



# State of American Indian Education

Commissioner of Education Willie Jett

Jane Harstad, D.Ed. | Director, Office of American Indian Education

# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



# Agenda

- Presentation of American Indian student data
- Review Legislative Proposals
- Questions
- Strategic Planning: World Café

# OAIE Vision – Mission

## Vision:

American Indian students will reach their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.

## Mission:

The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide.

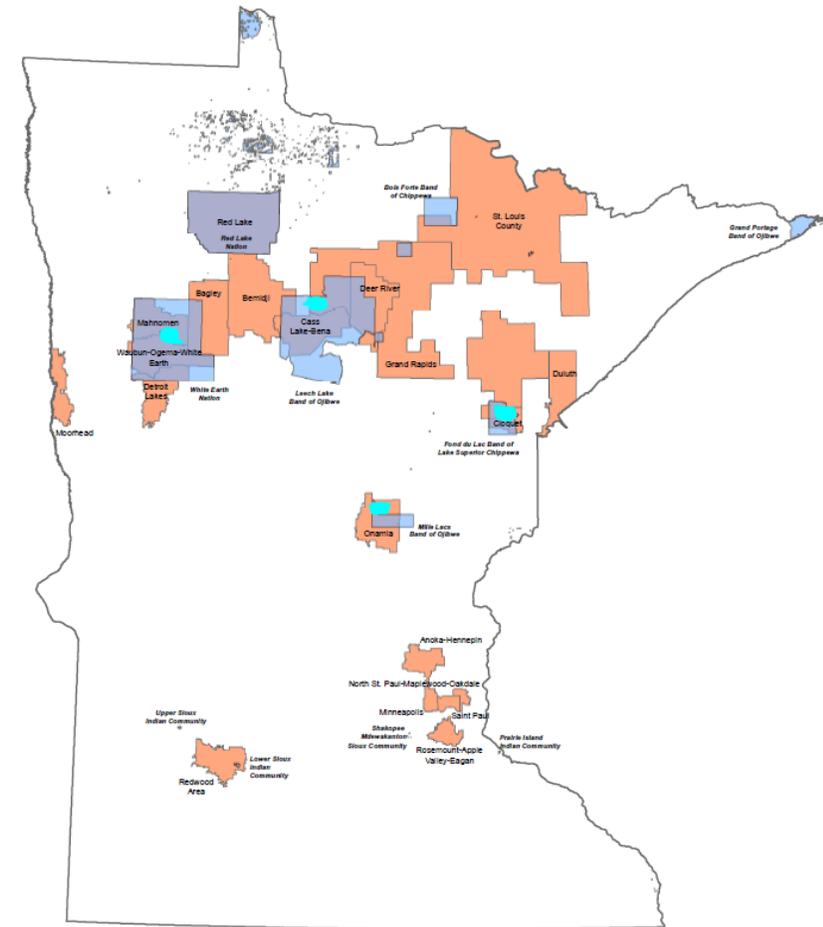
## We work to accomplish this mission by:

1. Building meaningful relationships
2. Engaging in timely and courageous conversations
3. Providing education and professional development
4. Proposing and supporting policies
5. Efficiently providing guidance and resources to districts and stakeholders
6. Actualizing the *Ten Minnesota Commitments to Equity*



# We Value:

1. Language, culture, and the significant and complex histories of Indigenous peoples.
2. The input of Minnesota's Tribal Nations and communities.
3. American Indian student gifts and unique cultural needs.
4. The perspectives of American Indian parents and students.
5. Effective and innovative programming options.



- Melanie Franks, Tribal Liaison
- Anjanette Parisien, Indigenous Education Specialist
- Kimberly Brenden, Office & Administrative Specialist
- Isabella Griffin, Senior Program Manager
- Betsy Blackhawk, State Program Administrator
- Jane Harstad, Director

## MDE/OAIE Scope of Practice

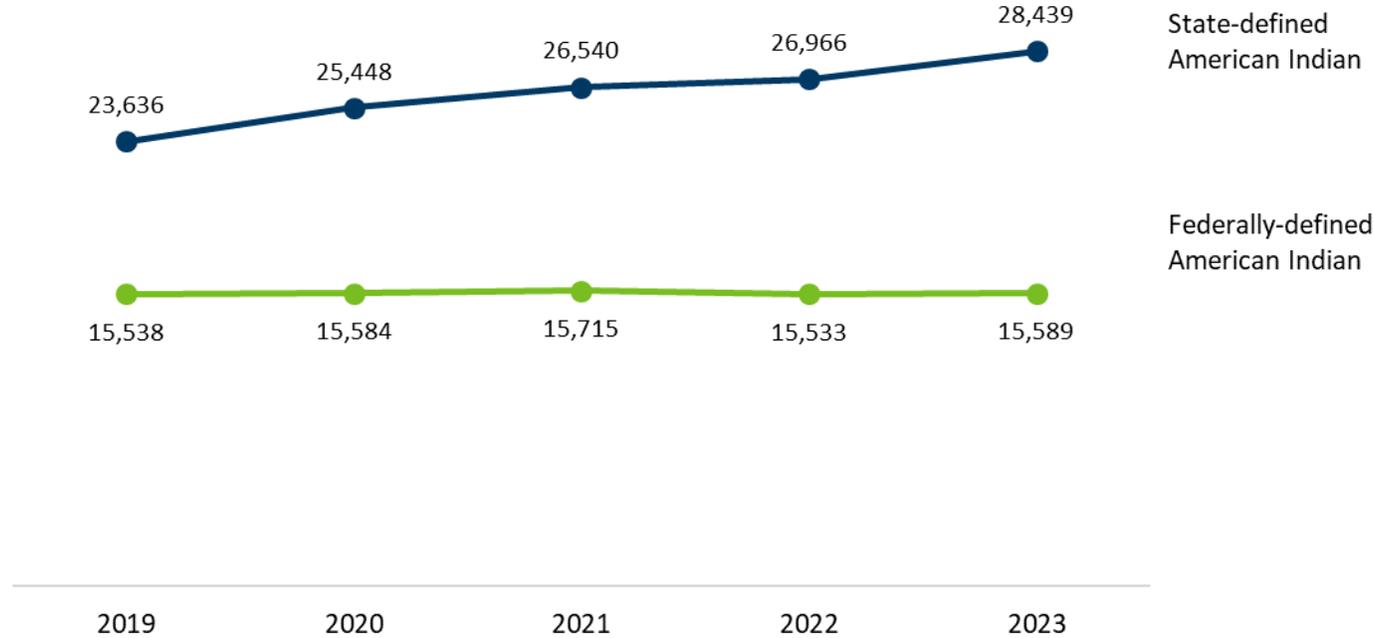
- What we DO:
- Consult Tribal Nations
- Provide technical guidance and professional development
- Advise on and interpret statute with Commissioner of Education
- Promote legislation
- Serve as a bridge to specific resources
- Promote best practices for American Indian Learners

- 28,373 American Indian students who identify as American Indian on October 1, 2022.
- 15,551 American Indian students by the Federal definition
- Over 93% of American Indian students attend public schools.
- 173 American Indian Education Aid Eligible Schools for approximately \$11,595,687.
- MN statutes are designed so that schools and districts recognize the unique educational and culturally related academic needs of American Indian students.
- The State defines American Indian as:

*Persons having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.*

## Counts of state-defined American Indian students have been increasing since 2019 while counts of American Indian students using federal guidance are remaining consistent

MARSS enrollment data of all enrolled students

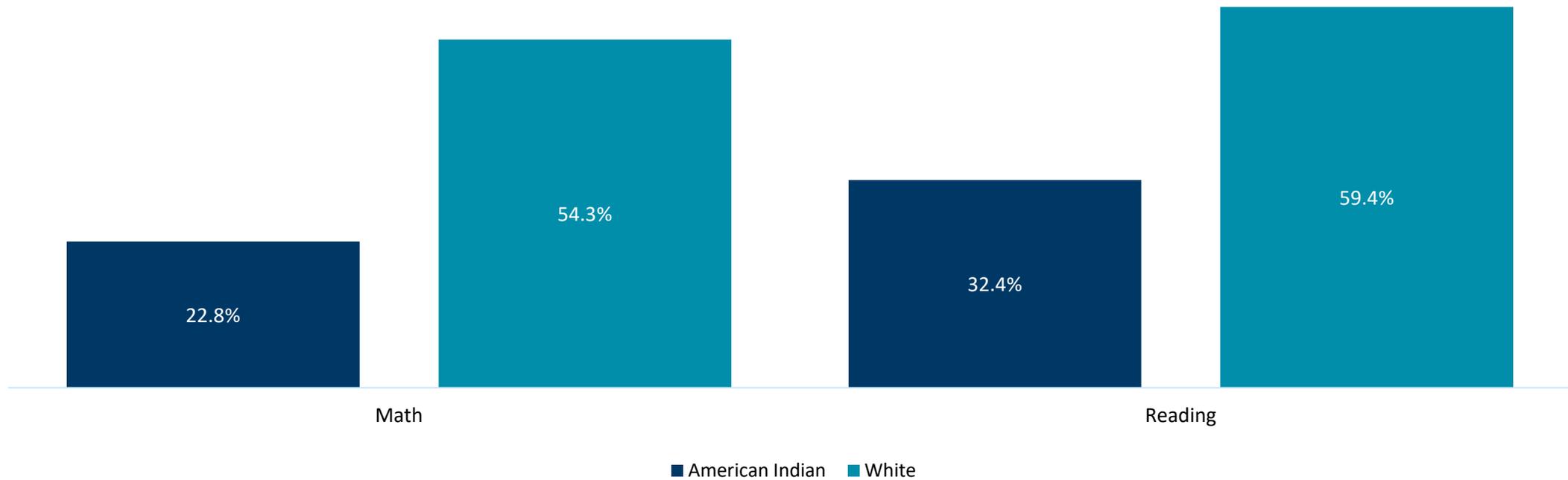


# Discipline

<b>Year</b>	<b>Race/Ethnicity</b>	<b>% of Statewide K-12 Fall Enrollment *</b>	<b>Total Disciplinary Actions</b>	<b>% of Total Disciplinary Actions *</b>
21-22	Am. Indian/Alaska Native	1.7	2,810	5.8
21-22	Asian/Native Hawaiian/Pacific	7.1	1,147	2.4
21-22	Black/African Am.	11.6	15,708	32.2
21-22	Hispanic/Latino	10.5	5,912	12.1
21-22	Two or More Races	6	4,771	9.8
21-22	White	63.2	18,387	37.7
<b>21-22</b>	<b>STATE TOTAL</b>	<b>100.1</b>	<b>48,735</b>	<b>100</b>

## American Indian students' proficiency on statewide Math and Reading assessments lags behind their white peers

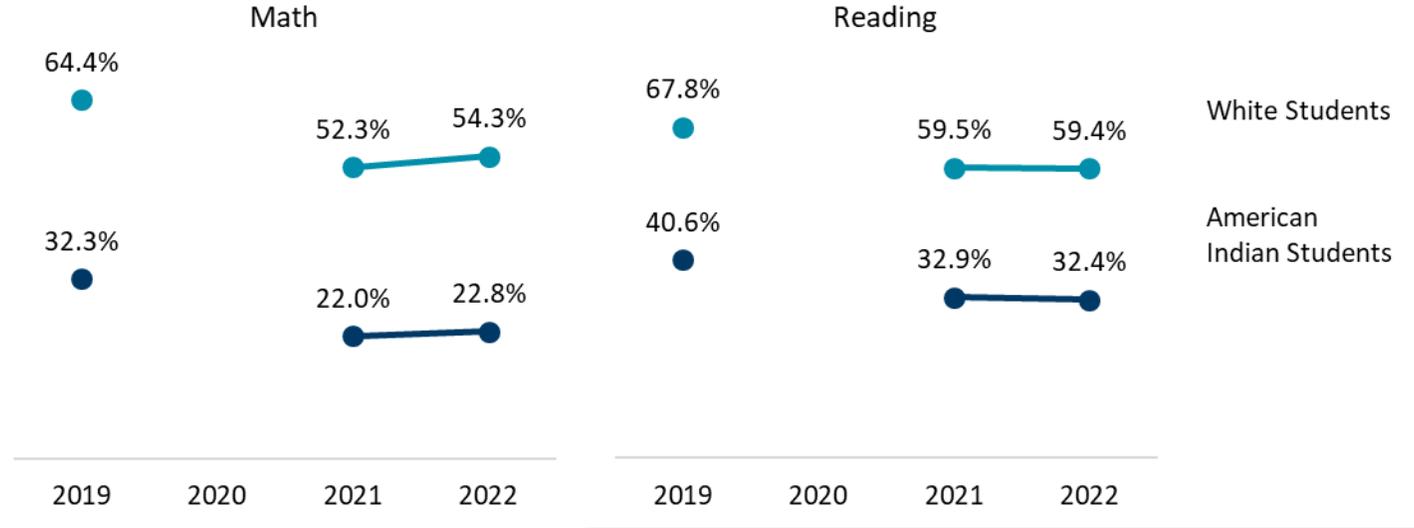
2022 statewide standards-based assessments



# Proficiency Trends

## American Indian students slowly closing the gap with white students on statewide Reading assessments but not on the statewide Math assessments

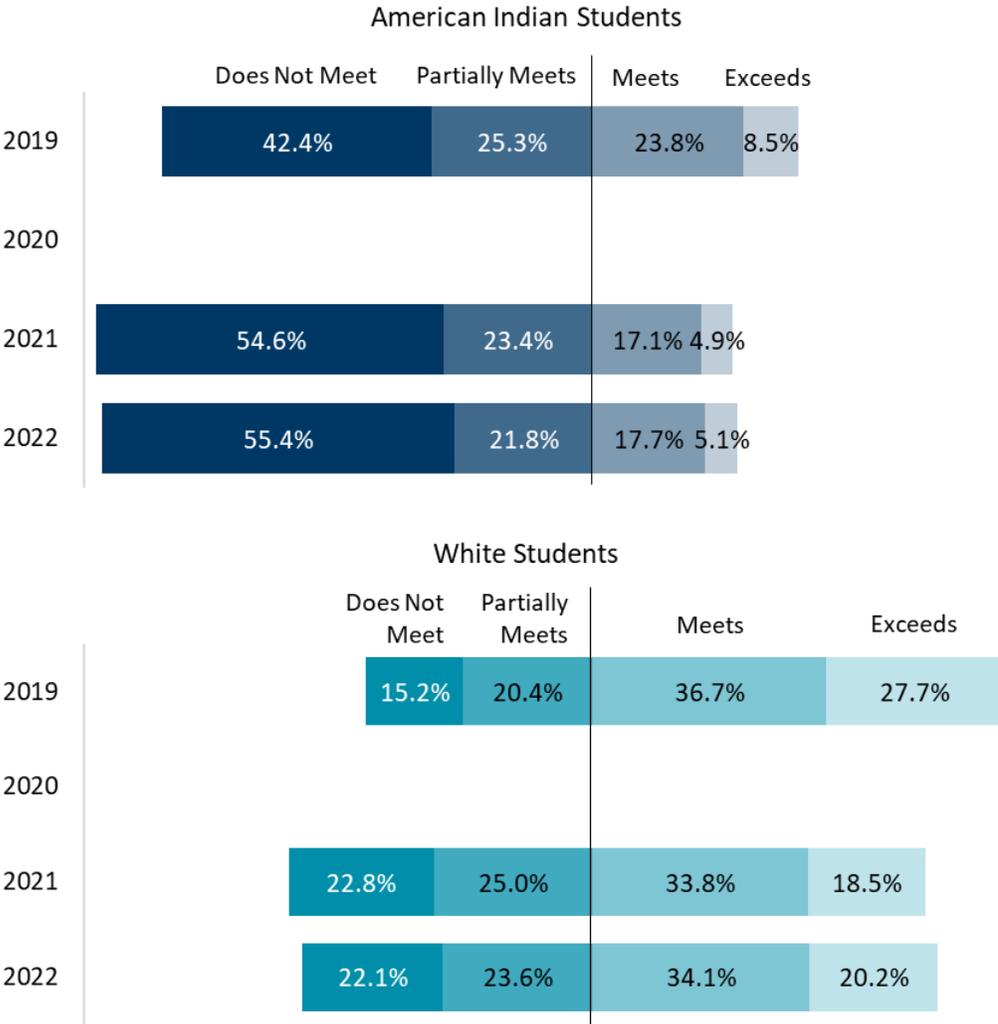
*Note: No data available in 2020 due to COVID-19. Data from 2021 should be interpreted with caution given low participation numbers in some grades and schools.*



# Achievement Levels

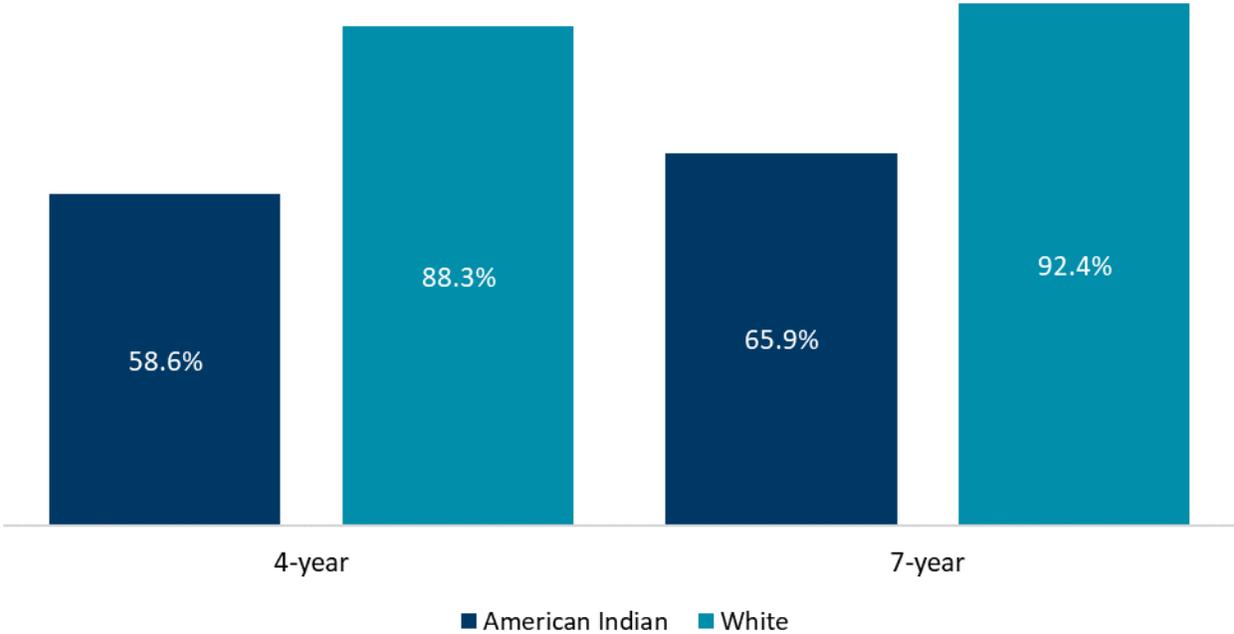
## Higher proportions of American Indian students score at "Does Not Meet" or "Partially Meets" on the Math academic standards compared to white students

Note: No data available in 2020 due to COVID-19. Data from 2021 should be interpreted with caution given low participation numbers in some grades and schools.



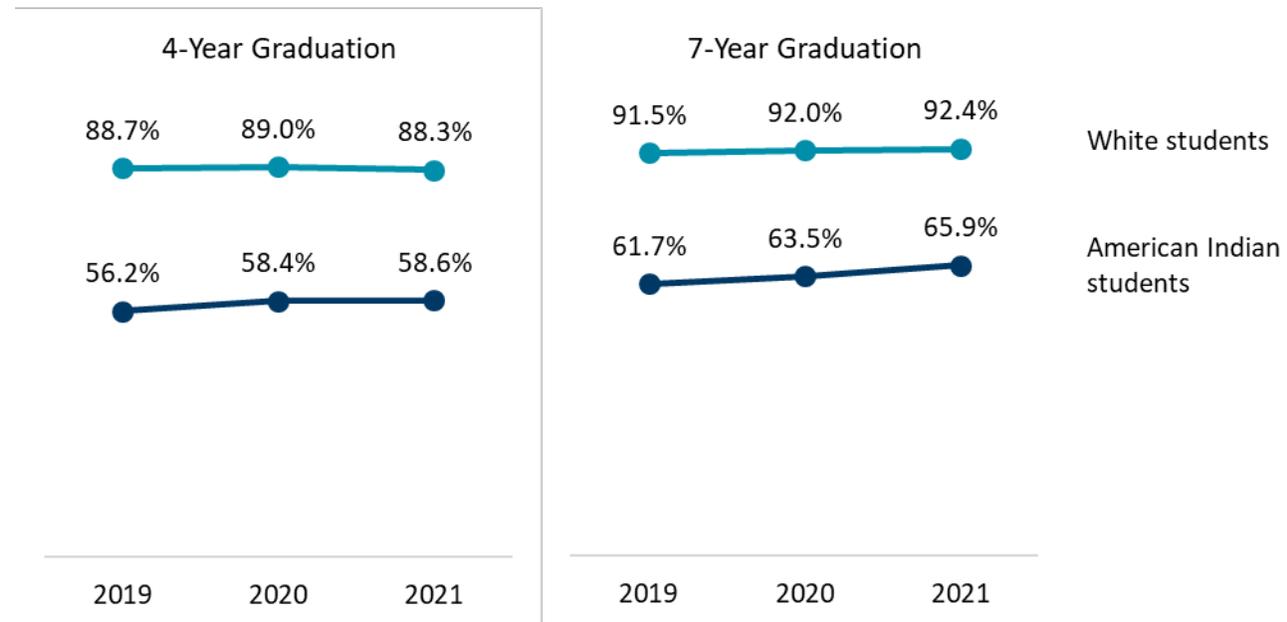
## American Indian students lag behind their white peers to graduate in either 4 or 7 years

2021 graduation data



# Graduation Trends

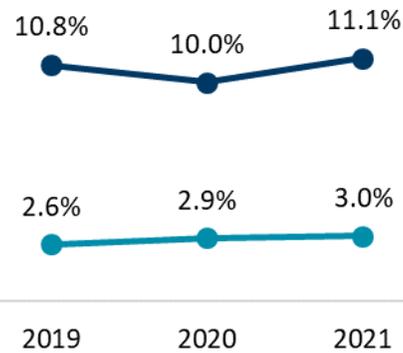
**4- and 7-year graduation rates for American Indian students show fewer graduations compared to their white peers**



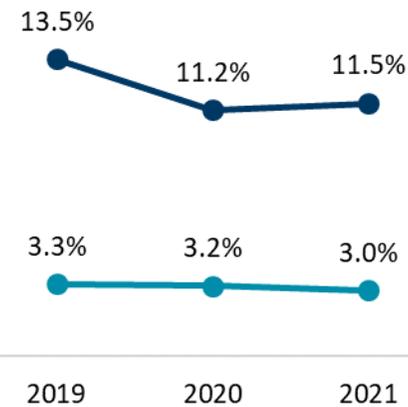
# Unknown Students

Higher proportions of American Indian students are identified as "unknown" as part of the 4- and 7-year graduation rate calculations

4-Year 'Unknown' Students



7-Year 'Unknown' Students



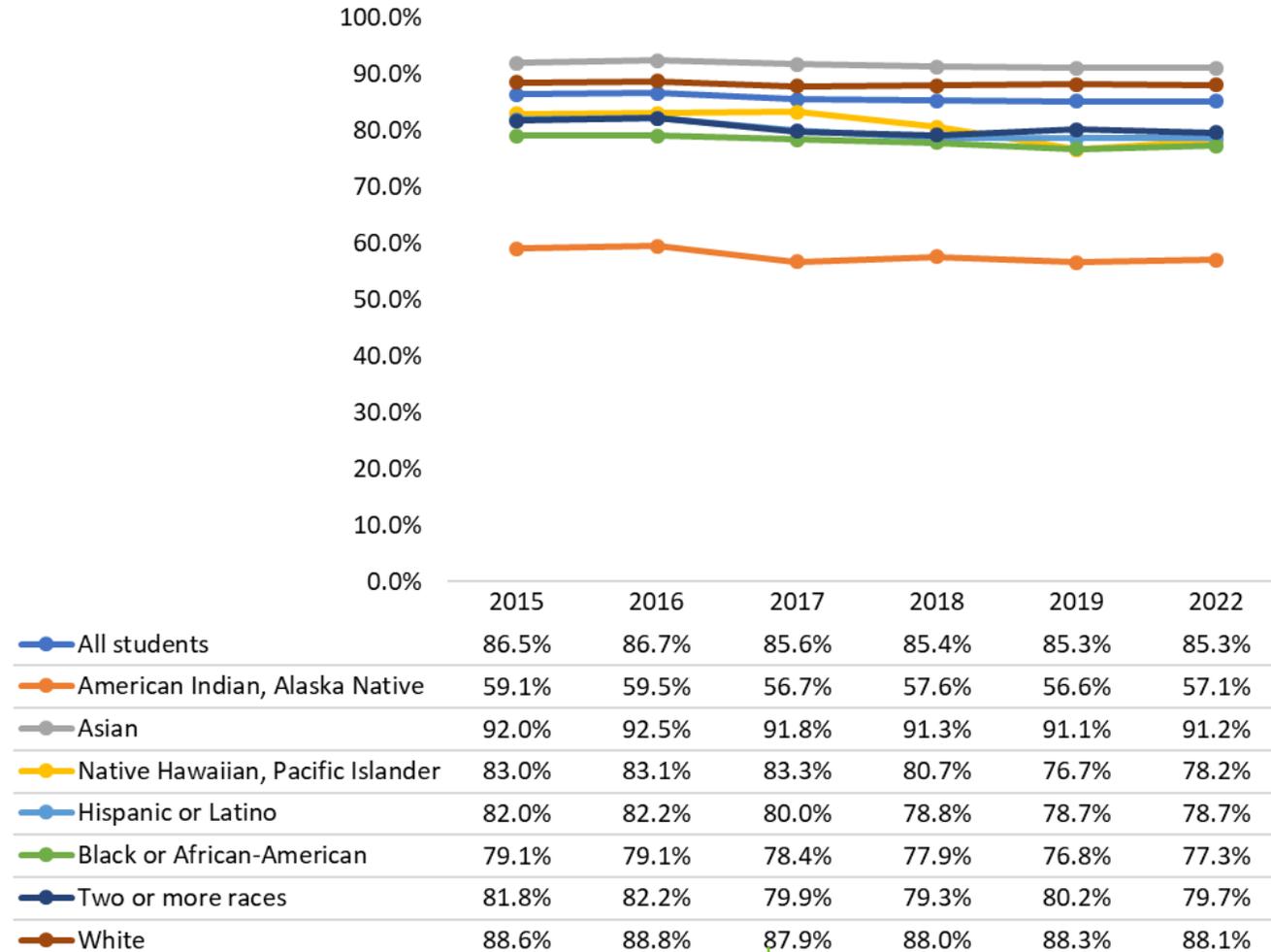
# Consistent Attendance

## Trends in consistent attendance by race and ethnicity

Consistent attendance means a student has attended 90% or more of school days

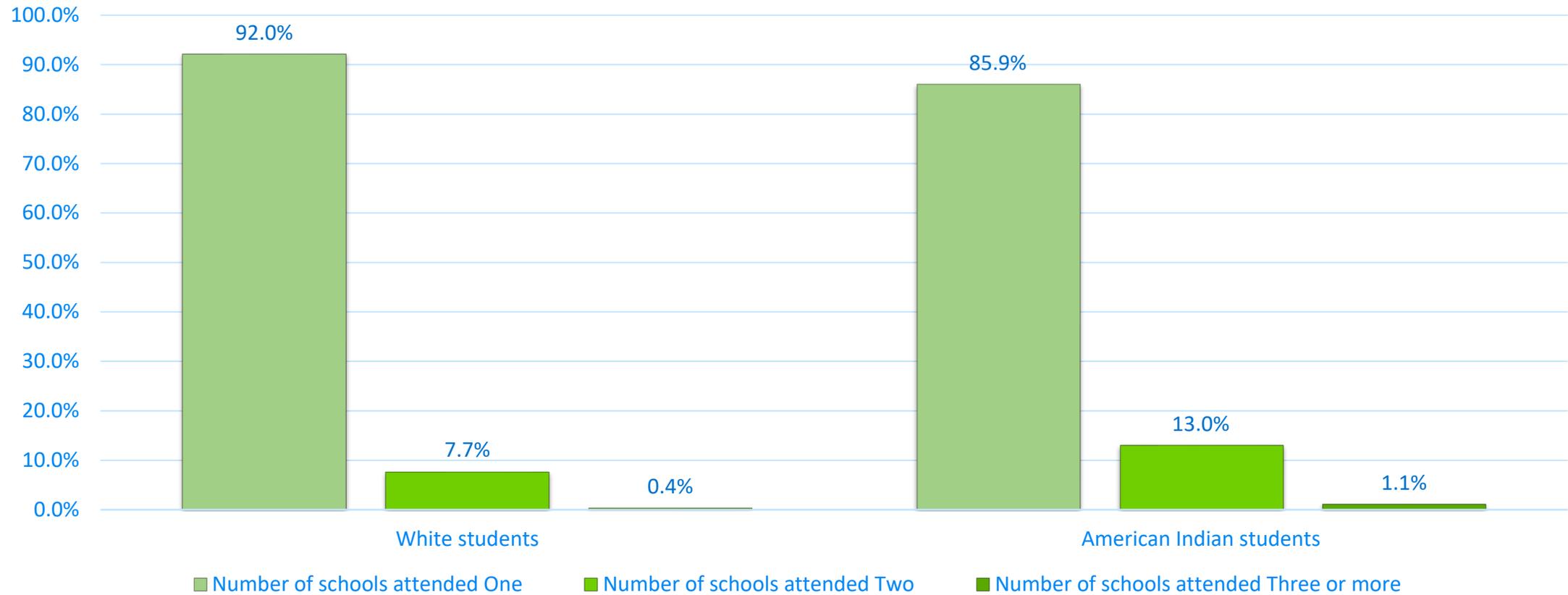
*Note: Uses the federal definition for American Indian*

Due to COVID-19, data from 2020 and 2021 are not available.



# School Mobility

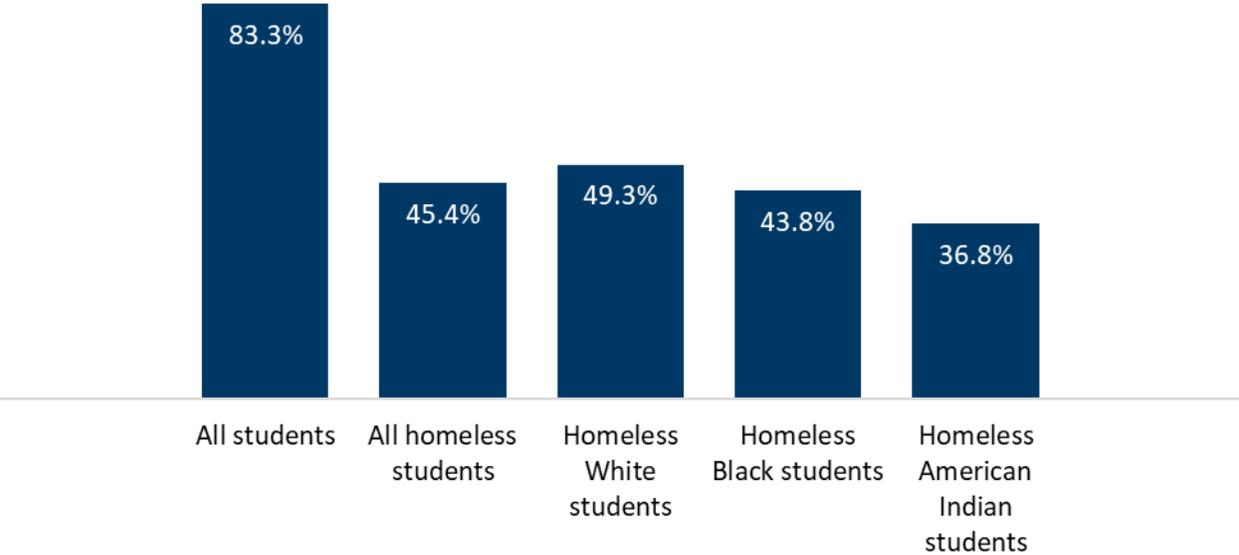
## Mobility



# Homeless Student Graduation

## Homeless American Indian students have a much lower 4-year graduation rate than do other homeless students

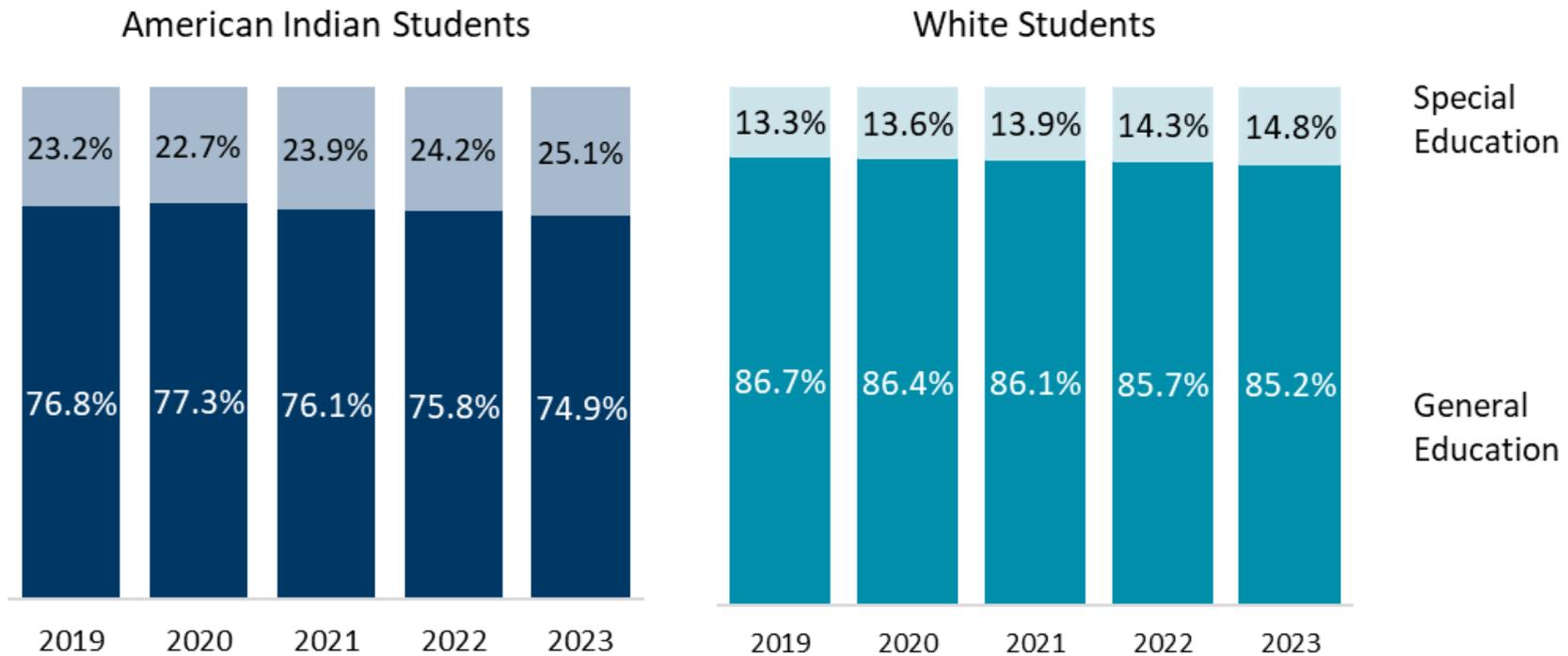
2021 graduation data



# Special Education Percent

## Percentage of American Indian and white students in general and special education enrolled in public schools

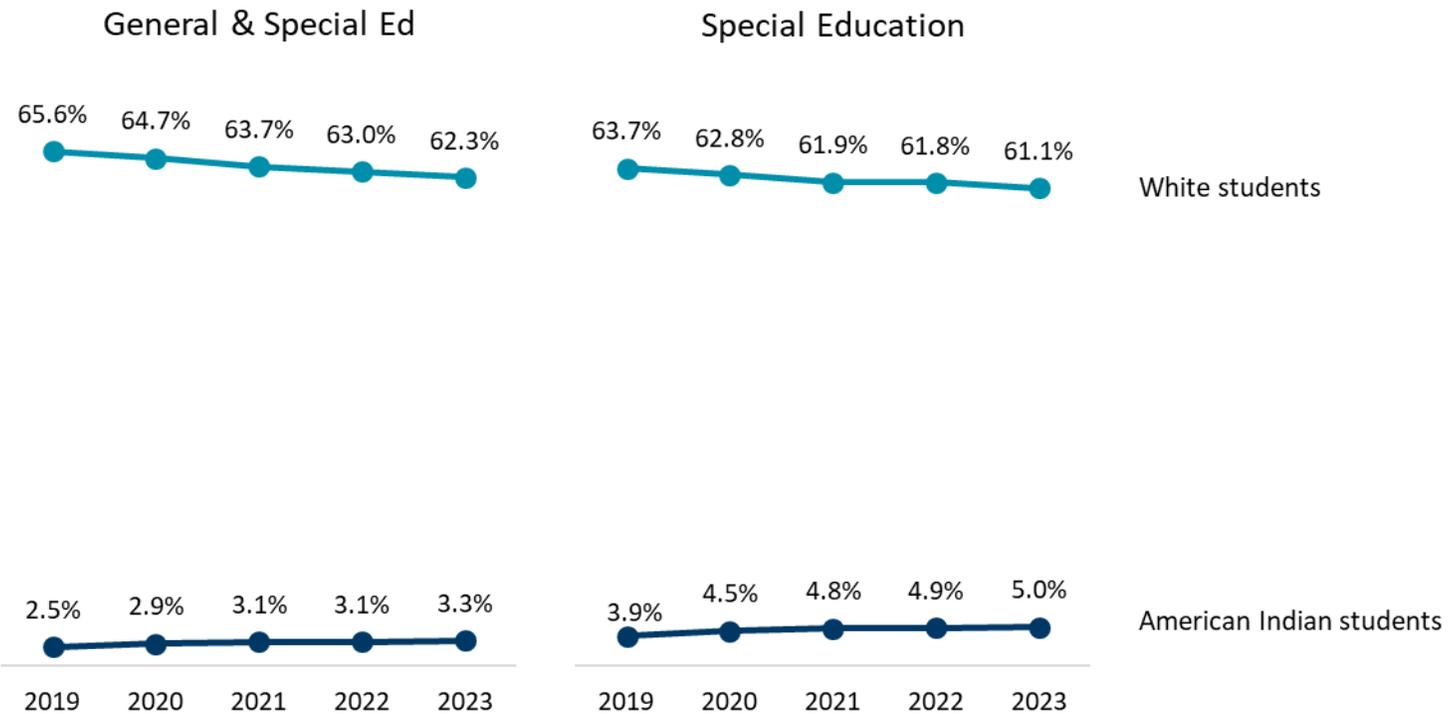
*Note: MARSS student counts; does not include students enrolled at tribal schools*



# Special Education Proportions

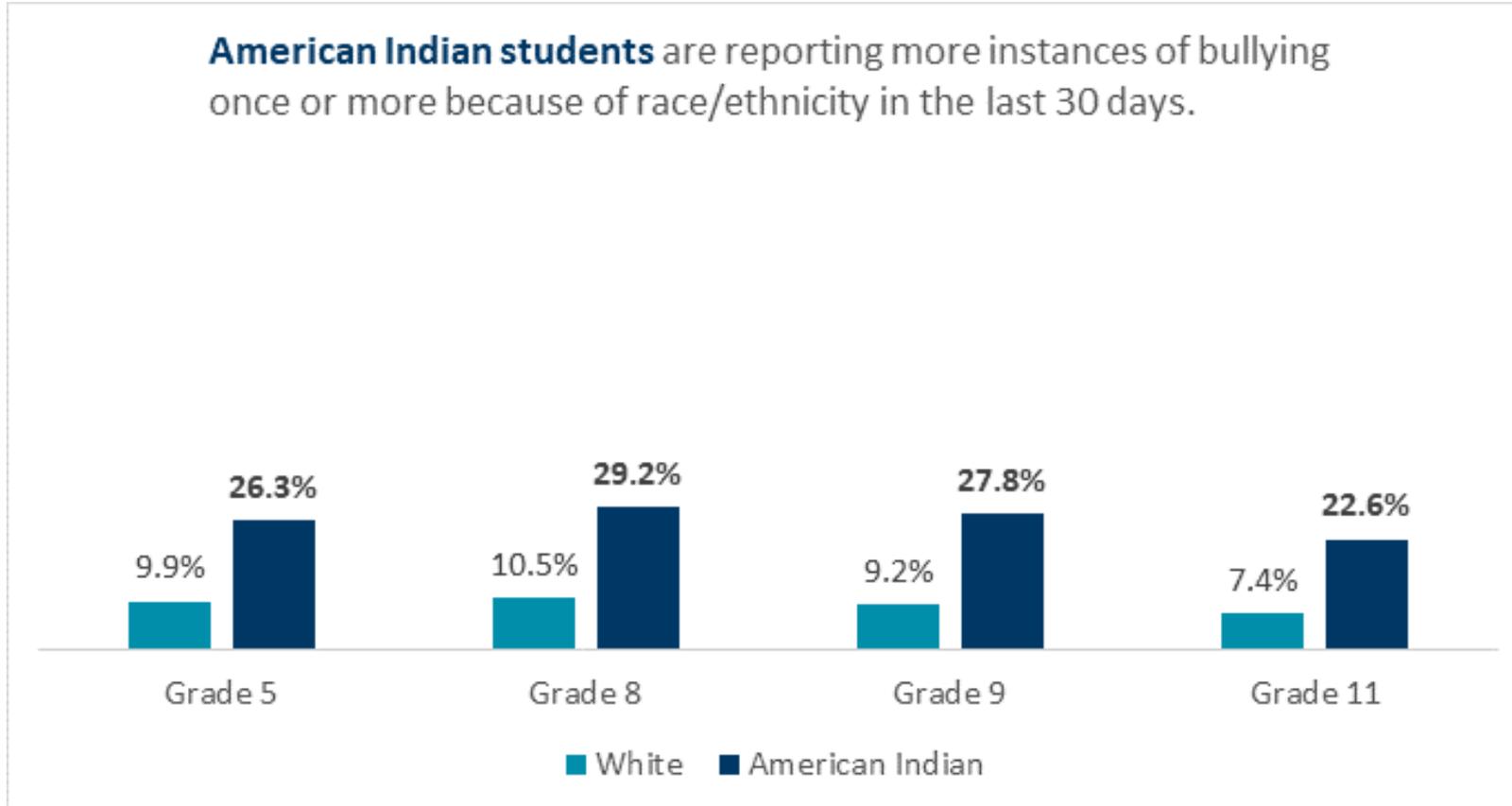
**American Indian students make up less than 3% of all students in Minnesota but make up more than 4% of all special education students**

MARSS enrollment data



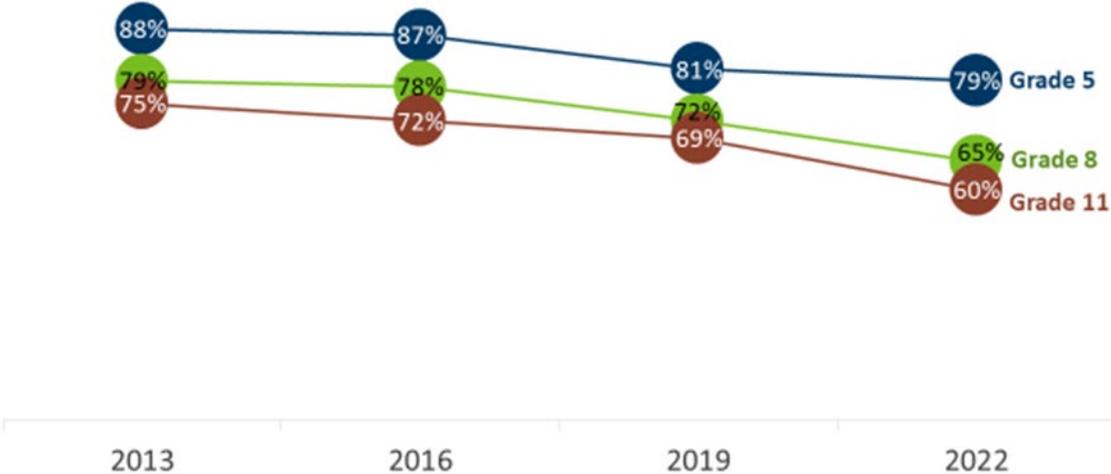
# Minnesota Student Survey (MSS) Bullying

**American Indian students** are reporting more instances of bullying once or more because of race/ethnicity in the last 30 days.

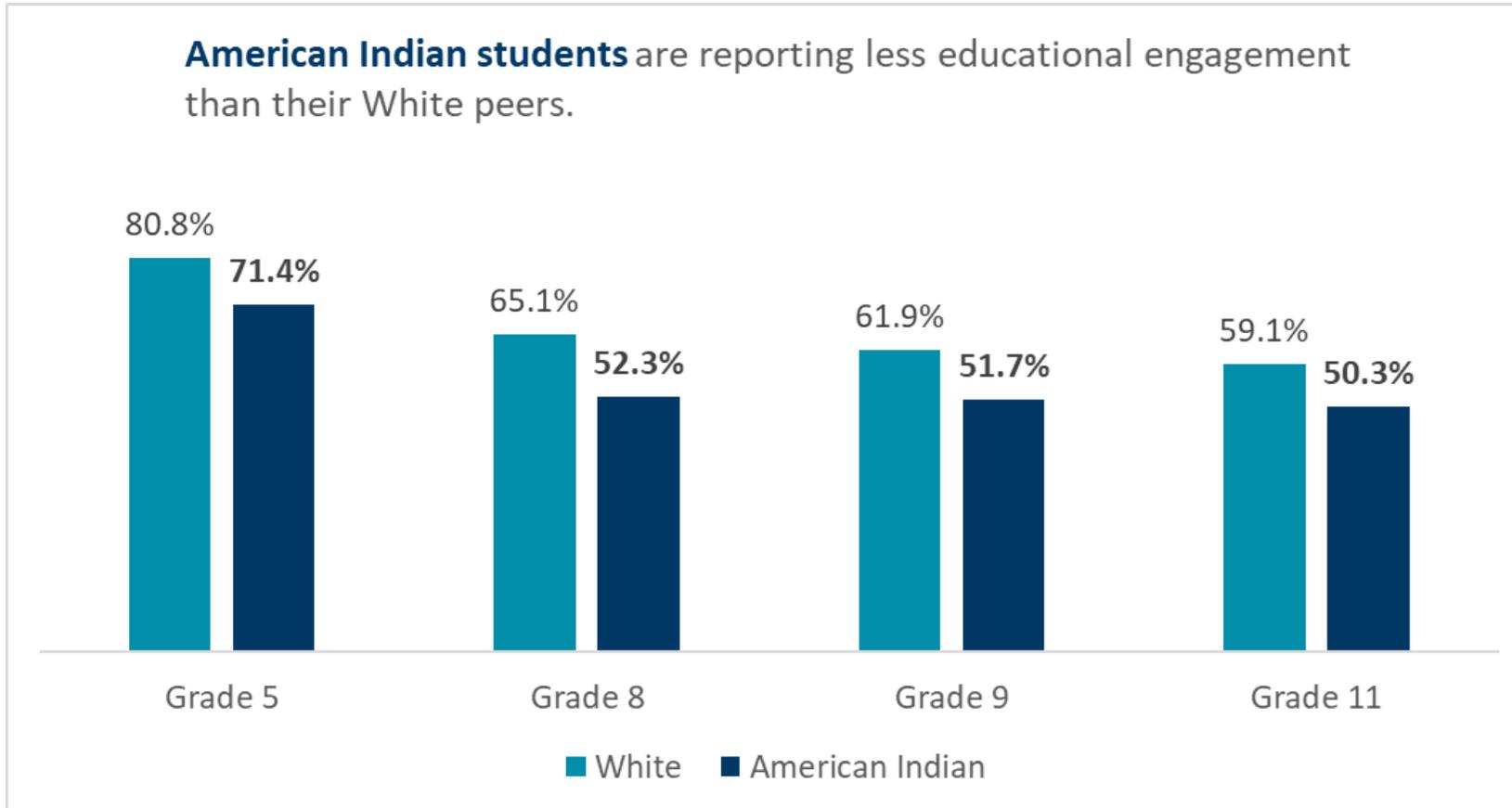


# MSS Students Feeling Engaged and Supported

Decline across all grades on educational engagement in 2022.

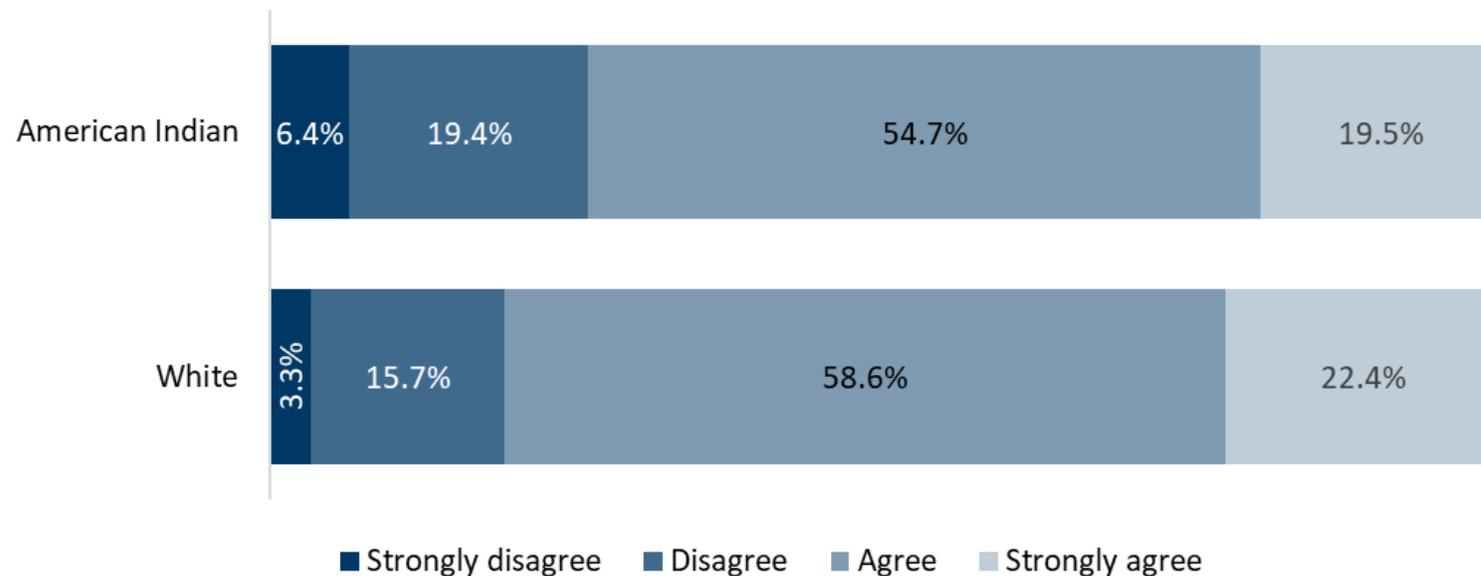


# MSS Educational Engagement



## Grade 5 American Indian students less frequently report teachers are interested in them compared to white students

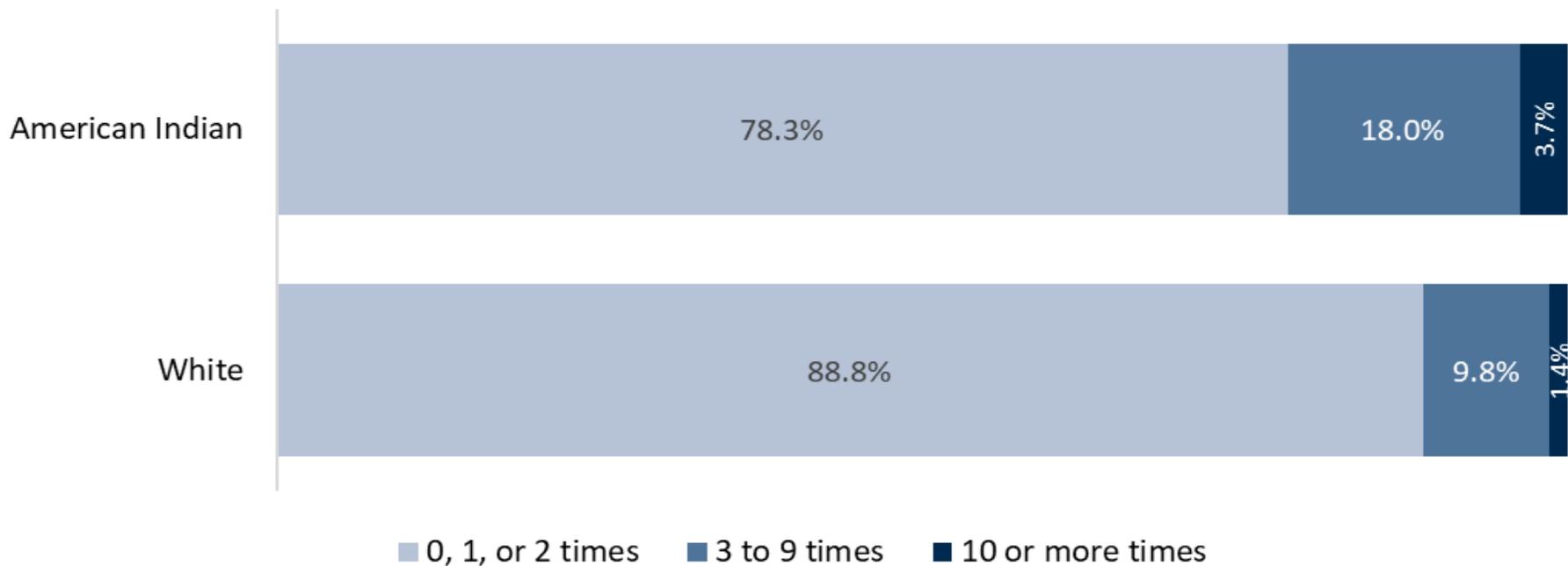
2022 Minnesota Student Survey



# MSS Grade 5 Absences Partial Days

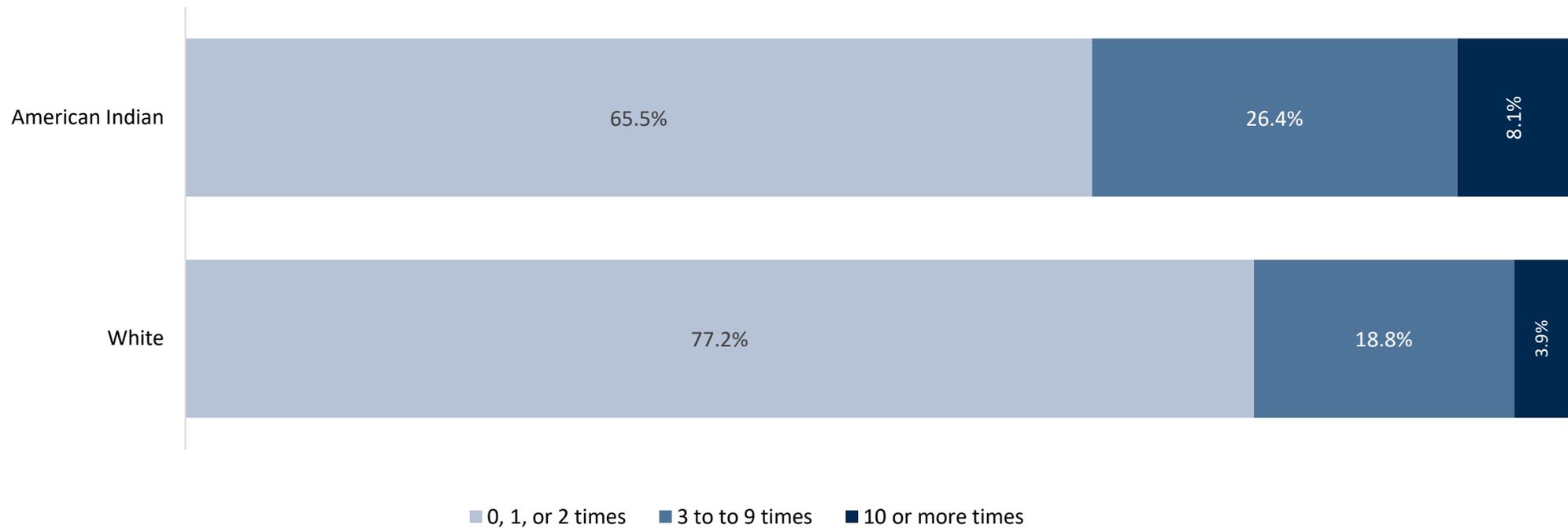
## Grade 5 American Indian students report missing more *partial* days of school in the last 30 days than their white peers

2022 Minnesota Student Survey



# MSS Grade 5 Missing Full Days

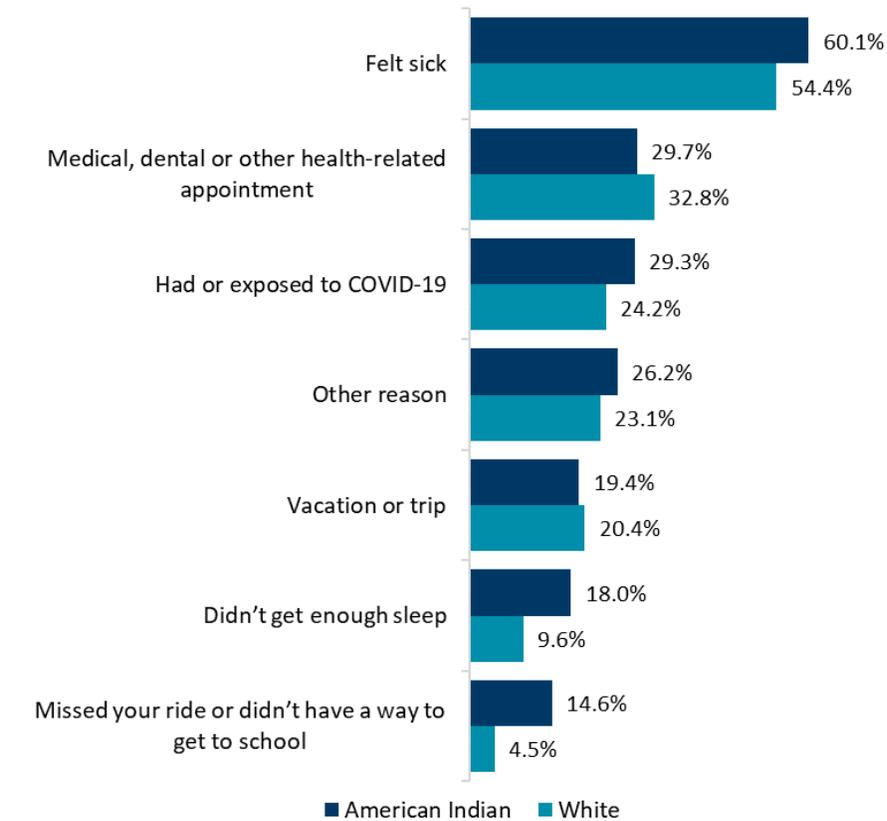
**Grade 5 American Indian students report missing a *full* day of school more often in the last 30 days than their white peers**  
2022 Minnesota Student Survey



# MSS Grade 5 Absence Reasons

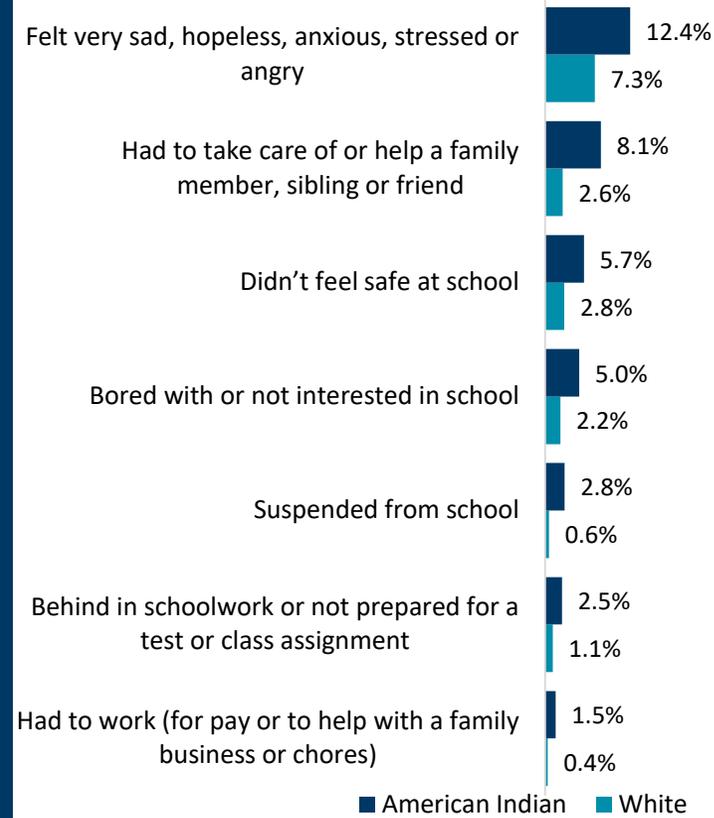
## Grade 5 American Indian and white students' reported reasons for missing full and partial school days (part 1)

2022 Minnesota Student Survey



## Grade 5 American Indian and white students' reported reasons for missing full and partial school days (part 2)

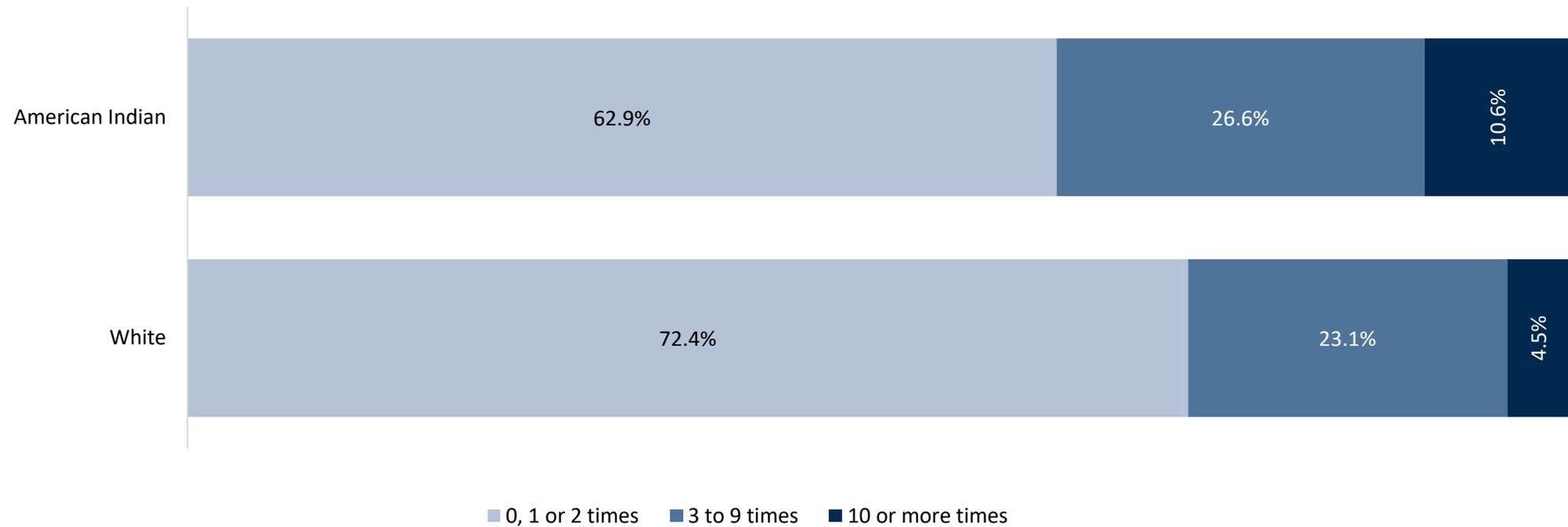
2022 Minnesota Student Survey



# MSS Grade 11 Partial Days

## Grade 11 American Indian students reported missing more *partial days* of school during the last month than their white peers

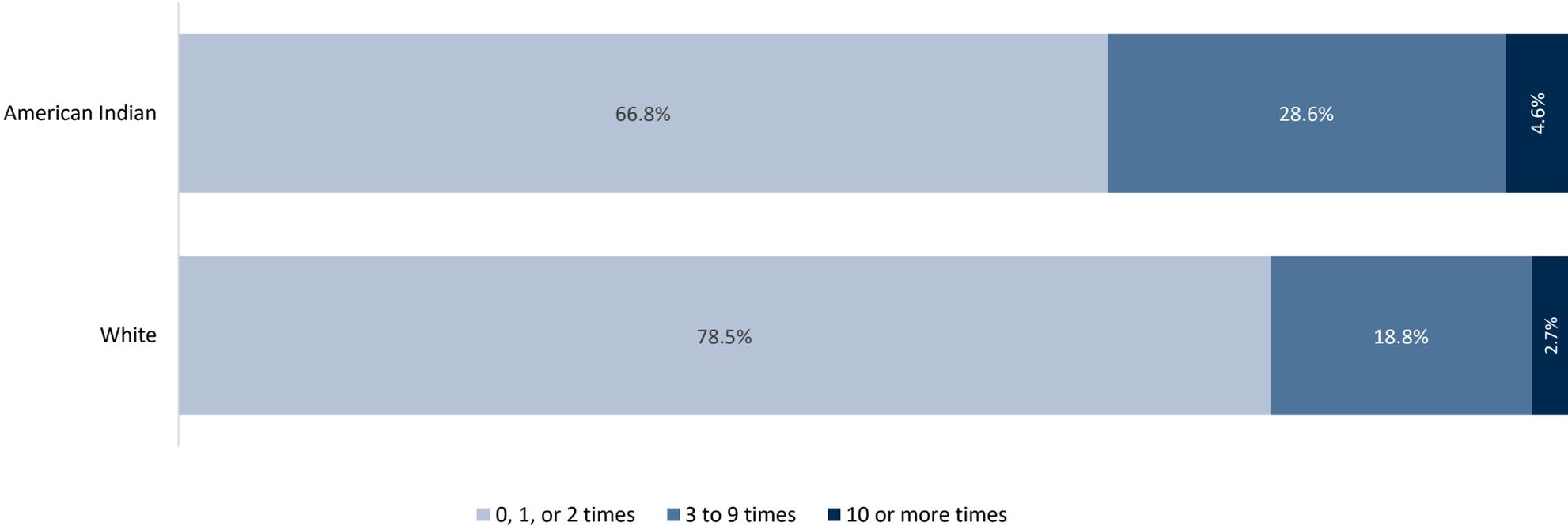
2022 Minnesota Student Survey



# MSS Grade 11 Miss Full Days

## Grade 11 American Indian students report missing more *full* days of school in the last 30 days than their white peers

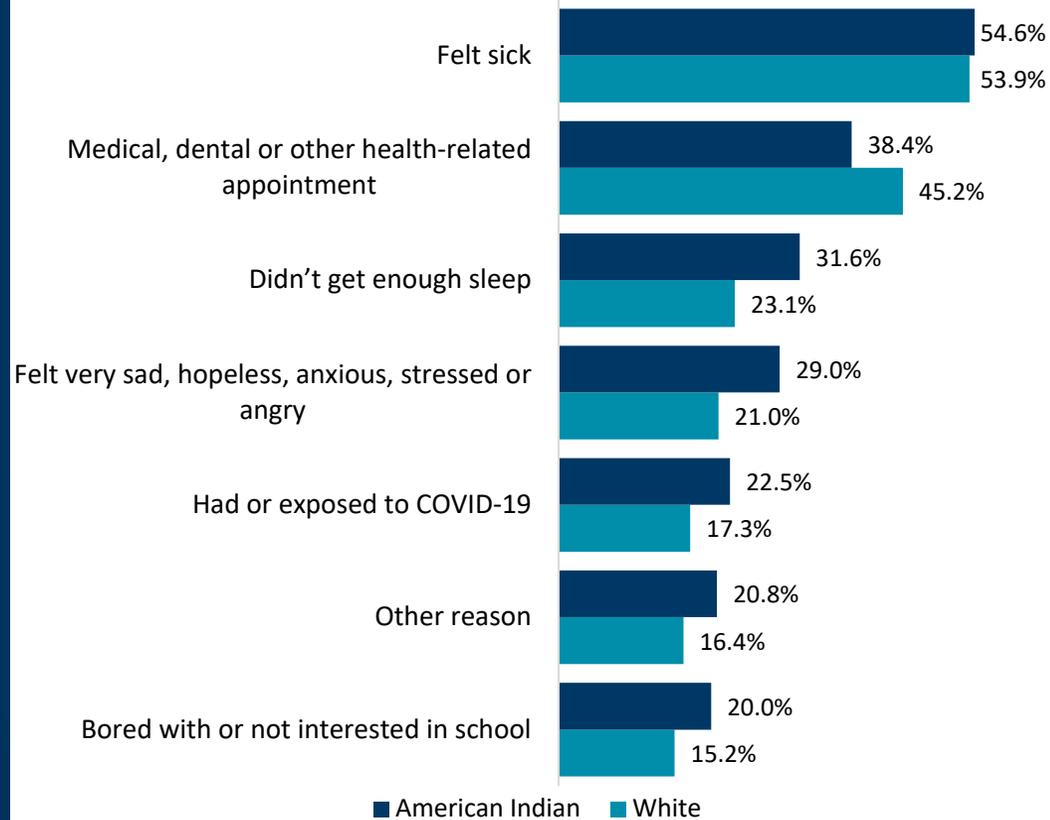
2022 Minnesota Student Survey



# MSS Grade 11 Missing Full Day Reasons

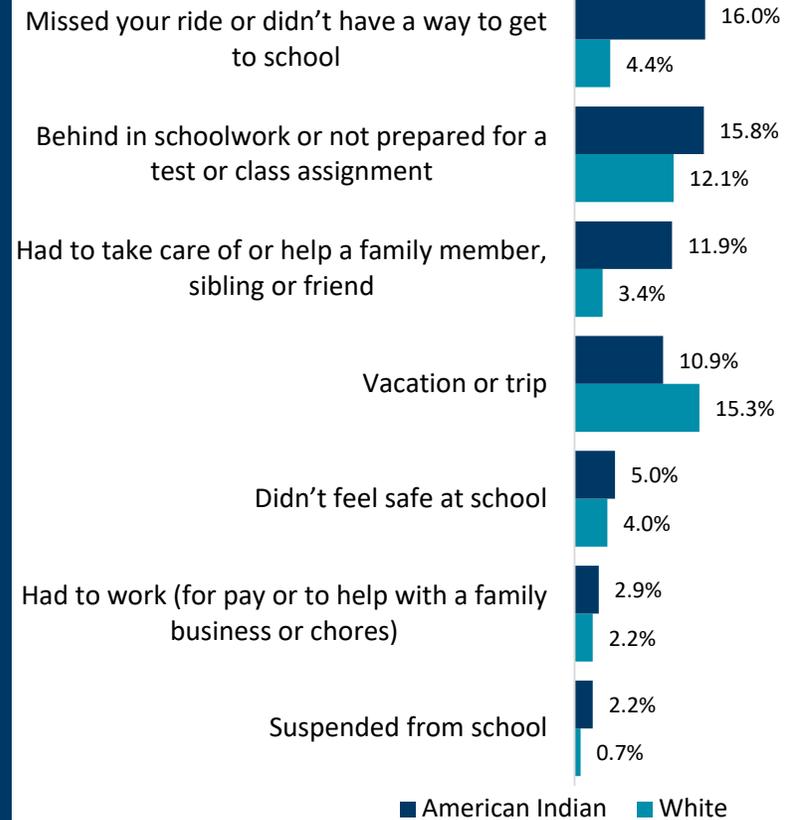
## Grade 11 American Indian and white students' reported reasons for missing full and partial school days (part 1)

2022 Minnesota Student Survey



## Grade 11 American Indian and white students' reported reasons for missing full and partial school days (part 2)

2022 Minnesota Student Survey



# Promise for the Future

## 1. American Indian Mascots

This change prohibits any school in Minnesota from having a mascot that depicts or refers to American Indians without TNEC and MIAC approval.

## 2. American Indian Culture and Language Classes

This change would require districts and charter schools that serve more than a certain percentage or number of American Indian students to provide culture and language classes.

## 3. American Indian Parent Advisory Committee Clarification and Membership

This change clarifies the definition of American Indian student used to establish an American Indian Parent Advisory Committee (AIPAC) and lays out the way in which the AIPAC may evaluate and concur/not concur with the districts' findings on meeting the needs of American Indian students, and next steps if non-concurrence occur, and adds language requiring that parents of American Indian children make up the majority of the committee.

# Future continued (1)

## 4. Clarify the Use of State Count of American Indian Students throughout Statute

This change would make clear the use of this defined term in sections 124D.81, subdivision 1, and 124D.73.

## 5. Community Coordinators Defined and Dedicated

This change would require districts that receive American Indian education aid and have more than 100 American Indian students to have a community coordinator dedicated to supporting American Indian education.

## 6. Director of American Indian Education

This change makes various changes to the statutory definition of the Director of American Indian Education within the Department of Education.

# Future continued (2)

## 7. Eliminate “Supplemental” from American Indian Instruction Statutes

This change strikes the word “supplemental” from the American Indian statute, in order to strengthen the language, history, and culture instruction in Indian students in Minnesota schools, specifically with programs for American the state.

## 8. Indigenous Education for All

This change embeds Indigenous education into all standards and required instruction, and development of curriculum. Language submitted by division at end of document.

## 9. Objects of Cultural Significant at Graduation

This change protects American Indian students’ right to wear tribal regalia or objects of cultural significance, such as eagle feathers, at graduation ceremonies.

# Future continued (3)

## 10. Reporting on American Indian Education Program Goals (NEW)

This change would require districts and charter schools receiving American Indian aid to report to MDE whether or not they have made progress towards the goals identified in their American Indian Education Program Plans.

## 11. Sacred Tobacco in Schools

This change would permit students who carry loose tobacco in medicine pouches or otherwise to conduct ceremonial use of said tobacco on school grounds. This would be written as an exception to current law prohibiting discipline.

## 12. State Count Used to Determine American Indian Education Aid

This change codifies that the more accurate state count of American Indian students must be used to formulate American Indian Education Aid.

# Future continued (4)

## 13. Technical Assistance for Annual Report

This change modifies MDE's requirements to provide technical assistance to include providing an annual report of American Indian student data using the **state count** of American Indian students.

## 14. Tribal Nation Access to Student Data

This change adds Tribal Nations to the list of entities and uses that may access educational data or purposes for which it may be shared. It states that the tribal nation can access this data to the extent necessary to support the educational attainment of the student(s) in question.

## 15. Tribal Nations Consulted on Revising Academic Standards Required

This change would require that the Tribal Nations Education Committee (TNEC) must be consulted during academic standards process.

## 16. Eliminate “pilot” from American Indian Education Program Statutes

This change would eliminate the word pilot where irrelevant.

# Budget Proposals

## 1. American Indian Education Aid Extended to Joint Powers

\$167,000 over the biennium to provide American Indian education aid to schools established under a joint powers agreement in order to provide dedicated funding for programming under section 124D.74, subdivision 1, which applies to students at districts and charter schools.

## 2. Extend Online Learning to Students Attending Tribal Contract Schools

This change expands online learning eligibility to students attending tribal contract schools.

## 3. Increase American Indian Education Aid

\$40,000.00 base and \$500.00 per additional American Indian student.

## 4. Re-licensure Requirements

This change would require all Tier 3 and Tier 4 teachers to have at least 8 hours of cultural competency training specific to American Indian culture.

# Budget Proposals (Continued)

## 5. Tribal Early Learning Package

\$4.5M per year for grants to Tribal Nations and urban tribal programs to focus on early childhood family engagement and education programs and outreach.

## 6. Tribal Sovereignty Institute

MDE will create a new program, modeled after state training, for school leaders to better consult and engage American Indian students and families, and Tribal Nations. (Not in statute)

## 7. Minnesota Indian Teacher Training Program (MITTP)

\$1.15M per year of additional funding for the program and creates a special revenue account to provide flexibility.

## 8. Native Language Revitalization

Funding for districts and schools to create and offer language instruction in Dakota and Anishinaabe languages or other indigenous languages (one-time).

# Budget Revisions to Current Allocations

## 9. Clarifying the Intended Recipients of American Indian Education Aid

No cost. Clarifies that aid may only be used for non-Native students to participate in program after American Indian students' unique cultural and academic needs are met, and student accountability factors meet or exceed non-Native peers. This funding is used for programming under section 124D.74, subdivision 1.

## 10. Tribal Head Start Allocation Set Aside

No cost. Sets aside 10.72 % of total Head Start annual allocation for Tribal Head Start programs.

# Questions?



Any  
Questions?

# Final Stage of Strategic Planning: World Café'

- Six stations
  - See what MDE has planned for the next five years
  - Discuss current plans
  - Add to what needs attention
  - Multiple Perspectives
- 10-15 minutes at each station
  - Intentional connections
  - Sound will let us know when to move to next station
- We need your perspective; Thank YOU!

# Strategic Input World Café

- Every Student Receives a World-Class Education
- Every Student Learns in a Safe and Nurturing Environment
- Every Student Learns in a Classroom with Caring and Qualified Teachers
- Expand Access to Opportunities for Students of Color and Indigenous Students
- Expand Access to Opportunities for Students in Greater Minnesota
- Fund a 21st Century Education

**Pilámayaye | Miigwech  
| Niá:wen | Pinagigi | Thank You**

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