



American Indian Parent Advisory Committees 102

OAIE Staff | 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:

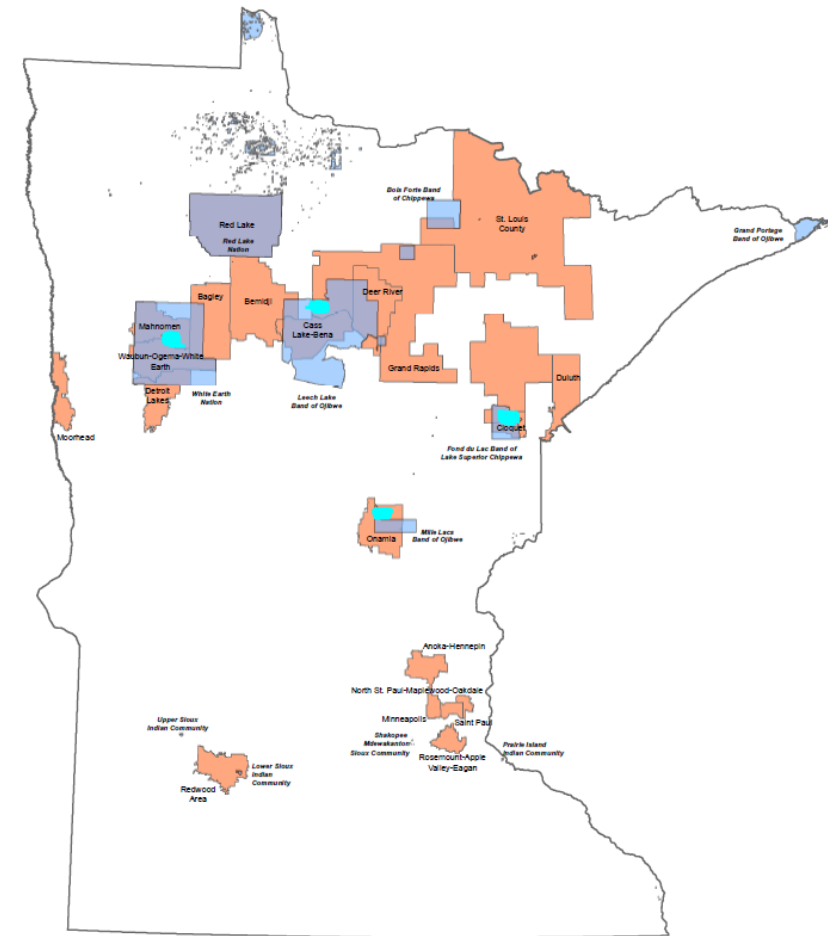
The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide. We work to accomplish this mission by:

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.



- 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.



Funding Streams

Funding Support for American Indian Students

- Districts and schools must meet the needs of all students
- Districts must teach the required academic standards (Required Education Statute [120B.021](#))
- There are many funding sources
- American Indian Education Aid supports all other programming in the district
- AIEA supports, and should NOT supplant what the district already provides.

ESEA Title 1 Part 1

- Provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards
- ESEA §1112(e)(3)(E), 1114, 1115(b)(2)(E), and 1116 all require activities to engage families and/or identify and address student academic and non-instructional needs.
- ESEA requires activities to engage families but doesn't specifically require liaisons or interpreters.
- Funding based on the number of FRPL students
- **Check how many American Indian students were used in this funding formula**
- How can Title 1 dollars be used to support American Indian students
- Targeted or schoolwide

Title II's purposes are to increase the number of teachers, principals, and other school leaders who are effective in improving overall student academic achievement and provide at-risk students greater access to effective educators. Funds can be used for ***recruitment, retention, and professional development of educators as well as class size reduction which benefits all students within a grade.***

- Professional development
- Teacher recruitment and retention
- Class size reduction
- [Title II Information](#)

- The focus of Title III, a component of the federal Elementary and Secondary Education Act (ESEA), is to help school districts and charter schools ensure that English learners (ELs) and immigrant students attain English proficiency and meet state academic standards.
- [Title III information](#)
- mde.el@state.mn.us

Title IV Part A Grant Program

- Title IV, Part A, also known as the Student Support and Academic Enrichment (SSAE) grant program, is a relatively new federal Title grant program under the Every Student Succeeds Act (ESSA). The purpose of this annual program is to improve access to a holistic education. Minnesota received approximately \$12 million dollars FY20. Title IV, Part A funds are distributed to Local Educational Agencies (LEAs) as a formula grants to LEAs that spent Title I, Part A awards during the prior fiscal year.
- Title IV, Part A is for improving student academic achievement through activities and programs in three broad areas:
 - Well-Rounded Education
 - Safe and Healthy Students
 - Effective Use of Technology
- mde.esea@state.mn.us

21st Century Community Grants

- Federal award CFDA 84.287, titled “Every Student Succeeds Act, Title IV, Part B-21ST Century Community Learning Centers.” (Competitive Grant)
- Provide/coordinate out of school time academic enrichment, including tutorial services
- Provide/coordinate a broad array of additional services, programs, and activities during out of school time that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.
- AIPAC involvement and consideration

Basic Skills Revenue (Includes Compensatory Education)

- M.S. 126C.10, subd. 3; M.S. 126C.15
- To meet the educational needs of students who enroll under-prepared to learn and whose progress toward meeting academic standards is below the appropriate level for students of their age.
- Basic skills revenue may also be used for programs to prepare children and their families for entry into kindergarten or first grade.
- Includes staff development; facilitation of programs to reduce truancy and encourage completion of high school, enhance self-concept, provide coordination with services from other government agencies; provide guidance, counseling and social work services; bilingual and bicultural programs and programs for English Learners; facilitation of early education programs including parent-training; facilitation of parent involvement in developing and implementing remedial education or intervention plans including learning contracts between the school, the learner and the parent. (Source: M.S. 126.15 subd. 1)

Achievement and Integration

- [M.S. 124D.862](#); M.R. 3535.0160 Integration of Racially Identifiable Schools; M.R. 3535.1704 Integration of racially Isolated School Districts
- Revenue is to fund strategies that support A&I goals. These strategies may include innovative and integrated pre-k to grade 12 learning environments, family engagement initiatives, professional development, career and college readiness and rigorous coursework, and recruitment and retention of racially diverse staff.
- Formula based on student racial makeup of a district
- [Guidance for Achievement and Integration Program Planning](#)
- mde.integration@state.mn.us

Achievement and Integration Collaboration

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Enter names of Multidistrict Collaboration Council Members here.

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

- CFDA 84.041 , Elementary and Secondary Education Act (ESEA), Public Law (P.L. 107-110) as reauthorized under the Every Student Succeeds Act (ESSA). 34 CFR 200.35(a)(i)(B)(2)
- Districts must provide a quality education to the children living on the Indian and other Federal lands and meet the requirements of the Every Student Succeeds Act, while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes.
- School districts use [Impact Aid](#) for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.
- Indian Policies and Procedures (IPP) should be on the district website

- Indian Ed Coordinators along with AIPAC collaboration can apply for grants on top of what you receive for American Indian Education Aid
 - Example: Regalia Making
 - Clarify which grants are paying for what programs
 - Be clear on your Program plans about any grants
 - Should be noted Supplemental Budget page

Federal and State American Indian Programs

American Indian Education funding sources requiring committees

1. Minnesota Department of Education, Office of American Indian Education

- “membership consists of a majority of parents of American Indian children”

2. US Department of Education – Title VI Indian Education (ED 506 Forms)

- Parents and family members of eligible Indian children enrolled in the LEA. (2) Representatives of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children in the school. (3) At least one teacher from the LEA. NOTE: the teacher should not be paid with project funds. (4) If appropriate, Indian students attending secondary schools of the agency.

3. Johnson O’Malley (JOM): Limited number of schools restricted to tribally enrolled students.



Compliance

Annual Compliance

Concurrence

The District and School Board are meeting the needs of American Indian students through targeted cultural and academic services.

Nonconcurrence

The District and School Board are not meeting the needs of American Indian students through targeted cultural and academic services.

Steps in the Compliance Process

- 1. JANUARY:** AIPAC meets and discusses if the district is moving towards goal completion.
 1. [New Compliance documents](#)
 2. [Self-assessment Rubric](#) under “resources”
 3. Be planned, discussed, and data-informed.
- 2. JAN/FEB:** AIPAC takes a formal vote of concurrence or nonconcurrence.
- 3.** Nonconcurrence means the AIPAC needs to send a list of improvement recommendations to the School Board.
 1. Be concise
 2. Be straightforward
 3. Direct information and requests

Compliance Process continued

4. **FEBRUARY:** AIPAC presents to the School Board at a regularly scheduled meeting.

- in-person
- Verbally give update
- Before March 1

5. This presentation starts the "60 days" the School Board has to respond to the list of recommendations.

- The response is to be crafted by the School Board
- The response needs to be signed by the ENTIRETY of the School Board
- If the district is unable to comply with AIPAC requests, the response needs to state **why** they are unable to do so.

Compliance - Documents due March 1

- The annual compliance/vote of concurrence or nonconcurrence document.
- The AIPAC resolution document.
- The AIPAC roster and district employee sign-in sheet (available to download on the OAIE website).
- The American Indian Education Aid Program Plan Review.

Send to: MDE.AnnualCompliance@state.mn.us

** This is a reflection on how programs have progressed towards goals THIS year. **

AIPACs can request any student non-identifiable data, such as participation rates for PSEO, gifted and talented, special education, and/or achievement related.

AIPAC page (AIPAC and District partnership): “...the Districts must afford the committee the information and data needed to make sound recommendations....”

[American Indian Student Achievement Report](#): Uses State Count of American Indian students (most accurate)

[North Star Files](#): Uses Federal Identification as filter

[MDE Report Card](#): Provides visual charts using the State *and* Federal Identification as a filter

Working with Your Administrators/School Board

- You have power!
 - Stand up and use it!
 - You have the knowledge they don't
 - Working together to support American Indian students
 - “With thoughtful and intentional outreach and collaboration, American Indian students will flourish within your district, and when American Indian students do better, the school community does better. ”
- “AIPACs serve in an advisory role to the district, and help to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. AIPACs are critical to the achievement and success of American Indian students statewide, and their presence, input, and knowledge is key to strengthening district and parent partnerships. For the AIPAC to make informed decisions, the district **must** afford the committee the information and data needed to make sound recommendations. This information includes, but is not limited to, testing data, attendance data, graduation rates, and student count information.”

What if Our District Doesn't Have an AIPAC?

Forming an AIPAC is a valuable opportunity for districts and schools to learn and grow in partnership with American Indian students, families, and community members. With thoughtful and intentional outreach and collaboration, American Indian students will flourish within your district, and when American Indian students do better, the school community does better. Those that are new to needing an AIPAC will receive targeted assistance, tailored to each district or school's specific circumstances. Initial outreach will be provided just prior to the start of the school year, and will continue until an AIPAC has been formed.

Call us for engagement and family outreach!

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

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