



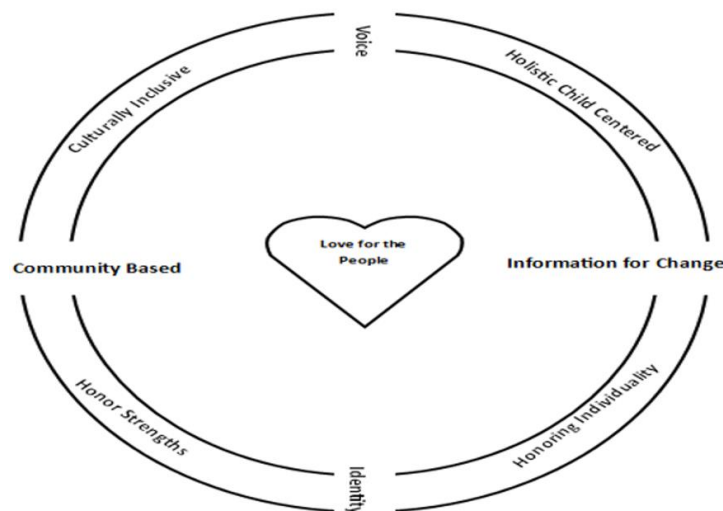
Native Voices in PBIS FY20 Summary Report

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INTRODUCTION:

Native Voices for PBIS is a statewide partnership focused on exploring ways in which Positive Behavioral Interventions and Supports (PBIS) may be used as an evidence-based behavioral intervention to better serve all American Indian students in K-12 public educational settings throughout the state of Minnesota. To date, active partners in this initiative include the Minnesota Department of Education (MDE), Fond du Lac Tribal and Community College (FDLTCC), and seven district partners throughout the state, who are specifically mentioned later in this report. The inception for this initiative occurred on April 25th, 2019 with a day-long gathering of passionate American Indian educators. This group of “Dreamers” was led through discussion protocols in collaboration with MDE and FDLTCC representatives in order to envision how educational systems could look by the year 2027 if PBIS was implemented with a specific focus on being culturally appropriate for American Indian students.

The results of the Dreamer meeting are documented in previous summary reports of this initiative, but it is important to center all of the work that we do for this initiative on the ideas discussed during that day. Themes from the work done that day all revolved around the central concept of having unconditional love for the people. The group felt as though any educational system and set of practices require having unconditional love for the people receiving the support. It is only by recognizing someone as an individual, and loving them holistically that real impact and educational change can happen. Other themes of the day include: holistic and child centered, honoring individuality, honor strengths, being culturally inclusive, and using data for change. A visual representation of that day’s work is highlighted in the image below.



TRIBAL NATIONS EDUCATION COMMITTEE

A critical component to the success of this project is making sure that Minnesota tribal communities are aware of this work, and have a platform to effect the direction of this initiative. The Tribal Nations Education Committee (TNEC) is a group of tribally appointed representatives which advocate for American Indian students in Minnesota. TNEC advocates for positive change in areas including, but not limited to: curriculum review, student achievement, language revitalization, revision of the American Indian Education Act, and teacher training. Their mission is to strengthen, protect, and advance the overall education experience and opportunities for all tribal (American Indian) students, families, and communities of Minnesota. On Thursday, February 20th, 2020 MDE and FDLTCC partners attended the TNEC consultation meetings hosted at Minnesota Department of Education offices in Roseville, MN. On that day, initiative partners were able to present the initial work done by the Native Voices for PBIS project, and explain the vision of possible ways in which PBIS can effect positive change for American Indian students. An enlightened conversation was had and TNEC partners requested more information about how to get involved with this initiative. Initiative partners plan to return to TNEC at a minimum of an annual basis to keep them apprised of the work happening within this project. TNEC's feedback to our work, and their ability to make connections with districts around the state that serve American Indian students and families will be a critical driver of our path forward.

WORKGROUP RECRUITMENT:

Another way this project intends to bring in Native Voices is by the assembling of a workgroup of educators that identify as American Indian or work directly with American Indian populations. In addition to finding educators that have intense background knowledge of American Indian communities, we also sought out individuals that have experience with the PBIS framework, or currently work within a school district that actively implements PBIS. This workgroup of educators differs from the initial Dreamer group, because the workgroup will be actively using Implementation Science to guide practical changes they can make, and improve upon, within their day to day work environment.

The vision of the workgroup was to assemble a team large enough to accurately represent American Indian communities throughout the state, but small enough to allow for the agility of its work. Initial outreach started with focusing on the top 20 districts serving American Indian students (identified by state enrollment count). Recruitment for the workgroup was initiated by MDE and FDLTCC partners and focused on the top 20 school districts serving American Indian students and identified individual districts that have had schools complete PBIS statewide cohort training. In addition to those two criteria, initiative partners also identified districts that were not identified for having overrepresentation within special education (overrepresentation defined by expressing a "risk ratio" of 3.0 or higher for any special education category) for American Indian students. Once target districts were identified, email and phone recruitment by initiative partners ensued.

Additional recruitment efforts included presentations by initiative partners during the Project Dreamcatchers Winter Gathering hosted at Fond du Lac Tribal and Community College on Tuesday, January 7th 2020. At this event initiative partners presented the work of the initial Dreamers of the project, and provided additional vision for possible paths this work can go. A total of 38 individual Dreamcatcher practitioners attended the two breakout sessions, and six additional leads were created for possible workgroup members.

These recruitment efforts were successful in bringing together an extremely talented group of partners to serve on a workgroup dedicated to the improvement of PBIS systems that serve American Indian students and families throughout the state of Minnesota. Individual workgroup members and representation are listed in table below.

Name of Participant	Position	School or Agency
Dan Torrez	Alternative and Preventative Services Specialist	MDE
Govinda Budrow	Project Consultant	Fond du Lac Tribal and Community College
Delores Gabbard	American Indian Education Liaison	Moorhead Public Schools
Laurie Eide	American Indian Education Liaison	Greenway Public Schools
Lowana Greensky	American Indian Education Director	Greenway Public Schools
Carline Sargent	American Indian Education Director	St. Francis Public Schools
Holly Schmidt	American Indian Education Liaison	Red Wood Area Schools
Edye Washington	American Indian Education Director	Duluth Public Schools
Ethan Neerdaels	American Indian Education Director	Osseo Public Schools

WORKGROUP PLANNING AND WORK DURING FISCAL YEAR 2020.

Workgroup deliverables for this fiscal year included the following:

- Attend up to three workgroup meetings at a mutually agreeable date, to be hosted at Fond du Lac Tribal and Community College.
- Conduct up to two Listening Sessions to gather the voices and stories of community members, hosted within their local community.
- Submit a final report, summarizing feedback received during community listening sessions.

The timeline of events during Fiscal Year 2020 were dramatically altered due to the COVID-19 pandemic and the subsequent “Stay-At-Home” policy enacted with of Minnesota in March 2020. Recruitment efforts carried on throughout the course of the entire fiscal year, but the first meetings were set to convene in March of 2020. One workgroup meeting was able to be

hosted in-person at Fond du Lac Tribal and Community College on Wednesday, March 11th, but the remaining meetings were conducted virtually via Zoom.

As this work is currently in the stage of exploration, the workgroup focused on two main areas during this phase: developing a collective foundation and purpose for this work, and developing strategies for gathering the voices and stories of our community members that are dedicated to educational change for American Indian students. The following are notes from our exploration of the purpose and focus for this group.

Each of the workgroup participants were asked to write down what they hoped that this phase of the project would show. The prompt was, “Why do we want to do this follow-up work?”

- Changing the narrative on historical trauma – give a voice to its impact. People don’t seem to understand the family “as a whole”. How that shapes students today and their experience in public school?
- We can never have too much information. It’s important to have the network. I want to use all of the voices to reflect everyone. Listen to the voices and not get yelled at for being a “Gate Keeper.”
- When you’re talking about American Indian people and their stories, you have to take that time to listen to what they have to say. There are stories that haven’t been told that we don’t know anything about. If we don’t give our parents, the time and listen to that we don’t even know if PBIS is the direction we should be going with our kids.
- To require professional development so people can hear the stories and develop an understanding of historical trauma and current issues in American Indian Education. If you don’t know the stories, how can you have the empathy and patience to understand? In education we have ignored the truth and until the truth is told I don’t think change will occur. Need changes in college prep and current educators so we have the foundation of understanding Native students. The truth is ignored, something has to happen and until the truth is told nothing changes.
- Lead to community based actionable items that can be implemented. Interventions that would be driven by communities because it is likely not to work otherwise. Initiatives that come and go. Buy in wavers. The understanding has to be upfront.
- Use qualitative narratives to pull common themes to help guide where this work goes. Important to take the time and join with families and students. History of the Native People and researchers, the people know what is best for them so we need to listen.
- We want to provide a genuine safe space for students and families to share their stories. How do we utilize these common themes because in the end we all want to make systemic changes in order for our American Indian students to succeed? Being a part of this group we all understand the trauma and history and we need to continue to be supportive of our students and families. Hearing their stories, share with staff, teachers and administrators. Those are very important for understanding.
- Community voices guiding Indigenous pedagogy that targets key areas: dropout rates, graduation rates, chronic absenteeism. Make it relevant that they want to show up.





Due to unforeseen circumstances and our inability to meet and gather community members as previously planned, the workgroup decided to plan, create, and distribute surveys for the purpose of collecting the voices and stories of our American Indian families, educators, and community members that are dedicated to improving educational outcomes for all American Indian students. The decision of the workgroup was to modify and adapt previously developed PBIS School Climate Surveys, focused on gaining feedback in regard to school climate and culture. The surveys were originally developed by The Georgia Department of Education, originally called the Georgia Elementary, Brief, School Personnel, and Parent School Climate Surveys, the surveys have been renamed for national use. Our workgroup decided to focus on two target audiences for our initial work: families and school personnel. Preliminary results of the survey are listed below, and further analysis is within the scope of work for the next fiscal year of this project.

Survey design included the use of SurveyGizmo platform. All surveys were completed online, and could be accessed through any online device including: laptop, mobile, tablet. MDE provided marketing materials for the survey, which included social media post for Facebook and Twitter, as well as hard copy one-page documents providing a QR code that individuals could use to navigate directly to the online survey. These hard copy documents were set up at community sites that focused on food and device pick-up locations for their local communities.


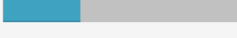

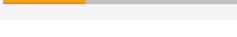

SCHOOL PERSONNEL SURVEY:

The School Personnel survey is a 27 question survey that consists of six parts: Demographics, Cultural Inclusion, Teaching and Learning, School Safety, Relationships, Post Survey Follow Up. In total, 146 responses were recorded for the School Personnel survey, and 130 of those surveys were completed, for a completion rate of 89%. Of those 130 completed surveys from all school personnel, below is demographic information in regards to school setting, region, and whether or not they would like to continue the conversation and have a workgroup member follow up with them about the content within the survey. *Note: questions are not required, so some response totals do not equal 130.*



Question #3: In what setting do you work?

School Type	Percentage of Responses	Total Responses
Traditional Public	 76.6%	98
Public Charter	 5.5%	7
BIE School (Bureau of Indian Education)	 15.6%	20
Private School	 2.3%	3

Question #4: What region of the state do you work?

Region	Percentage of Responses	Total Responses
Northwest	 7.0%	9
Northeast	 32.8%	42
Central	 25.0%	32
Metro	 35.2%	45
South	 2.3%	3

Question #30: I would like to have someone follow up with me regarding the information shared within this survey:

Response	Percentage of Responses	Total Responses
Yes	 13.6%	17
No	 86.4%	108

When disaggregated by Race to only display responses from individuals that identify as American Indian, a total of 59 surveys were taken and 53 were completed for a completion rate of 90%. Individual responses from American Indian participants make up 41% of the total completed surveys. Of those 53 completed surveys from American Indian school personnel, below is demographic information in regards to school setting, region, and whether or not they would like to continue the conversation and have a workgroup member follow up with them about the content within the survey.

Question #3: In what setting do you work?

School Type	Percentage of Responses	Total Responses
Traditional Public	64.3%	36
Public Charter	8.9%	5
BIE School (Bureau of Indian Education)	21.4%	12
Private School	5.4%	3

Question #4: What region of the state do you work?

Region	Percentage of Responses	Total Responses
Northwest	10.7%	6
Northeast	14.3%	8
Central	25.0%	14
Metro	50.0%	28
South	3.6%	2






Question #30: I would like to have someone follow up with me regarding the information shared within this survey:

Response	Percentage of Responses	Total Responses
Yes	29.6%	16
No	70.4%	38


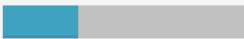

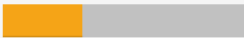
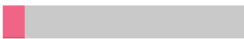
PARENT/GUARDIAN/FAMILY SURVEY:

The Parent/Guardian/Family Survey is a 27 question survey that consists of six parts: Demographics, Cultural Inclusion, Teaching and Learning, School Safety, Relationships, Post Survey Follow Up. In total, 144 responses were recorded for the Family survey, and 130 of those surveys were completed, for a completion rate of 90%. Of those 130 completed surveys from all family members, below is demographic information in regards to school setting, region, and whether or not they would like to continue the conversation and have a workgroup member follow up with them about the content within the survey.



Question #3: My student(s) attends the following type of school. (all that apply)

School Type	Percentage of Responses	Total Responses
Traditional Public	 91.2%	114
Public Charter	 11.2%	14
BIE (Bureau of Indian Education)	 5.6%	7
Private	 2.4%	3
Home Schooled	 1.6%	2

Question #5: What region of the state does your student(s) attend school? (all that apply)

Region	Percentage of Responses	Total Responses
Northwest	 8.7%	11
Northeast	 31.0%	39
Central	 20.6%	26
Metro	 33.3%	42
South	 8.7%	11


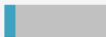



Question #27: I would like to participate in a follow up conversation about my experiences.

Response	Percentage of Responses	Total Responses
Yes	 27.8%	35
No	 72.2%	91


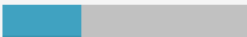



Totals: 126

When disaggregated by Race to only display responses from individuals that identify as American Indian, a total of 115 surveys were taken and 104 were completed for a completion rate of 90%. Individual responses from individuals that identify as American Indian make up 80% of the total completed surveys. Of those 104 completed surveys from American Indian school personnel, below is demographic information in regards to school setting, region, and whether or not they would like to continue the conversation and have a workgroup member follow up with them about the content within the survey.



Question #3: My student(s) attends the following type of school. (mark all that apply)

School Type	Percentage of Responses	Total Responses
Traditional Public	 92.2%	95
Public Charter	 9.7%	10
BIE (Bureau of Indian Education)	 6.8%	7
Private	 1.9%	2
Home Schooled	 1.9%	2

Question #5: What region of the state does your student(s) attend school? (mark all that apply)

Region	Percentage of Responses	Total Responses
Northwest	 9.6%	10
Northeast	 31.7%	33
Central	 21.2%	22
Metro	 28.8%	30
South	 10.6%	11

Question #27: I would like to participate in a follow up conversation about my experiences.

Response	Percentage of Responses	Total Responses
Yes	 31.1%	32
No	 68.9%	71

Even with a limited release of the survey we had a positive response rate by American Indian communities throughout the state. As you can see by the data presented in the graphs, there is an intense interest by American Indian educators to have their voices heard as a part of this initiative. Due to the positive response and the amount of requests for survey follow up the Native Voice workgroup decided to develop a call script to guide the conversations to guide those conversations.

Native Voice for PBIS Sample Interview Script:

The goal of this initiative is to positively impact the systemic factors associated with establishing a safe and nurturing school environment for American Indian students throughout the state of Minnesota. By amplifying the voices and stories of our local American Indian communities throughout the state, we hope to change the narrative by enhancing what is working and reducing what is not working. These voices will be used for change and creating actionable steps to support American Indian Students that can be taken by schools throughout the state. Notes for questioning:

- *Ask questions in neutral ways without prompting or leading any particular response.*
 - *The initial question isn't as important as the follow-up questions.*
 - *Listen intently and ask questions to uncover underdeveloped portions of responses.*
1. *What is your experience in the schools? Follow-ups: experiences with – administrators, teachers, other students, community?*
 2. *What impacted your experience in school? Follow-ups: if it were negative, why? If it was positive, what helped?*
 3. *Were there outside factors that impacted your education? How did the school system support or respond to those factors?*
 4. *What's your perspective of American Indian curriculum within your school? Follow-ups: what more is needed? What is going well?*
 5. *What do you know about behavior supports at your school? Follow-ups: Tell me more about that.*
 6. *What do you know about special education supports at your school? Follow-ups: Tell me more about that.*

NEXT STEPS:

In planning for the next phase of this initiative, we are anticipating more work dedicated to exploration.

1. We are looking to expand our workgroup to include members the North Central region of the state as well as another member from a Southern Sioux community.
2. More work is required for the purpose of establishing a clear statement of purpose so all workgroup members are able to communicate this project with their local stakeholders and administrators.
3. The workgroup will focus on collecting the voices and stories of the individuals that responded to the initial surveys distributed during this phase of work. These voices and stories are critical to our continuing work, as the educators on this workgroup will be looking for specific areas to focus their energy around implementation models.
4. Seek insights and knowledge from community elders that may otherwise be difficult to reach by survey or community gathering. Workgroup members may visit an elder and bring back wisdoms shared.
5. Additional data analysis of survey responses to both the School Personnel survey, and the Family survey. The survey was limited in the initial launch, and additional methods of distribution will be necessary in order to gather a legitimate sample size.