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.

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

If you know young people who...

<table>
<thead>
<tr>
<th>They may be eligible for...</th>
<th>Are members of a federally or state-recognized Indian tribe or band OR descendants of a member of an Indian tribe</th>
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<tbody>
<tr>
<td>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</td>
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<tr>
<td>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</td>
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<td>Migrant Education The right to academic programs, health programs, multicultural learning opportunities, and family supports, such as summer schools, home visits, and reduced fees for standardized tests</td>
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<tr>
<td>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</td>
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<td>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</td>
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<tr>
<td>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</td>
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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

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

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

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

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

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/2It08qq

- **Johnson O’Malley application**

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

- Individuals with Disabilities Education Act https://sites.ed.gov/idea/regs/b/b/300.114
- Johnson O’Malley Act of 1934 https://ncidc.org/education/jomfactsheet

References

