

IESLN

Indigenous Education State  
Leaders Network

# Indigenous Student Counts

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Office of Indian Education Policy & Program Updates

November 20, 2023

The Indigenous Student Identification Project is supported by the AIR Equity Initiative.

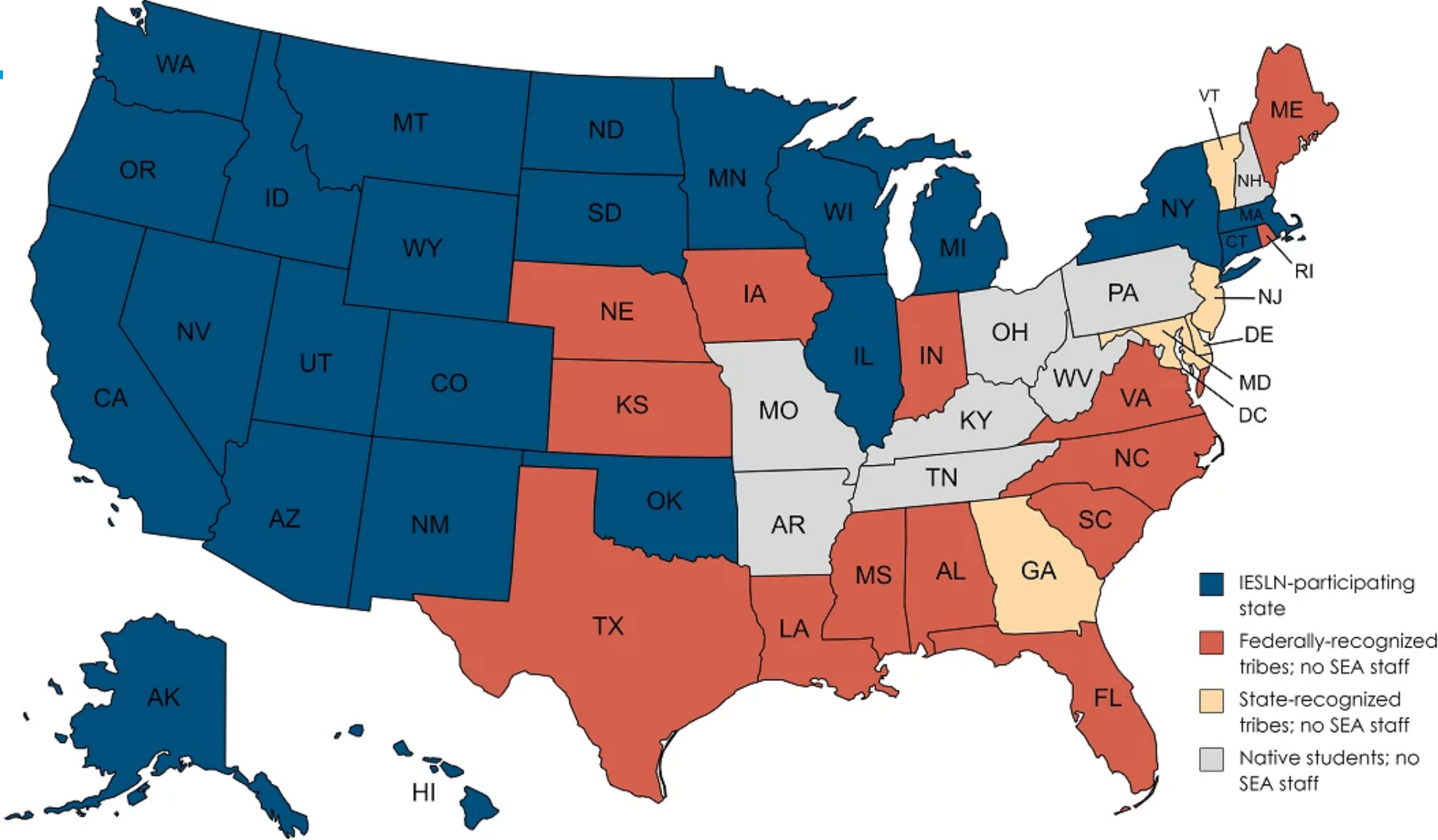
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**The Indigenous Education State Leaders Network (IESLN)** is a community of practice for state education agency (SEA) staff and contractors working to support Indigenous students in their respective states. IESLN states have met regularly since 2016 and collectively educate 75% of Native students in the U.S.

# Map of IESLN Member States



# What is the ISI project?

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The **Indigenous Student Identification (ISI) Project** works directly with state and local education agencies, tribes, federal agencies, and national Indigenous education professionals and organizations to improve equity through **better Indigenous student identification policies and practices**. Its goals:

- **Increase the collective impact** of state education agencies in supporting Indigenous students within their states.

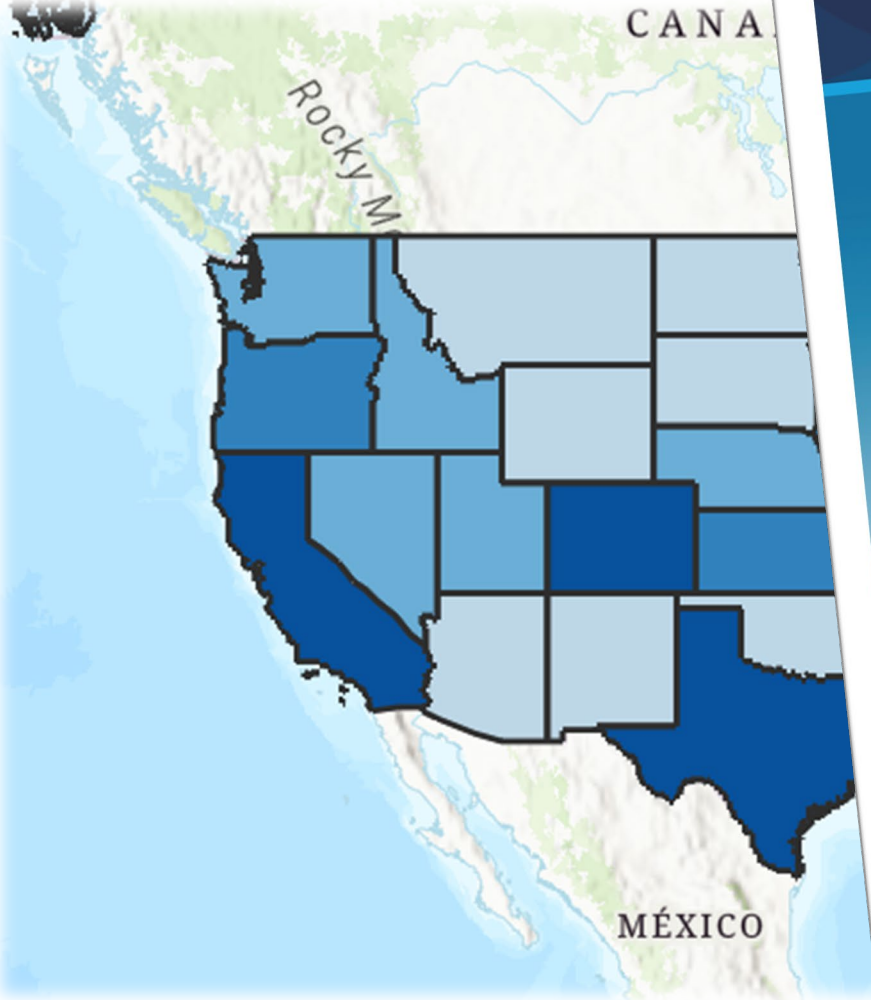
**Magnify the policy-making power** of IESLN and other national Indigenous education professionals and organizations by supplying them with information, research, and tools to identify and advocate for students.

It is co-led by the **American Institutes for Research (AIR)** and the **Indigenous Education State Leaders Network (IESLN)**.

# Report & Map



<http://www.air.org/indigenous-students-count>



# American Indian/Alaska Native (AI/AN): Not Just a Racial Category

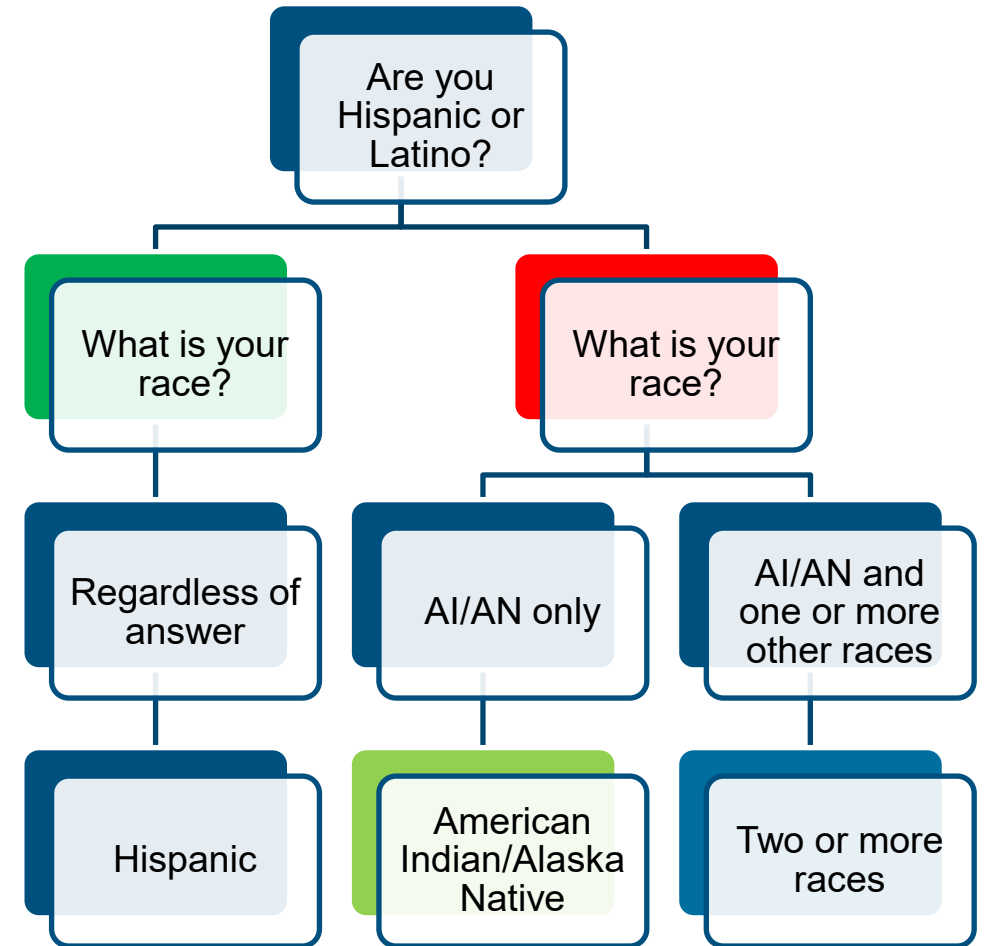
AI/AN Data Category	Definitions	Data Collections	Example of a Data Use Case
<b>Race/Ethnicity</b>	Office of Management and Budget (OMB): “A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.”	The OMB racial categories are the minimum standards required for collecting and presenting data for all federal reporting.	AI/AN is a category used for school and district subgroup accountability under the Elementary and Secondary Education Act.
<b>Political/Legal Status</b>	Tribal nations determine their own enrollment requirements and procedures for Tribal citizenship. Enrolled individuals are citizens not only of their individual sovereign Tribal nation, which is a political and legal status, but also U.S. citizens and citizens of their respective states.	Enrollment data are defined, collected, and owned only by the Tribal nations.	Students must prove tribal enrollment or direct descent within three generations from an enrolled member in order to be eligible for funding under the Title VI Indian Education Formula Grant.

Adapted from : Evans-Lomayeva, G., Lee, J.J., & Brumfield, C. (2022). *Advancing American Indian & Alaska Native data equity: Representation in federal data collections*. Washington, D.C.: Center on Poverty and Inequality, Georgetown Law, Economic Security & Opportunity Initiative. Retrieved from <https://www.georgetownpoverty.org/wp-content/uploads/2022/11/AdvancingAIANDataEquity-Nov2022.pdf>

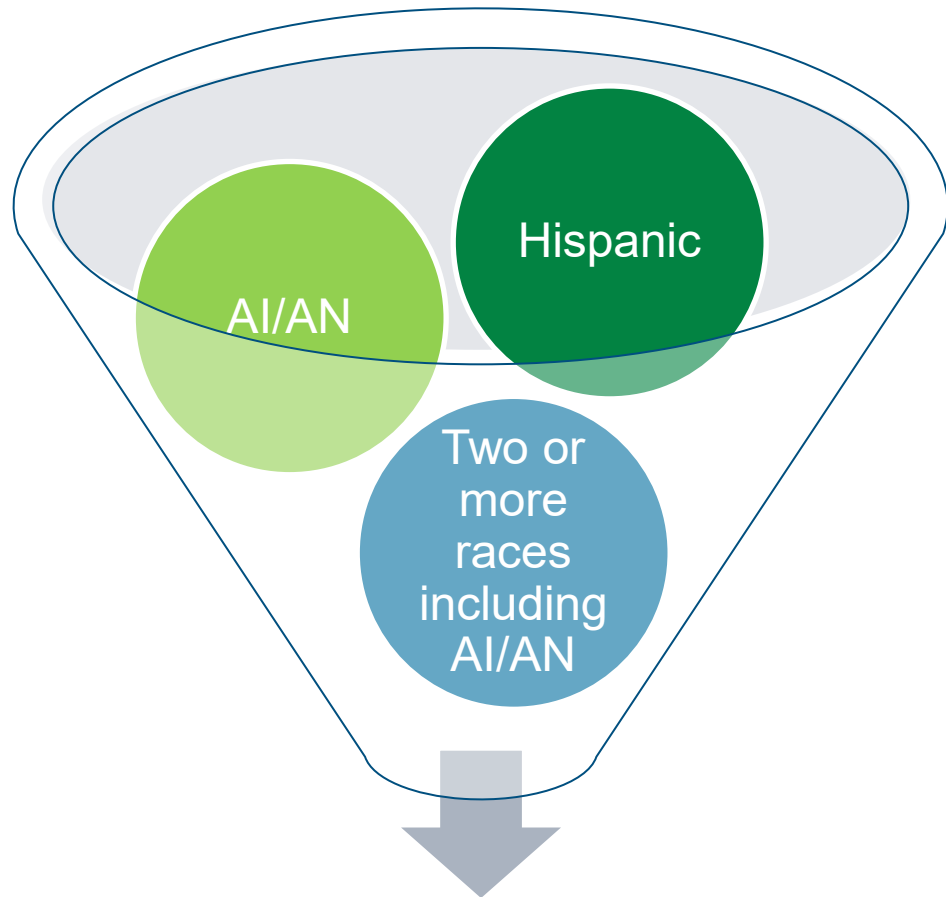
# AI/AN Race/Ethnicity Data Reporting: The Official Count

Many students who select AI/AN also identify as Hispanic or another race. These students are NOT counted as American Indian or Alaska Native; instead, they are categorized as “Hispanic” or “two or more races.”

This disproportionately affects AI/AN students, who find their already-small numbers reduced by 70% nationally, relegating them to statistical invisibility in many contexts.



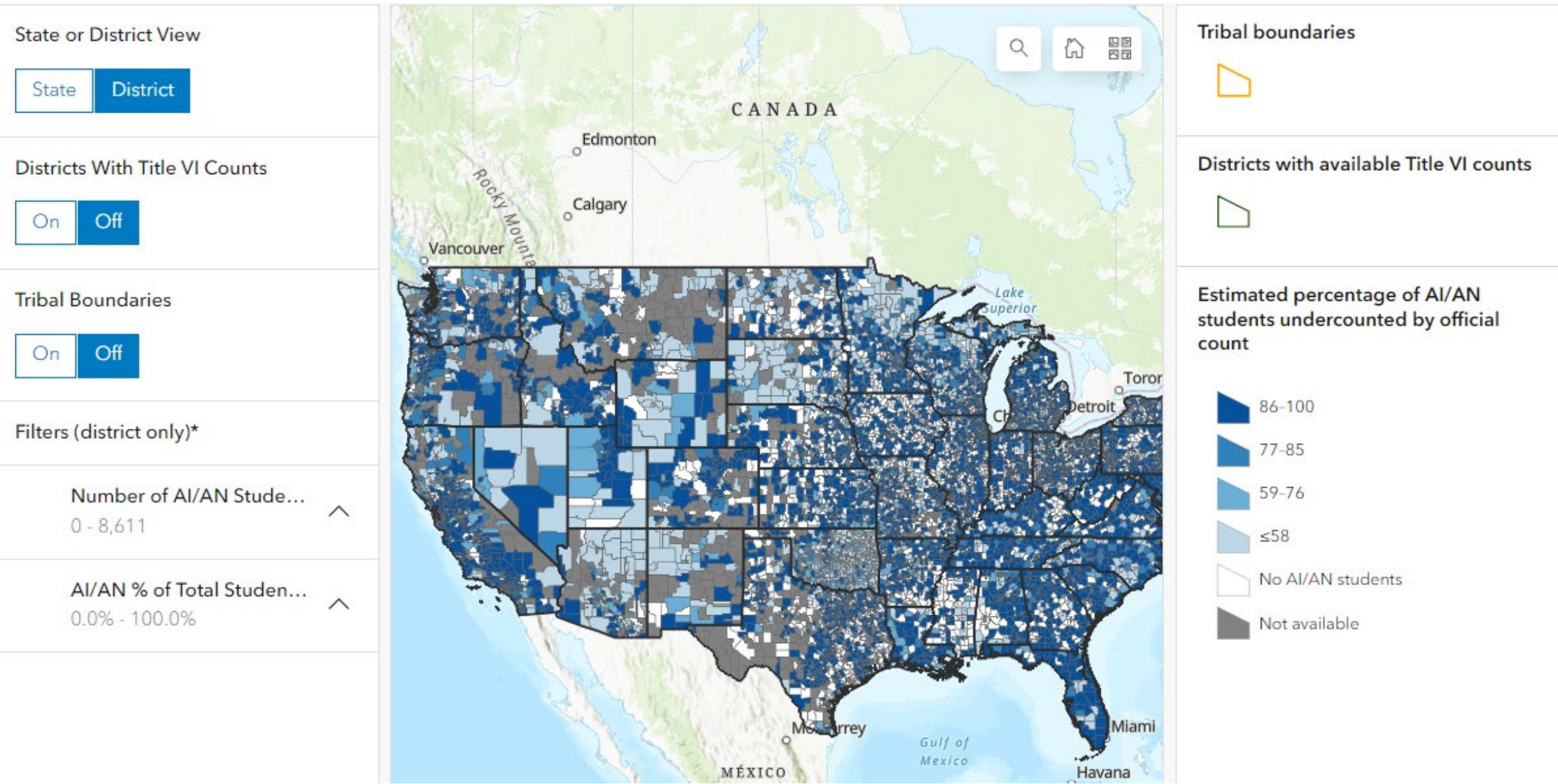
# What Does an “Inclusive Count” Look Like?

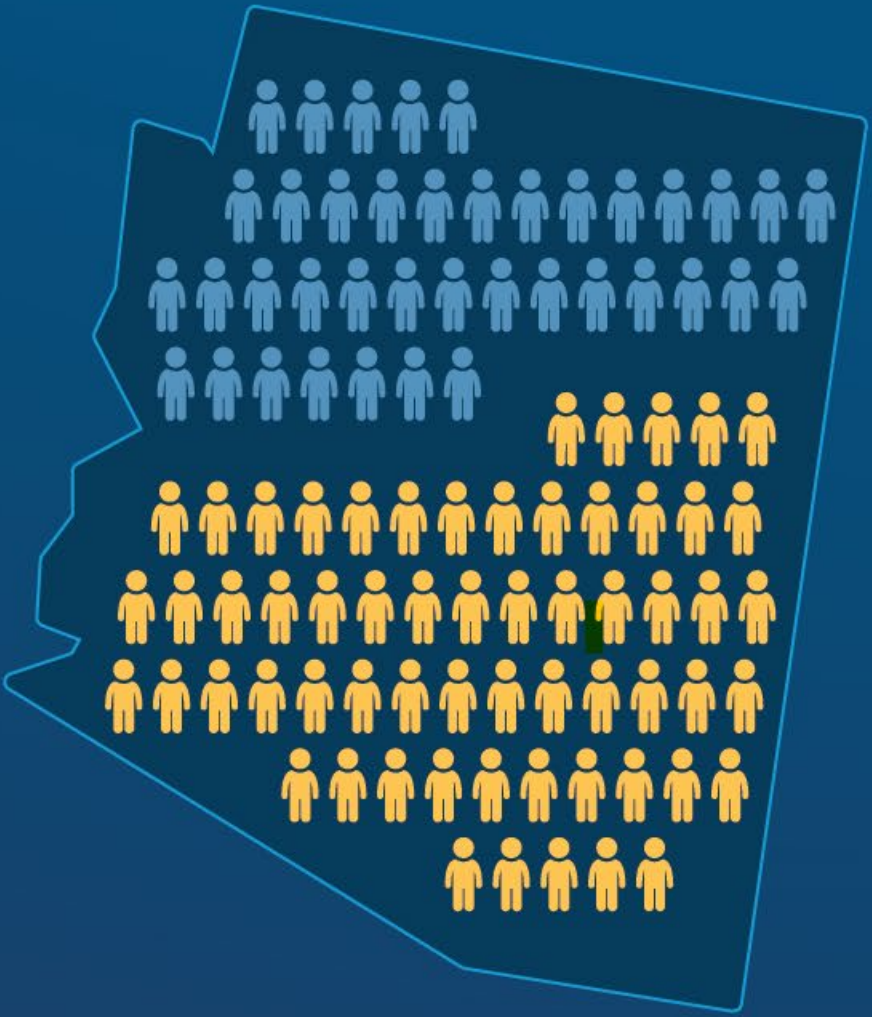


**“The Inclusive Count”**

“In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the [previous year]; ... The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity.” – ED OIE Regulatory Guidance







# UP TO 39% of K-12 Indigenous students in **Arizona** may be invisible.

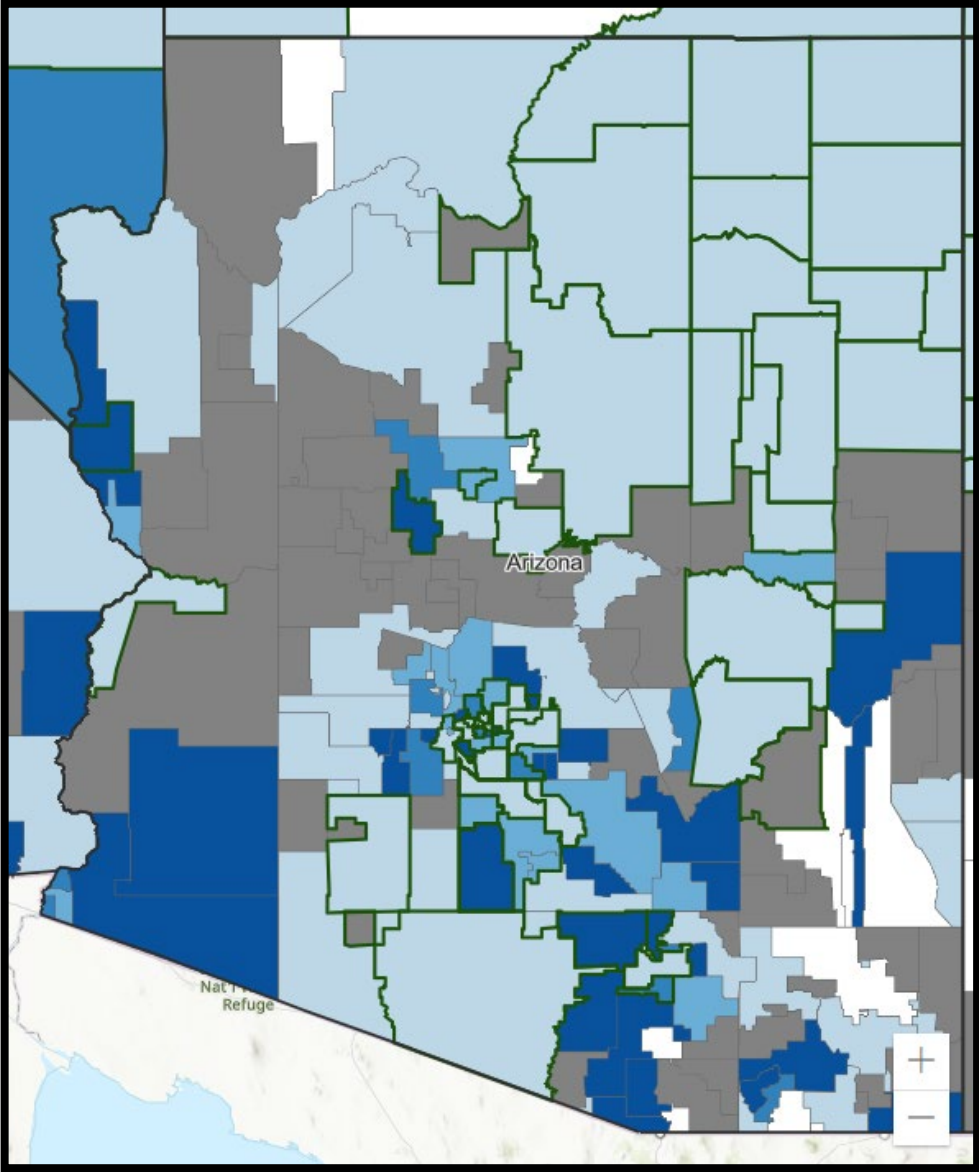
Learn about how public K-12 education counts  
**Indigenous students** in this interactive map and  
report: [www.air.org/indigenous-student-counts/](http://www.air.org/indigenous-student-counts/).

#IndigenousStudentsCount



# Investigate your district's counts!

<https://www.air.org/indigenous-students-count>



# Tribal nations are sovereign governments with the sole right to determine their citizenship requirements.

- Citizenship requirements vary widely by tribe.
- Citizenship data are collected by and property of the tribal nation.
- The federal government has a trust responsibility to federally-recognized Indigenous nations which obliges it to protect tribal self-governance, lands, assets, resources, and treaty rights.
- Indigenous nationality/citizenship status is used by the U.S. federal government to determine individual eligibility for property, benefits, and services as part of the Federal Indian Trust responsibility.

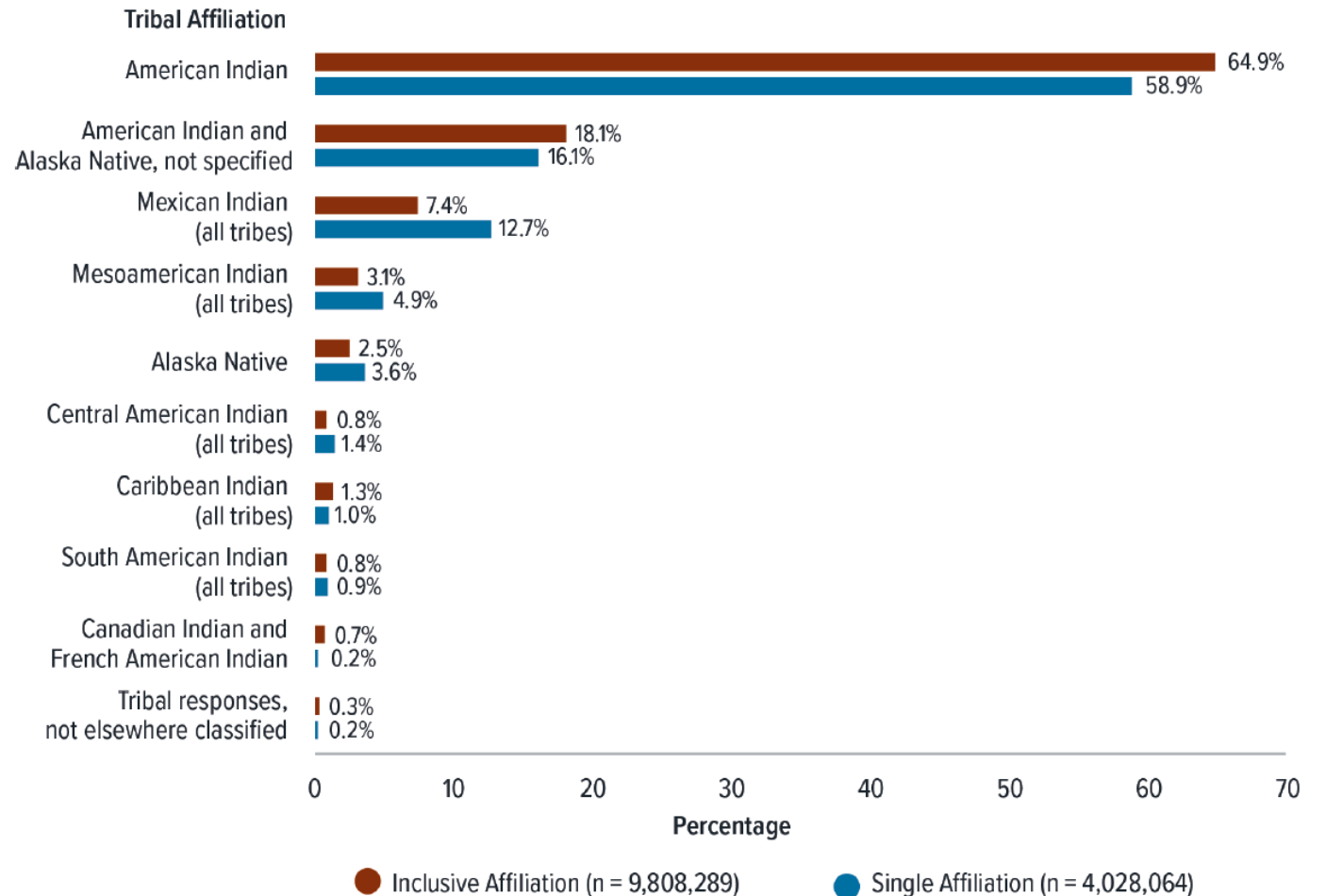
	Tribal Citizenship	Johnson O'Malley (JOM)	OIE Title VI Funding	1997 OMB (NCES, Census and ACS)
Eligibility	<p><b>Specific degree of blood quantum level</b></p> <p>OR</p> <p><b>descendancy</b> (based on census or enrollment rolls and/or certain degree of Indian blood quantum)</p> <p><b>No other race or nationality is required to “prove” their heritage through blood quantum.</b></p>	<p>Must have <b>at least ¼ degree Indian blood</b> (can be from multiple tribes to meet threshold).</p> <p>Established through the Johnson–O’Malley Act (JOM) of 1934 (25 U.S.C. 5342 et seq.).</p>	<p>The Tribe or Band is (select only one):</p> <ul style="list-style-type: none"> <li>● Federally recognized tribe</li> <li>● State recognized tribe</li> <li>● Terminated Tribe</li> <li>● Alaska Native</li> <li>● Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.</li> </ul> <p>Proof of membership for <b>student, parent or grandparent:</b></p> <ul style="list-style-type: none"> <li>● Membership or enrollment #</li> <li>● Other evidence establishing membership (describe and attach)</li> </ul>	<p>“A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.”</p> <p>This includes members and descendants of federally recognized tribes, including Alaska Natives; state-recognized tribes; terminated tribes; unrecognized tribes; Canadian First Nations, and Central and South American Indigenous persons.</p>
How eligibility is determined	<p><b>Tribal enrollment application</b> (varies across Tribes)</p>	<p><b>JOM Student Certification Form:</b> must be completed for each student by a Tribe LEA.</p> <ul style="list-style-type: none"> <li>● Includes <b>only federally recognized</b> tribes.</li> <li>● Must be signed by a tribal official to be valid.</li> </ul>	<p><b>506 Form:</b> serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program.</p> <p>Includes <b>federal, state, and terminated</b> tribes.</p>	<p>Two-part question based on <b>ethnicity and race.</b></p> <p><b>U.S. Department of Education and National Center for Education Statistics use the official count.</b></p>

# Quality Counts: The AAA Standard

A count that is . . .	Is . . .	Is not . . .
<b>Accurate</b>	correct based on the definition applied	significantly greater or lesser than the number of students meeting the definition applied
<b>Appropriate</b>	based on a suitable definition of identity for the policy use to which it is put	incongruous for the purpose to which it is put (e.g., conflating legal/political affiliation with ethnic/racial identity for programs intended to fulfil the federal trust responsibility)
<b>Accountable</b>	collected and reported transparently <i>and</i> respectful of data sovereignty and student privacy	collected in absence of Tribal consultation or certification or indifferent to Indigenous students' unique linguistic and cultural educational rights and needs

# Tribal Affiliation Data Collection

- Six SEAs now collect self-reported Tribal affiliation data from students and families.
- Tribes initiated the data collection request
- Data can be disaggregated and shared back with Tribes to show student outcomes for students affiliated with that particular Tribe.
- Tribes are developing data sharing agreements with districts and states.



# Emerging Opportunities

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1. Federal guidance ENCOURAGES collection and reporting of additional data. “The collection of more detailed race and ethnicity data beyond the minimum categories is encouraged as long as the additional categories can be aggregated into the minimum categories.”
2. In 2007, in response to concerns that the official counting method would minimize specific populations (including AI/AN) the Department said that it “plans to monitor the data trends reported [and] if necessary ...request access to the specific racial and ethnic data provided in response to the two-part question by individual respondents.”
3. Revisions to the OMB race & ethnicity standards are expected in Summer of 2024.
4. The Common Education Data Standards (a federal data standardization project) has developed a Tribal Affiliation element. CEDS standards are “open source” and accept and encourage organizational and individual input.

1. [Flexibilities and Best Practices for Implementing the Office of Management and Budget’s 1997 Standards for Maintaining, Collecting, And Presenting Federal Data on Race and Ethnicity \(Statistical Policy Directive No. 15\)](#)

2. [Final guidance on maintaining, collecting, and reporting racial and ethnic data to the U.S. Department of Education \[72 FR 59266\]](#).





**Questions?**

# Contact Information

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