



Commission on Native Children

Regional Public Hearing-Panel
June 23, 2022

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Purpose of Presentation

- This presentation will highlight the many ND Department of Public Instruction initiatives focused on Native American educational programming, opportunities, and partnerships.

A Focus on Native American Education

- The NDDPI has created an Office of Indian/Multicultural Education to address the needs of Native American students and provide opportunities to share information about Native American history and culture.
- The department has also created an “Indian Education in North Dakota” brochure to highlight the five federally recognized tribes. North Dakota has approximately 13,000 Native American, American Indian, or Alaskan Native students in the K-12 school system, totaling nearly 10% of all K-12 enrollment in the state. We believe it is critically important to provide opportunities for all North Dakota students and citizens to learn about Native American history and culture.

Prioritizing Closing the Achievement Gap

- When Superintendent Baesler was elected in 2012, she established, as one of her key priorities, reducing the disparity in achievement for students in poverty and for Native American students.
- The NDDPI has seen progress toward this priority.
 - Native American graduation rate
 - 2012 - 52%
 - 2021 – 78%
 - Native American ACT scores 19-20 **15.2** / 20-21 **15.8**



PK-12 Education
Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career awareness, exploration and development

Quality education personnel

Quality Student-centered Instruction

5/16/2019



The North Dakota Native American Essential Understandings Project

- In April 2015, elder representatives from the North Dakota tribal groups joined together in sharing, storytelling, and wisdom conversations to determine the development of the “understandings” about native culture, history, and lifestyle that are “essential” for all of North Dakota’s children to know.
- This began the process of the development of the North Dakota Native American Essential Understanding (NDNAEU) project. This project will allow students in schools to learn all of their usual academic subjects, gain an understanding of the traditional ways and concepts identified as essential by elders in North Dakota, as well as increase understanding and appreciation within the schools.
- The Teachings of Our Elders website (www.teachingsofourelders.org) houses a growing collection of elder interviews, K-12 lesson plans in all content areas, and many other resources for educators.

North Dakota Senate Bill 2304

- North Dakota Senate Bill 2304, passed in 2021, requires all elementary and secondary public and nonpublic schools in the state to include curriculum on Native American history. This includes implementation within the required North Dakota Studies, which provides emphasis on the geography, history, agriculture, and the federally recognized Indian tribes in the state, in the fourth and eighth grades. One unit of United States history will include Native American tribal history.
- SB 2304, is a tab under our NDNAEU Teaching of our Elders website under SB 2304 Resources.
- [SB 2304 Resources – Teachings of Our Elders](#)

Leveraging SB 2147

- Option 2 was created by SB 2147 and is simply a different option to accumulate core subject area credits. Essentially, this allows a student to use a passed GED test to earn HS credits.
- The Legislative intent is to provide students who are at-risk or on track to be at-risk (in terms of credit deficiency) another option or pathway to recover credits, catch up to peers, and show competency in core subject areas. It is not designed to fast-track through the core credits. It is designed to keep credit-deficient students in school.
- The student is still enrolled/served by the school and is still working towards a HS diploma. The student is not in Adult Education nor working towards a GED.

Annual ESSA Tribal Consultation Meetings with the Tribal Nations in North Dakota

- ESSA represents a unique opportunity to increase equity and access for children as local education agencies and state education agencies (LEAs and SEAs) consult with Native American tribes on issues affecting Native American students in ND. Superintendent Baesler makes it a priority to go visit all five tribes annually for these consultation meetings.
- A new requirement under Section 8538 of ESSA also requires affected LEAs to consult with Native American tribes and tribal agencies on issues affecting Native American students.

ND Indian Education Advisory Council

- Our ND Indian Education Advisory Council (NDIEAC) meets quarterly and acts as an advisory role to the NDDPI and Superintendent Baesler in matters affecting the education of Native American students in North Dakota. Each tribal chair appoints two representatives from their tribal nation.

Annual North Dakota Indian Education Summit

- Each year, the NDDPI sponsors an Indian Education Summit (NDIES).
- This high-quality professional development learning opportunity includes best practices and strategies in the field of Indian Education.
- The 2022 NDIES will be held on July 7-8, 2022.

ND Native American Needs Assessment and Action Plan

- The Native American Action Plan is designed to assist administrators and teachers in addressing the needs and areas of opportunity that have been identified through the annual NA survey. The Action Plan includes evidence-based strategies and resources with the goal to improve Native American student outcomes. Areas of need include: Responsive Teaching Practices and Instruction for all students, Promoting Social-Emotional Learning, Using Equitable Instructional Practices, and Engaging with the Native American Community.

Learning Pathway

- The Indian/Multicultural Office is sponsoring a Learning Pathway for Responsive Teaching practices for all students. It is a six-month course and addresses SB 2304.

TEAM OF CHAMPIONS
RESPONSIVE PRACTICES FOR ALL STUDENTS
LEARNING PATHWAY

To "**champion**" someone or some idea is to stand alone or with others in support of it. One isn't "assigned to be a champion," one chooses to "champion" freely and out of a personal sense of what is right or best.

- 6-month experience
- 6 grad hours
- Addresses SB 2304
- Begins 2022-23

IDI **The Intercultural Development Inventory**
The IDI helps individual educators become aware of their own skills and growth opportunities for navigating respectful and productive engagement with students, colleagues and community members who may have very different perspectives.

BCR **Being Culturally Responsive**
This is a video/discussion series in which small groups of educators engage in **Circles of Trust** to explore topics such as **Levels of Listening, Relational Accountability, and the Mindset of Culturally Responsive Educators.**

MGH **"My Grandmother's Hands"**
This is a reading/journaling/group discussion journey through the groundbreaking NYT bestseller by **Resmaa Menakem** on becoming aware of and addressing personal and generational traumas that impact our capacity to learn, teach and grow.

I&C **Implementation & Coaching**
Teachers have opportunities to implement Responsive approaches and Indigenous content, including the **NDNAEU**, into their classrooms and receive coaching and support.

5S **5 Seminars**
The pathway includes a flexible combination of face to face and virtual whole-cohort gatherings to process our **Key Pathway Concepts**, identify and design ways of combining **Responsive Practices** with newly developed and existing North Dakota resources for implementing **SB 2304** Indigenous history requirements.

Are you or your school interested? Contact:
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SCAN ME

ESSER-Funded Projects

- **Native American Materials for PPS Dakota Datebook** - This proposal will support the program to bring additional awareness to our NDNAEU project/Teaching of our Elders website. The NDNAEU will be used as a source for writing a special series of Dakota Datebooks that can be used by teachers in ND classrooms.
- **Summer STEM Camp in partner with VCSU** - Partnering with VCSU on planning for INSTEM Academy this coming summer (2022). Would like to include more schools and students in the cohorts, will reach out to partner schools. With additional funds, we could include more students (possibly 2-4 cohorts). Will continue to meet with VCSU to continue planning for summer, 2022 and 2023.
- **Incentivize Family Engagement Grant to LEAs** - Family Engagement Incentive Grants are available to LEA's starting in January 2022. These grants will be used to increase family engagement in schools and communities by focusing on highly effective methods of engaging families to increase student achievement.
- **Family Engagement Training/PD** - Will support working and collaborating with the REA's on Epstein's Six Types of Parent Involvement Framework to assist educators in developing school and family partnership programs. We will provide this training to districts/schools across the state, this will complement the work already being done in ND.

Importance of Partnerships

The many initiatives highlighted would not be possible without the support of NDDPI's many partners.

- Technology & Innovation in Education (TIE) on the NDNAEU project, REA's on Family Engagement, NDUS higher ed, teacher ed programs in providing trainings and PD on the NDNAEU, NDIEAC, ND Tribal Ed Directors, ND Tribal Nations, Prairie Public Broadcasting, VCSU INSTEM Academy for students from ND Tribal Schools, REL Marzano Research on the ND NA Needs Assessment Survey

Improving Outcomes for Native Children and Youth

- **Culturally Responsive Teaching and Instruction Practices**
- **Evidence Based strategies and best practices implementation**
 - **Family Engagement- Resources & Opportunities**



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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