, Integrating Traditional Knowledge, Family Outreach

**Audience:** All

While many students, parents and administrators access Title VI programming and many have participated at different levels, there is no one single Title VI program. In this panel, Title VI administrators from urban and rural areas will discuss the challenges, successes and complications of running a program for tribally enrolled students under a federal grant. How do we integrate traditional knowledge into our cultural and academic curriculum? What part does language play in our programs? How do we meet the needs and expectations of families? And how do we successfully support our students who are at risk for not graduating, who have chronic attendance issues and are subject to erasure and racist curriculum while working within the school systems and fulfilling our grant obligations? It's complicated, and it is also necessary and often beautiful.

## **2.1: Indigenous Language Revitalization at the University of Oregon: Northwest Indian Language Institute (NILI) and the Ichiskiin Language Class**

**Presenting:** Dr. Virginia Beavert, Regan Anderson, Janne Underriner and Ichishkiin Students

**Themes:** Integrating Traditional Knowledge, Native Language Revitalization

**Audience:** All

In this presentation we will discuss two Indigenous rooted programs at the University of Oregon. First, we will give an update on the Northwest Indian Language Institute's programming as it relates to Indigenous language revitalization in Oregon. We will present on the opportunities at NILI for Native undergraduate and graduate students. We will discuss NILI's upcoming Summer Institute – Sharing our paths, creating community.

This will be followed by a presentation of the Ichishkiin language class. We will discuss its programming and philosophy, and students from the class will discuss their learning, class projects and share on the impact that learning Ichishkiin has on their experience at UO and on their personal wellbeing

## **2.2: Guiding Principles for Effective Teaching of American Indian/Alaska Native History and Culture**

**Presenting:** Robin Butterfield, Oregon Indian Education Association

**Themes:** Decolonizing Curriculum, Integrating Traditional Knowledge, Professional Development

**Audience:** All

With the passage of Oregon's SB13, there is a lot of tribal curriculum development taking place across the state. This workshop helps provide a context for HOW to teach effectively through a Native lens. Whatever lessons are created, these Guiding Principles will provide some support to classroom instruction and move teachers away from some of the more stereotypic things that have happened with Native history and culture in the classroom.

## **2.3: You Have to be Brilliant or Crazy: Going Back to the Rez to Work After College**

**Presenting:** John Spence, OR Department of Human Services

**Themes:** Professional Development

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists, Administrators

Before going home to work at Fort Belknap, Montana I was told I must be either "brilliant or crazy." While there I worked for 7 years during 1980-87 as a tribal health planner, group home director, parenting coordinator, councilman, and tribal college president. Returning to Oregon in 1988 I worked for 7 years at Chemawa, 3 years at Grand Ronde, and taught for 20 years at the PSU School of Social Work (1998-2017). This presentation will be an interactive discussion for participants to examine the challenges and rewards of returning home after college to work with your own tribal community.

## **2.4: Recruiting and Retaining Native Educators: Tools and Resources for Education Stake Holders**

**Presenting:** Otto Hamilton, NIEA; Diana Cournoyer, NIEA

**Themes:** Professional Development, Family Outreach

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists, Title VI Administrators, Tribal Leaders

NIEA launched the NIEA Educator Initiative in February 2018. The Educator Initiative is NIEA's response to the educator shortage crisis in Native serving schools. The goals of the Educator Initiative are: recruit and retain effective and culturally responsive teachers, support the growth and impact of educators by providing culturally responsive professional development resources, and inform recruitment strategy and policy decisions by supporting the collection of accurate and comprehensive data. Attend this session to learn how educators and hiring managers can take advantage of NIEA's resources.

## **2.5: What to Do When a Number Blocks Your Path? Working Together to Demystify the Gatekeepers to Our Profession**

**Presenting:** Deanna Chappell Belcher, Doctoral Candidate

**Themes:** Pathways to Higher Education

**Audience:** Teachers/Faculty, Other

This presentation / discussion begins with the stipulation that standardized tests, in all of their insidious forms, have served over the past century as tools of the oppressor. Tests are standardized - culturally bound and exclusionary in their content, format, and delivery - in order to keep some people out of certain spaces, and to allow certain people in.

Even as we work politically to counteract and eventually undo the influence of standardized testing in education, we must live with the tests and their consequences. We hold both of these: long term goals and immediate needs.

After a brief historical overview of standardized testing in the U.S. nation-state and a quick review of research, we will look at some examples together.

Most of the session will be devoted to participants sharing their own experiences of standardized testing, and the group finding ways to both resist and survive these gatekeeping efforts by the “powers that be.”

## **2.6: Understanding Special Education Process and Components for an Individual Education Plan**

**Presenting:** Christine Bruno; Clifton Bruno, National Indian Parent Information Center

**Themes:** Professional Development, Family Outreach

**Audience:** All

Presented from a cultural and parent advocate perspective with an understanding of the lifelong impact of K-12 education. Beginning with IEP process including identification, qualification, writing effective goals and objectives, and reviews. Next presented are tools for assisting students via accommodations and modifications which draw from the student's strengths and capabilities. Throughout information on how to exercise the rights, responsibilities and procedural safeguards that are granted to parents and students under the law. Participants experience a safe space for discussing sensitive topics regarding AI/AN students with learning challenges and disabilities. Effective advocacy drives student support and success. Leading to increased achievement in educational and vocational outcomes. The National Indian Parent Information Center believes our families and communities are strengthened when our students know their community members are behind them.

## **2.7: Envisioning a Healthier Tomorrow: Supporting Our Future Healers and Health Professionals**

**Presenting:** Tana Atchley-Culbertson (Modoc/Paiute/Karuk), Youth Engagement Coordinator, Northwest Portland Area Indian Health Board; Tommy Ghost Dog Jr (Oglala Lakota/Burns Paiute), Project Coordinator, We R Native, Portland Area Indian Health Board; Michelle Singer (Navajo), Project Manager, Healthy Native Youth, Northwest Portland Area Indian Health Board; Dove Spector (Nez Perce), Project Coordinator, Tribal Engagement and Native Scholar Enrichment, OHSU Northwest Native American Center of Excellence; Jeidah DeZurney (Siletz), NPAIHB Tribal Youth Delegate & We R Native Ambassador, Student, Willamette University

**Themes:** Pathways to Higher Education, Integrating Traditional Knowledge, Professional Development

**Audience:** All

“American Indian and Alaska Native people face significant health disparities, which is further jeopardized by a shortage of health care professionals who come from these communities. We aim to change that.” Erik Brodt, MD, OHSU.

The Northwest Portland Area Indian Health Board and its collaborative educational partners are jointly leveraging programs & initiatives to create pathways for Native students towards higher education and to increase the health professions workforce in tribal communities. This presentation will provide an overview of opportunities for youth and resources for supportive adults who work with Native youth and young adults.

We R Native is a multimedia health resource for Native teens and young adults designed by Native youth with health & wellness messaging to address social, structural and environmental stressors that influence adolescent health and personal goal setting. We R Native Ambassadors (ages 14-24 years old) is a student-driven empowerment program that youth can join to engage their peers to spark positive community engagement and to inspire peers to address the issues that most affect them.

Learning Objectives:

1. Familiarity with positive Native youth development programs, adolescent health & wellbeing initiatives, and peer-to-peer support;
2. Understand the goals of pathway programs and mentoring support resources for Native students interested in AI/AN health careers;
3. Insight into institutional coordination & collaboration with tribal regional non-profit organization for Native youth initiatives and pathway programming;
4. Improve practical knowledge of resources and best practices for promoting health and well-being in Native youth through educator and supportive adult online tools.

### **3.1 Youth Program Session: Indigenous Student Activism at a Predominantly White Institution**

**Presenting:** Luhui Whitebear, Oregon State University and NAL Eena Haws student staff

**Themes:** Professional Development

**Audience:** Youth, Parents/Students, Teachers/Faculty

Navigating a predominately white institution is not an easy process for Indigenous students, especially in the current political climate. Join us for a presentation and panel discussion of what Indigenous student activism looks like at Oregon State University. Students will share about the work they have done through advocacy and assertion of Indigenous presence on campus. Activism comes in many forms and these students have been able to use their voices to help create a strong community as well as create positive change on campus. Come hear their stories to learn more about how to do the same on other campuses.

### **3.2: Konaway Nika Tillicum Native American Youth Academy: What Variables Contribute to Native American Student Success?**

**Presenting:** Tammie Barrett, Southern Oregon University

**Themes:** Pathways to Higher Education, Integrating Traditional Knowledge

**Audience:** All

This presentation will cover a program description, evaluation, and results of a Native American Youth Academy in Southern Oregon. Through using a Positive Youth Development framework and culturally based education, Konaway Nikka Tillicum Native American Youth Academy aspires to mentor and prepare Native youth through high school and on to higher education. This community-based participatory research partnership investigated cultural identity, self-esteem, and academic optimism of Native American youth attending the academy. Within this program evaluation, the variables examined were found to be significantly related to one another and to have increased significantly from baseline to post-intervention meaning that Konaway proves to be a successful program. Additionally, none of the measured factors were predictive of participants overall GPA at baseline suggesting ways in which we should rethink using GPA to measure Native Youth's academic performance. Lastly, the relationship between cultural identity and academic optimism appeared to be explained through the indirect effect of self-esteem, allowing conversation for ideas on how to increase self-esteem with our Native youth. The results suggest that culturally based education and positive youth development programs such as Konaway are efficacious in increasing protective factors among Native American youth. This presentation will also explain the particular importance of protective factors for Native youth and the effect they can have on their quality of life. The intention of

this presentation is to inform the audience of this successful program while encouraging the promotion of more Native youth to attend, as well as inform parents and educators of the importance of these factors and what we can do as a community to support our children and the future of our people.

### **3.3: Honoring Tribal Legacies Curriculum Design and Dissemination**

**Presenting:** Stephanie Wood, University of Oregon

**Themes:** Decolonizing Curriculum

**Audience:** All

This presentation will describe the foundation, philosophies, open-access Teachings, two-volume handbook, annotated primary source materials, and future directions of the Honoring Tribal Legacies curriculum design and dissemination project.

### **3.4: Engaging Youth with Equine Assisted Learning**

**Presenting:** Tracy Blue, University of Oregon

**Themes:** Integrating Traditional Knowledge

**Audience:** All

Equine (horse) related activities and therapies have long been known by indigenous people as being both functional and empowering. There is something powerful about the use of the horse for activities to engage youth (and adults), that can enable the social, emotional, physical and psychological growth that comes from learning the language of the horse. Creating an effective and qualified 'team' to program activities that are suited to the communities needs will be discussed. Every situation is unique, but equine activities can bridge many different types of needs and spaces, if utilized with care and understanding.

### **3.5: Oregon Mathways Initiative: Creating Equitable Pathway Options for all Students**

**Presenting:** Mark Freed, Oregon Department of Education

**Themes:** Pathways to Higher Education

**Audience:** All

The vision of the Oregon Mathways Initiative is to strengthen the mathematical rigor of high school math courses while also providing more options for students to specialize in math. Participants will learn more about engaging K-12 and post-secondary educators in the revision process of Oregon math standards due for adoption in 2020. This work includes developing the “2+1 Model” for high school course pathways and shifting pedagogy with lessons developed through the Math in Real Life grant.

The objectives of Oregon Mathways include: (1) Develop and disseminate pedagogical resources and instructional best practices promoting active learning; (2) Explicitly identify the two credits of content expectations for all students to engage in after an 8th grade mathematics course; (3) Develop a framework for 3rd credit options to guide school and district staff in the development of courses beyond the first two credits of mathematics; and (4) Align high school math pathways to entry level college options for students.

Overall, the objective of Oregon Mathways is to ensure that all students attain mathematics proficiency by having access to high-quality mathematics instruction that includes connecting content expectations to contextualized applications that support all students to succeed in high school mathematics.

### **3.6: Rez Car Storytelling: Using Humor to Create Classroom Community and Increase Literacy Skills**

**Presenting:** Debbie Lacroix, Chemawa Indian High School, semi-retired

**Themes:** Decolonizing Curriculum, Pathways to Higher Education, Integrating Traditional Knowledge, Professional Development

**Audience:** Teachers/Faculty, Tribal Education Specialists, Title VI Administrators, Administrators

Almost all of us have had experiences with "Rez Cars" and love trying to top each other with hilarious details of its missing parts, but how we "adapted to its quirks" as if it was a member of the family. How could we EVER think of sending it to the junkyard when it was our sole means of transportation, and when it asked only for duct tape, a coat hanger and other "minor fixes" and lots of constant encouragement to "go baby, GO!"

Oral tradition, like rez car stories, affirm our strongest learning styles as Native people, and our sense of belonging and being connected which opens us to new learning. Other best practices for respecting and igniting NA learning is how we move from the whole to the parts, rather than instructors presenting the pieces and then assuming all students will get to the whole. With "Rez Cars" we are immediately placed into the WHOLE (and its many holes) and to the parts (that have to be constantly fixed) and with our innate comfort with storytelling, laughter and affirming our learning styles within community which, too often, are missing from most classrooms where our students spend 12 years.

Participation of our students is grounded in community experiences. It is here we develop our unique NA learning styles such as visual over auditory; kinesthetic interaction rather than merely watching; teasing with respect; non-judgmental sharing; laughter, and other familiar family and community communication styles that honor NA students' ways of learning and knowing across disciplines, grades, learning outcomes and self-esteem.

In this workshop we will share in small and large groups, read selections from NA writers such as Sherman Alexie, Liz Woody, Jim Northrup and others, and create writing starter pieces as models for our students. We will experience the fun of jumping in and take a "ride" full of laughter, wonder and building literacy proficiency in reading, writing, speaking, working in groups, building confidence, thinking skills, drafting and revising, validating and affirming our ways of learning which are almost 100,000 years old!

Indigenous ways of knowing and learning have been absent too long in our classrooms, and we must demand that "cultural classrooms" make room for our students' unique talents, skills, world views and learning styles!

And you probably never thought that a "REZ CAR" would take you so many places on a life-long journey without all that duct tape! So now let's see how fast our creative rez cars can go in an hour! JOKES! Bring paper, pen, funny bones and encouragement.

### **3.7: Bullying and Harrassment: A School District's Obligation to Respond to harassment based on disability, race, and sex, and a student's right to file a complaint**

**Presenting:** Amy Kim, US Department of Education, Office of Civil Rights; Emma Hazen, US Department of Education, Office of Civil Rights

**Themes:** Professional Development

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists, Administrators

Bullying and harassment remains a serious problem in schools. According to federal civil rights data, American Indian or Alaskan Native students compose 1% of student enrollment nationwide, and 2% of students who experience bullying and harassment based on race, disability, or sex. In this session, an investigative team from the Office for Civil Rights will review recent civil rights data on bullying and harassment, and will provide current information on a school's responsibilities under federal civil rights law to respond to incidents of bullying and harassment. This will include guidance on investigating, ending, and remedying the effects of bullying and harassment in schools, and how to file a discrimination complaint.

### **3.8 Making Power Together: Souther Oregon (SO) Indigenous Initiative**

**Presenting:** Brook Colley (Eastern Cherokee), Southern Oregon University; Amber Ball (Siletz); Oregon Shakespeare Festival

**Themes:** Decolonizing Curriculum, Pathways to Higher Education, Integrating Traditional Knowledge, Professional Development, Family Outreach

**Audience:** All

In this roundtable discussion, Dr. Brook Colley, Eastern Cherokee & Wasco; Citizen of the Eastern Band of Cherokee Indians, and Chair of Native American Studies at Southern Oregon University, and Amber Ball, Dakubetede, Shasta, Modocni-Klamath; Citizen of the Confederated Tribes of Siletz, and Native/Indigenous Audience Development Associate at the Oregon Shakespeare Festival, invite participants to engage in a discussion about making power together! For many Native people who work in institutionalized educational settings, it can require constant effort to create and maintain space for Indigenous education, while also being responsive to complex community needs of tribal communities that we serve. This is even more challenging when Indigenous educators negotiate this work in isolation, experience limited institutional support, and work with inconsistent resources. In order to increase the human and financial resources available in Southern Oregon for Native/Indigenous communities, Colley and Ball have created a partnership between SOU Native American Programs and OSF Cultural Connections Program, as well as other Southern Oregon Native/Indigenous serving institutions,

including Rogue Climate and Friends of the Cascade/Siskiyou Monument. Join this roundtable and learn about the multifaceted resources and programs the SO Indigenous Initiative offers to Native/Indigenous educators, Tribes, and other Native/Indigenous community partners. Discussants encourage participants to share their experiences and involvements with similar collaborations endeavoring to “MAKE POWER TOGETHER” for Native/Indigenous people and communities!

#### **4.1: Tribal Attendance Pilot Projects (TAPP) - Lessons Learned in Reducing Chronic Absenteeism**

**Presenting:** Mona Halcomb, Oregon Department of Education; TAPP Family Advocates sharing their stories

**Themes:** Family Outreach

**Audience:** All

January 2014: "Condition of Education for Members of Oregon's Indian Tribes" is released by ECONorthwest and Chalkboard Project Report identifies American Indian/Alaska Native (AI/AN) students are chronically absent 33% vs. their peers who were chronically absent 19% of the time. Since TAPP has been implemented American Indian/Alaska Native students have a 30% chronic absenteeism rate and their peers are increasing their Chronic Absenteeism rate to 20.5%.

Learn some of the strategies that have helped reduced Chronic Absenteeism among American Indian/Alaska Native students and see if these strategies can assist in reducing chronic absenteeism in your community.

#### **4.2: Creating and Maintaining Space for Indigenous Students on a college campus**

**Presenting:** Luhui Whitebear, Oregon State University

**Themes:** Decolonizing Curriculum, Professional Development

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists

College campuses continue to be a place of contention for Indigenous students, faculty, and staff. Join us for a discussion about being unapologetically Indigenous on predominately white institutions. Topics will include supporting student activism, navigating policies with a critical Indigenous lens, Indigenizing space, and the nuances of "professionalism." Luhui will lead this discussion based on her experiences as a Student Affairs Professional at Oregon State University in order to share stories with each other to find ways to continue to assert Indigenous presence on campus.

#### **4.3: Transitioning Students with Disabilities to Higher Education**

**Presenting:** Emma Hazen, US Department of Education, Office for Civil Rights; Amy Kim, US Department of Education, Office for Civil Rights

**Themes:** Pathways to Higher Education, Professional Development, Family Outreach

**Audience:** Parents/Students, Teachers/Faculty, Tribal Education Specialists, Administrators

Navigating the higher education landscape can be a challenge for students with disabilities. OCR's experience as a law enforcement agency indicates that some students with disabilities do not receive the disability services and accommodations that they need at college. Join us to learn more about helping Indigenous students with disabilities successfully make the transition from high school, where families and school staff typically have advocated on their behalf, to college, where students are expected to advocate for themselves. In this session, we will review the differences between a school district's obligation to provide a free appropriate public education (FAPE) and a college's responsibility to provide academic adjustments and auxiliary aids to students with disabilities under federal civil rights laws.

#### **4.4: TEK and Tech: Creating Opportunities to Engage Tribal Youth in Forestry Education and Workforce Development**

**Presenting:** Lizzie Marsters, Ecotrust; Stephanie Cowherd, Ecotrust

**Themes:** Integrating Traditional Knowledge, Professional Development

**Audience:** Youth, Parents/Students, Teachers/Faculty, Tribal Education Specialists

What do you think about when you read the word forest? Is it a cedar tree, salal berries, wildlife, community, climate change, work, or all of these things? Forests are many things to many different people. This session will include an overview of two Forestry education and workforce related projects: "The Forest Discovery Tool" and "Growing the Tribal Workforce in the PNW and Beyond".

We are actively seeking education and workforce partners to collaborate on these projects that will connect Native youth with paid internships and learning opportunities in tribal forestry and green infrastructure. Stephanie Cowherd (San Carlos Apache) and Lizzie Marsters will lead a round table discussion with educators, students, and natural resource professionals to encourage peer-to-peer knowledge sharing on the following objectives:

- Learn about interest in or how forestry is integrated into the curriculum
- Discuss challenges/barriers in teaching forestry or engaging students in forestry
- Learn and discuss existing and potential forestry service-learning opportunities
- Learn and discuss what educators feel is most important in teaching forestry

#### **4.5: Circle of Stories and Widening the Space: Recent Award-Winning Native American/Indigenous Authored Sci-Fi Novels for Secondary Students**

**Presenting:** Debbie Lacroix, Chemawa Indian High School, semi retired

**Themes:** Decolonizing Curriculum, Pathways to Higher Education, Integrating Traditional Knowledge, Professional Development

**Audience:** Teachers/Faculty, Tribal Education Specialists, Title VI Administrators, Administrators, Other

How often do we, as teachers, educators, tribal/community/educational leaders, parents and those who work with Native youth think about Native science fiction writers, or have heard about the growing field of Indigenous writers publishing in this genre? Have you seen Native students' enthusiasm for these powerful and creative Indigenous and Native writers and who can't wait for the next titles to be printed?

In this presentation we will introduce and discuss recently published award-winning Native and Indigenous Sci-Fi writers and their works which are igniting literacy interest in secondary students who are voraciously reading, discussing and finding tribal historical connections with the past and future. Boring books? Not these!

We will discuss the basic plots of these texts, historical and culturally respectful accurate histories, traditional beliefs and ways of knowing while challenging stereotypes and racist ideas that these works blatantly blow up!

#### **4.6: Perspectives and Stories on the path to a PhD as Indigenous scholars**

**Presenting:** Stephanie RunningHawk Johnson, Nicole Barney, Hobie Blackhorn, Jimmy Snyder,

**Themes:** Pathways to Higher Education

**Audience:** All

As Indigenous people from different tribes, differing tribal connections, different geographical areas, and with varied educational experiences, we all find ourselves as PhD students at the University of Oregon. We come together in this panel to offer our individual and unique, yet in many cases common and relatable, stories of the choices, thought processes, barriers, and other factors on our paths to becoming PhD students. We also hope to demonstrate a few of our experiences along the sometimes difficult journey of navigating institutions of higher education.

The focus of this conference on creating space for Indigenous education. As Indigenous students we have often times been part of these spaces, and oftentimes the co-creators of these spaces. As this conference includes in their webpage, "It is through the intersections of spiritual strength, sovereignty and educational access and success that Native communities can truly aspire to realize their own unique goals." As Native people, we are attempting to support our communities through our focus on improved educational access, often through our own (and therefore our communities') success in the Western academy. Our stories help to explain and illustrate some of the how, and a lot of the why, we as Indigenous people practice survivance and resurgence within the western academy. We hope that through this panel we may offer a bit of insight into the processes of pursuing higher education, and provide encouragement to those thinking of following a similar path.

#### **4.7: Beyond Totems or Trinkets**

**Presenting:** Ben-Alex Dupris, Laughing Jackalope Films

**Themes:** Decolonizing Curriculum, Integrating Traditional Knowledge

**Audience:** All

"Beyond Totems or Trinkets" is an interactive presentation highlighting grassroots cultural preservation, effective narrative change in Native communities through everyday technology, and a primer on the future of educational storytelling.

Cellphones videos and social media like Facebook, Instagram, and Twitter have allowed new definitions of storytelling to emerge. How can Native people use these in innovative ways to inspire creativity, and accentuate a multi-media learning environment? What are the current ethical issues evolving in the media landscape, as mobile technology becomes the most powerful tool for change in 2020?

Drawing from a 25 years in the entertainment industry, Ben-Alex Dupris will share clips from two of Laughing Jackalope Films stories currently on the festival circuit, "Sweetheart Dancers" and "Paulette" to provide context for how the medium of non-fiction film is changing. Documentaries are the next great avenue for students to explore education in a different way, and bring the traditional art of storytelling to life.

\*Sweetheart Dancers is a story of two-spirit dancers Sean and Adrian who are changing the rules of powwow dancing by competing in straight couple dances.

<https://www.imdb.com/title/tt9542246/videoplayer/vi75086361>

"Paulette" is a film by Heather Rae. The film shares the journey of Paulette Jordan as the first woman to become a gubernatorial candidate in the state of Idaho.

<https://www.imdb.com/title/tt9376042/reference>

Ben-Alex Dupris is co-founder of [www.laughingjackalopefilms.com](http://www.laughingjackalopefilms.com), and is currently an artist-in-residence at Concordia Studios, headed by Academy Award Winner Davis Guggenheim for *The Inconvenient Truth*.

Please email any inquiries about additional material that can be covered in this presentation. It is our hope to provide a great overview for Native cinema through the lens of working professionals in the field, with our continued eye on developing storytellers from a broad spectrum of Indigenous voices. Our work is ongoing, and we can design the session in ways that are most useful for the attendees.

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## Visitor Information

- Travel Lane County  
754 Olive St, Eugene  
541.484.5307

## Downtown Eugene

- Ambrosia Restaurant**  
174 E Broadway, Eugene  
541.342.4141  
*One free appetizer with purchase of two entrees.*
- Ax Billy (at the DAC)**  
999 Willamette St, Eugene  
541.484.4011  
*10% off bill*
- Cornucopia Bar & Burgers**  
207 E 5th Ave, Eugene  
541.485.CORN  
*10% off entire bill – includes alcohol.*
- Cornucopia Restaurant**  
295 W 17th Ave, Eugene  
541.485.2300  
*10% off entire bill – includes alcohol.*
- Five Guys Burgers and Fries - Eugene**  
495 W 7th Ave, Eugene  
541.357.4749  
*Free "little" fry with purchase.*
- Jazzy Ladies Cafe & Coffeehouse**  
45 E 8th Ave, Eugene  
458.201.7062  
*10% off purchases, excluding alcohol.*
- Noisette Pastry Kitchen**  
200 W Broadway, Eugene  
541.654.5257  
*10% off.*
- Off The Waffle**  
840 Willamette St, Eugene  
541.632.4225  
*Buy 2 Savory Waffles, get 1 Sweet Waffle for dessert, FREE.*

## 9. Pastini

- 325 Oakway Rd, Eugene  
541.505.8556  
*10% off your entire bill (excluding Meatball Monday specials)*

## 10. Provisions Market Hall

- 296 E 5th Ave, Eugene  
(At 5th Street Public Market)  
541.743.0660  
*10% off – excludes alcohol & fresh groceries.*

## 11. The Barn Light

- 924 Willamette St, Eugene  
458.205.8914  
*Coffee, food, beer, cocktails – happy hour all night & 10% off total ticket.*

## 12. The Tap and Growler

- 207 E 5th Ave Ste 115, Eugene  
541.505.9751  
*Over 70 taps of craft beer & wine! Largest taproom in Eugene. 10% off menu items.*

## 13. Theo's Coffee House

- 199 W 8th Ave, Eugene  
541.344.6491  
*Coffee cafe with breakfast & lunch items.  
\$1 off coffee drink or breakfast.*

## Downtown Retail

## 14. Down To Earth Home, Garden & Gift

- 532 Olive St, Eugene  
541.342.6820  
*20% off any one item (1 per customer per day. Exclusions apply).  
1 block from the Hilton.*

## 15. Mosaic Fair Trade Collection

- 28 E Broadway, Eugene  
541.344.4000  
*Visit Mosaic and receive 10% off your purchase.*

## 16. Provisions Market Hall

- 296 E 5th Ave, Eugene  
(At 5th Street Public Market)  
541.743.0660  
*10% off – excludes alcohol & fresh groceries.*

## 17. Will Leather Goods

- 296 E 5th Ave, Eugene  
541.246.8650  
*20% off bill*

## University of Oregon

- 18. Track Town Pizza**  
1809 Franklin Blvd, Eugene  
541.284.8484  
*One large, single topping pizza for \$15.00.*

## Whiteaker Neighborhood - Eugene

- 19. beergarden.**  
777 W 6th Ave, Eugene  
541.505.9432  
*An eclectic home to fine foodcarts & a taproom with 42 taps & hundreds of bottles of craft beer, wine, cider, & kombucha. 10% off menu items.*

## 20. Falling Sky Pour House & Dalkatessen

- 790 Blair Blvd, Eugene  
541.653.9167  
*15% off entire bill.*

## 21. Fisherman's Market

- 830 W 7th Ave, Eugene  
541.484.CRAB  
*Fresh fish, full menu, beer & wine. 10% off any purchase including retail. Excludes alcohol.*

## 22. Hop Valley Brewing Company - Eugene

- 990 W 1st Ave, Eugene  
541.485.BEER  
*Brewery & restaurant.  
\$1.00 off pints.*

## 23. Territorial Vineyards & Wine Company

- 907 W 3rd Ave, Eugene  
541.684.9463  
*Wine tasting & music.  
FREE tasting flight.*

## 24. Oregon Wine LAB

- 488 Lincoln St, Eugene  
458.201.7413  
*15% discount on William Rose Wines for on-site consumption or to go.*

## Hotel

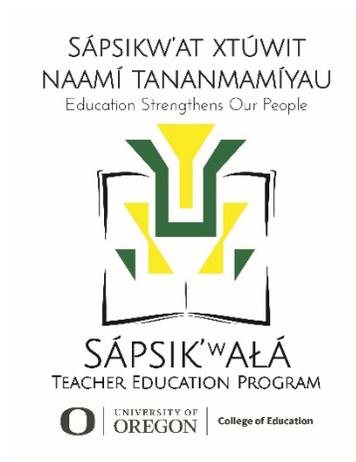
-  Hotel Eugene  
66 E 6th, Eugene  
541.342.2000



## NOTES



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