



American Indian Parent Advisory Committees: 101

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



OAIE Vision – Mission

Vision:

American Indian students will reach their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.

Mission:

The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide. We work to accomplish this mission by:

1. Actualizing Minnesota's ten commitments to equity
2. Building meaningful relationships
3. Engaging in timely and courageous conversations
4. Providing education and professional development
5. Proposing and supporting policies
6. Efficiently providing guidance and resources to districts and stakeholders



Our Team

- Melanie Franks Tribal Liaison
- Anjanette Parisien Indigenous Education Specialist
- Kimberly Brenden Office & Administrative Specialist, Senior
- Isabella Griffin Program Manager
- Betsy Blackhawk State Program Administrator
- Jane Harstad Director

MDE/OAIE Scope of Practice

- What we DO:
- Consult Tribal Nations
- Provide technical guidance and professional development
- Advise on and interpret statute with Commissioner of Education
- Promote legislation
- Serve as a bridge to specific resources
- Promote best practices for American Indian Learners

- 28,373 American Indian students who identify as American Indian on October 1, 2022.
- 15,551 American Indian students by the Federal definition
- Over 93% of American Indian students attend public schools.
- 173 American Indian Education Aid Eligible Schools for approximately \$11,595,687.
- MN statutes are designed so that schools and districts recognize the unique educational and culturally related academic needs of American Indian students.
- The State defines American Indian as:

Persons having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.



Statutes

Minnesota Statutes, section 124D.72

- **The legislature finds that a more adequate education is needed for American Indian people in the state of Minnesota.** The legislature recognizes the unique educational and culturally related academic needs of American Indian people. The legislature also is concerned about the lack of American Indian teachers in the state. Therefore, pursuant to the policy of the state to ensure equal educational opportunity to every individual, it is the purpose of sections [124D.71](#) to [124D.82](#) to provide for American Indian education programs specially designed to meet these unique educational or culturally related academic needs or both.



American Indian Parent Advisory Committees

Subdivision 1 Parent Committee

- School boards and schools **must** provide for the maximum involvement of parents of children enrolled in education programs.
- The American Indian education parent advisory committee must develop its recommendations in consultation with the curriculum advisory committee required by section [120B.11, subdivision 3](#).
 - This **committee must afford parents the necessary information and the opportunity effectively to express their views** concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school or program.
- The school board or American Indian school **must** ensure that programs are planned, operated, and evaluated with the involvement of and in consultation with parents of students served by the programs.
- Per statute, districts and schools **must** form a parent committee if 10 or more American Indian students are enrolled in a district.

WHY have an AIPAC?

- The American Indian Parent Advisory Committee helps the district understand the experiences of American Indian students, and aids in the development of programs, goals, and initiatives to improve the outcomes for American Indian students overall.
- The American Indian Parent Advisory Committee gives a voice to American Indian students and ensures their unique cultural and academic needs are being met.
- Districts with **20 or more** State identified American Indian Students – receive AIE Aid
- Districts with **10 or more** State identified American Indian Students – do NOT receive AIE Aid, but must have an AIPAC

Who can be on the AIPAC?

- Parents or guardians of American Indian students within the district, charter school, or tribal school.
- American Indian secondary students
- Family members of American Indian students – grandparents, older siblings, extended family
- American Indian Community Members (including Representatives from Native Organizations)
- American Indian district staff: American Indian Language and culture teachers and paraprofessionals, American Indian teachers, counselors, and American Indian adults enrolled in educational programs.
- MAJORITY **must** be parents/guardians of American Indian students

***Non-Native district staff may participate in the AIPAC meetings, but they are not permitted to be voting committee members, and should not be included on the AIPAC roster.

***District staff should not outnumber committee members at meetings.

AIPAC only – No funding

- Districts with **10 or more** (10-19) State identified American Indian Students – do NOT receive AIE Aid, but must have an AIPAC.
- Statute: Duties – Roles – Annual Compliance: same as AIPAC groups of Districts that receive AIEA funding. However, not required to fill out an Application/Plan. (But can, if desired!)
- If you need help forming an AIPAC-only group, please contact us – we will assist you!

Tips for Success

- Parent Committee and School Districts need to collaborate to provide a comprehensive educational program for American Indian students.
- A comprehensive program includes services provide not only by the grant programs but needs to include school district policy, curriculum, and teaching practices.
- Communication is the key to a successful collaboration.
- American Indian Parent Advisory Committees should formally meet with the School District and Board of Education on a regular basis.
- Grant applications and amendments for program activities and budgets need to be developed and reviewed by the full American Indian Parent Committee at a formal meeting.
- The American Indian Parent Advisory Committee and district personnel need to review on a yearly basis the rules and regulations for Parent Committees and make changes in by-laws and procedures if needed.
- American Indian Parent Advisory Committees need to know school district policies.

ESSA Tribal Consultation

- MDE must consult with the Tribal Nations Education Committee (TNEC) on all things that have an impact on American Indian students.
- Districts and schools that have more than 50% American Indian student population, or who receive more than \$40,000. in Title VI funding.
- Not all districts and schools are required under ESSA to consult.
- MDE coordinates metro area consultations and receives Affirmations of Consultations. We can assist districts in requests for information and provide guidance regarding programs to support American Indian students.
- TNEC can advocate for American Indian students, families, and staff within Minnesota.
- AIPAC members are required at all consultations.
- [TNEC website](#)



American Indian Education Aid

- 20 students the previous year October 1 count (as submitted by your MARSS Coordinator)
- Plans must:
 - (a) **Identify the measures** to be used to meet the requirements of sections [124D.71](#) to [124D.82](#);
 - (b) **Identify the activities, methods and programs** to meet the identified educational needs of the children to be enrolled in the program;
 - (c) Describe **how district goals and objectives** as well as the objectives of sections [124D.71](#) to [124D.82](#) **are to be achieved**;
 - (d) Demonstrate that required and elective courses as structured **do not have a discriminatory effect** within the meaning of section [124D.74, subdivision 5](#);
 - (e) Describe how each school program will be **organized, staffed, coordinated, and monitored**;
and
 - (f) Project **expenditures** for programs under sections [124D.71](#) to [124D.82](#).

What is an American Indian Education Aid Plan?

- The Educational Plan is a written document that outlines the plans for providing support and programs to meet the unique and specialized educational needs of American Indian students.
- It is developed in coordination with the American Indian Education Parent Advisory Committee.
- It identifies the needs of American Indian students, the goals and objectives to be accomplished, procedures to be followed, methods to be used in evaluating the program as well as proposed budgets.

AIPAC Involvement

American Indian Education Aid Budget Projections			SY22-23 FY23
District/School Name and #: Hogwarts School #975			\$ 110,000.00
Expense	Area(s) of Focus	Budget	
College Visits	Areas 1, 2	\$ 3,000.00	
Native-authored books	Areas 3, 4, 5	\$ 5,000.00	
Ojibwe Quiz Bowl Coach	Area 3	\$ 10,000.00	
Preschool outreach and take-home cultural activity kits	Areas 2, 3	\$ 5,000.00	
WIEA conference fees, meals, transportation, lodging for 2 staff, 4 parents, 10 students	Area 5	\$ 5,000.00	
Contracted Service - professional development by Anton Treuer	Areas 2, 3, 5	\$ 9,000.00	
Graduating seniors banquet	Area 4	\$ 5,000.00	
Contracted Service - Native craftworker to bead 10 graduation caps	Area 4	\$ 2,000.00	
Tutoring	Area 1, 2	\$ 5,000.00	
Sewing machines x15	Area 3, 4	\$ 5,000.00	
Staff Salary - American Indian cultural			

Additional Funding That Supports American Indian Education		SY22-23 FY23
Funding Source(s)	Amount of Funding	
GEERS		
ARP		
ESSER		
TITLE I, PART A		
TITLE VI		
TITLE VI		
PUBLIC GRANTS		
PRIVATE GRANTS		
TRIBAL FUNDING		

American Indian Education Aid Guidance Document

Effective Programming

Well-rounded program plans will demonstrate balanced programming for American Indian students, and will be designed to help American Indian students reach their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.

- Using these guiding principles, the narratives provided should:
 - Demonstrate well-balanced services and programs that address both academic and cultural needs;
 - Clearly explain how the proposed services, programs, and initiatives will be designed, staffed, and implemented in order to increase the educational attainment of American Indian students; and
 - Use data specific to the state-identified American Indian students in the district or school.

A well-balanced AIEA application will also clearly demonstrate the district or school's obligation to financially support American Indian students in your district.

You have one million dollars for
American Indian Education
Programs in your district.

What will you propose to your district?



SMART Goals help to:

- Define work
- Determine if objectives are clear and achievable
- Provide a timeline for implementing work in stages
- Track progress and quickly identify when milestones are missed

Why Set SMART Goals?

What Defines a SMART Goal?

S: SPECIFIC

- What needs to be accomplished?
- Who will lead the work?
- What steps need to be taken to achieve the goal?

M: MEASURABLE

- What does the data currently indicate?
- How can that data be used to measure the set goal?
- What are you trying to improve upon and by how much?

A: ACHIEVABLE

- Is the goal realistic and achievable?
- Is there enough staff to implement the work?
- Have you set similar goals in the past but not achieved them?

R: RELEVANT

- Why have you set this particular goal?
- Does this goal reflect a current need?
- What data supports the need for this goal?

T: TIME-BOUND

- When will the work begin and end?
- What is the timeline for implementing activities/work?

Our goal is to [measurable objective] by [timeline/deadline]. [Staff] will accomplish this goal by [what steps/actions/activities/services will be implemented to achieve the goal]. Accomplishing this goal will [result] (Boogaard, [Atlassian](#),2021).

SMART Goal Example

Support Postsecondary Preparation for Pupils



American Indian students will be given the opportunity to participate in ACT prep courses and offered assistance with FAFSA completion.



In SY21-22, 40% of American Indian juniors took an ACT prep course and 63% of American Indian juniors took the ACT exam. In SY22-23 our goal is to increase participation in the prep course to 60%, and increase the percentage of American Indian students taking the ACT exam to 75%.

Support the Academic Achievement of American Indian Students



District staff will assess the academic achievement of American Indian students in order to identify areas of concern.



In reviewing assessment data, we found that American Indian 3rd graders were reading at or below the 40th percentile for three consecutive years, while their peers were reading at the 70th percentile. Our goal is to decrease this achievement gap by 15 percentile points. in SY22-23.

Make Curriculum Relevant to the Needs, Interests and Cultural Heritage of American Indian Pupils



As often as possible, staff will provide professional development to district educators so as to increase their base knowledge of American Indian experiences, heritage, and culture.



The district will offer four workshops each quarter centered on: cultural craft, culturally specific cooking, Dakota language, and Indigenous math. These classes are new to our school, and our goal is to have 80% of our American Indian students participate in each class by the end of the SY22-23.

Provide Positive Reinforcement of the Self-image of American Indian Pupils



Self-image is integral to American Indian student success. District staff will connect with each student to assess their social and emotional well-being and provide services as needed.



The district will offer four presentations on: Native art, literature, music, and dance. Our goal is to have 75% of American Indian students and families participate.

Additionally, we will offer three culturally specific field trips to include: one powwow, a walking tour of the Bdote Dakota sites, and maple syrup processing at Mille Lacs. Our goal is to have 80% of American Indian students and families participate.

Develop Intercultural Awareness Among Pupils, Parents, and Staff



The district will offer cultural competency training to all district employees.



The district will offer two professional development opportunities, one Dakota and one Anishinaabe, with a goal of 100% staff participation.

Additionally, we will host a community meal focused local, Native foods. This event will include a historical presentation by a local Native expert on Indigenous food system. Our goal is to have 75% of our school community participate.

Supplement (Not Supplant) State and Federal Cocurricular Programs



Without American Indian Education Aid, none of the outlined activities would happen.



American Indian Education Aid supplements other curricular programs such as.....and enables us to implement culturally specific goods and services to our American Indian learners.

Things to Remember When Writing Goals

Academic goals must begin with current data.

All goals must be specific to American Indian students.

All goals should be measurable.

Offering something, or providing access to something, is not a goal. That is the activity that supports achieving the goal.

The actions and activities of staff, are **NOT** goals. That is the work that SUPPORTS progress towards the goal.

The AIPAC must work with the district on identifying and setting goals.

You do not need a goal in every area.

The goals in each area should be unique, i.e. Do not set one or two goals and repeat them throughout.

350 words is a recommendation **NOT** a requirement.

Professional Development

Should:

- Be focused on Native experiences, heritage, educational best practices, and culture
- Be led by field experts
- Be led by Indigenous people

Should Not:

- Be generic cultural competency training
- Be generic training on educational practices for all students.

Unallowable Uses of Aid

- Gifted and talented teachers
- Resource officers
- Truancy officers
- Court or security personnel
- Nutrition staff
- Janitorial staff
- Standard teachers and paras
- Out of State Travel

- SPED
- Substitutes
- Peer Tutoring (see Program Guidance)
- Lawyers
- Outside analysts
- Accounting or business personnel
- Chemical dependency counselors
- Mental health counselors

Unallowable Uses of Aid

- Technology
- Senior photos
- Clothing/shoes
- Food shelf items/standard groceries
- General facility items/equipment
- Sports equipment
- Scholarships
- Formal attire
- Vehicle purchases
- Direct gifts of money to students
- Background checks
- Standard band/orchestra instrument rentals/purchases
- Social services

Investing in People

- More than 50% on staff salaries is allowed, but must be accompanied by a budget supplement.
- If you're having difficulty filling American Indian education positions, consider auditing the position to ensure an equitable wage is being offered.
- Consider additional funding resources.

One million dollars – Is your answer
different now?

Would you propose anything differently?

AIEA Process/Release of Funds

- Submit AIEA Application, AIPAC Roster, Budget Worksheet
- OAIE Team reviews and may request revised items
 - Reviewed in order received
 - Will be provided with a specific deadline
- Send out approval email
- MDE – Finance Team

Aid Distribution

American Indian Education Aid is authorized for release upon approval of the district or schools American Indian Education Aid application. Once authorized, the funds are distributed through the IDEAS metering system. The receipt of funds is based on where the district or school sits within that metering system. It is conceivable that two districts that are approved on the same date could receive their aid at different times.

Financial Parameters

AIEA award totals are estimates and program participants are not guaranteed the maximum they may be eligible for. 90% of the total maximum award will be paid out before June 30 of each year. The remaining 10% is withheld for the final payment, and is paid out to program participants based on their actual UFARS expenditures.



AIPAC Bylaws

Bylaw Inclusions

- Chairperson, this person signs on behalf of the AIPAC and with AIPAC approval.
- All other roles are determined by the AIPAC.
- AIPAC establishes the expectations.
 - Group Norms
 - How long do they serve
 - How frequently do they meet
 - Level of involvement with school American Indian Education Program

Bylaw Example

[REDACTED] ORDINANCE # 09/93
[REDACTED] CHARTER AND BYLAWS OF THE
[REDACTED] SCHOOL PARENT ADVISORY COMMITTEE

Pursuant to the authority granted by Article VI of the Revised Constitution of the Minnesota Chippewa Tribe, and as recognized under Section 16 of the Indian Reorganization Act, 25 U.S.C. § 476, the [REDACTED] Business Committee, as the Governing Body of the [REDACTED], does hereby charter and prescribe the bylaws for the Parent Advisory Committee to engage in those activities prescribed herein relating to the operation of the [REDACTED] Chapter 1, Title V, Post-Secondary Preparation Program and Chapter 312 Indian Language and Culture Education programs.

101. Name. The name of the organization shall be the [REDACTED] Parent Advisory Committee (hereinafter referred to as the "Advisory Committee").

102. Purposes. The purposes of the Advisory Committee shall be to promote the successful operation of the [REDACTED] School by coordinating parental and student involvement in matters related to the goals, development, operation and evaluation of the [REDACTED] School's Chapter 1, Title V, Post-Secondary Preparation and Chapter 312 Indian Language and Culture Education programs consistent with the provisions of this Charter and Bylaws.

103. Attributes. The Advisory Committee is a subdivision of the [REDACTED], and the actions taken by the Advisory Committee shall be imbued with those privileges and immunities inherent to the [REDACTED], except as limited herein. Nothing in this Charter and Bylaws shall be deemed or construed as a waiver of the sovereign immunity of the Fond du Lac Band, or to constitute consent by the [REDACTED] or the Advisory Committee to suit, except as provided herein.

104. Membership. The Advisory Committee shall consist of seven (7) members, as follows: (a) five (5) members shall be the parent or guardian of a currently-enrolled American Indian student at the [REDACTED]; (b) one (1) member shall be a teacher at the [REDACTED] School; and (c) one (1) member shall be a currently-enrolled American Indian secondary student at the [REDACTED] School. Up to three (3) alternate members may also be appointed to

- Mission Statement
- Purpose
- Duties and Limitations
- Committee Structure
- Election of Committee Members
- Term of Committee Members
- Training
- Termination of Membership
- Resignation
- Due Process
- Voting Rights
- Duties of Officers
- Duties of each role
- Election and term of office
- Meetings
- Signed

Bylaws and Elections

- All committees should create bylaws
- Bylaws should be made with the AIPAC and meet the needs of the community
- Can be simple or complex
 - Creates a mission/vision/values
 - Creates regularity
 - Provides a process for conflict resolution
 - Helps resolve potential disputes
 - Clarifies **who votes** on aid application and annual compliance

Pilámayaye | Miigwech | Niá:wen | Pinagigi | Thank You

Join us for tomorrow's session, *American Indian Parent Advisory Committees 102* where we'll discuss Funding Streams, Annual Compliance, and Working with your District!

