



NAGAAJIWANAANG GENAWENDANGIG
ANISHINAABEMOWIN

Strategic Planning Retreat Fond du Lac Reservation Three Year Plan for Language Program for 2018 – 2020



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Fond du Lac

Ojibwe Language Program
Strategic Planning Retreat
Three-Year Plan 2018 - 2020

December 2 – 3, 2017

10:00 – 5:00 daily

AGENDA

Saturday Dec. 2 (9:30am – 5 pm)

Introductions

Overview of Process/questions

I. Where are we now? (10am-5pm)

- a. Review of program accomplishments from 2015
- b. SWOT/C analysis
- c. **Mission Statement Development**

Sunday Dec. 3 (9:30am – 5pm)

II. Where do we want to go 2018-2020? (9:30am – 12pm)

- a. Visioning exercise
- b. **Vision Statement Development**

III. How do we get there? (1pm – 5pm)

- a. **Strategic Priorities**
- b. **Goals**
- c. **Strategies**

I. Where are we now?

I.a. Review Program Accomplishments of 2015

The first step taken by the strategic planning committee was to answer the question, “Where are we now?” by reviewing the program accomplishments since 2015. The process used was to review the documents prepared by the Anishinaabemowin Coordinator, including the November 7, 2015 Action Planning Workshop and accomplishments to date as of November 30, 2017. The group was charged with determining which of the 2015 remaining goals and objectives should be carried forward into the 2018-2020 Fond du Lac Language Program Strategic Plan.

Where are we now? Accomplishments since 2015:

Recap: In November, 2015, the question was asked: "What innovative ideas and directions are needed to help take care of the Anishinaabe language for Fond du Lac?"

The top three priorities with Policies and Procedures were:

- Claim a house for Master
- Mandate of double vowel orthography for public Ojibwe documents and signs
- Every department on Fond du Lac budget in language and labels within own department

Where are we with those priorities? We will review the progress. There were also four key areas that emerged from the November 2015 Planning Retreat. These are: 1) Multi-generational Education-Learning of Children, 2) Family, 3) The Way We Do Things, and 4) Media. We've made some progress in each area since then.

The first area *Multi-generational Education-Learning of Children*, made significant progress in two measures. First, we now have a weekly language table at all three community tables. And second, more recently, we hired a Master Speaker to join the language program.

The second area, *Family*, also met two measures. First, nature walks using Ojibwe have taken place each summer, and the second measure of incorporating Enrollee Day activity with history, culture and language, was also done in 2016 and 2017.

The third area, *The Way We Do Things*, had two measures implemented. One, we now have language based Equinox and Solstice events, and two, we gained budget approval for two language specialist positions. Once additional staff was added, it took only five months to produce the 11 videos from the last area Media.

The fourth area *Media*, was grant funded, and along with the hiring of additional staff, enabled us to produce a series of 11 Ojibwe Immersion Videos and Bi-Lingual Brochures by June 30, 2017. The projection in 2015 was to create 3 videos. We exceeded the target by 8 videos! Put another way, the production level was 172%, of the projection!! These are all available on the Fond du Lac Anishinaabemowin Lessons web page.

This is just a sampling of what was planned and accomplished in the language program. It is now time to revisit the planning stage again.

See the chart on page 4 from November 2015 to see brainstorming results from that planning session.

The Way We Do Things	Policy & Procedure	Multi-Generation Learning of Children	Family	Media	Instructors
4 Seasonal Feasts of Language	Every Department on Fond du Lac budget in language and labels within own Dept.	Classroom on reservation - Early Childhood	Family night social using language & culture	Books: Hear & Say (activity)	3+ apprenticeships
Aadizookewin Story Telling * Not just once!	Phone message/voice mail	Classroom for 3-5 year-olds - All day Ojibwe	Games & entertainment	Audio/visual activities and reading night	3 instructors
Community Center Programs (hunting, gathering, garden - theme specific)	Anishinaabe opening for 1 RBC meeting/week	Knowledge bowls and study sessions	Hands-on multi-generational activities	Anishinaabemowin on radio; Ojibwe, Ojibwe singers, 3x per day	Master Apprentice program (at least 3)
Seasonal Ojibwe-speaking celebrations	Mandate double vowel orthography for public Ojibwe documents & signs	Mastery "starter" program	Nature walks using Ojibwe	Production of Anishinaabemowin books geared toward children	Anishinaabemowin Language Specialist (assistant to Language Coordinator)
Annual language conference MN Dialect	3 Ojibwemowin zones	Language table weekly at community centers	Weekend camps for families to learn w/kids	Production of videos in Anishinaabemowin	
Language-based Equinox and Solstice events	District centers to promote cultural activity and have a "place" to practice	Annual language camp	Enrollee day activity with history, culture, language	Placenames project	
	Bilingual mandate for billboards	2 nd language speaker program - Junior "OOG"		Anishinaabemowin Muzak in every office	
	Add language to existing events	Levels 1-4 language class available year-round (1, 3 then 2, 4)		Website with links and apps	
	10% of all reservation signage to incorporate Ojibwe				
	Develop proficiency standards per grade level				
	Anishinaabemowin education for all departments 1/week		Bright yellow means these things are at language camp only right now.		
	Sabbatical program: 1 year leave with pay to apprentice				
	Mandate phone scripts, "Boozhoo, this is..."				
	Claim a house for Master				

THIS IS A REVIEW OF PLANNING FROM NOV. 7, 2015. YELLOW MEANS THE ACTIVITY IS HAPPENING. GREEN MEANS IT IS IN PROGRESS

Review of the 2015 plan was the first step to answering the question “Where are we now?”

Page 4 review from November 2015 planning is highlighted to show what areas have been implemented (pale yellow highlights), what areas are being worked on (pale green highlights) and what areas are still in the planning stage (no highlighting).

Mission and SWOT/C

To further answer the question “Where are we now?” the committee took inventory of program strengths, weaknesses, opportunities, and threats/challenges. The results then informed the creation of the program mission statement, clarifying “Why do we exist?”

I.a. Mission Statement:

Anishinaabeg Nagaajiwanaang gemaa bapashkominigong honor our identity by preserving and revitalizing anishinaabemowin given to us by our creator. We take responsibility for our future by providing language learning and teaching opportunities under the guidance and umbrella of the Fond du Lac Language Program for the next seven generations

Analysis by Core Planners leading to Mission Statement:

I.b. Program SWOT/C (Strengths, Weaknesses, Opportunities, and Threats/Challenges)

Identified Program Strengths

Community Perception – see us as a resource	Official Language Ordinance	Facilities/Space Utilization	Motivated Learners	Existing Schools (Pre-K – Higher Ed)
Program is welcoming “Laid Back”	Perseverance (Language Preservation)	RBC support, Grant funding	Culturally Based – Spiritually Driven	Dedicated Staff
Media	Council Support	Fluent Speakers who teach (5-10)	Opportunities (Camps, Language Tables)	

Strategic Issues (Weaknesses and Challenges)

Decolonization	Public Relations	Teamwork and Employee Implementation	Gikinoo' amaadiwinan (Teachings)	Fiscal Policy and Resources
Lack of fluent speakers/teachers	Branding and Advertising	Conflict	Learning styles	Short staffed and funds
Conflict & tendency to correct other speakers	Communicating events/programming	Coordinating with other Rez programs	Continuity/consistency	Resources
Competitiveness of fluent speakers	Coordinating with other language programs	Lack of employees participation	Consistency in curriculum and personnel	Not enough volunteers
Prejudice	Media	implementing language	Lack of holistic approach (spiritual, physical, emotional)	Bureaucratic red tape
Acceptance			Priorities	Staff Retention
Our own shortcomings				Funding Costs
English is everywhere				Transportation issues
				Lack of office space

Strategic Issues (Opportunities)

Opportunities	Potential Related Activities				
Media	Jails	Childcare activities	Language Liaison position	Radio station program	Radio Ads
	Treatment Centers	Books	Develop a repository of language resources	FDL Store – language labeling	GSTV language ads
	Social Services	Bring language to the people	Create Language App	Clinic waiting rm tapes	Youtube channel
Community Engagement	Standard FDL Opening for meetings	Sharing the workload - collaborate	Promote and Staff language programs at CSS & FDLTCC	Lobby State to Support Standards	Language Symposium
	Policy for money into programs	Signage, training classes	Volunteer development	Treatment Program Language component	Apprentice program
	Community speaking incentives (\$)	Presence at major community events			
Immersion	Immersive Sound	Parent Engagement	Immersion Retreats for FDL Employees	Childcare/ Daycare Immersion	Parenting class Immersion
	School Immersion	Scope and Sequence	Standards in Language	Concordia Language Camps	

After analyzing themes present in the list of identified opportunities, a vision statement was created to answer the question, “Where do we want to go in 2018-2020?”

II.b. Vision Statement

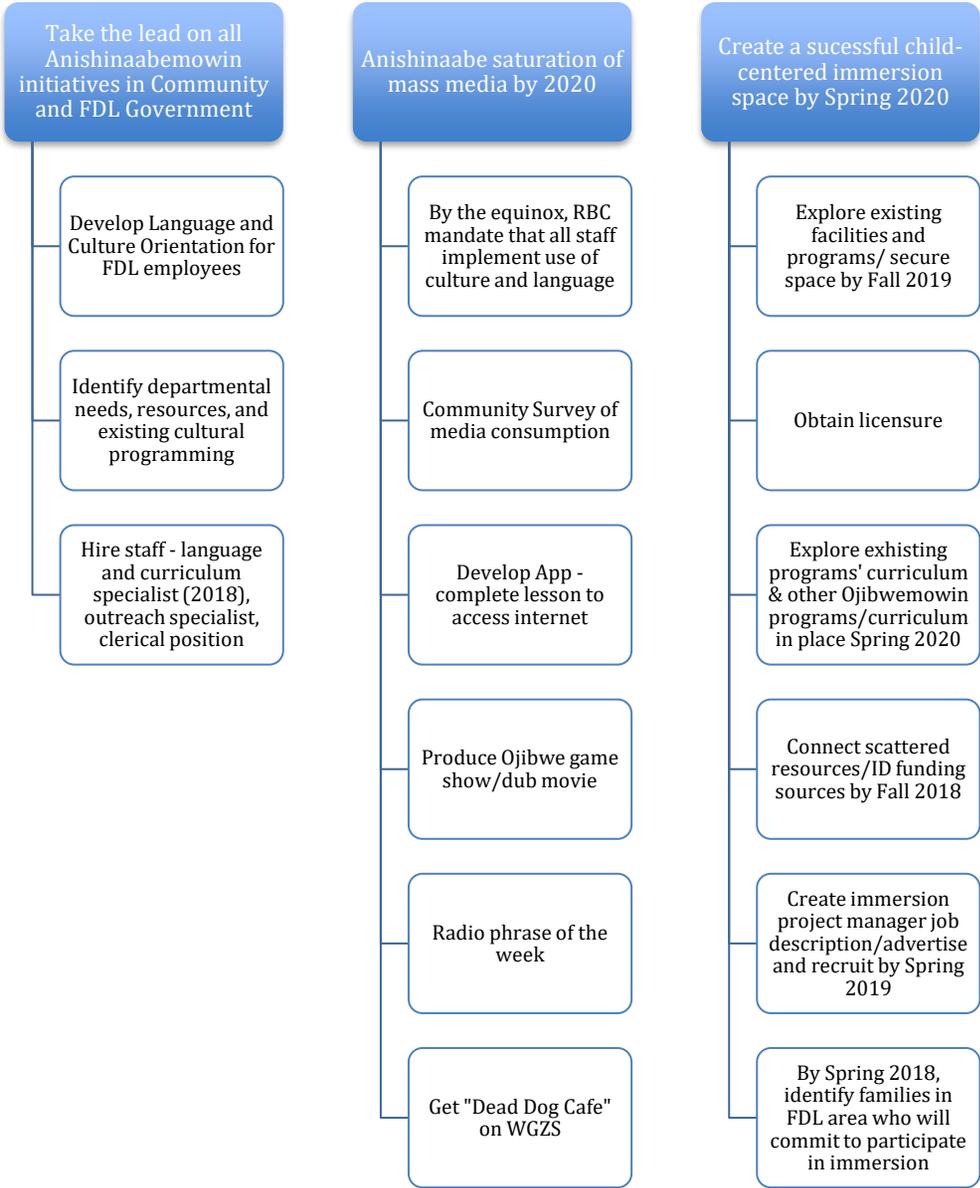
From 2018 – 2020, the FDL language program will take responsibility for revitalizing and preserving Anishinaabemowin by...

- Saturating our space with Anishinaabemowin (media)
- Taking the lead on all Anishinabemowin initiatives within the community, specifically educating and advising FDL Divisions about Official Language status and implementation (community engagement)
- Creating a successful child-centered immersion space

From this vision, preliminary goals and strategies were determined for 2018-2020

See page 9.

Strategic Goals and Strategies



CALENDAR for 2018

Name of Area	Success Indicator	Launch Step	Qtr 1 (Jan-Mar)	Qtr 2 (Apr- June)	Qtr 3 (Jul-Sep)	Qtr 4 (Oct-Dec)	Budget
Take the lead on all Anishinaabemowin initiatives in Community and FDL Government	1. Hired more staff	Promote what we already do	<ul style="list-style-type: none"> Language table weekly at community centers Knowledge bowls and study sessions 	<ul style="list-style-type: none"> Immersion Language Camp June 13-17, 2018 Enrollee's Day Language activities 	<ul style="list-style-type: none"> Staff to create a (Survival kit for Ojibwe language) Prepare an informational Booklet for Native American Month 	<ul style="list-style-type: none"> Staff to present Ojibwe language to departments 	Hire 2 nd Language and Curriculum Specialist at \$52K + FB
Anishinaabe mowin Saturation of Mass Media by	2. Feedback site measurable via social media "visits" and "likes"	Production of 3 videos – Anishinaabemowin hear & say translations	<ul style="list-style-type: none"> Production of 3 videos in Anishinaabemowin Website with links and apps Audio/visual activities and reading night 	<ul style="list-style-type: none"> Anishinaabemowin on radio, Ojibwe, Ojibwe singers, 3x per day Website to publicize radio language programming Anishinaabemowin Muzak in every office 	<ul style="list-style-type: none"> Placenames project Books: hear and say (activity) Production of Anishinaabemowin 10 books geared toward children 	<ul style="list-style-type: none"> Review/revise Levels 1-4 language class available year-round (1,3 then 2,4) 	Videographer Translator Equipment and supplies
Create a successful child centered immersion space by Spring 2020							

