

TRIBAL NATIONS EDUCATION COMMITTEE (TNEC)

PUBLIC MEETING MINUTES

Date: November 16, 2023 | **Time:** 10am-3pm | **Location:** Virtual – Zoom | **Facilitator:** Jennifer Murray, Chair

COMMITTEE ATTENDANCE

Committee Members	Tribal Nation or Area	Present	Absent
Jennifer Murray, Chair	Fond du Lac Band of Lake Superior Chippewa	•	
Maria Burnett, Vice Chair	Grand Portage Band of Lake Superior Chippewa	•	
Billie Annette, Secretary	Minnesota Chippewa Tribe		•
Vondalee Carr	Bois Forte Band of Chippewa		
<i>*Leanne Hoffman</i>			
Laurie Harper	Leech Lake Band of Ojibwe	•	
<i>*Dorothy Robinson</i>			
Jesse Kodet	Lower Sioux Indian Community	•	
<i>*Jackie Probst</i>			
Niiyo Gonzales	Mille Lacs Band of Ojibwe		
Paul Dressen	Prairie Island Indian Community	•	
Glenda Martin	Red Lake Nation		•
Dan Morgan	Shakopee Mdewakanton Sioux Community	•	
Carrie Trutna	Upper Sioux Indian Community		
Dana Goodwin	White Earth Nation	•	
<i>*Trista Ayers</i>			
Beth Tepper	Twin Cities Metropolitan Area	•	
Zhaawin Gonzales	Twin Cities Metropolitan Area		
Edye Washington	Greater Minnesota		

*Indicates alternate.

Quorum: A minimum of five members must be present.

PUBLIC ATTENDANCE

Name	Area/Organization
Courtney Renville Soto	Co-Chair, American Indian Parent Advisory Committee (AIPAC), Saint Paul Public Schools
Opalina Peralta	MIAC

Dr. Jane Harstad	MDE
Sam Zimmerman	MDE
Betsy Blackhawk	MDE
Graham Hartley	MDE
Yelena Bailey	PELSB
Steve Rollins	PELSB

MEETING

Time	Item	Owner
10:01am	Meeting Called to Order	Jennifer Murray
	<p>Approval of Agenda</p> <p>REQUEST: To update Other Business to Include:</p> <ul style="list-style-type: none"> • TNEC Supplies and Merchandise • RFP for Executive Assistant Position • Review of Invoices for TNEC Travel <p>Motion made to approve agenda with changes; seconded. Motion carried.</p>	Jennifer Murray
	<p>Presentation: Minnesota Indian Affairs Council (MIAC)</p> <p>Opalina Peralta is attending on behalf of Director Geshick.</p> <ul style="list-style-type: none"> • The next MIAC meeting will be November 20-22, 2023. • It will be in-person in Shakopee, with no virtual attendance option. • All MIAC meetings are now in-person and will not have a virtual option. • February’s meeting will be in Bois Forte. • The presenter inquired about how to determine who the representative is from each Tribal Nation is. <p>Discussion Points:</p> <ul style="list-style-type: none"> • Dan Morgan is the TNEC representative from Shakopee and he will be giving the TNEC report at the MIAC meeting. • The name and contact information for each Tribal Nation’s appointed representative is found on the TNEC website. • Vonda is the representative for Bois Forte, Leanne is the alternate. <p>There were no committee questions or committee tasks cited.</p>	Opalina Peralta, Executive Assistant, for Shannon Geshick, Director

Time	Item	Owner
	<p data-bbox="344 247 1084 310">Presentation: Professional Educator Licensing and Standards Board (PELSB)</p> <p data-bbox="344 363 807 390">Data on American Indian Teachers in MN:</p> <p data-bbox="344 405 695 432">[Reference: PowerPoint, slide 3]</p> <ul data-bbox="393 447 1130 968" style="list-style-type: none"> <li data-bbox="393 447 1130 506">• TNEC previously requested data on American Indian teachers in Minnesota. <li data-bbox="393 512 1130 539">• There are 394 licensed American Indian teachers. <li data-bbox="393 546 1130 573">• The majority hold a Tier 3 or 4 license. <li data-bbox="393 579 1130 638">• Employers reported 574 American Indian teachers in districts in SY22-23. <li data-bbox="393 644 1130 772">• The discrepancy between the numbers can be attributed to teachers not identifying as American Indian on the licensing application and/or selecting more than one identifier, which places them into the multiracial category. <li data-bbox="393 779 1130 837">• Licensing data aligns to how the teacher reports their identification to PELSB. <li data-bbox="393 844 1130 903">• Assignment data is reported by the district and may be generated in various ways at the local level. <li data-bbox="393 909 1130 968">• If educators update/correct their reported information the data will improve, and discrepancies will decrease. <p data-bbox="344 1020 1065 1083">Rulemaking Process for new American Indian History and Culture Renewal Requirements: <i>See Supplemental Information</i></p> <p data-bbox="344 1098 719 1125">[Reference: PowerPoint slides 4-6]</p> <ul data-bbox="393 1140 1130 1787" style="list-style-type: none"> <li data-bbox="393 1140 1130 1360">• 2023 legislation – PELSB must adopt rules that require all licensed teachers renewing their license under sections 122A.181 to 122A.184 to include in the renewal requirements professional development in the cultural heritage and contemporary contributions of American Indians, with emphasis on Minnesota Tribal Nations (MN Statutes Section 122A.187, Sub. 7). <li data-bbox="393 1367 1130 1425">• Exploring how to create professional development (PD) for districts to use. <li data-bbox="393 1432 1130 1560">• MDE is creating E-Learning courses for districts and schools. The first course is on key concepts and terms and is close to release. The second course is in development and will be on Federal Indian Policy. <li data-bbox="393 1566 1130 1593">• Considering up to 10 PD courses for teachers. <li data-bbox="393 1600 1130 1728">• PELSB would like to discuss: <ul data-bbox="490 1629 948 1728" style="list-style-type: none"> <li data-bbox="490 1629 948 1656">○ What is the goal of the training? <li data-bbox="490 1663 948 1690">○ How many hours should be required? <li data-bbox="490 1696 948 1728">○ How should the training be delivered? <li data-bbox="393 1734 1130 1787">• Note that the number of hours required is typically set at the district level. 	<p data-bbox="1172 247 1403 386">Yelena Bailey, Executive Director Steve Rollins, Rulemaking Attorney</p>

<i>Time</i>	<i>Item</i>	<i>Owner</i>
	<p>Discussion Points:</p> <ul style="list-style-type: none"> • PELSB would like to set up 1:1 meetings with each Tribal Nation to discuss questions about training. • The committee recommends meeting with each Tribal education director. Begin by reaching out to the tribal government relations teams to set up the meetings. Be sure to include the educational leads in those meetings/discussions. • Directed presenters to the TNEC website to find committee member contact information. • In-person training is recommended for accountability. • They are seeking content and direction from TNEC. • Discussions will focus on hours, content, and delivery method. • Interested in hearing from Tribal Nations what they think is missing, what they think is important, and “key” items for inclusion. • Meetings are preliminary work prior to opening the rulemaking process. • The timeline for meeting completion is the next 2-3 months, with a draft to rulemaking in the spring. Completing everything nine months from the presentation is possible, but not guaranteed. • PELSB is posting current training modules to its website and sharing out publicly. They will direct people to take the modules once posted. • The requirements are in effect even though there isn’t a rule in place yet. • Melanie Franks (MDE) developed the current modules, and they should be live on Tuesday. • Accountability measure: Teachers must answer questions at the end of the modules to demonstrate knowledge. Once answered correctly, they receive a certificate of course completion and can obtain CEUs. • Teachers in Minnesota need to know about Indian Education and MDE is open to working with others to create content. • The committee had a general discussion about the K-12 Culture, Language, and History license, including documentation, tribal endorsements, certificate programs, vetting programs, non-Native people teaching Native language courses, barriers for Native people, and Tribal resolutions. • PELSB will join a future meeting to answer questions about the K-12 license. <p>Committee response.</p> <ul style="list-style-type: none"> • Meet with each Tribal education director. Reach out to the tribal government relations teams to set up the meetings. Be sure to include the educational leads in those meetings/discussions. • Directed presenters to the TNEC website to find committee member contact information. • In-person training is recommended for accountability. 	

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	<p>Supplemental Information:</p> <p>Committee Questions:</p> <p>Q: Are those the questions that will be asked of each Tribal Nation? *In reference to the presenter's discussion points: What is the goal of the training? How many hours should be required? How should the training be delivered?</p> <p>A: Yes</p> <p>Q: What is PELS B's timeline?</p> <p>A: PELS B is posting modules to website and sharing out via gov delivery; sending to Teacher Prep. We would like to complete the meetings in the next couple of months and then take a draft to rulemaking in the spring. The rulemaking process is lengthy. Would like to take it to the board in the spring. Nine months from presentation MIGHT be possible. The requirement is in effect even though we don't have rule. Once the modules are on our website we will direct people to take that and use that for this current year.</p> <p>Q: Are we going to talk about the actual license requirements? The K-12 Culture, Language, and History license. They can currently get an endorsement from the Tribal Nations to determine if they're qualified. There's been talk at PELS B about allowing different types of documentation to be provided to PELS B. There is some cautionary discussion about vetting programs and who those teachers would be who are teaching about us.</p> <p>A: Presenter will bring the committee questions to the director, and responses will be provided to the committee in the future. <i>*Note: specific date, timeline, or method of sharing not cited.</i></p> <p>Dr. Harstad: Red Lake offers a teaching certificate for the Ojibwe language.</p> <p>Q: If someone obtains that certificate, would PELS B accept it?</p> <p>A: Unsure.</p> <p>Q: That's what I want to know. We have programs; are they sufficient? If not, why not? With the certificate, will a student still need to be endorsed by a Nation? I want to make sure there are not barriers for qualified teachers. And another concern, is it going to be okay for non-Native people to teach Dakota/Lakota/Ojibwe? How will PELS B know the difference?</p> <p>A: None provided.</p> <p>Q: Is Red Lake issuing resolutions for students they allow into their program?</p> <p>A-Dr. Harstad: I will ask.</p>	
	<p>Presentation: Office of Higher Education Standing agenda item. No presentation.</p>	<p>Dennis Olson, Commissioner</p>
	<p>Presentation: Minnesota Department of Education (MDE)</p>	<p>Sam Zimmerman, Indigenous Education Specialist</p>

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	<p>Indigenous Education for All (IEFA): <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • Has met with Bois Forte, Lower Sioux, Leech Lake, Prairie Island, and Mille Lacs. Red Lake is scheduled for next week, and Fond du Lac is pending. • The IEFA teams are at different places in this work. • Language, treaty rights and sovereignty are “the big three” items that are coming up. • How curricular resources will be created from tribal contributions will be discussed at MDE’s next cross-divisional meeting. • Collection methods, storage, filing have not been determined. • IEFA participants will be offered the opportunity to come together in January to share progress and ideas. <p>Supplemental Information:</p> <p>Presenter: Let me know if you would like summaries to be done differently or to include additional or different information in the future.</p> <p>Q: Is there a timeline in place for collecting the information?</p> <p>A: Timelines: Resource collection is late May early June. June is the deadline in the JPA. Early submission is allowed. Items submitted early will be held by the department.</p> <p>Q: How will the curricular resources be created when you receive the information from the tribal nations?</p> <p>A: Curricular resources that are received will be reviewed at MDE and with TNEC. How curricular resources will be created from tribal contributions will be discussed at MDE’s next cross-divisional meeting.</p> <p>Q: What about the two tribal nations that aren’t participating? Who’s writing their information? How does that work?</p> <p>A: I don’t have an answer because they are not participating. Deferring to Jane (Dr. Harstad). I wasn’t a part of those conversations. I can bring the question to Jane and Melanie (Franks). Jane, is there anything you would like to add?</p> <p>Dr. Harstad: It’s within the Indigenous Education Specialists role to figure that out. It’s a good question and it needs an answer.</p> <p>Presenter: I will connect with Melanie Franks and Bobbie Burnam. Those conversations were during the JPA process.</p> <p>Reference to: <i>IEFA participants will be offered the opportunity to come together in January to share progress and ideas.</i></p> <p>Q: Where would the funding come from?</p> <p>A: MDE. I will figure out the details. Time, date, etc.</p> <p>PRESENTER: I will send an email to the IEFA teams.</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • There was general discussion about the IEFA budget and monetary timelines, whether there was additional money for IEFA, and the Governor’s initial investment of \$500k followed by an additional investment of \$750k. 	

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	<ul style="list-style-type: none"> The development of curriculum is costly and it's unclear if the current investment in the work is feasible with the current funding. <p>Supplemental Information:</p> <p>Q: Is there additional money for IEFA? What is the timeline? \$50k for developing curriculum isn't a lot of funding and the responsibility often falls on just a few people. Is there additional funding available?</p> <p>A: I've heard that multiple times and do not disagree.</p> <p>Q: Where is the budget for IEFA? Would that have been allocated already? Or are they waiting until after July 1?</p> <p>A: I don't have an answer to that question. I don't have anything to do with the budget.</p> <p>Dr. Harstad: Bobbie has the budget, so maybe you should check-in with her?</p> <p>PRESENTER: Will check-in with Bobbie and Jennifer.</p> <p>COMMITTEE: Would like to hear back as soon as possible.</p> <p>Pending Contract: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> Working with Odia Wood-Kruger on her contract deliverables. ETA is EOD tomorrow (11/17). Contract will be updated to reflect inclusion of the urban Indigenous voice in the conversation. The timeline is the same as the Tribal Nations' timeline. <p>Discussion Points:</p> <ul style="list-style-type: none"> General discussion about potential conflicts of interest that may be present for the pending contractor, who is currently working as a consultant for the SMSC. SMSC is not participating in IEFA. General discussion surrounding how the contractor was sought out. MDE did not pursue a request for proposals and the current pending contractor was identified based on recommendations. A quote for deliverables has not been received from the pending contractor. Once a quote is received it will be taken to MDE contracts, and the committee will be kept apprised. <p>Supplemental Information:</p> <p>Q: Will her timeline be the same as the Tribal Nations' timelines?</p> <p>A: Yes, unless I can get it extended.</p> <p>Q: Is she working for SMSC?</p> <p>A: She's consulting with them.</p> <p>Committee Member: She's been supporting the Understand Native Minnesota project. She's consulting on it. Not an employee.</p> <p>Q: Is there any conflict of interest there? *Referencing pending contractor* How will we be tying her work into the deliverables?</p> <p>A: I will have that conversation with "legal". She was recommended by MUDD and CSO.</p>	

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	<p>Q: Will she be contributing lesson plans? How is she going to work on the urban Indian experience? How will TNEC know and agree to what her deliverables are? The state statute says, “tribally endorsed”, so how will it be tribally endorsed? And how much is her contract?</p> <p>A: That hasn’t been determined because she hasn’t provided her deliverables.</p> <p>Committee: Her contract shouldn’t be more than the tribal contracts.</p> <p>A: I don’t believe it will be near that. We’re waiting for her quote.</p> <p>Q: Was there a request for proposals put out?</p> <p>A: There was no RFP, we just went with the recommendations of MUDD and CIA [Acronym needs to be confirmed].</p> <p>Q: What are MDE’s dollar thresholds? At what point do you have to put an RFP out?</p> <p>A: I don’t know. I was going to wait for her quote and then take it to contracts.</p> <p>Presenter: I will follow up with answers to all questions.</p> <p>Indian Arts and Crafts Act and Native Arts resource: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • Alina Campana (MDE Arts Specialist) met with Eric Taubel (MDE Counsel) and Melanie Franks (MDE Tribal Liaison) to discuss compliance with the Indian Arts and Crafts Act. A memo is being drafted that will be shared with the MDE Office of American Indian Education (OAIE) and TNEC. • MDE is currently working with Mille Lacs, White Earth and Upper Sioux on Native arts resources. • There was an all-day arts training for educators that was facilitated by Darlene St. Clair, where educators were taught how to “unpack the standards” and express needs, thoughts, and questions. This cohort started at the Lower Sioux arts incubator day. <p>Discussion Points:</p> <ul style="list-style-type: none"> • MDE is receiving a lot of questions from educators about science standards, and the contributions of American Indians. The MDE Science Specialist has scheduled meetings for the science directors and curriculum directors to answer questions, train them on what IEFA is, how to “unpack the standards and model it. This is tentatively scheduled for mid-December. • All training is provided by MDE content specialists. • Participants are being taught how to “unpack” the standards. It’s not specific to Indigenous teachings. Content specific resources are not being provided. • Training opportunities will be shared with the committee, as will the Art Specialist’s recent presentation on the topic. <p>Supplemental Information:</p> <p>Q: Who is vetting the people who are providing the trainings related to standards?</p>	

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	<p>A: Trainings are done by MDE content specialists. We're teaching them to unpack the standards. It's not specific to Indigenous teachings. Not contributions. We're getting a lot of questions, which is why we're organizing trainings.</p> <p>Presenter: I will share any trainings with the committee.</p> <p>Q: When teachers are asking questions, are you vetting the resources provided?</p> <p>A: We have not provided content specific resources. It's about how to unpack the new standards.</p> <p>Dr. Harstad: Can you give an example of "unpacking a standard"?</p> <p>Presenter: I will get the presentation from Alina and share it with the group.</p> <p>MIAC World Languages Work Group:</p> <ul style="list-style-type: none"> • This workgroup meets every Friday. The current work focus is on the Dakota/Ojibwe language symposium, which is scheduled for 02/29/24 and 03/01/24 at Treasure Island. • Primarily operational activities at this juncture: presenters, location, tech, etc. 	
	<p>Presentation: MDE, Office of American Indian Education</p> <p>IEFA:</p> <ul style="list-style-type: none"> • The OAIE, Michael Diedrich and Joe Curiel are analyzing data. Their report is due to the legislature by 02/01/2024. The work is slower than anticipated but moving forward. <p>MITTP:</p> <ul style="list-style-type: none"> • Two competitive grant applications have been received. They are finishing the MDE level review and then Tyler Livingston (MDE) will send them to the committee for review, ETA this week or next week. <p>Language Revitalization Grant: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • MDE plans to gather people for a meeting. Information is being added to the department website and a <i>Request for Information</i> (RFI) is being sent out. • The RFI will help to discern how many districts are interested in the money and how much money is needed to create and advance comprehensive Dakota and Ojibwe language programs. The work will enable students to earn the bilingual seal, and will create and sustain language teachers. It's important to ensure districts have true language revitalization programs and not just a class or two. 	<p>Dr. Jane Harstad, Director</p>

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	<ul style="list-style-type: none"> • Information from the RFP will be shared with and used by the subcommittee to determine parameters. • Request will go out in early December, and TNEC will be notified. • Tribal schools are included in the grant. <p>Supplemental Information:</p> <p>Q: Tribal schools are also included?</p> <p>A: Yes. The OAIE and Charter Schools will always include Tribal schools in their grants.</p> <p>Culture and Language Courses Requirement: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • Schools/districts are in different places with this work. • Districts set their calendars in the spring, prior to the start of the subsequent school year and some districts are pushing back on including culture and language courses because their schedules were already set. • There are various reasons being offered by districts for not incorporating these classes. • MDE is identifying ways to move forward. Options discussed include language tables and after school programming, but it's understood that this is in statute and must be followed. <p>Supplemental Information:</p> <ul style="list-style-type: none"> • Challenge: Districts set their calendars the spring prior to the start of the subsequent school year, and they are pushing back on including culture and language courses because their schedules are now set. • Challenge: If they convert a class, and it's serving Native and non- Native students, then we have to figure out a way to pay for that class, because American Indian Education Aid (AIEA) is specifically for Native students. <p>Mascots: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • MDE worked on the process but was not involved with the decision-making. • Grace periods have been requested by some districts due to missed deadlines to apply for exemptions. Due dates are in legislation, so MDE is not permitting extensions or exceptions. • MDE is considering a legislative proposal to provide a small amount of funding to districts who have to change their logos. • The committee will be kept apprised of movement and action related to this and potential funding. <p>Supplemental Information:</p> <p>PRESENTER: Will keep the committee apprised of movement and action related to this and potential funding.</p> <p>COMMITTEE: Let Dr. Harstad know if you hear of grants or other funding sources that can support schools changing their mascots/logos.</p> <p>COMMITTEE: Send items you want disseminated to the OAIE.</p>	

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	<p>American Indian Education: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • Aid went from \$11M to almost \$19M. • As of 11/15, 23 plans have been received. • Betsy and Isabella are leading the review process. • Plans contain a budget for each goal area. • The OAIE does not receive an expenditure report. • SY22-23 expenditures will not be reported until February 2024. • Occasionally seeing UFARS coding errors. <p>Discussion Points:</p> <ul style="list-style-type: none"> • The division is not aware of a policy or procedure in place at MDE related to financial accountability and the AIEA program but will inquire and report back to the committee. • Financial staff do not see approved district plans, only the UFARS coding. There is a lack of capacity to check details at that level. Districts must submit their expenditure reports by 12/15. • Chair Prior has asked the committee to voice what accountability measures they would like to see. • MDE is considering a legislative measure that will require districts with AIPAC's that have voted non-concurrent three years in a row to formally consult with TNEC. • General discussion surrounding districts, new statutes, requirements, and training. • General discussion surrounding American Indian Education staff positions, roles, turnover, shortages, and salaries. 50% of AIEA can be used on salaries, so if a staff is moved temporarily to fill another role, then they have to be paid equivalently from another "pot" of money. • General conversation surrounding financial accountability, expenditures, monitoring, and risk assessments, and the amount of money the department allocates to these efforts. • The committee has asked MDE to fill out a school profile for tribal consultations in the past, but has not received the information to date. • General discussion surrounding staff rights, unions, and employee rights when filing complaints. • Chair Prior heard from tribal leaders that MDE needs more accountability in Indian Education. The division has started a list of ways to have more accountability and would like to have a member of TNEC attend the upcoming meeting with Chair Prior. The meeting is on Monday, December 11 at 3pm. <p>Supplemental Information:</p> <p>Q: How are spending plans being monitored?</p> <p>A: Their plans contain their budget for each goal area. We do not get an expenditure report. Last school years expenditures will not be reported to us until February 2024. There were some district UFARS coding errors, which may impact expenditure reports.</p>	

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	<p>Q: What is the accountability process at MDE? Is there a policy or procedure in place that can be sent to TNEC?</p> <p>A: I will check. They have until 12/15 to get information into to MDE. They send the plans back to the district for corrections. They only review coding. They do not see the actual plans. We don't have the capacity to check details at that level.</p> <p>Presenter: Will double check dates and let the committee know if there is a policy or procedure in place.</p> <p>Presenter: Chair Prior has asked what other accountability would the committee like to see?</p> <p>A: During consultation, MDE was asked what accountability measures were in place. Specifically about votes of concurrence or nonconcurrence, but also what does MDE have in place for accountability. If Chair Prior is asking, then TNEC should weigh in very strongly.</p> <p>COMMITTEE: Discuss accountability and make recommendations to MDE</p> <p>Presenter: We are trying to move forward a measure, that if a district AIPAC votes non-concurrent three years in a row, then they will be required to consult with TNEC. This would create more work for the committee. Is that okay?</p> <p>A: Committee did not directly respond to whether they were okay with the additional work.</p> <p>Q: *Referencing accountability - Districts understand special education funding is tied to and for the unique needs of specific learners, which is similar to AIEA funding. How do we get them to understand that?</p> <p>A: The OAIE is trying to communicate this to districts.</p> <p>Q: There is no accountability at MDE, and districts know this. Teams are needed to perform audits on practices, staff, students, budget, funding. BIE schools already have all of this. How do we do this for public schools?</p> <p>A: Direct response not provided.</p> <p>Presenter to Graham Hartley: Do you know of any accountability factors in your division for how districts spend their various monies?</p> <p>Graham: There's one individual who's doing the monitoring. It's a significant challenge to monitor, similar to dealing with AIEA.</p> <p>Presenter: How do they use risk assessments?</p> <p>Graham: Various "points" might be ascribed to various activities, etc. to help determine "risk". They are then placed into a pool for potential monitoring.</p> <p>Presenter: What does "monitoring" include?</p> <p>Graham: It depends on what questions are being asked (annually). Various elements are scrutinized.</p> <p>Q: Can you find out how much money at MDE is set aside for accountability?</p> <p>Committee: Take it one step further and ask MDE to fill out a school profile plan that explains their various funding streams. Similar to what</p>	

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	<p>we do in tribal consultation. This is the first that I've heard of checks and balances with Title funding. Knowing that is helpful. But were you know there's a broad lack of accountability, and if MDE doesn't know how much funding it receives, then that's a problem.</p> <p>Graham: How much funding <i>who</i> receives?</p> <p>A: MDE – for all Title.</p> <p>Graham: That is known.</p> <p>Committee: Clarification – We have asked MDE to fill out the school profile for our tribal consultations and we have yet to receive a profile.</p> <p>Graham: I would love to have a conversation and take that information to the people who are working on it. I was unaware of a request. Looking at statewide makes sense.</p> <p>Presenter: Graham and I will work on this together. I was not aware that there was a point system for monitoring.</p> <p>Graham: It's difficult – because of the large number of districts in the state it's hard to determine where risk may lie. Monitoring is different than auditing.</p> <p>Q: There are Indian education staff that want to do the right thing but are afraid of the district – fear that they will lose their jobs. Is there a way they could be “exempt” from firing?</p> <p>A: No, local control.</p> <p>Presenter: When we get a complaint from a parent connect them to the department of human rights. We also provide a link to the student maltreatment form, as applicable. Some people follow through and some people don't but that's the best that we can do at this point.</p> <p>Presenter: Will talk to Melanie Franks and see if she can reach out to the tribal liaison at DEED.</p> <p>Q: Anyone is able to file a complaint against a public school district. Is that something that the committee should explore?</p> <p>Q: Where do American Indian staff go for support?</p> <p>Presenter: They are coming to the OAIE and we have to say that with local control the district is in charge of hiring/firing. There's no way to object within a district without the fear of being fired. We tell them HR, Union, Department of Human Rights.</p> <p>Q: What about reporting admins?</p> <p>A: The problem is that we have no way of knowing how many staff have experienced this or who the administrators are.</p> <p>Committee: That could be a question at consultation- Are there any American Indian education staff that are in a union?</p> <p>Presenter: Chair Prior heard from tribal leaders that we need more accountability in Indian Education. We've started a list of ways we could have more accountability. Would like to have a member of TNEC attend the upcoming meeting with Chair Prior. Meeting is Monday, December 11 at 3pm.</p> <p>COMMITTEE: Send recommendations for improved accountability methods to OAIE.</p>	

Time	Item	Owner
	<p>Q: Can school board members be sued?</p> <p>A: No, but the school board is responsible for the actions of the Superintendent.</p> <p>Q: Are districts with AIPAC non-concurrence votes providing the board response in the required timeframe?</p> <p>A: Mostly. Sometimes the responses are good and sometimes they're not and we do not have the capacity to follow up.</p> <p>COMMITTEE: Laurie Harper will attend the 12/11 meeting with MDE and Chair Prior.</p> <p>Presenter: I will confirm that a TNEC rep can be present at the meeting.</p> <p>Committee Response: Statute says we're to be consulted with.</p> <p>General Updates: <i>See Supplemental Information</i></p> <ul style="list-style-type: none"> • AIPAC 101 and 102 trainings are posted on the OAIE website. • Staffing: The division no longer as an administrative assistant. They are interviewing people for the Indigenous Educator vacancy and working on position descriptions for the Language Revitalization positions. • Signed Tribal Consultation forms should be sent to Dr. Harstad for distribution. • Dr. Harstad will be at the Field Hearing on 12/11/23. • Jennifer Dugan will send her PowerPoint presentation and the timeline for public comments. • Dr. Harstad and Melanie Franks are both in Commissioner Jett's cabinet. • There is a new group at MDE called the Cabinet Advisory. There are no Native people on the Cabinet Advisory, and the committee would like to know the criteria for selection as well as the current membership. Melanie Franks may bring this to MIAC as part of her report. <p>Supplemental Information:</p> <p>Q: Commissioner Jett mentioned having you in the cabinet. Did that happen?</p> <p>A: Melanie Franks and I are both in Commissioner Jett's cabinet. Decisions at MDE are made by a new group called the Cabinet Advisory, which they are not on. There are no Native people on the Cabinet Advisory.</p> <p>Committee: This is a workaround. We asked for OAIE to be on the cabinet so they could be involved in decisions, but then MDE created an Advisory which makes the decisions.</p> <p>Committee: Would like to know the criteria for being on the Cabinet Advisory.</p> <p>Presenter: I will send a list of who's on the Cabinet Advisory. Will investigate the criteria for being in the group.</p> <p>Q-Opalina Peralta: Who will bring this to MIAC?</p> <p>Presenter: Probably Melanie. Not me or the Commissioner.</p>	

<i>Time</i>	<i>Item</i>	<i>Owner</i>
	<p>Other Business:</p> <p>REQUEST: Jennifer Murray requested approval to submit an invoice for personal reimbursement to Prairie Island for TNEC branded merchandise.</p> <ul style="list-style-type: none"> • Pens, tablecloth, sticky notes, decals. • Total: \$1044.33 <p>Motion made to approve; seconded. Motion carried.</p> <p>REQUEST: Approval to post the RFP for the TNEC Executive Assistant Position to the committee website.</p> <p>Motion made to approve; seconded. Motion carried.</p> <p>Discussion: Travel Invoices</p> <ul style="list-style-type: none"> • Dana provided a template for committee use. • Prairie Island approved the template. • Invoices for travel to Red Lake, White Earth, and MDE, and anything going forward. • Committee to complete invoices for review at the December meeting. • Clarification of Travel: Red Lake, November 2022; No travel in February 2023; White Earth, June 2023; MDE Retreat, July 2023; Prairie Island, August 2023; Lower Sioux, September 2023; Shakopee, Tribal Consultations [DATE(S) NOT PROVIDED] <p>COMMITTEE: Committee to complete invoices for review at the December meeting. Approved invoices should be emailed to Danny Harijo. CC Paul Dressen.</p>	Jennifer Murray
12:45pm	<p>Adjournment</p> <p>Motion made to adjourn; seconded. Motion carried.</p>	Jennifer Murray

NEXT PUBLIC MEETING: THURSDAY, DECEMBER 21, 2023

SUBMITTED BY: KRISTEN AEIKENS | **DATE:** DECEMBER 20, 2023