

New Jersey Indigenous Education Project

Executive Summary

The New Jersey Historical Commission (NJHC) is a state agency dedicated to the advancement of public knowledge and preservation of New Jersey history. In September 2022, NJHC contracted with Education Northwest to collaborate on a project to positively impact the teaching of Indigenous history in the state’s K–12 schools and higher education institutions. Specifically, NJHC wanted to learn more about how to address gaps in accessible resources and information across content areas for educators and students in the state, with a focus on inclusive and current information about Indigenous history and contemporary issues.

From September 2022 to June 2023, Education Northwest met regularly with NJHC staff members and convened a multidisciplinary New Jersey Indian Education for All Committee, comprising tribal leaders from both state and federally recognized Tribes, educators, scholars, organization and nonprofit leaders, and other experts to help establish the project’s goals and objectives.

Additionally, the Education Northwest team administered a statewide survey of educators, community partners, and parents/caregivers to learn more about potential areas of opportunity and development for Indigenous education in New Jersey. Lastly, we conducted interviews with tribal leaders and a select group of key education partners to gain additional perspectives on how identified education needs and priorities can be addressed.

This project employs a collaborative, culturally responsive approach that centers and acknowledges the complexities of history, identity, and political status for Indigenous people in the United States. It also responds to a broader movement among Tribes and within the Native American community to develop and advance a complete and contextualized teaching of Indigenous history that can be taught in public and tribal schools throughout the United States (Chouinard & Cram, 2020). This movement is sometimes referred to as “Native American Education for All,” after Montana’s Indian Education for All legislation, which was the first of its kind¹. This report contains important historical and contextual information for Indigenous education in New Jersey and around the country, survey and interview findings, as well as a plan that includes a vision for future work, goals, and objectives for future phases of the larger Indigenous education project in New Jersey.

¹ In this report, we use the terms American Indian, Native American, Indigenous, and Native interchangeably. (See the [Smithsonian National Museum of the American Indian](#) for more information and guidance on terminology.)

Acknowledgments

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Contents

- Executive Summary i**
- Historical Context of First Peoples in New Jersey 1**
- The National Indigenous Education Movement..... 3**
- The Current Native Education Landscape in New Jersey 5**
- Data Collection and Summary of Findings 7**
 - Needs and concerns for New Jersey Indigenous education efforts 7
 - Priorities and areas of opportunity 11
- Summary of key recommendations based on data findings 15**
- Vision for future work, goals, and objectives 16**
 - Year 1. Create visibility and awareness 17
 - Year 2. Develop essential understandings and tribal history resources, continue building awareness, and begin community advocacy efforts 19
 - Year 3. Develop curriculum and training materials 20
 - Years 4 and 5. Implement the initiative 21
- References..... 22**

Figures

- Figure 1. Do you believe it is necessary or unnecessary that we make significant changes to the school curriculum on Native history and contemporary life? 8
- Figure 2. From your perspective, what are the barriers to your teaching about Native history and contemporary life? 8
- Figure 3. How familiar are you with the New Jersey State Standards? 9
- Figure 4. Please rate your knowledge of and/or proficiency in the following concepts 10
- Figure 5. How helpful is your district or school leadership in supporting the implementation of a curriculum related to Native history and contemporary life? 11

Figure 6. What additional supports would you like to see developed for you to use in your classroom? 12

Historical Context of First Peoples in New Jersey

The ancestors of the Lenni Lenape people, often referred to as the Delaware, were a network of individual Tribes and bands whose traditional homelands once covered a vast area along the Eastern seaboard, including parts of present-day New Jersey, Delaware, Pennsylvania, and New York. These Tribes and bands lived in thriving communities, with access to a bounty of natural resources.

Both before and after contact with Europeans, the Tribes built a vast trade network based on these resources. By the 1600s they were trading with Dutch and English companies, making them one of the most powerful political and economic forces in North America at the time. According to historian Jean Soderlund, “the Lenape dominated trade and determined if, when and where Europeans could travel and take up land” (2015, p. 5).

By the time of the Revolutionary War, the Lenape tribal network had been severely weakened due to multiple factors, including exposure to European diseases for which Indigenous people had no immunity. In 1778, the newly formed United States signed its first treaty with the Lenape. In the Treaty of Fort Pitt, the Tribes agreed to allow the Continental Army to cross their lands, and they agreed to serve as guides for the Americans. The agreements established in the Treaty of Fort Pitt quickly broke down and as the Revolutionary War ensued, the majority of the First Peoples of New Jersey were forced out of their ancestral homelands, scattering across multiple states and into Canada.

These Peoples would eventually settle in three main locations: the Delaware Nation in Oklahoma (Anadarko), the Delaware Tribe of Indians in Oklahoma (Bartlesville), and the Stockbridge-Munsee Community in Wisconsin. There are also recognized Lenape First Nations people who reside in Canada on four reserves. As sovereign nations, these Tribes continue to advance self-determination, economic prosperity, and the overall growth and well-being of their citizens.

In 1980 three Lenape Tribes in New Jersey gained official state recognition: the Nanticoke Lenni-Lenape Tribal Nation, the Powhatan Renape Tribe, and the Ramapough Lenape Indian Nation. Representatives from these Tribes serve on the New Jersey Commission on Indian Affairs, which works to ensure that American Indians living in the state are fully represented and have access to opportunities and resources. The commission also provides a direct line of communication between Tribes and the state government and promotes greater knowledge and understanding of the history and contemporary culture and experience of the state’s Indigenous people. This commission, however, receives no annual appropriation for activities.

While there are tribal members, museums, historical sites, universities, nonprofits, and other organizations across the state that share the history and experiences of tribal peoples, a more focused and concerted effort to expand education, accessibility and awareness is needed so that all New Jersey citizens are knowledgeable and informed about the Indigenous people of the region. Up-to-date, comprehensive histories of all New Jersey Nations and Tribes are needed, especially to support K–12 education. This will help foster greater understanding of the true story of Indigenous peoples in New Jersey and the United States.

The National Indigenous Education Movement

The work of Indigenous education has become a nationwide effort as tribal peoples and communities reclaim the telling of their histories, cultures, experiences, and contemporary lives. In 2018 the Reclaiming Native Truth project (<https://rnt.firstnations.org/>), the largest research initiative ever conducted by and for Native peoples, released a seminal report of its findings. The project sought to investigate the understandings, perceptions, and general knowledge that the greater American public had regarding Native Americans. The report “found that the invisibility of Native peoples is pervasive and entrenched across all sectors of American society.” Additionally, “A startling 72 percent of Americans rarely encounter or receive information about Native Americans.”

Because education systems nationwide have helped to shape these narratives, they must be a key driver in changing them. The Reclaiming Native Truth research found that:

- Eighty-seven (87) percent of state history standards do not mention Native American history after 1900
- Twenty-seven (27) states make no mention of a single Native American in their K–12 curriculum

It is essential to teach the historical truth about Native American Tribes, even when that history is painful or difficult, as it can be when learning about the loss of ancestral homelands, genocide, forced assimilation, and other atrocities perpetrated upon Native people across North America. Teaching about Native American Tribes can also be enlightening as students learn of Indigenous knowledge, cultures, belief systems, and identity that Tribes and tribal people have cherished and maintained since time immemorial. It is also imperative that we teach the contemporary issues and experiences of Native Americans, as Tribes continue to thrive, grow, and contribute to their communities, states, and the nation.

Another report, “Becoming Visible,” was commissioned by the National Congress of American Indians (NCAI) and published in 2019. This report summarizes “the landscape of current efforts by states to bring high-quality educational content about Native peoples and communities into all kindergarten to 12th grade classrooms across the United States.” NCAI and many other tribal leaders and organizations recognize the importance of this work to “bring accurate, culturally responsive, tribally specific, and contemporary content about Native Americans into mainstream education systems.” The report includes the following guidance and calls to action:

- Access state resources and public funds to establish statewide curriculum about Native Americans
- Include content about Native Americans in state standards and develop essential understandings, core content, and tribally specific curriculum
- Collaborate directly with tribal nations throughout the development of essential understandings, standards, and curriculum and ensure they are allowed to tell their own stories and determine which aspects of their histories and contemporary cultures they want to include
- Build momentum in state legislatures to advance this agenda
- Identify champions, allies, leaders, organizations, nonprofits, and community partners to help advocate for the work

The New Jersey Department of Education does not currently dedicate state funding to hire a staff member who would be responsible for work in Native Education. New Jersey was one of the states that did not respond or provide information to the “Becoming Visible” report. However, that report can be useful as an overall guide and to analyze whether it accurately reflects the New Jersey context.

Fifteen states currently provide some level of state funding to support Native Education efforts.

There are 75 funded positions in state education agencies across the United States dedicated to Native Education.

(Unpublished research conducted by Education Northwest and the American Institutes for Research)

The Current Native Education Landscape in New Jersey

New Jersey has a strong history of supporting the inclusion of all peoples in social studies instruction. From the Amistad Law (2002), which incorporates African American history in social studies curriculum to the most recent Asian Americans and Pacific Islanders (AAPI) Law (2022), which calls for instruction on the history and contributions of Asian Americans and Pacific Islanders in social studies. The Amistad and AAPI laws were signed in tandem and led to the creation of New Jersey state commissions designed to support implementation. Specifically, the legislation requires the commissions to work with the New Jersey Department of Education to fulfill their legislative mandates. According to the [2024 Governor's Budget Message](#), the Amistad Commission was appropriated \$1,010,000 in 2023 and 2024. This direct appropriation of funds ensures that the commission has the resources to implement the Amistad law.

The Commission on Indian Affairs, as previously mentioned in the report, serves as an important body in the state; however, it serves in a broader capacity than the commissions mentioned above. Its stated mission includes:

- To ensure that the American Indian Tribal members and communities within the State of New Jersey have full opportunities for their own cultural, educational, social, economic, physical, mental health, and welfare development, as well as continue to contribute to and participate in the ongoing life and development of the State's extended family.
- To develop close communication among the state's American Indian communities, with the State and federal governments, educational institutions, organizations, as well as the people of the State in general.
- To promote understanding and knowledge about the history and culture of the American Indian communities of the State, in order to improve the quality of life for all people in the State of New Jersey.

In moving forward, New Jersey is not without a basis to guide this work in Native Education. The New Jersey Student Learning Standards for Social Studies, which were revised in 2020, were updated to include 21 specific references to Native history. Several standards are specific to past Lenni Lenape experiences and culture. Future work could be done to build out additional standards that reference contemporary issues and contributions. Having these standards already established provides an important foundation to build a curriculum and is also helpful in the design of professional development opportunities for educators. There are numerous organizations that offer professional development to support the implementation of the standards and its content, yet there have been no

formal efforts to highlight and reinforce the new performance expectations related to Native history throughout the state. Social studies standards in New Jersey are due for revision in 2025.

It is essential to correct the predominant narrative and misconceptions regarding Native Americans in New Jersey and across the country and provide an accurate history. At the same time, it is also essential to teach about contemporary Native issues. For tribal members who live in New Jersey and those who now live in other states, there is rich information about key policy issues still playing out. This information can and should be used to deepen student knowledge about tribal sovereignty, self-determination, and the federal and state recognition of Tribes. Education seeks to engage students with multiple and varied experiences and perspectives in history, allowing students to develop the necessary ideas and critical thinking skills to lead into the future.

“When I talk to teachers, I encourage them to look locally for a historic site or museum to connect their kids with. Studying history from the generalities of a textbook doesn’t give our kids the kind of real world understanding and a connection with our history that is more personal and engaging. We love to have kids come out and ask us questions ... If we don’t do that as historic sites, where is our next audience going to come from? What will happen to us if people don’t care about history or believe that history is what you find in the textbook and once you’ve learned it, that’s it?”

– Community partner interview participant

New Jersey also has a solid foundation for this work in the form of established organizations, educators, school leaders, and others who are interested, engaged, and already advocating for a Native Education initiative in the state. The New Jersey Historical Commission, New Jersey Commission on American Indian Affairs, and New Jersey Department of Education are all in an ideal position to come together to advise and carry out future efforts to enhance Native Education in the state.

Data Collection and Summary of Findings

Key data collection activities included online surveys and one-on-one virtual interviews. Education Northwest and the New Jersey Historical Commission made the survey publicly available to New Jersey educators, caregivers of children who attend school in New Jersey, and community leaders, including representatives from Tribal Nations, government agencies, and philanthropic organizations. A total of 127 educators, 22 caregivers, and 57 community leaders responded to the survey.

In addition to surveys, the study team collaborated with the New Jersey Historical Commission and a multidisciplinary Indigenous Education for All Committee to purposefully select leaders in Indigenous education in the state for interviews. Community partners consisted of representatives from the following groups:

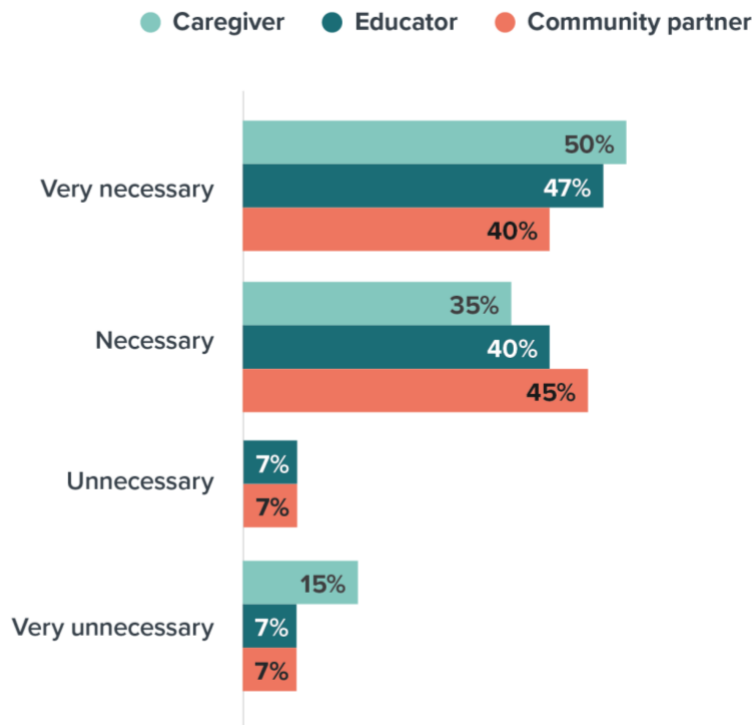
- Stockbridge-Munsee Community Band of Mohican Indians Tribal Education
- Delaware Tribe of Indians Tribal Education
- Powhattan Renape Tribe
- Educators in New Jersey (4)
- National Park Service
- New Jersey State Museum
- Rutgers University (2)
- Trent House Association

Below, we draw upon these interview and survey findings to describe key needs and concerns. This is followed by a summary of priorities and opportunities for furthering Indigenous education efforts in the state.

Needs and concerns for New Jersey Indigenous education efforts

Across all survey participant groups (caregivers, educators, and community partners), more than 80 percent felt that it was necessary or very necessary to make significant changes to the school curriculum to better reflect Native history and contemporary culture (figure 1).

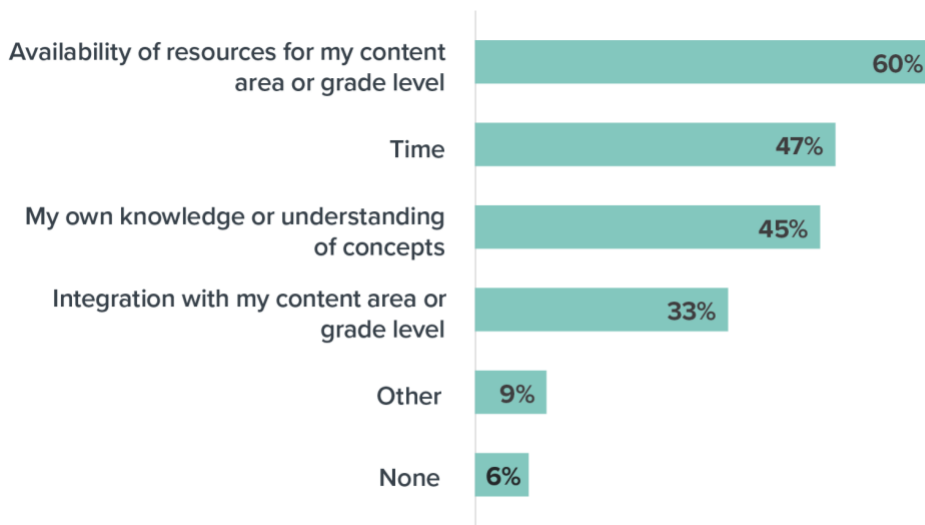
Figure 1. Do you believe it is necessary or unnecessary that we make significant changes to the school curriculum on Native history and contemporary life?



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Education Project.

For educators, the lack of availability of resources by content area or grade level is a barrier to teaching about Native history and contemporary life (figure 2).

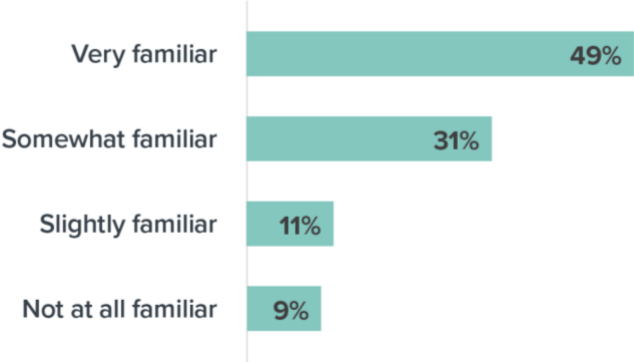
Figure 2. From your perspective, what are the barriers to your teaching about Native history and contemporary life?



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Project.

Approximately 80 percent of educators were familiar with the New Jersey State Standards for Social Studies (figure 3).

Figure 3. How familiar are you with the New Jersey State Standards?



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Project.

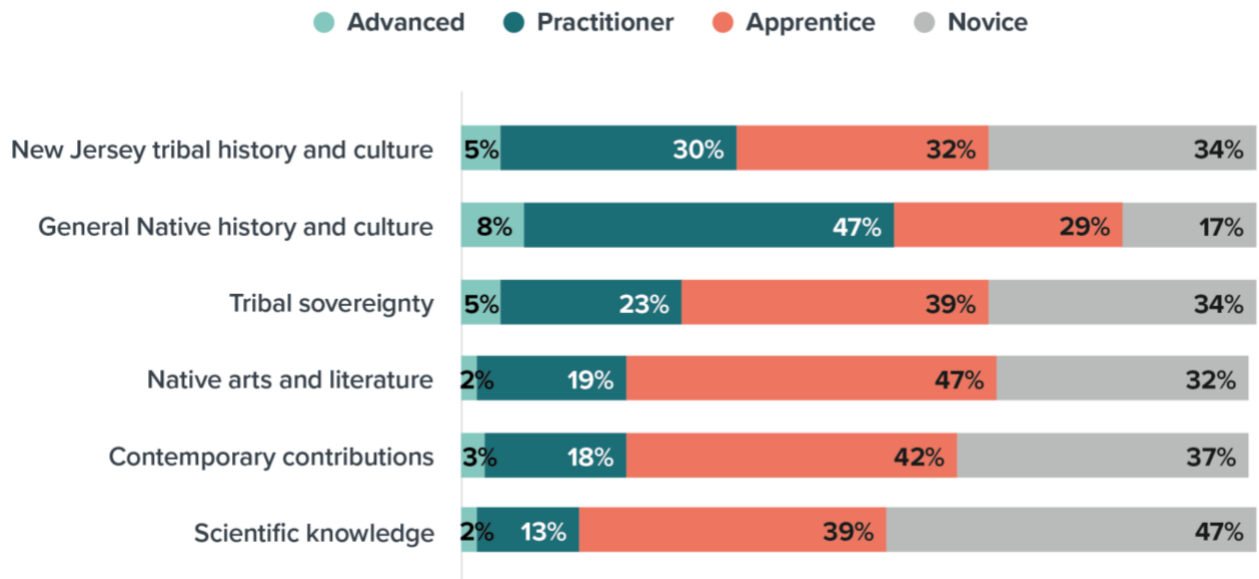
However, in open-ended responses, educators reported challenges in implementing topics aligned with the standards.

“The biggest struggle is being able to implement these topics into the New Jersey State Standards and knowing when.”

– Educator survey respondent

In the survey, educators indicated feeling most knowledgeable about general Native history and culture, in comparison to other issues such as tribal sovereignty, Native arts and literature, and contemporary contributions (figure 4).

Figure 4. Please rate your knowledge of and/or proficiency in the following concepts



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Project.

Educators and community partners requested more authentic, trustworthy resources that highlight the New Jersey context, tribal sovereignty, and contemporary contributions. With limited New Jersey-specific resources, educators are turning to national organizations and websites for information. Resources mentioned most often in the survey included the Smithsonian National Museum of the American Indian and tribal websites.

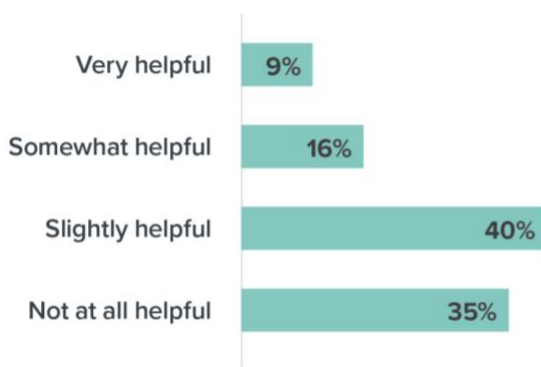
“There isn't much information available to students (and teachers), and what is available is not detailed and is often inaccurate. Creating, curating, and disseminating information about our local Native history would make it possible for teachers to present the topic accurately and sensitively.”

– Community partner survey respondent

Researchers find that supportive school leadership is one of the strongest school-level factors influencing student learning—second only to classroom instruction (Day et al., 2020; Wahlstrom et al., 2010). However, educators felt like they received limited support from district or school leaders in their efforts (figure 5).

House Bill 1426 in Washington state requires administrators renewing certification to complete training focused on government-to-government relationships with Tribes as 5 percent of their continuing education, effective July 1, 2022.

Figure 5. How helpful is your district or school leadership in supporting the implementation of a curriculum related to Native history and contemporary life?



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Project.

Priorities and areas of opportunity

Interviewees and survey respondents identified several areas of opportunity for New Jersey to expand Indigenous education efforts. Respondents emphasized the importance of developing accessible, authentic, and truthful resources paired with expanded professional learning opportunities in collaboration with Tribes, tribal representatives, and local and state organizations. Each area is described in more detail below.

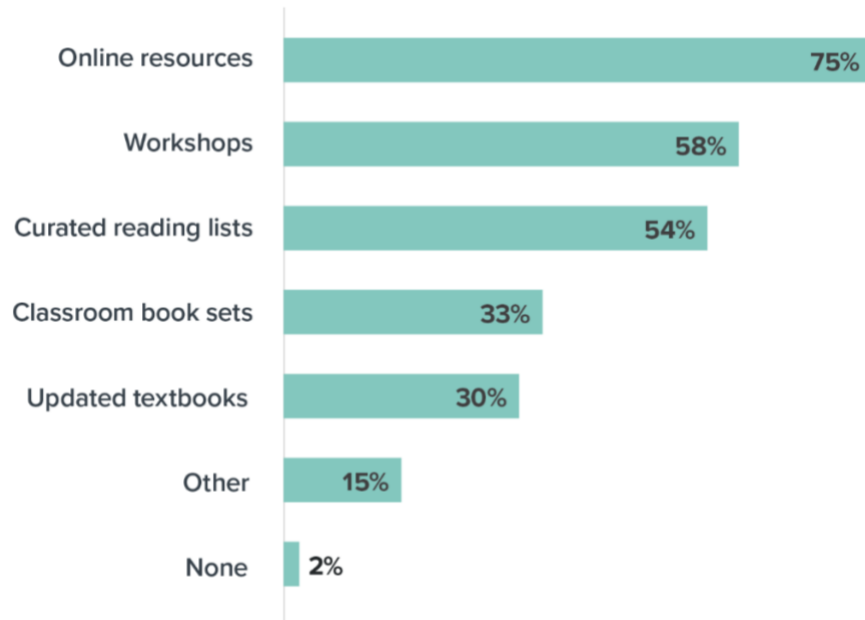
Develop authentic, trustworthy resources

Many educators requested authentic, trusted resources to integrate into their current classroom curriculum. Their requests included resources such as lesson plans, curated reading lists and textbooks, Native arts and crafts materials, videos, and visual aids (figure 6). While all materials and resources should align with New Jersey State Standards at appropriate grade levels, educators also specified a need for inquiry-based, place-based, hands-on, and cross-curricular learning opportunities. Lastly, most educators requested that materials and resources be developed and housed in a central online location for greater access and ease of use in the classroom.

“I would like to see more ready-to-use resources, activities, and lesson plans that integrate Native American content.”

– Educator survey respondent

Figure 6. What additional supports would you like to see developed for you to use in your classroom?



Source: Statewide survey of educators, caregivers, and community members for the New Jersey Indigenous Project.

Survey participants reiterated this message in open-ended responses, many of which mentioned the need for online resources that could connect educators to literature, arts, language videos, online workshops, and professional development opportunities. In addition, many expressed the need for a web-based repository for all related content—a place where educators, parents, and others across the state could visit and locate information, teaching tools, research, videos, and other related items that have been vetted for authenticity, accuracy, and value.

“Providing a central online location for resources and professional development opportunities would be an excellent way to connect teachers with information and tools.”

– Educator survey respondent

“A vibrant online resource that includes literature, nonfiction, arts, language, videos, online workshops ... All dedicated to helping teachers understand and teach the history and culture correctly.”

– Educator survey respondent

Collaborate with Tribes and local and state organizations

Across interviews and surveys, educators, caregivers, and community members spoke of the need for more collaboration with Tribes and local and state organizations.

Resources and curriculum must be developed with Tribes and tribal representatives

According to interview and survey participants, a primary concern related to New Jersey Indigenous education is limited access to authentic and trustworthy resources. Interviewees emphasized that the only way for the state to develop authentic resources and curriculum is by collaborating with Tribes and their designated representatives to tell their own stories and to decide what they would like New Jersey students to know about their experiences, history, identity, and contemporary contributions.

“Tribal Nations are the only ones who can tell the story of those original peoples. They are the caretakers. Native control to Native sovereignty. No one can tell the story but us. We need to get that voice stronger within the education school systems and beyond ... A lot of stories are oral. It is hard to put those stories into books, but they are trying to get that information out. If Tribes had their own assistance with building their own history and curriculum, as they are caretakers in their own stories.”

– Interview participant

Interviewees highlighted the importance of collaborating with the state’s higher education institutions to build upon and expand the work already being done or construct new work related to Indigenous education and resource development. Collaboration should include the hiring of Indigenous people as researchers and experts to help guide the development process.

“Encourage collaboration between scholars and institutions who are respected. Help support the work that is already being done. Indigenous people have to have a say in that. Make a serious commitment with concrete financial offerings. Indigenous people aren’t just a diversity group. Begin to change the relationship and build trust. Hire Indigenous people who have the knowledge. Hire those people within the universities.”

– Interview participant

Field trips and guest speakers

Educators, caregivers, and community partners would like more opportunities for students to visit local museums, organizations, and historical or cultural sites, either in person or virtually. In addition, if schools were aware of local Native leaders, experts, and culture bearers who are active as guest speakers in classrooms, this would allow for another component of authentic learning experiences. In interviews, educators and community leaders reflected on a decrease in field trips since the COVID-19 pandemic. To facilitate collaboration between schools and local and state organizations, educators requested contact lists of programs, organizations, and sites for field trips and their offerings or information related to Native Americans.

“I would like to see a contact list of programs that would be able to visit the school or Zoom in. Any way to bring Native speakers into the school would be very valuable.”

– Educator survey respondent

Professional development and teacher preparation

An overwhelming majority (96%) of educators indicated that their school rarely or never provides professional development that includes collaboration with Tribes and tribal representatives. Interviewees recommended that all college or university teacher preparation programs should have an Indigenous education component as part of coursework.

“Teachers need training and a reliable framework that keeps a positive orientation focused on the preservation of Native peoples. We need to find authentic representations. We need teachers who are willing to model lesson plans and be available for consultation and support.”

– Interview participant

Summary of key recommendations based on data findings

- Develop resources by content area or grade level to support the implementation of the standards about Native history and contemporary life
- Collaborate with Tribes and their designated representatives to tell their own stories and to decide what they would like New Jersey students to know about their experiences, history, identity, and contemporary contributions
- Provide professional development and resources in aspects of Native culture that educators feel less knowledgeable about, such as tribal sovereignty, Native arts and literature, and contemporary contributions
- Expand professional learning opportunities for educators in collaboration with Tribes, tribal representatives, and local and state organizations
- Incorporate an Indigenous education component into college or university teacher preparation program coursework, especially for elementary (K–5) and social studies teachers

Vision for future work, goals, and objectives

Incorporating Native Education into the classroom across content areas and grade levels is possible through implementing a strategic process that includes multiple stakeholders, but specifically, tribal people. Indigenous Education for All is a priority in a growing number of states and has been successfully implemented in states such as Minnesota, Montana, North Dakota, and Oregon as documented in the “Becoming Visible” report. Key considerations based on the experiences of other states include:

- An understanding that funding is necessary to support the process and subsequent resources, curriculum, and professional development.
- Planning and implementing an Indigenous Education for All initiative is a long-term effort. In fact, it is always changing and adapting because it encompasses teaching and learning about a changing and adapting human geography and political landscape.
- Tribes must be at the center of all work and information should be shared with them at each stage of the project. This includes both state and federally recognized Tribes. Tribal leaders noted that the state Commission on Indian Affairs is one place where information could be shared, and feedback could be provided by state Tribes. Tribes can also lead efforts for a state-level appropriation of funding to support the Indigenous Education for All project, including funds for the creation of tribally specific material.
- Native people must play a leading role in the effort to enhance Native Education in New Jersey, including having designated staff positions in state entities such as the New Jersey Historical Commission and/or the New Jersey Department of Education who support the Indigenous Education for All project. Additionally, an individual specifically designated to lead these efforts could be assigned to the New Jersey Historical Commission, working in partnership with the New Jersey Commission on American Indian Affairs.

Illinois was the most recent state to build a coalition and successfully pass legislation regarding Native education. House Bill 4548 mandates students in elementary school begin learning about Native American history, including Native American contributions to art and politics, while older students must also learn about difficult parts of that history, including “genocide of and discrimination against Native Americans.”

Year 1. Create visibility and awareness

Goal	Objective	Milestone	Budget Consideration
<p>Goal 1. Build a coalition that includes Tribes, K–12 education leaders, higher education leaders, and community partners. Assign a lead agency to serve as the “backbone” of the coalition</p>	<ul style="list-style-type: none"> Identify representatives from state and federally recognized Tribes, the New Jersey Department of Education, the Office of the Secretary of Higher Education, the New Jersey Historical Commission, and relevant nonprofit education organizations to serve on a New Jersey Indigenous Education for All Committee. Contact and engage those representatives and convene the committee. Conduct the first two meetings of the committee in a tribally designated location and ensure they are co-hosted by Tribes. These meetings should be focused on assigning a lead agency for future work, developing a charter, creating a name for the project, and ensuring all necessary parties are at the table. Determine a lead agency. Most large statewide initiatives and projects are established in this manner. A project manager and high-profile person is most desirable for this lead team so there is legitimacy from the beginning and organizations and individuals will want to convene. 	<p>A lead organization was identified, a charter was created and adopted, the following year’s plan has been established, and a minimum of four meetings were held.</p>	<p>Without an initial lead agency or charter, financial support for communications, facilitation, staffing, travel, and meeting costs will have to be identified.</p>
<p>Goal 2. Develop media campaigns with website/social media presence for curated materials list</p>	<ul style="list-style-type: none"> Lead agency will build a media campaign to build awareness, which will include a website for the New Jersey Indigenous Education Project and social media presence. Committee members or other designees will curate a list of current, accurate, and approved educational resources for the site. 	<p>Media campaign is highly visible. Website and social media accounts have been created with content that partner organizations are encouraged to share. Data analytics indicate a growing number of visits to the site over the first six to nine months.</p>	<p>Need funding for more committee meetings to determine the website’s look and content. May need to pull in additional participants, including educators, historians, and tribal educators. Need funding for website designers</p>

Goal	Objective	Milestone	Budget Consideration
<p>Goal 3. Locate additional organizations that can help to build out a network of support for the work and establish philanthropic partners</p>	<ul style="list-style-type: none"> • Committee meets with tribal representatives and others to determine “partnership.” What does it mean for an organization to be able to say they are a partner? Are there levels of partnership? For example, financial sponsorships of various levels can be identified as distinct levels of partnership. There may be organizations who can contribute in-kind services to be determined as a partner. • Special outreach to the New Jersey Library and Media Association for support. • List of partners created, with visibility on the website. • Relevant organizations and VIPs contacted to request partnership. • Establish stakeholder engagement goals and list how partners can assist the committee in outreach and advocacy. • Convene the partners to establish roles and responsibilities. • Identify grant and other funding opportunities to determine budget to support goals. 	<p>The website lists a multitude of partners across sectors. Partners have been convened and agree on their role in supporting the project.</p> <p>New Jersey Association of School Librarians, New Jersey Council for Social Studies, New Jersey Education Association, and New Jersey Library Association agree to participate and collaborate.</p>	<p>and social media creation and maintenance.</p> <p>Funding will be needed for convening groups.</p>

In states that have elevated Native American Education for All efforts, the lead organization is always the state education agency.

Survey respondents identified the following as potential areas for collaboration:

- **Museums, libraries, and folklife centers, including the National Park Service, the Advisory Council on Historic Preservation, and state historical sites.**
- **Local universities, including Native American Studies departments**

Year 2. Develop essential understandings and tribal history resources, continue building awareness, and begin community advocacy efforts

Build an advocacy agenda for policy, legislation, funding, and educator outreach. Develop long and short-term goals. Advocacy efforts to create new laws and legislation can take several years.

Goal	Objective	Milestone	Budget Consideration
Goal 1. Develop essential understandings	<ul style="list-style-type: none"> Review other states' essential understandings documents Set out a series of future meetings to build ones specific to New Jersey. 	Essential Understandings of New Jersey Tribes has been developed and published.	Meeting time, space, and publication costs.
Goal 2. Funding for each Tribe to draft historical/cultural information	<ul style="list-style-type: none"> Each state and federal Tribe will have the chance to develop a resource for educators that tells their story they want New Jersey students to learn about. (Tribes must be allowed to determine what the materials will look like for themselves.) 	Each Tribe will submit their final material to the lead agency that can have it housed on the web-based platform for all educator material.	If state funding cannot be secured, philanthropic or grant funding will be necessary to ensure Tribes have the resources to complete a history usable for K–12.
Goal 3. Identify points of entry for the project in educator settings	<ul style="list-style-type: none"> Build a one-year calendar of educator conferences and events that would benefit from Indigenous project information being shared and public comment solicited. Establish a clearinghouse of appropriate, relevant, and vetted professional development organizations, teams, and individuals who can work with educators in a multitude of settings. 	Project has a reliable team of people and organizations who are present at every conference and event. A team has grown to include those who can assist with developing and delivering the professional development component.	Need to identify financial support for a group to meet to vet professional development opportunities. Funding needed to financially support those identified organizations, teams, and individuals to travel and present at identified conferences and events.
Goal 4. Research other state Native Education for All laws and draft New Jersey law	<ul style="list-style-type: none"> Establish a legislative advocacy team that consists of tribal representatives, lead organizations, and K–12/Higher Education, to articulate needs to key state government officials. 	A New Jersey Native Education legislative bill with funding is introduced in the state legislature.	Data and background research work, advocacy team meetings.

Goal	Objective	Milestone	Budget Consideration
	<ul style="list-style-type: none"> A legislative advocacy team identifies and meets with state legislators who are interested in helping to shape and carry Native Education bill, that includes funding, in the state legislature. 		

Year 3. Develop curriculum and training materials

Develop educational resources and professional development opportunities aligned to the essential understandings. Expand course content in higher education teacher preparation programs in the state.

Goal	Objective	Milestone	Budget Consideration
<p>Goal 1. Bring a team of educators and partners together for a retreat over the summer to outline specific development work for both teaching materials and professional development</p>	<ul style="list-style-type: none"> Review the Essential Understandings of New Jersey Tribes, followed by a review of the social studies standards and the grade levels in which Indigenous topics or content are addressed. Review other curricular material from different states, Tribes, and organizations to build a common lesson plan template. Teachers develop 25–30 new lesson plans. Build orientation training for the new materials that can be provided both virtually and in person. 	<p>A template has been created and orientation training is publicly available.</p> <p>A common lesson plan and unit plan template have been created and several lessons have been created for each grade level.</p>	<p>Funding for convening and filming of training materials.</p>
<p>Goal 2. Convene a group of higher education teacher preparation faculty members and/or division chairs in assisting the effort</p>	<ul style="list-style-type: none"> Review implications for programs, gaps that could prove challenging for implementation, and foundation blocks that can be built upon. 	<p>Training modules are established that provide background knowledge and support for classroom teachers to teach the content.</p>	<p>Funding to pay for retreat site and content experts.</p>

Years 4 and 5. Implement the initiative

This stage of implementation may need to be reviewed in the timeline as it sometimes takes several legislative sessions to pass necessary bills or create agency rules that provide accountability for implementation. If legislation is not passed by years 4 and 5, it is recommended that pilot programs and grant programs be used to work school by school and/or classroom by classroom.

Goal	Objective	Milestone	Budget Consideration
Goal 1. Pilot project in small group of volunteer schools	<ul style="list-style-type: none"> Implement teaching resources and training 	A minimum of 50 educators have participated in training and have taught new educational material.	Stipends for schools or educators?
Goal 2. Create a feedback and evaluation tools for pilot sites	<ul style="list-style-type: none"> Compile comments from educators who are using the material, as well as an evaluation tool for all professional development attendees. Compile and analyze data for consideration and adjust material, content, and delivery as needed. 	Evaluation data is available after educators' test period.	Analysis of evaluation data and adjustment of training material and teaching resources.
Goal 3. Move to statewide implementation	<ul style="list-style-type: none"> Continue to advance public awareness and expand educational goals of the project into additional school districts. Further develop additional educational materials. 	Statewide implementation of teaching materials and training.	Additional funding for new material development.

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