



STRATEGIC PLAN

Created By

3E: Anishinaabe Engagement, Education, and Empowerment

July 7-9, 2016
Kitchi Gammi Club
Charter Room
Duluth, MN

*Strategic Plan to Facilitate
Education about Governance and
Encourage Engagement and
Empowerment*

Facilitated by



Contents

This report contains the results of the 2016 strategic planning of the 3E Team. There are six sections to this report.



3 – 11

Organizational History & Current Environment

This section of the report holds the results of five conversations designed to begin the strategic planning work planted in the history of governance and understanding of Nationhood. These include responses to questions on basic data, trends, accomplishments and advantages.



12 - 15

Practical Vision

This section of the report holds the 3E Team's Vision. If tribal governance is done well, what is in place in 2026 that serves the community and the Minnesota Chippewa Nations? The group's consensus and motivating image of the future is stated, along with where the Vision moves the effort to bring about positive change.



16 – 18

Underlying Contradictions Workshop

This section of the report represents the group's analysis of issues and obstacles blocking progress toward the Vision. This insightful look at contradictions assists the group in assuring its development strategies are grounded in reality.



19 – 21

Strategic Directions Workshop

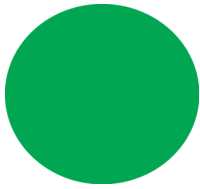
This section documents the two-year development strategies targeted by the 3E Team. The actions are woven into strategic directions that provide the group with clear statements of the priorities driving decision making.



22 – 36

Small Team Implementation Sheets, Targeted Achievement Calendar

This section documents the accomplishments targeted for completion in Year One, along with the calendared effort and individual implementation sheets completed by the small teams who self-selected to work on task arenas.



37 – 51

Education & Marketing Material Audience Profile, Next Steps, Participant List

This section records the group's thoughts on education materials to develop, who the target audiences are and what the group knows about the audiences.



History & Current Environment Scan

In completing a scan of the environment, it is important to create a “snapshot” of government formulation as it currently exists in the consciousness of the communities to be involved in the effort to bring about positive changes in governance. And, to understand that this ‘snapshot’ of governance is shaped by the history and experience of the people, the community and their readiness to participate in participating in and shaping governance structures. The group generated data and information to discuss this history as it lives in the memories and stories of participants, along with the current day reality in which the vision of the group will be developed.

In this session participants shared information on the history of Ojibway Tribes in Minnesota and their experiences with ‘governance’, Basic Data, Trends that impact the 3E Team’s work, Advantages and Recent Accomplishments that 3E or the Tribes have achieved in the past 2-3 years. These discussions help set the stage for the creation of a practical vision that is grounded in the reality of 3E, the Ojibway Tribes and their stakeholder communities.

History Grounding 3E Team Vision

	1880s & Before	1900 - 1919
World		<ul style="list-style-type: none"> • WWI
Individuals	<i>Native Ways of Knowing Not Viewed as Legitimate – Put in Box & Not Allowed to Go Back to Circle</i>	<i>Introduction of Religion and Education</i>
	<ul style="list-style-type: none"> • Traditional knowledge is valued by our people, individually • All responsible to village, clan • Living a traditional way of life • Respect for traditional order 	<ul style="list-style-type: none"> • Indians as U.S. Veterans in WWI • Knowledge • Allotment/Land Stolen • Formal Education & Religion influence worldviews
Family & Community	<i>Creating Reservations, Combining Bands ~ Creates Divisions; Churches v Tradition</i>	<ul style="list-style-type: none"> • Churches & missionaries taking over • Sense of belonging to Clan system • Keeping community and family balance
	<ul style="list-style-type: none"> • Everyone knows their role within the Tribe • Respect for elders 	
Leadership (Native – Not State, Fed, etc.)	<i>Pre-Assimilation: Clan System: Clan, Council, Family; Leadership & Leaders Flourished; Societies Assimilation Era: Hopeless, Lost, Christianity, Boarding School, Split Up, Confused</i>	<ul style="list-style-type: none"> • Broken promises • Traditional Chiefs took care of clans/families • Annuities • Traditional Culture
	<ul style="list-style-type: none"> • Governed by Clans • 1837 Treaty Land • 1854 Treaty Bois Fort, Grand Portage, Fond du Lac • 1867 Treaty White Earth • Ceremonies outlawed • Leaders informed everyone of changes • First contact with Europeans • 1855 Treaty: Mississippi, Leech Lake, Mille Lacs • Accountability of leadership 	

3E Vision Team History (Continued)

	1920 - 1939	1940 - 1959
World	<ul style="list-style-type: none"> • Great Depression 	<ul style="list-style-type: none"> • WWII • Korean War
Individuals	<ul style="list-style-type: none"> • Parents begin to relinquish child-rearing responsibilities • “Dumb Indian” syndrome....if you spoke Ojibwe you weren’t viewed as smart, picked on & treated bad • Incest, child prostitution, violence – white men coming onto Rez, forcibly pouring alcohol down women’s throats & raping them • Right to vote as U.S. citizens • Individual’s feel included • Boarding schools • Running away from Boarding school 	<p><i>Parents Think Traditional Knowledge is Not Valuable, Feel Best Thing is for Kids to Receive White Education; Alcohol Means of Escape, Symptom of Spiritual Distress & Oppression</i></p> <ul style="list-style-type: none"> • Women sterilized • Kids adopted out – parents drinking • Less self-sufficiency as living/surviving becomes easier in 50’s and Beyond • Poverty & unemployment for lack of resources • Conflicting values • Kids rounded up forcibly sent to Boarding schools
Family & Community	<p><i>Increased Off-Reservation Population, Looking for Jobs, Military</i></p> <ul style="list-style-type: none"> • Loss of family ties • Alcohol influences individuals and family structures • Belonging 	<ul style="list-style-type: none"> • Dysfunction within community and family • Poverty-limited jobs • Ignoring our old Chiefs • Punishment for speaking language, want to blend in easier way
Leadership (Native – Not State, Fed, etc.)	<ul style="list-style-type: none"> • BIA control – Constitutions were adopted • Controversial “government” changes • Anishinaabe leadership disbanded • Minnesota Chippewa Tribes (MCT) 1936 • Commodities • Miriam Report 1928 • IRA 1934 • Bois Forte leaders occupied hotel in DC • Leadership maintained language 	<p><i>Relocation Era: Angry, Hopeful, Loss of Control, Survival, Promises; Termination Era: Dislocation/Disconnect, Loss of Identity</i></p> <ul style="list-style-type: none"> • Foreign Government system • Leadership also lost identity • Roberts Rules of Order • 109 Reservations Eliminated

3E Vision Team History (Continued)

	1960s	1970s	1980s
World	<ul style="list-style-type: none"> • Vietnam • Dam Construction 	<ul style="list-style-type: none"> • Interstate built • Energy Development / OPEC • Energy Crisis 	<ul style="list-style-type: none"> • Apartheid ends
Individuals	<i>Self-Determination; False Sense of Control, Broken System</i>	<i>Native Pride: AIM, Leonard Peltier</i>	<i>Taking Steps to Help Ourselves: Jobs, Healthcare. Some Did, Others Kicked Back; Welfare</i>
	<ul style="list-style-type: none"> • Crab in a bucket syndrome • Vietnam war, Veterans service to the U.S. and citizenship • Seeking identity for individuals 	<ul style="list-style-type: none"> • Parents choosing to send kids to boarding school • Board school enrollment at its peak • Controlled leadership 	<ul style="list-style-type: none"> • We were on welfare • More local clinics, healthcare • Indians going to college and not making it • Loss of language • BIE school stand still
Family & Community	<i>Blood Quantum Requirement for Citizenship – Splits Families</i>	<i>Drugs/Alcohol Prevalent; Families Need Help</i>	<i>Gaming, Corruption & Fear; Money Tied to “Indians”; Decisions on Who Is and Isn’t Indian</i>
	<ul style="list-style-type: none"> • Relocated to cities • People off-reservation being left out • Split families 	<ul style="list-style-type: none"> • Indian Child Welfare Act (ICWA) • Cultural revitalization begins 	<ul style="list-style-type: none"> • Half tribe disenrolled to get control of mafia gaming machines • Families banding together • System of spoils • Ceremonies re-established
Leadership (Native – Not State, Fed, etc.)	<i>MCT Construction Revised – Language Loss, Family Votes/Favors</i>	<i>Revitalization of Language, Culture and Revitalization Governance, Resource Opportunities (‘70s – ‘90’s)</i>	
	<ul style="list-style-type: none"> • Lack of resources to take care of people • Committee system for resources (1040’s -1990’s) • Limited decision-making • Loss of direction 	<ul style="list-style-type: none"> • Corrupt leadership • Blood quantum implemented • Indian Religious Freedom Act – 1978 • “Progressive” leaders – divided culture • System of spoils • Indian Self-Determination Act of 1974 • War on poverty & CAP programs all about \$ 	<div><i>Self-Determination: Revitalization, Advocacy, Control by BIA, Divide & Conquer</i></div> <ul style="list-style-type: none"> • “Power” came to light • Fight for treaty (fishing) rights • Making compacts for Gaming

3E Vision Team History (Continued)

	1990s	2000s
World	<ul style="list-style-type: none"> • Internet & World Wide Web • Fall of Soviet Union • Desert Storm 	<ul style="list-style-type: none"> • 9/11
Individuals	<p><i>Value to Realize Potential – Individuals Feel: “I can’t do it & I don’t have time”</i></p> <ul style="list-style-type: none"> • Younger generations experiencing ignorant racism: “You’re Indian? Can you sing and dance for me?” • Spear fishing controversy; not getting served in restaurants – blatant racism • Per capita comes with casinos • Language revitalization • Residency requirements 	<ul style="list-style-type: none"> • College visits – Tribal support for individuals, intuition, books, fees – priority to develop people • Increased education opportunities
Family & Community	<ul style="list-style-type: none"> • Jobs created by gaming – less unemployment • Continue to pass on traditions 	<p><i>Fear of Losing Language – Big Part of Who We Are</i></p> <ul style="list-style-type: none"> • Minnesota Indigenous language symposium • Language awakening
Leadership (Native – Not State, Fed, etc)	<p><i>Revitalization of Language, Culture and Revitalization Governance, Resource Opportunities (‘70s – ‘90’s)</i></p> <p><i>Self-Governance: More to Say With Block Grants; Freedom, Competition</i></p> <ul style="list-style-type: none"> • Casino brings change • Stone case (PL 280) 1995? 	<ul style="list-style-type: none"> • Division of services • Status quo

3E Vision Team History (Continued)

	2010 - 2015	2016
World		
Individuals	<ul style="list-style-type: none"> • Internalized oppression hating our culture • MCT becoming restrictive controlling with policies 	<i>Awakening Governance & Systems Not Working for Us & We Need to Do Something</i>
		<ul style="list-style-type: none"> • Hopelessness • Oppressing culture and language • Families in power that oppress others
Family & Community	<ul style="list-style-type: none"> • Spiritual leaders, elders shunned unless government approved & paid • Reclaiming identity “Coming Home” • Referendum on White Earth constitution ignored • Money valued over culture • Tribal government supporting sulfide mining • Charter schools created 	<ul style="list-style-type: none"> • Anxiety – about being the last language speaker • Convoluting communication – exclusive, internalized racism • Purging of Tribal politics in Native Communities • Lack of knowledge • Loss of direction
Leadership (Native – Not State, Fed, etc)	<i>Developing Relationships With Other Systems</i>	

Environmental Scan: Basic Data

These are facts, measurable information and statistics about the current reality for MCT

- We are still reliant on the federal government
- 6 Bands make up the Minnesota Chippewa Tribe and we know who they are
- We know our land base – Counties, acres, allotments, Trust
- We have access to our current constitution and amendments
- We know many fluent speakers we have
- White Earth population = about 18,000 and decreasing. Typical voter turnout = 10%
- Minnesota has the lowest native graduation rate in the U.S. but Iron Range has 100% for last 5 years
- Government is still our parent because sovereignty is still controlled by Federal government
- We are still considered a domestic dependent Nation by U.S. government
- MCT = Minnesota Chippewa Tribes – Red Lake is not part of MCT
- MCT is recognized by the Federal Government as a conglomerate (a number of different things that are grouped together to form a whole but remain distinct entities) that has been given sovereign authority, and, each of the Nations who are part of MCT are recognized as distinct Nations
- Growing movement around 1855 Treaty Rights
- Too many members chose not to participate elections
- 6 Different treaties created our land bases
- Between the 6 of us we are similar, yet different
- Poverty prevails based on government decisions (system of spoils)
- Members need access to information
- Approximately 40,000 members spread throughout the world
- Disproportionate shares of resources (within each reservation & among MCT)

Environmental Scan: Positive (+) Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride.

They provide lift and support our efforts.

- We are passing on more language & culture to our children
- More schools are teaching language and culture
- Systematic hoops/bureaucracy are increasing
- Increased interest in Tribal government by off-reservation citizens
- Increased language & culture activities organized by community
- Increased desire to take care of Mother Earth/ environment
- We are working on bridging the gap between youth and elders
- Our reservations function more independently

Environmental Scan: Negative (-) Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Opiate abuse is on the rise & affecting babies being born
- Social media is increasing isolation in families and communities
- Noticeable disparities in Health, Education, Cancer, Diabetes, Obesity
- Constitutional amendments are eroding the power of the people but increasing power of Councils
- Dis-enrolling members
- Enrolling fewer members
- Population is decreasing
- Limiting enrollment based on monetary resources
- Systematic hoops are increasing (structure)
- Tribal Councils enforcing censorship
- We are losing our elder's knowledge and advice
- Tribal Executive Committee (TEC) granted themselves more power

Environmental Scan: Advantages

Advantages are strengths, resources or expertise we possess that position us to make powerful and significant strides.

- We have access to social media as an educational tool
- We have a personal interest in the decisions we have to make
- Mutual experience and understanding
- We live this!
- Knowledge of past and current
- We have a passion – really care about the future
- Experienced researchers
- We have access to resources: Tribal, funding, people, educational
- We are trusted by our communities
- Our concern for the people because we are descendants
- We are bridge builders
- We are risk takers
- We have access to natural resources
- We have access to land bases
- Ceremonial knowledge & practices
- Sovereignty & ability to exercise it
- We have great teachers and orators
- Our success and entrepreneurship is growing
- We have determination and resiliency
- We are willing to ask the hard questions
- We are willing to do the work

Environmental Scan: Recent Accomplishments (2-3 year)

Recent accomplishments give us a sense of confidence as we look toward our continued achievement.

- Referendum @ White Earth had record turnout of voters
- Red Lake has an embassy
- White Earth digital storytelling & education effort (thecwen.com)
- More people coming together – ex: Iron Range, this planning grant
- Increased media coverage of Tribal politics
- Tribal Executive Committee Secretarial Election upcoming
- We are here!
- Off-reservation Tribal offices established by: Boise Fort, Leech Lake, Fond du Lac, White Earth, Mille Lacs
- Recent elections @ each reservation
- Sovereign immunity re-affirmed via court decisions
- Land buy-backs, which increases reservation land base
- The appointment of Karen Diver to Presidential Assistant to Indian Affairs
- Vanessa Northrup election at Fond du Lac
- National recognition of American Cancer Foundation – powwow for Hope
- Establishment of language program
- Reacquired lot leases on reservation land which resulted in increased housing
- 100 new houses @ Mille Lacs
- 3 new hotels off reservation
- Immersion camps & schools
- Fond du Lac purchased Spirit Island



Practical Vision

Everyone owns the vision of the future. We each hold it in our imagination. In this workshop, participants are invited to bring their imagination and optimism to the table and help weave a complete picture of how strategic governance should support, advance or positively impact the Ojibwe Nations of Minnesota and all of their constituents. The workshop moved the conversation to a broader scope, with participants talking about the motivating image of the future that compels action.

Participants were asked to discuss and describe the desired future that would be achieved through the work of the Team to reframe the structures under which the Nations are organized as sovereign entities. It is this image of the long-range future that inspires and motivates progress over time.

The focus question before the group was:

***What Is In Place in 2026
That Tells Us We Have Established Desirable, Appropriate & Accountable
Systems of Governance?***



Vision 2026

Consensus Vision Statements

The following statements represent the group's consensus after discussing the individual elements of the vision for tribal governance. The following Vision Elements capture the group's insight on their collective intent in each arena.

Towards Applying Our Knowledge & Values to Secure The Future for the Next 7 Generations & Beyond		Towards Wholeness in Spirit & Mind And In Balance With the Universe - Minobimaadiziwin		Towards Sovereignty, Freedom & True Nationhood		
Our Constitution Creates a Governing Structure That Is Culturally Relevant, Ethical, Fair and Responsive to the People	Our Children Are Thriving In a Culturally-Based Environment That Includes All Aspects of Mind, Body & Spirit Created by Our Anishinabe Experts & Knowledge Holders	Language, Culture & Our Values Are Modeled & Integrated Into Our Governing Systems & Individual Lives	We, the Ojibwe People, Are Empowered to Participate in Government Openly & Freely	Exercise Our Sovereign Authority & Responsibility to Assure Mother Earth's Rights to Be Nurtured and Protected From Desecration	Our Population Is Thriving, We Have Fair Distribution of Wealth & Program Services Promote Community Re- Investment	Thriving Economy Where Everyone Contributes & Benefits, Driven By Traditional Values of Self- Sufficiency

Vision Brainstorm Data

This is the brainstorm data that was the result of the first round of vision discussions. It represents the ideas of many people. The brainstorm data itself does not represent the consensus of the group but it is an important link to what people were thinking about as they discussed each of these vision clusters. The groupings emerged from this seed data. Some ideas are specific, others are more general. They all help us imagine the future 10 years from now.

OUR CONSTITUTION CREATES A GOVERNING STRUCTURE THAT IS CULTURALLY RELEVANT, ETHICAL, FAIR AND RESPONSIVE TO THE PEOPLE

- Tribal sovereignty is strong & respected
- Separation of powers
- We have a new constitution
- Restorative justice
- Strategic Plan in place
- Leaders accountable for decisions & behavior

OUR CHILDREN ARE THRIVING IN A CULTURALLY BASED ENVIRONMENT THAT INCLUDES ALL ASPECTS OF MIND, BODY & SPIRIT CREATED BY OUR ANISHINAABE EXPERTS & KNOWLEDGE HOLDERS

- 100% graduation rates
- Fluent Ojibwe children
- Students learn traditions along with western science
- Our people are viewed as experts

LANGUAGE, CULTURE & OUR VALUES ARE MODELED & INTEGRATED INTO OUR GOVERNING SYSTEMS & INDIVIDUAL LIVES

- More tribal government support/ consideration of culture and language
- Mandated language classes for all employees and members
- Practice the good life
- Our people are living our values
- Minobimaadiziwin

WE, THE OJIBWE PEOPLE, ARE EMPOWERED TO PARTICIPATE IN GOVERNMENT OPENLY AND FREELY

- Broader citizen participation in general government (committees, elections, etc)
- People openly participate in government
- Freedom of speech
- Safer communities

- People have more faith in government “We”, not “Me”
- Off-reservation members are recognized
- Happy consensus of residents
- Freedom of the press

WE EXERCISE OUR SOVEREIGN AUTHORITY & RESPONSIBILITY TO ASSURE MOTHER EARTH’S RIGHTS TO BE NURTURED & PROTECTED FROM DESECRATION

- Policies for Mother Earth
- Restored land base
- Intergovernmental meetings to discuss/decide how resources are shared
- Inter-Tribal unity on resource protection
- Tribal authority recognized and exercises on entire Treaty area
- We manage our natural resources on Anishinaabe values

OUR POPULATION IS THRIVING, WE HAVE FAIR DISTRIBUTION OF WEALTH & PROGRAM SERVICES PROMOTE COMMUNITY RE-INVESTMENT

- Fair distribution of resources and wealth
- We share resources – on and off the reservation
- Culturally competent healing, wellness and recovery center
- Our population is growing
- Program services are reciprocal

THRIVING ECONOMY WHERE EVERYONE CONTRIBUTES & BENEFITS, DRIVEN BY TRADITIONAL VALUES OF SELF-SUFFICIENCY

- Sustainable without federal government; truly free
- Self-sustaining & our economies are thriving
- More Federal money allocate to higher population
- Anishinaabe employment structured
- Separate government from Gaming Board



Underlying Contradictions

The focus of the Underlying Contradictions workshop is analysis. The underlying contradictions workshop asks the question:

What are the Issues Blocking Us From Realizing Our Vision?

Honest dialogue is required for this clear-headed analysis of the organization's issues. The group's analysis of contradictions is at the heart of this workshop. Participants grappled with the issues and obstacles blocking the 3E Team's Vision for desirable, appropriate and accountable systems of tribal governance and determined that there were four underlying contradictions. These are shown in the swirl on the next page moving from the most distracting at the center to the least distracting.

Underlying Contradictions Data

WE HAVE A DISPROPORTIONATE DISTRIBUTION OF AUTHORITY DEFINED BY OUR CURRENT GOVERNMENTAL SYSTEM CAUSING PEOPLE TO FEEL DISENFRANCHISED & LIKE THEY HAVE NO VOICE

- Electoral politics have resulted in apathy & broken promises
- Division / fragmentation cause hindrance to decision-making
- Casual indifference to most matters that don't directly affect money \$\$\$
- Unfamiliar with the process and purpose of the constitution
- Unintentional abandonment of Anishinaabe Izhitwaawin leaves disillusionment
- Disrespect stifles positive progress
- Fear of responsibility: taking action / risk; being judged; failures; learning
- Fear of change – we prefer the status quo
- Fear of retribution
- Squeaky wheels get the attention and action when others can't get help, info, etc.
- Conditioned to believe one way

WE ARE MIRED IN NON-ANISHINAABE SYSTEMS OF LEADERSHIP THAT FOSTER GREED & ARE DISCONNECTED FROM THE PEOPLE

- Unclear vision disorganized
- Tribal Councils have made decisions without consensus of the people
- Unintentional decision-making leaves us with more problems
- Conflicting interpretations of the constitution, etc.
- Misguided leadership impacts us all

- Greed, rather than the good of the people, influences policy
- Silo'd, inconsistent, inter- / intra- communication leaves people confused
- Obsolete government docs hinder participation
- Disproportionate resources create resentment among our people

SPORADIC, DISJOINTED EFFORTS TO SECURE OUR TREATY RIGHTS LIMIT RESOURCES & MAKE US VULNERABLE TO ONGOING TRAUMA

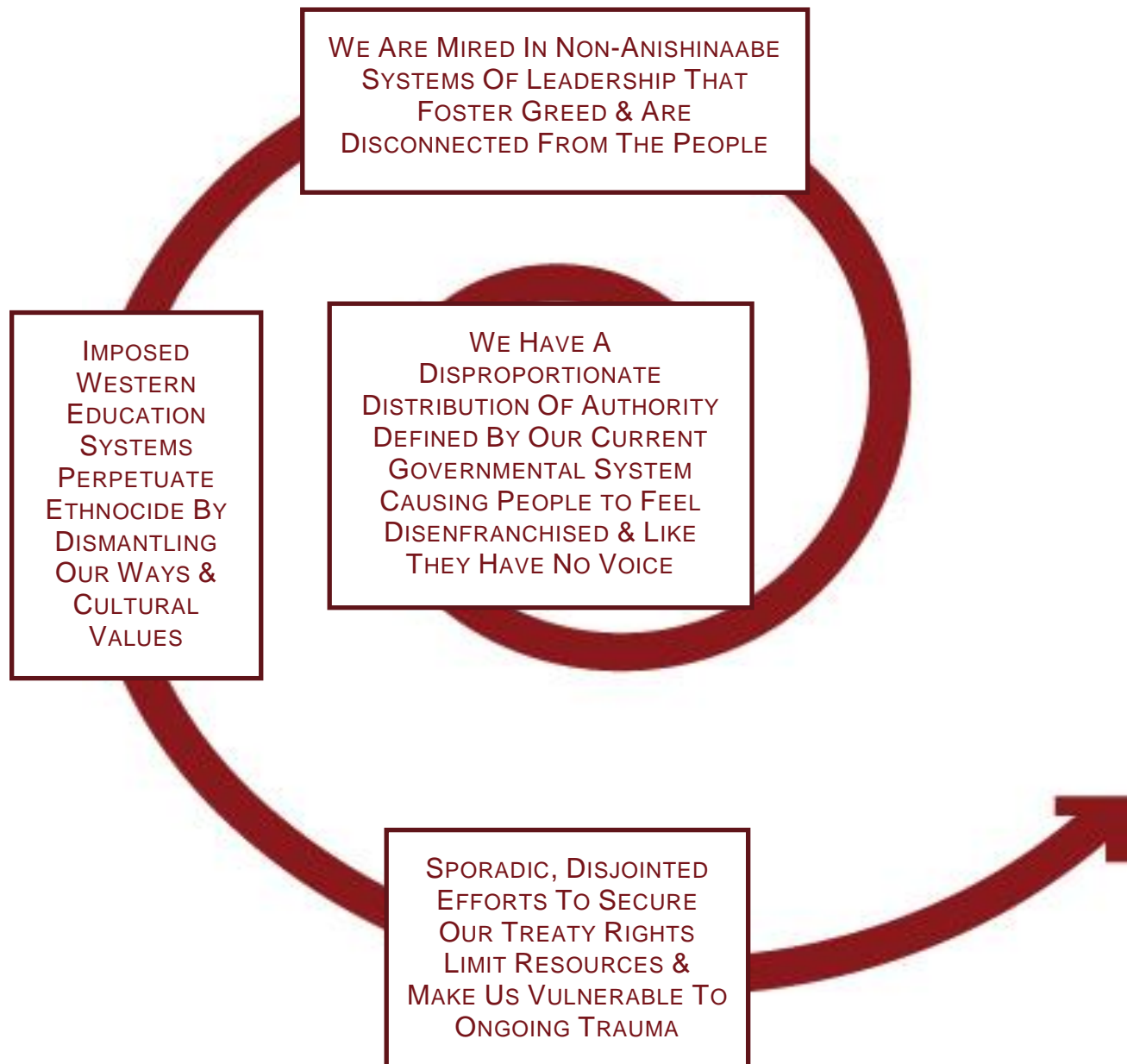
- Broken treaties have caused disruption in all systems
- The reservation cannot sustain all its enrollees so people live off reservation
- Historical trauma spurs substance abuse thus broken families and poverty
- Dependent government have caused us to doubt our sovereignty
- Tribal government support of Treaty Rights is sporadic & given little attention over time

IMPOSED WESTERN EDUCATION SYSTEMS PERPETUATE ETHNOCIDE BY DISMANTLING OUR WAYS & CULTURAL VALUES

- Education systems are based in Western culture & have caused great damage to our communities
- Outdated & unrealistic education systems stifle “knowledge”
- Inconsistent knowledge or truth
- State curriculum supersedes our Teachings
- Devaluation of culture & language
- We're incomplete – we've abandoned our collective circle

Contradictions “Swirl”

The issues identified are plotted onto this swirl with those that are the most distracting at the center and working their way outward:





Strategies for 2016-18

In this workshop participants developed potential actions that could be taken in the next two years to launch the 3E Team Vision. The group then wove those action elements into strategies. The group identified actions that launch vision activities and actions that address the contradictions. The strategies then came together through group dialogue, which in-turn, led to consensus statements describing the *strategic approach* to the work moving forward.

CULTIVATING SEEDS OF ANISHINAABE KNOWLEDGE FOR OUR PEOPLE TO GROW

- Produce educational material.
- Train the trainers in educating community
- Creation of educational videos
- Create an educational packet
- Obtain and decipher gov. docs
- Utilize social media to ask “what if” and create action steps based on answers
- Locate and define knowledge keepers and experts in their field (rice, law, social)
- Create culturally competent recovery / wellness center – Healing Through Education

CONVENING THE PEOPLE TO CREATE COMMON UNDERSTANDINGS TO LEAD THE CONSTITUTIONAL EDUCATIONAL EFFORTS AT A GRASS ROOTS LEVEL

- Promote productive dialogue. Talk! “What do you think?”
- Piggy-back on existing Tribal community meetings / gatherings to hold listening sessions on enrollment, residency, etc.
- Keep convening 3E
- Exploring avenues to continue this work
- Network with other Shinobs (community meetings, sessions, talking groups, internet)
- Hold meetings / discussions where all are welcome, valued & heard
- Organize community meetings

PRIORITIZING REVITALIZATION OF ANISHINAABE IDENTITY TO GROW & SUPPORT A STRONG GOVERNMENT

- Help people find their Anishinaabe success
- Participate in and encourage cultural events that empower people to practice our values and learn language (e.g. gather medicines, Anishinaabe names)
- Spread mind-body-spirit techniques to manage stress & trauma
- Re-establish education as mind, body, spirit (coping, conflict resolution)

ENCOURAGING POSITIVE PARTICIPATION IN OUR GOVERNANCE

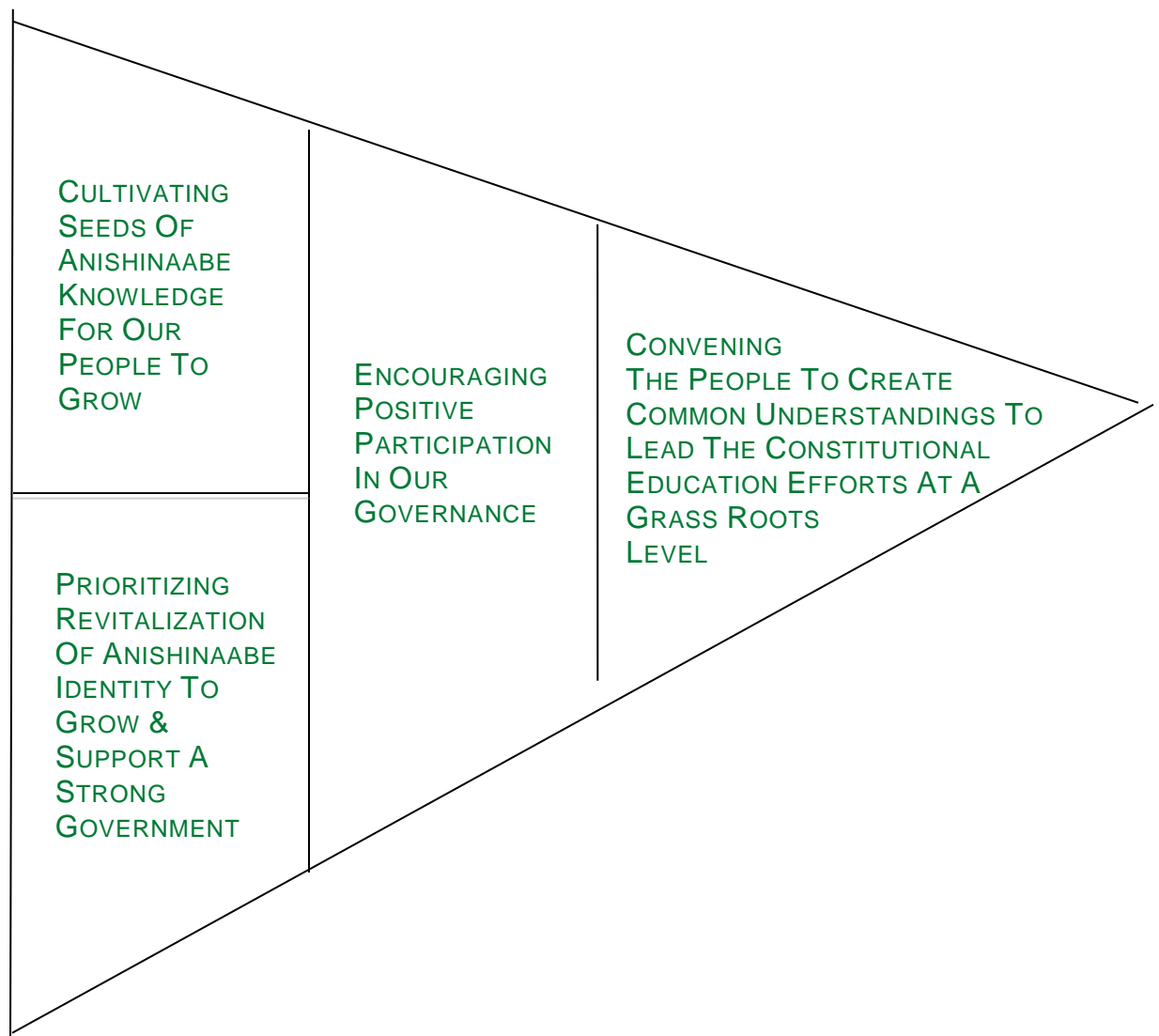
- Vote in secretarial election! (Lead by example)
- Train people from each reservation: facilitation skills, MCT constitution, treaties, etc (full time job)
- Define ways of empowering people to create a positive future
- Develop and administer a survey related to governance and future. Include willingness to contribute to organizing
- Recruiting participants to spread the word
- Develop a community survey
- Launch a social media communication
- Practice. Do. Show, not tell. Now.

Strategic Opportunities

The group was asked to review the two year strategies and determine what the arrangement of the strategies would be if one particular strategy would be at the forefront of creating new opportunities, momentum or involvement in the overall work to achieve the vision of the group. The group acknowledged that ALL of the strategies are significant in the effort to move ahead and arrived at the following arrangement of two- year strategies.

What Strategic 2-Year Actions Can We Take To Launch Our Vision And Address The Issues?

The front of the arrow represents that effort which creates *breakthrough* opportunity for 3E; at the center are those which produce *critical mass* in the effort; at the rear are those strategies which create *lift and stability* to assure distance in the trajectory of the work.





Implementation & Next Steps

Achieving meaningful change is a long-term effort that requires the coordinated, persistent involvement of many to launch the work that paves the way for community readiness, asset deployment and collective support and contribution to the process.

In the implementation workshop, all participants are asked to identify what work needs to be done to move each of the strategies ahead as well as identify which piece of the puzzle they will work on to support the whole group's effort. Participants self-selected onto small work teams, and mapped out the timeline of effort they will undertake – individually and together – to build momentum toward achieving their vision of the future.

The timeline calendar lists the major accomplishments of each of the small teams, made up of individuals from different areas.

This information is supplemented by the planning sheets of the small teams, spelling out who will do what in the first quarter of the calendar year to begin achieving and accumulating small successes that move toward the desired future articulated by the whole group.

A blank planning sheet is included to assist small teams in continuing to meet, update small team plans and map out further tasks for implementation.

STRATEGY Meet on July 23rd

INTENT:

3E group meets to help determine future, including funding

ACCOMPLISHMENT

Hold 3E meeting on July 23 -
Decide where to apply for funding



IMPLEMENTATION STEPS

WHEN

WHO

1	Determine location	today	group
2	Make reservations/logistics	July 14 th	Jill + Lorna
3	Details emailed w/info.	July 15 th	Lorna
4	Funding discussion on meeting Agenda	July 23 rd	group
5			

SPECIAL CONSIDERATIONS

*Current grant funding

COLLABORATORS

David

TEAM

Lorna
Elyse
Louie

RESOURCES NEEDED:

hotel, food, UMO
admin support

* CHAMPION:

Jill



INDIGENOUS COLLABORATION

STRATEGY Write Next ^{Bush} Grant(s)

INTENT:

Execute Action steps in 3E Strategic plan

ACCOMPLISHMENT

grant is submitted

1

2

3

4

5



IMPLEMENTATION STEPS

WHEN

WHO

1

obtain plan

July 15th

Jill & Lorna

2

initiate conversation w/ Bush

July 31st

Jill & Lorna

3

draft grant application

Aug. 15th

Lorna

4

finalize, edit draft ap.

Sept. 30th

Jill & Lorna
& Elyse

5

submit grant ap.

Nov. 4th

Jill

SPECIAL CONSIDERATIONS

- Bush transition w/ leadership
- Fiscal Agent

COLLABORATORS

- Bush Found.
- UMD?

TEAM

Lorna
Elyse
Louie

RESOURCES NEEDED:

Time, computer, phone (OK)

* CHAMPION:
Jill



INDIGENOUS COLLABORATION

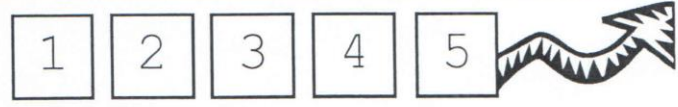
STRATEGY Identify Possible Funding

INTENT:

Identify additional funding possibilities

ACCOMPLISHMENT

List is created w/ contacts identified



IMPLEMENTATION STEPS	WHEN	WHO
1 Group discussion to start gathering	today	Lorna
2 July 23rd Mtg. (create list)	July 23rd	group
3 Assign people to initiate funding contacts	July 23rd	group
4		
5		

SPECIAL CONSIDERATIONS
* Need to know funding criteria

COLLABORATORS
3E group

TEAM
Jill
Elyse
Lorna

* **CHAMPION:**
Louie

RESOURCES NEEDED:
Contact names & info.



INDIGENOUS COLLABORATION

STRATEGY

INTENT:

To move toward healing & wholeness & spiritual centeredness as we embark on the effort of constitutional reform.

ACCOMPLISHMENT

Teach ceremonial lifeline.

1

2

3

4

5



IMPLEMENTATION STEPS

WHEN

WHO

1

Identify people from each community to advise efforts.

2

schedule initial mtg

3

Begin planning to

4

engage culture & spirit to const. reform

5

effort in an intentional & appropriate way

Sharon
Michaa
Baabitaw
Donald

9/30

9/30

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

Sharon
Michaa
Baabitaw*
Donald

RESOURCES NEEDED:

* CHAMPION:



INDIGENOUS COLLABORATION

STRATEGY

INTENT: Create an understanding of how and why our governance was established

ACCOMPLISHMENT

Gather Government Documents (Bylaws, Historical Documents)



IMPLEMENTATION STEPS

WHEN

WHO

1	Identify Documents + assemble links	Sept. 30	Michaa
2	Create a resource list and disseminate	Sept 30	Michaa
3			
4			
5			

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

RESOURCES NEEDED: Jill Doffler

*Michaa
CHAMPION:



INDIGENOUS COLLABORATION

STRATEGY

INTENT: To feel engaged and to show connectedness to the community.

ACCOMPLISHMENT

Develop wholesome inspiring Activities



IMPLEMENTATION STEPS

WHEN

WHO

1	Identify community activities	July 23rd	Don C Michael A Baabirtaw B Sharon D
2	Identify talking points	July 24th	↓
3	Educate during activities	June 2017	↓
4			
5			

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

RESOURCES NEEDED: Piggybacking on activities

* CHAMPION:



INDIGENOUS COLLABORATION

STRATEGY *Communication*

INTENT: *Begin Ongoing
Hld Community information
Sessions - informal*

ACCOMPLISHMENT

ongoing informal



IMPLEMENTATION STEPS

WHEN

WHO

1	<i>Hld Ongoing Comm. info informal</i>	<i>Jul-Sep. 2016</i>	
2	<i>Talk with family & friends</i>	<i>July 13</i>	
3	<i>Talk with Various Groups - programs - Community Council</i>	<i>Aug. 17-18</i>	<i>Louie</i>
4	<i>First medicine Conference Talk w/ 3 E members - To develop a more formal meeting.</i>		<i>Karlene, Sharon Donald</i>
5	<i>Create formal meeting. with hand out & Video's</i>		

SPECIAL CONSIDERATIONS

*first initial meeting
informal into session*

COLLABORATORS

All-Group.

TEAM

*John m.
Victor. A.
David C.
Louie
Sharon
Donald
* Karlene -
CHAMPION:*

RESOURCES NEEDED:

*- notes from Constitutional
Re form Strategic Planning.*



INDIGENOUS COLLABORATION

STRATEGY Communication

INTENT:

INFORM MCT
ABOUT PLAN TO
DISCUSS constitution
reform efforts

ACCOMPLISHMENT

MAJORITY
MCT LEADERS
ON BOARD



IMPLEMENTATION STEPS

	WHEN	WHO
1 REVIEW INFO FOR DISCUSSION	AUG. 31	John
2 DECIDE INFO FOR CONSIDERATION	AUG. 31	John
3 SHARE INFO WITH TEC LEADERS	SEPT. 15	JOHN
4 IDENTIFY THOSE ON BOARD	SEPT. 30	JOHN
5		

SPECIAL CONSIDERATIONS

RESISTANCE
ACCEPTANCE

COLLABORATORS

ALL THE
GROUP

TEAM

John
Champion

RESOURCES NEEDED:

DEVELOPED INFO
PACKETS



Strategic Plan Implementation worksheet provided by Indigenous Collaboration, Inc.

STRATEGY Communication

INTENT:

Share what we accomplished as part of 3E with family, friends,...

ACCOMPLISHMENT

A more informed & ready populace.

1

2

3



4

5

IMPLEMENTATION STEPS

WHEN

WHO

1	Review information gathered from the meetings.	7-11-7-15	Victor
2	Talk with other 3E and Attendees to find focus.		
3	Talk with friends & family about issues & solutions		
4	Look for wider participation - community meetings		
5	Gather or list issues discussed.	Seq 30 th	

SPECIAL CONSIDERATIONS

~~None~~

RESOURCES NEEDED:

NONE

COLLABORATORS

family
friends
community
members
fellow Attendees

TEAM

* CHAMPION:

Victor

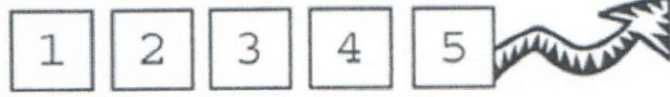


INDIGENOUS COLLABORATION

STRATEGY COMMUNICATION

INTENT: ± identify priority audiences and core messages; materials, graphics, tools, etc. to engage them.

ACCOMPLISHMENT
 Define
 SIMPLE MESSAGES
 +
 INFORMATIONAL
 TOOLS
 ("Defining/Prioritizing Ed. Materials")



IMPLEMENTATION STEPS	WHEN	WHO
1 Who are key stakeholders? What do they know? What do we want them to do?	Discuss July 23	All
2 What are key concepts, simple analysis of problem, possible solutions to present to ppl?		
3 How do we talk/show/convey this info? What is the <u>STAGING?</u>		
4 Mock up messages, graphics, etc, for feedback.		
5 Create basic materials. Expect to revise based on feedback.		

Framing?

SPECIAL CONSIDERATIONS
 Needs (sub) committee work may need contractor support

RESOURCES NEEDED:
 Graphic design

COLLABORATORS

TEAM
 Carlene
 David
 John
 Victor



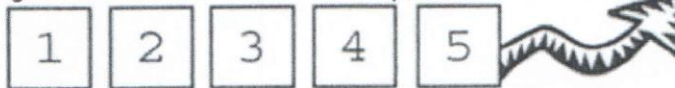
Strategic Plan Implementation worksheet provided by Indigenous Collaboration, Inc.

STRATEGY COMMUNICATION

INTENT: Develop simple website that houses all user-friendly info/tools/resources - to use in meetings and to direct users for more info.

ACCOMPLISHMENT

CREATE
SIMPLE
WEBSITE



IMPLEMENTATION STEPS

- 1 consider website framework based on what audiences know
- 2 messages, tools, flow match other strategies - FB, printed materials
- 3 create high-level requirements design, consider tech. options ex sign-up function, blog?
- 4 Develop/populate web content
- 5 Test w/ users + expect to continuously revise

WHEN

WHO

JAN
2017

SPECIAL CONSIDERATIONS

Simple is better. Less is more.
Will need some technical support.

COLLABORATORS

TEAM

RESOURCES NEEDED:



Strategic Plan Implementation worksheet provided by Indigenous Collaboration, Inc.

STRATEGY COMMUNICATION

INTENT: Build basic awareness through Facebook + social media that achieves more attention thru viral sharing. Share success stories.

ACCOMPLISHMENT

Create multi-media 'products'/ campaigns/etc
- Facebook
- Newsletter

1

2

3

4

5

IMPLEMENTATION STEPS

WHEN

WHO

- 1 Adapt key messages thru "edgy" graphic presentation (eg memes) that grab more ppl
- 2 Develop specific FB plan
- 3 Create other e-outreach plans w/ story gathering
- 4 Develop flexible audience-driven way to build "buzz"
- 5 Measure web hits, clicks, etc.
use feedback to adapt/revise

April 2017

SPECIAL CONSIDERATIONS

Can test simple concepts easy to produce. Need go-to website to direct interest.

RESOURCES NEEDED: FB campaign needs active moderation. Probably ask'd \$ for some of this.

COLLABORATORS

TEAM

* CHAMPION:



INDIGENOUS COLLABORATION

STRATEGY

INTENT:

ACCOMPLISHMENT

1

2

3

4

5



IMPLEMENTATION STEPS

WHEN

WHO

1

2

3

4

5

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

RESOURCES NEEDED:

1 Year Implementation Calendar – 3E Team

COMMUNICATIONS *(created by: Karlene, David, John, Victor)*

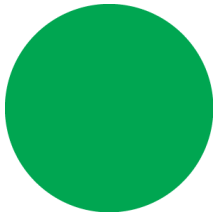
Now	Months 1-3	Months 4-6	Months 7-9	Months 10-12	Year 2
<ul style="list-style-type: none"> ○ Create 1 pg handout for talking points ○ Create Facebook Page ○ Identify 101 Topics ○ Letter to TEC & RBCs ○ Build relationships and alliances ○ Share what we've learned with family & friends 	<ul style="list-style-type: none"> ○ Find Marketing/Graphic person to assist ○ Create website ○ Review other Tribal Constitutions ○ Define & prioritize educational materials ○ Create pre & post survey for info sessions ○ Build relationships and alliances 	<ul style="list-style-type: none"> ○ Create Educational materials (videos, handouts, etc) ○ Begin holding informal info sessions w/pre and post surveys ○ Engage Tribal leadership ○ Organize summer youth activity (w/IPTF to create play) ○ Build relationships and alliances ○ Multimedia used for communication tools 	<ul style="list-style-type: none"> ○ 2 Day Native Nation Building Event ○ Informal info sessions w/pre & post surveys ○ Build relationships and alliances ○ Multimedia used for communication tools 	<ul style="list-style-type: none"> ○ Begin “Get Out the Vote” efforts for upcoming election via multi-media (newsletter, FB, website, etc.) ○ Build relationships and alliances ○ Multimedia used for communication tools 	<ul style="list-style-type: none"> ○ Increase voter turnout by 20% ○ Build relationships and alliances ○ Multimedia used for communication tools

RESOURCES *(created by: Baabiitaw, Donald, Sharon, Michaa)*

Now	Months 1-3	Months 4-6	Months 7-9	Months 10-12	Year 2
<ul style="list-style-type: none"> ○ Gather governance documents (bylaws, historical, etc.) 	<ul style="list-style-type: none"> ○ Recruit group of 10 facilitators ○ Develop wholesome, inspiring activities ○ Teach ceremonial lifeline ○ Conduct training for facilitators, include: community engagement, ceremonial lifeline, resources 	<ul style="list-style-type: none"> ○ Assess survey results to reevaluate info sessions 	<ul style="list-style-type: none"> ○ Assess survey results to reevaluate info sessions 	<ul style="list-style-type: none"> ○ Assess survey results to reevaluate info sessions ○ Directory of assets and resources, allies, Next Steps ○ Decipher governing documents and provide interpretations; reconcile what we know with the wording contained in documents 	

FUNDING (created by: Lorna, Jill, Louie, Elyse)

Now	Months 1-3	Months 4-6	Months 7-9	Months 10-12	Year 2
<ul style="list-style-type: none"> ○ Finalize plans on July 23 ○ Write final report for current 3E grant ○ Identify fiscal agent ○ Write grant to execute this plan by Sep 30 ○ Identify other possible funders ○ Core Leadership Group (CLG) Meeting 	<ul style="list-style-type: none"> ○ Submit grant application to execute action plan ○ Receive funding to continue efforts by Nov 30 ○ CLG Meeting ○ Communications with funders 	<ul style="list-style-type: none"> ○ CLG Meeting ○ Communications with funders 	<ul style="list-style-type: none"> ○ CLG Meeting ○ Communications with funders 	<ul style="list-style-type: none"> ○ CLG Meeting ○ Communications with funders 	<ul style="list-style-type: none"> ○ CLG Meetings ○ Communications with funders



Education & Marketing Material Audience Profile

The group diverted from their effort to formulate a Strategic Plan for their engagement, education, and empowerment movement to focus specifically on the different populations of people who make up the body of Tribal and community stakeholders. The group began by sharing their expectations of what forms their educational and marketing materials would take, then identified who the key participants are in the movement.

Once the group had a sense of what they had in mind and who their targeted audiences would be for their educational and marketing effort to engage the group, they completed a process to describe what they knew about each of the constituency groups identified, including what attracts, repels and are issues of concern to the specific target audience.

When the group had a more comprehensive sense of the ‘cast of characters’ in the educational process, they then brainstormed options to attract the different stakeholder groups by providing information that helps people feel/relate to tribal government, have hands-on experiences that help people discover their connection to tribal government, or provide specific sets of data, facts and information that help people analyze and assess their position in tribal government.

Finally, the group identified the specific resource people, known to the group who could be recruited or called upon to assist in developing responsive, appropriate materials and content to engage the different constituencies represented in the audiences.

This information is provided as a resource to assist the individual(s) tasked with taking the materials development effort to its next phases.

Group Images on Content and Audience

WHAT FORM SHOULD MARKETING AND EDUCATIONAL MATERIALS TAKE?

Videos	Humorous content	Educational booths @ events
Circle fold out opens like orange slices that open to see pie inside	Somebody as a teacher	Talk radio with reservation stations – interviews, Q&A
Website – interactive	Website that is multi-faceted and scaffolded with information	“PSA” type commercials
Oral presentations	Story telling	Informal kitchen table talks

WHICH GROUPS ARE READY TO BE COMMUNICATED AND CONNECTED WITH

The group was asked to consider three categories of people: 1) people among the tribes who are Committed to change, ready to show up, be involved and see change; People within the Tribes who are Undecided or unfamiliar with the topic, and; those among the Tribes who are resistant – for one reason or another.

When the group had an image in their mind of who the stakeholders are who show up in these arenas, they were asked to consider what their collective intuition is about the percent of the stakeholders who fall into each category. The group discussed each category and agreed that the following percentages felt about right and consistent with what their own experiences tell them about where the people in their community fall:

Committed (Those who show up ready to be involved and ready for change): 10%

Undecided (Those disconnected, uninformed or without strong feelings either way): 75%- 80%

Resistant or Non Committal (Those who are absolutely against constitutional change or are too fragile and at-risk to participate): 10%-15%

IDENTIFYING STAKEHOLDERS

Once the group discussed the body of folks in the communities and discussed their disposition, the group did a brainstorm on

Who Are The Key Participants and Partners Who Can Help Plant the Seeds, Grow the People and Move the Movement of Constitutional Change?

The group identified the following categories of people who are somewhere along the continuum of knowledge/experience in their readiness to be part of the effort to change the governmental structure of the Minnesota Ojibwe Tribes.

For the purposes of the group work to build momentum, the effort will focus on educating and engaging the groups that make up 85- 90% of people who are ready or are undecided. Those who fall within the 10-15% who are resistant, not ready or too vulnerable to participate are set aside for now, not because they are unimportant but because they may not feel safe to participate until the political and economic environment shifts. The following constituents fall within this group are:

- Members employed by the system, unhappy & at risk to be involved
- Poor, low income
- Low social status
- Family leaders: men, women, siblings, gatherings
- People afraid of retribution
- Family members who are not willing to invest and commit

Audience Profile ~ What We Know About Our Target Audiences

Youth * Completed by young participants in the session reflecting on selves & peers

- Ages 11-14, males, females
- Participants in the session, completed the data profile to reflect themselves, their peers

We Like/ Are Attracted To:	We Dislike or Avoid:
<ul style="list-style-type: none"> • Ojibway language classes • Lacrosse immersion camps • Boys & Girls Club • Video games • Friends, relatives • Powwows • Lynx games • Canoeing • Rice knocking • Sugar Bush • Target Center • Basketball 	<ul style="list-style-type: none"> • Traveling around or going out of town – until we get used to it • Math • Some don't like sports • Lessons -> formal learning (like in school) and really pushy stuff, like "Tobacco Campaign" type stuff • School • Cleaning up
We Receive Info Best By / Prefer This Media, Method, Medium of Communication	The Key Concerns / Problems Experienced By Our Peer Group
<ul style="list-style-type: none"> • Facebook • Chaz -> brings in artists, people who are interesting • Class trip • Information at Ball Games • Camps • The papers in the doorway of the store • Friends our own age telling us something 	<ul style="list-style-type: none"> • Peer pressure around drinking, weed, nicotine • Being poor • Bullies -> sixth graders worry about being bullied when they go into 7th grade • Gangs • Suicide • Rice sprouting – are we going to have any to harvest? • Scared of losing their parents to drugs • Being abused by their parents
Opportunities to Connect, Support Solutions to Our Issues (Address What's In It For Me)	Key Messages We Want To Know or Be Talked to About Are
<ul style="list-style-type: none"> • Organized activities • RTC activities • Movies – especially on Sundays • Boys and Girls clubs • During storms – when we're trapped indoors • School free time 	<ul style="list-style-type: none"> • Tell me what to stay out of • Tell me what to get <i>into</i> • Be <i>Specific</i> (don't' just get after me) • Programs and experiences – how to get into the language more

People Who Are Already In The Learning Mindset

- College students
- Indian Educators in High Schools, Public Schools, Colleges
- School Boards
- Tribal Colleges (current classes)
- Parent Committees
- Superintendents
- Youth Staff: Niigawn, Native Youth Alliance (in East Lake)

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • Talking to youth and kids • Teaching, giving lessons • Participation • Social situations • Genuine, caring about stuff and people • High energy – straight forward • Creative, innovative • Interactive • Native orientation • Opportunities for personal growth 	<ul style="list-style-type: none"> • Bureaucracy and complications with it – hoops • Limiting, controlling people and situations • Curriculum that blocks their passion • Limited resources • Misguided authority • Imposed teaching styles • Non creative stuff
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Experiential – active involvement • Social, digital media • Games/amusement • Music, arts, travel • Where <u>they</u>'re the creator...writing, making plays, etc • Part of solution, being asked questions • surveys 	<ul style="list-style-type: none"> • Materials, context and content for history and information on this subject • Finding, connecting to people who can help them expand • Funding to do cool stuff • Idea that you have <u>one</u> identity (Mexican, Indian, black – that you can only be “this”) • Antiquated resources/ info on subject • How to fit this information into my coursework
Opportunities to Connect, Support Solutions to Their Issues (Address What's In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Offer credit courses for teachers • Conferences, retreats, workshops • Digital story-making, writing: being part of expression-makers, message designers • Environment to be asked for opinion & creative environments of useful, meaningful stuff 	<ul style="list-style-type: none"> • Things can change in a positive way • Teaches about opportunities to expand new horizons, ideas and options • Opportunity to be in the driver's seat • Fun, unique learning environment • Entertaining, satisfying

Resource People

- Bush Foundation , NNI & Company
- Technical production support (IT departments), video producers, social media managers
- Media: news editors, communications
- Media: Radio contacts, television
- Elder committees
- Technical writers: grants, resource materials

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • Facts, data details • Results, clear goals • Organized stuff • Influential to masses • Desire to help • Research • Survey (monkey) • Interesting topics • Helping effectively and creatively • Making an impact • Zhooniyaa - \$ • Schedule, timeline, deadline 	<ul style="list-style-type: none"> • Scattered process, information • Unsubstantiated information • Incomplete efforts • Unenthusiastic participants, not willing to share • Looking dumb or ineffective • Negativity, controversy
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Written reports • Charts • Electronic! • On-time, deadline • Face-to-face, dialogue • Internet • Results • Proposals with clear strategy • Published reports • Social media 	<ul style="list-style-type: none"> • Funding • Experienced people • Incomplete data • Clear direction • Positive results • Lack of appreciation for messy, bottom-up community for change
Opportunities to Connect, Support Solutions to Their Issues (Address What's In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Clear communication • Invitation to information session • Opportunity to participate/ observe • Support change • RFP's • Stronger understanding of cultural ways and concerns • They read influential media (ex: Star Tribune) 	<ul style="list-style-type: none"> • This will have a positive impact on the future (historic effort) • Strategically building our youth and future • We need their expertise to assist us • They have a means of <u>helping native communities thrive</u> • We're committed to doing this. Your help can make it happen better, faster

People Who Have Experience, Context With “Governance” And Are Witness to The Landscape Change is Playing Out In

- Current elected officials & ex-politicians
- Tribal administrators, current and former
- Long-time activists
- Community members who are constitutional scholars
- Attorneys and lobbyists (contractors and members, descendants)

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • ATTENTION • What’s popular, applause • Winning • Constituents, taking care of them • Work on Tribal issues • Continue looking for more education/ understanding of politics • Being in the spotlight, sharing information • Positive change / legacy 	<ul style="list-style-type: none"> • Losing • Controversy • Unpopular topics, issues • Answering the hard questions • Anything threatening to them & their administration’s power/control • Disorganized / wasted time • Making hard or controversial decisions
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Emails • Phone calls • Meetings • Presentation • Social Media • Key staff • Surveys • One Pagers • Their constituents’ communication to them • Face-to-face • Relationships • Reminders 	<ul style="list-style-type: none"> • Blind-sided • Not having all facts • Fractionation • Unenthusiastic participants, negative attitudes • Controversy • Being re-elected
Opportunities to Connect, Support Solutions to Their Issues (Address What’s In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Lobby – letters, emails, calls • Multitude of meetings • Newspapers • Social media • Council meetings • One-on-one phone calls • Radio programs • Satisfaction of accomplishments • Stand out in historical matter 	<ul style="list-style-type: none"> • Make a decision / do something • Lobby individually • Social media • It’s about the future • People are committed to action! • We want them to be part of this action and not feel excluded • Listen to the people, act on their wishes • Sovereignty requires all of our voices & gifts

People Who Want to Fit In, Don't Belong, Don't Know How & Feel Disenfranchised

- Urban enrollees
- Disenrolled & people who missed enrollment
- JOM, native students, off reservation
- Descendants who live on reservation & don't have a role

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • Belonging, connection • Inclusion in Cultural events (powwows, feasts, etc) • Getting information on current events (newsletters, meetings, forums) • Feeling they're a part of their community • Being heard/ listened to • Legacy – what am I leaving for the future? • Seen for positive contributions • Want to be enrolled 	<ul style="list-style-type: none"> • Being called they are “white Indians” – not part of the Tribe/ band • Being told they can't participate in activities on the rez • Not getting information about what's going on in the community • People claiming they only want benefits • Being excluded, discounted, not listened to • No communication
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Social media • Word of mouth (rumors) • Family members • Native newspapers (circle, Indian Country) • Urban offices (why not engage ALL potential customers?) • Electronic means • 	<ul style="list-style-type: none"> • Information is censored before they receive it • Feeling of being singled out • Travel distance to the rez • Not seen as anyone's priority audience • Can't get some Tribal services • Lot of misunderstanding
Opportunities to Connect, Support Solutions to Their Issues (Address What's In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Willingness to contribute • Call special meeting just for them • Develop special Facebook group • Quarterly brown-bag gatherings to share information • Electronic means 	<ul style="list-style-type: none"> • Others willing to provide information • Be a part of us/ join • Have a voice, share with your people • If all Ojibwe were ONE, we would be... • You <u>do</u> belong

Cultural Spiritual Mindset / Journey

- Spiritual leaders
- Powwow emcees, participants
- Established groups: community councils, ceremonial, Boys & Girls clubs
- Drum Chief (carriers)
- Ceremonies – cultural teachers in schools (AAC), community programs, garden programs, nutrition programs
- Language speakers

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • Committed beliefs to our traditional ways • Travel to different ceremonial events • Sharing information, stories • Helping people, reconnecting people to culture • Revitalizing values, practices, culture, spirit • Maintaining Ojibwe identity & relate information, teachings to spirituality • Improving health of people • Revitalizing language • Revitalizing ceremonies • Like-minded people • Peace practices 	<ul style="list-style-type: none"> • Failure to follow protocol, or not having any • Pessimism/conflict • Separate politics • Not being called on as often as they could • Divide between culture/ tradition and conventional decision-making / governance • Christianity & negative influence on traditional ways • Turmoil • Distractions • Spiritual abuse
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Asemaa (tobacco) offering • Meetings (drums, word of mouth) • Community Meetings, word of mouth • Talking points in both languages • Storytelling • Songs – teachings in songs • In person 	<ul style="list-style-type: none"> • Fear being exploited culturally • Feel exploited • Not being understood • Not being valued, respected, listened to • Communities not walking their talk • Being invited to do blessing at event, then dismissed • Under supported – monetarily
Opportunities to Connect, Support Solutions to Their Issues (Address What's In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Ceremonies, meetings • One-on-one, always with tobacco • Elder community meetings • Elder forums • Create videos to capture their wisdom 	<ul style="list-style-type: none"> • Help the nation return to roots in order to move forward • We want to move in good direction with their support • We want/need their input • Put our values and lifeways in the center of our nation and governance • Guidance in Spiritual connections • Appreciated; Keepers of Knowledge

People At The Front of the Movement – Early Adapters

- Community heroes – those who are willing to speak up on behalf of people
- Artists and musicians – do a play!
- Elected leaders, school boards, Tribal Councils – who get it
- Influential Facebookers
- Writers who frame the context or the conversation

Like/ Is Attracted To:	Dislikes or Avoids:
<ul style="list-style-type: none"> • Being first, “in the know” • Taking a stand, speaking up • Connecting with people, audiences • Making friends and influential • Center of attention • Setting the trends • Doing what is ‘right’ • Risk takers • Revolution • Recognition • Making a difference, conflict 	<ul style="list-style-type: none"> • Being wrong, having bad information • Obstacles/ opposition • Doing nothing • Status quo • No action • No follow up or results • Ineffectiveness • Being cast as a “troublemaker”
Receive Info Best By / Prefer This Media, Method, Medium of Communication	Key Concerns / Problems Experienced By This Group
<ul style="list-style-type: none"> • Straightforward, direct, accurate! • More likely to <u>read</u> briefing document • Internet / social media • Writing • Community gatherings • Face-to-face, family, friends, constituents 	<ul style="list-style-type: none"> • Difficult to translate complex issues • Controversy • Being patient with general population to catch up • Getting the word out • Not understanding the whole picture
Opportunities to Connect, Support Solutions to Their Issues (Address What’s In It For Me)	Key Messages We Want Them To Know, Do or Feel In Our Efforts
<ul style="list-style-type: none"> • Electronically (social media) • Events/public • Popularity • Feeling of being in forefront 	<ul style="list-style-type: none"> • Help build initial awareness (“why”) • Be at forefront of people’s movement • Be creative in engaging people differently • Be general, then get more specific • Clear message developed • Create a play/materials • Create visual materials • Input will be valued • PSA’s • Say it. Say it again. Repeat (minimum 7 contacts with message until it’s heard for the first time)

Making Meaningful Connections With Our Constituencies & People

Before undertaking the brainstorm, the group was asked to consider what they – and the people they know – respond to and take action on. The group agreed that they tend to take action when they deeply feel something. The conversation then went to explore what helps people feel or personally connect to their own “Why?” for becoming involved. The group also considered the experiences that help people connect to their own “Why?” and, the group identified the facts and information that help people understand & have useful knowledge about Governance that can help them form their own “Why?”. When the group completed their individual and small team brainstorm, they brought the information forward to identify which information was most effective in each of these three arenas of Heart (feeling their “Why?”); Hand (do or have an experience that helps each person reveal their own “Why?”); and Head (the data, information that helps people think through their own “Why?”.)

The group brainstormed information on the following focus question:

What do people need to know, learn or experience to be knowledgeable participants in framing and upholding their own governance system?

Heart (Feeling)

- Empathy
- Needs of the people
- Respect different perspectives
- Share your beliefs
- Feel fundamental sense of belonging: invitation, gifting
- Tribal leaders need to experience disenfranchisement, empathy

Hand (Do, Experience)

- Games, share information
- Kitchen table conversations to talk informally
- Who they are (personal sovereignty)
- Give people possible scenarios or encourage them to come up with ones that would make them feel good, included, hopeful
- You can make a different – create a positive future
- Consensus building skills
- Open, safe environment for respectful dialogue
- How government affects them (rights, benefits)
- Envisioning the future
- Describe what change looks like – have them do it

Head (Facts, Data, Information)

- Understand the historic (pre IRA) systems of governance (including treaties)
- What are the possibilities? What fits our needs today?
- What are the pros and cons to any new proposals? No perfect system
- Constitutional terms, concepts
- Language provide World View
- Anishinaabe History (IRA)
- Understand a lifelong learning process
- Government structure & models
- Tribal and MCT governmental history
- Minnesota Chippewa Tribe (MCT) and Tribal Executive Committee (TEC) – who are they and what are their roles?
- Treaty information
- Constitutions deciphered
- It's more than enrollment and services
- Ideas and opinions of youth matter
- Past efforts that have taken place – people have tried this in the past
- The issues to open eyes
- Sovereignty, Self-government
- Understand current constitutional /systems we have now
- What are the issues? What is working? What is NOT working?

NOTE: The group recognized that the assemblage of people around the tables are highly comfortable and familiar with the information, data part of the effort to engage people, but that their personal knowledge on how to help people get in touch with their feelings and create experiences for people to discover their own opinions on constitutional change is less represented in the group.

Potential Resources To Advance the Effort

The group identified specific people they know who have the capability to help them and identified those people by name and by their potential contributions to the educational and marketing efforts to engage the broader constituencies in the conversations on tribal governance.

WHO WE KNOW	WHAT THEY KNOW/DO
Adrienne Benjamin	People who can help us with heart/feeling messaging
Joe Nay	Heart/Feeling messaging
Dorinne Day	Heart/Feeling messaging
Karen Drift	Heart/Feeling messaging
Liz Jaakola	Heart/Feeling messaging
Roxanne Delise	Heart/Feeling messaging
Jamie Adams	Heart/Feeling messaging
James Mehr	Heart/Feeling messaging
Curtis Kirby	Theater with Youth – Do/Experience development
Diana Lowrey	Do/ Experience development
Lowanna Green Sky, Laurie Eiden, Michelle Kerrigan	Teacher/ youth Do/Experience development, work in Indian education
Marianna Harstead	DNR – Summer Star program, passionate about Leech Lake – maybe can help with shaping experiences
Dana Logan	Executive Admin for Council – knowledgeable about Tribal government
Donald Chosa	Cultural knowledge
Daanis Chosa	Cultural knowledge
Sharon Day	Cultural knowledge
Lee Staples	Cultural knowledge
Byron Ninham	Cultural knowledge
Gina Beaudreaux	Cultural knowledge
Edye Howes	Cultural knowledge
Edward Minimum	Education specialist
Rick St Germaine	Education specialist
Brad Harrington	Multi-talented “Doer”

Next Steps

1. July 18 Jill & Lorna receive Strategic Plan document from Paul and Lesley
2. July 19 Jill & Lorna distribute SP document to group
3. July 23 Group reconvene Team meeting – #1 choice: Hinckley for 1.5 days to allow for more full coverage of agenda items

Participants, 3E: Anishinaabe Engagement, Education, and Empowerment Strategic Plan July 7-9, 2016

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