



Çaŋsayapi Education Plan: 2023-2024

Ŧokata Ihduwiŋyeya – Prepare for the Future

February 2024

ACKNOWLEDGEMENTS

The **Çaŋşayapi Education Plan** includes the contributions of hundreds of tribal citizens, critical partners, and the Lower Sioux Community Council. Their collective support and insight inform and shape the educational vision and pathways today and for generations to come. The author and Education Ad Hoc Education Committee express their gratitude to all contributors, including:

The Lower Sioux Indian Education Ad Hoc Committee, composed of:

- Grace Goldtooth,* Former Vice President, LSIC Community Council
- Vanessa Goodthunder,* Director, Çaŋşayapi Waŋanyeža Owayawa Oŋi (CWOO)
- Jesse Kodet,* LSIC Education Coordinator
- Nora Murphy, LSIC Tribal Planning
- Dorothy Neis,* Indian Education Staff, Redwood Area School District
- Kevin O'Keefe,* Former Assistant Secretary/Treasurer, LSIC Community Council
- Mat Pendleton,* LSIC Recreation Director
- Dr. Darin Prescott,* Former CEO of the LSIC Health Clinic
- Jackie Probst,* Director of Indian Education, Redwood Area School District

*LSIC Community Citizen

Community Citizens: The author and Education Ad Hoc Committee express their gratitude to the elders, parents, youth, and citizens who participated in the strategic planning process. This plan integrates and distills the contributions of over 100 community youth and young adults, as well as over 300 community adults through interviews, focus groups, and surveys conducted between 2018 and 2019.

New Education Department Logo: The newly designed Education Department logo was created by LSIC tribal citizens, Jesse Kodet and Bruce Helsper. It reflects and combines the Dakota phrase, “Țokata Ihduwiyeyya” – To Prepare for the Future and the legacy of Ohiyesa, a Bdewakaŋtuŋwaŋ Dakota from Çaŋşayapi. Ohiyesa, later known as Charles Alexander Eastman who was encouraged to attain an education by his father, Ite Wakaŋhdi Ota (Jacob Eastman) who said that books are “the bows and arrows of the white man”.

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Author & Evaluator: This plan was written by Teresa Peterson, EdD, an indigenous evaluator, consultant, and citizen of the Upper Sioux Community, with guidance from Vanessa Goodthunder, Jesse Kodet, and Nora Murphy.

Note: The Çaŋşayapi Education Plan was created for the exclusive use of the Lower Sioux Indian Community. While, the COVID-19 Pandemic slowed the launch of the new plan, Lower Sioux is confident that the next ten years will bring significant educational growth for the Community. For more information, please contact the LSIC Education Coordinator at (507) 697-6185.

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INTRODUCTION

Executive Summary

The Çanşayapi Lower Sioux Indian Community (LSIC) Community Council established the first ever Tribal Education Department in 2019. To support the new Tribal Education Department, the Council called for a long-range strategic education plan to help guide and sustainably expand culturally specific education opportunities for the Nation.

The resulting **Çanşayapi Education Plan for 2023-2034** includes community-based research findings and information that describe the current educational landscape at LSIC. It includes the present educational system and pertinent educational opportunity gaps, the needed and desired community educational direction and definition of education, and education goals in alignment with the Nation's broader vision and goals.

The ten-year Çanşayapi Education Plan details three educational priorities that emerged from the community-based research. These three priorities build upon each other and lead to the future design and implementation of a tribal school:

- 1 • **Nurturing Çanşayapi Educational Pathways**
- 2 • **Strengthening Relationships with Local Schools**
- 3 • **Building a Tribal Immersion School**

This plan includes objectives, strategies, activities, and a timeline for these three priorities, serving as a working guide for the Education Department and Planning Departments and providing direction for the Nation's Education Committee and LSIC tribal leadership. In addition, a simple evaluation plan supports ongoing progress measurement and outcome tracking. Below is an overview of the Çanşayapi Education Plan's three education priorities and their corresponding objectives, strategies, and evaluation measures.

2023-2034 Çanşayapi Education Plan: Objectives, Strategies and Measures

Priority 1: Nurture Çanşayapi Educational Pathways: 2023-2034		
Objectives	Strategies	Measures
1a) Formalize the Education Department	Strategy 1: Build a strong foundation for the Education Department.	S1. Formalization and adoption of Education Department and reach 90% of all Çanşayapi learners by 2026.
1b) Increase Post-Secondary Guidance.	Strategy 1: Students will access post - secondary guidance & support with annual activities & services	S1. 100 of 11-12 th graders will have a post-secondary plan by 2026.

1c) Strengthen and expand the Cankuya Pathways Program.	<p>Strategy 1: Continue with & strengthen program to support development & capacity building</p> <p>Strategy 2: Design & administer Community Career Needs Assessment</p> <p>Strategy 3: Develop & Administer a Mentoring & Career Exploration Program for 9-12th grade students</p>	<p>S1. 50% student graduation rates from each training program by 2026.</p> <p>S2. Goal of increasing tribal employment by 5% by 2030.</p> <p>S3. 75% of students will participate in the Program by 2034.</p>
1d) Canku Teca Learning Plans for LSIC learners	<p>Strategy 1: Develop & Maintain Canku Teca Learning Plans for grades 9-12th</p> <p>Strategy 2: Develop & maintain Plans with 5th-8th grade students</p> <p>Strategy 3: Develop & maintain Plans with Kth-4th grade students</p>	<p>S1. 75% of 9-12th graders have a Canku Teca Learning Plan by 2026.</p> <p>S2. 75% of 5-8th graders have a Canku Teca Learning Plan by 2030.</p> <p>S3. 75% of K-4th graders have a Canku Teca Learning Plan by 2034.</p>

Priority 2: Strengthen Relationships with Local Schools: 2023-2034

Objectives	Strategies	Measures
2a) Decrease truancy rates.	<p>Strategy 1: Increase truancy prevention programming for children & families</p> <p>Strategy 2: Apply pro-active & consistent truancy policy in schools.</p>	<p>S1. Decrease truancy rate from 58% (baseline) to 50% by 2026.</p> <p>S2. Decrease truancy rate from 50% to 33% by 2030.</p>
2b) Increase teacher's cultural competency	<p>Strategy 1: Provide professional teacher development support in schools to increase competency & Native content & pedagogy</p>	<p>S1. Decreasing truancy rates and Citizen feedback on cultural competency.</p>
2c) Increase student participation and Improve student's educational experience through collaboration between the tribe and schools	<p>Strategy 1: Improve the Educational experience of Native students through collaborative strategies & plans between tribe & schools.</p>	<p>S1. Indian Parent Advisory Committee's Resolution of Concurrence (or Non- Concurrence) for each school district due annually in March, utilizing the Self-Assessment Rubric Affirmation of ESSA Tribal Consultation.</p>

Priority 3: Build a Tribal Immersion School: 2023-2034

Objectives	Strategies	Measures
3a) Strengthen CWOO capacity for full Dakota language immersion.	<p>Strategy 1: Strengthen capacity of CWOO's existing school for Birth to 5-year-olds.</p>	<p>S1. CWOO Head Start will meet 50% immersion instruction by 2026.</p> <p>S1. CWOO Head Start will meet 100% immersion instruction by 2030.</p>
3b) Expand CWOO to become a Birth-4 th Grade Tribal School.	<p>Strategy 1: Prepare and plan to strengthen and build CWOO's capacity to become a tribal immersion school</p> <p>Strategy 2: Build credentials to become an independent tribal school.</p> <p>Strategy 3: Build a new school at Lower Sioux to accommodate Birth to 4th grade.</p> <p>Strategy 4: Expand CWOO's teaching capacity to become a Birth – 4th grade Tribal School.</p>	<p>S1. Completion of Implementation Plan by 2025 and Policies & Procedures by 2026.</p> <p>S2. CWOO will acquire an ISD # by 2026.</p> <p>S3. New school building is completed by 2029.</p> <p>S4. Adequate student enrollment in each grade is met annually from 2030-2034.</p>

Background

With nearly fifty percent (45%) of the Nation's population under 25 years (January 2024), education is a key priority for LSIC. The young and growing population within the LSIC is facing rising unemployment and poverty rates. Yet, a cultural renaissance has gained momentum and positive results, providing community development, strengthening pathways of health and wellness, and a renewal of hope and vibrancy within the community. These efforts are supported and connected by a clear community vision.

The vision of the Lower Sioux Indian Community is a healthy, safe, and happy community – grounded and guided by Dakota culture, traditions, and language –where every person contributes to a diversified social and economic life. The people grow, adapt, and innovate together, through opportunities that span the generations and seek continuous success.

Further, community-wide strategic goal setting was conducted in 2016 to solidify the path towards this vision. Specifically, two community goals called for the creation of the LSIC Education Department and continue to guide the direction for this project.

LIFE-LONG LEARNING GOAL: To strengthen our community's life-long goal of balance, mentally, physically and spiritually that aligns with our Dakota values; and

SPIRITUALITY & WELLNESS GOAL: To empower the community with opportunities in spiritual, physical, and mental wellness by connecting to Dakota traditions, language, and values as we honor and secure Dakota sovereignty for balance and future generations.

Several new lifelong learning initiatives are underway at LSIC that provide resources and opportunities that align with the outlined educational strategies described in the recommendations section of this plan.

1) Çaŋšayapi Wakanyeža Owayawa Oti (CWOO) is a Language Immersion Early Head Start & Head Start School, for Birth-5-year-olds and their families, that nurtures the community's next generation of Dakota language speakers and prepares them for school. CWOO serves as a community educational anchor for this project.

2) Wawokiya is an Intergenerational Mentoring Program providing an integrated approach to restore traditional mentoring practices and implement evidence-based mentoring strategies within the community.

3) Çaŋšayapi Wicoicage Oti is an Intergenerational Cultural Incubator combining art and business entrepreneurship by providing classrooms, art studios, a commercial kitchen, and space to hold workforce development training.

4) Çaŋšayapi Food Pantry is a Resource Hub that provides food and connects citizens and area residents to community resources and services.

5) Construction & Trades Cankuya is a community-based Education and Skills Development Program in partnership with higher educational institutions in Minnesota for training and work readiness. Past and current Cankuya partnerships have included: (i) a partnership with MN West Community & Technical College for a Construction and Trades Program to build and repair homes within the community; and (ii) a teacher training program in partnership with St. Cloud State University.

These lifelong learning initiatives align with LSIC's long-range strategic goals by meeting the needs defined by the community and strengthening the educational sovereignty of the tribe through targeted internal capacity building investments. The combined initiatives and investments provide opportunity to exponentially increase the energy, resources, and synergy to realize the community's vision.

The new Çanşayapi Education Plan further complements, and expands, these existing goals and resources.

Approach

LSIC Education and Planning Departments contracted with Teresa Peterson, EdD, an indigenous educator, evaluator, author, and citizen of Upper Sioux Community, to develop and write the Çanşayapi Education Plan. Under Dr. Peterson's guidance, LSIC adopted the following approaches.

- 1. Research, gather information, and provide resources to support the education initiative, inclusive of:
 - a. Education governance structures.*
 - b. Federal, state, and tribal policy issues.*
 - c. Operations and financial resource sustainability factors and resources.*
 - d. Education pedagogical and curricula frameworks and resources.*
 - e. Education and Native language resources and best practices.**
- 2. Identify and develop best practices and supportive policies and procedures that provide accountability for the education department and effectively interface within established tribal codes and governing systems. Information gathered through the community-based education research and data collection process, the current education record keeping practices, and information gathered from the education planning retreat were used in the development of an Education Policies and Procedures Manual and a revised Higher Education Packet.*
- 3. Design and conduct strategic community-based research in collaboration with an education ad-hoc planning committee to develop a 10-year Education Strategic Plan. The following steps were taken:
 - a. Community-based data collection design.*
 - b. Cross-section community data collection.*
 - c. Synthesis and analysis of community data.*
 - d. Draft summary findings report and share for community feedback.*
 - e. Education planning retreat.*
 - f. Integration of findings and results in the development of the plan with guidance from the Planning Department and the Education Department.**

The resulting Çanşayapi Education Plan braids together these three approaches.

Research Framework and Methodology

The purpose of the community-based research process was to inform the design of LSIC's ten-year strategic education plan. The research framework is rooted in community perspectives and values and guided by the Education Ad Hoc planning committee.

To develop and write the plan, the lead evaluator/author applied a blend of research methodologies.

- Descriptive Methodology describes a situation and provides insight into experiences and may include a mixed-methods data collection process (i.e., quantitative and qualitative data). This plan utilizes data collected from surveys, interviews, and focus groups, which were then compiled and analyzed. Content analysis identified high level trends, patterns, and themes of quantitative data that was systematically compiled, coded, and analyzed.
- Community Based Participatory Action Research and Indigenous Methodologies were utilized. Both offer an emancipatory research process that is led by the community (e.g., consumers of education) and intended to make change or improve community conditions through the wisdom and strengths of the community. Specifically, the research design was led by the community, community citizens served as co-researchers, and its outcomes are intended to emancipate and advance educational change within the community. Collection of qualitative data was primarily gathered through surveys, interviews, and focus groups, and use of inductive analysis (i.e., gather data, look for patterns, develop findings). Dakota and Indigenous definitions and frameworks were used throughout the process to support and affirm tribal educational sovereignty. This is especially important considering the historic failure of Indian education led by U.S. government policies.

This project was led by Principal Investigator, Teresa Peterson EdD, the new Education Department staff, and the Ad-hoc Education Committee. The Ad-hoc Education Committee included representation from the Education Committee, Planning Department, Recreation Department, and Tribal leadership.

Guiding Questions. The Education Ad-hoc Committee was asked the following questions to guide and support the community research process.

- What knowledge, knowing, and understanding is needed for the LSIC's young citizens that supports the community's vision and goals?
- What does education sovereignty mean? The districts, states, and nation have very defined standards – but what about the tribe's education standards?

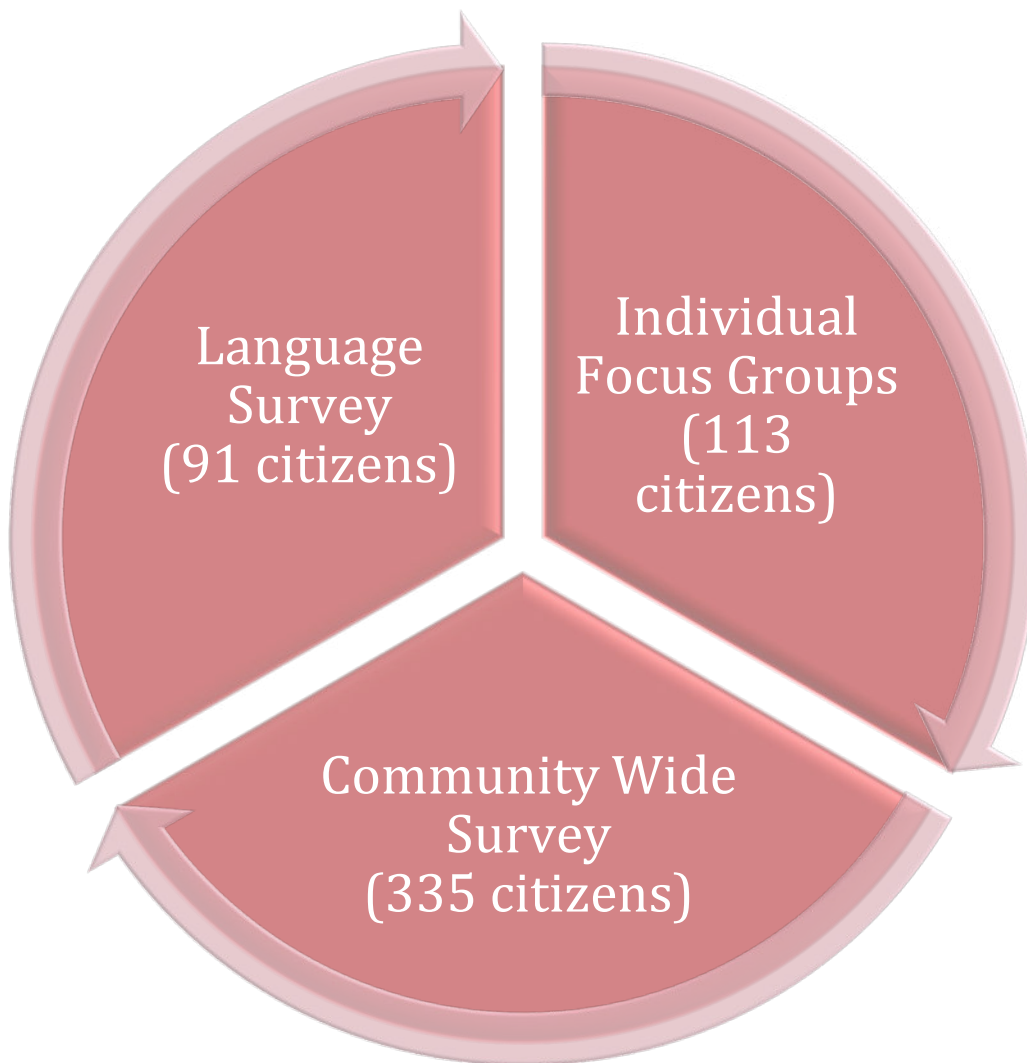
The Committee then identified over 40 questions to ask the community. Guiding questions developed by the Ad-hoc committee were categorized under each line of inquiry and are included in [Appendix A](#). While many contained overlapping concepts, six categories of inquiry emerged.

1. Gauge the community's perspective of the current educational system.
2. Gain an understanding of the gap in education opportunities for LSIC students.
3. Define education from the community's perspective.
4. Ensure alignment with the LSIC's Lifelong Learning and Spirituality and Wellness Goals.

5. Identify the education plan's goals, objectives, and strategies.
6. Identify resources needed to fulfill the education plan.

Stakeholders & Participants

The Education Ad-hoc Committee was then asked, who do we need to hear from in the community to help develop a plan. Overwhelmingly, the committee indicated everyone needs to be involved. However, they identified groups of stakeholders to ensure diverse perspectives were included in the discussion, including parents, youth and students, young adults, college students, elders, employed community citizens, and leadership. Participant target numbers were achieved. A final list of target numbers was identified to ensure a comprehensive cross-section of stakeholders and are listed in [Appendix B](#).



These three areas of participants included a diversity of LSIC citizens, as noted in the following lists.

Interviews and Focus Groups:

- 113 citizens
 - 7 College students – (3F,4M)
 - 9 Parents – (5F, 4M)
 - 7 Young adults – (3F, 4M)
 - 12 Employed community citizens – (8F, 4M)
 - 7 Elders – (5F, 2M)
 - 6 Youth Focus Groups (60)
 - 1 Early Head Start group (8)
 - 3 Tribal Council leaders – (2F, 1M)

Community-wide Survey:

- 335 adult citizens (36% of all qualified citizens or half of all qualified adult citizens)

Language Surveys:

- 51 youth and 40 adults (91 citizens)

Data Collection Process

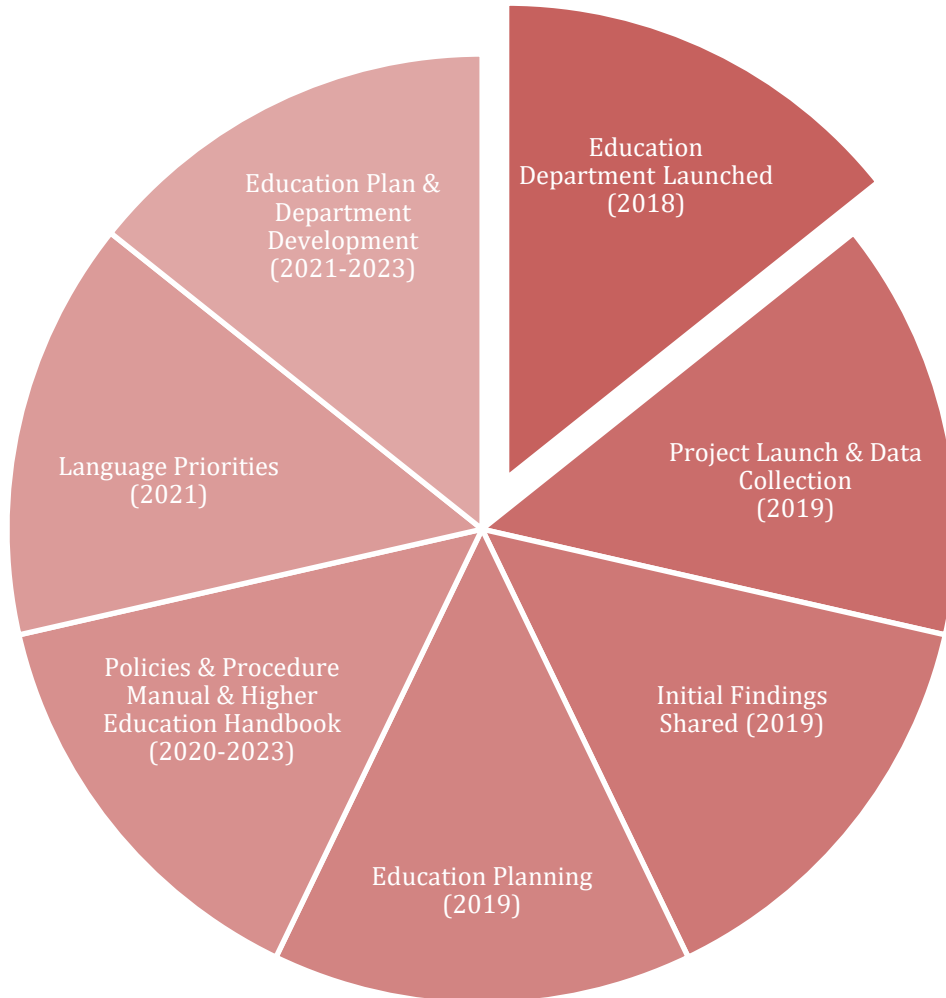
The collection of data required a range of methods to reach a broad level of engagement from the community. Use of surveys, focus groups, and in-depth interviews provided opportunity to sufficiently capture the first five categories of inquiry. The final question routes for Interviews, Focus Groups, and a Community Survey are included in [Appendix C](#).

Data Analysis

Data from surveys, interviews, and focus groups were systematically compiled and synthesized. An inductive content analysis informed trends and findings. In other words, thematic findings and theories emerged based on the data, rather than reviewing the data with a proposed theory in mind. Information and community data was gathered to determine the overall perspectives of the current education system; understand the educational opportunity gaps; define education; gain perspectives on alignment with the community's vision and comprehensive plan; and gain input on the educational strategies and goals. While synthesized data findings are included in the overall findings, broad analysis across all data gathered throughout supports the high-level trends and overall findings to inform the development of recommendations.

Plan Development Timeline

The development of the Çarşayapi Education Plan took place between 2018 and 2024. Although this was slightly longer than intended, the COVID-19 pandemic and required health measures put in place in the slowed progress.



2018 – LSIC Education Department Launch

October 2018 - March 2019 – Project Launch & Data Collection

The Research Design was approved by the Education Ad-Hoc Committee, Tribal Council, and Planning Department. The data collection took place over a 5-month period.

April 2019 - August 2019 – Findings Shared

A first level draft report of findings was provided for feedback from the Education Ad-Hoc Committee in April 2019. Additionally, it was shared during the community's back to school event and led by a group of community high school students in August 2019.

NOTE: In the 2019 Lower Sioux Annual Community Survey, the majority of the enrolled citizens identified their top three priorities for new tribal land development: housing, grocery store, and a tribal school.

October 2019 – Education Planning

An education planning retreat was held in October 2019 to support the development of education policies and procedures, formalizing the education department, and delineating roles and responsibilities of the education department, tribal council, and the education committee.

March 2020 - May 2021 – Policies & Procedures Manual & Higher Education Handbook

*Policy and procedure development continued through March 2020 and did not resume until December 2020 due to the **pandemic**. A final draft of the Education Policies and Procedures Manual was completed in March 2021 and is slated for tribal council adoption in 2024. An updated LSIC Higher Education Handbook was finalized in May 2021 and is being piloted for a year before formal adoption.*

May 2021 - August 2021 – Language Priorities

Additional community perspectives and information on Dakota language education priorities and strategies was collected via surveys from May through August 2021 by the Education Department staff and are integrated within this report.

August 2021- December 2021 – Education Plan & Education Department Development

Comprehensive compilation of data and information over 3+ years were shaped and organized into three primary recommendations with support from the Education and Planning Departments. The Çanşayapi Education Plan and recommendations detail each priority's objectives, strategies, responsible parties, benchmarks, activities, measures, and resources needed. Additional development support was provided during this period, including creation of education documents, communications, department budget, and staffing development.

Note: *During 2022 and 2023, and the rebuilding of programming at LSIC after the global COVID-19 pandemic, the Education Department began testing elements of the plan, the policies, and educational tracking system. In the 2023 Lower Sioux Annual Community Survey, over three-quarters of tribal citizens (76.47%) voted in favor of building a Tribal School.*

In February 2024, the Nation will review and comment on the Çanşayapi Educational Plan at a Tiospaye evening held at Jackpot Junction. Education Committee approval and then Council approval anticipated by Spring 2024.

KEY COMMUNITY RESEARCH FINDINGS

The key community research findings were analyzed and grouped into three parts:



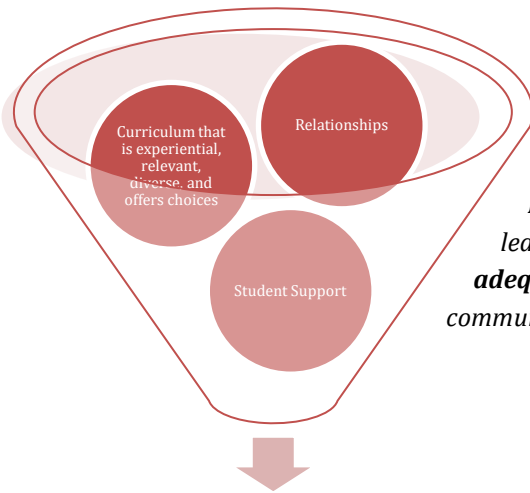
- *Part 1: Community-Wide Education Themes identifies the information gathered from community interviews, focus groups, and the community-wide survey.*
- *Part 2: Educational Retreat Results includes a summary from the Education Ad Hoc Committee retreat.*
- *Part 3: Dakota Language Themes includes additional perspectives of Dakota language and education priorities and strategies from adult and youth surveys and youth focus groups.*

The culmination of these three areas of investigation were used to shape the primary education vision, goals, objectives, strategies, and action plan of the Çanşayapi Education Plan. Furthermore, the findings support the establishment of LSIC's educational standards that serve as the underpinning for the tribe's Education Department.

Part I: Community-Wide Education Themes

The following is a summary of primary findings from information gathered through community interviews, focus groups, and a community survey that gathered the voices of hundreds of LSIC citizens. A detailed report of findings is in [Appendix D](#).

Educational Experiences. A total of **48.66% of LS adults had earned a high school diploma (2019)**, in comparison to 84.6% nationally and 86% in the state (2016-17). Higher education rates within the Nation are as follows: Some College 26.57%, Licenses or Certificates 4.78%, Associate's Degree 8.06%, Bachelor's Degree 5.37%, Master's Degree 1.49%, and Doctoral Degree 0.3%.



Relationships, education curricula (e.g., experiential learning, relevancy, choice, diverse perspectives), and **adequate student support** were significant factors on community perspectives of school experiences.

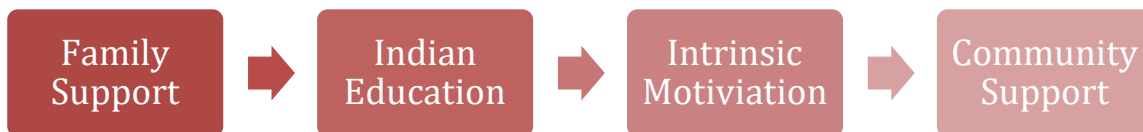
Positive School Factors for Identified by Çanşayapi Citizens

Current Education Systems. The citizens were asked their perspectives on the current education systems. They identified **three effective education models in place at Çanşayapi**:

1. Indian Education
2. LSIC's Higher Education Program
3. Çanşayapi Wakanyeza Owayawa Oti (CWOO)

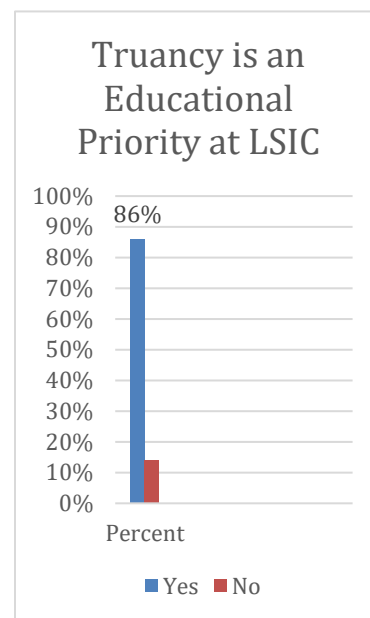
Overall, the citizens named **family support, Indian education, intrinsic motivation, and community support** as areas that prepare students for successful educational experiences. Reciprocal relationships, family and community connections, and setting personal goals were seen as the primary educational motivations for students.

Factors to Needed to Prepare Students, Identified by Çanşayapi Citizens



The Nation’s citizens identified key areas that were **missing** from student’s educational experiences. They included:

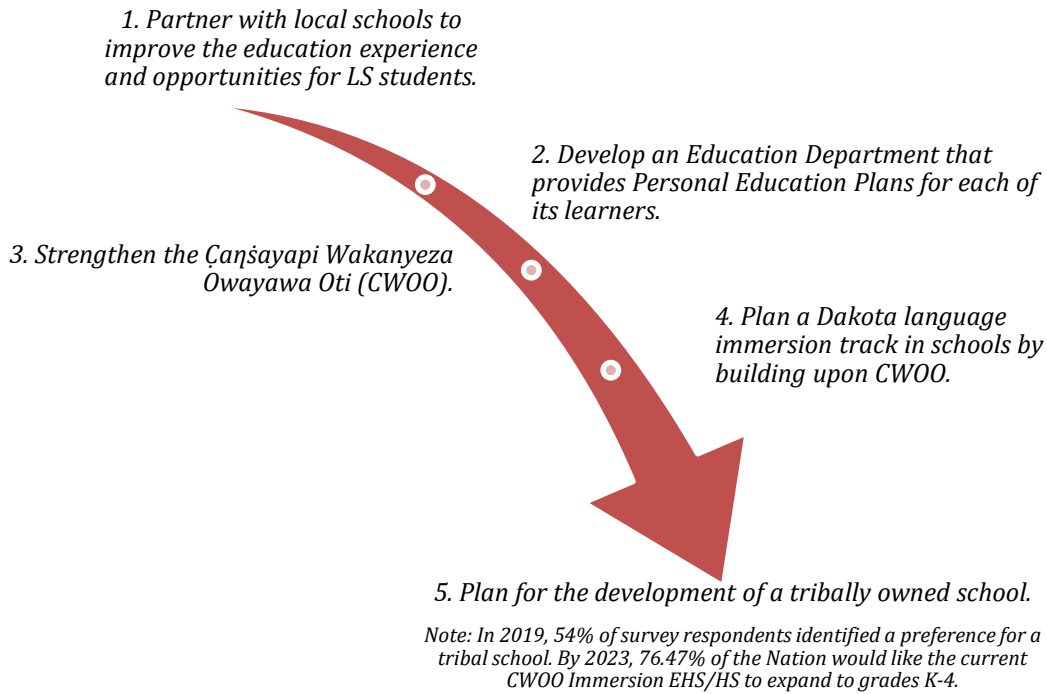
- **Navigation systems**
- **Life skills**
- **Cultural, Instructional, and Career Relevance**
- **Adequate Support Services and Resources**
- **Community Involvement**
- **Improved Communications**
- **Needed Tribal Program Improvements.**



Further, **86%** of the community survey respondents indicated **addressing truancy** as a community education priority, with a notable theme of fining parents to increase accountability.

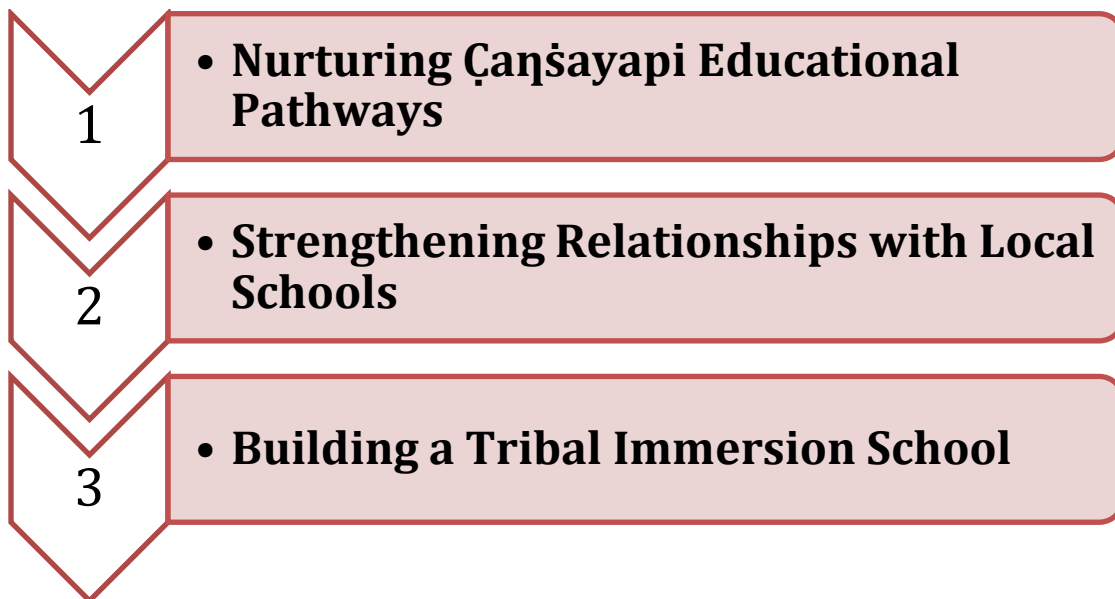
Community Education Priorities. The citizens shared information that defined education, frame community education standards, and described the knowledge, values, and learning approaches for shaping the future education programming for its young citizens. In reviewing the community data, **five education priority** areas emerged among the Cansayapi citizens, as shown in the chart on the next page. To avoid overlap, these five education priority areas were **condensed into three educational priorities** for the **Çanşayapi Education Plan for 2023-2034.**

Top 5 Çanşayapi Community Education Priorities



Because priorities three to five (3-5) are deeply connected, the priorities were condensed into three. These three retain the original call of the citizens of LSIC, and also promote greater ease for implementation.

Final Çanşayapi Community Education Priorities for the Çanşayapi Education Plan:



Part II: Education Retreat Results

Retreat Information. The following is a summary of information gathered at the Education planning retreat. A detailed report of findings is in [Appendix E](#).

The Education Ad-hoc Planning Committee developed a Vision and Mission for the Education Department, defined the structure, roles, and responsibilities of an Education Department, and identified gaps in education policies and procedures.

Lifelong Learning Vision: A perpetual fire that ignites and empowers well-balanced self-determined successful individuals that learn and share the gift of intergenerational knowledge to optimally supports and contributes reciprocal life-long learning and success for self, family, community, and globally for seven generations ahead.

Education Department Mission: To connect and equip Çanşayapi citizens with resources and services to explore and fulfill their self-determined life-long learning and sharing goals.

Roles and Responsibilities. The retreat also provided opportunity for the group to re-define the roles and responsibilities of the volunteer Education Committee and the new Education Department staff as well as the role of the Tribal Community Council. The Education Committee will focus on setting policy and guidance for the Education Department staff to administer. The Education Department staff will administer these policies. The shift of the administrative role from the committee to the Education Department included a list of detailed responsibilities of the current full-time Education Department Coordinator. They also discussed the role of the Tribal Council and their role as ultimate authority with an emphasis for clarity, transparency, and respect of approved policies, procedures, and process.

New Education Department Logo: The newly designed Education Department logo was created by LSIC tribal citizens, Jesse Kodet and Bruce Helsper in response to ideas and vision that arose during the Education Planning Retreat. The new logo integrates a book with the cover filled with a bow and arrows. It reflects and combines the Dakota phrase, “Țokata Ihduwiŋyeya” – To Prepare for the Future and the legacy of Ohiyesa, a Bdewakaŋtuŋwaŋ Dakota from Çanşayapi. Ohiyesa, later known as Charles Alexander Eastman was encouraged to attain an education by his father, Ite Wakaŋhdi Ota (Jacob Eastman) who said that books are “the bows and arrows of the white man”. Ohiyesa, Dr. Charles Eastman attended Beloit and Dartmouth colleges, earned a medical degree from Boston Medical School, and became the first Native American doctor. He served as resident physician during the tragic events of Wounded Knee and later at the Crow Creek reservation. He also was employed as Native advisor to the YMCA and Boy Scouts of America, translator of names for the Indian Service, and published thirteen books. Despite his success, Eastman retained his Dakota values and ways of being. Our hope is that the education logo inspires today’s youth and future generations to prepare for the future – Țokata Ihduwiŋyeya!

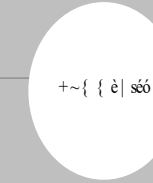
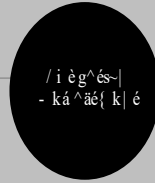
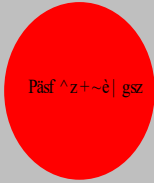


Soon after the Education Retreat, members of the Ad-Hoc Committee and Dr. Peterson identified the potential to link Dr. Martin Brokenleg’s work on Native youth resiliency with the Education Retreat’s vision and mission statements. The following graphics were created to support the LSIC Education Department.

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Belonging

- Be a good relative - To all persons and all things.
- Know who you are.

Interdependence

- Develop relationship skills.
- Exercise humility.
- Be mindful of treatment to others - Acquire conflict resolution skills.
- Develop communication skills.

Tokata Iduwiyeya

Generosity

- Being present - Be mindful, participate, ambitious, and tenacious.
- Responsibility to family, community, to the people and to share what you learn

Mastery

- Acquire basic life skills.
- Invest in self - in one's education, skills, and work ethic.
- Whole person development.
- Be disciplined.
- Have discernment - Versus lack of choice or being controlled.
- Build emotional growth.

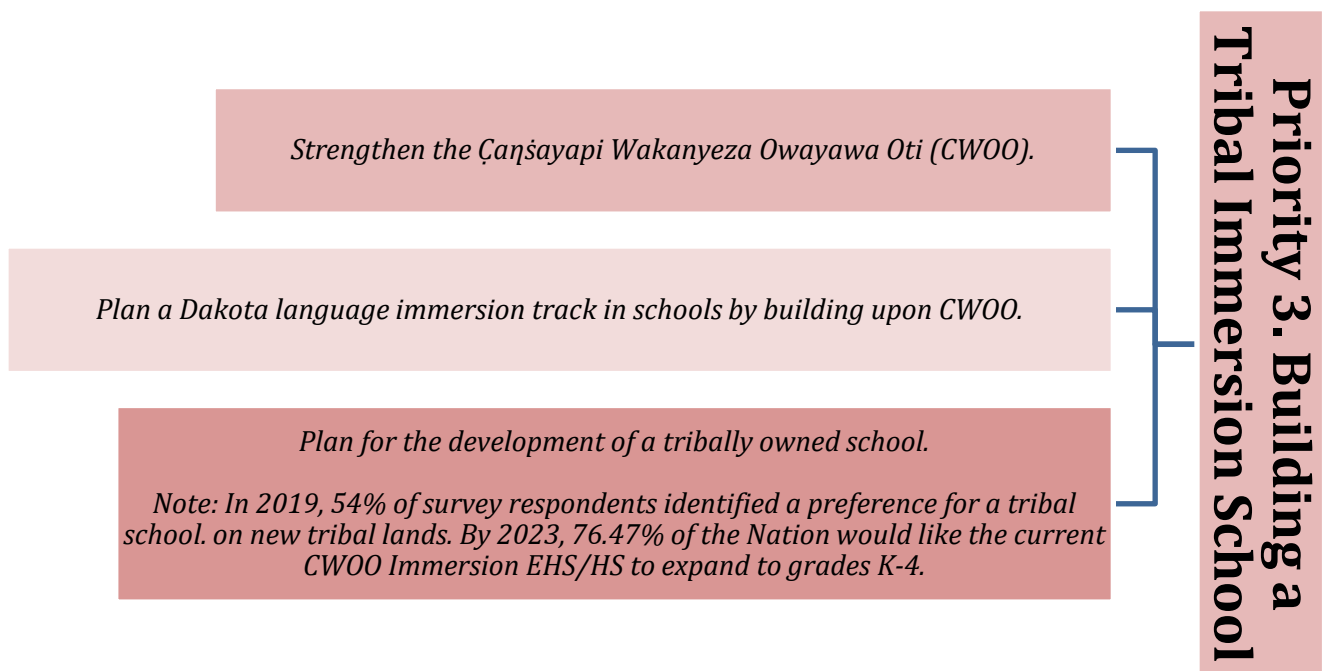
Part III: Dakota Language Themes

Language and Education Perspectives. The following is a summary of findings of youth and adult perspectives on Dakota language and education priorities and strategies. A detailed report of findings is in [Appendix F](#).

Dakota Language. There continues to be a **strong interest** from youth and adults for Dakota language programming. Youth currently prefer learning Dakota language in school rather than after school. Adults concur, they prefer their youth to learn in 9-12 public schools and in CWOO for those birth to age five over at home or other places.

Adults expressed a strong desire to add more language learning opportunities for youth and families. They identified **three primary areas** to expand language, including language classes at the new incubator for youth, families, and adults, by expanding grades and language in CWOO and additional learning opportunities in the public schools.

Language and Education Strategies and Priorities. Most youth and adults shared a preference for the community to have their **own tribal school** in support of language learning and youth would be more likely to learn if the community had their own tribal school. Adults were in favor of adding one grade per year to CWOO and developing a tribal school on the community's new lands. Additional comments from adults centered on increasing language learning options (e.g., electronic, virtual, expansion of grades), expressed importance of the language. However, there were some comments in opposition for the tribe pursuing its own school due to the history of previous efforts and a desire to keep all students united. Additional comments including building teaching capacity which aligned with a significant interest from youth in becoming a teacher if the community developed its own tribal school. These priorities from the Nation's citizens led to the identification of three of the top five educational priorities in the Nation, which was then condensed into the third educational priority for the Çanşayapi Education Plan, as shown in the graphic below.

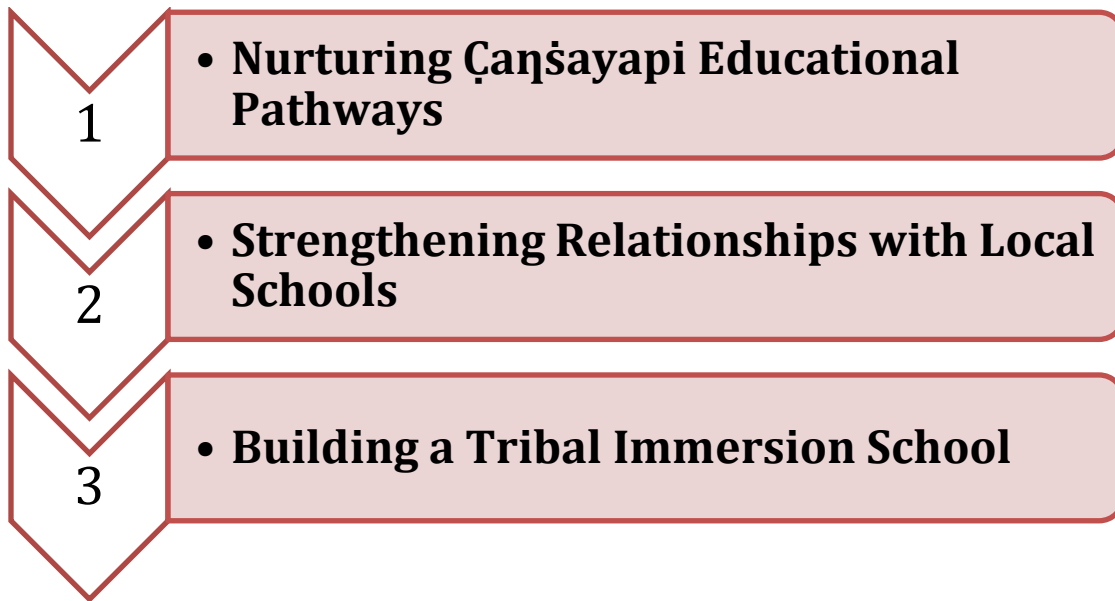


RECOMMENDATIONS AND ACTION PLAN

The following strategic education plan recommendations are based on the original intent of the project and the community-based summary findings. Recommendations span across ten years. However, phases ought to be adapted and tailored depending on capacity and resources. The recommendations are guided by the community's vision and established priorities. It also considers traditional Dakota ways of teaching and learning and identifying the priority educational needs of its youngest citizens.

Çaṅsayapi Educational Priorities

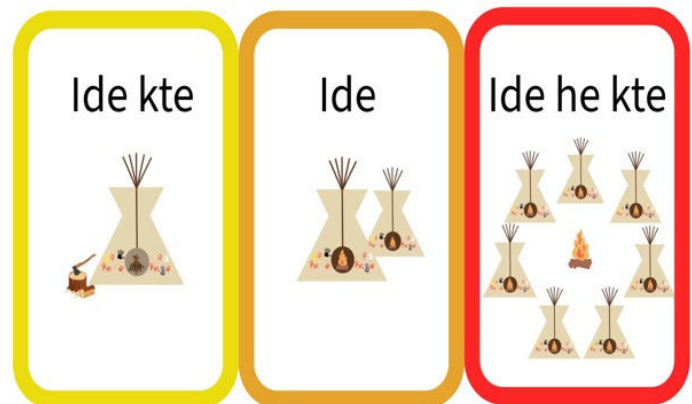
Again, the community-based research and analysis identified three primary educational priorities for the Çaṅsayapi Education Plan:



Çaṅsayapi Educational Phases

Each of these priorities will be addressed over ten years through the following phases that represents three stages of burning the educational fire at Çaṅsayapi—Kindling, Building, and Sustaining.

- **Phase I: Ide Kte/Kindling the Fire—2023-2026:** During this first phase of implementing the Çaṅsayapi Education Plan, the Education Department will focus on initiating project objectives and strategies.
- **Phase II: Ide/Building the Fire—2027-2030:** During the second phase of implementing the Çaṅsayapi Education Plan, the Education Department will focus on strengthening the objectives and strategies.
- **Phase III: Ide he Kte/Sustaining the Fire—2031-2034:** During the last phase, the Education Department will focus on sustaining the project objectives and strategies.



Çaŋsayapi Educational Objectives & Strategies

Below is an overview of the Çaŋsayapi Education Plan's three education priorities and their corresponding objectives and strategies.

Priority 1: Nurture Çaŋsayapi Educational Pathways	
Objectives	Strategies
1a) Formalize the Education Department	Strategy 1: Build a strong foundation for the Education Department.
1b) Increase Post-Secondary Guidance.	Strategy 1: Students will access post -secondary guidance & support with annual activities & services
1c) Strengthen and expand the Cankuya Pathways Program.	Strategy 1: Continue with & strengthen program to support development & capacity building Strategy 2: Design & administer Community Career Needs Assessment Strategy 3: Develop & Administer a Mentoring & Career Exploration Program for 9-12 th grade students
1d) Canku Teca Learning Plans for LSIC learners	Strategy 1: Develop & Maintain Canku Teca Learning Plans for grades 9-12 th Strategy 2: Develop & maintain Plans with 5 th -8 th grade students Strategy 3: Develop & maintain Plans with K th -4 th grade students
Priority 2: Strengthen Relationships with Local Schools	
Objectives	Strategies
2a) Decrease truancy rates.	Strategy 1: Increase truancy prevention programming for children & families Strategy 2: Apply pro-active & consistent truancy policy in schools.
2b) Increase teacher's cultural competency	Strategy 1: Provide professional teacher development support in schools to increase competency & Native content & pedagogy
2c) Increase student participation and Improve student's educational experience through collaboration between the tribe and schools	Strategy 1: Improve the Educational experience of Native students through collaborative strategies & plans between tribe & schools.
Priority 3: Build a Tribal Immersion School	
Objectives	Strategies
3a) Strengthen CWOO capacity for full Dakota language immersion.	Strategy 1: Strengthen capacity of CWOO's existing school for Birth to 5-year-olds.
3b) Expand CWOO to become a Birth-4 th Grade Tribal School.	Strategy 1: Prepare and plan to strengthen and build CWOO's capacity to become a tribal immersion school Strategy 2: Build credentials to become an independent tribal school. Strategy 3: Build a new school at Lower Sioux to accommodate Birth to 4 th grade learners. Strategy 4: Expand CWOO's teaching capacity to become a Birth – 4 th grade Tribal School.

Activities

The following charts outline the thinking and rationale for many of the activities required to achieve the Educational Priorities of Çanşayapi. Some of these activities were condensed and/or expanded in the tasks identified in the timeline tool that appears later in the plan.

Priority 1: Nurture Çanşayapi Educational Pathways

Objective 1a) Formalize the LSIC Education Department.

This objective has one strategy.

Strategy 1: Build a strong foundation to the Education department.

Who: Education Department staff, Education Committee, and the LS Tribal Council.

Activities:

a) Adopt the Education Vision and Mission as developed and recommended by the Education Ad-hoc Committee. Ensure new initiatives and related decision making is aligned with the community's adopted vision and mission by revisiting annually.

Lifelong Learning Vision: A perpetual fire that ignites and empowers well-balanced self-determined successful individuals that learn and share the gift of intergenerational knowledge to optimally support and contribute reciprocal life-long learning and success for self, family, community, and globally for seven generations ahead.

Education Department Mission: To connect and equip Çanşayapi citizens with resources and services to explore and fulfill their self-determined life-long learning and sharing goals.

b) Adopt the Education Policies and Procedures Manual as developed and recommended by the Education Ad-hoc Committee.

Formalizing the Manual is significant as it shifts the previous process and responsibility of daily administration from volunteers of the Education Committee to paid staffing within the Education Department. The essential duties are delineated accordingly, the Education Committee; Tribal Council; and Education Department staffing are described in the Education Policy and Procedures Manual. The Manual provides adequate guidance for the daily decisions and administration by staff and only in extenuating circumstances or situations not clearly defined by the policies and procedures should decision making be sought by the Education Committee and Tribal Council.

c) Adopt and incorporate the community's definition of education and the Çanşayapi Education Standards.

The community's definition and education standards provide a more holistic and comprehensive pedagogy into the programming and administration of the Education Department.

Çanşayapi Definition of Education: Education is a never-ending, everyday life-long opportunity to interactively learn through physical, spiritual, and mental experiences, through others, books, and real-world

applications. Education grows your thinking, expands your knowledge and understandings, and broadens perspective. Education is earned and cannot be taken from you – it opens doors and provides power. Education supports a rounded well-balanced human being, knowing who you are as a Dakota and nurtures independence. Education is a quest for answers that is practiced, retained, applied, shared, and continues to ask questions. Education leads to success in your own terms by excelling, thriving, and accomplishing your own vision and goals, and contributes to community.

Çaŋsayapi Education Standards: The LS community indicated a need to realign and incorporate a traditional Dakota educational philosophy. The descriptions generated by the community provide the development of Çaŋsayapi 's Education Standards and mirror the Circle of Courage model (Brokenleg, 1991), thus are framed accordingly (i.e., belonging, mastery, interdependence, and generosity).

d) Budget

e) Staffing

f) Education staff will build their understanding and capacity in alignment of the community's education framework through participating in annual training and educational opportunities (e.g., Circle of Courage model, student-centered learning).

g) Evaluation

Objective 1b) Increase Post-Secondary Support and Guidance for LSIC Students.

This objective has one strategy.

Strategy 1: LSIC students will have access to post-secondary guidance and support through annual activities and support services for post-secondary transition.

Activities:

a) Host live and virtual sessions on the Higher Education Packet and Education Policies and Procedures for college students, upcoming post-secondary students, parents, and community.

b) Provide additional informational sessions to ensure transparency and information access, including videos, community newsletter and website. By October- share FAFSA opening. By March- share Higher Ed Packet.

c) Host live and virtual sessions on FAFSA, external higher education scholarships with students, parents, and community.

d) Provide direct support for families and students to complete applications.

e) Create and integrate alternative information materials to support transitional higher education steps across community.

Objective 1c) Strengthen and expand the Cankuya Pathways Program.

This objective has three strategies.

Strategy 1: The Education Department will continue with and further strengthen the Cankuya Pathways Program to support the development and capacity building of citizens to fulfill community careers needs.

Activities: Partner with MN West Community College and others to provide community-based post-secondary training for LS citizens. Community-based post-secondary training will increase the skills of community members and support career placements within the community, furthering the capacity building and development of the community. The Education Department will:

- a) Continue with the Construction Trades Program annually.
- b) Launch new priority trades with area partners, including those identified by the community (i.e., information technology, solar energy, electricity, plumbing). Up to one new program may be launched each year (as funds are available).
- c) Work collaboratively with the Planning Department, across tribal programs, tribal business, and new initiatives to implement community-based post-secondary training programs.

Strategy 2: Design and administer a Community Career Needs Assessment.

Activities: Design and administer an assessment that will identify the staffing, leadership, and capacity needs across community programs, tribal departments, and businesses. The Education Department will bolster awareness and advocacy of the skills, leadership, and positions needed across community.

- a) Conduct needs assessment across tribal programs, departments, and businesses.
- b) Develop and share needs assessment report with community and leadership.

Strategy 3: Develop and administer a Mentoring and Career Exploration Program for 9th-12th grade students.

Activities: Design, plan, and administer a Mentoring and Career Exploration Program for 9-12th grade students to further advance the goal of filling positions with Çanşayapi citizens and providing relevant learning experiences for learners.

- a) Secure planning resources. Develop planning schedule with partners.
- b) Review assessment report, design program with partners, including identifying needed resources.
- c) Pilot Mentoring and Career Exploration Program for 9-12th grade students.
- d) Assess pilot program, identifying strengths, gaps, and needed changes in program.
- e) Administer the annual Mentoring and Career Exploration Program.

Objective 1d) LSIC learners are supported in lifelong learning goals through Canku Teca Learning Plans.

Canku Teca Learning Plans are intended to support the community's learners throughout their life for the following community-identified areas:

Life skills development (e.g., coping, financial, independent living, work ethic).

Individual goal development (i.e., create a personal vision and prepare self).

Whole person development (i.e., knowledge and values of a Lower Sioux citizen, passionate and lifelong learning, spirituality and well-being, and preparation to walk in two worlds successfully).

Canku Teca Learning Plans (Appendix I) shall include individualized learning goals, career pathways, academic data and progress, programs, services, and resource information. Learning Plans are developed between the learner, Education Department staff (Lifelong Learning Advisor), parents/guardians, and other support persons if appropriate (e.g., Indian Education school staff, mentors).

This objective has three strategies.

Strategy 1: Develop and maintain Canku Teca Learning Plans for LS children grades 9-12.

Activities: *The Education Department will build its capacity to support the development and maintenance of Canku Teca Learning Plans of Lower Sioux children in grades 9-12 and post-secondary learners.*

To support successful administration and maintenance of individual educational information and plans of learners, the Education Department will:

- a) Identify and build software needed to track individual learner support and progress.*
- b) Realign LS's education budget to increase staffing capacity.*
- c) Secure Lifelong Learning Advisor (LLA) for individualized and on-going coaching support.*
- d) The LLA will provide support to learners through their individual strengths and provide career exploration.*
- e) The LLA will align individual supports with the Wawokiya and Wicoicage Oti.*
- f) The LLA will align parental involvement and secure needed training.*
- g) The Education Department and collaborators and partners will align approach to – let's figure this out together and what can we do to help through monthly team meetings.*

Strategy 2: Develop and maintain Canku Teca Learning Plans for LS children grades 5-8.

Activities: The Education Department will build its capacity to support the development and maintenance of Canku Teca Learning Plans of Lower Sioux children in grades 5-8.

To support successful administration and maintenance of individual educational information and plans of learners, the Education Department will:

- a) Realign LS's education budget to increase staffing capacity.
- b) Secure an additional Lifelong Learning Advisor (LLA) if needed, for individualized and on-going coaching support.
- c) The LLA will provide support to learners through their individual strengths and track individual learner support and progress.
- d) The LLA will align individual supports with the Wawokiya and Cultural Incubator.
- e) The LLA will align parental involvement and secure needed training.

Strategy 3: Develop and maintain Canku Teca Learning Plans for LS children grades K-4.

Activities: The Education Department will build its capacity to support the development and maintenance of Canku Teca Learning Plans of Lower Sioux children in grades K-4.

To support successful administration and maintenance of individual educational information and plans of learners, the Education Department will:

- a) Realign LS's education budget to increase staffing capacity.
- b) Secure an additional Lifelong Learning Advisor (LLA) for individualized and on-going coaching support.
- c) The LLA will provide support to learners through their individual strengths and track individual learner support and progress.
- d) The LLA will align individual supports with the Wawokiya and Cultural Incubator.
- e) The LLA will align parental involvement and secure needed training.

Priority 2: Strengthen Relationships with Local Schools

Objective 2a) Decrease School Truancy Rates of LSIC children.

This objective includes two strategies.

Strategy 1: Increase truancy prevention programming for children and families with a focus on children in grades K-9 and their families.

Activities:

- a) Include attendance goals in the student's Canku Teca Learning Plans.
- b) Hold weekly family support activities in the new intergenerational learning facility at Lower Sioux.
- c) Provide intensive support to families where children are or are at risk of becoming victims of child neglect or truancy through a dedicated Family Support Specialist that provides relationally grounded cultural and linguistic prevention and intervention.

Strategy 2: Apply a pro-active and consistent truancy policy in schools (e.g., schools call parents earlier in day).

Activities:

- a) Assess current school truancy policies and how they are implemented.
- b) Identify gaps and strategies to ensure consistency.
- c) Review school truancy policies and their implementation annually.

Objective 2b) Increase Cultural Understanding and Practice among Teachers in Local Schools.

This objective includes one strategy.

Strategy 1: Provide support for professional teacher development in local schools to increase cultural competency, inclusive of Native content and pedagogy of teachers and staff.

Activities:

- a) Design, plan, and coordinate biannual district-wide conferences. Workshops and conferences held Q1.
- b) Provide specialized Native content and teacher pedagogy training (e.g., historical trauma, Indian education, sovereignty) for an ongoing cohort of teachers working to improve their curriculum. Annual planning for Summer Teacher Cohort Trainings.

Objective 2c) Improve Support for Native Student Participation and Engagement in Schools Improve the Educational Experience of Native Students through collaborative strategies and plans between the tribe and the local schools.

This objective includes one strategy.

Strategy 1: Increase collaboration between LS Education Department and the Indian Education departments within the local schools to improve support for Native student participation, engagement, and student belonging in school.

Activities: Indian Parent Advisory Committees will work to address the following areas defined by the community. Work will include assessing current situation of each area, identify goals and strategies and monitoring progress (measures). Develop the task force for these areas. The task force will identify benchmarks for each activity.

- a) Work towards 100% completion rate of 506 Title VI Indian Education Forms by parents.
- b) Increase the participation of students in Indian Education activities by expanding outreach and streamlining communication (e.g., direct messaging) to parents and students.
- c) Ensure 100% of LS students grade 11-12 have a post-secondary plan in place.
- d) Increase Indian Education staffing to adequately meet the needs of students.
- e) Increase participation and support for extracurricular activities for LS students.
- f) Identify strategies to bridge the Redwood Falls and Cedar Mountain Schools in support of all LSIC students, rather than promoting competition.
- g) Address bullying and racism incidents in the school.
- h) Develop a Native teacher recruitment plan.
- i) Addressing student needs identified through Annual Tribal Consultations with area school districts each year by Q4.
- j) Increase support for addressing individual Adverse Childhood Experiences and mental health needs of Native students.
- k) Increase and expand Dakota language, culture, and history learning opportunities across school curricula.
- l) Incorporate financial management and budgeting skills in curricula.

m) Provide exploration and learning opportunities in STEM fields and initiate the development of an American Indians in Sciences & Engineering Society chapter.

n) Develop a plan to increase educational relevancy by offering more class choices and options for students.

o) Identify and utilize individual student motivators, beyond sports to excel in school.

Priority 3: Build a Tribal Immersion School

Objective 3a. Strengthen the capacity of the Çanşayapi Waḡanyeža Owayawa Oṭi to fully implement Dakota language immersion.

CWOO or the Lower Sioux Early Head Start and Head Start opened in 2018 to meet the need for increased cultural connections and wrap-around services for families with children from birth to age 5. Developing teachers, more curriculum, and acquiring immersion credentialing were identified by the community to advance the goal of meeting full Dakota language immersion.

This objective has two strategies.

Strategy 1: Strengthen the capacity of CWOO to increase language immersion.

Activities: CWOO will strengthen its capacity by:

- a) Develop additional language immersion curriculum.
- b) Collaborate with a LSIC teacher training cohort of 10-15 individuals by launching the community-based Teacher Cankuya Pathways Program with St Cloud State University in their Indian Teacher Training Program.
- c) Teacher cohort receives training through Master Language Speaker utilizing updated language immersion curriculum. Language assessments completed each semester.
- d) Identify committed K-1st grade teacher candidates for the Dakota language immersion teacher pipeline by introducing Language Apprentices to work in LS's Incubator and at CWOO.

Strategy 2: Strengthen the capacity of CWOO to teach in full language immersion.

Activities: CWOO will strengthen its capacity by:

- a) Continue to develop teachers through the Teacher Cankuya Pathways Program with focus on 2nd-4th grade teacher candidates.
- b) Cohort one (Pre-K-1st grade) Teacher candidates acquire Dakota immersion credentialing.
- c) Cohort two (2nd-4th grade) Teacher candidates acquire Dakota immersion credentialing.

Objective 3b) Çanşayapi Waḡanyeža Owayawa Oṭi will expand to become a Birth- 4th Grade Tribal School.

This objective has three strategies.

Strategy 1: CWOO prepare and plan to strengthen and build their capacity to become a tribal immersion school.

Activities: CWOO staff will engage in strategic planning to develop an implementation plan that supports their development in becoming a tribal school.

a) Hold preliminary planning sessions to discuss and address the following community concerns. Acquire school planning grant.

+ Complete an implementation plan for the expanded Tribal School, which integrates community values, priorities, growth plan, and the physical structure of the new school.

+ Complete the expanded Tribal School's policies & procedures handbook.

+Ensure CWOO has acquired the capacity to maintain Dakota language immersion programming before expanding.

+Ensure Community Data is pushing towards Grades K-4th Grade as additions to Birth-age 5 for expanded Tribal School or review possibility of Immersion school within a school.

+Development and recruitment of an adequate number of qualified Native teachers.

+Ensure quality education will be provided and that issues from past failures and the closures of local charter schools are not repeated.

+Ensure there is an adequate number of students for future enrollment.

+Ensure a viable funding mechanism is in place to sustain school funding.

b) Visit 2-3 tribal schools, preferably with different funding models (e.g., charter school, BIA, Niigaane Ojibwemowin Immersion Program). Determine best model for LS.

c) Develop strategic plan for the expansion of CWOO as a Tribal School.

Strategy 2: CWOO will build credentials to become an independent tribal school.

Activities: Based on the desired funding model (e.g., charter, BIA), CWOO and the LSIC will acquire the needed credentials to be identified as an independent tribal school.

a) Research and complete requirements for independent tribal school district designation.

Strategy 3: CWOO will build their capacity to be able to expand by one grade per year.

Activities: The following capacity building steps and phased planning will support the development of a tribal immersion school adding one grade per year.

a) The Planning Department, CWOO, and program collaborators will begin fundraising for a new school building by 2022. Will begin and complete aggressive Fundraiser plan by Q4 2024 through 2027.

b) CWOO will meet any remaining credentialing as an independent K-4th grade school by 2028..

- c) The newly chartered tribal school will meet pre-development needs by 2027.*
- d) The LS will start and complete building a new school building to adequately support the needs of the Çanşayapi Tribal School between 2028 and 2029.*
- e) Dakota language teachers and Master Speaker (4) will be hired to begin curriculum development and teacher language apprenticeship for K-4th grade with a focus on each grade level to coincide with opening beginning in 2026 through 2030.*
- f) The new Cankuya teachers are hired to be placed in Çanşayapi Tribal School. Transitional steps will begin - Kindergarten, 2030; 1st Grade, 2031; 2nd Grade, 2032; -3rd Grade, 2033; -4th Grade, 2034.*
- g) The Çanşayapi Tribal School will add a kindergarten Dakota language immersion class by 2030.*
- h) The Çanşayapi Tribal School will add a first grade Dakota language immersion class by 2031.*
- i) The Çanşayapi Tribal School will add a second grade Dakota language immersion class by 2032..*
- j) The Çanşayapi Tribal School will add a third grade Dakota language immersion class by 2033..*
- k) The Çanşayapi Tribal School will add a fourth grade Dakota language immersion class by Q3 2034.*

	Strategy 2: <i>Design & administer Community Career Needs Assessment</i>	<i>i) Conduct annual needs career assessment across tribal programs & businesses</i>	<i>Education Coordinator, Planning Department, Leadership, HR, & Program Directors</i>				X	X	X	X	X	X	X	X	X
		<i>ii) Develop & share career assessment report with community & leadership</i>	<i>Education Coordinator, Planning Department, & Leadership</i>				X	X	X	X	X	X	X	X	X
	Strategy 3: <i>Develop & Administer a Mentoring & Career Exploration Program for 9-12th grade students.</i>	<i>i) Secure planning resources. Develop planning schedule with partners</i>	<i>Education Coordinator, Planning Department</i>				X								
		<i>ii) Review assessment report, design program with partners, identify resources.</i>	<i>Education Coordinator, Planning Department</i>					X							
		<i>iii) Pilot Mentoring & Career Exploration Program for 9-12th grade students</i>	<i>Education Coordinator</i>						X						

		iv) LLC aligns individual support with other tribal youth serving programs, eg. Wawokiya & Wicoicage Oti	Lifelong Learning Coordinator				X	X	X	X	X	X	X	X	X
		v) LLC aligns parental involvement & secured needed training	Lifelong Learning Coordinator				X	X	X	X	X	X	X	X	X
		vi) Ensure Education staff, collaborators & partners align with strength-based approach, "Let's figure this out together and what can we do to help"	Lifelong Learning Coordinator, Education Coordinator				X	X	X	X	X	X	X	X	X
	Strategy 2: Develop & maintain Plans with 5 th -8 th grade students	i) Realign education budget to support increased staffing needs	Education Coordinator, Education Committee, Finance				X	X	X						
		ii) Secure additional staffing to support individual	Education Coordinator, Planning Department					X	x						

		<i>coaching support.</i>													
		<i>iii) Provide support to learners on strengths & individual learning support</i>	<i>Lifelong Learning Coordinator</i>						X	X	X	X	X	X	X
		<i>iv) LLA aligns support with Wawokiya & Wicoicage Oti</i>	<i>Lifelong Learning Coordinator</i>						X	X	X	X	X	X	X
		<i>v) LLA aligns parental involvement & needed training</i>	<i>Lifelong Learning Coordinator</i>						X	X	X	X	X	X	X
	Strategy 3: <i>Develop & maintain Plans with Kth-4th grade students</i>	<i>i) Realign education budget to support increased staffing needs</i>	<i>Education Coordinator, Education Committee, Finance</i>					X	X						
		<i>ii) Secure additional staffing to support individual coaching support.</i>	<i>Education Coordinator, Planning Department</i>						X						

		<i>iii) Provide support to learners on strengths & individual learning support</i>	<i>Lifelong Learning Coordinator</i>							X	X	X	X	X	X
		<i>iv) LLA aligns support with Wawokiya & Wicoicage Oti</i>	<i>Lifelong Learning Coordinator</i>							X	X	X	X	X	X
		<i>v) LLA aligns parental involvement & needed training</i>	<i>Lifelong Learning Coordinator</i>							X	X	X	X	X	X

		<i>Consultations with schools</i>													
		<i>x) Increase support for addressing ACEs & mental health needs of students</i>	<i>Collaborative: LS Ed Dept, Schools' Indian Education, Parent Advisory Committee</i>			X	X	X	X	X	X	X	X	X	X
		<i>xi) Increase & expand Dakota language, culture, history learning opps in school curricula</i>	<i>Collaborative: LS Ed Dept, Schools' Indian Education, Parent Advisory Committee</i>	X	X	X	X	X	X	X	X	X	X	X	X
		<i>xii) Incorporate financial management & budgeting skills in curricula</i>	<i>Collaborative: LS Ed Dept, Schools' Indian Education, Parent Advisory Committee</i>			X	X	X	X	X	X	X	X	X	X
		<i>xiii) Provide STEM field learning opps, develop AISES chapter</i>	<i>Collaborative: LS Ed Dept, Schools' Indian Education, Parent Advisory Committee</i>				X	X	X	X	X	X	X	X	X
		<i>xiv) Develop plan to provide more class choices & options to</i>	<i>Collaborative: LS Ed Dept, Schools' Indian Education, Parent</i>					X	X	X	X	X	X	X	X

		<i>individuals by launching the Community-Based Teacher Cankuya Pathways Program with SCSU in their Indian Teacher Training Program.</i>													
		<i>v) CWOO Teacher cohort receives training through Master Language Speaker utilizing updated language immersion curriculum. Language assessments completed each semester.</i>	<i>CWOO Director, Dakota Language Teacher, Master Speaker, and UMN consultant with two tracks: -Advanced Cohort -Beginners Cohort</i>	<i>X (advanced)</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>						
		<i>vi) Develop & launch language teacher credentialing pathway for existing and new teachers</i>	<i>CWOO Director, Dakota Language Teacher, Master Language Teachers, Cankuya</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>						

Objective 3b:			Coordinator, Tribal Council													
	Strategy 1: Prepare and plan to strengthen and build CWOO's capacity to become a tribal immersion school.	i) Hold preliminary planning sessions to discuss and address Community Concerns. Acquire school planning grant.	Collaborative: CWOO, LSIC Education, LSIC Planning Department, Planning Consultant and Education Consultant		X	X										
		ii) Visit 2-3 Tribal Schools, preferably with different funding models (e.g., charter school, BIA, *) Determine best model for LSIC.	Collaborative: CWOO, LSIC Education, LSIC Planning Department, Planning Consultant and Education Consultant, & Architect		X	X										
		iii) Develop implementation plan with community input that reflects educational values & priorities, as well as school design, then obtain Council approval for this plan to	Collaborative: CWOO, LSIC Education, LSIC Planning Department, Planning Consultant, Education Consultant, Architect, Council & Community Input	X	X	X										

		<i>expand CWOO as a Tribal School.</i>													
		<i>+ Complete the expanded Tribal School's policies & procedures handbook.</i>	<i>CWOO Director</i>				X	X	X						
	Strategy 2: <i>Build credentials to become an independent tribal school.</i>	<i>i) Research and complete requirements for independent tribal school district designation.</i>	<i>CWOO Director and Education Consultant.</i>			X	X								
		<i>ii) Meet any remaining credentialing requirements as an independent K-4th grade school.</i>	<i>CWOO Director and Education Consultant.</i>					X	X						
	Strategy 3: <i>Build a new school at Lower Sioux to accommodate Birth to 4th grade learners.</i>	<i>i) The Planning Department, CWOO, and program collaborators will begin and complete fundraising for a new school building.</i>	<i>Collaborative: CWOO, LSIC Education, LSIC Planning Department, Planning Consultant</i>		X	X	X	X							

				X	X											
		iii) Complete pre-development work at new site.				x	X									
		iv) Launch and complete the new building for the Cansayapi Tribal School.	CWOO Director/Executive Director (Superintendent), Onsite Maintenance or dedicated staff for building items.						X	X						
	Strategy 4: Expand CWOO's teaching capacity to become a Birth - 4 th grade Tribal School.	i) Identify committed K-1 st grade teacher & specialist candidates for the Dakota Language immersion teacher pipeline by introducing Language Apprentices to work in LS's Incubator and at CWOO.	Collaborative: LSIC Education Dept and CWOO			X	X	X								

		<p>ii) Continue to develop teachers through the Teacher Cankuya Pathways Program with focus on 2nd-4th grade teacher & specialist candidates.</p>	<p>Collaborative: LSIC Education Dept and CWOO</p>				X	X	X	X					
		<p>iii) Cohort one (Pre-K-1st grade) Teacher candidates acquire Dakota immersion credentialing.</p>	<p>Collaborative: LSIC Education Dept and CWOO and SCSU</p>				X	X	X	X					
		<p>iv) Cohort two (2nd-4th grade) Teacher candidates acquire Dakota immersion credentialing by Q4 2025.</p>	<p>Collaborative: LSIC Education Dept and CWOO and SCSU</p>					X	X	X	X				
		<p>v) Dakota language teachers and Master Speaker (4) will be hired to begin curriculum development and teacher language</p>	<p>CWOO Director/Executive Director (Superintendent), Dakota language teacher</p>					X	X	X	X				

		training for K-4 th grade with a focus on each grade level to coincide with opening.												
		vi) The new Cankuya teachers & specialists are hired to be placed in Cansayapi Tribal School.	Collaborative: CWOO Director/Executive Director (Superintendent), LSIC Education Department						X	X	X	X	X	X
		vii) The Cansayapi Tribal School will add a kindergarten Dakota language immersion	CWOO Director/Executive Director (Superintendent), Planning Consultant and Education Consultant						X					
		viii) The Cansayapi Tribal School will add a first grade Dakota language immersion class	CWOO Director/Executive Director (Superintendent), Planning Consultant and Education Consultant							X	X			
		ix) The Cansayapi Tribal School will add a second grade Dakota	CWOO Director/Executive Director (Superintendent), Planning Consultant and								X	X		

Evaluation Plan

This simple evaluation plan will track progress toward achieving the three Educational Priorities in the Çanşayapi Education Plan. The Education Coordinator will be responsible for monitoring Education Department progress toward the measures for Priority 1 and Priority 2. The CWOO Director will report its progress on Priority 3 and share with the Education Coordinator. The Education Coordinator and CWOO Director will make an annual report to the Education Committee and the LSIC Community Council. In addition, they plan to provide annual updates to their fellow citizens through Community Quarterly Meetings and/or Tiospaye events .

Evaluation Plan Measures for the Çanşayapi Education Plan

<i>Priority 1: Nurture Çanşayapi Educational Pathways</i>			
Objectives	Measures	Tracking Tools	Person Responsible
<i>1a) Formalize the Education Department</i>	<i>Formalization and adoption of Education Department and reach 90% of all Çanşayapi learners through outreach and presentations by 2026.</i>	<i>Annual education Department participation levels</i>	<i>Education Coordinator</i>
<i>1b) Increase Post-Secondary Guidance.</i>	<i>100% 11-12th will have a post-secondary plan by 2026</i>	<i># Post-secondary Plans</i>	<i>Education Coordinator</i>
<i>1c) Strengthen and expand the Cankuya Program.</i>	<i>Goal of 50% student graduation rates of each training program by 2026</i> <i>Goal of increasing tribal employment by 5% across tribal programs, departments, and businesses by 2030.</i> <i>75% of students will participate in the Program by 2034.</i>	<i>Annual training graduation rates</i> <i>Tribal employment records</i> <i>Annual participation levels</i>	<i>Education Coordinator</i>
<i>1d) Canku Teca Learning Plans for LSIC learners</i>	<i>75% of LSIC 9-12th grade students are supported through a Canku Teca Learning Plan by 2026..</i> <i>75% of LSIC 5th-8th grade students are supported through a Canku Teca Learning Plan by 2030.</i> <i>75% of K-4th grade students are supported through a Canku Teca Learning Plan by 2034.</i>	<i># Learning Plans</i> <i># Learning Plans</i> <i># Learning Plans</i>	<i>Education Coordinator</i>
<i>Priority 2: Strengthen Relationships with Local Schools</i>			

Objectives	Measures	Tools	Person Responsible
2a) Decrease truancy rates.	Decrease the student truancy rate from baseline of 58% to 50% by 2026. Tribal citizen survey responses will be collected annually as well. Decrease the truancy rate from 50% to 33% by 2030.	Truancy rates from local public schools Truancy rates	Education Coordinator
2b) Increase teacher's cultural competency	Decrease the student truancy rate from baseline of 58% to 50% by 2026 and to 33% by 2030. & Citizen feedback on cultural competency will be collected as well.	Truancy rates Lower Sioux Annual Community Survey	Education Coordinator
2c) Increase student participation and Improve student's educational experience through collaboration between the tribe and schools	Indian Parent Advisory Committee's Resolution of Concurrence or Non-Concurrence (Annual Compliance) for each school district due annually in March. Utilize Self-Assessment Rubric. Affirmation of ESSA Tribal Consultation	Committee minutes ESSA Self-Assessment Rubric	Education Coordinator
Priority 3: Build a Tribal Immersion School			
Objectives	Measures	Tools	Person Responsible
3a) Strengthen CWOO Head Start capacity for full Dakota language immersion.	CWOO will meet 50% immersion instruction by 2026. CWOO will meet 100% immersion instruction by 2030.	Language instruction hours Language instruction hours	CWOO Director
3b) Build capacity to expand grades K-4.	Completion of an Implementation Plan that outlines the goals and strategies to strengthen, build, and develop the capacity and resources to expand as a Preschool-4 th grade Tribal School by 2025, and Policies & Procedures by 2028. CWOO will acquire an ISD # by 2026. New school building is completed by 2029. Adequate student enrollment in each grade is met annually 2030-2034.	Implementation Plan Fundraising Plan ISD number School building photographs Annual enrollment records	CWOO Director

APPENDICES

Appendix A: Categorized Guiding Questions

Appendix B: Target Participant List

Appendix C: Interview, Focus Groups, Survey Questions

Appendix D: Data Findings

Appendix E: Education Retreat Summary

Appendix F: Dakota Language and Education Perspectives

Appendix G: Canku Teca Learning Plan for the Lower Sioux Indian Community

Appendix A: Categorized Guiding Questions

To gauge the temperature of the current educational system, the following questions are appropriate:

1. What is presently working in our current education and schools?
2. What motivates your involvement in the education system?
3. What do you like, or did you like about school? Why?
4. What do you not like or did not like about school? Why?

To understand the gap in education opportunities for students, the following questions are:

1. What do we not want to repeat in education?
2. What is missing in our current education system?
3. What level of education do we want for our community?

To ensure education is defined by the community, the following questions are:

1. In your own words, define education.
2. What does education success look like?
3. What philosophy is needed for this type of education?
4. What would increased educational opportunities look like for LSIC?
5. What knowledge and values do we want our children to have as they emerge as adults?
6. How can education support our children's spirit or nagi?
7. What should a LSIC citizen be equipped with?
8. What type of education is needed to nurture the gifts of each individual so they can contribute to the community?

To ensure alignment between the education plan and the LSIC's Life-Long Learning Goal and Spirituality and Wellness Goal, the following questions are appropriate:

1. In your own words, describe life-long learning and what does that look like?
2. How can education promote spirituality and well-being?
3. How do we prepare our youth so we can achieve these two goals?
4. How important is culture and language in education and schools?
5. What are the educational factors, values, and ideas needed to align with the two community goals?
6. How does emphasizing education align with Dakota values and traditions?

To develop the goals, objectives, and strategies of the education plan, the following questions are:

1. What are the educational needs of the community?
2. In your opinion, what education priorities should the community establish?
3. What kind of education system is then needed?
4. What strategies are needed to broaden the definition of education that is inclusive of unique skills and talents of the community?
5. What education strategies are needed to include culture and language?
6. How do we prepare our youth to walk in two worlds?
7. What education strategies are needed to light a passion for learning?

8. *What education strategies are needed for your involvement?*
9. *What education strategies could be used to reunite the community?*

To identify resources needed to meet the education plan's goals, objectives, and strategies, the following questions include:

1. *What resources are needed to help support the goals, objectives, and strategies you defined?*
2. *What is needed to support sustainability of the education plan?*
3. *What values and strengths of the community support this work?*
4. *What existing community resources can be utilized to support this work?*

Appendix B: Target Participant List

1. *Community-wide survey that is open to citizens at least 14 years of age. Target 250 individuals.*
2. *Two Parent Focus Groups. Target 8-10 individuals each.*
3. *Two Elder Focus Groups. Target 6-8 individuals each.*
4. *Four Student/Youth Focus groups in the two public schools. Target 8-10 individuals each.*
5. *One Pre-school Focus group. Target 8-10 individuals.*
6. *One Tribal Leaders Focus Group.*
7. *Interview 10 college students.*
8. *Interview 10 community employees.*
9. *Interview 6-8 young adults (not in college).*

Appendix C: Interview, Focus Groups, Survey Questions

Interview Questions

College Students:

1. *What is presently working in our current education and schools?*
2. *What motivates your involvement in the education system? Why are you in school?*
3. *What do you like about school?*
4. *What don't you like about school?*
5. *When developing the tribe's education plan, what do we not want to repeat in education?*
6. *What is missing in our current education system?*
7. *In your own words, define education?*
8. *What do you want to learn?*
9. *How do you best learn?*
10. *What do you want to teach or share?*
11. *How should the tribe prepare young people to walk in two worlds?*
12. *Is there anything else you would like to share or that we need to know to develop the tribe's education standards and strategic plan?*

Community Employees:

1. *What is presently working in our current education and schools?*
2. *What is missing in our current education system?*
3. *What are you teaching/sharing with the community? What factors, resources, or supports encouraged you to give back to the community?*
4. *How should the tribe prepare young people to walk in two worlds?*
5. *What knowledge and values do we want LS children to have as they emerge as adults?*
6. *How can education promote spirituality and well-being (i.e., the two community goals)?*
7. *How do we prepare our youth so we can achieve these two goals? (What are the educational factors, values, and ideas needed to align with the two community goals?)*
8. *In your opinion, what education priorities should the community establish?*
9. *What education strategies could be used to reunite the community?*
10. *Is there anything else you would like to share or that we need to know to develop the tribe's education standards and strategic plan?*

Young Adults:

1. *What is presently working in our current education and schools?*
2. *What motivates involvement in the education system?*
3. *What did you like about school?*
4. *What didn't you like about school?*
5. *When developing the tribe's education plan, what do we not want to repeat in education?*
6. *What is missing in our current education system?*
7. *In your own words, define education?*
8. *What do you want to learn?*
9. *How do you best learn?*
10. *What do you want to teach and share?*
11. *How should the tribe prepare young people to walk in two worlds?*
12. *What education strategies are needed to light a passion for learning?*
13. *Is there anything else you would like to share or that we need to know to develop the tribe's education standards and strategic plan?*

Youth & Students:

1. *Tell me your name and grade.*

2. *What do you like about school?*
3. *What don't you like about school?*
4. *What is presently working in school that supports your learning?*
5. *What do you want to learn?*
6. *How do you best learn?*
7. *What is presently working in your life that is preparing you for your desired career or interest?*
8. *In your own words, define education.*
9. *What does education success look like?*
10. *What do you want to teach or share?*
11. *Read the two community goals. How should the community prepare you to achieve those two goals?*
12. *When developing the tribe's education plan, what do we not want to repeat in education?*
13. *Is there anything else you want to be sure to include as we develop the educational standards for the tribe and the strategic plan?*

Focus Group Questions

Elders:

14. *What did you like about school?*
15. *What did you not like about school?*
16. *In your own words, define life-long learning and what does it look like.*
17. *What philosophy is needed for life-long learning?*
18. *What knowledge and values do want our young people to have as they emerge as adults?*
19. *How can education support our children's spirit?*
20. *How can education support spirituality and well-being (refer to the two goals)?*
21. *What factors, values, and ideas are needed to align with these two goals?*
22. *How does emphasizing education or lifelong learning align or support Dakota values and traditions?*
23. *What education strategies are needed to reunite the community?*
24. *Is there anything else you would like to share or that we need to know to develop the tribe's education standards and strategic plan?*

Leaders:

1. *In your own words, define education.*
2. *What does education success look like?*
3. *What knowledge and values do want our young people to have as they emerge as adults?*
4. *What should a Lower Sioux citizen be equipped with?*
5. *What education strategies are needed to reunite the community?*
6. *Is there anything else you would like to share or that we need to know to develop the tribe's education standards and strategic plan?*

Parents:

1. *How many of you have children attending either Cedar Mountain or Redwood Valley Schools? (Identify where any other children attend school)*
2. *What is presently working in your child's current education?*
3. *What motivates your involvement in your child's education?*
4. *What is missing if anything in the current education system?*
5. *In your own words, describe life-long learning and what does, or should that look like?*
6. *How does your child(ren) learn best?*
7. *What does education success look like?*
8. *What knowledge and values do you want your children to have as they emerge into adults?*
9. *What should a Lower Sioux citizen be equipped with for success?*
10. *What education strategies are needed to include culture and language?*
11. *Is there anything else you want to be sure to include as we develop the educational standards for the tribe and the strategic plan?*

Pre-school students:

1. *Tell me your name and age.*
2. *What do you like about coming here?*

3. *What don't you like?*
4. *What do you want to learn?*
5. *Is there anything you want to share about learning, about teachers?*

Survey Questionnaire

Demographics:

I currently am a

- *Parent*
- *Grandparent*
- *high school student*
- *college student*
- *other* _____

I attend or attended

- *public school*
- *boarding or residential school*
- *private school*
- *charter school*
- *On-line school*
- *home-schooled*
- *Other* _____

Check all levels of education you have completed:

- *8th grade*
- *Some high school*
- *Graduated high school diploma*
- *Earned G.E.D. or equivalent*
- *Some college*
- *Associate degree*
- *Bachelor's Degree*
- *Master's Degree*
- *Doctorate or terminal Degree*
- *Other* _____

What level of education do we want for our community:

- *8th grade*
- *Some high school*
- *Graduated high school diploma*
- *Earned G.E.D. or equivalent*
- *Some college*
- *Associate's Degree*
- *Bachelor's Degree*
- *Master's Degree*
- *Doctorate or terminal Degree*
- *Other* _____

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>I like or liked school.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I like or liked most of my teachers.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I am or was successful in school.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The classes and materials are or were relevant to my learning goals.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The school environment is or was culturally relevant to me and my identity.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>There are or were options that support my preferred learning style.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The education I receive or received supports or supported my future (e.g., employment, career, college).</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The quality of education LSIC students receive is adequate.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>There are sufficient education opportunities that meet the needs of our community members.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Not Important</i>	<i>Somewhat Important</i>	<i>Not sure</i>	<i>Very Important</i>	<i>Essential</i>
<i>Identify how important is culture in education.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Identify how important language is important in our education.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What strategies are needed to include culture and language?/ What strategies work best in teaching and learning culture and language?

In your own words, define education. _____

What are the educational needs of the community?/Rank or prioritize.

- *Increased culturally relevant curriculum*
- *Native teachers*
- *Dakota language learning opportunities*
- *Focus on technological skill building*
- *Increased diverse opportunities to learn and teach*

- *Increased experiential learning opportunities*
- *Learning opportunities that reflect real life*
- *Increased educational mentoring opportunities*
- *Local tribal college*
- *More academic tutoring to meet current school benchmarks*
- *More individual post-secondary counseling*
- *None. All educational needs are currently met*

What kind of teaching and learning system would support your vision of the tribe's education?/Rank.

- *Home-school network*
- *Add a k-12 educational language immersion component to the Çanşayapi Wayawa Oti program*
- *Add a k-12*
- *Continue to build a more supportive relationship with the current public schools in our area*
- *Develop a tribal college*
- *Build a teacher training program to increase Dakota teachers in our current public schools*

Appendix D: Data Findings

Current Education System Perspectives:

What do/did you like about school?

(head start, youth, college students, young adults, elders)

- *Social & relational experience (i.e., friends, positive relationships, caring/trusting teachers)*
- *Environmental factors that support choice, diverse perspectives, new experiences in a safe environment to pursue interests*
- *Experiential and interactive learning (i.e., engagement)*
- *Circle of supports (i.e., Indian education, community)*

What do/did you NOT like about school?

(youth, college students, young adults, elders)

- *Negative relationships (i.e., racism, bullying, poor relations with teachers, lack of SOB)*
- *Poor instruction and lack of relevancy and choice (e.g., struggle to learn/understand, uninteresting material, no inclusion of life skills or who students are)*
- *Inadequate supports (e.g., non-Native teachers, lack of academic help & navigating skills, coping skills for anxiety)*
- *Environmental & structural aspects (e.g., when, how long, homework, online, commuting)*

What is presently working in our current education and schools?

(youth, college students, young adults, parents, employed community citizens)

- *Indian education for its:

 - *Safe, comfortable, quiet space*
 - *Supports, tracking, UNITY, academic help, advocacy*
 - *Natives, understanding, belonging, relationships**
- *Tribe's higher education program (financial aid, supports)*
- *Tribe's Early Head Start/Head Start program (i.e., language, positive experience, structure)*
- *Improved relations & outcomes between schools & community (language/culture, visibility, training, efforts to cooperate)*
- *School structure, supports (e.g., sports, ICU/tutoring, teacher communication & relationships, some options/choices)*
- *Tribal/community opportunities (e.g., Rec center, career opportunities, work program, Dakota Wicohan)*

What is presently working that is preparing you for your desired career or interest?

(youth)

- *Family (e.g., grandparents)*

- *School programming (e.g., Indian education, expanded course offerings, post-secondary preparation)*
- *Intrinsic motivators (i.e., my motivation, working hard)*
- *Community support (e.g., Dakota Wicohan, Tribal opportunities)*
- *External motivators (e.g., money)*

What motivates your involvement (in education/school), what factors, resources, or supports encourage you to give back?

(college students, parents, young adults, employed community citizens)

- *Reciprocity & Relationships (e.g., mentors nurtured me, student's engagement sparks my interest, encouragement)*
- *Family & community connection (e.g., we're all related, for the children, help advance community)*
- *Personal goals (e.g., aspirations, personal readiness, purpose)*
- *External incentives (e.g., scholarships, trips, rewards)*
- *Knowledge of information/education (i.e., statistics, stories, previous experience, understanding importance, first generation student, community needs/work/opportunities)*
- *Was asked (i.e., given direction)*

Education Opportunity Gaps:

What is missing in our current education system?

(college students, young adults, parents, employed community citizens)

- *Navigating systems to make informed decisions (e.g., making post-secondary plans, guidance/mentor/coach)*
- *Life skills (e.g., banking, dietary)*
- *Cultural, instructional, & career relevancy (i.e., Dakota language, history, culture, experiential, creative, learner led, community career needs)*
- *Support services and resources (e.g., tutors, mental health, family/community/school liaison)*
- *Community involvement (i.e., parents, community integration)*
- *Communications (i.e., Indian education at Cedar Mountain & RW Middle School outreach needed, consistent truancy policy)*
- *Tribal needs (i.e., EHS requires more curriculum & less free play; expand tribal education: career center, trades, masters, tribal college, vets, ITV, language offerings)*

When developing the tribe's education plan, what do we NOT want to repeat in education?

(college students, young adults)

- *Tribal Higher Education aspects, including:*
 - *Restrictions that limit participation (e.g., only full time)*
 - *Rigid guidelines (e.g., no room for failure, inconvenient required meeting times, limit school locations)*
 - *Over-emphasis on 4-year college (i.e., need trades)*
 - *Lack of oversight & communication (e.g., need one dedicated person)*
- *Other tribal policies (i.e., not requiring graduation for benefits, no support for Native non-citizens)*
- *School considerations including:*
 - *Culture (i.e., behavioral considerations, non-generalized culture teachings)*

- *Bullying*
- *Individual ACEs & Mental health needs*
- *Post-secondary planning (e.g., pressure for college-only)*

Define Education:

Define Education.

(youth, college students, young adults, parents, leadership, elders)

Education...

- *Is a never-ending, everyday life-long opportunity to interactively learn through physical, spiritual, and mental experiences, including through others, through books, and tied to real world applications.*
- *Grows your thinking, expands your knowledge and understanding, and broadens perspective.*
- *Is earned and cannot be taken from you – it opens doors and provides power.*
- *Supports a well-balanced, well-rounded human being, knowing who you are as a Dakota, and nurtures independence.*
- *Is a quest for answers, that is practiced, retained, applied, and shared, while continuing to ask questions.*
- *Leads to success in your own terms by excelling, thriving, and accomplishing your own goals and vision, contributing to community.*

What does education success look like?

(youth, parents, leadership)

- *Accomplishments**
 - *Diplomas, degrees, certificates*
 - *Grades, scores, winning*
- *Financial gain (note: youth)**
 - *Money*
 - *house*
- *Attaining a job, career, work*
- *Meeting individual personally defined goals*
- *Helping others, sharing*
- *Happy, positive person and life*
- *Having/maneuvering life skills*

What knowledge and values do we want our young people to have as they emerge as adults and Lower Sioux citizens?

(employed community citizens, leadership, parents, elders)

- *Basic human, Dakota values of being a good relative, human being (e.g., respect, humility, compassion, patience, caring for the people)*

- *Knowledge, knowing who they are as a Dakota that build self-esteem, self-advocacy, and secures sovereignty (e.g., language, history, family tree, kinship)*
- *Connection to family & community (i.e., responsibility to the people, all responsible in raising children, sharing what you've learned, respecting, limit technology,*
- *Relationship skill development (i.e., confidence, no baby talk, courage to pursue)*
- *Basic skills (e.g., financial, healthy whole person, understand documents/signing & policies and process, problem solve, resourceful)*
- *Engagement (e.g., be mindful, be present, participate, ambitious, tenacious)*
- *Investment in self (e.g., education, work ethic, technical skills)*

LSIC's Life-Long Learning Goal and Spirituality and Wellness Goal:

How does emphasizing education align with Dakota values and traditions and what education strategies are needed for culture and language?

(parents, elders)

- *Need to develop a whole person (i.e., keep together, incorporate Dakota in education), however while good to have academics have nothing to do with being a good Dakota*
- *Strategies:*
 - *Continue and expand in current programs (e.g., head start, language, interpretive center, home visits, family language, storytelling)*
 - *School investments (e.g., need better relationship, expand language, need Native teachers, incorporate history and culture)*
 - *New investments (4 Dakota tribal college, develop teachers)*
 - *Model Dakota Wicohan strategies*

How can education support spirituality and well-being (two goals) and what factors, values, and ideas are needed?

(youth, employed community citizens, elders)

- *Factors & values*
 - *Wholistic (i.e., mind, body, spirit)*
 - *Humility*
 - *Disciplined, work ethic*
 - *Discernment (i.e., sense of right/wrong)*
 - *Emotional growth*
 - *Treatment of others, conflict resolution*
 - *Communication (i.e., inclusive of implicit communication)*
- *Factors that disrupt the spirit*
 - *Drugs/alcohol*
 - *Electronics/technology*
 - *Lack of choice (i.e., ability to discern and not be controlled)*
 - *Compartmentalized (i.e., not living as a whole person)*
 - *Racism, bullying*
- *Strategies & ideas*

- Continue, expand, and build upon existing programs that support Dakota way of life (e.g., language, ceremonies, history, drum/dance, gender roles, cultural protocols) in community and school
- Keep things combined, integrated (i.e., do not separate, connect to education)
- Address discrepancies and contradictions in our values and actions (e.g., elder modeling, youth disrespectful & lack core teachings, leadership political decisions, unhealthy incentives, promote dependency, parental boundaries)
- Intergenerational mentoring/modeling (e.g., learn from others, culture exchanges)
- Inclusion of basics (e.g., coping skills, financial, home-ec, family development)
- Inclusion of people & groups (e.g., church, homeless, Dakota Wicohan)
- Innovative ideas (e.g., Montessori, bring both schools together, utilize project-based learning)
- Address factors that disrupt (i.e., reduce screen time, address addictions, provide choice)

Education Goals and Strategies:

How do you/your child learn best?

(youth, college students, young adults, parents)

- Interactive, experiential, hands-on (e.g., role play, physical, labs, doing, trips)
- Visually
- In-person, 1:1 (i.e., who understands, knows my goals)
- Independently
- Group learning
- Classroom/traditional model (i.e., read, study, tests)
- Dialogue (i.e., talking things through, questions, debate)
- Technology, online
- Observing/listening while listening to music, coloring

	What do you want to learn?	What do you want to teach/share?
College Students	<ul style="list-style-type: none"> ● 3- Native culture, language, traditions & why ● 3- how to teach, use myself & experiences to help community (e.g., my recovery) at a human level ● Communications ● Networking ● Assertive ● Plan events for effective turn-out ● Politics & how things work ● Experience 	<ul style="list-style-type: none"> ● Independent person, 1:1 -Improvisation ● Sociology degree, community needs ● How to be an auntie (foster care), how to be a good relative ● Foster/adopt via athletic and positive role model ● Dakota terms/language to Native students to increase their sob and non-Natives for understanding our history to address stereotypes & misperceptions ● BB. Like to start our BB Cagers program which is an introduction and fundamentals of bb. ● Future work in Native treatment center – speaking from a gay Native in recovery. I have a voice. Want to share my story.

		<ul style="list-style-type: none"> ● <i>Teach kids how to be confident in their skills and know their self-worth.</i> ● <i>Teach basic skills</i> ● <i>Sharing don't feel pressured to go to college immediately. (It's stressful & you feel judged if you don't.) Go on own terms. Want to share it's your future. Go when ready & interested, not for others.</i> ● <i>Teach importance of accepting.</i> ● <i>Share my personal story</i> ● <i>To be unique, adapt, & my knowledge</i> ● <i>Sharing what you can do with other college students.</i>
Young Adults	<ul style="list-style-type: none"> ● <i>5- Dakota language, culture, history, traditions, arts, foods</i> ● <i>4- Life skills (e.g., taxes, budgets, 401k, life insurance, communications, networking, resourceful)</i> ● <i>Technical skills (grant writing)</i> ● <i>Parenting, without the stigma</i> 	<ul style="list-style-type: none"> ● <i>Running camp</i> ● <i>Piano lessons</i> ● <i>Do more with adults – finding time is hard</i> ● <i>Growing up as an adult in community</i> ● <i>Experience</i> ● <i>My work and working for community</i> ● <i>Accounting</i> ● <i>If I learned those other things, I would share/teach.</i> ● <i>What I've learned/experienced, college experiences – I'm already doing this with younger relatives</i> ● <i>Good communication</i> ● <i>How to be resourceful, respectful</i> ● <i>You can get really far in life if you have a good support system</i> ● <i>You can be literally whatever you want to be. We have a really good support system and resources out here.</i> ● <i>ACEs and HT and how it connects to everyday culture, etc.</i> ● <i>Clear understanding of each person, not what's wrong with them but what happened – instead of pushing conformity</i> ● <i>Teach importance of getting an education. Younger kids don't see as priority or importance of it and the benefit to themselves, family, and community</i> ● <i>There's a lot of hurting, trauma with my people. I've been there. I'd like to help others, show different life, tell my story</i> ● <i>Language</i>

		<ul style="list-style-type: none"> ● Cameras & edit, then they can tell their own stories
<p>Youth</p>	<ul style="list-style-type: none"> ● Journalism/design – ● Arts ● Travel, study abroad, different cultures, religions*** ● My Dakota culture *** ● Nursing ● What people use in everyday life (business, checking) ● Psychology, public health, human behavior, problem solving for people (social sciences, woniyakini) ● Neurosciences, science/math, why and how the mind works, brain & culture ● Cosmetology, special effects ● Teaching, early childhood ● Video production ● More Dakota language, like HS Dakota studies**** ● Indigenous arts and crafts*** ● How to cook traditional foods ● New things because we just learn the same stuff every year ● Building stuff, engineering ● Art ● Lawyer, legal ● Basketball ● Doing hair ● Building different things ● Medical stuff – hospital ● Animals ● Vet ● Everything** ● Stuff that will help me after high school ● The future, stuff that will help me in the future** ● Nothing** ● How to make money ● About money ● More about my culture, more about NA history, Dakota language**** ● Welding ● To cook food ● Everything** ● Stuff that will help me after high school 	<ul style="list-style-type: none"> ● Teach how to live a healthy life, alternatives to medication for happiness/well-being ● When I'm old, know enough culture to share/teach who we are ● Educate the world/America – Dakota person and things, not stereotypes ● Not many know about our culture or who we are ● Math ● Animals ● About my heritage. Who I am and what I do. Some Dakota language, how our history and compare ● Technology – make stuff through online apps ● How to treat others. There's a log of weird people in the world. And everybody should be nice to each other, the world would be a better place. ● Math, teach beading ● How to fry bread. ● Typing ● Share toys ● Drawing ● Lacrosse, pre-12 already done- want to spread it around the world ● Everything ● Color ● Cursive writing*** ● Printing papers ● Pottery ● Paint ● Art*** ● To be a leader ● Teaching kids Dakota*** ● Not to drink or do drugs ● Friendship ● Sports, BB** ● Farming ● Everything ● Don't know, blank*** ● Teach little kids more of the language and how to start beading ● How to get mazaska ● I want to teach the community about how to do the right things in life ● Leadership

	<ul style="list-style-type: none"> ● <i>The future, stuff that will help me in the future**</i> ● <i>Nothing**</i> ● <i>How to make money</i> ● <i>About money</i> ● <i>More about my culture, more about NA history, Dakota language****</i> ● <i>Welding</i> ● <i>To cook food</i> ● <i>Dakota*****</i> ● <i>Coding, computer, animation</i> ● <i>Arts, painting, drawing*****</i> ● <i>Spanish**</i> 	<ul style="list-style-type: none"> ● <i>School is important don't give up on it</i>
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How should the tribe prepare people to walk in two worlds?

(college students, young adults, employed community citizens)

- *Develop Dakota/self-identity (i.e., who they are, language, culture, history, inclusive of positive)*
- *Support services for self-efficacy, confidence (e.g., counseling, inner strength, address ACEs)*
- *Leadership/mentorship/relationship building (e.g., model bicultural, learn navigation skills through their story, include parents & those underutilized)*
- *Budgeting (i.e., career comparisons, PC not forever)*
- *Nurture healthy bicultural narrative (keep two worlds together)*
- *Exposure to diverse worldviews, people outside of rez for open mind*
- *Exercise tough love, nurture interest, don't push*

What philosophy or education strategies are needed to light a passion for learning?

(young adults, elders)

- *Learner led education (e.g., options that connect to passion & interests, recognizing learners are different)*
- *Experiential (e.g., basic skills, work experience)*
- *Mentoring*
- *Culture & language*
- *Parental involvement*

What education priorities should the community establish?

(employed community citizens)

- *Focus on head start*
- *Focus on post-secondary support (e.g., start earlier, diploma, college prep)*
- *Develop a community career needs plan (i.e., identify what specialties, trades, education needed)*
- *Expand on existing language programming*

- *Address higher education policy and process (e.g., equity, transparency, limitations, regrouping due to limited funding)*
- *Increase parent involvement and training (e.g., boundaries, children needs & success factors)*
- *Basic skills training*
- *Work closely with schools (i.e., increase staffing, infuse language & culture across disciplines)*
- *Additional student supports (e.g., goal development)*
- *Structure after-school programming at Rec Center*
- *Develop our own school through planning & education visioning*
- *Other:*
 - *Utilize Dakota Wicohan values chart*
 - *Connect individuals to relational ecosystem*
 - *Utilize project-based learning to nurture interests*
 - *Continue to fund school lunches*
 - *Emphasize integrity (i.e., we're our own worst enemy)*
 - *Utilize Tribal Management/governance training (UMD, NGC)*
 - *Develop outside partnerships to connect our communities*

What education strategies are needed to reunite the community?

(employed community citizens, leadership)

- *Increase and integrate Dakota culture, language, history, traditions (e.g. storytelling, technology)*
- *Intergenerational mentoring*
- *Target inclusion (i.e., parental involvement, younger children, youth led, decrease silo approach, police, family activities)*
- *Communication, marketing (e.g., spotlight positive efforts & success, utilize cultural presentation to panel story of overcoming)*
- *Incorporate fun in learning*
- *Develop community careers need plan*
- *Structure after-school programming*
- *Civic engagement (i.e., stop incentivizing everything)*
- *Other innovative ideas:*
 - *bridge community/school through programming*
 - *academic plans for all*
 - *develop teachers*

What final thoughts would like to share or that we need to know to develop the tribe's education standards and strategic plan?

(youth, college students, young adults, employed community citizens, parents, tribal leaders, elders)

Policies: Reconsider current rules, regulations

- *Adapt/change existing policy:*
 - *Limit grade incentives and designate to higher education funding*
 - *Consider rewarding with experiences vs money for honor roll and graduation (i.e., too many things revolve around money and its sad when we only participate around money)*

- *Move towards scholarship (vs current process) as people worry about paying back & have students pay some out of pocket, this is good*
 - *Consider reality and change higher education process (i.e., people change their major, they have to pay back)*
 - *Consider Native relatives who are not officially citizens (i.e., sob)*
 - *Broaden higher education department (i.e., education)*
- *Developing new policy:*
- *3-Early truancy policy/plan (e.g., before county, parent fines)*
 - *Require credentials and experience to carry out LS positions*
 - *Need minority staff at casino*
 - *Be on time (i.e., JP doesn't care if we're late, rest of world does, sets us up)*
- *Communicating policy:*
- *Provide clarity on the tribe's higher education scholarship program*
 - *Be consistent in higher education process (i.e., didn't know about change until it happened)*
 - *Address scholarship program in uniformity*

Processes: Reconsider how, when, and where we do things, and with who

- *Earlier engagement:*
- *3- Target younger children*
 - *2- early proactive help with self-esteem (4th grade is a significant time)*
 - *2-Increase support & tools for families for students on IEPs in advance (i.e., head start, FAS/FAE, disabilities) (e.g., data and information early on)*
 - *Instill work ethic early on*
 - *Teach inclusion early on, it effects your whole life*
 - *Promote integration at younger grades to mitigate cliques*
 - *Start early on post-secondary education awareness vs final years*
- *Realignment of services and supports:*
- *2-Ongoing guide for support and to assist in applying scholarships, goals, applications, references*
 - *Education committee serve as a coach instead of just making decisions*
 - *Shift some Dakota Futures funding to higher education funding*
 - *Provide one dedicated committee person to work with*
 - *Help people figure out why they want to go to school*
 - *Individualized help and support*
 - *Identify 'hooks' for students not interested in sports*
 - *Transportation for children*
- *Increase awareness and communications:*
- *Deliberate use and increase awareness of tutoring (Denise) help*
 - *Utilize technology to engage younger generation to deliver information/engagement (e.g., podcasts, virtual meeting, live streaming)*
 - *Hold State of the Nation address to share vision, what's going on, priorities, data, dialogue*
 - *Technology is needed*

- *Need a community communications person that provides clear, concise, contemporary messaging*
- *Increase understanding and education around tribal enrollment*
- *Increase awareness of opportunities and resources*

- *Hold schools responsible:*
 - *2- Cedar Mountain Indian Education needs to conduct more outreach*
 - *Bridge Cedar Mountain & RWAS (i.e., same goal)*
 - *Hold Native college student panel in high school to share reality*
 - *Schools call parents earlier in day (currently at end of day)*
 - *Rely on Indian education a lot – need to educate about 506 forms in Indian education, tied to funding levels (i.e., select Native only)*
 - *Provide increased relevancy in education (e.g., FFA/choir requirements)*

- *Align our values:*
 - *3-Inclusion (e.g., many stakeholders, consider phone calls)*
 - *2- Increase accountability (e.g., 'Indian time') & values (e.g., work ethic, respect, accountability = Indian values)*
 - *Work with the young adults on respect*
 - *Push kids harder*

- *Shifting approach and attitude:*
 - *Instead of new, build off what we currently have*
 - *Identify community careers needs in trades and skills*
 - *Share life lessons (i.e., not just court cases, truancy, punishment)*
 - *Change approach to 'what can we do to help, let's figure this out' regarding truancy/poor grades*
 - *Bring all these ideas to the incubator*
 - *Incorporate fun*

- *Partnerships and collaboratives:*
 - *Engage all 4 Dakota community youth*
 - *Partner with tribal organizations & universities (vs reinventing the wheel)*
 - *Financial literacy- can use Chad & Lutheran SS (under-utilized)*
 - *Why didn't this process include casino*

- *Parent engagement and responsibility:*
 - *2-Increase parent involvement & address attendance (much current responsibility is on student)*
 - *Increase parent involvement in schools, with help, not just going in angry*
 - *2- Parent training (e.g., boundaries for youth)*

Programs and Services: Reconsider what resources and services are provided

- *Expanding & building our own:*
 - *2- Increase support for extra-curricular participation (proven to help with education)*
 - *2- Need our own school, 4Dakota Communities residential school*
 - *Hold conferences and lectures at LS*
 - *Fortify existing head start program (i.e., need immersion credentials)*

- *Mentors for early high school students*
 - *Develop customized Sylvan type program (without the stigma)*
 - *Explore and support STEM and AISES*
 - *Expand head start program*
 - *Identify community career needs*
 - *Build tribal college to provide basics and generals*
- *Post-secondary preparation & life skills:*
- *2-Counselor for first generation students and families to provide financing, housing, expectations information*
 - *2- Provide basic life skills (e.g., financial)*
 - *Schools to weave more coping skills, mental health (i.e., how to deal with emotions, what's expected of you at 18)*
 - *Provide panel that asks, 'What did you have to do as an adult that you wish you would've known'*
 - *Help youth get good direction and create vision and prepare self*
 - *Emphasize eating healthy, sleep-in college = energized/ready*
- *Expanding & diversifying school programming:*
- *2- Increase staffing support Indian education (we had student pop increases, but not staffing)*
 - *2- Financial management & budgets in high school*
 - *Indian education needed in Reede Grey*
 - *Consider immersion track within school*
- *Values & character building:*
- *Teach independence*
 - *Expose our youth to diversity of people and backgrounds*
 - *Address bullying, drugs, vaping*
 - *Provide more cultural activities*

Reminders and connections to the broader vision

- *Seeing the positive:*
- *6- We have a lot of good things in our community and we're going in the right direction (e.g., nothing to complain about, we're now valuing education, 'The school had a Dakota song in Reede Grey, never thought I'd see that in my lifetime', big step with diploma requirement)*
 - *Patience, process, it takes time to make change*
 - *Showcase athletes, academics, attendance in 'spotlight' – work with Indian Ed on this*
- *Process tips:*
- *Don't forget about the plan*
 - *Connect this work to vision, reminding people of how it's integrated in larger vision*
 - *Patience and understanding that everyone is different*
 - *Everyone is different, respect that*
 - *Remember youth helped develop the plan*
 - *Conduct Indian Education evaluation (identify what resources we're investing, what outcomes, what's working, what's not)*

- *Concerns:*
 - *Per capita is distracting*
 - *Bullying & racism is still an issue in schools*
 - *There's too much reliance on technology*
 - *Rec Center staff need to communicate valuing college. Mixed messaging (i.e., 'My grandma said I didn't need it [college] because I can just work here')*
 - *Community participation needed (e.g., language classes have low participation)*

- *Cautionary advice:*
 - *Keep support for Indian education*
 - *If considering developing a school, need to think about previous charter failure, need for qualified teachers, standards are met, quality education provided for careers, BIE schools are funded at 35%*
 - *Whatever we build, hold at center, it's comfortable*

Community-wide Survey. *The following summary findings of a 2019 community-wide survey are synthesized and summarized based on survey questions.*

Current Educational Attainment:

- *The highest level of educational attainment among the participants is a high school diploma or GED (49%) with 5% reporting they had dropped out of school and/or working on their GED or diploma currently.*
- *More than one-quarter (25%) had completed some college and another 5% have completed a certificate program.*
- *Eight percent (8%) of participants had completed an Associate's Degree.*
- *Five Percent (5%) had completed a Bachelor's Degree.*
- *Only 1% had completed a Master's Degree.*
- *Less than one percent (>1%) had completed a Doctoral Degree.*

Future Educational Focus:

Survey participants closely ranked five options offered for future educational focus at Lower Sioux. The following are the results with #1 being the highest-ranking educational focus and #5 being the lowest ranking educational focus.

- 1. Continue to partner with area public schools to integrate Dakota language and culture.*
- 2. Develop Lower Sioux's new Educational Department.*
- 3. Strengthen the tribe's new Dakota immersion Early/Head Start school—Çaŋsayapi Wakanyeza Owayawa Oti.*
- 4. Develop a Dakota immersion track within the public schools.*
- 5. Develop a tribal school.*

Educational Priority:

When asked to rate their preference for working with existing schools to integrate Dakota language and culture or for planning a tribal school at Lower Sioux, participants reported a higher ranking for working with the existing schools (4/5) than for planning a tribal school (3/5).

Tribal School Concerns:

When asked what concerns should be considered if the tribe begins planning a tribal school, participants identified four concerns:

1. Developing enough Native teachers.
2. Strengthening the current Dakota immersion Early/Head Start school.
3. Past closure/failure of a Dakota charter school in the area.
4. Sufficient number of children to meet enrollment goals.

Truancy Policy:

The majority (86%) of respondents were in favor of adopting a tribal policy to address truancy among youth.

Role Models for Our Children:

The participants identified four leading role models to teach Dakota values and traditions to our youth.

1. Elders/family (69%)
2. Spiritual leaders (56%)
3. Community leaders (54%)
4. Mentors through intergenerational programming getting underway (50%).

Other role models, such as after school and community programming staff and the schools did not rank as high.

Priority Educational Actions:

When asked to select other educational priorities for youth at Lower Sioux, the participants called for:

- Adding more structure to the programming at the expanded Recreational/Community Center (87%).
- Adding more learning opportunities for youth at the expanded Recreational/Community Center (80%).
- Developing a class or workshop on Lower Sioux history and culture for youth (78%)
- Developing more teachers from the Community for K-12 and for the Dakota Immersion Early/Head Start (62%).

A Child's Choice:

In reflecting on what the children of Lower Sioux would find most beneficial—a tribal school or a public school—the participants believed that more children would prefer a tribal school (54%) to a public school (42%).

Note: By 2022, the Lower Sioux Annual Community Survey revealed that 76.47% of the Nation's citizens would like the current CWOO Immersion EHS/HS to expand to grades K-4.

Appendix E: Education Retreat Summary

Education Planning Retreat. In October 2019, an education planning retreat was held with the Education Ad-hoc Planning Committee to develop a Vision and Mission for the Education Department, define the structure, roles, and responsibilities of an Education Department, and identify gaps in education policies and procedures. A series of meetings were held late 2019 -March 2020 to develop and formalize Education Policies and Procedures for the adoption of a manual.

Vision and Mission Statements:

During the education retreat, the Education Ad-hoc Committee grounded into the community's Vision, the nine Community Goals, and the Life-long Learning Goal before compiling a final draft vision and mission statement based upon the results of the community's input.

Lifelong Learning Vision: A perpetual fire that ignites and empowers well-balanced self-determined successful individuals that learn and share the gift of intergenerational knowledge to optimally supports and contributes reciprocal life-long learning and success for self, family, community, and globally for seven generations ahead.

Education Department Mission: To connect and equip Çarşayapi citizens with resources and services to explore and fulfill their self-determined life-long learning and sharing goals.

Roles and Responsibilities:

The Committee then turned their attention to the roles and responsibilities needed to carry out the education services for the community. They first developed the list according to the current responsibilities of the Education Committee and the Tribal Council. They then finalized a list of responsibilities based on inclusion of an Education Department with a full-time coordinator.

Education Committee:

- *Communicate with schools*
- *Provide hiring input for positions in education*
- *Budget development input*
- *Determine funding eligibility (packet review)*
- *Create more time to meet instead of just 1-2 hours per month*
- *Grant input*
- *Review coordination and education resource allocations*
- *Support students*
- *Education plan/research advising*
- *Support/help coordinator*
- *Networking*
- *Tribal representative*

Education Coordinator:

- *Help parents fill out forms*
- *Determining student incompleteness payback plan*
- *Managing individual higher education goals (trade, 2 year, 4 year)*

- *Initiate payback letter/process to students & council*
- *Track goals/plans for preK-...*
- *Support the student*
- *Grant input*
- *Disseminate & collect student (k-12) free & reduced lunch forms*
- *Set committee agenda*
- *Report card collection for grade completion incentives k-12*
- *Provide communication to community regarding policies (quarterly meetings)*
- *Collecting diplomas/certificates (high school & higher ed) upon completion*
- *Gather feedback from community*
- *Guide students on the road to success*
- *Monitoring higher education student progress*
- *Monthly report to committee*
- *Preschool/head start fund tuition*
- *Determine amount/order supplies k-12*
- *Administrative support for the committee*
- *Tiospaye night*
- *Implement organize, plan graduation banquet*
- *Networking for students*
- *Representative TNEC*
- *Tasked with organizing/paying for lunches*
- *Input on education hiring*
- *Communication with schools*
- *Identify & share resources & supports for learners*
- *Education panels (schedule, invite) for college & high school*
- *Input on education budget*
- *Community career inventory & assessment to 'grow our own' teachers*
- *Gather feedback & concerns from tribal citizens*
- *Organize, plan, & implement Back to School Night*
- *Increase scholarship funds & resource bank for higher education*
- *Career inventory at Çanşayapi*

Tribal Council:

- *Determine & sign off on hiring staff*
- *Sign off on grants & funding for education*
- *Allocate needed office space/delegate space*
- *Welcome returning higher ed students*
- *Advocate for education needs for future education goals*
- *Review other policies that impact education*
- *Determine hiring/structure of department*
- *Decision maker when decision not within committee's scope*
- *Support the committee*
- *Enforce the education pay back plans of tribal citizens*
- *Support staff development with continued focus on building relationships with local districts*
- *Budget approval*

- *Committee member appointment*
- *Openness for needed changes*
- *Meet with individuals who have questions and/or concerns*
- *Determine what programs can be supported with LSIC scholarship*
- *Sign education checks*

Other:

- *Social Services – Truancy*
- *Finance – draft amount of funds needed for education budget*

The Committee also identified areas to further discuss between the committee and tribal council to formalize process and bolster the integrity of decision making. Discussion took place regarding:

- *Policy development - currently with Ed Committee*
- *Enforce policy - currently with Ed Committee*
- *Make policy changes & revisions – currently with Tribal Council*
- *Sign off on policy revisions - currently with Tribal Council*
- *Address & resolve grievances - currently with Tribal Council*

Over several meetings, the Education Ad-hoc Committee continued to meet to identify the gaps and areas of concern with current education policies and procedures. A framework was utilized based on Education Service, Purpose and Outcome, Description, Frequency, Participant Process, Administration, Concerns and Gaps, Suggestions and Notes. Subsequently, a number of additional issues were mentioned during the initial retreat that were included in the framework for further discussion. The Committee diligently worked through each service to guide the beginning of a developed and formalized Education Policies and Procedures Manual. However, due to the pandemic and desire to complete the process, the Education Coordinator, Tribal Planner, and Consultant completed a draft Manual for review and recommendation by the Education Ad-hoc Committee and adoption by the Tribal Council.

Appendix F: Dakota Language and Education Perspectives

Youth Surveys and Focus Groups

The Education Department conducted a language survey with 51 participants, with 38 from Redwood Falls and 13 from Cedar Mountain Schools. The youth participants represented the following grade categories: Pre-school: 1; K-6: 35; 7-12: 13; Other/unknown: 2. They also held youth focus groups with 41 youth. Questions focused on Dakota language and education strategies and priorities, youth activities, and role models.

Dakota Language. Most (88%) of the students indicated they were interested in learning to speak Dakota. More (63%) students preferred to learn Dakota in their current school rather than after school.

Kinship Terms. When asked what youth know about kinship terms, most identified familiar kinship terms they currently use at home (e.g., kungsi, ate, tunwin). A few shared ideas in support of increasing use of kinship terms, including normalizing Dakota language and speaking to elders in the language. Others expressed positive affirmation for kinship terms, including that it was a good way to keep the language alive and the importance of using kinship terms as a way to demonstrate culture. Only a few of the youth indicated they did not know about kinship terms.

Education Strategies and Priorities. When youth were asked if they would like Dakota language in the future in their current school or in a tribal school if the community built their own, 59% shared they prefer a future tribal school. Further, 98% indicated they were more likely to learn and speak Dakota if Lower Sioux had a Dakota language tribal school. Approximately 65% of the students indicated interest in being a teacher if the community opened its own tribal school.

Youth Activities. Youth were asked to identify their top three activities they have participated in. While many identified more than three, the most frequently mentioned were attending or dancing at pow wows (81%), running (51%), and lacrosse (50%). Other frequently mentioned activities included sewing/beading/quillwork, open gym, and basketball. Most often youth shared that participating in the activity, they learned how to or improve the activity (e.g., basketball, lacrosse, dance). A few of the youth expressed they learned responsibility, teamwork, and that it felt good to help others.

Youth were asked to describe what programs they wanted to see in the new expansion. The list of ideas was grouped by categories.

- Song & Dance (e.g., Outside drum, Drum, Singing, Backup singer classes, dance)
- Sewing (e.g., Ribbon skirt and shirt classes for all ages, making star quilts, Fashion/dress making, quilting, Ribbon skirt/shirt, Culture regalia making)
- Sports (e.g., Football, Basketball field, Softball, Lacrosse/Traditional LAX, Intermural sports league, golf, volleyball games, Camping, Fishing, Hunting, Shooting practice, Archery)
- Outdoor activities (e.g., Yard games, Playground, Skate Park, more walking paths, horse riding, Bird watching, electric scooters)
- Plants (e.g., Gardening, Sweet grass braiding, Tobacco (sacred), planting)
- Language & Culture (e.g., Dakota language, Traditional teachings, culture camp, plays in Dakota, Traditional hand games,)
- Arts (e.g., More art classes, Painting, Quilling, Beading, resin craft, weaving)

- Education (e.g., Pronouns education, LGBTQ+, drivers ed)
- Foods & Cooking (e.g., fry bread, Tacos, cooking)
- Other (i.e., work out room for 12 yr, electronic sports game tournament, animal support groups)
- Room Design (e.g., recycling, grey/white/black colors)
- Provide Jobs, Jobs for new expansion

Youth were also asked in a survey what top three group activities were they most interested in when the new incubator opened next to the Recreation Center. The top choices included beading, cooking, pottery, and archery. Next level choices were Dakota language, hand games, drawing, painting, hunting, and dancing. Most youth identified they would sign up for texting service to receive updates and notices of events and activities.

Role models. Youth described role models as someone that they can relate to, look up to, and aspire to be like. They described character traits that a role model has, including trustworthy, strong, positive influence, responsible, and respectful. Youth described a role models' actions as someone who makes good choices, teaches important lessons, and leads by example. Provided examples of current role models, including parents, grandparents, aunts and uncles, friends, coaches, cops & EMS, teachers, and athletes. Most youth agreed that the LSIC workers were role models. A few shared that most of the were and one shared that it depended on the situation. You shared the following ways that LSIC workers could improve as role models:

- Listen (i.e., listen through tough times, to young people's ideas).
- Be more informed (e.g., expanded experiences, learn social constructs like LGBTQ+ and pronouns).
- Shift activities (e.g., accommodate to different learning styles, more fun and opportunities, focus on activities that don't involve monetary incentives, help with youth program providers).
- Lead by example (i.e., no smoking, don't use your phone and drive)

Adult Surveys

Forty (40) adults participated in a Dakota language survey. The following is the summary information.

Dakota Language Strategies and Priorities. When asked, 70% of adults indicated they were aware of the online Dakota language classes offered by Woniya Kini and CWOO with teachers Isaac Larson and Joe Circle Bear, yet only 27.5% shared they have accessed the online language learning resources. Adults were then asked where they prefer their youth to learn Dakota language with the top choice as grades 9-12 in the public schools, next at birth- age 5 in CWOO. At home with family and Dakota Wicohan came in after. Most (97.5%) of the adults responded they would support adding more language opportunities for youth and families. A list of language learning best practices was described (i.e., language immersion, whole family learning, language use/value across community environment) and then adults were asked what additional language should be added. The top three choices were 1) adding language classes at the new incubator for youth, families, and adults, 2) expand CWOO by adding one grade per year, beginning with kindergarten to 4th grade, and 3) add more Dakota language classes across grade levels in public schools.

Education Strategies and Priorities. Further, 80% of the adults surveyed were in favor of adding one grade per year to CWOO. Adults were again asked if they were in favor of the tribe building a Dakota language immersion school as a priority for developing new lands of which 85% were in favor of. Adults were asked to share additional comments. The following summarizes their comments:

- *Additional language learning options, including electronic (e.g., recordings, Rosetta Stone models) and virtual (e.g., online) options to accommodate access, varying availability, and learning outside the classroom, and expanding language in all grade levels.*
- *Affirmation of the importance and value of language learning (e.g., kids are smarter with additional languages, Dakota iapi nina tewahinda).*
- *Against the tribe building a separate school because of a past school they felt did not provide basic skills and emphasis on building relationships with the current local schools to unite all kids.*
- *Affirmation of the tribe having their own school (e.g., build for current and future kids, invest in developing teachers to build needed capacity).*
- *Other (i.e., those who teach should be sober in and outside of class).*

Appendix G: Canku Teca Learning Plan for the Lower Sioux Indian Community

Learner Name:	Date of Birth:
Grade/Year:	Date:
Purpose of Çanşayapi Canku Teca Learning Plans <ul style="list-style-type: none"> ➤ Establish individual goal setting to support fulfilling Çanşayapi learner's <u>personal life vision</u>. ➤ Nurture the development Çanşayapi learners in fulfilling Lower Sioux <u>citizenship skills</u>. They are defined as the Çanşayapi Education Standards (i.e., belonging, mastery, interdependence, generosity) 	
Learning Goals include: <ul style="list-style-type: none"> • Self-identified short-term and annual goals • Academic skills needed and wanted • Belonging, Mastery, Interdependence, and Generosity goals 	Career Pathways include: <ul style="list-style-type: none"> • Self-identified long-term Career and Generosity goals
<h3>Data Collection</h3>	
Required Documents <ul style="list-style-type: none"> • Release of Information from Parents/Guardians, School • Email • Address • Phone/Cell 	
Pre-K-12th Grade Academic Progress <ul style="list-style-type: none"> • Current education status • Annual academic goals • Current grades • Programs & resources supporting academic progress • Supports, partnerships, & mentors supporting academic progress 	Post-Secondary Progress <ul style="list-style-type: none"> • Current transcript (if applicable) • Annual goals: academic, technical, or training • Certificates, Diplomas, & Degrees attained • Programs & resources supporting post-secondary progress • Supports, partnerships, & mentors supporting post-secondary progress
<h2>Lower Sioux Tribal Education Standards & Progress</h2>	
<u>Belonging Progress (PreK-8)</u> <ul style="list-style-type: none"> ➤ Being a good relative ➤ Knowing who you are 	Goals: Programs & Resources: Supports, Partnerships & Mentors:
<u>Mastery Progress (K-8)</u> <ul style="list-style-type: none"> ➤ Basic life skills ➤ Investments in education, skills, work ethic ➤ Whole person development of physical, spiritual, mental health ➤ Disciplined 	Goals: Programs & Resources: Supports, Partnerships & Mentors:

<ul style="list-style-type: none"> ➤ <i>Discernment skills (e.g., self-agency, choice and decision making)</i> ➤ <i>Emotional growth</i> 	
<p><u>Interdependence Progress (9-12)</u></p> <ul style="list-style-type: none"> ➤ <i>Relationship skills</i> ➤ <i>Exercising humility</i> ➤ <i>Treatment of others, conflict resolution skills</i> ➤ <i>Communication</i> 	<p>Goals:</p> <p>Programs & Resources:</p> <p>Supports, Partnerships & Mentors:</p>
<p><u>Generosity Progress (Postsecondary)</u></p> <ul style="list-style-type: none"> ➤ <i>Being present – mindfulness practices, participation, ambitious, and tenacious characteristics</i> ➤ <i>Responsibility to family and community – roles and responsibilities identified and carried out</i> 	<p>Goals:</p> <p>Programs & Resources:</p> <p>Supports, Partnerships & Mentors:</p>
<p><u>Lower Sioux Programs & Resources</u></p> <ul style="list-style-type: none"> • <i><u>Wawokiya Program</u> provides intergenerational mentoring opportunities through the LS Recreation/Youth Department.</i> • <i><u>Caŋsayapi Wicoicage Oti</u> (Intergenerational Learning Building) provide opportunities to nurture Dakota cultural Arts and entrepreneurship.</i> • <i><u>Financial Literacy</u> is provided through Dakota Futures and includes budget and financing skills, information on predatory lending, and establishing a healthy credit history.</i> • <i><u>Community Careers Exploration</u> provides career inventory assessments, information on career needs within the community, and youth work experience opportunities. The Education Department continues to seek career learning opportunities (e.g., internships) within the community.</i> • <i><u>Kicaniciya Community Resource Hub</u> provides resources and services to prepare for adulthood and support for those in need. The building and its staff strive to provide services wrapped in dignity and informed by our Dakota teachings.</i> 	
<p><u>Supports, Partnerships, & Mentors</u></p> <ul style="list-style-type: none"> • <i>Personal strengths, skills, gifts</i> • <i>Factors supporting life-long learning & wellness</i> • <i>Factors igniting passion for learning</i> • <i>Family & extended relatives</i> • <i>Community</i> • <i>Mentors (e.g., teachers, Wawokiya)</i> 	