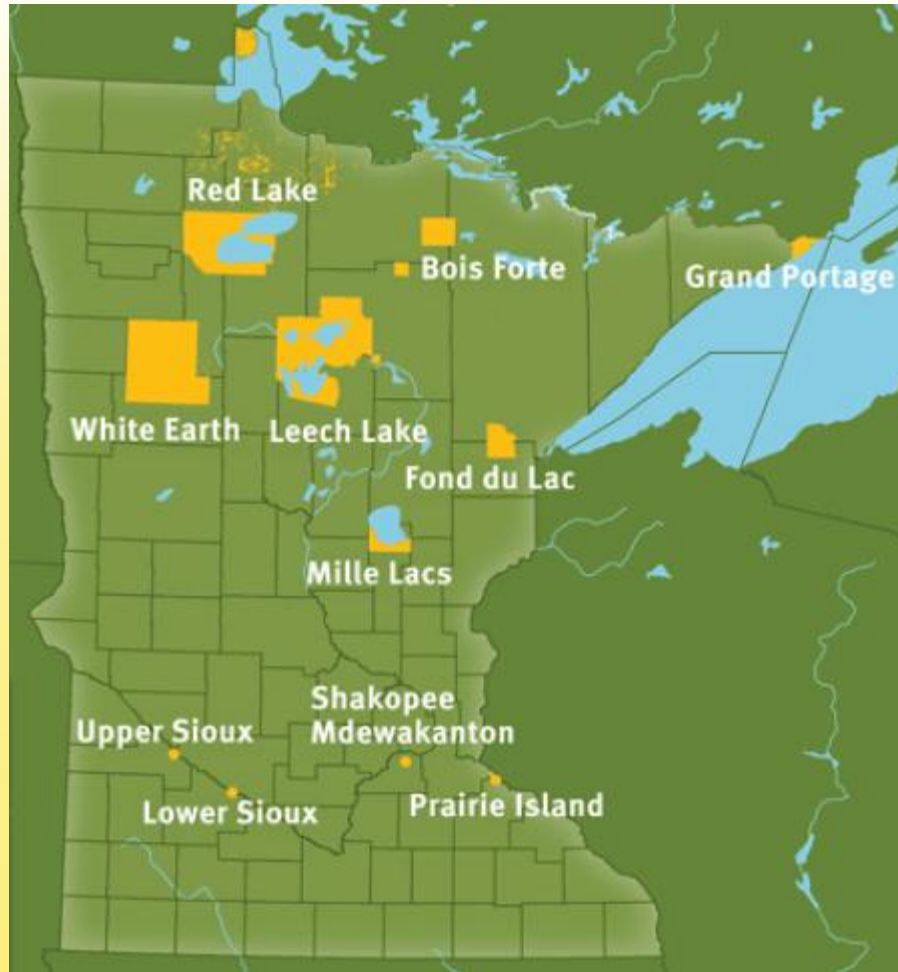


An Update on Indian Education in Minnesota

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Minnesota American Indian Education Summit
September 23, 2013

Where are Minnesota's Tribal Communities Located?



11 Reservations and Communities in Minnesota

- **Ojibwe Reservations**
 - Mille Lacs Band of Ojibwe
 - Fond du Lac Band of Lake Superior Chippewa
 - White Earth Nation
 - Leech Lake Band of Ojibwe
 - Red Lake Nation
 - Bois Forte Band of Chippewa
 - Grand Portage Band of Ojibwe
- **Dakota Communities**
 - Prairie Island Indian Community
 - Shakopee Mdewakanton Sioux Community
 - Upper Sioux Community
 - Lower Sioux Indian Community



Where do American Indian Students Attend School?

About **607,000 Native students** attend public and Bureau of Indian Education (BIE) schools.

Many people assume that most Native students attend Bureau of Indian Education schools.

In reality, however, only

7 percent of

Native students attend BIE schools.



The vast majority – **93 percent** – attend regular public schools.

In fact, Oklahoma, Arizona, and California each educate more Native students than BIE does.

STATES WITH THE **LARGEST NUMBERS** OF NATIVE STUDENTS

State	Number of Native students
Oklahoma	116,597
Arizona	55,312
California	43,546
Bureau of Indian Ed	41,962
New Mexico	34,530
Alaska	30,433
Texas	23,607
North Carolina	22,199
Washington	17,570
Minnesota	16,296

While Native students are more likely than their peers to attend rural schools, about **one-third** of students do attend urban or suburban schools.

THE EDUCATION TRUST | THE STATE OF EDUCATION FOR NATIVE STUDENTS AUGUST 2013

Where do American Indian Students Attend School?

- **Large majority of students attend public schools**
 - 18,944 K-12 in 2012-2013
 - 2.2% of Total Student Population
 - 1/3 in 7 County Metro
 - 2/3 in Outstate MN
- **4 Tribal Schools (BIE Grant Funded)**
 - Fond du Lac Ojibwe School (Fond du Lac)
 - Nay Ah Shing Schools (Mille Lacs)
 - Circle of Life Academy (White Earth)
 - Bug O Nay Ge Shig School (Leech Lake)
- **Charter Schools**
- **Non-public Schools**

Minnesota Ranked Worst in the Nation

- A U.S. Department of Education report released in November 2012, ranked Minnesota 50th out of 50 states for the 4-year adjusted cohort graduation rate of American Indian students.
- According to the [National Indian Education Association](#), "Minnesota, which has a significant Native student population, has the lowest four-year adjusted graduation rate, with only 42 percent of students graduating with a diploma in four years."

American Indian Student Data

Minnesota American Indian Graduation Rate

- 2011 - 42.41%
- 2012 - 45.46%

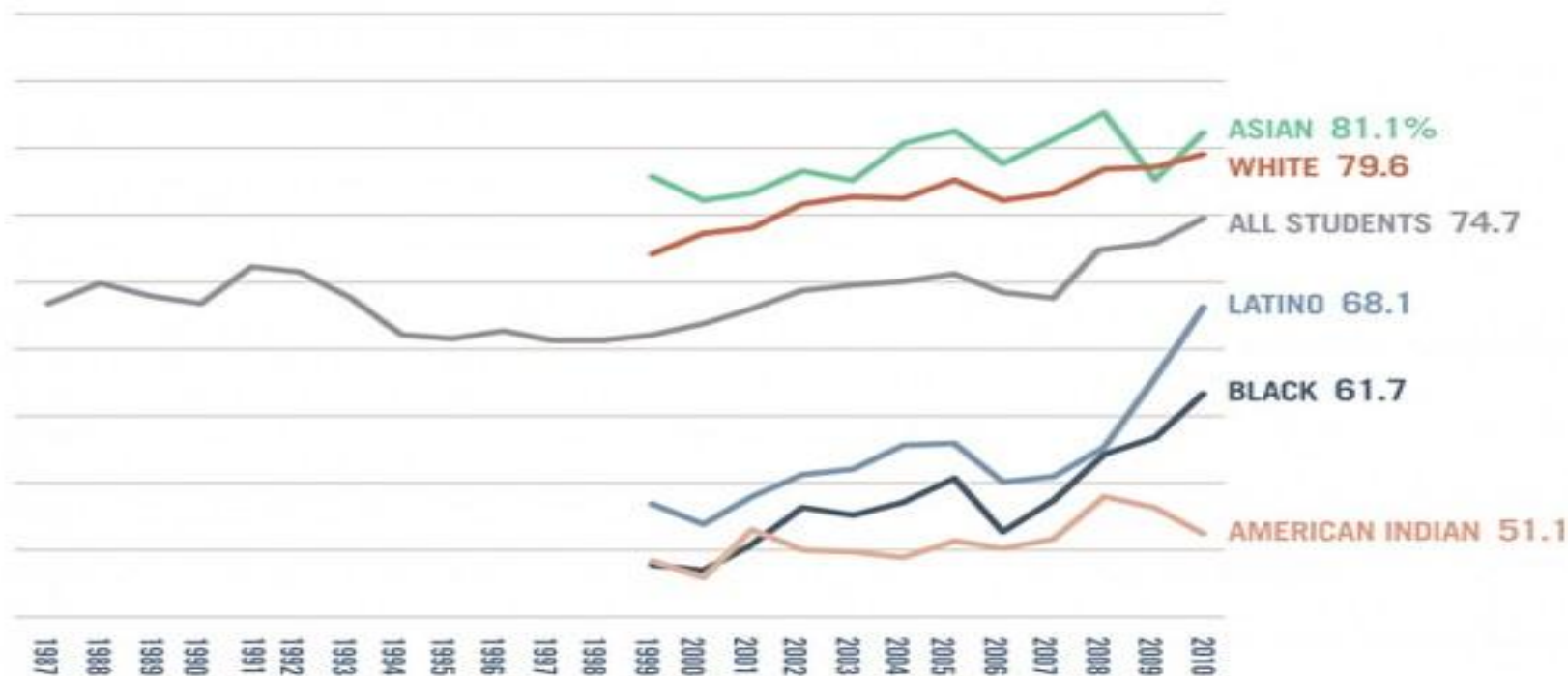


On 12/12/12, NIEA President Dr. Heather Shotton calls for a **State of Emergency** regarding the education of American Indian students.

National Graduation Rates Rise Except for American Indian Students

RATES STILL RISING

The nation's public school graduation rate continued to climb for the third year in a row, reaching 74.7 percent for the class of 2010. The last time three-quarters of high school students graduated was in 1973. The strongest year-over-year improvements were found for Latino, black, and Asian students.



Source: Diploma's Count 2013

State of Minnesota Indian Education Programs

- **Success for the Future Grants (2013-2015 w/ 2-year continuation)**
- **Minnesota Indian Teacher Training Program (MITTP)**
- **Tribal School Equalization**
- **Tribal Early Childhood Family Education (ECFE)**
- **Ethel Curry American Indian Leadership Scholarship w/ Minnesota Academic Excellence Foundation (MAEF)**

Review of 2011 Commissioner's Listening Session with Tribal Leaders

- **Ensure that students are comfortable in schools – need to acknowledge cultural traditions and language.**
- **Native values and ways of learning should be known, recognized, and used.**
- **The Tribal Leaders' Position Paper should be used to make changes.**
- **The entire Indian Education Act needs to be considered for a full review.**
- **The need for teachers to better understand the culture and history of American Indians in Minnesota.**
- **All students need to be taught about Indian history to better understand their own history and that of Minnesota.**
- **Native people need to be recruited to serve on boards, committees, and commissions.**

Review of 2012 Governor's Summit on Indian Education – Most Useful

- **Chance to share between urban educators and educators on or near reservations**
- **Practical sense that Indian Education is beneficial for everybody.**
- **Engaging MDE staff and networking with members of Tribal Nations**
- **The level of commitment exhibited by the Commissioners of Education**
- **Involvement in legislation information**
- **Looking forward to further conversation**
- **Providing a listserv of Summit participants**
- **Excellent energy...I hope this is the beginning of some defined action**
- **Reinforce that everybody is part of the process for quality Indian Education. The State can't fund it all. People need to step up and figure out ways to make the changes.**

Analytic Review of Key Indian Education Documents

- Synthesized eleven key documents according to seven current state and national themes.
- Most significant theme was Theme 1: Closing the achievement/opportunity gap for American Indian students – indicates urgency and significance among stakeholders.
- In Indian-authored documents, universal attention was paid to Theme 7: Honor treaty and other legal obligations and fulfill trust responsibilities for American Indian Education
- In non-Indian-authored documents, there was little to no mention of Theme 7, indicating a need to build a common understanding of the importance of this theme among stakeholders.

Building Momentum

2013 Minnesota Department of Education Policy Bill

- **Codify Director of Indian Education Position within MDE**
- **Consultation with the Tribal Nations Education Committee (TNEC)**
- **Annual field hearing with American Indian Community with report to Minnesota's Tribal Nations**

Governor Dayton Issues Executive Order

STATE OF MINNESOTA

EXECUTIVE DEPARTMENT



MARK DAYTON

GOVERNOR

Executive Order 13-10

Affirming the Government –to-Government Relationship between the State of Minnesota and the Minnesota Tribal Nations: Providing for Consultation, Coordination, and Cooperation; Rescinding Executive Order 03-05

- **By March 10, 2014, all Cabinet-level Executive Branch agencies shall develop Tribal consultation policies.**
- **By February 1 of each year, each agency shall consult with MN Tribal Nations to identify priorities.**
- **Cabinet agencies shall consider input from consultation into their decision-making process...mutually beneficial.**
- **Each agency shall designate a staff member to assume responsibility for implementation and serve as point of contact.**
- **All agencies shall provide training for staff who work with MN Tribal Nations.**

Future Plans 2013-2014

- **Success for the Future (SFTF) grant expansion**
- **Indian Education Act of 1988 revisions and updates**
- **MOU between MDE & Minnesota Tribal Nations**
- **Re-establish partnerships and collaborations w/ Minnesota Indian Education Association (MIEA)**
- **Re-establish partnerships with all key stakeholder organizations and groups.**
- **Agency training opportunities through the Governor's Executive Order**
- **Online Community of Practice**

Future Plans for Training and Technical Assistance

- **Local American Indian Parent Committee (LIEC) Regional Trainings – overview of roles and responsibilities of committee and LEA**
- **Share relevant resources that support successful implementation of Indian Education programs at the school and district levels.**

Minnesota Indian Education Self-assessment DRAFT



Indian Education Self-assessment for LEAs and Schools

This is a voluntary Indian Education self-assessment instrument for LEAs and schools to evaluate the levels of quality and frequency in delivering services to American Indian students, their families, and communities under the federal and state definition of purpose for Indian Education programs in "meeting the unique educational and/or culturally related academic needs of American Indian students". Responses are completely anonymous and are designed to initiate and/or continue a meaningful conversation. It is meant to be a self-assessment instrument to engage school staff, leaders, community and parents in building a positive school culture for American Indian students.

Explanation of terms:

No = Indicator is not being addressed

In Planning = Meetings are regularly held to plan for implementation and/or address the indicator

Initial Implementation = Have begun implementation toward the indicator but frequency and quality are lacking

Partial Implementation = Indicator is partially implemented but revisions need to be made and evidence is lacking

Full Implementation = Indicator is fully implemented and there is significant evidence demonstrating effectiveness

	No	In Planning	Initial Implementation	Partial Implementation	Full Implementation
Program Support					
1) Is there an Indian Education program providing services to students?					
2) Is there an Indian Education Parent Committee in place?					
3) Does the LEA support the Indian Education programs by providing required enrollment documents in registration packets at the beginning of the year (Title VII ED506 forms, JOM)?					
4) Are Title I parental involvement funds used to engage Native					

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Page 1

- **Voluntary evaluation of quality and frequency in delivering IE programs.**
- **Four Focus Areas**
 - **Program Support**
 - **LEA/School Culture**
 - **Data**
 - **Dropout Prevention**

Minnesota Indian Education Self-assessment DRAFT

	No	In Planning	Initial Implementation	Partial Implementation	Full Implementation
American parents?					
5) Are district and impact aid funds (if applicable) used to support Indian Education?					
LEA/school culture					
6) Are there adequate numbers of American Indian teachers/paraprofessionals/administrators on staff in the schools?					
7) Are there opportunities for the community to participate in school programs through popular events such as storytelling, American Indian language tables, athletic tournaments, powwows, etc?					
8) Are there collections of grade-appropriate American Indian materials/content available in media centers, libraries, and classrooms?					
9) Does your LEA comply with MN Statute 124D.76 "Teachers Aides; Community Coordinators"? <i>"Any district or participating school which conducts American Indian education programs pursuant to sections 124D.71 to 124D.82 must employ one or more full-time or part-time community coordinators if there are 100 or more students enrolled in the program."</i>					
10) Does your LEA adequately implement MN Statute 124D.78 "Parent and Community Participation"? <i>"School boards and American Indian schools must provide for the maximum involvement of parents of children enrolled in education programs...The board or American Indian school must ensure that programs are planned, operated, and evaluated with the involvement of and in consultation with parents of children served by the programs."</i>					
11) If your district receives Impact Aid funding, does your district consult with nearby tribal governments on an annual basis to discuss how these funds are spent (Indian Policies and Procedures)?					
12) Are your staff aware of tribal policies or cultural practices					

Office of Indian Education, Minnesota Department of Education

Page 2

- Does district have regular PD for working w/ AI students?
- How often are AI language and culture classes taught?
- Does LEA comply with MN Statute 124D.76 & 124D.78?
- Is district working closely w/ IE Coordinator/liaison to ensure an accurate count?
- SPED rates disproportionate?

Miigwech!

Questions?

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