



American Indian Education Aid Application

School Year (SY) 2023–24 | Fiscal Year (FY) 2024

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 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 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 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, 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, or Tribal contract 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 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. 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 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, 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, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email: 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.

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 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, or Tribal Contract School Information

District/Charter/Tribal Contract School Name: Bdote Learning Center

District/Charter/Tribal Contract School Number: 4226-07

Superintendent, Charter School, or Tribal Contract School Director

Name: Korissa Howes

Email: korissa@bdotelearningcenter.org

Telephone: (612) 729-9266

American Indian Education Staff

Primary Staff Name: Veronica Peterson-Briggs

Email: biidaasigekwe@bdotelearningcenter.org

Telephone: (612) 729-9266

American Indian Parent Advisory Committee Chairperson

Name: Melissa Perez

Email: magreene.mg70@gmail.com

Telephone: (651) 404-9550

The SY23-24 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.

- Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- Describe the district goals and objectives, and how those objectives will be achieved;
- Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Bdote Learning Center will prepare American Indian student for postsecondary programs focusing on transition to high school and career paths. Our goal Area is that 70% of our middle school students and 20% of our elementary students have exposure to at least 5 various American Indian professionals to inspire and invoke career possibilities. Part of Bdote Learning Center’s vision is to help students “gain skills and education to determine their own future” and exposure to various jobs and professionals would guide students while they figure out what post-secondary path they will take. This exploration would go hand in hand with the exploration of high schools that students would choose with their families in the future. Funds will be used to hear from high schoolers, visit local high school programs, and hear from career professionals to aid students in their research into future workforce endeavors. Students will take personality tests to learn more about themselves and their desires, track various career paths they are interested in, focus on schools offering American Indian language and culture classes, take notes from guest speakers, and research the different qualifications and certifications each profession needs. This post-secondary activity will happen within school hours concentrating time in history, English language arts, and experiential Fridays. Teachers will supplement, coordinate, and monitor the progress of students along with Bdote AIPAC and Bdote school directors. A part of Bdote Learning Center’s mission and vision is to be “academically rigorous” and this project would help students plan for a successful academic future that fits their career needs. Concluding their career exploration students will then present their plans in high school and career fair to families and community of Bdote Learning Center.

AREA 1 BUDGET			
Expense	Area of Focus	Budget Amount	Explanation:
Stipends for Native Career Folx/High Schooler	A1	\$1000.00	Paying for career people to visit and speak to kids.
High School Visits	A1	\$1000.00	Visiting high schools with parents.
Gifts	A1	\$1000.00	Gifts for speakers, vendors, Schools etc.
Nutrition	A1	\$1000.00	Food for students, contracted individuals, participants, & families
Gas/Mileage/Transportation	A1	\$2000.00	Gas for speakers, contracted vendors, families, school vans, cabs, maintenance of community vans, and buses or cabs for transport.
Showcase Event	A4	\$0.00	Showcase event like fashion show, art display, concert, etc.
	Total:	\$6000.00	

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, and is limited to 350 words.

- Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- Describe the district goals and objectives, and how those objectives will be achieved;
- Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Bdote Learning Center (BLC) will support American Indian students in academic achievement by focusing on identity safe environments that foster strong family support and engagement. Student academic achievement improves when students school environment is safe and focuses on their identities¹. BLC will work towards Area 2 with a goal of 30% or more of the student population improving their Fastbridge scores by providing math and reading proficiency tests in the Dakota and Ojibwe languages supporting our immersion models. Both Fastbridge and target language assessments will take place triennially during the fall, winter, and spring as part of the regular classroom curriculum and proctored by BLC staff and language experts. Sentence structure, syntax, computer skills, and test taking skills are all skills that transfer from Dakota and Ojibwe to the English language. This structure paired with cultural activities will help apply confidence in the test taking process. Some of our curriculum is harboring participation in ceremonies such as: cedar ceremony, sweat lodge, full moon ceremony, buffalo hunt, naming ceremonies, pow wow, sun dance, and many other ceremonies for students, families, and community members. It also addresses the much needed spiritual and social aspects of the American Indian medicine wheel which are often neglected in academia and organizations due to federal legalities around spirituality and religion. Our curriculum relies heavily on the expertise of Native American staff and in acknowledgement of the unique skills our staff have around language and ceremony we included part of their salary or FTE in the budget. Cultural and linguistic knowledge keepers are hard to come by and we are honored and privilege to have such qualified Native American educators to share with our students and families. What students learn at school they can take home and share or teach to their families. The learning has even more long lasting and positive impact if it is relatable and experiential and done with our community. Ceremonies are a great example of communal engagement and experience that incorporate indigenous languages almost 90% or more of the time. The participation in ceremonies help increase oral language proficiency not only with students but with families. Increasing parent and family involvement has been shown to increase academic achievement significantly² and grounding an identity safe school environment where we can meet part of BLC’s mission to be “rooted in Native language and culture of indigenous peoples” alongside our parent and family members.

AREA 2 BUDGET			
Expense	Area of Focus	Budget Amount	Explanation:
Ceremonies	A2	\$0.00	Ceremonies like sweat, sun dance, pow wow, etc. to help the social emotional needs of students and families.
Salary or FTE for Native American Teachers	A2	\$19125.00	Salary or FTE for Native American cultural and language teachers
Gifts & Stipends	A2	\$2000.00	Gifts or stipends for contracted vendors and participants
Gas/Mileage/Transportation	A2	\$2000.00	Gas for speakers, contracted vendors, families, school vans, cabs, maintenance of community vans, and buses or cabs for transport.
Nutrition	A2	\$1000.00	Food for students, contracted individuals, participants & families
Supplies	A2	\$3000.00	Lodging for participants, background checks for families using community van, ceremonial items, & any clothing or sanitary needs pertaining to event.
	Total:	\$27125.00	

¹ <https://learningpolicyinstitute.org/product/wce-identity-safe-schools-classrooms-report>).

² (<https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>)

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.

Narrative:

Bdote Learning Center (BLC) will make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils by focusing on place-based and experiential education rooted in the language and culture of indigenous people. Area 3 will be achieved with a goal of 30% family participation in events outside of school hours as well as within with the support of the BLC American Indian Parent Advisory Committee (AIPAC), Bdote teachers, BLC community partners, and BLC community members. In person discussion and surveys will be given to families at monthly meetings where attendance is recorded, as well as digital surveys using google forms, our social media pages, and our student identification system to get feedback on how to better serve cultural needs and interest of students. Some of the surveying will be around cultural trips that families would like to attend yearly or biyearly. Previous surveys conducting at AIPAC meetings indicated that families were interested in activities that also foster joy within the community and time to take a break from the obstacles that Native Americans face every day in the outside world³. They wanted to see fun experiences that they can chaperone and attend to celebrate with students. Cultural trips will happen within BLC curriculum that was made with former ANA (Administration of Native Americans) mostly during regular school hours. All cultural and fun experiences in our curriculum have been connected to MN Academic standards that fit in interdisciplinary lessons around cultural activities such as: sugar bush, sacred sites, rice harvesting, genetics and animal classification, bison hunt, establishment of reservations, traditional foods, as well as the transformation of traditional dwellings within climate and season. Increasing parent and family involvement has been shown to increase academic achievement significantly⁴ and that involvement helps increase engagement in curricular activities. Due to BLC being immersion it is heavy in Native American content and curriculum which helps students learn to be comfortable enough to also share about their culture with other culture groups. Engagement with other tribal communities and outside community partnerships helps practice social skills as well as being good relatives when in intercultural situations or places.

AREA 3 BUDGET			
Expense	Area of Focus	Budget Amount	Explanation:
Cultural & Fun Field Trips	A3	\$6000.00	Indoor Playgrounds, Trampoline Parks, Aquarium, Nickelodeon Universe, Valley Fair, Science Museum, etc
Gas/Mileage/Transportation	A3	\$2000.00	Gas for speakers, contracted vendors, families, school vans, cabs, maintenance of community vans, and buses or cabs for transport.
Nutrition	A3	\$1000.00	Food for students, contracted individuals, participants & families
Showcase Event	A4	\$0.00	Showcase event like fashion show, art display, concert, etc.
	Total:	\$9000.00	

³ <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

⁴ <https://theredroad.org/issues/>

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.

- Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- Describe the district goals and objectives, and how those objectives will be achieved;
- Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Bdote Learning Center (BLC) will provide positive reinforcement of the self-image of American Indian pupils through the hands-on project-based activities like regalia making, ribbon skirt making, moccasin making, beading, etc. Our goal to fulfill Area 4 is to engage 30% of students and families by continuing to build identity-safe environment with access to opportunities to create cultural relevant items that reflect their identities like regalia, ribbon skirts and shirts, hand drums, beadwork, and other entrepreneurial art with and for students. Students will be able to express themselves in various art forms through the creation of regalia items like jingle dresses, roaches, beadwork, vests, school hoodies or shirts, snow snakes, hand drums and more. Most of these project-based activities will take place during school hours in their classrooms, but some will take place during our spring break intersession, and during after school opportunities with families and community partners. In school activities will be taught by Bdote staff and after school staff will be contracted out or provided stipends. BLC relies heavily on the expertise of Native American staff and in acknowledgement of the unique skills our staff have around language and ceremony we included part of their salary or FTE in the budget. We are honored and privilege to have such qualified Native American educators to share their talents and skillsets with our students and families. Students and family participants will address their spiritual, emotional, and artistic needs through these communal projects, channeling their energy into creating things they are proud of. Media will be displayed on our social media pages, while tabling events, and in local spaces that BLC American Indian Parent Advisory Committee (AIPAC), BLC Staff, and BLC Board Members help facilitate and participate. This showcase will be used to celebrate and uplift the hard work and achievements of students alongside families, thus reinforcing their positive self- image.

AREA 4 BUDGET			
Expense	Area of Focus	Budget Amount	Explanation:
Supplies	A4	\$8000.00	Supplies for hands on cultural artist projects. Example: regalia making, drum making, moccasin making – beads, fabric, sewing machines, thread, leather, sinew, ribbon, paint, jingles, shirts, paintbrushes, etc.
Salary or FTE for Native American Teachers	A4	\$19125.00	Salary or FTE for Native American cultural and language teachers
Showcase Event	A4	\$0.00	Showcase event like fashion show, art display, concert, etc.
	Total:	\$27125.00	

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.

- Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- Describe the district goals and objectives, and how those objectives will be achieved;
- Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Bdote Learning Center (BLC) will develop intercultural awareness among pupils, parents, and staff through the creation of educational materials, participation, and tabling in cultural events, and through hosting open events. Our Area 5 goal is to create media like videos, books, or posters that students have made that educate others about Native America. Student media can educate others about language, sacred sites, ceremonies, harvesting medicines, and any other Native American statistics or subjects that they want to use to build intercultural relationships. During an American Indian Parent Advisory Committee (AIPAC) meeting parents were surveyed and expressed that intercultural awareness could be shared about substance abuse in the communities and its affects or cultural responses to addiction among different cultures. We want to bring in outside community organizations like the Indigenous People’s Task Force to help facilitate the creation of media like pamphlets, posters, skits, and videos that can help educate while still honoring and reflecting our Native American identities. This supplementary project would take place during BLC school hours in the classrooms with a partnership between BLC staff and the outside organization. Media will be displayed on our social media pages, while tabling events, and in local spaces that BLC American Indian Parent Advisory Committee (AIPAC), BLC Staff, and BLC Board Members help facilitate and participate. This showcase will be used to celebrate and uplift the hard work and achievements of students alongside families, thus reinforcing their positive self- image. The partnerships and content created are intended to further the BLC vision of “developing a genuine commitment to contribute back to their family, community, and nation” by showing casing the support and positivity we share amongst our community.

AREA 5 BUDGET			
Expense	Area of Focus	Budget Amount	Explanation:
Showcase Event	A5	\$5000.00	Showcase event like fashion show, art display, concert, etc.
Gifts & Stipends	A5	\$2000.00	Gifts or stipends for contracted venders (community partners) and participants
	Total:	\$7000.00	

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. This narrative is limited to 350 words.

Narrative:

Bdote Learning Center (BLC) opened in August 2014 after years of planning and has continued to receive state and federal funding to provide supplemental service towards math and reading in the English language, to aid with student transportation, student nutrition, among other things. This grant is not supplanted to those administrative funds and responsibilities, it focuses wholly on the cultural aspect and needs of our American Indian students that other funding does not always value. BLC is unique in that it is a Charter School that focuses on language immersion in the Dakota and Ojibwe languages. Due to this focus much of our curriculum and activities are all intertwined with Native American cultural, education, and identities. BLC's mission is to develop culturally aware, successful, high performing students by providing them with and academically rigorous education that is place-based and rooted in Native language and culture of indigenous people. Our goal is rooted and directed toward the success of all our students including the 99% American Indian student population we have. The American Indian Aid helps us further root the education we provide to American Indian students that manifests an identity safe environment that is rich in experiential learning lessons proven to be best practice for American Indian students⁵. Thinking of students as one whole rather than a fraction of the medicine wheel teachings, we strive to include all aspects of their being: social, emotional, spiritual, and physical. We intend to acknowledge and grow students for who they are as American Indian individuals. The collaboration of the activities and program provided foster pride and a positive self-image, it also builds them up to go out into an intercultural world and represent their communities with integrity and worth. It will help them to navigate their future careers and confront the world with their own cultural toolkit of knowledge to utilize in their future to not compromise their identities in the workplace, in the community, or for anyone else. This toolkit can be a strength to share and teach other cultures about Native American people and address any obstacle with compassion. Our purpose is that all the programming, support, curriculum, and community will teach and show our next generations to love themselves as the strong, beautiful, and determined American Indian ancestors they are.

⁵ <https://theredroad.org/issues/>

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, section 124D.78](#), and you attest that:

- All parties have reviewed the Office of American Indian Education's resources 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, and,
- *If applicable*, your district, charter school, or Tribal contract school has a dedicated American Indian Education Coordinator and provides American Indian culture and language classes.

New: Through the 2023 Minnesota Legislative Session, districts, charter schools, or Tribal contract schools with 100 or more state-identified American Indian students are to have the following implemented during the 2023-2024 school year. If this is applicable to your district, charter school, or Tribal contract school, please check the boxes below:

Minnesota State Statutes 124D.76, Dedicated American Indian Education Coordinator

- Yes, we have a dedicated American Indian Education Coordinator
- No, we do not have a dedicated American Indian Education Coordinator
- Not Applicable (NA), we do not have 100 or more state-identified American Indian students.

Minnesota State Statutes 124D.74, Subd. 7, American Indian culture and language classes

- Yes, we provide American Indian culture and language classes.
- No, we do not provide American Indian culture and language classes.

Superintendent, Charter School, or Tribal Contract School Director



Name: Korissa Howes
Email: korissa@bdotelearningcenter.org
Telephone: (612) 729-9266

American Indian Education Staff



Primary Staff Name: Veronica Peterson-Briggs
Email: biidaasigekwe@bdotelearningcenter.org
Telephone: (612) 729-9266

American Indian Parent Advisory Committee Chairperson



Name: Melissa Perez
Email: magreene.mg70@gmail.com
Telephone: (651) 404-9550