Early Education: Changing the Narrative for Our Children & Families

**Description:** To go back to our futures, we are focusing on our youth and the investments that must be made to protect their cultural identities and intellectual health throughout their earliest experiences in life. Our panelists will share ways in which communities can support Native youth in school contexts and through trauma-informed care. From language immersion to special education programming, the research presented will prompt the question: What are the stories we can and need to tell to support and celebrate the role of Native families in early education?

**Policy Applications:** Information shared at this session will be used to inform policy development on Native language education, supports for tribal schools, recruiting Native men into early childhood education, reversing the school-to-prison pipeline, and engaging Native families and communities in early learning.

**Tribal Leader Responders:**
- Barbara Fabre, White Earth Child Care/Early Childhood Program
- Tyler Owens, Gila River Indian Community

**PRESENTATIONS:**

*Kindergarten Suspension of Ojibwe Tribal Students in Two Rural Wisconsin Public Schools*

**Dr. LaVonne Chenault-Goslin** received her educational doctorate degree from the University of Minnesota Duluth in 2013. Her dissertation is entitled: A Phenomenological Study of Kindergarten Suspension of Ojibwe Tribal Students in Two Rural Wisconsin Public Schools. She is a Prairie Band Potawatomi and Kickapoo tribal member, originally from Kansas. She has over thirty years of working on the Red Cliff Band of Lake Superior Chippewa tribal reservation and with other tribal organizations. Dr. Chenault-Goslin was employed as the tribe's first mental health social worker, and she is currently the Red Cliff Early Head Start director and has been for almost sixteen years.
What Keeps Children Healthy? Research Results from an 8-Year Study

Dr. Melissa L. Walls (Bois Forte and Couchiching First Nations Anishinabe) is an Associate Professor in the Department of Biobehavioral Health and Population Sciences at the University of Minnesota Medical School-Duluth. Dr. Walls is a social scientist committed to collaborative research with tribal communities in the United States and Canada. Her involvement in community-based participatory research (CBPR) projects to date includes mental health epidemiology; culturally relevant, family-based substance use prevention and mental health promotion programming and evaluation; and examining the impact of mental health on diabetes.

Linking Language Preservation to Early Childhood Education Outcomes

Rob Grunewald conducts research on regional economic and community development issues. In 2003, he co-authored “Early Childhood Development: Economic Development with a High Public Return” and several subsequent articles on the economic impact of investing in early learning. He serves on boards and advisory groups for non-profit organizations, government agencies and research projects that address early learning issues.

Native Language Immersion Schools: Networking for Advocacy

Brooke Mosay Ammann, is the Director of the Waadookodaading Ojibwe Language Institute located in Lac Courte Oreilles. She is a member of the St. Croix Chippewa Indians of Wisconsin. She is also the parent of two Ojibwe language medium students. She has a Master's degree in Education Policy and Management.