Education Workgroup

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Education Workgroup Notes June 28, 2023

The Education workgroup reviewed the survey and discussed options for receiving feedback on the questions for students. A draft of the questions will be distributed at summer school using a hard copy of the survey. From this feedback, questions will be refined and sent to the Administration Department for review and approval. Proposed distribution events include community meetings, back to school open houses, and the August student event. The survey can also be distributed to the summer work experience participants and summer interns.

The group discussed ways to offer gift card drawings as part of the online survey. This can be included as the final survey questions – would you like to have your name included in a prize drawing?

Wendell will get the name of the student health center/school to Beckie to include as an option on the survey.

There was discussion regarding the purpose for this survey and how the data will be used. The survey aligns with goal 3, objective 4. Once the data is collected, the results can be forwarded back to this group's participants to identify if additional goals/objectives are needed to address concerns that are raised, or if any further action is needed, based on the survey results.

The environmental education goal (from Natural Resources group) was incorporated into goal 3, objective 5.

The group suggested adding a note to the bottom of the student survey directing them on where to go if they need help (related to the question of whether they feel safe).

Questions on teaching/learning experience will be considered for a future survey; this survey will focus on the school/learning climate.

Beckie will check with the Administration Department on whether there are survey guidelines or if there is a survey policy that this group needs to be made aware of. Beckie will follow up on how to obtain gift cards for prize drawings related to survey participants.

The group suggested that the time for the community meeting be revisited if there isn't going to be food included with the meeting.

Education Workgroup Notes June 21, 2023

The group discussed proposed questions for a follow-up survey to gain additional feedback from parents/guardians and students about their experience/s.

Anyone serving in a PARENTAL/GUARDIAN capacity for a student/s:

PARENTAL/GUARDIAN EXPERIENCES:

- *What schools do you currently have students attending?*
  - *Menominee Head Start/Early Head Start*
  - *Menominee Daycare*
  - *Menominee Tribal School*
  - *Kaehkenawapahtaeq*
  - *Keshena Primary School*
  - *Menominee Indian Middle School*
  - *Menominee Indian High School*
  - *College of Menominee Nation*
  - *Homeschool*
  - *Other _____*
- *What do you like most about your child's school/s?*
- *What would you like to improve about your child's school/s?*
- *On a scale of 1-5, with 5 being very well, how well prepared were your children for continuing education beyond high school. Please explain: _____*
- *What are barriers to a positive education experience for your children?*
- *What positive changes have you noticed in the schools?*
- *What can the schools, Tribal Education Department, and area education institutions do to help your children achieve their educational goals?*
- *Please share any additional suggestions, comments, or feedback regarding the school/s?*

STUDENT EXPERIENCES:

- *What school do you currently attend?*
  - *Menominee Tribal School (Middle School)*
  - *Menominee Indian Middle School*
  - *Menominee Indian High School*
  - *College of Menominee Nation*
  - *Other _____*
- *Do you like coming to school?*
- *What do you like most about your school experience?*
- *Rate your school experience on a scale of 1-5, with 5 being the best.*
  - *Please explain your rating.*
- *What could you use help with regarding your school experience?*
- *What would you like to see improved in your school?*
- *Do you feel safe at school?*
- *Who would you ask for help if you need it?*
- *Please share any suggestions, questions, comments, or feedback regarding the schools?*

Additional Discussion:

Should we ask anything about special needs?

Who else should weight in (in person or by email) on the goals/objectives?

Have we missed anything?

Goal moved to Education from the Natural Resources Group:

Goal: Increase environmental education for the Menominee community

1. Review existing curriculum and revise or create new
2. Increase internship opportunities

Beckie will get more details from Brenda about this goal and its intent.

Education Workgroup Notes June 14, 2023

The workgroup members reviewed and provided feedback on the goals and objectives that have been developed for this pillar. Some refinements were made to the organization and wording of the objectives. It was suggested that community meetings for gaining feedback from community members (like the Title 1 meeting/s last August) would be helpful to address additional areas of need/concern related to education. The workgroup would like to ensure involvement from MTL and connection to the LET Committee.

Mary indicated she would share the attendance survey results with this group once it is completed. It is important to identify other community surveys that have been completed and from those results, create a survey to gather additional community feedback related to all areas of education, building upon the responses in the community survey that was completed earlier this year. That survey only had 4 questions related to Education and did not include any open-ended questions. Future surveys would possibly be helpful for future planning and to reach targeted groups, such as students, teachers, parents, etc.

Workgroup meetings will be held from 10-11 am on June 21 and 28. There will be no meeting the week of July 3-7. A meeting request will be sent through Outlook for these two meetings, and three additional meetings to be held July 12, 19, and 26 from 9-11 am.

Education Workgroup Notes May 31, 2023

Were school principals invited to these meetings? Their input would be valuable in identifying goals and objectives.

Goal Three: Define and Implement Strategies to Enhance Student Success		
Objective 1: Develop a tribal wide consensus on a "culture of success" to include: academics, social/emotional, interpersonal skills, and other soft skills. Observe what other districts and schools are doing successfully.		
Objective 2: Establish a mission and vision		
Objective 3: Expand curricular offerings at all levels to include the Montessori concept, STEAM, inquiry-based and project-based learning, and other high-interest, high-impact activities.		
Objective 4: Understand the Wisconsin Department of Public Instruction (WDPI)'s Academic Career Planning resources and develop a plan for implementation within the community		
Career Preparation	**Behavior Considerations**	**Educational Resources**
Gather input from parents, community, and professionals to define a "culture of success."	*Establish an approach to teaching social skills;*	*Build a robust and holistic early childhood program; the Montessori program.*
Identify benchmarks and determinants to assess if a culture of success is being met.	*Face-to-face interaction and screen-free parenting*	*Develop a communication plan to share benchmarks, milestones, and expectations that could be reinforced inside of the classroom and outside.*

Expand participation in dual credit programs		*Increase opportunities for all children, regardless of age and ability, to participate in high-interest, high-impact activities*

Education Workgroup Notes May 24, 2023

Proposed Workgroup Schedule Moving Forward:

- Wednesday, May 31: 9-11 am at the Omaeqnomenewak Wetohkatikamek Center with the initial workgroup (Administration, Aging, CRC, Early Childhood, Education, Historic Preservation, Human Resources, Information Technology, Language and Culture, Legal Services, Maehnowesekiyah, Clinic, Tribal Family Services, and Youth Services).
- Wednesday, June 7: NO MEETING – MTL Retreat this week.
- Wednesday, June 14, June 21, and June 28 from 10-11 am: Meeting with the extended workgroup (additional departments including Administration – Grants, Articulation Agreements, Charter School, CMN, Communications, Education (Wendell Waukau), Housing, Tribal Police, Tribal School Admin., and UW Extension).
- July 5: NO MEETING (Day after holiday).
- July 12 and 19 from 9-11: Meeting with extended workgroup and the community.
- The shorter meeting times on June 14, 21, and 28 will hopefully encourage participation. We will ensure a tight agenda to review the work and make any additions/corrections during the 1-hour meeting time. We are proposing longer meetings when the community is involved to ensure they have time to review and make comments.

The May 31 meeting will focus on building out the objectives for Goal Three.

Education Workgroup Notes May 17, 2023

It was decided that meeting notes would be kept in one ongoing document, and distributed upon completion of each week's meeting to ensure all participants are informed of the progress being made to date.

During this meeting, the participants used the affinity process to map out three goals and brainstorm ideas that might be incorporated within each of the three goals. The following is a summary of the discussion:

Goal One: Ensure educational approaches are reflective of Menominee ways and needs.		
Objective One: Form a cohesive team of relevant partners to include all areas of education on the reservation.		
Objective Two: Review recommendations made by the workgroup to identify priorities and feasibility.		
Objective Three: Incorporate Education workgroup plans into existing workgroups/planning efforts; identify short term and long-range concepts.		
Gain clear direction and maintain ongoing communication from Leadership.	Update written curriculum to reflect Menominee's educational approaches.	Offer anger management skills once a month to students and teachers; offering different instructors or alternating instructors.
Strong/funded courses at the middle school and high school level that use STEM (or STEAM) methodology.	Ensure high-interest/high-impact courses are available at the middle school and high school.	Offer more survival skills training, including hunting and trapping.
Initiate a Menominee Leadership Academy for Native Youth.	Normalize the use of the Menominee language in all schools. Incorporate	Strengthen and expand the use of approaches including Montessori,

	basic conversation in Menominee language at all levels within K-12.	Place-Based Learning, and Project-Based Learning.
Ensure parents have an awareness of students' resources and needs.	Rethink the approach to ADHD, Youth on the Spectrum, etc. to approach learning from a strength-based mindset – how students can use their gifts.	

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 eliminate the FORT test at the state level – it is a barrier for some would-be teachers.		
Objective Three: Create efficiencies in the entire Tribal hiring process; look more closely at the number of postings, the time it takes for fingerprinting, etc.		
Objective Four: Create a succession plan to identify the ongoing and future needs for teachers and school staff.		
Ensure recognition of teachers reservation wide.	Look at benefits for teachers, PTO, tuition reimbursement, and retirement package. Look at what is currently offered.	Build in monthly or bi-weekly planning days with no students.
Lobby to eliminate the FORT test at the state level – it is a barrier for some would-be teachers.	Offer equitable wages at the Tribal School.	Allow more personal days for teachers; more field trips and incentive days.
Meditation time: Deep breathing (not enough time in the day to reset from the stress).	Create efficiencies in the hiring process; look more closely at hiring preferences, fingerprinting, etc.	Look at school day/hours – 4-day work week? Shorter days?
Conduct a needs assessment to identify gaps in the process for onboarding teachers, identify teaching needs, and evaluate the current condition/process.	Look for efficiencies in the time it takes to onboard new hires.	

Goal Three: Define and Implement Strategies to Enhance Student Success		
Objective 1: Develop a tribal wide consensus on a "culture of success" to include: academics, social/emotional, interpersonal skills, and other soft skills. Observe what other districts and schools are doing successfully.		
Objective 2: Establish a mission and vision		
Objective 3: Expand curricular offerings at all levels to include the Montessori concept, STEAM, inquiry-based and project-based learning, and other high-interest, high-impact activities.		
Objective 4: Understand the Wisconsin Department of Public Instruction (WDPI)'s Academic Career Planning resources and develop a plan for implementation within the community		
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Identify benchmarks and determinants to assess if a culture of success is being met.	*Face-to-face interaction and screen-free parenting*	*Develop a communication plan to share benchmarks, milestones, and expectations that could be reinforced inside of the classroom and outside.*

Expand participation in dual credit programs		*Increase opportunities for all children, regardless of age and ability, to participate in high-interest, high-impact activities*
Look at approaches for Transitional Schools (type of alternate school). i.e., summer school or other approaches to support students.	Look for ways to provide earlier intervention for behavioral health/juvenile justice matters.	Increase learning needs related to truancy to help students recoup educational skills.
Provide job shadow opportunities, internships, resume-building activities, and resume writing. (Volunteering as an extra-curricular).	Rethink ADHD, Autism, etc. as strengths based.	Teach communication skills and have them woven into all curricula: active listening; speaking; writing; debate, etc.
Educate parents/guardians and bring them on board as partners, not adversaries. What are the consequences – for youth? – for parents?	Expand AODA drug prevention programs in the schools (school based) Like the Heart Room that was once in place.	Teach conflict resolution skills; agree to disagree.
Provide students with enrichment opportunities to travel, have new experiences to broaden student world views.	Distinguish and define roles – career planning vs. guidance counselors. Are they being used for crisis management more than for career counseling?	Have career days 3x per month. Incorporate bring your child to work days. Provide on-the-job training.
Provide more resources for career readiness.	Provide grief counseling and peer support programs.	Teach cursive writing to all (with proficiency) and have a stronger music program – both are good for brain development.
Have workforce development included in career readiness.	Educate youth about trauma and its impact/resiliency.	
Tracks – to help people become strong and impactful. We need to set predetermined tracks that will create strong knowledgeable people that come back to serve their communities.		
Education in the Trades is needed.		
Expand summer jobs/internship programs to support higher education students.		

The group discussed concerns about retention, mental health, and the ongoing impact of COVID. They discussed the need to encourage teachers to incorporate self-care into their day. A barrier for teachers is the limited access to substitute teachers.

The group felt it is important to have school administration at the table for the Education workgroup meetings.

Education Workgroup Notes May 10, 2023

The group discussion began with an inquiry into if the proposed attendees suggested last time received an invitation. The attendees would like for the meeting invite to stress the importance of these meetings and request that the invitee or

his/her designee attend each week. Attendees would also like to see the notes from the previous session, especially if they are not able to attend a group meeting.

The group expressed curiosity regarding the education questions that were asked on the survey. They would like to see more in-depth questions asked including:

- ***What is a successful academic experience?***
- ***What are the perceptions of education?***

There are other surveys available that have already been done. It would be helpful to review the data from those surveys. The state Youth Risk Assessment Survey data would be especially useful.

The youth are the future framework and leaders of the community. The transition from Tribal School to Public School is often difficult. There is a divide between the curriculum in the two systems. Racism and social issues also make that transition trying.

The response intervention needs to address reading and math are important. The group is curious if data is available to confirm the success of these interventions.

Early Childhood starts at 6 weeks old. There are many children with IEPs but there is a lack of staff and teachers to address the IEP needs.

The efforts made to bring language and culture into the schools are remarkable, but the program is quite new to be able to confirm its efficacy. Initial analysis suggests that bilingual children have better self-regulation skills. This program is also important for children with an ACE score.

The schools require a doctor's note for absences, so the clinic sees an influx of school-age children. Truancy letters for absences result in more office visits for the doctor's note. The clinic provides basic health services for early childhood-age children. They would also like to see more preventative care for children before they reach school age. Prenatal care in the hospital is important for later schooling (?).

Preventative sealants are done in the schools so more children are receiving these dental services more efficiently with less disruption to learning and parents using PTO to take the children.

Diabetes prevention and other wellness programs are taught in the school. These efforts are credited with an increase in overall health. There is an opportunity to expand these education and wellness efforts.

Inventory of Birth to College resources pipeline: Coeur D'Alene has one [Pipeline – Education (cdatribe-nsn.gov)].

Substance use disorders are a concern across all aspects of life, including education. There is a delay between the ER visit and treatment center intake. A program to support individuals during this critical window may help increase treatment success rates.

The 5142 board was developed in the 80s. Community Health and Wellness Board binder is available through CMN.

Menikanaehkem is a strength.

Additional thoughts were added to the SWOT analysis document.

Education Workgroup Notes May 3, 2023

The group discussed who else should be involved in this pillar's workgroup:

Brian Kowalkowski or someone from CMN	Wendell Waukau – Education
Jennifer Gauthier – UW Extension	Marci Hawpetoss – Grants

Wayne Wilber - Housing   [NAME] – Charter School
Devan Miller-Erdman – Communications [NAME] – POC Articulation Agreements
Lori Corn – Menominee Tribal School Admin. Kate Michaels – [DEPT]
Keith Tourtillott – Menominee Police Department

Review of Prior SWOT Analysis

- Trauma/addiction impacts on education need to be identified.
- Social determinants of health overarch everything.
- Identify priorities.
- Need for coordination and integration of services.
- There are so many strategic planning efforts going on that they should be looked at to reduce duplication of efforts and merge coordination where that can occur.
- Concerns were raised about the timeline being too short for the development of the plan. Some participants felt that the quality of the plan could be impacted by the short timeline.
- It will be important to build stronger objectives that have more specific measurable outcomes.
- ACES, protective factors, and Five for Families training should be identified as resources.

Stakeholders from the community should include grandparents who are raising their grandchildren because of substance use disorders – what resources are available to support them? Their voice in the planning process is important around education. The voices of parents and front-line educational staff are also important to the development of the plan.

Gather survey information that is already available, such as student risk behavior assessments and other existing data. Look at data around the number of grandparents who are raising their grandchildren.

If future surveys are done for education, it is important to look at the spectrum of education:

- Family dynamics
- Evaluate the effectiveness of the pre-k to 12 program

Look at career development to link Native youth with careers within tribal departments.

- Workforce shortages for teachers and other professions
- Job shadowing
- Leadership programs starting in junior high.
- Incentivize high school prep programs (learn and earn)
  - teacher, police, nurses, and ems prep, as well as other careers

Establish agreements to pay for education, with an agreement to work for the tribe upon completion.

NOTE: The meeting notices for the upcoming weeks should be made available for calendar invites soon to ensure attendance/representation by the needed departments and groups.