

## Testimony

Tribal and State Relations Committee

Monday- September 28, 2015

By: Lucy Fredericks, Director of Indian/Multicultural Education

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ND Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good Morning, My name is Lucy Fredericks and I am the Director of Indian/Multicultural Education for the ND Department of Public Instruction. I have been in this position for just over three years and have enjoyed working with all schools in ND and those that serve Native American students. I am here to provide you with an update and department program initiatives that we are currently working on in the Indian/Multicultural Education Unit here at DPI.

2<sup>nd</sup> Annual ND Indian Education Summit was held July 7-8, 2015 here at the State Capitol. We had two great keynote speakers: Mr. Bill Mendoza, Executive Director, White House Initiative on American Indian & Alaskan Native Education and Dr. Charles M. Roessel, Director, Bureau of Indian Education. We have begun planning for next year's 3<sup>rd</sup> Annual ND Indian Education Summit. (Handout)

North Dakota Native American Essential Understandings Project- The NDNAEU resource document is complete and waiting approval from DPI. We will then start Phase II of the project which will be the services for launching and supporting the implementation of the document into the schools.

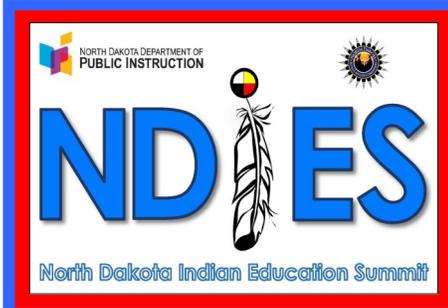
May, 2015- NDDPI Reorganization- New Division of Student Support and Innovation

August, 2015- NDDPI Joint letter on the Support for Native American Students (Handout)

Native American Needs Assessment- Survey- Action Plan includes Survey Question, Identified Need and Potential Solutions/Action Plan.

Thank you.

# 2<sup>nd</sup> Annual North Dakota Indian Education Summit



The 2<sup>nd</sup> Annual North Dakota Indian Education Summit was held July 7-8, 2015, in the Brynhild Haugland Room of the North Dakota State Capitol in Bismarck. This two-day Summit was co-sponsored by the NDDPI and the North Dakota Indian Affairs Commission. Educators from across the state attended the Summit which was designed to provide quality professional development and best practices and strategies in Indian Education.



Both days of the Summit opened with a traditional opening prayer and flag song by the drum group Flying Low.



Lucy Fredericks, NDDPI Director of Indian/Multicultural Education, welcomed educators from across the state to the 2<sup>nd</sup> Annual North Dakota Indian Education Summit.



Mr. William (Bill) Mendoza, Executive Director for the White House Initiative on American Indian and Alaska Native Education, was the keynote speaker on Tuesday, July 7.

*Pictured L to R: Lucy Fredericks, NDDPI Director of Indian/Multicultural Education; Kirsten Baesler, State Superintendent of Public Instruction; William Mendoza, Executive Director of the White House Initiative on American Indian and Alaska Native Education; and Scott Davis, Executive Director of the North Dakota Indian Affairs Commission*

Dr. Charles “Monty” Roessel, Director of the Bureau of Indian Education, was the keynote speaker on Wednesday, July 8.

*Pictured L to R: Scott Davis, Executive Director of the North Dakota Indian Affairs Commission; Dr. Charles “Monty” Roessel, Director of the Bureau of Indian Education; Lucy Fredericks, NDDPI Director of Indian/Multicultural Education; and Kirsten Baesler, State Superintendent of Public Instruction.*



## 2<sup>nd</sup> Annual North Dakota Indian Education Summit



A group of Native American high school and college students from North and South Dakota held a panel discussion on experiences in high school and challenges they faced. This discussion was facilitated by Sunshine Archambault-Carlow, Manager for the Standing Rock Sioux Tribe, and Jenny Scala, Senior Researcher, American Institutes for Research.

On Tuesday during the luncheon, the Lakota Language Immersion Nest students shared songs, introductions, and prayers that they have learned at the Lakota Language Immersion Nest. The Lakota Language Immersion Nest is a Lakota Language Immersion preschool program whose instructors follow a Master Apprentice language acquisition model and participating children are provided with high quality educational opportunities, all executed in the Lakota Language.



A Tribal College panel discussion was held on Wednesday with the Tribal College presidents from Nueta Hidatsa Sahnish College, Cankdeska Cikana Community College, Turtle Mountain Community College, Sitting Bull College, and United Tribes Technical College.

Several breakout sessions were held on both days that included presentations on cultural integration and relevancy, educational equity and cultural responsiveness, dropout prevention strategies, the impact of career and technical education, empowering Native youth, connecting Native American research and practice, and the North Dakota Native American Essential Understanding Project.

The North Dakota Native American Essential Understandings is part of the North Dakota "Indian Education for All" initiative that Superintendent Baesler started to promote understanding of the Native American history and culture of the Tribes in North Dakota. This includes a resource document that will outline basic concepts every North Dakota educator should know about Native Americans in North Dakota. The final document will be available in the future for all North Dakota schools to use.

The North Dakota Indian Education Summit concluded with many positive comments regarding the range of topics, knowledge of the keynote speakers and presenters, and eagerness for next year's summit in July 2016.





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[www.nd.gov/dpi](http://www.nd.gov/dpi)

August 12, 2015

To: North Dakota Educators and School Administrators

The North Dakota Department of Public Instruction (NDDPI) is dedicated to building a system of innovation and support for schools to ensure academic success for all North Dakota students.

The NDDPI is also keenly aware there are specific sub-populations of students that have historically needed greater assistance and support. North Dakota has a significant population of Native American students; a sub-population identified in our federal accountability system. The purpose of this memorandum is to pledge to provide schools with a high population of Native American students the additional resources and support they need to better assist students in making academic gains.

To assist with this effort, the NDDPI has recently restructured in order to foster greater collaboration and support among the various programs within the department. A new Division of Student Support & Innovation was created, and the Office of Indian/Multicultural Education is within this division. We would like to take this opportunity to highlight a few initiatives being planned in order to better provide support to Native American students.

- **Indian Education Summit:** July 22, 2014 was a day that made history when North Dakota hosted its 1<sup>st</sup> Annual North Dakota Indian Education Summit at the North Dakota State Capitol. The 2<sup>nd</sup> Annual North Dakota Indian Education Summit was held July 7-8, 2015. The NDDPI Office of Indian/Multicultural Education has already begin planning for the 3<sup>rd</sup> Annual North Dakota Indian Education Summit.
- **School Improvement Coaching Project:** The NDDPI is working on a new project that will provide North Dakota schools with an opportunity to access the services of a school improvement expert to conduct school visitations and provide coaching comments. High poverty schools and schools whose populations consists of high percentages of Native American students will be given priority to participate in this project. Additional information regarding this initiative will be available in the near future.
- **State Equity Initiative:** All states were required to submit a State Equity Plan to the U.S. Department of Education on June 1, 2015, ensuring that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The NDDPI will begin to implement the strategies outlined within the plan which are targeted to help high poverty schools.
- **Native American Needs Assessment:** In order to provide more support and resources to better assist schools with a high population of Native American students, the NDDPI will be conducting a needs assessment to help us determine the areas where we can best provide assistance. This assessment will help outline areas that may need to be addressed, identify statewide concerns, establish commonalities that may exist across schools and districts, and determine the priorities for this cohort of schools. We are in the process of creating a survey which will soon be disseminated. Your participation in the survey will help guide the NDDPI in determining future plans for providing support and assistance.

- ***North Dakota Native American Essential Understandings***: The NDDPI has contracted with Technology & Innovation in Education (TIE) out of Rapid City, South Dakota to plan, prepare, and develop the *North Dakota Native American Essential Understandings* to include Inter-Tribal essential understandings and potential stems for each of the five tribes in North Dakota (Standing Rock Sioux Tribe, Turtle Mountain Band of Chippewa, Spirit Lake Tribe, Three Affiliated Tribes, and Sisseton-Wahpeton Oyate). This resource document will outline the basic concepts every North Dakota educator should know about Native Americans in North Dakota including the culture and history of the tribes. The first Gathering of Elders meeting was held in April 2015 in Bismarck, as Elders from each reservation in North Dakota came together to share stories, wisdom, song, and information they felt it was important for all students to know about Native Americans in our state. A short 20 minute video of the Elders was developed from the first meeting which is also be available to view. This began the process of identifying key common themes and areas of focus that were discussed at the second meeting held in May 2015. This meeting was a work meeting with Elders to build basic framework to start the process of developing and writing the *North Dakota Native American Essential Understandings*. The teaching of our Elders and some themes that came out of the two meetings were: values (respect, generosity, bravery, and wisdom), identity, language, education, spirituality, kinship, humor, healing, land, importance of children, history, and storytelling. Other resources will also be used to assist in developing and write the *North Dakota Native American Essential Understandings*. The final resource document will be completed by November 2015 and will be available for all North Dakota schools.

In order to individualize technical assistance and support, the Division of Student Support & Innovation has created a district contact chart. The chart lists every district in the state, including North Dakota organizations operated by the BIE and/or tribe, and assigns each school a contact person from the Division of Student & Innovation. The chart can be accessed at [www.nd.gov/dpi/uploads/126/contacts.pdf](http://www.nd.gov/dpi/uploads/126/contacts.pdf) on the new NDDPI website. Districts and schools are encouraged to communicate with their contact person for any questions they may have.

As we move forward, we are committed to continuously working to improve educational opportunities for Native American students and promise our ardent support to assist schools in aiming for academic excellence.



Kirsten Baesler  
State Superintendent



Lucy Fredericks, Director  
Office of Indian/Multicultural  
Education



Laurie Matzke, Division Manager  
Student Support & Innovation

Back to School- August, 2015 Newsletter

We are aware of students that have historically needed greater support and assistance. To ensure academic success for ALL students in North Dakota, the NDDPI is dedicated to building a system of innovation and support. North Dakota has a higher number of Native American students, and we would like to provide these schools the additional resources and support they need to better assist students in making academic gains. The Office of Indian/Multicultural Education, within the new Division of Student Support & Innovation, would like to determine the areas we can best provide assistance and support by conducting a Needs Assessment. This assessment will help us determine areas that may need to be addressed, identify statewide concerns, establish commonalities that may exist across schools and districts, and determine the priorities for this cohort of schools. We have created a survey which we will be sending out to schools that serve high numbers of Native American students. Your participation in the survey will help guide the NDDPI in determining future plans for providing assistance and support. As we move forward, we are committed to continuously working to improve educational opportunities for Native American students and assisting and supporting schools in achieving academic excellence. Thank you!

