Tatiana Shubin (tatiana.shubin@sjsu.edu), Bob Klein (kleinr@ohio.edu) and Amanda Serenevy* (amanda.serenevy@riverbendmath.org). The Alliance of Indigenous Math Circles Report on the 2019 Summer Camps for Indigenous Students and K-12 Teachers.

Refining a nearly-decade’s-long model of partnering mathematicians with teachers and students in underserved Indigenous regions, AIMC operated two residential camps this summer. The third annual summer camp for Indigenous school children was hosted at Navajo Preparatory School in NM. Thirty-five students engaged with mathematicians, undergrads, peer-mentors, K-12 teachers, and tribal elders to grow in their knowledge of math and regional cultures. Students from Navajo, Hopi, Apache, and Pueblo tribes collaborated on engaging problems and grew in their belief in self. Evaluations suggested that students would willingly trade another week of summer to do more camp. Second, a residential immersion workshop for K-12 math teachers was hosted at the Institute of American Indian Arts (IAIA) in Santa Fe. Teachers collaborated with mathematicians in problem solving, developing the capacity to choose ”good problems” and to facilitate them in classroom settings, including allowing more think time and valuing struggle (and failure) as part of the process. Teachers gained a network of mathematicians to support them in these efforts. The AIMC forms communities of support and engagement to increase Indigenous students’ access to and participation in post-secondary education and STEM fields. (Received September 15, 2019)