



## Environmental Assessment:

Common knowledge about TNEC’s basic data, accomplishments, challenges, trends that impact your work along with benefits, strengths or advantages:

Basic Data	Accomplishments	Trends	Benefits & Advantages	Set Backs
<ul style="list-style-type: none"> <li>• Respect tribal sovereignty communication / consultation</li> <li>• 14 member committee</li> <li>• Geographically spread across state</li> <li>• Tribally appointed</li> <li>• Responsible to tribal leaders</li> <li>• Volunteer</li> <li>• No budget</li> <li>• Codified in state statute</li> <li>• 9 years in existence</li> <li>• MN Ch. Tribe/MN Indian Affairs endorsed</li> </ul>	<ul style="list-style-type: none"> <li>• Position paper – published annually</li> <li>• Indian education funding increase</li> <li>• Program expansion</li> <li>• Increase attendance at meetings “TNEC”</li> <li>• Representation various state committees</li> <li>• Reestablishment Indian State Office</li> <li>• Increase Legislative advocacy</li> <li>• Instrumental social study standard</li> <li>• Increase appropriation Indianship Scholarship</li> <li>• Annual Indian Education Summit</li> <li>• Indian Education Act – Language revision</li> </ul>	<ul style="list-style-type: none"> <li>• Low ranking in graduation rates “46-47” in 50 – worst in nation</li> <li>• Momentum – in Indian education</li> <li>• Political climate – iron is hot</li> <li>• Multicultural umbrella - that’s where it’s at and shouldn’t be</li> <li>• Consolidate multicultural – losing American Indian identity – get rid of centers</li> <li>• Constant education – 101</li> <li>• Blood quantum</li> <li>• Where are “we” with Indian parent asks - endorsements</li> </ul>	<ul style="list-style-type: none"> <li>• We know our communities</li> <li>• Commitment from leadership to make it happen</li> <li>• Endorsed by tribal leadership</li> <li>• Power in collective</li> <li>• Established by tribal directive</li> <li>• Support from state level</li> <li>• Tribe good at donating meeting space, etc.</li> <li>• Years of experience</li> <li>✓• Continuity of TNEC Membership</li> <li>• Mr. Denis Olson at State Level – represented and appointed by tribe</li> <li>• Network</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of budget</li> <li>• Not funded for grant</li> <li>• No funding in state department</li> <li>• Continuous representation from everybody</li> <li>• Capacity – so much to be done, stretched</li> <li>• Staff/Executive Director</li> <li>• Geographically isolated, dispersed</li> <li>• Defining who we are/roles</li> </ul>



# TNEC Strategic Planning September/October 2015 Executive Summary

TNEC plan to fulfill the mission

## 3-5 Year PRACTICAL VISION

### **D. Positive Outcomes**

- 3) Leading to maximize student success
- 4) Demand accountability for equitable funding
- 5) Empowering meaningful parent voice

### **B. Curriculum & Instruction**

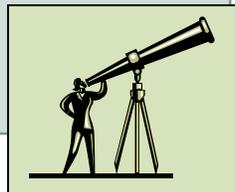
- 1) Empowering students through teacher development
- 2) Promote (decolonization and) culturally relevant truth telling

### **E. Infrastructure**

- 1) Critical and effective capacity building

### **F. Setting the Table**

- 5) Flexing sovereignty in education
- 6) Promoting visibility and accountability of TNEC



## UNDERLYING CONTRADICTIONS

### **A. Promote & Prioritize TNEC Roles & Responsibilities**

### **B. Disseminating, Promoting & Advocating to All Leaders**

### **C. Indifference to the Unique Cultural & Academic Needs of Indian Children**

### **D. Systemic Prejudice & Fear**

### **E. Tribally Developed Curriculum & Resources**

### **F. Devaluing of Parental/Community Rights & Input**

### **G. Over Dependent on External Resources**

### **H. Unity of Tribal Nations & Educational Resources in One Place**

## 2 Year STRATEGIC DIRECTIONS – with accompanying strategies

### **A. Engaging Teachers To Be Culturally Aware**

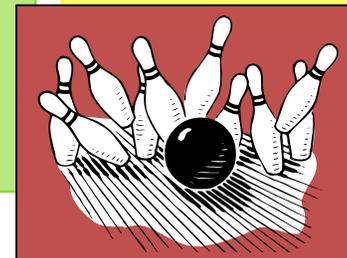
- 1) Educate the Educators
- 2) Promote Culturally Relevant Truth Telling

### **B. Positioning & Clarifying Our Direction**

- 1) Self-Advocate
- 2) Increase Capacity

### **C. Influencing & Strengthening Parent & Community Involvement**

- 3) Creating Greater Flexibility for Parent
- 4) Empower & Promote Community, School, & Parent Involvement



**PRACTICAL VISION:  
What do we want to see in place in 3 – 5 years as the result of our actions?**

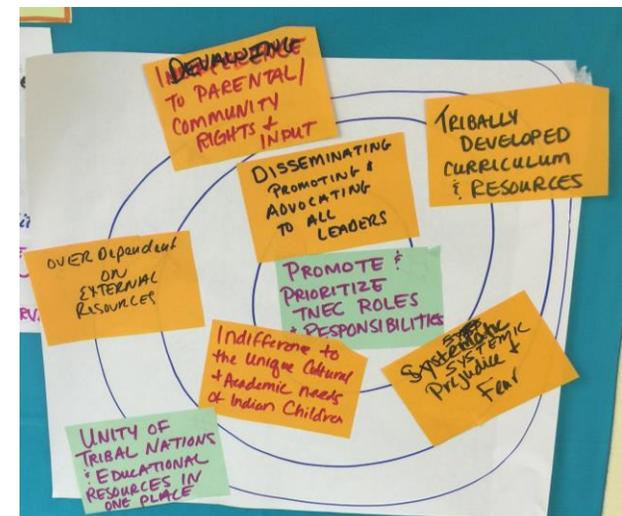
Positive Outcomes			Curriculum and Instruction		Infrastructure	Setting the Table	
Leading to maximize student success	Demand Accountability for Equitable Funding	Empowering Meaningful Parent Voice	Empowering Students Through Teacher Development	Promote (Decolonization and) Culturally Relevant Truth Telling	Critical and Effective Capacity Building	Flexing Sovereignty in Education	Promoting Visibility and Accountability of TNEC
<ul style="list-style-type: none"> <li>• MN to be recognized as leader in Indian Education AGAIN!</li> <li>• Move to the Top 20 for <u>graduating</u> American Indian <u>students</u> from the bottom.</li> <li>• ↑ American Indian grad rate</li> <li>• Closing the achievement gap</li> <li>• College student help</li> <li>• ↑ Recruitment / Retention of American Indian teachers</li> <li>• ↑ Access to post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Fully funded immersion schools</li> <li>• Funding for the tribal schools for future maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• JOM/Title VII Support (LIEC)</li> <li>• Parent committee language strengthened</li> <li>• Home school liaison/training/funding</li> </ul>	<ul style="list-style-type: none"> <li>• Change in <u>teacher</u> licensure requirements to include Native Language/Culture/History</li> <li>• New teacher prep</li> <li>• Teacher Education programs</li> <li>• Develop resources and conduct trainings</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Language</u>, cultural presence, history acknowledgment in schools</li> <li>• <u>Culturally</u> and historically relevant curriculum – statewide-</li> <li>• Indian education for all</li> <li>• Professional <u>training</u> for school districts</li> <li>• Clearinghouse <ul style="list-style-type: none"> <li>– References</li> <li>– Curriculum</li> <li>– Resources</li> </ul> </li> <li>• Elevating language and culture standards</li> </ul>	<ul style="list-style-type: none"> <li>• TNEC Admin. Budget</li> <li>• TNEC Funding/Staff</li> <li>• One Indian Education Dept. that provides fiscal – agency for tribes to access Fed/State funds. Statewide Tribal Ed. Dept. “TED”</li> <li>• Support staff at MDE for Dennis</li> <li>• Strengthen capacity of TNEC (TED?)</li> <li>• State Indian Education Office</li> <li>• More State Indian Education staff to offer technical assistance</li> <li>• State Ed. offices in northern Minnesota</li> <li>• TNEC examines membership and is open to including new/more members.</li> </ul>	<ul style="list-style-type: none"> <li>• TNEC develops their own legislative agenda and take the lead for advocacy</li> <li>• TNEC takes the lead in unifying all other Indian Ed. Advocacy Groups (MIEA, etc.)</li> <li>• TNEC position paper w/“grit”</li> </ul>	<ul style="list-style-type: none"> <li>• For TNEC to be recognized throughout the lands!</li> <li>• Increase awareness of TNEC existence</li> </ul>

**PRACTICAL VISION:  
What do we want to see in place in 5 years as the result of our actions?**

<b>Positive Outcomes</b>	<b>Curriculum and Instruction</b>	<b>Infrastructure</b>	<b>Setting the Table</b>
<ul style="list-style-type: none"> <li>• More little brown faces in front of classroom – teaching</li> <li>• Culture and history of Native Americans required curriculum</li> <li>• Students graduating in full regalia from high school and college</li> <li>• Equitable funding for schools – both tribal and public</li> <li>• More parent/community involvement in the higher grade levels</li> <li>• This is important because:               <ul style="list-style-type: none"> <li>○ Our children are important</li> <li>○ Their education is important</li> </ul> </li> <li>• This will look like: Native American student graduating prepared for life as community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• MN teacher licensure will include competencies in MN Native language, culture, and history. With added education through professional development at the District level</li> <li>• The educational standard will be that all staff and students will have proficient knowledge of MN Indian language, culture, and history meeting all graduation standards set by the State of Minnesota while working closely with Tribal Nation expertise</li> <li>• This is important because our history and culture has value for all.</li> <li>• This will look like: all staff, teachers, and students will have an accurate knowledge of our history, culture and language</li> </ul>	<ul style="list-style-type: none"> <li>• The TNEC will be a stable, visible, fully funded entity</li> <li>• This is important because communities are requesting additional staff, capacity and greater access to resources</li> <li>• This will look like: Two additional MDE (full time) staff. \$125,000 per year budget for TNEC, which includes an Executive Director</li> </ul>	<ul style="list-style-type: none"> <li>• TNEC will be recognized as the lead entity in unifying all other groups in advocating for Indian education changes</li> <li>• This is important because this currently is not the reality and Tribes need to be at the forefront of setting the agenda</li> <li>• This will look like: TNEC annually develop a specific legislative agenda that upholds tribal sovereignty</li> </ul>

## UNDERLYING CONTRADICTIONS: What is blocking us from moving towards our Vision?

A. Promote & Prioritize TNEC Roles & Responsibilities	B. Disseminating, Promoting & Advocating to All Leaders	C. Indifference to the Unique Cultural & Academic Needs of Indian Children	D. Systemic Prejudice & Fear	E. Tribally Developed Curriculum & Resources	F. Devaluing of Parental/Community Rights & Input	G. Over Dependent On External Resources	H. Unity of Tribal Nations & Educational Resources in One Place
<ul style="list-style-type: none"> <li>• Consistency and capacity of TNEC</li> <li>• Realistically getting every TNEC member to meetings as a volunteer group</li> <li>• Consistent promoter of TNEC mission and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• We're not explaining the importance of TNEC to our <u>leaders</u>.</li> <li>• Other groups/agencies have their own agenda and are territorial.</li> <li>• Local government (across the board) education of TNEC</li> <li>• Need political clout</li> <li>• <u>Tribal membership</u> vs. "other" - Don't feel they have a place.</li> <li>• Competing priorities of other entities.</li> <li>• Capacity and differing tribal <u>nation</u> agendas.</li> <li>• Our tribal leaders &amp; lobbyists aren't talking about TNEC.</li> </ul>	<ul style="list-style-type: none"> <li>• Not able to demonstrate the <u>value</u> of...parental involvement</li> <li>• Parent <u>involvement</u> throughout <u>ALL</u> aspects</li> <li>• Teacher <u>involvement</u> beyond the classroom</li> <li>• Student attendance</li> <li>• School environment</li> </ul>	<ul style="list-style-type: none"> <li>• More licensed 1<sup>st</sup> language teachers</li> <li>• MN and institutions do not value our language, culture &amp; history.</li> <li>• Teachers / Administrators culturally knowledgeable.</li> </ul>	<ul style="list-style-type: none"> <li>• Review &amp; change tests</li> <li>• No Review &amp; change tests</li> <li>• No <u>accurate</u> information in schools/texts</li> <li>• Boards – curriculum/ licensure</li> <li>• Acceptance &amp; ownership of tribally endorsed curriculum</li> <li>• Who does it? Disagreement about what is right/wrong (<u>curriculum</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• Active parents student</li> <li>• Districts to not validate parental voice</li> <li>• Need teacher, elders, tribal, parental support for middle / high school</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of human capacity</li> <li>• Increased resources (staff)</li> <li>• Budget uncertainty</li> <li>• Budget cuts</li> <li>• Only MN Legislature can appropriate \$ for MDE/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pace to house TED</li> <li>• Resource center availability</li> <li>• Distance between each reservation.</li> </ul>



*Asked: which of our blocks, when addressed, are most entrenched in the 'system'? And came up with order of importance....*

**Strategic Directions: What innovative substantial actions will deal with the underlying contradictions and will move us toward our vision?**

6 Strategies		3 Strategic Directions
<p><b>1. Educate the Educators</b></p> <ul style="list-style-type: none"> <li>• Be knowledgeable of our own culture and histories, if we expect “them” to be</li> <li>• Co-develop courses with local higher education institutions (teacher ed.)</li> <li>• Replicate PI and WE teacher training opportunities</li> <li>• Teach the significance [purpose] of ceremonies</li> <li>• Teachers attend two “Indian functions” to learn (earn CEU’s) ex. Powwow, PC meeting.</li> <li>• Encourage attendance of teachers at immersion camps – may replace/satisfy a teacher training requirement</li> <li>• Develop American Indian culturally-specific certification</li> <li>• Develop one page info sheet for boards and admins</li> </ul>	<p><b>2. Promote Culturally Relevant Truth Telling</b></p> <ul style="list-style-type: none"> <li>• Develop local tribal curriculum to represent unique culture</li> <li>• Educate – About “us”</li> <li>• Research what colleges have to offer re: resources – what is out there?</li> <li>• Scan existing resources, categorize, and post to website</li> <li>• Create clearing house</li> <li>• Each local government can develop curriculum</li> </ul>	<p><b>I. towards</b> <b>Engaging Teachers to Be Culturally Aware</b></p> <ul style="list-style-type: none"> <li>• Dorothy</li> <li>• Marisa</li> <li>• Billie</li> </ul>
<p><b>3. Self-Advocate</b></p> <ul style="list-style-type: none"> <li>• Email update sent to <u>all</u> council members after each meeting</li> <li>• Meet with tribes/councils at each reservation</li> <li>• Community and tribal leaders meetings to promote TNEC</li> <li>• “Lobby” with tribal members, councils and state for unified center</li> <li>• TNEC reports</li> <li>• Develop programs for all TNEC members (speak the same language)</li> <li>• Inform tribal leadership</li> <li>• Promote TNEC and its mission through all mediums</li> <li>• Be a standing agenda item at MIAC meetings and MCT meetings</li> <li>• Develop list serve</li> <li>• Newspaper articles/local and state</li> <li>• Develop common/strong talking points</li> </ul>	<p><b>4. Increase Capacity</b></p> <ul style="list-style-type: none"> <li>• Utilize technology to meet virtually</li> <li>• Establish subcommittees to share the work</li> <li>• Request each tribal nation to make a small financial commitment</li> <li>• Identify which Nation would be willing to step up/host space</li> <li>• TNEC strategically organize participation at state committee meetings (ask state to supply calendar)</li> <li>• Develop co-op agreements between TEA’s and LEA’s</li> <li>• Partner with other organizations for space/staff</li> <li>• Partner with other organizations to share/pool resources</li> </ul>	<p><b>II. towards</b> <b>Positioning &amp; Clarifying Our Direction</b></p> <ul style="list-style-type: none"> <li>• Joan</li> <li>• Dennis</li> <li>• Billie Mason</li> </ul>
<p><b>5. Creating Greater Flexibility for Parent</b></p> <ul style="list-style-type: none"> <li>• Strengthen parent visits to classroom. Increase all district AI presentations. Ex. Kevin Locke</li> <li>• Teach/mandate inclusion (ex. Parent/teacher conference and parent evals)</li> <li>• Rotate community “school nights” from school to community. Ex. IEPs</li> </ul>	<p><b>6. Empower &amp; Promote Community, School, &amp; Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Recognize and support student strengths</li> <li>• Advocate/support student-parent-teacher</li> <li>• Recognize and promote individual capabilities</li> <li>• Empower parents with knowledge of Indian education</li> <li>• Community involvement at school</li> <li>• Promote involvement at school</li> </ul>	<p><b>III. towards</b> <b>Influencing &amp; Strengthening Parent &amp; Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Paul</li> <li>• Geraldine</li> <li>• Mike S.</li> </ul>

## Determining the 1st Year accomplishments

What will be our specific measurable accomplishments for the first year?

<b>Strategic Direction I.- Towards <i>Engaging Teachers To Be Culturally Aware</i></b>		
<b>Current Reality</b>	<b>First year Accomplishments</b>	<b>Success Indicators</b>
<ul style="list-style-type: none"> <li>• Don't have inclusive/accurate curriculum</li> <li>• Teacher requirements – not enough culture</li> <li>• We don't know what requirements should be</li> <li>• Current resources out there</li> <li>• Good models to replicate</li> </ul>	<ul style="list-style-type: none"> <li>• Make districts aware of opportunities</li> <li>• Scan of professional development opportunities</li> <li>• Scheduled presentation at conferences</li> <li>• Posting by each member once per month</li> <li>• Establish web master and training</li> <li>• Increase partnerships</li> <li>• Start conversation – developing tribal historical</li> </ul>	<ul style="list-style-type: none"> <li>• Have identified requirements</li> <li>• Adoption of statewide curriculum committee's standard review</li> <li>• Introduce and scan what's out there for CUS's for culture stuff</li> <li>• Support from other professional groups</li> </ul>

<b>Strategic Direction II.- Towards <i>Positioning And Clarifying Our Direction</i></b>		
<b>Current Reality</b>	<b>First year Accomplishments</b>	<b>Success Indicators</b>
<ul style="list-style-type: none"> <li>• So much on plate can't get – unknowns</li> <li>• No funding</li> <li>• Position paper</li> <li>• Nobody knows what TNEC does</li> <li>• Our time together limited</li> <li>• Good partnership with State</li> <li>• Distance</li> <li>• Internal struggles with memberships/inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>• Review, revise &amp; enforce by-laws</li> <li>• Increase accountability of members</li> <li>• Standing agenda item for Indian Affairs</li> <li>• Request to meet with each tribal council</li> <li>• Joint meeting with other organizations increase capacity</li> <li>• <u>Establish Quarterly Report</u></li> <li>• Prioritize, Revise and Implement position paper/</li> </ul>	<ul style="list-style-type: none"> <li>• Full committee</li> <li>• All tribal leaders know role/function</li> <li>• Superintendent/Principal will know above</li> <li>• TNEC driving seat of Legislation change – leading agenda</li> <li>• Well aligned with other organizations</li> <li>• We're all still here</li> <li>• Consistent communication</li> </ul>

<b>Strategic Direction III.- Towards <i>Influencing &amp; Strengthening Parent &amp; Community Involvement</i></b>		
<b>Current Reality</b>	<b>First-Year Accomplishments</b>	<b>Success Indicators</b>
<ul style="list-style-type: none"> <li>• Sporadic at best</li> <li>• Not validated</li> <li>• Invisible</li> <li>• Uninformed</li> <li>• LIEC – Lack of communication from districts</li> <li>• Dennis as Director</li> <li>• Parents are experts culture/language/history</li> <li>• Good models &amp; examples</li> </ul>	<ul style="list-style-type: none"> <li>• Inform &amp; enlighten – educate about LIEC</li> <li>• Create one page info. for Boards - Adm. - LIEC</li> <li>• Increase by 15% schools compliance with law</li> <li>• (1/3 currently follow 60/180 schools)</li> <li>• Review and report to each tribal nation</li> <li>• Collect data</li> <li>• Target Head Start – create parent packet</li> </ul>	<p>Within one or two years...</p> <ul style="list-style-type: none"> <li>• LIEC open dialogue and relationship w/Superintendent School Board members</li> <li>• Increase district compliance w/law</li> <li>• Clear direction of process of parent committee/rolls/responsibilities</li> <li>• Community &amp; investment in programs</li> <li>• More LIEC</li> <li>• Active LIEC</li> <li>• More parent involved measureable participation</li> <li>• ↑ Graduation Rates</li> </ul>

## 2016 – FIRST YEAR CALENDAR

Strategic Directions	Qtr. 1 Jan - March	Qtr. 2 April - June	Qtr. 3 July - Sept	Qtr. 4 Oct - Dec
 <p><b>I. towards Engaging Teachers to be Culturally Aware</b></p>	<ul style="list-style-type: none"> <li>Establish web master &amp; training</li> <li>Start conversations and developing tribal history for each Nation (continuous)</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled presentation at conferences</li> <li>Posting by each member once per month</li> </ul>	<ul style="list-style-type: none"> <li>Increase partnerships</li> <li>Scan of professional development opportunities</li> <li>Make districts aware of opportunities</li> </ul>	
 <p><b>II. towards Positioning and Clarifying Our Direction</b></p>	<ul style="list-style-type: none"> <li>Standing agenda item for MN Indian Affairs Council</li> <li>Set meeting calendar</li> <li>Revise, prioritize and implement position paper with working doc.</li> </ul>	<ul style="list-style-type: none"> <li>Review, revise and enforce by-laws to increase accountability of members</li> </ul>	<ul style="list-style-type: none"> <li>Establish quarterly report on TNEC activity</li> <li>Request to meet with each Tribal Council</li> </ul>	<ul style="list-style-type: none"> <li>Joint meeting with other organizations to increase capacity</li> </ul>
 <p><b>III. towards Influencing &amp; Strengthening Parent &amp; Community Involvement</b></p>	<ul style="list-style-type: none"> <li>Create one page info. for Boards, ADM, LIEC – based on data, position paper, mission statement</li> <li>Collect data               <ul style="list-style-type: none"> <li>Use current data</li> <li>Ongoing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Target head start</li> </ul>	<ul style="list-style-type: none"> <li>Inform and enlighten – educate about LIEC</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 15% school compliance with law – 1/3 currently follow – 60/80</li> <li>Review and report to each Tribal Nation</li> </ul>

## KEEPING THE PLAN ON TRACK

Strategic planning bears the most fruit when seen as both a planning retreat or event and a continuous process in which the plan is regularly reviewed, evaluated and refined. The following flow will be crucial for the Environmental Institute in keeping its plan “on track” for monitoring and evaluation purposes.

**Board Meeting regular `strategic direction review –an image of the timing might be: 1 hour each regular meeting**

- Each of the 3 groups reports on successes, challenges, learning’s of the past (month or 3 months)
- Appreciation/applause – and feedback
- Turn to the next (month- 3 months) –  
What is coming up?  
Recommendations in each area

**January 2016- Finalize Strategic Planning**

- Finalize strategic plan with whole group present.
- Create the one year and 90 day implementation plans for other two strategic directions
- Review and finalize coordination
- Develop meeting calendar to continue this follow up

**July 2016 Evaluation and Refinement Sessions:**

- 2 hour facilitated event to affirm accomplishments, acknowledge struggles, capture learning’s, make adjustments, build anticipation, and establish commitment for the next 6 months
- The face-to-face nature of this event is very important. Memos, emails, and other forms of communication do not allow for adequate team building and consensus building.
- This evaluation event works best if everyone who is involved in the implementation attends.
- Invisible benefits often include strengthening the organization’s learning process and allows for system-wide adjustment to unforeseen influences that must be taken into account.

**December 2016 Annual Planning:**

The 4<sup>th</sup> Quarter evaluation is the time to do a new 12 month plan and requires 3 - 5 hours.

- Review the whole year
- Develop plan for the next year
- Celebrate celebrate celebrate!





**The Strategic Planning was designed and facilitated by:**

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