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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Re: Attendees (partial) (1 page)	06/05/97	P6/b(6)
002. list	Re: Attendees (revised) (partial) (1 page)	06/05/97	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13362

FOLDER TITLE:

Indian Education Executive Order [2]

2012-0160-S

ry1218

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.



NATIONAL INDIAN EDUCATION ASSOCIATION

121 ORONOCO STREET
ALEXANDRIA, VA 22314
PH. (703) 838-2870
FAX (703) 838-1620

FACSIMILE TRANSMITTAL COVER SHEETDATE: June 2, 1997COVER SHEET + 1 PAGES

Mr. Michael Cohen, Education Liaison
TO: The White House FAX #: 202-456-7028
FROM: JL Lorraine Edmo, Executive Director, NIEA
SUBJECT: June 5 meeting in your office

List of attendees

PLEASE CALL IF YOU DON'T RECEIVE ALL PAGES.

MESSAGE: Please find attached a listing of the people who will
be attending the June 5 meeting at 3 p.m. on the proposed Comprehensive
Indian Education Policy Statement. We are only lacking one birthdate and
social security number. I will get that to you as soon as I get it.
Will you please call or fax me the location for the meeting and the
length of time that we have? Thank you very much.

Original will follow via:

- ☐ U.S. Mail
☐ Overnight Mail
☐ Hand Delivery
☒ Fax only

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NATIONAL INDIAN EDUCATION ASSOCIATION

121 Oronoco St. • Alexandria, VA 22314 • Phone: 703-838-2870 • Fax: 703-838-1620 • E-mail: niea@mindspring.com

White House Meeting on the
Comprehensive Federal Indian Education Policy Statement (CFIEPS)
Thursday, June 5, 1997 @ 3:00 p.m.
Old Executive Office Building, Washington, D.C.

- List of Attendees -

GROUP/INDIVIDUAL'S NAME	SS#	DATE OF BIRTH
-------------------------	-----	---------------

National Indian Education Association (NIEA):

Lorene Willis, President

Lorraine P. Edmo, Executive Director

John W. Cheek, Legislative Analyst

P6/(b)(6)

P6/(b)(6)

[001]

National Congress of American Indians (NCAI):

Leland McGee, Legislative Associate

P6/(b)(6)

P6/(b)(6)

Native American Rights Fund (NARF):

James Kawahara, Attorney

Melody Lynn McCoy, Attorney

P6/(b)(6)

P6/(b)(6)

Pennsylvania State University:

Dr. John W. Tippeconnic III, Professor of

Educational Administration &

Director, American Indian Leadership Program

P6/(b)(6)

P6/(b)(6)

Yakama Indian Nation (Washington State):

The Hon. T. Jerry Meninick, Vice Chairman

Alvin Schuster, Indian Education Liaison

P6/(b)(6)

P6/(b)(6)

Office of the Assistant Secretary-Indian Affairs,

U.S. Department of the Interior:

Michael Anderson, DAS-Indian Affairs

[Information forthcoming.]

Office of the Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education:

James W. Kohlmoos, DAS for Elementary
and Secondary Education

P6/(b)(6)

P6/(b)(6)



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FAX (703) 838-1620

FACSIMILE TRANSMITTAL COVER SHEETDATE: June 5, 1997COVER SHEET + 1 PAGES

TO: Mr. Michael Cohen, Education Liaison FAX #: 202-456-7028
The White House
FROM: Lorraine Edmo, NIEA Executive Director
SUBJECT: June 5 meeting - Revised list

PLEASE CALL IF YOU DON'T RECEIVE ALL PAGES.

MESSAGE: There was one deletion to the list that I sent to
you a couple of days ago and two additions. The Education Subgroup
Chairman of the DPC asked that I add Mr. David Beaulieu, Director of
Indian Education at the Dept. of Education and Ms. Joanne Sebastian
Morris, Director of Education at the BIA. Mr. Jerry Meninick had to
cancel due to obligations at home. Mr. Anderson's birthdate and
social security number are also listed on the new listing. I apologize
for these late changes. We will see you this afternoon at 3 p.m.
Thank you for your assistance.

Original will follow via:

- ☐ U.S. Mail
- ☐ Overnight Mail
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White House Meeting on the
Comprehensive Federal Indian Education Policy Statement (CFIEPS)
Thursday, June 5, 1997 @ 3:00 p.m.
Old Executive Office Building, Washington, D.C.

- List of Attendees -
(Revised 6/5/97 @ 9:00 a.m.)

GROUP/INDIVIDUAL'S NAME	SS#	DATE OF BIRTH
-------------------------	-----	---------------

National Indian Education Association (NIEA):

Lorene Willis, President
Lorraine P. Edmo, Executive Director
John W. Cheek, Legislative Analyst

P6/(b)(6)

P6/(b)(6)

[002]

National Congress of American Indians (NCAI):

Leland McGee, Legislative Associate

P6/(b)(6)

P6/(b)(6)

Native American Rights Fund (NARF):

James Kawahara, Attorney
Melody Lynn McCoy, Attorney
Dr. John W. Tippeconnic III, Professor of
Educational Administration & Director,
American Indian Leadership Program,
Penn State University

P6/(b)(6)

P6/(b)(6)

Yakama Indian Nation (Washington State):

Alvin Schuster, Indian Education Liaison

P6/(b)(6)

P6/(b)(6)

U.S. Department of the Interior:

Michael Anderson, DAS-Indian Affairs
*JoAnn Sebastian Morris, Director,
Office of Indian Education Programs, BIA

P6/(b)(6)

P6/(b)(6)

U.S. Department of Education:

James W. Kohlmoos, DAS for Elementary
and Secondary Education
*David L. Beaulieu, Director, Office of
Indian Education

P6/(b)(6)

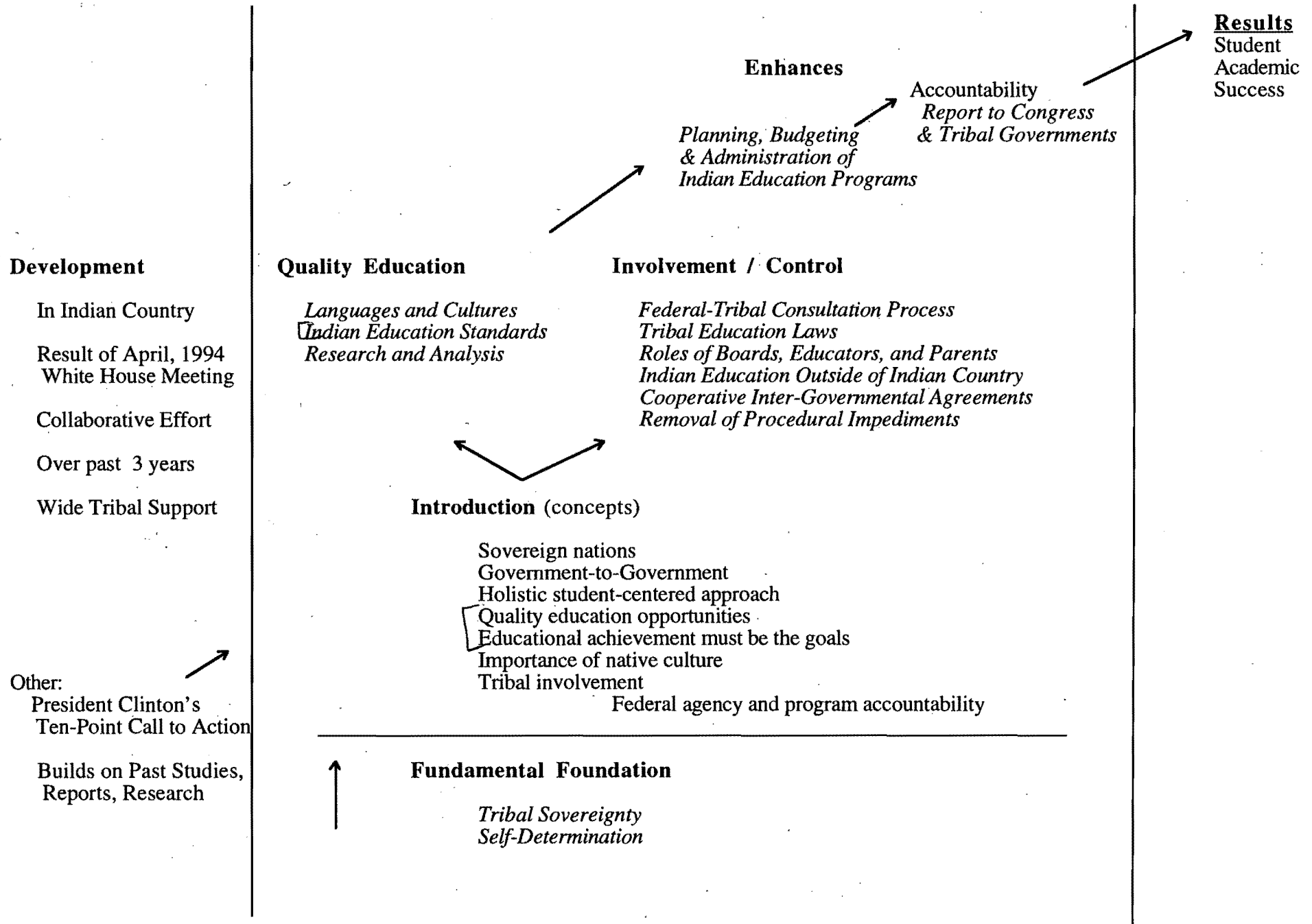
P6/(b)(6)

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*Additions to list:

Comprehensive Federal Indian Education Policy Statement





**Summary of Agreements from the May 22, 1997 Meeting Between the Education
Subgroup of the White House Domestic Policy Council's Working Group on
American Indians and Alaska Natives and the Comprehensive Federal Indian
Education Policy Statement Advisory Group**

**Concerning the
Comprehensive Federal Indian Education Policy Statement**

1. Unanimous agreement that there is need for a Comprehensive Federal Indian Education Policy Statement (CFIEPS).
2. There was concern about the content and focus of the CFIEPS. Everyone recognized the importance of the policy statement and respected the way it was developed in Indian Country. However, the Native American Working Group felt a need to focus on quality education more, especially the integration of the President's 10-point Education Agenda and a stronger indication that the CFIEPS builds on past Indian education studies and initiatives such as the Indian Nations At Risk Report, the Indian and Alaska Native Education Summit, The White House Conference on Indian Education, the Kennedy and Meriam reports, etc.

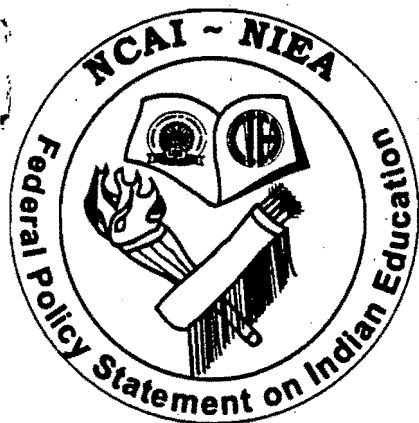
A supplemental two page document will be developed to address the above concerns. The CFIEPS Advisory Group and the Subgroup on Education of the Native American Working Group will work collaboratively, with the CFIEPS Advisory Group taking the lead, to develop the supplemental document prior to the meeting with Michael Cohen on June 6, 1997.

3. Unanimous agreement to seek an Executive Order from the Clinton Administration.
4. Unanimous agreement to think about and develop an Implementation Plan. Each agency is to think about how they fit into the proposed Comprehensive Federal Indian Education Policy Statement Executive Order in a positive and productive way.

It was also agreed that the 4 points above would be reported to Michael Cohen as part of June 6, 1997 meeting.

May 22, 1997 Meeting Attendance List

1. Richard R. Lemaire, Department of Defense
2. Jim Kohlmoos, Deputy Assistant Secretary, Department of Education, OESE
3. Ed Simermeyer, Department of Education, Department of Interior
4. Dr. Jerome Franck, Academic and International Affairs, Air Force Office of Scientific Research
5. JoAnn Sebastian Morris, Director, BIA Office of Indian Education Programs, Department of Interior
6. Apesanahkwat, Chairman, Menominee Tribe of Wisconsin
7. Marlene Regelski, Environmental Protection Agency, American Indian Environmental Office
8. Yvonne Novak, President-Elect, National Indian Education Association
9. Lorraine Edmo, Executive Director, National Indian Education Association
10. Dr. John Tippeconnic, Professor, Pennsylvania State University
11. Melody McCoy, Attorney, Native American Rights Fund
12. John W. Cheek, Legislative Analyst, National Indian Education Association
13. Leo J. Nolan, Indian Health Service
14. Versha Kumar, Environmental Protection Agency
15. Vicki Thornton, Department of Energy
16. Roberta M. Lewis, Office of Vocational Education, Department of Education
17. Amos Goodfox, Special Assistant, Office of Indian Education, Department of Education
18. Bernard L. Garcia, Office of Indian Education, Department of Education
19. Jack C. Jackson, Director, Congressional Affairs, National Congress of American Indians
20. Mike Anderson, Deputy Assistant Secretary, Indian Affairs, Department of Interior



Comprehensive Federal Indian Education Policy Statement

Briefing to the

Domestic Policy Council Inter-Agency Native American Working Group

May 15, 1997

1. BACKGROUND, NEED, AND APPROACH

Background

- The condition of Indian education has improved over the past 20 years, however, we are not where we want to be today. We need to keep making improvements and ensure continual progress and quality education for Indian people
- The education of American Indians and Alaska Natives is complex and often confusing given the roles and expectations of tribes, parents, communities, local schools, states, and the federal government
- The national school reform efforts of states and the federal government need to include Indian education at all times and at all levels

Need for the Policy Statement

- Indian education policies and programs are fragmented among various statutes, departments, and agencies
- Programs often operate in isolation from one another. Connections and working partnerships are needed, especially between the Departments of Education, Interior, Health and Human Services, Agriculture, Commerce, Labor, and Defense
- Coordination of Indian education policies rarely takes place in meaningful ways
- Indian education policy must be consistent, compatible, and cooperative
- The importance and priority status of Indian education needs to be elevated
- Improvements in Indian education must continue into the future

Comprehensive Approach

- Recognizes and builds on statutes, reports, research, and the policy of tribal self-determination
- The policy statement is comprehensive in nature and broad in scope
 - Includes 13 subject / content areas
 - Includes all levels of education, from early childhood to graduate education
 - Includes public, BIA, and tribal schools and all federal Indian education programs
- Compliments the October 21, 1996 Tribal College Executive Order and the April 29, 1994 Presidential Memorandum on Government-to-Government Relations with Native American Tribal Governments
- Provides flexibility and decision-making at local and tribal levels
- The policy statement is from Indian Country and it represents what Indian Country wants in education

2. PROVIDES FOR FEDERAL AGENCY DIRECTION AND IMPROVED EFFICIENCY AND MANAGEMENT OF INDIAN EDUCATION EFFORTS

Provides National Direction from a Broad Policy Perspective

- Gives a vision for the future, based on past and current conditions
- Provides direction based on recognition and support of tribal sovereignty and Indian self-determination
- Provides a framework to address and resolve issues, including program and budget issues
- Brings focus and priority to Indian education
- Gives a framework to implement existing programs and to develop new initiatives
- Helps to ensure that Indian education is included in national education initiatives

Provides for Improved Efficiency and Management of Federal Indian Education Efforts

- Reflects the view of Indian people
- Provides a framework to address programs in a comprehensive manner
- Provides a framework to develop budgets and programs
- Facilitates coordination within and between federal agencies
- Facilitates coordination between federal agencies and tribes, schools, professional organizations, and Congress
- Helps to ensure better communication, better tribal consultations, and clearer educational expectations
- Reaffirms and helps to ensure better federal government responsiveness, responsibility, and accountability

3. EXPECTED OUTCOMES AND RESULTS

- Improved quality education for over 600,000 students and over 550 tribes, including students in BIA, tribal, and public schools
- Increased student, parental, and tribal participation in schooling/education, including enhanced student academic achievement, improved drop-out rates, improved student attendance, and improved graduation rates
- Greater use and promotion of tribal languages and cultures, tribal control of education, Indian education standards, educational research, tribal consultation, and accountability as the basis for student academic success

4. DEVELOPMENT OF THE POLICY STATEMENT

- Developed by American Indians and Alaska Natives in Indian Country
- Result of the April, 1994 White House meeting with tribal leaders
- Collaborative effort between the White House, tribes, and professional organizations
- Intense and inclusive effort for over two and a half years in Indian Country
- Widespread tribal and Indian organization support and endorsement

Preface to the Comprehensive Federal Indian Education Policy Statement

Who Will Benefit?

- Over 600,000 individual American Indians and Alaska Natives who are enrolled in formal education programs - from early childhood to graduate study - in the United States. These students, like all Americans, deserve world class education. Indian students, more so than most Americans, depend on the federal government to provide quality education.
- Over 550 Indian tribes who recognize the importance of education, seek opportunities to become more involved, and want to assume greater control of the education of their tribal members.
- Federal agencies who will have a comprehensive and coordinated approach to improve Indian education based on a policy statement defined by Indian country.

Intent

- The intent of the policy statement is to set national guidelines in Indian education for federal agencies, including the Departments of Education, Interior, Health and Human Services, Agriculture, Commerce, and Labor. Guidelines will direct and define federal agency implementation of existing congressional and executive branch Indian education policies and mandates in a coordinated and comprehensive manner.
- The policy statement will provide direction for new Indian education initiatives from Congress and the Administration, including budget appropriations.
- Ultimately, the policy statement will help ensure that all Indian students achieve academic success in schools in an environment of increased tribal involvement and control.

Importance of the Policy Statement

- To improve the quality of Indian education. The history of Indian education has been difficult. The Meriam Report (1928) and the Kennedy Report (1969) documented the failure of formal education and called for more Indian involvement, control, and relevancy in the educational process. The Indian Nations At Risk Task Force (1991) recognized "twenty years of progress" during the 1970-80s, but concluded that Indian communities were "nations at risk" educationally. The White House Conference on Indian Education (1992) reached similar conclusions and made specific recommendations for improvement.
- To continue making progress in Indian education using a comprehensive policy framework that reflects the views of Indian people.
- To better coordinate Indian education at the federal level. Current Indian education policies are fragmented among various treaties, statutes, agencies, and programs.

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Native American Rights Fund *Annual Report 1996*

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THE WHITE HOUSE
WASHINGTON

July 9, 1998

MEMORANDUM FOR JACK LEW

THROUGH: MAC REED

FROM: BRUCE REED ^{ML}

SUBJECT: Executive Order on Native American Education

This is a formal request that you process the attached executive order pursuant to Executive Order No. 11030, as amended. I anticipate that the President will want to sign this order by August 5, to be announced as part of the Native American Economic Conference.

This executive order is designed to improve the academic performance of American Indian and Alaska Native students in grades K-12. The order focuses special attention on the following five goals: (1) improving student achievement in reading and mathematics; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments conducive to learning; and (5) expanding the use of science and educational technology. This executive order was developed by DPC along with the Departments of Education and the Interior.

If you have any questions regarding this order, you can contact Mike Cohen at 456-5575 Mary Smith at 456-5571. Thank you for your assistance.

Attachment

EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Preamble:

The Federal Government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students. To help fulfill this commitment consistent with tribal traditions and cultures, this Executive Order focuses special attention on five goals: (1) improving reading and mathematics, the two gateway subjects for academic success; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug free school environments conducive to learning; and (5) expanding the use of science and educational technology.

Improving educational achievement and academic progress for American Indian and Alaska Native students is vital to the national goals of preparing every student for responsible citizenship, continued learning, and productive employment. On the 1994 National Assessment of Educational Progress (NAEP), over half of 4th grade American Indian and Alaska Native students scored below the basic level in reading proficiency and almost half scored below the basic level in math. According to the National Center for Education Statistics (NCES), American Indians and Alaska Natives have among the highest dropout rates and lowest college attendance rates of any group. Schools that serve American Indian and Alaska Native students often do not provide college preparatory classes in all subjects and fail to meet their unique educational needs.

The Federal Government has a special historic responsibility in the education of American Indian and Alaska Native students, which includes the following: (1) providing operational support to tribal and federal schools; (2) supplementing state and local support for public schools educating children on Indian trust-status lands through Federal Impact Aid program; (3) assisting tribal governments to develop their capacity to provide for the education of their members; and (4) assisting schools in addressing these students' unique educational and culturally-related academic needs so that they can achieve the same high education standards as all students.

To achieve its purposes, this order calls for a comprehensive and coordinated strategy across all related agencies at the federal level; collaboration with tribal, state, and local governments at the regional level; and the identification and demonstration of effective practices in school at the local level.

Order:

The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with

Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

Therefore, by the authority vested in me as President by the Constitution and laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with tribal governments, and in recognition of the unique educational and culturally-related academic needs of American Indian and Alaska Native students, it is hereby ordered as follows:

Section 1. Federal Strategy. In order to meet the five goals of this order, a comprehensive federal response is needed to address the fragmentation of government services available to American Indian and Alaska Native students and the complexity of intergovernmental relationships in the education of those students. The purpose of the federal activities described herein is to build toward the development of a long term, comprehensive federal Indian education policy that will accomplish the following goals of this order: (1) improve reading and mathematics; (2) increase high school completion and post-secondary attendance rates; (3) reduce the influence of long-standing factors that impede educational performance; (4) create strong, safe, and drug-free school environments conducive to learning; and (5) expand the use of science and educational technology.

Subsection A. Interagency Task Force. There shall be established an Interagency Task Force to oversee the planning and implementation of this executive order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) in carrying out the activities of this order. The Task Force, in conjunction with the NACIE, shall consult with representatives of American Indian and Alaska Native tribes and organizations, including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI), to provide advice on the implementation of activities of the Executive order.

Subsection B. Composition of the Interagency Task Force. The membership of this Task Force shall include, but not be limited to, representatives of the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Labor, Transportation, and Treasury, as well as the Environmental Protection Agency, the Corporation for National Service, and the National Science Foundation. Within 30 days, each participating department and agency shall appoint a senior official who will be responsible for management or program administration to serve as a member of the Task Force. The official shall report directly to the agency head or designee on agency activity under this order. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats as requested by the Task Force. The Assistant Secretary of Elementary and Secondary Education of the Department of Education and the Assistant Secretary of Indian Affairs of the Department of the Interior shall co-chair the Task Force.

Upon invitation of the Secretaries of Education and of the Interior, other agencies may participate in the activities of the Task Force.

Subsection C. Interagency Plan. The Task Force shall, within 90 days, develop a federal interagency plan with recommendations for immediate consideration in the fiscal year 2000 budget request, including the identification of initiatives, strategies, spending goals and ideas for future coordinated interagency action supportive of the goals of this order.

Subsection D. Agency Participation. To the extent consistent with law, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of the 1994 Executive Memorandum and the 1998 Executive Order on federal agency consultation with tribal governments (E.O. 13084), each participating agency of the Task Force shall consult with tribal governments on their education-related needs; research needs and priorities; and how the agency can better accomplish the goals of this order. Within six months, each participating agency shall report to the Task Force regarding the strategies developed to ensure participation and consultation.

Subsection E. Interagency Resource Guide. The Task Force shall identify, within relevant federal agencies, all education-related programs that support the goals of this order. Within twelve months of this order, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that contains these resources.

Subsection F. Research. The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education, in accordance with the Department of Education Organization Act (20 U.S.C. 2423c), and in consultation with NACIE and the member agencies of the Task Force, shall develop and implement a comprehensive research agenda that supports the goals of this order. The agenda shall support the efforts of schools, tribal communities, states, and families to promote high achievement, problem-solving abilities, and motivation among American Indian and Alaska Native students. Such an agenda shall include plans for ensuring: (1) reliable, consistent, complete, and accurate information on the academic status and progress of American Indian and Alaska Native students; (2) data collection and analysis that is representative of regional, cultural, and linguistic diversity among American Indian and Alaska Natives; (3) reporting that is in a variety of formats and in a language that is appropriate to a variety of American Indian and non-Indian audiences, including practitioners, policy makers, data users, and the general public; (4) a comprehensive and ongoing evaluation of the impact on academic achievement and retention of research-based educational practices and school-wide reform programs, including those emphasizing the role of the native language and culture in curriculum and instruction; (5)

that high priority needs identified through the above mechanisms be addressed through coordinated interagency support of research and demonstration efforts in schools serving American Indian and Alaska Native students; and (6) appropriate time lines and strategies for the implementation of plans. Within twelve months, the Secretary of Education shall report to the Interagency Task Force the development of a comprehensive research agenda including implementation time lines and strategies adopted.

Subsection G. Comprehensive Federal Indian Education Policy. The Task Force shall, within two years, develop a comprehensive federal Indian education policy to support the accomplishment of the goals of this order. The policy shall consider ideas within the Comprehensive Federal Indian Educational Policy Statement proposal developed by NIEA and NCAI and be designed to: (1) improve federal interagency cooperation; (2) ensure access to information on federal programs and resources; (3) encourage intergovernmental collaboration; and (4) assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions. The Task Force shall develop recommendations to implement the policy including budget requests and ideas for future coordinated interagency action. As appropriate, participating agencies of the Task Force may develop memoranda of agreement with one another to enable and enhance the ability of tribes and schools to provide and coordinate the delivery of federal, tribal, state, and local resources and services to meet the social, educational, and health-related needs of American Indian and Alaska Native students.

Section 2. Regional Partnership Forums. In conjunction with the Interagency Task Force, the Department of Education and the Department of the Interior shall convene, within eighteen months, a series of regional forums of federal, tribal, and state government interagency representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of accomplishing the goals of this order. A report on each forum shall be submitted to the Task Force, which shall include any recommendations related to intergovernmental relations supportive of accomplishing the goals of this order.

Section 3. School Pilot Sites. The Department of Education and the Department of the Interior shall identify up to eight Bureau of Indian Affairs-funded schools and public schools with significant concentrations of American Indian and Alaska Native students, which shall receive comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including federal staff, shall be convened to provide assistance to these schools. Special attention shall be given to accomplishing Comprehensive School Reform Demonstration Programs where applicable and comprehensive service delivery that connects and utilizes diverse federal agency resources. The team shall disseminate the effective and promising practices of the school pilot sites to other local education agencies educating American Indian and Alaska Native students. The team shall report to the Task Force on the accomplishments and recommendations for improvement of its technical support to local education agencies.

Section 4. Administrative Support. The Department of Education shall provide appropriate administrative services and staff support for the Task Force. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the Task Force consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Task Force shall report annually the accomplishments of this order to the Director of the Office of Management and Budget (OMB).

Section 5. General Provisions. This order is intended only to improve the internal management of the Executive Branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This Executive Order is not intended to preclude, supersede or replace or otherwise dilute any other Executive Order related to American Indian and Alaska Native education.

COPY

THE WHITE HOUSE
WASHINGTON

July 9, 1998

MEMORANDUM FOR JACK LEW

THROUGH: MAC REED
FROM: BRUCE REED ^{ML}
SUBJECT: Executive Order on Native American Education

This is a formal request that you process the attached executive order pursuant to Executive Order No. 11030, as amended. I anticipate that the President will want to sign this order by August 5, to be announced as part of the Native American Economic Conference.

This executive order is designed to improve the academic performance of American Indian and Alaska Native students in grades K-12. The order focuses special attention on the following five goals: (1) improving student achievement in reading and mathematics; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments conducive to learning; and (5) expanding the use of science and educational technology. This executive order was developed by DPC along with the Departments of Education and the Interior.

If you have any questions regarding this order, you can contact Mike Cohen at 456-5575 Mary Smith at 456-5571. Thank you for your assistance.

Attachment

EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Preamble:

The Federal Government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students. To help fulfill this commitment consistent with tribal traditions and cultures, this Executive Order focuses special attention on five goals: (1) improving reading and mathematics, the two gateway subjects for academic success; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug free school environments conducive to learning; and (5) expanding the use of science and educational technology.

Improving educational achievement and academic progress for American Indian and Alaska Native students is vital to the national goals of preparing every student for responsible citizenship, continued learning, and productive employment. On the 1994 National Assessment of Educational Progress (NAEP), over half of 4th grade American Indian and Alaska Native students scored below the basic level in reading proficiency and almost half scored below the basic level in math. According to the National Center for Education Statistics (NCES), American Indians and Alaska Natives have among the highest dropout rates and lowest college attendance rates of any group. Schools that serve American Indian and Alaska Native students often do not provide college preparatory classes in all subjects and fail to meet their unique educational needs.

The Federal Government has a special historic responsibility in the education of American Indian and Alaska Native students, which includes the following: (1) providing operational support to tribal and federal schools; (2) supplementing state and local support for public schools educating children on Indian trust-status lands through Federal Impact Aid program; (3) assisting tribal governments to develop their capacity to provide for the education of their members; and (4) assisting schools in addressing these students' unique educational and culturally-related academic needs so that they can achieve the same high education standards as all students.

To achieve its purposes, this order calls for a comprehensive and coordinated strategy across all related agencies at the federal level; collaboration with tribal, state, and local governments at the regional level; and the identification and demonstration of effective practices in school at the local level.

Order:

The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with

Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

Therefore, by the authority vested in me as President by the Constitution and laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with tribal governments, and in recognition of the unique educational and culturally-related academic needs of American Indian and Alaska Native students, it is hereby ordered as follows:

Section 1. Federal Strategy. In order to meet the five goals of this order, a comprehensive federal response is needed to address the fragmentation of government services available to American Indian and Alaska Native students and the complexity of intergovernmental relationships in the education of those students. The purpose of the federal activities described herein is to build toward the development of a long term, comprehensive federal Indian education policy that will accomplish the following goals of this order: (1) improve reading and mathematics; (2) increase high school completion and post-secondary attendance rates; (3) reduce the influence of long-standing factors that impede educational performance; (4) create strong, safe, and drug-free school environments conducive to learning; and (5) expand the use of science and educational technology.

Subsection A. Interagency Task Force. There shall be established an Interagency Task Force to oversee the planning and implementation of this executive order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) in carrying out the activities of this order. The Task Force, in conjunction with the NACIE, shall consult with representatives of American Indian and Alaska Native tribes and organizations, including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI), to provide advice on the implementation of activities of the Executive order.

Subsection B. Composition of the Interagency Task Force. The membership of this Task Force shall include, but not be limited to, representatives of the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Labor, Transportation, and Treasury, as well as the Environmental Protection Agency, the Corporation for National Service, and the National Science Foundation. Within 30 days, each participating department and agency shall appoint a senior official who will be responsible for management or program administration to serve as a member of the Task Force. The official shall report directly to the agency head or designee on agency activity under this order. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats as requested by the Task Force. The Assistant Secretary of Elementary and Secondary Education of the Department of Education and the Assistant Secretary of Indian Affairs of the Department of the Interior shall co-chair the Task Force.

Upon invitation of the Secretaries of Education and of the Interior, other agencies may participate in the activities of the Task Force.

Subsection C. Interagency Plan. The Task Force shall, within 90 days, develop a federal interagency plan with recommendations for immediate consideration in the fiscal year 2000 budget request, including the identification of initiatives, strategies, spending goals and ideas for future coordinated interagency action supportive of the goals of this order.

Subsection D. Agency Participation. To the extent consistent with law, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of the 1994 Executive Memorandum and the 1998 Executive Order on federal agency consultation with tribal governments (E.O. 13084), each participating agency of the Task Force shall consult with tribal governments on their education-related needs; research needs and priorities; and how the agency can better accomplish the goals of this order. Within six months, each participating agency shall report to the Task Force regarding the strategies developed to ensure participation and consultation.

Subsection E. Interagency Resource Guide. The Task Force shall identify, within relevant federal agencies, all education-related programs that support the goals of this order. Within twelve months of this order, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that contains these resources.

Subsection F. Research. The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education, in accordance with the Department of Education Organization Act (20 U.S.C. 2423c), and in consultation with NACIE and the member agencies of the Task Force, shall develop and implement a comprehensive research agenda that supports the goals of this order. The agenda shall support the efforts of schools, tribal communities, states, and families to promote high achievement, problem-solving abilities, and motivation among American Indian and Alaska Native students. Such an agenda shall include plans for ensuring: (1) reliable, consistent, complete, and accurate information on the academic status and progress of American Indian and Alaska Native students; (2) data collection and analysis that is representative of regional, cultural, and linguistic diversity among American Indian and Alaska Natives; (3) reporting that is in a variety of formats and in a language that is appropriate to a variety of American Indian and non-Indian audiences, including practitioners, policy makers, data users, and the general public; (4) a comprehensive and ongoing evaluation of the impact on academic achievement and retention of research-based educational practices and school-wide reform programs, including those emphasizing the role of the native language and culture in curriculum and instruction; (5)

that high priority needs identified through the above mechanisms be addressed through coordinated interagency support of research and demonstration efforts in schools serving American Indian and Alaska Native students; and (6) appropriate time lines and strategies for the implementation of plans. Within twelve months, the Secretary of Education shall report to the Interagency Task Force the development of a comprehensive research agenda including implementation time lines and strategies adopted.

Subsection G. Comprehensive Federal Indian Education Policy. The Task Force shall, within two years, develop a comprehensive federal Indian education policy to support the accomplishment of the goals of this order. The policy shall consider ideas within the Comprehensive Federal Indian Educational Policy Statement proposal developed by NIEA and NCAI and be designed to: (1) improve federal interagency cooperation; (2) ensure access to information on federal programs and resources; (3) encourage intergovernmental collaboration; and (4) assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions. The Task Force shall develop recommendations to implement the policy including budget requests and ideas for future coordinated interagency action. As appropriate, participating agencies of the Task Force may develop memoranda of agreement with one another to enable and enhance the ability of tribes and schools to provide and coordinate the delivery of federal, tribal, state, and local resources and services to meet the social, educational, and health-related needs of American Indian and Alaska Native students.

Section 2. Regional Partnership Forums. In conjunction with the Interagency Task Force, the Department of Education and the Department of the Interior shall convene, within eighteen months, a series of regional forums of federal, tribal, and state government interagency representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of accomplishing the goals of this order. A report on each forum shall be submitted to the Task Force, which shall include any recommendations related to intergovernmental relations supportive of accomplishing the goals of this order.

Section 3. School Pilot Sites. The Department of Education and the Department of the Interior shall identify up to eight Bureau of Indian Affairs-funded schools and public schools with significant concentrations of American Indian and Alaska Native students, which shall receive comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including federal staff, shall be convened to provide assistance to these schools. Special attention shall be given to accomplishing Comprehensive School Reform Demonstration Programs where applicable and comprehensive service delivery that connects and utilizes diverse federal agency resources. The team shall disseminate the effective and promising practices of the school pilot sites to other local education agencies educating American Indian and Alaska Native students. The team shall report to the Task Force on the accomplishments and recommendations for improvement of its technical support to local education agencies.

Section 4. Administrative Support. The Department of Education shall provide appropriate administrative services and staff support for the Task Force. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the Task Force consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Task Force shall report annually the accomplishments of this order to the Director of the Office of Management and Budget (OMB).

Section 5. General Provisions. This order is intended only to improve the internal management of the Executive Branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This Executive Order is not intended to preclude, supersede or replace or otherwise dilute any other Executive Order related to American Indian and Alaska Native education.



U. S. Department of Justice

Office of Tribal Justice

Washington, D.C. 20530

MEMORANDUM

TO: Mary Smith, Domestic Policy Council
FR: Mark Van Norman, Office of Tribal Justice
RE: Executive Order on Indian Education
DA: June 19, 1998

We have the following suggestions for the draft Executive Order on Indian Education:

- **Emphasize the importance of Indian cultures and languages**

To emphasize the importance of Indian culture and language, amend the second sentence of the draft Executive Order as follows:

To help fulfill this commitment consistent with tribal traditions and cultures, this Executive Order focuses. . . .

- **Reinforce Administration support for tribal self-government**

To reinforce the Administration policy of support for tribal self-government, we recommend including the following paragraph immediately after the preamble:

Order:

The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, Executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

Therefore, by the authority. . . .

Thank you for your thoughtful consideration.

FAX

Date 6/17/98

Number of pages including cover sheet 6

TO: *Mary Smith*
Domestic Policy Council

FROM: *David Baulieu*
Department of Education
OIE

Phone

Fax Phone 202-456-7431

Phone

358-3144

Fax Phone

CC:

REMARKS:

☐ Urgent

☒ For your review

☐ Reply ASAP

☒ Please Comment

DRAFT JUNE 16, 1998 7:00 PM

**EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE
EDUCATION**

Preamble:

The Federal Government is committed to improving the academic performance and reducing the dropout rate of American Indian and Alaska Native students. To help fulfill this commitment, this Executive Order focuses special attention on five goals: (1) improving reading and mathematics, the two gateway subjects for academic success; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug free school environments conducive to learning; and (5) expanding the use of educational technology.

Improving educational achievement and academic progress for Indian students is vital to the national goals of preparing every student for responsible citizenship, continued learning, and productive employment. On the 1994 National Assessment of Educational Progress (NAEP), over half of 4th grade American Indian Students scored below the basic level in reading proficiency and almost half scored below the basic level in math.

According to National Center for Education Statistics (NCES), American Indians and Alaska Natives have among the highest dropout rates and lowest college attendance rates of any group. Schools that serve American Indian and Alaska Native students often do not provide college preparatory classes in all subjects and fail to meet their unique educational needs. I am committed to seeing that these conditions change.

The Federal Government has a special historic responsibility in the education of American Indian and Alaska Native students, which includes 1) providing operational support to tribal and federal schools; 2) supplementing state and local support for public schools educating children on Indian trust-status lands through the Federal Impact Aid program; 3) assisting tribal governments to develop their capacity to provide for the education of their members; and 4) assisting schools in addressing these students' unique educational and culturally related academic needs so that they can achieve the same high education standards as all students.

To achieve its purposes, this order calls for a comprehensive and coordinated strategy across all relevant agencies at the federal level; collaboration with tribal, state, and local governments at the regional level; and the identification and demonstration of effective practices in schools at the local level.

Order:

By the authority vested in me as President by the Constitution and laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with tribal governments, and in recognition of the unique

educational and culturally related academic needs of American Indian and Alaska Native students, it is hereby ordered as follows:

Section 1. Federal Strategy: In order to meet the five goals of this order, a comprehensive federal response is needed to address the fragmentation of government services available to American Indian and Alaska Native students and the complexity of intergovernmental relationships in the education of those students. The purpose of the federal activities described herein is to build toward the development of a long-term, comprehensive federal Indian education policy that will accomplish the goals of this order to 1) improve reading and Mathematics, 2) reduce the influence of long-standing factors that impede educational performance, 3) create strong, safe, and drug free school environments conducive to learning, and 5) expand the use of educational technology.

Subsection A. Interagency Task Force. There shall be established an Interagency Task Force to oversee the planning and implementation of the Executive Order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) (20 USC 7871) in carrying out the activities of this order. NACIE shall consult with representatives of American Indian and Alaska Native tribes and organizations including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI) to provide advise on the implementation of activities of the executive order.

Subsection B. Composition, Interagency Task Force: The membership of the Task Force shall include but not be limited to representatives of the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Labor, and Transportation, as well as the Environmental Protection Agency, the Corporation for National Service, and the National Science Foundation. Within 30 days, each participating executive department and agency shall appoint a senior official who is a full-time officer of the Federal Government and who is responsible for management or program administration to serve as a member of the Task Force. The official shall report directly to the agency head or designee, on agency activity under this order. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats as requested by the Task Force. The Assistant Secretary of Elementary and Secondary Education of the Department of Education and the Assistant Secretary of Indian Affairs of the Department of the Interior shall co-chair the Task Force.

Upon invitation of the Secretaries of Education and of the Interior, other agencies may participate in the activities of the Task Force.

Subsection C. Interagency Plan: The Task Force shall, within 90 days, develop a federal interagency plan with recommendations for immediate consideration in the fiscal year 2000 budget request, including the identification of initiatives, strategies, spending goals and ideas for future coordinated interagency action supportive of the goals of this order.

Subsection D. Agency Participation: To the extent consistent with law, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information, and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of my 1994 Executive Memorandum and my 1998 Executive Order on federal agency consultation with tribal governments, each participating agency of the Task Force shall consult with tribal governments on their education-related needs, research needs and priorities and how the agency can better accomplish the goals of this order. Within six months each participating agency shall report to the Task Force the strategies developed to ensure participation and consultation.

Subsection E. Interagency Resource Guide: The Task Force shall identify, within relevant federal agencies, all education-related programs that support the goals of this order. Within twelve months of this order, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that contains these resources.

Subsection F. Research: The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education in accordance with the Department of Education Organization Act (20 U.S.C. 2423c), in consultation NACIE and the member agencies of the Task Force, shall develop and implement a comprehensive research agenda that supports the goals of this order. The agenda shall support the efforts of schools, tribal communities, states, and families to promote high achievement, problem solving abilities, and motivation among American Indian and Alaska Native students. Such an agenda shall include plans for ensuring: 1) reliable, consistent, complete, and accurate information on the academic status and progress of American Indian students, 2) data collection and analysis that is representative of regional, cultural, and linguistic diversity among American Indian tribes, 3) reporting that is in a variety of formats and in language that is appropriate to a variety of American Indian and non-Indian audiences, including practitioners, policymakers, data users, and the general public, 4) a comprehensive and ongoing evaluation of the impact on academic achievement and retention of research-based educational practices and school-wide reform programs, including those emphasizing the role of native language and culture in curriculum and instruction, 5) that high priority needs identified through the above mechanisms be addressed through coordinated interagency support of research and demonstration efforts in schools serving American Indian students; and 6) appropriate timelines and strategies for the implementation of plans. Within one year the Secretary of Education shall report to the Interagency Task Force the development of a comprehensive research agenda including implementation timelines and strategies adopted.

Subsection G. Comprehensive Federal Indian Education Policy: The Task Force shall, within two years, develop a comprehensive federal Indian education

policy to support the accomplishment of the goals of this order. The policy shall consider ideas within the Comprehensive Federal Indian Education Policy Statement proposal developed by the National Indian Education Association and the National Congress of American Indians and be designed to 1) improve federal interagency cooperation; 2) ensure access to information on federal programs and resources; 3) encourage intergovernmental collaboration; and 4) assist tribal governments in meeting the unique educational needs of their children, including the need to preserve, revitalize, and use native languages and cultural traditions. As appropriate, participating agencies of the Task Force may develop memoranda of agreement with each other to enable and enhance the ability of tribes and schools to provide and coordinate the delivery of federal, tribal, state, and local resources and services to meet the social, educational, and health-related needs of American Indian and Alaska Native students.

Section 2. Regional Partnership Forums: In conjunction with the Interagency Task Force, the Department of Education and the Department of the Interior shall, within eighteen months, convene a series of regional forums of federal, tribal, and state government interagency representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of accomplishing the goals of this order. A report on each forum shall be submitted to the Task Force, which shall include any recommendations related to intergovernmental relations supportive of accomplishing the goals of this order.

Section 3. School Pilot Sites: The Department of Education and the Department of the Interior shall identify up to eight Bureau of Indian Affairs-funded schools and public schools with significant concentrations of American Indian and Alaska Native students, which shall receive comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including federal staff, shall be convened to provide assistance to these schools. Special attention shall be given to accomplishing Comprehensive School Reform Demonstration Programs where applicable and comprehensive service delivery that connects and utilizes federal agency resources. The team shall disseminate the effective and promising practices of the school pilot sites to other local education agencies educating American Indian and Alaska Native students. The team shall report to the Task Force on the accomplishments and recommendations for improvement of its technical support to local education agencies.

Section 4. General Provisions: This order is intended only to improve the internal management of the Executive Branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This Executive Order is not intended to preclude, supercede or replace or otherwise dilute any other Executive Order related to American Indian and Alaska Native education. The Task Force shall report annually accomplishments of this order to the President.

Section 5. Administrative Support: The Department of Education shall provide appropriate administrative services and staff support for the Task Force. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the Task Force consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law.

WILLIAM J. CLINTON

THE WHITE HOUSE

Save the Date: August 5-6, 1998*

An Inter-agency Conference: **Building Economic Self-Determination in Indian Communities** Grand Hyatt Hotel, Washington DC

Sponsored by the Departments of Agriculture, Commerce, Defense, Health and Human Services, Interior, Justice, the Treasury, and the Small Business Administration, this inter-agency conference will address strategies for building strong tribal economies as well as opportunities and incentives for doing business in Indian communities. The participants will include federal agency heads, tribal government leaders, tribal businesses, Indian entrepreneurs, and industry leaders interested in economic ventures in Indian communities.

Topics will include:

- Indian Success Stories
- Tribal Government and Economic Sufficiency
- Building a Positive Climate for Business
- Agriculture and Economic Development
- Rural Business
- Banking in Indian Country
- Internet Commerce
- Communications & Technology
- Franchising
- Marketing & Exporting
- Diversifying Tribal Economies
- Subcontracting Opportunities
- The Benefits of Investing in Indian Communities

Invited Speakers include the Secretary of Commerce, the Secretary of Agriculture, the Secretary of the Treasury, the Attorney General, and the Administrator of the SBA.

Mark your calendar now for the conference on:
Building Economic Self-Determination in Indian Communities
August 5-6, 1998 at the Grand Hyatt Hotel in Washington, DC.

Further information about the conference, including registration forms, will be sent out June 1, 1998. For more information, call Angela Hammond, Office of Tribal Justice, Department of Justice, (202)514-8812

* Originally scheduled for June 3-4, 1998, the date of this conference has been moved to August 5-6, 1998.

DRAFT MAY 27, 1998 8:00 AM

EXECUTIVE ORDER: AMERICAN INDIAN EDUCATION

Preamble:

The Federal Government is committed to improve the academic performance and reduce the drop out rate of American Indian and Alaska Native students. To help fulfill this commitment this executive order focuses special attention on improving mathematics and reading, the two gateway subjects for academic success, expanding the use of educational technology and related resources; and reducing the influence of long-standing factors which mitigate educational performance, such as poverty and substance abuse.

Improving educational success rates for Indian students is vital to the national goals of preparing every student for responsible citizenship, continued learning, and productive employment. Over half of American Indian and Alaska Native students in the fourth grade scored below the basic level in reading and math. American Indians and Alaska Natives have the lowest high school completion and college attendance rates. Schools that serve Indian students often lack college preparatory classes and, in other ways, fail to meet their unique educational needs. I am committed to seeing such conditions change.

The federal government has a special role in the education of American Indians, standing in the place of local and state government to provide operational support to tribal and federal schools for Indians as well as to State Public schools educating children on Indian Trust status lands. The Federal government has a special role to assist all schools to meet the unique education and culturally related academic needs of American Indians so that American Indians/Alaska Native can achieve the same high education standards as all Americans.

To achieve its purposes this order calls for a comprehensive and coordinated strategy across all relevant federal agencies and collaboration with Tribal and State governments.

Order:

By the authority vested in me as President by the Constitution and laws of the United States of America, in affirmation of the unique political and legal relationship of the Federal Government with American Indian and Alaska Native tribal governments, and in recognition of the special education and culturally related academic needs of Indian students, it is hereby ordered as follows:

Section 1. Interagency Task Force and Consultation. The Domestic Policy Council's American Indian Education Work Group shall serve as the Interagency Task Force to oversee the planning and implementation of the Executive Order. The Interagency Task Force shall work in consultation with the National Advisory Council on Indian Education.

Section 2. Interagency Plan. The Interagency Task Force shall within 120 days develop an action plan to improve reading and math achievement, enhance technology and related resources and reduce the effect of long standing problems which mitigate academic performance and student retention. The plan shall include the identification of new initiatives, strategies for the appropriate participation of American Indians within Departmental initiatives supportive of this order and recommendations for

future coordinated interagency action.

Section 3. Interagency Resource Guide. The Interagency Task Force shall identify all education related programs within all relevant federal agencies that could be utilized to improve American Indian reading and math achievement, enhance the technological capacity of schools educating American Indian students, and reduce the effect of long standing social-economic problems which mitigate academic performance and student retention. A resource guide of federal education resources shall be widely distributed.

Section 4 Agency Participation: Each member agency of the Interagency Task force shall implement strategies to ensure the equitable access for American Indians to agency or Department education related programs, activities, and resources, information and technical assistance. Each member agency shall develop improved consultation with American Indians concerning their education-related needs.

Section 5. Comprehensive Federal Indian Education Strategy: The Interagency Task Force, in consultation with the National Advisory Council on Indian Education (NACIE), shall develop a comprehensive federal Indian education strategy, which 1) improves federal interagency cooperation; 2) ensures equity in and access to all available federal resources; 3) improves federal, tribal and state inter-governmental collaboration, and 4) enhances the ability of tribal governments and Indian communities to better meet education needs, including their strong desire to preserve, revitalize, and use native languages and cultural traditions, with the overall goal of improved academic achievement and student retention to graduation.

Section 6 Comprehensive Service Delivery (MOA) Member agencies of the Interagency Task Force shall develop an Interagency Memorandum of Agreement to enable and enhance the ability of schools to provide or coordinate the delivery of local federal/tribal and state resources and services to meet the social, educational and physical needs of American Indian /Alaska Native Students.

Section 7. Consortium: The Interagency Task Force shall develop and implement a plan for establishing a consortium of no more than eight schools, along with federal agencies, educators and institutions of higher education, to model and evaluate best practices for improving reading and math achievement, using technology and reducing factors mitigating academic success and retention of American Indian students.

Section 8. Regional forums: The Departments of Interior and Education shall convene a series of regional forums on coordinated strategies to improve academic achievement of American Indians, and invite representatives of tribal, state and local government to develop collaborative regional strategies and projects.

Section 9. Research: The Interagency Task Force in consultation with American Indian Tribes, organizations and educators shall develop a comprehensive research agenda designed to ensure the establishment of baseline data on academic achievement on American Indian students, evaluate promising practices used with Indian students, evaluate the role of native language and culture in the development of educational strategies and to track progress made in implementing this executive order.

EXECUTIVE ORDER IDEA 3

American Indian Math Competitions:

The initiative would create Indian Math clubs or use Indian math classrooms at various schools and have these Indian classrooms linked for the purpose of doing Math challenges and competitions..

This idea will have to be developed. I think the department might be doing something like this, which might be tailored for American Indians

EXECUTIVE ORDER IDEA:

National American Indian Service Learning Initiative.

The initiative would create a National Service learning program for American Indians. The program would support the development of community based internships for Indian Students. The effort would include after school opportunities, mentoring, emphasizing the traditional learning model of Indian communities; learning through community involvement and through community leaders supporting student learning, mentoring.

This type of effort would be supportive of improving student retention toward graduation demonstrating a connection of education to work and to provide a supportive adult to assist and guide American Indian Youth.

The Department of Justice, the Cooperation for National Service is putting something together for American Indians. The executive order may be able to be the vehicle to formally initiate this effort.

NOTE:

I haven't checked yet with these agencies to see the extent to which this is already being done. I was informed that justice wants to collaborate with education on some Indian related effort of this type. This effort might be ordered. We will have to check on this later

EXECUTIVE ORDER IDEA:

Goals 2000 Request for Proposal:

The Bureau of Indian Affairs Goals 2000 panel has recently voted to use 1 million dollars of their Goals 2000 dollars to support a new program in 20 BIA funded schools. The program would design and implement a school based comprehensive social and health service delivery system for students as a strategy to accomplish the objectives of the schools consolidated school reform plan.

The grants would provide seed money to better coordinate and utilize existing Federal, State and Tribal resources and services for Indian Students. The plans would bring together health, law enforcement, social services, education etc, which are provided by local agencies of the federal, state or tribal government, to comprehensively provide and coordinate the meeting of all student needs. The goal is to significantly impact the dropout rate of Indian students and to improve their achievement.

The request for proposal (RFP) would require an evaluation and a sustainability piece. Each school receiving a grant would have to have in place an agreement with the agency involved concerning school based coordinated service delivery. Each school would be asked to evaluate areas where policy and bureaucracy may get in the way of improving the coordination and delivery of services.

Executive order connections:

1. Presidential announcement of grants.

The RFP will be developed and sent out soon. The timing of this competition is such that that the announcement of the 20 schools selected for the grants could wait the event being planned for the President.

2. Executive Agency MOA on Comprehensive service Delivery.

The executive order could include a companion piece to these proposals. The President could order interlocking Memorandums of Agreement (MOA) among the Departments of Education, Interior, Justice, Health and Human Services (HHS), Labor, Housing and Urban Development (HUD) etc. The MOA's would include the cooperative development of comprehensive service delivery options for American Indian Tribes and schools. The cooperating agencies involved in the MOA's would be informed of the progress and needs of the 20 schools involved in the pilot school based efforts by the BIA goals 2000 panel and would consult with Indian Tribes and organizations