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## **Gookonaanig Endaawaad (“Grandma’s House”)**

Multiple generations coming together to preserve Ojibwe language and culture in  
Northern Minnesota – a Whole Family Systems prototype

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Minnesota Department of Children, Youth, and Families  
Child Care Services  
444 Lafayette Road N  
St. Paul, MN 55155  
651-539-7700  
<https://dcyf.mn.gov/>



For accessible formats of this information or assistance with additional equal access to human services, email us at [dcyf.child.care@state.mn.us](mailto:dcyf.child.care@state.mn.us), call 651-431-3809, or use your preferred relay service.

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## Introduction

Minnesota's government agencies are working to learn and improve outcomes for children and families who have been traditionally marginalized by policies, programs, and practices. Change efforts are designed for government to work in partnership with communities to transform systems and structures to better meet the needs of diverse communities experiencing inequities.

## Purpose of Brief

This brief describes a five-year grant partnership with Fond du Lac Tribal College which allowed Ojibwemotaadidaa Omaa Gidakiiminaang - Gookonaanig Endaawaad (OOG-GE) to develop Ojibwe immersion early childhood programming, adapting that programming in response to the feedback and changing needs of participants, community members, and Tribal leaders. Initially focused on language immersion for children ages 0-3 with Ojibwe-language-learner parents, the current iteration prioritizes trauma-informed language and cultural reclamation throughout the community, including early childhood education, multi-generational family engagement, occupational training, and community outreach. This brief describes how the Whole Family Systems partnership with OOG-GE has demonstrated the value of close collaboration, flexibility, and cultural humility in supporting community-driven language and culture revitalization efforts.

## Whole Family Systems Initiative

“Through Whole Family Systems we’ve been able to do some things that we wouldn’t have been able to do without the Whole Family Systems project. We needed the flexibility of us utilizing our funding in a way that could support, really, our philosophy and our program components that were really important to us and to our first-language speakers.” – OOG-GE staff member

“We were invited as representatives of the state system to join our partners at Gookonaanig Endaawaad in a traditional Ojibwe ceremony that was grounded in traditional culture and values; guided by their spirituality, world-view and belief system. This set the tone for our entire learning partnership together.” –WFS staff member

Minnesota Whole Family Systems Initiative (WFS) is a partnership among state agencies, local organizations, families, and communities using a human-centered design framework to create system change across government. The WFS Initiative's vision is to enable and support whole family approaches and responses to families' challenges that encompass all aspects of their lives, including well-being, family preservation, housing, child care, health and economic stability.

This five-year partnership between the Children and Family Services Administration of the Minnesota Department of Human Services (DHS)<sup>1</sup>, the Build Initiative and seven local community sites (grantees) is in response to a disconnect between the problems that communities and families experience and the current solutions and programs the system has in place. While the state’s current funding system is siloed, families’ experiences are not - instead, they are broad and interconnected. Communities of color and indigenous communities are particularly negatively affected by the failures of the current system, which is transactional rather than adaptive, transformative, and innovative.

One of the community-based grantees of the initiative is the Fond du Lac Tribal and Community College. The College has been home to Ojibwemotaadidaa Omaa Gidakiiminaang (OOG), a group with a mission of preserving the Ojibwe language and creating a positive Ojibwe language learning community. For over a decade OOG has provided middle-to-advanced level adult Ojibwe language immersion educational experiences that are taught by elder first speakers and university faculty. Additionally, OOG engages in efforts to preserve and promote Ojibwe language revitalization such as producing high quality language recordings with first language speakers and developing an adult language curriculum that has been used by programs in Minnesota, Wisconsin, and Ontario.

The Whole Family Systems Initiative grant provided funding to OOG to establish an Ojibwe immersion early childhood education program, Gookonaanig Endaawaad (GE), also known as “Grandmother’s House.” GE is an early childhood program aimed at raising the next generation of first speakers in a multi-generational community. By incorporating Ojibwe language and culture into their families from the earliest days, it is hoped that these children will benefit from a strong Ojibwe identity and benefit their communities by keeping the language and culture alive.

## **The development of Ojibwemotaadidaa Omaa Gidakiiminaang - Gookonaanig Endaawaad (OOG-GE)**

“Being outside and learning our language lets us know that we belong here, and I want that for her – I want her to know she belongs here and she’s a part of something greater and that she is something greater. That’s what I want for my child, so I think not only do I feel like I’m doing my part for myself and my kid but for the generations to come.” – parent participant

“Grandma’s house has created a really strong community for myself and all of my peers to engage in... We’re living from morning to afternoon in the language.” – program intern

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<sup>1</sup> Staff from Children and Family Services Administration housed at the Minnesota Department of Human Services joined the newly formed Minnesota Department of Children, Youth, and Families in the summer of 2024, which was during the final year of the WFS grant period.

## **Envisioned prototype: Language Nest model involving Elders, parents, and young children**

The original design of Gookonaanig Endaawaad is based on the Language Nest model, which originated in New Zealand in the 1980s as an immersion-based model for early childhood education and language revitalization. Gookonaanig Endaawaad is a place where three generations come together regularly. The setting for the Language Nest is an actual house with access to generous outdoor space which was converted specifically for this programming.

This program engages three generations in Ojibwe immersion. Along with staff facilitators, first language Ojibwe speaking Elders lead young children and their caregivers through programming that is rooted in Ojibwe culture and traditional practices. In this culture, quality early childhood education includes language, cultural teachings, spirituality, and engaging in traditional practices as an interconnected community. Since these traditions follow natural seasonal cycles, the programming centers outdoor activities and involvement with the natural world. Other components of traditional child rearing included in the prototype are learning by observation, by experience, and by listening to elder storytelling. Children are immersed in the language and cultural context, absorbing the lessons from a young age.

Uniquely, Gookonaanig Endaawaad is not a drop-off child care program paid for by families. Instead, participating parents are fully involved in programming and receive a stipend to help offset the costs associated with Ojibwe language revitalization. In addition to engaging with programming and lessons with their children, parents commit to improving their own Ojibwe language proficiency.

The prototype departs from euro-centric models of early care and education. Because of the unique design, the state worked with OOG-GE staff to identify supports that might sustain the Language Nest after the end of the grant period. This led to consideration and rejection of several funding models (e.g. Head Start). In response, DHS staff began looking to develop funding specifically for Language Nests.

## **Covid-19 public health emergency adaptations**

In 2020 the Covid-19 public health emergency forced Gookonaanig Endaawaad to pivot programming from in-person to at-home and online to protect the health of vulnerable Elders and young children. Parents committed to interacting with their children in Ojibwe for 20 hours per week. Group Zoom meetings were set up to foster connection and to facilitate children's whole language learning, which requires that children observe conversations between adults in addition to interacting with their parents. These meetings also served to support the caregivers' continued language learning.

This pivot required flexibility from grant funders because the programming required different resources than originally included in the budget. For example, the program needed technology infrastructure (i.e. laptops and tablets) and technology support for Elders and families.

The group learned as they went regarding how much and what kind of interactions best supported the families and programming goals. To help with the in-home learning, staff developed seasonally based Ojibwe curriculum kits with resources parents could use to facilitate Ojibwe interactions in the home. The kits included vocabulary lists and printables, activities, possibly a book, and links to additional resources. These kits are now available under creative commons license on the [Ojibwemotaadidaa Omaa Gidakiiminaang website](#).

## Activity Example:

### ***Babaamosedaa Agwajjiiing! (Let's Go on a Nature Walk!)***

*Walk around outside with a basket, blanket, and activity sheet. Collect items from the activity sheet and other items you find along the way. When you have found everything, sit on your blanket. Ask your child to be quiet and to listen. Spend some time sitting still and listening with them and focusing on this skill. Then talk in Ojibwe about all the things you hear and what you found on your walk. Let your child examine the different items you found.*

As the Covid-19 emergency eased, Gookonaanig Endaawaad gradually resumed in-person programming, with a focus on outdoor family activities for cultural relevance and for safety. Though a full 20-hours of programming were offered in spring of 2022, families initially found it difficult to regularly attend in-person programming. Late that spring, the families and staff came together for an in-person retreat, and in the summer, they participated in a family language immersion camp. This intensive in-person time was highly effective at increasing family engagement with the program. The 2022-2023 school year saw a full resumption of Gookonaanig Endaawaad programming in its intended form.

## Re-examination of the model and the 2023 Hawaii study tour

As programming resumed, Ojibwemotaadidaa Omaa Gidakiiminaang – Gookonaanig Endaawaad staff and partners examined the strengths and opportunities of the model. Some of the original cohort of children enrolled at Gookonaanig Endaawaad were aging out of the 0-3 year-old space. Additionally, the Fond du Lac Tribal government communicated a need for early childhood Ojibwe-language learning that was more accessible to Tribal members, including families with little or no prior Ojibwe language knowledge and those who could not afford the time commitment of the Nest model.

In February of 2023, WFS partner The Build Initiative funded a study tour of Native Hawaiian language immersion programs. Partners from the Whole Family Systems initiative participated including staff from OOG-GE, the Minnesota Department of Human Services and Department of Education, and The Build Initiative. During the study tour, participants visited multiple sites that provide early childhood native Hawaiian language and cultural education, spoke with program leaders, and observed programming. They learned from these sites what was working for them and their communities, and reflected on what they might bring back to Minnesota.

Two key themes emerged from this reflection: (1) the importance of **programs integrating with and tailoring their approach to the needs of their community**, and (2) the value of **cultivating educators within the Ojibwe community**. These learnings clarified for the state how to best support native language and culture reclamation and positive cultural identity formation. This includes both continued value of and support for the Nest model program development at OOG-GE through the WFS grant partnership, while also working to enable and support Tribes in developing their own solutions. This moved the application of learnings from program development to a broader systemic change honoring Tribal sovereignty.

## Addition of drop-off preschool and early education interns 2023-24

Community feedback, reflections from the Hawaii study tour, and the changing needs of participating families fueled a transformation of GE in the 2023-24 academic year. Gookonaanig Endaawaad became more closely

integrated with the Fond du Lac Band and refocused on providing community-integrated and trauma-informed programming. This included providing early childhood education for children in families that did not already have Ojibwe language experience, cultivating future early childhood Ojibwe educators by developing an internship program, and outreach to new parents.

This period marked a transition for Gookonaanig Endaawaad, from a small program acting largely independently to becoming more established and integrating with the Fond du Lac Band. This transition manifested in several ways. For example, previously the staff were paid through their grants as independent consultants, but now they worked with the Tribal government and administration to transition to being employed directly by the Tribe. While engaging in this process, they made program changes to better serve the local community.

The next iteration of GE's early-childhood Ojibwe immersion education had two spaces. The original language Nest cohort of seven families' children had started to age out of Nest programming, and needed age-appropriate programming that would allow them to continue their multi-generation language immersion journey. In response, OOG-GE developed and opened a drop-off Ojibwe-language immersion child care classroom for children ages 3-5. This program made it more accessible to families who want to support their child's Ojibwe education but do not have much Ojibwe language proficiency and are not able to make the time commitment of the Nest model.

The 3-5 year old program also serves as a training center for gaining early-childhood education and Ojibwe language experience. GE hired paid interns that have some Ojibwe language proficiency and are interested in gaining early childhood education experience and expanding their level of Ojibwe language proficiency. These individuals gain additional practice using their Ojibwe language in a variety of situations within the early childhood education space, and also gain valuable training and paid work experience in program delivery. In this way, the program hopes to grow the pool of Ojibwe language proficient individuals available to provide immersion experiences outside formal OOG-GE programming.

In addition to the new 3–5-year-old classroom, the Nest continued to be a place for parents and their children ages 0-3 to be immersed in Ojibwe language and culture together. OOG-GE staff recruited a new cohort of families, focusing on the local Tribal community. Staff realized that most incoming parents would have less Ojibwe language proficiency than the original cohort did. Additionally, the effects of the inter-generational trauma that caused the language-loss are still rippling through community members, manifesting in shame and resistance. Therefore, they adjusted language expectations for incoming Nest parents and increased outreach efforts to include and support relationship-building with expectant and new parents as well as community-based opportunities to interact in Ojibwe.

## **Plans moving forward**

Ojibwemotaadidaa Omaa Gidakiiminaang – Gookonaanig Endaawaad will continue its work beyond the WFS grant period. Early childhood Nest programming for families with children 0-3 and the early care and education classroom for ages 3-5 continue, along with community outreach to pregnant people and new parents who might be interested in enrolling in the future. GE staff are also consulting with the Fond du Lac Ojibwe School's Family and Child Education (FACE) program as they add a pre-K Ojibwe immersion room in 2024 that draws heavily from the 3–5-year-old model developed by GE, including interns. The school plans to expand the model by one grade level per year to provide an Ojibwe immersion education option to their families.



## Whole Family Systems Initiative partnership with Ojibwemotaadidaa Omaa Gidakiiminaang – Gookonaanig Endaawaad (OOG-GE): Key State Learnings

“My dad feels a little similarly to me where there's kind of like this embarrassment about not knowing more. And I want to help my family heal from that because I don't think that belongs to us. I don't think that came from us. I think that's some of that historical trauma.”

– parent participant

“The deepest learning has been the ways in which the state's current definition of quality that guides decision making policy and practice decision-making for the early care and education system, ...is coded to mean white cultural values, and how creating a system founded in white cultural values as the definition of quality creates barriers for communities who don't hold those values and continues to perpetuate years of ongoing institutional racism.” – WFS staff member

Whole Family Systems Initiative staff established a respectful collaborative partnership based in cultural humility that honored traditional Ojibwe values and practices. This allowed for collaborative problem solving and bidirectional feedback loops between OOG-GE program staff, partners and the state at a rate and depth not usual in the standard grant award and management process.

### Contracting precedents set

While working with OOG to establish the language Nest at Gookonaanig Endaawaad, two unique precedents were set in respect of Fond du Lac's Tribal sovereignty.

The first precedent relates to bringing first-speaker Elders to Minnesota from Ontario. The multi-generational approach of the language Nest depended on the participation and mentorship of first-language speakers. Unfortunately, there are almost no remaining Ojibwe first-speakers in the Fond du Lac Reservation or surrounding communities; the vast majority of first-speakers at this time live in Canada. To support the multi-generation approach, OOG-GE staff worked with Seven Generation Education Institute in Fort Francis, Ontario to bring Elders to Minnesota, and planned to travel to Ontario. OOG-GE contract management staff were concerned that international travel might be disallowed based on their interpretation of state policy. In response to this concern, the state of Minnesota's CCDF Administrator solicited and obtained confirmation from the Office of Child Care (OCC) that CCDF quality dollars could be used for international travel for this purpose.

The second precedent relates to the intellectual property rights of products created under the grant. In most state granting processes, the state retains the intellectual property rights. Respecting the unique government-to-government relationship between the state of Minnesota and the Fond du Lac Tribe of Ojibwe, the WFS grant for OOG-GE explicitly did the opposite. It granted all intellectual property rights to the Fond du Lac Band and then granted the state of Minnesota a license to use the works created under the grant.

Specifically, Section 13.1 states: *“The GRANTEE shall own all rights, title, and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the WORKS and DOCUMENTS.”* And Section 13.3 states: *“Subject to the terms and conditions of this grant contract, the GRANTEE hereby grants to the STATE a perpetual, irrevocable, no-fee right and license to make, have made, reproduce,*

*modify, distribute, perform, and otherwise use the WORKS and DOCUMENTS for any and all purposes, in all forms and manners that the STATE, in conjunction with the GRANTEE, deems appropriate.”*

This specifically applied to the Ojibwe-language materials and curriculum kits developed for Gookonaanig Endaawaad, many of which OOG has made freely available on their website as a contribution to the broader Ojibwe language community. Additionally, OOG has successfully used this contract language as a precedent; they have requested that subsequent grants include the language and have had this request granted.

## **Administrative burden stresses small programs**

Close collaboration with the organization allowed for feedback about the grant application and management process. OOG is a relatively small program and they receive grants from multiple organizations to fully fund their operational model. With each grant comes financial support, but also administrative burden which staff find difficult to complete while also delivering their program. WFS staff were able to work with the organization to reduce some of the burden. State contract management and Build technical assistance providers met virtually with OOG-GE program staff to answer questions and document interview-based responses for required grant reports. The site lead appreciated this collaborative approach. Additionally, this practice was more in alignment of traditional Ojibwe cultural values that emphasize the role of reciprocal, interdependent relationships and community cohesiveness over individual effort.

OOG-GE staff identified a need for flexible and predictable funding. The state responded to this need through Whole Family Systems grant contract language regarding compensation practices, ongoing budget management processes, and close collaboration between DHS and OOG-GE staff. While the Whole Family Systems Initiative grant is a multi-year grant contract, the original contract was established for one year with subsequent amendments based on satisfactory performance and mutual continued desire to continue the learning partnership. Typical CCDF fiscal management policy is that all funds unspent by the grantee at the end of the contract period are returned to the state; carryforwards are not typically allowed. This policy created a challenge for OOG-GE (as well as for other WFS initiative sites) given their start-up status, a challenge that increased due to the Covid-19 public health emergency. With collaboration between DHS and OOG-GE, accommodations were made for OOG-GE, and all WFS grantees, to carry forward unspent funds across state fiscal years, with a reasonable plan for expending the funds. Additional fiscal flexibility was established by changing the parameters for allowable line-item budget revision from 10% to 20% of grant award via a budget change request form versus needing to go through the lengthy a contract amendment process.

Whole Family System’s five-year total grant award period with the fiscal flexibility measures described above provided enough time for the program to prototype their program delivery and adapt as they received feedback from the community. As the program matured, it was able to use community feedback to adapt their delivery to better meet those needs, such as providing a space for children whose parents do not already speak Ojibwe.

The Whole Family Systems Initiative grant is a step in the direction of providing close collaboration, flexibility, and predictable funding, but it is just the beginning. The five-year grant provided OOG-GE with enough time to get started, but the organization recognizes that its mission will take generations to come to fruition. Therefore, more sustainable sources of funding need to be identified. But, as addressed later in this report, available state sources for child care and early childhood education have not been compatible with some aspects of their programming, which has so far caused difficulty in tapping into these as funding sources. The opportunities for

improvement identified through the Whole Family Systems Initiative will inform future efforts to blend and braid funding and simplify contracting and administrative requirements for grantees.

### **Building a community's language and cultural capacity benefits from a multi-generational approach**

One of the goals of OOG-GE is to grow the next generation of Ojibwe first-speakers, and from the beginning the organization has prioritized involving multiple generations. As the program has developed, the benefits of multi-generational community involvement have been affirmed and deepened. Elders, parents, interns, and children together are building community where Ojibwe language and culture are lived daily – to the benefit of all generations. With their involvement in the infant and early childhood rooms, the children can grow and learn in a nurturing environment that supports their growing sense of Ojibwe identity. The young adult interns, who are language learners themselves, benefit from the learning environment, the opportunity to gain work experience, and interacting pro-socially with adults and families in their community. The adults experience positive social pressure to use and strengthen their language and put forward their best selves in the presence of the younger and older generations. The Elders remain a vital and necessary part of the work and the community as they share their deep knowledge. This generational interdependence helps to build the vibrant and self-sustaining language-learning community that OOG-GE hopes will continue growing for years to come.

The multi-generational approach serves as an innovative model for others to use across the state, and highlights how language and culture revitalization work can touch on many different life roles: learner, caregiver, teacher, etc. Since this language and culture revitalization work touches individuals across their lifespan, support and impact from state government can take many forms. This includes not only grants and programs specifically aimed at language and cultural revitalization, but also early childhood education and adult education grants and programs, as well as those focused on workforce development, community health, and elder care.

### **Call to Action: To make Minnesota a place where all children can thrive, state early childhood policy needs to become more flexible and culturally inclusive**

One of the strengths of the approach taken with the Whole Family Systems Initiative is the deep relationships built between DHS and grantees that allowed for open and honest communication and feedback. Building these relationships with multiple partners also allowed for observation of patterns across organizations. One key learning from the WFS Initiative is that the state and local government systems that regulate child care and early childhood education are based on the values and assumptions of white-centric culture.

At OOG-GE, this difference in world view manifests in a definition of quality that is divergent from system values, and OOG-GE's definition of quality guides program decisions. GE staff, working from a traditional Ojibwe perspective, define quality early childhood education as one that centers language and cultural learning, and which does not separate the child from the family. For OOG-GE, quality means that multiple generations must be included, served and supported. Program decisions then flowed from this definition, from intergenerational program participation and staffing, to centering outdoor education, to including traditional Anishinaabe food preparation in the curriculum. By contrast, quality in the white-centric view underlying current state policies emphasizes safety, compliance, and academic preparation. Some outcomes of this definition of quality on state systems are regulations on outdoor access and presence of cooking tools, required record keeping and trainings, and a star rating system based on demonstrating use of evidence-based kindergarten-readiness practices.

Neither worldview is wholly correct or incorrect. Both value the development of healthy children, but the differing definitions of quality and priorities of health can lead to opposite decisions on questions large and small. For example: should a 4-year-old participate in healthy meal creation by cutting a carrot? A high value of traditional food systems argues that supervised experience preparing vegetables is valuable learning with positive long-term health consequences and cultural significance, while a high value of safety and uniformity argues that having preschoolers handling sharp objects carries an unacceptable risk of injury.

These measures of quality have far-reaching consequences, not just within individual programs, but also within state regulatory processes. Areas impacted include licensing and certification standards for child care providers and determining who is qualified to care for and educate young children. For example, when culture and language reclamation and positive identity formation are the indicators of high quality, individuals proficient in the language with deep cultural knowledge would be automatically licensed/certified, with education and training on euro-centric models of child development layered in to provide a wholistic base of support for children.

Additionally, quality measures have economic consequences in how they modify access to child care and early childhood education funding opportunities. For example, Child Care Assistance Program reimbursement rates and Early Learning Scholarship amounts increase with higher Parent Aware Ratings<sup>2</sup>. Thus, programs that better comply with the white-centric values underlying these policies have greater access to resources. And, conversely, programs working from a different worldview, such as from a traditional Ojibwe perspective, are comparatively disadvantaged. Given the centuries of harms to American Indian communities by the United States and Minnesota governments, the state has a particular responsibility to avoid additional harms in its policies, programs, and practices.

Responsible administration of state government programs and stewardship of taxpayer dollars requires quality standards. By recognizing the underlying assumptions underpinning these systems and considering alternate viewpoints, administrators can help avoid future harm to communities. With increased awareness of the impact of quality standards coming from the Whole Family Systems Initiative partnership with Ojibwemotaadidaa Omaa Gidakiiminaang – Gookonaanig Endaawaad, as well as other engagement with community groups and program participants, the Parent Aware Rating System is currently being redesigned to center equity<sup>3</sup>. It has already been adjusted to increase child care programs' access to training and resources, and additional revisions are under consideration. Next steps include identifying additional early education and care policies that center a white-centric view and working with community partners to amend these policies to work better for all Minnesota families.

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<sup>2</sup> Parent Aware is Minnesota's voluntary childcare and early education quality rating and improvement system (QRIS). <https://www.parentaware.org/>

<sup>3</sup> <https://mn.gov/dhs/partners-and-providers/program-overviews/child-care-and-early-education/parent-aware/>

## Recommendations

“Throughout the years of partnership that we've had with Gookonaanig Endaawaad, it's become very evident where there are opportunities to really push on our current definitions of quality that guide all aspects of our early care and education system.” –WFS staff member

The Whole Family Systems grant program aims to uplift experiences and knowledge of families and communities to co-create solutions that reduce and remove systemic barriers. The recommendations below align with different levels of the system and are examples of potential actions that could be taken which are a starting point to be iterated on.

### Agency and Cross-Agency Level

1. Include language in contracts with Tribal Nations that grant all intellectual property to the Tribal Nation, with the state of Minnesota holding a license to use the works created under the grant.
2. Simplify contracting and administrative requirements for grantees.
3. Invest in and convene a community-of-practice focused on the way in which state systems center white cultural values and the unique system barriers this creates for Ojibwe Tribal Nations and communities, as well as other diverse language and cultural communities. The community-of-practice will help leaders and staff better understand the system resources and levers available to eliminate disparities in access and outcomes.
4. Convene decision-makers and program staff across program areas to create an action plan related to solving barriers in early care and education professional development: Child Care Services, Early Learning Services, Office of Inspector General (OIG), Department of Employment and Economic Development (DEED) Child Care Economic Development Programs; and the Family Child Care Ombudsperson to identify shared priorities and actions respective program areas can take.

### Early Childhood Administration

1. Culture and language reclamation and positive cultural identity formation are included as outcome measures for the DCYF Early Childhood Administration's strategic plan and results-based accountability framework.

### Program Level

1. Examine opportunities to revise Minnesota's child care licensing standards so that standards related to caregiver qualifications and training requirements, activities and equipment, and physical environment prioritize culture and language reclamation and positive cultural identity formation.
2. Examine opportunities to revise Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Knowledge and Competency Framework to promote practices related to culture and language reclamation and positive cultural identity formation.
3. Culture and language reclamation and positive cultural identity formation are included as standards and indicators within the Parent Aware Quality Rating and Improvement System.
4. The state of Minnesota's CCDF Administrator should work to strengthen inter-governmental relations with Tribes and invest resources to better support Tribal CCDF Administrators in order to both

strengthen Tribal child care supply and advance the aims of culture/language reclamation and positive cultural identity formation.

5. DCYF Child Care Services should revise the MNTRECC contract and invest additional funding to ensure that Tribes have the support and resources needed to both build child care supply and advance culture/language reclamation and positive cultural identity formation.
6. As the Great Start Scholarship Program is being developed, ensure that program practices and policies promote culture and language reclamation and positive cultural identity formation.
7. Modify Minnesota's statewide trainer and training approval system for the Early Childhood Education Workforce and the Trainer and Relationship-based Professional Development Specialist Support program (TARSS) to de-center white cultural values and prioritize culture and language reclamation and positive cultural identity formation.