DEPARTMENT OF EDUCATION
OFFICE OF AMERICAN INDIAN EDUCATION

American Indian Education Aid Application

School Year (SY) 2026-27 | Fiscal Year (FY) 2027

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, cooperatives, and Tribally controlled 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 Tribally controlled schools that meet the 20-student threshold are eligible to receive AIEA. The American Indian Education Aid Program Eligibility document is posted on our website, which includes the state American Indian student count along with the maximum aid award that those students generate. Please check with your Minnesota Automated Reporting Student System (MARSS) coordinator if you have questions on your state American Indian student count.

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 completion before a full review can take place. Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box. Documents must be received at MDE in Portable Document Format (PDF) format.

Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, cooperative, or Tribally controlled 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 section 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, cooperative, or Tribally controlled school. Program plans should provide information on what is being provided to American Indian students above and beyond what the district does for all students in the school or district. This section is governed by six areas of focus found within Minnesota Statutes 2024, section 124D.74, subdivision 1:

1. Support postsecondary preparation for American Indian pupils;
2. Support the academic achievement of American Indian pupils ;

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. There must be a balance between academic and cultural pursuits. The program details must align to Minnesota Statutes 2024, section 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 Minnesota Statutes 2024, sections 124D.71-82.
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 required and elective courses as structured do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and
e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
f. Program expenditures under Minnesota Statutes 2024, sections 124D.71-82 (see required supplements below).

SMART Goals

Using SMART goals in education helps students, teachers, and administrators set clear, structured, and achievable objectives. Goals provide clarity and focus to eliminate ambiguity and make clear what needs to be achieved and how to get there. SMART Goals are essential to your plan and should be created and implemented using measurable data points. The SMART Goal framework clarifies goals and how those goals will be achieved. SMART goals identify areas to be strengthened for American Indian students and create specific goals that can be measured to positively impact American Indian student outcomes.

American Indian Education Aid (AIEA) Program Plan Evaluation Rubric

Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application. This document is located on the American Indian Education Aid webpage.

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 certification confirms that 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. Lastly, the certification statement confirms that the district or school is aware of statutory obligations for American Indian students in Minnesota. 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.

Through the 2023 Minnesota Legislative Session, any district, charter school, cooperative, or Tribally controlled 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 to all American Indian students eligible for American Indian Education Aid programming. If this is applicable to your district, charter school, cooperative, or Tribally controlled school, please ensure it is filled out completely. For any additional questions, please email American Indian Education Aid (mde.aiea@state.mn.us).

Required Documents

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 downloads on the American Indian Education Aid webpage.

Applications submitted without all these required items will be returned for re-submission with the required documents and signatures. Reviews of plans will be conducted only when all required documents are submitted.

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 with funding amounts that directly and specifically support American Indian students. See the salaries section of the American Indian Education Aid 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. Parents of American Indian students eligible for this program should comprise 50% or more of the parent committee.

The Application Deadline

In order to afford district and school participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program plans will be due annually on June 1 for the following school year. Plans will be reviewed and approved over the summer months to provide for the cultural and academic needs of American Indian students programming at the very beginning of each school year.

Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to American Indian Education Aid (mde.aiea@state.mn.us).

Applicant Information

District, Charter, or Tribally controlled School Information

District/Charter/Tribally Controlled School Name: Yellow Medicine East

District/Charter/Tribally Controlled Number: ISD 2190

Superintendent, Charter School, or Tribally Controlled Scholol Director

Name: Rich Schneider

Email: rschneider@isd2190.org

Telephone: 320-564-4081

American Indian Education Staff

Primary Staff Name: Roberta Bjerkeset

Email: rbjerkeset@isd2190.org

Telephone: 320-564-4081

Secondary Staff Name: Starla Chase

Email: schase@isd2190.org

Telephone: 320-564-4081

American Indian Parent Advisory Committee Chairperson

Name: Kristin Ross

Email: kross311@gmail.com

Telephone: 612-212-4281

The SY2026-27 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.

a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
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 Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

According to Minnesota's Office of Higher Education, Minnesota's college participation rates remains strong, with 75% of public high school graduates enrolling in college within two years of high school graduation, as of the class of 2017. This rate has remained largely steady in recent years, ranging from 75% to 78.3% of public high school graduates enrolling in college within two years of high school graduation. Native students at Yellow Medicine East have expressed their discomfort in undertaking the task of applying for college, completing the FAFSA, applying for scholarships and asking questions of visiting college representatives. This discomfort causes a barrier to even begin the process of completing any of these tasks. Yellow Medicine East would like to assist Native students individually or in groups of two or three to alleviate the anxieties present and assist them in their process of becoming a college student.

Goal 1:

The Community Culture Liaison will meet with 100% of Native American graduating students to check in on their progress toward graduation, determine any additional support needed, and assist them in creating and finalizing plans for after graduation.

Methods:

The Community Culture Liaison will meet regularly with senior students to provide guidance, support, and individualized planning for post-secondary pathways.

- Students will participate in college visits to explore campus environments, academic programs, and student life opportunities.
- College representatives will be invited to speak with students about admissions requirements, financial aid, scholarships, and career preparation opportunities.

- Students will attend college fairs and job fairs to connect with colleges, universities, employers, and community organizations that support career and educational advancement.
- Career exploration activities will be provided to help students identify interests, strengths, and potential career pathways through workshops, presentations, and hands-on experiences.

Measure:

100% of Native American graduating students will meet with the Community Culture Liaison.

School Year	Percent of students meeting with the Community Culture Liaison	Goal met/ Not met
2026-2027	50%	Baseline

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.

a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
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 Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

The office of Indian Education indicates the following as one of its primary responsibilities; To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards". In order to fulfill this responsibility, Yellow Medicine East believes it is important to have an elementary and MS/HS liaison to build meaningful relationships, encourage personal and academic growth, and address the unique cultural needs of Native American students. Yellow Medicine East MCA scores show students of Native American descent having a gap analysis of -21.5% in reading. Yellow Medicine East will provide consistent Native American liaison services for Bert Raney Elementary Native American students for the purpose of academic, social, emotional and cultural support. YME will extend the time for the ms/hs Native American liaison for the same purposes.

Goal 1:

85% of the American Indian fourth and fifth grade students at Bert Raney Elementary will show a positive growth on their spring STAR reading test score in comparison to their fall STAR reading score.

Method:

Employ a full-time American Indian Liaison at Bert Raney Elementary School to build positive relationships with American Indian students, families, and staff while providing consistent academic and cultural support.

- The American Indian Liaison will provide individualized academic assistance and encouragement to fourth and fifth grade students to support growth in reading achievement throughout the school year.
- Meaningful and innovative programming will be implemented to promote student engagement, cultural identity, literacy development, and school connectedness.
- The American Indian Liaison will collaborate with classroom teachers and support staff to identify student needs, monitor progress, and provide interventions that support reading growth.

Measure:

85% of our American Indian fourth and fifth grade students will show a positive growth on the spring STAR reading score in comparison to their fall STAR reading score.

School Year	Percent of American Indian fourth and fifth grade students showing positive growth on the STAR test.	Goal met/Not met
2022-2023	82%	Baseline
2023-2024	92%	met
2024-2025	93%	met
2025-2026	92%	met

Goal: 2

Yellow Medicine East will increase the number of American Indian students attending preschool by reducing the financial burden of tuition costs, thereby removing a significant barrier to program participation.

Methods:

- Offer preschool scholarships to American Indian families to reduce tuition costs and increase access to early childhood education opportunities.
- Utilize social media platforms to promote preschool programming, scholarship opportunities, enrollment information, and the benefits of early childhood education.
- Yellow Medicine East staff will participate in the Upper Sioux Community back-to-school event to share preschool information, build relationships with families, and encourage enrollment.
- Collaborate with families and community partners to identify barriers to preschool participation and provide support throughout the enrollment process.
- Provide outreach materials and communication that are culturally responsive and welcoming to American Indian families and community members.

School Year	Number Of Native American studentsGoal met/Not mer attending preschool	
2025-2026	17	Baseline

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.

a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
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 Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

The current proficiency rates provided by the state of Minnesota show Yellow Medicine East has a gap analysis of-21.5% between American Indian students and white students in reading. Yellow Medicine East ISD 2190 plays a crucial role in addressing this achievement gap by incorporating Native American pedagogy, and resources into its curriculum. By integrating culturally relevant teaching methods and content, the district helps ensure that Native American students see their identities and histories reflected in their education. This approach not only validates their cultural backgrounds but also fosters a deeper connection to learning, promoting higher engagement and academic success. Native American advisors, in particular, serve as important role models and provide guidance to both students and educators on how to effectively integrate indigenous perspectives and traditions into the classroom. By honoring indigenous knowledge and ways of learning, Yellow Medicine East ISD 2190 can bridge the achievement gap, empowering Native American students to thrive academically while strengthening the cultural fabric of the entire school community. Goal: Yellow Medicine East will decrease by 2%, (from -21.5% to -18.5%) the reading gap between American Indian students and white students.

Goal:

Yellow Medicine East will decrease by 2% the reading gap between American Indian students and white students.

Methods:

- Extend the time of the Indian Education Coordinator to collaborate with the Community Cultural Liaison, Curriculum Advisory Council, administration, certified staff, tribal leaders, Native American advisors, and other stakeholders in the implementation of Indigenous Education for All initiatives.
- The Indian Education Coordinator will work collaboratively with the Community Cultural Liaison, and school staff to identify, review, and implement instructional resources and materials that prioritize content and perspectives from the Upper Sioux Community, followed by resources recommended by the Parent Advisory Committee and the State of Minnesota.
- The Indian Education Coordinator will facilitate and support staff collaboration opportunities focused on strengthening culturally responsive instructional practices, Indigenous Education for All implementation, and improving literacy outcomes for American Indian students.
- The Indian Education Coordinator will maintain ongoing communication and partnerships with tribal leaders, families, community members, and school staff to support the development of meaningful

Measure:

The reading gap between American Indian students and white students at Yellow Medicine East will decrease by 2%.

School Year	The reading gap between American Indian Students and white students	Goal met/Not met
2024-2025	-25.5%	Baseline
2025-2026	Not available until fall	

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.

a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82
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 Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

On the website centerontransition.org, a Transitions Innovations publications article titled Student Voice: A growing movement within education that benefits students and teachers, writers Kendel and St. John and Lori Briel discussed how research indicates that students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe they have a voice (Quaglia Institute for School Voice and Aspirations, 2016). According to this 239 school, 14 state study, student voice leads to an increased likelihood that students will experience self worth, engagement and purpose in school. The more educators can give their students choice, control, challenge and opportunities for collaboration, the greater their motivation and engagement will be. This can impact a student's level of effort and persistence, which is one of the most important factors that affect achievement (Toshalis & Nakkula, 2012. Although Yellow Medicine East has a school wide student council, the Indian Education program wanted the voice of the Native American students to be strong, assertive and effective. The community cultural liaison will assist students in the advisor role of a student representative committee made up of any Native American student in the ms/hs wanting to a member. The liaison will assist the students in planning and bringing to fruition cultural field trips, events and curriculum changes as well as bringing forth initiatives of importance for Native American students attending YME.

Goal 1:

At least 85% of American Indian students in grades 6-12 will participate in one or more Spotlight experiences during the school year.

Methods:

- Employ a Community Cultural Liaison 6.5 hours per day, 5 days per week, to meet with students and support self-growth, self-advocacy, and student engagement through culturally relevant programming and activities.

- The Community Cultural Liaison and Student Representative Committee will collaborate to plan cultural trips, events, and initiatives that promote positive self-image and cultural identity among American Indian students.
- Student Representative Committee meetings will be held at least once per month to consistently plan and organize student-led events, activities, and Spotlight experiences throughout the school year.
- Spotlight experiences may include cultural trips and activities such as the Pipestone National Monument, Dakota Spirit Walk, art installations, and other student-suggested experiences.
- The Student Representative Committee will include separate middle school and high school groups, with each group meeting monthly to support age-appropriate programming and leadership opportunities.
- Stipends, food, transportation, and related event costs will be supported through Indian Education funding to encourage participation and access for students.

Measure

At least 85% of American Indian students in grades 6-12 will participate in one or more Spotlight experiences during the school year.

Goal 2:

At least 80% of American Indian students in grades K-5 will participate in one or more cultural activities during the school year.

Methods:

- The Community Cultural Liaison will meet with students to build positive relationships and promote self-growth, self-advocacy, cultural identity, and community engagement.
- Cultural events and activities will be hosted throughout the school year to increase student participation, engagement, and cultural awareness.
- Books, educational materials, and culturally relevant resources will be provided to support student learning and strengthen connections to Indigenous culture and identity.
- Students will participate in culturally responsive activities designed to encourage belonging, leadership, and positive connections within the school community.

Measure:

Participation documentation will show that at least 80% of American Indian students in grades K-5 attended one or more events during the school year.

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.

a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
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 Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

In 2006 the Upper Sioux Community approached Yellow Medicine East with their strong desire to have Dakota Language taught in the high school. The realization that there were so very few first speakers of the Dakota language left in Minnesota was, to say the least, troubling. The tribe sought out the partnership of the district to offer the class as an elective course earning .5 credit per semester. The language class was first taught by ITV in partnership with the University of Minnesota and instructor Neil McKay. Later, the school district hired the community elder, Carolyn Schommer to teach the language within the school as ITV learning was not ideal. As Ms. Schommer got older, Yellow Medicine East had an apprentice work under her tutelage and at the time of her retirement, he filled the position. Yellow Medicine East recognizes that the Dakota language holds the stories, songs, dances, protocols, family histories, and connections of the people. Without this crucial connection to their linguistic and cultural history, people lose their sense of identity and belonging. It is imperative to foster this sense of identity and belonging in order to improve achievement levels and the health of the Native American student as a whole.

Goal:

During the 2026–2027 school year, the district choir program will promote intercultural awareness by having elementary, middle school, and senior high choir students jointly rehearse and perform one song translated into the Dakota language.

Methods:

- Collaborate with the elementary choir teacher and middle school/high school choir teacher to select appropriate songs and assist in the preparation and performance process.

- Collaborate with Dakota language students, instructors, and elders to translate selected songs into the Dakota language and support pronunciation and language accuracy.

- Record and share Dakota language resources and practice materials to assist students and staff in learning and performing the selected song.

- Provide opportunities for students across grade levels to rehearse and perform together in order to strengthen intercultural awareness, collaboration, and appreciation for Dakota language and culture.

Measure:

At least three collaborative rehearsals and one performance of a song sung in the Dakota Language involving elementary, middle school, and senior high choir students.

Goal 2:
Yellow Medicine East will offer two family events specifically designed for cultural, educational, and community-building experiences.

Methods:

- Student-driven activities will be organized under the direction of the Elementary Liaison in collaboration with the Community Cultural Liaison, Indian Education Coordinator, administration, the Upper Sioux Community, and other community partners as appropriate.

- Family events will provide opportunities for cultural learning, community engagement, and relationship building among students, families, staff, and community members.

- Books, educational materials, and culturally relevant resources will be distributed during family events to support literacy, cultural awareness, and continued learning at home.

- The Indian Education Coordinator and Community Cultural Liaison will assist in planning and implementing activities that encourage family participation and strengthen school-community

Measure:

Participation documentation will establish a baseline for the number of American Indian families with students in grades K–5 attending one or more events during the school year.

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.

Narrative:

Area 1. Goal 1: While the district currently employs a Success Coach who supports students with college visits and general post-secondary planning, the proposed American Indian Liaison position serves a distinctly different role and will not supplant existing services. The liaison will provide culturally responsive support specifically for American Indian students and families by addressing individualized academic needs, graduation planning, and post-secondary pathways that may or may not include college. In addition, the liaison will assist students in accessing Native-specific scholarships, tuition waiver opportunities, and culturally relevant resources that are not currently the focus of the Success Coach position

Area 2: Goal 1: The proposed American Indian Liaison position is supplemental to existing district staffing and does not supplant the role of a paraprofessional. While paraprofessionals primarily provide general classroom assistance under teacher direction, the American Indian Liaison will provide culturally responsive support specifically designed to meet the unique academic, social, and cultural needs of Native students and families. The liaison will focus on building meaningful relationships, promoting cultural identity, increasing school connectedness, and providing individualized encouragement and interventions to support reading growth among American Indian students. In addition, the liaison will collaborate with staff and families to implement culturally relevant programming and connect students with resources that are not currently provided through paraprofessional services. This position fills an identified gap in culturally specific student support and enhances the district's ability to improve outcomes for American Indian students.

Goal 2: The preschool scholarship program funded through American Indian Education Aid is supplemental and does not supplant existing scholarship opportunities. Yellow Medicine East utilizes all other available preschool scholarship resources before awarding these funds. The scholarships are used only for American Indian students who do not qualify for other financial assistance programs. This support helps reduce financial barriers that may prevent Native families from accessing early childhood education opportunities. In addition to tuition assistance, the program provides culturally responsive outreach and family engagement activities to encourage preschool enrollment. Staff also collaborate with community partners and families to identify and address barriers to participation. These efforts expand access and provide supports specifically designed to meet the needs of American Indian students and families.

Area 3 Goal 1: The extension of time for the Indian Education Coordinator is supplemental and does not supplant existing district positions or responsibilities. Currently, Yellow Medicine East does not have dedicated staff time specifically focused on coordinating Indigenous Education for All initiatives, culturally responsive instructional practices, and collaboration with tribal and community partners. The additional time will allow the coordinator to expand services and partnerships that are not currently possible within existing contracted hours. This work includes collaborating with tribal leaders, the Community Cultural Liaison, staff, and families to

implement culturally relevant instructional resources and strengthen support for American Indian students. The Indian Education Coordinator will also provide additional academic support for students who stay after school to receive homework assistance and individualized guidance when needed. The extended position enhances the district's capacity to provide meaningful Indigenous education programming and improve literacy and educational outcomes for Native students without replacing existing services or staff responsibilities.

Area 4 Goal 1: The Community Cultural Liaison position is supplemental and does not supplant existing district programs or services at Yellow Medicine East. The liaison works specifically with American Indian students in grades 6–12 to provide culturally relevant programming, mentorship, and student engagement opportunities that are not currently offered through general education programming. The position focuses on supporting self-growth, self-advocacy, positive cultural identity, and school connectedness for Native students. The Community Cultural Liaison also collaborates with the Student Representative Committee to plan student-led cultural events, activities, and educational experiences throughout the school year. These opportunities provide meaningful connections to Indigenous culture, leadership development, and community involvement. Indian Education funding will also support participation costs, transportation, meals, and related expenses to ensure equitable access for students. This position expands the district's ability to provide targeted cultural and academic support specifically designed to meet the needs of American Indian students.

Goal 2: The Community Cultural Liaison position and related cultural programming are supplemental and do not supplant existing district programs or services at Yellow Medicine East. Currently, the district does not provide dedicated cultural programming specifically designed to support the identity, engagement, and belonging of American Indian students in grades K–5. The liaison works directly with Native students to build positive relationships and promote self-growth, self-advocacy, and cultural awareness through culturally responsive activities and events. Students will also have access to books, educational materials, and Indigenous resources that strengthen connections to culture and community. These opportunities are intended to increase student engagement, leadership, and school connectedness in ways not currently provided through the standard curriculum. Indian Education funding supports these additional experiences and resources to ensure equitable access and participation for American Indian students. This programming expands the district's ability to provide meaningful cultural and academic support specifically tailored to Native students and families.

Area 5 Goal 1: This activity is supplemental and does not supplant existing district curriculum or music program requirements at Yellow Medicine East. The district choir program already provides standard instruction in vocal music performance, rehearsal, and concerts as part of the general music curriculum. This initiative enhances, rather than replaces, those existing activities by adding a culturally specific component focused on intercultural awareness and Dakota language integration. The collaboration with Dakota language students, instructors, and elders introduces additional learning opportunities that are not part of the current choir curriculum. These efforts expand student learning through cross-grade collaboration and culturally responsive performance experiences. The project builds on existing instructional time and resources to deepen student understanding of language, culture, and community connections.

Goal 2: The proposed family events are supplemental and do not supplant existing district programming or family engagement activities at Yellow Medicine East. The district currently provides general family engagement opportunities; however, these events are specifically designed to expand and enhance those efforts through

culturally focused, student-driven experiences. The Elementary Liaison, Community Cultural Liaison, and Indian Education Coordinator will collaborate with families, the Upper Sioux Community, and school staff to plan activities that are culturally relevant and relationship-centered. These events will provide additional opportunities for cultural learning, literacy support, and school-community connection that are not currently offered through standard district events. Books and culturally relevant materials will also be distributed to extend learning beyond the event and into the home. This initiative builds on existing engagement efforts by adding targeted, culturally responsive programming for American Indian students and families.

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 Tribally controlled school's American Indian Parent Advisory Committee**, pursuant to Minnesota Statutes 2024, section 124D.78, and you attest that:

- All parties are aware of Minnesota statutes pertaining to American Indian Education Aid as laid forth in the Indian Education Act of 1988.
- All parties have reviewed the Office of American Indian Education's resources and Every Student Succeeds Act (ESSA) indicator data 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.

AIPAC Must Indicate

X We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.

X We confirm this program plan clearly provides programming for state identified American Indian students only.

District Must Indicate

Any district or participating school that conducts American Indian education programs pursuant to Minnesota Statutes 2024, sections 124D.71-82 *with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.*

Minnesota Statutes 2024, section 124D.76, Dedicated American Indian Education Coordinator

☐ No, we do not have 100 or more state identified American Indian students

X Yes, we have 100 or more state identified American Indian students.

- X We have a dedicated American Indian Education Coordinator
- ☐ We do not have a dedicated American Indian Education Coordinator

Minnesota Statutes 2024, section 124D.74, subdivision 7, American Indian culture and language classes if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students.

X Yes, we provide American Indian culture and language classes for all American Indian students eligible for American Indian Education Aid.

☐ No, we do not have at least five percent; or 100 or more American Indian students.

Signatures:

Superintendent or Charter/Tribally Controlled School Director: _____

Director of American Indian Education: _____

American Indian Parent Advisory Committee Chair: _____ 5/27/2026

	Applicant Name:	Yellow Medicine			
	District Number:	ISD 2190			
	State Fund Title:	American Indian Education Aid			
	Eligible Amount for FY2026-27:	80500			
	FY2026-27 Funding Period:	7/1/26-6/30/27			
110	Administration/Supervision	$ -			
140	Licensed Classroom Teacher	$ -			
141	Non-Licensed Classroom Instruction Personnel	$ -			
143	Licensed Instructional Support Personnel	$ -			
144	Non-Licensed Instructional Support Personnel	$ -			
165	School Counselor - Pupil Support	$ -			
170	Non-Instructional Support	$ -			
175	Cultural Liaison	$ 25,950.00	1.00	Area 1	Provide guidance, support, and individualized planning for post-secondary pathways.
				Area 4	Meet with students and support self-growth, self-advocacy, and student engagement through culturally relevant programming and activities.
				Area 5	Collaborate with Elementary Native American liaison to plan the family night and song performance in the Dakota Language.
	Cultural Liaison	$ 30,000.00	1.00	Area 2	Build positive relationships with American Indian students, families, and staff while providing consistent academic and cultural support.,
				Area 4	Will participate in culturally responsive activities designed to encourage belonging, leadership, and positive connections within the school community.
				Area 5	Will offer two family events specifically designed for cultural, educational, and community-building experiences.
185	Other Salary Payments (Licensed or Certified)	$ -			
186	Other Salary Payments (Non-Licensed or Non-Certified)	$ 4,000.00		Area 3	Extend the Indian Education Coordinator position to support collaboration with stakeholders in implementing Indigenous Education for All initiatives.
199	Salary Adjustments - Full Cafeteria Plans/Cash in Lieu of Benefits	$ -			
210	FICA (Federal Insurance Contribution Act)/Medicare	$ 4,600.00		Area 1, 2, 4, 5	FICA for two liaisons as listed above
214	PERA (Public Employees Retirement Association)	$ 4,200.00		Area 1,2,4,5	PERA for two liaisons as listed above
218	TRA (Teacher Retirement Association)	$ -			
220	Health Insurance	$ 30.00		Area 1,2,4,5	One liaison accepts insurance
230	Life Insurance	$ -			
235	Dental Insurance	$ -			
240	Long-Term Disability Insurance	$ -			
250	Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	$ -			
251	Tax Advantage Employer Sponsored Health Arrangements	$ -			
270	Worker's Compensation	$ -			
299	Other Employee Benefits	$ -			
305	Consulting Fees/Fees for Services	$ 2,000.00		Area 4	American Indian students in grades 6-12 and K-5 will participate in one or more Spotlight experiences during the school year. These may include but are not limited to culture bearers/speakers in regards to ribbon skirt making, beading, art/leger/paint making, photography, owning a business, community veterans, etc.
	Consulting Fees/Fees for Services			Area 5	Elder for translation of song and speaker for family event
329	Postage and Parcel Services	$ -			
360	Transportation With Private or Public Carriers	$ 2,000.00		Area 1	College visit. University of Minnesota Morris, college fair SMSU, or other
				Area 4	Visit to Walker Art Center, Birch Coulee, Pipestone, gathering can sa sa, etc.
365	Interdepartmental Transportation (Allocation)	$ -			
366	Travel Conventions and Conferences	$ -			
369	Entry Fees/Student Travel Allocations (Meals, Lodging, Drivers Ed	$ -			
394	Payments for Educational Purposes to other Agencies (Non-School districts)	$ -			
401	Supplies and Materials - Non-Instructional	$ 2,920.00		Area 1,	College applications

	Supplies and Materials – Non-Instructional			Area 4,	Beads, material, ribbon, thread, storage, art supplies, paint making supplies, leather, camera,
	Supplies and Materials - Non-Instructional			Area 5	Recording Equipment
406	Instructional Software License Agreements	$ -			
430	Supplies and Materials - Non-Individualized Instructional	$ -			
470	Media Resources	$ -			
490	Food	$ 1,800.00		Area 1	Lunch for college visits
	Food			Area 3	Food/snacks collaboration meetings
	Food			Area 4	food/snacks for spotlight events
	Food			Area 5	food/snacks for family event and while meeting with the elder
898	Early Childhood Scholarships	$ 3,000.00		Area 2	Area 2 -Offer preschool scholarships to American Indian families to reduce tuition costs and increase access to early childho

Additional Funding That Supports American Indian Education

Title VI	$ 24,295.00
Achievement and Integration	$ 93,000.00
Upper Sioux Community- Preschool scholarship	$ 12,195.00
Upper Sioux Community – Showcase project	$ 18,500.00
General Fund- Dakota Language Instructor	$ 25,000.00
School Readiness	$ 25,000.00
Title I Part A	$ 150,000.00

DEPARTMENT OF EDUCATION

The American Indian Parent Advisory Committee (AIPAC) Roster

About Membership

Per Minnesota Statutes 2024, section 124D.78, subdivisions 3, The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.

About the Roster and Sign-In Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You must include the committee member's name, email, and phone number in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, cooperative, and Tribally controlled school sign-in sheet.

Submission

The first submission is with your American Indian Education Aid program plan, the second submission is with your annual compliance documents.

Submit completed rosters to the Office of American Indian Education (mde.aiea@state.mn.us).

American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Kristin Ross kross311@gmail.com 612-212-4281	Yes	Chair	Parent/Guardian of an American Indian Stud
Starla Chase schase@isd2190.org 320-564-4081	Yes	General Member	American Indian School Employee
Carrie Trutna carrie@uppersiouxcommunity-nsn.gov 320-564-6332	Yes	General Member	American Indian Community Member
Drew Brockman dbrockman@uppersiouxcommunity-nsn.gov 320-564-6332	Yes	General Member	Parent/Guardian of an American Indian Stud
Autumn Cavendar Wilson winuna1862@gmail.com 320-444-5645	Yes	General Member	Parent/Guardian of an American Indian Stud
Jacob Hamilton mnx2sav@gmail.com	Yes	General Member	Parent/Guardian of an American Indian Stud
Sophia Blue sblue@uppersiouxcommunity-nsn.gov 320-564-4081	Yes	Secretary	American Indian School Employee
Kelis Chase kelis.chase@ymesting.net	Yes	General Member	American Indian Student

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Will Fultz	No	General Member	Parent/Guardian of an American Indian Stud
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

District, Charter, or Tribally Controlled School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title
Roberta Bjerkeset rbjerkeset@isd2190.org 320-564-4081	Indian Education Coordinator
Rich Schneider rschneider@isd2190.org 320-564-4081	Superintendent
Matt Zemple mzemple@isd2190.org 320-564-4081	Yellow Medicine East School Board Representative
Tamara Isfeld tisfeld@isd2190.org 320-564-4081	Art Instructor