

CANSAYAPI OYATE



Lower Sioux Indian Community COMPREHENSIVE PLAN

Tribal Planner | Prepared for LSIC Tribal Council | October 11, 2016

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Community Comprehensive Planning

Introduction

In late 2015, the Lower Sioux Indian Community (LSIC) and its leadership initiated comprehensive community planning in order to establish a deliberate path for the community and subsequently guide strategic decision making. The tribal council established a tribal planning department in tangent with the hire of a full-time grant writer. In alignment with Dakota traditions and values, leadership prioritized the following planning framework:

- Strength based approach (vs deficit thinking)
- Transparency
- Integration of Dakota values, language, worldview
- Collective wisdom of the people
- *Ikce wicasta* (vs top down)

The planning framework is intended to guide the process of community planning. Furthermore, in the spirit of the planning framework, the LSIC Tribal Planning Department's Mission was established: *Canku waste wan witaya unkagapi unkokihipi!* – Together we are able to make a good path!

Both process and product are valuable in community planning. The **Lower Sioux Indian Community Comprehensive Plan** (LSICCP) is a *living document*, intended to be reviewed and updated on an on-going basis. Since conducting community planning is a significant undertaking, the planning department identified needed phases and benchmarks in the development of a comprehensive community plan. The primary outcomes of Phase I were to establish a vision for the community; conduct asset mapping; and develop exploratory community strategies. The primary outcome of Phase II was to develop 10-year community goals. Phase III is to provide an educational framework in strengthening tribal governance and nation building. Phase IV is for each department to begin Strategic Development in 3 to 5 year increments that align with the previous phases. Phase III and IV will be conducted concurrently as resources allow.

Comprehensive Community Planning is a long-term investment that supports sustainable

initiatives, working towards realizing a broader vision. As a living document, the LSICCP is intended to be reviewed, implemented, and subsequently updated on a cyclical basis.

Demographics

The LSIC is a federally-recognized tribe in southwest Minnesota, located in Redwood County near Redwood Falls and Morton. The Lower Sioux reservation is 1,743 acres; however, the tribe has a 10-mile service area for its members (Appendix A). The tribe is governed by an elected five-member tribal council, constitution, and by-laws. The LSIC's mission is *to strive to make reservation lands livable permanent homelands for tribal citizens through programs and services that promote the general welfare of tribal community including economic and social programs which are necessary to raise the standard of living and the social well-being of its membership.*

There are currently 1,107 enrolled members, with approximately 905 living on the reservation or within the 10-mile service area (LSIC Tribal Enrollment Office, October 2016). The LSIC's annual average growth rate is 1.44% (LSIC Tribal Planning Department, February, 2016). The current population under 18 is 36% (LSIC Tribal Enrollment Office, May 2016), indicating a growing population. There are 155 of households living on the reservation (LSIC Office of Environment, May 2016).

Historically the LSIC has suffered from poverty and unemployment at a disproportionate rate than regionally and nationally. While much improvement has occurred in recent years, the community continues to represent higher rates of unemployment and poverty. The Minnesota Department of Employment and Economic Development Unemployment Statistics reports a 5.4% unemployment in Redwood County and 6.1% unemployment in Renville County for January 2016. (LSIC is located within Redwood County and borders Renville County.) Area unemployment is higher than Minnesota at 3.7% and the U.S. at 4.9%. More significantly, the 2016 LSIC Housing Survey data reports only 53.74% employment rate of survey respondents.

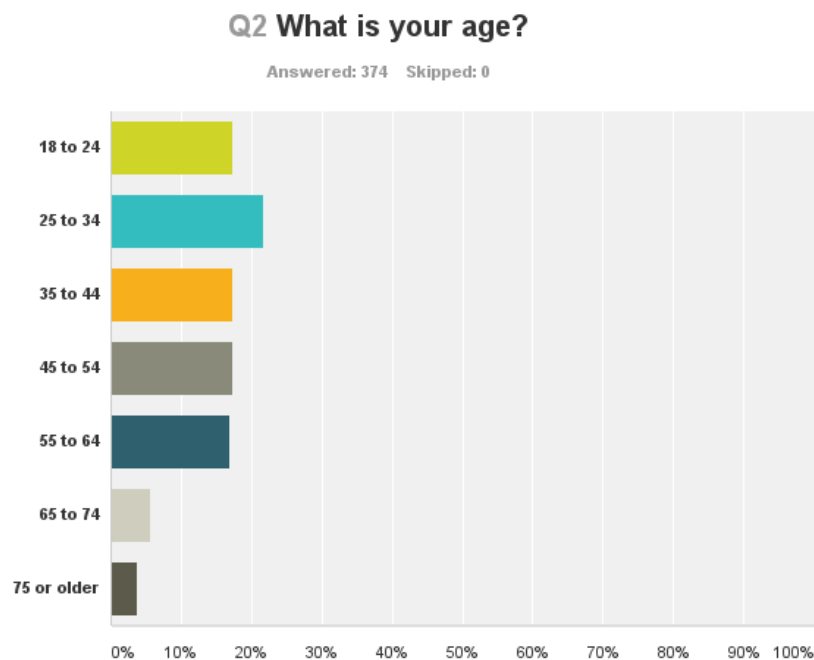
With the increase in population, the LSIC has also broadened and increased social and economic development opportunities. For example, in 2015, the LSIC completed a casino and hotel expansion, creating 25 new jobs (Jackpot Junction Casino & Hotel Human Resources Department, January, 2016). The tribal governance and tribal community services has significantly increased as well. In the past year, nine new positions have been added to meet the

needs of the community (LSIC Tribal Planning Department, May 2016). Furthermore, in 2016, the LSIC developed its own health care center, providing 12 additional positions with added services and positions to be phased in, as well as a future expansion identified (LSIC Health Care Center CEO, May 2015). In sum, the LSIC is experiencing historic population increase and job growth, indicating a growing population that supports the need for the community to make investments in programs and services, including infrastructure, housing, economic and social development.

In April, 2016 the LSIC conducted a systematic community survey that included demographics and focused on housing and water needs of the community. We had 53% response rate or 374 adult survey respondents. The following are the primary results:

Gender and Age

Female participants comprised 53.21%, males at 46.52%, and other at .27%. Young adults (ages 18-24) comprised 17.38%; adults (ages 25-34) were 21.66%; adults (ages 35-44) were 17.38%; adults (ages 45-54) were 17.38%; adults (ages 55-64) were 16.84%; older adults (65-74) were 5.61%; and those elders aged 75+ were 3.74%.



Income and Household Size

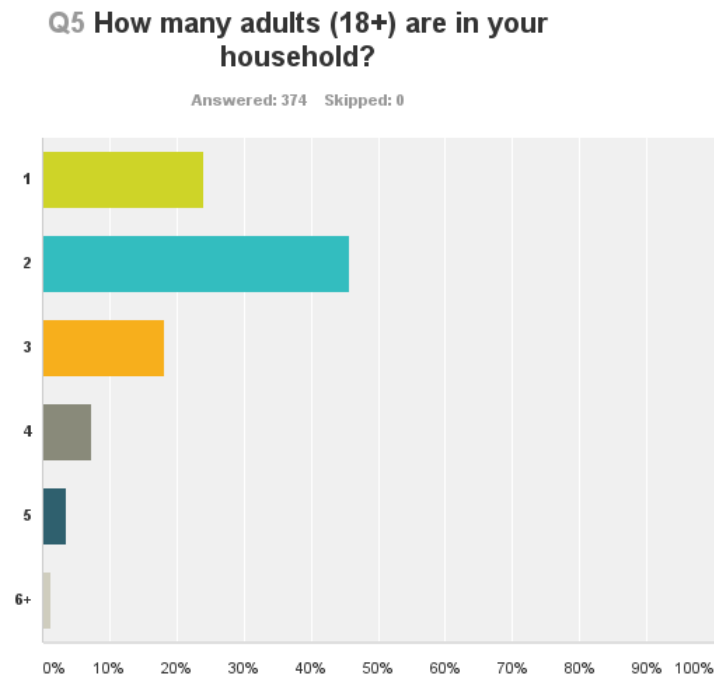
The following tables indicate the number of households on and off reservation lands (all within the LSIC 10-mile service area). The first graph provides an overview of the number and percentage of those meeting the 2016 HUD Low-Moderate Income guidelines (i.e., 80% of median income).

	Survey Respondents (374 Total, with 8 bad data)	# LMI	% LMI
On Reservation ONLY	201	167	83.08%
Off Reservation/ Service Area	165	123	74.54%
Total	366	290	79.23%

	Household Size								
On Reservation	1	2	3	4	5	6	7	8	9+
Number of Households	25	39	48	30	22	16	12	4	5
Number of LMI Households	14	35	40	25	18	15	11	4	5
% LMI Households	56%	90%	83%	83%	82%	94%	92%	100%	100%
Off Reservation	1	2	3	4	5	6	7	8	9+
Number of Households	31	48	30	23	15	6	2	6	4
Number of LMI Households	28	33	21	16	10	5	1	5	4
% LMI Households	90%	69%	70%	70%	67%	83%	50%	83%	100%

Adults in Household

Survey respondents identified that 24.06% are single-head of households.

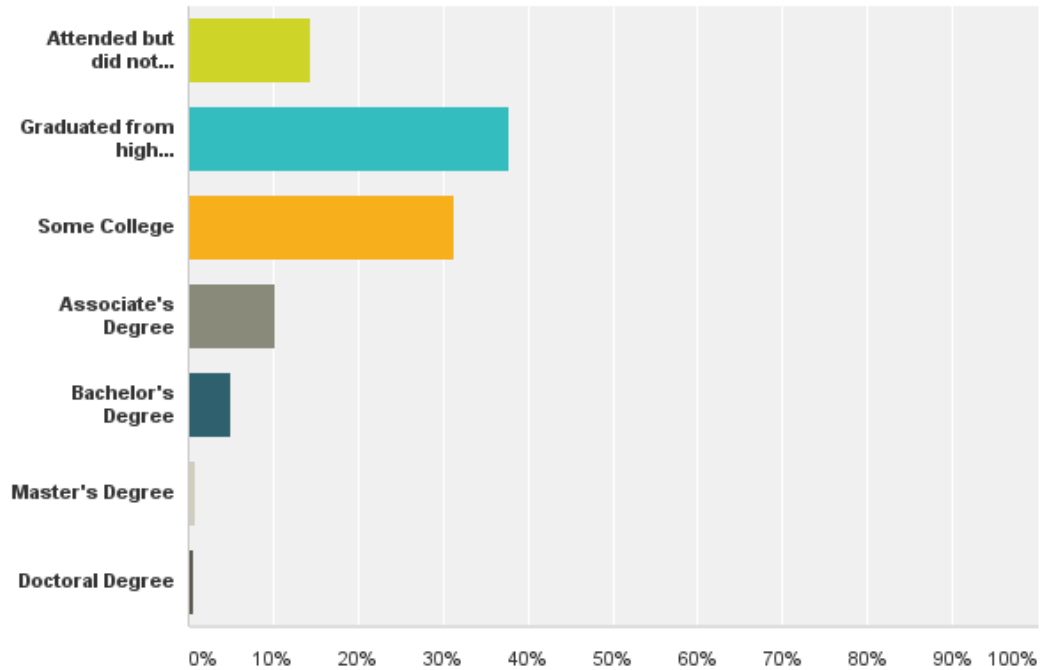


Education

Survey respondents identified that 14.44% of adults have not attained a high school diploma. Those that graduated from high school or attained a G.E.D. were 37.7%; those that attended college but did not complete were 31.28%; those that earned an Associate's Degree were 10.16%; those with a Bachelor's Degree were 5.08%; those with a Master's Degree were .80%; and those that reported a Doctoral Degree were .53%.

Q7 What is the highest level of education you have completed?

Answered: 374 Skipped: 0

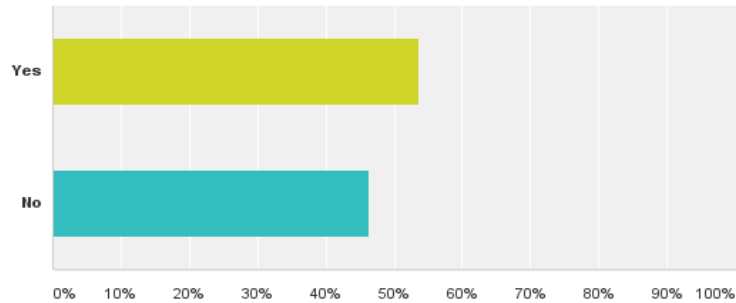


Employment

Survey respondents identified that 53.74% are employed and 46.26% are not employed. While 9.35% of respondents are age 65 and over, it is safe to conclude that the community has an approximate 36.91% unemployment rate.

Q8 Are you currently employed?

Answered: 374 Skipped: 0

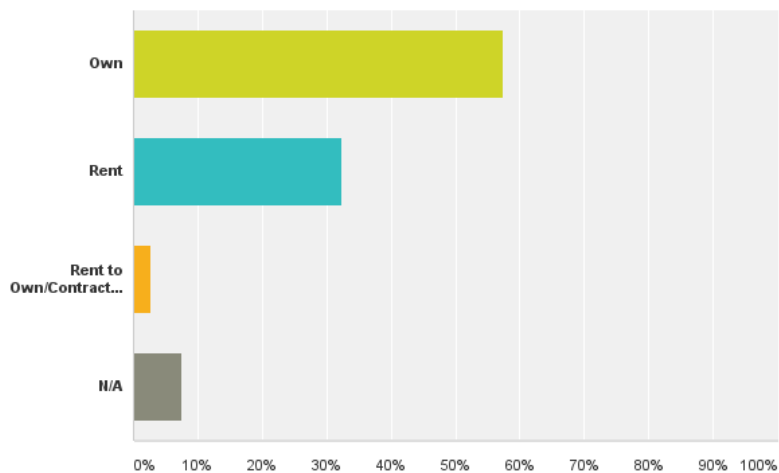


Home Ownership

Survey respondents identified that 60.05% either own their own home or are in a contract for deed, with 36.73% looking to purchase a home within the next five years.

Q16 Do you rent or own the place where you live?

Answered: 373 Skipped: 1



The data provided in the demographics section is meant to frame the needs and goals of the community, as well as drive specific strategic goal, objective, and evaluation for the community. Tribal leadership has made annual data collection a priority. This information should be used to update demographics for accuracy and provide relevant data for specific areas (e.g., housing, infrastructure). For example, the 2016 community survey included additional specific questions that related to type and quality of water services, financial credit rating, and handicap accessibility needs that will be included in specific future department data-driven strategic goal setting.



PHASE I

Introduction: The Goal of Phase I planning is to establish a **community vision** for the Lower Sioux Indian Community (LSIC). Asset mapping was conducted to support a strength-based approach to community planning. Exploratory strategy development was completed by community members in order to gain community insight into the needs and focus areas for future development.

Process: The selected mantra for the community planning process is rooted in Dakota values and ways of being, *Ounkiciyapi kinhan tanyan unnipi kte!* (i.e., when we all work together, then we will live well). This phrase is reflective of the Dakota tradition of an interdependent society – a resilient society built upon all the strengths in the community for the common good and welfare of the people. The LSIC sought to develop and adopt a community vision statement through two primary objectives. Objective one was to engage tribal leadership in an envisioning process that provided an opportunity to deliberately step back from their day to day work and reflect on their leadership values. In December 2015, the Tribal Council and Tribal Planner initially met with Independent Consultant, David Cournoyer of Plain Depth, LLC. Tribal leadership engaged in a creative and visioning process and reflected and shared upon, what is it that they as leaders hope to see for their community. Facilitator Cournoyer shared, “There are challenges in trying to establish a shared vision. One is that it requires high-quality conversations with deep listening that are not easy to undertake, in an environment of distrust. Another challenge is that a vision, while ultimately necessary, is an abstract concept that may not be compelling enough initially, when community members may respond more positively to something more concrete and practical”.

Central to guiding work are our core values. Each tribal leader shared their personal foundational values that ultimately dictate their individual and collective decisions. They agreed that, core VALUES are foundational. **Don’t just put them on the wall. Live them.**



“A basketball team plays by a set of values – hard work, discipline, learning one’s role, covering each other’s back, having respect for other teammates and opponents. Practicing these values is more important than the actual rules of the game. Without values, there really is no team”. – LSIC Councilman

Engaging community constituents in the planning process was important to the Tribal Council. The Council recommended convening focus groups as part of the first phase of comprehensive community planning. The second project objective was to then engage the citizens of the Lower Sioux Indian Community, lending community voice and active participation in the planning process through a series of **focus groups**.

Providing an opportunity for community voice, transparency, and inclusivity,



strengthens foundational tenets of tribal sovereignty. The Project Planning Team planned, designed, and conducted four community focus groups that included over 60 elders, parents, youth, and other community adults to participate. Each session included facilitated sections that asked, 'What is your vision for our children and the community; What strengths does the community hold to support this vision; and What are 3-5 next steps that the community could achieve in five years?' Sessions included traditional processes, including prayer, meal, and recognizing and honoring contributions through gift-giving. Sessions were interactive with a variety of reflective and sharing modes, including audio, visual, hands-on, and informal group presentations.

Findings and Outcomes: Findings and outcomes of the focus groups support the next steps of comprehensive community planning. Identified community assets and strengths lead development and strategy exploration supports defined and prioritized strategies. Through collective data analyses, a vision statement was drafted through incorporating key components of the community focus groups' vision boards.

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

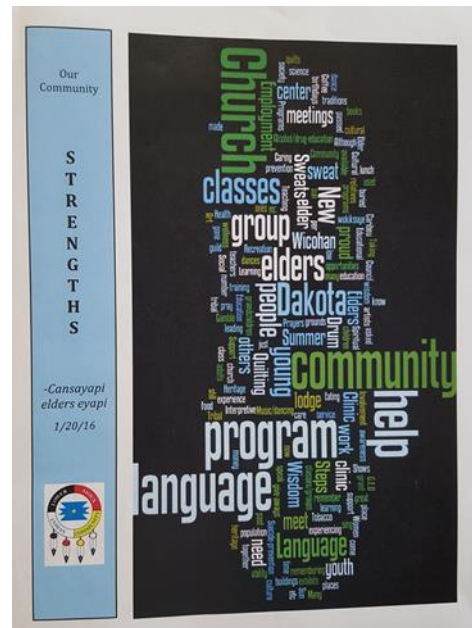
– Adopted by the LSIC Tribal Council 6/28/16



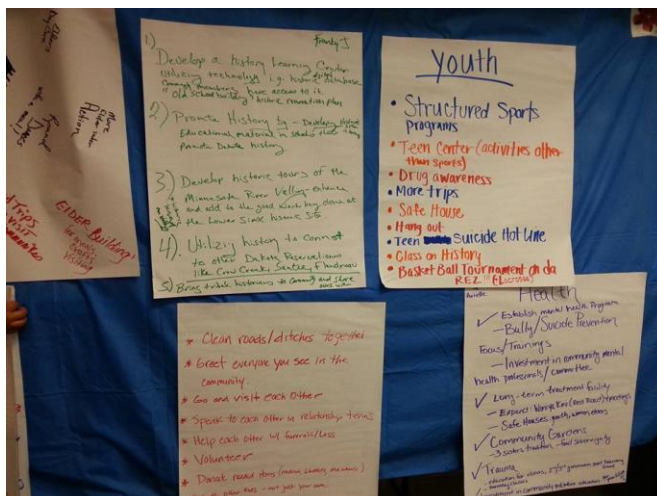
One of the ancillary, however significant outcomes of the project was the movement and energy created in the community. As attested by the tribal leadership in advance of implementing the project, was the need to **actively engage community** and to provide space for community voice. Despite some initial speculation (e.g., some participants questioned what would happen to the focus group’s information and whether it would be truly utilized in the process), most noteworthy was the enthusiasm from focus group participants. A short digital story, ‘Start with Strengths’ was developed, documenting Phase I of the Comprehensive Community Planning Process of the LSIC. The video is posted on the tribe’s website www.lowerSioux.com

Approaching community planning by building upon existing strengths was at times challenged with the common habit of deficit thinking. However, each subgroup within focus groups developed lengthy lists of existing community assets that can serve as the foundation to strategic planning.

The Focus Groups also provided an initial look at community strategies to further the vision of the community. Based upon community strengths, the following strategic areas were defined by the groups:



- Culture & History
- Spiritual & Religious
- Health
- Education
- Leadership
- Elders
- Youth
- Community Socializing
- Employment & Economic Development.



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The full compilation of areas over the initial four community focus groups are included in Appendix C. Each area also includes a compilation of community members over all focus groups who worked on each specific strategic area through group brainstorming.

Recommendations: The first apparent next step is for the community to publicly display the developed and formally adopted Community Vision Statement. Pragmatically, tribal departments should acknowledge the vision statement and juxtapose with any existing department mission statements and goal statements. Alignment should be sought. The community has already begun to display the Community Strengths posters. This effort in utilizing visual reminders, fosters a traditional mindset of positivity. In essence, community building is focused on **existing strengths** and assets, versus the common trap of deficits. This revitalization strategy is important to maintain and aligns with the planning process mantra, *'Ounkiciyapi kte kinhan, tanyan unnipi kte!'* When we all work together, then we will live well.



This mantra is founded upon the value of **wowacinye** (i.e., trustworthy) which connects with the Dakota understanding that the Creator has given each of us a strength to contribute to the interdependent greater good.

The final recommendation is to include the community's strategic planning results in the next community planning phase. It would be important to utilize the list of community members who participated in the planning process and self-identified areas of interest. These results are in the appendices. Finally, it is recommended to continue to engage community citizenship in the planning process.

Partnership: Phase I was supported by the Bush Foundation. The Bush Foundation has made a significant and long-term commitment specific to **Native Nation Building** to the 23 Native Nations in Minnesota, North Dakota, and South Dakota. Furthermore, their work has historically been built on community through leadership development. Two specific programs, the Bush Leadership and Native Nation Rebuilders Programs were instrumental in leading Phase I of the community's comprehensive planning process. The community's Tribal Planner, Teresa Peterson, Bush Leadership Fellow (2011-13), Tribal Historic Preservation Officer, Grace Goldtooth-Campos, Native Nation Rebuilder (2010-11), and Cheyanne St. John, Native Nation Rebuilder (2015-16) led and facilitated the community focus groups. Plain Depth Consulting, LLC, a Native-owned business was contracted to support the project as well. Mr. David Cournoyer led the facilitation of the tribal council visioning session, advised on the overall planning process, and documented the community's planning process.



PHASE II

Introduction: The Goal of Phase II planning is to begin to fold community voice into the development of ten-year community goals. While there are numerous strategy methods for framing community goals, the community opted to utilize the Blandin Foundation's Nine Dimensions of Healthy Community ©.

Process: To begin, a traditional Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis was conducted. The SWOT Analysis included an introduction to the work completed with the community to date and an overview of next steps by the Tribal Administrator and



assistance from the Tribal Planner. This process provided an opportunity for tribal leadership, administrative, and department staff to understand what

has been completed to date and contribute to the overall process. Specifically, it included the voice of staff to contribute to community asset mapping and deliberately bring potential challenges to the surface as collective decision making in community goal-setting.

Ten-year community goal-setting was conducted utilizing the Nine Dimensions of Healthy Community (Blandin Foundation ©). Blandin Alumni Miranda Sam (Senior Executive Assistant) and Teresa Peterson (Tribal Planner) facilitated a day-long retreat with staff and community participants. Assistance from Nora Murphy, Grant Writer Consultant assisted in the design, facilitation, and compilation of results. The purpose of the strategic planning session was to identify goals for a 10-year strategic plan to achieve the community's vision. The process included an Opening; Categorizing Strategies by Dimension; Prioritizing Strategies by Dimension; Goals by Dimension; and Close & Next Steps.



The goal statements the community wrote at the end of the session reflect strategic guidance across nine areas of a healthy community as defined by Blandin Foundation. Despite a funeral held in the

community the same day, 26 diverse council members, staff, and community members met and reviewed previously



identified community and staff strategies. Next they identified key themes from the extensive list of strategies. Drawing upon the Indigenous Leadership Interactive System (ILIS), a democratic dialogue process, grounded in consensus and developed by Americans for Indian Opportunity (AIO), the group determined key priorities (Appendix D) and goal statements. ILIS was adapted from the science of structured democratic dialogue, a participative democracy process that ensures everyone participates and votes at each step of the way (Christakis & Bausch, 2006). Time was allotted for discussion to arrive at consensus.

Findings & Outcomes:

The LSIC's Ten-Year Community Goals include:

LIFE-LONG LEARNING

Goal Statement: To strengthen our community's commitment to life-long learning through the inclusion of mental, physical, and spiritual balance that aligns with our Dakota values.

Top Priorities:

- Dakota history, culture, and language
- Career Planning/Life Skills for Youth

- Communication & Family Education

INCLUSION

Goal Statement: **To recognize the diversity within the community, promote inclusiveness, and capitalize on the difference in age, backgrounds, and life experiences each member has to offer.**

Top Priorities:

- Youth & Elder Engagement
- Collaboration with Other Dakota Tribes, Communities & Agencies
- Parent Involvement
- Community Relationship Building (including communications)

RECREATION AND ARTISTIC OPPORTUNITIES

Goal Statement: **To provide a safe, healthy, and structured environment for members of all ages to share and learn from each other's skills and talents.**

Top Priorities:

- Traditional Teachings on Native Arts
- Recreation/Structured Programming/Planned Community Activities
- Teen Center

ENVIRONMENTAL STEWARDSHIP

Goal Statement: **To provide the community with a healthy, sustainable, and clean environment for generations to come.**

Top Priorities:

- Gardening and Edible Landscape
- Renewable Energy
- Clean Up & Recycling

SERVICES & INFRASTRUCTURE

Goal Statement: **To identify, prioritize, develop, and secure resources for the delivery of services to the community that is supported by sustainable infrastructure to enable our Dakota Oyate to live a balanced life.**

Top Priorities:

- Mental Health Program & Treatment Facility
- Housing
- Tribal Bank
- Grants & Funding
- Other (School, Learning Center, Repair Church, Elders)

SAFETY & SECURITY

Goal Statement: **To protect our community through education and facilitate an accurate and timely response to the critical needs and concerns of all members.**

Top Priorities:

- Drug Awareness
- Bully/Suicide Prevention

- Emergency Response
- Culturally Based Treatment Facility
- Culturally Based Day Care

SPIRITUALITY & WELLNESS

Goal Statement: **To empower community membership with opportunities in spiritual, physical, and mental wellness through Dakota values, traditions, and language to honor and strengthen the tribe's sovereignty today and for future generations.**

Top Priorities:

- Culture, Language, History & Dakota Values
- Mental Health
- Healing/Historical Trauma

COMMUNITY LEADERSHIP

Goal Statement: **To establish leadership opportunities, spanning all generations, so that members of all ages and abilities can step up and contribute to strengthening our Dakota culture and tribal sovereignty.**

Top Priorities:

- Self-esteem and leadership development (knowing who we are)
- Volunteer Program/Mentoring/Youth Job Shadowing & Interning, Share Gifts
- Strong Family Foundation

ECONOMIC OPPORTUNITY

Goal Statement: **To enhance our economic longevity and stability by utilizing our natural resources and community assets to improve the quality of life for the Dakota Oyate.**

Top Priorities:

- Coop/Farmer's Market/Grocery
- Alternative/Renewable Energy & Recycling
- Business Development/Diversification

Other important outcomes included strengthening **collaboration** among departments and engaged in a process grounded in Dakota



values and ways of knowing. For example, the group discussed the tenant of wowacinye and its significance in supporting an interdependent community. Each group shared their individual skills and strengths and identified other traditional ways important to contributing to an interdependent community, including:

- Organized, well-oiled machine;
- Traditions;
- Faith and Beliefs;
- Close Families;
- Didn't depend on others externally;
- Shared; and Took care of each other.

Recommendations:

First and foremost, each department as it moves forward should utilize the Vision, Mission, and Goal Statements to establish their strategic plans. Strategies identified as priorities should be strongly considered in developing department strategies, goals, and objectives.

Additionally, retreat participants recommended using technology to increase community participation (e.g., Stream meetings online). Participants also identified a strong need to focus on economic development to address the need to diversify.

Partnership: Consultation with Dr. Valerie Shangreaux, Director of Leadership Programs at the Blandin Foundation supported Phase II. Specifically, the need to provide a succinct framework for a broad and diverse tribal community was needed. Thus, adopting the Nine Dimensions of Healthy Community to assist in creating community goals was used. Additionally, utilizing a hybrid model of the Indigenous Leaders Interactive System for an engaging and democratic process was applied. This process was developed by Americans for Indian Opportunity and training previously provided to the Tribal Planner.

PHASE III

Introduction: The purpose of Phase III is to provide an educational framework in strengthening tribal governance and nation building. Partnership with the Native Governance Center (NGC) is integral to this phase, whose mission is to, *'assist Tribal Nations in strengthening their governance systems and their capacities to exercise their sovereignty'*. This phase cultivates strategic development that focuses on nation building activities versus activities that further entrench dependency, also known as the *standard approach* (Jorgensen, 2007). Additionally, focusing on systemic change, including policy, systems, and environmental change exponentially furthers community-identified goals. Ensuring that systemic change is in alignment with strengthening tribal sovereignty is the primary goal desired as a result of implementing Phase III.

Process: In June 2016, NGC’s leadership made a visit to the LSIC during their 23 Native Nation tour and met with tribal leadership to introduce their programming. Since then, NGC has extended a house-call from the Native Nations Institute (NNI) to further the nation building work in the community. In preparation for their November visit, LSIC has registered 30 tribal leaders, directors, and key community constituents in the online course, *Introduction to Native Nation Building*. On November 9th, NGC met with xx LSIC members and leaders, including the 30 individuals who completed the online course. Following this day-long event, NGC met with the tribal council and key directors and ...

Findings and Outcomes:

Recommendations:

Partnerships:

The Native Governance Center and Native Nations Institute are key partners.

PHASE IV

Introduction: The purpose for Phase IV is for each department to conduct Strategic Planning to support 3-5 year strategies, goals, and subsequently prioritize and identify the work to support meeting the community goals. Department leadership is encouraged to form and utilize advisory committees that include key staff, leadership, and diverse community constituency to support the planning, development, and provide ongoing guidance during implementation. The timeline for completing Phase IV is in part dictated by the availability of resources. Each department should compile a strategic plan that aligns with community goals.

Health Strategic Plan 2017-2020

Indian Child Welfare Plan xx

Law Enforcement Plan xx

Transportation Plan

Economic Development Plan

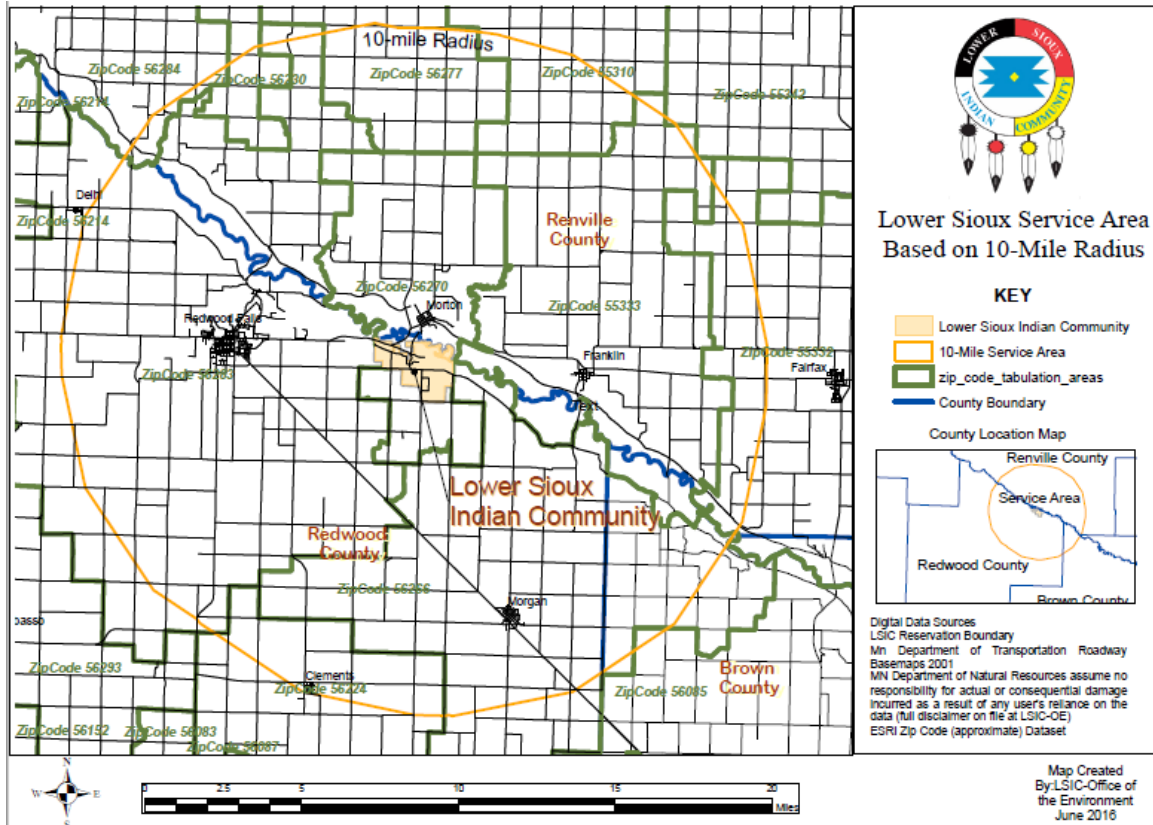
Youth Prevention Plan

References

Christakis, A. N., & Bausch, K. C. (2006). *How people harness their collective wisdom and power to construct the future in co-laboratories of democracy*. IAP.

Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press.

Appendix A – Lower Sioux Indian Community Reservation and Service Area Map



Appendix B – Community Strengths

Our Community

STRENGTHS

Conservation
Adults
yupl
4/28/16



Our Community

STRENGTHS

-Cansayapi
elders eyapi

1/20/16



STRENGTHS

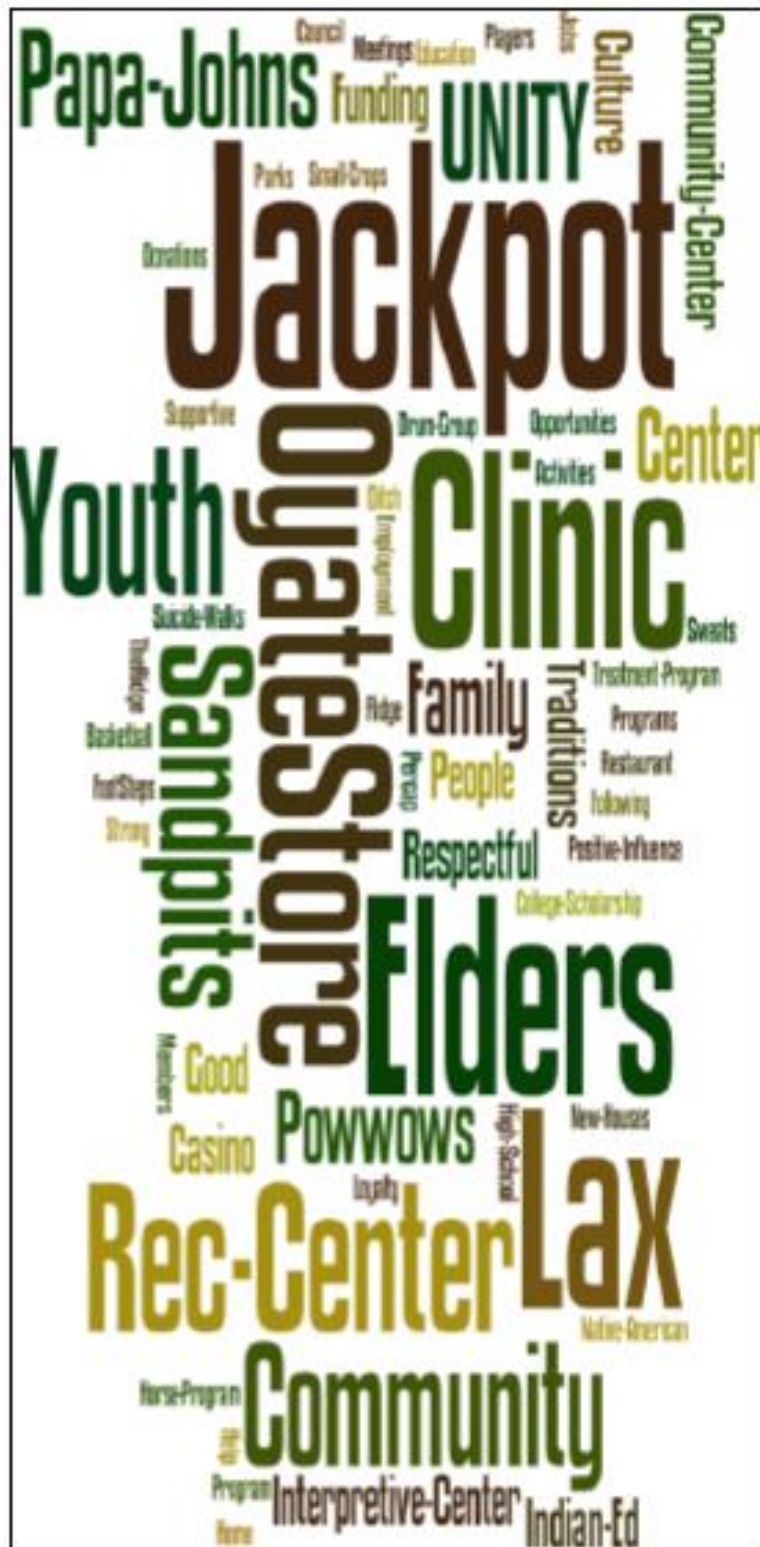


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Our
Community

STRENGTHS

-Cansayapi
youth eyapi
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Appendix C – Focus Groups Strategic Results

Culture & History, Spiritual & Religious

- ✚ Gary Prescott
- ✚ Debbie Robertson
- ✚ Lydia Conito
- ✚ Angel Larsen
- ✚ Lori Nelson
- ✚ Hope Two Hearts
- ✚ Dane Nelson
- ✚ Franky Jackson
- Religion classes (school)
- Repair the church
- Traditional ways – talking circles (ask elder to explain; list of elder speakers)
- Sweats for young girls & boys
- Prayer chain (both sweats & church)
- Elder/Artist mentoring about spirituality or dying arts
- Sweats for community members (tobacco ties, prayers, teachings about the pipe way)
- Classes/speakers on culture, language
- Healing sweats/ceremony
- Historical Trauma – DNA
- Healing ceremonies (without WakanTanka we're lost/sick)
- 7 Dakota values
- Unci Maka
- Get Wiwang Wacipi offices (officers) instilled in community (fork keeper – feeding the people; lodge keeper – housing, etc)
- Teaching traditional teachings to help our children how to be healthy, respectful, loving Dakota oyate (Respect & love oneself as well as others, Canupa comes first, WakanTanka Tunkasida will, not ours)
- Teach us more on our traditional ways & how important they are
- Respect elders & the ways their being taught
- Develop a History Learning Center utilizing technology (e.g., historic digital database so community members can access) maybe use the 'old school building' using historic renovation plan
- Promote history by developing historic site educational material in schools that honor, promote Dakota history
- Develop historic survey of MN River Valley
- Develop historic tours of MN River Valley -enhance & add to the good work being done at LSIC

- Utilize history to connect to other Dakota reservations (like Crow Creek, Santee, Flandreau)
- Bring tribal historians to community & share ours

Health

- ✚ Lana Larsen
- ✚ Audrey Robinette
- ✚ Kortni Thul
- ✚ Arielle Aude
- Establish mental health program
- Develop audiology clinic for community
- Long-term treatment facility
- Establish cardiology unit in the health clinic
- Establish mental health program
- Bully/suicide prevention – focus groups & training
- Investment in community mental health professionals/committee
- Long-term treatment facility
- Expand Woniya Kini (Red Road) & meetings
- Safe houses: youth, women, elders
- Community gardens – 3 sisters tradition & food sovereignty
- Trauma – education for elders, 2nd/3rd generation post boarding school & parenting classes
- Investment in community member education – our practitioners

Education

- ✚ Winona Wilson
- ✚ Angie O'Keefe
- ✚ Glenford Drapeau
- ✚ Mindy Sam
- Social work department monitor all the children
- Tutors to help students succeed
- Track attendance/truancies
- Reward college/nursing with more tuition money
- Decrease drop-out rate
- Put educated people on education committee
- Not everyone is college material – push for building trades, etc
- Addressing bullying (in school, on the bus)
- Charter School
- After-school tutoring
- Dance & Drum Group

- Indian Education & the UNITY program
- College Prep Courses
- Sex Education
- Dakota language class in school
- Dakota Daycare Center
- Dakota studies & history class in school
- Native Art programs
- More elder & youth involvement
- GLBT (Gay, lesbian, bisexual, transgender)
- Field Trips
- Summer camps to further education & Native studies
- Real life skills class
- Parent stages education classes
- Starting our own school
- Positive/negative of electronics
- Identify learning strengths (visual, hands-on, repetition) & build classes around them
- Teach sex education at later stage/grade
- Parent education – revamp classes
- College (sample learning)
- Parent involvement
- Increase staff within Indian ed, student help

Leadership

- ✚ Jenny Dow
- ✚ Nate Wabasha
- ✚ Eileen O’Keefe
- ✚ Teresa Johnson
- ✚ Kara Thul
- ✚ Tabia Goodthunder
- Every person ask for themselves, “what can I do to help another person?”
- Then reach out with a random act of kindness
- Mentor somebody
- Give a gift of your time
- Give a food gift to someone who has a need: at a funeral, ask some other member out for coffee/meal
- Make the help personal
- Don’t rely on the tribal council for everything
- Interact with other Native people/communities
- Take someone to the store, clinic or to visit others

- Parent involvement
- Recycling
- More arts programs
- Develop youth leaders
- Community garden & farmer's market
- More language
- Housing
- Lacrosse volunteers
- Open minds
- House to house surveys needed
- Taxi service
- Education
- Go visit elders – make sure they have food
- Community clean-up of our river valley
- Find ways to make work projects fun & educational
- Big brother/big sister programs
- Sharing life experiences
- Role model
- Strong family foundation
- Discipline/respect
- Student tutors – big brother program
- Strong foundation – knowing who we are, proud of who we are, Dakota life ways & wicozani
- Learning experiencing in the world, & bring it back to the community – so many ways of doing so (attend college, go back/reclaim traditional life ways, travel – work- learning (not necessarily a classroom)

Elders

- ✚ Loretta Oliver
- ✚ Ron Bluestone
- ✚ Rita Goodthunder
- ✚ Pam Halverson
- Elder's meeting place
- Elder's needs assessment
- Elder's phone chain
 - List of elders, available to the elders
 - Give each elder a list to call to ask how they are doing. Mix it up in 3 months
- Elder's newsletter
- Elder's assisted living building
- Elder's spiritual leader (designate) elders vote – use the phone chain for prayer

- Elders daycare
- Youth & elder sharing (stories, kinship, history, Dakota values)
- More elder interaction
- Round dances with a meal
- Elder building – for meals, crafts, visiting
- Road trips to visit other communities
- Old school house – turn into museum

Youth

- ✚ Marilyn Hisday
- ✚ Kelly Desjarlais
- ✚ Linda Wabasha
- ✚ Kathy Whipple (Reikus)
- ✚ Joyce Pendleton
- ✚ Anne O’Keefe
- ✚ Georgina Drapeau
- ✚ Andrea Mason
- Start mentorship program for youth
- More planned activities (improvement of rec activities; examples: teach values, hang up coats/boots/self-respect, utilize elders)
- Include youth in proposed community garden project
- Restart our summer work youth programs
- Internships in our community
- Conflict Resolution for teens
- Youth language class
- Self-esteem & leadership project
- History curriculum
- Classes/activities for teens
- Community field trip for lacrosse
- Job shadow
- Structured sports programs
- Teen center (activities other than sports)
- Drug awareness
- More trips
- Safe House
- Hang out
- Teen suicide hotline
- Class on history
- Basketball Tournament on da REZ (+Lacrosse)

Community Socializing

- ✚ Rita Goodthunder
- ✚ Morris Pendleton
- ✚ Lillian Wilson
- ✚ Dorothy Whipple
- ✚ Jane Steffen
- ✚ Dave Prescott
- ✚ Anne O'Keefe
- Home Aide
- Elder assessments
- Getting together for meals
- Resource list (phone numbers, etc)
- New committees (members)
- Mental health
- Community Garden
- Community Potluck dinners
- Clean roads/ditches together
- Greet everyone you see in the community
- Go and visit each other
- Speak to each other in relationship terms
- Help each other with funerals/losses
- Volunteer
- Donate needed items (medicine, blankets, med. Wheels)
- Include other kids, not just your own

Employment & Economic Development

- ✚ Tammy Desjarlais
- ✚ Elaine Dow
- ✚ Brian Pendleton
- Learning to recycle our money within our community
- Farmers market
- Hair Salon
- Mental Health services
- Treatment Center
- Post Office
- Department of Motor Vehicle
- Court – fines & fees stay here
- Learning what services we all have
- Pottery revitalize crafts
- Green energy – solar

- Grocery store
- Government
- Fiscal budgeting
- Travel plaza Truck stop
- Land-expand boundaries
- Expand benefits programs
- Tribal school – plans
- Utilize college educated members
- Casino – improve revenues/efficiencies in expenses
- Master plan casino development – 7 years
- 24-hour hotline – mental health, suicide prevention, first call for help
- Expansion of tribal center to include police department -separate from rec. center
- Larger plot for gardening for people in community – garden club
- Utilize empty lots
- Career planning, job retention, prepping for college classes, life skills

Appendix D – Prioritized Strategies of 9 Dimensions

LIFE-LONG LEARNING Stage 1 & Stage 2 Priorities (X)

Dakota studies and history in school (XXXXXXXXXX) (10)

Dakota studies and history class in school

Class on history (informal setting)

Promote Dakota history through education

Classes in history

Dakota history and teaching

Dakota values

Dakota studies and history in schools

Dakota studies and history in school

Traditions, culture, history, language, traditional ways

Youth language classes

Language

Dakota language revitalization (immersion school/classes/community learning)

Dakota language class in school

Dakota language class in school

Dakota language class in school

Spirituality traditional

Access to cultural education

Access to cultural education

Dakota studies and history class in school , teach the truth about Dakota people, change the history books

Career planning/Better educate youth (XXXXXXXXXX) (10)

Decrease drop-out rate

Decrease drop-out rate

Decrease drop-out rate

Better educate youth

Tutors to help students succeed

Career planning

Develop youth leaders

Volunteer

Internships in our community

internships in our community

Reward young people who work in the community and have a good work ethic with an incentive to keep it up, just as we do with grades and attendance

Training

Identify learning strengths and build classes around them (special interest in STEM)

Push for building trades, not everyone is college material

Life skills building, budgeting, credit financial literacy, home repair (XXXXXXXXXX) (9)

Teach life skills, budgeting credit repair, counseling, financial literacy, e.g. if a member borrow s from their PC consistently each month, they should get credit counseling.

Teach life skills budget, credit repair, counseling, financial literacy

Real life skills classes

Teach life skills, budgeting, credit repair, counseling, financial literacy

Education about finances

Teach life skills, budgeting, credit repair, counseling, financial literacy

Career planning, job retention prepping

Teach real life skills

Teach life skills

Real life skills class

Real life skills

Finance

Education vocational training

Basic home maintenance/repair (X)

Basic home maintenance/repair skills (X)

Investment in community member education (XXXXXX) (7)

Investment in community education

Educational opportunities for staff

Employee trainings

Life-long learning and education (X) (1)

Parent education (XXXXX) (5)

Parent stages education

Family connection

Conflict resolution for teens

Parenting skills to achieve all skills (education, culture, life skills)

Holistic health education (XXXX) (4)

Holistic health education

Holistic health education

Historical trauma education & healing (XXX) (3)

Healing and bringing our members to a collective

Trauma education for elders, 2nd/3rd generation post boarding school and parenting classes

Trauma education and healing

Online education college/tribal education (xx) (2)

Create honor society or fraternity for all Lower Sioux higher education graduates

Higher education (elementary, middle, high school)

Online tribal college

Tribal School plans

Our own schools, even an online college center

Starting out own school

College prep courses, culturally-specific STEM

Elders assisted living building (X) (1)

Elders building for meals, crafts, and visiting

Elders day care

Services, long-term treatment, elders building

Elders needs assessment

INCLUSION Stage 1 and Stage 2 Priorities (X)

Positive interactions between community members (XXXXXXXXXXXXXXXXXXXX) (18)

Group work

Staff/community involvement, cohesiveness

Staff/community involvement, cohesiveness

Positive interactions between community members

Positive interactions between community members

Relationship building (with talking circles)

Relationship building

Relationship building

More community-involved events (interaction)

Community projects

Community projects

Community volunteer projects

Community projects

New committees, members
Revolving committee members
New committee members (terms)
Community potluck dinners
Community gatherings
Community potluck
Community dinners
Community potluck dinners
Community potluck dinners/projects
Community projects
Community projects (outreach to people you don't always associate with)
Community projects
Round dance and meal
Round dance with a meal
More traditional community event, they don't have to be HUGE to begin

Going to other Dakota communities and bring them here to share gifts/knowledge and
Collaborations with other tribes and agencies (XXXXXXXXXXXXXXXXXX) (17)
Road trips to visit other communities
Connect with other Dakota tribes—7 clans, utilize history
Connect with other tribes
Interact with other Native communities
Collaboration with agencies, other tribes
Collaboration with other tribes, non-native people and agencies
Utilize history to connect to other Dakota reservations
Connect youth/adults with other Dakota tribes
Utilize history to connect to other Dakota reservations
Relationship building with agencies, non-Native groups, other tribes
Relationship building, agencies, non-Native groups, other tribes

Parent Involvement & Family Events (XXXXXXXXXX) (11)

Parent Involvement

Parent involvement

Parent involvement

Require parental involvement for kids to participate

Parent involvement

Parent involvement

Parent involvement

Parent involvement

Parent involvement

Parent involvement

Parent involvement, elder/youth volunteer

Parent involvement

Parent involvement

Youth & elder sharing, Dakota values, stories, history, kinship (XXXXXXXXXX) (10)

Elder/Youth involvement

Youth and elders sharing stories

Youth elder sharing

Youth and elder sharing

Youth and elder sharing

More elder and youth involvement

Elder youth involvement

Youth and elder sharing stories, kinship, history, Dakota values

Youth and elder sharing

Youth and elder sharing (stories, kinship, history, Dakota values)

Youth and elder sharing

Mental Health (XXXXXXX) (7)

Mental health services

Elder interaction (XX) (2)

More elder interaction

Elder interaction, i.e. Elder Council to Tribal Council

Hire Native people (XX) (2)

Streamline communications (Web, newsletter) (XX) (2)

GLBT (X) (1)

GLBT

GLBT

Honor your elders and teach respect (X) (1)

More short surveys

House to house surveys needed

Workshop on housing

Education initiatives

Education initiatives

Education, school, culture

SAFETY & SECURITY Stage 1 and Stage 2 Priorities (X)

Drug awareness (XXXXXXXXXX) (10)

Drug awareness

Drug awareness (with alternatives, education for youth)

Drug awareness

Drug awareness

Drug awareness

Drug awareness

Drug awareness

Drug awareness

Drug awareness & treatment facility

Drug awareness

Drug awareness

Drug awareness

Bully/suicide prevention (XXXXXXXX) (9)

Suicide/bully prevention

Bullying (addressing)

Bullying school bus

Bullying- suicide prevention

Bullying/suicide prevention—focus groups and training

Bully/suicide prevention, focus groups & training

Bully/suicide prevention – focus groups & training

Suicide drug prevention

Bully/suicide prevention (focus groups and training)

Anti-bullying, anti-suicide groups

Addressing bullying (in school, on the bus)

Bullying

Culturally based day care (XXXXXX) (6)

Dakota daycare center

Dakota day care center

Treatment facility (XXXXX) (5)

Inpatient treatment-transitional housing

CD inpatient long term etc.

Chemical dependency & Inpatient treatment

Chemical dependency

Chemical dependency treatment center

Inpatient treatment facility

Emergency responders (XXXX) (4)

Fire department

Emergency responders

Emergency responders

Emergency responders

Fire station/EMT

Fire department

Emergency responders (rez-site, location)

EMT/Ambulance

Fire dept substation (w/ambulance)

Fire response/EMS

Fire/1st Responders

Emergency Responders

Fire department

Preparation/planning for active shooters (XXXX) (4)

24-hour Hotline (XXX) (3)

Teen suicide hotline

Teen suicide hotline

24-hour hotline

Mental health, 24 hr. hotline

24-hour hotline

24-hour hotline

24-hour hotline

24-hour hotline (mental health, suicide prevention, first call for help)

24-hour hotline

Suicide hotline

24 hotline

24 hour hotline, mental health, suicide prevention, first call for help

Conflict resolution for teens (XXX) (3)

Conflict resolution for teens

Conflict resolution for teens

Conflict resolution

Safe houses (XX) (2)

Safe house

Safe houses

Safe houses (children/women)

Safe houses (youth, women, elders)

Safe house/24-hour hotline

Safe house

Law enforcement, reduce drug trafficking (XX) (2)

Tougher consequences for convictions of drug sales on tribal grounds

Mutual respect training-team building (X) (1)

Community watch program (XX) (2)

Foster care outreach program coordination (X) (1)

ECONOMIC Stage 1 and Stage 2 Priorities (X)

Economic development/businesses (XXXXXXXXXXXXXXXXXX) (16)

Economic development committee (include outside professionals)

Diversification economic/business

Diversification

Diversification

Diversification, economic/business

Diversification, economic, business

Diversity businesses (hair salon, farmer's market, grocery store/craft store, travel plaza, truck

store, waterpark/arcade, adventure center)
Waterpark, basketball court, other outside sports activities
Economic development
Economic development
Economic development
Economic development, especially water depot on the rez
C-Stores & small franchises (A&W, Dairy Queen) in other areas where they are needed
Hotel/business opportunity outside local area, "big city"
Hotel/business opportunity outside local
Hotel/business outside local
Old school house, Hair salon
Truck plaza/truck stop
Truck stop
Utilize empty lots with short-term businesses
Grocery Store, Health food coop (XXXXXXXXXXXXXXXXX) (15)
Food Coop
Community garden
Bison farm/bison habitat
Buffalo ranch
Buffalo farm
Buffalo ranch
Buffalo ranch
Promote eco-tourism & cultural
Grocery store
Grocery store
Coops/Farmer's Market
Own food sources, buffalo chicken, garden, apples
Farmers market
Grocery store
Grocery store
Farmers market

Grocery Store

Renewal energy (alternative) (XXXXXXXXXXXXXXXX) (14)

Renewable energy, solar & recycling

Renewable energy, solar and recycling

Renewal energy

Green energy solar

Green energy-solar

Green energy-solar

Green energy/renewable energy

Renewable energy

Renewable energy

Renewable energy

Green energy

Green energy

Green energy-solar

Alternative energy

Our own bank/federal credit union (XXXXX) (5)

Learn to recycle our money within our community

Recycle our money within our community

Recycle money within the community

Recycle money—credit union/bank

Recycle money within community (diversify)

Tribal bank

Improve revenues/expense efficiency

Put money back into our community

Natural gas (XXXX) (4)

Natural gas

Natural gas

Court fines and fees stay here (XX) (2)

Court fines and fees stay here

Strategic Plan (X) (1)

Tribal tickets

Promote education

Partnerships

Partnerships

Job shadowing

Job shadowing

Job shadowing opportunities

Wifi/cable for members at lower cost

Brand awareness

LEADERSHIP Stage 1 and Stage 2 Priorities (X)

Volunteer program (XXXXXXXXXXXXX) (13)

Volunteer

Volunteer

Volunteer

Volunteers for firefighting/EMTs

Volunteer positions in the community

Volunteer

Share your gift, not always for a price

Every person ask themselves, what can I do to help another person

Give a gift of your time

Make the help personal

Ask self, "What can I do to help ____?"

Every person ask for themselves, "What can I do to help another person?"

Share your time as you can with those in need

Help when and where it is needed—improvise

Reach out and help

Ask how you can help the tribe...not how the tribe can help you

Don't rely on tribal council for everything (X) (1)

Be self-supporters, not rely totally on tribe

Don't rely on tribal council for all

Have a church guild that comes together for members during funerals

Food coordination, calling tree from community when funerals arise

Donate—clothing center, combine with food shelf, volunteers

Donate needed items (medicine, blankets, medicine wheels, sweat lodge, invitations, time, food, etc.)

Self-esteem and leadership respect, knowing who we are (XXXXXXXXXX) (10)

Self-esteem and leadership project

Self-esteem and leadership project

Self-esteem and leadership project

Self-esteem and leadership project

Self-esteem and leadership project

Youth leaders (XXXXXXX) (7)

Develop youth leaders

Develop youth leaders

Develop youth leaders

Blandin program for youth

Develop youth leaders

Develop youth leaders

Hope for youth/encouragement

Big Brother/Big Sister Programs

Big brother/big sister program

Big brothers/big sisters programs

Big brother/big sister program

Mentor someone (XXXX) (4)

Role model

Role models

Mentorship programs/job shadowing

Mentor program

Mentorship program

Mentorship programs

Start mentorship program for youth

Mentor somebody

Mentoring programs

Mentorship programs

Mentorship programs

Mentorship programs

Mentor programs

Mentorship program for youth

Identify job/education opportunities for youth & adults

Leadership training, structure & informal

Job shadowing

Utilize college educated members (XX) (2)

Utilize college educated members

Accept coaching from people that know

Previous council members, staff, existing staff—knowledge/experience/education

Put education people on education committee (X) (1)

Put education people on the education committee

Previous council members, staff, existing staff—knowledge/experience/education

Strong family foundations (XXXXXXX) (7)

Strong family foundation

Practice strong family values and support others

Take care of elders (XXXXX) (5)

Elder outreach programs

Elders knowledge

Elders knowledge

Elders knowledge

Elders knowledge

Youth leadership council, elders council

Open minds

Open minds

Open minds

SPIRITUALITY & WELLNESS Stage 1 and Stage 2 Priorities (X)

Knowing where we come from (XXXXXXXXXXXXXXXXXXXXX) (22)

Use traditions in our meetings

Get wiwang wacipi offices

Culture classes

Strong foundation (knowing who we are, proud of who we are, Dakota life ways & Wicozani)

7 Dakota values

7 Dakota values

7 Dakota values

Dakota values sessions

7 Dakota values

7 Dakota values

7 Dakota values

7 Dakota values

7 Dakota values

7 Dakota values

7 Dakota values

Classes, speakers on culture & language

Language groups

Classes, speakers on culture, language

Traditions, culture, history, language

Teach us more on our traditional ways and how important they are

Teach traditions classes

Traditions, culture, history and language

Traditional teachings/language

Traditional ways, culture, history, language

Traditional values, teachings

Teach traditional teachings

Traditional ways, talking circles etc.

Traditional ways

Teaching traditional teachings

Traditional teachings

Traditional teachings for youth

Traditional teaching

Traditions, culture, history, language

Classes/speakers on culture, language (informal settings)

More culture education

Teaching traditional teachings to help our children how to be healthy, respectful, loving, Dakota
oyate

Teach more traditional ways and importance

Traditions, culture, history, language

Traditions, culture, history & language

Drum group, more outreach and structure (x) (1)

Mental Health (XXXXXXXXXXXXXXXX) (14)

Mental health programs

Mental Health

Mental Health

Mental health programs

Establish mental health program

Mental health

Culture based treatment facility, long-term

Wellbriety programs)

Wellbriety

Wellbriety program

Wellbriety

Talking circles

Talking circles (traditional ways)

More programs to engage youth. Big buddies, culturally based (X) (1)

More programs to engage youth: big buddies, culturally-based

Healing sweats/ceremony (XXXXX) (5)

Healing ceremonies

Healing sweats/ceremonies

Holistic healing

Historical trauma (XXXX) (4)

Historical trauma

Historical trauma education, specific to Lower Sioux

Historical trauma & healing ceremonies

Highlight connections between church & sweats, common ground (XX) (2)

Prayer chain, both sweats and church

Encouraging traditional & church

Religion classes

Religion classes

Nutrition (XX) (2)

Sugar detox programs

Women's health (X) (1)

Elders spiritual leader (X) (1)

Teach respect for the elders
Respect elders and their ways
Respect of elders needs to be taught
Respect elders, the way they're being taught

SERVICES & INFRASTRUCTURE Stage 1 and Stage 2 Priorities (X)

Establish mental health program (XXXXXXXX) (9)

Establish mental health program
Establish mental health program
Establish mental health program
Establish mental health program
Establish mental health program
Establish mental health program
Establish mental health programs
Est. mental health prog.
Establish mental health program

Housing resources (XXXXXX) (6)

Housing
Increase housing availability
Housing
More affordable housing
Affordable housing
Affordable housing
Build "greener" houses (XX) (2)
Habitat for Humanity
Upkeep of housing (XX) (2)
Housing repair loans/new home loans for higher income members
Upkeep of housing

Treatment facility (XXXXX) (5)

Long-term treatment facility

Treatment center

Long-term treatment facility

Long-term treatment facility

Long-term treatment facility

Treatment, long-term

Long term treatment facility

Long-term treatment facility

Long term treatment facility

Tribal Bank (XXXXX) (5)

Grants/funding/donations (XXXXX) (5)

Grants/fundings/donations

Funding, grants, loans

Funding opportunities

Expansion

Expand departments

Repair the Church (XXXX) (4)

Repair the Church

Repair church

Repair church

Repair the church/town hall

Land—expand boundaries (XXX) (3)

Land acquisition

Land to expand

Land acquisition

Land acquisition

Land—expand boundaries

Elder's assisted living building (XXX) (3)

Assisted living

Elder/disabled home care

Elder assisted living (with a daycare for little kids)

Elder Day Care/Meeting Center

Expansion of Tribal Center (XXXX) (4)

Expansion of tribal center to include police dept, separate from rec. center

Expansion of tribal center to include police dept. separate from Rec center

Expansion of Gov't center to meet/exceed our growing needs

(P.D./legal/school/treatment/intergenerational)

Expansion of tribal center to include police, Rec separation

Add-on a kitchen to Rec Center

Develop a History Learning Center (XXXX) (4)

History Center – use old school

Tribal School (XX) (2)

Elder needs assessment (XX) (2)

Elder assessments

Health & wellness Center (Snap fitness) (XX) (2)

Healthy eating programs (X) (1)

Youth needs assessment (X) (1)

Communication

Electronic sign

Technology, including Facebook or some type of notification regarding wakes & funerals (X) (1)

House to house surveys

Transportation system

Community transportation

Establish cardiology unit in health clinic

Increase staff, Indian Ed

Water & sewer updates/maintenance

Education about public works, internal maintenance

Infrastructure

Budgeting for families

Paid time off for women after child birth (3 months)

Elders building

Elders building

Food Shelf

ENVIRONMENTAL STEWARSHIP Stage 1 and Stage 2 Priorities (X)

Renewable energy (XXXXXXXXXXXXXXXXXXXX) (19)

Renewable energy

Renewable energy

Renewable energy, solar, wind, bio

Renewable energy

Renewable energy-solar, wind, bio

Renewable energy

Renewable energy solar

Renewable energy-solar, wind, bio
Renewable energy for whole community
Renewable energy
Renewable energy (solar)
Renewable energy—solar, wind, bio
Renewable energy
Green energy
Renewable energies
Renewable energy
Renewable energy-solar, wind, bio
Climate change committee/environment committee
Environmental Committee
Climate change committee
Climate change committee
Environmental committee
Climate change committee/environmental committee

Community Clean Up, River Valley (XXXXXXXXXXXXX) (13)

Taking care of our land
Tradition, Respect Mother Earth
Community clean-up of our river valley
Clean roads/ditches, together
Clean up MN River Valley, water quality, erosion control, soil health/soil development
Community clean up of our river valley
Clean roads/ditches together, regularly
Community clean-up of our River Valley
Clean up the reservation
Yard clean up week
Clean roads, etc.
Clean roads and ditches as a community
Clean up yard for the elders that can't afford a high payment to have it done

Community clean-up of our river valley

Clean up roads ditches together

Community clean up

Community clean up days more often

Unci Maka

Mother Earth, clean roads, ditches

Unci Maka (ravine clean-up is good)

Traditional garden (XXXXXXXXXX) (11)

Edible landscapes

Edible landscapes

Traditional garden

Community garden

Community garden and classes on preserving

Edible gardens by play areas (parks, rec, lacrosse)

Traditional garden

Traditional garden

Landscapes

Traditional foods

Traditional garden (AICF)

Edible landscapes

Traditional garden

More usable plants...traditional medicines grown, sage, sweet grass, chokecherries, berries,
roots

Edible landscapes

Wild rice restoration

Recycling (XXXXXXXXXX) (10)

Recycling

Recycling

Recycling

Recycling

Recycling

Recycling

Curbside recycling

Recycling

Recycling

Recycling

Recycling

Recycling

Develop historic survey of area (XXX) (3)

Historic survey of MN River Valley

Water stewardship

Water quality (drinking water & environmental)

RECREATIONAL & ARTISTIC OPPORTUNITIES Stage 1 Priorities

More for youth besides basketball and lacrosse – not all into sports

Community Bvs(?) to watch lacrosse

Basketball tourney on rez

Planned activities

Structured sports

Improve rec. activities

Teen sports

Basketball & lacrosse tournaments on da rez

Structured sports program

Structured sports programs

Structured sports programs

Basketball tournament on da rez

Structured sports programs

Lacrosse

Lacrosse volunteers

Lacrosse volunteers

Lacrosse & all sports volunteers/programs

Structured sports programs

Foreign exchange program

Foreign exchange program

Foreign exchange program

More planned activities

More planned activities

More planned activities

Utilize elders

Teach values

Respect environment don't litter

More trips

Activities other than sports

Community involvement

More planned activities

More planned activities

Education nights kids/adults

Education nights

Education nights youth/adults

Education nights

Pottery revitalize crafts

Native arts programs (pottery)

Pottery revitalize crafts

Pottery revitalization

Quilting pottery

Dance & drum group

Dance and drum group

Dance & drum groups

Pottery revitalize crafts

Pottery revitalize crafts

Pottery revitalize crafts

Pottery revitalize crafts

Pottery painting classes

Traditional teaching singing, language & drum, artists, sports, lacrosse

Using artists to teach all, youth adults, elders their skills

Native arts programs

Native arts programs

Native arts programs

Native arts program – include people from surrounding communities

Native arts classes for those who want to learn. Not the full apprentice

Artists mentoring in native arts

Native arts programs

More art programs

Native arts programs

Native arts programs

Native arts programs

Elder/artist mentoring about spirituality or dying arts

Elder artist mentoring about spirituality or dying arts

Elder/artist mentoring about arts

Elder mentoring in respect

Elder/artist mentoring

Elders/artist

Elder/artist mentoring about spirituality arts

Elder/artist mentoring about spirituality or dying arts

Elder/artist mentoring about spirituality or arts

Elder/artist mentoring about spirituality & dying arts

Teen center with structure

Teen center (activities other than sports)

Teen center learn about sex educ, suicide prevention, Dakota history

Teen center

Teen center

Teen center

Talent show

Teen center (activities other than sports)

Kids nights