
American Indian Education Aid Application

SY21-22 | FY22

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 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 cocurricular 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.

Applicant Information

District, Charter School or Tribal School Information

District/School Name: Bagley Public School District

District/School Number: 162

Superintendent or Charter/Tribal School Director

Name: Dr. Erich Heise

Email: eheise@bagley.k12.mn.us

American Indian Education Staff

Primary Staff Name: Carol Thompson

Email: cthompson@bagley.k12.mn.us

Secondary Staff Name: Brittany Nattress

Email: bnattress@bagley.k12.mn.us

American Indian Parent Advisory Committee Chairperson

Name: Sheila Thompson

Email: dr.whitecloud.st@gmail.com

The SY21-22 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; and

Narrative:

a. Indian education staff will meet with students to support postsecondary preparation for students in 6th-12 grades. We are implementing the use of OHE's two curricula of "Get Ready" and "Expanding the Circle". These will assist the students in identifying their supports, who they are, and interests for after High School. This will include the use of "Check and Connect". We are assessing our graduation data and setting realistic goals. Last year's graduation rate was approximately 54.5% for our 2020 graduating class based off of MDE's report card. We would like to set a goal of 75% for the Native American graduating class of 2022. We will also be setting a goal for post-secondary enrollment for 50% of this year's Native American graduating class enrolling in post-secondary education.

b. Bagley Schools works with our Native American students by providing college visits, inviting speakers to discuss college/career readiness and we monitor grades and meet with the students on a regular basis to ensure they are passing classes and are on track credit wise to graduate on time.

We provide in class support via home school liaisons who connect with the student and also call home to address any issues with the students being in school or to discuss the possibility of the students attending college visits or whatever else the students/families may need. We identify and address any barriers that may be overcome with the assistance of Indian education and our funding sources. We also assist with college scholarships, FAFSA, and college applications.

c. A goal for this area is that 80% of our Native American Students will have been on minimally 1 college campus by the time they are seniors. This will be measured by sign in rosters over the high school years.

d. The college visits, OHE curriculum, and staff work with our Native American students as a priority but to ensure that we don't discriminate we do make sure the students know that everything we do, is open to all but with the priority of Native American Students. Being located in the middle of 3 reservations, we have a large percentage of students who do not know their history, or they believe that they have ties to our Native American community. Due to historical decisions that may sometimes not be spoken about, it takes time after they are adults to definitively identify who they are. Our students do have a comfort level with our staff to discuss their cultural backgrounds and question who they are so we engage them and support their decisions on learning about their self discovery.

e. The program is organized by braiding opportunities and ensuring we have input from students and families of our students. We are staffed by Indian Education Staff which is overall 3 Home School Liaisons at the HS, 3 at the elementary, 1 Native American Home School Liaison/Community Expert, and 1 Indian Ed Director. Not all staff is paid for with AIEA funds but by braiding our resources, we ensure we have a well-rounded program that meets the needs of our students/Community.

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; and

Narrative:

a. The measures that will be utilized to monitor academic achievement will be grade checks via one on one meetings(Check and Connect), Asvab scores if available, ACT, and communication with teachers for attendance monitoring. We will also be monitoring graduation rates as well as student attendance.

b. We have Indian Education staff who are assigned to work with our students. We have 3 rooms, 2 at the high school and 1 at the elementary which are available for students to have a smaller/quieter work environment and more 1:1 support with their academics. We are also offering incentives to work on/improve grades as well as support attendance. Staff is also assigned to work with the core classes to work on closing the gaps in achievement such as mathematics, reading, social studies and science. We monitor the classes and constantly reassess the ability to move staff based on achievement and successes for our students.

c. The district goal is "All students set high academic goals that ensure student achievement at an increased level of performance as compared to current performance levels by creating an objective of, developing a personalized "Learning Plan" in collaboration with teachers, parents, and guardians. Indian Education works with students on setting individual goals for themselves as working with the parents/guardians to follow-up and ensure we are moving in the right direction.

The goal for this area is that we have a graduation rate of 75% of our Native American students. We will accomplish this with a 4 year graduation rate following students from 9th through 12 grades and ensuring they are on track for a timely graduation.

d. Staff works with our Native American students as a priority but to ensure that we don't discriminate we do make sure the students know that everything we do is open to all but with the priority of Native American Students. Being located in the middle of 3 reservations, we have a large percentage of students who do not know their history or believe that they have ties to our Native American community. Due to historical decisions that may sometimes not be spoken about, it takes time after they are adults to definitively identify who they are. Our students do have a comfort level with our staff to discuss their cultural backgrounds and question who they are so we engage them and support their decisions on learning about their self discovery.

e.. The program is organized by braiding opportunities and ensuring we have input from students and families of our students. We are staffed by Indian Education Staff which is overall 3 Home School Liaisons at the HS, 3 at the elementary, 1 Native American home school Liaison/community Expert, and 1 Indian Ed Director. Not all staff is paid for with AIEA funds but by braiding our resources, we ensure we have a well-rounded program that meets the needs of our students/Community.

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; and

Narrative:

a. We assess and meet via tribal consultation, surveys, and interest with students, parents, and the tribal community to see what we can include for classes and support current classes. We measure success via feedback (verbal, written) as well as student registration (student count per class).

b. Ojibwe language is offered via sections 1-4 online through MSC, a college program. It allows students to engage with each other from other classes throughout the state of MN and share different perspectives. Students are also learning culture pieces that go along with the language and have the opportunity to continue on with the language outside of the school/classroom. We also supplement a Native American History Class that had a curriculum developed specifically for our area. We also go in and supplement other classes to ensure that there is a clear and concise understanding of all the various ways that Native American History fits or ties directly to curriculum in various departments. We offer speakers or activities that promote our Native American Culture while providing time to discuss how and why things have been done. (IE: Why are we called Indians rather than Native Americans or Indigenous people within treaties?)

c. A goal for this area is to continue working on creating more relevant classes for our students. We have created a Native American History class and have had students take it more than once because they learn different things depending on which direction the students lead the class.

The goal is to have 90% of our student body have hands-on experience with Native American culture whether it be through history, language, sports, culture class, or an after school activity (Anishinaabe Club). This will be tracked via attendance rosters, pre-post tests, sign-in sheets.

d. Staff work with our Native American students as a priority but to ensure that we don't discriminate we do make sure the students know that everything we do is open to all but with the

priority of Native American Students. Being located in the middle of 3 reservations, we have a large percentage of students who do not know their history or believe that they have ties to our Native American community. Due to historical decisions that may sometimes not be spoken about, it takes time after they are adults to definitively identify who they are. Our students do have a comfort level with our staff to discuss their cultural backgrounds and question who they are so we engage them and support their decisions on learning about their self-discovery.

e. The program is organized by braiding opportunities and ensuring we have input from students and families of our students. We are staffed by Indian Education Staff which is overall 3 Home School Liaisons at the HS, 3 at the elementary, 1 Native American home school Liaison/community Expert, and 1 Indian Ed Director. Not all staff is paid for with AIEA funds but by braiding our resources, we ensure we have a well-rounded program that meets the needs of our students/Community.

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; and

Narrative:

a. We have an Anishinaabe club which we are currently recruiting students for. This offers students opportunities to do cultural activities such as moccasin making, ribbon skirt/shirt making, beading (earrings, necklace, breastplate, etc.), hand drum making, as well as various activities based on their input. This is measured for learning based on pre and posttests. We also have other activities for positive reinforcement of self-image for Native American students that will have feedback from students, staff, and families.

b. Activities that are included are things addressed above as well as incorporating Indigenous games, Native American foods/cooking, crafts, we have a request for a hoop dancer again, we will be partnering with the Region 2 arts council to present a play/puppet show called, "Nanaboozhoo and the Woodpecker", where we have had parental input and involvement by ensuring we follow cultural storytelling standards(snow on the ground or frozen ground) that will be presented by our students for our students, family and community. We will also be having our 2nd Annual Bagley School Powwow which was put on hold due to Covid.

We offer courses such as 4 sections of Ojibwe which our students can test for their language seal after they complete the 4 courses, we created a Native American History Course in collaboration with one of our History teachers and the White Earth Education Department/Tribal Programming which will

entail visits to Pipestone and other local historical sites. We are still working on the Native American History class students writing a book by our Native American students, for our students, school, and community, that was done in collaboration with the Minnesota Historical Society.

We also have interest in a cultural trunk which we will be working on this year. Indian Ed staff goes into the 5th and 6th grade classes once a month to discuss what Indian Education is, what we do, who we are, why we do what we do and offer our supports as well as do activities such as pony beadwork, Ojibwe songs, parental engagements/outreach, and is a time for our students to share who they are. They bring stuff from their homes to share such as beadwork or regalia that has been passed down from generation to generation.

We work with the tribe to offer tribal services such as Mental health, and other programming as needed to support our cultural needs for students and families. We purchase sage and sweetgrass to smudge and offer to families as needed/requested.

c. The district goal for this area is, “Build a pre-k to grade 12 program that promotes positive behavior on campus, at school events, and in the community”, with the primary objective being, “identify resources, and implement programs that meet identified mental, social, emotional needs of all students.” Indian education’s perspective on this will include, “to meet our Native American cultural/self-image needs” as well. We will work on continuing to ask what our students and families need and to coordinate activities that fulfill and provide positive reinforcement of the self-image as a Native American student. We would like to engage our students and build upon these strengths to encourage, support and empower our students.

Our goal is to build an introductory pre-k through 12 language program by introducing language via books, in class readings, signage, community events, Indigenous sports, language and culture classes. This will be measured via pre-post tests, and feedback from staff for students who are too small to respond.

d. Staff work with our Native American students as a priority but to ensure that we don’t discriminate we do make sure the students know that everything we do is open to all but with the priority of Native American Students. Being located in the middle of 3 reservations, we have a large percentage of students who do not know their history or believe that they have ties to our Native American community. Due to historical decisions that may sometimes not be spoken about, it takes time after they are adults to definitively identify who they are. Our students do have a comfort level with our staff to discuss their cultural backgrounds and question who they are so we engage them and support their decisions on learning about their self-discovery.

e. The program is organized by braiding opportunities and ensuring we have input from students and families of our students. We are staffed by Indian Education Staff which is overall 3 Home School Liaisons at the HS, 3 at the elementary, 1 Native American home school Liaison/community Expert, and 1 Indian Ed Director. Not all staff is paid for with AIEA funds but by braiding our resources, we ensure we have a well-rounded program that meets the needs of our students/Community.

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; and

Narrative:

Everything that was discussed in section 4 correlated directly with this area.

c. The district goal in this area is, "Create effective targeted communication that raise public awareness to engage them as partners in education" with the primary objective being, "utilize electronic and social media to invite family and community to participate in school programs and activities, identifying and implementing strategies for increasing staff, parent/guardian, and community involvement in our schools, and developing and offering a service learning class to promote student involvement in the community. The goals from areas 3 and 4 also carry-over to this area.

Our goal is to build an introductory pre-k through 12 language program by introducing language via books, in class readings, signage, community events, Indigenous sports, language and culture classes. This will be measured via pre-post tests, and feedback from staff for students who are too small to respond.

The goal is to have 90% of our student body have hands-on experience with Native American culture whether it be through history, language, sports, culture class, or an after school activity (Anishinaabe Club). This will be tracked via attendance rosters, pre-post tests, sign-in sheets.

How this works for Indian Education is that we utilize social media to advertise Indian Education activities and parental engagement as well as to promote participation via zoom meetings. We include our parents to participate in our activities to learn with our students. We also support our students in engaging in broader cultural activities to promote public engagement and community activities. We want our students to be able to be comfortable using their voices in speeches as well as to advocate for themselves. WE are working on bringing in a Native American culturally relevant anti-bullying campaign.

Area 6: Supplement (not supplant) State and Federal Educational and Cocurricular 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 cocurricular programs, specific to American Indian students. This narrative is limited to 350 words.

Narrative:

- a. We make it a priority to ensure that everything we do for Indian Education supplements a classroom or activity if it is district programming. We understand that supplanting is not allowed and are careful to monitor that this does not happen. If it has taken place or is something that is currently taking place it will continue to be a district responsibility. We do however supplement new activities or ideas that our students, parents, and community identify.
- b. Some of the activities that we support and supplement are our cultural activities or when we are introducing activities to a culturally relevant class activity to support the self-image of our Native American Students. We are currently assessing a potential transportation issue that would support activity, tutoring and sports practice involvement for our students, in which only Native American students would have an activity bus unless there are other students who are not a part of our programming in that same home. This is something that the school district does not provide. We also supplement some of the college visits when we are not doing them on our own to assist in the comfort levels for our Native American Students.
- c. N/A
- d. Staff work with our Native American students as a priority but to ensure that we don't discriminate we do make sure the students know that everything we do is open to all but with the priority of Native American Students. Being located in the middle of 3 reservations, we have a large percentage of students who do not know their history or believe that they have ties to our Native American community. Due to historical decisions that may sometimes not be spoken about, it takes time after they are adults to definitively identify who they are. Our students do have a comfort level with our staff to discuss their cultural backgrounds and question who they are so we engage them and support their decisions on learning about their self-discovery.
- e. The program is organized by braiding opportunities and ensuring we have input from students and families of our students. We are staffed by Indian Education Staff which is overall 3 Home School Liaisons at the HS, 3 at the elementary, 1 Native American home school Liaison/community Expert, and 1 Indian Ed Director. Not all staff is paid for with AIEA funds but by braiding our resources to ensure we have a well-rounded program that meets the needs of our students/Community. The school administration works together to ensure that programs are supplemented and are not supplanting.

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 cocurricular programs

Superintendent or Charter/Tribal School Director:

Director of American Indian Education:

American Indian Parent Advisory Committee Chair: