

The Essential Components of Working with Families: An American Indian Perspective

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Office of Indian Education
Minnesota Department of Education

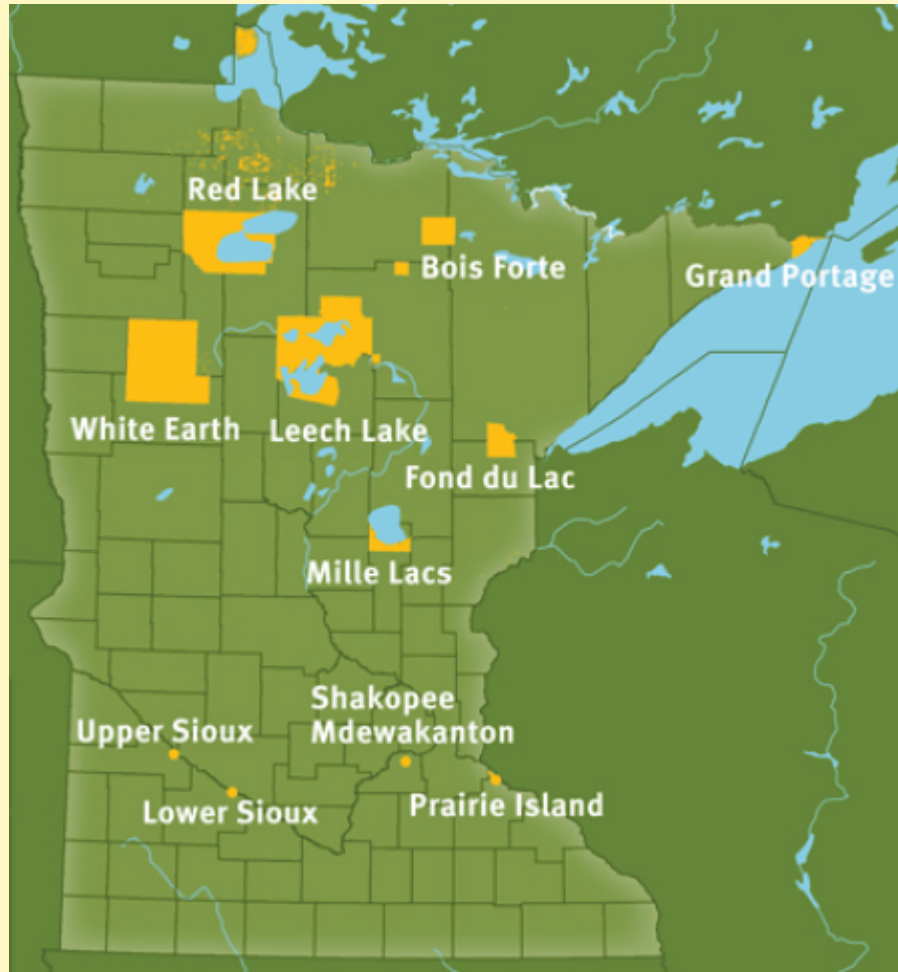
National Check & Connect Conference
McNamara Alumni Center – University of MN
Minneapolis, MN
October 8, 2015

11 Reservations and Communities in Minnesota

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



Where are Minnesota's Tribal Communities Located?



www.mnhum.org
www.treatiesmatter.org

Where do American Indian Students Attend School?

- **Large majority of students attend public schools**
 - 19,768 K-12 in 2014-2015
 - 2.3% of Total Student Population
 - 1/3 in 7 County Metro
 - 2/3 in Greater Minnesota

- **4 Tribal Schools (BIE Grant Funded)**
 - 837 students statewide (4.2% of all Indian Students)
 - Fond du Lac Ojibwe School (Fond du Lac)
 - Nay Ah Shing Schools (Mille Lacs)
 - Circle of Life Academy (White Earth)
 - Bug O Nay Ge Shig School (Leech Lake)

Minnesota Indian Education: History, Policy, Programs

History of Indian Education in Minnesota

- **1936 – MN State Board of Education entered into a contract for \$80,000 with the BIA to educate American Indian students in public schools in northern Minnesota.**
- **1954 – MN State Legislature appropriated \$5,000 for scholarships for American Indian students.**
- **1970's – MN Legislature appropriation for grants to school districts for specialized Indian Education programs.**
- **Late 1970's - began special education home/school liaison program (IHSL)**
- **1982 – MN State Board of Education adopted a policy statement on Indian Education**

History of Indian Education in Minnesota – 1982 Policy Statement

STATE BOARD OF EDUCATION

POLICY STATEMENT: INDIAN EDUCATION

The State Board of Education hereby recognizes the obligation of the State of Minnesota to respond to the strong expression of the Indian people for self-determination by assuring maximum Indian participation in the field of education for Indian Tribes and communities so as to render services more responsive to their educational needs and desires.

The State Board of Education does further recognize the distinct and unique Tribal Governments within the State of Minnesota and their special relationship with the Federal Government. The State Board of Education urges the legislature to acknowledge this relationship.

The State Board of Education declares its commitment to the Indian people through the establishment of this Indian Education Policy. This policy shall provide for more effective and meaningful participation by the Indian people in the planning, implementation and administration of educational services.

The State Board of Education directs the Commissioner and the Department of Education to take a leadership role in meeting the educational needs of American Indian people. The State Board of Education strongly recommends LEA's exercise initiative in implementing educational programs and curriculum to meet the needs of American Indian people.

The State Board of Education declares and supports the concept of self-determination for American Indian people. It is hereby stated that the State Board of Education supports and encourages: (1) programs and services to meet the unique educational needs of Indian youth and adults; (2) the involvement of tribes, communities, youth and parents in the total educational program; (3) the incorporation of American Indian language, literature and heritage into the general curricula; (4) the concept of equal educational opportunity; and (5) viable programs which will permit Indian people to compete and excel in life areas of their choice.

Adopted:
Indian Education Task Force of
the State Board of Education
January 25, 1982, Minneapolis

Adopted:
State Board of Education
February 9, 1982
St. Paul

State Board of Education
Capitol Square Bldg., 7th Floor
550 Cedar
St. Paul, MN 55101

- State of MN recognizes self-determination, assuring **maximum participation by Indian people and Tribes**
- State of MN recognizes unique sovereign status, relationship with the Federal Government, urges legislature to recognize.
- Directs the Commissioner to take a leadership role in meeting the educational needs, recommends LEA's do the same.
- Involvement of tribes, communities, youth and **parents**.
- Commitment to incorporate language, culture, and heritage into curriculum

History of Indian Education in Minnesota

- **1986 – A statewide needs assessment on Indian Education was conducted and a comprehensive plan was developed.**
- **1988 – MN Legislature adopted the Indian Education Act**
- **1996 – Conducted statewide Indian Education needs assessment**
- **2000 – Indian Education, Post Secondary Preparation (PSPP), and American Indian Language & Culture grants were combined to form the “Success for the Future” program.**
- **2001 – MN Legis. amended the Indian Education Act of 1988**
- **2002 – Due to a large State budget deficit, the three Indian Education offices were combined and located in Roseville, MN.**
- **2015 – Historic investment by Minnesota Legislature - appropriation of \$17million for Indian Education programs**

Indian Education Act of 1988

The legislature finds that a more adequate education is needed for American Indian people in the state of Minnesota. The legislature recognizes the unique educational and culturally related academic needs of American Indian people. The legislature also is concerned about the lack of American Indian teachers in the state. Therefore, pursuant to the policy of the state to ensure equal educational opportunity to every individual, it is the purpose of sections 124D.71 to 124D.82 to provide for American Indian education programs. These programs are specially designed to meet these unique educational or culturally related academic needs or both.

Parent & Community Participation in Indian Education Programs

- **MN Statute 124D.78 – School boards and schools must provide for the maximum involvement of parents of children enrolled in education programs.**
- **Per statute, must form a parent committee if 10 or more American Indian students are enrolled in a district.**
- **Programs must be planned, operated, and evaluated with the involvement of and in consultation with parents of children served.**

Parent & Community Participation in Indian Education Programs

Revised 7/2012
Page 1 of 3

Minnesota Department of
Education

Office of Indian Education
Transmittal of Resolution and Parent Committee Roster

Identification Information		
School District Name	District Type/No.	
Name of person completing form	Title	Telephone

Resolution/Parent Committee Information
<p>Check all applicable items and attach the requested information:</p> <p><input type="checkbox"/> This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).</p> <p><input type="checkbox"/> Resolution is attached:</p> <p> Date resolution passed by Parent Committee: _____</p> <p> Date resolution presented to Local School Board: _____</p> <p> The attached resolution is a resolution of (check one): <input type="checkbox"/> Concurrence <input type="checkbox"/> Non-concurrence</p> <p> Recommendations are (check one): <input type="checkbox"/> Included <input type="checkbox"/> Not included</p> <p><input type="checkbox"/> Resolution is NOT attached. If not attached, explain: _____</p> <p><input type="checkbox"/> School Board Response is NOT attached. If not attached, explain: _____</p> <p><input type="checkbox"/> A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee: _____</p> <p>The district requests that the Office of Indian Education provide assistance in the following area(s):</p> <p><input type="checkbox"/> Parent Committee Training</p> <p><input type="checkbox"/> Staff Development on American Indian history and culture</p> <p><input type="checkbox"/> Other (explain): _____</p>

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature – Superintendent of School District/Authorized Representative _____

Date signed _____

- Annual Resolution Process
 - Parent Committee Roster
 - List dates of approval by parent committee and school board
 - Develop program recommendations
 - Needs Superintendent signature

Parent & Community Participation in Indian Education Programs

- **Non-concurrence process**
 - List the reasons for non-concurrence
 - Include specific recommendations
 - School Board must respond to each recommendation made by the committee
 - School Board needs to state reasons for not implementing recommendations
 - Opportunity for open dialogue and to address concerns

Title VII of the Elementary & Secondary Education Act (ESEA)

Title VII American Indian Parent Committees

- **Title VII American Indian Parent Committees are expected to work with school districts in the development and implementation of the Title VII Formula Grant projects which are designed to “meet the unique education and culturally-related academic needs” of the American Indian students.**

Title VII Overview

- **Federal Formula Grant administered by U.S. DOE**
 - **Office of Indian Education**
- **Eligibility**
 - **Enrolled member of a federally recognized tribe**
 - **1st or 2nd generation descendant (parent or grandparent)**
- **ED 506 Form**
 - **Collected by the district**
- **Only students who qualify can participate**
- **Application developed with parents, teachers, and student input**

What are the requirements under Title VII for involving parents and the community?

- **All formula grantees are required to establish a parent committee EXCEPT Bureau-funded schools or tribes applying in lieu of LEA.**
- **All applicants are required to have a parent committee and to develop their application with input and participation from the parent committee.**
- **The application must be developed in open consultation with parents of American Indian children, teachers, and where applicable, American Indian secondary students.**

Who can serve on the Title VII Parent Committee?

- **By statute the Title VII parent committee should be composed of, and selected by parents and guardians of American Indian children in the school district, teachers, and where applicable, secondary American Indian students.**
- **A majority of the members of the parent committee must be parents of American Indian students.**

What are the requirements under Title VII for involving parents and the community?

- **The applicant must obtain the parent committee's written approval on all new and continuation application both targeted and school-wide programs.**

AND

- **The comprehensive plan to be submitted with the application requires the applicant to provide the parent committee and community with information on the results of student assessments.**

Duties of the Title VII Parent Committee

- **Is advisory to the school district.**
- **Conducts regular and open meetings.**
- **Develops by-laws by which it conducts business, abide by them**
- **Consultation with and is involved in the school district's development, operation and evaluation of the program.**
- **Has authority to approve the yearly grant application and any subsequent formal application amendments.**
- **Has authority to approve or deny the inclusion of Title VII funds in the Title 1 school-wide project.**

Impact Aid Program Indian Policies and Procedures

Impact Aid School Districts Must:

- **Establish board-approved American Indian Policies and Procedures (IPP) that meet statutory requirement.**
- **Work with the tribe and American Indian parents in developing and approving (IPP).**
- **Maintain records of compliance.**
- **Annually review the IPP and submit with Section 8003 application**
- **Amended IPP requires Tribal and American Indian parent review.**
- **Submit tribe's approved waiver stating satisfaction with the LEA's Educational Services.**
- **Law does not require a Parent Committee, however an established Parent Committee can be considered the same as the Indian parents in program requirements.**

Johnson O'Malley (JOM) Indian Education Committee

25 CFR Part 273

Johnson O'Malley (JOM)

- In 1934 , the Johnson O'Malley Act was enacted to direct the Department of Interior to provide assistance to Indians in the area of *education, medical attention, agricultural assistance, social welfare, and relief of distress.*
- Under JOM, education is the main beneficiary and purpose; to compensate state school districts for Indian students who don't contribute tax money. Education is the provision that is advantaged by the JOM Act.
- Legislators approving the 1934 JOM Act proposed to serve Indian students in public schools, rather than providing separate BIA schools. The JOM Act is one of the principal means for subsidizing public education for eligible Indian students in the United States.
- The JOM Act has been amended various times but the main objective is to ensure that Indian children receive the educational opportunities that would not otherwise be provided.
- The annual Federal Budget appropriations for Johnson O'Malley programs have been drastically reduced from \$400 per-student (1970's) to less than \$65 per-student currently

What is a JOM Indian Education Committee?

- **The Indian Education Committee is established by the American Indian community and works with contractor in developing programs submitted in the education plan and approves all programs and budgets funded by the Johnson-O'Malley**

New World's Best Workforce Legislation:

Parent Involvement Opportunity

World's Best Workforce – Legislation Goals

- **“World’s Best Workforce” means striving to:**
 - Have all students meet school readiness goals
 - Have all third-grade students achieve grade-level literacy
 - Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
 - Have all students graduate from high school
 - Have all students attain college and career preparedness

World's Best Workforce – Advisory Committee

- **School boards will establish an advisory committee that:**
 - Ensures community engagement in the development and review of the plan
 - **Reflects the diversity of the district** and its school sites (Districts may establish site teams)
 - Makes recommendations to the school board regarding rigorous academic standards, student achievement goals and measures
- **Strengthen the authority and role of LIECs**

Indian Home/School Liaisons

Program History and Purpose

American Indian Home/School Liaisons

- **Began in late 1970's "To provide trained persons to school districts and cooperative special education centers who will assist with proper assessment, facilitate parental involvement, contribute to appropriate programs, and provide resources to the child, the parents, the special education staff and the school"**

Creating a Formal Structure

- **In 2001, adopted definition into State Rules:**
- **3525.0200 DEFINITIONS FOR SPECIAL EDUCATION.**

Subp. 1h. Cultural liaison. "Cultural liaison" means a person who is of the same racial, cultural, socioeconomic, or linguistic background as the pupil, and who:

A. provides information to the IEP team about the pupil's race, cultural, socioeconomic, and linguistic background;

B. assists the IEP team in understanding how racial, cultural, socioeconomic, and linguistic factors impact educational progress; and

C. facilitates the pupil's parent's understanding and involvement in the special education process.

If a person who is of the same racial, cultural, socioeconomic, or linguistic background as the pupil is not available, then a person who has knowledge of the pupil's racial, cultural, socioeconomic, and linguistic background may act as a cultural liaison.

Cultural Liaison Recognized in State Law

- **125A.76 Special education revenue.**
 - (c) "Essential personnel" means teachers, cultural liaisons, related services, and support services staff providing direct services to students. (emphasis added)

IHSL in Summary

- **Training provided cooperatively in fall and spring by Office of Indian Education & Special Education Division**
 - **Funded by federal special education dollars**
- **Training is open to anyone who needs information**
- **Districts may use special education funds for IHSL salaries for staff who carry out activities related to special education**

Information Dissemination

- **To other school staff members:**
 - Share information about Indian culture, history, educational issues
 - Share information about issues that affect how American Indian students perform in school
- **To community members:**
 - Share information about special education, including types of disabilities, referral and assessment procedures, available services

Pre-referral and Referral

- **Serve as a resource to classroom teachers who have concerns about Indian students**
- **Help to gather background information**
- **Contact family about problems in school**
- **Help teachers with problem solving**
- **Take part in team meetings to review background info, interventions, and make decision about special education referrals**

Evaluation Plan & Testing

- **Give input on cultural issues that can affect the evaluation plan**
- **With case manager, contact family to explain the evaluation plan and obtain consent**
- **Continue to help gather information from the family as part of the evaluation**
- **Do observations of academics or behavior (with support from licensed staff)**

Eligibility Meeting

- **With case manager, contact parents to set up meeting to go over evaluation results**
- **Attend meeting**
- **With case manager, make sure parents are able to ask questions and participate in the meeting**
- **With parents, provide input about cultural issues that may be factors**

Writing the IEP

- **With case manager, make sure parents and student give input on goals, services and placement**
- **With parent, consider how Indian education and other school programs can be coordinated with special education services**
- **Help figure out ways for families to be involved in IEP goals**
- **Make sure families understand the proposed plan & obtain consent**

Are School Districts Required to have an IHSL?

- **Districts are NOT required to have an Indian Home/School Liaison**

BUT

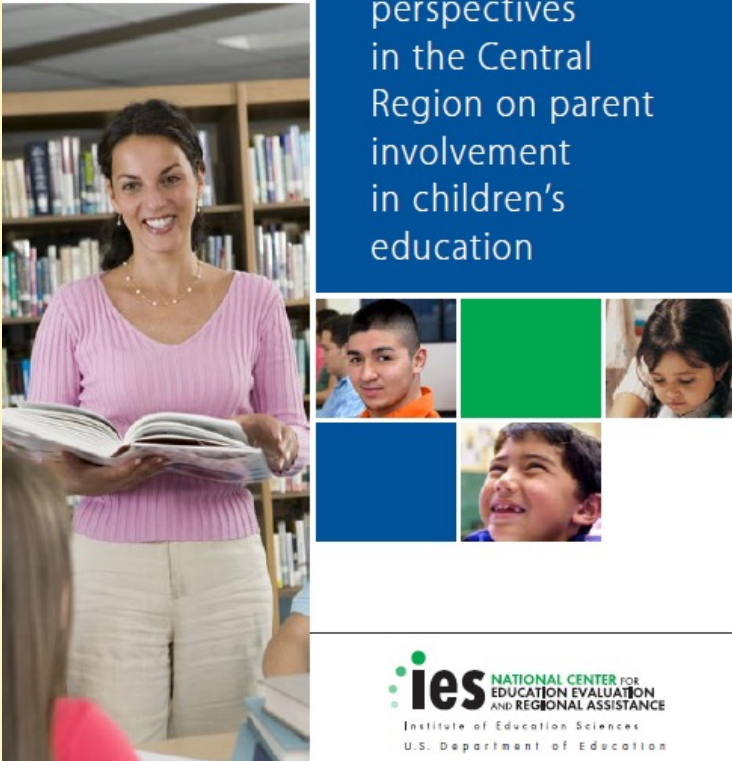
- **They are required to meet all legal requirements, including parent involvement and consideration of cultural factors**
- **It makes sense that districts need someone with knowledge of the culture, history, language and local community**

American Indian Parent Perspectives

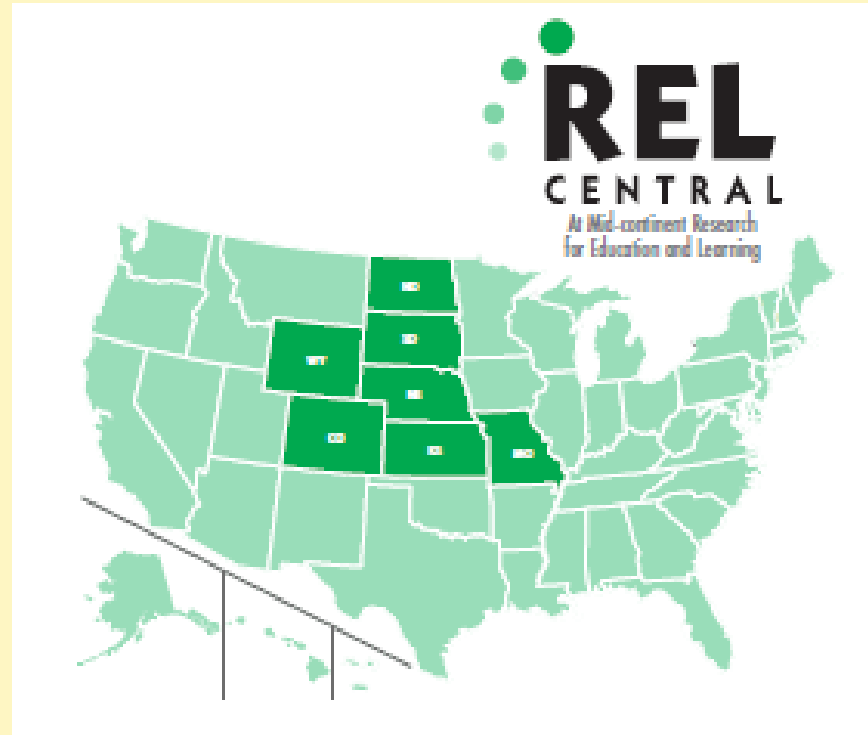
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CENTRAL
Regional Educational Laboratory
At Mid-Continent Research
for Education and Learning

Examining American Indian perspectives in the Central Region on parent involvement in children's education



ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences
U.S. Department of Education



American Indian Parent Perspectives

- **Nat'l Center for Education Statistics found that in public schools with 25 percent or more American Indian students, teachers identified lack of parent involvement as one of their schools' three most serious problems (Freeman and Fox 2005)**
- **Policymakers and educators recognized the need for research-based assistance in understanding how to effectively involve American Indian parents in improving educational outcomes for their children**

American Indian Parent Perspectives – Four Research Questions

- 1. What do American Indian parents perceive as parent involvement in their children's education?**
- 2. Why do American Indian parents get involved?**
- 3. What do parents perceive as barriers to involvement?**
- 4. Which school strategies do parents perceive encourage involvement?**

Question 3: What do Parents perceive as barriers to involvement?

- **School-Oriented Barriers**
 - **Unwelcoming school environment**
 - Feeling intimidated, feeling discouraged after being involved
 - **Previous negative experiences**
 - Had parents that weren't encouraged to be involved
 - **Perceptions of school's lack of cultural sensitivity**
 - Perceived racism and discrimination, over-representation, lack of American Indian school staff.
 - **Different styles of interpersonal communication**
 - Encourage children to solve their own problems at school
 - Nervous about their ability to interact successfully with the school

Question 4: Which school strategies do parents perceive encourage involvement?

- **General communication**
 - Printed and electronic correspondence (email, fliers)
- **Communication about children**
 - Not only for behavior and disciplinary concerns
- **Staff attitude and behavior**
 - Relationships are highly valued, genuine caring concern and respect.
- **School environment**
 - Need for more American Indian teachers, staff, volunteers in the classrooms, afterschool activities.
- **General and cultural activities and resources**
 - An advocate or liaison to assist American Indian parents and students

Program Success: Osseo Indian Education Program



The American Indian GRADUATE

Fall 2010

Inside this Issue:

- President's Message
- Message from the Director
- The Cleo Program Nelson Locklear
- Native American Small Business Resources
- Embracing Modern Technologies
- Making a Difference Future Leaders Among Us
- The Pathways Report
- AIGC Board of Directors
- Native Health

The American Indian Graduate is now available online at www.aigcs.org



An easy way for federal employees to donate — 11514 American Indian Graduate Center (AIGC)

Success Stories



*We honor our graduates
100% graduate - 100% college-bound!*

In honor of this tremendous achievement, we honored our graduating seniors at the annual American Indian Education Day and Wacipi with a gift and an honor dance. It is our tradition as Native Americans to honor in this way.

As native people, we honor our intentional actions. Think back and remember every story with which you have ever connected, every leader you've ever admired, every tiny little thing that you've ever accomplished, and you'll see that it is the result of taking action. You have a choice: You may either be a passive victim of circumstance, let life happen, or be the active hero of your own life.

“By graduating from high school, we attain one of the longest term goals we set in our entire lifetime. I commend each and every one of you for your success.”

The accomplishment you seniors have made this year tells me the awesome path you have to look forward to. It has been my extreme honor to be involved in your lives.

By Ramona Kitto Stately



A few seniors shown donning their new blankets

Graduate	High School	College
Trevils Crego	Maple Grove Sr.	University of MN, Morris
Zachary Gawboy	Maple Grove Sr.	U.S. Naval Academy
Ashley O'Meara	Osseo Area Learning Ctr.	N. Henn. Community College
Cody Flower	Osseo Sr.	University of MN, Twin Cities
Simone Leonard	Osseo Sr.	Abilene Christian University
Amy McDougall	Osseo Sr.	N. Henn. Community College
Alex Simpson	Osseo Sr.	N. Henn. Community College
Marisa Cervantes	Park Center Sr. IB World	University of MN, Twin Cities
Kayla Gray	Park Center Sr. IB World	Hamline University
Danielle Larson	Park Center Sr. IB World	Hennepin Tech College
Samantha Swanson	Park Center Sr. IB World	Gustavus Adolphus
Tequoyah Moore	Park Center Sr. IB World	Mankato State University

Oshki Mazina 'Igan Spring-Summer 2012

7

ISD 279 - Osseo Area Schools

Program Success: Osseo Indian Education Program

- **5th Largest School District in Minnesota**
 - **20,398 students in 2015**
 - **300+ American Indian students in 2015**
- **High Graduation Rate for American Indian Students**
- **Recognized Nationally for the Program's Unique Approach**

Program Success: Osseo Indian Education Program

- **Indian Education State Aid Recipient**
- **Intergenerational Decision Making**
 - **Parents and community members hired as staff**
 - **Teach history and culture to teachers and students**
- **Culture-Based Learning**
 - **Weekly culture classes, attended by students, parents and grandparents (drum and dance, storytelling)**
 - **Math and Science and community education through tipi project**
 - **Student-run craft business, selling through vendor booths at conferences and pow-wows**

Program Success: Osseo Indian Education Program

- **Higher Education Exposure**
 - Secondary students visit at least 3 college campus per year
 - College visits begin in the 7th grade
 - Ideal if college tours are conducted by Osseo alumni
- **Variables Leading to Success**
 - Extensive parent and family involvement
 - Culture embedded
 - Strong sense of community
 - District administration support (training by Indian Education staff and parents)

Tips for Success

- **Parent Committee and School Districts need to collaborate to provide a comprehensive educational program for American Indian students.**
- **A comprehensive program includes services provide not only by the grant programs but needs to include school district policy, curriculum, and teaching practices.**
- **Communication is the key to a successful collaboration.**
- **American Indian Parent Committees should formally meet with the School District Board of Education on a regular basis.**

Tips for Success

- **Grant applications and amendments for both activities and budgets need to be developed and reviewed by the full American Indian Parent Committee at a formal meeting.**
- **The American Indian Parent Committee and district personnel need to review on a yearly basis the rules and regulations for Parent Committees and make changes in by-laws and procedures if needed.**
- **If the American Indian Parent Committee is a combination committee made up to oversee the Title VII, State Indian Education and JOM funds, it is important to define regulations, roles and responsibilities for each program.**
- **American Indian Parent Committees need to know school district policies.**

Minnesota Department of

Education 

Indian Country Today Article: “Native American Student Achievement Linked to Parental Involvement”

“This goes beyond the scope of being a part of the PTA and sending students off to school,” says Dawn Mackety, [National Indian Education Association](#) director of research, data and policy. “Schools in which Native students are doing well have parent groups who volunteer, host family dinners, carpool, present in the classroom, guide educational programming, and recruit and recommend staff to school leaders.”

Read more at

<http://indiancountrytodaymedianetwork.com/article/native-american-student-achievement-linked-to-parental-involvement-39884> (June 24th, 2011)

Why is all of this important?



Miigwech

(Thank You - Ojibwe)

Pidamaya

(Thank You - Dakota)

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