



Indian Education for All

American Indian Listening Session, November 8, 2011

American Indian Education Summit, January 9, 2012

COMMISSIONER

Brenda Cassellius, Ed. D.

In Collaboration with:

Tribal Nations Education Committee

and



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In collaboration with:

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Upon request, this report can be made available in alternative formats.

EXECUTIVE SUMMARY

In late 2011 and early 2012, the Minnesota Department of Education (MDE) convened two meetings designed to reveal and discuss a vision for Indian education in the state. The ultimate goal of these gatherings was to begin a new, ongoing dialogue about how to develop more meaningful and successful learning experiences for Indian youth and children.

First, on **November 8, 2011**, Commissioner Brenda Cassellius met with representatives of the Tribal Nations in a Listening Session to discuss educational challenges and opportunities they identified as high-priority for state attention. In response to recommendations from the Listening Session, a number of actions were taken to begin to strengthen communication and relationships among Tribes, Tribal Education Departments, school districts, and the MDE. Among these actions was the re-establishment of the position of Indian Education Director at the Minnesota Department of Education.

Then, on **January 9, 2012**, over 100 individuals representing leadership from all 11 Minnesota Tribal Nations, Indian education programs, Tribal schools, school districts, and the MDE came together in Minnesota's first Governor's American Indian Education Summit. The summit, *Indian Education for All*, was the result of collaboration among the office of Governor Mark Dayton, MDE, the Minnesota Humanities Center, the Minnesota Indian Affairs Council, North Central Comprehensive Center, and the Tribal Nations Education Committee. Results from the summit included a set of nine insights summarized from large and small group discussions. In brief, the insights are as follows:

1. American Indians need to tell non-Indians what they believe is important for Indian education.
2. Everyone is accountable for upholding Minnesota's constitutional obligations to educate children of the Tribal Nations.
3. Community commitment is necessary if we are to move beyond blame, shame, and guilt. We are the change we want to be.
4. Teachers must understand the significance of cultural affirmation in academic success.
5. Teacher training programs and licensure requirements should include knowledge and skills in meeting the needs of American Indian students.
6. Poverty is generational, isolated, concentrated, and deep.
7. We need closer community cooperation and collaboration among tribes, schools, colleges, parents, and students.
8. Indian people must become involved in state politics and education policy development.
9. Everyone must be part of the change process if we are to achieve quality Indian education in Minnesota.

The *Indian Education for All* report provides complete information about the 2011 Listening Session and the 2012 Summit, including meeting agendas, participant lists, and summaries of presentations and discussions. Copies of the report are available from the Minnesota Department of Education, Office of Indian Education, 651-582-8215 or the MDE website. [View the Indian Education page of the MDE website.](#)

TABLE OF CONTENTS

I. Listening Session, November 8, 2011

<u>Introduction</u>	1
<u>Invitation from Commissioner Cassellius</u>	2
<u>Map of Minnesota Indian Reservations</u>	3
<u>Agenda</u>	4
<u>Dr. Anton Treuer Biography</u>	5
<u>Meeting Notes</u>	6
<u>Commissioner Cassellius' Thank You Letter</u>	11

II. Indian Education Summit, January 9, 2012

<u>Introduction</u>	13
<u>Press Release</u>	14
<u>Agenda</u>	15
<u>Superintendent Denise Juneau Biography</u>	18
<u>Seven Essential Understandings...</u>	19
<u>Commissioner Kevin Lindsey Biography</u>	20
<u>Commissioner Brenda Cassellius and Assistant Commissioner Elia Bruggeman Biographies</u>	21
<u>Listening Session Review of Actions</u>	22
<u>Meeting Notes</u>	23
<u>Notes from Small Group Discussions</u>	28
<u>Summit Evaluation</u>	34
<u>Key Insights from Small Group Discussions</u>	38
<u>Post-Summit Star Tribune Article</u>	39
<u>III. Appendix</u>	42

Listening Session, November 8, 2011

On November 8, 2011, Commissioner Brenda Cassellius met with representatives of the Minnesota Tribal Nations to discuss challenges and opportunities for the education of Indian children and youth. The goal was to determine ways in which the Minnesota Department of Education and members of the Tribal Nations can work collaboratively to improve outcomes for Indian education in the state.

Participants in the Listening Session talked and listened to each other about the achievement gap between American Indian students, students of color, and White students. They talked about values, curriculum, community, and the future of Indian children beyond K-12 education. Nine recommendations for action (see page 12) emerged from the Session, and steps were taken to address them all. Most importantly perhaps, participants provided input into planning for the January 9, 2012, *American Indian Education Summit: Indian Education for All*.

October 4, 2011

Sent via US Mail and Email

Individually Addressed

Dear Individual:

As Commissioner of Education, I would like to invite the Minnesota Tribal Nations Chairs, the Tribal Education Directors, the Tribal Contract Schools superintendents, Tribal Nation Education representatives and urban Indian Educators to a LISTENING SESSION. This event is scheduled for Tuesday, November 8, 2011, from 9:00a.m. to 3:30p.m. at the Minnesota Humanities Center, 987 Ivy Avenue East, St. Paul, Minnesota. For directions, please visit <http://www.minnesotahumanities.org/conferencefacility/mapdirections>. Please see attached tentative agenda.

In my capacity as Commissioner of Education responsible for all of Minnesota K-12 grade learners, I am committed to serving the needs of all students, but more specifically the needs of our underserved American Indian students along with Hispanic learners, African-American learners and Asian-Pacific learners. As we know, education data shows that there is a wide achievement gap between white and American Indian and minority students. As Commissioner of Education, I have been charged by Governor Dayton to increase learning opportunities for these four communities, who have historically been underserved in Minnesota schools.

The purpose of the LISTENING SESSION, which is the first step in a two-tier approach to focusing on American Indian learners, will give me an opportunity to hear directly from the Tribal Leadership regarding the educational challenges and opportunities I need to focus on for the next three years of my tenure. My expectation would be that this session will generate a list of issues that can more formally be addressed in an American Indian Education Summit scheduled for Monday, January 9, 2012, from 9:00a.m. to 4:00p.m. at the Minnesota Humanities Center in St. Paul.

The proposed plan is that an invitation to the American Indian Education Summit will be extended to school district superintendents whose enrollment includes a high percentage of Indian learners, Indian Education program directors, and, of course, Tribal leadership participants from the LISTENING SESSION.

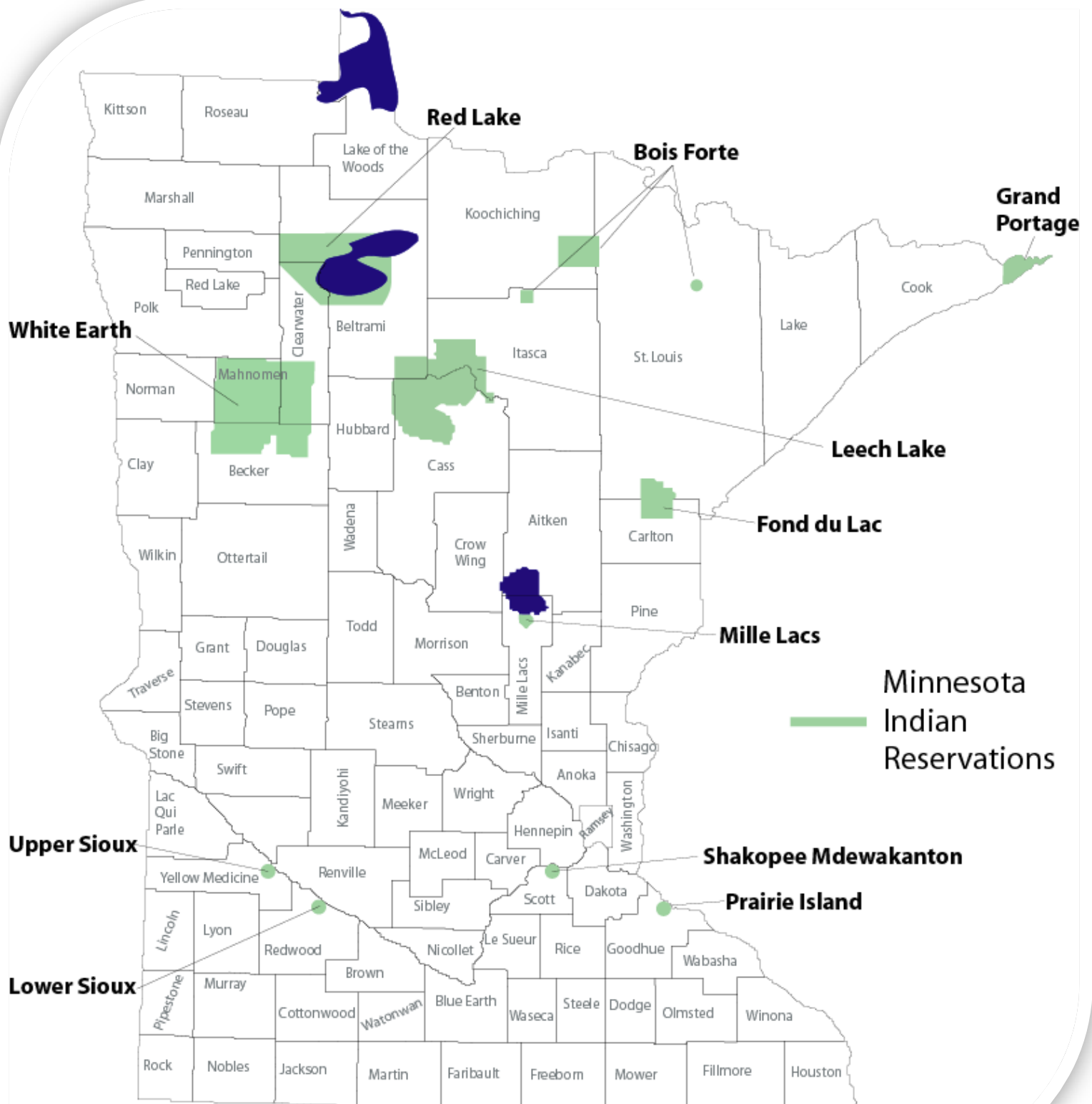
Please know, we value your participation and guidance in the development of priorities as we move forward in addressing the needs of Minnesota American Indian learners. In keeping with our shared responsibility for the education of American Indian children, I hope you will be able to join me to begin this most urgent work! In the words of Sitting Bull, "Let us put our minds together to see what we can build for our children."

To confirm your attendance at the LISTENING SESSION please contact Rebecca Garay-Heelan by phone at 651-582-8862 or by email Rebecca.garay-heelan@state.mn.us.

Sincerely,



Dr. Brenda Cassellius
Commissioner



AGENDA

LISTENING SESSION

Tuesday, November 8, 2011
9:00 a.m. – 3:30 p.m.

Minnesota Humanities Center
987 Ivy Avenue East
St. Paul, MN

- | | |
|------------|--|
| 9:00 a.m. | Registration |
| 9:30 a.m. | Welcome <ul style="list-style-type: none">• Annamarie Hill, Executive Director, Minnesota Indian Affairs Council |
| 9:40 a.m. | Introductions <ul style="list-style-type: none">• Dr. David O'Fallon, President and CEO, Minnesota Humanities Center• Elia Bruggeman, Assistant Commissioner, Minnesota Department of Education• Dr. Anton Treuer, Professor at Bemidji State University <p>Opening Ceremony</p> <ul style="list-style-type: none">• Leonard Wabasha, Director of Cultural Resources, Shakopee Mdewakanton Sioux Community |
| 10:30 a.m. | Listening Session - Large Group; Dr. Anton Treuer, Facilitator <ul style="list-style-type: none">• Introductions• What I would like to get out of today |
| 12:00 p.m. | LUNCH |
| 1:00 p.m. | Listening Session – Small Groups |
| 2:15 p.m. | Break |
| 2:30 p.m. | Small Group Reports and Recommendations
Proposed Indian Education Summit Agenda for January 9, 2012 |
| 3:15 p.m. | Closing Ceremony
Dr. Anton Treuer, Professor at Bemidji State University |
| 3:30 p.m. | Adjourn |

Listening Session Facilitator



Dr. Anton Treuer (pronounced troy-er) is Professor of Ojibwe at Bemidji State University. He has a B.A. from Princeton University, M.A. and Ph.D. from the University of Minnesota. He is Editor of the Oshkaabewis (pronounced o-shkaah-bay-wis) Native Journal, the only academic journal of the Ojibwe language and author of 9 books: *Everything You Wanted to Know About Indians But Were Afraid to Ask*, *Ojibwe in Minnesota* ("Minnesota's Best Read for 2010" by The Center for the Book in the Library of Congress), *The Assassination of Hole in the Day*, *Ezhichigeyang: Ojibwe Word List*, *Indian Nations of North America*, *Awesiinyensag: Dibaajimowinan Ji-gikinoo'amaageng* ("Minnesota's Best Read for 2011" by The Center for the Book in the Library of Congress), *Living Our Language: Ojibwe Tales & Oral Histories*, *Aaniin Ekidong: Ojibwe Vocabulary Project*, and *Omaa Akiing*. Dr. Treuer has sat on many organizational boards, including the White Earth Land Recovery Project, Sanford/MeritCare Health System, and the Minnesota State Arts Board. Dr. Treuer has received more than 40 prestigious awards and fellowships from many organizations, including the American Philosophical Society, the National Endowment for the Humanities, the National Science Foundation, the MacArthur Foundation, the Bush Foundation, and the John Simon Guggenheim Foundation.

Meeting Notes

Listening Session- Minnesota Department of Education- Indian Education

November 8, 2011

Opening Ceremony- Leonard Wabasha, Director of Cultural Resources, Shakopee Mdewakanton Sioux Community

Welcome- Annamarie Hill, Executive Director, Minnesota Indian Affairs Council

Introductions

- David O'Fallon President and CEO, Minnesota Humanities Center – Dr. O'Fallon discussed the need for including absent narratives in education.
- Anton Treuer, Professor at Bemidji State University – Dr. Treuer shared that traditions, culture, sovereignty, and language make Indian Education unique.
- Commissioner Cassellius – The Commissioner welcomed all and indicated that she also wants to have such sessions in Indian Country. She introduced Assistant Commissioners Elia Bruggeman and Rose Chu. She intends to add a Director of Indian Education who is American Indian as she wants the Department to reflect the communities it serves. She will ask for assistance in interviewing the candidates and for help on how to move forward. A Legislative Assistant, Daron Korte, was present to assist in creating the legislation needed.

Listening Session- Large Group Participation

Participants introduced themselves and stated what they hoped to get out of the day
Statements below provide the essence of discussions during the introductions.

- There are Native Language needs as there are few Native speakers left. Meeting participants want to emphasize the importance of Native Language in the education of students.
- We must ensure that students are comfortable in schools. Schools need to acknowledge cultural traditions such as drumming, dance, and language.
- Native values and ways of learning should be known, recognized, and used.
- Although ensuring that an individual from the Indian Community is selected to lead the MDE Office of Indian Education is commendable, it was felt that this role should be at the Assistant Commissioner level rather than at a Director level.
- The history of First Nations should be studied in the schools.
- There is a need for change but primarily action. There needs to be a community of caring within the schools.
- The Tribal Leaders' Position Paper should be used to make changes.
- A curriculum for Indian Education for All should be introduced.
- There should be an investment in early childhood education.
- Year-round schools should be considered.

- College-prep programs need to be stressed.
- More communication from the Minnesota Department of Education is needed.
- The entire Indian Education Act needs to be considered for a full review.
- It was requested that the department look back at the American Indian Education curriculum, which was developed several years ago, and have it cataloged, digitized, and made available particularly around the areas of language and culture.
- Tribes need to support the Commissioner in these efforts.
- The Indian community must reclaim education for our children and work in partnership with the schools.
- Montana's focus on Indian Education for All should be considered a model.
- The Minnesota Association of Teacher Education influences teacher preparation programs and how these prep programs reflect American Indian history, culture, etc., and should be reviewed.
- There is no representative from the Indian Community on the P-20 Council that sets the direction for education in the state of Minnesota. This disparity will be addressed.
- The achievement gap needs to be reframed as an opportunity gap and focus on assets as opposed to deficits.
- There was concern expressed about the Board of Teaching and requirements for teachers to better understand the culture and history of American Indians in Minnesota.
- The exhibit on Treaties should be brought to the principal's and superintendent's association conferences and also to the Minnesota Department of Education along with staff training on Indian issues.
- Minnesota needs to consider training teachers on how to include Indian contributions in the curriculum. All students need to be taught about Indian history to better understand their own history and that of Minnesota.
- The community will nominate Indian members to the Board of Teaching to increase the potential of including mandatory expectations in teacher training for Indian contributions. It is believed teachers are open to this training.
- The non-public Indian schools need to have a greater voice.

Listening Session for Summit Ideas and Small Group Goals – Please note that a decision was made to change this from a small group venue to a large group discussion.

- Native people need to be recruited to serve on boards, committees, and commissions to build leadership and to ensure the Native voice is heard. Tribes are encouraged to identify possible candidates for these positions.
- Participants want to learn more about the waiver request under No Child Left Behind. They want to help ensure language, culture, and history is included. Minnesota has asked for a waiver based on a model of student growth. A school/district will know how their Indian students are doing on the state assessment compared to Indian students in other districts. Graduation rates will also be an important component. The state will focus on about 200 schools to identify those most in need of support.

- Participants want the Tribal Leaders' Position Paper on Education to be considered. What can be done by legislation and what MDE can do on its own should be identified. Executive orders could be issued when possible.
- Explanations of various education programs and funding would be helpful, including the Minnesota Reading Corps that provides tutoring on fluency and decoding and assessment assistance to reading coaches working with struggling readers. Also the Literacy Aid program provides additional funds for every student for reading by Grade 3 starting in 2013.
- Participants felt that the January Summit should include as many people as possible. The facility holds 150. They want the Governor to attend to better understand the issues of the opportunity gap in Indian Education.
- Indian Education funds were moved from Indian Education. Also the Ethel Curry funds have not been accounted for and tribes are no longer involved. Commissioner Cassellius will include the Tribal Education Directors in the monthly superintendent's calls.
- Minnesota State Colleges and Universities (MnSCU) need to involve Indian people more, especially in language development and teacher training to serve Indian people. They may want to include youth councils to provide feedback and leadership.
- There needs to be district accountability for bullying, over-identification of American Indians in special education programs, and the suspension/expulsion rates of American Indians.
- Participants recommended the January 9, 2012 Summit as a way to plan for an even bigger summit in the summer of 2012 with strands in early childhood, K-12 education, higher education and legislative empowerment.
- All students must be educated in the state of Minnesota and it is a constitutional right.
- The Commissioner for Human Rights should make a presentation to ensure there is awareness of the opportunity gap as a human rights issue.

List issues not yet raised in the Tribal Nations Education Committee position paper or the 2009 legislative report

- Early childhood education
- College preparation
- Issues involving urban American Indian students are not represented in the position paper.

Indian Education Summit Agenda and/or Action Steps

- Create a MOU between the Nations and the Department of Education on the responsibilities of all those involved in the education of Indian learners.
- Create talking points for Indian Education.
- The Governor will be asked to attend the Treaty Exhibit at the State Capitol.
- Rewrite or reconsider the Indian Education Act.
- Enlist assistance from libraries statewide to digitize what is available for Indian curriculum, history, literature, materials, etc.
- A database (listserv) related to Indian Education will be created to get information out and tribes will be able to join the superintendent's monthly teleconference calls.

- A representative for the P-20 Council will be sought from the Indian community.
- A Director of Indian Education will be named from the Indian community.
- Training will be completed for the Minnesota Department of Education on Indian issues and the Treaty exhibit will be brought to MDE.
- MnSCU will be asked to be more inclusive of Indian issues in the area of teachers and teacher training and representation.
- The Board of Teaching will be asked to review what the training requirements for teachers are as it relates to teaching Indian contributions in the curriculum.
- The Minnesota Reading Corps will be contacted to ensure they are including reservation areas in their training programs. The information on Literacy Aid will be disseminated more widely.
- A directory will be created of Indian education contacts and resources throughout the state.

Closing

Listening Session Attendees:

Marge Anderson	Executive Director, Mille Lacs Band of Ojibwe
Billie Annette	Executive Secretary, Minnesota Chippewa Tribal Education Committee
Elia Bruggeman	Assistant Commissioner, Minnesota Department of Education
Haley Brickner	Education Director, Grand Portage Band of Chippewa
Brenda Cassellius	Commissioner, Minnesota Department of Education
Rose Chu	Assistant Commissioner, Minnesota Department of Education
Kathleen Dempsey	Director, North Central Comprehensive Center
Norman Deschampe	Director, Minnesota Chippewa Tribe; Executive Director, Grand Portage Band
Shandi DiCosimo	Program Assistant, Minnesota Humanities Center
Paul Dressen	Education Director, Prairie Island Indian Community
Gloria Dudley	Education Director, Leech Lake Band of Ojibwe
Renee Gale	Leech Lake Band of Ojibwe
Rebecca Garay-Heelan	Office of Indian Education, Minnesota Department of Education
Danielle Grant	Director of Indian Education, Minneapolis Public Schools
Kevin Hedstrom	Superintendent, Circle of Life Academy, White Earth Nation
Mario Hernandez	Legislative and Community Affairs, Minnesota Department of Human Rights
Mary Hilfiker	Education Specialist, North Central Comprehensive Center
Annamarie Hill	Executive Director, Minnesota Indian Affairs Council
Cindy Hoffart	Mille Lacs Band of Ojibwe
Jennifer Johnson	Assistant Principal/Teacher, Fond du Lac School
Daron Korte	Deputy Director of Government Relations, Minnesota Department of Education
Geraldine Kozlowski	Chair, Tribal Nations Education Committee, Grand Portage Reservation
Joan LaVoy	Education Director, White Earth Nation
Kevin Lindsey	Commissioner, Minnesota Department of Human Rights
Anne Lundquist	Principal Consultant and Associate Director, NCCC @ McREL
Billie Mason	Education Commissioner, Bois Forte Band of Chippewa
David O'Fallon	President & CEO, Minnesota Humanities Center
Dennis Olson	Commissioner of Education, Mille Lacs Band of Ojibwe
Earl Pendleton	Treasurer, Lower Sioux Indian Community Tribal Council
Peggy Poitra	Tribal Education Committee Member, Shakopee Mdewakanton Sioux Community
Elaine Salinas	President, MIGIZI Communications
Elona Street-Stewart	School Board Member, St. Paul Public Schools
Anton Treuer	Professor of Ojibwe, Bemidji State University
Erma J. Vizenor	Tribal Chair, White Earth Nation
Leonard Wabasha	Director of Cultural Resources, Shakopee Mdewakanton Sioux Community
Jackie Ward	Superintendent, Bug O Nay Ge Shig Schools, Leech Lake Band of Ojibwe

November 30, 2011

Sent via Email

Individually Addressed

Dear Individual:

Thank you for attending the LISTENING SESSION on November 8, 2011, at the Minnesota Humanities Center in St. Paul. Your participation and input at this event enriched our awareness of the American Indian challenges and experiences that we, as decision-makers, need to consider when working with Indian students and communities.

We listened to your concerns and suggestions and will be following up with individuals and designated Indian Education committees to share actions taken to address some of the issues. Also, we have incorporated other issues into the agenda of the upcoming AMERICAN INDIAN EDUCATION SUMMIT—“INDIAN EDUCATION FOR ALL,” January 9, 2012, 8:30-4:00 p.m. held at the Minnesota Humanities Center, 987 Ivy Avenue East, St. Paul, MN 55106. Space is limited, so please be sure to register no later than December 15, 2011, to ensure your place at the Summit.

Once again, I want to extend an invitation to you and your representative(s) to join us at the second phase of the LISTENING SESSION, which is the AMERICAN INDIAN EDUCATION SUMMIT, in order to **continue this important dialogue on how to develop more meaningful learning experiences for Indian youth and children.** Please see the enclosed announcement for registration Information. Feel free to disseminate the SUMMIT information to other members of your community as well.

I look forward to seeing you at the SUMMIT!

Sincerely,

A handwritten signature in cursive script, reading "Brenda Cassellius", written in black ink on a white background.

Dr. Brenda Cassellius
Commissioner

Governor Mark Dayton Held First *American Indian Education Summit*

On Monday, January 9, 2012, Governor Mark Dayton convened the first Governor's American Indian Education Summit which focused on ensuring all Minnesota youth have access to high-quality education opportunities. The Summit, which had been in the planning stages for the past three years, brought together both tribal and state education leaders, as well as key stakeholders, to address barriers and challenges currently facing the state's Indian students. This was the second step in the process of establishing a dialogue of mutual respect and understanding of Tribal Nations sovereign rights and shared responsibility for the education of American Indian children and youth.

The first part of this important conversation was jump started last fall by Education Commissioner Brenda Cassellius who called for an initial listening session with representatives from all eleven Tribal Nations to ask them to work collaboratively with the department to improve outcomes for Indian education in Minnesota. The event reflected Governor Dayton's commitment to working toward closing the achievement gap between American Indian students, students of color, and White students.

Feedback from the Listening Session showed the need for a deeper dialogue on ways to develop more effective policies, strategies, and experiences for Indian youth, resulting in the Indian Education Summit on January 9, 2012.

Both the Listening Session and the Summit were made possible through collaboration with Governor Mark Dayton, MDE, the Tribal Nations Education Committee, the Minnesota Indian Affairs Council, the North Central Comprehensive Center, and the Minnesota Humanities Center.



At the Summit. Pictured: Martin "Mutt" Robinson, Leech Lake Band of Ojibwe; Governor Mark Dayton; Gloria Dudley, Leech Lake Band of Ojibwe; Rebecca Garay-Heelan, Minnesota Department of Education.

MEDIA ADVISORY:

January 6, 2012

Contact:

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651.582.8275

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Governor Mark Dayton to Hold First American Indian Education Summit

ROSEVILLE - This Monday, Governor Mark Dayton will convene the first Governor's American Indian Education Summit. Focused on ensuring all Minnesota youth have access to high quality education opportunities, the summit will bring together both tribal and state education leaders, as well as key stakeholders, to address barriers and challenges currently facing the state's Indian students and begin developing shared strategies to improve student achievement and outcomes for Indian children.

Last fall, Department of Education Commissioner Brenda Cassellius held an initial listening session addressing the state of Indian education in Minnesota. Feedback from participants showed the need for a deeper dialogue on ways to develop more effective policies, strategies, and experiences for Indian youth and children, resulting in Monday's summit.

The event is made possible through collaboration with Governor Mark Dayton, MDE, the Tribal Nations Education Committee, the Minnesota Indian Affairs Council, the North Central Comprehensive Center and the Minnesota Humanities Center.

In addition to presentations focused on how to transform Indian education, the summit will feature two keynote speakers: Denise Juneau, State Superintendent of Montana's Office of Public Instruction and Commissioner Kevin Lindsey from Department of Human Rights.

While registration is closed, the summit will be open to the media.

What: Governor's American Indian Education Summit

Who:

- Governor Mark Dayton
- Commissioner Brenda Cassellius, MDE
- Keynote Speaker: Denise Juneau, State Superintendent, Montana Office of Public Instruction
- Keynote Speaker: Commissioner Kevin Lindsey, Department of Human Rights

When: Monday, January 9, 2012 from 8:30 a.m. - 4:00 p.m.

Where: Minnesota Humanities Center, 987 Ivy Avenue East, Saint Paul, MN

###



Minnesota Indian
Affairs Council



INDIAN EDUCATION FOR ALL

American Indian Education Summit

Minnesota Humanities Center

987 Ivy Avenue East

St. Paul, Minnesota 55106

Monday, January 9, 2012

Agenda

8:30 Registration and Refreshments

9:00 Welcome

The Honorable Mark Dayton, Governor, State of Minnesota

Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education

Elia Dimayuga-Bruggeman, Assistant Commissioner, Minnesota Department of Education

Invocation

Annamarie Hill, Executive Director, Minnesota Indian Affairs Council

Ray Owens, Elder, Prairie Island Indian Community

9:20 Outcomes

Dr. David O'Fallon, President, Minnesota Humanities Center

- *To more deeply understand what changes in policy and public will are necessary to affect improved outcomes for American Indian students at both the Tribal and State levels; and the strategies most effective in accomplishing this.*
- *To acknowledge the changes needed to create and provide a constitutionally responsible education that reaches all students.*
- *To reaffirm individual and organizational commitment within schools, tribal government, communities, and state institutions, to further successful educational attainment on behalf of all American Indian children and youth.*

9:25 Introduction of Keynote Speaker

Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education

9:30 Indian Education for All in Montana – The Journey

Denise Juneau, State Superintendent, Montana Office of Public Instruction

Debrief Superintendent Juneau's Message – Tribal/Regional Discussion Groups

Dr. Anne Lundquist, Assistant Director, North Central Comprehensive Center

11:00 Learning Opportunity as a Human Right

Kevin Lindsey, Commissioner, Minnesota Department of Human Rights

Debrief Commissioner Lindsey's Message – Tribal/Regional Discussion Groups
Dr. Anne Lundquist, Assistant Director, North Central Comprehensive Center

12:00 **LUNCH**

12:45 **Listening Session Review of Actions**

Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education
Elia Dimayuga-Bruggeman, Assistant Commissioner, Minnesota Department of Education

1:15 **Tribal Nations Education Committee**

Geraldine Kozlowski, Chairperson and Billie Annette, Secretary

1:30 **Break**

1:45 **Transformation Education Model**

Action Planning for Transformation of Indian Education: Individual and Organizational Commitment

Dr. David O'Fallon, President, Minnesota Humanities Center

2:45 **Observations, Insights and Recommendations**

Denise Juneau, State Superintendent, Montana Office of Public Instruction
Kevin Lindsey, Commissioner, Minnesota Department of Human Rights

Tribal/Regional Groups Share Collaborative Action Plans

Elia Dimayuga-Bruggeman, Assistant Commissioner, Minnesota Department of Education

3:45 **Closing**

Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education
Annamarie Hill, Executive Director, Minnesota Indian Affairs Council

Evaluation

4:00 **Adjourn**

**Governor Dayton and the audience at the Indian Education Summit
January 9, 2012**



Denise Juneau

State Superintendent of Public Instruction

As Montana's State Superintendent of Public Instruction, Denise Juneau is committed to creating a public education system that prepares every child for lifelong learning, work, and citizenship.

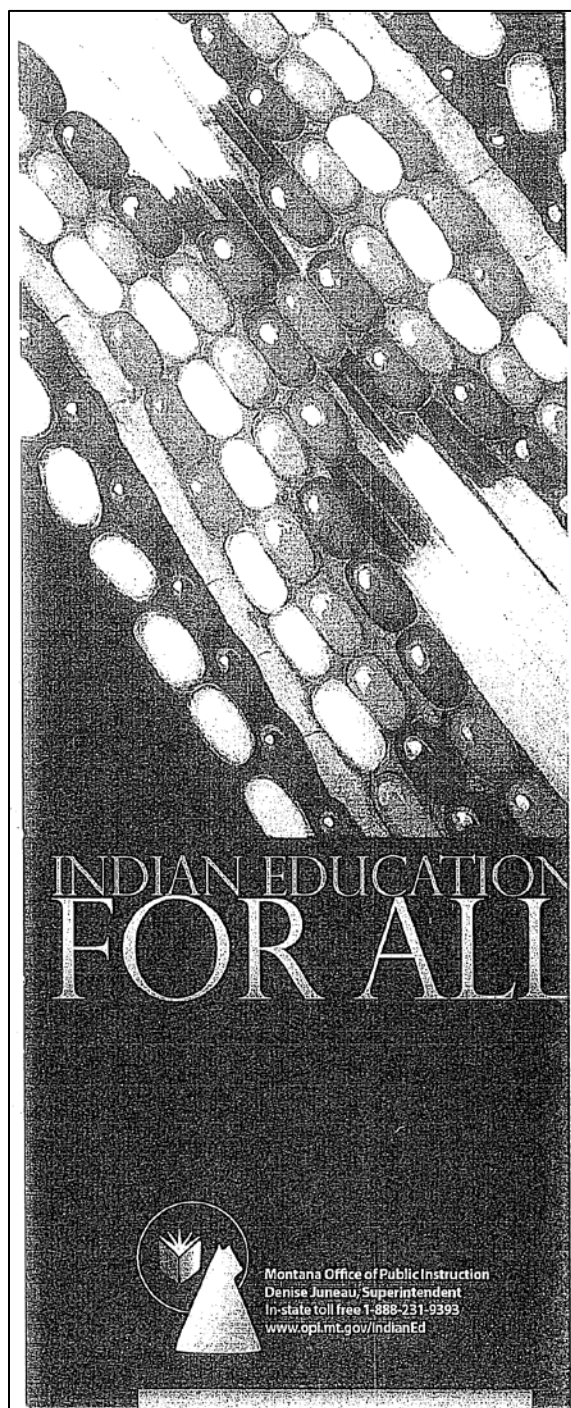


Denise grew up in Browning, Montana on the Blackfeet Reservation. She earned her undergraduate degree in English at Montana State University, a Master's Degree from the Harvard Graduate School of Education, and a law degree from the University of Montana. In 2010, Carroll College awarded her with an Honorary Doctorate in Humane Letters.

Denise taught high school English in New Town, North Dakota and Browning. She was a Montana Supreme Court judicial clerk and worked briefly for a national law firm before serving as the Director of Indian Education at the Office of Public Instruction.

In 2008, Juneau was the first American Indian woman elected to serve in a statewide elected position. She is a strong advocate for all Montana students and promotes policies that ensure students meet today's challenges and tomorrow's opportunities.

Essential Understandings Regarding Montana Indians



ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

Essential Understanding 1

There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2

There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organization and people. A continuum of Indian identity, unique to each individual ranges from assimilated to traditional. There is no generic American Indian.

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the "discovery" of North America.

Essential Understanding 4

Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Essential Understanding 5

Federal policies put into place throughout American history have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods: Colonization Period 1492 ---; Treaty Period 1789-1871; Allotment Period 1887-1934; Boarding School Period 1879 ---; Trib. Reorganization Period 1934-1958; Termination Period 1953-1988; Self-determination 1975-Current.

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Essential Understanding 7

Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Source: [Montana Office of Public Instruction](http://www.opi.mt.gov/IndianEd), Denise Juneau, Superintendent.



Kevin Lindsey was appointed Commissioner of Human Rights in February of 2011. He had previously served as a civil litigation attorney in the Office of the Ramsey County Attorney.

In announcing his appointment, Governor Mark Dayton called Lindsey ideally suited for the position, citing his deep familiarity and passion for issues concerning human services, housing, employment and civil litigation in both the private and public sector. “Kevin is a respected lawyer and advocate with deep experience in the community working on issues of fairness in the workplace and in the community,” said Governor Dayton. “He will be a strong, professional voice in the Dayton Administration.”

Lindsey received his JD and BA from the University of Iowa, where as a law student he served as the Editor-in-Chief of the Iowa Law Review and adjunct professor at the University of Iowa, College of Business. Lindsey worked in private practice with the law firms of Oppenheimer Wolff & Donnelly and Halleland, Lewis, Nilan & Johnson. He also brings private sector experience as the former Chief Operating Officer and General Counsel of Axis, Inc. Kevin has also served on a variety of non-profit board and public policy boards addressing issues concerning housing such as the St. Paul Public Housing Authority, the Emerging Market Homeownership Initiative, Options Too, and the Association of Residential Resources in Minnesota.



Dr. Brenda Cassellius

Brenda Cassellius was appointed by Governor Mark Dayton on December 31, 2010. She was selected by Governor Dayton for being known and respected throughout her profession and across partisan lines as an innovative problem solver who is dedicated to serving the public interest.

In her 20-year career as a classroom teacher, administrator and superintendent in school systems both in Minnesota and Tennessee, Dr. Brenda Cassellius led reform, redesign and change efforts that put students first, focused on achievement, and have resulted in better outcomes for all students. Dr. Cassellius believes that change can happen quickly if it is purposeful, collaborative, and grounded in effective strategies.

"Dr. Cassellius brings proven leadership in education innovation in both Minnesota school districts and in other states," Governor Dayton said. "Her experience will enable her to bring together the different education stakeholders and policymakers with differing viewpoints to build the consensus that public education in Minnesota has been lacking for too long."

"This is a great privilege and responsibility," said Dr. Cassellius. "I look forward to working with Governor Dayton in tackling the challenges facing education in Minnesota, as well as supporting the many things we do well. The Governor and I share a commitment to our state's children and families, and I am eager to get to work in making a better and stronger school system for every child in Minnesota."



Elia Dimayuga-Bruggeman

Ms. Bruggeman is a professional educator and administrator with more than 25 years of experience in a variety of school settings, including notable work in rural Minnesota districts and the Northwest Suburban Integration District.

A teacher for 10 years in the St. James Public Schools, she has also been a professor at Minnesota State University-Mankato. In 1996, she began her career in administration as the Dean of Students at Sleepy Eye Schools, and the following year became the Sleepy Eye High School Principal.

Dimayuga-Bruggeman has also served as the World Language Department Chair, and Academic Dean at Shattuck-St. Mary's Preparatory School in Faribault.

She is a MNSU-Mankato fellowship award winner in the area of Educational Leadership working with Aspiring Principals and teaching classes in Curriculum Supervision.

American Indian Education Listening Session Review of Actions

Tasks and Results:

1. Hire Indian Education Director.

The position was posted on the MDE website. After screening for minimum qualifications, MDE will send the application to the TNEC for review and recommendations.

2. Once NCLB waiver applied for, give presentation/conference to TNEC about how they benefit.

Commissioner Cassellius will be making a presentation on this topic at the Summit.

3. Inform Minnesota Humanities Center about bringing treaties exhibit to educator conferences.

A memo was sent to conference organizers with directions to contact David O'Fallon to coordinate getting the exhibits.

4. Get Indian Education leaders on Superintendent's Newsletter and invite to Superintendent's weekly call.

Tribal Education Commissioners have been added to both.

5. Invite Indian Education leaders to be part of Early Childhood Scholarship stakeholder group.

A representative from White Earth is currently in the group.

6. Ethel Curry scholarships

Scholarship money depends on profits from initial investment. Because of the economic downturn, there have been no profits in recent years and therefore no new applicants have been accepted. The scholarship is administered by the Minnesota Academic Excellence Foundation. Assistant Commissioner Rose Chu and MDE staff person Wendy Behrens have recommended an American Indian representative be appointed to MAEF and names of recommendations have been forwarded to Governor Dayton for possible appointment.

7. Government Relations

Staff will inform TNEC anytime American Indian education legislation is introduced and will provide a summary.

8. Commissioner will nominate an Indian Education group to P-20 partnership.

Commissioner Cassellius nominated Elizabeth (Peggy) Poitra for appointment at the last meeting.

9. Meet with TNEC, MNSCU and Office of Higher Education before January 9th summit.

This meeting took place on January 3rd. The meeting was very productive and will set the tone for interagency cooperation for the larger mission of improved access to quality higher education for Minnesota's American Indian students.

INDIAN EDUCATION FOR ALL

American Indian Education Summit

January 9, 2012

Meeting Notes

Welcome

Dr. Brenda Cassellius, Commissioner, Minnesota Department of Education, introduced the Governor and welcomed all participants.

The Honorable Mark Dayton, Governor, State of Minnesota, endorsed the efforts of the Indian Education Summit and wants to know how he can assist.

Elia Dimayuga-Bruggeman, Assistant Commissioner, thanked all the groups and individuals who assisted in organizing and providing input for the conference.

Invocation

Annamarie Hill, Executive Director, Minnesota Indian Affairs Council and a Prairie Island Indian Community representative gave a welcome and prayer for the success of the Summit.

Keynotes –

Summary: Indian Education for All in Montana- The Journey

Denise Juneau, State Superintendent, Montana Office of Public Instruction

In 1972, Montana rewrote its Constitution and included this provision: “The state recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural integrity.” The constitutional provision basically sat idle for nearly 30 years until 1999, when the constitutional intent was laid out in statute by the state legislature. The Statute makes three points:

- 1) Every Montanan, whether Indian or non-Indian, will be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
- 2) Every educational agency and all educational personnel will work cooperatively with Montana tribes; and
- 3) All school personnel should have an understanding and awareness of Indian tribes.

Then in 2004 there was a lawsuit. The court told the legislature they were required by the constitution to provide adequate funding for a quality education – but they had never defined “quality” therefore they could not know if they were providing adequate funding. First define a quality education, and then fund that definition. The court said the State was defenseless because it had shown no commitment to implementing that constitutional provision.

The type of education system Montana is now developing embraces an accurate history and respects the contemporary lives and issues of American Indian people and tribes in every classroom and every content area. American Indians have made many historical and contemporary contributions across our nation.

The Office of Public Instruction has a Division of eight people providing training to teachers, working with tribal educators and creating a multitude of classroom resources. They currently have over 300 classroom lessons and units spanning nearly every curriculum area on our website. School Districts are funded at \$20 per Indian Student to implement quality education. Schools lack the capacity to change so states must be able to help make the schools be able to change.

Tribal voices are being included in classrooms all across Montana. Each tribe now has completed a tribal history project; their story, as told by them. The governor pushed legislature to appropriate two million dollars so every tribe could write their own history – and those histories were then provided to schools. A tribal educator put together a companion guide that pulled all of the information together.

When Montana first started, educators identified their greatest needs as lessons/materials. However, it was quickly learned that teacher training was necessary first. Teachers went through their own K-12 and college systems and teacher prep programs learning little about Indians. Montana had to begin with professional development and a basic understanding of key issues. There was another big lesson – it called for everyone to move away from blame, shame, and guilt. There can be no pointing fingers or there is withdrawal. They allow for mistakes to happen and re-teach.

The SEA feels Montana is successful if students are engaged and learning about each other, breaking down stereotypes, and getting along. When students see themselves in the classroom, they value education more. All students need to have options in life. They know they will have to be culturally competent to work in a global society.

Indians must establish what they want non-Indians to learn about them. Montana has developed Seven Essential Understandings. They have built a program that coordinates efforts of school, community/tribe, parents, and students. Now the trick is to get everyone to take ownership in the process. It's the only way to build capacity and sustainability.

Tribal Education Departments are key contacts for local staff and have helped link school efforts to tribal interest in better schools. The state email distribution informs tribes of the testing dates and the importance of ensuring kids are well-rested and present during testing time.

The Montana Advisory Council on Indian Education established by the department acts in an advisory role. Montana Common Core Standards adopted and integrated what is called "Indian Education for All" into the curriculum expectations. Advocacy at the state level is critical and electing Indians is crucial. Two commissioners are Indian women and the Governor of Montana makes a point of naming Natives to state boards and commissions.

Regarding the Montana Schools of Promise efforts:

- The project began with a planning meeting in which the leaders determined that struggling schools were the place to begin. The schools had deep and profound poverty and were Indian.
- In 2009, the team went onsite to visit reservation schools and opened discussions about needs and challenges, based upon data and including comparisons to other schools and the state.
- Small groups began by talking about how they could improve life outcomes for the students; the needs (history, grudges, etc.) of the adults can't get in the way of what is best for children.
- Then the School Improvement Grant funds came out, and although some of the guidelines are not rural friendly, they did make some things possible. Complex historical issues are important to consider (high mobility, mental and emotional health, poverty that is concentrated, generational, deep and isolated), family outreach and involvement, family and parent interactions, culture, etc.
- The Massachusetts Insight model for High Poverty - High Performing Readiness Model based upon readiness to learn, readiness to teach and readiness to act was used to guide the work.
- The SEA requested the school board, union, and staff sign and agree to collaborate before the funds were made available (Memorandum of Understanding as implementation agreements).

Summary: Learning Opportunity as a Human Right

Kevin Lindsey, Commissioner, Minnesota Department of Human Rights

The Minnesota constitution states there will be a general and uniform system of public schools for all citizens throughout the state. There must be sufficient funds to implement this uniform education. Plessy vs. Ferguson argued the issue of separate but equal education. Brown vs. Board of Education stated separate but equal education has no place because it is inherently unequal. There are monetary obligations in the constitution of Minnesota. Minnesotans need to live up to our ideals. Many resources need to be brought together to make change. The Governor wants all Minnesotans to work together to create change politically.

Listening Session- Review of Actions

Dr. Brenda Cassellius, Commissioner of Education, went through the actions she had taken in response to the Listening Session of November 8, 2011. Other new items will include looking at the Montana statutes and seeking the input of Indians for commissions and boards.

Tribal Nations Education Committee

Erma Vizenor, Tribal Chair; Geraldine Kozlowski, Chair; and Billie Annette, Secretary expressed appreciation for everyone's effort. There is concern that Minnesota is no longer a leader in Indian Education. A Tribal Nations Education Committee has now been re-established. Tribes established it on their own with their own funding. They have created by-laws and an Education Position Paper. Today it is recognized and established. Vizenor requested that a Memorandum of Understanding be created between the state and the Minnesota Tribal Nations Education Committee. All members of the Committee were named by their tribes to represent them.

Transformational Education Model

Dr. David O'Fallon, President, Minnesota Humanities Center, introduced a transformational model to change schools. He challenged everyone to imagine what education can be. He offered the group materials and training available at the Center. Students learn best and are motivated when education reflects them. The Absent Narrative should be included.

Observations, Insights and Recommendations

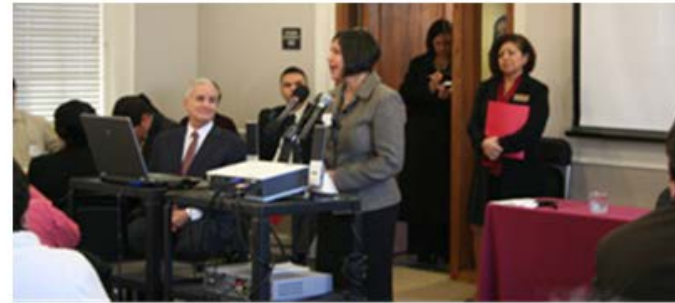
Denise Juneau- Two State Commissioners and a Governor both came to listen and talk to participants. Now tribes need to let the state know what it can do to help Indian Education and tribes need to help and guide the state. Indians need to get involved in the political effort at the local and state level. They need to hold leaders accountable. Adults need to let go of the negative to work for the children. Education is everyone's work and involvement.

Kevin Lindsey- Soft Power is a major tool. Know what you want. We all want to work on what will reduce disparities in education.

Action Planning

Dr. Anne Lundquist, Assistant Director, North Central Comprehensive Center, debriefed both Superintendent Juneau's and Commissioner Lindsey's presentations with participants and introduced an action planning tool that each participant completed. Several participants shared their insights.

- Other countries are learning multiple languages and tribal languages need to be an accepted part of learning.
- Urban Indians need to be connected to what is happening with reservation/rural tribal education like the Seven Essential Understandings Montana has. People making decisions do not fully understand Indian issues so Indians need to be involved politically.



Notes from Small Group Discussions

Group 1

- Similarities between experiences in MT and MN of life on reservations.
- Combination of leadership and systems in place (and needed for sustainability).
- Impressive focus on holistic approach to education.
- This is a “change” process that requires honest dialogue to develop collaboration and buy-in.
- 3 areas must be embraced by ALL: cross-cultural learning, teaching and doing.
- Significance of cultural affirmation in academic success.
- Visionary model of implementation followed state commitment to Indian education.
- How is higher education preparing to teach in state with commitment of “Indian Education for All”?
- Community commitment required: move beyond “blame, shame, guilt”. Open up possibilities between Indians and non-Indians.
- How do we get Minnesota to a new level in Indian Education?
- Legal points balanced by funding formulas.
- What will happen in 2013 if the legislature reduces funding to schools or specific programs? How does this affect schools’ flexibility to address the achievement gap?
- Financial pressures require schools to assess financial obligations and accompanying personnel and policy commitments.
- This process should be accompanied by values we have with regards to education – equity; responsiveness to students; cost-effectiveness, etc.
- How can schools be more flexible and responsive to students?
- There is a legal obligation to fund education, and treaties are legal obligations between the state and tribal nations.

Group 2

- To use constitution to get what we want done.
- Government cannot make promises they can’t live up to.
- Figure out a way to live up to the constitution.
- Where do I get a copy of the Minnesota constitution?
- Why aren’t we teaching Minnesota constitution in public schools?
- Collaborate across the state and nation.
- State lawsuit led to current Minnesota statutes, so we need to ensure they are enforced.
- The state can’t fund it all. People need to step up and figure out ways.
- We need Indian Education implemented in our schools.
- We need more money and resources for our teachers.
- We need more accountability with American Indian statutes.
- We need to be involved in legislative policymaking.
- State colleges need more Ojibwe/Dakota Language staff development.
- Why don’t we have better compliance with the 1988 American Indian statute that is on the books right now?

- Do the laws need to be improved, or do we need to improve compliance?
- The TNEC is revisiting the 1988 American Indian statute – they need to add “teeth” to enforce it.
- The state needs to recognize the TNEC.
- The TNEC needs to communicate more effectively, especially with American Indian programs.
- Providing a voice for all American Indians, including urban populations.
- We need formal training for administrative positions in Indian Education. Many are self-taught.
- We cannot only focus on academics. The state needs to support other models of healing.
- Teachers don’t stay with our kids.
- Sustainability.
- We are the change we want to be.
- We need to start somewhere: state, tribe, etc.
- As we teach, how do we get our story out?
- We can’t do this without money.
- We need to get involved in politics.

Group 3

- Legislative involvement is key.
- Establish sustainability.
- Local leadership training.
- Recognizing achievement gaps even in achieving schools
- Wrap-around services for all – students, parents, teachers, and administrators
- Where is early childhood education involved in Montana?
- Get away from blame, shame, and guilt.
- It’s not just funding, it’s priorities – stadium vs. education
- Don’t focus on education as a silo – community involvement, partnerships
- Living up to/ holding people accountable for constitutional obligations
- Don’t let this window of opportunity pass on all fronts (education, health, criminal justice)
- 7 Essential understandings
- Train the teachers we have.
- Indians need to be involved in policymaking.
- Maintain optimism.
- Create a law with dollars attached. Money and policy need to be aligned.
- State leadership and partnership.
- Wrap-around approach with service providers.
- Bring all resources together to impact state education.
- The Republic holds government accountable for the money.
- Be informed, speak up, and take action.
- How does unitization relate to tribal education and schools?

Group 4

- What is the depth of resources, staff, involvement in Montana compared to Minnesota?
- How do we use the state to partner with reservations with no schools?

- How do we teach the teachers when they don't know each other? We need a community liaison.
- Cross-cultural training! Learning! Doing! Montana staff knows about tribes and communities – Advocacy!
- Community Liaison would make home visits and contact with parents
- Start with the basics, Indian Ed 101 – Staff development: who are the Indian Nations in Minnesota?
- What is the role of the University in teacher training? Who needs to be at the table?
- The importance of secondary training for teachers is overlooked.
- Mental health support for all.
- Money for each tribe's story!
- Need more American Indian people in the Minnesota system and legislature to make the greatest impact.
- Article 13 – more awareness of constitution and how to make it work for us.
- Examining the Minnesota Department of Education, it seems to be a weakness.
- There is a lot of blame placed on teachers; the word of the day is Teacher Effectiveness.
- Maybe something else going on – the financial thing, lawsuit
- What is NOT working: a mandate without any money!
- Process is slow; nothing changes.
- Holistic (pull departments together) part of Education.
- Seize the opportunity, get politically astute, political advocacy.
- What do Minnesota Indian educators and concerned citizens need to do?

Group 5

- This is a call to action for all of us, and showing up matters.
- The community needs to teach the teachers.
- A lot of different pieces need to be in place to make change.
- Constitutional challenge should serve as a catalyst.
- We need Indian representatives in high state positions.
- There is Anti-treaty sentiment/movement in Minnesota.
- What role does racial/ethnic diversity play?
- Secondary trauma – need community healing.
- Teachers making home visits.
- Opportunity to organize.
- Time for a class-action lawsuit.
- Constitutional amendment to define Quality Education.
- Change the revenue stream so we're not dependent on property taxes.
- No state funding to accommodate increases in Special Ed numbers and level of need.
- Widespread retreat from public commitment.
- Educate non-polarized people about the impact of education funding decisions.
- Fix integration funding.

Group 6

- Both speakers validated the Minnesota constitution.
- Not shaming and blaming people. Let's live up to the constitution and move forward.

- Collectively bring our resources together.
- Both speakers talk about the legal aspect; bring us together to develop an action plan.
- The 51st state has not been touched on – partnerships between the Bureau of Indian Education and state.
- Come to terms with diversity in Minnesota in tribal communities and schools.
- Let our voices be heard and impact policy.
- Begin student engagement and involve them in these meetings.
- Tribal charter schools need to be represented.
- Identify a model buy-in.
- Community cooperation between schools, parents, and students.
- Common vision.
- Staff/Teacher training.
- Teacher training – curriculum integration, sample lessons.
- Really focus on school improvement.
- Identify working partners.
- State advocacy is important for policy change.
- Understanding Poverty: it is generational, isolated, concentrated, and deep.

Group 7

- Collaboration – define commitment of all
- Reinforce that everyone is part of the process for quality Indian Education.
- Professional development accountability, licensure, curriculum development, funding.
- Merge Indian Education act with treaty obligations with updated Article 13.
- Structures – parent committees and resolutions that report directly to the state.
- What was missing was self-determination and sovereignty.
- Federal acts and pieces of state legislation.
- Discussion about the importance of treaties.
- Where do we make the distinction between mainstream education and cultural/native language education?
- Native Rights/Human Rights
- We are with you but we are the 1st nations/indigenous peoples of this land.
- Every issue in the state of MN impacts native peoples.

Group 8

- State responsibility for Indian Education for All.
- Change needs commitment from all – not just from American Indian people, but the movement to begin change must start from American Indians.
- Move policy from current administration to the next. A continual plan supported by state, local and tribal governments.
- Collaboration between communities, schools, local governments.
- Teacher training programs and licensure requirements.
- Increasing American Indian awareness across all grade levels
- Accountability for teachers and parents. Using the standards including American Indian language and culture.
- Review what we want implemented on community, local and state levels.

- We need more people involved and how they can be involved. They need to know what to do to make an impact.
- Communication and collaboration between all agencies involved with education. Not just education but every aspect in the lives of students, parents and families.
- Outcomes – looking at what we are doing now and the impact it is going to have for future generations.
- How do we get the “key players” involved?

Group 9

- Indian Education for All
- Involvement in legislature
- Teacher understanding of American Indians
- Importance of being involved with policymaking
- Unique characteristics amongst tribes
- Need for long term professional development for educators
- Vision of success for child to succeed.
- Partnerships, support systems of parents, community liaison for benefit of children
- Importance of identity of being American Indian for children
- Achievement gap because of poverty gap.
- Remember trust responsibility and treaty rights
- Tribal sovereignty – government-to-government relations
- Seriousness in not taking democracy for granted
- What education is appropriate today!
- Enable all students to move ahead
- Activism as communities, citizens and Indians
- As a community to assert ourselves into political process
- Distrust in politicians to do the right thing.
- Importance of fostering leadership amongst young students to be active in politics.
- People have to believe in ability to move forward
- Children’s identity in who they are
- Working together – community involvement
- Challenge education funding structure.
- Narrow policymaking model – redesign structure for education.
- Change the way we do things
- Have to have the spirit of collaboration
- Education model has to change from industrial model to a modernized education system
- We tend to work in our own silos – Minneapolis, St. Paul, urban, rural.

Group 10

- Addressing issues outside of school which contributes to better learning for students
- Mentorship program at tribal college for staff.
- Address issues we have now.
- Better communication
- Not dwelling on the past

- Walk softly
- Legislation: get involved.
- Non-Indian involvement – teacher training (requirements), presence.
- Hopes and dreams discussed with families
- Change is HARD
- Connection to schools.
- Having a voice at the state level for advocacy
- Curriculum – native language standard
- Requirements at a teacher level to understand their audience.

North Central Comprehensive Center

American Indian Education Summit Evaluation

Participants attended the Summit primarily in their roles as a **District Level Administrator** (24.53%), **State Agency Staff** (11.32%), **School Support Team Staff** (11.32%), School Level Administrator (11.32%), or Policy Maker (7.55%), Regional Professional Development (1.89%), Tribal Representative (15.09%), and Other (30.19%). *Some respondents identified with more than one role.*

The purpose of the Summit was clear to 89.9% of participants in advance. It was unclear to 10.2%.

Given the duration of the Summit, the amount of information was a Good Amount (89.9%), Not Enough (10.2%) for participants.

Reflections on Quality

Participants said the Summit materials were: Good (56.86%), Excellent (29.41%), Fair (13.73%).

Participants said the Summit presentations were: Excellent (63.46%), Good (32.69%), Fair (3.85%).

Participants said the Summit activities were Good: (55.77%), Excellent (28.85%), Fair (15.38%).

Reflections on Relevance

69.23% of participants rated the Summit a 5/5 for up-to-date content. 26.92% rated it 4/5, and 3.85% rated it 3/5.

59.62% of participants rated the Summit a 5/5 as it addressed current issues facing their program/department. 36.54% rated it 4/5, and 3.85% rated it 3/5.

69.23% of participants rated the Summit a 5/5 for **up-to-date** content. 26.92% rated it 4/5, and 59.62% of participants rated the Summit a 5/5 as it addressed **current issues** facing their program/department. 36.54% rated it 4/5, and 3.85% rated it 3/5. 3.85% rated it 3/5.

Reflections on Utility

50% of participants said the Summit **enhanced their understanding** of the Summit topic by a great extent (5/5). 42% rated it 4/5, and 8% rated it 3/5.

36.54% of participants rated the Summit a 5/5 as it **enhanced their ability** to apply what they learned. 50% rated it a 4/5, 9.62% rated it 3/5, 1.92% rated it 2/5, and 1.92% rated it 1/5.

53.85% of participants **expected to use the information** and skills acquired during the Summit in their work or in their work with others to a great extent (5/5). 34.62% rated it 4/5, 7.69% rated it 3/5, 1.92% rated it 2/5, and 1.92% rated it 1/5.

Overall, 50.98% of participants said the Summit was Excellent, 45.10% said it was Good, and 3.92% said it was Fair.

General Comments

What has been most useful?

Tribal leadership voice was a powerful piece today.

Indian Education for all. I've been working toward this for years.

That now is the time and that the Governor and Commissioners are listening and want a transformation. Montana's leading role in integration.

Listening to Erma Vizenor.

Getting politically active. Adults must work together.

Networking.

It was a beginning and the work needs to continue. The Tribal Nations Education Committee (TNEC) is a way to continue but the rest of IE programs & communities need to create networks of support.

Meeting colleagues, building relationships, learning about the TNEC & who the members are.

Chance to share between urban educators & educators on reservations.

Worthwhile meeting. Superintendent Juneau was very good.

Meeting the leaders involved in the education of our children. Especially Indian Education leaders and decision makers.

The opportunity to talk with those at my table about the keynote speakers' presentations and how they pertain to my school and community.

Superintendent Juneau & Commissioner Lindsey's presentations.

Native nations should assert themselves and do not need to ask for permission.

Ms. Montana's presentation. She reminded us of where we could be and where we would like to be as a people and as educators.

Information about what Montana is doing, and the legal framework for challenging educational funding.

Reviewing Montana's Indian Education for All model.

Having the influential state leaders involved.

I enjoyed all of the speakers. Most useful to me were the stories of success from Montana. It was nice to hear about the Humanities Center. However, is there a list of what they can offer?

Sincere professionals for change.

The two morning sessions were excellent. Loved to hear about what is happening in Montana. I believe Minnesota can take that information and grow an Indian Education for All initiative of our own.

The dialogue was really rich and the conversation was thought-provoking.

Practical sense that Indian Education is beneficial for everybody.

Hearing different stories and the variety of experience. Montana Superintendent Juneau's presentation was excellent.

Networking with other practitioners: engaging Minnesota Department of Education staff and other state agencies and networking with members of other tribal nations.

Ms. Montana's insights.

Learning more about Indian Education in the state and ways to close the achievement gap in collaboration with different groups and communities. Learning more about the TNEC was also very important.

Appreciated learning about a successful state and the legal issues regarding education in Minnesota.

Visiting in groups; more people from our area would have been helpful.

The positive outcomes! Let's stay positive and move forward. Superintendent Juneau's message was inspiring and showed us ways to grow in the "what works" journey. I like that she showed us school vs. state scores, not Native American scores to Native American scores.

The level of commitment exhibited by the Commissioners of Education and Human Rights.

Inspirational speeches.

Involvement in legislation information.

Superintendent Juneau's presentation was excellent, inspirational and practical. Knowing that Dr. Cassellius engaged our comments is a promising sign in closing the educational gap for Native students.

Working in groups, planning on how to collaborate with other educators. Professionals teaching teachers how to understand Ojibwe culture so that children and teachers can work together successfully.

Learning about Indian Education at the state level.

Being with other members of Bois Forte to discuss the needs in my district and developing a plan.

The information presented is not new except that President Obama is currently supporting Indian Education (Executive Order). With that and with the Commissioner's support, I have hope that we can re-establish our rights as Indian Educators and show more progress in Indian Country.

The conversations, brainstorming, and planning.

Glad to see other Reservation Representatives there too. This lets us know we're not alone in making education a priority for Native people.

The information Denise brought - our Education committees at local schools need to know their power and how to use it to get our children better educators/education.

What should be done differently?

Larger facility

We need more pertinent staff development for our teachers - a little at a time but continual would be better than what we have now.

Listen to group reports

More information on language revitalization.

More people to be at another meeting like this - more detailed work on our vision and the planning efforts to get us there.

Afternoon session didn't accomplish much.

Develop a platform for Indian Education. Bring back past leaders to see how to get back on track.

Larger facility allowing more people to participate.

More time to talk and a bigger space. It was hard to hear what tablemates were saying in close quarters.

More people should hear this.

Develop improved relationships and collaboration with parents. Reach out; don't expect parents to always come to the school.

Shorter afternoon session. I'd like to hear more success stories.

More time should have been spent on the "report out" portion of the Summit.

More detailed instructions for the Action Planning.

Offer a few sessions at the same time, expand and use a venue large enough to accommodate a larger group.

Keep it the same. Host in a bigger room.

This is an excellent way to generate ideas and enthusiasm to reform Indian Education in Minnesota.

I would have liked the opportunity to hear tables report on table conversations. I wish we had heard from legislators - it would have been helpful to have a few participate. Could the Education Committee chair, minority and majority leaders be invited to attend a meeting in the future?

Offer Part I today & Part II later. There is so much to absorb and design.

Links to presentation printed out.

A series of discussions should be planned. This feels like a preliminary meeting that needs to be extended. We are just opening up conversations.

Collaboration and breaking institutional silence; relationship building.

We are missing the boat by not including early childhood in these discussions. Head Start resources, practice, and experience can bring much to K-12 and this discussion. Additionally, there are many other stakeholders for tribal education that could be at this table. Hard to participate in the local planning for too many of us.

Break out into small rooms where it is quieter.

Need legislators and lawmakers present. More room; the tables were too cramped.

As a working group, we should develop a plan and work together to accomplish it!

Larger facility; opportunity to do more networking.

Bigger facility and networking with district in local area. Listserv.

It would be good to have a larger room and break-out rooms. The small group work was difficult with the many tables all speaking at the same time. Hard to hear and speak above the noise. It would have been good to have an urban education table for those individuals not from the eleven reservations.

Bigger room with air conditioning and different food layout.

Mix us up a bit.

Superintendents must be included in the next conference. Please, without their support, we have a small voice in the district.

More time.

Maybe two days - lots of info to digest.

Additional Comments

Lunch was excellent, but slow.

Need more than a Band-Aid - Getting a new Indian Education director is just a beginning but this is only one person. Rebecca did a good job. They need support to be able to lead in this and other areas. They can't run 36 Success for the Future programs and do all that is needed across the state. Even one clerical staff person and a Success for the Future program officer would be helpful to them so they can concentrate on advocacy and state curriculum. Indian Education needs better infrastructure at the Minnesota Department of Education.

Good keynote speakers.

We need to develop a platform and an agenda.

I am Ojibwe/Oneida and 30 years ago I met with Ernie Stevens at his office on the Oneida Reservation. I was very impressed with a coffee cup he had in his office. It had the Oneida tribal logo on it and a message that read, "Education is everybody's business." Everyone at Oneida seemed to push education.

Could have used more time for actual strategic planning.

Excellent leadership from MDE!

Looking forward to further conversation.

Have regional sessions with legislative representatives before another larger session. Individual needs. Foundational effort on zero tolerance and drug policies for all school campuses including reservation schools. Introduce us to more ways to get out of our education silo and direct us to other agencies.

Continue the conversation of transitional learning.

Thanks for providing the opportunity to get involved!

Providing a listserv of Summit participants would be beneficial.

Excellent energy. I hope this is the beginning of some defined action.

It reminded me to look at the positive. Why are certain kids overcoming all odds? What is engaging them?

Thank you for holding this Summit. Thanks to Brenda Cassellius for meeting with tribal leaders, program staff and school administrators and staff.

Insights

The following insights are a summary of key or often repeated insights from the small group discussions at the Indian Education for All Summit. Some insights were also consolidated.

1. Live up to/ hold people accountable for Minnesota constitutional obligations.
2. Indian people need to be involved in state politics and legislative policy development.
3. Change needs commitment from all – not just from American Indian people. Movement to begin change must start from American Indians. Indians need to let non-Indians know what is important like the Montana Seven Essential Understandings.
4. Teacher training – train the teachers we have to include understanding the significance of cultural affirmation in academic success. Re-teach when needed and consider the secondary trauma of teachers.
5. Teacher training programs and licensure requirements need to be considered for change.
6. Community cooperation between tribes, schools, colleges, parents and students must develop. Community liaisons and home visits are important contacts. This is a “change” process that requires honest dialogue to develop collaboration and buy-in.
7. Community commitment is required – e.g., move beyond “blame, shame, guilt”. Open up possibilities between Indians and non-Indians. We are the change we want to be.
8. There needs to be an understanding that poverty is generational, isolated, concentrated, and deep. The wrap-around approach with all service providers from the entire community must be considered.
9. Reinforce that everyone 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.

StarTribune

Dayton aims to repair Indian education system

Article by: RACHEL E. STASSEN-BERGER
Star Tribune
January 9, 2012 - 9:00 PM

The dismal statistics are too familiar: American Indian students' test scores lag behind those of their white peers, their dropout rates are higher and alcohol abuse is more frequent.

On Monday, Gov. Mark Dayton kicked off the first Governor's American Indian Education summit to tackle the vexing issues.

"Something is missing," Dayton said at the opening of the daylong meeting. "Something is either not there that should be there or is there and is being misdirected, and that's the purpose of this summit."

While the gubernatorial imprimatur on the summit was unique, the DFL governor is at the end of a long line of officials who, over the years, have brought together top minds in the state to cope with the problem. The St. Paul gathering stands out because this time, the state and the 11 tribes are working side by side on the thorny issues surrounding Indian education, said Keith Hovis, a spokesman for the state Education Department.

After speaking at the summit, Dayton said he is unsure he can resolve those issues in the remaining three years of his term.

"I'm going to do my very best," he said. "We will see."

The summit developed after Education Commissioner Brenda Cassellius met with leaders from all 11 tribal Indian Nations in November on how to best educate Native American students.

About 130 people showed up for Monday's summit, including tribal leaders and educators. The event featured lofty session titles -- "Action Planning for Transformation of Indian Education" read one -- but a very simple goal.

"We've come together ... to make a difference to our children," Cassellius said.

The tribes and the department have already agreed the department will hire an Indian Education Director and keep the tribes informed of developments related to Native American students at the Capitol.

By day's end, participants brainstormed a number of ideas, including a possible overhaul of the state's Indian education. The department will create a more detailed plan in coming weeks.

Dayton said watching the tribes and his commissioner come together is how he likes to see his administration operate.

It is, he said, "exactly the kind of outreach and the kind of listening that I really stress."

Rachel E. Stassen-Berger • Twitter: @rachelsb
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Governor Dayton with Bois Forte Representatives: Billie Mason, Commissioner of Education; John Villebrun, Special Education Teacher; Rae Villebrun, Nett Lake Superintendent; and Lowana Greensky, Greenway/Nashwauk/Keewatin Indian Education Director.



APPENDIX: TABLE OF CONTENTS

<u>Roster of Summit Participants</u>	43
<u>Summit Save-the-Date Flyer</u>	45
<u>MHC Registration Confirmation</u>	46
<u>Tribal Nations Education Committee Members</u>	47
<u>Tribal Nations Education Committee Position Paper</u>	48
<u>Executive Order – Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities</u>	51
<u>Tribal Leaders Speak Summary</u>	52
<u>Transformational Education</u>	59
<u>Small Group Facilitator Introduction and Guidelines</u>	60
<u>Action Planning Template</u>	61
<u>Thank You Letter</u>	62

Roster of Summit Participants: Name and Organization (alphabetical by first name)

Aileen Allen, Leech Lake Band of Ojibwe
 Angelina Thornhill, Saint Paul Public
 Schools - Indian Education
 Anita Grace, Cass Lake-Bena Schools
 Annamarie Hill, Minnesota Indian Affairs
 Council
 Anne Lundquist, North Central
 Comprehensive Center
 Beth A Schwarz, Cook County Schools
 Beth Tepper, Bureau of Indian Education
 Bill Ziegler, Little Earth of United Tribes
 Billie Annette, Minnesota Chippewa Tribe
 Billie Deegan, Bois Forte
 Billie Mason, Bois Forte Tribal Government
 Brandon Benner, Bois Forte Tribal
 Government
 Brenda Cassellius, Minnesota Department
 of Education
 Brenda Davis, Anoka-Hennepin Schools
 Brenda Jo Peterson, Robbinsdale Area
 Schools - Indian Education Program
 Carol Thomas, Minnesota Department of
 Education
 Casey DeMarais, Minnesota Humanities
 Center
 Catherine Biringier, Minnesota Department
 of Education
 Charon Tierney, Minnesota Department of
 Education
 Crystal J. Redgrave, Circle of Life Academy,
 White Earth
 Danielle Grant, Minneapolis Public Schools
 - Indian Education
 Daron Korte, Minnesota Department of
 Education
 David Cournoyer, Plain Depth Consulting
 David Isham, Minnesota State Colleges and
 Universities
 David Matrious, Pine Grove Leadership
 Academy, Mille Lacs
 David O'Fallon, Minnesota Humanities
 Center
 Debra Blair, Teacher Success for the Future
 Denise Juneau, Montana Office of Public
 Instruction
 Don Kingbird, Red Lake School District -
 Bemidji Indian Education Parent Committee
 Dorothy Robinson, Leech Lake Band of
 Ojibwe

Douglas Limon, Osseo Public Schools
 Earl Pendleton, Lower Sioux
 Eden Bart, Minnesota Humanities Center
 Edith Howes, Duluth Public Schools Indian
 Education Department
 Elaine Salinas, MIGIZI Communications,
 Inc.
 Elia Bruggeman, Minnesota Department of
 Education
 Elizabeth Watkins, Minnesota Department
 of Education
 Elona Street-Stewart, Saint Paul Public
 Schools - Board of Education
 Erma J. Vizenor, White Earth Reservation
 Tribal Council
 Geraldine Kozlowski, Grand Portage
 Representative - TNEC
 Gloria Dudley, Leech Lake Band of Ojibwe
 Gregory Torrence, Minnesota Department
 of Human Rights
 Haley Brickner, Grand Portage Education
 Department
 Heidi Hecker, Bloomington Public Schools -
 Indian Education
 Jackie Ward, Bug School
 Jim Kolodzne, Saint Cloud State University -
 American Indian Center
 Jim Rock, Phillips Indian Educators/Bdote
 Learning Center
 Joan LaVoy, White Earth Reservation Tribal
 Council
 Joe Carrier, Detroit Lakes Public Schools
 John Bobolink, Saint Paul Public Schools

 John Poupart, American Indian Policy
 Center, St. Paul
 John Varner, Onamia School District
 Superintendent
 John Villebrun, Local Indian Education
 Committee

 JoLynn Shopteese, Minnesota Indian Affairs
 Council
 Joseph C. Rice, Nawayee Center School

 Kathy Denman-Wilke, Saint Paul Public
 School - Indian Education
 Ken Kaffine, Minnesota Department of
 Education

Kevin Hedstrom, Administrator, Circle of Life Academy, White Earth
Kevin Lindsey, Minnesota Department of Human Rights
LaVon Lee, Grotto Foundation

Leah Monroe, Northland Community School Indian Education
Leslie Harper, Niigaane Ojibwemowin Immersion
Lowana Greensky, ISD 316/319

Luann Frazer, Cass Lake-Bena Schools
Mario Hernandez, Minnesota Department of Human Rights
Martin Robinson, Cass Lake-Bena Schools
Mary Hilfiker, North Central Comprehensive Center
Mary Sam, Central Lakes College
Mary Simon, Nay Ah Shing School - Mille Lacs Band Ojibwe
Mary Vanderwert, Minnesota Head Start State Collaboration Office
Matthew Brandt, Minnesota Humanities Center
Megan FitzGibbon, Minnesota Office of Higher Education
Melanie Benjamin, Pine Grove Leadership Academy
Merlin J. Williams, Dakota & Ojibwe Language Revitalization Co-Chair
Michael Rabideaux, Fond du Lac Ojibwe School
Muriel Deegan, Bois Forte-Vermilion Local Indian Education Committee
Nancy Larson, Minnesota Department of Education
Nanette Missaghi, Eden Prairie Schools
Nicole Lonetree, Minnesota Historical Society
Paul Mohrbacher, Science Museum of Minnesota
Peggy Poitra, Shakopee Mdewakanton Sioux
Penni Cairns, Bagley High School
Rachel Limon, Osseo Public Schools
Rae Villebrun, Nett Lake School District
Ramona Kitto Stately, Osseo Area Schools - Indian Education Program
Rebecca Garay-Heelan, Minnesota Department of Education

Renee Gale, Leech Lake Band of Ojibwe
Renee Johnson, Bois Forte
Rick Haaland, Cass Lake-Bena Schools
Rosa Tock, Minnesota Department of Education
Rose Chu, Minnesota Department of Education
Roxanne Gould, Phillips Indian Educators/Bdote Learning Center
Sally Hunter, Minnesota License for Immersion Teachers
Shawnee Hunt, Osseo Public Schools
Stephen Flisk, Minneapolis Public Schools
Steve White, Leech Lake Band of Ojibwe
Steven L. Couture, Minneapolis Public Schools - Anishinabe Academy
Susan Larson, United States Army
Tami Johnson, Minneapolis Public Schools - Indian Education
Tara Graves, Cloquet Public Schools
Travis Leenerts, Upper Sioux Community
Vince Beyl, Bemidji Schools Indian Education
Wendy Behrens, Minnesota Department of Education

News



Governor Dayton addresses summit attendees.

Image used with permission from Minnesota Department of Education

[MPR](#)

[KSTP-TV](#)

[MinnPost](#)

Governor Dayton at the Humanities Center

On Monday, January 9, we had the pleasure and honor to partner with Governor Dayton, the Minnesota Department of Education, Minnesota Indian Affairs Council and North Central Comprehensive Center to host the *American Indian Education Summit*. This gathering was a continuation of our commitment to meet the challenges and realize opportunities for the successful education of American Indian youth.

View some of the recent coverage about this historic gathering in the [StarTribune](#), [MinnPost](#), [KSTP-TV](#) and

[from the various featured in the link above of the recent coverage](#)



Indian Education for All

AMERICAN INDIAN EDUCATION SUMMIT

MONDAY, JANUARY 9, 2012

9:00 a.m.-4:00 p.m.

Minnesota Humanities Center

987 Ivy Avenue East, St. Paul, Minnesota

HOSTED BY...

Commissioner Brenda Cassellius, MDE
Assistant Commissioner Elia Bruggeman, MDE
Assistant Commissioner Rose Chu, MDE
Dr. David O'Fallon, President & CEO, MN Humanities Center
Annamarie Hill, Executive Director, MN Indian Affairs Council
Kathleen Dempsey, Executive Director, North Central
Comprehensive Center

WHO SHOULD ATTEND...

Tribal Chairs and Tribal Council members
Tribal Education Commissioners
Tribal Grant School administrators
School Superintendents and School Board members
American Indian Program Directors
American Indian Parent Committee members
Agency representatives and others who work with the community

REGISTRATION INFORMATION...

There is no cost to attend the one-day Indian Education Summit but attendance is limited so please register ASAP to reserve a space. To register your intent to attend and to receive an agenda and confirmation of your participation, please register on the Humanities Center website *no later than December 23, 2011*. For questions regarding registration, please contact Shandi DiCosimo at 651-772-4255 or shandi@mnhum.org. For questions regarding the summit, please contact Rebecca Garay-Heelan at 651-582-8862.

Indian Education for All

American Indian Education Summit

Registration: 8:30 a.m.

Times: 9:00 a.m.-4:00 p.m.

Location: Minnesota Humanities Center (987 Ivy Avenue East, St. Paul, MN)

Map and Directions are available on the Humanities Center website.

Overnight Accommodations: A limited number of overnight rooms are available at the Humanities Center for participants. Please reserve your room with Nicole Youngvorst at nicole@mnhum.org.

Due to the positive response to the Indian Education Summit preregistration, the registration website was closed on December 14, 2011.

We appreciated your overwhelming support of this event. We received 140 applicants to fill 100 seats available for the Summit. Selection of participants was based on including a broad and inclusive representation across the state's education professionals serving American Indian students.

Your pre-registration is among those selected to participate this coming Monday, January 9, 2012. We look forward to your attendance and participation. Due to limited space and the need to turn people away, we ask you to let us know if you will not be able to attend so that we may be able to accommodate others on the list. Please contact Shandi DiCosimo at shandi@mnhum.org or 651-772-4255 if you are unable to attend.

If you are attending, please do not bring additional people to the Summit as we are not able to accommodate walk-ins or unexpected participants. If you have made plans to travel with family or non-registrants, please make appropriate overnight arrangements as the Humanities Center accommodations are prioritized for program participants. Please make arrangements for meals and activities for family and other non-registrants during the day as there will not be meals or activities available for non-registrants.

Sent on behalf of Rebecca Garay-Heelan, Department of Education by

Shandi DiCosimo

Program Assistant

Current TNEC Members and Terms (updated 12-14-11)

- **Grand Portage:** Resolution received for Geraldine Kozlowski, TNEC Chair (Term expires August 19, 2012) email: geraldinek@grandportage.com
- **Fond du Lac:** Letter of endorsement from FDL Chair Diver for Mike Rabideaux (Term expires May 19, 2013) email: MikeRabideaux@FDLREZ.COM
- **Leech Lake:** Resolution received for Dorothy Robinson (and Steve White with Gloria Dudley as alternates). (Terms expire March 23, 2015) email: Dorothy.Robinson@llojibwe.org
- **Bois Forte:** Email notification from Bois Forte Education Commissioner, indicating her (Billie Mason) tribal council appointment to TNEC (Term expires January 29, 2013) email: bmason@boisforte-nsn.gov
- **Shakopee:** Note to Shakopee Tribal Administrator with “ok” for Elizabeth “Peggy” Poitra to be TNEC member (Term expires October 7, 2013) email: Elizabeth.Poitra@shakopeedakato.org
- **White Earth:** Resolution received for TNEC members Joan LaVoy and Irene “Rene” Auginaush (and Leslie Nessman as alternate). (Resolution is dated 2-5-07) email: joanl@whiteearth.com
- **Mille Lacs:** Letter of endorsement from Chief Executive Marge Anderson on file for TNEC member Dennis Olson (Term expires April 4, 2015) email: Dennis.Olson@millelacsband.com
- **Prairie Island:** No written endorsement on file for TNEC contact Paul Dressen email: pdressen@piic.org
- **Lower Sioux:** No written endorsement on file for TNEC contact Stacy Beran email: sberan@lowersioux.com
- **Upper Sioux:** No written endorsement on file for TNEC contact Travis Leenert email: travisl@uppersiouxcommunity-nsn.gov
- **Red Lake:** Open (new TNEC member hasn’t been identified yet)
- **MCT:** TEC Resolution on file for Billie Annette (Term expires January 29, 2012) email: bannette@mnchippewatribe.org
- **Twin Cities Metro:** (At-Large Position): David Isham (to be MIAC endorsed – not on file) email: David.Isham@so.mnscu.edu
- **Greater MN** (At-Large Position): Stephen Briggs (to be MIAC endorsed – not on file) email: s.briggs@mr.mnscu.edu

Minnesota Tribes Position on Education

Tribal nations are sovereign governments, and as such, all Tribal nations within the State of Minnesota continue to work towards strengthening and advancing the education experience for all American Indian students, families and communities of Minnesota.

Education and Language Revitalization are key to our communities and improving the lives of our people. We firmly believe that the future of our Tribes can and will be brighter if we have increased quality resources to invest into our education system.

The government-to-government relationship between Tribal Nations and the State of Minnesota must be strengthened; any decisions or legislation impacting the education of American Indian students and families must include consultation with tribal governments.

Education for American Indians is a treaty right. Tribal governments expect the State of Minnesota to recognize and meet the unique educational needs of our students, families and communities.

American Indian students have some of the highest drop-out rates within the State of Minnesota. We find this unacceptable and request the State to work with us in identifying and implementing strategies.

The American Indian Education Act of 1988 is not followed by many school districts within the State of Minnesota. The State of Minnesota must inform and hold all districts within the State accountable to the Act.

Curriculum and instruction of American Indian history, government, culture, science, arts and other contributions must be implemented in all Minnesota school districts. Such curriculum and instruction must be required for all students in all school systems.

Teacher training programs within the State of Minnesota must be modified to include curriculum with specific content regarding tribal sovereignty, history and culture for all students entering the field of education by 2014 and the Governor and Legislature must direct the Commissioner of the Minnesota Department of Education to ensure that colleges/universities have complied in order for their graduates to be licensed in Minnesota.

The State of Minnesota must initiate action to increase the drastically under represented number of American Indian school teachers in our public school systems. Incentive aid must be provided to school districts to encourage hiring and retention of American Indian K-12 certified, licensed teachers. Example: A Native Incentive Aid (NIA) program could be established to cover the salary and benefits of a recent college Indian student for their first year of teaching; it could then cover the salary only for the second year; for the third year of teaching NIA could cover one-half of salary only; and for the fourth year NIA could cover one-fourth of their salary only. Funding for NIA shall come from the education budget not just a set aside that could be cut in future negotiations.

Whereas once the State of Minnesota was a leader in Indian Education, Minnesota is now falling behind. The Governor shall take the initiative to re-establish the Office of Indian Education, Department of Education by 2012. It is imperative that the Department of Education

re-establish direct communication with Tribes, Tribal Education Departments and School Districts.

The Tribal Nations Education Committee (TNEC) was established to remedy the lack of government-to-government communication between the State and tribal governments. The TNEC is the result of a Minnesota Chippewa Tribe directive and is sanctioned by both the Minnesota Chippewa Tribal Executive Committee and the Minnesota Indian Affairs Council.

The TNEC has taken the position on the following tribal initiatives to be presented to the 2012 Minnesota legislature:

- Approval of a tuition and fee waiver for all American Indian students attending MNSCU and UM institutions.

Rationale: To increase access to post-secondary education and to stem the high dropout rates of American Indian students due to financial constraints.

- Approval of equalization funds to Minnesota Tribal Colleges.

Rationale: To stabilize tribal colleges' core institutional funding; the Minnesota tribal colleges' core institutional funding is severely under funded and the State does not provide any core funding to tribal colleges or Minnesota citizens attending those institutions.

- Increase by 100% the State Indian Scholarship appropriation.

Rationale: To keep pace with rising direct and indirect costs of attending post-secondary institutions; the current State Indian Scholarship appropriation funds less than 50% of eligible applicants and only 33% of all who apply.

- Re-establish the Minnesota Indian Scholarship Office in Bemidji, Minnesota and its authority to administer the program, along with sufficient resources to support the office's staff to its previous level.

Rationale: To allow for improved, direct student services, advocacy and accessibility; improved tribal communications; improved collaboration with tribes, other funding agencies and college institutions; and improved dissemination of education reports (quarterly financial and statistical reports) to tribal nations.

- Establish a Minnesota Indian Education Office with a central location in northern Minnesota.

Rationale: To provide technical assistance and guidance to K-12 schools, assist with school programs on the reservations, provide training and support to Indian Home School Coordinators, adult basic education, administer Success for the Future Program, Title VII Indian parent committee trainings and provide cultural competence training activities.

- Mandate that state funding for transportation between school districts for integrated schools remain fully funded.

Rationale: Many reservations are surrounded by multiple public schools that serve Indian students. Transportation is one of the largest barriers in Indian country and if transportation options are limited (funding cut or eliminated), truancy issues begin to flourish.

- Mandate that the Tribal Nations Education Committee (TNEC) shall be consulted, along with elected tribal officials, and serve as the primary point of contact in all matters pertaining to the education of American Indian communities.

Rationale: Tribal consultation will guide the state on Indian education matters and initiatives, improve communication between the tribes and state, and ensure that tribal direction is communicated to the state.

- Require the state teaching standards to incorporate a curriculum with specific content regarding tribal sovereignty, accurate accounts of history and culture for individuals in teacher training programs, and require current teachers to attend courses in these content areas within five years in order to maintain their teaching licensures.
- Require the Department of Education to provide better technical assistance in the areas of consultation and interpretation of MDE academic standards, teacher licensure and development of Dakota and Ojibwe immersion teacher prep programs, as well as the assistance for the creation of immersion schools themselves.

Rationale: Specific recommendations by the Dakota and Ojibwe Language Revitalization Volunteer Work Group identified the need for curriculum, teacher training, funding and engagement of community members and policy makers in meeting those needs.

- Require Indian Education for all students in Minnesota educational school systems (state and private).
- The State of Minnesota shall conduct a minimum of four field hearings every four years on Indian Education to include Indian educators, parents and students. The hearing sites will be determined by tribal leaders.
- Every 2 years the Minnesota Tribes will submit a position paper on Indian education to the State Legislature.

All above initiatives must be held at an equal value; one initiative is not supported over another.



**NATIONAL
INDIAN
EDUCATION
ASSOCIATION**

Executive Order 13592 Summary

“Improving American Indian and Alaska Native Education Opportunities and Strengthening Tribal Colleges and Universities”

Overview

On 12/2/2011, President Obama signed Executive Order 13592 establishing the White House Initiative on American Indian and Alaska Native Education to further tribal self-determination, ensure American Indian and Alaska Native (AI/AN) students have opportunities to learn their Native languages and histories, improve education outcomes, and expand education opportunities from cradle to career. The Initiative calls for coordination and collaboration among federal agencies, Indian tribes, and tribal education agencies. The Secretaries of Education and Interior are the Initiative’s co-chairs, William Mendoza (Oglala-Sicangu Lakota) is its Executive Director, and the National Advisory Council on Indian Education is its advisory committee.

Initiative’s Functions

1. AI/AN participation in the development and implementation of key Administration priorities
2. Relationship development between the Departments of Education (DoE) and Interior (DoI), including the Bureau of Indian Education
3. Coordination of AI/AN education programs within the DoE and other executive branch agencies, in consultation with the DoE’s Director of Indian Education
4. Liaison with and advisor to other executive branch agencies on AI/AN issues
5. Reporting on policies and programs affecting AI/AN students
6. Capacity building for tribal education agencies (TEAs) and tribally controlled universities (TCUs)
7. Streamlined processes in partnership with TEAs for educational studies on tribal lands
8. Data resources development with the National Center for Education Statistics to inform progress on Federal performance indicators
9. Partnerships to increase school/college/career readiness and college graduation
10. Network to share AI/AN education best practices

Initiatives Objectives

1. Kindergarten readiness, incl. access to quality early learning and language immersion programs
2. Educational reform strategies with evidence of success
3. Access to excellent teachers and leaders
4. Reduction in dropout rate, improvement in college and career readiness
5. Dropout re-entry
6. College access and completion, incl. strengthening postsecondary institution and TCU capacity
7. Meeting AI/AN students’ unique cultural, educational, and language needs

Executive Order 13592 revokes: EO 13270 (7/3/2002, Tribal Colleges and Universities), EO 13336 (4/30/2004, American Indian and Alaska Native Education), and EO 13585 (9/30/2011, Continuance of Certain Federal Advisory Committees, including the President’s Board of Advisors on Tribal Colleges and Universities). [For more information, including full text of the EO, visit the National Archives website.](#)



U.S. DEPARTMENT OF EDUCATION

TRIBAL LEADERS SPEAK: THE STATE OF INDIAN EDUCATION, 2010

Report of the Consultations with Tribal Leaders
in Indian Country



Summary

Tribal Leaders Speak: The State of Indian Education, 2010 Summary

This document summarizes findings from the U.S. Department of Education (DoE) consultations that were conducted in 2010. Dates and locations of the consultations are identified as well as key themes that emerged. Please see the full report for the official summaries, further information about the consultations, and quotes from testimonies. This summary was prepared by the [National Indian Education Association](http://www.niea.org) (www.niea.org).

Dates and Locations of Consultations with Tribal Leaders

Anchorage, Alaska	April 16, 2010
Shawnee, Oklahoma	April 19, 2010
Pine Ridge, South Dakota	April 28, 2010
Espanola, New Mexico	May 3, 2010
Window Rock, Arizona	June 30, 2010
Puyallup, Washington	July 15, 2010
Town Hall, Washington, D.C.	December 15, 2010

Key Themes	Page
1. Failure to Fulfill Historic Trust Responsibility	54
2. More Tribal Control Over Education	54
3. Need for Regular Government-to-Government Consultation	54
4. Lack of Tribal Input and Inappropriate Standards, Assessments and Curricula ...	54
5. Disconnect Between Federal, State, and Local Governments	55
6. No Overarching Education Authority	55
7. Lack of Accountability	55
8. Insufficient Funding	55
9. Lack of Direct Funding to Tribes	55
10. Lack of Tribal Grant-Writing Capacity	56
11. Due to Limited Funds, Facilities and Transportation May Be Severely Subpar ..	56
12. Instructional Materials, Access to Technology May Be Severely Inadequate	56
13. Need to Recruit and Retain Highly Effective Teachers and Leaders	56
14. Cultivating Students as Future Teachers and Leaders	56
15. Need to Collect and Analyze Student Data	57
16. Impact of Poverty and Need for Comprehensive Student Supports	57
17. Lack of Parental Support Services and Training	57
18. Need for Seamless Cradle-to-Career Pipeline	57
19. Lack of Access to Early Learning Programs	57
20. High Dropout Rates Perpetuating Cycle of Limited Opportunity	58

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U.S. Department of Education. (2011). *Tribal leaders speak: The state of Indian education, 2010*. Washington, DC: Office of Elementary and Secondary Education, Office of Indian Education, White House Initiative on Tribal Colleges and Universities.

Full report and consultation transcripts available on the U.S. Department of Education website ([ed.gov](http://ed.gov)).

### **1. Failure to Fulfill Historic Trust Responsibility**

- There is a failure of the federal government to fulfill its “moral obligation of the highest responsibility and trust” to Indian tribes.
- Federal courts recognize the federal government's trust obligation in its dealings with Indian peoples. Under its historic trust responsibility, the federal government must protect tribal self-governance, lands, assets, resources and treaty rights, and comply with applicable federal statutes, treaties and court decisions. The rationale for this legal relationship has been that the federal government would be permitted to use Indian tribal lands and other national resources in exchange for the provision of basic services, including health, education, and economic development to the Indian tribes. Both trust privileges and service-provision responsibilities were to be executed with the ongoing input of tribally affiliated Indians.
- While federal treaty obligations continue, adequate oversight, including oversight over Indian education programs funded by the federal government and channeled through various state, local and tribal authorities, is challenging. Additionally, state and local governments are not required to comply with federal treaty obligations.
- The federal government's failure to provide quality education services to Indian students, whether they attend BIE or local public schools, is another instance of the federal government failing to fulfill its trust responsibilities. This failure is due to a variety of factors, including the complexity of federal, state, local, and tribal education systems, a failure of the federal government to consult with Indians, and insufficient and uncoordinated federal funding for Indian education.

### **2. More Tribal Control over Education**

- State and local authorities don't consult tribes and Indian educators in meaningful and regular dialogue regarding Indian education resulting in loss of control over Indian education.

### **3. Need for Regular Government-to-Government Consultation**

- To facilitate Indian control over education, regular, meaningful, and ongoing consultation, dialogue, and coordination between tribes, local public Indian education providers and representative groups, and federal, state, and local governments is needed.
- To obtain a clear picture of Indian students' needs, officials from the DoE, the BIE, states, and local public schools should listen and learn from tribes.

### **4. Lack of Tribal Input and Inappropriate Standards, Assessments and Curricula**

- Some school curricula are inappropriate. There is a general failure to include Native languages and histories in core school curricula that has hastened the loss of indigenous culture and language and perpetuated feelings of poor self-worth among students.
- There is a lack of school curricula that reinforce a positive image of Indian cultures, a lack of programs for troubled youths and family, and a lack of culturally appropriate extracurricular activities.
- Many of the No Child Left Behind Act of 2001 provisions are particularly detrimental to Indian education. State standards and assessments fail to account for students' unique environment. Native languages and histories must be included among core course work requirements for Indian students to succeed.

- A narrow focus on math, reading, and science thwarts student educational attainment.
- State assessments must measure student achievement in ways that credit Indian students for achievements in culturally appropriate areas.

#### **5. Disconnect Between Federal, State, and Local Governments**

- The patchwork of programs and offices at the federal, state, and local levels complicates and limits local and tribal control, effective funding, and programmatic success; produces a wide variety of school types for Indian students to attend; and results in a diverse array of providers and authorities.
- “Disconnects” between different education systems and funding streams cause significant disruption in accountability, efficient resource allocation, and quality education delivery.
- Frustrations were expressed regarding educational outcomes, processes, and the exclusion of Indian input into education policy.
- The lack of collaboration and coordination between government agencies hampers the tribal- and local-level pursuit of funding to fuel educational success for Indian students.
- Education services provided to the 48,500 Indian students attending BIE schools were subpar due, in part, to their falling under a federal authority that is isolated from other federal education programs.

#### **6. No Overarching Education Authority**

- There is a lack of cross-cutting authority in Indian education policy positions at the highest federal levels. Specifically, current positions at the DoE, including the Director of the Office of Indian Education, lack sufficient authority to direct coherent Indian education policy beyond the programs the officials in those positions administer.

#### **7. Lack of Accountability**

- There are shortcomings in accountability for educational outcomes of Indian students.
- There is a lack of continuity among federal administrations; a general inability to translate into federal education policy what little input Indians have been allowed to provide; and communication breakdowns that generate inefficiencies.

#### **8. Insufficient Funding**

- Existing federal, state and local funding is insufficient to provide a quality education.
- Tribes are critical of mandates and programs that remain unfunded due to gaps among federal agencies, state, local, and tribal education authorities, and legislatures.

#### **9. Lack of Direct Funding to Tribes**

- Tribes report a general inability to receive federal grants directly, without having their funds channeled through state or local education authorities. They decried federal grants that could permit state and local authorities to allocate funding without tribal input.
- Indignation was expressed that funding intended for Indian students can instead be dedicated to alternative purposes. This diversion is due to several causes, including an administrative structure that permits tribes little voice among federal agencies, state and local authorities and legislatures, lack of meaningful

consultation, failure to consider recommendations from parent committees, and lack of “cultural competency.”

**10. Lack of Tribal Grant-Writing Capacity**

- Tribes and Indian educators struggle to successfully garner federal funds when required to compete against districts with higher grant-writing capacity.
- Schools with large Indian student populations are precisely the institutions addressing the needs of the most disadvantaged students and, therefore, are deserving of federal funds.
- Until districts with large Indian student populations succeed at the same level as comparable districts, competition may not be an equitable means to allocate resources.

**11. Due to Limited Funds, Facilities and Transportation May Be Severely Subpar**

- There is inadequate funding to maintain quality facilities and transportation, and little Indian input in state and local distribution of federal education funding.
- The quality of facilities is one of several reasons for poor student morale and disappointing educational outcomes.
- BIE schools are in disrepair. Oftentimes inadequate funding leads to resources intended for instructional purposes being used instead for urgent facilities maintenance.

**12. Instructional Materials and Access to Technology May Be Severely Inadequate**

- Funding deficits limit the ability of tribes and Indian educators to access adequate instructional materials and technology to prepare students for a 21st-century economy.

**13. Need to Recruit and Retain Highly Effective Teachers and Leaders**

- There is a severe shortage of “culturally competent” and effective teachers in schools with large Indian student populations.
- There is a need for teacher recruitment, training, certification, and cultural competence.
- There are ongoing barriers to certifying and training staff so they have adequate understanding of Indian students’ unique cultural contexts and needs. Without a culturally qualified staff, educators are unable to appropriately support Indian students’ learning.
- Training is needed to increase the cultural competency of all staff to adequately address Indian students’ unique cultural and socioeconomic needs.

**14. Cultivating Students as Future Teachers and Leaders**

- There is a lack of Indian representation among teachers and administrators.
- There is a need to work with interested students, direct them toward the teaching profession, and facilitate recruitment and retention in remote areas.

**15. Need to Collect and Analyze Student Data**

- Tribes and Indian educators should be able to access student achievement data maintained by state and local educational agencies.
- Family Educational Rights and Privacy Act regulations prevent tribes from collecting and analyzing student data; such regulations need to account for student mobility.

- Resources and training are needed to effectively collect and analyze data to improve Indian student educational achievement in tribal and local public schools.

#### **16. Impact of Poverty and Need for Comprehensive Student Supports**

- Failing schools, high unemployment rates, substance abuse, high suicide rates, and rampant crime on reservations are symptoms of concentrated poverty.
- High poverty incidences correlate with low education levels. Thus poverty must be addressed for future student generations to break the cycle of limited economic opportunity.
- Schools must take a holistic approach towards education that includes access to comprehensive student supports and safe and healthy learning environments.
- Schools' failures to adequately address students' mental health, nutrition, wellness, substance abuse, and family life issue results in those students' low achievement.
- Data from the DoE's National Center for Education Statistics (NCES) report *Status and Trends in the Education of Indians and Alaska Natives, 2008* survey support these claims. Local public school administrators with higher-density Indian populations reported more challenges in their school climates than those in schools with lower-density Indian populations. In 2007, administrators in these high-density schools reported serious problems with student absenteeism, tardiness, lack of family involvement, and low expectations.

#### **17. Lack of Parental Support Services and Training**

- Education-related services are needed to support family and community involvement in students' successful education. Students often come from fragmented, migratory households, in which parents themselves often have limited formal education.
- Data from the DoE's NCES support these claims. In 2006, about 51% of Indian families with children were headed by married couples, 38% were headed by females with no spouse pre-sent, and 11% were headed by males with no spouse present. The percentage of Indian families living in married-couple households was less than that of white, Hispanic and Asian/Pacific Islander families (73%, 63%, and 82%, respectively).

#### **18. Need for Seamless Cradle-to-Career Pipeline**

- Failure to provide a seamless cradle-to-career education that accounts for student life challenges and cultural relevancy prevents schools from conveying students from early learning to higher education.
- An unbroken cradle-to-career "pipeline" is necessary to foster historically disadvantaged students' educational success. The absence of such a coordinated pipeline ultimately perpetuates a cycle of poverty and socioeconomic inequality for Indian communities.

#### **19. Lack of Access to Early Learning Programs**

- Lack of access to early learning programs is a significant barrier to student success.
- High-quality early education programs with culturally infused curricula are needed to begin closing achievement gaps.
- DoE's NCES data support more early learning programs to foster Indian student early development. In studies of early childhood development, at 9 months, Indian infants show no measurable difference from the general population. By

age 2, Indian students fall behind national scores in tests of specific cognitive skills in vocabulary, listening comprehension, matching and counting. By age 4, smaller percentages of Indian students demonstrate age-appropriate language, literacy, mathematics and color-identification skills, compared to the total population of children.

**20. High Dropout Rates Perpetuating Cycle of Limited Opportunity**

- High dropout rates sentence Indian students to bleak economic futures.
- Low high school completion rates are due to many of the issues detailed above.
- High Indian student dropout rates have been reported since the 1969 report, *Indian Education: A National Tragedy—A National Challenge*.



|                             | Traditional                   | Transitional                           | Transformational                               |
|-----------------------------|-------------------------------|----------------------------------------|------------------------------------------------|
| Context for Learning        | Classroom                     | School                                 | Learning Community                             |
| When/Where Learning Happens | School/8-2                    | Coordination of in/after school        | Anywhere & everywhere                          |
| Academic Access             | Tracking                      | Open access to all                     | All students are successful at high levels     |
| Personalization             | Group Instruction             | Differentiation                        | Personalized Learning Plans                    |
| Curriculum Frame            | Text-Driven Instruction       | Competency based instruction           | Demonstration of mastery                       |
| Philosophy                  | Coverage                      | Depth/Breadth                          | Standards-based Inquiry                        |
| Content                     | Curriculum                    | Tasks/Projects                         | Whole Child                                    |
| Student Investment          | Requirements                  | Engagement                             | Passion                                        |
| Goals                       | Test Results Targets          | Curriculum Goals                       | Learner Aspirations & Life Options             |
| Student Support             | Deficit Model                 | Response to Intervention               | Strengths/Assets & Learner Profiles            |
| Responsibility for Learning | Student                       | Teacher                                | Learning Team                                  |
| Involvement                 | Parent/Teacher Conferences    | Student Conferences                    | Student led Exhibitions/IEP meetings           |
| Feedback                    | Teacher provides feedback     | Student reflects on learning           | Discussion of learning                         |
| Assessment                  | ...of Learning                | ...for learning                        | ...as learning                                 |
| Reporting                   | Letter Grades/GPA             | No-Zero grading                        | Proficiency Reporting                          |
| Community Involvement       | Compliance                    | Cooperation                            | Collaboration                                  |
| Leadership                  | Hierarchy/Defined by Position | Site-based, shared                     | Everyone takes responsibility for what matters |
| Governance                  | Student council               | Representational democratic structures | Participatory democratic structures            |
| Educator Development        | Recertification Hours/3 years | Group Learning                         | Collaborative Inquiry                          |
| Professional Culture        | Faculty Meeting               | Professional Learning Communities      | Critical Friends Groups                        |
| Community Connections       | Community Resources           | Community Partners                     | Community Collaborators                        |



Version 4.0, May 2011

Source: Minnesota Humanities Center



## **Facilitator Introduction and Guidelines**

### **INDIAN EDUCATION FOR ALL American Indian Education Summit Minnesota Department of Education Monday, January 9, 2012**

#### **Introduction**

Thank you for agreeing to serve as a facilitator for your regional group. As facilitator you will assist the small group participants at your table in engaging in dialogue that deepens their understanding of the content provided by the speakers, and enables them to apply their new learning in their respective districts and schools. As facilitator you will want to encourage participation from all members of the group and do your best to move the dialogue along as needed to ensure everyone has time to respond.

If you have any questions, Rebecca Garay-Heelan, Mary Hilfiker or Anne Lundquist will be available throughout the day to assist or offer additional support.

#### **Guidelines**

1. Following Superintendent Denise Juneau's Keynote Address at 10:30, you will be asked to assist participants at your table in processing the message by asking them to introduce themselves by providing their name, school and / or district; and then briefly share one insight they gleaned from the address. There will be 30 minutes allocated for this activity, which will allow two to three minutes for each participant to respond. As facilitator, please ask someone at the table to record each person's insight on the chart paper provided, in bullet format to be posted following the discussion. Include the name of the small group at the top of the chart tablet.
2. After Commissioner Lindsey's message at 11:30, please ask each participant to share the most salient point from either morning presentation, and describe how it might be applied in their respective settings. Again, there will be 30 minutes allocated for this activity, with notes recorded on a chart tablet paper to be displayed as described above.
3. At the conclusion of President O'Fallon's presentation at 2:05, Dr. Lundquist will provide direction to the large group in the use of the planning template located in the summit folder. You will be asked to assist the group in using the template to assist participants in making a **commitment to collaborative action** that will enhance the application of strategies and new learning to further achieve the outcomes of the Summit. As facilitator, you will have an opportunity to share your group's plans with the large group at 3:00.



**Commitment to Collaborative Action  
Planning Template  
INDIAN EDUCATION FOR ALL  
American Indian Education Summit  
Minnesota Department of Education**

*This template is designed to assist in making a **commitment to collaborative action** that will enhance the application of strategies and new learning to further achieve the outcomes of the Summit.*

**SMART Goal** (Insert a **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented, **T**ime-bound statement here):

| <b>Collaborative Action(s)</b><br><i>With whom will we partner?<br/>What will be done?<br/>Why will it be done?<br/>How will it be done?</i> | <b>Person(s)<br/>Responsible</b><br><i>Who will do it?</i> | <b>Time-line</b><br><i>When?</i> | <b>Resources</b><br><i>available<br/>and / or needed</i> | <b>Communication Plan</b><br><i>Who to whom?<br/>What methods?<br/>When? Why? Message?</i> | <b>Measure or<br/>Evidence of Success:</b><br><i>What will be the evidence of<br/>success?<br/>How will success be measured?</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                              |                                                            |                                  |                                                          |                                                                                            |                                                                                                                                  |
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January 24, 2012

Superintendent Denise Juneau  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620

Dear Superintendent Juneau:

Thank you so much for your wonderful words at the American Indian Education Summit *Indian Education for All* on January 9 at the Minnesota Humanities Center in St. Paul.

The summit was a great success as a dialogue among tribal governments, community leadership and state leaders to help us focus our resources and strategies on improving the educational success and opportunities of Minnesota Indian youth and your participation was invaluable.

Your personal stories were wonderful and incredibly inspiring for all of us. Thank you again for coming to Minnesota and especially for your outstanding leadership in improving the educational success and opportunities for American Indian youth.

With warm regards,

A handwritten signature in black ink, reading "Brenda Cassellius". The signature is written in a cursive, flowing style.

Dr. Brenda Cassellius

Commissioner

