

Tribal Nations Education Committee (TNEC)

Minutes approved June 17th, 2021

May 20, 2021 from 10:00 a.m. – 2:00 p.m.

Zoom Host: Bois Forte

TNEC Members **Bold font indicates members attending:**

Baabijtaw Boyd – Mille Lacs

Beth Tepper – Shakopee

Billie Annette – Minnesota Chippewa Tribe

Brook LaFloe – Twin Cities Metro

Carrie Trutna – Upper Sioux

Dana Goodwin – White Earth (Alternate)

David Isham – Twin Cities Metro

Dorothy Robinson – Leech Lake (Alternate)

Edye Washington – Greater Minnesota

Jackie Probst – Lower Sioux

Jennifer Murray – Fond du Lac (TNEC Chair)

Jesse Kodet – Lower Sioux (Alternate)

Leanne Hoffman – Bois Fort (Alternate)

Laurie Harper – Leech Lake

Maria Burnett – Grand Portage (TNEC Vice-Chair)

Paul Dressen – Prairie Island

Ron Buckanaga – White Earth

Travis Vake – Bois Forte

MDE OIE: **Dr. Jane Harstad, Director**
Kristen Aeikens, Office of
Sara George, ESSA/ESSA Title I part A Program Specialist

OHE: **Commissioner Dennis Olson**

MIAC: **Executive Director Shannon Geshick**

AGENDA

Call Meeting to Order

Prayer Laurie Harper

Rollcall –completed

Approval of Agenda & Minutes – Approved by David Isham and seconded by Ron Buckanaga

Old Business:

- Curriculum – Not needed today.
- Website – Dana will add a link to MIAC's website
- Laurie Harper – TNEC will send a letter to MIAC to correct Leech Lake's information on the MIAC website. Laurie will draft the letter and then forward it to Jen Murray.

Other Old Business

Jane Harstad – Update on the woman who was treated poorly when taking the PEARSON test: The matter was referred to PLESB and PEARSON and is being addressed.

David Isham – Has not heard back from John Bobalink and SPPS about their request for a meeting.

Jennifer Murray- Update from Laura about curriculum and she did complete outreach with Fond du Lac. TNEC response is on hold.

Jennifer Murray- He had an update/conversation from an administrator from Anoka-Hennepin. He articulated to that the district believed that A&I money was for Latino/a and Black students and not for American Indian school districts. Also requested looking at the use of Title I in secondary schools in Anoka-Hennepin. He discussed that they had to send money back to the state. He was directed to have a contingency plan to spend American Indian Education Aid. There was also discussion about the nature of all of the funding streams which could be put toward American Indian Education.

It sounded like disaggregated data and student achievement wasn't being used to show disparities in achievement due to the history of oppression of American Indian learners as a demographic group. The equitable funding piece and the nature of supplemental funds does not seem to be thoroughly understood.

Laurie Harper – It would be helpful to have a legal advisor to be part of the consultative processes. It would be helpful to have a legal broker to bridge the disconnect between what districts are doing and what they should be doing.

Sara George – Asked about the Wilder joint group research study team's findings being used to help generate understanding about funding.

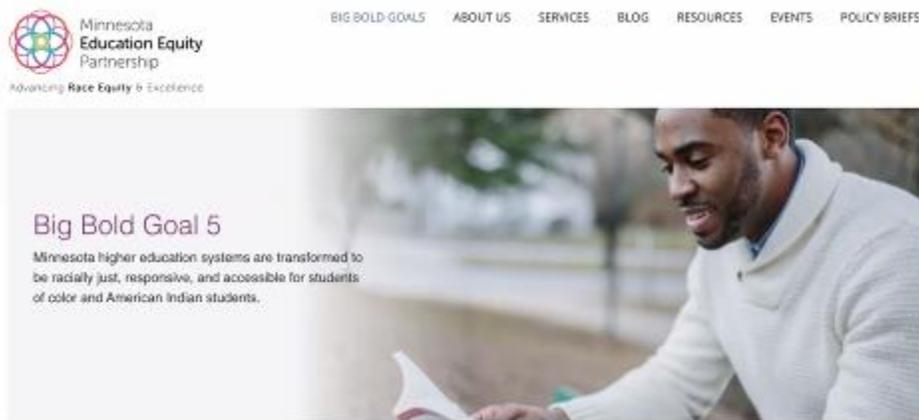
Dr. Jane Harstad – took notes when Sara's internet cut out.

New Business:

11:00-11:45 a.m. Leiataua Dr. Jon Peterson, MnEEP/TE2 (discussion of the June 17, 2021 Statewide Race Equity and College Success convening.)

Excited about discussing Pacific Islander identification. He identifies as Samoan and a Pacific Islander. He is an educator and has been a classroom teacher, school administrator, and owns a consulting firms. He also works with MNEEP. He works with racial equity goals. He is a policy advocate from MNEEP.

Wrote a brief [Reducing Racial Disparities in College Completion](#) in 2020.



There is a new grant from the Joyce foundation. There is a new College Race Equity Advisory Council (CRAEC) that he and others are working with for learners People of Color and Indigenous (POCI) students. There is a team based convening and hope to bring folks together to discuss equity. There is a goal for bringing folks together and pull together around self-identity in a team based format.

He shared resources for planning and the development of a compact for aligning to discuss equity in college across all higher Ed systems. He is interested to know if TNEC would like to join.

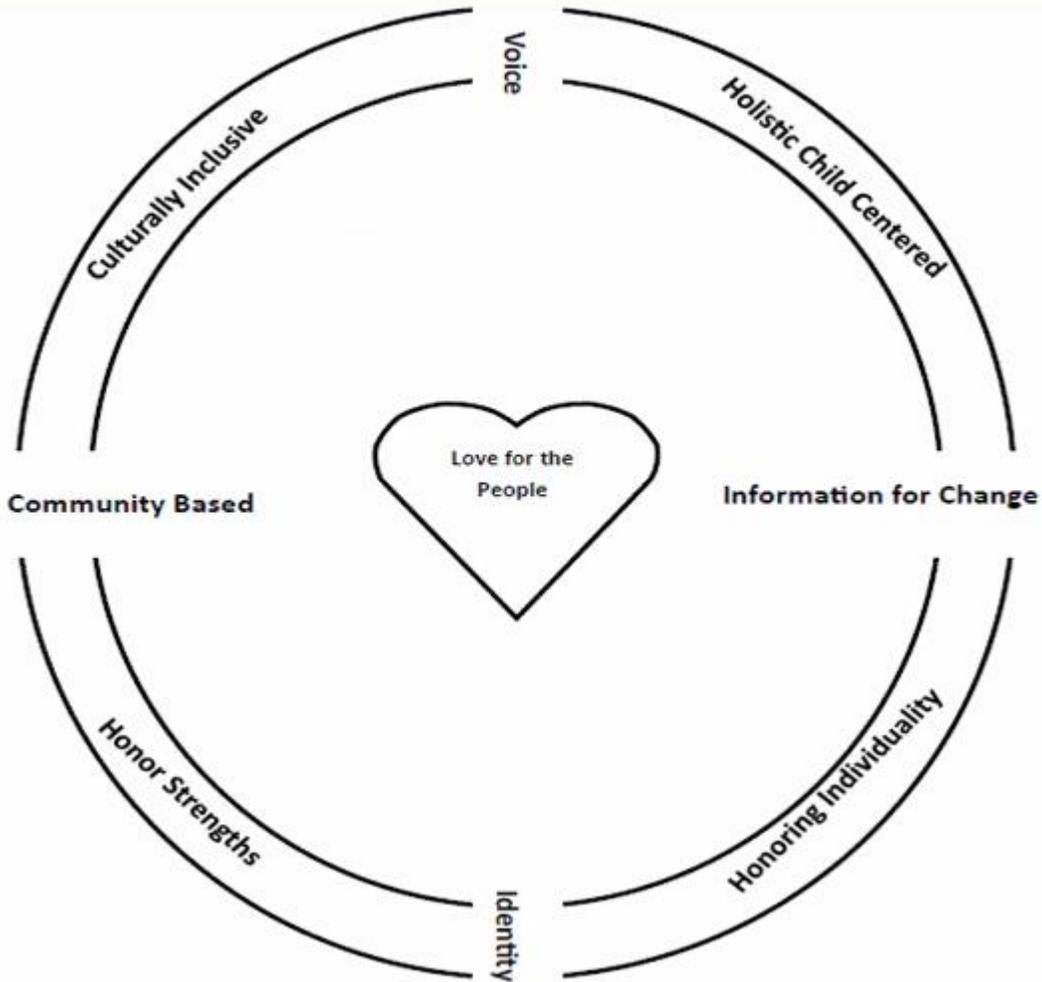
Questions were asked about outreach to tribal nations from MNEEP.

12:00-12:20 p.m. Dan Torrez (MDE) and Govinda Budrow (FDLTCC) and Elizabeth Watkins (MDE) – MDE is exploring ways in which Indigenous communities may want to implement PBIS into their local school district programing.

Native Voice for PBIS
TNEC

Dan Torrez | MN Department of Education
Govinda Budrow | Fond du Lac Tribal and Community College
May 20th, 2021

The goal of this initiative is to positively impact the systemic factors associated with establishing a safe and nurturing school environment for Indigenous students throughout the state of Minnesota.



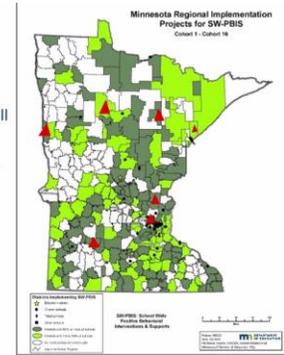
Framework they've worked from

Current Work Group Members

Participant	Organization/District
Govinda Budrow	Fond du Lac Tribal and Community College
Dan Torrez	Minnesota Department of Education
Edye Washington	Duluth Public Schools
David Helspar	Redwood Area Public Schools
Carline Sargent	St. Francis Public Schools
Ethan Neerdaels	Osseo Public Schools
Lowana Greensky; Laurie Eide	Greenway-Nashwauk/Keewatin
Laurie Eide	Greenway-Nashwauk/Keewatin
Sonia Wadena	Bemidji Area School District

SPACE TO COME TOGETHER

- Workgroup representing 6 different Indian Education programs throughout the state – all PBIS districts.
- American Indian Parent Advisory Committee
- Elder Conversations
- Tribal Nations Education Committee
- School Personnel

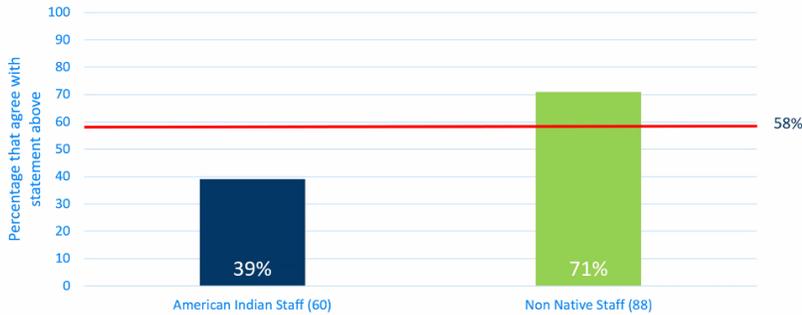


The group wants to have a good process of looping back to TNEC and

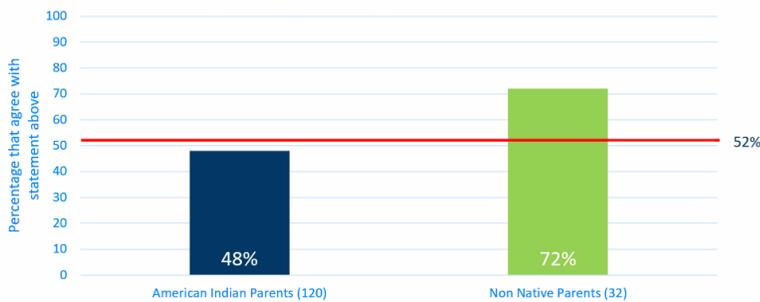
The team has had to adjust what they'd intended due to COVID and they have worked virtually and refit surveys to focus on the needs as viewed by parents and the needs as viewed by school personnel.

These are preliminary survey results that were gathered by the Native PBIS work group. There were 162 staff respondents and 142 family survey respondents.

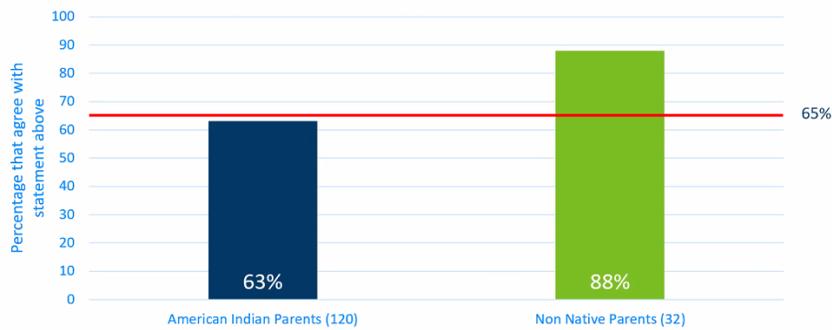
STAFF – All students are treated fairly by the adults at my school



FAMILY – All students are treated fairly at my student's school regardless of race, gender, or other demographic category



FAMILY – School rules and procedures at my student’s school are fair



Govinda Budrow shared that interviews with five elders are scheduled by region. Interviews are occurring now. There was also an interview with a Northern Minnesota American Indian group of elders. They are working to create and look at collected narratives about school climate and community. There was also a desire to reach out to elders, because many grandparents also function as primary caregivers for students.

Elder Interviews for 2020-2021

Region	Elders or Elder Group
Northwest	Joe Day (Doris Hammit)
Northeast	Babette Sandman (John Morrin) Iron Range Council of Native Americans
Central	Robert DesJarlait (Darlene Sinclair)
Metro	Jerry Dearly (Sharron Day)
South	Carrie Shomer (Clifford Canku)

PBIS has been in operation and the work has been led by MDE for 17 years. There are many good structures within PBIS, but there is also a need to adapt cross culturally.

What input might TNEC have about these frameworks and safe and nurturing environments?

What would you like to share? Govinda and Dan are open to emails about suggestions

There was a lot of conversation about how the process of sharing information and survey data took place at MDE. This work is connected with the Project Dream Catchers work and with funding from MDE’s Special Education Division.

Elizabeth Watkins offered to come back and present about Dream Catchers.

Govinda would love to get feedback about elder interviews for the future, ideas and questions people may have and if anyone has suggestions about who else might be a good participant.

Laurie Harper shared that she has significant concerns that MDE has not been at the table to address inequities in a coordinated effort.

Jennifer Murray asked Dan, Govinda, and Elizabeth to come back to and consult with TNEC.

12:30-12:50 p.m. Jeff Plaman, MDE Online and Digital Learning Specialist (regarding work group being established to consider online learning options and possible revisions to Statute 124D.095.)

Jeff Plaman thanked TNEC for the opportunity to join the meeting. He supports and works to improve online schools in Minnesota. He is wondering if there needs to be legislative changes.

He is wondering if some or all of TNEC would like to participate and how would TNEC like to be kept up to speed on the legislation.

The online learning landscape in Minnesota is codified in statute for learners. It provides an opportunity for school stability for learners in transition. The number of online schools continues to grow due to COVID and the popularity of online schools.

The legislation offers two paths. One that is wholly online and another that allows dual enrollment at a traditional school and take up to half of your classes in an online setting.

Jeff is wondering if anyone from TNEC is interested in being on the workgroup. If there are policy proposals that come forward, he anticipates quick development over the summer. He is interested in anyone joining the team who would like to. He left the door open for anyone on TNEC to join.

1:00-1:30 p.m. Alina Campana, the Art Specialist at MDE and Leah Larson a Specialist in the libraries division , MDE re proposed plan to develop resources to support learning about the contributions of MN AI tribes and communities in and through arts.

Your input requested

Project: to develop resources to support learning and teaching about tribal contributions in the arts.

We request your input on

1. the resources that will be developed and
2. which community partner groups and tribal institutions should be involved.

Indigenous Representations Committee

This project aims to connect educators and students to accurate and authentic American Indian resources.

MDE Staff	External Partners
<ul style="list-style-type: none">• Kristen Aeikens, American Indian Education Program Coordinator, MDE• Hannah Buckland, State Libraries Program Specialist, MDE• Jane Harstad, Director of Indian Education and MDE Tribal Liaison, MDE• Leah Larson, LSTA Grant Coordinator, MDE	<ul style="list-style-type: none">• Govinda Budrow, Elementary Education Faculty, FDLTCC• Darlene St. Clair, Associate Professor of Ethnic Studies and Director Multicultural Resource Center, SCSU• Nadine Teisberg, Birchbark Books• Lisa Von Drasek, Librarian and Curator of Children's Literature Research Collection, U of MN

Indigenous Representations Committee

Completed: list of specific recommended resources -- including books, films, and websites—ELA standards K-12

Currently working on:

- Social studies standards
- Early Childhood Indicators of Progress (birth-K)

Up next: Arts, target completion date September 2022

Those will be sent to TNEC for stakeholder input soon.

The team is also working to compile resources for social studies standards.

The next project will be to work on the arts standards. The team would like TNEC's input on project design.

2018 Minnesota K-12 Standards in the Arts

- Implemented beginning in the 2021-22 school year
- Five arts areas are represented in these standards: dance, media arts, music, visual arts, and theater.
- Arts educators have expressed needing support and resources for:
 - Accessing artistic work made by Minnesota American Indians from a range of time periods (including contemporary) in all five arts areas.
 - Developing culturally responsive and sustaining curriculum.
 - Understanding how to support learning about the contribution of Minnesota American Indian tribes and communities that is authentic and meaningful.

Jennifer Murray suggested working with the Minnesota Historical Society's subcommittee, because there is a repository of American Indian art there.

Ron Buckanaga added that the collection of photography of American Indian people too.

Jennifer Murray recommended reaching out to each of the tribal nations museums.

Alina shared that they are looking to create a repository.

Discussion 1: Resources

Proposed Resources	Input Requested
<ul style="list-style-type: none">Repository of artistic works by Minnesota Dakota and Ojibwe artists<ul style="list-style-type: none">in all 5 arts areasfrom a range of time periods, including contemporary;accompanied by info about cultural, social, and historical context and the artist (if known) and guiding questions.List of additional standards-aligned recommended resources, including books and videos, to supplement learning.Guidelines for teaching about the contribution of Minnesota American Indian tribes and communities in and through the arts, including for the selection and use of artistic works.	<p>Do these seem like the right resources to prioritize?</p> <p>Are there other resources that should be considered?</p>

Discussion 2: Working Group

Proposed Leaders	Input Requested
<p>The Indigenous Representations Committee will collaborate with an Arts Working Group to identify resources. Between the two groups, it will be important to have the following community partner groups lead this work:</p> <ul style="list-style-type: none">Minnesota Dakota and Ojibwe artists and teaching artistsAll 5 arts areas (dance, media arts, music, visual arts, and theater); traditional & contemporaryNative curriculum specialistsArts educators with significant relevant experience	<p>Are there individuals, organizations, or groups already engaged in similar work?</p> <p>Are there individuals or community partners you would recommend be contacted?</p>

Thank you!

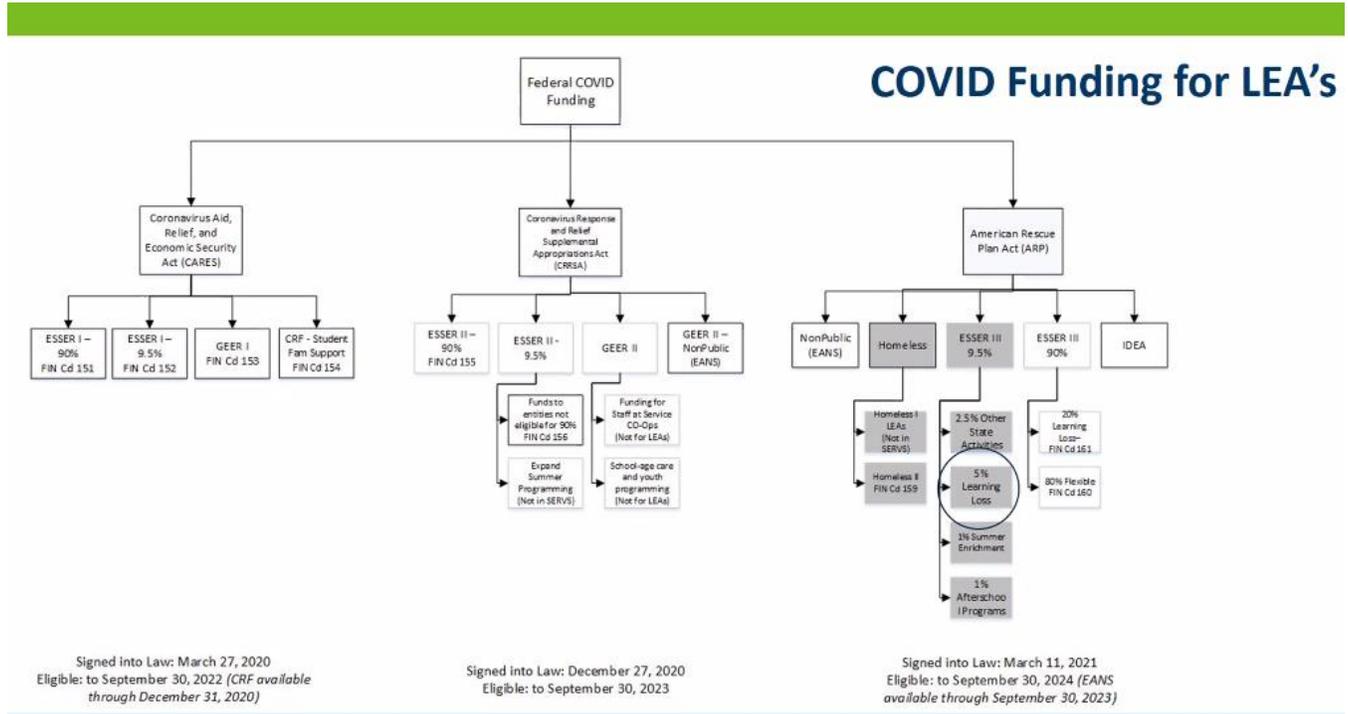
Alina Campana, alina.campana@state.mn.us

Leah Larson, leah.larson@state.mn.us

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

American rescue plan dollars for MDE. Tyler Livingston and Dennis Duffy, Supervisors in the Division of School Support.

They would like input on the use of the funding.



They would like specific input on strategies that should go into the plan. There will be a longer session for planning on May 25th from 12:30 to 1:30 PM. The link will be sent. TNEC is invited to that meeting.

Here are the strategies suggested:

- a. Expand full service community schools that provide wraparound services to students and their families (dental care, mental health supports, etc.)
- b. Expand access to tutoring
- c. Implement a multi-tiered teaching framework to provide high-quality instruction that is responsive to the needs of all learners
- d. Increase student support personnel (counselors, social workers, school psychologists, school nurses, and chemical dependency staff)
- e. Expand or add life skills programming for students receiving special education services
- f. Expand access to early learning programs
- g. Teacher recruitment and retention, including teachers of color and Indigenous teachers
- h. Expand language access for families who do not speak English as a first language (translation services, cultural liaisons, and culturally-specific public engagement)
- i. Expand rigorous coursework, such as Advanced Placement (AP), International Baccalaureate Career Program (IBCP), Career and Technical Education (CTE), and Concurrent Enrollment courses to foster opportunities for underserved and under-represented students both demographically and geographically
- j. Develop, implement, and maintain an Ethnic and Indigenous Education studies curriculum processes
- k. Increase staff hiring to reduce class sizes
- l. Field trips and hands-on learning experiences
- m. Expanding after school activities and summer learning opportunities

Additional suggestions were offered for:

- Expanded weekend and after school opportunities
- Access to software for assisting with learning loss (remediation) at the
- The mental health needs of learners
- The access to substitutes and additional school staff who are indigenous
- Help and support for attendance issues
- Please remember that American Indian Students are marginalized in discussions. The American Indian community is already disenfranchised and needs to be carefully served in the post pandemic era.

Commissioner Dennis Olson, Office of Higher Education (OHE) update.

Executive Director Shannon Geshick, Minnesota Indian Affairs Council (MIAC) update.

Legislative Update

Discussion regarding District 196 Indian Education Program

Other New Business

Next Meeting Date

Adjournment