

# NATIVE YOUTH COUNT

*A resource guide for families of American Indian and Alaska Native students*

## Identification matters for our youth

This guide can help you ensure your child is accurately identified in school so they can receive services, benefits, and resources available for Native youth.

Students in schools that support culturally responsive programming have:

- Higher attendance rates
- Higher graduation rates
- Fewer discipline-related referrals, including suspensions and expulsions
- Higher academic achievement (better grades and test scores)
- Greater sense of identity and belonging
- Increased engagement in cultural practices and speaking heritage languages

## Identification matters for our communities

Now more than ever, as we strive to strengthen tribal sovereignty and have accurate representation in the U.S. Census, we must ensure Native students have greater visibility in schools, treaty obligations are fulfilled, and programs designed to meet the needs of Native students are appropriately funded and directed.

# Let's Work Together to Strengthen Supports and Services for Native Students

## If you know young people who...

## They may be eligible for...

Are members of a federally or state-recognized Indian tribe or band OR descendants of a member of an Indian tribe

### Title VI

Programming to support American Indian and Alaska Native (AIAN) students and consultation with families and tribes, such as summer programs with cultural activities, and tutoring

Are age 3 through grade 12 and a fourth or more degree Indian blood

### Head Start

Programming to support families of AIAN students in their early years, such as AIAN-specific school readiness materials, traditional language, and preK programs

Have moved within the past three years across state or school district lines with (or to join) a parent or guardian who seeks to obtain qualifying temporary or seasonal employment in agriculture, fishing, or dairy

### Johnson O'Malley

Programming to support AIAN students and families. Services are developed through an education plan approved by a local Indian Education committee and may include culture, language, academics, and dropout prevention

Have a physical or mental disability that affects at least one of their major life activities

### Special Education

The right to culturally and linguistically responsive special education services, such as individualized skill and strategy support based on goals and assets, and extended opportunities for individualized and group supports

Do not always have a fixed, regular, or adequate nighttime residence

### McKinney-Vento

The right to services provided by the state that enable homeless children, including preschool-aged homeless children and those in temporary foster care placement, to enroll in, attend, and succeed in school. Services may include transportation, access to supplies, tutoring, after-school programs, and food assistance

Are AIAN students who are living in a household where languages other than English are spoken and who face challenges meeting academic standards

### Bilingual Education

The right to bilingual, multicultural instruction, services, and supports, such as culture camps, bilingual classrooms, language revitalization opportunities, and instruction in both English and heritage language

## Contact your national or state Indian Education office to ensure your child is enrolled or to get help enrolling your child

**U.S. Office of Indian Education**  
<https://www2.ed.gov/about/offices/list/oese/oie/index.html>

**Idaho Indian Education Office**  
208.332.6968  
<http://www.sde.idaho.gov/indian-ed/>

**Oregon Indian Education Office**  
503.947.5600  
<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/default.aspx>

**Anchorage, AK Title VI Indian Education Program Office**  
907.742.4445  
<https://www.asdk12.org/Page/1426>

**Montana Indian Education Office**  
406.444.3694  
<https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>

**Washington Indian Education Office**  
360.725.6160  
<https://www.k12.wa.us/student-success/access-opportunity-education/native-education>

## Common questions

- 1. What if the student is not enrolled in a tribe?**

*Students up to two generations removed from a family member still qualify for many programs and services. Check with your district's Title VI coordinator to explore available supports.*
- 2. What if the student doesn't go to a school with an Indian Education program or is not receiving the supports requested?**

*Students may qualify for services and benefits outside of Indian Education programs. Contact your district's or state's Indian Education director/staff or a school administrator for support.*
- 3. What if the student is identified as an English learner student but speaks only English at home?**

*If a heritage language affects a student's learning, regardless of what is spoken at home, the student may qualify for Title III/English learner supports. Discuss options with your school's Title III coordinator.*
- 4. When do I need to think about this?**

*You can start the conversation about identification anytime. Some especially good times are the beginning of the school year or when you move.*

## Forms

### Indian Education 506 form

<https://bit.ly/2lt08qq>

### Johnson O'Malley application

<https://bit.ly/2VbiAtj>

## Potential contacts

Many schools and districts have departments or staff members dedicated to this work. Be sure to ask your school or district if it has a:

- Title III/English learner program coordinator
- Title VI/Indian Education program coordinator
- Head Start representative
- Indian Child Welfare representative
- Indian Education staff member
- Family liaison

## This guide is brought to you by the Northwest Tribal Educators Alliance

Our goal is to increase awareness of effective strategies and programs that promote academic and community success for American Indian and Alaska Native (AIAN) students. For more information, visit <http://bit.ly/2khYwFL>.

## Additional links and resources

- Education of Migratory Children, Title I, Part C <https://www2.ed.gov/programs/mep/index.html?exp=0>
- Individuals with Disabilities Education Act <https://sites.ed.gov/idea/regs/b/b/300.114>
- Every Student Succeeds Act (ESSA) [http://www.ncsl.org/documents/educ/essa\\_summary\\_ncsl.pdf](http://www.ncsl.org/documents/educ/essa_summary_ncsl.pdf)
- Johnson O'Malley Act of 1934 <https://ncidc.org/education/jomfactsheet>

## References

- Castagno, A. & Brayboy, B. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941–993. <https://eric.ed.gov/?id=EJ896558>
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Santamaria, L. J. (2009). Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners. *Teachers College Record*, 111(1), 214–247. <https://eric.ed.gov/?id=EJ826003>