



Advisory Task Force
on Minnesota
American Indian
Tribes and
Communities and K-
12 Standards-Based
Reform

May 15, 2009

**Report
To the
Legislature**

**As required by
MN Law
Chapter 146--H.F.
No. 2245, Section 41**

**Report to the
Legislature**

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Upon request, this report can be made available in alternative formats.

May 15, 2009
LEGISLATIVE REPORT
OF THE
ADVISORY TASK FORCE ON MINNESOTA AMERICAN INDIAN TRIBES AND
COMMUNITIES AND K-12 STANDARDS-BASED REFORM

Estimated Cost of Preparing This Report

This report provides information maintained and published as Minnesota Rules by the Office of Reviser of Statutes as a part of its normal business functions. The cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of analyzing the data, determining recommendations and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$800.00. This cost includes preparation of this document for publication only. It should also be noted individual task force members incurred costs not represented by this figure. Some of the organizations represented by task force members also hosted meetings and supported the costs of those meetings.

Report of the Advisory Task Force on Minnesota American Indian Tribes and
Communities and K-12 Standards-based Reform

The 2009 Advisory Task Force on Minnesota American Indian Tribes and Communities and K-12 Standards-based Reform Report has been prepared as required by MN Law Chapter 146--H.F. No. 2245, Section 41, which includes requirements for committee members and outlines the advisory role of the committee. This report details the task force's recommendations on Minnesota's American Indian Tribes and Communities and K-12 Standards Based Reform.

Table of Contents

Executive Summary	Page 5
Part I A. Law Establishing Advisory Task Force and Membership	Page 7
B. Introduction	Page 10
Part II Academic Standards	Page 15
Part III Assessments	Page 18
Part IV Are Students Compared Fairly?	Page 20
Part V Do Students Receive the Assistance Needed?	Page 23
Part VI Do Schools Receive the Financial and Technical Assistance Needed?	Page 25
Part VII Best Practices	Page 27
Part VIII Teacher Preparation	Page 29
Part IX Summary of Recommendations	Page 32
APPENDIX I MDE Presentations	Page 36
APPENDIX II American Indian Education Survey Results Overview	Page 40

Executive Summary

A wise person once said, “In this society, not everything that counts, get counted; and not everything that gets counted, counts.” As a Task Force, we know this axiom to be true because we know American Indian children, like other children, are filled with promise and possibility, some of which goes uncounted.

Most on the Task Force have worked on the frontlines for many years to improve education for American Indian children in our state. For many of us, it is our life’s calling. We bring knowledge and experience about what does and doesn’t work for American Indian children, and a belief in the inherent abilities of our children that cannot be reduced to a set of numbers. We are committed to sharing best practices in American Indian education and working closely with the Minnesota Department of Education (MDE) to craft an improved standards and assessment system that embraces rather than diminishes the wonder and potential of American Indian children.

The Advisory Task Force on Minnesota American Indian Tribes and Communities and K-12 Standards-Based Reform presents the following recommendations and legislative impact in response to the statutory charge. We ask that the Minnesota State Legislature and the Minnesota Department of Education, in consultation with the governments of the Tribal Nations and the American Indian community, review these recommendations and give them full consideration.

Key Recommendations

- *Academic Standards:* The Legislature and Minnesota Department of Education must provide adequate financial resources and technical assistance to school districts to assure full and effective implementation of revised standards and benchmarks.
- *Assessments:* Pursue two complementary strategies to ensure equal representation of American Indians on the academic assessment advisory panels established by MDE.
- *Comparisons of Students:* The Legislature and MDE should provide fiscal and technical resources in support of research to examine American Indian learning styles and determine what type of curriculum and instruction is most effective to improving students’ academic success.
- *Assistance to Students:* Research must be conducted to determine best practice in meeting the educational needs of American Indian students in curriculum content, instruction process, and delivery of culturally relevant pedagogy.
- *Assistance to Schools:* Provide an adequate level of funding for Success for the Future grant programs.
- *Best Practices:* A comprehensive study on best practice in curriculum content, effective instructional strategies, culturally relevant pedagogy and assessment should be

commissioned and further legislative recommendations should be developed from the results of this study.

- *Teacher Preparation:* Create an advisory committee to develop criteria and to review/comment on current licensure standards in relationship to Minnesota licensure rule 8710.2000, Subpart 4. Standard 3G and others standards related to American Indian history, culture or best practice.

Legislative Impact

The Advisory Task Force on Minnesota American Indian Tribes and Communities identified the following items for consideration by the Legislature as a result of the recommendations included in this report.

- The position of American Indian Education Director within MDE should be restored in order that appropriate leadership can be provided.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education.
- Financial resources are needed to assure adequate implementation of revised standards at the department and school district level.
- Higher education institutions should be charged with more appropriate teacher preparation in regard to knowledge about American Indian tribal sovereignty, culture and history, and culturally relevant pedagogy and best practices for effective evaluation of American Indian students.
- Teachers should be required to include addressing standards regarding contributions of Minnesota American Indian Tribes and Communities as part of continuing education units for relicensure.
- Financial and technical resources are needed to ensure all recommendations are accomplished. An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for MDE for the purpose of identifying and meeting the educational needs of all American Indian students.

Part I A
Law Establishing Advisory Task Force and Membership

Minnesota Law

Sec. 41. **ADVISORY TASK FORCE ON MINNESOTA AMERICAN INDIAN TRIBES AND COMMUNITIES AND K-12 STANDARDS-BASED REFORM.**

Subdivision 1. **Duties.** An advisory task force on Minnesota American Indian tribes and communities and K-12 standards-based reform is established to examine the impact of state and federal standards-based reform on Minnesota's K-12 students, with particular attention to the impacts on American Indian students enrolled in Minnesota schools. The task force, in consultation with American Indian educators, parents, and others who advocate for American Indian children, must determine if:

(1) state education standards and assessments are appropriate for American Indian students;

(2) American Indian students are fairly compared;

(3) American Indian students receive the assistance they need to achieve the state standards; and

(4) schools receive financial and technical assistance sufficient to meet the educational needs of American Indian students.

Subd. 2. **Membership.** (a) The commissioner of education shall appoint representatives from the following organizations and agencies to the task force:

(1) Department of Education staff experienced in working with American Indian students and programs;

(2) Minnesota American Indian tribes and communities;

(3) the Minnesota School Board Association;

(4) school administrators;

(5) Education Minnesota;

(6) the state Board of Teaching;

(7) the Minnesota Council on Indian Affairs;

(8) postsecondary faculty who serve as instructors in teacher preparation programs; and

(9) local community service providers who work with Minnesota American Indian tribes and communities.

(b) After the task force has been convened, the commissioner of education may appoint additional public members recommended by members of the task force.

Subd. 3. **Organization; compensation.** (a) The commissioner shall complete appointments to the task force, under subdivision 2, paragraph (a), by September 1, 2007. The commissioner of education or the commissioner's designee shall convene the first meeting of the task force within 30 days after the appointments are completed. The task force shall select a chair from its membership at the first meeting.

(b) Vacancies, renewal, and compensation of members are as provided in Minnesota Statutes, section 15.059, subject to the availability of appropriations.

(c) The commissioner of education must provide the task force with administrative and clerical support.

Subd. 4. Recommendations. By February 15, 2008, the task force must report recommendations and suggest implementing legislation to the legislative committees and divisions with jurisdiction over education policy and finance regarding the changes, if any, to the state's educational performance standards, content requirements, assessments measures, and teacher preparation programs that will enable Minnesota schools to most effectively meet the educational needs of American Indian students consistent with Minnesota Statutes, sections 124D.71 to 124D.82.

Subd. 5. Expiration. This section expires the day following the submission of the report required by subdivision 4.

EFFECTIVE DATE. This section is effective the day following final enactment.

Task Force Membership

Name/Tribal Membership	Title/Organization
Alice Seagren	Commissioner of Education Minnesota Department of Education
Jackie Fraedrich, Task Force Chairperson, Bad River Band of Ojibwe	School Administrator Robbinsdale Area Schools
Michael Rabideaux, Fond du Lac Band of Lake Superior Chippewa	School Administrator Fond du Lac Education Division
Merlin J. Williams Sr., White Earth Band of Ojibwe	School Administrator (retired)
Luann Frazer, White Earth Band of Ojibwe	School Administrator Cass Lake Bena Public Schools
Jamie S. Edwards, Mille Lacs Band of Ojibwe	Minnesota American Indian Tribes and Communities Mille Lacs Band of Ojibwe
Vince Beyl, White Earth Band of Ojibwe	School Administrator Bemidji Public Schools
Ernest Briggs White Earth Band of Ojibwe	Minnesota American Indian Tribes and Communities Minneapolis Public Schools
Valerie Tanner, Leech Lake Band of Ojibwe	Postsecondary Faculty College of St. Scholastica
Bill Ziegler, Lower Brule Sioux	Community Service Provider President and CEO Little Earth of United Tribes
Elaine Salinas, White Earth Band of Ojibwe	Community Service Provider Migizi Communications
Paul Mueller	Education Minnesota Vice-President
Jennifer Cross, Leech Lake Band of Ojibwe	Minnesota American Indian Tribes and Communities Leech Lake Band of Ojibwe
Brent Gish, White Earth Band of Ojibwe	School Administrator Red Lake Public Schools

Bob Meeks	Minnesota School Boards Association Executive Director
Tim Blue	School Administrator Eci' Nompa Woonspe Charter School
Dorothy Robinson	Minnesota American Indian Tribes and Communities Leech Lake Band of Ojibwe
Joyce Shingobe Mille Lacs Band of Ojibwe	Minnesota American Indian Tribes and Communities Mille Lacs Band of Ojibwe
Annamarie Hill, Red Lake Nation	Minnesota Indian Affairs Council Executive Director
Karen Balmer	Minnesota Board of Teaching Executive Director
Rebecca Garay-Heelan	Minnesota Department of Education American Indian Specialist
Dirk Mattson	Minnesota Department of Education Director, Assessment and Testing
Elizabeth Watkins	Minnesota Department of Education Special Education Specialist

Part I B Introduction

The Advisory Task Force on Minnesota American Indian Tribes and Communities and K-12 Standards-Based Reform met regularly in 2007-08, beginning with its establishment in September, 2007. During the course of our meetings, we have become increasingly committed to presenting a report to the Legislature that addresses both the charge established in law and our vision for significantly improving education for Minnesota's American Indian children. It is our intent to present a report that captures our analysis of the current situation and our commitment to the possibilities of the future.

At each task force meeting, representatives from the Minnesota Department of Education (MDE) presented on topics related to the charge of the committee, including the Minnesota Academic Standards and its review process, Minnesota's test development and bias review, teacher licensing, American Indian initiatives in special education, school improvement, Indian Education, dropout prevention, and federal programs. A list of those presentations, along with a summary description of the content is included in Appendix I. When the Task Force met in other locations, the local Indian education program presented information on the reading programs offered in their school(s). MDE and the task force also piloted, launched and analyzed a stakeholder survey which addressed the questions charged to the task force. Over 700 responses were received from parents, elders, school officials, school board members, and students across the state. Raw data from the stakeholder survey can be found in Appendix II. Open-ended data was coded to emergent themes and the most salient responses appear within the results published in this report. The task force used these resources to set the stage to answer the questions put to its charge. In addition, five subcommittee groups were created to break out and distribute the work among the individuals on the task force. These included: a technical writing committee, a standards committee, an assessment committee, a teacher preparation committee, and a best practices committee.

Unique Status of American Indian Students

Article XIII, Section 1 of the Minnesota State constitution establishes the responsibility of the state to establish and support the public school system. The provision reads as follows, "...it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state." Beyond this state responsibility to provide all children, including American Indian children, in Minnesota with a general and uniform system of education is the issue of the unique political status of Indian tribes that establishes a federal responsibility for American Indian education.

The unique status of American Indian students in Minnesota's public and tribal schools is critical to understanding the issues and recommendations addressed by this Task Force. "American Indian child" is defined in Minnesota Statute 124D.73 as *any child, living on or off a reservation, who is enrolled or eligible for enrollment in a federally recognized tribe*. Federally recognized tribes are those tribes that have a government-to-government relationship with the federal government based on treaties. American Indian students thus are defined by their tribal

background rather than by race and ethnicity. There are seven federally recognized Ojibwe tribes/bands in Minnesota and four federally recognized Dakota communities. It is imperative that persons reading this report understand tribal sovereignty and its impact on education policy. This “unique status” has been consistently recognized by the state of Minnesota.

Governor Tim Pawlenty signed an Executive Order on April 9, 2003, that reads in part as follows:

Whereas, the United States and the State of Minnesota have a unique legal relationship with Indian tribes, as affirmed by the Constitution of the United States, treaties and statutes; and

Whereas, within Minnesota there are 11 federally recognized tribes with elected or appointed tribal governments; and

Whereas, the State of Minnesota, a sovereign state within the United States, recognizes the unique status of Indian tribes and their right to existence, self-government and self-determination;

Now, therefore I hereby order that:

Agencies of the State of Minnesota and persons employed by the state agencies (the “State”) shall recognize the unique legal relationship between the State of Minnesota and Indian tribes; respect the fundamental principles that establish and maintain this relationship and accord tribal governments the same respect accorded to other government.

When undertaking to formulate and implement policies or programs that directly affect Indian tribes and their members, the State and its agencies must recognize the unique government-to-government relationship between the State and Indian tribes, and whenever feasible, consult with the governments of the affected Indian tribe or tribes regarding a State action or proposed action that is anticipated to directly affect an Indian tribe.

State agencies and persons employed by State agencies shall work cooperatively to accomplish the goals of this order and at all times act in a manner consistent with this order.

This executive order is consistent with actions of the State in numerous areas over time. One example is a policy statement adopted by the State Board of Education on February 9, 1982, that says in part, *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 in the field of education for Indian Tribes and communities so as to render services more responsive to their educational needs and desires ... supports and encourages (1) programs and services to meet the unique educational of Indian youth and adults; (2) the involvement 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.

The creation of this Advisory Task Force on Minnesota Tribes and Communities and K-12 Standards Reform as well as the enactment of statute 120B.021 that requires the Department of Education to incorporate the contributions of Minnesota Tribes and Communities in all standards revisions continue and affirms that State commitment.

The unique status of American Indian students in Minnesota was an ongoing topic of discussion in the deliberations of the task force. This unique status is the impetus and driving force for the requests for legislative initiatives and State action to uphold the responsibility for and advancement of the educational needs of every American Indian student in Minnesota. The responsibilities of the state of Minnesota to the American Indian have been the reality as early as any treaties signed between the original inhabitants of this land, which include the Dakota and Ojibwe people.

In 1972, the federal Indian Education act recognized this unique relationship and status and sought to establish a “comprehensive approach to meeting the unique needs of American Indian and Alaska Native students.” Through many years and changes to the law, this law remains with the following unique characteristics:

- It recognizes American Indians have unique, educational and culturally related academic needs and distinct language and cultural needs; and
- It is the only comprehensive Federal Indian Education legislation, dealing with American Indian education from pre-school to graduate-level education and reflects the diversity of government involvement in Indian education; and
- It focuses national attention on the educational needs of American Indian learners, reaffirming the federal government’s treaty responsibility related to the education of American Indians and Alaska Natives; and
- It provides services to American Indians and Alaska natives not provided by the Bureau of Indian Affairs.

In 1988, the state passed the Minnesota Indian Education Act of 1988. This Act affirmed the government-to government relationship, which recognizes the unique status of the American Indian students and the need for the state of Minnesota Department of Education to provide for appropriate and culturally relevant education to these students. It is the belief of the members of this task force, which consists of representatives from the American Indian Tribes and communities, that the state continue to be responsible to each and every American Indian student learner. The task force also maintains it is the state’s responsibility to uphold both state and federal law and policies pertaining to American Indian education in providing culturally relevant educational systems which will foster and result in the academic achievement of American Indian learners in the state of Minnesota.

Achievement Gap of American Indian Students

According to almost every measure of educational performance, including graduation rates and state assessments, American Indian children in Minnesota are doing less well than their non-American Indian peers throughout the State. In its *2007 National Indian Education Study* (May 2008), the National Center for Education Statistics reported that American Indian students in Minnesota scored about the same as their American Indian peers in other states on the National Assessment of Education Progress (NAEP) tests in reading for grades 4 and 8 and in math for grade 8, although they did score higher than their peers in math for grade 4.

Moreover, 42 percent of the American Indian students in the state are in schools or districts that do not make Adequate Yearly Progress (AYP) for American Indian students. Further, these school districts include the state's three largest urban districts and districts in greater Minnesota serving the seven Ojibwe reservations.

As a Task Force, we have been charged with determining if and how state education standards and assessments have measured student performance fairly and accurately, and whether American Indian students and the schools serving them have received the financial and other assistance they need to achieve state standards. On one level, the answer to this charge is self-evident in the performance data which shows a large gap between American Indian students and White students in our state. This report, however, looks more deeply at Minnesota's standards and assessment system and how the system, itself, may contribute to the achievement gap.

While we know significant disparities in achievement between American Indian students and White students exist, we also know the gap exists upon entrance to kindergarten. According to Brent Gish, Superintendent, Red Lake School District, "For the current school year (07-08) only 6 percent of students entered Kindergarten *ready to learn*." We also know the gap persists throughout elementary grades and widens over time. Of greatest concern is the pervasiveness and predictability of this gap.

There are numerous examples of the achievement gap between American Indian students and White students. A comprehensive report was provided to the Task Force by MDE assessment personnel. The report is available upon request and was previously provided to the legislative committee on achievement gap.

Some examples of statewide achievement data taken from 2007-2008 school year are as follows:

At the third grade, only two-thirds of American Indian students (66 percent) in the state of Minnesota scored at proficient levels in reading on the Minnesota Comprehensive Assessments (MCA-II) compared to 86 percent of White students across the state. By fifth grade a little more than half (54 percent) of American Indian students are reading at proficient levels while eight out of ten (80 percent) White students are scoring at proficient levels. The gap between American Indian and White students widens by eighth and tenth grades. Under one half American Indian students (42 percent in 8th grade and 48 percent in 10th grade) are proficient in reading while about three out of four (72 percent in 8th grade and 78 percent in 10th grade) White students are proficient readers. The gap has increased substantially since third grade.

In math, just under two-thirds (63 percent) of third grade American Indian students scored at proficient levels on the MCA-II while 86 percent of White students are proficient at math. While the percentage of White students scoring at proficient levels falls somewhat from fifth grade (71 percent) to eighth grade (63 percent), the percentage of American Indian students who are proficient in math drops even more from 40 percent to 28 percent. In eleventh grade 38 percent of White students score at proficient levels on the MCA-II while only 11 percent of American Indian students reach proficiency in math. The Task Force members are extremely concerned about these scores and this pattern.

Only two out of five American Indian students (41 percent) graduate from high school in four years, while four out of five White students (80 percent) graduate on time. Nearly one-fifth of American Indian students (19 percent) dropped out of school compared to only 4 percent of White students. (This data is drawn from the 2006-07 school year and is calculated according to the National Governors Association's graduation and dropout formulas. For more information go to: http://education.state.mn.us/MDE/Data/Data_Downloads/Student/Graduation_Rates)

Another aspect of the achievement gap is disproportionate representation of American Indian students in special education. When compared with White students, American Indian students are more likely to be identified as having a disability that requires special education services. Across the state, American Indian students are overrepresented in the category of emotional/behavioral disorders. This suggests that many students' social, emotional and behavioral needs are not being met in traditional classrooms.

The average ACT score for American Indian students in Minnesota in 2007 was 19.7 compared to 22.9 for White Minnesotans. National ACT scores were slightly lower for both groups of students, but the difference between American Indian and White students was similar (18.9 compared to 22.1). Research by the Minnesota Minority Education Partnership (MMEP) clearly demonstrates the need for students to take college entrance tests such as ACT. There is a clear achievement gap and we do not have the same percentages of students who take the test.

While summative assessment data are only a "snapshot" taken at single point in time, the very predictability of the achievement gap, makes significant change necessary.

Part II Academic Standards

Make a better attempt at including Minnesota American Indian history and American Indian History, and how it has influenced, in a positive light, the history of America. There is so much not covered; The American Indian has contributed greatly to the history of this nation.

Survey respondent

A. Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making a determination whether the state education standards and assessments are appropriate for American Indian students.

B. Description of Investigative Process

The Task Force established a subcommittee to review current standards and applicable statutory requirements in order to bring forward recommendations regarding the Minnesota Academic Standards. The subcommittee reviewed all the current Minnesota Academic Standards. Minnesota statute 120B.021 requires: *The commissioner must include contributions of Minnesota Tribes and Communities as they relate to each of the academic standards during the review and revision of required academic standards. (Effective for the 2007-2008 school year and later.)* The subcommittee also reviewed the work of a previous group of American Indian educators appointed by the Minnesota Department of Education who developed curriculum known as the *American Indian Curriculum Frameworks*. The *Frameworks* included outcome statements intended to serve as a guide for what all Minnesota K-12 students should know about American Indian History, Culture and Language. The subcommittee used these outcome statements as a foundation to determine whether current standards are appropriate for American Indian students.

C. Major Findings

Finding (1): The Minnesota Academic Standards for Social Studies include some specific standards and benchmarks related to American Indian history and culture, and some examples of places where this information can be integrated into more general standards. Very little specifically address Minnesota tribes and communities. Further, the subcommittee found social studies are not tested at the state level and it is up to each school district to provide the instruction to meet these standard and benchmarks. Therefore, there is no comprehensive mechanism to determine whether Minnesota students are in fact acquiring the knowledge required by these standards. Every school district has been provided copies of the *Frameworks* and they are available on the MDE Website. The subcommittee was unable to determine the extent to which Minnesota teachers are provided professional development to deliver the standards relating to contributions of Minnesota American Indian tribes and communities.

Finding (2): The Minnesota Academic Standards for Arts has completed its review and revision and during that revision process a representative from Mille Lacs Band of Ojibwe served on the Art Standards Review Committee. He is also a member of this Task Force and

provided regular reports to the group. The original revised standards dated November 1, 2007, included the contributions of Minnesota American Indian tribes and communities as one of the “foundation” standards.” This Task Force submitted a resolution to the Art Revision Committee supporting this new standard during the public comment period. However, since that time the revised standards have been submitted to a panel of national experts. MDE followed this panel’s recommendation to remove this portion of the standard regardless of Minnesota statute. As a result, the reference to Minnesota Tribes and Communities has been removed from the standard statement. In its place are a number of benchmarks that address Minnesota Tribes and Communities. While benchmarks are generally designed to inform instruction, this may be difficult since there is less alignment than in the earlier version. K-12 educators on the Task Force are well aware benchmarks are subordinate to standards. Teachers teach to the standards and not necessarily to the benchmarks. The Task Force feels this change does not follow the letter, the spirit, and legislative intent of Statute 120B.021 requiring: *The commissioner must include contributions of Minnesota Tribes and Communities as they relate to each of the academic standards during the review and revision of required academic standards. (Effective for the 2007-2008 school year and later.)* The Task Force is particularly concerned, since Art Standards are the first discipline to go through the revision process since the law was passed and this approach will serve as a precedent for subsequent revision of all subject areas.

Finding (3): MDE has recruited members to serve on the review committee for Science. This committee has begun its review and revision process. Information documents and application forms clearly reflect a need for American Indian teachers to serve. Recruitment efforts by MDE ensured three of the thirty members of the committee self-identified as American Indian. The Advisory Task Force provided assistance to MDE in this recruitment process. This supports the need to permanently establish the Advisory Task Force on Minnesota Tribes and Communities as a permanent committee.

Finding (4): No other standards, including mathematics, science, health/physical education, and language arts, include the contributions of Minnesota American Indian tribes and communities. In a recent survey conducted by MDE, 666 of 775 respondents (86 percent) indicated they had knowledge of the Minnesota academic standards in reading and mathematics; however, only 19 percent agreed American Indian contributions, history and culture were adequately represented in those same standards. In addition, when stakeholders were asked about the three most important things the state of Minnesota could do to improve education for American Indian students, 14 percent of the responses included creating curriculum and standards reflecting the contributions of American Indian tribes and communities to culture and history. This response had the third highest response rate. The subcommittee finds MDE is making efforts to make Minnesota Standards more appropriate for American Indian students as a direct result of statutory requirements. As indicated in Finding 2, the Task Force is concerned revision committees may not include contributions of Minnesota Tribes and Communities in standard language, but rather may choose to limit the inclusion to benchmark levels. At this point the Minnesota Academic Standards are not currently appropriate for American Indian students.

D. Recommendations

Based on these findings, the Advisory Task Force on Minnesota American Indian Tribes and Communities makes the following recommendations with regard to Minnesota Academic Standards:

- All Standards Review Committees must be clearly charged with following the statutory provisions of Minnesota statute 120B.021.
- All Standards Review Committees should consider the *American Indian Curriculum Frameworks* in the review process.
- The Minnesota State Legislature and Minnesota Department of Education must provide adequate financial resources and technical assistance to school districts to assure full and effective implementation of revised standards and benchmarks.
- Higher education institutions should be held accountable by the Board of Teaching for effectively addressing the following Board of Teaching standards: *Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must: G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.*
- Professional development should be required to assure Minnesota teachers are able to deliver the standards related to Minnesota Tribes and Communities in an effective manner.
- The Minnesota Department of Education must continue to act affirmatively to recruit American Indian professional educators to serve on the standards review committees as they are developed.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education.

Part III Assessments

A. Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making a determination whether the state education standards and assessments are appropriate for American Indian students.

B. Description of Investigative Process

The Task Force undertook an investigative process to determine if the assessments utilized by the Minnesota Department of Education are appropriate for American Indian students. This process included a presentation by MDE staff on the Review Process for Bias in Minnesota Assessments, meetings of an assessment subcommittee to review and discuss information shared, and follow-up meetings with MDE staff to review data and discuss the assessment panel selection process. Assessment was also a topic discussed at length at monthly meetings of the full Task Force where individual members shared concerns with the current assessment system and suggestions for change and improvement. The following findings and recommendations are the result of this investigative process.

C. Major Findings

Finding (1): American Indians have been underrepresented on assessment advisory panels recruited for MCA-II reading and math standard setting. Only one of the eighty-eight (1.1 percent) teachers participating on the MCA-II standards setting panels was American Indian. This percentage is less than the 2.09 percent American Indian student distribution in Minnesota public schools, and significantly less than the 17 percent (1 in 6) ethnicity target established by MDE for each grade level/content panel.

Finding (2): The underrepresentation of American Indians on assessment advisory panels is a direct result of the underrepresentation of American Indians in the Cvent database system from which teachers are drawn. MDE uses a web-based data collection system called Cvent to register and invite Minnesota educators to participate in the advisory panels required of large scale test development. Of the 551 teachers in the Cvent system who self-identified their main expertise as math or reading, only two (.3 percent) are American Indian. In addition, there are a total of 14 educators who identify themselves as American Indian out of the 3,494 registrants in the entire Cvent system.

Finding (3): Continued dependence on the Cvent database system as the primary “pool” from which teachers are drawn for assessment advisory panels, will ensure the continued underrepresentation of American Indian people on assessment advisory panels at least for the immediate future.

Finding (4): Under the current system, it is difficult for the Task Force to determine whether the assessments are bias-free and appropriate to American Indian students. The MDE looks for six types of bias in its review process: stereotyping, omission, limited/distorted perspective, isolation/unreality, language, and fairness - all of which are dependent on having at least one person on each panel who is highly knowledgeable about Minnesota American Indian history, lifestyles and perspectives. Because very few American Indians have been represented on the panels convened for the MCA-II Reading and Math assessments, the current system lacks the ability to discern and eliminate bias as it may relate to American Indians. MDE has made efforts to recruit American Indian representation and is committed to the task moving forward.

Finding (5): Teachers, parents, and others who work with American Indian students are either unsure or disagree when presented with the statement that “American Indian students are fairly compared on Minnesota state academic assessments.” In a recent survey conducted by MDE that included this statement, 469 of 775 respondents (61 percent) indicated they were either unsure or disagreed with this statement. In addition, when stakeholders were asked what three things the state could do to improve the education of American Indian students, 5 percent indicated the state level tests should be culturally relevant to American Indian tribes and communities, and at the same time 3 percent indicated the state should reduce the total amount of state level testing. While these percentages in and of themselves were not great in percentages alone, culturally relevant assessments and reduced testing were the fourth and fifth most popular responses, respectively. Task Force members are in strong and uniform agreement that assessments that focus solely on academic learning fail to take into account the cultural learning and competence of American Indian students, equally valued within the American Indian community.

D. Recommendations

MDE must identify and implement proactive strategies to ensure Minnesota State academic assessments are bias-free and appropriate for American Indian students. It is recommended MDE work in close partnership with the Advisory Task Force on Minnesota American Indian Tribes and Communities to implement the following actions:

- Explore and adopt assessment models to include multiple indicators (i.e., growth model, portfolios, exhibitions, etc.) as a complement to state academic assessments for American Indian students.
- Concurrently pursue two strategies to ensure equal representation of American Indians on the academic assessment advisory panels established by MDE:
 1. Launch a statewide recruitment effort to get a representative number of American Indian educators registered in the Cvent database by February, 2009.
 2. Utilize more inclusive databases (i.e., Staff Automated Reporting-STAR) for assessment panel recruitment of American Indian teachers until such time as the Legislature and the American Indian community can be assured Cvent includes a representative pool of American Indian educators.
- Ensure state academic assessments will be aligned and inclusive of new state academic standards requiring the inclusion of the contributions of Minnesota tribes and communities.

Part IV Are Students Fairly Compared?

Adjust Minnesota testing so it adequately reflects what American Indian students know. Take into consideration socioeconomic level, culture, and values in the assessment. Continue working on standardized tests to make them a fair measure of our students' intelligence and ability.
Survey respondent

Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making a determination whether American Indian students are fairly compared.

B. Description of Investigative Process

The Task force established a subcommittee to review whether American Indian students are fairly compared with other students in the state using the results of the Minnesota Comprehensive Assessments - Series II. The subcommittee reviewed Minnesota Department of Education Minnesota Comprehensive Assessments - Series II (MCA-II) results for American Indian Students in both tribal and public schools, 2006 and 2007. The group also reviewed both state and national sources for additional data on assessment of American Indian.

C. Major Findings

Finding (1): American Indian student achievement data specific to American Indians enrolled in either tribal or public schools in Minnesota indicates American Indian student achievement establishes a predictable/consistent pattern from grades 3 through 11. The comparison charts for both reading and math in grade adjusted scale scores (2006) and sub-score analysis (2007) are higher at grade 3; tend to level-off through grades 4 through 6 ; and then at grade 7, the scores begin a gradual downward trend. It is not our intent to oversimplify the data as reported in both the 2006 and 2007 reports as provided by MDE; a full review of the assessment scores makes it clear there are many variables and factors to take into account. However, the following statements can be made regarding a review of the MDE assessment reports:

- American Indian assessment scores fall into a consistent pattern for those attending both tribal and public schools.
- Bureau of Indian Education (BIE) tribal school students tend to score somewhat lower than American Indians in public schools.
- American Indian (both public and tribal) assessment scores are lower than those of White students.

Finding (2): The state's current standards/assessment design forces cultural assimilation practice by excluding American Indian culture, history, or contributions from the state's Academic Standards. This is congruent with research indicating schooling for American Indians has historically tended to be designed to assimilate American Indians into the dominant culture (Deyhle & Swisher, 1997). American Indian test results should be analyzed for the

purpose of improving curriculum, identifying the best and most effective teaching practices specific to American Indian students, and replicating those practices.

The fact Minnesota students are taught utilizing standards that address only dominant cultural content adds an element of unfairness to the process. Further, when you also consider many American Indian students do not enter school ready to learn, the process requires American Indian students to make more than a year's progress in a year's time for a period of several years. This also reinforces the challenges American Indian students have in traditional public education.

Finding (3): The standards movement seeks to control what is being taught through high stakes testing mandated at the state or national level. There is much debate over the use of a single measure to define academic success for public school students. Assessments and standards, which reflect European-American standards, with virtually no attention to expectations and values of American Indian culture, are not an accurate depiction of what American Indian students know and can do academically. The task force also agrees the use of standardized instruments as the single measure to assess culturally diverse children does not measure the true or full abilities of the whole child. First, these measures have a frame of reference uniquely White and middle class in terms of test items and group norms. American Indian values encourage interdependence, collective decision-making and group cohesiveness and are not reflected in current assessment instruments. Secondly, Minnesota State Statute 124D.81, Subd.4.states: *“In accordance with recognized professional standards all testing and evaluation materials and procedures utilized for the identification, testing, assessment and classification of American Indian children must be selected and administered so as not to be racially or culturally discriminatory and must be valid for the purpose of identifying, testing, assessing, and classifying American Indian children.”* While MDE has made efforts to involve the American Indian community in standards and test development, strong formal involvement has not been successful. The American Indian community has not been formally involved during any level of assessment development or implementation.

Finding (4): To quote Richard Littlebear (1999), “The key to producing successful American Indian students in our modern educational system...is to first ground these students in their American Indian belief and value systems.” Research conducted by Coggins, Williams, & Radin (1997) and affirmed by Cleary and Peacock (1998) support the position that traditional culture has a positive role in developing academically successful American Indian students. To be fairly compared, American Indian students must first be grounded in their beliefs and value systems and next be assessed and compared fairly.

D. Recommendations

Based on these findings, the Advisory Task Force on Minnesota American Indians and Communities submits the following recommendations in regard to the issue of whether American Indian students are fairly compared:

- The Minnesota State Legislature (Legislature) and MDE should provide fiscal and technical resources in support of research on the influence of traditional cultures on American Indian students' academic success.

- The Legislature and MDE should provide fiscal and technical resources in support of research on cultural differences and conflict between American Indian communities and schools in terms of its impact on student's educational success.
- The Legislature and MDE should provide fiscal and technical resources in support of research to examine American Indian learning styles and determine what type of curriculum and instruction is most effective to improving students' academic success.
- The Legislature and MDE should provide fiscal and financial resources to identify and implement alternative assessments for determining American Indian student academic achievement or academic progress.
- The Legislature should establish by law the use of multiple indicators of American Indian academic success that includes a measure of growth or progress for individual students.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education and provide oversight of all recommendations as presented.

Part V

Do Students Receive the Assistance Needed?

Teachers need to have a better understanding of our history and need to respect the differences between our people and the rest of society. Our history is unique; therefore, our children are unique. Our children tend to be quieter in the classroom, so they often get overlooked. My child shouldn't have to act like a bubbly cheerleader to get into the National Honor Society, for example, or to get recognized by teachers and staff for his accomplishments. School staff need to be more open to Indian parents. I have never felt as if I was a "partner" with any of my children's schools or staff. I've always known my place in the dominantly White schools my children have attended and never felt welcomed to be a volunteer or member of the school community. Maybe for next generation it will be different in our changing society.

Parent survey respondent

A. Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making a determination whether American Indian students receive the assistance they need to achieve the state standards.

B. Description of Investigative Process

The Task Force considered all resources received by school districts to meet the educational needs of American Indian students. All school districts with 10 or more American Indian students may apply for federal grants to meet the culturally related academic needs of American Indian students. Some school districts apply for Success for the Future state grants. There are also districts who qualify for federal Johnson O'Malley funds for services to Native Americans eligible for enrollment in a federally recognized tribe. These funds provide for a range of services and can vary a great deal from one district to the next. Task Force members received presentations and financial reports describing services and funding. The extent of the achievement gap between American Indian students and White students strongly suggests American Indian students in fact do not get the assistance needed to meet state standards.

C. Major Findings

Finding (1): In a recent survey conducted by MDE, a nearly half of the respondents (48 percent) indicated students do not receive the academic assistance they need to achieve the state standards. The extent of the achievement gap between American Indian students and White students supports this statement.

Finding (2): When stakeholders were surveyed on the three most important things the state could do to improve American Indian education for students, 9 percent of the open-ended responses included providing more professional development on American Indian culture and history to staff working in schools. It was the third highest open-ended response to the survey question.

Finding (3): Forty-two percent of American Indian students attend schools in school districts that did not make Adequate Yearly Progress for American Indian students. None of the three largest urban districts, Minneapolis, St. Paul, and Duluth, is making Adequate Yearly Progress with American Indian students. Even more compelling is all of the Ojibwe reservation areas are served by districts that did not make Adequate Yearly Progress for American Indian students in 2006-2007.

Finding (4): When districts are required to develop District Improvement Plans to address the fact the district does not make Adequate Yearly Progress for American Indian students, technical assistance is not provided to address the specific culturally related needs of American Indian students.

D. Recommendations

Based on these findings the Advisory Task Force on Minnesota American Indians and Communities submits the following recommendations in regard to the issue of whether American Indian students receive the assistance they need to achieve the state standards:

- Research must be conducted to determine best practice in meeting the educational needs of American Indian students in curriculum content, instruction process, and delivery of culturally relevant pedagogy.
- Develop and implement a comprehensive plan to assure school districts receiving Success for the Future grants and school districts not making Adequate Yearly Progress for the American Indian subgroup of students use best practices in addressing the needs of these students.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education.
- Establish a State Indian Education Office led by an American Indian educator at the director level.
- Provide MDE-led professional development to public school Indian educators and regular education teachers in best practice in education of American Indian students.
- Overrepresentation of American Indian students in special education, particularly in the category of Emotional/Behavioral Disorders must be addressed at the federal, state and local levels.
- Teacher training programs that include financial support to train American Indian teachers should be increased.
- Success for the Future grants should be more adequately funded to assure all districts submitting eligible applications are approved.

Part VI

Do Schools Receive the Financial and Technical Assistance Needed?

Recognize her cultural heritage and partner with tribal nations to build equitable standards and expectations for adequate teacher training and curriculum that reflects the original people of Minnesota with respect to their culture, language, and values. And to support those school programs that do serve poverty stricken areas instead of punishing those school districts that do not possess adequate resources to support quality education.

Parent survey respondent

A. Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making a determination whether schools receive financial and technical assistance sufficient to meet the educational needs of American Indian students.

B. Description of Investigative Process

The Task Force reviewed the financial data on January 29, 2008, from the 2006-2007 school year as reported through UFARS. At this time, the Task Force requested more detailed information for data analysis and created a subcommittee to investigate both the financial and technical assistance offered to American Indian students in Minnesota. In response, MDE created a data set from UFARS that was adjusted to reflect the amount of money allocated per American Indian student in districts that have 10 or more pupils. MDE also created a report for the investigation by the subcommittee to analyze the schools and districts that did not make their Adequate Yearly Progress (AYP) due to the performance of the subgroup of American Indian students. Also investigated by the subcommittee was the American Indian Education survey as it relates to parental perception of both the financial and technical assistance given to American Indian pupils.

Throughout the investigative process, the subcommittee was challenged to determine which funding was specifically allocated to the individual American Indian students. However, the subcommittee was able to extrapolate information throughout the investigative process to make the following findings and recommendations:

C. Major Findings

Finding (1) The achievement gap between American Indian and White students is clearly documented. Research further supports the need for literacy based pre-school programs and all-day kindergarten programs. This need is critical for American Indian students to have school readiness programming.

Finding (2): In a recent survey conducted by MDE, 154 of 775 respondents, only 20 percent, indicated their school district receives culturally-specific technical assistance from MDE to sufficiently meet the educational needs of American Indian students. In addition, when school district staff, parents, elders, and students were queried on the three things the state

of Minnesota could do to improve student education, 266 out of 564 responses (47 percent) included providing more adequate funding and more resources.

Finding (3): Funding data from Program Finance at MDE does not clearly describe the amount spent on American Indian students. All students, including American Indian students (except for those enrolled at Bureau of Indian Education tribal contract schools), are funded by the state's general fund, which includes compensatory funding. In addition, federal Title I funding goes to schools serving low income students to improve mathematics and reading scores. However, Title I funds are not used to serve all K-12 students in a district, and district Title I funds are often targeted to a limited number of highest need elementary schools attended by only a small percentage of American Indian students. However, districts do receive specifically identified funding streams which provide additional services to American Indian students beyond the formula. These categorical dollars include: Success for the Future (state), Title VII (federal), Johnson O'Malley contracts or subcontracts (federal) and Impact Aid (federal funding to districts for students who reside on non-taxable land). While American Indian students are served by programs such as Title I and compensatory aid, it was not possible with available information to determine those amounts. It is important that districts understand that the availability of categorical aids for American Indian students does not relieve them of the responsibility to utilize all available state and federal funds to provide equal education opportunities for American Indian students.

Finding (4): Forty-two percent of the American Indian students in the state are in schools or districts that do not make Adequate Yearly Progress for American Indian students. Further, these school districts include the state's three largest urban districts and districts in greater Minnesota serving the seven Ojibwe reservations.

D. Recommendations

Based on these findings the Advisory Task Force on Minnesota American Indians and Communities submits the following recommendations in regard to whether schools receive financial and technical assistance sufficient to meet the educational needs of American Indian students:

- Provide an adequate level of funding for K-12 education throughout the state.
- Adequately support high-quality, literacy-based, pre-school programming and all-day kindergarten programs.
- Provide an adequate level of funding for Success for the Future grant programs.
- Pass legislation addressing more effective teacher preparation programs and in-service
- Request universities to establish a professional development program for local Indian education directors to assure they are highly knowledgeable and skilled.
- Use the Advisory Task Force on American Indian Tribes and Communities as a resource to those at MDE who are charged with providing technical assistance on integrating the contributions of American Indian tribes and cultures into revised academic standards.

Part VII Best Practices

The state of Minnesota can do the following to improve my child's education... Indian children are culturally taught to be soft-spoken, respectful to elders, but our public school classrooms only reward those students who are loud and outspoken; our children get overlooked when they need help! Our children learn by "doing" not sitting in a classroom all day taking notes; have more interactive lessons so the children can learn effectively. Thank you.

Parent survey respondent

A. Charge to the Task Force

The Advisory Task was not formally charged with a review of best practice in curriculum, effective instruction or culturally relevant pedagogy. However, it quickly became apparent this review of best practice is critically important if improvements are to be made in these areas.

B. Description of Investigative Process

A subcommittee was established to review and report on best practice. When Task Force meetings were held in local communities, the program or school district involved presented information about programs and services that hold some promise for effective instruction of American Indian students. Most of these presentations centered on effective reading programs and strategies.

One major persistent challenge facing educators is the low average academic achievement test scores of American Indian students. This has been and continues to be a historic pattern in Indian education. The low academic achievement as measured on tests among American Indian students during the NCLB is commonly referred to as the achievement gap. Unfortunately, American Indians also have the highest dropout rates of any ethnic group; relatively high rates of alcohol abuse (For example, American Indians ages 15 - 24 die as a result of an alcohol related accident 17 times higher than the national average); and American Indians have an increasingly higher number of suicide in comparison to the national average (American Indian Education Literature Review, 2008). These issues require continued investigation into effective prevention strategies. The federally funded Drop Out Prevention grant and the Positive Behavior Intervention Strategies grant are two efforts MDE is implementing that do impact the American Indian students in Minnesota schools.

Members of the subcommittee conducted a review of the literature regarding best practice. It is self evident by and large what is best practice for all students is best practice for American Indian students. For example all students need and should have effective, scientifically based reading programs that are delivered with fidelity. Another example is effective literacy-based early childhood programming. All students need this type of service, but American Indian students are among the least likely to be enrolled in high-quality early learning programs.

There are also best practice strategies that are particularly effective for American Indian students. These include but are not limited to: addressing learning styles; professional development regarding curriculum content, strategies and pedagogy; effective community and parent

involvement; culturally relevant curriculum; unbiased assessments; holistic instructional practices; and resources for unmet basic needs.

C. Major Findings

Finding (1): School-based programs that provide best practices in reading and math instruction are often difficult to implement and sustain on a larger scale due to cost.

Finding (2): Specific strategies to address the unique culturally related academic needs of American Indian students are not uniformly developed and delivered across the state.

Finding (3) The patterns of American Indian students' performance as measured on assessments require comprehensive research. Initial areas of focus should include early childhood education programs (e.g. Head Start and Early Childhood Readiness Programming). These pre-school education programs indicate early education intervention programs do positively impact American Indian learners and could explain why they score better on tests at grade 3 reading and mathematics on the MCA-IIs. However, additional research is needed to determine appropriate revisions in curriculum, teacher preparation, and/or how to address American Indian learning style. These research efforts might extend and increase the performance of American Indian learners on standardized test data.

D. Recommendations

Based on these findings, the Advisory Task Force on Minnesota American Indians and Communities submits the following recommendations on best practices:

- It is recommended that a comprehensive study on best practice in curriculum content; effective instructional strategies; culturally relevant pedagogy; and assessment be commissioned and further legislative recommendations be developed from the results of this study.
- Explore and pursue the relationships of tribal schools and public school entities.

Part VIII Teacher Preparation

Adequately educate teachers. If teachers are not aware of the contributions Native Americans have made to society, how can we expect them to teach that to students. Provide sensitivity training for all school staff. School counselors, office staff and teachers should be made aware of how difficult "living in two worlds" really is and how alcoholism and drug abuse affects daily lives and activities regardless of everyone else's schedules.
Survey respondent

A. Charge to the Task Force

The Advisory Task Force on Minnesota American Indian Tribes and Communities has been charged with making recommendations on the changes needed in teacher preparation programs to enable Minnesota schools to most effectively meet the educational needs of American Indian students.

B. Description of Investigative Process

The Advisory Task Force on Minnesota American Indian Tribes and Communities established a subcommittee to look at teacher training preparation. The subcommittee included members from the Task Force, including those who represent the Board of Teaching and Education Minnesota.

The Board of Teaching provided the Task Force with information regarding the number of American Indian teachers currently teaching. The Board of Teaching also provided the task force with information regarding Minnesota licensure rule 8710.2000, Subpart 4. Standard 3G, which reads in part:

Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

The subcommittee reviewed reports from 17 of 30 higher education institutions describing the methods they use in teacher training programs to address the above standard. The task force has reviewed descriptions of how this standard is embedded within various preparation programs.

C. Major Findings

Finding (1): Minnesota pre-service programs are not adequately preparing teachers to teach about American Indian communities and reservations. In addition, pre-service programs do an inadequate job of teaching best practices for American Indian students. The task force has reviewed descriptions which illustrate how standard 3G is embedded within

various teacher preparation programs. Institutions of higher education, as a whole, use a variety of methods to meet the standards which include: books, readings, speakers, videos, writings, and the development of lesson plans. However, only two of the 17 institutions included content and pedagogy to adequately prepare teachers.

Finding (2): The number of licensed American Indian teachers in Minnesota is not adequate. According to the STAR report, during the 2006-2007 school year, only 0.46 percent of Minnesota licensed teachers were American Indian. The total number of licensed teachers in Minnesota during 2006-2007 was 55,633. Of these teachers, 256 were licensed American Indian teachers. (It should be noted that the STAR data relies on self-reported information provided by individual teachers to their employers; ethnicity data is not collected by the state.)

Finding (3): Additional Funding is needed to encourage and support American Indians to enter the teaching profession. Financial constraints often serve as a barrier to American Indians who may be interested in pursuing becoming a licensed teacher.

Finding (4): Opportunities for further training in American Indian pedagogy and content for in-service teachers is limited. Few institutions of higher education offer coursework at the graduate level for in-service teachers. Professional development funding is limited at the K-12 level to provide teachers and staff with training. There are districts with high numbers of American Indian students who partner with institutions of higher education to provide training. However, further discussions need to take place to develop a model for statewide in-service teacher training.

D. Recommendations

Based on these finding, the Advisory Task Force on Minnesota American Indian Tribes and Communities submits the following recommendations in regard to the issue of whether American Indian students receive the assistance they need to achieve the state standards.

- Establish a State Indian Education Office led by an American Indian educator at the director level to support curriculum development and teacher training. Training would include best practice and American Indian content to in-service teachers, Indian educators, and additional staff. This office would facilitate the development of a model for effective in-service teacher training.
- Explore the possibility of distributing unspent Minnesota Indian Teacher Training grants to other teacher education programs in Minnesota. Preference would continue to include the University of Duluth, Augsburg College, Bemidji State University, and Moorhead State University.
- Create an advisory committee to develop criteria and to review/comment on current licensure standards in relationship to Subp. 4. Standard 3G and others standards related to American Indian history, culture or best practice.
- Develop criteria for assessing Minnesota Rule 8710.2000 (Standards of Effective Practice) specifically for, but not exclusive to, Subpart 4. Standard 3G.
- Move beyond "*understanding*" to being able to demonstrate the ability to address specific student needs. As noted above, the current language is "understand," which is used for a number of other standards within this rule. However, there are other standards that begin

with words such as “*assess*”, “*know about*”, “*identify and design instruction*”, “*accommodate*”, “*use*”, and “*evaluate*.”

- Explore the idea of requiring a clinical experience in a diverse setting. Licensure rules currently require “*early and ongoing clinical experiences*” specific to the scope (age level) and content of the licensure program. These requirements are found in the specific content area rules rather than the Standards of Effective Practice.
- Create partnership opportunities with lab schools for teacher candidates. Individual institutions could develop partnerships with local schools and organizations to support their preparation program. The Board of Teaching has not generally been involved in these partnerships and relationships.

The majority of Task Force members support the proposed language from H.F. 2008, which was discussed at the legislature last year and was presented as S.F. 3079 during the 85th Legislative Session (2007-2008). Two portions of the bill address teacher preparation requirements, which are provided below.

The board must require that persons enrolled in a teacher preparation program receive instruction in historical and cultural competencies related to Minnesota American Indian tribes and communities and their contributions to Minnesota, consistent with sections 120B.021, subdivision 1, and 124D.71 to 124D.82. The competencies related to Minnesota American Indian tribes and communities must include, among other components, standards for instructional practices most effective for successfully teaching elementary and secondary American Indian students.

The board must adopt rules to include instruction and other development activities to improve the understanding and effective instruction of and communication with Minnesota American Indian tribes and communities, consistent with paragraph (d) and sections 120B.021, subdivision 1, and 124D.71 to 124D.82, in the 125 clock hours of professional development that teachers must complete to renew their professional teaching license.

The first provision would require higher education institutions to improve how they meet the Board of Teaching standards in regard to Minnesota American Indian Tribes and Communities. The second provision would require teachers to include “understanding of and effective instruction of Minnesota American Indian Tribes and Communities” in the 125 clock hours of professional development.

Part IX Summary of Recommendations

Academic Standards

- All Standards Review Committees must be clearly charged with following the statutory provisions of Minnesota statute 120B.021.
- All Standards Review Committees should consider the *American Indian Curriculum Frameworks* in the review process.
- The Minnesota State Legislature and Minnesota Department of Education must provide adequate financial resources and technical assistance to school districts to assure full and effective implementation of revised standards and benchmarks.
- Higher education institutions should be held accountable by the Board of Teaching for effectively addressing the following Board of Teaching standards: *Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must: G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.*
- Professional development should be required to assure Minnesota teachers are able to deliver the standards related to Minnesota Tribes and Communities in an effective manner.
- The Minnesota Department of Education must continue to act affirmatively to recruit American Indian professional educators to serve on the standards review committee as they are developed.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education in order to provide oversight to this ongoing process.

Assessments

- Explore and adopt assessment models to include multiple indicators (i.e., growth model, portfolios, exhibitions, etc.) as a complement to state academic assessments for American Indian students.
- Concurrently pursue two strategies to ensure equal representation of American Indians on the academic assessment advisory panels established by MDE:
 1. Launch a statewide recruitment effort to get a representative number of American Indian educators registered in the Cvent database by February, 2009.
 2. Utilize more inclusive databases (i.e., Staff Automated Reporting-STAR) for assessment panel recruitment of American Indian teachers until such time as the Legislature and the American Indian community can be assured Cvent includes a representative pool of American Indian educators.

- Ensure state academic assessments will be aligned and inclusive of new state academic standards requiring the inclusion of the contributions of Minnesota tribes and communities.

Comparison of Students

- The Minnesota State Legislature (Legislature) and MDE should provide fiscal and technical resources in support of research on the influence of traditional cultures on American Indian students' academic success.
- The Legislature and MDE should provide fiscal and technical resources in support of research on cultural differences and conflict between American Indian communities and schools in terms of its impact on student's educational success.
- The Legislature and MDE should provide fiscal and technical resources in support of research to examine American Indian learning styles and determine what type of curriculum and instruction is most effective to improving students' academic success.
- The Legislature and MDE should provide fiscal and financial resources to identify and implement alternative assessments for determining American Indian student academic achievement or academic progress.
- The Legislature should establish by law the use of multiple indicators of American Indian academic success that include a measure of growth or progress for individual students.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education and provide oversight of all recommendations as presented.

Assistance for Students

- Research must be conducted to determine best practice in meeting the educational needs of American Indian students in curriculum content, instruction process, and delivery of culturally relevant pedagogy.
- Develop and implement a comprehensive plan to assure school districts receiving Success for the Future grants and school districts not making Adequate Yearly Progress for the American Indian subgroup of students use best practices in addressing the needs of these students.
- An entity that represents Minnesota's Tribal Nations, the current Advisory Task Force on Minnesota American Indian Tribes and Communities, and other American Indian community members should be identified to serve as a permanent advisory body on pre-K to grade 12 education for the Minnesota Department of Education.
- Establish a State Indian Education Office led by an American Indian educator at the director level.
- Provide MDE led professional development to public school Indian educators and regular education teachers in best practice in education of American Indian students.

- Overrepresentation of American Indian students in special education, particularly in the category of Emotional/Behavioral Disorders must be addressed at the federal, state and local levels.
- Teacher training programs that include financial support to train American Indian teachers should be increased.
- Success for the Future grants should be more adequately funded to assure all districts submitting eligible applications are approved.

Assistance for Schools

- Provide an adequate level of funding for K-12 education throughout the state.
- Adequately support high-quality, literacy-based, pre-school programming and all-day kindergarten programs.
- Provide an adequate level of funding for Success for the Future grant programs.
- Pass legislation addressing more effective teacher preparation programs and in-service
- Request universities to establish a professional development program for local Indian education directors to assure they are highly knowledgeable and skilled.
- Use the Advisory Task Force as a resource to those at MDE who are charged with providing technical assistance on integrating the contributions of American Indian tribes and cultures into revised academic standards.

Best Practices

- It is recommended a comprehensive study on best practice in curriculum content, effective instructional strategies, culturally relevant pedagogy, and assessment, be commissioned and further legislative recommendations be developed from the results of this study.
- Explore and pursue the relationships of tribal schools and public school entities.

Teacher Preparation

- Establish a State Indian Education Office led by an American Indian educator at the director level to support curriculum development and teacher training. Training would include best practice and American Indian content to in-service teachers, Indian educators, and additional staff. This office would facilitate the development of a model for effective in-service teacher training.
- Explore the possibility of distributing unspent Minnesota Indian Teacher Training grants to other teacher education programs in Minnesota. Preference would continue to include the University of Duluth, Augsburg College, Bemidji State University, and Moorhead State University.
- Create an advisory committee to develop criteria and to review/comment on current licensure standards in relationship to Subpart 4. Standard 3G and others standards related to American Indian history, culture or best practice.
- Develop criteria for assessing Minnesota Rule 8710.2000 (Standards of Effective Practice) specifically for, but not exclusive to, Subpart 4. Standard 3G.

- Move beyond "*understanding*" to being able to demonstrate the ability to address specific student needs. As noted above, the current language is "understand," which is used for a number of other standards within this rule. However, there are other standards that begin with words such as "*assess*", "*know about*", "*identify and design instruction*", "*accommodate*", "*use*", and "*evaluate*."
- Explore the idea of requiring a clinical experience in a diverse setting. Licensure rules currently require "*early and ongoing clinical experiences*" specific to the scope (age level) and content of the licensure program. These requirements are found in the specific content area rules rather than the Standards of Effective Practice.
- Create partnership opportunities with lab schools for teacher candidates. Individual institutions could develop partnerships with local schools and organizations to support their preparation program. The Board of Teaching has not generally been involved in these partnerships and relationships.

APPENDIX I

MDE Presentations

Minnesota Comprehensive Assessments –Series II (MCA-II): Results for American Indian Students in Tribal and Public Schools 2007

Presented September 24, 2007 by Dr. George Henly, Minnesota Department of Education

The Committee received this presentation at its first meeting. Its purpose was to provide an orientation and context of American Indian student performance in a number of settings and from a variety of comparison groups. These comparison settings and groups included the following:

- 2007 MCA-II Scale Scores for Minnesota Public School Students by Ethnic Group
- 2007 MCA-II Achievement Levels and Percent Proficient for Minnesota Public School Students by Ethnic Group
- 2007 MCA-II Scale Scores for Minnesota American Indian Students in Public Schools and BIE Schools
- 2006-2007 MCA-II Achievement Levels and Percent Proficient for Minnesota American Indian Students in Public Schools and BIE Schools
- 2006-2007 MCA-II Longitudinal Analysis
- 2007 MCA-II Subscore Analysis

The presentation was intended to provide an orientation to Committee members regarding the following:

- Compare the performance of tribal and public school students on the MCA-IIs
- Examine longitudinal change in achievement levels for student groups
- Understand limitations of the MCA-II data in drawing certain conclusions
- Promote discussion regarding factors that impact student performance
- Consider available data in guiding policy development

Minnesota Academic Standards

Presented September 24, 2008, by Beth Aune, Minnesota Department of Education

This discussion focused on Minnesota's system of academic standards and high school graduation requirements. The chart "Minnesota K-12 Academic Standards, Required State Tests and Graduation Requirements" was distributed to the committee. Recent legislation concerning new graduation requirements in mathematics and science was emphasized including how the standards committee addressed the new "Algebra by the end of grade eight" legislation. The standards revision process was described including committee selection and structure, and the stages of the revision process. Discussion included ways the contributions of American Indian tribes and communities might be integrated into the arts standards, as required by Minnesota Statute 120B.021.

Overview of the Statewide System of Support of the School Improvement Division

Presented on September 24, 2007 by Paul Marietta, Minnesota Department of Education

The presentation provided information about the established Statewide System of Support and the function of the School Improvement (SI) Division. Paul began by stating the mission of the division is to, “Assist educators to improve student achievement by providing professional development and program support.” The division oversees the implementation and development of Q-Comp. They are also responsible to provide technical assistance to schools and districts not making AYP. To accomplish this, the division developed a model of intensive and sustained statewide system of support for identified schools and districts in order to build capacity throughout the state. In June of 2006, the Minnesota Department of Education contracted with the regional service cooperatives to provide assistance. MDE, through the School Improvement Division, also works directly with Minneapolis and St. Paul school districts with AYP. The intended goals of both of these are to help the districts develop and implement a school improvement plans to harness their resources and energy and to ensure all sub-groups are receiving a quality educational experience. As with all sub-groups, the MDE continually asks the questions of what is happening in their schools with Indian students, and provide the support to the service co-ops and districts to assist them in addressing areas of concern. Advocacy and vigilance is the best tools we have to assist our Indian populations in our schools. The Division of School Improvement is purposeful when looking at school improvement plans and when providing the technical assistance to ensure they are targeting Indian student achievement.

Review Process for Bias in Minnesota Assessments

Presented November 6, 2007, by Sandy Gimpl, Minnesota Department of Education

This presentation focused on Research & Assessment’s process for reviewing the state assessments for bias. It included the process of recruiting and convening a panel of Minnesota educators and citizens to review assessment questions. The different panels involved in the Test Development process for Minnesota assessments were demonstrated. The quantitative and qualitative reviews utilized were discussed. Questions panelists discuss during Passage, Storyboard, and New Item Bias were presented and discussed. During Data Review committees, after a test question is field tested, the variety of qualitative information panelists review was supplied.

Board of Teaching Presentation

Presented November 27, 2007 by Karen Balmer, Minnesota

The objective of the presentation to the task force was two-fold:

- Provide background information on the Board of Teaching, and
- Provide context for existing licensure requirements relating to the work of the task force.

Specifically, the task force discussed the Standards of Effective Practice (Minn. R. 8710.2000), the Eminence Credential (Minn. R. 4100), Teachers of World Languages and Cultures (Minn. R

4750), and Clock Hours; Requirements for renewal of professional licenses (Minn. R. 8710.7200).

Strategies for Engaging American Indian Learners

Presented December 17, 2007 by Cammy Lehr, Minnesota Department of Education

This presentation provided information about the importance of engaging American Indian children and youth in school and learning to prevent dropping out of school and to increase graduation rates. After providing national and state level data on graduation rates, ACT test taking and performance, and enrollment in undergraduate institutions for American Indian students, the conversation shifted to discussing ways of facilitating positive outcomes for children and youth. The importance of 1) ensuring young children have prerequisite skills to begin schooling, 2) providing effective instruction utilizing best practices, and 3) creating a cultural match using relevant teaching curriculum and materials, were highlighted. An example of providing student supports to promote regular attendance in school using the three-tiered model of prevention/intervention was also shared.

Special Education and American Indian Students

Presented March 5, 2008 by Elizabeth Watkins, Minnesota Department of Education

Each state is required by the federal Office of Special Education Programs (OSEP) to address disproportionate representation in special education as part of its State Performance Plan (SPP). Disproportionate representation is defined as rates of students from diverse populations that meet or exceed specific data thresholds for special education enrollment as a result of inappropriate identification. In Minnesota, the procedure for identifying disproportionate representation is to first determine whether the district meets the established data threshold and then to conduct a desk audit through the Division of Compliance and Assistance. If through this process, a district is determined to have inappropriate identification, MDE provides technical assistance to ensure students are being appropriately referred, evaluated and identified as having disabilities. While very few districts were identified as having disproportionate representation in 2005-06 school year, comprehensive statewide data analysis showed some identification and referral trends do require further examination. The disability in which districts are most likely to over-identify American Indian students, compared with students of all other races, is Emotional/Behavioral Disorders (E/BD). American Indian students are also more likely to be identified as having Developmental Cognitive Disorders (DCD), Other Health Disabilities (OHD) and Specific Learning Disabilities (SLD). Based upon the statewide data analysis and desk audit for 2005-06 school year, MDE has identified nine districts as having concerns for disproportionate representation. Districts identified as having disproportionate representation are currently receiving technical assistance from MDE directed toward a self-review of their special education policies, procedures and practices.

The Special Education Policy Division of MDE has a number of initiatives underway to address issues with identification of American Indian students in special education. For example, the Indian Home/School Liaison program is one of the oldest ongoing staff development programs

implemented by MDE. This program has operated under the joint leadership of the Indian Education Office and the Special Education Policy Division since the late 1970s. American Indian home school liaisons are district employees whose salaries are partially reimbursed through special education funds. MDE provides staff development training to this group every fall and spring. Also, MDE awarded a grant to the University of Minnesota Duluth (UMD) and Augsburg College to design and establish a special education teacher preparation program with the perspective of Ojibwe and Dakota cultural traditions.

Another such project is the American Indian Prereferral Project which is a long-term collaboration between the MDE, Minnesota State University Moorhead (MSUM) and several school districts. MSUM faculty has conducted research into the causes of high special education referral rates for American Indian students, which focused on the way linguistic differences might contribute to students' potential lack of success which may lead to a referral to special education. Based on their findings, MSUM researchers have implemented an intervention curriculum aimed at improving language arts and literacy in early elementary grades for American Indian Students and designed a series of training modules for intervention teams of classroom and special education teachers. These training modules have been successfully piloted in several districts and a facilitator training program will be held in spring of 2008 to disseminate the project findings across the State.

APPENDIX II

American Indian Education Survey Results Overview March 10, 2008

Please identify yourself:											
	Total*	I have knowledge of the Minnesota academic standards in reading and mathematics.					I understand how students are tested on the Minnesota academic standards in reading and mathematics.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	774	266	399	82	21	6	271	373	102	21	7
American Indian enrolled member	183 23.6%	36 13.5%	105 26.3%	34 41.5%	5 23.8%	3 50.0%	31 11.4%	101 27.1%	41 40.2%	6 28.6%	4 57.1%
Descendent of American Indian	88 11.4%	11 4.1%	51 12.8%	18 22.0%	6 28.6%	2 33.3%	12 4.4%	43 11.5%	25 24.5%	6 28.6%	2 28.6%
Non-Indian parent/guardian of Indian student	54 7.0%	20 7.5%	25 6.3%	6 7.3%	3 14.3%	0 0.0%	19 7.0%	21 5.6%	11 10.8%	3 14.3%	0 0.0%
None of the Above	461 59.6%	200 75.2%	226 56.6%	25 30.5%	8 38.1%	2 33.3%	210 77.5%	214 57.4%	28 27.5%	7 33.3%	2 28.6%

Parent of child(ren) who attend(s): (Check all that apply)											
	Total*	I have knowledge of the Minnesota academic standards in reading and mathematics.					I understand how students are tested on the Minnesota academic standards in reading and mathematics.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	743	248	386	82	21	6	255	359	101	21	7
Tribal School	31 4.2%	6 2.4%	20 5.2%	4 4.9%	1 4.8%	0 0.0%	6 2.4%	17 4.7%	7 6.9%	1 4.8%	0 0.0%
Public School	323 43.5%	88 35.5%	174 45.1%	46 56.1%	12 57.1%	3 50.0%	86 33.7%	161 44.8%	61 60.4%	12 57.1%	3 42.9%
Charter School	17 2.3%	1 0.4%	11 2.8%	4 4.9%	1 4.8%	0 0.0%	2 0.8%	11 3.1%	3 3.0%	1 4.8%	0 0.0%
Alternative Learning Center	7 0.9%	1 0.4%	3 0.8%	3 3.7%	0 0.0%	0 0.0%	1 0.4%	4 1.1%	2 2.0%	0 0.0%	0 0.0%
Don't Know/Unsure	7 0.9%	3 1.2%	4 1.0%	0 0.0%	0 0.0%	0 0.0%	2 0.8%	4 1.1%	1 1.0%	0 0.0%	0 0.0%
Not applicable	382 51.4%	154 62.1%	186 48.2%	31 37.8%	8 38.1%	3 50.0%	162 63.5%	176 49.0%	32 31.7%	8 38.1%	4 57.1%

Indicate your school and/or community primary role: (Check all that apply)											
	Total*	I have knowledge of the Minnesota academic standards in reading and mathematics.					I understand how students are tested on the Minnesota academic standards in reading and mathematics.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	770	265	398	80	21	6	270	372	100	21	7
Community Member	233 30.3%	44 16.6%	131 32.9%	45 56.3%	9 42.9%	4 66.7%	42 15.6%	125 33.6%	50 50.0%	11 52.4%	5 71.4%
Elder	24 3.1%	1 0.4%	16 4.0%	5 6.3%	0 0.0%	2 33.3%	1 0.4%	15 4.0%	5 5.0%	1 4.8%	2 28.6%
Paraprofessional	66 8.6%	13 4.9%	43 10.8%	9 11.3%	1 4.8%	0 0.0%	11 4.1%	42 11.3%	12 12.0%	1 4.8%	0 0.0%
School Administrator	68 8.8%	42 15.8%	22 5.5%	2 2.5%	1 4.8%	1 16.7%	49 18.1%	15 4.0%	2 2.0%	1 4.8%	1 14.3%
School Board Member	9 1.2%	1 0.4%	8 2.0%	0 0.0%	0 0.0%	0 0.0%	2 0.7%	7 1.9%	0 0.0%	0 0.0%	0 0.0%
Student	59 7.7%	11 4.2%	35 8.8%	10 12.5%	1 4.8%	2 33.3%	9 3.3%	35 9.4%	12 12.0%	1 4.8%	2 28.6%
Superintendent	16 2.1%	11 4.2%	5 1.3%	0 0.0%	0 0.0%	0 0.0%	11 4.1%	5 1.3%	0 0.0%	0 0.0%	0 0.0%
Teacher	354 46.0%	159 60.0%	177 44.5%	11 13.8%	3 14.3%	4 66.7%	163 60.4%	166 44.6%	15 15.0%	6 28.6%	4 57.1%
Other	137 17.8%	22 8.3%	82 20.6%	26 32.5%	7 33.3%	0 0.0%	23 8.5%	74 19.9%	34 34.0%	6 28.6%	0 0.0%

Please identify yourself:											
	Total*	American Indian student achievement is fairly compared to other students on the Minnesota academic state assessments in reading and mathematics.					American Indian contributions, history and culture, are adequately represented in the Minnesota academic state standards.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't know/Unsure	Disagree	Strongly Disagree
	774	80	225	302	126	41	26	126	289	224	109
American Indian enrolled member	183 23.6%	11 13.8%	56 24.9%	62 20.5%	36 28.6%	18 43.9%	2 7.7%	20 15.9%	48 16.6%	53 23.7%	60 55.0%
Descendent of American Indian	88 11.4%	8 10.0%	15 6.7%	37 12.3%	20 15.9%	8 19.5%	4 15.4%	8 6.3%	30 10.4%	25 11.2%	21 19.3%
Non-Indian parent/guardian of Indian student	54 7.0%	6 7.5%	18 8.0%	25 8.3%	2 1.6%	3 7.3%	4 15.4%	11 8.7%	13 4.5%	18 8.0%	8 7.3%
None of the Above	461 59.6%	56 70.0%	137 60.9%	184 60.9%	71 56.3%	13 31.7%	16 61.5%	89 70.6%	203 70.2%	131 58.5%	22 20.2%

Parent of child(ren) who attend(s): (Check all that apply)											
	Total*	American Indian student achievement is fairly compared to other students on the Minnesota academic state assessments in reading and mathematics.					American Indian contributions, history and culture, are adequately represented in the Minnesota academic state standards.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't know/Unsure	Disagree	Strongly Disagree
	743	74	215	291	123	40	25	122	280	209	107
Tribal School	31 4.2%	2 2.7%	9 4.2%	11 3.8%	6 4.9%	3 7.5%	2 8.0%	2 1.6%	6 2.1%	12 5.7%	9 8.4%
Public School	323 43.5%	29 39.2%	92 42.8%	129 44.3%	54 43.9%	19 47.5%	7 28.0%	49 40.2%	103 36.8%	97 46.4%	67 62.6%
Charter School	17 2.3%	0 0.0%	7 3.3%	5 1.7%	4 3.3%	1 2.5%	0 0.0%	0 0.0%	8 2.9%	6 2.9%	3 2.8%
Alternative Learning Center	7 0.9%	1 1.4%	2 0.9%	2 0.7%	1 0.8%	1 2.5%	0 0.0%	1 0.8%	2 0.7%	2 1.0%	2 1.9%
Don't Know/Unsure	7 0.9%	2 2.7%	2 0.9%	2 0.7%	1 0.8%	0 0.0%	2 8.0%	1 0.8%	2 0.7%	2 1.0%	0 0.0%
Not applicable	382 51.4%	41 55.4%	109 50.7%	152 52.2%	62 50.4%	18 45.0%	14 56.0%	70 57.4%	167 59.6%	97 46.4%	34 31.8%

Indicate your school and/or community primary role: (Check all that apply)											
	Total*	American Indian student achievement is fairly compared to other students on the Minnesota academic state assessments in reading and mathematics.					American Indian contributions, history and culture, are adequately represented in the Minnesota academic state standards.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't know/Unsure	Disagree	Strongly Disagree
	770	79	225	299	126	41	26	126	287	223	108
Community Member	233 30.3%	16 20.3%	56 24.9%	99 33.1%	41 32.5%	21 51.2%	2 7.7%	26 20.6%	77 26.8%	68 30.5%	60 55.6%
Elder	24 3.1%	1 1.3%	7 3.1%	9 3.0%	2 1.6%	5 12.2%	0 0.0%	1 0.8%	4 1.4%	10 4.5%	9 8.3%
Paraprofessional	66 8.6%	3 3.8%	18 8.0%	29 9.7%	11 8.7%	5 12.2%	2 7.7%	9 7.1%	25 8.7%	21 9.4%	9 8.3%
School Administrator	68 8.8%	14 17.7%	24 10.7%	12 4.0%	13 10.3%	5 12.2%	4 15.4%	11 8.7%	27 9.4%	16 7.2%	10 9.3%
School Board Member	9 1.2%	0 0.0%	3 1.3%	2 0.7%	4 3.2%	0 0.0%	0 0.0%	1 0.8%	1 0.3%	6 2.7%	1 0.9%
Student	59 7.7%	9 11.4%	19 8.4%	19 6.4%	9 7.1%	3 7.3%	5 19.2%	10 7.9%	21 7.3%	14 6.3%	9 8.3%
Superintendent	16 2.1%	2 2.5%	4 1.8%	7 2.3%	3 2.4%	0 0.0%	2 7.7%	2 1.6%	6 2.1%	5 2.2%	1 0.9%
Teacher	354 46.0%	40 50.6%	106 47.1%	133 44.5%	58 46.0%	17 41.5%	10 38.5%	70 55.6%	136 47.4%	106 47.5%	32 29.6%
Other	137 17.8%	6 7.6%	41 18.2%	60 20.1%	21 16.7%	9 22.0%	3 11.5%	12 9.5%	49 17.1%	46 20.6%	27 25.0%

Please identify yourself:											
	Total*	American Indian students receive the academic assistance they need to achieve the state standards.					My school district receives adequate financial assistance sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	774	96	310	182	142	44	46	166	280	175	107
American Indian enrolled member	183 23.6%	12 12.5%	53 17.1%	47 25.8%	46 32.4%	25 56.8%	7 15.2%	31 18.7%	64 22.9%	39 22.3%	42 39.3%
Descendent of American Indian	88 11.4%	6 6.3%	25 8.1%	22 12.1%	28 19.7%	7 15.9%	3 6.5%	13 7.8%	25 8.9%	28 16.0%	19 17.8%
Non-Indian parent/guardian of Indian student	54 7.0%	6 6.3%	18 5.8%	18 9.9%	10 7.0%	2 4.5%	3 6.5%	12 7.2%	23 8.2%	10 5.7%	6 5.6%
None of the Above	461 59.6%	73 76.0%	216 69.7%	100 54.9%	61 43.0%	11 25.0%	33 71.7%	114 68.7%	172 61.4%	100 57.1%	42 39.3%

Parent of child(ren) who attend(s): (Check all that apply)											
	Total*	American Indian students receive the academic assistance they need to achieve the state standards.					My school district receives adequate financial assistance sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	743	90	297	177	136	43	45	159	269	166	104
Tribal School	31 4.2%	2 2.2%	13 4.4%	5 2.8%	9 6.6%	2 4.7%	2 4.4%	6 3.8%	13 4.8%	7 4.2%	3 2.9%
Public School	323 43.5%	32 35.6%	116 39.1%	75 42.4%	77 56.6%	23 53.5%	16 35.6%	62 39.0%	108 40.1%	74 44.6%	63 60.6%
Charter School	17 2.3%	0 0.0%	5 1.7%	6 3.4%	4 2.9%	2 4.7%	0 0.0%	5 3.1%	6 2.2%	3 1.8%	3 2.9%
Alternative Learning Center	7 0.9%	0 0.0%	1 0.3%	3 1.7%	2 1.5%	1 2.3%	0 0.0%	3 1.9%	1 0.4%	2 1.2%	1 1.0%
Don't Know/Unsure	7 0.9%	2 2.2%	2 0.7%	1 0.6%	2 1.5%	0 0.0%	1 2.2%	1 0.6%	3 1.1%	1 0.6%	1 1.0%
Not applicable	382 51.4%	54 60.0%	171 57.6%	90 50.8%	50 36.8%	17 39.5%	26 57.8%	89 56.0%	147 54.6%	85 51.2%	35 33.7%

Indicate your school and/or community primary role: (Check all that apply)											
	Total*	American Indian students receive the academic assistance they need to achieve the state standards.					My school district receives adequate financial assistance sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree	Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	770	95	309	180	142	44	46	166	278	173	107
Community Member	233 30.3%	14 14.7%	81 26.2%	55 30.6%	56 39.4%	27 61.4%	9 19.6%	46 27.7%	72 25.9%	55 31.8%	51 47.7%
Elder	24 3.1%	0 0.0%	5 1.6%	8 4.4%	6 4.2%	5 11.4%	0 0.0%	6 3.6%	3 1.1%	10 5.8%	5 4.7%
Paraprofessional	66 8.6%	7 7.4%	26 8.4%	21 11.7%	10 7.0%	2 4.5%	5 10.9%	16 9.6%	22 7.9%	13 7.5%	10 9.3%
School Administrator	68 8.8%	11 11.6%	30 9.7%	8 4.4%	13 9.2%	6 13.6%	6 13.0%	14 8.4%	11 4.0%	25 14.5%	12 11.2%
School Board Member	9 1.2%	0 0.0%	2 0.6%	2 1.1%	5 3.5%	0 0.0%	2 4.3%	2 1.2%	1 0.4%	4 2.3%	0 0.0%
Student	59 7.7%	6 6.3%	19 6.1%	16 8.9%	13 9.2%	5 11.4%	4 8.7%	16 9.6%	24 8.6%	9 5.2%	6 5.6%
Superintendent	16 2.1%	6 6.3%	5 1.6%	4 2.2%	1 0.7%	0 0.0%	2 4.3%	2 1.2%	2 0.7%	8 4.6%	2 1.9%
Teacher	354 46.0%	53 55.8%	163 52.8%	75 41.7%	49 34.5%	14 31.8%	19 41.3%	86 51.8%	139 50.0%	69 39.9%	41 38.3%
Other	137 17.8%	10 10.5%	46 14.9%	31 17.2%	39 27.5%	11 25.0%	7 15.2%	25 15.1%	51 18.3%	30 17.3%	24 22.4%

Please identify yourself:						
	Total*	My school district receives technical assistance from the Minnesota Department of Education sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	774	28	126	405	131	84
American Indian enrolled member	183 23.6%	5 17.9%	22 17.5%	87 21.5%	36 27.5%	33 39.3%
Descendent of American Indian	88 11.4%	2 7.1%	16 12.7%	38 9.4%	17 13.0%	15 17.9%
Non-Indian parent/guardian of Indian student	54 7.0%	3 10.7%	11 8.7%	28 6.9%	7 5.3%	5 6.0%
None of the Above	461 59.6%	19 67.9%	78 61.9%	260 64.2%	72 55.0%	32 38.1%

Parent of child(ren) who attend(s): (Check all that apply)						
	Total*	My school district receives technical assistance from the Minnesota Department of Education sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	743	25	122	387	127	82
Tribal School	31 4.2%	1 4.0%	4 3.3%	15 3.9%	9 7.1%	2 2.4%
Public School	323 43.5%	10 40.0%	49 40.2%	158 40.8%	55 43.3%	51 62.2%
Charter School	17 2.3%	0 0.0%	2 1.6%	11 2.8%	2 1.6%	2 2.4%
Alternative Learning Center	7 0.9%	0 0.0%	2 1.6%	3 0.8%	1 0.8%	1 1.2%
Don't Know/Unsure	7 0.9%	0 0.0%	2 1.6%	3 0.8%	2 1.6%	0 0.0%
Not applicable	382 51.4%	14 56.0%	65 53.3%	213 55.0%	62 48.8%	28 34.1%

Indicate your school and/or community primary role: (Check all that apply)						
	Total*	My school district receives technical assistance from the Minnesota Department of Education sufficient to meet the educational needs of American Indian students.				
		Strongly Agree	Agree	Don't Know/Unsure	Disagree	Strongly Disagree
	770	27	126	403	130	84
Community Member	233 30.3%	7 25.9%	34 27.0%	114 28.3%	41 31.5%	37 44.0%
Elder	24 3.1%	0 0.0%	4 3.2%	6 1.5%	8 6.2%	6 7.1%
Paraprofessional	66 8.6%	1 3.7%	14 11.1%	32 7.9%	14 10.8%	5 6.0%
School Administrator	68 8.8%	2 7.4%	16 12.7%	18 4.5%	22 16.9%	10 11.9%
School Board Member	9 1.2%	0 0.0%	1 0.8%	4 1.0%	3 2.3%	1 1.2%
Student	59 7.7%	2 7.4%	18 14.3%	28 6.9%	5 3.8%	6 7.1%
Superintendent	16 2.1%	2 7.4%	2 1.6%	6 1.5%	3 2.3%	3 3.6%
Teacher	354 46.0%	16 59.3%	52 41.3%	203 50.4%	46 35.4%	37 44.0%
Other	137 17.8%	2 7.4%	18 14.3%	72 17.9%	30 23.1%	15 17.9%

American Indian Education Survey

Open-Ended Responses Summary

March 10, 2008

11. What three things can the state of Minnesota do to improve your child's education? (Limit to 100 words or less.)	
#	Response
1	Provide more Indian Home School Liaisons to the district, provide more staff training to teachers about issues concerning Native American students, do away with standardized testing
2	Provide adequate funding for all MANDATES including special education!
3	1. adequate funding for all students 2. greater flexibility at local level with staffing
4	Provide the school with more teacher training on Native culture, more childrens and young adult books for the libraries.
5	Provide adequate funding to schools. Do away with No Child Left Behind legislation Federal mandates. Revise how a school qualifies for AYP. Needs to be more realistic and be based on individual student improvements not group or whole school improvements.
6	1. Financial assistance on a par with the Title VII grant rather than the problems that arose with the 2007 Success For The Futrue grant. One has to wonder if it was done in a fair and equitable manner. Divide the monies from that grant among all of our Indian Ed programs.
7	1. Have district develop curriculum reflecting American Indian culture and history. 2. Provide training to Administrator, staff, and Teachers in the cultural sensitivity areas to help eliminate the racism and double standards towards Indian students. 3. Provide enough financial support to provide services.
8	Adequate funding for all programs.
9	More resources of tutor, teacher time. More individualization.
10	1. Fund ALL Indian Education Programs with state dollars. 2. Put "teeth" into the Indian history and culture part of the social studies standards. 3. Make testing culturally relevant.
11	Teach the truth about native contributions and History of the State. Everyone know this is a standard but is still not taught. This is frustrating to the teachers as well as native parents and those who support Indian Education. (2) Allow Indian Education to remain culturally based as originally intended. (3) Understand the

	original intent of Indian Ed and support it - do not allow others to change it and make it become an academically based program.
12	The state needs to fund ALL Indian Education programs, not just a few. We ALL have the same needs and we should NOT be in competition with one another for funding.
13	Provide adequate funding!
14	Fund the American Indian program for ISD 318. We have lost our funding and all services to our considerable American Indian population. Please restore this funding. Thank you.
15	Bring more of the cultural knowledge to their schools. Bring in more Indian people to teach kids more about themselves before all of it is lost.
16	adequate space for program
17	1)There needs to be a Director of Indian Education at the state level and that individual needs to be American Indian and needs to be well versed on the state and federal laws that govern Indian Education. 2) Are the MCA II tests racially biased????? The State needs to ensure that they ARE NOT!
18	1. Provide more technology opportunities 2. Require a certain level of discipline policing 3. Hold parents accountable for having their children in school
19	The state of Minnesota needs to take a proactive role in dealing with education issues related to poverty. Specifically, early childhood education, truancy, and nutrition and health.
20	Make sure teachers are prepared to teach a classroom where there are learners with different style. Insure up and coming teachers are exposed to other cultures by having better training in college. More funds to develop curriculum.
21	1. Stop making them feel like failures with all the testing. 2. Provide more assistance to the communities. If you call our IHS Clinic and tell them you're suicidal, they give you an appointment that is 3 months away. 3. My daughter doesn't especially look "indian" but she had to move out of state to escape the stereotyping. Everything comes down to race - can the state of Minnesota improve that?
22	Lower taxes so parents don,t have to work two jobs to pay for the taxes imposed on us. And more time can be spent with thewre kids.
23	We need to meet the environmental needs of our students - the basic physical and safety needs of our students - so they can come to school ready to learn. The mental health needs available WITHIN the district itself are very inadequate - funding is too tied up in red tape and administrative personnel to get to those actually "in the trenches", providing the services daily to our students!!
24	Certain schools need assistance with funding and others do not. Minnesota should take a look at these schools that are falling behind and help them out. Schools are getting rid of physical education and our kids are getting more obese every day. Our kids are getting health problems at a younger age and really do not know how to physically and mentally prepare their bodies for the future. We need to keep physical education for all ethnic backgrounds.

	Discipline is a major factor in all schools. There should be more administration in the buildings and on the floor, rather than in the office and on the computer.
25	I am not a parent of an American Indian Student.
26	<ol style="list-style-type: none"> 1. Progress from "tolerance" to "respect" of American Indians. 2. Treat Ojibwe and Dakota and other indigenous languages equal to French, German, and Spanish 3. If multicultural diversity is encouraged, appropriate funding should be made for American Indians to be seen and treated as having a unique culture that merits recognition.
27	Keep the balance between knowledge of educational learning needs and sensitivity to cultural issues.
28	<ol style="list-style-type: none"> 1. Give teachers more specific curriculum to incorporate. 2. Formally train teachers in cultural awareness and academic issues concerning Native students. 3. The more information we have the better, so perhaps a newsletter that comes on a regular basis that gives teachers tips, ideas, techniques and resource recommendations.
29	<ol style="list-style-type: none"> 1. Allocate more money for Indian Education, we need to close the gap on achievement. 2. We need to increase vocabulary knowledge of our Indian students entering school so it is equivalent to that of the white middle class students. Our Indian students are already at a disadvantage right off the bat entering kindergarten!
30	All Indian Ed programs in the state need to be fully funded in order to compensate for the discrepancies in the teaching of Indian students.
31	I am an adoptive parent of an American Indian student and a teacher in her district. I believe that much is done to insure that all students are treated fairly and all have the same expectations for success.
32	Indian parents understanding the importance of an education
33	Continue to provide funding for our Native American Students in our school district.
34	<p>More staff to ensure better teacher/staff-student ratio, especially tutoring math and reading.</p> <p>More staff time to develop and implement hands-on learning environments to better ensure all students learn. Teachers cannot do the job they would like to do without the time and resources to develop curriculum that fits all learning styles</p> <p>More parent accountability for student's attendance, possibly a link to some type of funding for your student's good/excellent attendance.</p>
35	<ol style="list-style-type: none"> 1) Be sure tests have vocabulary that is fair to American Indian students 2) Have more role models in the school 3) Help parents feel more comfortable in the school so kids therefore feel more comfortable.
36	<ol style="list-style-type: none"> 1. Make funding available to allow for smaller class sizes. 2. Fund after school tutoring programs. 3. Because a student's well being affects his/her learning, I feel that more supervision is needed in the schools to help prevent bullying and teasing. I would like

	the state to make funds available to the schools to allow for more personnel to supervise the halls and playground.
37	<ol style="list-style-type: none"> 1. smaller class sizes 2. trained aides in every classroom 3. adequate funding to meet all students' needs
38	Include more culture in the state standards
39	Financially support current programming in order to provide academic support for students. Financially support programs in place to meet emotional needs of students. Financially support programming to meet cultural needs of students. Our district has programming in place that currently provides the aforementioned goals, however, due to financial cuts and constraints the exceptional staff working with these students will no longer be able to provide the support necessary to continue to meet the children's needs. Although our district has successful programming the funds have been eliminated and the effect will be targeted at the students. How can the state dept. of ed. arbitrarily eliminate funding?
40	The state of MN can do the following to improve my child's (and other children's) education (although the Osseo Indian Education Teachers are wonderful!). <ol style="list-style-type: none"> 1. provide more technical assistance to Indian students whose parents cannot afford a home computer - many assignments are now required to be typed, papers researched at home. please provide laptops to those students who need it (minimal cost to the state for what they would get back in higher test scores). 2. Indian children are culturally taught to be soft-spoken, respectful to elders but our public school classrooms only reward those students who are loud and outspoken... our children get overlooked when they need help! 3. our children learn by "doing" not sitting in a classroom all day taking notes... have more interactive lessons so the children can learn effectively. thank you.
41	Make sure that Indian Ed. programs are used to tutor students academic problems. Not enough effort is expended toward this goal. Our program is just a place to hang out. This is a contribution, but does not address the need for help in tutoring students.
42	<p>Somehow tie Native American Culture into the state reading tests.</p> <p>More financial support for all schools.</p> <p>Implement testing that monitors individualized growth.</p>
43	More funding for tutoring services for American Indian students.
44	The standards & testing have to be changed to understand what is not being taught to our students, about American Indians in Minnesota. American Indians classes are not in all public schools. If the standards would change it would make a difference in the outcome of students.
45	<p>Stop putting so much emphasis on tests.</p> <p>The Math test especially, is way too difficult. Many of the questions on the Math test will never be used by most of these kids.</p>
46	Not sure
47	Provide more money to hire additional teachers, reduce class sizes, provide quality staff development opportunities, and create more learning opportunities for student.
48	<p>Ensure that our small rural schools have adequate funding.</p> <p>That teachers are required to teach about American Indians.</p> <p>That all Indian students have programs supplemented by the state, whether they receive a Success for the Future grant or not.</p>

49	Areas of the MN State test should definitely take into consideration cultural diversities that play a paramount influence on the child success in school. If the test instrument could take into consideration all components of the child's learning. (ie. home, school, community, peer influence,... to name a few.) Provide equal education to students of other cultures; thus, understanding how each culture displays values of respect, tolerance, and patience.
50	<ol style="list-style-type: none"> 1. More money for supplies. 2. Keep music and other activities free. 3. Hire more playground aides to make recess more safe for all children.
51	More classroom help, more after school support for tutoring
52	No more "No Child Left Behind"
53	<p>They can provide more resource materials.</p> <p>They can provide more money for textbooks etc...</p>
54	<ol style="list-style-type: none"> 1. Provide an increase in funding to reflect salary increases, so Indian Ed. does not always have to cut activities that are working in order to pay their people. 2. Provide adequate funding to keep Indian Ed. staff on board to provide consistency in their programs and stable jobs like everyone else. 3. Include cultural sensitivity in the required teaching standards so all teachers must become somewhat informed about the cultural needs of the students they are teaching.
55	1. after school tutoring program 2. provide funding for ojibway language to be taught in all classrooms for all students who want it.
56	<p>provide adequate funding for academic skill development for students with disabilities</p> <p>provide technical assistance to meet the needs of all students with low skills in math, reading, and writing</p> <p>provide extra time for staff development for curriculum development and new teaching methods and techniques</p>
57	Have better resource people for role models to students.
58	<ol style="list-style-type: none"> 1) Funding for after school tutoring and transportation 2) Academic/enrichment support for student success 3) Change state testing methods-standardized tests are designed so that only a certain percent of students pass.
59	<ol style="list-style-type: none"> 1. Fully fund Special Education. 2. Reform and properly fund "No Child Left Behind" to actually help schools accomplish this. Don't threaten to pull funds away from struggling schools and call them failures. You accomplish nothing that way! 3. If Minnesota children are still important, then recognize their diversity! Not every student is going to go to a four college and study engineering. We are losing student enrollment because of NCLB standards. Where is the school district's flexibility to train students for the vocational workforce that makes up 80% of the jobs in the United States?
60	I believe that the state of Minnesota can best meet the needs of all students in the following ways. First, they must ensure that all students live in homes providing an adequate night's rest, a healthy meal to start the day and get them to school every day on time. Second, the state should not allow parents to pull their children from district to district, sometimes four times in a year. Finally, a child's education is best served when they are in school each day, rested and fed, and can continue in the same school district with teachers they are familiar with and a peer group that accepts them.
61	The state of Minnesota could give more assistance to after school tutoring programs, to assist in the growth of mathematics and reading, provide more hands-on learning opportunities in the area of mathematics, and enforce mandatory training of all teaching staff in high numbers of American Indian schools in reading

	and mathematics.
62	<p>1. Expect excellence in all ways from children, administration and teaching staff (Native school's need great teachers) 2. Teach the effects of FES/FAE/drugs to parents and children.</p> <p>3. Fewer funds going to administration and paper work, and more going to the teaching of children. And if I could add a 4th, find a way to improve student attendance which is a huge factor in school success.</p>
63	<p>Provide financial support.</p> <p>Testing should involve rural examples for questions.</p> <p>Support teachers of indian schools who do not have contracts or unions.</p>
64	Provide funding for after school tutoring
65	<p>One thing is to provide more money. The future of the US is being taken lightly. We need to educate the children with updated material. Money is essential. Schools that are not meeting yearly growth benchmarks are not from lack of trying. Materials are needed but cannot be supplied. Second, I know of a flag person that works on a construction crew making more money than a teacher providing education to the future of America. That seems very wrong to me. Roads have become more important than how and who teaches our children. Third, home school is on the rise...this cannot be good. Minnesota is going to start having less and less to say about what is important and adequate education. Change needs to happen and it needs to happen fast. Schools are in need of qualified teachers and staff but for too long have overworked and underpaid. Teachers are forced to go back to school and take up different careers due to the cost of living. Over flowing classes without material...we are setting our children up for failure and in turn setting up the United States to fail in the future.</p>
66	<p>Teachers (the front line) need to have a better understanding of our history and need to respect the differences between our people and the rest of society. Our history is unique; therefore, our children are unique. Our children tend to be quieter in the classroom, so they often get overlooked. My child shouldn't have to act like a bubbly cheerleader to get into the National Honor Society, for example, or to get recognized by teachers and staff for his accomplishments. School staff need to be more open to Indian parents. I have never felt as if I was a "partner" with any of my children's schools or staff. I've always known my place in the predominantly white schools my children have attended: never felt welcomed to be a volunteer or member of the school community. Maybe next generation it will be different in our changing society. I can only hope.</p>
67	<p>1. More money to school districts</p> <p>2. More financial assistance to schools</p> <p>3. Drop no child left behind...it's leaving many schools behind...it's wrong.</p>
68	<p>1. Ensure fair funding to smaller districts so that class sizes remain smaller.</p> <p>2. Get rid of No Child Left Behind because it does not address the real problems. Some children will never make proficient levels.</p> <p>3. Push hard for a reading centered elementary education. If students can not read, how can they do anything else?</p>
69	<p>In Bagley there are many resources that could be available to American Indian students, which aren't accessed. Prejudice in this community seems to be part of the issue. There is a lack of understanding about the strengths of American Indian families and communities. Staff need to be educated and the school could be teaching Ojibwe as there are traditional people who would be qualified. There is a lot of fear and a lack of understanding from the "white" community. Three things to improve children's education:</p> <p>1. Make efforts to break the barriers between the American Indian and "white" communities so they exist in harmony.</p> <p>2. Educate staff about the culture of American Indians, the strengths and value comprised within their communities.</p> <p>3. Formally teach Ojibwe in the elementary schools through offering the language and teaching of traditions, culture and art. Targeting this younger age group will help break barriers between the students at an early age. They will learn to appreciate what the Ojibwe people stand for and it will create a more healing,</p>

	inclusive environment for the parents and students of American Indian families.
70	Provide some funding for smaller rural districts that do not have large tax bases. Provide some funding for remediation and enrichment programs for children do not qualify for special education and give them more support to meet the higher standards being implemented.
71	Provide learning materials for parents More math and science teachers More licensed Indian teachers
72	1. Create a curriculum that incorporates the culture of the American Indian students they are servicing. 2. Make allowances for the children's abilities don't put expectations that are too high for the ability of the child. 3. Allow the teachers to teach using different types of teaching. It would be helpful to have more hands on or learning through the computer. I feel children learn in different ways and it's important to use different styles of teaching to be more effective.
73	1)More dollars for paraprofessionals, 2)To be in class tutors and be role models...the certified teachers have too much paper work to deal with let alone teach the American Indian Students... 3)We also need paraprofessionals as teacher's aids to help in the classrooms, most of all preferably American Indians from the communities!
74	Support our Indian Ed. Department with funding and/or materials.
75	Make sure Euro-American teachers know/understand Minnesota/Indian History. Hire Indian teachers in schools where Indian student population is 51%. Understand that Indian people believe in education, just not Euro-American education, history, science, medicine, or schooling methods. Euro-Americans seem to think that their way is the only way, which does not validate our children and our way of life. I have heard white school board members says that they don't want Indian history, language, arts crammed on white kids. Hey we understand that, the Euro-American etc. has been crammed down our throat for years. We need to know about everyone.
76	testing unique to Native students in MN. Further enhance the recommendations regarding instruction unique to native children. Culturally these are very importance for children in rural and metro areas.
77	cultural appropriate learning -- stock libraries with other than "encyclopedic" forms of books on Native Americans, specifically those indigenious to Minnesota and the Northeast. When I am mentoring a child in a public school library, I can't even find a book to tell him about who I am or the clan amulet I was wearing.
78	Provide accurate history inclusive of all cultures in USA. Provide teachers with training necessary to compliment all learning styles and variations. Set standards to assure equal access for all including afterschool activities and sports. Eliminate poverty barriers to access.
79	Provide the support that our children need to stay in school. Programs for more native students to set goals to further their education. Hold both the schools and local Indian Education programs accountable for the funding that they receive.
80	I could say a few things about this, but it would not matter, just like this survey
81	emphasize basic education, not sports. teach all student equally, not by how much money you have.

82	<ol style="list-style-type: none"> 1. We need more funding to supply our students with the necessities of a quality education - new books, desks, etc. 2. Create tests that are adaptable to the Native American culture - questions that are applicable to their culture. 3. Provide training/financial assistance for teaching and tutoring Native American students so they have a better chance of passing the state tests.
83	<ol style="list-style-type: none"> 1. Work to eliminate racism from staff as well as students with a "zero tolerance" policy, 2. Use history and social studies textbooks that fairly demonstrate American history and Native people's culture and life style, and 3. Increase funding for youth support activities, such as tutoring and after-school clubs
84	Acknowledge Native American History in the school and hire native american people to assist the students.
85	Hire enrolled Native elders to oversee all aspects of education for Native students. Make it mandatory for all teachers of Native American children to pass a culture awareness class that is provided by Native elders from the area where they teach. Have cameras in all classrooms that have Native students .
86	Strengthen the resources and relationships between the regular ed classroom teachers and the american indian education services offered within the school.
87	<p>More education on parenting skills for the community. More education offered locally for the adult community. Emphasis on children learning at their own individual rate instead of a one size fits all rate which only puts more pressure on children and staff who are doing the best of their ability - and then penalized for it.</p>
88	<ol style="list-style-type: none"> 1. Fund language revitalization programs because studies show that Native students who learn their languages do better in school and have a greater sense of pride in themselves and their culture than their non-language learning peers. 2. Adjust academic standards and testing to better fit the needs and particular circumstances and learning styles of native students. 3. Integrate American Indian contributions, history, language, and culture into required curriculum.
89	<p>Know that Am. Indian children are not usually "mainstream" because of their heritage, because of what Am. Indians have been through. We as a people, have a lot of healing to do. We are newcomers when it comes to the American way of life because our traditions and values are different from the "norm". We have adapted and endured but always are met with misunderstanding. If the state can acknowledge the differences and accept them as they do with other cultures that would be a significant step in the right direction. Our children are capable and intelligent because they have to live and learn two cultures, so there is hope. They just need to have more respect from school officials. Also, if schools had more support for smaller classrooms, more adult supervision. You are putting hundreds of teenagers together without hardly any adult supervision, cameras or not, this is just like letting them do whatever...This is one of the many difference with our cultures, our traditions wouldn't allow this to happen, they would always be supervised and monitored to make sure they are learning right from wrong. Emphasize Reading and Writing, its more important than ever in our technical world. If you look back at our small schools, more people learned to read and write, therefore they had a better understanding of other subjects. And we learned how to listen. My children complain about the classrooms being noisy and dstracting, kids would talk when the teacher was talking! Don't know what we can do about discipline, but it is a problem that needs to be addressed.</p>
90	Give more money to the Indian Education Program to be able to hire and implement more tutoring and activities related to education and Native American Culture. They are on a very limited budget that does not meet the needs of the Native American students that attend school in the Virginia school district.
91	Incorporate Minnesota Indian History into curriculum standards and teach Mn Indian History not only from a historical perspective but also from today's current events!
92	The recent departure of Yvonne Novak, for whatever reason, and the shipping off of American Indian interests at MDE to another department sends a terrible message to the American Indian community about the importance and priority MDE places on American Indian education. The Indian community has lost its face at MDE and I am concerned about the direction MDE is heading with this issue. I work in a district with a significant American Indian population and haven't seen much of an effort at all by MDE to provide the "technical assistance" mentioned in question #10.
93	more educated teachers, that are open to different cultures.

94	Help all the students not just one group of students. Where is the assistance for African American students, or white students. We put too many labels on students, if they can not be successful in the regular classroom do not mainstream them.
95	I have had the student in my class for two weeks and she struggles A LOT due to fetal alcohol syndrome. There needs to be more support in general for her to achieve success at school.
96	Provide more funding for tutoring and paraprofessionals. Provide children with free breakfast because this is vital to their learning. Some children will not eat if their parents don't pay for this and it is not fair for these children who don't get to eat in the morning. Get more help in the special education setting because many of our children are not receiving the one-on-one they need in order to make the most of the learning day while in school because of the lack of available staff. The children diagnosed with a disability should not have to take the same MN state tests as the mainstream because it's not a fair way to accurately measure success overall. If we dont want "no child left behind in state testing" why are there not more services available to get disabilities children ready for the "MN state testing" if they are to take the same test as the main stream? I think this is a lack of advocacy on thier behalf.
97	As a teacher we are not allowed to read the MCA tests. I really do not know what the new questions are. I do not remember any specific questions pertaining to Native Americans
98	Provide adequate funding for children ages 0-5 to ensure ready for kindergarten to close the achievement gap. Promote evidence based culturally appropriate programs and strategies for American Indian children. Promote innovative ideas and strategies (outside of the box)to teach/reach American Indian learners.
99	Stop No Child left behind, fund special education FULLY, fund public schools to a defined standard across the state -- see the AR study on funding public schools -- NOW!
100	1.) Provide more licensed and/or highly trained professionals to work in the schools. There needs to be a higher ratio of highly trained adults to children in order for our students to meet standards. 2.) Provide more opportunities to meet the parents where they are at (physically and ideologically) in order to help them understand what they can do to help their children succeed. We need to help them help their children in more meaningful ways. 3.) Provide better, more realistic, culturally relevant testing and good places to take the tests.
101	increase funding to provide academic tutoring for students. increase the # of American Indian support staff available to assist students.
102	1. STOP TESTING THEM TO DEATH. Testing DOES NOT measure the whole intelligence and ability of a child. The amount of testing is short-sighted and educationally unsound. (And I would add, perhaps even unethical!) 2. Teach children about nature as an integral part of the curriculum. 3. Expose students to current issues in Indian affairs, not merely history from the 1800's. (Most students think Indians aren't alive in America anymore, just some strange "exotic savages" that used to hunt the buffalo on the plains. Arg!)
103	Provide funds for extra-curricular events and transportation to and from them. Also, more \$ for tutoring or other during & after school programs. We rely on an annual grant to help us.
104	Highlight Elders and role models. On MCA use words and examples that are in the students worlds. Don't ask math questions about how much money is in their IRA, or about golf clubs or sailing. Ask about rusty cars, how many miles to town, how to play basketball.
105	American Indian student are underrepresented. There are many more students who know that they are American Indian but cannot prove it on the required form. Some students say that their grandma died and they don't know anything or that their parents are divorced or don't talk any more. In my geography

	classes, we compared student ethnicities to the district ethnicity data. Each of my 6th classes had 2-4 more American Indian students than the data reported.
106	<ol style="list-style-type: none"> 1. continue to spread the word about the online support mn is developing with pearson at the perspectives site. 2. align mn high school standards with college entrance standards and MCA III's.
107	<p>Smaller classes. More 'hands-on' education - less talk. More teachers sensitive to Am. Indian needs.</p>
108	More money for Indian Education - tutors, cultural teachers, etc. Our children learn very little about their history and culture in our schools.
109	The MCA II test does not adequately meet nor is it culturally sensitive to students from non-English backgrounds. The state needs to dump or revise the MCA II tests as their measure for NCLB!
110	Make funding education a top priority and demand full Federal support.
111	<ol style="list-style-type: none"> 1. Bow out of NCLB 2. Commit to small schools that focus on relationships. 3. Create curriculum that focuses on self-responsibility, critical thinking skills and connectedness.
112	<p>First, provide complete curriculum to all teachers and school which is accurate and fair in presenting Native American studies. Second, create statewide access to high quality professional development for teachers to learn the curriculum and how to present it using the most effective teaching strategies as found in research. (This research must be documented as research and not another "fad." Third, partner with Education Minnesota to assure that curriculum is appropriate, professional development is effective and that teachers with the needed content knowledge and experience teaching in a variety of setting with Native American students are part of the entire process.</p>
113	<ol style="list-style-type: none"> 1. Fund Schools appropriate to the cost of living increase. The per pupil funding has not increased in years, but the cost of books, paper, teacher salaries and not to mention costs of fuel and electriciy have sky rocketed.
114	Make sure there are resources made available for ALL educators, students, families at ALL levels. Not aware of any programming support or services in our elementary schools in our district.
115	<ol style="list-style-type: none"> 1. Increase staff to provide better follow-up services to make sure students are succeeding in school. 2. Provide more intervention help for students who are struggling.
116	bring back the Ojibwe class that had been taught here in the past
117	Provide adequate and equitable funding regardless of tax base. Allow for variances with the state standards testing and not punish schools for failing to meet the requirements. Provide funding for summer education which would include enrichment courses and vocational opportunities. Funding could include a fee (based on family income).
118	<p>Educate all students about the importance of Native American History. Make it a goal to hire Native American Educators. All kids need a role-models!</p>

	Listen to the Native American community.
119	do not know
120	-Funding for all schools -Lower class sizes -Fix NCLB
121	Lower class sizes
122	lower class size increase overall school funding
123	Give more funding so that the district can hire staff to work more closely with the American Indian students!
124	Provide resources for teachers to teach American Indian education accurately and thoroughly.
125	limit class sizes make state testing more relevant-both in material tested and comparison among age groups
126	Have year round school. The 3 months off in a row is not progress. Instead go 3 months one month off and so forth
127	limit class sizes to under 25 fund classroom supplies adequately make graduation less contingent on standardized tests
128	The state of Minnesota needs to increase funding in all areas of education. They to need reduce class sizes significantly. It is my opinion that there should be 20 or less in each grade level k-5. The third thing (and I could go on) is to fund all day every day Kindergarten.
129	More assistants to ELL students.
130	Minnesota educators need to discern the unique learning styles of Native students. The tests need to be less culturally biased against Native students. The larger community needs to recognize the unique world-view maintained in the Native community...as a matter of long-term survival.
131	Fund indian education programs. Train tutors and fund positions for tutors specifically designated for Native students. Fund Cultural education teachers.
132	pay teacher better .more meony per student. get rite of no childen left behind .

133	Continue to provide funding to allow teachers of American Indian studies to work with children at all levels K-12.
134	Equity in moneys received by the state across the board.
135	1.A new high school in Zimmerman.
136	Provide more funding for all students who attend schools in Minnesota regardless of the type of school they attend. Allow for American Indian students increases be compared with other American Indians students as far as determining Adequate Yearly Progress until the achievement gap closes.
137	accurate curriculum
138	1. Make the test unbiased 2. Make the test historically accurate. 3. Use things in the test that are relevant to real life instead of testing students on things they will only need to know for the test.
139	1. MORE FUNDING FOR AMERICAN INDIAN EDUCATION/CULTURAL PROGRAMS 2. MORE EMPHASIS ON MINNESOTA AMERICAN INDIAN HISTORY, CULTURE, TRADITIONS, AND LANGUAGE ON THE MCA'S 3. MORE EMPHASIS ON SCHOLARSHIPS FOR AMERICAN INDIAN STUDENTS IN THE FIELD OF EDUCATION.
140	1.Relate American Indian standards to MN State Standards, 2.Provide American Indian with more financial money for spec. ed., 3.Provide more to train teachers in American Indian Culture.
141	We truly need to address the attendance of Native youth and find ways to build a trust relationship with the parents. A greater understanding of how Native youth respond to conflict, lack of skills and knowledge. Understanding the cut and run mentality verses dealing with any type of stressor. If we can deal with these things we might have a chance to educate. Communication is essential to the potential success of Native youth. Helping families understand the value and impotence of an education while still respecting the cultural needs of families. Mentors, tutors etc. who understand these things may be worth their weight in gold as they may well build the relationship that can make the difference.
142	the state of minnesota can value the arts and become more knowledgable of the contributions art has to all other areas of learning
143	Make sure that no more funding is cut!!!! Make sure all teaching staff have appropriate teaching license and that the school has them on file. If school uses a sub in the classroom for the day, this person should have a teaching license also. It happens way to often that they put any staff person in the class to sub who do not meet the requierments.
144	Provide grant funding for additional suppport for Indian students to schools, such as the ALICE Program or PSPP, on a per capita basis. Provide area workshops for teachers on effective instructional strategies with cultural emphasis. Provide additional funding for transportation of Indian students (after school, summer, etc.) to educational programs.
145	Make sure they feel comfortable and like they belong before trying to teach them. Do hands on projects using culture and language based projects to show the students they fit in with all others. Explain and use more examples in each subject until they get it then move on.
146	Training on research based methods that have been shown to be effective with Native American Students. Academic standards that reflect the perspective and cantibutions of Native Americans. Funding for related service personnel to address the family/social issues which negatively impact some Native American

	children's ability to learn.
147	Less teaching to a test!
148	We need more help in this area. I know for a fact that the department is spread very thin. Much personal time is taken up by the teachers and the assistants who work with our American Indian students.
149	Improve funding for more teachers, special programs, and assistants to help teachers educate ALL students. We also need to educate parents more on how to work with kids at home and what their role is as home.
150	Indian children enrolled and nonenrolled should all receive BIA money; just like with Indian health services. This was one of the so-called promises, right?
151	I am a school nurse. Financing
152	<ul style="list-style-type: none"> * Recognize that regardless of race, all children are capable of learning and doing well; * Other circumstances (i.e. poverty, positive parental guidance, etc.) have a significant effect on every student's achievement; * Student learning and desire to learn begins well before they enter Kindergarten (pre-birth)
153	Hire staff and faculty that are more culturally sensitive. Cultural sensitivity training for staff and faculty already working.
154	give more funding to schools, incorporate American Indian History in schools and testing, and have a test American Indians can relate to the information in the test.
155	invest more into Indian Education. try to encourage a change in curriculum to adequately reflect the true history of Native Americans and our place in the history of the United States. training for teachers to teach some cultural differences /awareness.
156	<p>I haven't had too many American Indian students. The American Indian students I have had were average or advanced. None of them were low in my math class. I haven't seen any problems with how they test on state standardized tests.</p> <p>I think it is difficult to accommodate ALL students on a standardized test. In a perfect world, all students would be able to do well on a standardized test. Our society is so much more diverse in background and in social status, that it is almost impossible to have a "standard."</p>
157	<p>Reduce class sizes.</p> <p>Make education as important as sport teams.</p> <p>Reduce over all high school size from small cities to a community level.</p>
158	<p>Make sure that there is help when they are having trouble academically.</p> <p>Make sure the teachers are up to par on their teachings.</p> <p>Make sure that money isn't being wasted.</p>
159	<p>The education institutions can stop labeling our children; for example special education label due to?</p> <p>The education system needs to address American Indian children's heritage and language in the classroom, children learning a second language have always scored higher and become more academically attuned to higher achievement in the educational process.</p> <p>Monies need to be set aside to address this language area and if the state feels the need to help in language they need to work with Minn. Indian Affairs office to</p>

	see it thru.
160	We do not adequately use technology as compared to most public schools. We do not allow the students the time, lack computers and software to keep them up to date in computer science. Ensuring that schools have enough computers, software, and instructors would help alleviate this problem. Our students do not have the language skills or background experience that most students in Minnesota are assumed to have. This is detrimental to many Native American students taking the MCA tests. An alternative test or intervention at an early age may level the playing field.
161	Treat all students equal, regardless of nationality.
162	N/A
163	<ol style="list-style-type: none"> 1. Recognize and effectively respond to my child's differing needs as an American Indian student in a MN public school. 2. Utilize Indian human resources in public schools to have a positive effect on the student body's educational experience every day not just during "awareness days/weeks/months". 3. Educate educators about American Indian culture and the fact that it is not a "marginal minority study". American Indian culture is the FOUNDATION of American society economically, politically, and in nearly every facet of the American experience. It has not been taught as such due to historical and generational ignorance (whether intentional or not).
164	Provide more funding for special education spending and ensure all schools are receiving funding for technology needs
165	I agree with the reading things they are doing now. I can hear the difference with my child. don't know about the math. they need to step up both programs to help them do better in life.
166	understand that they are native student and learning is different for them
167	Make the test more cultural so that the students can identify with them
168	Treat them as individuals not as a group of students lumped together. they all have different needs. all have strengths and weaknesses.
169	Please give tests that are culturally appropriate.
170	I feel that the state needs to reevaluate where their money goes. We all could do so much more if the state allowed more money in the schools. This would allow for smaller class sizes, which in turn will give the students more one-on-one time.
171	not to sure at this time
172	<p>Provide adequate funding</p> <p>Provide classes in the arts.</p>
173	The State of MN can provide a program in each building for the educational needs of American Indian students. It can provide curriculum mapping that will assist students in goal setting and steps towards achieving the goals. Finally the State of MN can offer self esteem, motivating workshops and / or community activities that may be money making activities (for the multiracial community) These activities would build the community and give it strength so the community can raise the child. It is my belief, even though I am unsure of my native American ancestry, that the community/village raises the child.

174	I guess it would be more support from anishinabeg who have the education, to allow my students the visual that they can achieve a college education. I think that we are not visible enough. thats pretty much it.
175	1. Enforce smaller class sizes from K through grade 12 by having state guidelines established for districts. 2. Establish a state wide attendance policy. 3. Provide financial support for the physical classroom, such as air quality, lighting, heat or air, and desks.
176	Focus more energy, teacher hours and money on IE
177	Adjust Minnesota testing so it adequately reflects what American Indian students know. Take into consideration socioeconomic level, culture, values, etc. in the assessment.
178	local control & no unfunded mandates
179	Lower class sizes!!!!!! Improve school readiness programs!!! Make every day/all day kindergarten free and state wide!!!!!!
180	1)Take into consideration a childs background, environment when assessing. 2)Consider goals and objectives of the community when setting standards.
181	High expectations. Hold Native students to the same high standards as everyone else.
182	have the American indian staff back the know something. Have more funding for grants Have some one in an office that can help american Indian students
183	Stop testing so much and let teachers teach. Fully fun any mandated state or federal requirements. Stop fund private or charter schools unless they are required to meet all the requirements of the public schools and they are held accountable.
184	Financially support music, art, and physical education programs. These programs incourage individuality, creativity, and self-esteem. The outcome would reflect across the curriculum spectrum.
185	*Establish a cultural elective regarding Native American history. *Funding increases for more Title 1 and SpEd staff. *Native American language courses.
186	1. MCA Testing needs to consistently done for all students. 2. Use other standardized testing (give school 2 sources). 3. Fund programs to improve curriculums.
187	Our school itself doesn't support the Indian Education program. Diane Briggs has to fight just for the program to stay in the school. This is not right - this is an excellent program and the school needs to be more cooperative.
188	More funding for programs, Interdisciplinary education, and having students explore different areas of interest without having to take classes that ar of no interest to them.

189	Better educate parents on their role and influence they have on the educational success of their child. Fund full day kindergarten Reduce class size
190	Increase funding for Title One Services. Work on changing No Child Left Behind
191	Fully fund k-12 schools. This would benefit ALL children
192	Fund curriculum programs for Indian history and Culture Enforce curriculum requirements Fund Indian Ed. programs according to number of students
193	Fund education
194	MORE MONEY!
195	More money is needed in Public Education for technology, educating teachers and helping students who may struggle.
196	Smaller class sizes Keep young teachers in state Fund Education
197	The state of Minnesota can fund education to a much greater degree for all students, not just Native American students. We need funds to reinstate Title 1 teachers in our public schools. They are needed to provide extra review instruction to students who need the it. We also need more funding to school districts so we do not have to have overloaded classrooms in which the students'academic need are not being met due to time limits and unrealistic student/teacher ratios.
198	Increase funding, enact legislation to make parents more accountable for their children's learning, encourage the federal government to do away with NCLB.
199	fund it!!!! Fund it!!!! \$\$\$\$\$
200	1fund education 2eliminate participation fees for extra curricular 3 make a high school diploma a prerequisite for college.
201	`1) Try to recruit more American Indian or teachers with a symnpathetic view toward American Indians and their culture. 2)Identify personnel that would be willing to mentor/tutor American Indian students in each school. 3)Try to recruit community leaders/elders/business/cultural people/groups (dancing, story telling, beading, etc.)to come into schools and introduce the students to the American Indian culture. 4.Make a big deal out of American Indian month (May?) like you do for other cultures. Advertise it, i.e. February is Black History Month; May is American Indian Month. I never see anything about the American Indians.
202	not applicable - no child in school but for other children: 1. provide small class sizes 2. meet all students needs

	3. provide what schools need
203	1. Mandate cultural training for MN K-12 teachers on local American Indian history and culture. 2. Mandate accurate local American Indian history into curriculum for all MN students. 3. Employ family/school liasions to identify students that may be struggling (grades, attendance, behavior) and make appropriate referrals.
204	1.) Understand different learners of ALL kinds not just native americans and other special interest groups. Help special groups to and integrate into society and become a productive, contributing part of America, not just exist in their own bubble. 2.) Have programs in all schools for gifted/talented as well as special interest groups so that ALL students can perform at the upper limit of their ability. 3.) Fund education!!!! not just for special interest groups but for all students. Give extra aid when extra help is needed.
205	I do not have children attending Mn. public schools. However, I would like to share with you my idea about improving education for Am. Indian students. 1) Pass a State Bill that forces individual schools to set asside funding to support Indian educational goals.
206	WE NEED MORE FUNDING! WE NEED MORE FUNDING! WE NEED MORE FUNDING!
207	Provide adequate assistance and financial assistance to these programs. My children are failing classes on a regular basis due to inadequate assistance with reading and math. Also, American Indian students not meeting the basic learning requirments should be identified and helped before they fall through the cracks of the school districts and get "passed" because the school wants to meet some magical number of graduation students.
208	Stop testing, provide opportunities for all students, and allow for training of research proven methods that are supposed to work in the classroom.
209	1. Properly fund all public schools. 2. Provide the newest technology to teachers and students to better prepare for the future. 3. Cap the amount of students a teacher is allowed to teach at one time at 25.
210	Continue working on standardized tests in order to make the test a fair measure of Native American students intelligence and ability.
211	1. Culturally accurate teaching in all subjects & culturally responsible teaching staff! 2. Equal or more funding for Native culture and language in ALL schools. My Latino son has access to his culture/language daily in many ways. My Ojibwe son cannot and has not received the same. 3. Stop treating the 1st Americans as the last Americans and third class citizens.
212	The state of Minnesota can better fund our schools to provide and keep quality teachers, quality curriculum that stays current, and quality non-certified staff.
213	Rescind the No Child Left Behind Act so teachers can spend more time teaching.
214	Work towards breaking stereotypes of American Indians. Non-Indians tend to believe that all Indians receive money from their tribes. I have run into educators who don't believe in the importance of treaties and don't understand the relationship of tribes with the federal government. Educating the educators is key!
215	Assist parents/teachers in the understanding of resources available.
216	Speed up the process to get the children who need an IEP or Sp Ed services so they can get the services they need before half the school year is over.
217	Provide more help for getting credits needed for graduation.

	Better computer systems. Better books-update.
218	1. Mandatory Diversity workshops for all staff/faculty that work with the Indian Children. 2. Let the Indian Education Program do their job. 3. Respect and work with the Indian Education Parent committee and their recommendations.
219	TEACH ACURATE INFORMATION ABOUT AMERICAN INDIANS IN TEXT BOOKS. BRING IN OUTSIDE PERSONS TO HELP TEACH CHILDREN ABOUT HISTORY.
220	Recognize her cultural heritage and partner with tribal nations to build equitable standards and expectations for adequate teacher training, curriculum that reflects the original people of Minnesota with respect to their culture, language, and values. And to support those school programs that do serve poverty stricken areas instead of punishing those school districts that do not possess adequate resources to support quality education. NCLB is not equitable for rural communities across this country.
221	Funding Mandates Less Testing/More Teaching time School Driven, not State Driven Curriculum
222	1. Eliminate much of the unnecessary testing. Too much class time is lost. 2. Improve funding for regular education. 3. Put the emphasis back on learning the basics.
223	Funding, not focus so much on testing, and support schools rather than reprimands.
224	1. Make more easily available information on financial aid for those students looking for post K-12 educational opportunities. 2. Make a better attempt at including not only Minnesota Indian history but also American Indian History and how it has influenced, in a positive light, the history of America. There is so much not covered; it does not need to just be the horror stories to catch student attention. The American Indian has contributed greatly to the history of this nation.
225	1)Hire qualified people 2)make sure funds are going where they are suppose to go 3)end all of the fighting in our community, because it is affecting ALL children
226	maybe by having more paras' in classrooms to help more with one on one.
227	If your child is "behind" the others in his class but has been tested and does not need special ed, what is left for the child to do. We have sen the doctor b/c the teacher kind of mentioned it-and our family doctor said that he's normal-He's in kindergarden, he's tere to learn, and he has been learning
228	Have more Indian Education
229	Focus more on individual needs
230	1) increase Native American History 2)encourage Native American children to stay in school 2) improve awareness of cultrual differences.

231	my personal thoughts are we need to know how much of Indian movies are gatherd (amount in total) and how they are used. I'm thinking just throwing themm all or most of we in one program called Indian Education(Baby sitting) class is not money well spent. Maybe money gathered for Indian Education should be gathered by Indian and distributed accordingly by Indians
232	Stop the cuts on education they affect all children. with all the obese and hyperactive kids in the school system I think physical education should become more of priority.
233	More emphasis on physical education because the number of obese and hyperactive children continues to grow. Also stop education cuts they affect all children
234	1)encourage Native American students to stay in school 2)more Native American History 3)more positive about Native Americans History
235	1)The school Library needs to have books that represent the true native american history, my son brought home a book about Thanksgiving and it was horrible. 2)Change the history books. 3)get native american speakers to discuss the truth about Thanksgiving, Christopher Columbus and first Americans 4)Ask Mayor Revier to speak about local History with the students.
236	Have the teachers be where they should be so students can recieve the needed assistance.
237	More money to help with the school needs for the children
238	1)more teachers taht are receptive to the needs of the students 2)FryBread on the menu
239	1)Make sure teachers are available for students if they need help. 2)Notify the parent if there is a problem with the student. Sometimes my child isn't always willing to share if there is a problem. 3)My son was put in a "Study Island Program". His test scores are higher the average and he was upset that he was singled out when his friends weren't picked for the program but he was. Most of his scores are higher than his friends. I still have no idea what the criteria was for choosing students of this program.
240	1)Train classroom teachers to better understand children with special needs 2)Need more support staff for children with special needs 3)More involvedment with American Indian history, culture.
241	1)provide Indian leaders at the state level 2)mandate inclusive curriculum and standards regarding American Indians 3)mandate training for staff regarding American Indians
242	1) counseling in school need to be able to address well being instead of or only being scheduals and credits more counselors needed 2)educating staff to needs of Indian students, treatin all farily 3)educating staff to cultural awareness, with books and art.
243	1) include american Indian curriculum in schools k-12 with an emphasis culture & history 2)offer american indian language courses in k-12 3)if improvements 1 & 2 are not a viable option, at least provide workshops & educational presentations addressing the state of aerican indian nations and their relationship with government state and ferderal-for students, staff, teachers, parents and community.
244	more options for children that want to be in sports but can't due to financial funds and tutors for children who need help with reading and writing.
245	Stop testing so much and let teachers teach. Fully fund guy mandated requirements. Stop funding private or charter schools unless they are required to meet all the requirments of public schools and held accountable.

246	Have a consultate visit each school and review the curriculum and any plans to improve student scores. Then help develope a plan if needed which guides the school in meeting the needs of all students.
247	Decrease the number of students in the class room to have a smaller teacher to student ratio. Update books and educational materials. Offer more programs and assistance to children with learning disabilities where the parents can also be involved.
248	need more funding
249	1) more money 2)technical assistance to staff taht actually administer services 3) better understanding of whats expected of staff, parents, students 4)better exchange of info between school liasion and program staff not on a need to know basic
250	provide free tutoring for those that need it less students in classroom more teachers.
251	education will suffer everywhere(not just in minnesota) until we do away with the "No Child left Behind Act". Until then, this country and state is doomed.
252	more funding and more teachers
253	more money for education and teachers
254	more financial support, more teachers and less students per class room
255	more funding
256	more funding and teachers
257	I feel there should be more information sent to families as for as help with further education and others types of financial needs families may have.
258	Raise the standards make the parents more accountable
259	more aid for students with special needs such as tutors and programs toassist them(students, tutors and teachers)
260	provide more funding/techological support/college covers/send someone to check our school out
261	There needs to be more funding
262	more teachers to help in the education process, instead of only 1 teacher having to help the entire school k-12 In the special need section. 2)Helping out to its fullest extent that the "No Child Behind policy" is ram efficiently and all schools are given the resources and financial help to make that a success. 3)Making sure that my son/daughter gets all the help that is coming to them if he/she is found needing. Not just filling out some papers, doing some test's and that is as far as it goes. If they qualify for help than the State and school work together and them need's are met to the fullest.
263	fund education adequately so a schools survival is not dependent on tax referendum. I don't see a difference whether we are Indian, Mexican, Polish, Christian or Jewish we all learn the same -the background culture or race does not hinder learning. Funding problems can hinder the learning.
264	Stop cutting school funds

265	you can start by getting rid of the no child left behind its a joke.the school system seems to work for either the smart students or the kids in the special ed setting. The kids in the middle are fallin through the cracks and are getting left behind. Standars for kids today are to high. Kids are forced to grow up to fast.
266	As a teacher who has Indian students in my clas, I find, in general, they lack language skills. they speak quietly and use limited vocabulary. There should be an enrichment programs giving Indian students who have low language skills adequate introduction to literature; talking in groups; and vocabulary building skills
267	Better funds, reduce class size, set clear and attainable standards.
268	The most important thing the state of MN can do to improve education in MN is to improve school funding. MN schools are grossly underfunded. This includes regular ed funding, technology funding and special ed funding. Schools are forced to cut programs and staff to pay the bills which directly effets the students (all students) education.
269	<ol style="list-style-type: none"> 1. Send the message that education is important. 2. Provide more funding. 3. Help create more respectful society.
270	Limit state and federal tests to just one or two during a students school career. Too much time is spent testing.
271	Provide funding (non competitive) to ensure all students recieve Culture and Language oppotunities specifically like the Culture/Language instructor for Ojibwe (WHA Dist 113 Success for the Future position) we no longer have. There has been a significant loss to our entire k-12 students. Our Culture/Language instructor went into all K-5 classrooms and taught 350 students Native and Non-Native. It was an excellent opportunity for diversity issues to be dealt with. Students (Native/Non Native) continue to as when culture/language will resume
272	Adequately fund assistance to students so that they may succeed both academically and socially. Provide cultueal unbiased materials for classroom use. Provide more tutoring and support services to students in academics
273	As a parent of children who have graduated, the State of Minnesota could fund and support stronger reading programs.
274	More funding for all students.
275	Make sure everyone is treated the same.
276	<p>Prepare them for life, not the test.</p> <p>More career guidance.</p> <p>Increase opportunities for more Career and Technical Education courses. Increased requirements are diminishing these important programs.</p>
277	More cultural activities and more Native American teachers.
278	Requiring a licensed Library media professional in each school has been proven, in many replicated studies, to raise student achievement scores on standardized tests.
279	<ol style="list-style-type: none"> 1. Adequate financial support 2. Increased staff development and training in cultural understanding and curricular delivery for all areas 3. Provide opportunities for activities designed to foster student appreciation and mutual respect

280	I feel that we can assist them by following their grades and finding out where they need the help, then we can assist them in those areas of difficulty.
281	The State can make education authentic, especially with accurate, historically correct curricula. The State can build in counseling needs to address family dynamics issues. The State can be proactive in searching for future teachers who are Native American.
282	-Question 7 is too vague...academic standards in general or in any particular area? "Culture and history" would lead me to believe the survey is questioning social studies standards? 1) Parent education and counseling. Our students too often come from broken homes with no support for education coming from the parents 2) Family counseling 3) Financial aid for school supplies
283	Specific technological programming. Cultural collaboratives. Adequate funding for all students.
284	Work to keep class sizes down Fund gifted education even though it is not a mandate
285	Increase more funds and staff to support the students in our district who are native
286	provide more funding, improve/update facilities/buildings, more input from teachers in decision making.
287	need more funding for schools
288	More funding, Lower class sizes, More technology
289	more funding
290	They can increase the funding back to the schools
291	Catch problems or shortcomings in schoolwork EARLY so they have time to get it done, and don't fall so far behind. Have MORE students involved in afterschool homework activities so they don't feel like they're the ONLY one who needs help. Monitor teacher activity and progress they have with all of their students...is there a pattern? Are they getting it? Is the teacher doing everything to ensure they're getting it? If they fail a test, are they going over it to ensure the student understands what was wrong and how to correct it?? One bad math teacher can cause a domino effect and if you don't learn the basics, you're sunk the rest of your school years.
292	Require schools to be more consistent across grade levels, for instance have all 4th grade math classes show how they are meeting the required standards in their curriculum calendar. I also have a concern about having students do so much writing students do so much writing in math. I understand the importance of explaining their work but are we turning students off of math if writing is not one of their strong intelligence
293	1) Adequately educate teachers. If teachers are not aware of the contributions Native Americans have made to society how can we expect them to teach that to students. 2)Sensitivity training for all school staff. School counselors, office staff and teachers should be made aware of how difficult "living in two worlds" really is and how alcoholism and drug abuse affects daily lives and activities regardless of everyone else's schedules. 3)Allow Indian Ed staff more involvement in dealing with students. Indian Ed staff were not only mentors for me when I was in school but also a person(s) to turn to when my parents were not able to help. Also Indian Ed staff stuck up for me when dealing with racist teachers and staff. Teachers should all Indian Ed staff alot more time with Native students.

294	1) credited Native American reading and language 2)After school elders program to teach tradition of our history to the youth with words and activities and arts and crafts. 3) Provide money scholarship, grants to travel to Native Museum all over the nation
295	Provide "gifted" children more options within their neighborhood schools vs going to Capitol Hill 2)Make a gifted program within a school more than just 1-2 times a week.
296	1)provide teacher assistance to all Native students-including lap tops or home computers 2)provide stipends for school supplies 3)provide stipends or waivers for Native students to participate in after-school sports and activities. This will enable students to gain skills and compete when applying for college 4)provide Indian Ed-culture-language, other in depth-afterschool for all Native students, similar to faith study.
297	Less TESting MOre teacher training More time in classroom instruction (less interruptions during the day)
298	1. Less time spent testing-testing-testing 2. More time spent learning 3. More money spent on education in all areas from teachers to students to buildings.
299	1)increase state funding of rural schools to keep class size down 2)increase state funding for vocational programs in the high school to fill demand for future job openings in the mines. 3)pressure legislators to have state health care plan for teachers, better benefits, better qualities of teachers.
300	I think that students are treated equally and fairly in their education here at the middle school. I do think that native american background is paid more attention to than other ethnic backgrounds. We have many students that aren't Native American that could use additional help as well.
301	Give us funding that is not tied completely to poverty. We have many native children attending our school that can use the extra help in Math and Reading, but we are not getting the help we need from Title funds because our schoolwide F/R percent count is higher than the other school in our district.
302	Hold Parents more responsible and have parenting courses as a consequence if the child gets in trouble (for all parents, not just NA). The NA students in my class get more support and extras than any other student but there is no home support and no motivation to improve their reading or math skills. When trying to contact parents for help, there isn't an answer and they don't come in for conferences.
303	Better fund it, appreciate it, give it respect.
304	More Funding for all students!!
305	more funding for the general educational needs of students
306	need more funding for teachers, the school and more teacher/student time
307	assist new teachers and help them stay in Education
308	more funding for the Indian Educations and the arts
309	1)sovereignty and the functions of tribal gov't's should be included in civics and gov't classes 2)Teachers should be educated on the history of Indian tribes and Indian/Non Indian relations especially pertaining to the 20th century. 3)

310	1) The option of at least 1/2 time on the job training should be available for H.S. credit for students who do not fit well within the educational setting and are 16 years old, a school for them should only pertain to them only so far as they are able to pass basic skills tests in reading writing and math.
311	spend our education dollars on making our brightest brighter rather than our below average to average
312	smaller class sizes and more funding available for enrichment programs
313	1)add additional culturally relevant curriculum 2)Create additional funding for Indian education after-school programs (clubs) 3)Provide additional funding for cultural speakers in the classroom. 4)continue summer programs-language and mentorship
314	American Indian students are not dropping out of school due to poor curriculum or school support. Rather, they struggle in school due to outside factors such as inadequate or misguided support from family, alcohol and drugs. I have worked in Indian Education for 12 yrs and this is what I have consistently seen. Out of our 6 seniors this year we have already had 2 drop outs(Honor Roll students)due to drugs and alcohol. We provide extensive academic and cultural support to Native students. The State needs to address drugs and alcohol 2)Continue funding"Success for the Future"grant
315	adequately fund IDEA.
316	more funding to provide: smaller class size offer more trade classes(welding, woodworking, auto/small engine classes
317	Have smaller class sizes Proper funding for programs to help all children
318	Educate Non Native American people about the traditional culture and beliefs of the Native American people. This would help other Non Natives understand American Indian students better.
319	1)incorporate Native American culture/history into the curriculum 2)intensive tutoring one on one 3)convey the message that work needs to be done
320	1)The state of minnesota should include much more American Indian information in the curriculum. Europe does this and knows about Native people. The "Thanksgiving Holiday" is a good example of ill-informed teaching practice in minnesota. The "Holiday" serves only white people and is another message to Native students that white children success is more important 2) Decrease the incidents of suspension/discipline of Native students. White teachers are quick to side with white students-assuming that Native children are "wrong". This psychologically hurts Native children, where is the humanity? 3)Increase Native teachers and staff hiring more than three per school-this would help prevent"cliques" within the staff department who would most likely make Native staff members feel unwelcome/unwanted
321	A welcoming environment at school for Indian children
322	See more kids-Help with reading, math and or let school teachers ok and rely on our Native help so our kids can succeed. Also less homework, should have extra time in classrooms-kids do get burned out, at least 1 hour of school time to find extra help with subjects needing help on
323	Repetition-if the class as a whole didn't fully understand the unit, go over it until everyone does, the kids who get it right away will be more apt to step up and help those who didn't, just to get on with it
324	As a parent, I was not comfortable filling out this survey. I feel that the testing at a standard is wrong because all the students are different.

325	Decrease testing, increase more benefits to do well.
326	1)more cultural activities and cultural education as an option 2)more study time in school and academic assistance in school 3)funding for more transportation such as activity buses.
327	Educate the parents.
328	Education classes based on Native culture would be nice. Assembling the students in groups. Doesn't necessarily have to be all native's-might give the caucasian students as well as other nationalities insight to our culture.
329	There needs to be more communication. When a question is asked in our district we seem to have a difficult time getting it asked. Also I believe there needs to be someone employed by the state that oversees Indian Education staff and does random visits
330	Make sure the school districts provide services to all Native Americans that have the right to cross borders...My children are US Citizens born of Canadian ancestry and the school is trying not to serve them.
331	More money for Indian Education Programs in our school district. More money to improve our children education. We have to remember our cultural and not allowing the school district to control the money, but a reasonable direction that runs our Indian Education programs. We want our children to be successful and to go to college, the better improved education and representation of students will better reflect their adulthood success.
332	Encourage parents and students to maintain good attendance at school. The problem that I see with many American Indian students is lack of continuity in their education rather than lack of ability. Educate parents and students on the importance of education and staying in school. Encourage students to practice abstinence until marriage. We see so many unwed mothers. The fathers are not taking responsibility for the children they have produced.
333	<ul style="list-style-type: none"> • Reduce all class sizes • Start an effective campaign to teach parents how to say No, how to instill self-discipline, and an urgency to learn in their children • Adequate funding for regular and special education
334	<ol style="list-style-type: none"> 1. Fund schools appropriately. 2. Provide opportunities for schools to improve without having to worry about cost. 3. Fund schools appropriately.
335	<ol style="list-style-type: none"> 1. money 2. high standards for professional ed. courses 3. communication with parents
336	1. Adequately fund k-12 education, regardless of race or ethnicity. 2. Allow for curriculum (standards) representative of culture, pop culture & ethnicity 3. Do not encourage teaching to the test.
337	Limit class sizes: 30 plus students/1 teacher is too much. Hire effective teachers that actually like kids and inspire them to learn. Focus more on each child's interest and abilities and less on standard test results.
338	1) get back to basics, I would like to see more respect among teachers, parents and students. 2)Keep funding programs that are being cut.
339	Bring more native studies into the curriculum. I graduated and wasn't satisfied with the amount of Native Studies offered.

340	1)more funding for Education 2)more funding for parent involvement 3)More Indian Ed programs to benefit our students to give them oppourtunies to be sucessful.
341	1) my daughter has had passed problems in math and in now maintaing as A average, to see the proram cut would be terrible. 2)she is a talented athlete and next year in 7th grade any F markes would mean she would be disaplined for a 2 week period. 3)as a parent of a gifted athlete her high school would be disappointed to see her grades fall if a closure happened for this program.
342	1)start teaching more Native History. 2)Stope Liberal Teaching 3)Hire teachers that can teach, enough of the special interest programs
343	We need smaller class sizes which means more teachers. We need to address student's lack of prior knowledge (knowledge they bring with them to school. Students need to draw on prior knowledge when reading. Students need to know schools care about them and that schools are not just big institutions that care only about dollar signs.
344	Inrease funding for improving basic reading, math and living skills
345	1)eliminate the feeling of Native American, Blacks, Hispanics, Hmong, Red, Pink, Purple. We should be more focused on our boys and girls getting an education reather then their ethnic backgrounds.
346	1)Address Native American Students with Mental health behavioral issues"special needs" 2)Give parents better options on alternative schools-like paying for transportation for level 4 students 3)assist parents(raise awarness) of the importance to get care givers involved with their children education.
347	reading, math and writing.
348	They can give more money to Charter Schools like they give to normal schools.
349	more money
350	More money to Charter Schools
351	1)More Native American Teachers 2)More Native American Activities 3)Need Native American History in the class rooms.
352	1)more funding 2)smoke breaks
353	chanllge the kids in math, history. I would like to see more history being taught. American Indian and American History
354	Stop making grants such as Success for the future competitive. We have a high poulation of Indian students and did not recive the grant dollars to assist one student. Our american Indian students have to rely soley on grant dollars for help. Districts doesn't apply money from general fund/Impact Aid etc...Now we have to try and take away from other Indians to be successful. Its not right. Maybe have an enrolled Native American in the Indian Educatiton Department, someone who is culturally sensitive.
355	1)provide more funding to realy childhood-k, in public school settings for Indian pupils. 2)require headstart teachers to have a 4yr early childhood degree 3)required mandatory attendance for kindergarten and pay for all day everyday kindergarten.

356	more funding
357	1)More tutoring or one on one help expecially for children with disabilities 2)Please have more training for teachers and staff on bullying, teasing or to be more aware this is going on all the time and its interfering in my childs education and selfesteem 3)More afterschool activities positive peer groups or a mounds park drum group for youth.
358	more help with our american indian students, more indian education in public schools and American Indian teachers/parent involmnet in the classroom to help with Indian students.
359	Teach the students to respect the elders, stay focus and family values
360	1)provide culture-sensitivity training to staff 2)sponsor cultural events in the community 3)suupport languages-(tribal) of students (ojibwe/Lakota)
361	The state has abandon whole groups of children. No Child Left Behind has created a system that will all but completely eliminate any opportunity for kids to achieve. Funding is directly related to student achievements.
362	1)more indian history and not just cultural areas and pre-columbia, Infuse more contemporary issues/people 2)more opportunities in vocation and technical training 3)more funding from the state
363	more funding
364	very basic, more money for educational needs, be fiair with schools.
365	more funding for education to hire para-professionals, truancy officers and support staff.
366	1)loans should be more evenly distributed and available 2)avoid recidivism by allowing students who have paid for their crimes to attend school and be able to practice the profession they have trained for 3)lower tuition
367	1)reduce incidence of testing frequency 2)increase prenatal care 3)increase funding and availability of learning readiness programs
368	Fully fund special education
369	1)Track individual student progress as students move from district to district or school to school 2)More prevention of treatment of and support for teachers who work with students who have FAS 3)More training of and support for teachers of indigenons languages
370	1)make the standards easier to understand 2) Provide meal tuition 3)Better Lines to special Education
371	more pre-school education, more parenting education, continue dialog for improved understanding of the cultural(American Indian and Culture of poverty) differences.

372	Fund education better....
373	funding for tutors and mentors
374	make funds available for tutors and other academie programs to help all students successfully complete their education.
375	Have staff become more involved with the students on a regular basis, lack of involvement and committment
376	funding
377	American Indians are still not taught in a complete positive manner.
378	1)More American Indian History and be honest about it. 2)More School funding 3)More teachers to educate our students in American Indian Cultures.
379	1)More Native American History classes 2)More cultural awareness for American Indians 3)Inccrease effort to share Native Americans contributions in the U.S.
380	Increase knowledge to majority population on the vast contributions of American Indians to make this country and State. Increase knowledge of Tribal governments in what is known as Minnesota. Treaties and land issues regarding Dakota and Chippewa (ojibwe) peoples.
381	more funding, more staff, more training
382	more funingin in Indian Programs in public schools
383	more hands on
384	more 1 on 1 teaching, more at home activities.
385	Improve the cultural needs thru language, parent elder involment and other tribal events.
386	more understanding, speaking and learning the culture, More Ojibwe
387	I think MN should follow North Dakota's lead by making the "History of Native Americans" a mandatory class for your teachin liscense. The more education this community has about the Mille Lacs Band in a "positive" manner, the better it would be for the whole community.
388	more knowledge of students reports.
389	work a little more with all children needs and extra help for the ones who need thur help have more help with who children are inhance in schools.
390	more pay for teachers, more classes offered.
391	Increase Indian/Native History and Language opportunities, additional mathematical and technical tutors.

392	more funding
393	More funding for programs, classes, teachers, cultural needs
394	smaller classes, more \$, more staff