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# American Indian Education Aid Application

School Year (SY) 2022–23 | Fiscal Year (FY) 2023

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## American Indian Education Aid

The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, and tribal schools that report an American Indian student count of 20 or more on the October 1 MARSS (Minnesota Automated Reporting Student System) reporting deadline. Twenty American Indian students generate a base award of \$20,000, and each American Indian student beyond that generates an additional \$358.

Districts and schools that meet the 20-student threshold are notified of their aid eligibility the spring prior to the school year in which they are eligible to receive the aid. This communication includes the American Indian student count along with the maximum aid award that those students generate.

Please carefully review the American Indian Education Aid guidance document located on the [American Indian Education Aid webpage](#) to prior to completing this application. This document provides in-depth information about American Indian student counts, aid awards and distribution and expenditures, and it will help to inform staff and American Indian Parent Advisory Committees (AIPACs) as they collaborate on the required application narratives and budgeting.

## The Application Overview

This application is comprised of three required sections. Incomplete applications will be returned for revision.

### Section 1: Applicant Information

This section asks for pertinent information including the name and number of the school or district, the name and contact information for applicable staff, and the name and contact information for the American Indian Parent Advisory Committee (AIPAC) chairperson.

### Section 2: The Program Plan

This affords applicants with the opportunity to provide a thorough narrative on the operations and goals of the American Indian Education program within the district or school. This section is governed by six areas of focus found within [Minnesota Statutes 124D.74, subdivision 1](#):

1. Support postsecondary preparation for pupils;
2. Support the academic achievement of American Indian students;
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
4. Provide positive reinforcement of the self-image of American Indian pupils;
5. Develop intercultural awareness among pupils, parents, and staff; and,
6. Supplement (not supplant) state and federal educational and co-curricular programs.

The six areas of focus must contain the details of the program(s) that are to be implemented. The bulk of the budget may not be funneled into just one of the areas of focus. The program details must align to [Minnesota Statutes 124D.81, subdivision 2](#), and must specifically address **each** of the following:

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
- f. Project expenditures for programs under sections 124D.71 to 124D.82 (see required supplements below).

### **Section 3: The Certification Statement**

This section is a signed declaration, affirming that the program plan was created collaboratively, and in full consultation with the AIPAC, and that the AIPAC was afforded the opportunity to make suggestions, review data, and collaborate with staff on the goals, initiatives, and expenditures outlined within the application narrative. It requires the signatures of the superintendent or charter/tribal school director, the American Indian Education primary staff person, and the AIPAC chair.

### **Required Supplements**

In addition to this application, participants are required to fill out and submit a budget worksheet and an AIPAC roster. Both items are available as separate downloads on the [American Indian Education Aid webpage](#). Applications that are submitted without both of these required items will not be accepted.

#### **The Program Budget Worksheet**

The budget worksheet is a downloadable excel workbook that must accompany the AIEA application at the time of submission, and it must align to the AIEA award estimate. It is formatted for ease of use. Budget worksheets must detail the projected expenditures that will support the activities and initiatives outlined within the program plan narrative, and it supports adherence to item “f” above.

Applicants that propose using 50% or more of AIEA on staff salaries must also fill out the Budget Supplement tab. See the Salaries section of the program guidance document for more information.

#### **The AIPAC Roster**

The AIPAC roster is a downloadable supplement that must accompany the AIEA application at the time of submission.

## The Application Deadline

In order to afford participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program now uses a submission window.

All applications must be submitted September 25–November 30. Extensions beyond November 30 will not be granted.

### Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us).

## **Applicant Information**

### **District, Charter School or Tribal School Information**

District/School Name: East Central School District

District/School Number: 2580

### **Superintendent or Charter/Tribal School Director**

Name: Stefanie Youngberg

Email: syoungberg@eastcentral.k12.mn.us

Telephone: 320-245-2289 ext. 6001

### **American Indian Education Staff**

Primary Staff Name: Roberta Dunkley

Email: rdunkley@isd2165.org

Telephone: 320-245-2289

Secondary Staff Name: East Central Secondary

Name: Carmen Carpenter

Email: ccarpenter@eastcentral.k12.mn.us

Telephone: 320-245-6015

### **American Indian Parent Advisory Committee Chairperson**

Name: Monica Benjamin

Email: mlbl0987@gmail.com

Telephone: 320-674-0407

# The SY22-23 American Indian Education Program Plan

## Area 1: Support Postsecondary Preparation for American Indian Pupils

Provide a program narrative for how the district will support postsecondary preparation for American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

American Indian students will be provided with opportunities to go on college visits. These visits will be focused on schools in our general geographic area. If students would like to visit schools outside of our area, but still in Minnesota, students will be able to do so with special collaboration with our school guidance counselor. Transportation, meals and staff time will be covered for these visits.

## Area 2: Support the Academic Achievement of American Indian Students

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

American Indian Aid will be used to fund an American Indian Advocate/Truancy Prevention Coordinator within the school district. This position has been valuable in making connections with families and supporting the AIPAC. The staff person will be on site at least three days per week working with students. A continued area of concern for our American Indian students is school attendance. By having this position we can hopefully build better relationships with families to support improvement in school attendance. The goal with this position is to be proactive with students and families by conducting home visits prior to school starting and throughout the year. Additionally, this position will act as the liaison between the school and our county resources when truancy concerns arise. Truancy court is now held on the school campus for all students including American Indian students. The Truancy Prevention coordinator can support families through the process and work to improve attendance outcomes for our American Indian students. This position will work alongside the county Cultural Community Coach to break down barriers to AI students attending school. By conducting home visits and expanding the cultural awareness strategies this position can assist students and families in feeling connected to school. Less than 50% of our American Indian Aid will be used for this position.

East Central Schools will focus resources to improve school attendance of our American Indian students. Given our size the individual data will be examined with the goal of having the entire population missing 10 or less days per year. Currently, the average number of days missed for our American Indian student population is 18 days.

### **Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils**

Provide a program narrative for making curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

#### **Narrative:**

We would like to provide culturally relevant reading materials, posters, and other items for our American Indian resource room. These items will be purchased with recommendation from the Cultural Community Coach, East Central students and AIPAC members.



#### **Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils**

Provide a program narrative for how the district will provide positive reinforcement of the self-image of American Indian pupils. This narrative must address items a-e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

#### **Narrative:**

American Indian aid will be used to provide school based incentives for American Indian students to achieve at a high level focused on closing achievement gaps. This money will be used to celebrate the achievements of our American Indian students. This will include but not limited to - cultural field trips with tribal elders, meals out with tribal elders, American Indian students will be able to invite a teacher (or other staff member) and their sub costs will be covered, college visits and the costs associated with those visits, etc. American Indian students that achieve the A or B honor roll will be presented with awards and recognition. American Indian students will be presented with a medallion that celebrates their culture at the closure of the school year. Student will be encouraged to wear their medallion to graduation.

We would like to continue to enrich our American Indian Resource Center within our school building. Purchases for the resource center will include but are not limited to - craft supplies, posters, circular rug with American Indian art, cultural field trips, curriculum materials, Ojibwe language signage, etc. This resource room will be established for academic, cultural, social, and emotional support for American Indian students by providing them a space to be surrounded by their cultural heritage. This is a place tribal elders can come to meet with students and support their well-being, mentor them, and offer encouragement. Students may participate in beading activities, medallion creation, etc. The school district employs a Cultural Community Coach (using funds other than American Indian Aid) to support students. The Cultural Community Coach will be the person in charge of this space. The district's goal is to have a place designed as the resource hub for American Indian Culture. Once this space is established it can be used by other classes of students when studying American Indian heritage.

American Indian students will be prioritized in the Resource Center because it will reflect their culture and heritage. This will be a resource center that all students can use to learn about American Indian Culture. Our goal is to have 90% of American Indian students feeling connected to school and finding the resource room successful.

## Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

Please provide a program narrative explaining how the district will develop intercultural awareness among pupils, parents, and staff. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

We would like to offer a presentation to our students about resilience. We would like this to be done by one of our former students who has presented to other area schools and to our staff in the past. We are also currently researching other options for school presentations. We feel that providing some positive exposure to the Ojibwe culture will help our students understand and appreciate the history of our local communities. Our building principals will help coordinate and plan these activities.

## **Area 6: Supplement (not supplant) State and Federal Educational and Co-curricular Programs**

Please provide a program narrative for how the initiatives outlined in program areas 1–5 will supplement (not supplant) state and federal educational and co-curricular programs, specific to American Indian students. This narrative is limited to 350 words.

### **Narrative:**

Without American Indian Aid we would be unable to offer these things within our school system. These funds are necessary to allow our American Indian students to flourish and our non-native students to learn and develop a strong understanding of the important role American Indian culture and community plays in our society. American Indian Aid will supplement programing at East Central to create a stronger system of supports for our American Indian Students.

## The Certification Statement

By signing or inserting your electronic signature below, you hereby certify that the American Indian Education Aid application components have been developed in full collaboration with the district or school's American Indian Parent Advisory Committee, pursuant to [Minnesota Statutes, section 124D.78](#), and you attest that:

- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs.

Superintendent or Charter/Tribal School Director: Stefanie Youngberg

Director of American Indian Education: Roberta Dunkley

American Indian Parent Advisory Committee Chair: Monica Benjamin