

# Ho-Chunk Nation Department of Education

2013-14 Fiscal Year Budget



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- Ho-Chunk students are active participants in their learning
  - Parents are supported in their relationships with schools and their students
  - Students enjoy healthy, supportive educational environments
    - Partnerships with the schools that serve us
    - Ho-Chunk students and communities reflected in the curriculum
  - More prepared Ho-Chunk students graduate at all levels
  - Ho-Chunk students return and contribute to the strength of our Nation

**Vision For Our Educational Future**



- Overview of work in the Department of Education
- Initiatives
- Division Highlights

**Overview**

- 
- Be responsive to meeting the educational needs of Ho-Chunk learners
    - Meet current programs and services requests
    - Troubleshooting unique or uncommon situations
  - Increase graduation and achievement at all levels
    - Conduct assessments at each educational level, each District to be proactive and effective
    - Track progress using comprehensive departmental database
  - Place students in internships and prepare graduates for employment with Nation

## Our Goals



- **Holistic Student Development** – all levels
  - Incorporating *Indicators of Native Educational Success* into our programs and services
- Continuum of services for tribal members throughout the lifespan
- Collecting, analyzing and interpreting data and seeking ways to improve or further assist tribal members


## **HCN Department of Education Initiatives**

The guiding document of our work is Dr. Michael Pavel's *Indicators of Native Educational Success*, which outlines:


- Defining Educational Success for Native Students
- Factors Influencing Success
- Qualities Important to Success
- Similarities for Native/Non-Native Students
- Differences for Native/Non-Native Students



**Guiding Document**


- 
- A holistic, multi-dimensional process
  - Recognizes the unique talents & gifts of students
  - Involves the knowledge of Native culture, history and language
  - Addresses health and well-being on multiple levels – mental, physical, emotional and spiritual
  - Builds the capacity to contribute to community

## **Defining Educational Success for Native Students**


- 
- Culturally responsive curriculum
  - Teachers who are Native and/or culturally respectful and caring
  - Institutional support structures & personnel
  - Family, community and tribal support
  - Personal factors
  - Financial resources

## **Factors Influencing Success**




- 
- Knows his/her self worth
  - Pride in being a Native person
  - Sets personal goals
  - Strong work ethic
  - Strong family support
  - Maintains Native identity
  - High degree of respect for elders
  - Uses education to “give back” to others
  - Balances both the collective and individual worldviews
  - Pursues whatever life path they choose
  - Achieves professional goals
  - Masters basic academic skills
  - Has sense of time & time management

## Qualities Important to Success

- 
- All students can learn & be successful in their own ways
  - PRIDE in reaching educational goals
  - Passing the same classes and getting the same diploma
  - Tool for self-sufficiency and empowerment
  - Need for relevance of learning to “real world”

## **Similarities for Native & Non-Native Students**

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- Need to navigate two worlds
  - Focus on “giving back” rather than economic gain
  - Relationships are central (i.e. family, community, friends, land and spirit)
  - Perception that educational success will take students away from Native roots and teachings
  - Need to overcome obstacles
  - Struggle to see themselves in the curriculum

## **Differences for Native & Non-Native Students**



**Transitional Support**  
Partnership between  
HS FCPCs and YEP  
Specialists

**Transitional Support**  
Partnership between  
SCR, Youth Services  
and Pre-College /  
Recruitment Advisor



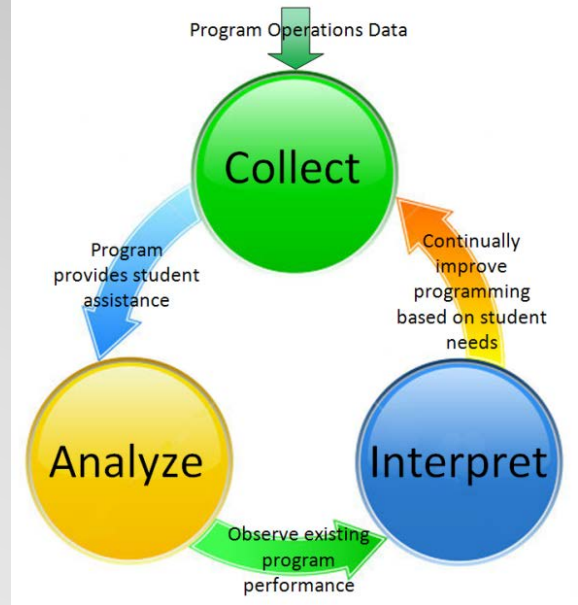
Partnerships with Health, Heritage Preservation/Language,  
Social Services

# Providing Services and Support from Cradle to Career

Since March 2012, the Department has been working on a comprehensive data management program.

### GOALS

- longitudinal information about students
- efficacy of our programs and services



## Collecting, Analyzing and Interpreting Data

- Draw from the NAEP data for trends
- Secured Data Agreement with the WI DPI
- Working with individual school districts to acquire disaggregated data
- Developing a survey that will target Ho-Chunk specific examples of educational outcomes, based on Pavel indicators

## **Data Collection Efforts**