



JOM Foundations and Program Requirements

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Objectives

By the end of this session, participants will be able to:

- ✓ Explain the purpose of the JOM Program
- ✓ Describe the role of the IEC
- ✓ Identify responsibilities of schools and coordinators
- ✓ Recognize key federal requirements
- ✓ Understand how JOM supports Native student success

Section 1: JOM History



Why was JOM Created



**Senator
Hiram Johnson**



**Congressman
Thomas Patrick**

The problem

- More NA students were attending public schools instead of federal boarding schools
- The federal government (BIA) could not provide services everywhere, especially in rural and reservation areas.

Why the Act Was Needed

- Native students needed support.
- Local schools did not have enough funding or incentive to provide services

The Johnson O'Malley Act of 1934

- Sponsored by Senator Hiram W. Johnson (California) and Congressman Thomas P. O'Malley
- Enacted on April 16, 1934, as part of the federal government's Indian policy reforms during the "Indian New Deal" era.
- Created to provide federal funding for states, tribes, and school districts serving American Indian and Alaska Native students.
- Recognized that many Native students attended public schools located on or near reservations where local tax revenues often did not fully support their educational needs.
- Intended to ensure Native students received equitable educational opportunities and access to services that were often unavailable or underfunded.
- Today, JOM continues as a supplemental education program focused on student achievement, cultural identity, and tribal involvement



**Congressman
Thomas Patrick**



**Senator
Hiram Johnson**

"JOM was founded on the belief that Native students deserve equitable educational opportunities and that tribal communities should help guide the programs that serve their children."

JOM Longstanding Commitment

JOM Modernization Act of 2018

- Reaffirmed Congress's commitment to the JOM Program.
- Directed the Bureau of Indian Education (BIE) to modernize program regulations.
- Clarified student eligibility, funding processes, and program administration.
- Strengthened access to supplemental educational services for Native students attending public schools.

JOM Today

- Supports academic achievement, and educational success.
- Promotes cultural enrichment and Native language opportunities.
- Encourages student engagement, leadership, and school attendance.
- Serves eligible Native students through locally developed programs guided by the Indian Education Committee (IECs).

Section 2:

What is the Johnson O'Malley Program?





What is Johnson O'Malley?

Program Purpose

JOM provides supplemental funding to support unique educational needs of American Indian and Alaska Native students.

Administration and Regulation

The program is administered by the Bureau of Indian Education under federal regulations ensuring proper governance.

Local Control and Community Involvement

Indian Education Committees play a vital role in guiding how JOM funds are allocated to meet community needs.

Collaboration and Cultural Awareness

JOM promotes collaboration between schools, Tribes, and communities to enhance educational opportunities and cultural awareness.



Purpose of the JOM Program

- **Supplemental Academic Support**

- JOM funding complements existing school programs by providing tutoring and enrichment activities for Native students.

- **Cultural Preservation and Identity**

- The program supports cultural connection to enhance student engagement, confidence, and long-term success.

- **Community Empowerment**

- JOM empowers Tribes through community involvement and consultation in educational decision-making.



Why JOM Matters today

Supports Unique Educational Needs

Preserves Native Culture and Identity

Promotes Tribal Sovereignty and Self-Determination

Strengthens Family and Community Engagement

Fills Gaps That Other Funding Cannot





What is the impact of JOM?

- **Improve student achievement**
- **Strengthens cultural identity**
- **Increases family and community engagement**
- **Supports student well-being and school engagement**
- **Promotes tribal sovereignty and self-determination**
- **Builds stronger school-tribal partnerships**

Section 3: Program Structure



Why JOM Programs Are Structured the Way They Are

Federal Regulations 25 CFR Part 273
Define JOM Program Requirements

Purpose of JOM Regulation

- Defines how education contracts under the Johnson O'Malley Act provide financial aid to eligible Native American students' educational needs.

JOM Funding Use

- JOM funds support supplemental programs and necessary school operations to maintain State educational standards without replacing existing funds.

Who it applies to

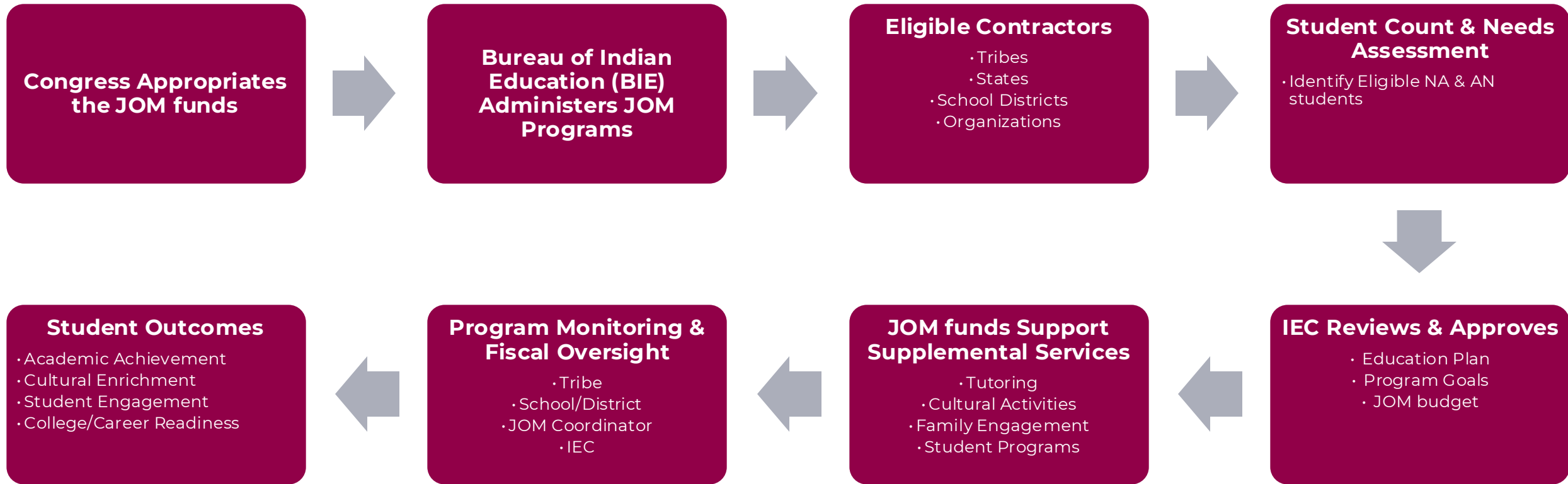
- These regulations apply to Tribes, Tribal organizations, and eligible school districts that participate in the Johnson-O'Malley (JOM) Program.

Guidance for Administrators

- Provides a framework for decision-making, budgeting, and program design aligned with JOM Act and federal rules.



JOM Funding Flow



Section 4:

Roles and Responsibilities



Why JOM Programs Are Structured the Way They Are

Federal Regulations 25 CFR Part 273
Define JOM Program Requirements



Section 114 – Programs under JOM



Section 115 – IEC Members



Section 116 – IEC Procedures and Reports



Section 117 – IEC Power and Duties



Section 118 – IEC Additional Authority



Section 127 – Funds to support IEC duties



What is an Indian Education Committee (IEC)?

An Indian Education Committee (IEC) is the local decision-making and oversight body for the Johnson-O'Malley Program.

The IEC represents Native parents and communities by:

- ✓ Identifying student needs and program priorities
- ✓ Participating in the planning and development of JOM programs
- ✓ Approving JOM educational plans and budgets
- ✓ Monitoring program implementation and outcomes
- ✓ Ensuring JOM funds support the educational and cultural success of eligible Native students

Purpose of the Indian Education Committee (IEC)

The IEC helps ensure that JOM programs are:

✓ **Community Driven**

- Developed with input from Native parents, families, and Tribal communities

✓ **Student Focused**

- Designed to address the educational and cultural needs of eligible Native students

✓ **Accountable**

- Monitored and evaluated to ensure program goals and student outcomes are achieved

✓ **Compliant**

- Implemented in accordance with federal JOM regulations and approved program plans

Key takeaway: The IEC exists to give Native families and communities a meaningful role in shaping, overseeing, and evaluating JOM programs so that students receive the greatest possible educational and cultural benefit."

Who Does What?



Stakeholder	Primary Responsibility
IEC	Planning, approval, oversight
School	Administration & finance
Coordinator	Daily implementation
Parents	Provide input
Tribe	Partnership and support
ADE/BIE	Monitoring and compliance

Roles of Schools and JOM Coordinators

Schools

- Administer the JOM program
- Manage budgets and expenditures
- Verify student eligibility
- Implement approved services
- Collaborate with the IEC

Coordinators

- Coordinate daily program operations
- Support eligible students and families
- Monitor compliance and expenditures
- Maintain records and reports
- Serve as a liaison between the school, IEC, and community

Key Takeaway

Schools manage and implement the JOM program, coordinators oversee day-to-day operations, and the IEC provides community-based planning, approval, and oversight to ensure JOM funds meet the needs of eligible Native students

Section 5– Federal Requirements



PROGRAMS UNDER JOM

SECTION 114

Regulatory Authority: §273.114



Must Comply with IEC Authority

Developed and approved in full compliance with the powers and duties of the Indian Education Committee



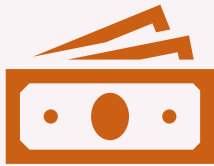
Must align with the IEC Committee's **Organization documents or by-laws**



Must Be Included in the Education Plan

All programs contracted under JOM must be part of the approved education plan.

Compliance & Requirements



25 CFR Part 273

JOM Program Requirements



2 CFR Part 200

Administrative
Requirements

Cost Principles

Audit Requirements



USFR Codes

State policies and
procedures for accounting,
reporting, budgeting, and
other compliance
requirements

Applies to both State and
Federal grants

Federal Requirements Every Program Should Know

JOM Programs Must:

- ✓ Follow 25 CFR Part 273
- ✓ Maintain an active IEC
- ✓ Have an approved Education Plan
- ✓ Document student eligibility
- ✓ Use funds appropriately
- ✓ Maintain records for monitoring



Section 6:

Program Components



Core Components of a Strong JOM Program

- ✓ Academic Support
- ✓ Cultural Enrichment
- ✓ Family Engagement
- ✓ Student Leadership
- ✓ Attendance Initiatives
- ✓ College & Career Readiness

Program Impact

Program Component	Impact Measures	Data Sources
Academic Support	GPA increases, proficiency rates, benchmark assessment gains, course completion, credit recovery, grade promotion	Report cards, state assessments, district benchmark data
Cultural Enrichment	Increased cultural knowledge, participation in cultural activities, language proficiency growth, student sense of belonging	Pre/post surveys, activity logs, participant records
Family Engagement	Parent participation rates, event attendance, volunteer involvement, family satisfaction	Sign-in sheets, surveys, IEC participation records
Student Leadership	Number of leadership activities completed, student presentations, community service hours, leadership skill growth	Program records, student self-assessments, mentor evaluations
Attendance Initiatives	Attendance rates, reduction in chronic absenteeism, reduction in tardies, retention rates	School attendance reports
College and Career Readiness	FAFSA completion, college applications submitted, scholarship applications, career assessments completed, postsecondary enrollment	Student tracking forms, counseling records, surveys

Common Program Challenges

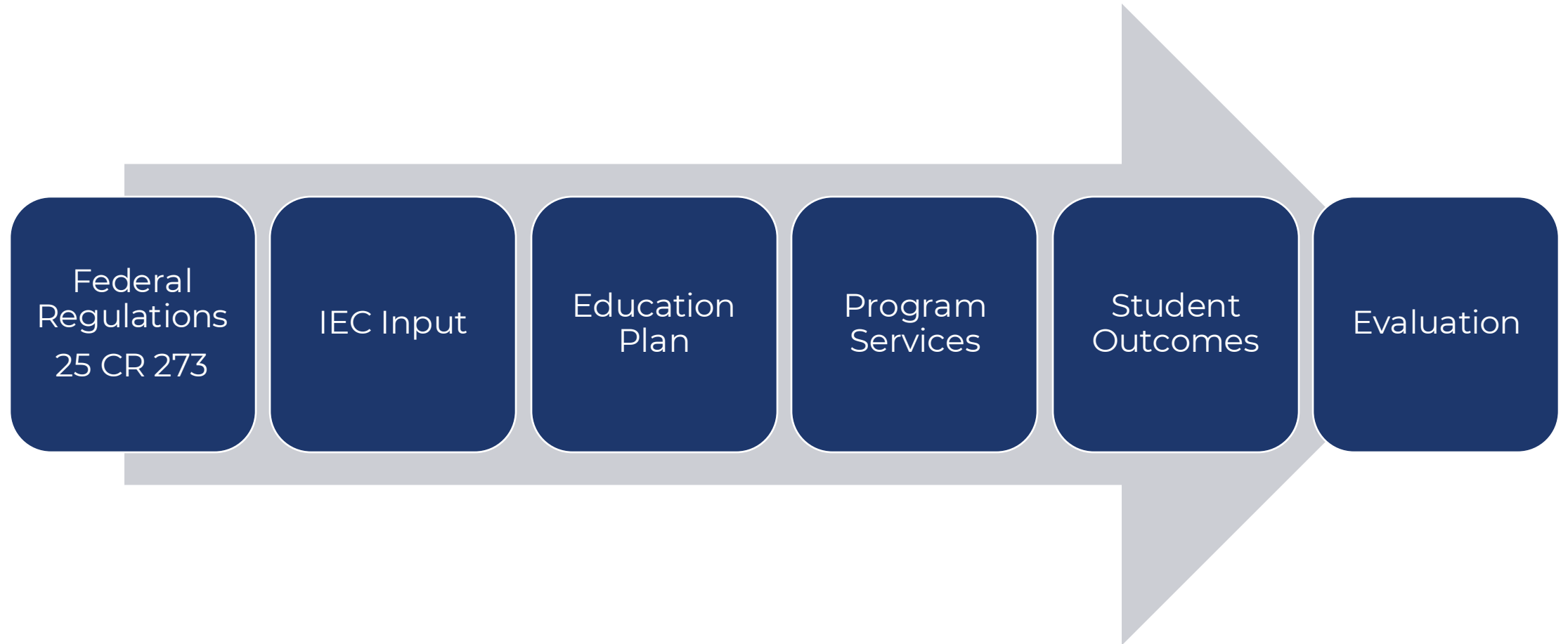
- ⚠ Limited IEC involvement
- ⚠ Missing documentation
- ⚠ Weak student needs assessment
- ⚠ Activities not in Education Plan
- ⚠ Supplement vs. Supplant issues



Section 7: Putting It All Together



JOM Program Components Chart Flow



Best Practices

Best Practices

- ✓ Engage IEC early
- ✓ Focus on student needs
- ✓ Maintain documentation
- ✓ Build Tribal partnerships
- ✓ Monitor program effectiveness
- ✓ Maintain strong school–Tribal communication
- ✓ Use student data to guide decisions



Session 1 Key Takeaways

- ✓ JOM is a supplemental education program
- ✓ JOM supports eligible Native students
- ✓ IECs are central to JOM governance
- ✓ Federal regulations guide program operations
- ✓ Collaboration drives student success
- ✓ Strong programs are community-driven and student-focused



Coming Next:

Session 2- Understanding Funding & Compliance

