



First Kids 1st Newsletter

*December 2015-January 2016
Edition 6*

We're excited to share the positive work of tribal nations and communities, Native families and organizations, the Congress, and the Administration that empowers our youth to thrive. In partnership with the My Brother's Keeper, Generation Indigenous ("Gen-I"), and First Kids 1st Initiatives, please join our First Kids 1st community and share your stories and best practices that are creating a positive impact for Native youth.

To highlight your stories in future newsletters, send your information to firstkids@ncai.org.

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TRIBAL YOUTH HIGHLIGHTS

Alaska Native Youth Lydia Doza Attends State of the Union Address from the First Lady’s Box

During President Obama’s final State of the Union Address on January 12, 2016, Lydia Doza (Inupiaq, Tsimshian, and Haida) spectated from the First Lady’s Guest Box. Doza, 24, is a software engineering technology major at Oregon Tech in Klamath Falls. She has shown great commitment to her community by engaging with Native youth and encouraging them to apply their skills and education. Through the White House’s Generation Indigenous initiative, Doza has worked with rural youth across the science, technology, engineering and mathematics (STEM) fields. She also serves as an event organizer in her college’s Engineering Ambassadors program, which focuses on outreach to kids age 3 through high school to pursue engineering careers. Doza learned the value of education and mentorship from her grandmother, and ultimately plans to pursue a master’s degree in data science while encouraging more women to enter into the STEM fields.

Native American Political Leadership Program Participants Comment on State of Indian Nations Address

On January 14, 2016 two days after President Obama delivered his final State of the Union Address, National Congress of American Indians (NCAI) President Brian Cladoosby delivered the State of Indian Nations Address. In the audience was Whitney Sawney (Cherokee Nation), Sarah Schilling (Little Traverse Bay Bands of Odawa), and Fiona Teller (Navajo) – three Native youth participating in the Native American Political Leadership Program (NAPLP) at the George Washington University. Below, the students reflect on their experience:

By: Whitney Sawney and Sarah Schilling

From the Native youth perspective, prioritizing connection to culture and history create opportunities for our youth to develop and take pride in their identity. It is necessary that our tribal leaders advocate for improvement upon mental health services and accessibility for Native youth. President Cladoosby highlighted the importance of tribal self-determination, stating “Indian Country is the source of solutions that work for Indian Country.” Similarly, Native youth must have a seat at the table when discussing youth-related issues. In searching for solutions, it is crucial to call upon young people who have faced these adversities themselves. Projects like Generation Indigenous encourage youth to be confident in sharing their voice to create change where they see fit in their communities.



Whitney Sawney (Cherokee Nation)

As Native youth we also see the significance of focusing on disparities in what we consider to be “the cycle of higher education.” That cycle includes: applications, scholarships and funding, support

networks within institutions, and degree application. The process of applying for higher education and funding is a daunting task, and the red tape often discourages young people. Within the higher educational system it is important to establish healthy support networks, but sometimes they do not adequately reflect our cultural foundation. Then once a degree is accomplished there is a lack of guidance and job opportunities within our tribal nations. We challenge tribal leadership to connect with students and keep them engaged in their tribal governments in order to affirm their significance and broaden availability of youth perspectives.

Several platforms advocate that “Native youth are the future,” but action needs to go beyond rhetoric. The reality is that suicide is the second leading cause of death for Native youth between the ages of 15 to 24, high school dropout rates are double the national average, and there is a lack of quality data available to assess the need for sustainable solutions. Investing in Native youth now means building stronger nations for the future. President Cladoosby posed the question: “Where do we want Indian Country to be in another seven generations?” We would like to see tribal leadership, communities, and Native youth work collaboratively towards more effective mental health care and education systems to improve the overall well-being of Indian Country.

By: Fiona Teller

The 2016 State of Indian Nations Address by NCAI was very inspirational, particularly when President Cladoosby and Congresswoman Betty McCollum addressed the continued need for engagement of our youth. It was a reminder of how much attention needs to be focused on the youth today as well as going forward. They will ultimately be the ones building upon the foundation of our leaders.



Fiona Teller (Navajo)

I think there are times where we take for granted how much work has been placed into our communities as well as the amount of progress that has been accomplished - thanks to our Tribal Nation’s self-determination and ability to govern ourselves.

As President Cladoosby addressed, our sovereignty can be preserved “AS LONG AS WE CHOOSE TO KEEP IT,” which needs to be constantly stressed to our youth. I just hope that our youth recognize that they are needed and have very bright and powerful futures in their communities.

In addition to acknowledging this they should know that their futures will be secured for them through many golden opportunities so that they can continue the “good fight.” However, this is where the “choice” to be a leader comes into the picture. It amazes me to see how much effort is being placed by our nation to mold our youth into the future leaders, and what is even more encouraging is the amount of support being provided for our Indigenous women. The address from Congresswoman McCollum is a message that I hope our young women take to heart – when our women are strong then our communities are strong. Our women have more power than they recognize and have a strength that many other groups can’t understand because they don’t know the conditions that have molded us. Overall, I left the address feeling confident knowing our nations’ existence depends on our decisions to “choose” to lead and from my experience thus far, our women are resilient.

No Texting and Driving!

Tyler Wickson (Choctaw Nation of Oklahoma) has become a strong advocate among his peers to stop teens from texting while driving. Tyler was personally impacted when his community member and family friend, Ms. Shelley Russel, lost her son, an Oklahoma Highway Patrol Trooper, to a driver that was texting while driving. Tyler created a digital story on this tragic event and explained how he plans to help his community heal and prevent incidents like this from continuing to happen in Indian Country.

To watch Tyler's story, click [here](#).



On January 23, 2016 Tyler helped organize and host a 5k run in Durant, OK, called the "Trooper Nicholas Dees Memorial Run" in honor of the Trooper who lost his life. There were over 400 participants representing all 50 states and several different countries during the inaugural run. The proceeds will benefit a scholarship in the Trooper's name for community students. Ms. Russel and Tyler have been visiting schools in their area to tell young people about the dangers of texting while driving and have partnered with the [Choctaw Nation Youth Advisory Board](#) to raise awareness.

Professional Basketball Player Damen Bell-Holter Works to Combat Youth Suicides in Indian Country

Damen Bell-Holter (Haida), 25, is a 6'9" "gentle giant," former member of the NBA's Boston Celtics, and now plays professionally overseas in Finland. Since his sophomore year of college, Bell-Holter has held over 40 basketball camps in several states and provinces including British Columbia, Alaska, Washington, Oregon and Utah to speak to youth about how to overcome negative issues impacting their communities. Bell-Holter relates to Native youth campers having grown up in Hydaburg, AK – a town of about 300 – and witnessing the effects of drug, alcohol and domestic abuse firsthand. He says, "Your home-life doesn't have to dictate your future and how you feel about yourself... Everyone has struggles: I had thoughts of suicide when I was a kid, too... But if I had taken my own life, I would have affected my family and my community for generations to come. I wouldn't be here sharing my story right now."

To read the full interview, click [here](#).



Glen Canyon National Recreation Area and Desert Intermediate School Complete Year-Long Educational Partnership

The Glen Canyon National Recreation Area and the Desert Intermediate School located in Page, AZ formed a partnership to allow approximately 200 fourth-graders the opportunity to visit the Rainbow Bridge National Monument by boat. Utilizing a grant from the National Park Foundation, the “Bridging the Gap” partnership enables Desert View Intermediate, a Title I school whose population is mostly Native youth, the opportunity to boat to see Rainbow Bridge – a sacred site. Students will have the opportunity to explore their own cultural connections through participation in hands-on learning activities in both the classroom and the park, and Rangers have already begun presenting the first set of curriculum-based classroom programs for the students.



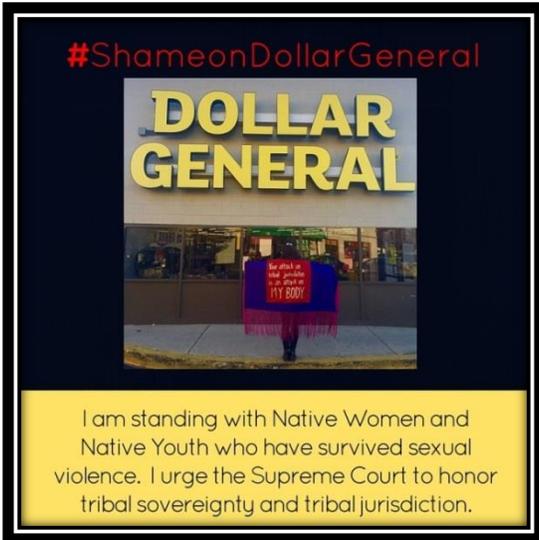
Northern Cheyenne and Crow Tribes Collaborate to Raise Funds and Awareness for Adolescent Safe Home

The Northern Cheyenne Adolescent Safety Task Force (NCASTF), which includes Crow tribal members, utilized the annual All American Indian Shootout basketball tournament in Billings, MT to raise funds for an adolescent “Safe Home.” From December 10-12, 2015 the year-old NCASTF sold t-shirts, raffle tickets, and held basket drawings to begin a Safe Home Building fund. They also hosted an Awards Banquet to discuss task force goals and present several “Champions for Children and Families” with awards made possible by Casey Family Programs. The NCASTF’s main goal is to provide a safe and temporary Safe Home for youth from troubled families, while bringing together agencies that work with children and families to fill the gaps to give youth a second chance and positive alternatives.

To view the full article, click [here](#).



National Indigenous Women’s Resource Center Promotes National Quilt Walk for Justice



On Monday, December 7, 2015 the National Indigenous Women’s Resource Center (NIWRC) partnered with the Monument Quilt Project to hold the Quilt Walk for Justice in front of the Supreme Court of the United States (SCOTUS) in Washington, DC. That day, the Supreme Court heard oral arguments in *Dollar General v. Mississippi Band of Choctaw Indians*, a case involving a dispute as to who has civil jurisdiction in Indian Country. NIWRC’s social media campaign on the event emphasized the need to stand by Native women and youth who have survived sexual violence, urging SCOTUS to honor tribal sovereignty and tribal jurisdiction.

For more information, click [here](#).

ADMINISTRATION UPDATES

Secretary of the Interior Sally Jewell, Acting Assistant Secretary of Indian Affairs Lawrence S. Roberts and BIE Director Charles “Monty” Roessel Announce Budget Gains to Finish BIE School Construction Projects

On January 14, 2016, Secretary of the Interior Sally Jewell, accompanied by acting Assistant Secretary of Indian Affairs Lawrence S. Roberts and BIE Director Dr. Charles “Monty” Roessel, announced \$45 million in budget gains in the most recently passed omnibus spending bill that will allow the completion of two BIE school construction projects. The announcement came at one of the schools that will receive funding – the Cove Day School (K-6) in Red Valley, AZ – where students, teachers and school officials were able to hear about BIE reform efforts, next steps in the construction process, and programs expanding opportunities for Native youth. The other school to receive funding is the Little Singer Community School (PreK-8) near Winslow, AZ. The two projects are the final two out of a list of 14 that were identified in 2004 as being at greatest need for replacement construction, which makes way for a new list of 10 school construction projects that were selected by a National Review Committee and will be built as funds are made available.

For the full article, click [here](#).

The Every Kid in a Park Initiative

The Every Kid in a Park initiative was created by President Obama to give fourth-grade students and their families the opportunity to discover and explore our wildlife, resources and history for free. National Parks, waters, forests, grasslands and wildlife refuges are available for exploration at no cost until August 31, 2016 – all that is needed is a pass for each student, parent or guardian and/or educator.

For more information and to get your pass, click [here](#).



Gen-I Native Youth Challenge

As part of [Generation Indigenous \(Gen-I\)](#), the White House is calling on Native American youth ages 14-24 to get engaged and address community issues through the [Gen-I Youth Challenge](#). By taking the Challenge, youth pledge to do something positive of their choosing (for example: starting a community garden; hosting a culture night; or becoming a mentor to a younger person) and sharing back what they did with the [Center for Native American Youth](#), which will be highlighted on [social media](#) and potentially the White House Blog. Youth who take the Challenge will be eligible to participate in events in Washington, DC this winter, and are also eligible to become [Gen-I Youth Ambassadors](#) by completing their Challenge and completing an Ambassador [form](#). To take the Challenge, click [here](#).

Organizations, colleges, universities, and Tribal Colleges and Universities can take the Gen-I Challenge too by committing to help their youth and students complete the Gen-I Challenge! Just follow [this link](#) to get signed up!

The following organizations have already committed to take the Gen-I Challenge:

- [American Indian College Fund](#)
- [American Indian Higher Education Consortium](#)
- [Boys and Girls Club of America](#)
- [Center for Native American Youth at the Aspen Institute](#)
- [First Nations Development Institute](#)
- [National American Indian Education Association](#)
- [National Congress of American Indians](#)
- [National Indian Child Welfare Association](#)
- [National Indian Health Board](#)
- [United National Indian Tribal Youth](#)

LEGISLATIVE UPDATES

Safe Academic Facilities and Environments for Tribal Youth Act of 2016 (S.2468 – SAFETY Act):

On January 27, 2016 Senators Jon Tester (D-MT) and Maria Cantwell (D-WA) introduced the [Safe Academic Facilities and Environments for Tribal Youth \(SAFETY\) Act of 2016, S. 2468](#). The SAFETY Act would address the needs of several education-related facilities serving all Native students and teachers - including Impact Aid schools, Tribal Colleges and Universities (TCUs), Department of Education, and Bureau of Indian Education (BIE) schools. The bill would establish a demonstration grant program that would allow eligible Indian tribes and TCUs to apply for grant funding to assist in addressing improvements and construction of BIE educational facilities and TCU equipment and facilities; provide housing assistance funding to Indian tribes with BIE schools and public schools with large American Indian or Alaska Native populations for educators; require BIE and the Office of Management and Budget (OMB) to develop a 10-year plan to bring all BIE schools into good condition; and requires a Government Accountability Office (GAO) Report on the needs of Impact Aid facilities.

Elementary and Secondary Education Act Reauthorization (S. 1177):

S. 1177 – the Every Student Succeeds Act (No Child Left Behind Reauthorization)

On December 10, 2015 President Obama signed [S.1177, the Every Student Succeeds Act](#) into law. The previous authorization, the No Child Left Behind Act, expired September 30, 2007. Tribal provisions included in the Every Student Succeeds Act (ESSA) provides greater consultation requirements between State Education Agencies (SEAs), Local Education Agencies (LEAs), and tribes; greater technical assistance and outreach by the Secretary of Education to LEAs or BIE schools in applying for Title VI grants; newly established language immersion programs in schools; and requires the Secretary of Education to conduct studies and reports to Congress on Native language instruction and youth suicides.

Tribal Early Childhood, Education, and Related Services Integration Act of 2015 (S. 2304):

On November 18, 2015 Senator Jon Tester (D-MT) introduced [S. 2304, Tribal Early Childhood, Education, and Related Services Integration Act of 2015](#). The bill amends the Native American Programs Act of 1974 to provide tribes and tribal organizations the ability to obtain technical assistance and training to administer new childhood education initiatives, better access to early childhood education resources, and coordination among six early childhood initiatives operated by the Department of Health and Human Services. The bill also bolsters infrastructure and the recruitment and retention of teachers by providing supplementary funding for school structures and extending the federal loan forgiveness program for early childhood educators.

Alyce Spotted Bear and Walter Soboleff Commission on Native Children Act (S. 246):

[The Alyce Spotted Bear and Walter Soboleff Commission on Native Children Act, S. 246](#), was introduced in January 2015 by Senators Heidi Heitkamp (D-ND) and Lisa Murkowski (R-AK) and would establish the Commission in the Office of Tribal Justice of the Department of Justice. The Commission would be comprised of individuals appointed by the President and Congress with significant background experience and expertise in health care issues facing Native children, Indian education, juvenile justice

programs, and social service programs used by Native children. The Commission would conduct a comprehensive study of federal, state, local, and tribal programs that serve Native children by evaluating several components. The Commission would report its findings and recommendations to the President, Congress, and the White House Council on Native American Affairs for legislative and administrative action.

The Senate passed S. 246 in early June of 2015. In July, this bill was referred to the House Subcommittee on Indian, Insular, and Alaska Native Affairs where it is awaiting action.

Family Stability and Kinship Care Act of 2015 (S. 1964):

[*The Family Stability and Kinship Care Act of 2015, S. 1964*](#), was introduced August 5, 2015 and would improve access to federal funding to support child abuse and neglect prevention services for American Indian and Alaska Native families and children. The federal finance system that supports tribal and state child welfare has been heavily focused on providing funding after children are removed from their families related to child abuse and neglect. Funding to prevent further risk for maltreatment and strengthen families is in short supply. Less than a quarter of the current federal funding supports these preventive services. Senator Ron Wyden (D-OR) introduced this legislation to address how this disparity affects our tribal children, families, and communities. S. 1964 would open up existing funding sources to cover these preventive services (Title IV-E Foster Care and Adoption Assistance) and expand existing sources that already do (Title IV-B Promoting Safe and Stable Families).

Representative Lloyd Dodgett (D-TX) introduced a House companion bill with the same title on October 21, 2015 – [H.R. 3781](#).

Native American Children’s Safety Act (S. 184 & H.R. 1168):

The Native American Children’s Safety Act was introduced in January of 2015 in both the Senate ([S. 184](#)) and House ([H.R. 1168](#)) by Senator John Hoeven (R-ND) and Representative Kevin Cramer (R-ND). The bill would amend the Indian Child Protection and Family Violence Prevention Act to prohibit the final approval of any foster care placement or a foster care license from being issued until the tribal social services agency: (1) completes a criminal records check of each covered individual who resides in the household or is employed at the institution in which the foster care placement will be made, and (2) concludes that each of those individuals meets the tribe's standards established pursuant to this Act. The bill would also direct the Department of the Interior to issue guidance regarding procedural implementation and the sharing of best practices. Both bills have passed their respective Chambers and are awaiting action by the other Chamber.

NCAI will continue monitoring these bills, advocating for tribal priorities, and keep our members updated on developments.

PARTNER UPDATES

Center for Native American Youth to Announce 2016 Champions for Change in Washington, DC



CENTER FOR NATIVE AMERICAN YOUTH
AT THE ASPEN INSTITUTE

On February 23, 2016 the Center for Native American Youth (CNAY) at the Aspen Institute will announce and celebrate the 2016 Champions for Change through a series of recognition events in Washington, DC. In its

fourth class of Champions for Change, CNAY has again selected five outstanding Native youth leaders who are addressing various challenging issues facing their communities. CNAY received the highest volume of applications than ever before from Native youth across the United States addressing issues such as suicide prevention, anti-bullying efforts, promotion of healthy diets and lifestyles, environmental conservation and the protection of sacred sites, and culture and language preservation, among others.

For more information and to RSVP, click [here](#).

National Indian Health Board Update

The National Indian Health Board’s First Quarterly Board of Directors meeting was held in Washington, DC on January 20-21, 2016. The quarterly meetings are a venue for tribes to address tribal health care and policy issues and set a course for action at the national level. The Board is responsible for ensuring that NIHB honors its mission to be one voice affirming and empowering American Indian and Alaska Native peoples to protect and improve health and reduce health disparities. It is also an opportunity for the Board to meet with tribal leaders, tribal members, and Native youth from throughout Indian Country to discuss the current state of Indian health and prioritize targeted actions to improve it.



At the Board meeting, The National Indian Health Board’s [Tribal Health Care Reform Team](#) presented on a new series of posters that will be released soon with artwork created by Native youth. These posters, along with other educational materials, will teach Native youth the benefits of the Affordable Care Act.

5 FAST FACTS

UNDER THE AFFORDABLE CARE ACT, AMERICAN INDIAN AND ALASKA NATIVE YOUTH NEED TO KNOW...

- 1** They can be added to or kept on their guardian's health insurance until they turn 26
- 2** They will be covered for prevention screenings for things like STDs, HIV, pregnancy, depression and diabetes
- 3** Their additional coverage will allow them to receive service outside of the Indian Health Service
- 4** Medicaid may be a health coverage option for children and families
- 5** Their parents can file an exemption from the tax penalty for them

Amanda Gary Dyer
 Jesse Renee Hill of Oklahoma
 Scarlett Dora/Tribal Nation
 Collin Dora/Tribal Nation
 Krista Klump Nelson
 National Indian Health Board

CMS
 For more information: www.healthcare.gov/tribal

The Tribal Health Care Reform Team is also in the process of creating a short film that will feature Native youth from across Indian Country. The youth-led film will highlight the benefits of the Affordable Care Act for young American Indian and Alaska Natives and will discuss the federal trust responsibility that the United States government has with all federally recognized Tribes to provide quality healthcare. In the meantime, Native youth can learn about the “5 fast facts on the ACA” and view other youth-led videos [by clicking here.](#)

National Indian Child Welfare Association Update

As we enter the federal appropriations cycle for FY 2017, NICWA has begun its work documenting the need for youth and family serving programs in Indian Country. Each year NICWA partners with Native organizations like NCAI to provide tribal leaders and federal policymakers with current information on how federal programs are doing in meeting needs in program areas such as child welfare and mental health for young Native people, and the impact these programs are making in tribal communities. This year NICWA provided information on 17 different federal programs across two different federal departments and several agencies. A number of tribes using these federal programs have developed community programs that achieve results unmatched by their state or county counterparts, such as reducing the need to place Native youth in foster care or creating culturally-based, youth focused mental health services, based upon increased youth and family engagement and culturally-based service designs. Getting the word out about these promising practices in Indian Country and helping other tribal communities find solutions for their community is part of the work that NICWA will be partnering with other First Kids 1st partners in the future.

Youth MOVE National (Motivating Others Through Voices of Experience) is a youth led national organization devoted to improving services and systems that support positive growth and development by uniting the voices of individuals who have lived experience in various systems including mental health, juvenile justice, education, and child welfare. As part of NICWA’s role in the National Training and Technical Assistance Center, NICWA and Youth MOVE have been brainstorming ways in which to collaborate in order to better serve tribal youth. Items on which the two organizations have discussed collaborating include webinars, learning communities for youth and young adult leaders, and providing assistance and support to existing tribal Youth MOVE chapters in addition to tribal communities seeking to establish chapters. This is part of a larger piece of the System of Care movement to engage youth and families and promote their involvement in services to address their needs.

National Indian Education Association Update

NIEA's Legislative Summit will take place on **Thursday, February 25, 2016**, where participants will advocate for Native students to policymakers on Capitol Hill. NIEA will host two panels regarding the recently passed Every Student Succeeds Act (ESSA) and FY 2017 Budget and Appropriations. Congressional speakers will also share a few words and NIEA will host a staff briefing regarding school climate and positive school environment for Native youth. Boxed lunches are available for purchase; please place your order by February 19th.

For more information and to register, visit [here](#).

SCHOLARSHIPS, ANNOUNCEMENTS and OPPORTUNITIES

Native Education Raising Dedicated Students to Host 3rd Annual Youth Gathering in Early February

Native Education Raising Dedicated Students (NERDS) is a peer-to-peer mentoring and tutoring group dedicated to improving statistics about Native youth, founded by Dakota Franklin Kicking Bear Brown – a member of the Wilton Band of Miwok Indians in California, a 2013 Center for Native American Youth Champion for Change Award recipient, and a NCAI Youth Cabinet Member. NERDS raises awareness in both Native and non-Native communities and schools through various community service and cultural activities. NERDS is excited to announce that its 3rd Annual Youth Gathering will be held **February 13, 2016 in Jackson, CA**. Although it will be the third gathering, this is the first time the event will be open to the general public.



To register, visit this [website](#).

The George Washington University's INSPIRE Pre-College Program Accepting Applicants for Summer Term



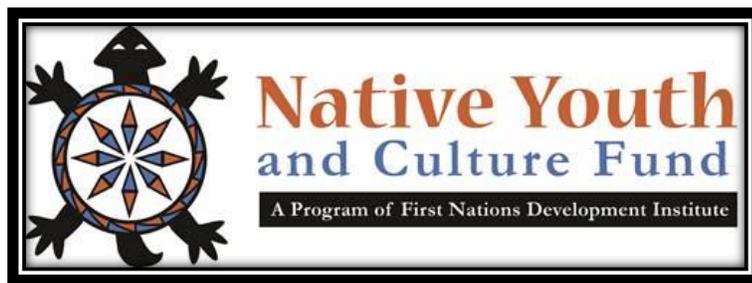
The INSPIRE Pre-College Program at the George Washington University (GW) is a full scholarship open to American Indian, Alaska Native, and Native Hawaiian junior and senior high school students, including seniors who will graduate in 2016. The program includes a 3-credit undergraduate course – Native Politics and the American Political System – room and board on the GW campus, airfare to and from Washington, DC, textbooks, and local travel. The INSPIRE Pre-College Program is an extension of the Native American Political Leadership Program at GW, offering opportunities for students to meet and interview influential advocates working on

Native issues in Washington, DC. The program is made possible by a generous donation from AT&T, and will take place from July 3-23, 2016. **Application deadline: March 1, 2016.**

To learn more about the INSPIRE program and to apply, click [here](#).

First Nations Development Institute Accepting Proposals for its Native Youth and Culture Fund Grants

The First Nations Development Institute's Native Youth and Culture Fund (NYCF) is now accepting proposals to award approximately 20 grants to tribes and Native organizations that are seeking to enhance cultural awareness and/or promote leadership and community building among Native youth. Realizing Native youth are the future of all Native communities,



and to ensure bright, grounded and capable future leaders, the NYCF is looking for projects that focus on one or more of the following: preserving, strengthening or renewing cultural or spiritual practices, beliefs and values; engaging both youth and elders in activities that demonstrate methods for documenting traditional knowledge, practices or beliefs; increasing youth leadership and their capacity to lead through integrated educational or mentoring programs; and increasing access to and sharing of cultural customs and beliefs through the use of appropriate technologies (traditional or modern) as a means of reviving or preserving tribal language, arts, history or other culturally relevant topics. **Applications are due Wednesday, March 9, 2016 by 5:00 p.m. MST.**

For more information and to apply, click [here](#).

Energy Department Seeks Future Indian Energy Leaders for 2016 Student Internship Program

Established more than a decade ago, the U.S. Department of Energy's Tribal Internship Program has given more than 30 Native American undergraduate and graduate students real-world, hands-on experience with tribal renewable energy projects and direct exposure to the issues involved in deploying renewable energy technologies on tribal lands. The application period for this summer's 12-week internship at Sandia National Laboratories in Albuquerque, New Mexico, **will open in early February and close in early March.** Native American graduate students are eligible to apply. To learn more about this unique opportunity, watch [a video](#) featuring former interns' stories about how the internship experience positively affected their lives, helped guide and influence their career paths, and enabled them to fulfill their desire to make a positive impact in Indian Country. For additional details and information on how to apply, visit the [Office of Indian Energy website](#) or contact Sandra Begay-Campbell at skbegay@sandia.gov.

Sloan Indigenous Graduate Partnership Available to Graduate and Doctoral Students Pursuing STEM Studies



The Sloan Indigenous Graduate Partnership (SIGP) is a scholarship program specifically for American Indian and Alaska Native students pursuing graduate study in the science, technology, engineering and mathematics (STEM) fields. The partnership includes Purdue University, University of Arizona, University of Alaska (Anchorage and Fairbanks), and the Montana University System (University of Montana, Montana State University, and Montana Tech) in an effort to create welcoming and supportive environments that meet the professional development needs of American Indian and Alaska Native students. Kyle Bemis (Zuni Pueblo), pictured left, is a current Sloan Scholar at Purdue University. SIGP applications must be submitted along with an application to the respective graduate school and program. **Students are encouraged to apply by April 1, 2016.**

To view Kyle Bemis's profile and for links to apply to each SIGP program, click [here](#).

Johnson Scholarship Foundation to Grant More Than \$550,000 in Entrepreneurship Scholarships

For over 20 years the Johnson Scholarship Foundation has been making investments in Indian Country. In an effort to stimulate economic growth in American Indian communities, the Foundation collaborated with various Tribal Colleges and Universities to create the Entrepreneurship Scholarship in 1992. Entrepreneurship scholarships are available for Native students with unmet financial need who are studying business or entrepreneurship. Each year the Foundation distributes more than \$550,000 in funds towards these scholarships and another \$100,000 to \$200,000 for endowment building. Check with your college or university's Financial Aid Office to see if this scholarship is available to you.



For more information about the Foundation, click [here](#).

WeRNative Offers Community Service Grants For Native Youth



WeRNative, the all-inclusive health and wellness website made by and for Native youth, is offering Community Service Mini Grants to those ages 13-21 interested in making a positive impact in their community. WeRNative will provide funding and staff to help implement the action plan.

For more information and to apply, click [here](#).

More Scholarship, Internship, and Fellowship Opportunities!

Please visit the websites of our partner organizations to learn about more upcoming opportunities:

- [American Indian College Fund](#)
- [Center for Native American Youth](#)
- [National Indian Education Association](#)

CALL FOR FUTURE CONTENT

We'd Like To Help Tell Your Stories!

If you have any content that you or your organization/tribe want to share please send to firstkids@ncai.org and we'll be sure to include it in the next issue! Pictures and external links are especially welcome!

You have been added to our subscriber list because of your prior involvement with NCAI and/or Native youth issues. If you do not wish to receive this newsletter, please email firstkids@ncai.org to be removed from the list.

