

# Strengthening Tribal-State Relations

Wisconsin Race to the Top—Early Learning Challenge Grant



**Final Report 2013 to 2017**



# **Wisconsin Race to the Top— Early Learning Challenge Grant**

**Strengthening Tribal-State Relations**

**Final Report  
2013–2017**

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# Foreword

To ensure all children receive the best possible education, our state must work collaboratively with Wisconsin’s American Indian nations and tribal communities. For our students, the early years are the best time to start. The Race to the Top—Early Learning Challenge Grant presented the state with a unique opportunity to build on our past efforts. Wisconsin was one of the only states that recognized how essential it was to include our tribal communities in this project. Our partnership allowed us to build systems that will support children in the preschool years so that they can enter the formal educational system equipped with the skills and knowledge they need to succeed.

Thank you to the state and tribal partners who collaborated on this project, which focused on structure building, communication systems, professional development, and information leadership about early childhood in the tribal communities. This publication highlights the many activities, results, and lessons learned from this important work.

Tony Evers  
State Superintendent



# Acknowledgments

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**The Tribal-State Relations Work Group:** Throughout the project's five years, the Tribal State Relations Work Group played a key role in implementation of the RTT-ELC project and will continue to play a key role in tribal-state relationships as the project funding ends. In the final year of the project, Tribal-State Work Group membership includes the leadership listed above as well as these other state department and association representatives.

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# Executive Summary

## Wisconsin Race to the Top— Early Learning Challenge Grant: Strengthening Tribal-State Relations

In 2013, Wisconsin was selected to receive \$34 million in federal grant dollars for education and early childhood development initiatives through the federal Race to the Top—Early Challenge Grant (RTT-ELC). The Great Lakes Inter-Tribal Council was awarded \$548,000 to coordinate the implementation of the project.

The Department of Children and Families (DCF) was the overall RTT-ELC grant lead. The Department of Public Instruction (DPI) was the lead on the Tribal-State Relations Project. The Department of Health Services (DHS) was also a partner in the grant and project. Many other state associations participated in work groups and project activities. Wisconsin's 11 federally recognized American Indian nations and tribal communities participated in the project. A complete report provides more details on this project: <https://dpi.wi.gov/early-childhood/prof-dev> and <http://www.collaboratingpartners.com/diverse-populations/wi-tribal-nations/>.

### Project Objectives

- Establish a structure to improve communication and resource sharing among tribal nations, state agencies, early childhood programs, and associations.
- Develop strategies for improving coordination of early childhood professional development efforts.

### Inter- and Intra-Agency and Tribal Collaboration

- Collaborate with the Great Lakes Inter-Tribal Council (GLITC), the Disproportionality Technical Assistance Network, the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative, the Department of Children and Families (DCF), and the Department of Health Services (DHS).

*We needed to work with other organizations and systems to build infrastructures that inform leadership, promote collaborations, improve communication among sectors, and support resource sharing to improve services to young tribal children and their families.*

*The project had links to many leadership groups, such as the GLITC Board, the Wisconsin Indian Education Association, and the Inter-Tribal Child Care Association. We needed to find better ways of sharing information and engaging them in early childhood issues.*

- Refocus and expand state and tribal collaboration through meetings of department tribal liaisons, the Tribal-State Relations Work Group, and the Tribal Early Childhood Workgroup.
- Obtain tribal input and build networks through tribal gatherings.

## **Funded Activities**

- coordinator position at GLITC
- community engagement mini-grants for tribal communities
- professional development projects and packages aimed at increasing tribal members' participation
- collaborative planning and networking work groups

## **Scope of Work and Impact**

### **1) Create a central point for coordination among tribal nations, state staff across multiple departments, and other cross-sector professionals:**

- a. In 2014, the project coordinator was hired through an interagency agreement with the Great Lakes Inter-Tribal Council (GLITC), to provide the central point for coordination.
- b. The project partnered with the Disproportionality Technical Assistance Network early childhood project.
- c. The project worked in conjunction with the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative.

### **2) Seek input from tribal communities on direction of project:**

- a. Tribal listening session in 2013 and 2017 brought state leaders together with tribal leaders and their early childhood program representatives with the goal of identifying current community issues related to helping every tribal child from birth to age 8 be safe, healthy, and successful in school and life. Lessons learned focused on grant implementation, perceived needs and gaps in service, and what leaders need to know about early childhood.
- b. A wide variety of other strategies were identified and addressed and are identified in the full report. For example, input resulted in changes to project professional development strategies, with direct

efforts to ensure that tribal personnel became trainers, training came into the tribal communities, and trainings were reflective of tribal culture.

**3) Establish a structure for communication and resource sharing among the state's early childhood structures and the tribal nations:**

- a. Early Childhood Tribal Grant Planning Team: Partnering coordinators provided leadership and implemented strategies through a jointly developed work plan.
- b. Tribal-State Relations Work Group: The RTT-ELC project expanded on a pre-RTT work group to share RTT-ELC resources, implementation, and strategies among cross-sector state agencies and associations.
- c. State Department Tribal Liaisons Workgroup: Tribal liaisons from the state departments met periodically and participated in the other work groups to ensure intra- and interdepartmental coordination and consistent implementation of strategies.
- d. Tribal Early Childhood Workgroup: This work group focused on membership of early childhood program personnel and other tribal representatives from each of the 11 tribal nations and many of their community partners. Members of the other three work groups also participated.
- e. A variety of communication structures were used to share information and resources related to the project and tribal early childhood issues, including a scan of state department programs, participant contact information, listservs, and a web page.

**4) Increase in inter- and intratribal networking and coordination with other structures:**

- a. The Tribal Early Childhood Workgroup brought the various programs, services, and leaders from each tribal nation together to share information, network, create common priorities, and develop specific strategies for project work in the utilization of state professional development opportunities, potential gaps, and areas for improvement.
- b. The use of a common 90-day planning process, introduced by the Menominee Nation and consultant Jody Pfarr, supported internal tribal planning and intertribal sharing.

*Communication and networking structures built stronger linkages and supported deeper early childhood awareness, representation, and collaboration.*

*Project efforts respected that the tribal communities were different from the norm of educational institutional instruction and for child development. Our growth marks are intertwined with cultural beliefs on child rearing.*

- c. Throughout the project, several existing structures were identified as important systems to engage in the early childhood effort, including the GLITC board, the Wisconsin Indian Education Association (WIEA), the Wisconsin Inter-Tribal Child Care Association (WITCCA), the Governor's Early Childhood Advisory Council (ECAC), and the statutorily required tribal consultation meetings at DCF and DHS.
- d. A presentation was made on February 25, 2014, to ECAC to provide information that helped promote the ECAC's interest in addressing the achievement gap as well as in culturally relevant professional development.

**5) Provision of mini-grants to each tribal nation:**

- a. RTT funds provided \$191,107 to eight tribal nations. These grants supported internal community coordination, implementation of state professional development projects, and a number of tribe-specific program activities in areas such as teaching of tribal language, fatherhood, trauma informed care (Bad River), Wisconsin Model Early Learning Standards and Pyramid Model training, Child Find and developmental screening, curriculum/assessment system purchase and training, and safe sleep survival kits.

**6) Increase tribal nation participation in state and project professional development priorities:**

- a. More tribal nations' members participated in state and project professional development training, including early literacy, Wisconsin Model Early Learning Standards, the Pyramid Model for Social and Emotional Competence, developmental screening, and trauma informed care.
- b. Two existing state training packages were modified to ensure they were reflective of tribal cultures.
- c. Five tribal members became trainers in Wisconsin Model Early Learning Standards.
- d. Ten tribal nations were approved to implement Ages and Stages Developmental Screening in their community and have begun to implement community screening efforts.
- e. Three tribal members participated in "train the trainers" for trauma informed care.

## Sustainability

The RTT-ELC Tribal-State Relations Project built on existing efforts in Wisconsin. While the end of RTT-ELC will result in a loss of funding to support a full-time coordinator at GLITC, mini-grants to fund local efforts, and supplemental funds for the Early Childhood Tribal Workgroup, there are a number of ways that this work will be sustained:

- The Disproportionality Technical Assistance Network will continue to fund the culturally responsive Early Childhood Tribal Project coordinator position. This position will help to support ongoing early childhood tribal activities and meetings locally and statewide.
- The GLITC-DCF home visiting project will allow continued partnerships and collaboration on the work of cross-sector early childhood efforts. GLITC continues to seek additional grants that would support services to young children and their families and support collaborative structures.
- Communication will continue through the DPI listserv and the braided funding website, <http://www.collaboratingpartners.com>.
- Wisconsin Model Early Learning Standards, Pyramid Model training, and comprehensive screening and assessment will be incorporated into the state structure for professional development and implementation continued through the individual tribes with trainers.
- The three state departments and related associations have committed staff time to continuing the communication structure, which is being redesigned to reduce the number of meetings and travel time.
- The ECAC will continue to be informed of the status of early childhood issues in tribal communities and support efforts to close the achievement gap.
- It is anticipated that early childhood topics will continue to be part of the Wisconsin Indian Education Association (WIEA) conference, which will bring issues to the larger tribal education community.
- Tribal nations will continue to utilize their increased knowledge of early childhood, and community connections and structures to implement practices that will support positive outcomes for young children and families.

*This work has helped bring everyone to the table at all economic and cultural levels—poor, middle class, wealthy—to discuss problems and consider policy and procedures to promote improved services to young tribal children and their families.*





# Introduction

In 2013, Wisconsin was selected to receive \$34 million in federal grant funding for education and early childhood development initiatives through the Race to the Top—Early Challenge Grant (RTT-ELC). The Great Lakes Inter-Tribal Council was awarded \$548,000 to coordinate the implementation of the project.

The Department of Children and Families (DCF) was the overall RTT-ELC grant lead. The Department of Public Instruction (DPI) was the lead on the Tribal-State Relations Project. The Department of Health Services (DHS) was also a partner in the grant and project. Many other state associations participated in work groups and project activities.

Wisconsin's 11 federally recognized American Indian nations and tribal communities participated in the project. The Brothertown Indian Nation was also included but is not a federally or state-recognized American Indian nation.

- [Bad River Band of Lake Superior Chippewa](#)
- [Forest County Potawatomi](#)
- [Ho-Chunk Nation](#)
- [Lac Courte Oreilles Band of Lake Superior Chippewa](#)
- [Lac du Flambeau Band of Lake Superior Chippewa](#)
- [Menominee Indian Tribe of Wisconsin](#)
- [Oneida Nation of Wisconsin](#)
- [Red Cliff Band of Lake Superior Chippewa](#)
- [Mole Lake \(Sokaogon Chippewa Community\) Band of Lake Superior Chippewa](#)
- [St. Croix Chippewa Indians of Wisconsin](#)
- [Stockbridge-Munsee Community Band of Mohican Indians](#)
- [Brothertown Indian Nation](#)

The RTT-ELC grant began in 2013 and this project became fully operational in 2014 with the hiring of the project coordinator at the Great Lakes Inter-Tribal Council (GLITC). The data in this report represents work status as of October 30, 2017. The official end date for the RTT-ELC grant was December 31, 2017.

*Throughout the project, meeting structures and face-to-face contact with tribal members also provided valuable input to the project.*

–Robin Mainhardt



# Project Overview

## Project Objectives

- Establish a structure to improve communication and resource sharing among tribal nations, state agencies, early childhood programs, and associations.
- Develop strategies for improving coordination of early professional development efforts.

## Inter- and Intra-Agency and Tribal Collaboration

- Collaborate with the Great Lakes Inter-Tribal Council (GLITC), the Disproportionality Technical Assistance Network, the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative, Department of Children and Families (DCF), and the Department of Health Services (DHS).
- Refocus and expand state and tribal collaboration through meetings of department tribal liaisons, the Tribal-State Relations Work Group, and the Early Childhood Tribal Workgroup.
- Obtain tribal input and build networks through tribal gatherings.



## Funded Activities

- coordinator position at GLITC
- community engagement mini-grants for tribal communities
- professional development projects and packages for tribal members
- collaborative planning and networking work groups

## **Scope of Work: Create a Central Point for Coordination among Tribal Nations, State Staff across Multiple Departments, and Other Cross-Sector Professionals**

As the grant application was being developed in 2013, it was clear to the participating state agencies that a central point of coordination was needed. As well as the three RTT-ELC state departments, the project would support collaboration with the 11 tribal nations in the state. As each tribe is a sovereign nation, each has its own structure for tribal government, early childhood programs, family services, and health services. (See Appendices 1 and 2 for details.)

*This work opened the door of communication between the tribes and the state of Wisconsin in order to enhance the quality of care provided to young tribal children.*

- Heather Jordan,  
GLITC RTT-ELC  
Coordinator

Initially, the project explored options for a central point of coordination. It was determined that the Great Lakes Inter-Tribal Council (GLITC) would be an appropriate central point. GLITC was incorporated in 1965 with the purpose of providing a mechanism through which the tribes could work through the challenges of governance and services to their constituents.

The project coordinator was hired through an interagency agreement with GLITC to provide the central point for coordination among the 11 tribal nations, state staff across multiple departments, and other cross-sector professionals. Throughout the project, the coordinator has been a key contact in department and cross-department state collaborations, as well as internal and external collaborations among the tribal communities. These collaborations are described below.

The project was coordinated through a formal partnership with the Disproportionality Technical Assistance Network. The “Network” is funded by the Individuals with Disabilities Education Act, with a focus on equitable referrals, services, and education for children who are racially and ethnically diverse. The Network has an early childhood tribal nations component. The Network coordinator and early childhood coordinator worked in partnership with the GLITC coordinator.

The project worked in conjunction with the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative, a cross-state department collaborative encouraging regional networks to share resources and promote professional development. The northern region collaboration coach was an instrumental partner in all of the work.

The unique partnership among these groups provided a central point of coordination for early childhood efforts among the state departments and tribal nations.

## Scope of Work: Seek Input from Tribal Communities on Direction of the Project

In 2013, the first “listening session” brought state leaders together with tribal leaders and their early childhood program representatives to discuss existing supports and services and challenges to addressing gaps, and to identify opportunities that exist to leverage increased attention to early childhood at the community and state level. The event was co-sponsored by the Governor’s Early Childhood Advisory Council (ECAC). Participants initially broke into small groups to discuss each of ECAC’s goals, which are to ensure that children are safe, healthy, in stable and nurturing families, and have access to quality early learning opportunities. Small groups were followed by the traditional tribal “talking circle” as a format for more informal discussion of the topics. The meeting was videotaped and the talking circle discussion was transcribed.



Throughout the project, meeting structures and face-to-face contact with tribal members also provided valuable input to the project. This input was summarized at the end of each year and helped improve the strategies that continued throughout the project. At the end of each year, the project generated “lessons learned” and adjustments were made to the project for the next year. This resulted in changes to project professional development strategies. Direct efforts were made to ensure that tribal personnel became trainers, that training was offered in the tribal communities, and that trainings were reflective of tribal culture. (See sections on Professional Development and Lessons Learned.)

The 2017, a second formal session took place for the state leadership to “listen and learn” from the tribal communities about perceptions of their early childhood programs, individual challenges, and stated hopes for improving outcomes for tribal children and their families. Leaders from the state departments and state associations were invited. Tribal leaders and program directors were invited to share input. Jerry Waukau, health director of the Menominee Nation, opened the session. The Department of Public Instruction’s State Superintendent, Tony Evers, provided additional opening comments and asked the participants to provide input to state leaders on several questions. All participants then participated in an additional activity to identify current priorities in early childhood. The list of current priorities is being addressed by the Early Childhood Tribal Workgroup as they identify what work is being done in the priority areas and where there are gaps in services. This session created a report and

executive summary. A summary of the questions and priorities can be found in the Lessons Learned section of this report.

Input from the tribal communities has had a long-term impact on tribal-state communication structures, implementation of professional development activities, awareness of early childhood issues among leaders, and coordination of early childhood efforts.



## Scope of Work: Establish a Structure for Communication and Resource Sharing among the State Early Childhood Structures and the Tribal Nations

Due to the complex nature of this effort and the multiple levels of participation, four groups became the structure for communication and resource sharing. There was significant collaboration among the groups to ensure consistency in the various levels and efforts. These groups capitalized on several communication structures as a means of sharing information to the broadest level of stakeholders.

**Early Childhood Tribal Workgroup grant planning team:** Partnering coordinators met monthly to provide leadership in the development of a shared vision, implementation strategies, and resource sharing through a jointly developed RTT-ELC, Network, and WECCP collaborative work plan.

**Tribal-State Relations Work Group:** The RTT-ELC project built on a pre-RTT group that focused on special education through the Network. The work group was expanded to bring in general education and cross-sector partners. This state-level work group included state department and state association staff as well as representatives from tribal systems (see appendix for a membership list). They met to share resources and helped shape the implementation strategies related to the RTT-ELC project and/or other state efforts with the tribal nations. The Tribal-State Relations Work Group meetings were typically held four times each year. In 2016, the Tribal-State Relations Work Group adopted the 90-day planning process with three identified goal areas:

- Build an infrastructure among the First Nations, the state departments, and other early childhood organizations that promotes relationships, communication, and collaboration.
- Share program knowledge among the First Nations, the state departments, and other early childhood organizations in order to increase the ability of personnel to understand and access programs, services, and contact information.
- Coordinate planning and sharing of information sharing of events, meetings, and project activities.

**State department tribal liaisons:** As the project moved into its second year, meetings began among the tribal liaisons from the three state departments to ensure interdepartmental coordination and consistent implementation strategies that aligned with the work of each of the

*The group has allowed for many important conversations between state and tribal early childhood teams. It would be hard to overstate the importance and impact of meeting in person.*

– Martin Salas,  
Department of  
Health Services

*It's been amazing to be a part of such a diverse early childhood professional work group and collaboration with other tribes and the State of Wisconsin.*

– Barbara Baker-Larush,  
Lac Courte Oreilles

departments. The tribal liaison from the Department of Corrections (DOC) began meeting with the liaison group to explore connections with DOC efforts and early childhood. The liaisons also participated in the Tribal-State Relations Work Group and Early Childhood Tribal Workgroup (see below). The tribal liaison group defined their purpose as:

- advising and assisting in promotion of the collaborative purposes of the RTT-ELC initiative,
- participating in the Tribal-State Relations Work Group to share department activities and learn about activities in other departments, and
- representing the cross-sector nature of early childhood in department tribal initiatives.

**Early Childhood Tribal Workgroup:** RTT-ELC brought renewed interest and resources to an Early Childhood Tribal Workgroup originally created to focus on tribal children with disabilities and their families. This work group was primarily made up of early childhood program personnel and other tribal leadership. Over the course of the project, representatives from each of the 11 tribal nations participated. The Workgroup welcomed the expanded vision for addressing all tribal children and became a mechanism to share information among the tribal nations and with the Tribal-State Relations Work Group. The work of this group is described further in later sections of this report.

**Communication structures:** A variety of communication structures were designated or created to share information and resources related to the project and tribal early childhood issues:

- A scan of state department programs and projects was created to identify the service linkages among state programs that would be accessible to young tribal children and families. (See Appendix 5.)
- An Excel spreadsheet was created which contained contact information, and a listserv was established to connect project participants via email.
- A web page, <http://www.collaboratingpartners.com/diversity-wi-tribal-nations.php>, provided a link to information on each tribal nation and other resources. It will include more details on 90-day planning, mini-grants, and other tribal early childhood information.



- A tribal early childhood listserv, [ectribalworkgrp@lists.dpi.wi.gov](mailto:ectribalworkgrp@lists.dpi.wi.gov), was created for communication among all of the people who have been part of the project through Early Childhood Tribal Workgroup meetings, 90-day plans, mini-grants, and the Tribal-State Relations Work Group.
- The American Indian Studies listserv, [wi-aislist@lists.dpi.wi.gov](mailto:wi-aislist@lists.dpi.wi.gov), is being promoted as a broad-based way to share information about tribal education, grants, resources, etc.

In late 2016 and into 2017, the work groups began planning for sustainability after the RTT-ELC project was over. Recognizing the reduction in RTT-ELC funds and availability of support through the Network and WECCP, project participants began to consider how to sustain the work. Consultant Jodi Pfarr facilitated two meetings to take the group through the 90-day planning process to identify the “now and future,” and then moved to more detailed planning for continuing the communication structures. Structural changes still under consideration include:

- reducing the number of face-to-face meetings;
- increasing the use of technology for meetings and information sharing;
- more intentional combining of the various meeting groups and participants;
- increasing efforts to encourage other groups to put “early childhood” on their agenda;
- increasing efforts to bring representation from other existing groups to the early childhood meetings;



- increasing work through collaborative partners, such as the Department of Children and Families home visiting projects, the Department of Health Services IDEA Part C Birth to 3 program, and the Children and Youth with Special Health Care Needs Program, through which funds are granted by the state to the tribal nations; and
- seeking funding from new grant sources.



## Scope of Work: Increase in Inter- or Intratribal Networking and Coordination with Other Structures

The project brought the various programs, services, and leaders from each tribal nation together to share information, network, create common priorities, and develop specific strategies for project work in the utilization of state professional development opportunities, potential gaps, and areas for improvement.

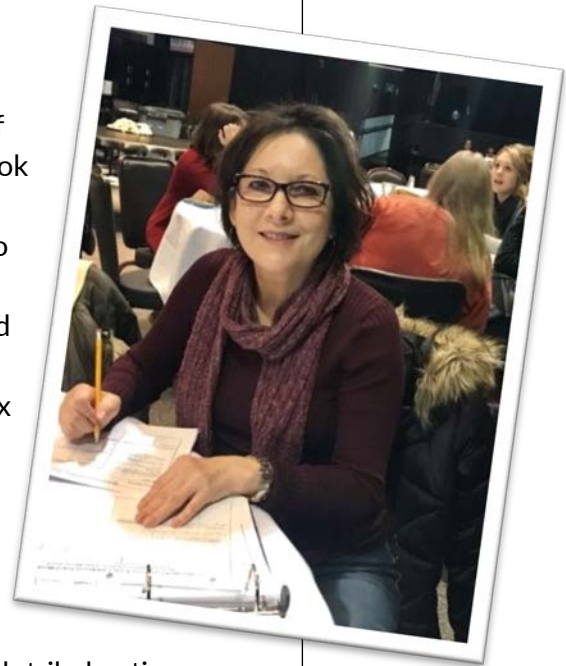
At the May 2015 meeting, Early Childhood Tribal Workgroup representatives from eight of the 11 tribal nations worked in community teams to paint a picture of what early childhood looks like now and what it could look like in the future. There was a presentation from the Menominee tribal community showcasing their efforts to improve the lives of children and families through a 90-day planning process. This 90-day process was facilitated by consultant Jodi Pfarr and became an important component of the entire RTT-ELC project. (See Appendix 3 for more information on the 90-day process.)

The next Early Childhood Tribal Workgroup meeting was held on October 19, 2015, with eight of the 11 tribal nations attending. The gathering reinforced the concept of networking within and among the tribal early childhood programs through the use of teams within each tribal nation that engaged in cross-sector future plans. The participating tribal communities each adopted the 90-day work plan process that focused on early childhood in their community.

In 2016, quarterly meetings of the Early Childhood Tribal Workgroup were held. Each meeting included a presentation by Jodi Pfarr on the 90-day process and philosophy. Each tribal nation and the tribal-state team shared their 90-day plan progress and gave other presentations or updates.

The RTT-ELC mini-grants were released at the February 2, 2016, meeting. As the 90-day planning progressed, plans became increasingly collaborative until most of the mini-grant activities became part of the 90-day projects within each tribal nation.

In 2017, meetings of the Early Childhood Tribal Workgroup were held on January 14, February 8, May 11, August 9, and November 3. Each meeting included time for the communities to work on their 90-day plan as well as share their progress with others. The meetings began to address



sustainability after the RTT-ELC project was over. Meeting agendas included time for consideration of future communication and resource sharing structures. (See the previous section for structural changes under consideration.)

Throughout the project, several existing structures were identified as important to engage in the early childhood effort. These include:

- **Great Lakes Inter-Tribal Council (GLITC) board:**  
The RTT-ELC coordinator and tribal liaisons brought the RTT-ELC project to the GLITC board during their presentations.
- **Governor’s Early Childhood Advisory Council (ECAC):** Early input identified a need to share information and data with the Governor’s Early Childhood Advisory Council. This presentation occurred on February 25, 2014, and provided information that helped promote the ECAC’s interest in addressing the achievement gap as well as in culturally relevant professional development.
- **Inter-Tribal Child Care Association (WITCCA):** Increased collaboration brought WITCCA, RTT-ELC, and Network coordinators to WITCCA and Tribal-State Relations Work Group meetings. There was increased communication about how the groups could support each other’s goals and potentially meet together in the future.
- **Wisconsin Indian Education Association (WIEA):**  
In 2016, the RTT-ELC grant team members began to collaborate with the WIEA conference planning with the intention of bringing early childhood topics to the WIEA annual conference. The Network coordinator became a member of the WIEA planning team and their 2017 conference included a strand on early childhood. It is anticipated that early childhood sessions will be incorporated into future conferences.
- **Statutorily required tribal consultation meetings with DCF and DHS:**  
These meetings are an important structure to elevate early childhood. Tribal liaisons worked on ways to incorporate early childhood topics into the meetings. Their input helped frame the 2017 listening session as a way to reach tribal program leadership who directly participate in the consultation meetings.



## Scope of Work: Provision of Mini-Grants to Each Tribal Nation

In 2016 and 2017, RTT-ELC funds approved grant applications for \$191,107 to eight applying tribal nations. These grants supported internal community coordination and implementation of state professional development projects within each tribal nation. The grants served to bring the various programs, services, and leaders together within each tribe in order to share information, network, create common priorities, and develop specific strategies for project work. The grant work helped identify potential gaps and areas for improvement that were built into later 90-day plans.

As planning and funding were developed, they merged into specific projects within each tribal nation and became part of the 90-day planning process. The results were showcased at the Early Childhood Tribal Workgroup meetings on November 3, 2016, and February 8–9, 2017.

The mini-grant applications and 90-day plans focused on a variety of activities or priority areas, including:

- elders teaching Anishinaabe language, fatherhood, and trauma (Bad River);
- 0-3 language immersion school (with parents) including native language curriculum, professional development, ASQ 3/SE training and material (Ho-Chunk);
- implementation of Pyramid Model, Ojibwe language materials (Lac Courte Oreilles);
- events to promote health and wellness, including IDEA Child Find screening, Pyramid Model training for staff/parents, materials, re-opening of a licensed child care center (Lac du Flambeau);
- training and materials to assist staff to implement Teaching Strategies' GOLD assessment system (Menominee);
- native language, early literacy, and fatherhood initiatives (Oneida);
- mental health consultant, training on social-emotional development for parents, *Wisconsin Model Early Learning Standards* training, purchase and training of Creative Curriculum and GOLD assessment (Red Cliff); and
- Safe Sleep Survival Kits (St. Croix).

*Our Hoocak early learning center has been implementing the 90-day plan since 2015. This process keeps us on track of our goals so we can reach our mission of saving our language. Mini-grant funding is so helpful to our tribe as well as other Wisconsin tribes.*

-Lisa Pesavento,  
Ho-Chunk  
Hoocak Early  
Learning Center

These mini-grants have supported the implementation of native language schools, increased identification and referral of tribal children with suspected developmental delays or disabilities, increased the number of tribal members trained to provide professional development in their communities, and supported a variety of other programs and activities. (See the appendix for more details on the mini-grants.)



## Scope of Work: Increase Tribal Nation Participation in State Professional Development Programs and Trainings

Several existing state department cross-sector training packages were the initial focus of the professional development work: early literacy, *Wisconsin Model Early Learning Standards*, and the *Pyramid Model for Social and Emotional Competence*. Input from the tribal communities brought screening and trauma informed care into the professional development work.

The RTT-ELC and Network coordinators participated in statewide technical assistance planning to ensure that tribal culture and contexts were considered. Through their involvement, we learned the importance of bringing training to the tribal communities, not expecting them to come trainings in other communities. We also learned about the need to make the training packages more relevant to the tribal communities, and we learned that we needed to adapt the existing structure that provided state-approved trainers.

On June 4, 2014, the early literacy training module was presented to the Wisconsin Inter-Tribal Child Care Association (WITCCA) along with resources for providing the training to each tribal nation. Those participants expressed concern that the materials were not particularly relevant because they did not have photos representative of the tribal communities, did not provide enough information on relevant preschool reading material, and disregarded the tribal interest in native language learning. Efforts to promote this package were put on hold and focus shifted to making *Wisconsin Model Early Learning Standards* more relevant by supporting tribal nation-specific literacy activities and promoting efforts at native language revitalization.

Through 2015 and into 2016, the tribal coordinator and a small group worked on the *Wisconsin Model Early Learning Standards* revisions to the trainer approval process and the standards training package. With the input of five specific tribal nations, the *Wisconsin Model Early Learning Standards* state action team maintained the fidelity but strengthened the cultural relevance of this training. The changes did not alter the basic structure or contents of the training but provided culturally relevant graphics and substituted some relevant activities. The process to approve state trainers was also adapted for the tribal communities to bring the training closer to their communities and provide financial support for potential trainers. In July 2015, the *Wisconsin Model Early Learning Standards* leadership committee approved the proposal to adapt the trainer process and training materials. The *Wisconsin Model Early Learning Standards* tribal training cohort began training on September 10 with eight potential trainers from five tribal communities. In November and

*The mini-grant funding has allowed us to provide early childhood literacy materials throughout the Oneida Reservation. Very much appreciated.*

– Carla Witkowski,  
Oneida Nation

December 2015, the trainers were involved in coaching and mentoring activities to support their movement through the approval process. These trainers will begin doing training when approved. See the *Wisconsin Model Early Learning Standards* section for more on how these trainings support tribal involvement in YoungStar. Eight potential trainers from five tribal communities began the *Wisconsin Model Early Learning Standards* trainer approval process. By the end of 2016, Red Cliff will be the first tribal community with two fully approved tribal trainers. Stockbridge-Munsee will be next, with one fully approved trainer. Eight potential trainers from five tribal communities began the WMELS trainer approval process. In 2016, Red Cliff will be the first tribal community, with two fully approved tribal trainers. In 2017, Stockbridge-Munsee's trainer became an approved trainer. This trainer then moved back to her native tribe, Menominee Nation, and will be available to provide training in both tribal communities in the future. The remaining potential trainers have either moved or accepted different positions within their community. The trainer approval and training adaptations will be available to trainers who will be training in tribal communities. They will soon be housed at <http://www.collaboratingpartners.com>, to provide wider access to photos and other graphics representing tribal culture.

The *Wisconsin Model Early Learning Standards* process was so successful that in 2016, plans were made to replicate the process with the *Pyramid Model for Social and Emotional Competence*. In late 2016, funding—including RTT-ELC GLITC and RTT-ELC Pyramid funds—was provided to evaluate the Pyramid Model training materials for cultural relevance, adapt the trainer approval process, and promote training within the tribal communities. However, delays in the funding and contracting process did not allow enough time to do this project within the RTT-ELC timeframe with necessary emphasis on accuracy to each tribe's culture. The intent remains to have a sustainability priority within the Pyramid Model Project.



Through our listening and strategic planning, we also learned of the tribal communities' strong interest in screening and assessment. In August 2015, the project hosted training with the Brookes Publishing Company, where representatives from 10 of the tribal nations became trainers for the Ages and Stages screening tool. Some of these tribal nations developed screening

strategies that were part of their 90-day plans and mini-grants. In 2016, three communities hosted events in conjunction with the ASQ training: Keshena Primary School in Menominee has completed one new Child Find and plan another event in several months; the trainer from Stockbridge-



Munsee provided ASQ-3/SE2 training to her staff at Head Start and the Health and Wellness Center and will be training a class at UW-Oshkosh; the trainer from Oneida has provided multiple ASQ trainings to the clinic staff and the Head Start staff; the trainer from Lac du Flambeau assisted with the ASQ training to the entire Head Start staff; and the trainer from St. Croix also completed several ASQ trainings to home visiting staff and staff at their Health and Wellness Center. In 2017, ASQ trainings were provided for new incoming staff or reviewed with existing early childhood staff at Head Start programs, home visiting programs, and wellness centers by trainers in 10 of the 11 tribal communities.

Historical trauma and trauma informed care were identified as professional development areas of high interest to the tribal communities. RTT-ELC funds were provided to the Child Abuse and Neglect Prevention Board (previously known as the Children’s Trust Fund ) to pay for tuition and materials for three tribal members to become certified trainers in the “Bringing the Protective Factors Framework to Life in Your Work” curriculum, a method of supporting trauma informed care. Three individuals from the Menomonee Nation attended the training. Two individuals from the Oneida Nation were registered but had to back out the week before the training. The Board additionally provided funds to ensure that the three trainers could offer the training and pay a parent to co-present with them. To adapt the curriculum, Community Advisors worked with Board staff to ensure that the pictures, the examples used in the curriculum, and the activities matched the Menomonee Nation culture and experiences. One concrete example was during the Knowledge of Parenting and Child Development training, when the Community Advisors wanted to include discussion of how the Indian boarding school experience impacted parenting practice and the knowledge of parenting that is passed down from one generation to another. Other changes included revisions to descriptions and vignettes used throughout the curriculum, such as referencing the prevalent role of grandparents as primary caregivers to match cultural norms.

RTT-ELC was also able to support upgrading the training kits and resource materials that are used for these professional development efforts. Training kits coordinated by regional collaboration coaches, purchasing of ASQ kits, and other materials have greatly enhanced resources.



## Lessons Learned: Initial Input

The 2013 “listen and learn” session provided this input that helped shape the project:

- Involve tribal leaders more directly in planning and implementation of initiatives.
- Improve methods for networking with state-level partners, including increased collaboration with DPI, DCF, and DHS tribal liaisons.
- Improve methods for networking among the tribal nations, and within each tribal community, including increasing the role of GLITC in early childhood collaboration.
- Seek direct input from the various tribal nations beyond the obvious addition to existing training modules of videos representing the tribal community.
- Support intertribal coordination and collaboration through the creation of a state council and/or a GLITC committee, and through events such as tribal gatherings.
- Develop a structure to support tribal-state coordination and collaboration through connections with groups like the Governor’s Early Childhood Advisory Council and existing committees in state agencies.
- Encourage professional development and awareness activities that promote the need to work with children and families early to prevent problems later in life.



## Lessons Learned: Project-Specific

In 2015 and 2016, we continued to learn through more informal methods. Below are the strategies identified during coordinator meetings with tribal communities, through meeting communication structures, and in the 90-day planning process:

- Encourage state agencies to put more effort into better coordinating across sectors.
- Fund tribal efforts that align with state-level projects.
- Modify the *Wisconsin Model Early Learning Standards* materials to better reflect cultural practices.
- Sponsor and host events specific for tribal participation, including ASQ training and *Wisconsin Model Early Learning Standards* “train the trainer.”
- Focus on how to raise public awareness to provide leaders with a better understanding of early childhood issues and bring early childhood efforts to the table at multiple levels. Instead of focusing on a central point of coordination, focus on the existing systems to coordinate and build awareness.
- Bring the state departments together to build a cross-sector common vision and approach with the tribal nations.
- Work with GLITC to establish a structure for communication.
- Build inter-tribal communication by supporting the creation and expansion of early childhood collaboration work groups or councils within each of the tribal nations.
- Bring together cross-sector early childhood stakeholders from each tribal nation to share and learn from each other.
- Explore the best approach to bringing early childhood to the GLITC board meetings, which meet quarterly and have an annual meeting. Consider if board presentations should be project-specific or broad cross-sector early childhood-focused.
- Explore the best time and format to bring early childhood to the DHS and DCF tribal consultation meetings. Consider if the topics should go to GLITC first and if it should be project-specific or broad cross-sector early childhood.

*Communication is the key. This is huge as we benefitted from increased collaboration.*

- Sam Seidler,  
Gresham Public  
School District

- Bring early childhood topics to the Wisconsin Indian Education Association (WIEA).

- Consider how to keep tribal relations in the forefront with the ECAC.

- Consider linkages with the Wisconsin Inter-Tribal Child Care Association (WITCCA) with a focus on tribal communities, child care, and subsidy issues.

- Continue to focus and expand professional development efforts to ensure that they are culturally responsive.

- Sustain collaborative meetings at the tribal level, across the tribes, and among the tribal nations and the state departments.

- Continue to develop communication tools such as a tribal-state early childhood professional listserv.



## Lessons Learned: Leadership

On February 8, 2017, the project conducted its second formal session to “listen and learn” from the tribal communities. The intention was to engage state and tribal leadership in a conversation about the importance of early childhood and cross-sector collaborations. Leadership from the RTT-ELC state agencies, the Tribal-State Work Group associations, and tribal programs were invited to attend. Throughout the day, meeting participants provided feedback in two areas summarized below.

*What questions should state and tribal leaders ask about tribal early childhood programs, providers, and parents?*

- Community strengths: How does your community support young children and their families?
- Forward thinking: What is your future story and how can we support you to get here?
- Community needs: Unmet needs? How can we support in this?
- State policies: Are there state policies that are barriers to early childhood best practices?
- Resources and communication: Do you have information/ education about early childhood issues (laws, constitution, etc.)?
- Budget priorities: Within your community or program, how are you using the money provided by the state to support early childhood issues?

*What do state and tribal leadership need to know about tribal early childhood?*

- Cultural framework: Traditional tribal values, culture, and language need to be incorporated into policies and requirements with funds to provide it.
- Community collaboration and outreach: Everyone needs to be brought to the table to discuss problems and develop policy and procedures. All economic and cultural levels need to be included. Invitations should include all community members, faith-based organizations, and the range of service providers.



- **Parent engagement:** All programs and services must facilitate parent engagement in early childhood services. Community functions can be geared toward educating and asking for feedback, with incentives to increase participation of the community.
- **Collaboration with schools:** Act 31 needs to start in early childhood and support needs to exist when schools are resistant.
- **Knowledge of resources and how to obtain them:** Find better ways to provide information on grants, loans, programs, and resources that could help the communities.
- **Availability of resources:** The availability of resources varies within each community. There needs to be equitable access to resources such as child care, Birth to 3 early intervention, home visiting, mental health professionals, maternal health, and other services for children and families with special needs.
- **Language immersion:** Stronger language begins in the earliest years. Language immersion schools and programs are needed so babies and young children can also be immersed in their native language.
- **Professional development:** tribal communities need more well trained teachers for early childhood, Head Start, child care, and schools. Teachers need more training on trauma informed care, play and nature based instruction, social-emotional development, and sensitivity to traditions, culture, and heritage.



## Sustainability

The RTT-ELC Tribal-State Relationships Work Group builds on existing efforts in Wisconsin. While the end of the RTT-ELC will result in a loss of funding to support a full time coordinator at the GLITC, mini-grants to fund local efforts, and supplemental funds for the Early Childhood Tribal Workgroup, there are a number of ways that this work will be sustained:

- The Disproportionality Technical Assistance Network will continue to fund the culturally responsive Early Childhood Tribal Project coordinator position. This position will help to support ongoing early childhood tribal activities and meetings locally and statewide.
- The GLITC-DCF home visiting project will allow continued partnerships and collaboration on the work of cross-sector early childhood efforts. GLITC continues to seek additional grants that would support services to young children and their families and support collaborative structures.
- Communication will continue through the DPI listserv and the braided funding website, <http://www.collaboratingpartners.com>.
- *Wisconsin Model Early Learning Standards*, Pyramid Model training, and comprehensive screening and assessment will be incorporated into the state structure for professional development and implementation continued through the individual tribes with trainers.
- The three state departments and related associations have committed staff time to continuing the communication structure, which is being redesigned to reduce the number of meetings and travel time.
- The ECAC will continue to be informed of the status of early childhood issues in tribal communities and support efforts to close the achievement gap.
- It is anticipated that early childhood topics will continue to be part of the Wisconsin Indian Education Association (WIEA) conference, which will bring issues to the larger tribal education community.
- Tribal nations will continue to utilize their increased knowledge of early childhood, and community connections and structures to implement practices that will support positive outcomes for young children and families.

*I have benefitted greatly by the development of the 90-day plans—it helped us focus. We have increased in opening up communication and willingness to meet and talk about our issues and in working together.*

– Monica White  
Lac Courte Oreilles  
Ojibwe School Family and  
Child Education Program

# Appendix 1. Select Overview of Tribal Nations' Early Childhood Programs

Tribal Nation	Federal OR State Funded Home Visiting	Federal and State Head Start Funded	Use of State Child Care Subsidies	State IDEA Part C Funding from DHS	Federal Bureau of Indian Education (BIE)—IDEA Part C and Part B	BIE Tribal Schools	Tribe-Specific
<a href="#">Bad River Band of Lake Superior Chippewa</a>	X	X	X	X			
<a href="#">Forest County Potawatomi</a>			X	X			
<a href="#">Ho-Chunk Nation</a>		X		X			Early Language Immersion Program
<a href="#">Lac Courte Oreilles Band of Lake Superior Chippewa</a>	X	X		X	X	X	Early Language Immersion Program
<a href="#">Lac du Flambeau Band of Lake Superior Chippewa</a>	X	X	X	X			
<a href="#">Menominee Indian Tribe of Wisconsin</a>		X	X	X	X	X	X
<a href="#">Oneida Nation of Wisconsin</a>		X	X	X	X	X	Tribal funded home visitation
<a href="#">Red Cliff Band of Lake Superior Chippewa</a>	X	X	X	X			
<a href="#">Mole Lake (Sokaogon Chippewa Community) Band of Lake Superior Chippewa</a>	X		X	X			
<a href="#">St. Croix Chippewa Indians of Wisconsin</a>	X	X		X			
<a href="#">Stockbridge-Munsee Community Band of Mohican Indians</a>		X		X			



# Appendix 2. PowerPoint Presentation to the Governor's Early Childhood Advisory Council (February 25, 2014)

**Looking At Data The Story It Tells**

**Governor's Early Childhood Advisory Council (ECAC)**

February 25, 2014

Dee Gokee-Rindal, Ed.D  
David O'Connor, MS

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**Overview of Presentation**

- Chapter 1: 4K-12 Education Perspective
- Chapter 2: Initial Early Childhood Scan
- Chapter 3: Expanding the Data

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**ECAC Findings**

- The early ECAC needs assessment found good information on state programs but varied and limited data on services and outcomes.
- The states early childhood longitudinal data system (EC-LDS) is beginning to create data collection and sharing structures.
- The RTT grant is beginning "ground level" data collection related to Tribal programs and services.

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**Wisconsin's American Indian Nations**



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**Key Wisconsin Tribal Organizations**

- Great Lakes Inter-Tribal Council (GLITC), Inc.
- Wisconsin Indian Education Association (WIEA)
- Wisconsin Inter-Tribal Child Care Association
- Wisconsin Tribal Education Directors Association

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**American Indians in Wisconsin**

- The Wisconsin American Indian population 54,526 or 0.9%.
- Not all are members of Wisconsin American Indian nations
- 1/3 live on-reservation; 1/3 in nearby towns; and 1/3 in urban areas.
- Milwaukee has the largest Native community in the state.
- Green Bay ranks in the top 10 nationwide in % of Native population among cities of 100,000+.

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## Tribal Government and Enterprises as Employers

- Bad River Ojibwe: largest employer in Ashland County
- Lac Courte Oreilles Ojibwe: largest employer in Sawyer County
- Lac du Flambeau Ojibwe: largest employer in Vilas County.
- Red Cliff Ojibwe: largest employer in Bayfield County
- St. Croix Ojibwe: largest employer in Burnett County, 2<sup>nd</sup> largest in Barron County
- Sokaogon (Mole Lake) Ojibwe: 13 largest employer in Forest County.

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## Continued

- Forest County Potawatomi: largest employer in Forest County and among the largest in Milwaukee.
- Ho-Chunk Nation: largest employer in Sauk and Jackson counties.
- Menominee Nation: largest employer in Menominee County.
- Stockbridge-Munsee Mohican Nation: largest employer in Shawano County
- Oneida Nation: 5<sup>th</sup> largest employer in Brown County and 14<sup>th</sup> in Outagamie County

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## EC-LDS Identified 36 Programs



Today's focus on several programs

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## Wisconsin Tribal Head Start & Early Head Start Programs



- 3-5 year old –Head Start
  - Oneida Nation
  - Stockbridge-Munsee
  - Ho-Chunk Nation
  - Lac Courte Oreilles
  - St. Croix
  - Bad River
- Birth to 5 years old – Head Start & Early Head Start
  - Menominee Nation
  - Lac du Flambeau
  - Birth to 5 year old – Head Start Center Base, Early Head Start Center and Home Base and Pregnant Women
    - Red Cliff

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## Maternal, Infant and Early Childhood Home Visiting

The Maternal, Infant and Early Childhood Home Visiting program (MIECHV)

- GLITC is the contracted agency for three of the tribes; all are using the Healthy Families America (HFA) model.
  - Sokaogon (Mole Lake) through human services
  - St. Croix through the tribal clinic and
  - Bad River through the tribal clinic.

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## Continued

- Lac Courte Oreilles was the first tribe in WI to secure direct federal funding for a Tribal MIECHV grant.
- Red Cliff has Tribal MIECHV grant in the second cohort of those grants.

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### Individuals With Disabilities (IDEA) Education Act

- IDEA Part C: services to infants and toddlers with developmental delays and disabilities and their families through **county agencies**.
- IDEA Part B: services to children with disabilities ages 3-5 and 5-21 through **public schools**.
- Mandated by federal law through the Office of Special Education

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### Wisconsin Tribal Communities Impacted by IDEA Programs

- Bad River
- Forest County Potawatomi
- Ho-Chunk Nation
- Lac Courte Oreilles \*
- Lac du Flambeau
- Menominee Nation\*
- Oneida Nation\*
- Red Cliff
- Sokaogon
- Stockbridge-Munsee
- St. Croix
- Receive Bureau of Indian Education IDEA funding

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### IDEA Child Count Data

- Based upon October 1 Child Count
- Point in time demographic data:
  - Enrollment total (number of children served)
  - Race and Ethnicity
  - Age
  - Settings

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### IDEA Part C Child Count 2012

Total Program Enrollment = 5,679

- Race Categories
 

American Indian/Alaskan Native	63	(1.11%)
Asian	102	(1.08%)
Black/African American	618	(10.93%)
Hawaiian/Pacific Islander (0.09%)	5	
White	3809	(67.37%)
Two or more races	221	(3.91%)
- Ethnicity Categories
 

Hispanic	861	(14.79%)
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- Total: 5,679

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### IDEA Part B 619 Disability of American Indians Ages 3-5

Disability Category	American Indian	%	TOTAL
Cognitive Disabilities	2	0.9%	213
Hearing Impairments	3	1.6%	188
Speech or Language Impairments	117	1.1%	10234
Visual Impairments	2	2.4%	83
Emotional Behavioral Disabilities	3	2.2%	136
Orthopedic Impairments	3	1.5%	204
Other Health Impairments	11	1.6%	673
Specific Learning Disabilities	0	0.0%	11
Deaf-Blindness	0	0.0%	0
Autism	8	1.0%	791
Traumatic Brain Injury	0	0.0%	20
Significant Development Delay <sup>1</sup>	62	1.6%	3772
Total: (Sum of all of the above)	211	1.3%	16325

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### IDEA Part B 619 Disability of American Indian Ages 6-21

Disability Category	American Indian	%	TOTAL
Cognitive Disabilities	146	1.7%	8,603
Hearing Impairments	23	1.5%	1,498
Speech or Language Impairments	404	1.9%	21,647
Visual Impairments	2	0.5%	420
Emotional Behavioral Disabilities	422	3.4%	12,427
Orthopedic Impairments	11	1.3%	819
Other Health Impairments	285	1.5%	19,137
Specific Learning Disabilities	723	2.2%	33,162
Deaf-Blindness	0	0.0%	3
Autism	138	1.6%	8,812
Traumatic Brain Injury	8	2.2%	364
Significant Development Delay <sup>1</sup>	2	2.9%	70
Total: (Sum of all of the above)	2,164	2.0%	106,962

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### Child Care Licensing & Certification

- 21 licensed programs are operated by a tribal government in Wisconsin
- 108 certified programs are approved by a tribal certified agency

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### WI American Indian Child Care Counts Served by Select County: 2012

Wisconsin American Indian Nation	# of Families	# of Children
Bad River Band of Lake Superior Chippewa	58	103
Forest County Potawatomi	11	23
Lac du Flambeau Band of Lake Superior Chippewa	46	99
Menominee Tribe of Wisconsin	3	7
Oneida Nation of Wisconsin	163	254
Red Cliff Band of Lake Superior Chippewa	30	47
Sakoagan (Mole Lake) Chippewa Community	27	42
Stockbridge-Munsee Band of Mohican	16	25
Total: (Sum of all of the above)	354	600

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### American Indians & Wisconsin Education

- About 13,000 American Indians attend public, private, or tribally-controlled schools in Wisconsin.
- 3 public school districts have an American Indian majority (Bayfield, Lac du Flambeau and Menominee Indian).
- 3 Bureau of Indian Education schools (Lac Courte Oreilles Ojibwe, Menominee, and Oneida). 1 private school (Indian Community School of Milwaukee)
- 2 tribal colleges exist (College of the Menominee Nation and Lac Courte Oreilles Ojibwa Community College).
- 4-year-old children may participate in:
  - 9 Tribally operated Head Start programs.
  - School district 4-year-old kindergarten (Potawatomi provides funding to 3 local school districts).
  - 5 Tribes operate their own child care programs.

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### 4K-12 Enrollment in Wisconsin

- The number and percentage of American Indian students enrolled in Wisconsin 4K-12 public school districts is 10,912 or 1.2% out of 874,414 total students.
- Note, in 37 out of 424 public school districts across the state of Wisconsin the total Native student population represented in those districts is 7,628 or 69.9%.

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### 3<sup>rd</sup> Grade WKCE Advanced & Proficient %

	# of Students*	Reading	Math
Academic Year	2011-2012	2011-2012	2011-2012
American Indian (State)	1,031	71.7%	66.6%
All Students (State)	60,134	78.8%	76.7%
Achievement Gap		-7.1%	-10.1%

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### 4<sup>th</sup> Grade WKCE Advanced & Proficient %

	# of Students	Reading	Lang. Arts	Math	Science	Soc. Studies
Academic Year	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011
American Indian (State)	1,031	74.0%	67.2%	69.5%	66.7%	87.4%
All Students (State)	60,134	80.5%	76.0%	79.1%	76.1%	91.8%
Achievement Gap		-6.5%	-8.8%	-9.6%	-9.4%	-4.4%

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8 <sup>th</sup> GRADE WKCE Advanced and Proficient %						
	# of Students	Reading	Lang. Arts	Math	Science	Soc. Studies
Academic Year	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011
American Indians (State)	1,028	74.6%	48.2%	66.9%	69.5%	70.3%
All Students (State)	61,462	82.9%	63.4%	78.4%	79.3%	80.1%
<i>Achievement Gap</i>		<i>-8.3%</i>	<i>-15.2%</i>	<i>-11.5%</i>	<i>-9.8%</i>	<i>-9.8%</i>

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10 <sup>th</sup> GRADE WKCE Advanced & Proficient %						
	# of students	Reading	Lang. Arts	Math	Science	Soc. Studies
Academic Year	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011	Nov. 2011
American Indians (State)	1,028	66.8%	52.1%	53.6%	59.1%	63.8%
All Students (State)	65,165	77.3%	69.4%	70.4%	71.6%	74.7%
<i>Achievement Gap</i>		<i>-10.5%</i>	<i>-17.3%</i>	<i>-16.8%</i>	<i>-12.5%</i>	<i>-10.9%</i>

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TRUANCY, SUSPENSION & EXPULSION				
	Total Fall Enrollment (K-12)**	Truancy %	Suspension %	Expulsion %
Academic Year	2010-2011	2010-2011	2010-2011	2010-2011
American Indian (State)	11,035	21.3%	9.62%	0.16%
All Students (State)	821,350	8.6%	5.54%	0.14%
<i>Difference</i>		<i>+12.7%</i>	<i>+4.08%</i>	<i>+0.02%</i>

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RETENTION & HIGH SCHOOL COMPLETION RATES			
	Total Fall Enrollment PreK-12**	Retention %	% Regular Diplomas (Graduates)
Academic Year	2010-2011	2010-2011	2010-2011
American Indian (State)	2,374	2.75%	71.7%
All Students (State)	821,350	1.45%	187.0%
<i>Difference</i>		<i>+1.30%</i>	<i>-18.0%</i>

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ACT COMPOSITE RESULTS				
	Total Fall Enrollment Grade 12	Number Tested	% Tested	Average Score - Composite
Academic Year	2011-2012	2011-2012	2011-2012	2011-2012
American Indians (State)	924	228	24.7%	19.7
All Students (State)	67,861	41,243	60.8%	22.0
<i>Achievement Gap</i>			<i>-36.1%</i>	<i>-2.3</i>

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ADMINISTRATIVE & LICENSED SCHOOL STAFF				
	# of Administrative Staff	% of Administrative Staff	# of Licensed Staff	% of Licensed Staff
American Indian (State)	10	0.28%	209.94	0.32%
All Faculty/Staff (State)	3,572.07	100%	69,338.58	100%

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**Factors Contributing To Various Issues**

- Lack of curricular development to meet students' cultural and language needs.
  - a.) Differential learning styles and cultural differences are misunderstood or ignored.
- Educator training and professional development is lacking in teaching and learning about American Indian people and working with Native students.

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**Continued**

- Either inaccurate, inappropriate or an absent curriculum on Native history, culture and tribal sovereignty in schools.
- Low rates of early grade attendance.
- Disproportional high number or percentage in special education.
- Differing views on the purpose of education.

32

**Continued**

- Cultural and Language:
  - Research indicates, Native students who have a strong foundation in their language and culture perform better academically.
    - a.) Increase culture and language based education.
    - b.) Encourage schools to teach and incorporate Native languages into school the curriculum.

33

**Continued**

- Development and Retention of Native Teachers, Administrators and Education Leaders:
  - A strong corps of Native education professionals is an essential element of building up Native education while being role models for students.


34

**Continued**

- Address the Needs of All Native students:
  - Policy should address the needs of Native students in BIE, Tribal, public and private schools, as well as in both reservation and urban settings.

35

**Questions/Discussion**




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# Appendix 3. 90-Day Planning Within the Tribal Nations

After the Menominee Nation shared their use of a 90-day planning process, the work group began using consultant Jodi Pfarr to work with them on this process. The process began with each tribal nation examining the “now” of early childhood in their community and then the “future” of where they want to be. Throughout the project, the planning process considered conceptual and practical ways to apply the plans in any of these four areas: individual, institutions, community, and policy.



A common 90-day plan was used throughout the process to identify the direction in which each planning team was heading to move from “now” to the “future.” The planning document was used to identify direction, share responsibilities, define steps, and help define progress. Here is a sample of the plan:

LDF

Culturally Responsive Early Childhood Tribal Work Group 90 Day Implementation Plan Worksheet				
STRATEGIC DIRECTION: Start working towards more options of Quality Care for Early Childhood that includes infrastructure & workforce		ACCOMPLISHMENT TITLE (WHAT) Implement discussion on E.C. Expansion		
INTENT (WHY) Why a Community Workgroup Set up meeting w/ stakeholders		START DATE: 4.5.17	END DATE: 7.3.17	
IMPLEMENTATION STEPS (HOW)	WHO	WHEN	WHERE	
Team members will contact stakeholders <del>Identifying projected dates:</del>	Ron - Brian Gauthier Cressy - Emerson Coy Kels - Alice Soulier Tina - Sharon Lewis	April 7, 2017	Phone contact	
Jodi - Meeting Site selected for next meeting  Identifying projected dates	Jodi  May 1st (10a-12p) Wed 3rd (11a-3:00p) By May 13th have	After meeting date is determined  Need to finalize date a final date	TBD	
COORDINATOR	COLLABORATORS/PARTNERS Healthy Families Healthy Start ZHS Public School WIC Community Health Birth-3	EVALUATION MEASURES: Availability w/ action	BUDGET CONSIDERATIONS: - 0 -	NEXT MEETING DATE(S): June 20 <sup>th</sup> 2:00pm Bev Bauman TBD

Cressy Cossity cossity@pchealth.com

Early plans focused on the individual or institution level and were often specific to a program within a tribal service area. Some examples include:

- Host a Child Find screening to identify children with disabilities.
- Maintain compliance throughout our five-year Early Head Start and Head Start Program.
- Provide mental health observations of children enrolled at the early childhood center in the Head Start classrooms.
- Provide consultation with teaching staff and administration following observations.
- Provide parent and staff training about children’s social and emotional development.
- Provide all new staff with complete *Wisconsin Model Early Learning Standards* training and refresher training for those who have completed it.
- Conduct wider screening in ASQ-3/ASQ-SE2.
- Provide Circle of Life training.
- Bill Medicaid for clients who qualify for PNCC.
- Teach teachers and children language confidence.

At each of the Early Childhood Tribal Workgroup meetings throughout the project, each tribal nation reported on their progress and updated their 90-day plan. Each meeting also included presentations from Jodi Pfarr that moved the focus from individuals and institutions to community and policy.

Here is more detailed information about the 90-day plans from the May 11, 2017, Early Childhood Tribal Workgroup meeting:

## **Bad River**

*Direction:* Community involvement in early childhood education.

*Accomplishment Title:* Community awareness.

*Intent:* Get more directors, programs, and community members involved.

## **Ho-Chunk**

*Direction:* Hoocak national education.

*Accomplishment Title:* Hoocak Ee Cooni learning center curriculum.

*Intent:* Saving the Hoocak language.



## **Lac Courte Oreilles**

*Direction:* Develop open strategies among community agencies.

*Intent:* Collaboration and better understanding of our roles.

## **Lac du Flambeau**

*Direction:* Working toward more options of quality care for early childhood that includes infrastructure and workforce.

*Accomplishment Title:* Implement discussion on early childhood expansion.

*Intent:* Set up meetings with stakeholders.

## **Lac du Flambeau**

*Direction:* Collaboration with tribal resources.

*Accomplishment Title:* Establish contact with one representative from each tribal resource agency.

*Intent:* Meeting with library, commodities food program, education, police, economic support, wellness, family resource center, Head Start, and domestic violence.

## **Red Cliff**

*Direction:* Determine what each party wants from the MOU, process, and timelines.

*Accomplishment Title:* Re-establish MOU between school district and tribe.

*Intent:* To support the education of all children in the district.

## **Potawatomi**

*Direction:* Parent involvement.

*Accomplishment Title:* Increase % of parent attendance.

*Intent:* We're seeing by age 3, already significant % behind socially and developmentally.

## **Stockbridge-Munsee**

*Direction:* Communication, collaboration, strategic long-term planning.

*Accomplishment Title:* Engagement around 90-day plan.

*Intent:* Increase collaboration and involvement to eliminate crossover (silo effect).

# Appendix 4. RTT-ELC Mini-Grant Summary

Tribe	Title/Topic	Amount Requested	Total Spent	Summary
Bad River Lake Superior Chippewa 2016	Increase knowledge of Anishinaabe Language with children enrolled in the Head Start program	\$9,752.00	\$2,708.66	These funds were to help with salary to have an elder in classrooms with children speaking the native language. Elder became unable to do this during this school year.
Ho-Chunk Nation 2016	Creating native language board books, purchasing creative curriculum sets	\$4,000.00	\$2,299.54	Did not complete all the curriculum purchasing but made wonderful board books for their children 0-3 years of age.
Ho-Chunk Nation 2017	HOOCAK Ee COONI Early Childhood Center: Attendance to the EC Tribal Work group for professional development, ASQ training, literacy	\$8,974.66	\$8,974.66	<ol style="list-style-type: none"> <li>1. These funds will be used for training and professional development/travel expenses to attend the EC Tribal Work Group.</li> <li>2. Purchase culturally and developmentally appropriate curriculum for their young children.</li> <li>3. Receive ASQ-3/SE2 training.</li> <li>4. Purchase books with native language and other materials that will enhance the quality of their center.</li> </ol>
Lac Courte Oreilles Band of Lake Superior Chippewa 2016	Pyramid Model Training	\$10,000.00	Unspent	After multiple attempts they were not able to get the support from their administration to move forward.
Lac Courte Oreilles Band of Lake Superior Chippewa 2017	Ojibwe School FACE program: Early childhood literacy with native language	\$9,000.00	\$8,546.90	<p>These funds will enhance their early childhood program by assisting in the following projects.</p> <ol style="list-style-type: none"> <li>1. Ojibwe vocabulary booklets within the Early Childhood Centers that focus on Parent and Child Together time as well as for use in the homes of these children.</li> <li>2. Books will also be used as a teaching tool for the Ojibwe language instructor and parent/ community can use on a daily basis for basic oral proficiency.</li> </ol>

Tribe	Title/Topic	Amount Requested	Total Spent	Summary
Lac du Flambeau 2016	Events to promote health/physical development, social and emotional development, cognition and general knowledge, language development and communication, approaches to learning & cultural and spiritual growth.	\$10,000.00	\$8,918.77	Nine events were planned to utilize these funds. These events included an art therapist who provided a community activity promoting communication (the many ways we communicate), and a Powwow that focused on honoring and educating the community about those with special needs.
Lac du Flambeau 2017	Little Dreams Day Care: Enhancing environment to support implementation of the Pyramid Model	\$9,242.01	Final invoice pending	Funds will re-open a licensed child care for Lac du Flambeau. Funding will include purchase supplies and equipment that would allow her to adhere to the unique needs of these tribal children and to implement the Pyramid Model within the center and with staff.
Lac du Flambeau 2017	Head Start and LDF Public School: Full implementation for the Pyramid Model program wide through Early Head Start, Head Start and the LDF 4K/5K program	\$36,000.00	\$34,000.00	Full Pyramid Model training of 55 participants, resources and coaching to implement program wide over the 3 programs The Pyramid Model
Menominee Indian School District 2016	Child Find event	\$9,000.00	Unspent	The school was to collaborate with MISD, Tribal Day Care, Head Start, Tribal School, Tribal Clinic and the Menominee County HSD. The event was planned and very unseasonably hot weather was that day—low participation from staff as well as families. Was not re-scheduled.
Menominee Nation 2017	Early Childhood Services: Technology to be used by the 3 Pre-K classroom children that will assist teaching staff to sync with their Teaching Strategies Gold assessment system.	\$9,000.00	Final invoice pending	These funds will look to streamline teaching assessments of their young children to assist with curriculum planning, planning for individual children's needs and relaying this information to the parents.

Tribe	Title/Topic	Amount Requested	Total Spent	Summary
Oneida Nation 2016	Literacy/Family events	\$6,000.00	\$6,000.00	These funds were used to promote early childhood literacy, focusing on fatherhood initiatives. They hosted 9 events such as having literacy training for Head Start fathers/grandfathers, a “Boo Bash” even which included story telling by fathers/grandfathers, “Harvest Feast” which again had fathers/grandfathers telling stories of their culture.
Oneida Nation 2017	BIA Intervention program: Early Literacy events	\$10,000.00	\$9,991.51	These funds will be used to focus early literacy. <ol style="list-style-type: none"> <li>1. Family caregivers and grand-parents will be trained in early literacy skills and books will be supplied for each of these children’s homes.</li> <li>2. In addition, materials for a ‘Long-House’ will be purchased for the community to utilize while enhancing the children’s interest and skill for reading.</li> </ol>
Oneida Nation 2017	Family and child Education FACE program: Family Engagement/Early Literacy	\$8,138.00	Final invoice pending	This program will be utilizing their funds two ways: <ol style="list-style-type: none"> <li>1. The first is to purchase materials for their Family Circle time that is held monthly. These supplies will help provide a variety and ability for the community to spread the word about a quality family time offered in their community.</li> <li>2. The second is to purchase a wide variety of books for their classrooms. These books will include the topic of social and emotional development.</li> </ol>
Oneida Nation 2017	Child Care Early Childhood Literacy/native language	\$9,000.00	Final invoice pending	This program will be looking at replacing and updating their resources and books for the children they serve from 6 weeks to 5 years old. They will look to utilize their Native language in the books they offer as well. They have a strong literacy/family ethic and will look to update out-of-date, inappropriate books and equipment.

Tribe	Title/Topic	Amount Requested	Total Spent	Summary
Red Cliff Band of Lake Superior Chippewa 2016	To provide mental health, social emotional and early learning stand services to all staff, children and their families at the Red Cliff Early Childhood Center	\$10,000.00	\$8,897.60	<ol style="list-style-type: none"> <li>1. Mental health consultation for the children will be conducted Jan-July and then Sept thru Dec. These observations would be followed by consultations with teachers, families, referrals if appropriate.</li> <li>2. Social Emotional Development Parent Training—2 sessions April and October 2016</li> <li>3. WMELS staff training scheduled for week of August 22, 2016..</li> </ol>
Red Cliff Band of Lake Superior Chippewa 2017	Early Childhood Center: Purchase of Creative Curriculum and training for professional development for staff	\$15,000.00	Final invoice pending	<p>These funds will be used in two categories:</p> <p>The first is to cover the purchase of Creative Curriculum for their infants, toddlers, twos and preschoolers. This curriculum aligns with their assessment Teaching Strategies Gold and will provide the tools to help teaching staff to simplify their daily planning and make learning an individualized experience for the children. This tribal community has identified high risk factors in their immediate homes and families. These risk factors include prenatal drug, tobacco and alcohol use, parental mental health issues, incarcerated parent, disabled parent, single parent, child behavior issues, children diagnosed with special education needs, and a growing number of foster care or out of home placements. This curriculum choice will provide the staff serving these families and children with additional “tools” in their toolbox to offer a high-quality early education setting.</p> <p>The second will address the cost of the training/wages for Creative Curriculum for the Education Manager.</p>
St. Croix Chippewa 2016	Safe Sleep	\$9,000.00	\$7,136.63	Partnered with Cribs for Kids campaign. Purchased Safe Sleep survival kits and Halo sleep sacks and provided educational materials. Administered pre-and post-survey to families to demonstrate increased knowledge on safe sleep.

# Appendix 5. State Department Scan—2015

Department of Children and Families (DCF) Mission: To promote the economic and social well-being of Wisconsin's children and families		
DCF Key Early Care and Education Programs	DCF Key Funding Sources	DCF System
Wisconsin Shares, the child care subsidy program	Federal Child Care and Development Block Grant Fund (CCDF), State General Purpose Revenue (GPR), Temporary Assistance to Needy Families (TANF)	CARES/CWW – Client Assistance for Re-Employment and Economic Support and CSAW (Childcare Statewide Administration on Web)—Subsidy Authorization and Issuance Information and CCPI (Child Care Provider Information) - Attendance  Note: MCI (Master Client Index) is contained within CARES
YoungStar, subsidized child care: YoungStar is the name WI chose for its QRIS—Quality Rating and Improvement System.  Note: QRIS is NOT a computer application or system. QRIS is a Quality System. However, YoungStar Case Management is a system that interacts with other systems.  Note: Because of YoungStar, data intersects between YoungStar, WI Shares, and child care licensing and certification  Note: Registry data is also within YoungStar.	Federal Child Care and Development Block Grant Fund (CCDF)	CARES—Client Assistance for Re-Employment and Economic Support  YoungStar Case Management -provides star-rating calculation, educational information about programs and narrative case notes about providers.  Note: MCI (Master Client Index) is contained within CARES
Child care licensing and certification	Federal Temporary Assistance to Needy Families (TANF)	Wisconsin Child Care Regulatory System (WISCCRS)
Child Care Quality Improvement Initiatives	State General Purpose Revenue (GPR), and Child Care and Federal Development Block Grant Fund (CCDF)	Child Care Resource and Referral Agencies have a database supported by their national association, NACCRRRA, which is connected to state data.  The Registry has a database that is also connected to Young Star Automation System.  The Wisconsin Early Childhood Association (WECA) has a database that tracks early childhood educator scholarships and bonuses that is currently not connected to DCF.

DCF Key Early Care and Education Programs	DCF Key Funding Sources	DCF System
Home Visiting (Family Foundations, Nurse Family Partnership, HIPPIY, Parents as Teachers, Empowering Families)	Federal Title IV-E Funds, New ACA Federal Funds, Federal Temporary Assistance to Needy Families (TANF) and State General Purpose Revenue (GPR)**  ** With one exception, the GPR home visiting money for Racine is administered by DHS	SPHERE—Note: SPHERE is a DHS system, not DCF (but DCF is using it for the majority of tracking for home visiting).
Foster Care	Federal Title IV-E Funds	WiSACWIS  Note: MCI (Master Client Index) is contained within WiSACWIS  Note: Foster Care data is a subset of data within Child Protective Services (CPS)
Child Support	Federal Child Support Funding, Federal Title IV-D Funds, GPR and parent contributions/fees	KIDS—Kids Information Data System
Tribal Child Support	Federal Child Support Funding, Federal Title IV-D Funds, GPR and parent contributions/fees	Tribal data is within KIDS – the only way you know specific data is tribal data is by looking at the agency. The agency is a tribe and not a county—3 tribes. FIPS codes of counties and tribes are used to ID the local agency (program site).
TANF/W-2	Federal Temporary Assistance to Needy Families (TANF)	CARES—Client Assistance for Re- Employment and Economic Support  Note: MCI (Master Client Index) is contained within CARES
Tribal TANF/W-2	Federal Temporary Assistance to Needy Families (TANF)	Is not in CARES—Tribes report straight up to a Federal system—tribal TANF has its own rules and processes, with no connection to CARES or non-tribal TANF.
Child Protective Services (Child Welfare)	Federal Title IV-E Funds	WiSACWIS  Note: MCI (Master Client Index) is contained within WiSACWIS  Note: Foster Care data is a subset of data within Child Protective Services (CPS)
Tribal Data, Migrant Data, Refugee Data and Homeless Data***	Federal	All of the above.

<b>Department of Public Instruction (DPI) Mission:</b> <b>To ensure the opportunity of a quality education for every child in the state</b>		
<b>DPI Key Early Care and Education Programs</b>	<b>DPI Key Funding Sources</b>	<b>DPI System</b>
4-year-old and 5-year-old kindergarten	State General Purpose Revenue (GPR)	ISES—Individual Student Enrollment System and WSLs—WI Student Locator System
Early Childhood Special Education program (children ages 3-5)	Federal Individuals with Disabilities Education Act (IDEA), Part B	ISES—Individual Student Enrollment System and PPS—Program Participation System and Indicator 7 Child Outcomes Application (accessed via the Special Education Web Portal)  Note: MCI (Master Client Index) is contained within PPS
Head Start state supplement	Local property tax revenue	PIR—Program Information Report (this is a federal data system, in which one can drill down by state—go to <a href="http://www.clasp.org">www.clasp.org</a> )  PIR data is reported by each individual Head Start grantee to the federal Office of Head Start, which then disseminates the data through a series of reports organized by state, region, etc. Data can also be obtained with or without inclusion of tribal and migrant Head Start programs.**  The grantees need to keep individual child outcome data, but they don't need to submit it as part of the PIR.  State Supplement program has an online paper application which can be filled out and sent in to the state. When the application arrives at DPI, data is keyed in and stored in an Excel spreadsheet. The paper application is also retained.
Teacher Licensing	Application Fees	Application process today is a paper system – will be an automated system in 2013. Also, the entire backend of the current system will be upgraded in 2013 (online access and reporting).
Child Care Food Program (in child care centers) – Child and Adult Care Food program (CACFP)	Federal Adult and Child Care Food Program	Electronic (FNS 12 Application) – Oracle Based
Tribal Data, Migrant Data, Refugee Data and Homeless Data***	Federal	All of the above.



**Department of Health Services (DHS) Mission  
To protect and promote the health and safety of the people of Wisconsin**

<b>DHS Key Early Care and Education Programs</b>	<b>DHS Key Funding Sources</b>	<b>DHS System</b>
Birth-to-3 intervention program	Federal Individuals with Disabilities Education Act (IDEA), Part C	PPS (Program Participation System)  Note: MCI (Master Client Index) for newborn health profile is contained within PPS  Note: PPS is a subset of CARES
WI Medicaid: Includes BadgerCare Plus And other sub-programs	Medicaid (Health Care Financing)	CARES—Client Assistance for Re-Employment and Economic Support (Medicaid Administrative Data)  and interchange—(Medicaid/Medicaid Management Information System) claims/encounter data  Note: MCI (Master Client Index) is contained within CARES
Women, Infants and Children health and nutrition program (WIC)	Federal USDA	ROSIE
Maternal and Child Health (MCH) And WI Sound Beginnings: Early Hearing Detection and Intervention Program And Newborn Screening Program	Federal Maternal and Child Health Block Grant (Title V Block Grant)/State GPR	SPHERE  and WE-TRAC—Newborn hearing test, referral, diagnostic audiology, program referral data and newborn blood test data
WI Birth Defect Prevention and Surveillance Program  Long-Term Support Children's Services Section Programs: Katie Beckett Program and  Children's Long Term Support Waivers (CLTS waivers) Program	Medicaid  Funding for WBDPSP is from birth certificate fees paid to the vital records program, rather than Medicaid  Family Support Program	Birth Defects Registry—Information on selected birth defects for children diagnosed from birth to age two  KBPS—Katie Beckett Case Management  FSIA—Functional Screen Information Access (eligibility data) and Long-Term Care Encounter Reporting (claims data)  Note: FSIA and Long-Term Care Encounter Reporting are subsets of CARES
WI Childhood Lead Poisoning Prevention Program	Federal	STELLAR
Immunizations	Federal	WIR
Birth Certificates	Program Revenue	Vital Records System

DHS Key Early Care and Education Programs	DHS Key Funding Sources	DHS System
FoodShare (Food Stamps) (SNAP)	Federal SNAP	CARES – Client Assistance for Re-Employment and Economic Support  Note: MCI (Master Client Index) is contained within CARES
Children and Youth with Special Health Care Needs  (CYSHCN) – serves special needs children birth through age 21	Federal Maternal and Child Health Block Grant (Title V Block Grant) – 30% of this funding goes towards CYSHCN	SPHERE
Tribal Data, Migrant Data, Refugee Data and Homeless Data***	Federal	All of the above.

# Appendix 6. Early Childhood Tribal Workgroup Participants

Tribal-State Work Group membership includes the state Tribal-State Relations Work Group listed on pages v and vi of this document. The list below is of the participants who were representing specific tribal nations and their local partners. The list is taken from meeting participation logs and tribal listserv subscription lists; any omission is unintentional.

## **Bad River Band of Lake Superior Chippewa**

Emily Bainbridge  
Penny Charette  
Jamie Corbine  
Deb Tutor  
Sandy Kolodziejski  
Luanne Wiggins  
Jennifer Newago  
Suzette Rembert  
Daniel Soulier  
Samantha Kappeler  
Ashley Leoso  
LeEllen Pemberton  
Gina Secord

## **Brothertown Indian Nation**

Linda Shady

## **Forest County Potawatomi**

Eileen Gobert  
Michelle Johnson  
Kerry Kerner  
Billie Jo Leach  
Eugene Shawano  
Connie Stamper  
Stephanie Mattson  
Michelle Burki  
Jodi Harris  
Yvonne Robles  
Calli Victor  
Una Ross  
Abbey Lukowski  
Rebecca Jennings  
Kerry Fox

## **Ho-Chunk Nation**

Becky Holcomb  
Kelly Irving  
Andrea McCaskey  
LeeAnn Mortenson  
Laurel Sackett-Meek

Leah Thompson  
Carolyn Anderson  
Marcus Lewis  
Diane Rave  
Nehomah Thundercloud  
Mary Thundercloud-Eary  
Rosalene Goodbear  
Shena Munden  
Jean Day  
Mark Eary  
Rachel Thundercloud  
Lisa Pesavento  
Cynthia De Florian  
Joyce Warner

## **Lac Courte Oreilles Band of Lake Superior Chippewa**

Delores Belille  
Laurie Bernier  
Barb Biller  
Jenny Bisonette  
Melody Guibord  
Geraldine Whiteman  
Barbara Baker-LaRush  
William White  
Dave Wilson  
Tanisha Treadway  
Mary Tribble  
Monica White

## **Lac du Flambeau Band of Lake Superior Chippewa**

Katie Collins  
Sarah Gillich  
Lowell Hanson  
Charles Randolph  
Brian Jackson  
Kristina Kassien  
Anthony Negani  
Ashley Maki

**Lac du Flambeau Band of Lake Superior Chippewa (cont'd)**

Sue Wolfe  
Sharon Lewis  
Vicki Soulier  
Ron Schmidig  
Tina Handeland  
Gloria Cobb  
Deb Hagamon  
Flo Ninham  
Mary McEnroe-Kuhnert  
Michaela Daubon  
Jodi Chapman  
Cressy Cassity  
David Poupart  
Brandon Thoms

**Menominee Indian Tribe of Wisconsin**

Sue Blodgett  
Terri Church  
Penny Escalante  
Andrea Fish  
Karen Fish  
Amy Gansen  
Kim Hill  
Jaime Jameson  
Candy Mahkimetas  
Amanda Miller  
Teresa Miller  
Cyndi Pyatskowitz  
Brenda Wilber  
Vicki Belke, CSW, BS  
Gary Pyawasay  
Virginia Nuske  
Jerry Waukau  
Wendell Waukau

**Mole Lake (Sokaogon Chippewa Community) Band of Lake Superior Chippewa**

Linda Gade  
Tina Hoenig  
Amanda Ackley  
Cheryl Marvin  
Vicki Ackley  
Carla Ruuskanen

**Stockbridge-Munsee Community Band of Mohican Indians**

Crystal Malone  
Delores Meek  
Anita Mihtukwsun  
Jolene Bowman  
Julie Schultz  
Joan Olson  
Elizabeth McDowell  
Elena Cox

**Oneida Nation of Wisconsin**

Deb Balli  
Barb Boulanger  
Candi Cornelius  
Joanne King  
Charlene Kizior  
Michelle Myers  
Carla Witkowski  
Rosemarie Navarro Red Hail  
Misty Herzog  
Mitchel Metoxen  
Mary Motquin  
Vicky Deer  
Joan Christnot  
Maria Danforth  
Trina Schuyler  
Jessica Last  
Amber Webster  
Chenoa Webster

**Red Cliff Band of Lake Superior Chippewa**

Rebecca Benton  
Krystle Toppings  
Rachel Garramone  
Karen Munter  
Nicole Boyd  
Cindy Garrity  
Jamie Goodlet-King  
Kim Gordon  
Patty Deragon-Navarro  
Lorna Gamble  
Jean Gordon  
Holly Leask  
Ashley Peterson  
Linda Kortbein

**St. Croix Chippewa Indians of Wisconsin**

Vanessa Morrison-Barr  
Janet Nelson  
Brenda Swett  
Terri Moritz  
Jackie Churchill  
Velma Broome  
Laurel Lawrence  
Rhonda Postler  
Tami Sandwick  
Karen Washington  
John Bretl  
Kathy Dunlap

**Ashland County Health and Human Services**

Jennifer Newago  
Jennifer Leask

**Bowler School District**

Rachel Binns

**Burnett County Department of Health and Human Services**

Kate Peterson  
Michelle Fontanille  
Jodi Reed  
Sarah Miller  
Kelly Witroun  
Dawn Taylor

**CESA 8**

Diana Ziegler

**Forest, Oneida, and Vilas Counties Human Services Board**

Diane Johanson  
Jessica Reidy

**Great Lakes Inter-Tribal Council**

Ellie Orbison  
Lori Hunter  
Brandi Neri  
Cleo Reed  
Jean Severson

**Gresham School District**

Sam Seidler  
Cheryl Boettcher

**Lakeland School District**

Brook Kmiecik

**Menominee County**

Vicki Belke

**Menominee Indian School District**

Paul Wilke  
Natalie Young

**Northern Regional Center for Children and Youth with Special Health Care Needs**

Julia Stavran

**Shawano School District**

Michelle Oss  
Trisha Springborn  
Melanie Gretzinger  
Sally Slezewski

**Southeast Region Collaboration Coach**

Corie Davis

**Affiliation Not Defined**

Cindy Chitko  
Lavonne Goslin  
Bridget Kupsy  
Marilyn Young

