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# **Needs Assessment Results for Indigenous Education for All**

Report to the Legislature

As required by Minnesota Statutes, section 120B.021, subdivision 5

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$18,068.51 to prepare, including staff time, printing and mailing expenses.

*Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.*

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## Legislative Charge

Indigenous Education for All (IEFA) is teaching and learning about the rich cultural heritage and contemporary contributions of the Anishinaabe and Dakota people to what we presently call Minnesota. The required academic standards include the contributions of Minnesota's tribal Nations and Urban Indigenous Communities. This is intended for all students in Minnesota, as well as their teachers and school administrators to better understand their Indigenous peers, and to share an accurate history of the First People on this land.

Minnesota Statutes 2023, section 120B.021, subdivision 5, reads:

The Minnesota Department of Education (MDE) must conduct a needs assessment by December 31, 2023. The needs assessment must fully inform the development of future resources for Indigenous education for all students by using information from American Indian Tribes and communities in Minnesota, including urban Indigenous communities, Minnesota's Tribal Nations Education Committee, schools and districts, students, and educational organizations. The commissioner must submit a report on the findings and recommendations from the needs assessment to the chairs and ranking minority members of legislative committees with jurisdiction over education; to the American Indian Tribes and communities in Minnesota, including urban Indigenous communities; and to all schools and districts in the state by February 1, 2024.

This report uses the identification titles of American Indian, Native American, Dakota, Ojibwe, and Indigenous interchangeably when appropriate to represent the original inhabitants of what we now call Minnesota. This is the ancestral home of the Dakota and Ojibwe peoples.

## Executive Summary

The Needs Assessment Survey for Indigenous Education for All (IEFA) was sent widely across Minnesota, as well as to American Indian Tribes and communities in Minnesota, including urban Indigenous communities, Minnesota's Tribal Nations Education Committee, schools and districts, students, and educational organizations. The survey consisted of a series of questions regarding the needs for implementation of Indigenous Education for All across Minnesota. The Survey was sent with the following information:

Indigenous Education for All (IEFA) is new legislation that will educate all students in Minnesota about the 11 Tribal Nations with whom we have geography in common. The Minnesota Department of Education (MDE) is gathering feedback from students, (including former students), parents, educators, community leaders (including elders), and residents of Minnesota. Information gathered from this survey will inform the Legislature and MDE about your needs to implement Indigenous Education for All. We would also like to hear how we can support the work to implement Indigenous Education for All to better serve each student in Minnesota schools.

MDE received over 3800 responses to the survey which consisted of demographic and community information, and the needs for implementing Indigenous Education for All. Responses were analyzed from the point of view of the respondents, and found to have many commonalities across educators, community members, educational organizations, and tribal leaders. The survey results contained an array of information that was quantitative, such as the number of respondents who lived in specific areas of the state. The results also had a

wealth of qualitative responses that tell us Minnesota will have to work diligently to see Indigenous Education for All implemented with fidelity and positive intentions.

Respondents overwhelmingly reported that the largest areas of need include curricular resources and professional development for educators. Curricular resources are a critical part of implementation and were the highest area of need. Professional development was also identified as being vital to the implementation. Both findings are required for implementation, and funding is essential to enact this legislation. For Tribal Nations to gather and disseminate accurate and authentic curricular resources, further funding is necessary.

## Introduction

While Minnesota consistently ranks as a top state to live and work, this is not true for everyone, and these inequities threaten our long-term competitiveness as a state. To ensure Minnesota is a top place to live, our government – policy and budget – needs to focus on preparing the next generation of Minnesotans to work and lead in a rapidly changing world. This means we need a government centered around our children and their families so that Minnesota is the best place for each and every child to grow up.

Minnesota has a rich cultural history. The Dakota and Ojibwe people who have resided continuously in what is now Minnesota have distinct and separate cultures, with many similar values. Native Americans in Minnesota have faced unique hardships throughout history which have resulted in long-lasting disparities that need to be addressed through the teaching of the accurate historical and contemporary issues that have been faced by American Indian communities.

Indigenous Education for All is designed to collect information from Tribal Nations on what they want Minnesota students to know and understand about them. Tribes were offered a small amount of funding to gather teams to record information from which the Minnesota Department of Education (MDE) will align to the required standards and provide curricular resources and professional development to educators across the state. This is a multi-year project that will have lifelong implications.

Improving access to American Indian curricula will benefit all Minnesotans and supports the Due North goal of creating a safe and nurturing learning environment. IEFA will improve the lives of all Minnesotans by working collaboratively to implement policies that achieve results for all students, particularly those historically underserved students that need to see themselves reflected in their school communities through representation in curriculum, their educators, and within their school buildings. This inclusive education supports and addresses the historic and current knowledge directly from Tribal Nations that is absent from most of our schools.

This report will discuss the findings of the needs assessment survey for the implementation of Indigenous Education for All. Along with the findings of the respondents from across Minnesota, the information provides important recommendations as we move forward with providing historically accurate, tribally endorsed, culturally relevant, community-based, contemporary and developmentally appropriate resources for educators to enact this legislation.

Improving access to the curriculum about Tribal Nations and communities will benefit all Minnesotans. For non-native students, it can enable greater self-awareness and compassion. For American Indian students, it can provide positive reinforcement, support identity development and assist with upholding tribal sovereignty of the

11 Tribal Nations in Minnesota. When American Indian students feel like their culture is welcome at school, they are more likely to thrive both personally and academically.

All current students in Minnesota are impacted by not being taught the accurate and significant histories and contemporary contributions of the American Indian people in Minnesota. The historical and institutional practices have not provided our educators and district administrators with this learning opportunity either. We must break the cycle of ignorance created by the absence of knowledge about the ancestral homelands and vibrant contemporary culture of the Dakota and Ojibwe people in what is now known as Minnesota.

## Analysis

This analysis of the data received by more than 3800 respondents will first be organized by the findings, and then turn towards the recommendations according to the data received. During our analysis of the data, American Indian respondents clearly had a very differing opinion from others who responded. Additionally, it is understood that American Indian educators, parents, and students will continue to support districts in trying to start and then sustain the teaching about American Indians in Minnesota.

The Needs Assessment was first analyzed using the demographic data submitted by respondents. The first five questions clearly defined who the respondents are, and their locations within Minnesota.

- Educator or other educational professional
- District Superintendent
- Parent/guardian/caregiver of a Minnesota K-12 student
- Resident of Minnesota
- School Principal
- Student or Former Student
- Tribal Leader
- Youth-Serving Organization
- I'm not sure
- Other (please specify)

The respondents' demographic information clearly shows that there are many people from a variety of regions and communities interested in implementing Indigenous Education for All. The questions asked of each group of respondents was then analyzed from questions derived to understand the needs to implement IEFA. The MDE then asked each group of respondents questions regarding Implementation and resource needs.

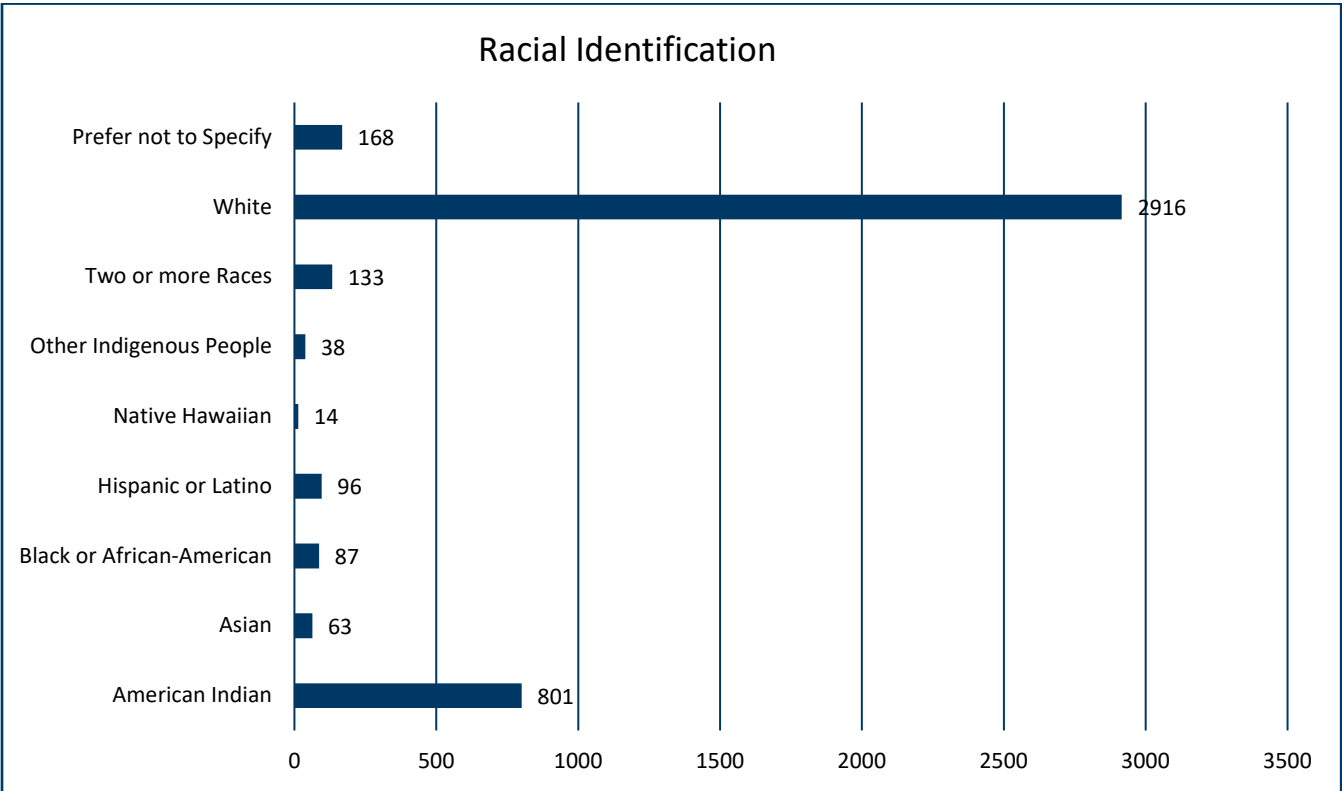
Educators were the largest group of respondents.

# Findings

Each respondent was first asked questions about their demographic information that included self-identification of race and geographic location, which was then broken down by the type of community and region of Minnesota they reside in.

The majority of respondents identified as white, although American Indians responded at a higher rate than other groups.

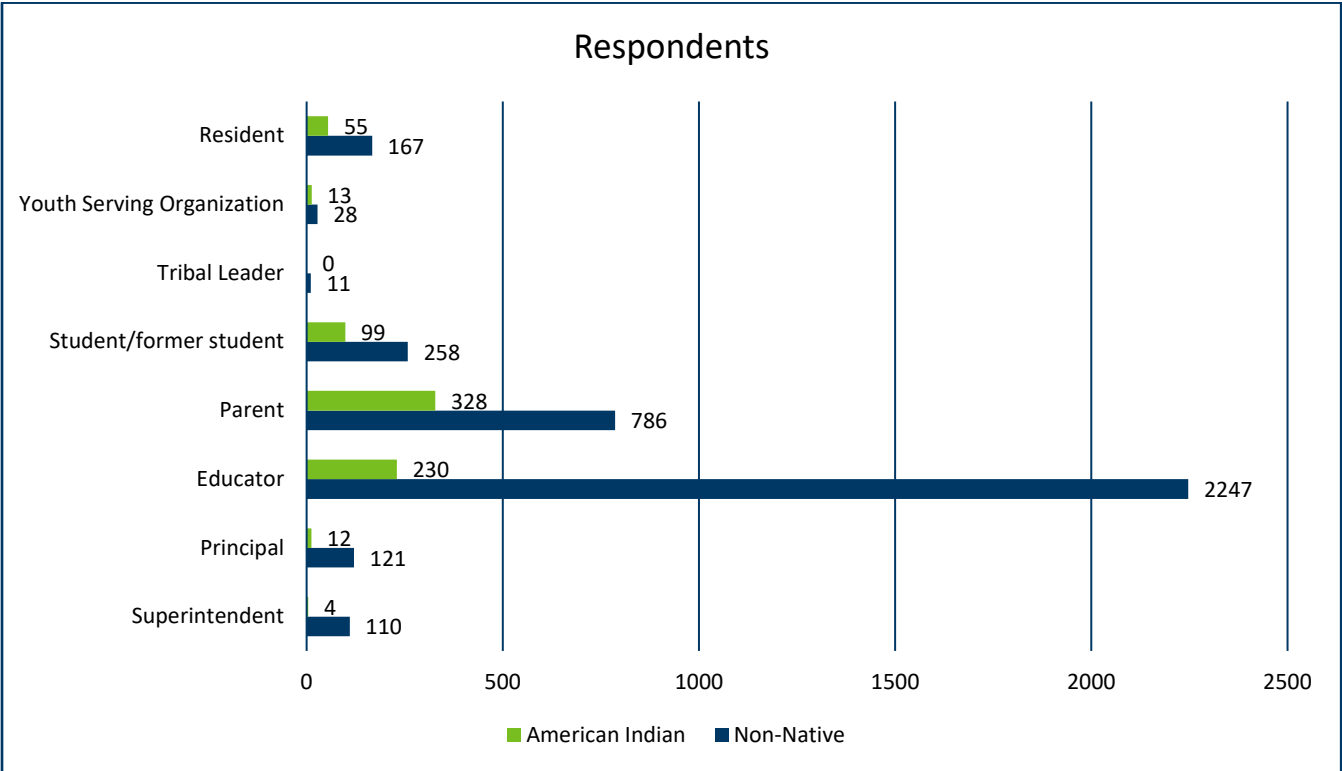
Figure 1: Demographic Information



Respondents were then asked from what point of view are you taking this survey, which provided information about the number of students, educators, parents, district administrators, Minnesota resident, or tribal leaders were responding. This also provided the individual responses from each of the groups of respondents. Given the higher number per capita responses from American Indians, the data was then displayed graphically using the American Indian responses as compared to all respondents. Additionally, with the higher number of American Indian people responding, it is helpful for this information to be shown in that implementation of Indigenous Education for All must include input, feedback, and knowledge of the people who have lived experiences as American Indians.

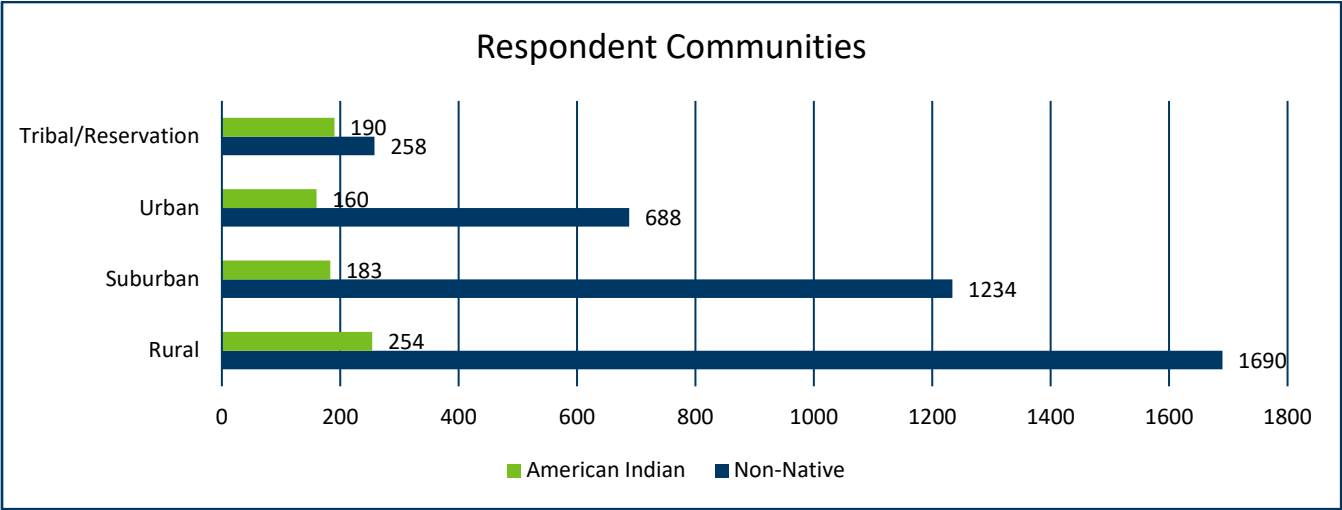
As shown in the figure below, educators were the largest group providing information, although parents, students, and residents of Minnesota also responded, giving well-rounded data for this report.

Figure 2: Respondent Point of View



The survey then asked the type of community each respondent was from which shows that the majority came from non-indigenous people in rural areas, followed by suburban, urban, and tribal/reservation communities. This data ensures that the respondents are from a variety of communities from across Minnesota.

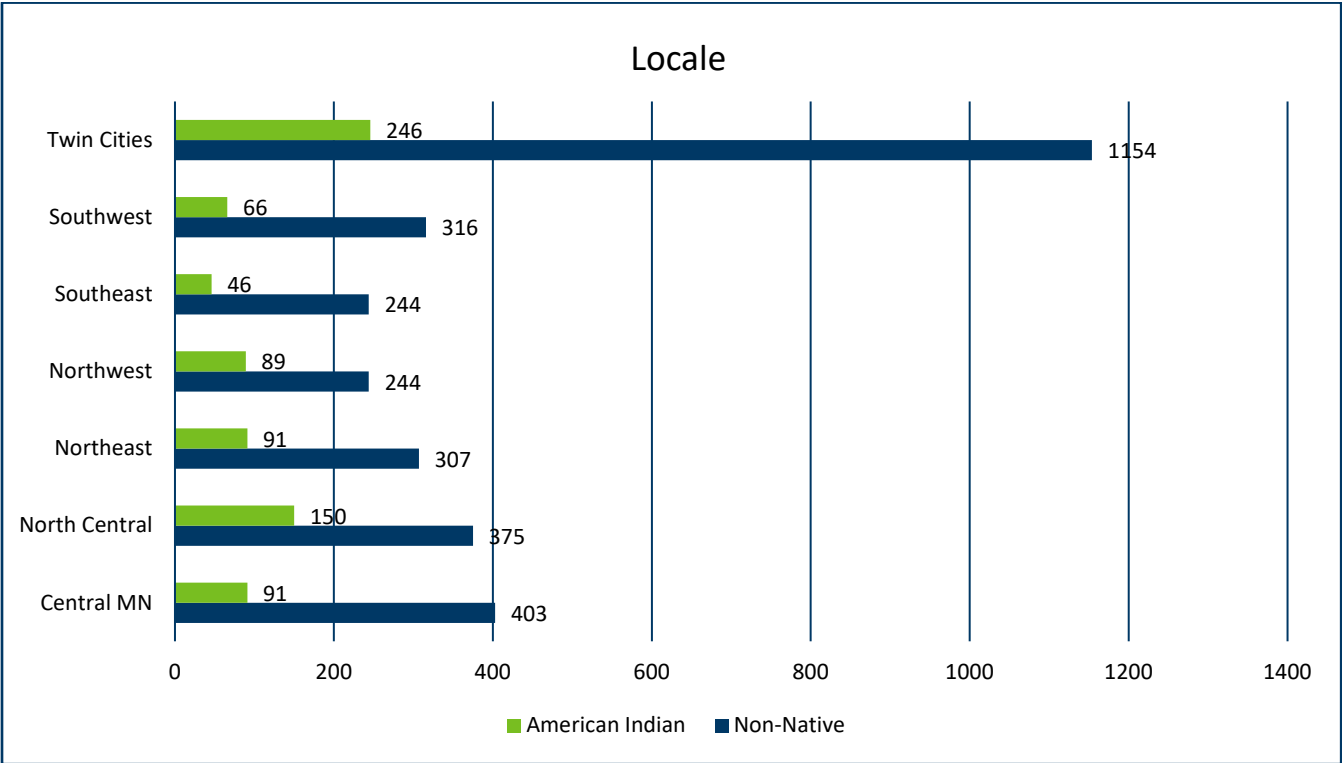
Figure 3: Respondent Communities





Survey respondents were asked to select what part of the state they reside in. The majority of both American Indians and non-Natives responded from the Twin Cities area, but there is a well-rounded response from areas encompassing all of Minnesota.

Figure 4: Locale of Respondents



Each respondent was then given a series of questions regarding the implementation of Indigenous Education for All. This analysis will first look at student responses, as this provided information on what is currently being taught about Indigenous people in Minnesota districts.

## Students

Student and former student responses totaled 249, while 99 identified as American Indian, and 159 identified as non-American Indian. Of the student respondents, 219 were at high school level, 129 at middle schools, and 98 were elementary students. Four respondents were at alternative educational sites. The majority of students were from rural areas, followed by suburban, tribal, and urban communities.

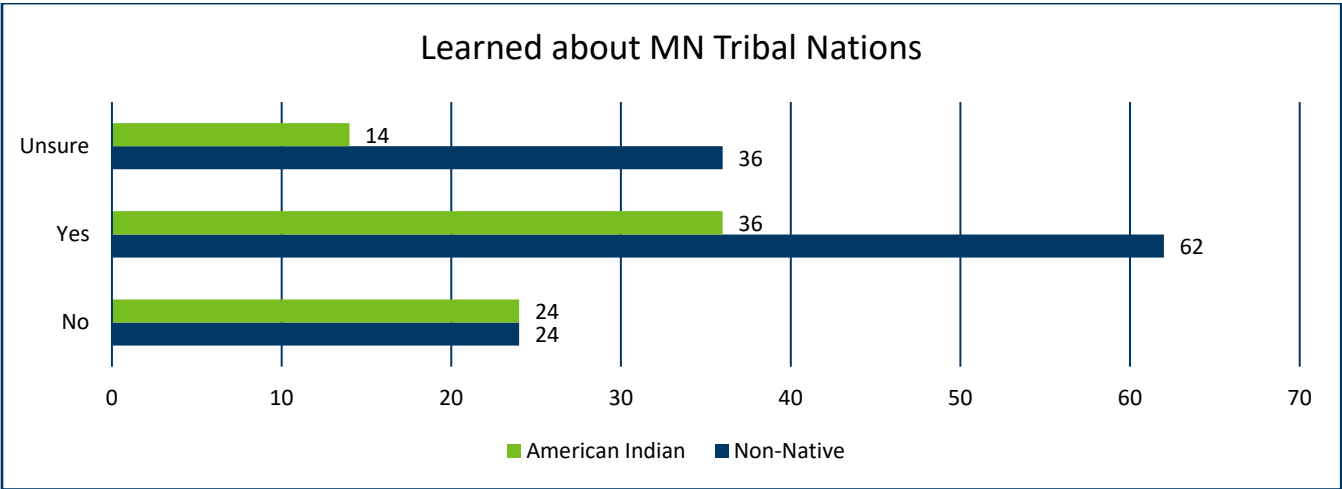
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*“The only piece I can remember learning is about the Thanksgiving story, which is not told through the Dakota/Ojibwe voice.”*

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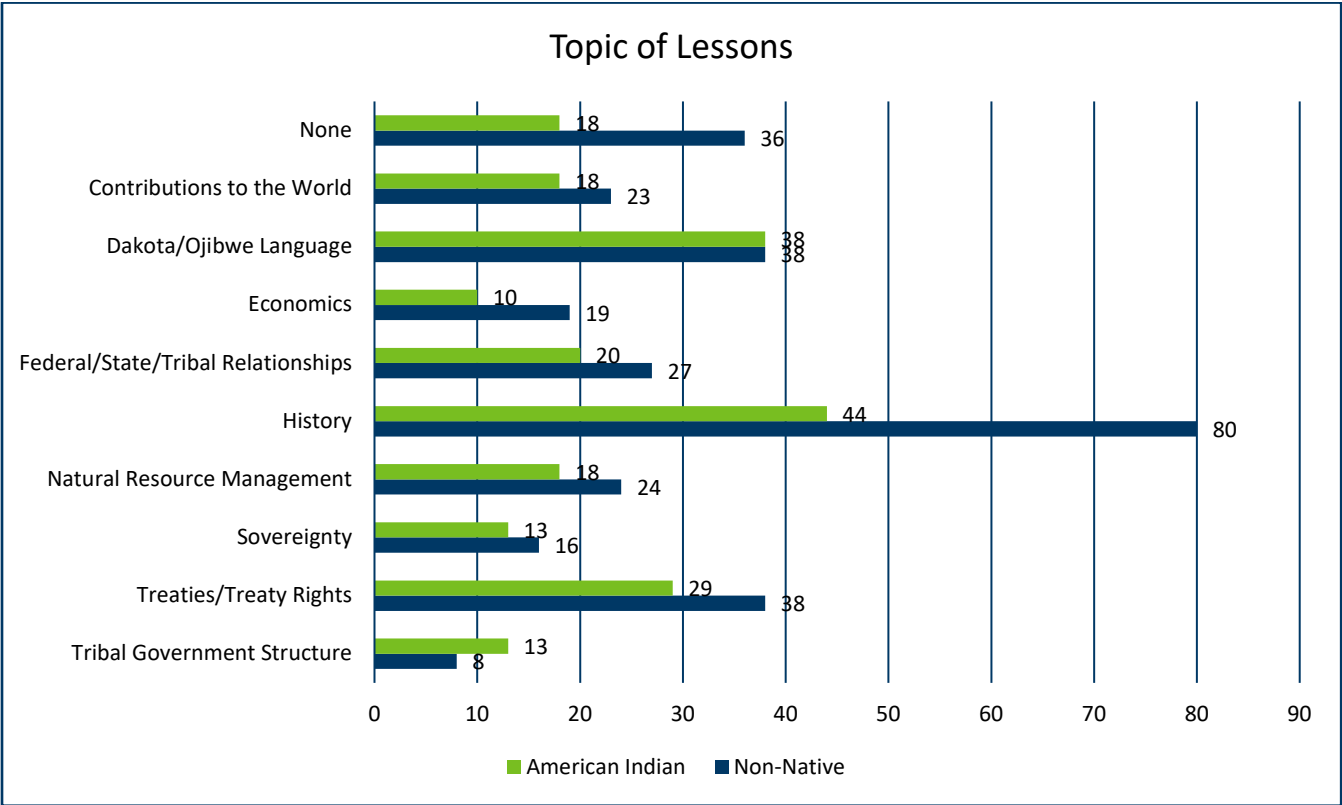
Students were asked questions regarding what they have been taught, where they have been taught, and if what was taught was authentic.

Figure 5: Learned About Tribes and Urban American Indians



This survey also asked what the topics of learning were regarding American Indian learning in schools. Interestingly, a higher proportion of American Indian students reported learning about these topics, and data suggests they understand the topics to a further degree than their non-native peers.

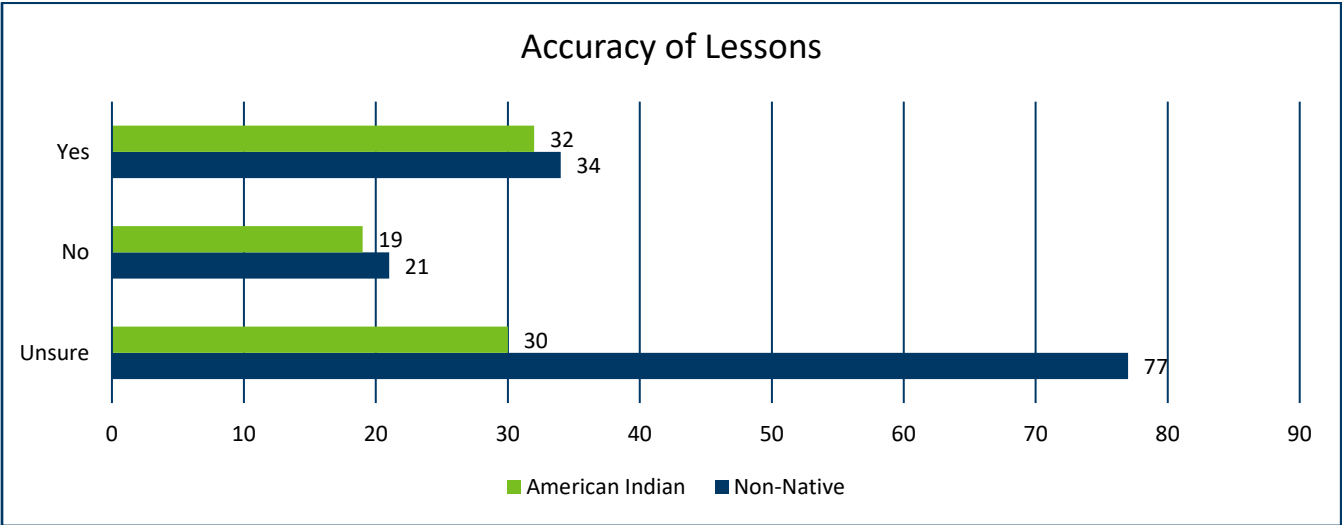
Figure 6: Topics of Lessons



Students across Minnesota, especially non-Native students are unsure if what they are taught is accurate. Furthering Indigenous Education for All will ensure that the accurate and tribally endorsed teachings are foundational in our state.

*“Recognizing and appreciating the peoples and their teachings is most often forgotten in modern education and in general.”*

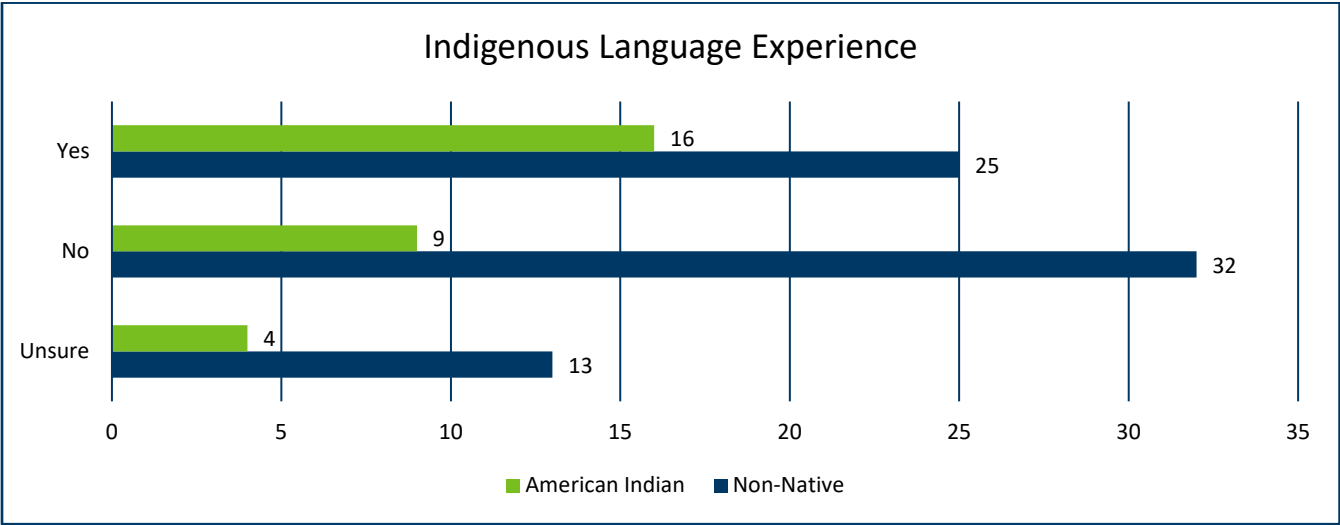
Figure 7: Accuracy of Lessons



Students report that, although they have sporadic lessons about American Indians, very little is specific to Minnesota, and the accuracy of the lessons are questioned. Many of the students learned a variety of seemingly unrelated pieces of information rather than a comprehensive unit that shows connections between humans, the land, and the historical policies that have lasting impacts for American Indian peoples.

*“I learned very little and not completely true information about the history and treaties.”*

Figure 8: Indigenous Language Experience



Altogether, the over 200 students who filled out the survey felt as if they did not have enough classes or teachings about American Indian Peoples in Minnesota. In fact, the most mentioned topics from students were the inaccuracy of the lessons concerning Christopher Columbus, and also of the adventures of Lewis and Clark. Neither of these topics pertain directly to Minnesota, though impacts from both are still felt today. Students are asking for culturally relevant learning opportunities in the classroom and within their communities, both historical and contemporary.

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*“I wish we’d learned colonialism wasn’t some fun, though sometimes deadly, adventure. I learned nothing of Indigenous contributions today, beyond mention of the code talkers in WWII. I think we need more discussion about land back movements and that colonization/assimilation is ongoing to this day.”*

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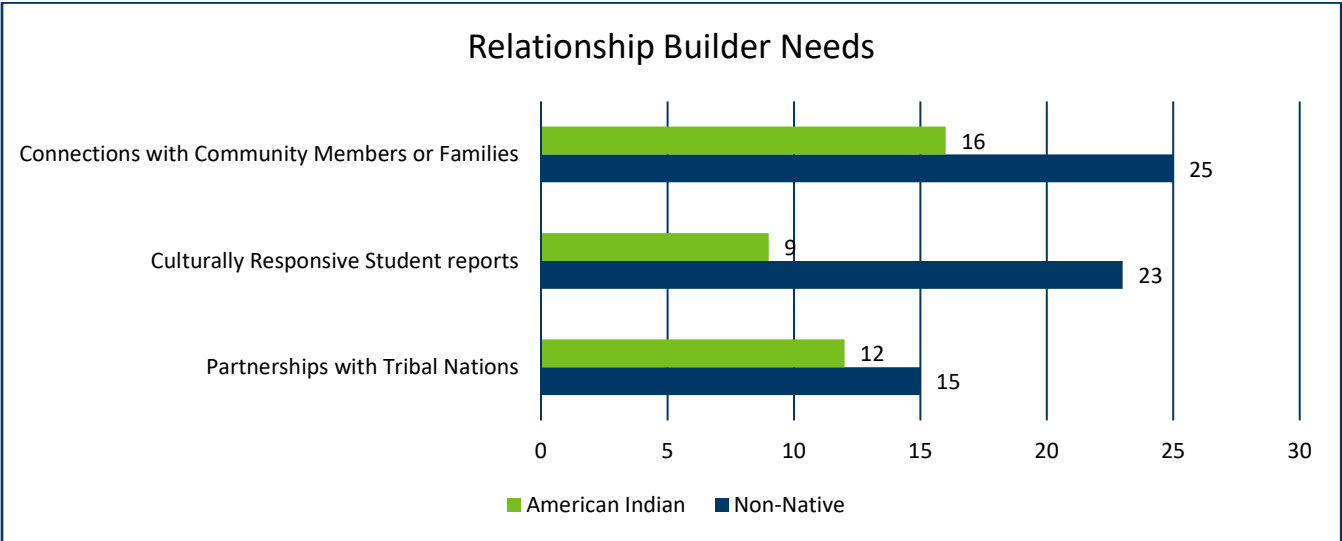
Students, broadly, are asking to be taught more culturally relevant teachings including Indigenous languages, treaties, and the contributions of American Indian people to Minnesota. Specifically, students requested the true history of Minnesota taught through Dakota and Ojibwe voices, Indian policies that impact all people, economics and natural resource management, and how they can contribute to their own communities with accurate knowledge about the lives of Indigenous people in Minnesota.

# Parents

This survey included responses from 786 parents and guardians across Minnesota. Of those, 328 reported being American Indian. Respondents also specified their roles as grandparents, tribal members, social workers, Indian Education coordinators, and administrative assistants in districts. There is a wide variety of respondents in this area from bus drivers to community activists.

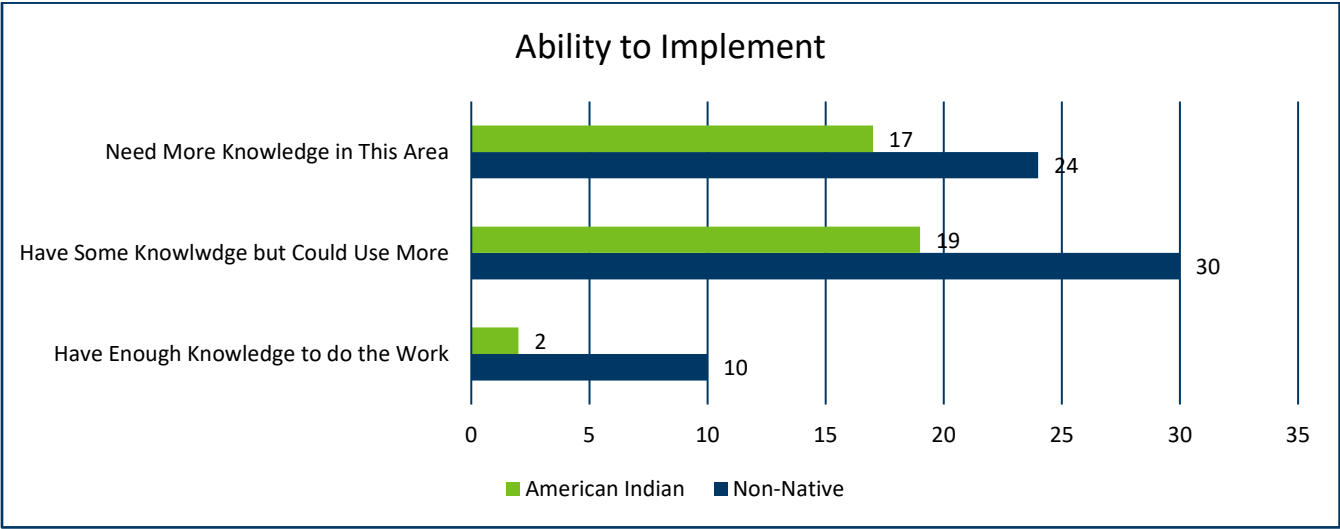
Most of the respondents reported having experience in schools and came from around Minnesota districts evenly from elementary through high school levels. The highest number of these respondents comes from rural areas, with suburban, urban, and tribal following the rural numbers. Parents and community members were asked what type of professional development would be helpful to implement Indigenous Education for All, with the highest need indicated as Indigenous-based community professional development. All other types of professional development follow with similar numbers for all other areas of professional development being vital.

Figure 9: Parents – Relationship Building



Parents and community members also see a need for intentional connections and partnerships with Tribal Nations, as well as a connection to community members and families with the lived experiences. It will be vital to have respectful and culturally responsive relationships between the school community and the home communities that students come from. Responses from non-Indigenous respondents make it clear that, although it is important for our students to learn about the Indigenous perspective, it cannot be done in a fashion of marginalizing, guilting, or creating a sense of reparations in the non-Indigenous heritage students. Additionally, parents report that the highest areas of need in implementation for Indigenous education for All are funding and professional development for teachers and administrators.

Figure 10: Educator Ability to Implement



Parents feel that more knowledge and professional development is crucial to implementation, and that, although there is some level of knowledge of American Indian people, not all educators know how to teach the information in a way that is not politically charged, or that is culturally responsive to all students. Many of the Indigenous parents understand that in order for this legislation to be implemented, funding is the number one need – for professional development, for curricular resources, and for human resources to assist in the process. In fact, parents listed the lack of funding as the number one challenge to implementing Indigenous Education for All.

Respondents in this area also reported that they feel that schools and community organizations will need help to successfully implement Indigenous Education for All, and will need support not only from tribal nations, but from school leaders such as superintendents and principals to provide a foundation of wanting to teach American Indian knowledge along with a framework for sustainability for IEFA. Several comments from non-American Indian persons cite that this curriculum about Indigenous peoples should be relegated within the history and social studies curriculum only, and that it will be difficult for some staff to agree to and teach American Indian subjects with authenticity and integrity.

Parents are also looking for some level of accountability that districts are teaching the required standards and that the teaching be accurate and honest. Amongst all the responses from parents was the idea that educators and staff within schools must also build the relationships with American Indian students, community members, and tribes. Without authentic and positive relationships, parents see resistance and disagreement with this priority. Parents wrote about how we can construct lessons that teach about Indigenous culture and still teach all subjects.

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*“We need staff development within our community; relationship-building with tribe members and community.”*

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# Educators

More than 2,200 educators responded to the survey from many different types of school settings and from all regions of Minnesota. Their responses demonstrate that support is necessary because the teachers and administrators need to learn the history themselves before they can teach Indigenous Education topics. It follows that the professional development need for Indigenous Education for All implementation is larger than anticipated, and access to both professional development and curricular resources are critical to implementation.

The first questions for educators involved finding where teachers were located as well as what type of teachers are thinking about implementation. Most educators responded from public schools, but educators from charter schools, Tribal contract schools, and home school educators are included in the results.

*“I’d like to see us support teachers in the form of time and money to do this learning and work.”*

Figure 11: Educators – Public Schools

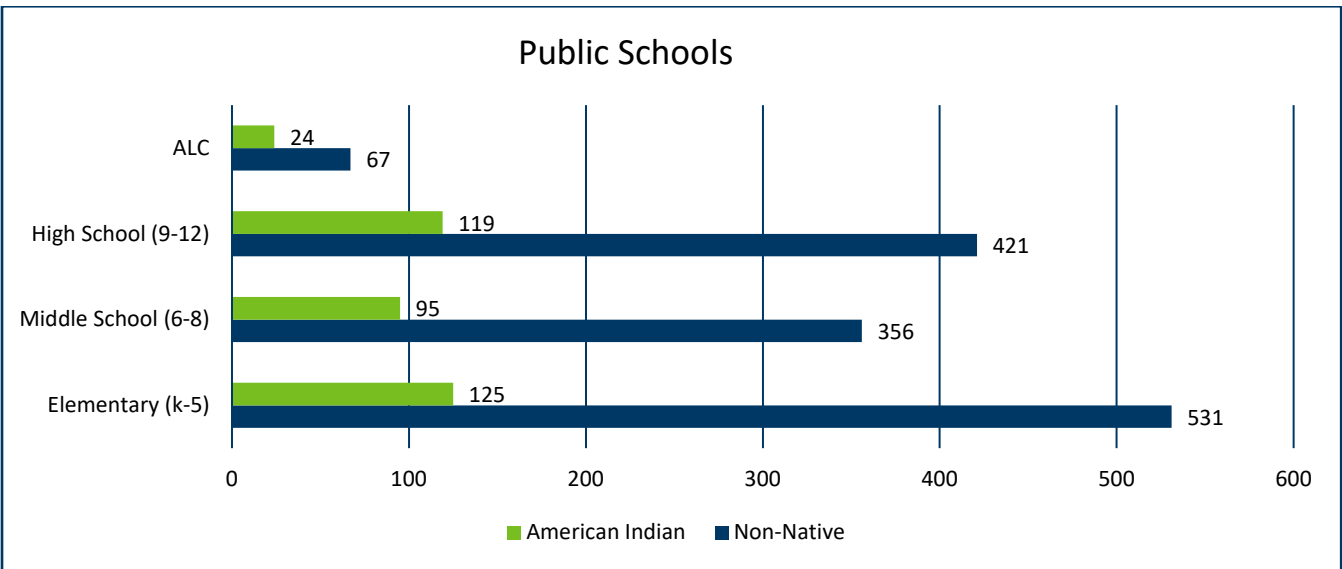


Figure 12: Educators – Homeschool, Private

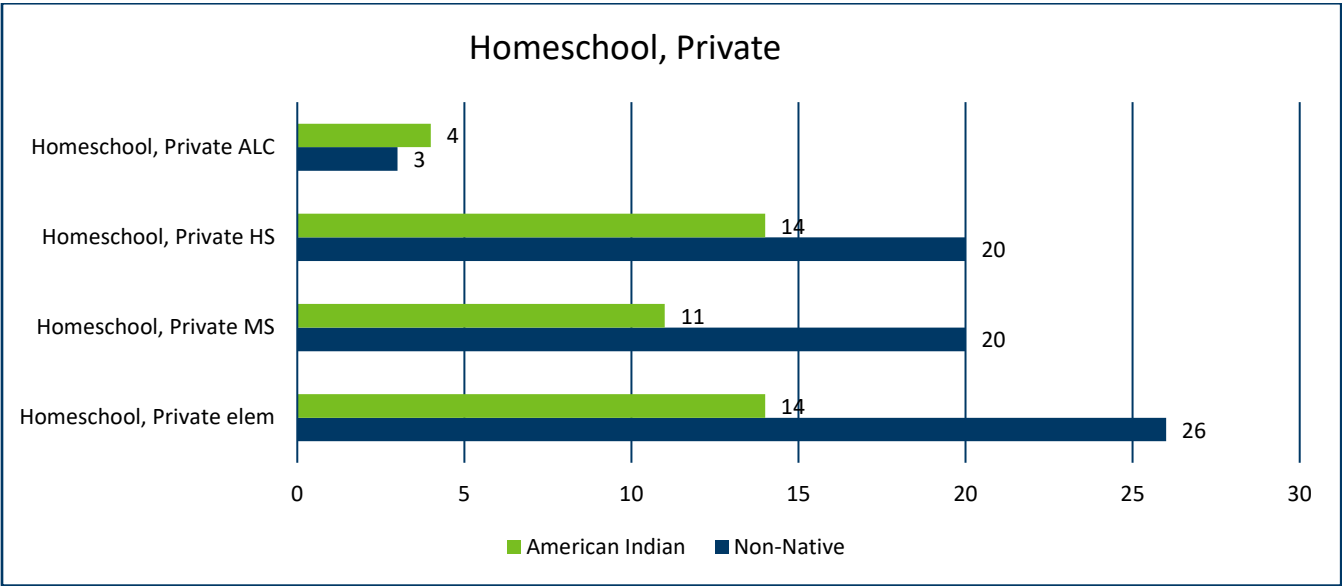
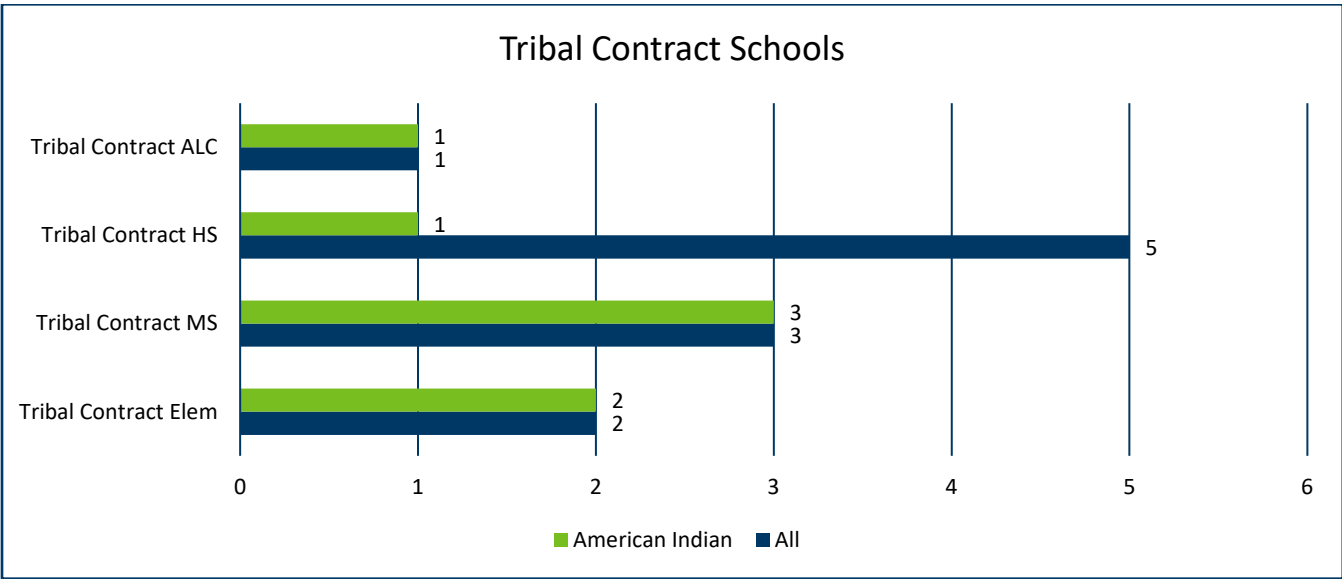


Figure 13: Educators – Tribal Contract Schools



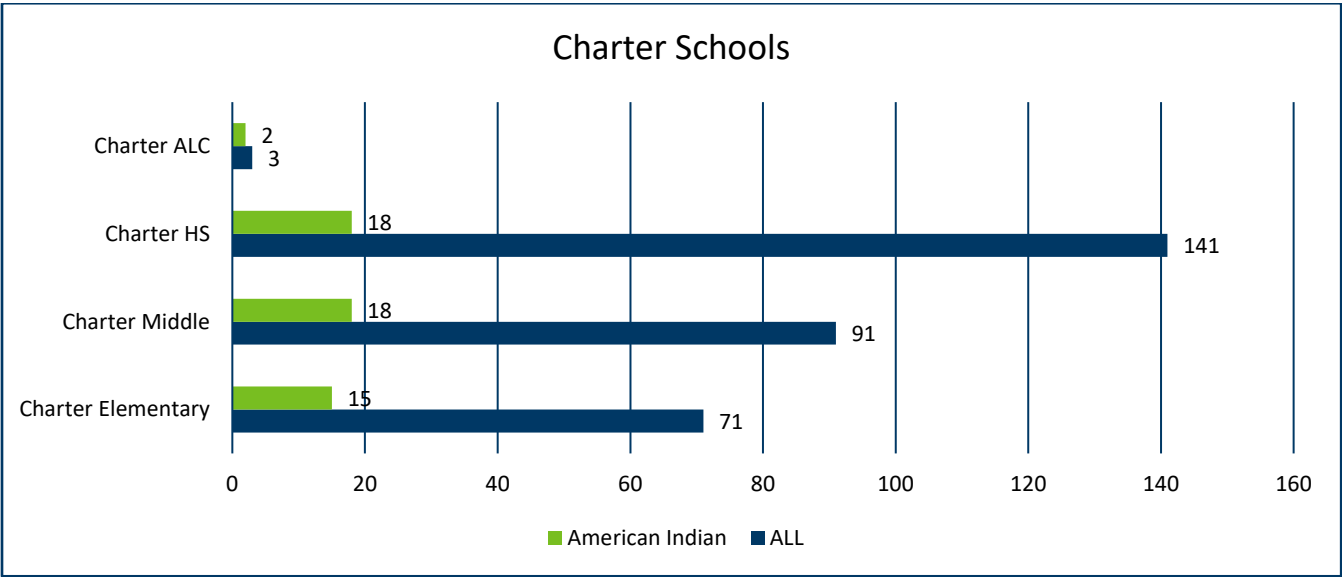
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*The Department of Education needs to supply resources, trainings, and curricula in all subject areas and grade levels in order for this to be meaningful for all students. Schools do not have the knowledge or funding to do this on their own.*

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Figure 14: Educators – Charter Schools



Educators were asked what types of professional development are needed to implement Indigenous Education for All. All of the choices provided were chosen by many of the educators, though Indigenous Community-based professional development was chosen most often. What is clear is that all forms of professional development are valuable to teachers, and that it also needs to be connected to the required academic standards and taught with an Indigenous-based lens. Responses show a lack of implementation at the district level due to the lack of knowledge, funding, and curricular resources as major themes to consider. Many educators feel as if they would like to implement, but do not have the backing nor support from district administration to start and sustain

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*“We need it all. Our district needs to learn the history ourselves first before we can teach it. We need to be taught it and have something to hold onto to teach new staff. We NEED curriculum. We are NOT following the standards because we don’t have resources. I’ve begged the district leaders and it isn’t happening.”*

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Indigenous Education for All with integrity or fidelity. Therefore, educators are requesting culturally responsive student supports, more and better partnerships with American Indian community members and Tribal Nations, instructional materials aligned with the required academic standards, and human resources to assist in learning about and implementing Indigenous Education for All.

Figure 15: Types of Professional Development Needed



### Tribal Leaders

Tribal leaders responding to the survey noted the need for funding in order for staff to complete information necessary to implementing Indigenous Education for All. Each Tribal Nation that is working to answer the question, “What do you want every student in Minnesota to know about your Nation?” has responded that the small amount of funding offered to their Tribe has been insufficient to gather and produce curricular resources. Further, Tribal leaders and Tribal Education Directors have communicated that they will not be able to produce the quality and quantity of information they would like to with such little funding.

Tribal leaders shared that Minnesota schools and community organizations need more knowledge and support in all areas for implementation of Indigenous Education for All. The areas of need also include Indigenous community-based professional development for schools, and Indigenous experiential learning knowledge for educators. Tribal leaders want to be informed of the process for implementation, and want to know and understand what is developed and implemented with all the Tribal Nations. Tribal leaders understand they are a

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*Indigenous youth need more Indigenous leaders from the community within their education halls. They need to see and hear from Indigenous instructors and storytellers. Minnesota needs to encourage tribal leaders to visit classrooms. Indigenous workers need to be there for special events to show our youth that we’re here and we’re working within the communities.*

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crucial part of implementation, but also understand the need to pay their people appropriately for the work they are currently completing.

## Conclusion

Indigenous Education for All will cultivate civic identity and help everyone participate in the democratic process by discussing Indigenous experiences of the past and present. It is designed to create comprehensive units of instruction that show connections to time, land, and all of humanity.

Results of this needs assessment show that it is necessary for Indigenous Education for All to be tribally endorsed, and the Tribal Nations and communities must be a part of the process of implementation and beyond. MDE has been working with Tribal Nations to share resources about tribal lands, people, history, and contemporary issues of American Indian people in Minnesota.

Educators and district administrators will play a critical role in implementing Indigenous Education for All. Support and commitment from educators and district administrators will be important for implementation to be authentic, accurate, and successful.

Respondents were clear on the funding, curricular resource, and professional development needs for this legislation to be enacted. There are many areas within Minnesota that will be able to enact Indigenous Education for All with adequate resources. There are areas where much work remains to be done to clarify the importance of our students learning the historical and contemporary lived experiences of American Indians in Minnesota. Given the demonstrated needs outlined in this report, adequate funding will be important to realize the goals of the Indigenous Education for All legislation for students across the state. Funding, curricular resources and professional development will all contribute to ensuring there is understanding of history, culture, and race relations in politics, academic, and society more broadly.

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*“I believe that all students benefit from learning about Indigenous history, culture, and resilience. This needs to be Indigenous led, steered, and implemented, and funded appropriately to be a success.”*

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## Appendix A: Quote from American Indian Parent

“It’s important to include INDIAN POLICY in history classes. Whether it’s Indian policy specific to the Minnesota area or Indian Policy in general. The general public needs to know about boarding schools, trail of tears, The Civilization Act, the Indian Reorganization/Relocation Act, The Religious Freedom Act, etc., to know what went on and why we are where we are now. This would have helped with my identity and would have help strikes some important conversations within my family. I would have understood our lifestyle, trauma and why life is the way it was. School is hard enough, the very least we could do is collectively understand our history. It’s important to understand the beauty of each tribe as well, practices, traditions and language, etc., to let everyone know that we’re still here. I think educating on these topics will reduce the stigma and racism towards Native Americans that is experienced in rural communities. I remember being ashamed of my culture as a child by the way the Caucasian people made me feel, and that is absolutely unacceptable. I hope my unborn children never will feel that way.”

## Appendix B: The Indigenous Education for All Survey

Indigenous Education for All (IEFA) is teaching and learning about the rich cultural heritage and contemporary contributions of the Ojibwe and Dakota people. The required academic standards include the contributions of Tribal Nations and Urban Indigenous Communities. Section 5, Minnesota Statutes 2023, section 120B.021, states that Indigenous Education for All must be incorporated in curricula K through 12, effective July 1, 2023.

We are looking to gather feedback in order to improve the process of IEFA implementation. The following is a brief series of questions to learn about your implementation needs. This information-gathering questionnaire is designed for you to reflect on your practices and needs within your community. Please pass this along to whomever you think should also respond to the questions.

How this information will be used: Information gathered from this survey will inform the Legislature and MDE about your needs in implementing Indigenous Education for All.

The intention is to learn about needs and how we might support the work to implement Indigenous Education for All to better serve you and the students in Minnesota schools.

How this information will not be used: To evaluate the work of individual schools or staff.

This information-gathering tool should take only about 15 minutes to complete. All responses will be grouped by role, and any identifying names and places in the comments will be aggregated when reporting results.

Timeline: This survey will close on September 22, 2023, at 5 p.m.

Needs:

- Culturally Responsive Student Supports – processes in classrooms to support students aligned with Culturally Responsive pedagogy.
- Connections with Community members or families – events or processes for school staff to engage in meaningful conversation with community members and family
- Partnerships with Tribal Nations – engaging and maintaining an ongoing collaborative relationship with tribal members and /or educators
- Curricular Resources – instructional materials for classroom use
- Funding – money
- Staff PD – Staff PD and PD are the same thing, but what it means depends who chose the answer (if teachers asked for their own PD or if community members asked for teachers to be trained) PD is professional learning opportunities for teachers, virtual, in-person, ongoing or cohort model is a goal.
- PD (in particular, the difference between PD and Staff PD) – see above
- Instructional Coaching – ongoing job embedded pd and training for teachers provided by district
- Support in Standards Implementation – support from MDE standards specialists on implementing standards and benchmarks that include Indigenous contributions (guidance, PD)
- Human Resources – staff, licensed teachers or teachers with Indigenous Language expertise

## Appendix C: The Indigenous Education for All Legislation Survey

### Demographic Questions

1. I am taking this survey from my point of view as (choose one).

- Educator or other educational professional
- Parent/guardian/caregiver of a Minnesota K-12 student
- School Principal
- District Superintendent
- Tribal Nations Education Committee Member
- Tribal Leader
- Youth-Serving Organization
- Student
- I'm not sure

Other (please specify)

2. If you are an educator, please select your role. If not an educator, please skip this question.

- Administration (District and School Leadership team)
- Pre-Kindergarten/ Early Childhood
- Elementary school teacher
- Arts (Visual, Music, Media, Theater and Dance)
- English Language Arts
- Indian Education
- Physical and Health Education
- Mathematics
- Science
- Social Studies

Please describe

- Special Education
- STEM
- Gifted and Talented
- Paraprofessional
- Licensed Non-Instructional (School Counselor, Social Worker, Psychologist)
- Non-Licensed/ Non-Instructional
- World Language
- Student Services (Nurse, Speech, Occupational, Physical, Vision/ Hearing)
- Community Youth Organization

3. Please self-identify yourself by selecting all that apply:

- Asian or Pacific Islander
- American Indian/Native American/First Nations/Indigenous

- Black or African American
  - Middle Eastern/North African
  - Other Indigenous Group
  - White or Caucasian
  - Multiracial or Biracial
  - Hispanic or Latino
  - A race/ethnicity not listed here
  - Other than listed above
  - Prefer not to answer
4. Please select the school (s) where you work, where your children attend or have affiliation, check all that apply. If unsure, leave blank.
- Charter school
  - Homeschool, Private, or Other
  - Other (please specify)
5. Please select the type of community you live in. (Choose one).
- Urban
  - Suburban
  - Rural
  - Tribal or Reservation
6. Please select what part of the state you reside.
- Twin Cities Metro
  - SE Minnesota
  - SW Minnesota
  - Central Minnesota
  - North Central Minnesota
  - NW Minnesota
  - NE Minnesota

## IEFA Implementation Needs

Next, we would like to get a sense of how you are planning to implement Indigenous Education for All. Take a moment to reflect on the requirements listed above, and respond to the following items.

1. What types of Indigenous focused professional development was your school and/or community organization engaged in during the 2022-23 school year (check all that apply)
- Building and sustaining positive, whole person relationships
  - Indigenous community based/Indigenous Relevant
  - Learning through discovery with an Indigenous perspective
  - Interpreting behavior through an Indigenous lens
  - Indigenous focused experiential learning (place-based/expeditionary/adventure)

- Indigenous positive-asset-based
- Holistic approach grounded in Indigenous Knowledge
- Increasing reflection on learning
- General cultural competency (not Indigenous focused)
- I'm not sure
- None

Please describe

2. How often does your school and/or community organization include learning activities focused on the Tribal Nations and Urban Indigenous communities within Minnesota?

- Once a semester
- Rarely or never
- I'm not sure

3. What are the essential supports needed to implement Indigenous Education for All?

(Check all that may apply.)

- Connections with Indigenous community members or families
- Indigenous Community Based Organizations
- Partnerships with Tribal Nations
- Professional Development
- Student Supports
- Curricular resources
- Professional Development
- Student Supports
- Fiscal/Funding Support
- None

Please describe other essential supports or needs.

4. What are the anticipated challenges in implementing Indigenous Education for All?

(check all that apply).

- Training of staff
- Hiring qualified licensed staff
- Fiscal/Funding Support
- Professional development support for teachers
- Instructional materials D Community support
- None

Please describe other anticipated challenges.



## IEFA Resource Needs

Next, to further understand how to support implementation of Indigenous Education for All, we would like to more thoroughly understand your need for support.

1. Our schools and community organizations supporting education have the knowledge needed to successfully teach standards and benchmarks that address the contributions American Indians and Tribal Nations within Minnesota. (check one box)
  - Have enough knowledge to do the work
  - Have some knowledge but could use more support
  - Need more knowledge in this area
2. Our schools and community organizations have the ability needed to successfully teach standards and benchmarks that address the contributions of American Indians and Tribal Nations within Minnesota. (check one box).
  - Have enough ability to do the work
  - Have some ability but could use more support
  - Need more ability in this area
3. Our schools and community organizations have the supports needed from the Minnesota Department of Education (MDE) to successfully teach standards and benchmarks that address the contributions of American Indians and Tribal Nations within Minnesota. (check one box)
  - Have enough support to do the work
  - Have some support but could use more support
  - Need more support in this area
4. Our schools and community organizations have the resources (human, time, funding, etc.) needed to successfully teach standards and benchmarks that address the contributions of American Indians and Tribal Nations within Minnesota to implement Indigenous Education for All. (Check one box).
  - Have enough resources to do the work
  - Have some resources but could use more
  - Need more resources dedicated to this area
5. What are the types of resources that would be beneficial to implement Indigenous Education for All (check all that apply).
  - Staff Professional Development
  - Instructional Coaching
  - Curricular Resources
  - Support in Standards Implementation

Other (please specify)

- Human Resources
- Fiscal/Funding Support
- None

6. What are types of professional development that would be beneficial to implement Indigenous Education for All? (check all that apply).

- Building and sustaining positive, whole person relationships with Indigenous families and communities
- Indigenous Community Based/Indigenous Relevant
- Learning through discovery with an Indigenous perspective
- Indigenous focused Experiential Learning (place-based/expeditionary/adventure)
- Indigenous positive-asset-based
- Holistic approach grounded in Indigenous Knowledge
- Increasing reflection on learning through Indigenous perspectives
- Cultural Competency with an Indigenous focus
- None

Other (please specify)

### IEFA Student Questions

Student Question: As a current student of a Minnesota public, charter, or Tribal Contract school, please answer the following questions.

1. Have you learned about the contributions of American Indian tribes and Urban Indigenous communities in Minnesota in your school classes? (check one box.)

- Yes
- No
- Unsure

2. Have you learned about these topics in school or while participating in a youth education program outside of school (YMCA, Boys & Girls Club, Migizi, Division of Indian Work, etc.) (check all that apply.)

- Sovereignty
- Tribal Flags
- Treaties & Treaty Rights
- Governmental structure
- History
- Contemporary Issues
- Contemporary Impact on Economy and local Community
- Historical Economic Impact
- Resiliency
- Forced Relocation
- Impact of Boarding Schools
- Correcting Falsehoods
- Economic Impact
- Economic stability
- Natural Resource Management
- Contributions to education
- Stories of Names and Places of Indigenous

- Contemporary Lifeways: The Land, The origin Water, The People
  - Historical Lifeways: The Land, The Water, The People
  - Social Justice and Activism Language
  - Revitalization and Thrivance
  - None
  - Other (please specify)
3. Do you think that the lessons included true representations of Dakota and Ojibwe voices?
- Yes
  - Unsure
  - Other (please specify)
4. If you are a student with connections to Dakota and Ojibwe tribes and Urban Indigenous communities, what is important to you to see included in your school's instruction?
5. If you are a student who does not have connections to Dakota and Ojibwe tribes and Urban Indigenous communities, what is interesting to you to learn about those Tribal Nations and Urban Indigenous communities?
6. Have you learned any Ojibwe or Dakota language during your school experience?
- Yes
  - Unsure
  - Other (please specify)

### **IEFA Parent/Guardian/Caregiver Questions**

1. Has your student/child learned about the contributions of Minnesota American Indian tribes and Urban Indigenous communities in their school and/or community organization? (check one box)
- Yes
  - No
  - Unsure
2. Do you think that the lessons included true representations of Dakota and Ojibwe voices? (check one box)
- Yes
  - No
  - Unsure
  - Other (please specify)
3. If your student/child identifies as Indigenous, what is important to you to see included in your school's instruction? (check all that apply)
- Sovereignty
  - Tribal Flags
  - Treaties & Treaty Rights
  - Governmental structure
  - History
  - Contemporary Issues

- Contemporary Impact on Economy and local Community
  - Historical Economic Impact
  - Resiliency
  - Forced Relocation
  - Impact of Boarding Schools
  - Correcting Falsehoods
  - Economic Impact
  - Economic stability
  - Natural Resource Management
  - Contributions to education
  - Stories of Names and Places of Indigenous
  - Contemporary Lifeways: The Land, The origin Water, The People
  - Historical Lifeways: The Land, The Water, The People
  - Social Justice and Activism
  - Other (please specify)
  - Language Revitalization and Thrivance
  - None
4. If you and/or your student/child have connections to Dakota and Ojibwe tribes and Urban Indigenous communities, what is important to you to see included in your school's instruction?
  5. If you and/or your student/child do not have connections to Dakota and Ojibwe tribes and Urban Indigenous communities, what is interesting to you to learn about those Tribal Nations and Urban Indigenous communities?
  6. Has your student/child learned any Ojibwe or Dakota language during your school experience?
    - Yes
    - Unsure
    - Other (please specify)

## IEFA Tribal Nation Questions

Discussion questions presented to Tribal Nation members

1. What does your Nation need to develop curricular resources that accurately and authentically represents what all students in Minnesota should know and understand about your Nation?
2. What financial resources do you need to create curricular resources?
3. What staffing resources do you need to create curricular resources?
4. What do you think schools and/or community organizations, and educators need to accurately and authentically implement current and future developed curricular resources?
5. What forms of professional development are needed at local for schools and/or community-based organizations in order use curricular resources in support of Indigenous Education for All?
6. When and how would you like to review a summary of Tribal Nation feedback and contributions to this needs assessment of Indigenous Education for All?

## General Question

Is there any other information you want us to know?