Education

Section F

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F. Education

I. Successes from the MITW 2007 Strategic Plan.

The 2007 Strategic Plan Education workgroup included members of the community, partners, and stakeholders to create the goals and objectives related to the education of Tribal members. The workgroup addressed changes needed to improve access to educational resources and services. In the 16 years since the plan was created, the community, partners, and stakeholders have addressed issues and concerns through community engagement workshops and 90-day plans to complete goals and objectives from the 2007 plan. The successes included:

- Kaehkenawapahtaeq Charter School founding governance board member and currently Co-Chair of the governance board.
- Wisconsin Indian Education Association East Region representative and currently serving as Treasurer of the Board.
- Involved with Title VI Indian Education Programs in the area.
- Increased graduation rates for Menominee students:
  - As of 2018, Since 1975, 1,103 graduates.
    Technical diploma/certificate, 456 graduates.
    Associate/bachelor's degree, 554 graduates.
    Advanced degree, 93 graduates.
  - As of October 2019, Since 1975, 1,141 graduates.
    AVT – Technical diploma/certificate, 467 graduates.
    HE – Associate/bachelor's degree, 579 graduates.
    Graduate degrees, 95 (75 doctorates, 6 juris doctorates, and 82 master's degrees).
  - As of 2019-2020, Graduate degrees, 27 (15 master's degrees and 12 doctorate degrees).
- NTC implemented PLATO online learning solutions, with courses that support learners at every level, and with every kind of academic need.
- Continued Charter School planning with the team.
- Continued Montessori training through the North American Montessori Center.
- Planned and hosted the 2022 Honoring Menominee graduates' event at the Woodland Bown, in partnership with the College of Menominee Nation pageant.
- Planned and hosted the Wisconsin Indian Education Association for strategic planning, a monthly board meeting, and a community-wide celebration to commemorate Act 31 and language revitalization in the community.
- Hosted a tribal education informational table at the College of Menominee Nation orientation.
- Charter School: Kaehkēnawapataēq (We learn by observing): The Charter School officially opened on September 1, 2022. Nell Strebel (KPS Principal) is the principal of record for the charter school. Joyce Waupekenay is the associate principal, with her office located in the charter school building. The staff includes two Montessori Guides, JayCee Tourtillott and Kara Besaw; as well as a paraprofessional, Linda Delgado. Ben Grignon will continue his work in carrying forward the grant work. Phase one building renovations are complete, with phase two to start next year to build two additional classrooms. The school currently enrolls 32 students. A grand opening will be held soon.

The goals and objectives created in 2007 were revisited and provided opportunities for ongoing collaboration and relationship building. The 2023 plan includes goals and objectives that will build upon the successes of the 2007 plan.

II. Community Survey Overview

The Community Survey asked respondents a total of six questions regarding their perceptions of how well the Tribe and the Menominee Indian School District (MISD), its programs, and its members promoted K-12 education and college education opportunities. The survey results revealed the following notable highlights:

- 74% of on-reservation and 61% of off-reservation respondents felt that more preparation is needed for students to succeed in the K-12 school system.
- 51% of on-reservation and 39% of off-reservation respondents indicated more is needed to teach Menominee culture in the K-12 education system.
- 75% of on-reservation and 71% of off-reservation respondents indicated more needs to be done to prepare students to succeed in work and school beyond 12th grade.

57% of on-reservation and 52% of off-reservation respondents indicated more assistance is needed for financial assistance to tribal members.

For more information concerning the comparative data results refer to the website, Menominee App, Menominee Nation News, or call Administration at (715) 799-5154 to request information.

III. Planning Workgroup

A workgroup comprised of professionals and community members was assembled to evaluate the community survey results. The workgroup identified areas of concern, looking for their underlying causes. Programs that directly address education met to design strategies aimed at enhancing the Tribe's response to K-12 education and college educational opportunities. The workgroup meetings included directors and their alternate representatives from the following departments:

- Administration
- Aging and Long-Term Care
- Communication
- Community Resource Center
- Early Childhood Services
- Education
- Family Services
- Grants Department
- Menominee Indian School District
- Menominee Tribal Clinic

The workgroup met weekly throughout a two-month period in early 2023. Information about the workgroup's efforts to develop goals and objectives for education was posted on the website, and the Menominee App, and was also made available at retreats, community meetings, and through the Menominee Nation Newspaper.

IV. Programs with a Specific Emphasis on Education

Although the workgroup recognized that all departments and programs operated by the Tribe have a vested interest in the promotion of education, the workgroup identified the following Tribal programs and partners as resources due to their knowledge about the education systems and their program emphasis on education:

- **Education Department:** The department is responsible for developing and overseeing a vast array of programs and services aimed at helping students obtain their general equivalency diplomas, promoting post-secondary education, and helping students receive financial assistance in the pursuit of their educational goals.
- **Menominee Tribal School:** The Menominee Tribal School provides a quality education for K-8 students encouraging academic, athletic, and spiritual excellence.
- **Menominee Indian School District:** The MISD provides a safe learning environment that allows every child an opportunity to succeed intellectually, academically, emotionally, socially, and physically. Although this entity is a state institution the school district works closely with the Tribe to ensure the education of Tribal members.

- **College of Menominee Nation:** The College, one of thirty-five tribally controlled colleges, is an institution of higher education chartered by the Menominee people that infuses its education with American Indian Culture and prepares students for careers and advances studies in a multi-cultural world.
- **Early Child Care Services:** This department is responsible for developing and overseeing a vast array of programs and services aimed at providing safe, supportive, educational, and recreational activities for young children enrolled in the Tribe's daycare and Early Head Start operations.
- **Head Start:** This department strives to be the primary provider of early childhood education services for Menominee children ages birth to five and continuously adapts its program design to the needs of the community through evaluation and planning.
- **Kaehkēnawapataēq:** "We learn by observing." This Charter School is part of the Menominee Indian School District. The language immersion concept began in 2017 with the daycare and Head Start program, teaching the language in an immersive environment from birth. The program is adding classrooms each year to accommodate the youth as they progress into the next grade.

Figure 1: HeadStart

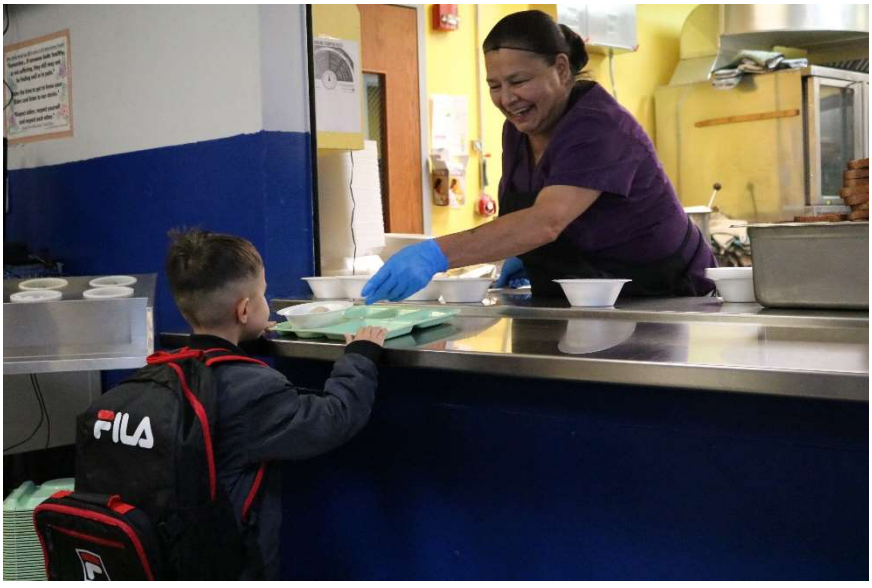

Figure 2: School Lunch

V. SWOT Analysis

Legislators, Directors, and the Administration Department staff identified the Strengths and Weaknesses, which focused on the current conditions, and the Opportunities and Threats, which focused on the future story.

Strengths	**Weaknesses**
• Dual credit programs in High School. • Menominee has its own birth to bachelor's degree education. • Menominee language and culture are embedded into the school system. • MenominiYou language revitalization program. • The schools collaborate well with other community agencies. • Community engagement workgroups increase support and participation in events and initiatives. • There are a lot of supportive parents and families who are involved with the children. • The communication department keeps the community informed.	• Graduation requirements are not met, yet kids still graduate. • Responsibility perception that the school needs to do it all; it should be a partnership. • Some parents enable truancy or "acceptable absenteeism". • Stressors within the family (absent parent for various reasons). • Bullying, kids making fun of those who try hard. • Family dynamics – poverty level, personal (possibly negative) experience with school. Siblings take on parental responsibilities, also grandparents and extended family. • Lack of life skills like financial management, job searching, and resume writing – advanced skills needed for college.
Opportunities	**Threats**
• Immersion School – Opportunity to provide similar cultural experiences in education for all students. Expanding the cultural-based learning to middle school and other learning techniques. • Comprehensive Education System - Full life cycle education with traditional Menominee values. • The collaboration between MISD and tribe – As a tribe to ensure we follow our own mission values and vision – We need a good education. • Master's degrees at CMN – in-person and online. • Education in the trades. • Culture shock for students - How can we support students from the reservation into universities? • Expand trauma-informed-care training.	• Parent accountability – Parents are not involved. • Success Mentors – Were supposed to be trained for healing and case management with families but the program has not been successful. • Return on Investment – People are deciding not to go to school because the ROI isn't satisfying anymore. A lot of people are straddled with debt. • People have the choice to live in poverty or to help get their family and community in a better place and some people choose not to. • Are teachers gaining their credentials and experience through CMN and Tribal Schools and then going elsewhere? How do we increase time in position/maximize experience in education?
Passions	**Priorities**
• Grow your own professionals and trades. • Commit to education with funding. • Increase teacher pay. • Increase family engagement/attendance. • College and career options; trades, military, etc.	• Location for Charter School. • Retention of professionals working for the Tribe. • Increase funding from Head Start to college. • Make education a priority. • New building for the Montessori@ MTS.

A full report of the SWOT Analysis for Education is available on the website: https://www.menominee-nsn.gov/GovernmentPages/Initiatives/StrategicPlanning.aspx, on the Menominee App, by requesting a copy from the MITW Tribal Chairperson, PO Box 910, W2908 Tribal Office Loop Road, Keshena, WI 54135, or you may call (715) 799-5154.

VI. Overview of Goals and Objectives

In the Education service area, the workgroup developed three goals and sixteen objectives. These goals include the following:

- Goal One: Ensure educational approaches are reflective of Menominee ways and needs.
  - Objective One: Form a cohesive Education workgroup (Tribal Education Association, for example) of relevant partners to include all areas of education, students, and community members.
  - Objective Two: Review recommendations made by the workgroup to identify priorities and feasibility.
  - Objective Three: Establish a mission and vision to define an educational path for Tribal youth that aligns with existing educational programs to guide the decision-making process for the Education workgroup.
  - Objective Four: Incorporate Education workgroup plans into existing workgroups/planning efforts; identify short-term and long-range concepts.
  - Objective Five: Encourage participation by MTL in the ongoing work of the Education workgroup; incorporate feedback from the workgroup to be shared with the LET Committee.
- Goal Two: Hire and retain highly qualified teachers in every classroom.
  - Objective One: Conduct a needs assessment to identify gaps in the process for onboarding teachers, identify teaching needs, and evaluate the current condition/process.
  - Objective Two: Lobby to find alternative competencies that would address licensing barriers at the state level for some would-be teachers. For example, alternatives to the FORT.
  - Objective Three: Create efficiencies in the Tribal HR hiring and retention process for Education; look more closely at the number of postings, the time it takes for fingerprinting, background checks, etc.
  - Objective Four: Create a succession plan to identify the ongoing and future needs of teachers and school staff.
- Goal Three: Define and implement strategies to enhance student success.
  - Objective One: Develop a tribal-wide consensus on a "culture of success" to include: academics, attendance, social/emotional, interpersonal skills, re-framing neurodiversity, and other soft skills. Observe what other districts and schools are doing successfully.
  - Objective Two: Expand curricular offerings at all levels to include the Montessori concept, STEAM, inquiry-based and project-based learning, land-based learning, immersion, and other high-interest, high-impact activities.
  - Objective Three: Develop a shared understanding of the Wisconsin Department of Public Instruction (WDPI)'s Academic Career Planning resources and develop a plan for community implementation.
  - Objective Four: Gather data from new and existing surveys and sources pertaining to youth and education. Use results from surveys as a guide when making decisions for the Tribal community (education-related).
  - Objective Five: Increase job training, job fairs, internships, etc. to increase the number of Tribal members working for the Tribe. This would include health care, environmental services, law enforcement, teaching, etc.
  - Objective Six: Expand and formalize a plan to promote incentives and a process for tribal members to return to the Reservation and work for the Tribe (i.e., work for the Tribe for a given number of years in exchange for loan forgiveness).
  - Objective Seven: Identify ways to recognize and support *individual needs/abilities as strengths; rethink the approach to working with youth and employees (Reframe the approach to working with special needs/disabilities as a positive instead of a negative). *Look at different wording.

EDUCATION Goal ONE: Ensure educational approaches reflect Menominee's ways and needs.			
Objectives: ➔ **Categories:** ⬇	*Objective One: Form a cohesive Education workgroup of relevant partners to include all areas of education, students, and community members.*	*Objective Two: Review recommendations made by the workgroup to identify priorities and feasibility.*	*Objective Three: Establish a mission and vision to define an educational path for Tribal youth that aligns with existing educational programs.*
Inputs/ Resources	♆ Currently involved with Community Engagement Workshops ♆ Teachers ♆ Staff ♆ Students ♆ Families	♆ Follow through with recommendations of the SWOT Analysis of the Education Workgroup	♆ Revisit current mission of the Tribal Education Department. ♆ Educational approach reflects Menominee way of life.
Outputs/ Activities	♆ Continued participation in the quarterly Community Engagement Workshops, ♆ Collaboration with relevant partners ♆ Sugar Camp; Ricing; Menominee Language Classes; Powwows; Menominee culture programs	♆ Location for Charter school ♆ Retention of professionals working for the Tribe ♆ Increase funding from Head Start to college. ♆ New building for the Montessori	♆ Develop a mission and vision to align tribal youth educational paths. ♆ Career preparation. ♆ Behavior considerations. ♆ Educational resources.
Outcomes/ Results	♆ Gain relevant partners at the Community Engagement Workshop ♆ Students will learn the Menominee Language, culture, traditions, drumming, singing	♆ Develop our own professionals and tradespeople. ♆ Identify a location for the Charter School ♆ New Building for the Montessori ♆ Retention of professionals working for the Tribe	♆ Mission and vision statement that includes tribal youth. ♆ Menominee leadership academy for Native youth.
Baseline Data	♆ Current short- and long-range plans	♆ Current number of professionals ♆ Current level of funding ♆ Current recommendations by the workgroup	♆ Current mission statement
Timeline			

EDUCATION Goal ONE: Ensure educational approaches reflect Menominee's ways and needs (continued).			
Objectives: ➔ **Categories: ⬇**	*Objective Four: Incorporate Education workgroup plans into existing workgroups/planning efforts; identify short-term and long-range concepts.*	*Objective Five: Encourage participation by MTL in the ongoing Education workgroup; incorporate feedback from the workgroup to be shared with the LET Committee.*	
Inputs/ Resources	• Evaluation of current workgroup plans	• Review the current level of participation through a review of LET Committee minutes	
Outputs/ Activities	• Continue involvement with Community Engagement Workshop • Gain community support in workgroups and planning efforts	• Bring forth information for LET Committee to participate in ongoing Education workgroup plans. • Develop Community Engagement Workshop 90-day plans. • Gain support from LET Committee through involvement with the Education workgroup. • Creation of 90-day plans that involve LET Committee members.	
Outcomes/ Results	• Blend of community members and teaching professionals establishing short- and long-range plans	• LET Committee support by being informed and knowledgeable through participation. • Support from LET Committee to approve and recommend program funding.	
Baseline Data	• Existing workgroup planning efforts	• LET Committee minutes reflecting current participation.	
Timeline			

EDUCATION Goal TWO: Hire and retain highly qualified teachers in every classroom.				
Objectives: ➔ **Categories: ⬇**	*Objective One: Conduct a needs assessment to identify gaps in onboarding teachers, identify teaching needs, and evaluate the current condition/process.*	*Objective Two: Lobby to find alternative competencies that would address licensing barriers at the state level for some would-be teachers.*	*Objective Three: Create efficiencies in the Tribal HR hiring and retention process for Education.*	*Objective Four: Create a succession plan to identify teachers' and school staff's ongoing and future needs.*
Inputs/ Resources	♨ Review any previous needs assessments completed. ♨ Title funds ♨ Bureau funds	♨ Review any current lobbying plan for licensing teachers. ♨ CMN Teacher Trainee Program ♨ Menomini yoU ♨ Immersion Program	♨ Identify current inefficiencies with the Tribal HR hiring and retention process for Education. ♨ Need to also increase salary matrix. ♨ The tribe loses many employees because of low wages.	♨ Inventory and identify all teachers and staff who may qualify as mentors
Outputs/ Activities	♨ Create a survey in SurveyMonkey specific to identify gaps in onboarding teachers, identify teaching needs, and evaluate current conditions and/or processes	♨ Determine alternative competencies for teachers necessary to address any licensing barriers at the state level.	♨ Gain certification training for office personnel responsible for fingerprinting and background checks. ♨ Create policies, processes, and procedures	♨ Identify and provide curriculum and processes currently being used by teachers and staff. ♨ Develop processes and procedures of teachers and staff.
Outcomes/ Results	♨ Gaps identified that prevent or hinder onboarding teachers. ♨ Teaching needs identified. ♨ Evaluation of current conditions and/or processes	♨ Identify educational programs to address alternative competencies for teacher licensing at the state level	♨ Create policies and procedures to protect the prospective client. ♨ Hire based on contingency to gain background information. ♨ Lobby BIE to fund new school. ♨ Remote location of school causes a decrease in enrollment and limited ability to hire qualified teachers.	♨ Future needs identified. ♨ Processes and procedures created by current teachers and staff members.

EDUCATION Goal TWO: Hire and retain highly qualified teachers in every classroom.				
Objectives: ➔ **Categories: ⬇**	*Objective One: Conduct a needs assessment to identify gaps in onboarding teachers, identify teaching needs, and evaluate the current condition/process.*	*Objective Two: Lobby to find alternative competencies that would address licensing barriers at the state level for some would-be teachers.*	*Objective Three: Create efficiencies in the Tribal HR hiring and retention process for Education.*	*Objective Four: Create a succession plan to identify teachers' and school staff's ongoing and future needs.*
Baseline Data	Current gaps in onboarding teachers, teacher needs, and current conditions/processes	Current lobbying plans	Number of postings for job opportunities Current hiring and retention processes	Current staffing levels for both teachers and staff members
Timeline				

EDUCATION Goal THREE: Define and implement strategies to enhance student success.				
Objectives: ➔ **Categories: ⬇**	*Objective One: Develop a tribal-wide consensus on a "culture of success".*	*Objective Two: Expand curricular offerings to include the Montessori concept, STEAM, inquiry-based and project-based learning, land-based learning, immersion, and other high-interest, high-impact activities.*	*Objective Three: Develop a shared understanding of the Wisconsin Department of Public Instruction Academic Career Planning resources and develop an implementation plan.*	*Objective Four: Gather data from new and existing surveys and sources pertaining to youth and education. Use results from surveys as a guide when making decisions for the Tribal community (education-related).*
Inputs/ Resources	None available	Current curricular offerings	Any DPI career planning resources	All surveys previously completed pertaining to youth and education
Outputs/ Activities	Involve other partners and collaboration through continued involvement in the Community Engagement Workshop by developing 90-day plans	Identify all curricular offerings to include all the above Create curricular offerings to include the Montessori concept, STEAM, etc.	Create 90-day plans through Community Engagement Workshop to develop an implementation plan. Gain success through creating a career planning program	Develop new survey through SurveyMonkey to gain youth perspectives on education prior to presenting to the community for support and acknowledgement
Outcomes/ Results	Definition of "culture of success" within the Tribal communities	Expansion of curricular to include the Montessori concept, STEAM, etc.	Implementation plan with an understanding of DPI Academic Career Planning resources	Completed survey with results that will determine youth perspectives on education. Community involvement supporting youth and education
Baseline Data	None available.	Current curricular activities that include Montessori concept, STEAM, etc.	Current DPI Academic Career Planning Resources	All surveys previously completed
Timeline				

EDUCATION Goal THREE: Define and implement strategies to enhance student success (continued).				
Objectives: ➔ **Categories: ⬇**	*Objective Five: Increase job training, job fairs, internships, etc. to increase the number of Tribal members working for the Tribe. This would include health care, environmental services, law enforcement, teaching, etc.*	*Objective Six: Expand and formalize a plan to promote incentives and a process for tribal members to return to the Reservation and work for the Tribe (i.e., work for the Tribe for a given number of years in exchange for loan forgiveness).*	*Objective Seven: Identify ways to recognize and support *individual needs/abilities as strengths; rethink the approach to working with youth and employees (Reframe the approach to working with special needs/disabilities as a positive instead of a negative). *Look at different wording.*	
Inputs/ Resources	♨ Current number of job training, job fairs, internships ♨ Title Funds Bureau Fund ♨ Omaeqnomenewak Wetohkatikamek Program Funds	♨ Continue and strengthen culture and language programs. ♨ Promote the importance of regular school attendance. ♨ Create new early childhood program.	♨ Current processes being used ♨ Current resource materials being used	
Outputs/ Activities	♨ Identify the current number of job training, job fairs, and internships. ♨ Create additional job training, internships, etc.	♨ Identify the number of tribal members who work off-reservation. ♨ Determine incentives and processes to gain tribal members to return and work for the Tribe	♨ Identify the individual needs and abilities of each person. ♨ Reframe the approach currently being used.	
Outcomes/ Results	♨ Increased number of job training, job fairs, and internships available to tribal members	♨ Program to support the expansion of a formalized plan to promote tribal members to return to the tribal workforce.	♨ Newly designed processes with consideration of the individual needs of youth and employees.	
Baseline Data	♨ Current number of job training, job fairs, internship	♨ None available.	♨ Current processes being used. ♨ Current resource materials being used.	
Timeline				

VII. Responsible Parties

The following is used to identify responsible parties in the matrix sections of the strategic plan:

- The primary lead department (P*) is responsible for coordinating efforts to complete the specific objectives listed.
- The primary departments (P) are responsible for directly assisting the lead in completing the specific objectives listed.
- The secondary departments (S) are responsible for attending meetings and providing input to assist in achieving the specific objectives listed.

Agencies/Organizations	EDUCATION																
	Goal 1					Goal 2				Goal 3							
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Tribal Departments																	
Administration	P*	P*	P*	P*		P*	P*	S	P*	P*	S	S	P*	P	P*	S
Advocacy and Support Services																
Aging and Long-Term Care																
Agriculture and Food Systems														P*		
Chairman's Office										P			S	S	S	
Child Support													S			
Communications										P			P*	P	P	
Community Development																
Community Resource Center	S	S	S	S	P	S	S			P*		P*	P*	P*	P*	
Conservation																
Early Childhood Services	S	S	S	S	S	S	S		P*	P*	P*		P*	P*		P*
Education	P*	P*	P*	P*	S	P*	S	P*	P*	P*	P*		P*	P*	P*	P*
Emergency Management																
Environmental Services																
Family Services										P			P*			P
Finance													P*			
Gaming Commission																
Historic Preservation	S	S	S	S									P*			
Housing																
Human Resources						P*	S	P*	P*	P*	S	P*	P*	P*	P*	
Information Technology														P		
Kaehkenawapahtaeq			S	S		S										
Land Management																
Language and Culture						S							P*	S		P
Legal Services	P*	P*	P*	P*		P*	P*	S								
Lending and Taxes																

Agencies/Organizations	EDUCATION																
	Goal 1					Goal 2				Goal 3							
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Maehnowesekiyah															P	
Maintenance															P	
Member Services																
Probation																
Prosecutor														P*		
Public Defender																
Transportation															P	
Tribal Archives																
Tribal Jail															P	
Tribal Police														P*	P	
Tribal School	S	S	S	S	S	S	S		P*	P*	P*	P*		P*	P	P*
Youth Services			S	S	S	S				P*				P*	P	P*
PARTNERS																
Bureau of Indian Affairs																
Churches																
College of Menominee Nation	S	S	S	S	S	S	S	P	P	P*	P	P*		P*	P*	P*
Community	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Great Lakes Inter-Tribal Council																
Menīkānaehkem																
Menominee Casino								P				S			P*	
Menominee County								P				S		P*	P*	
Menominee Indian School Dist.	S	S	S	S	S	S	S	P	P*	P*	P	P*		P*	P*	P*
Menominee Tribal Clinic												S		P*	P*	
Menominee Tribal Courts														P*		S
Menominee Tribal Enterprise								P				P*			P*	
Menominee Tribal Legislature					P*		S	S				S		S	S	S
Menominee Tribal Schools	S	S	S	S	S	S	S		P*	P*	P*	P*		P*	P*	P*
Nataenawemakano (YSP)																
State of Wisconsin							S					S			S	S
UW Extension											P	S		S	S	S
Wolf River Development												S			P*	
Woodland Boys and Girls Club										P		P		P*	P*	S