

American Indian Parent Advisory Committees: 101

Isabella Griffin | Betsy Blackhawk

Jane Harstad

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:

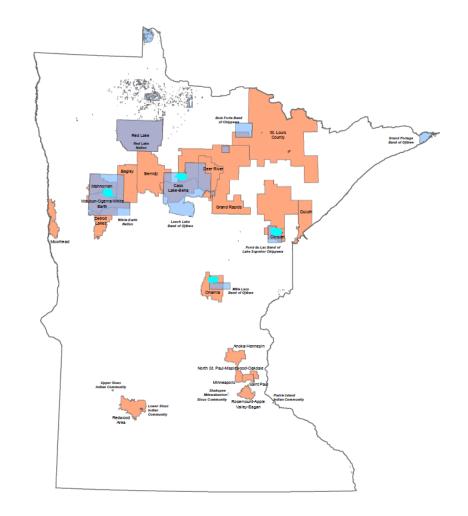
The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide. We work to accomplish this mission by:

- 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



We Value:

- 1. Language, culture, and the significant and complex histories of Indigenous peoples.
- 2. The input of Minnesota's Tribal Nations and communities.
- 3. American Indian student gifts and unique cultural needs.
- 4. The perspectives of American Indian parents and students.
- 5. Effective and innovative programming options.



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

Fast Facts

- 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 1240.82 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

Minnesota Statutes, section 124D.78

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 1208.11, 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

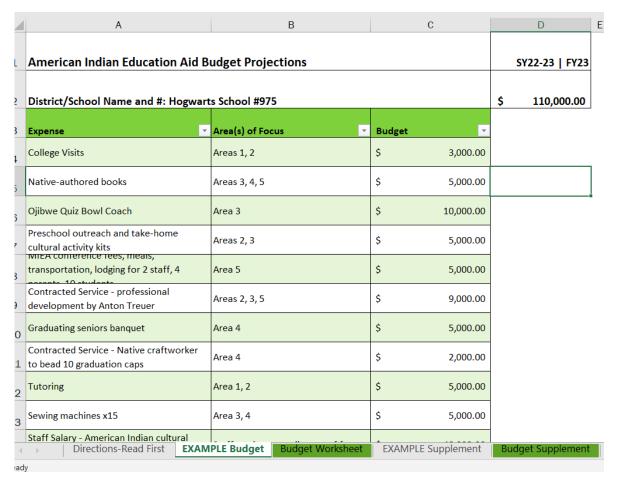
Statutes 124D.81

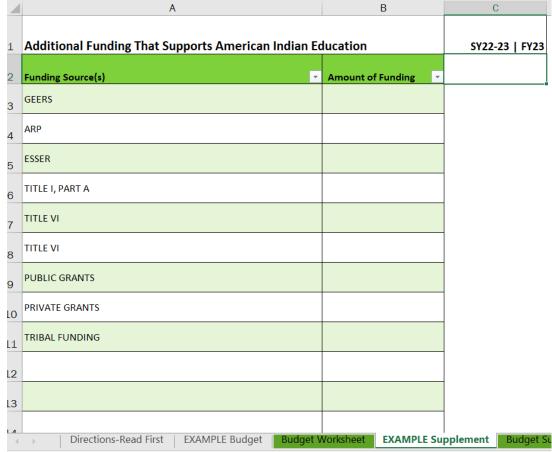
- 20 students the previous year October 1 count (as submitted by your MARSS Coordinator)
- Plans must:
 - (a) **Identify the measures** to be used to meet the requirements of sections <u>124D.71</u> to <u>124D.82</u>;
- (b) **Identify the activities, methods and programs** to meet the identified educational 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 <u>124D.71</u> to <u>124D.82</u>.

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 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?



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 goals 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 <u>SUPPORTS</u> 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.

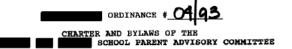


AIPAC Bylaws

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



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 Business Committee, as the Governing Body of the Revised Parent Advisory Committee to engage in those activities prescribed herein relating to the operation of the 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 Parent Advisory Committee (hereinafter referred to as the "Advisory Committee").

102. <u>Purposes</u>. The purposes of the Advisory Committee shall be to promote the successful operation of the School by coordinating parental and student involvement in matters related to the goals, development, operation and evaluation of the 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 authors taken by the Advisory Committee shall be imbued with those privileges and immunities inherent to the provided as a 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 provided herein.

104. Membership. The Advisory Committee shall consist of seven (7) members, as follows: (a) five (5) members shall be the parent or quardian of a currently-enrolled American Indian student at the school; and (c) one (1) member shall be a teacher at the 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!

