

TRIBAL NATIONS EDUCATION COMMITTEE (TNEC)

PUBLIC MEETING MINUTES

Date: December 21, 2023 | **Time:** 10:00am-3:00pm | **Location:** Virtual – Zoom | **Facilitator:** Jennifer Murray, Chair

ATTENDANCE

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

**Alternate*

PUBLIC ATTENDANCE

Name	Area/Organization
Michelle Poitra	MIAC, Communications Director
Carita Green	SPPS, Executive Director
Dr. Jane Harstad	MDE, Director of American Indian Education

Betsy Blackhawk	MDE, Office of American Indian Education
Graham Hartley	MDE, Student Access and Opportunity
Melanie Franks	MDE, Tribal Liaison
Theresa (Last name not given)	Community Participant

MEETING

<i>Time</i>	<i>Item</i>	<i>Owner</i>
10:00am	Meeting Called to Order	Jennifer Murray
	<p>Approval to add the Public Meeting Minutes from November 16, 2023: Motion to Approve. Seconded. Motion Carried.</p> <p>Approval of the November 16,2023 Meeting Minutes: Motion to Approve. Seconded. Motion Carried.</p>	Jennifer Murray
10:10am	<p>Other Business:</p> <ul style="list-style-type: none"> • Committee Reminder: Include Paul Dressen when you submit an invoice for reimbursement to PIIC. • Committee Reminder: Be sure you have provided a W-9 to them. • Carita Green from St. Paul Public Schools is in attendance; introduced self; intends to leave when Minneapolis Public Schools has their tribal consultation. • TNEC: This is a public meeting so you're welcome to stay. • Committee Reminder: If a district's tribal consultation gets rescheduled to the public meeting, remember that means that anyone from the public can attend their consultation. Something to consider when rescheduling. • Michele Poitra introduced herself as the new director of communications for MIAC. She informed the committee that the 2024 MIAC meeting schedule is now available on the MIAC website. If the committee has any questions, please reach out to her directly. • The Hastings School District: The school board met with the AIPAC committee chairs. The Red Wing school district contacted the Hastings superintendent and inquired about sharing an American Indian education coordinator position. The Hastings AIPAC advised no because it would decrease facetime with students. The committee acknowledged cost savings but concurred that each district needs its own American Indian education coordinator. The committee recommended they develop an on-boarding process for new members. Some AIPAC members are unclear about the meaning of the voting concurrent vs. nonconcurrent. <p>Question(Q): What happens after 3 years of nonconcurrent votes? Does MDE step in with some guidance?</p> <ul style="list-style-type: none"> • If an AIPAC votes nonconcurrent three years in a row then it triggers action at MDE, but it's unclear what that action is. • Committee Action: Ask Dr. Harstad to clarify. • Per a previous a discussion, it's believed that districts with three nonconcurrent votes in a row would be referred to TNEC, but it's unclear what that entails. MDE should not simply pass these cases along to TNEC. If TNEC chooses to be involved, they will need more information. <p>Q: Would that engagement look like an ESSA consultation to begin with?</p>	

	<ul style="list-style-type: none"> Unclear, but a process is needed. Districts need to understand what parents are requesting, what the students need, and why those requests and needs went unmet for three years in a row. General discussion surrounding cultural competency and accountability of school boards. The Minnesota School Board Association doesn't require that type of training, but that doesn't mean TNEC couldn't attend their conferences and offer that training. 	
<p>10:30am-11:30am</p>	<p>Minneapolis Public Schools (MPS) Tribal Consultation</p> <ul style="list-style-type: none"> Consultation was rescheduled to this date/time due in part to the unexpected absence of the Director of American Indian Education at the October consultation. An updated consultation document was sent to the committee to augment the discussion. Please review. The Chair provided notice to all attendees that this was a public meeting and a public hearing. <p>Updates – Rochelle Cox:</p> <ul style="list-style-type: none"> Dream Catcher Program: Being rolled out district wide. Collaborative effort between SPED, American Indian Education, and the Academic Division. Training special education staff and teachers. An American Indian education staff member is included in IEPs, evaluations, and assessments. Currently over identifying Native students for SPED. They report that the program is already positively impacting students and families and they are seeing their over identification rates go down. Additional training being held on March 1, 2024 for teachers and licensed educators. The Memorandum of Agreement (MOA): MPS has an MOA with the Metropolitan Urban Indian directors and the School Board. They developed a process for accountability and are starting to see success. Each school created Implementation Plans so that they know who their American Indian students are, and they understand their needs, supports, and goals. This is a part of each school's overall school improvement plan. This helps them to make site-specific strategic plans based on Native student needs. The American Indian community and education department are pushing for the district to be held accountable and to do better for Native students. MPS has a new superintendent coming on board. <p>Tribal Consultation – Jennifer Simon:</p> <p>Q: We were told that you have 5 staff for 1800 students at 17 schools. Is this correct?</p> <ul style="list-style-type: none"> There are 13, plus additional staff at specific schools; 17 staff total. South High School has a FT coordinator. 1 FT staff dedicated to American Indian Education in the enrollment office. 1 FT American Indian family engagement specialist in the Family Engagement Division. There are Native American staff embedded at various schools whose focus is Native students and education. Three open positions. Two will be placed at high schools, and one is for training and professional development. A staff roster is available upon request. Offering mandatory professional development (PD) for licensed and unlicensed staff district wide on June 20-21, 2024. <p>Q: At the October consultation the committee and district discussed the need for American Indian education staff to receive training on IEPs, special education, and navigating special education systems in order to provide good support.</p> <ul style="list-style-type: none"> Five new staff completed a two-day training with the Dream Catcher leads in November. The district's Accountability and Compliance (title unknown) provided training to the American Indian Education department and the Office of Black 	<p>Rochelle Cox, Interim Superintendent</p> <p>Jennifer Simon, Director of American Indian Education</p> <p>Sarah Hunter, Executive Director of Strategic Initiatives</p> <p>Kate Parkinson, Director of Research and Assessment</p> <p>Dr. Amy Fearing, Sr. Academic Officer</p> <p>Christine Wilson, American Indian Education Program Coordinator</p> <p>Sarah Vinueza, AIPAC member</p> <p>Andrea Reef, AIPAC member</p> <p>Zuki Ellison, School Board member</p>

Student Achievement (OBSA). OBSA expressed interest in replicating their education department's successes.

- The American Indian education department is partnering with other departments for the betterment of all students and working together to eliminate silos.
- All SPED teachers American Indian education staff have been trained.
- Additional district-wide training on March 1.
- American Indian education staff are attending a lot of IEP meetings, but their capacity is limited.
- They are including new staff positions in their budget for next year.

Additional Talking Points:

- The district is using a planning guide provided by MDE/Dream Catcher.
- The district will provide training for the American Indian education department on MTSS processes and interventions.
- Understanding language and intervention triads is important and will ensure advocacy is in place on the front end.
- The district uses a database for special education information called EdPlan and they are working with IT to ensure that the American Indian cultural liaisons are listed as part of the IEP teams for students.
- Liaison attendance is automatic unless families opt-out. No families have opted out, and they have presence at every school site.

Q: Re. Achievement and Integration funding- It's understood that the funding isn't for a specific group however the MPS plan specifically cited working with AI education. Do they work with you? Explain further.

- MPS did have money set aside in its budget, but MDE said that it was not allowable.
- The district is going through the amendment process for their budget.
- Impacts on Native students have been discussed with the AIPAC.

Additional Talking Points:

- Reading and math strategies, college and career readiness, and developing student leaders.
- Prepping example statements with the AIPAC for the A&I narrative. Statements will be included in the budget amendment and given to MDE for consideration.
- MDE specifically cites American Indian student impact in their template.
- MPS met with the director of A&I at MDE, along with Dr. Harstad to discuss concerns.
- MPS met with the AIPAC chair and the superintendent to discuss concerns.
- The A&I application requires the signature of the AIPAC and they understood this to be an assurance of proper consultation with them, but they were told that the AIPAC signature is required so that they MDE knows that they have a committee.
- The AIPAC did not sign the application this year because they did not see specific goals for American Indian students. AIPAC is drafting a letter with their specific concerns to send to MDE.
- It's understood that the money cannot be dedicated to the AI education department budget, but it can be used to support a specific goal for Native and Black students, because that's who the application targets.
- General discussion surrounding the intent of A&I and its process, the recent public field hearing, the application wording and the need for guidance from MDE.
- **Committee Action:** Work with the state and discuss confusing or unclear aspects of A&I as well as reporting.

Q: Re. MITP, were you able to resolve the issue that you were having with them awarding the contract? Did they follow through on your suggestions or did they sign the contract without you agreeing?

- The AIPAC and the district signed the application with the agreement that there would be a meeting with MDE, Augsburg, and Saint Paul Public schools to fully develop a partnership. They met once. The AIPAC chair was present.
- A second meeting was cancelled by Augsburg.
- MPS has not met the staff, nor the students that were awarded.
- MPS requested a campus visit separate from Native Youth Day but their request was denied by the college.
- MPS request to bring more than 10 students to Native Youth Day and were allowed to bring up to 30 students.
- MPS offered to bring Native teachers to meet with students, but the campus declined.
- MPS is pushing for partnership but feeling unsuccessful.

Additional Talking Points:

- Work with the schools that are willing to work with you and get teachers licensed.
- The competitive component of MITTP has a competitive component.
- Priority placement for MPS and SPPS students.
- Strengthening the partnership and setting clear expectations for all parties
- **Committee Request:** Let TNEC know when you'll be meeting and any concerns that you might have.

Q: Who in SPPS is at the table with MPS and Augsburg re. MITTP.

- John Bobolink (director of SPPS AI Education), and someone from grants.

Additional Discussion Points:

- SPPS emulating MPS on MITTP.
- How many teachers the MITTP program has produced that are actually in the classroom – answer unknown.
- The need for a reporting process and the potential for an annual public report on this program.

General Discussion:

- Districts and Indigenous Education for All (IEFA), and the language of the law.
- MDE's legal inability to create curriculum.
- Tribes want their voices heard and their stories told in the curriculum.
- Are LEAs rushing to create curriculum so that the Tribes are silenced?
- Concerned expressed about Native stories not being told through their lens.
- The need for curriculum writers with a variety of perspectives.
- Developing tribal partnerships.
- General conversation about MPS growth, data, strategies, and the good things that are happening.
- Gifted and talented, SPED, data, teachers, disability category, school board PD and American Indian state statutes.
- Working through the strategic plan, personal learning plans vs. IEPs, diving into data, cultural considerations.

Q: Is there anything that is missing or anything that you need clarification on? Not required to answer now, but follow-up as needed.

- Nothing offered.

General Discussion:

- AIPACs, the vote, and what it means to vote concurrent vs. noncurrent.
- Suspension rates, and over identification in SPED.
- MPS data for Native students vs. other students.

<ul style="list-style-type: none"> • AIPAC are continually discussing what the data says about student performance/success. <p>Q: Re. suspensions- When you do you ISS and OSS, are students being given support by the district? Are students receiving help with assignments during ISS and OSS?</p> <ul style="list-style-type: none"> • That’s the MPS policy but will dig deeper into the policy vs. practice and see what’s really happening as well as ask families what they’re experiencing. <p>Additional Talking Points:</p> <ul style="list-style-type: none"> • Mental health affecting behavior and understanding what services can help. • Academics, behavior, personal learning plans and goals. • What students are being written up for and what might be impacting those write-ups. Personal history, conflicts, etc. • Data trends • Evaluations • Ensuring staff are trained in processes. • Being a part of the IEP team meetings • Tiered interventions • Notification for spring Tribal Consultation will go out in January and consultation will be the last week in February. 	
<p>11:35am- Noon</p> <p>Minnesota Education Equity Partnership (MnEEP)</p> <p>Reference: Dr. Peterson provided a detailed document to the committee to augment his presentation.</p> <ul style="list-style-type: none"> • In reference to the MPS tribal consultation, Dr. Peterson noted that he worked for Edison in Minneapolis for 6 years and offered to have a conversation with the committee about strategies that were employed that garnered good results. <p>Presentation Summary:</p> <ul style="list-style-type: none"> • Dr. Peterson presented on House File (HF) 1773 and HF 1774. • 1773 was introduced last year and relates to race, equity, and English learners. • House File 1774 is called Race Equity for Accelerating Learning and focuses on transformative work in ALCs and in dual enrollment for students of color and indigenous students. • There is a significant population of students, many of whom are of color and or indigenous that do not have access to accelerated learning at the secondary level and many students are credit deficient. • They want to address “education debt” i.e., what is owed to people of color and Indigenous people from centuries of exclusion, segregation, and policies that have prohibited participation in high quality public education. • Interested in discussing educational reparations and what that might look like for people of color and Indigenous people in Minnesota. • They want to shift resources toward people of color and Indigenous people. • Dr. Peterson walked through three ideas for committee consideration: Innovation Grants, ALC High School Credit Recovery, and Dual Enrollment. <i>*see the reference document he provided for detailed information.</i> <p>Q: Have you talked with MDE? If so, were they supportive?</p> <ul style="list-style-type: none"> • Yes. Generally, there's excitement about these ideas and the concept of piloting, especially in the non-funding years of the session (policy years). There are ALCs that are really high functioning that could be partnered with. <p>Q: Did MDE give you any indication of places that are doing it well?</p> <ul style="list-style-type: none"> • Spring Lake Park. Red Lake. Long Prairie. Farmington. Morehead. Marshall. 	<p>Dr. Jon Peterson</p>

<p>Presenter Action: Keep MDE and TNEC informed so that they can provide support as needed.</p> <p>General Discussion:</p> <ul style="list-style-type: none"> • Consider talking to the Fond du Lac Tribal Community College. • The early middle college legislation states that any ALC eligible student is eligible for PSEO irrespective of GPA. • Honing in on FTEs to support recruitment of ALC eligible students. 	
<p>12:45pm</p> <p>Minnesota Office of Higher Education (OHE)</p> <p>Summary of Updates:</p> <p>The University of Minnesota and Minnesota State Campuses implementation of the American Indian Scholars program, the tuition and fee waiver:</p> <ul style="list-style-type: none"> • It went live on July 1 with separate applications for all five of the University of Minnesota campuses. • OHE does not directly administer. • OHE has the links on their website and will share them with the committee. • OHE is directing students financially and ensuring that students are aware that there are on-campus resources available to help navigate. • OHE's priority is to get the word out and to make sure that both current and prospective students know that this is an option. • As students are taking advantage of these monies, they're seeing the return of Minnesota Indian Scholarship funds. This means they can distribute returned funds out to other eligible students. • OHE is getting close to needing a waiting list. • If committee members oversee a scholarship program, they may see some tribal scholarship funds coming back. <p>Q: Is the Waiver for graduate students?</p> <ul style="list-style-type: none"> • No, the waiver is not for graduate students. • Graduate students are still eligible for \$6000 from the Indian Scholarship Program. • Undergrad students have access to it longer, including summer terms. <p>Q: Which programs are covered?</p> <ul style="list-style-type: none"> • Any program can be pursued. Students do not have to be pursuing a bachelor's degree. They have to be campus-based programs that result in a credential offered by either a Minnesota State institution or University of Minnesota institution. • The same will be true for the North Star Promise program as well. Waiting to see how the implementation process plays out next fall. • OHE will share any marketing materials and would appreciate the committee's assistance in creating awareness. The communications and marketing campaigns should be out this fall. <p>The FAFSA:</p> <ul style="list-style-type: none"> • Simplification process at the federal level is near completion and ready for a soft launch. It should be fully available by December 31, 2023. • This is much later than usual and may impact college choices and applications because families don't have a full financial aid package yet. • IRS data can be linked to the FAFSA, and many people don't file returns. Consider encouraging people to file because it makes the process faster. • Presenter Action: Will follow up with the links to resources. <p>Q: Do we contact Meagan (Fitzgibbon) with questions?</p> <ul style="list-style-type: none"> • You can, but her role is shifting. • Activities are being transferred to OHE's new manager, Megan Flores. 	<p>Commissioner Olson</p>

- OHE is building up its team, including hiring for the MN Indian Scholarship, the Northstar Promise, and the Tribal Liaison.
- **Presenter Action:** Will share Megan's e-mail address and a full contact list once available.

Q: If someone already has an undergraduate and masters, and now they want additional degrees or certifications at an eligible schools...?

- That is a unique situation and would depend on their individual circumstances. Probably would not be eligible due to having an undergrad and master's already.

Committee Action: Follow up with OHE with questions about specific situations.

Q: Is the MN Association of Financial Aid Administrators still a thing?

- Yes. The OHE financial aid team attends MAFA.
- Will share Megan Flores' contact and she can connect you.

General Discussion:

- FAFSA and financial aid offices, and counting awards in a way that is not intended by the Tribal Nations.
- Not revealing tribal contributions until other funding was in place at the school.

Q: If we would award a scholarship that only qualified for the academic side, would the rest have to come out of pocket?

- There are certainly situations like that. I can reach out to our team for more info. We hear about this frequently, which funding source takes priority? I'm advising that tribal aid be handled uniquely, but according to how the program is set up. We're happy to assist with anything like that.
- OHE is working on a legislative proposal related to the order of operations. Which dollars should be applied first, second, third, etc. The language gives the Commissioner the authority to determine some flexibility. One-off situations or circumstances, etc.

MDE Comment: We're seeing situations where students get X number of dollars and that is it, and if they exceed what they're "eligible" for then money is taken back. I don't understand why there is a set limit on how much money a student can receive. It's not equitable and I don't know how to address that. If I knew more about the financial aid system that would be helpful.

- Will send resources. It's a steadfast rule that you can't exceed what you've been deemed eligible for.

Q: Why can't we use sovereignty to change that?

- That's something that could be pursued.

Talking Point:

- There needs to be some education. Every tribal grant is run differently.

Q: How do they correct miscoding on financial aid?

- Students need to contact the financial aid office and ask for a judgement. There are other avenues and OHE is a resource as well.

Q: Does MISP get money back?

- Yes, but we verify that the student has met their total need threshold.

Talking Points:

- Specific student circumstances related to MISP that she encountered, and the difficulties getting the funding corrected. The Commissioner advised reaching out to the OHE for assistance.
- **Commissioner Olson** recommends having the financial aid team attend the next TNEC meeting to field questions and explain processes.
- The problem rests with the financial aid teams at colleges and universities.

<ul style="list-style-type: none"> • Students are being urged to accept work study offers, but it reduces their PELL. • Committee Action: Look up general welfare exclusions for tribes so that they can use that with their scholarships. <p>Q: What if instead of calling our funds scholarships we called it Tribal Aid? Is there a legal definition that speaks to the difference between scholarships and aid?</p> <ul style="list-style-type: none"> • Yes. Gift aid. It's more discretionary. It's used a lot in the first year of college. There is a difference between the two. Aid is more flexible. <p>Talking Points:</p> <ul style="list-style-type: none"> • Different types of student needs and rethinking the term scholarships. • OHE can share modeling and program parameters they have for unexpected situations. <p>Q: Do you have legislative proposals that you want TNEC to keep in mind?</p> <ul style="list-style-type: none"> • No. <p>Q: You mentioned potential refunds due to the July 1 date and students being eligible in the fall, but not receiving the waiver because it was new. Is that a thing?</p> <ul style="list-style-type: none"> • Minnesota State and the U of MN are working on a process to retroactively refund money to students. This is said with caution because of the potential impact on other program dollars that were used in lieu. <p>Q: Dr. Harstad, are there MITTP items to address with Commissioner Olson?</p> <ul style="list-style-type: none"> • We talked about the different types of programs that students are enrolled in and expenditures. Legislation was opened up to include all school-based positions. Meeting in January to see about implementing restrictions. They need licensed teachers. • Presenter Action: Will send the meeting notes to Billie to share out. <p>Q: What is our role in the P20 meeting? And we're reviewing a plan for 24-25? How strong of a voice will we have at the table?</p> <ul style="list-style-type: none"> • The commissioner provided a brief overview on the history of P20 and OHE's role within it, along with how it is currently structured. • Committees working on specific issues within the P20. • P20 identified TNEC as a valuable voice at the table. • It's a space to interact with various education organizations and connect transition points. • The Commissioner made himself available for questions as needed. <p>Committee Comment: Related to MITTP, it would be helpful to have a meeting with MDE, OHE, and the Financial Aid Offices that received MITTP funds. Participating institutions need assistance.</p> <p>Q: Is this a new meeting? Where would OHE fit in?</p> <ul style="list-style-type: none"> • It's new. It's to ensure they are administrating it the way they should be. • Comment: OHE is happy to participate as needed. May fall in MDE's jurisdiction. 	
<p>Minnesota Indian Affairs Council (MIAC) Not present.</p>	<p>Shannon Geshick</p>
<p>Minnesota Department of Education (MDE): Indigenous Education for All (IEFA) Provided written report to the committee prior to the meeting.</p>	<p>Sam Zimmerman</p>
<p>MDE Office of American Indian Education</p>	<p>Dr. Jane Harstad</p>

Updates:

- Seeking support and input on things the OAIE is seeing in American Indian Education Aid applications.
- 160+ currently submitted but not approved.
- Districts are including powwows in their plans (area 4, intercultural awareness) and using AIEA to fund the event. The OAIE is suggesting that the districts use a proportional amount rather than fully fund the activity from AIEA because they are school wide events.

Q: Should AIEA funds be used to pay for things that are not solely for American Indian students? What is a way that we can work with districts to support district wide activities in Area 4 without paying for all of the other folks? Does anyone have ideas about how districts can do things for American Indian students while still including others?

Talking Points:

- Funding should be supplemental. AIEA funds should be specifically for American Indian students.
- Staffing paid out of various budgets depending on the percentage of time spent in each area.
- Paying for the same activities with AIEA, JOM, Title VI is triple charging American Indian students.

Q: Are you saying that the committee supports the powwow, but the school district should be matching funds? Or should they be paying for it entirely?

- There are various ways to do it.
- Districts pose that powwows are intercultural learning events, but yet we don't see and evidence of learning.
- One district told American Indian students that they were partially sponsoring a joint powwow but the students didn't receive any recognition, even though it was on the agenda to recognize graduating seniors.
- It's questionable whether this is a good use of funds.

Q: One committee member reports that their AIPAC will likely propose a spring powwow and they plan to use AIEA for that event. How should they handle this then?

- Proportionality isn't clear cut with powwows.

Q: Do we need to provide districts with a set amount or percentage or proportion that can be used?

Talking Points:

- Maybe districts need a powwow 101 to understand the learning opportunity and the importance of investing beyond AIEA. Every tribal community has powwow etiquette. There needs to be some educational component.
- General discussion about things being seen in districts related to powwows, history of the south of the river powwow, difficulties with districts combining their funds, competition for drum groups, the differences between school and traditional powwows, and powwows that are integrated into the school day.
- There's a cap that should be put on how much AIEA can be spent on school powwows, but it's unclear how to figure that out. Parameters are needed.
- Funding should be within reason.
- If the OAIE needs to provide guidance consider suggesting that districts bring their shared powwows back to the school community.
- If this is intercultural awareness, then they need to focus on their school community.
- Holding powwows on Saturdays isn't catering to the school community or students. It's not inclusive to students who need transportation.

- Developing a framework or grid that outlines the components that need to be met in order for AIEA to be used for this activity.

Q: Are performing arts and regalia being included as education in Area 4? There are so many components to a powwow, that when you say it's for everybody, then attendees should be educated in those components. For both Native and non- Native kids.

Talking Points:

- General discussion about how this looks in plans, expenditures, budgets, salaries and staff positions.
- Why should American Indian students pay for others to learn and understand?
- There should be educational components to support this.
- Seeing a lot of reference in plans to targeted efforts, which is not a goal.
- It's difficult to make a judgement call on a particular circumstance without having full information.

Q: An AIPAC is voting nonconcurrent for the third year in a row. How do they proceed?

- Legislative proposal from MDE that will require districts to meet with TNEC in these circumstances, but MDE cannot tell TNEC that they "have to". An attempt was made to make it a collaborative effort between TNEC and the OAIE, but it was not approved.

Q: If districts are noncompliant three years in a row, how should we proceed at the state level? TNEC can ask harder questions than MDE.

- Funding cannot be withheld from districts.

Q: Should they have a consultation?

- That's what it says in the legislative proposal.

Q: Who verifies if the school district complies?

- OAIE doesn't have the capacity to check every single one.

Q: Would it mirror an ESSA consultation then?

- Yes.

Q: How many schools have 10 or more students, AIPAC only?

- 87
- We concentrate on the ones getting AIEA, due to capacity.
- 9 schools total that have been nonconcurrent statewide.

Talking Points:

- That would be an additional two weeks of work as a minimum for the committee.
- The legislative proposal says tribal rep, not TNEC.
- Questions about who will do that work if not the TNEC.
- Concerns about what a school will think "consulting" looks like.
- This will take some thought. It's not effectively worded. Does that mean ANY tribal representative? Language is not clear.

Q: Is there another accountability that we could put in place besides consulting with the tribal nations?

<p>Q: Can MDE do an AIEA application 1 or 2 for districts? Maybe TNEC can help with a video tutorial that has Q&A? We don't have the time for more consultations. If we could all weigh in on a training video? Would that be helpful?</p> <p>Comment: The nonconcurrency comes into play when they're not meeting their needs of the American Indian students.</p> <p>General Discussion:</p> <ul style="list-style-type: none"> Needs assessments need to drive spending plans. There's no accountability. Why do AIPACs sign off on AIEA budgets when they're nonconcurrent. The director of American Indian education, the AIPAC chair and others should sit down and use the assessment to create a budget. <p>Q: What if MDE required an American Indian student needs assessment and root cause analysis for AIEA programs?</p> <ul style="list-style-type: none"> That would work. <p>Q: Would TNEC support MDE if a district is misusing staff, ie. Pulling them to fill other positions, in saying that they will not pay for those positions? The district could potentially just let them go.</p> <ul style="list-style-type: none"> You still need to call them out when this happens. <p>General Discussion:</p> <ul style="list-style-type: none"> Graduation rates, accountability, district AIEA issues. Meeting with Chair Prior 	
<p>Other Business: None.</p>	
<p>Adjournment Motion to Approve. Seconded. Motion Carried.</p>	

2:18pm

NEXT MEETING: JANUARY 18, 2024

Submitted by: Kristen Aeikens | **Date:** January 12, 2024