

American Indian Education Aid Application

School Year (SY) 2023–24 | Fiscal Year (FY) 2024

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 contract schools that report a state 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 \$40,000, and each American Indian student beyond that generates an additional \$500.

Districts, charter schools, and Tribal contract 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 state American Indian student count along with the maximum aid award that those students generate.

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

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 district, charter school, or Tribal contract school, the name and contact information for applicable staff, and the name and contact information for the 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, charter, or Tribal contract 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 all parties have reviewed the Office of American Indian Education's resources pertaining to AIEA, the program plan was created collaboratively and in full consultation with the AIPAC, and the AIPAC is 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 hand-written signatures of the superintendent or charter/tribal school director, the primary American Indian Education staff person, and the AIPAC chair.

New: Through the 2023 Minnesota Legislative Session, any district, charter school, or Tribal contract school that has 100 or more state-identified American Indian students must have a dedicated American Indian Education coordinator and provide American Indian culture and language classes. If this is applicable to your district, charter school, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email: MDE.AIEA@state.mn.us.

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 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.

Applicant Information

District, Charter, or Tribal Contract School Information

District/Charter/Tribal Contract School Name: Austin Public Schools

District/Charter/Tribal Contract School Number: 0492

Superintendent, Charter School, or Tribal Contract School Director

Name: Dr. Joey Page

Email: joey.page@austin.k12.mn.us

Telephone: 507-460-1900

American Indian Education Staff

Primary Staff Name: Kristi Beckman

Email: kristi.beckman@austin.k12.mn.us

Telephone: 507-460-1107

Secondary Staff Name: Enter text here

Name: Enter text here

Email: Enter text here

Telephone: Enter text here

American Indian Parent Advisory Committee Chairperson

Name: Amanda Schramm

Email: bakedandbeaded87@gmail.com

Telephone: 507-438-2126

The SY23-24 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:

- a. American Indian student attendance rates in Austin Public Schools will increase from 87.69% in 2022-2023 to 90% in 2023-2024.
- b. In order to ensure that our American Indian students are prepared for postsecondary opportunities, the district will work with our Career Pathways teacher to compile a list of scholarships available to Native American students and proactively work to ensure all students have information and supports to support them as they transition from high school to college and career pathways.

APS will work in collaboration with our AIEPAC to sponsor two college visits for American Indian students to a school identified by the AIEPAC as an institution of interest.

The AIEPAC will work in collaboration with the district to help recognize American Indian graduates at commencement in traditionally appropriate ways, which may include honoring students with eagle feathers and/or star quilts.

- c. Increasing postsecondary preparation for American Indian students is directly connected to the district's second strategic direction, the Packer Profile for all learners, which ensures students have access to college and career readiness programs that is relevant to their interests and strengths.
- d. None of the proposed programs will result in segregation or assignment to schools based on racial identity or tribal affiliation.
- e. The program will be staffed, coordinated and monitored by the district Equity Coordinator with the support of other district staff. (American Indian Coordinator, Career Pathways Coordinator, Counselors, APS Administration.

Area 2: Support the Academic Achievement of American Indian Pupils

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:

- a. American Indian student attendance rates in Austin Public Schools will increase from 87.69% in 2022-2023 to 90% in 2023-2024. Austin Public Schools will work in collaboration with our AIEPAC to help ensure that students feel welcome, safe, and supported at school in order to increase attendance, which has been linked to improved academic outcomes for students.
- b. Austin has received two "Grow Your Own" grants to help support BIPOC adults and current students in recruiting and retaining diverse teachers. Our equity coordinator will work with our AIEPAC to ensure that our American Indian students are aware of this scholarship opportunity as well as the local Austin Assurance scholarship, which provides all APS grads with a two-year scholarship to Riverland Community College. By ensuring that we are intentional about communicating this opportunity, we hope to recruit a teaching force more representative of all our students, including our American Indian students.

Austin will begin to train success coaches and behavior coaches in restorative practices to ensure that students are not excluded from class based on their race or tribal affiliation. By training counselors, student support professionals, and cultural liaisons, we can work to build a culture based on traditional indigenous practices and beliefs that builds on interconnectedness and community.

- c. The district's second strategic direction aligns with goals in area 2: we will use data to support all learners through multi-tiered systems of support.
- d. None of the proposed programs will result in segregation or assignment to schools based on racial identity or tribal affiliation.
- e. The program will be staffed, coordinated and monitored by the district Equity Coordinator with the support of other district staff. (American Indian coordinator, Grow Your Own grant coordinators, Student Support Professionals, Counselors, Success Coaches, and APS Administration)

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:

- a. American Indian student attendance rates in Austin Public Schools will increase from 87.69% in 2022-2023 to 90% in 2023-2024.
- b. Creating engaging opportunities that reflect the needs, interests, and cultural heritage of American Indian students is a strategy to increase attendance and therefore academic and social outcomes for students. The AIEPAC and Equity coordinator will work together to offer two field trips for students that tie in-class learning to field experiences based on exploration of indigenous heritage sites. APS will also purchase books by Native American authors in order to expand our libraries and supplement curriculum offerings to ensure American Indian perspectives are considered and students and staff have access.
- c. Expanding and supplementing student experiences to intentionally increase access to American Indian perspectives is directly connected to the district's second strategic direction, the Packer Profile for all learners, which ensures students have access to college and career readiness programs that is relevant to their interests and strengths.
- d. None of the proposed programs will result in segregation or assignment to schools based on racial identity or tribal affiliation.
- e. The program will be staffed, coordinated and monitored by the district Equity Coordinator with the support of other district staff. (American Indian Coordinator, Curriculum Coordinators.) Native authored books will be selected in collaboration and consultation with our AIEPAC.

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:

- a. The district will offer two culturally specific presentations on Native art, literature, music and dance in order to promote positive self-image for American Indian students, with a goal of 75% of American Indian students and families participating. Additionally, we will offer two culturally specific field trips, as selected by AIEPAC members, to the Bdote Dakota sites, Mille Lacs, or a powwow, to help our American Indian community connect to native communities and elders.
- b. Activities will include author visits by Native storytellers as well as a music/dance performance, selected to intentionally expand awareness of American Indian culture and traditions, while also helping to break down harmful stereotypes. Sewing machines and beading supplies will be purchased in order support American Indian families in creating regalia that promotes a positive cultural self-image.
- c. Expanding and supplementing student experiences to honor and value American Indian students and families' identity is directly connected to the district's first strategic direction, creating a safe and welcoming environment for all students.
- d. None of the proposed programs will result in segregation or assignment to schools based on racial identity or tribal affiliation.
- e. The program will be staffed, coordinated and monitored by the district Equity Coordinator and the American Indian Coordinator. Field trips and contracted performers will be selected in collaboration and consultation with our AIEPAC.

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:

- a. The district will send three staff, four parents, and up to five students to the Minnesota American Indian Education Conference in 2024. Additionally, we will host a community meal, film screening and dialogue in order to raise awareness of American Indian issues today that break down stereotypes and biases with a goal of 75 attendees. The topic for this event will be selected from suggestions by our AIEPAC and may include: residential schools; pipelines and clean water; or cultural appropriation, costumes, and respect for regalia.
- b. Activities and programs will include conference attendance and community meal and dialogue. The conference will help ground our district curriculum team and expand our understanding of American Indian Education resources in order to build our capacity and awareness for offering further professional development in coming years.
- c. Developing intercultural awareness among staff connects to the district's first strategic objective, creating a safe and welcoming environment for all students. By building awareness among staff and community members, we can increase empathy and understanding and foster positive relationships, decrease microaggressions, and ensure students feel safe at school.
- d. None of the proposed programs will result in segregation or assignment to schools based on racial identity or tribal affiliation.
- e. The program will be staffed, coordinated and monitored by the district Equity Coordinator with the support of other district staff, including the American Indian Coordinator and curriculum coordinators. The community conversation will be designed by the equity coordinator in collaboration and consultation with our AIEPAC.

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:

Austin Public Schools is committed to educational equity for all of our students. American Indian funds will supplement funds already dedicated to helping improve outcomes for our students, including Achievement Integration Revenue, Grow Your Own teacher preparation grants, career pathways and packer profile programs to help ensure access to engaging and relevant learning opportunities for all students, and Title -sponsored family engagement programs. Programs and learning opportunities funded and coordinated through the American Indian Education program are intended to enrich and create additional opportunities for in-depth, experiential connections for both our American Indian students and families and our school community.

The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in **full collaboration with the district, charter school, or Tribal contract school's American Indian Parent Advisory Committee**, pursuant to Minnesota Statutes, section 124D.78, and you attest that:

- All parties have reviewed the Office of American Indian Education's resources pertaining to American Indian Education Aid, and,
- 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, and,
- *If applicable*, your district, charter school, or Tribal contract school has a dedicated American Indian Education Coordinator and provides American Indian culture and language classes.

New: Through the 2023 Minnesota Legislative Session, districts, charter schools, or Tribal contract schools with 100 or more state-identified American Indian students are to have the following implemented during the 2023-2024 school year. If this is applicable to your district, charter school, or Tribal contract school, please check the boxes below:

Minnesota State Statutes 124D.76, Dedicated American Indian Education Coordinator

- Yes, we have a dedicated American Indian Education Coordinator
- No, we do not have a dedicated American Indian Education Coordinator

Minnesota State Statutes 124D.74, Subd. 7, American Indian culture and language classes

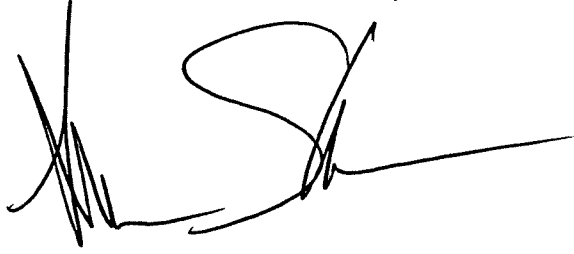
- Yes, we provide American Indian culture and language classes
- No, we do not provide American Indian culture and language classes

Superintendent or Charter/Tribal Contract School Director:



Director of American Indian Education:

American Indian Parent Advisory Committee Chair:



Amanda Schramm