

## **American Indian Education Aid Application**

School Year (SY) 2024-25 | Fiscal Year (FY) 2025

## 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 Tribal contract 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 Tribal contract schools that meet the 20-student threshold are eligible to receive AIEA. The [SY2024-25 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 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.

### Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, cooperative, or Tribal contract 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 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 Tribal contract school. This section is governed by six areas of focus found within [Minnesota Statutes 2023, 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 should be a balance between academic and cultural pursuits. The program details must align to Minnesota Statutes 2023, 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 2023, 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 2023, 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 Minnesota Statutes 2023, sections 124D.71-82 (see required supplements below).

### **New: American Indian Education Aid (AIEA) Program Plan Evaluation Rubric**

This rubric is what AIPACs and districts will collaboratively use to design goals for their application/plan. The Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application/plan. 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 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. 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.

**New:** Through the 2023 Minnesota Legislative Session, any district, charter school, cooperative, or Tribal contract 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. If this is applicable to your district, charter school, cooperative, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email American Indian Education Aid ([mde.aiea@state.mn.us](mailto:mde.aiea@state.mn.us)).

### **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 and will be returned for re-submission.

## 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 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.

## 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 uses a submission window.

All applications must be submitted **September 1–November 30**. Extensions beyond November 30 will not be granted.

## Submit

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

## **Applicant Information**

### **District, Charter, or Tribal Contract School Information**

District/Charter/Tribal Contract School Name: Wrenshall Public School

District/Charter/Tribal Contract School Number: Independent School District 100

### **Superintendent, Charter School, or Tribal Contract School Director**

Name: Jeff Pesta

Email: [jpesta@isd100.org](mailto:jpesta@isd100.org)

Telephone: (218)384-4274 X2003

### **American Indian Education Staff**

Primary Staff Name: Kevin Kot

Email: [kkot@isd100.org](mailto:kkot@isd100.org)

Telephone: (218)384-4274 X2700

Secondary Staff Name: Michelle Blanchard

Email: [mblanchard@isd100.org](mailto:mblanchard@isd100.org)

Telephone: (218)384-4274 X2113

### **American Indian Parent Advisory Committee Chairperson**

Name: Carol Kot

Email: [kotcarol@gmail.com](mailto:kotcarol@gmail.com)

Telephone: (218)565-0881

# The SY2024-25 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 2023, 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 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

The Wrenshall Public School, ISD 100 will ensure that 100% of our American Indian Students will receive an education that prepares them with the academic and technical skills needed for postsecondary education. All High School students will have access to the District's postsecondary support programming for College and Trades, as well as information about American Indian Scholarship opportunities.

Two scholarship informational meetings have been scheduled during school lunch periods. Family members are invited to attend these sessions. The Minnesota Office of Higher Learning and Fond du Lac Tribal Community College (FDLTCC) will serve as resources to inform our American Indian students about funding opportunities for postsecondary education. Wrenshall Schools will provide ongoing support for student involvement with the FDLTCC "Seek to Learn Academy." The high school instructional and guidance staff will host Indigenous professionals and trade workers to meet with students. These events will offer guidance and advice around navigating college and trade schools, including the guests sharing their own experiences.

Each student will be monitored on their academic and graduation credit requirements progress. The American Indian cultural liaison will meet frequently with the school principal, teachers, the student support group team, and the guidance counselor to identify students in need of academic support from the District. Six college visits, two career fairs, and one job fair are scheduled during this academic year. Registration documents and grade checks will be made to monitor and ensure maximum participation of eligible students. Student surveys will be utilized to collect feedback from participants. The results will provide structured reflection about the effectiveness of the programming and help improve future offerings.

Our postsecondary support programming will be overseen by the American Indian cultural liaison in partnership with the secondary guidance counselor, and the principal. The cultural liaison is a member of the American Indian Parent Advisory Committee (AIPAC) and has a standing report opportunity at each monthly meeting of the Board of Education. Our AIPAC has a homepage available on the District's website and the opportunity to submit information and stories to the District's monthly community newsletter.

## 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 2023, 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 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

The American Indian cultural liaison will monitor, engage and develop relationships with students in grades PK-12. The liaison has access to the district's Infinite Campus student information system to help identify students utilizing similar at-risk data as the Check and Connect program uses focusing on academics, attendance and behavioral issues.

An incentive program to help support students' success in school grades 7-12 will be implemented and monitored at midquarter and at the end of each quarter utilizing academic performance data. Grade percentages will be utilized to help track improvement towards student academic success goals. The incentive system will also be aligned with Wrens Strong, the secondary school's positive behavior and supports program.

Students that improve from failing academic performance to above the 60% level for the midterm and end of quarter will earn an incentive award for use within in the school. All American Indian students with an end of quarter GPA of 2.50 or above will be able to choose a large tote bag or insulated water bottle or wild rice.

Quarterly data from the local administration of Measures of Academic Progress (MAP) will be reviewed for each student identified as previously not proficient in Math or Reading on the MAP. The data will be reviewed by a team consisting of administration, teachers, guidance counselor and the American Indian cultural liaison. Individual learning plans will be updated to guide student support efforts both in school and in the home.

The cultural liaison will oversee incentive programs, communicating weekly with the principal and reporting monthly to the AIPAC. The American Indian student resource room in school is available for students to access homework help, and a base of support for students in the general education setting. Healthy snacks and school supplies will be available to create protective factors toward success in the school setting. A sign-in sheet is maintained to track students that use the resource room.

The District will be joining the "Dream Catchers Project". The goal is to bring an equity lens to special education for our American Indian students and to encourage greater involvement in special education planning such as observations and the development of Individualized Education Programs (IEPs) Progress will be measured utilizing the yearly goal setting and self-evaluation that Dream Catcher training provides for district school

teams. The cultural liaison, special education staff and principal will be involved in developing and implementing yearly goals.

The secondary school will host a graduating Senior banquet for students and families. This event is intended to honor students with a drum ceremony and cultural gifts. A guest speaker will be invited. The Senior banquet will be planned and organized by the AIPAC, cultural liaison and school administration.



### **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 2023, 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 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

#### **Narrative:**

Book trunks targeting reading levels in grades K-12 will be assembled to impact reading skill development and cultural awareness. All books are intended to be checked out by American Indian students to use for reading assignments in classes. The goal is for students to begin reading relevant stories of interest which will help improve their reading proficiency. Instructional staff will be encouraged to borrow the books; however they are to be returned to the American Indian Education resource room. All books will be selected by utilizing Indigenous Education for all Native authored books recommendations.

Reading incentive programs will be offered for K-12 students. K- 5 students may choose a book to keep upon completion of reading five books from their list. Students in grades 7-12 will need to complete three leveled reading books from their list to receive a water bottle, tote bag or compact mirror. All American Indian students will have the opportunity to continue to read books through March, with each book read earning students an additional book coupon. The coupons will be worth two dollars toward the purchase of eligible books during biannual Book Fairs hosted by the Wrenshall School media center. To qualify for the coupon incentive, the student will need to write a summary about the book or share verbally what the book was about. The cultural liaison will oversee the incentive program.

The Wrenshall School will engage in a Sugar Bush project. The school will partner with the local community to access sugar maple trees near the school. Students will learn about traditional and modern day ways to tap trees, collect sap and boil down sap. The emphasis will be upon the cultural teachings, stories, and development of a curriculum for high school science. Students engaged in the Sugar Bush project will have the opportunity to earn course credit for participation. The purchase of a sap evaporator will be needed. The equipment will be stored in a locked shed on the school grounds.

## **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 2023, 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 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### **Narrative:**

A meaningful goal during this first year of American Indian education in the district will be the creation of a large American Indian themed mural. American Indian students will actively participate in the design and installation of the mural in a prominent area of the school such as the student commons. The purpose is to utilize participative art to develop a powerful sense of identity for our American Indian students within the school setting. Exit survey data will provide an opportunity to all students involved in the project to reflect and grow. The survey questions will focus on learning, involvement, and the feelings they experienced through participation. Students will assess how their American Indian and other peers reacted to the mural and utilize that qualitative information to help identify future art or cultural projects.

Bilingual signage that includes Ojibwe, Dakota and English will be installed in the school to identify restrooms, lunchrooms, classrooms, and other shared areas in the school district. The act of naming places helps create a sense of belonging and a positive self-image for our Ojibwe/ Dakota students. Local field trips will be planned in the area to orient Ojibwe and Dakota students to local history. Participation in corresponding current cultural events in the region will also foster a sense of connection to where they live.

A shadow puppet box will be created and incorporated into traditional winter storytelling for grade school students. The puppetry can be adapted to tell non-traditional stories helping reinforce positive behaviors. The goal is to continue exposing both American Indian and non-American Indian students to Indigenous culture and stories. Local American Indian authors will be invited to share their books with our Elementary students. The cultural liaison and staff will help to achieve these initiatives.

Each planned event and activity will have an exit survey for participants to share what they have learned. The survey will guide them in comparing their previous knowledge or perceptions to the new experience, including suggestions about future events.

## 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 2023, 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 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

As this is the first year having a program, a community feast, ceremony, and drum and social gathering is planned to bring together Fond du Lac tribal leaders and elders, MDE Indian Education Director and staff, Wrenshall school board directors, school administration, school staff, American Indian students and their family members. The goal is to begin to build relationships with Fond du Lac community leaders, Wrenshall community and students.

Educator Dan Ninham has been engaged to teach Indigenous games and bring cross cultural awareness to students through regular physical education courses.

AIPAC members, students and two staff members have expressed interest in attending the Minnesota Indian Education Association (MIEA) annual conference. The goal is to broaden the awareness of attendees about issues and to learn more about American Indian education across Minnesota. Upon their return, those attendees can positively influence our district and support our American Indian Students' academic and cultural journey. Exit surveys from the conference attendees will inform our AIPAC monthly meeting discussions.

The District will make space available with no fee through its facility use policy for the community to make regalia for pow wows and ribbon skirts. These events may also become part of the Community Education enrichment programs. The goal is to generate cross-cultural understanding and to fill a current void for available spaces and relevant programs. The cultural liaison and AIPAC will organize family night activities. After school cultural arts programs for students and families will be planned for each month. Food will be provided to add value for participants and build community. Some of the family nights cultural activities planned are ribbon skirts and ribbon shirt making, beading, asemaa teachings tied to making asemaa pouches, Spring plant gathering walks to make kinnikinnick mixture, and medicine to make salve. Additional family night plans in development are hand drum making, snow snakes, and Indigenous foods making nights.

Exit surveys will be collected to include gathering suggestions for future offerings. The cultural liaison and AIPAC members will plan and organize the after school cultural arts programs.

The cultural liaison is a resource for teachers by introducing Native content into their classrooms. Teachers are primarily responsible for the inclusion of cultural content in their own lesson plans. The liaison will serve as a supportive resource and can be utilized as guest speaker in classes.

## **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:**

The new American Indian cultural liaison position's salary is funded with 50% of the State American Indian Aid. The remainder of any salary or benefits compensating the liaison are budgeted for within the District's general fund. The annual budget provides for all regular education programming. The intended use of state American Indian Education funding to support and not supplant District resources is clearly identified in the budget document submitted.

## 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 Tribal contract school's American Indian Parent Advisory Committee**, pursuant to Minnesota Statutes 2023, section 124D.78, and you attest that:

- 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

- We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.
- 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 2023, 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 2023, section 124D.76, Dedicated American Indian Education Coordinator

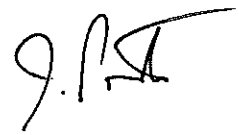
- Yes, we have 100 or more State identified American Indian students.
  - We have a dedicated American Indian Education Coordinator
  - We do not have a dedicated American Indian Education Coordinator
- No, we do not have 100 or more State identified American Indian students

Minnesota Statutes, 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.

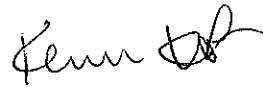
- Yes, we provide American Indian culture and language classes
  - K-6 grades
  - 7-12 grades
  - Other grades:
- No, we do not have at least five percent; or 100 or more American Indian students.

**Signatures:**

Superintendent or Charter/Tribal Contract School Director: Jeff Pesta 11/25/2024



Director of American Indian Education: Kevin Kot 11/25/24



American Indian Parent Advisory Committee Chair: Carol Kot 11/25/24

