Impact: Create a paradigm shift in how people and policies in Minnesota engage with the Dakota people, with Dakota Wicohan, and with Mni Sota Makoce by centering Dakota experiences and voices in educating 6th grade students and teachers.

Inputs
- Dakota People and Land
- Dakota Wicohan Admin Support
- CREATE Initiative and the U of M
- Darlene St. Clair
- District Admin Staff & Indian Ed
- 6th Grade Social Studies Teachers
- 6th Grade Students in MN

Activities
- Teacher Trainings
- District Outreach
- Curriculum Revision
- Admin Support
- Classroom Implementation
- Evaluation
- Securing Funding

Outputs
- # of Teacher Trainings
- # of Teachers and Staff Trained & Supported
- # of Districts Adopting Curriculum
- # of Students Taught Curriculum
- Revised Curriculum
- Teacher Training Guide
- Evaluation Toolkit
- Outreach Toolkit
- $ from Contracts or Grants

Short-term Goals
- Students & Teachers have increased understanding of Dakota experiences and voices
- Students & Teachers understand Mni Sota Makoce as a Dakota place
- Students & Teachers understand this history is shared, though not experienced the same
- Students & Teachers have greater understanding of themselves in relation to Dakota experiences and voices
- Native Students feel an increased sense of visibility
- Improved curriculum for meeting related 6th grade social studies standards
- Increased teacher competence and engagement in curriculum

Medium-term Goals
- Students & Teachers show increased integration of Dakota values of caring for the land as a relative
- More inclusive school environments
- Students feel an increased sense of belonging
- Students more supportive of Dakota perspective
- Increased support for Dakota students in the school environment
- Increased presence of decolonization pedagogy in the school environment
- All public school districts in Minnesota adopt curriculum

Long-term Goals
- Increased caring for the Dakota homeland as a relative
- Preservation of Dakota language
- Increased respect for Dakota lifeways
- Increased recognition of the Dakota homeland
- Increased graduation rates for Dakota students
- Increasing support for policies related to Dakota lifeways
- All students in Minnesota are taught curriculum

Assumptions
- Teachers will implement curriculum as designed
- Curriculum is effective in accomplishing above-named short-term goals for students
- Dakota Lifeways refers to language, values, relationships, and relationship to land

External factors
- Limited PD budgets and teacher time
- Building administrative support for trainings
- White supremacy and settler culture are embedded in school systems