



American Indian Education Aid

Application School Year (SY) 2026-27 | Fiscal

Year (FY) 2027

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 Tribally controlled 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 Tribally controlled schools that meet the 20-student threshold are eligible to receive AIEA. The 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 check with your Minnesota Automated Reporting Student System (MARSS) coordinator if you have questions on your state American Indian student count.

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 completion before a full review can take place. Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box. Documents must be received at MDE in Portable Document Format (PDF) format.

Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, cooperative, or Tribally controlled 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 section 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 Tribally controlled school. Program plans should provide information on what is being provided to American Indian students above and beyond what the district does for all students in the school or district. This section is governed by six areas of focus found within [Minnesota Statutes 2024, 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 must be a balance between academic and cultural pursuits. The program details must align to [Minnesota Statutes 2024, 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 2024, 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 2024, section 124D.74, subdivision 5](#); and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and, f. Program expenditures under [Minnesota Statutes 2024, sections 124D.71-82](#) (see required supplements below).

SMART Goals

Using SMART goals in education helps students, teachers, and administrators set clear, structured, and achievable objectives. Goals provide clarity and focus to eliminate ambiguity and make clear what needs to be achieved and how to get there. SMART Goals are essential to your plan and should be created and implemented using measurable data points. The SMART Goal framework clarifies goals and how those goals will be achieved. SMART goals identify areas to be strengthened for American Indian students and create specific goals that can be measured to positively impact American Indian student outcomes.

American Indian Education Aid (AIEA) Program Plan Evaluation Rubric

Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application. 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 certification confirms that 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. Lastly, the certification statement confirms that the district or school is aware of statutory obligations for American Indian students in Minnesota. 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.

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

Required Documents

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 downloads on the [American Indian Education Aid](#) webpage.

Applications submitted without all these required items will be returned for re-submission with the required documents and signatures. Reviews of plans will be conducted only when all required documents are submitted.

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 with funding amounts that directly and specifically support American Indian students. 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. Parents of American Indian students eligible for this program should comprise 50% or more of the parent committee.

The Application Deadline

In order to afford district and school participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program plans will be due annually on June 1 for the following school year. Plans will be reviewed and approved over the summer months to provide for the cultural and academic needs of American Indian students programming at the very beginning of each school year.

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 Tribally controlled School Information

District/Charter/Tribally Controlled School Name: **East Grand Forks Public School District**

District/Charter/Tribally Controlled Number: **ISD 595**

Superintendent, Charter School, or Tribally Controlled

School Director Name: **Kevin Grover**

Email: **kgrover@egf.k12.mn.us**

Telephone: **701.773.2880**

American Indian Education Staff

Primary Staff Name: **Dara K. Omang**

Email: **domang@egf.k12.mn.us**

Telephone: **320.493.6322**

Secondary Staff Name: **Suraya Driscoll**

Email: **sdriscoll@egf.k12.mn.us**

Telephone: **701.793.2901**

American Indian Parent Advisory Committee Chairperson

Name: **Kari Shaugobay**

Email: **kars212011@gmail.com**

Telephone: **701.317.0532**

The SY2026-27 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 2024, 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 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

SMART Goals:

- Increase postsecondary enrollment of American Indian graduates by **+10 percentage points**
- Ensure **100% of American Indian students** complete a career interest inventory and individualized postsecondary plan by the end of junior year.
- Achieve **90% participation** in at least one college or career readiness activity annually

Narrative:

East Grand Forks Public Schools is committed to increasing postsecondary access and success for American Indian students through culturally responsive, data-driven programming aligned with Minnesota Statutes 2024, sections 124D.71–82. The district will utilize graduation rates, FAFSA completion data, postsecondary enrollment data, and student career interest survey results to measure progress and guide programming.

To support postsecondary preparation, the district will implement targeted activities including college campus visits (such as annual tours to Northland Community & Technical College, the University of North Dakota, as well as local tribal colleges), career exploration opportunities featuring American Indian

professionals, FAFSA completion nights for students and families, and individualized academic and career planning support. Students will complete career interest inventories and receive guidance on course selection aligned to their postsecondary goals.

The district has established SMART goals to increase postsecondary enrollment by 10% and ensure that 100% of participating students complete a career interest inventory and postsecondary plan.

Progress toward these goals will be monitored quarterly by American Indian Education staff in collaboration with school counselors.

East Grand Forks Public Schools ensures that all required and elective courses are accessible and free from discriminatory practices. American Indian students are actively encouraged and supported to enroll in advanced coursework, career and technical education pathways, and college readiness opportunities.

The program will be coordinated by the American Indian Education Coordinator in partnership with school counselors, administration, and local postsecondary institutions. The American Indian Parent Advisory Committee (AIPAC) will provide ongoing input on programming and review student outcome data. Program effectiveness will be monitored through regular data analysis, student feedback, and AIPAC consultation to ensure continuous improvement.

The district will annually review enrollment, access, and outcomes data to ensure that no course offerings, placement practices, or program structures result in a discriminatory effect for American Indian students, in accordance with Minnesota Statutes 2024, section 124D.74, subdivision 5.

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 2024,

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 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

SMART Goals:

- Increase MCA reading and math proficiency rates by **+10 percentage points**
- Improve attendance rate to **>90% for 80% of participating students**

Narrative:

East Grand Forks Public Schools will support the academic achievement of American Indian students through targeted interventions, culturally responsive practices, and consistent progress monitoring. The district will systematically monitor progress using disaggregated MCA assessment data, attendance rates, GPA, course completion, and postsecondary enrollment data specific to American Indian students, in alignment with Minnesota Statutes 2024, sections 124D.71–82.

Key programming will include encouraging reading at home with “Read-at-Home” type-challenges, Literacy Nights, and access to culturally relevant books in school. A “Family Learning Night” will also be held to discuss the importance of attendance and its impact on academic success. Academic support services will be delivered in culturally responsive environments that emphasize relationship-building and student engagement.

The district has established SMART goals to increase reading and math proficiency of American Indian students by 10% and improve attendance rates to at least 90%. American Indian students that are considered “at risk” academically will be given specialized academic tools to take home, including

workbooks and flashcards. Student progress will be reviewed quarterly, and interventions will be adjusted based on data and student needs.

All academic programming is designed to ensure equitable access to learning opportunities and to eliminate any discriminatory impact in course placement or participation. American Indian students will be actively supported in accessing both core and advanced coursework.

The program will be staffed by the American Indian Education Coordinator, with support from paraprofessionals, intervention staff, and classroom teachers. Coordination will occur through regular collaboration with building teams. The AIPAC will review data and provide input on academic programming. Monitoring will include ongoing data analysis, attendance tracking, and student feedback to ensure effectiveness and responsiveness.

The district will annually review enrollment, access, and outcomes data to ensure that no course offerings, placement practices, or program structures result in a discriminatory effect for American Indian students, in accordance with Minnesota Statutes 2024, section 124D.74, subdivision 5.

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 2024, 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 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

SMART Goals:

- Increase student engagement scores (survey-based) by **+15 percentage points**
- Increase American Indian student participation in cultural events by **+20 percentage points**

Narrative:

East Grand Forks Public Schools is committed to integrating culturally relevant curriculum that reflects the identities, histories, and contributions of American Indian communities. The district will measure effectiveness through student engagement surveys, participation rates, and feedback from students, families, and AIPAC members.

Programming will include opportunities for students and their families to engage in Indigenous cultural learning such as guest speakers, Elder involvement, storytelling, art, and hands-on cultural activities including beading and traditional practices. The district will also work to incorporate Indigenous perspectives across subject areas, including social studies, language arts, and environmental education, with an emphasis on local and regional Tribal Nations.

SMART goals include increasing student engagement among American Indian students by 15% as measured by surveys, and ensuring that all participating students engage in at least one culturally relevant learning experience per quarter.

The district will ensure that curriculum implementation does not have a discriminatory effect and that American Indian perspectives are included in a respectful, accurate, and meaningful way. Instructional materials and approaches will be reviewed in collaboration with AIPAC and community partners.

The program will be coordinated by the American Indian Education Coordinator, with support from teachers and community cultural partners. The district will collaborate with Tribal Nations and local

experts to ensure authenticity and accuracy. Program implementation will be monitored through classroom observations, student feedback, and AIPAC consultation.

The district will annually review enrollment, access, and outcomes data to ensure that no course offerings, placement practices, or program structures result in a discriminatory effect for American Indian students, in accordance with Minnesota Statutes 2024, section 124D.74, subdivision 5.

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 2024, 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 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

SMART Goal:

- Increase student-reported sense of belonging by **+20 percentage points**
- Increase American Indian student participation in cultural events by **+20 percentage points**

Narrative:

East Grand Forks Public Schools recognizes the importance of fostering positive self-identity and belonging among American Indian students. The district will measure progress through student surveys,

participation in programming, and behavioral data.

Programming will include cultural enrichment opportunities such as guest speakers, Elder involvement, storytelling, art, and hands-on cultural activities including beading and traditional practices. The district will also host events that celebrate student success, including an annual American Indian graduation ceremony and recognition events throughout the school year.

Further encouraging positive self-esteem, district-wide, East Grand Forks implements Positive Behavioral Interventions and Supports (PBIS) to ensure a safe, inclusive, and welcoming environment for all students. Complementing PBIS, the district has embedded a Social Emotional Learning (SEL) initiative that includes ongoing, structured professional development for staff. East Grand Forks Public Schools continues to integrate the *Seven Grandfather Teachings* into SEL programming to further enhance social-emotional outcomes and cultural relevance for all learners.

All programming will be inclusive and designed to eliminate barriers to participation. The district will ensure that American Indian students have equitable access to extracurricular activities and leadership opportunities.

The program will be led by the American Indian Education Coordinator in collaboration with school staff and community members. The AIPAC will provide input on culturally appropriate programming and student support strategies. Monitoring will include regular review of participation data, student feedback, and behavioral indicators.

The district will annually review enrollment, access, and outcomes data to ensure that no course offerings, placement practices, or program structures result in a discriminatory effect for American Indian students, in accordance with Minnesota Statutes 2024, section 124D.74, subdivision 5.

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 2024, 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 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

SMART Goals:

- Ensure that **100% of district staff complete at least one cultural competency training annually**
- Increase American Indian family participation in cultural events by **+20 percentage points**
- Improve school climate survey responses related to respect and inclusion by **+15 percentage points**

Narrative:

East Grand Forks Public Schools is committed to fostering intercultural awareness and understanding among students, staff, and families. The district will measure progress through staff participation in training, school climate surveys, and family engagement data.

The district will provide ongoing professional development for staff focused on culturally responsive teaching, the history and sovereignty of Tribal Nations, and strategies to support American Indian students.

School-wide cultural events, such as Indigenous Peoples Day and guest speaker presentations, will promote awareness and appreciation of American Indian cultures. Family engagement will be strengthened through

regular AIPAC meetings, family nights, and communication that encourages active participation in school programming.

The American Indian Education Coordinator will work with a consultant to support the implementation of Ojibwe language instruction within classroom settings by collaborating with teachers to embed language into instruction in meaningful and developmentally appropriate ways. His work will include introducing vocabulary, phrases, and conversational language, as well as modeling instructional strategies that help teachers integrate language naturally across content areas. He will also provide guidance, resources, and coaching to build staff confidence and capacity in using Indigenous language with students. This work strengthens cultural identity, supports language revitalization, and increases student engagement through authentic, culturally grounded learning experiences.

SMART goals include ensuring that 100% of staff participate in at least one cultural competency training annually and increasing American Indian family engagement by 20%.

The district will ensure that all programming promotes inclusivity and does not result in discriminatory practices. Efforts will be made to create a school environment that respects and values cultural diversity.

The program will be coordinated by the American Indian Education Coordinator in collaboration with district leadership and community partners. The AIPAC will play a key role in guiding cultural initiatives and providing feedback.

The district will annually review enrollment, access, and outcomes data to ensure that no course offerings, placement practices, or program structures result in a discriminatory effect for American Indian students, in accordance with Minnesota Statutes 2024, section 124D.74, subdivision 5.

Area 6: Supplement (Not Supplant) State and Federal Educational and Co-curricular Programs

Narrative:

East Grand Forks Public Schools ensures that all American Indian Education programming funded through American Indian Education Aid supplements, and does not supplant existing state and federal educational programs. Core academic instruction and services funded through general education, Title I, and other federal or state sources remain in place for all students.

The initiatives outlined in Areas 1–5 provide additional, targeted supports specifically designed to meet the unique academic and cultural needs of American Indian students. These include culturally responsive academic support, postsecondary preparation activities, cultural programming, family engagement opportunities, and staff professional development.

These supplemental services are developed in collaboration with the American Indian Parent Advisory Committee and are based on student data, identified needs, and community input. Funding is used to enhance opportunities and remove barriers for American Indian students, rather than replace services that are already required or provided to all students.

Program implementation and expenditures will be monitored by the American Indian Education Coordinator and district leadership to ensure compliance with Minnesota Statutes 2024, sections 124D.71–82. The AIPAC will review programming and provide input to ensure that all services remain supplemental and aligned with student needs.

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 Tribally controlled school's American Indian Parent Advisory Committee**, pursuant to [Minnesota Statutes 2024, section 124D.78](#), and you attest that:

- All parties are aware of Minnesota statutes pertaining to American Indian Education Aid as laid forth in the Indian Education Act of 1988.
- 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 2024, 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 2024, section 124D.76, Dedicated American Indian Education](#)

[Coordinator](#)

- No, we do not have 100 or more state identified American Indian students

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

[Minnesota Statutes 2024, 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 for all American Indian students eligible for American Indian Education Aid.

- No, we do not have at least five percent; or 100 or more American Indian students.

Signatures:

Superintendent or Charter/Tribally Controlled School Director:

Director of American Indian Education:

American Indian Parent Advisory Committee Chair: