



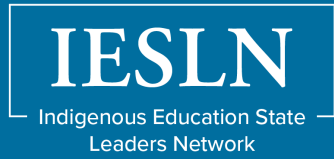
The Indigenous Education State Leaders Network (IESLN)

October 8, 2024 | TEDNA/NIEA

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

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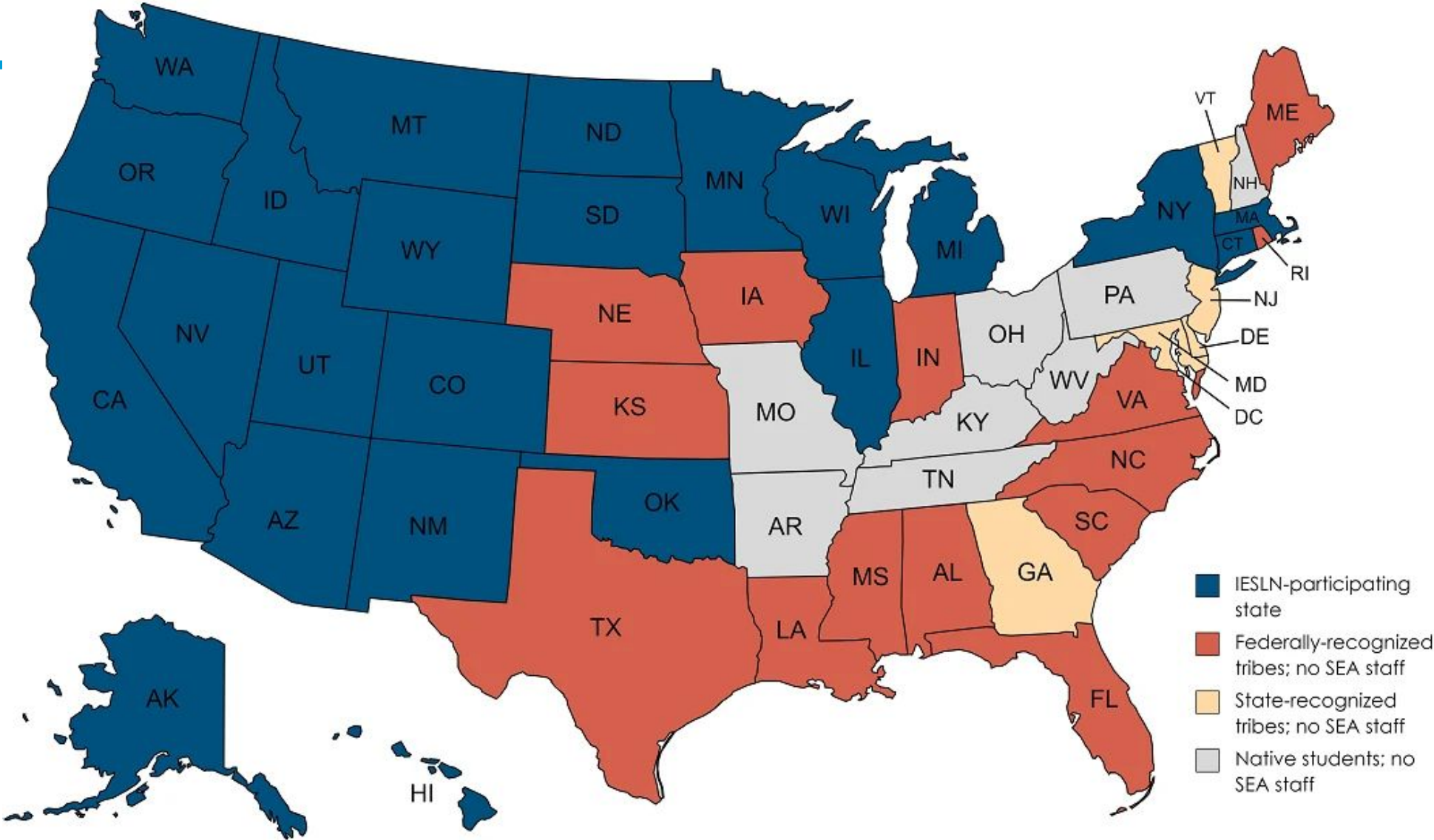
IESLN is a community of practice for state education agency (SEA) staff and contractors working to support Indigenous students in their respective states. IESLN states have met regularly since 2016 and collectively educate 75% of Native students in the U.S.

IESLN's Mission:

- Build the capacity of state education agencies to leverage systems to support Native learners.
- Support the implementation and coordination of educational systems that serve Native students through meaningful and timely consultation with Indigenous Sovereign Nations and organizations.



Map of IESLN Member States



IESLN Topics of Concern

Each state that participates in IESLN has its own:

- Staffing structure
- Funding streams
- Programs
- Political context
- Relationships with Tribes
- Relationships with districts



IESLN

Indigenous Education State
Leaders Network

What is the Indigenous Student Identification (ISI) Project?

The American Institutes for Research (AIR) Equity Initiative



- Grant awarded: Educational Equity Through Policy Implementation (EEPI)
- Award amount: \$2.75 million over 4 years

<https://www.air.org/air-equity-initiative-bridge-more-equitable-world>

IESLN Working Group: Indigenous Student Identification Project

- Brandon Culbertson (OR)
- Chuck Foster (UT)
- Clarissa Jacobs-Roraback (NY)
- Fredina Drye-Romero (NV)
- Gloria Hale (NM)
- Georgina Owen (CO)
- Randall Zotigh (OK)
- Jane Harstad (MN)
- Jen LaPointe (MI)
- Joel Isaak (AK)
- Johanna Jones (ID)
- Judy Delgado (CA)
- Lynnann Yazzie (AZ)
- Mona Halcomb (WA)
- Nate Beelen (MI)

Research Steering Committee

- **Alex Red Corn**, EdD (Osage Nation | College of Education at Kansas State University)
- **Charleen “Daazhrai” Fisher**, PhD. (University of Alaska Fairbanks)
- **Daphne Littlebear**, MPA, Doctoral Candidate (Tamaya Pueblo, Mvskoke, Yuchi, and Shawnee | National Indian Education Association)
- **Elise Washines**, PhD (ABD) (Yakama Nation, Cree, and Skokomish | Yakama National Higher Education & Adult Vocational Training Program)
- **Kouslaa Kessler-Mata**, PhD (yak tit^{yu} tit^{yu} yak tiłhini Northern Chumash and Yokut | University of San Francisco)
- **Megan Bang**, PhD (Ojibwe | Northwestern University)
- **Sam Morseau** (Pokagon Band of Potawatomi)
- **Susan Faircloth**, PhD (Coharie Tribe of North Carolina | Colorado State University)
- **Yolanda Bisbee**, EdD (Nez Perce | University of Idaho)
- **Kenneth Olden**, PhD (Wapato School District, WA)
- **Judy Harmon** (New Mexico Public Education Department)

The Indigenous Student Identification (ISI) Project works directly with states, **Tribes, districts and schools**, federal agencies, and national Indigenous education professionals and organizations to understand the **challenges, barriers and solutions** to improve equity through better Indigenous student identification policies and practices.

**Data-Sharing,
Access & Accountability**

**Tribal-State
Relations & Consultations**

**American
Indian Student
Identity**

**Sovereignty & Traditional
Knowledge Systems**

**Federal & State
Trust Obligations**

Why we are doing this work



ISI Project

Research Questions

- What is the **most appropriate Indigenous student count** for the U.S. Department of Education to use in different analysis and reporting scenarios to best serve Indigenous students in K–12 public schools?
- What more do states, tribes, and districts need to know to **better identify and serve Indigenous students** in K–12 public schools?
- What **materials** do states and districts need to **better identify and serve Indigenous students** in K–12 public schools?

Project Activities

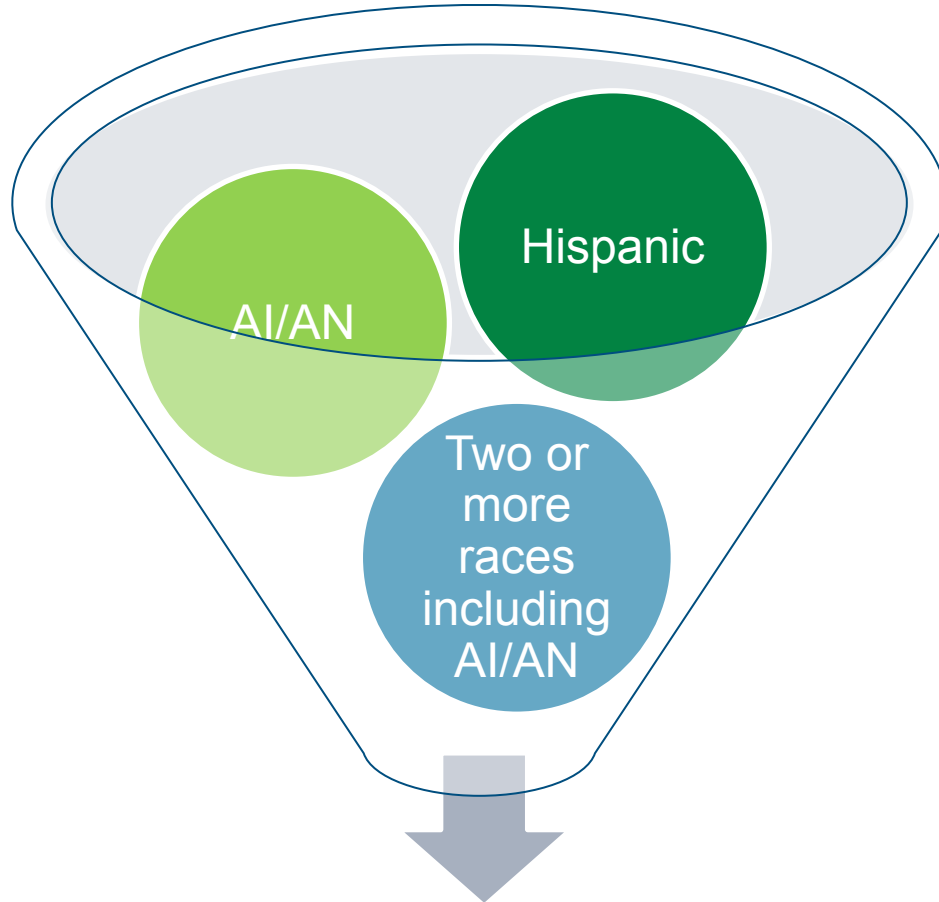
YEAR ONE

- **Maximum Identification and Tribal Affiliation**
- **Interactive map** of Indigenous K–12 public school students by state and school district for use by families, school districts, Tribes, policymakers, and more.
- **Public-facing report** on Indigenous student K–12 public school counts, including broad policy context and recommendations.
- **3-year research and technical assistance agenda** for the ISI project

Desired Outcomes

- **Increased appropriateness of estimates** of the Indigenous student population, for use in policymaking and implementation in K–12 public schools.
- **Increased stakeholder collaboration and consensus** on Indigenous student identification research and technical assistance.
- **Increased SEA technical assistance capacity** for identifying and serving Indigenous students.

“Inclusive Counts” of Indigenous Students



“The Inclusive Count”

Why is it important?

- The AI/AN student subgroup is so small that they often show up as an asterisk in reporting.
- No other racial category is as affected by inclusive counts (~60% nationwide).
- Disaggregated reporting using an inclusive count can illuminate AI/AN student outcomes and potential equity gaps.
- Greater awareness of equity gaps can lead to targeted supports and interventions to improve outcomes.

Potential Impacts of Using Inclusive Counts

- An additional **1,806 districts** might be eligible for Title VI Indian Education Formula Grant funding.
- An additional **78 districts** might qualify as “affected districts” based on the 50% threshold under the Tribal Consultation clauses of the Every Student Succeeds Act.
- An additional **1,029 districts** might be able to disaggregate AI/AN data for reporting.
- An additional **11 states** might meet the 1% threshold required for participation in the National Indian Education Study.

These numbers were calculated using the ACS-ED estimated undercount percentages and the NCES official counts.

UP TO 90% of K–12 Indigenous students in California 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/.

#IndigenousStudentsCount





UP TO 52% of K–12
Indigenous students
in Oklahoma may
be invisible.

Learn about how public K–12 education counts
Indigenous students in this interactive map and
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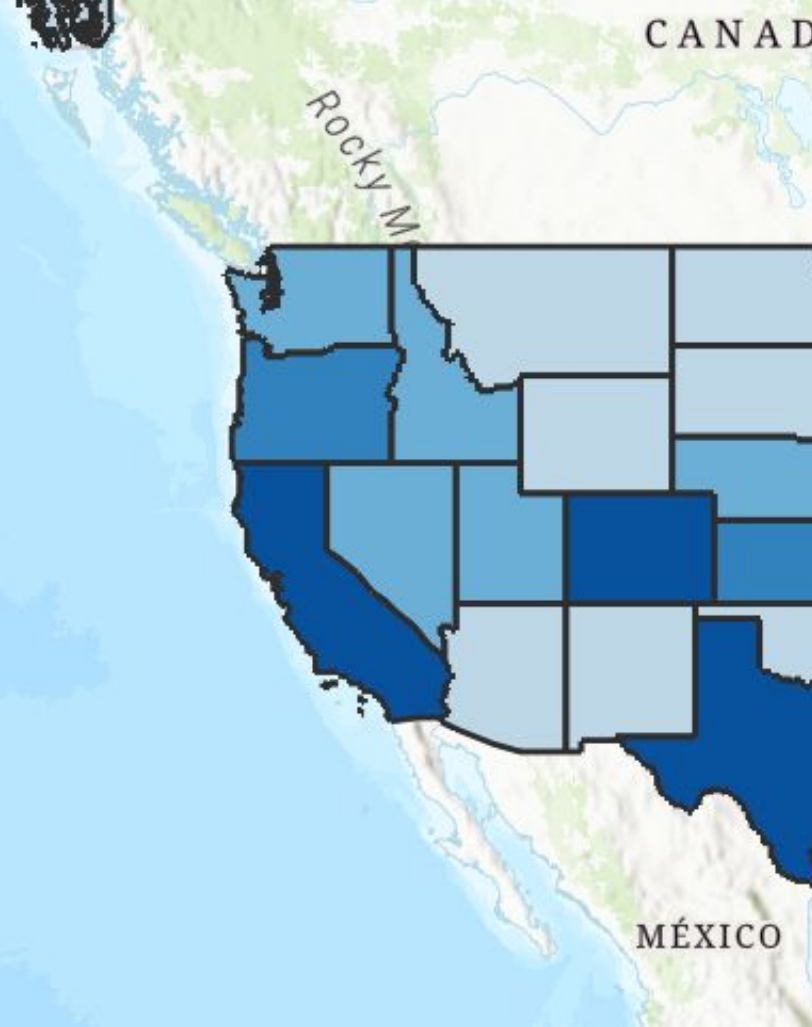
#IndigenousStudentsCount



Report & Map

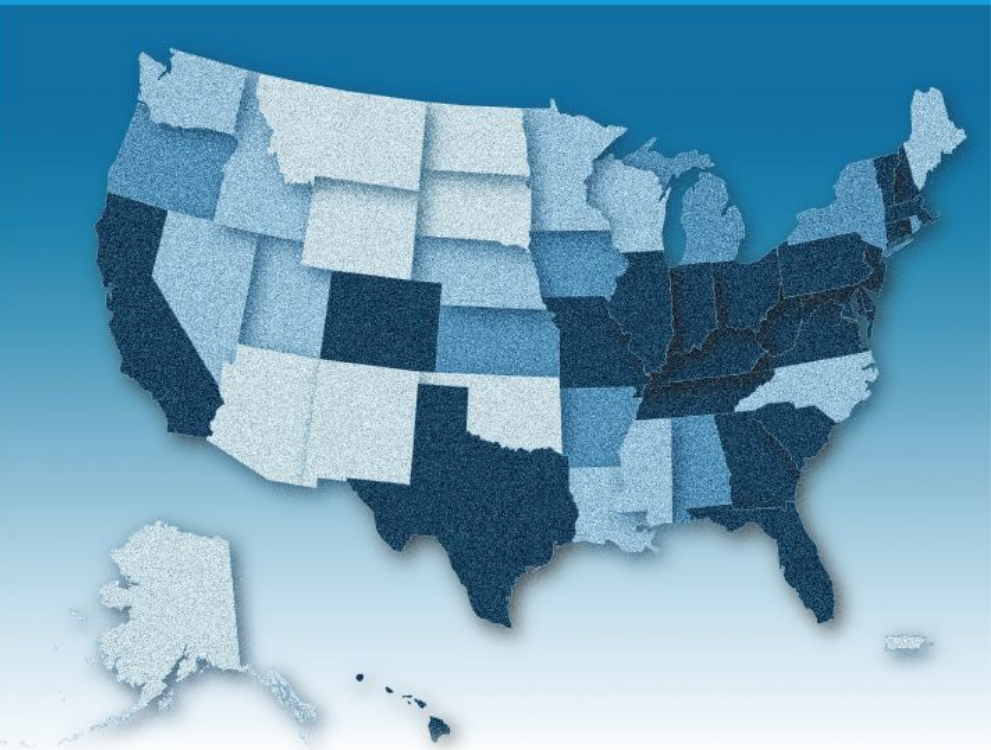


<http://www.air.org/indigenous-students-count>



Indigenous Students Count

A Landscape Analysis of American Indian and Alaska Native Student Data in U.S. K-12 Public Schools



Several States and Tribes are Gathering Tribal Affiliation Data

A student's Tribal affiliation...

...can be an individual's ***self-identification of belonging*** (e.g., legally, culturally, historically, through descendancy) to one or more specific American Indian or Alaska Native communities.

...**is distinct from tribal enrollment or citizenship.** Tribal nations, not individuals, determine whether someone is a citizen of that Tribe.

....**is distinct from American Indian/Alaska Native race or ethnicity.**

Tribal Affiliation Data Collection: State Profiles

State	Tribal Consultation	State Legislation/Policy	Requirements	Notes
AZ	X	X	Vendors	one enrollment / multiple affiliations
MI	X	X	Collection	Tribal Consultation in process
MN	X	X	Vendors / Collection	Started collection in 2018
NM	X			SLDS / Aims to link with unique student id / Data-sharing
OK	X	X	Collection	Data-sharing
OR	X	Executive memo	Collection	At time of registration
UT	X		Collection (if AI/AN)	Data-sharing
WI	X	Proposed	Voluntary	Data-sharing

ISI Project

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- What more do states, tribes, and districts need to know to **better identify and serve Indigenous students** in K–12 public schools?
- What **materials** do states and districts need to **better identify and serve Indigenous students** in K–12 public schools?

Project Activities

YEARS 2 & 3

- Engaging in relationship-building, **interviews and focus groups**
- Collecting and learning from **data-sharing agreements**
- **Sharing** what is learned through briefs, reports, scans and other materials

Desired Outcomes

- **Increased appropriateness of estimates** of the Indigenous student population, for use in policymaking and implementation in K–12 public schools.
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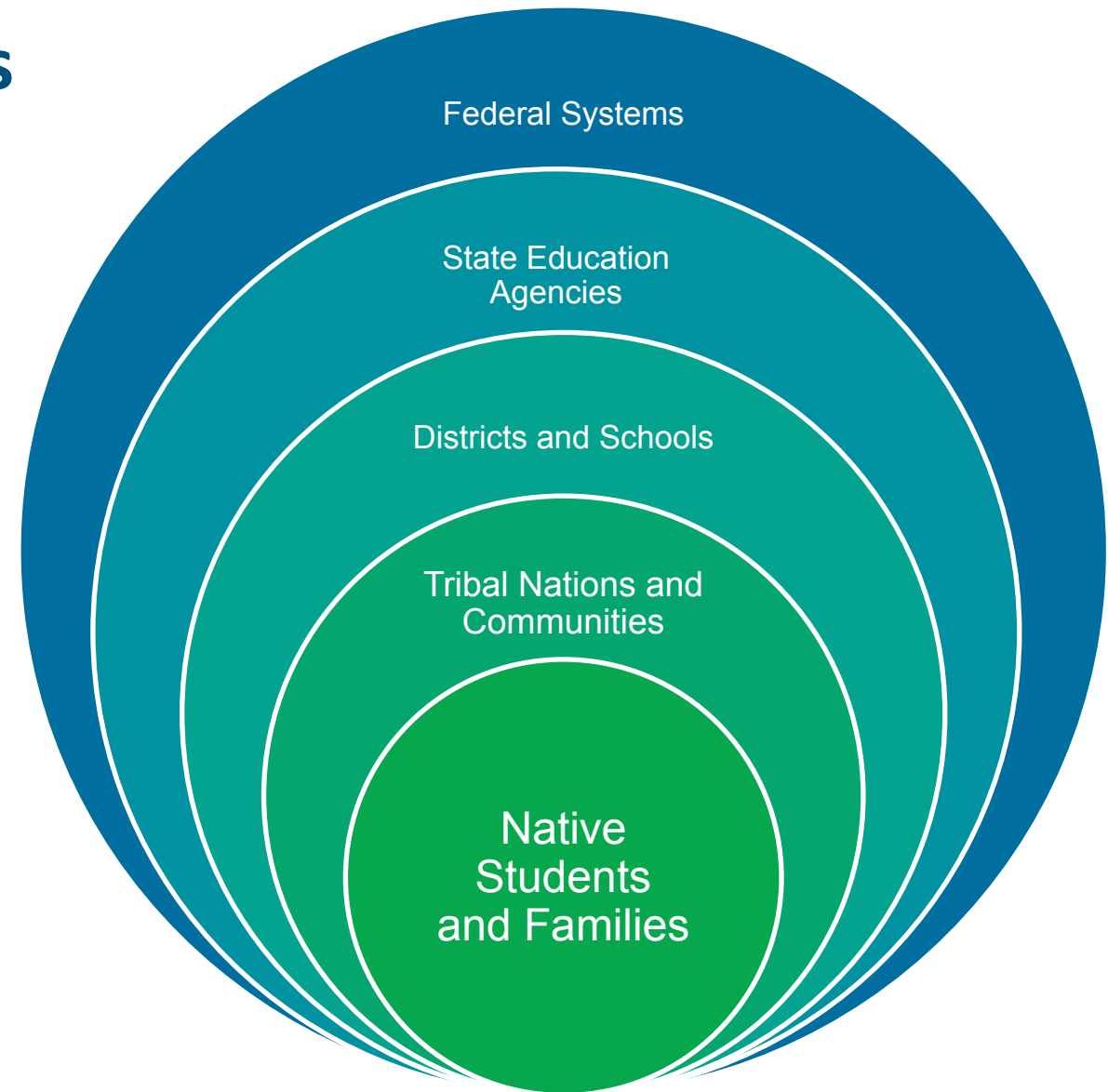
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Project Activities: Year Three

Seeking Tribal and District Partners

- Solutions live in community
- Seek individual and community experiences and perspectives
 - Consultation and collaboration
 - Data sharing
 - Student identification
- Learn from challenges and solutions
- Share with others



Our Commitments: The Six Rs of Indigenous Research

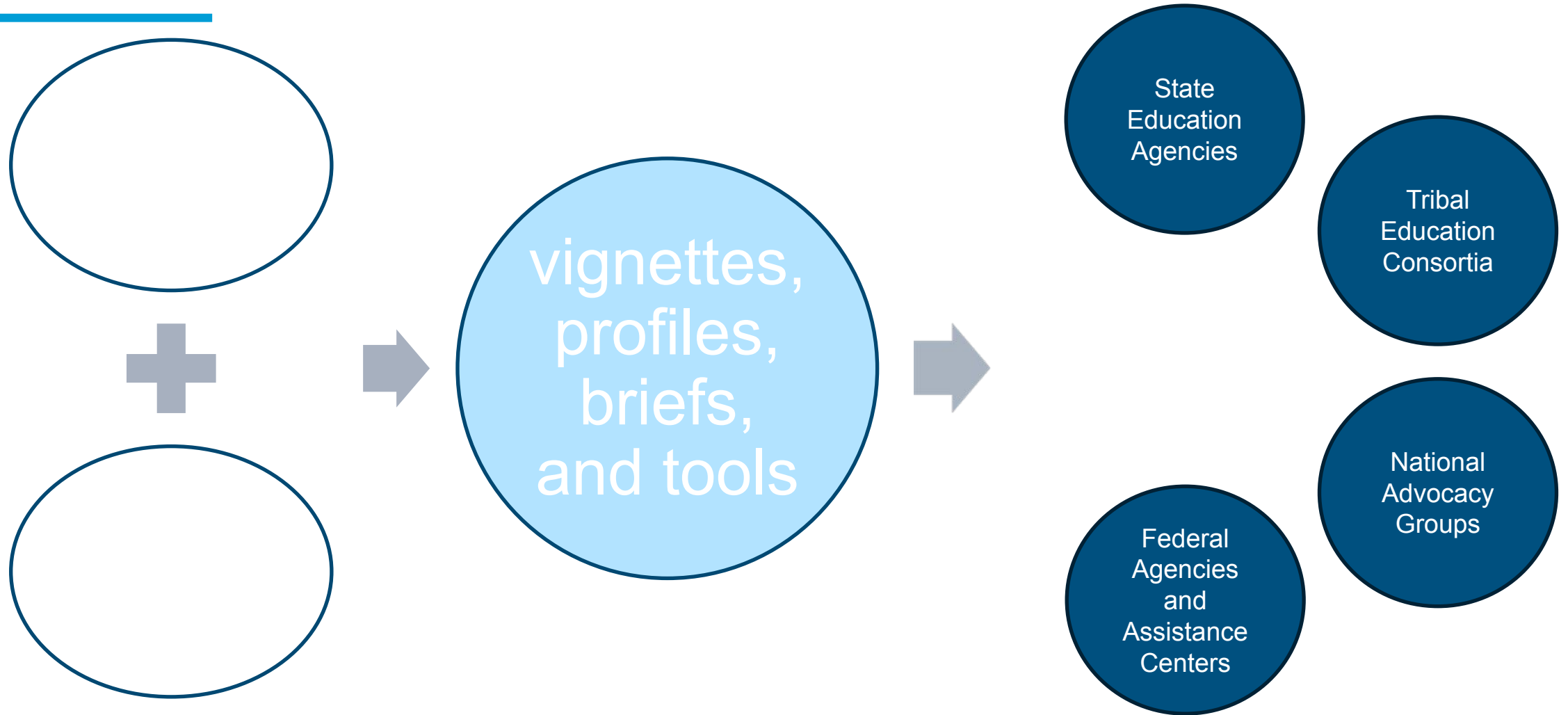
- **Respect:** honoring local protocols for asking questions and engaging in research, centering local values
- **Relationships:** fostering trust with partners, being transparent about intentions, seeking to understand
- **Relevance:** recognizing that context matters, ensuring project outputs matter to Tribal and community members
- **Reciprocity:** sharing-back what is learned, providing information and tools, understanding what is wanted
- **Responsibility:** maintaining accountability to the community, using the information in a good way
- **Representation:** centering American Indian perspectives, experiences and voices, respect for Tribal data sovereignty

Ranalda L. Tsosie, Anne D. Grant, Jennifer Harrington, Ke Wu, Aaron Thomas, Stephan Chase, D'Shane Barnett, Salena Beaumont Hill, Annjeanette Belcourt, Blakely Brown, and Ruth Plenty Sweetgrass-She Kills.
April 25, 2022 Volume 33, No. 4 - Summer 2022.

The Need: Understand Barriers to Tribal Consultation & Data Sharing

- There is no comprehensive picture of Tribal Consultation or data sharing practices across states, districts, and Tribes.
 - Consultation is relationship-based, and that in many places:
 - districts are losing out on potential funding,
 - students are losing out on services, and
 - Tribes and districts are encountering data sharing barriers that keep them from partnering effectively.
- **The ISI Project aims to better understand the ways in which Tribes and districts are working together to address barriers and maximize funding opportunities and access to services.**

The Outputs: Intentions to Use the Information in a Good Way



The Process: Invitation to Share Your Context, Experience and Perspective

Survey (online)

- Purpose: gather some basic information to provide context and inform the interview or focus group
- Your time: approximately 20 minutes
 - Involving other staff
 - Start, stop, skip as needed

Interviews and/or Focus Groups (virtual)

- Purpose: hear the stories and learn from the experiences of participants
- Your time: 60-90 minutes

Tribal Institutional Review Board (TIRB) and other protocols

- Purpose: secure necessary permissions for engaging in this work together
- Your time: variable

Review and feedback on informational summary

- Purpose: share what we heard, solicit input and corrections to ensure accuracy and appropriate representation
- Your time: 1-2 hours

Privacy Considerations

Individual responses will be aggregated and anonymized unless permission is explicitly given for quotes or case studies; all participants will be given an opportunity to review summaries of their data for accuracy and provide edits and further input. This work has received approval from AIR's Institutional Review Board (IRB) and the project will comply with any additional IRB processes required by participating Tribes.

Our Promise

1. Tribal and AIR institutional review board processes will be followed.
2. All participants will be given questions ahead of time.
3. All participants will be provided with a gift card in thanks for their time.
4. Personally identifiable data will not be disclosed.
 - a. Survey and interview data will be aggregated for reporting.
 - b. The project will request permission for specific quotes or case studies if needed.
5. All reports and products will be shared with participants prior to publication.
6. Reports and products will be used to help districts and Tribes identify best practices for consultation and data sharing.

Contact Information



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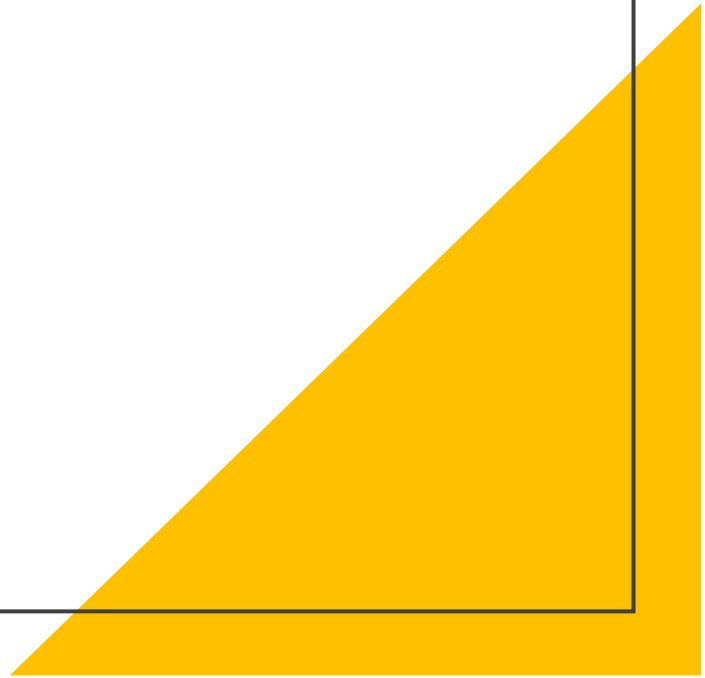
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American Indian Education

Judy Delgado, Maidu, enrolled Susanville Indian
Rancheria, American Indian Education Consultant





American Indian Education Center Program

- Competitive grant program authorized by sections 33380–33383 of the California Education Code
 - Serve approximately 2300 American Indian students and their families
 - The intent is to provide supplemental educational services to American Indian students by providing community-based programs to address the unique academic and cultural needs of American Indian students in California
-

AIE-Tobacco Use Prevention Education Program

- The Integrated Student Support and Programs Office collaborates with the Tobacco-Use Prevention Education (TUPE) Office within the Educator Excellence and Equity Division to support the AIEC-TUPE program
- The purpose of this grant award is to enable AIECs to implement supplemental prevention education, intervention, and cessation programs, and youth development programs promoting traditional uses and directed at the reduction of commercial tobacco use among Native American youth

American Indian Education Oversight Committee

- The purpose of the AIEOC is to provide input and advice to the State Superintendent of Public Instruction on all aspects of American Indian education programs established by the state.
- Information about the AIEOC including; member information, meeting agendas and minutes, and recruitment flyer can be found at:

<https://www.cde.ca.gov/sp/ai/re/aiecommittee.asp>

Native American Graduation Adornments Task Force

- Created to Study and Develop Best Practices to Protect Pupil Rights to Wear Traditional Tribal Regalia or Recognized Objects of Religious or Cultural Significance as an Adornment at School Graduation Ceremonies
- [Native American Graduation Adornments Task Force - Resources \(CA Dept of Education\)](#)



Tribal Consultation

- Tribal Consultation is required for schools meeting criteria defined by the Every Student Succeeds Act of 2015, Public Law 114-95, and applies to districts receiving over \$40,000 for Title VI or have over 50 percent American Indian enrollment.
 - Information for Tribal Consultation can be found at:
<https://www.cde.ca.gov/sp/ai/tc/>
 - List of LEAs required to conduct Tribal Consultation 2022-23
 - Tribal Consultation Tool Kit
-

Project with CDE Data Office

- American Indian/Alaska Native Students
 - Information, resources, and educational outcomes for American Indian/Alaska Native students in California Schools
 - [American Indian/Alaska Native Students - Student Group Information \(CA Dept of Education\)](#)

Other California Department of Education programs that impact Native American students

- American Indian Early Childhood Education
 - American Indian Early Childhood Education Program providing direct services to American Indian children, pre-kindergarten through grade four, in reading and math through after-school tutorials.
- AB 167 Model Curriculum Projects
 - Assembly Bill 167, Chapter 252, Statutes of 2021 amended California Education Code, for the development and maintenance of model curricula relating to Native American studies.
- California Indian Education Act
 - The Legislature encourages local educational agencies (LEAs) to form California Indian Education Task Forces with California Indian tribes local to their region or tribes historically located in the region. LEA is defined as a school district, county office of education (COE), or charter school.