



Tribal Nations Education Committee (TNEC)  
Draft Agenda  
June 17, 2021 ~ 10:00 a.m. – 2:00 p.m.  
Zoom Host: Bois Forte

## AGENDA

### Pre-meeting

Proctor – issues of racially motivated [Racially motivated graffiti, vandalism at Proctor elementary prompt investigation \(kbjr6.com\)](#)

Concerns about CRT – Laurie discussed Faribault article

I. Call Meeting to Order  
Maria called the meeting to order at 10:14 a.m.

II. Prayer  
Laurie offered the prayer.

III. Rollcall  
There was a quorum present.

White Earth: Ron Buckanaga  
Dana Goodwin (White Earth Alternate)

Leech Lake: Laurie Harper

MCT: Billie Annette

TC Metro: Brook LaFloe

TC Metro: David Isham

Bois Forte: Travis Vake

Grand Portage: Maria Burnett

Shakopee: Beth Tepper

IV. Approval of Agenda - agenda approved  
Ron moved to approve the agenda. David seconded. Motion passed.

V. Approval of May 20, 2021 Minutes – approved  
Beth moved to approve the minutes. Ron seconded. Motion passed.

John Ford – new ESSER and GEER Grant Specialist  
Michael Diedrich- ESEA Program Specialist

Eric Billet- Expanded Learning Specialist

160- Can be used for a variety of funding

161 – Lost learning time

## American Rescue Plan (ARP)

### ESSER III

The Elementary and Secondary School Emergency Relief Fund

Minnesota: ~\$1.2 billion

90% formula to LEAs (based on FFY20/SFY21 Title I)

- **FIN 160:** Same uses as ESSER I and II
- **FIN 161:** 20% of each LEA's funds must be spent to address lost learning time.

9.5% in state activities, decided by Governor's Office and MDE

- Comes with spending category requirements. Public comment on plan.

## Implementation in Minnesota

- As with the initial ESSER funds, Minnesota is asking **districts and charter schools who engage in tribal consultation** under ESSA to also **consult about the use of ESSER III 90% formula funds**. The application for funds requires a description of what consultation, if any, occurred, and is due by **October 1**.
  - Also as with the initial funds, there is **no federal requirement** to consult.
- As with past ESSER 90% formula funds, the BIE has its own ESSER 90% formula allocation that it distributes to **tribal schools**.
  - For that reason, any ESSER III spending by the state of Minnesota on tribal schools would come through the **9.5% state activities funds** rather than the 90% formula funds.

6/17/2021

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BIE has its own ESSER formula funds.

## Key Questions

- How involved does TNEC want to be with consultation for **metro area districts/charter schools** and any other districts/charter schools that **don't have** a primary tribal nation to consult?
- How involved does TNEC want to be with consultation for districts/charter schools that **do have** a primary tribal nation to consult?

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Laurie Harper – Is advocating for proactive and timely consultation.  
It impacts MDE's data positively when Indigenous students perform better.

Billie Annette – What are we thinking about for times and dates?

Michael Diedrich – the application deadline is October 1, 2021

There is are very few applications in at this point and

Dr. Harstad – We'd like to say that perhaps consultations should happen in August.

Would TNEC like to give feedback?  
Can we get dates on the calendar for consultation?

This is just about how to serve schools with the funds

Billie – we'd like to have TNEC for metro area schools, because MIAC has approved that.

If tribal nations that are adjacent they should consult with adjacent school districts

Who can be present? Could we appoint additional representatives to be a part of  
consultation?

Can someone from MDE put together an example schedule and request of dates?

Laurie – Can we clarify that this is not the regular consultation schedule? Let's be sure we  
communicate that this is specific to this set of funding.

Dr. Harstad – We'll be supporting American Indian students support in the best way  
possible. What data should TNEC be looking at.

This is a different consultation than the yearly consultation.

The metro area consultations can be shorter.

What kinds of options would we like to see schools use? Is there some guidance we want to  
proactively give to districts to help school districts understand what the TNEC would like to  
see districts do with this pot of money?

We could we do this in one day or we could spread it out?

Do we want to have districts come to learn about it?

Maria- What are the protocols and guidelines? What are the consequences? How do we  
see results of the plans that are put into action? Are we going to see the achievement gap  
closing.

How are the districts thinking about the longer term consequences? What happens if / when this funding dries up?

Cannot be used

Billie- sustainability is an issue. We need to address learning loss. How do we keep good programming after the grant ends?

Laurie – How do we document best practices now? How do we help support districts in sharing those ideas between school districts across the state?

Can we require MDE identify best practices as part of a report on best practices identified in the work that LEAs do?

That could then become a template for what MDE and the schools could do in the future.

We could replicate the programs that work. There needs to be a way to document best practices

Maria- the school boards need to approve changes. We need to work with Superintendents and their school boards to better direct spending on programs that actually work. Do school Superintendents take notice of things that work and take a chance to try something new that may be effective in

Maybe MDE can direct how the funding can be used...

Ron Buckanaga – There are schools that we know have needs. There are also schools where we know that they have done things that do work.

The ESSER grants won't solve everything, but it is important for TNEC to see how the money is being used.

Billie Annette- We need to know how districts identify what the learning loss is. How are districts identifying learning loss and **what are the affects – then we can address it.**

Eric Billet – Effects of lost learning time is what we need to discern.

Learning and sharing under Title IV B, they have been piloting and testing some work during the pandemic and are trying to capture that work and share during the next school year. One of the big partnerships Thomas Bear Jr from Red Lake and their Boys & Girls club and they are working on getting more of their work out to the community.

Michael Diedrich – The funds can be used through September 30<sup>th</sup> of 2024.

To provide a sense of scope – Rosemount Eagan Apple Valley will get \$15.4 million in ESSER 160 funds and the lost learning time 161 funds of \$ 3.8 million.

Maria – We know that in the rural areas there was a lot of lost learning time. We know that internet was an issue. How much funding will rural schools get.

Michael shared that many of the rural districts will be getting over \$ 2 million.

Maria- will funds be reallocated

Michael – Yes the funding will be reallocated

Laurie – Asked about timing

Michael- clarified that plans may change, but we do want to make sure that they have an initial plan by October 1<sup>st</sup>, 2021.

Laurie – MDE’s guidance and process.

Sara added that changes of more than 10% are reviewed at MDE.

Laurie – Concerned about consultation with reluctant LEAs. There is a tone setting issue with the programs.

Could there be a TNEC consultation committee that works with changes of 10% of more in the planned budget.

Dr. Harstad: Within the process some best practices for American Indian students should be identified. There should also be some additional information gathering.

As the Director of American Indian Education, I do not know everything. I don’t have all the answers. The ownership of the work should not be just on Jane and Kristen.

David Isham- this should not fall on one person. It is good that this came to TNEC. We feel the pain of this quick turn around time.

Billie- This should not just fall on Jane. We need a Department of Indian Education in Minnesota. I’m not sure if this should be done at the TNEC level or with the Office of American Indian Education.

Can we ask Indian Education departments at the district level to begin measuring things that work?  
How can we have more people help so it doesn’t fall on Jane and Kristen?

Eric Billet – In the application, there is an asset mapping process whereby they map the strengths of the families that they serve. How would you like MDE to review the applications to ensure that the signatures and input are authentic? How would you like us to look at the authority of who was talking to whom?

Ron- It is important for school districts use their AIPACs. Ron is also concerned about Deer River and Bemidji especially because they didn’t consult. It is hard to know what is going on in those districts.

Laurie- One of the challenges that you have is that with the districts that have larger populations is for districts in greater MN for consultation. The process is different from tribal nation to tribal nation. There are concerns in the variation of consultation on the front end and concerns in variation between Tribal nations.

Eric- Asked clarifying questions about the nature of the consultations

Billie- The Indian Ed directors are not the tribal leaders/**governments who direct tribal consultations** and making sure that the tribal leadership and the

Ron- highlighted his role as the tribal education director

Dr. Harstad- there is updated information about tribal education directors and TNEC members and Tribal leaders

We need to find a process. We need to get some more information about the application. Where to steer districts toward best practices. How we ensure solid consultations?

Would TNEC like to discuss this again?

Maria- We'd like a copy of the applications and not use the same WBWF they need to think around indigenous learners specifically.

Jane- Kristen A will look for a time to meet within the next two weeks to look for a time to meet sooner rather than later to meet.

Billie- maybe there could be a sub-committee to look at a design for the way to move forward

## VI. Old Business:

- a. Curriculum – History, Geography and Ethnic studies will be its own strand  
They are not planning to post a very specific draft for public comment

Beth Tepper- related that she is feeling really disappointed with the lack of consultation and a request was made for Bobbie Burnham did not consult with TNEC

Beth Tepper would like the comments to come from TNEC. She feels like the ethnic studies strand has a much different focus than the Indigenous lens.

Laurie- the committee bowed to the standards of the ethnic studies commission instead of from tribal nation representatives.

We need to make sure that tribal nations are not a public interest group. They are a unique sovereign.

Maria- we need Indigenous people to be in the forefront and not as a sub-set of an ethnic studies curriculum.

Indigenous perspectives and history need to front and center as a stand alone piece of the curriculum.

Dr. Harstad said that she had no knowledge of the decision making process around the social studies standards development.

- Indigenous studies should have been its own strand.
- Then a counter proposal was made to embed Indigenous studies into all strand.
- Then ethnic studies was added after the fact.
- There is no statute requiring ethnic studies.
- There is a state law that requires Indigenous education.

Billie – Feels that this is so underhanded. TNEC members didn't agree to this. Tribal leaders did not agree to this.

Maybe MIAC should send the letter to the Governor and the Lt Governor

This is like putting a plan together with the AIPAC and then turning around and changing it

Beth Tepper- MDE has said that they were going this route at the direction of the Governor

Billie- We need better consultation

Beth- She expressed that the Social Studies and TNEC meeting draft meetings are overlapping. TNEC has held special meetings as the TNEC. Bobbie Burnham said that she'd try to get on the meeting agenda in July.

Maria- there has not been any input taken from the TNEC. She feels like some at MDE have bowed to the pressure of Republican Senators.

Maria is willing to bring this to Commissioner Mueller next week

Dr. Harstad – Read a statement that this draft is not final and that there will be ongoing opportunities for Tribal consultation

Beth Tepper- this doesn't sit well after the creation of the Diversity Equity and Inclusion center...

The feeling from committee members is that the rug is being pulled out from under the.

She doesn't appreciate this.

Maria- Did Bobbie Burnham request to meet with TNEC.



Dr. Harstad- Bobbie Burnham asked on Tuesday to be placed on the meeting today. She was directed to make the request on July.

Maria- It may be possible to slide Bobbie Burnham in with a discussion on the ESSER funds

Dr. Harstad- Will be taking time off to re-evaluate her position at MDE.

Maria and Beth- Can we request our own tribal education department? MDE needs to be aware of immediate concerns. We need to let our leadership know that we need to figure out how best to proceed with this work.

David Isham- It may be time to revisit a strategic plan. We need to facilitate a way to bring the message back to MDE.

Laurie- I can't help but feel like the Office of Indian Education is being warned and gas-lighted. MDE is directing what the Office of Indian Ed can do. We need legal representation in the meeting. We need tribal attorneys to be versed in Educational law. We thought Jane would get help. We've lobbied for additional positions to grow the office. Dr. Harstad's hands are being tied by the MDE executive team.

There is continued institutionalized racism at MDE.

Billie- We should think about going back to a request for an American Indian Department of Ed to be established in Minnesota.

When the state AI Education and MISP committees went away ("sun-set") Tribal leaders voiced they didn't need to ask anyone to set up an education committee as sovereign nations. And TNEC was established. We don't have to ask to set up a committee. We are sovereign. It looks like they are listening, but they aren't.

Dana added in the chat- The new standard for Indigenous inclusion in the social studies standards is an anchor standard 6. The conversation at the beginning of the social studies standards review full committee meeting today began with some Q & A with Bobbie Burnham. There were questions raised regarding policy and the rule, as it relates to how ethnic studies will be included- a strand and benchmarks added on that are being discussed and worked on today.

Maria- We're being rolled into Equity Diversity and Inclusion. We're not being seen.

David Isham- Indian Ed should be run by native people. When we are shifted to the diversity and multiculturalism, we get lost.

Maria- We have a lot to revisit and goes in line with the WILDER research about failing our learners. We don't want there to be assimilation. Assimilation damages our children. I cannot go along with this ethnic studies strand.

Beth Tepper Policy and rule making questions were asked two days ago and the answer we got was they weren't going to discuss that at this time.

Laurie- Think about the timing and removal of Mary Cathryn Ricker and we aren't going to get a straight answer. Is MDE following orders from the Governor's office?

How do we want to hear from the Lt Governor?

Maria- plans to send an email to her office as the Education leader from Grand Portage and how we're being rolled into ethnic studies and share that the newest proposal does not reflect our vision and that our TNEC members were not listened to in the social studies standards work. Maria plans to get council input before she sends it. She is frustrated and disappointed. There is one hand out and a knife in the other hand to stab us in the back.

Dana – the social studies meetings are happening right now. Dana is in the ethnic studies workgroup right now.

Billie- if MDE is looking for a yes person to be in the Office of Indian Ed at MDE.

Maria- it appears that MDE wants to put in someone who doesn't listen to TNEC and does

Laurie- there should be a request to MIAC and request to tribal leaders about the TNEC

David- this is a timely analogy of the graves at the residential school site. If we conform, we're lost. We become assimilated. How do we work within a system that is so intent on assimilation?

Billie- They (OIE) need people right now. They need help today. The email that Bobbie Burnham sent out is not what TNEC signed up for / signed on for. We need to have solutions

Maria- it appears that MDE's intention is to have Jane and Kristen resign. Could they be looking for a way to make it so there is not an office of American Indian Ed? Is this a deliberate action? There is a lack of authority to work on enforcement. There is a lack of value placed on Kristen and Jane's work.

We may want to meet with or reach out to tribal leaders and make them aware of what is happening.

Dana - shared what is being shared concurrently with the social studies standards team in the other meeting she is in. **Standard 6** is specific to Indigenous people. The standards are in a developmental progression from K -12 in the standards. It is embedded in the citizenship and government strand.

Today the committee is working on 22-24 are building in the ethnic studies in a different way. With some overlapping content in 22-24 of the ethnic studies strand.

Billie – will those pieces remain? How do we keep them from being buried?

Dana- it will remain as strain 6 in the civics and government strand.

It could be melded with other things when it goes to the legislature.

The current proposals in the social studies standards fall short of the promise of Indigenous Education for all.

The concern of the TNEC is that weaving Indigenous education into the standards instead of making it a stand alone piece is not something that TNEC supports.

[Sec. 120A.22 MN Statutes](#)

- b. Website
- c. Other Old Business

VII. New Business:

- a. **1:00-1:20 p.m. Coleen Gray, Education Director MN Council on Economic Education.**

## MINNESOTA COUNCIL ON ECONOMIC EDUCATION (MCEE)

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## Colleen Gray, MCEE Education Director

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- Background in Education, Non-Profit Management, & Business
- Passion for economics education began as a fifth grade teacher
- Committed to helping teachers understand and confidently deliver K-12 economics academic standards/benchmarks



Economic standards are not taught as much as or as well as some of the other standards.

## Objectives

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- Share background information about [MCEE](#)
- Learn about the TNEC and network of educators
- Listen for opportunities to collaborate
- Answer questions
- Extend an invitation to reach out



# MCEE Teacher Professional Development & Programs

- [Teacher Professional Development](#)
- [Competitions](#)
- [Free Resources](#)
- [Economic Centers](#)
- [Master Teachers](#)



The kinds of workshops offered:

The screenshot shows a web browser window with the URL [mcee.umn.edu/educators/workshopswebinars](https://mcee.umn.edu/educators/workshopswebinars). The page features a dark blue header with the text "Now accepting applications for the 2021 Teaching Awards - accepted through June 18" and a "Learn More!" button. Below the header is a navigation bar with the University of Minnesota logo and the text "UNIVERSITY OF MINNESOTA Driven to Discover" on the left, and a menu with "MCEE", "About Us", "Educators", "Programs", "News", and "Calendar" on the right. The main content area lists various workshops and seminars with their dates, times, and topics. A small circular icon with a question mark is visible in the bottom left corner of the screenshot.

June 15 | 8:00-9:00AM CST | Grade 9-12 | Costs of Production In-Depth (Microeconomics)

June 15 | 9:15-10:15AM CST | Grade 9-12 | Oligopoly In-Depth (Microeconomics)

June 15 | 10:30-11:30AM CST | Grade 9-12 | Labor Markets In-Depth (Microeconomics)

June 16 | 8:00-10:00AM CST | Grade 6-12 | The Great Migration and the Economics of Race

June 16 | 8:30-11:30AM CST | Grade K-12 | Teaching Economics and Personal Finance with a Social Justice Lens

June 17 | 8:00-12:00PM CST | Grade 9-12 | Teaching Economic Inequality through Housing Discrimination Practices

July 26-27 | 8:30AM-3:30PM CST | Grade 6-12 | Fostering Future Entrepreneurs | \*Must Attend Live

August 9-12 | 9:00AM-4:00PM CST | Grade 9-12 | Teaching High School Economics | \*Must Attend Live | *Postponed until 2021-22 School Year*

August 13 | 9:00AM-12:00PM CST | Grade 9-12 | Teaching High School Economics - Creating a Student Econ Workbook | \*Must Attend Live

August 16 | 8:30AM-3:00PM CST | Grade 9-12 | Teaching Fiscal Policy in the COVID Era | \*Must Attend Live + \$50 Stipend

August 17 | 8:00-9:00AM CST | Grade 9-12 | The Aggregate Demand Model In-Depth (Macroeconomics)

August 17 | 9:15-10:15AM CST | Grade 9-12 | Fiscal Policy In-Depth (Macroeconomics)

August 17 | 10:30-11:30AM CST | Grade 9-12 | Monetary Policy In-Depth (Macroeconomics)

August 18 | 8:00-9:00AM CST | Grade 9-12 | Culturally Responsive Personal Finance

August 18 | 10:30-11:30AM CST | Grade K-12 | Ready Assessments

August 19 | 8:00-9:00AM CST | Grade 9-12 | The Choice (A Fable of Free Trade and Protectionism): How to Incorporate Literature into High School Economics

August 19 | 9:15-10:15AM CST | Grade 9-12 | Teaching Financial Pitfalls

The program also sponsors:



Economics Challenge



Personal Finance Decathlon



Global Food Challenge



Economics & Art Contests

They have many free resources on their website:  
[www.Mcee.umn.edu/educators/resources](http://www.Mcee.umn.edu/educators/resources)

### **2011 Minnesota Academic Standards for Social Studies**

The 2011 Social Studies Standards will be reviewed in 2020-21 and every 10 years thereafter.



There are resource centers around the state and in rural areas and contracting with master teachers to get a broader reach in providing services.

## How Can We Serve Educators in Your Network?

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- What are the needs of educators?
- Who currently provides professional development for economics and personal finance educators?
- What economic and personal finance education resources are used by the network?



Billie- was wondering if she would be able to email a link to the resources. Offered to send the position paper to Colleen.

## Opportunities for Working Together

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- Create lesson plans together that meet the new Social Studies Standards
- Provide teacher professional development on the those lesson plans
- Integrate multi-disciplinary benchmarks into lessons for struggling students



Is interested in opportunities and work to create lesson plans and teacher professional development. Looking to improve the work that they are doing and thinking about their work

Colleen's contact information is: [grayc@umn.edu](mailto:grayc@umn.edu) phone 612-625-3727

She is excited to learn about content you like and welcomes input and the beginning of conversation.

**Update: Commissioner Dennis Olson, Office of Higher Education (OHE)** is unable to attend today, because of other commitments. He will send an email.

**Update from Dr. Jane Harstad, Director, MN Department of Education/Office of Indian Education (MDE OIE) update.**

Dr. Harstad sent and equity in grant making toward Indigenous owned businesses. Wanting to make sure that there is more grant eligibility.

MDE is creating an equity in grant making committee and is looking for members.

Maria- sees the work as being valuable as long as MDE takes our perspective seriously.

Brook - wondered about the time commitment for the committee. Brook would be interested.

Ron is interested in being on the committee too.

Others are invited to call Dr. Harstad about being on the committee.

**1:30-1:45 p.m. Odia Wood-Krueger, Understand Native MN Project.**

She is a consultant with the Understand Native MN Project. She has created surveys to learn more about where resources there are in understanding what and where educators are at. Looking at sites that are doing well within the state. Is hoping to be able to interview all of the tribal education directors. She wants to determine what gaps you are seeing. She also wants to see what content you'd want educators to go.

Her goal is to help set the stage for where the work of the Understand Native MN Project will go.

Maria- would you be open to hearing from elders as well?

What is the timeframe?

The report is due in the fall. So, interviews would be ideal in June – August

David Isham- In the process, what are the outcomes you're hoping for? Who is your target audience?

Odia- This project is to learn what is not known yet. This would be the first step of many projects. Looking to find the gaps and find the meat and potatoes of where this could go. Perhaps looking for scope and sequence in curriculum. Wanted to help build resources and standards for teachers to know how to build on to the work and information.

David – It sounds like you are seeking the right kinds of perspectives.



Billie- a lot of these things are found in the strategic plan and we need to bring all of these ideas together.

**Update Part Two: from Dr. Jane Harstad, Director, MN Department of Education/Office of Indian Education (MDE OIE) update.**

The Tribal Liaison position is posted. The interviews if there is no shut down, will take place in July. The same people need to be at all of the interviews. Is anyone interested? It will take about three days. Do you have specific questions that you'd like to ask candidates?

TNEC asked to sit on the interviews. There is a scoring system and TNEC's scoring will be included.

Laurie is interested in sitting on the interviews.  
What about the role of the tribal state relations team?

Maria- who will pick the people being interviewed?

Laurie- HR set up a system to weed out applicants that didn't meet the educational criteria. The candidates were chosen based on educational criteria as outlined in the job announcement.

Beth Tepper- MDE HR screens resumes out.

Laurie- We in Indian Country would like to see all applicants no matter their educational background. The process needs to be weighted on

Maria – wisdom and relationships with tribal nations

Beth would like to be on the committee

The interviews will be online.

Laurie- Dennis Olson set a precedent- Perhaps pick his brain about how he navigated getting more tribal input

Dr. Harstad will discuss with HR and keep everyone posted.

Billie will draft a letter about TNEC's involvement.

Graduation results came out this past week. – Historically high graduation rate, but again American Indian students were at the bottom on the list. The state identified American Indian rate did not get included and was not reported with the results. Those results will be on the MDE website, but did not go out with the report.

Those can be seen here: [Data Reports and Analytics \(mn.gov\)](https://mn.gov)

Dr. Harstad- North American Indian versus / Other American Indian (South and Central) counts would be displayed.

There are two audit requests to discuss:

The audit that Chairwoman Chavers- they are moving forward with the American Indian Ed aid.

There is a request from SPPS from Tonya Long to look at spending in SPPS. She wants an audit of SPPS Indian Education services and aid. She wanted to see if TNEC could request the audit of SPPS. There were two parent committee meetings within the past weeks and they did not go well.

Maria- does the parent committee have bylaws?

Dr. Harstad – SPPS at the direction of John Bobolink is rewriting the bylaws. SPPS has not followed their bylaws due to COVID. There is a lot of discussion about who should be in charge.

Both Brook and Dr. Harstad characterized it as a circus.

The AIPAC and the school board didn't meet formally with a quorum. They met informally with only three school board representatives.

Several TNEC members voiced their support of an audit.

Billie would like to have more information. She wants to know what the whole committee thinks and Brook agreed with that.

Brook urges TNEC to hear from the whole committee.

Laurie- shared that she was the LIEC chair for SPPS. There was always a question about equitable services being provided with the Indian Education funding across all schools. Laurie stated that she doesn't know Tonya and that John is her cousin. Laurie has concerns about SPPS and they will only give a portion of the information to John. Asking for an audit may protect John and the office of Indian Ed in SPPS. It offers protections to clear those who are hired to safeguard the assets too.

Billie- Can the district have it on their website? Can the district be directed to look at their own spending and post it?

The audit can bring things to light and it becomes time consuming....

Conclusion is that there should be a request for more information from the rest of the committee.

Brook suggested that the recording of the last AIPAC be shared.

The parent committee vote is an issue.

The regularly scheduled school board meeting need to be a forum that SPPS uses and they are not right now.

Dr. Harstad will follow up and ask if the request is on behalf of the entire parent committee? Is there a request from the entire parent committee? Can we ensure that the committee members are clear?

Make sure that we update other TNEC members about the

Legislative Update

Other New Business

Billie suggested adding (to next month's agenda):

- John Peterson – follow up wanting to know about including Asian Pacific Islanders in the American Indian Count. We didn't yet get to the point of knowing about perspectives for the count of North American Indian

David Isham – requested a copy of the last time TNEC did their strategic plan five years ago

Travis- the Early Childhood team at Bois Forte has meetings that are at the same time at TNEC. So Beth is going to be the meeting host for the Zoom meetings.

Next Meeting Date

July 15<sup>th</sup> the 3<sup>rd</sup> Thursday

Laurie moved to adjourn. Second by Beth. Adjournment at 2:41 PM