

Mary L. Smith
05/05/98 07:57:53 PM

*Telet to
Tasha talk
Exec. order*

Record Type: Record

To: Michael Cohen/OPD/EOP

cc: Lynn G. Cutler/WHO/EOP, Julie A. Fernandes/OPD/EOP

Subject: Update on Native American executive order

I hope all is going as well as it can.

I met with Mike Anderson, Jim Kohlmoos, and David Beaulieu last Friday. We went over section by section their latest draft of the executive order. It is still very process, rather than substance, oriented, but I think we are getting closer. After we went over the entire proposal, I said that it was a good start, but I wanted a concrete proposal to include on each of the areas we have identified: (1) early reading; (2) high school graduation rates; and (3) technology. I think a light bulb went off in Jim Kohlmoos' head -- I think he finally understood what I meant by a concrete proposal. (But we still have to see what they come up with). They are going to try to come up with another draft by the end of this week.

I also talked to the National Science Foundation -- they have a lot of things going on. They have three rural sites in which they are trying to promote systemic change in order to improve math and science for Native Americans. In addition, I guess they are beginning a process to explore promoting systemic change in BIA schools, currently through the Goals 2000 program. I said we could probably set up a meeting with them to see if we could work together.

Here is a brief summary of the latest draft of the executive order:

(1) Sections 1 and 2: **Interagency Task Force and Interagency Plan.** These sections formalize the working group that we set up during the last budget process (which resulted in the increase for BIA school construction funding). This working group would come up with a plan to plug into this year's budget cycle. In addition, it is envisioned that this group would create an inventory of all education-related programs within the federal government which relate to Native Americans. This could be put on the Internet and passed out to tribes, etc.

(2) Section 3 **Developing Promising Practices Models:** This section envisions looking at a few schools of various types (urban, rural) and interactively developing some best practices that improve math and reading achievement. We could then do a report on the best practices.

(3) Section 4 **Regional Forums.** This section would set up regional forums, put on by the Departments of Education and Interior, to focus on improving Native American education in K-12. These forums would encourage participation by tribal, state, and local governments. This is the intergovernmental piece (which was the focus of the Native American groups).

[section 5 was problematic so it is not included]

(4) Section 6 **Research** -- This section would (1) identify areas where research is needed on the topic of Native American education; (2) look at ways to collect, store, and present the data (such as setting up a comprehensive data base); and (3) to establish a baseline measurement of academic

*① Agency sign off
② not budget plan
NSF - prom. meeting*

Sketch now

Lynn Cutler

achievement of Native American students.

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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 and in cooperation with tribal and State governments to meet the unique education and culturally related academic needs of American Indians.

To achieve its purposes this order calls for a comprehensive and coordinated strategy across all relevant federal agencies, collaboration with Tribal and State governments and the development of a comprehensive long-term policy.

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 20 days develop an action plan to improve reading and math achievement, enhance technology and related resources and reduce the affect 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 affect of long standing social-economic problems which mitigate academic performance and student retention.

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

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David Beaulieu @ ed.gov
05/08/98 03:50:00 PM

Record Type: Record

To: Mary L. Smith

cc:

Subject: Volunteer initiative

Mary I just recieved a fax from a Joe Thesing Office of Policy Development US department of Justice 307-3024 which attaches a Mission statement for a Volunteer to End Youth Violence Initiative. The is connected to Idea 3 I will try to follow up on it to learn more. I will fax this over. David

UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____



FAX

Date:

5/8/98

Number of pages including cover sheet: _____

To:

Mary Smith
O.P.C.

Phone:

Fax phone:

202-956-7931

CC:

From:

David Beaudry

Phone:

260-293

Fax phone:

REMARKS:

☐ Urgent

☒ For your review

☐ Reply ASAP

☐ Please comment

PG. 98

"Volunteer to End Tribal Youth Violence" initiative

MISSION STATEMENT

The mission of the "Volunteer to End Tribal Youth Violence (VETV)" initiative is to assist American Indian tribes in their efforts to reduce youth and gang violence through increased volunteerism. This initiative is intended to help communities in Indian Country address the increase in youth and gang violence over the last five years. In light of this, the goals of the VETV initiative are the following:

- To help tribal communities enhance or create community-based, grass-roots volunteer programs aimed at reducing youth violence.
- To help communities identify opportunities for volunteers, including elders, to serve as mentors, tutors and positive adult role-models for Indian youth.
- To support volunteer programs and activities aimed at revitalizing tribal communities and strengthen culture.
- To instruct, advise and assist communities in how to attract various resources necessary to sustain volunteer programs.

To achieve these goals, the Department will:

- Partner with federal, private and non-profit organizations that have a commitment to and presence in Indian Country.
- Prepare and distribute literature and other materials that give individuals and local organizations concrete suggestions of how citizens can get involved with youth in their community.
- To the extent possible, assist in efforts to create community-organizing structures.



Office of Policy Development
United States Department of Justice

~~950 Pennsylvania Avenue, N.E.~~
Washington, D. C. 20530

TO: *Bernard Garcia*

FAX: 260-7779

FROM: *Joe Thering*

VOICE: 307-3024

FAX: (202) 307-3137

Total Pages (excluding this cover): 1

Additional Message:

Thanks, again for calling. I look forward to speaking with you.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

F A X

Office of Elementary and Secondary Education

Office of Indian Education

Phone: (202) 260-3774 Fax: (202) 260-7779

Dr. Beaulieu's Mailing Address:600 Independence Avenue, S.W.
Portals Building, Room 4308
Washington, D.C. 20202-6134**Office Location:**1250 Maryland Avenue, S.W.
Portals Building, Room 4308
Washington, D.C. 20202-6134To: Mary SmithOffice: DPCFax: 456-7431

Phone: _____

Date: 5/7/98Number of pages including cover sheet: 2

From: Dr. David Beaulieu

Director

Office of Indian Education

Phone: (202) 260-2431 Fax: (202) 260-7779 E-mail: david_beaulieu@ed.gov

Remarks:

Mary, this is a draft copy of the consortium of demonstration sites for Indian Education that Bill Demmert and I have been working on. I had thought that we might be able to include something, which looks like this in the order. As you can see we already have a steering committee and have done some planning. My idea for the order would be to order the development of this consortium of schools. I forgot to bring this with me last time we met. David

Need to build concept
- many jobs, vis-
- below start process

Consortium of Schools
Demmett 10/17/97

SCHOOL REFORM: Building a consortium of schools that serve Native American students

There are currently four kinds of schools serving over 600 thousand Native American elementary and secondary students (American Indian and Alaskan Native). These include public schools, Bureau of Indian Affairs operated schools, Tribal schools, and private schools.

The Indian Nations At Risk report (Indian Nations At Risk: An Educational Strategy for Action) points out that schools have failed to nurture the intellectual development and academic performance of many Native children and that schools have discouraged the use of Native languages in the classroom. The Report goes on to say that the evidence for these failures are reflected in the high dropout rates of students and their negative attitudes toward school. The lack of support for strengthening Native languages, according to the report, has certainly resulted in a loss of many Native languages and weakening of cultural values and traditions (Indian Nations At Risk:1).

Many Native educators believe that the quality of schools serving Native America (American Indians and Native Alaskans), and the academic performance levels of Native American students are critical elements to the well being of Native peoples. In addition, the survival of their traditional languages and cultures are closely aligned to the language and cultural context of the schools' curriculum. The level of congruence between the Native community served, the perspective reflected in the curriculum of the school, the languages supported in the school, and the culture of the school, all influence whether the Native student develops intellectually, socially, spiritually and culturally. In other words, how well he or she does as adults.

With this in mind, a group of Native American educators, the U.S. Department of Education (through the Office of Indian Education and the Office of Planning, Budget and Evaluation); the Bureau of Indian Affairs; a partnership of public, Bureau, and Tribal Schools serving Native students; the National Indian Education Association, and others have formed a Steering Committee for the purpose of creating a consortium that will focus on a school improvement partnership.

It is expected that 5 - 10 schools will be selected to participate as members of a consortium through a competitive process. Each school site will be expected to participate in the following: (1) a series of meetings in which the objectives of the consortium are revised and agreed upon; (2) a commitment to develop a set of performance standards that are aligned with a school-reform initiative; (3) the development of a comprehensive education plan that will offer a challenging curriculum that is linguistically and culturally congruent with the community served; (4) a teacher in-service, pre-service, and graduate training component in partnership with institutions of higher education; and (5) an evaluation component that measures success in meeting the performance indicators decided upon, and the degree to which the comprehensive educational plan is followed (with revisions as needed).

high standards

A critical component of any school reform effort must include improving the quality of teaching. According to the National Commission on Teaching and America's Future report, **What Matters Most: Teaching for America's Future**, "...the single most important strategy for achieving America's educational goals (include): A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools" (National Commission: 3). With this in mind the Steering Committee believes that a consortium of colleges and universities engaged in teacher education must be included as partners in any school reform effort.

The proposed consortium of educators, federal agencies, schools, and institutions of higher education are committed to a five-year initiative for improving schools and schooling for Native students. The selected elementary and secondary schools will be expected to include each of the following elements in their comprehensive education plans:

- A clear set of performance standards for the school that are congruent with the community served, and established in partnership with that community.
- A curriculum and instructional program designated to meet those standards that build a strong educational technology component.

high standards

- A teacher training effort that incorporates the best practices identified by research on learning, cognitive development, and pedagogy.
- Partnerships with the Drug-Free movement, Family Literacy, pre-school programs, and other supplementary support programs offered by the U.S. Department of Education.
- Consolidation of federal, local, and special funding (e.g. Title I, Title VII, Title IX, Impact Aid, Handicapped, Goals 2000), and philanthropic support that might be provided.

A performance measurement at least annually that evaluates the extent to which each school meets its goals, and how well the students meet high standards of achievement.

The National Steering committee and each of the federal partners, will provide information on research, guidance and technical assistance, help find additional financial support for the consortium, and participate in an evaluation of how well the schools meet goals, and the students meet their performance standards.

Specifically there are five expected phases necessary for building the consortium, and implementing the programs. These include the following:

Phase I: Discussing, planning and building a conceptual framework for the consortium.

Phase II: Identification of prospective consortium members through a request for proposal (RFP) initiative (U.S. Department of Education, Office of Indian Education or other formal selection process).

Phase III: A series of meetings with schools selected for membership to the consortium.

Phase IV: Local meetings as schools, communities, and other entities build partnerships and develop the comprehensive educational plans for that school.

Phase V: A technical assistance, monitoring, and evaluation phase during the time in which the schools build comprehensive education plans for serving particular communities.

The overall objectives for the Steering Committee are to: 1) Build school community partnerships; 2) focus on a school improvement effort that will challenge students to meet high academic standards; 3) identify teaching strategies and school improvement initiatives that can be used as models in other schools; and 4) to begin building a teaching force (within Native American Communities) that are well trained and effective teachers of Native students. Individual school objectives will be developed as part of the series of meetings that take place at the local community/school level.

The Center for Research on Education, Diversity and Excellence (CREDE) at the University of California, Santa Cruz, has a research project directed by William Demmert (Western Washington University, Bellingham, Washington) that is focusing on a series of case studies of 7 - 10 schools serving Native American communities (American Indian, Native Alaskan, Native Hawaiian). This project is designed to describe, through the case study method, the activities at a particular school. Each school that is part of the study has a language and cultural component as part of the curriculum of the school. One of the purposes of the series of case studies is to identify common characteristics that might surface across the cases. Another purpose is to provide each school site an opportunity to look internally at their current programs to help determine whether the school is meeting the needs of the community. With the completion of each case study individual schools will be in a position to begin building a comprehensive educational plan based on what they found in their own case study. These schools could serve as a nucleus for developing the consortium, and will have an opportunity to compete for space in the first round of competition. Later additions after the first year will be invited to join the consortium and will be expected to follow the same requirements as the original 5 - 10 schools.

FROM WOODBURY COLLEGE OF ED OFFICE INDIAN EDUCATION 202 260 7779 APR 17, 1996 10:57 AM

SCHEDULE OF EVENTS

1. First Year:

*Phase I: Planning and building a conceptual framework for the consortium (six months).

*Phase II: Identification of prospective consortium members through a request for proposals (RFP) Initiative (U.S. Department of Education, Office of Indian Education, private foundation, or through the Steering Committee (if advance funding is available); through the schools participating in the series of case studies on schools that serve their Native communities (CREDE project), and that have a language and cultural program; or some combination of the two (three months).

*Phase III: A series of meetings with schools selected for membership to the consortium (two months).

*Phase IV: Local meetings as schools, communities, and other entities build partnerships and develop the comprehensive educational plans for that school (three months).

*Phase V: A technical assistance, monitoring, and evaluation phase during the time in which the schools re-build their education models for serving particular communities (annually for five years).

2. Second Year:

*Second round of competition.....6 months

*Technical assistance and monitoring.....12 months

*Review and revision of comprehensive plan.....12 months

*Annual evaluation.....4 months

3. Third Year:

*Technical assistance and monitoring.....12 months

*Review and revision of comprehensive plan.....12 months

*Annual evaluation.....4 months

4. Fourth Year:

*Technical assistance and monitoring.....12 months

*Review and revision of comprehensive plan.....12 months

*Annual evaluation.....4 months

5. Fifth Year:

*Technical assistance and monitoring.....12 months

*Review and revision of comprehensive plan.....12 months

*Annual evaluation.....4 months

Proposed National Steering Committee Members

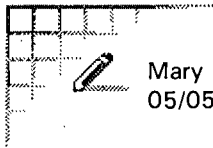
- 1) William Dammert, (Acting Chair), Western Washington University, Bellingham, Washington, (360-650-3032)
- 3) Rosemary Christensen, 3800 London Road, #5, Deluth, Minnesota, 55804 (218-728-6815)
- 6) Andrew Lawson, Principal, Indian Heritage School, Seattle, Washington (208-298-7801)
- 8) John Reimer, Regional Director, Indian Education, Portland Area Office, Bureau of Indian Affairs, Portland, Oregon (503-872-2745)
- 9) Rick St. Germaine, University of Wisconsin, Eau Claire, Wisconsin, (715-836-4379)
- 10) Karen Swisher, Haskell College, Lawrence, Kansas (913-749-8426)
- 11) John Tippeconnic, Pennsylvania State College, College, Pennsylvania (814-863-1628)
- 12) Joseph Trimble, Western Washington University, Bellingham, Washington, (360-650-3058)
- 13) Robin Butterfield, Representing the National Indian Education Association, Washington D.C., (503-598-0572 x 674)

Current Federal Partners:

- 1) Joann Sebastian Morris, Director, Indian Education Programs, Bureau of Indian Affairs, Washington, D.C. (202-208-6123)
- 2) Sandra Fox, Bureau of Indian Affairs, Washington D.C. (202-273-2339)
- 3) Martha Chavez, Program Analyst, Office of Planning, Budget & Evaluation, U.S. Department of Education, Washington D.C. (202-401-8368)
- 4) David Beaulieu, Director, Office of Indian Education, U.S. Department of Education, Washington D.C. (202-260-1516)

Advisor:

- 1) Bob Arnold, (Former Staff, U.S. Senate Committee on Indian Affairs), Olympia, Washington (360-709-9368)



Mary L. Smith
05/05/98 07:57:53 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc: Lynn G. Cutler/WHO/EOP, Julie A. Fernandes/OPD/EOP

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(3) Section 4 **Regional Forums.** This section would set up regional forums, put on by the Departments of Education and Interior, to focus on improving Native American education in K-12. These forums would encourage participation by tribal, state, and local governments. This is the intergovernmental piece (which was the focus of the Native American groups).

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DRAFT APRIL 27, 1998 3:27 PM

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.

To achieve its purposes this order calls for a comprehensive and coordinated strategy across all relevant federal agencies, collaboration with Tribal and State governments and the development of a comprehensive long-term policy.

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. (NACIE) which will consult with American Indian tribes and organizations.

Section 2. Interagency Plan. The Interagency Task Force shall within 120 days develop an action plan which will include the identification of all education related programs within relevant federal agencies and opportunities for future coordinated interagency action to improve American Indian reading and math achievement, enhance the technological capacity of schools educating American Indian students, and reduce the long standing social-economic problems which mitigate academic performance.

APR 27 1988 U.S. DEPT. OF THE INTERIOR BUREAU OF INDIAN EDUCATION

Section 3. Pilot Sites. The Interagency Task Force shall develop and implement a plan for establishing pilot sites of no more than eight schools serving large percentages of American Indians to test best practices for improving reading and math achievement, using technology and reducing factors mitigating academic success.

Section 4. Regional forums: The Secretaries 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 5. Discretionary programs: All federal agencies and executive departments shall identify all education related programs which could be utilized to focus on improving reading and math achievement, enhancing technology and related resources and reducing the influence of mitigating factors which impede academic progress for American Indian students. To the extent permitted by law and where appropriate all such discretionary education programs shall prioritize American Indians in all grant competitions.

Section 6. Research Strategies: 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, exploring best practices used with Indian students, and tracking progress made in implementing this executive order.

Section 7. Comprehensive Policy: The Interagency Task Force shall develop by the end of two years a proposed comprehensive federal Indian education policy, with the overall goal of improved academic achievement, which 1) improves federal interagency cooperation; 2) ensures equity in and access to all available federal resources; 3) improves federal, tribal and state inter-government 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.

Author: <ggipp@nsf.gov> at Internet
Date: 5/1/98 10:01 AM
Priority: Normal
TO: David Beaulieu at WDCJ01
Subject: Re: Information

Hi Dave: Things are busy here, but going well. I spoke to Mary yesterday and faxed her a copy of the Performance Effectiveness Review Report for the Rural Systemic Initiatives. She indicated that she was interested in setting up a meeting with Mike Cohen sometime in the near future to review our initiatives and how they might build on them at the K-12 level.

This discussion is timely because Dr. Luther Williams, (our Director for Education) has agreed to a couple of things: 1) Recently, we met with OIEP Director, Joann S-M and Sandra Fox to explore establishing a relationship to support their effort to promote systemic change in their schools, currently through the Goals 2000 program. We would try to fund those school coalitions that are "ready" to promote in-depth reform of their math and science programs; (2) he has charged us with drafting a plan to expand the rural program beyond the large coalition-type efforts we currently have underway. This means we will probably open the door to smaller coalitions of schools, districts in rural regions. This has direct implications for the 1100 school districts that are funded by your office, if they meet our basic eligibility vis--vis rural and poverty criteria; (3) Finally, I don't know if you heard, but NSF recently agreed to implement the White House Initiative on Tribal Colleges and Universities. The High Plains project funded through the Turtle Mountain CC has direct implications for K-12 education. Dr. Wanda Ward in the Office of the Director and I have been officially appointed as NSF liaisons for that effort as well as the WHDPC Education Workgroup. So, there is much to be done. Let me know if you have questions or how we might coordinate.
Jerry

Reply Separator

Subject: Information
Author: David_Beaulieu@ed.gov (David Beaulieu) at NOTE
Date: 5/1/98 9:29 AM

Gerry, Do you have information on a NSF initiative to significantly improve MATH and Science Education. Mary Smith of the DPC is interested in this in connection with our work on the executive order.
Thnks David. PS How are you doing?

This email message and attachments have been scanned and found
to be free of all known viruses.

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages ► 15

To	MARY SMITH	From	GERALD GIPP
Dept./Agency	WHDC	Phone #	NSF
Fax #		Fax #	703-306-0456

NSN 7540-01-317-7368 5089-101 GENERAL SERVICES ADMINISTRATION

April 30, 1998

TO: Mary Smith
White House Domestic Policy Council

FROM: Gerald Gipp 
Program Director
Educational System Reform
NSF

Subject: Performance Effectiveness Review
Rural Systemic Initiative

Mary: attached is the recent Program Effectiveness Review Report on the Rural Systemic Initiative. As I indicated, they are at mid-point of a five year funding cycle. These programs are funded on a Cooperative Agreement basis, which means that that they must show reasonable progress on an annual basis in order to be continued over a five-year period at \$ 2 Million per year.

Regarding the PER report, reference is made to a description of those programs serving the Appalachia and Delta regions, but due to the length of the document I am not faxing those pages.

Should you have any questions, please call me.

Rural Systemic Initiatives Program

Program Effectiveness Review Report

December 18, 1997

Program Description

The Rural Systemic Initiative (RSI) program was initiated in 1994, by funding workshops, conferences, and planning and development activities. The program was established specifically to implement systemic reform strategies for science and mathematics education in rural, impoverished regions in the Nation. In 1995, the RSI program funded four Implementation programs. Three of the programs target eligible counties with large populations of American Indian and Alaska Native students. The fourth program is targeting schools in counties in six states in the Appalachia Region. In 1997, a fifth implementation program was funded to address systemic reform in the Delta Region of Mississippi, Arkansas and Louisiana and three development awards were funded for the southeast, Texas and Oklahoma.

The RSI's goals are:

- The improvement of science, mathematics, and technology education in rural economically disadvantaged regions of the nation.
- The preparation of a technologically competent workforce to enhance the infrastructure of economic development activities within a community or region, by strengthening the science, mathematics, and technology instructional capacities of regional colleges and universities.
- The enhancement of scientific literacy and science understanding and appreciation among students and the general community in rural, economically disadvantaged regions of the nation.
- The development of community infrastructure to provide resources to sustain educational improvements.

The scope of the RSI program encompasses two strategic phases. The initial Development phase designed to provide the necessary background information to the Initiative for structuring the program, and the Implementation (second) phase, which addresses the vision, strategies, and priorities.

During the Development period, projects conduct regional self-studies to gather pertinent information regarding target populations, regional strengths and barriers, and policies that enhance or hinder instructional reformation. Moreover, successful Development projects should result in a viable evaluation strategy to be used during the Implementation phase.

The second strategic level, the Implementation phase, focuses on systemic and sustainable improvements and policy alterations that have a direct or secondary impact on classroom instruction and student achievement, such as teaching workforce enhancements, curriculum innovation, leadership development among teachers and local district administrators, and innovative and pertinent assessment strategies.

The five Implementation projects are:

The Alaska Rural Systemic Initiative (AKRSI) is serving as a catalyst to promulgate reform in mathematics and science education reforms by focusing on the interconnection and complementarity between the formal education system and the indigenous knowledge systems of the Native communities. This effort will promote and develop policies and practices that effectively integrate indigenous and Western knowledge into educational programs by incorporating Native knowledge into the curriculum in rural Native schools.

The Alaska RSI has refocused its target population down to 20 school districts with 184 schools serving 21,043 students, constituting 70% of all rural students and approximately 90 % of all Native students in the state. The operational unit is the district, but the size and isolation of the villages means that much of the AKRSI services are provided directly to schools and teachers.

The Alaska initiative has achieved an unprecedented collaborative relationship with the State Department of Education through its reform interventions. The state in adopting science and mathematics content standards, also included a special "Chapter" in the state standards designed to promote the incorporation of indigenous knowledge into standards based curricula across the state. The effort will ensure the development of a coherent, consistent set of policies to promote high quality standards-based mathematics and science curricula for all students. Complimenting this effort, the "Alaska Native Student Learning Action Plan" recently adopted by the Commissioner and the State Board of Education will provide guidelines and incentives for the alignment of all elements impacting rural/Native students educational experiences throughout Alaska. In addition, the AKRSI has received a \$3 Million grant from the Annenberg Foundation's Rural Challenge Program, which supports the reform efforts by funding activities that document the Native knowledge effort in other areas of the curriculum.

The **Appalachian Rural Systemic Initiative (ARSI)** is a collaborative Implementation Initiative among the six states (Kentucky, North Carolina, Ohio, Tennessee, Virginia, and West Virginia) comprising the central Appalachian region. ARSI is designed to stimulate sustainable systemic improvement in the science, mathematics, and technology education received by students in a region of the United States noted for its persistent poverty and isolation.

ARSI operates principally at the local district or individual school level. The initiative identifies a Teacher Partner (TP) at a catalyst school. Typically, there is one TP per district. The TPs serve as science and mathematics education leaders within their own schools and as an intellectual resource to the district.

ARSI facilitates site-based management and educational systemic reform by operating through "Resource Collaboratives" (RC). The collaboratives are geographically and intellectually related networks set up to address local challenges, goals, and commitments between teachers, community, students and our world. The collaboratives are located at regional institutions of higher education, and serve as conduits of information and expertise between the students and the world. The RC directors provide professional development for the TPs, assist the district with their Improvement Plans or Coordinated Resources Plans, monitor the implementation through classroom observations, and give reports and feedback to the ARSI central management. Community engagement teams are established in the school districts to spearhead community involvement and assist in sustaining the reform effort.

The **High Plains Rural Systemic Initiative (HPRSI)** brings together 19 American Indian tribal colleges and other entities involved in science, mathematics, engineering, and technical education in Montana, Nebraska, North Dakota, South Dakota, and Wyoming. The Implementation Initiative seeks to identify and coordinate efforts to remove impediments to exemplary student performance in SMET among American Indians.

The unit of change in this initiative is the school. HPRSI has the greatest variety of school jurisdictions, including BIA, public, parochial, and tribal schools. Most of the reservation-based activities are directed through the tribal colleges and, early on, were fairly variable in impact. The HPRSI central management reorganized to give more direct oversight to the sites, as well as training for the teachers and site coordinators. The subcontracts to the RIs were revised to require participating schools to adopt systemic reform practices.

Currently, the HPRSI is targeting those schools that show a readiness to participate in the reform process. HPRSI, however, provides leadership at the state and local levels to address the social and legal hurdles. The successes being realized by the participating schools are a compelling argument to the recalcitrant ones to join the Initiative.

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The **Utah-Colorado-Arizona-New Mexico Initiative (UCAN)** coordinates activities in six local coalitions that represent geographic and cultural entities located in four states, including many rural communities (many Hispanic), the Navajo Nation, and several other reservations and tribes. The Implementation Initiative will provide catalytic support to targeted rural school districts for comprehensive programs that lead to improvements in science, mathematics and technology.

The Initiative operates through different entities including schools, districts, classrooms and administrative organizations such as superintendent consortiums and BIA Agency coalitions. Some of the Tribes involved have more direct tribal influence on the local schools. Schools that are engaged in the initiative are state or Bureau of Indian Affairs (BIA) schools. The primary ESR staffs concern about UCAN is its size. The PIs were encouraged to include the Navajo nation, and permitted to include reservations in AZ and UT. Recently, the UCAN coalitions have scaled down the total student target population by 40% to 100,000. Further rescaling is under consideration.

Cultural and linguistic concerns are important throughout the Hispanic and Native communities with UCAN. The Navajo Coalition has recently received a multi-year, multi-million dollar grant from the Annenberg Foundation to address these concerns. The grant supports their inclusion in standards-based curricula.

The **Delta Rural Systemic Initiative (DRSI)** will provide mini-grants, workshops, and other resources focused on implementing systemic reform in school districts in the impoverished Lower Mississippi Delta region of Arkansas, Louisiana, and Mississippi.

DRSI will facilitate educational systemic reform by working directly with district and school personnel—some district-specific opportunities and some offered on a regional basis. Much of the district-specific work will be the responsibility of six Field Coordinators (FCs), who will be assigned to certain participating districts.

The Development Awards are:

The **Texas Rural Systemic Initiative (TRSI)**, which operates its development phase by organizing 6 Focus Groups, each representative of the rural regions of Texas. The groups will study and provide recommendations on: 1) SMT education; 2) Rural Workforce and Economic Development; 3) Scientific Literacy and Appreciation in Rural Communities; 4) Rural Community Infrastructures; 5) Integrated Systemic Reform; and 6) Rural Resource Partnerships and Alignments. In each of these areas, the Focus Groups will document the current state of several key indicators.

The **Rural Oklahoma Systemic Initiative (ROSI)**, impacts rural areas of Oklahoma which contains both the largest and most diverse population of American Indians in the world. The project is designed to provide a standards based, hands-on, inquiry based vision of learner centered education in mathematics, science, and technology emphasizing inter-and intra- connections with students.

The **Southeastern Rural Systemic Initiative (SRSI)**, is a collaborative effort between the states of Alabama, Florida and Georgia. Twenty-seven counties in Alabama, nine counties in Florida and fifty-nine counties in Georgia will be targeted for participation.

The proposal will build upon ongoing efforts of the PACERS program in Alabama where the University of Alabama has worked with a number of rural schools for several years. In Florida, the Area Centers for Educational Enhancement created to address the state's Educational Reform and Accountability System will be utilized, and in Georgia, the coalition will seek to build upon the Georgia Pre-School through Post-Secondary (P16) statewide Initiative. In addition, it will promote the Georgia Learning Frameworks for mathematics and science, which was developed by the Georgia Statewide Systemic Initiative for Mathematics and Science.

Major Findings

The Four 1st cohort RSIs participating in the 1998 PER have reached the mid-point of the five-year funding cycle. Significant improvements were noted in the impact of the programs since the 1997 PER. The improvements are due to intensive staff monitoring coupled with refocusing and redirection of efforts at the program level.

In the aggregate the RSIs are on trajectory. There are areas for improvement in each of them, and UCAN and HPRSI continue to be so extensive geographically that management and monitoring remain challenging. Also, the issue of multiple jurisdictions continues as an issue to be addressed as the RSI PIs correlate NSF requirements for its systemic initiatives with federal, state, or local educational requirements.

Some considerations must be redefined, such as effective use of professional development, direction of funds, and deployment strategies, that are uniquely different in the RSI program as contrasted with the USI and SSI programs. In all three systemic programs, it is crucial to gain the support of the key leadership. However, in the RSI projects, such engagement must occur with many more individuals, due to the extremely large numbers of local units that are involved. Therefore, leadership development is a continuing critical factor in the RSIs.

Also, professional development of teachers plays a much different role. For example, due to sparse population and typically small schools, these are much smaller numbers of mathematics and science teachers per local unit. As result meaningful professional development must take place in many different sites, particularly during the academic year, necessitating more people in the field. Follow-up activities, such as classroom observation, become a huge undertaking. When coupled with the extremely large teacher turnover in some regions, professional development, as practiced and measured by the other SIs, can prove to be more resource intensive for RSIs than for USIs and SSIs.

An advantage that the RSIs enjoy is that it is easier to engage 75-100% of the teachers in the unit of change. Therefore, an effective professional development strategy in the RSIs is one that operates through the entire unit, coupling subaward conditions with leadership and pedagogical staff development opportunities.

The role of subawards is important to understanding the operation of RSIs. The PIs, PDs, and field staff operate without the authority or oversight of the local schools, which often are accountable to state, federal, or tribal regulations but not inherently to the RSI leadership. Therefore, most RSIs define the terms of participation through subcontracts or MOUs with the local units. These subcontracts stipulate the systemic reform components that must be addressed in successful SIs. Through contractual arrangements, the RSI leadership can mandate adoption of standards, realignment of resources, use of instructional strategies or curricula, and tracking of student achievement.

See Appendix A: "1998 RSI Description Paper" which contains a further explication of special RSI considerations.

Findings by Indicator

Indicator 1: Student Impact.

In the past year, the RSIs report direct student impact on 20-40% of the student populations that are targeted. There are 58,000 students among the 4 initiatives.

Indicator 2: Teacher Impact.

When coupled with the extremely high teacher and administrator turnover, the level of teacher impact was highly variable among the 4 initiatives. ARSI had the lowest direct teacher impact, at 12%, and HPRSI had the highest, at 50%. The initiatives, taken together, worked directly with almost 3000 teachers.

Indicator 3: Policy Changes

The initiatives uniformly reported significant policy changes among the schools or districts with which they are working. The most significant of these changes are in the areas of standards adoption and funding alignment. For example, Ignacio (CO) school board, a UCAN district mandated curriculum alignment with state standards. Also in New Mexico, the Educational Plan for Student Success, mandates that schools implement state standards which affects 30,000 in the NM County Coalition.

The Alaska RSI has made significant impacts on the state education policy where standards have been adopted. This effort is co-sponsored by the Governor's Office through the Quality Schools Initiative. As a result of AKRSI's involvement, science has been added as a priority, with special considerations given to Native issues. This includes a special "chapter" devoted to providing guidelines to all schools for the integration of Native knowledge in their curricula. Complimenting this effort is the adoption of the "Alaska Native Student Learning Action Plan." ARSI's Program Improvement Review Process is assisting in structuring policies toward mathematics and science components of school improvement plans.

Indicator 4: Resource Changes

All RSIs mandate the alignment of categorical funds by the participating schools and districts. This amount ranges from \$2.5 million to over \$8 million per initiative, about \$21 million for the program. In addition to the categorical funds, the RSIs have captured almost \$12 million in external (private foundations, etc.) funds for the reform effort.

Indicator 5: Management Changes

The changes catalyzed in school management of science and mathematics, by the RSIs, are primarily in the arena of leadership development. Because of the RSIs' promotion of standards in science and mathematics, the participating districts are giving priority attention to those subjects. Most noteworthy, however, is that participating units are promoting reform among other subject areas that correlate to the changes mandated by the RSIs. The Alaska RSI and ARSI in a collaborative effort with the Annenberg Rural Challenge program represents this total approach.

Indicator 6: Data Utilization

All RSIs have approved evaluations in place, and the results of these evaluations are used to closely monitor units, and to guide any needed changes.

However, one result of the PER process was that by comparison with the Statewide and Urban programs RSI programs were not comparable. Therefore, there is a need to re-describe the rural programs and develop appropriate indicators; and re-examine the Core Data Elements for their appropriateness. This process is currently underway.

Indicator 7: Learning Infrastructure Changes

All RSIs have made significant advances in the adoption, implementation, and use of distance technologies. Moreover, having Internet access in place in most target schools, the RSIs are now turning their attention to other classroom technologies, such as graphing calculators. The RSIs are bringing mainstream infrastructure changes to regions that would have been left behind in the technology wave.

Indicator 8: Student Performance

All RSIs are reporting gains in student access and enrollment to higher level mathematics and science. There is very little data that has yet been obtained tied directly to student performance on standards-based assessments, but what evidence that has been gained is positive. Having established their sites, the RSIs will now turn increased attention to the topic of appropriate assessment strategies.

Indicator 9: Partnerships

All RSIs have established strong working arrangements with local or national foundations (e.g., Annenberg and federal laboratories), and all are working with the state departments of education in their respective states. In fact, the partnerships that have been formed by the RSIs are effectively expanding the scope of the reform effort (e.g., the Ohio RC, the Alaska state content standards) to students who would not otherwise be impacted by the RSI program.

Racism and discrimination in rural communities has hindered the progress and achievement of Indian students in some of the schools and local political battles limit the number of schools that the RSIs can work with. Rather than engaging in a long struggle, the local efforts target those schools that readily embrace the reform.

Program Synthesis

The findings of the PER process indicate the following actions are required:

- 1.) In contrast to the Statewide and Urban Systemic programs, the Rural Systemic Initiative program is not comparable. The rural programs differ in terms of their characteristics, challenges, complexities and applied strategies. Thus, there is a need to appropriately describe the characteristics of the rural program for evaluative purposes.
- 2.) Within the RSI program it is important to distinguish the differences between the programs directed at schools serving primarily American Indian/Alaska Native students from those serving students in the Appalachia and Delta Regions. The latter case being more closely aligned to the SSI and USI programs. The programs need to be appropriately identified.
- 3.) As a result of the above clarifications there is a need to re-examine the 9 Indicators to more fully capture the elements of the program.
- 4.) The Core Data Elements required of all SIs will be re-examined to determine the appropriateness and usefulness to align with the revised indicators.
- 5.) Due to the complexity and vast geographical regions covered by the RSIs, the HPRSI and UCAN programs have been requested to review their target population in terms of spread vs depth and substantiality. The AK and ARSI have already elected to rescale their intervention focus to address fewer districts.

The RSI program will continue to be challenging, and the lessons learned of the past 2.5 years will ensure that it also continues to be successful.

The 2nd cohort of RSIs (development) will soon submit Implementation proposals. These cohort 2 regions typically will cover smaller geographical areas than the 1st cohort of programs. From both project management and program monitoring perspectives, these initiatives, if funded, will be more flexible and efficient.

Clearly, the impact of the RSI program cannot be measured in terms appropriate for the other SIs. This does not mean RSIs are not accomplishing what they should be. It simply means that NSF must be more creative about measuring their impacts. The ESR staff has redescribed the RSI Program characteristics and redefined the indicators, with the revision of the Core Data Elements to measure and report RSI impacts to follow.

Attachment: Appendix A
Appendix B

The Rural Systemic Initiative Program 1998 Program Description

In 1995, the Rural Systemic Initiative (RSI) Program funded four Implementation programs. Three of the programs target eligible counties with large populations of American Indian and Alaska Native students. The fourth program is targeting counties in six states in the Appalachia region. In 1997, a fifth initiative was funded to address systemic reform in the Delta region of Mississippi, Arkansas, and Louisiana. The first cohort of RSI programs is entering the third year of operation has reached the mid-point of the five-year funding cycle.

The December 1997, Program Effectiveness Review (PER) clarified that these initiatives operate in a vastly different arena than other systemic initiative programs. The RSIs differ from the Statewide and Urban programs both in terms of their characteristics, their complexities and the strategies required to address systemic reform. In order to accurately assess their progress, it is vitally important to fully describe the nature and characteristics of these initiatives and to develop appropriate indicators of change.

While all these communities have strong commonalities, the RSIs are in fact serving two distinct community situations with distinguishing characteristics that must be recognized if their progress is to be accurately assessed. All of these schools have a strong sense of culture that must be considered if systemic reform of mathematics and science education is to become a reality. However, the definition and use of culture in these two divergent situations is an important element to capture in the process of educational change and requires further delineation for evaluative purposes.

The following discussion establishes two foci and delineates the differences within the currently funded RSI programs:

Category I- American Indian/Alaska Native Initiatives, distinguishes those sites focusing on schools educating primarily American Indian and Alaska Native students where traditional culture and Native Knowledge are key elements in the learning process.

Category II – Appalachia and Other High Poverty, Rural Regions, distinguishes those Initiatives focusing on schools in the Appalachia and other impoverished rural areas of the Nation. The participating schools may be serving African-American, White, Hispanic or Asian students. In many of these schools and communities the local culture is an important element to be considered in the learning process.

In general, the schools and communities in the Rural Systemic Initiatives are geographically isolated in some of the most impoverished areas in the Nation. Historically, these schools have not provided quality education programs. The evolution and factors impacting rural schooling differs from the Urban and Statewide systemic programs necessitating different management strategies.

Category I - American Indian/Alaska Native

Jurisdiction/Geographical Boundaries

The RSI sites are complicated by the fact that they extend across several state and Indian reservation boundaries. School types in these initiatives include: public schools, Bureau of Indian Affairs day and boarding schools, tribal contract or grant schools, charter schools and parochial schools or *some combination*. Complexities arise from the many controlling policy bodies that include: public school boards, tribal school boards, contract or grant school boards, tribal councils, state departments of education, The Bureau of Indian Affairs federal system, or parochial assemblies. In some Native communities, tribal resolutions of support may be required to implement new programs or policies.

Numerous strengths are inherent across the regions. Similar circumstances across geographical regions allow for sharing and partnerships among jurisdictions. With small populations, economies of scale are a factor, sharing resources and common activities can mean greater flexibility and a more judicious use of limited resources. Multiple strategies of inclusion are being implemented throughout the RSIs in order to create systemic change. Within reservation boundaries, the recognition and use of informal networks to communicate and gain support for the reform efforts is of critical importance. In these rural areas, greater awareness and acceptance of the special needs of Native rural populations among educational personnel promote new approaches.

Community Engagement

Historically rural schools have operated in isolation. Parental participation in school governance was not encouraged. Due to isolation factors in much of rural America, there are attitudes that foster racism and discrimination. These attitudes are prevalent in communities on or adjacent to Indian reservations with high populations of traditionally under-served students. In the public sector, parents were reluctant to participate in the electoral process; thus they had little voice or control over educational programs. In contemporary times, the school system is often the largest employer in the community. Jobs may mean votes for school board members, which may politicize and even polarize the community if good leadership is lacking.

In rural isolated situations, the school is becoming more central to the community with emphasis on community involvement. The participation of the community is a strategic RSI component to implement sustainable systemic change. More recently, Native communities through a series of federal legislative acts have promoted greater community involvement and participation, particularly in federal schools on reservations, i.e. in the Bureau of Indian Affairs school system (186 schools). Over 120 schools are now under the direct control of tribal boards. Indian parents are exercising greater control over hiring and the increasing availability of Native professionals has resulted in the teaching of history, culture, and Native knowledge. These changes provide NSF the opportunity to bridge Native teachings and knowledge with Western science.

Economy

The economy of most rural communities is limited by high unemployment rates. Jobs are scarce and are often limited to unskilled labor positions. Geographical isolation and sparse populations impact the availability of funds and impacts the initiatives' expenditures and ability to leverage other resources from limited business and industrial partnerships. These factors impact the expenditure of resources, which may not conform to the other SI programs, i.e., greater transportation costs. Local economic constraints devalue formal education. Rural areas are also characterized by preconceived values of social welfare. Historical generation linkages to poverty among particular families often result in teacher attitudes that lend to a self-fulfilling prophecy of failure and "tracking" of students.

Employment in rural regions has not always required a quality education; however, the changing environment in rural communities including the loss of subsistence economies, mining, lumbering, farming and other local occupations, have resulted in parental acceptance of the need for quality education experiences. The infusion of technology in rural areas has raised a new level of occupational awareness. In some tribal communities, tribal leaders are investing new monies generated from enterprises such as gaming into the community infrastructure and school programs.

Professional Development

Teachers are often ill prepared and in many cases may not be certified to teach mathematics and science. Teachers tend to hold low expectations for students. In many cases the high teacher turnover rate mitigates standard strategies for teacher enhancement. The ability to attract and maintain a highly skilled and motivated educational leadership workforce is often a problem for isolated communities.

Continued - Category I - American Indian/Alaska Native

Professional development activities target not only professionals, but also para-professionals. In rural areas, para-professionals have the highest likelihood of remaining in the community. In some cases colleges and universities have recognized the need to identify and provide appropriate teacher education programs targeting American Indian and Alaska Native para-professionals.

Student Achievement

Research indicates that standardized achievement tests are culturally biased. Native students generally score well below the national average on these tests. The results of low academic achievement has a number of negative spin-offs; e.g., dropout rates are among the highest in the Nation and alcohol and drug use are a major problem. As a result, students tend to have fewer choices in pursuing academic options and many get caught in a continuing cycle of poverty and failure.

With the expanded opportunities for community control and parental participation, there is greater awareness of the importance to provide culturally relevant curricula that is rigorous and challenging. The positive role of the traditional culture in the classroom is having a positive impact on student attitudes toward school and learning. School personnel are more receptive to the needs of the community and are displaying a readiness to reform mathematics and science education programs.

Assessment

A real constraint for the reform process is the fact that many teachers in Native schools may not be certified and tend not to be the most qualified in these challenging situations, as a result, alternative assessments have not been utilized to offset the problem of culturally biased achievement exams. Student results tend to be dismal and portray Native students as among the poorest academic achievers in the Nation. Low expectations impact student performance.

The systemic reform process brings a greater awareness of the need to implement alternative assessment strategies and to align assessment measures with standards-based educational programs. Community members and school personnel are demonstrating their understanding and desire to improve mathematics and science education programs by supporting and participating in the reform process.

Culture

Isolation of rural communities has developed strong cultures that are a source of pride and identity that differs from the larger middle-class society. The Nation's schools have sought to amalgamate and blend the different cultures into an American culture. This approach has failed the majority of the students in schools from the Everglades of Florida throughout the desert southwest, the northern plains of the Dakotas, to the Native villages of Alaska. In Tribal communities, Federal policies which attempted to divorce the Native people from their language and culture vis-a-vis the school have failed miserably. State and Federal policies have resulted in American Indians and Alaska Native community members and parents being highly distrustful of "outsiders." This lends to the difficulty of creating meaningful change in isolated communities and results in moving reform at a much slower pace.

Tribal communities currently are placing a higher priority on language revitalization and preservation. The culture, embodied in the language, is valued and the introduction of traditional ways of knowing solidifies the philosophy of education throughout Indian country. The participation of the community elders and parents in helping schools to improve their mathematics and science education programs is fundamental to overcoming the strong suspicion of outsiders and to sustain meaningful change.



Mike-Fyl-hymn

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

May 28, 1998

Honorable Erskine Bowles
Chief of Staff
The White House
Washington, DC 20500

Dear Erskine:

Thank you for your letter regarding the Department's implementation of the President's Executive Memorandum on Government-to-Government Relations with Native American Tribal Governments.

Strengthening educational opportunity and attainment for American Indians is indeed a high priority for the nation. The Department's Office of Indian Education works closely with representatives of tribal governments, national Indian organizations, and the Bureau of Indian Affairs to identify better ways of responding to the education needs of American Indian tribes and communities.

Your letter noted several specific priorities for the Department: developing a policy on government-to-government relations with Indian tribes, assisting tribal colleges to serve their target populations, and developing innovative policies to address the needs of Indian children.

The Department is drafting a policy that will incorporate and enhance aspects of our current consultation process with federally recognized tribes. I have designated the National Advisory Council on Indian Education as the vehicle through which such official consultation would take place. Of course, the Department's Director of the Office of Indian Education routinely meets with representatives of tribal governments, as well as with national Indian organizations. The Department also works closely with other federal offices, such as the Bureau of Indian Affairs and the White House Initiative on Tribal Colleges.

With regard to tribal colleges, I note that our proposal for reauthorization of the Higher Education Act includes the creation of a new institutional aid program, Strengthening Tribal Colleges and Universities. The purpose of this program is to improve, strengthen, and expand the capacity of these institutions to serve American Indian students.

I share your support for development of innovative educational approaches that focus on the needs of Indian children. In the FY 1999 budget request to Congress, the Department requested funding to reinstitute the Special Programs for Indian Children, which would include demonstration grants for early childhood and preschool education. The Special Programs would

Page 2 -- Honorable Erskine Bowles

also include funding for the preparation of Indians to take positions in teaching and school administration, which would address a significant need in the Indian education community.

Again, thank you for your letter. I appreciate your highlighting the importance of continued efforts to improve educational opportunities for Indian children and adults.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Dick", written in a cursive style.

Richard W. Riley

②
Hoff, -
JoAnn -
Biel -
Dawn. 1 -

→ Paul 205-0643

May 14 order

DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY
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Note to:

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Tanya Martin

Attached are comments on the 5/29 draft of the Executive Order on Indian Education.

Tom
Tom Corwin

Math, as a whole, is not generally conceived as a "gateway." Certain math classes like Algebra I and geometry, which influence the courses students later take and how they do in advanced math, science etc. serve as "gates" and thus get ~~termed~~ "gateways."

EXECUTIVE ORDER: AMERICAN INDIAN EDUCATION

Preamble:

The Federal Government is committed to improve ^{ing} the academic performance and reduce ^{ing} the drop out rate of American Indian and Alaska Native students. To help fulfill this commitment this executive order focuses special attention on five goals; a) improving mathematics and reading, the two gateway subjects for academic success, b) improving high school retention. c) increasing ~~Post~~ secondary attendance, d) reducing the influence of long-standing factors, which ~~mitigate~~ educational performance, such as poverty and substance abuse, and e) expanding the use of educational technology and related resources.

in ? that "mitigate" means "moderate" or "alleviate." I think you really mean something like "impede."

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.

do not provide

in all subjects

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 agencies at the federal level, collaboration with Tribal, State and local governments at the regional level, and the identification and modeling of effective practices in schools.

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. Federal Strategy: The fragmentation of government services to American Indians ^{Federal?} appropriate to meeting the goals of this executive order and the complexity of intergovernmental relationships in the education of American Indians requires a comprehensive federal response. The goal of the federal activities in this order is to build toward the development of a long-term comprehensive federal Indian education

Source of this ~~data~~ information? We can't find any data to back it up. The NCRS immigrant surveys don't break out data for Indians. The Census data on number of people 20 and over... We can't find any NCRS data

The message of (b) seems to be that, in pursuit of a commitment to reduce dropout rates, we'll focus on reducing dropout rates. Don't that a little far-fetched?

in a dilemma

in the 199- NAEP test.

This sounds like it is meant to clean up our role in providing Indian Aid. But in the program, the Federal effort is not meant to stand in the place of State aid. It is supposed to supplement it.

on college-going "rates" (enrolled/total pop in an age group) by ethnic and racial group. The census data on ~~adult~~ proportion of the adult population with a college degree show Hispanics and Indians about tied.

Is there a need to define, in this E.O., what that work group is? Will the agency heads who receive the E.O. know if they are represented in it?
~~that~~ Is there a stable, predictable membership on the group?
policy, which will accomplish the goals of this order.

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.
(in carrying out its activities)

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. - This seems to imply that every member agency has consultation procedures that need significant improvement - Do

Interagency Action Plan. The Interagency Task Force shall within 120 days develop a Federal interagency action plan with recommendations for consideration in the year 2000 - 2001 budget request, and ideas for future coordinated interagency action, including the identification of new initiatives and strategies for the appropriate participation of American Indians within Departmental initiatives supportive of the goals of this order.
(which Department? Not "Federal" initiatives?)

Interagency Resource Guide: The Interagency Task Force shall within six months identify all education-related programs within all relevant federal agencies that could be utilized to accomplish the goals of this order. A resource guide of federal education resources shall be developed, published and widely distributed.

by whom? The Task Force? Will it have the resources to do this?
Research: The Secretary of Education, in consultation with the National Advisory Council on American Indian Education, representatives of American Indian Tribes, organizations and educators, 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.

Comprehensive Federal Indian Education Policy: The Interagency Task Force, in consultation with the National Advisory Council on Indian Education (NACIE), shall within two years develop a comprehensive Federal Indian education strategy to support the accomplishment of the goals of this order, 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. As appropriate, member agencies of the Interagency Task force shall develop memorandum of Agreements to enable and enhance the ability of tribes and

Why just baseline, (as opposed to continued tracking against those data)

OERI

(3rd reference to the word)

The plan shall be designed to

by whom?

What does that mean?
- 11200 would be read
- noncompetitive
- Federal

schools to provide and 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.

(or something else)
This sounds like health care
Doesn't seem to fit on an ED or education.

Section 2. Regional Partnership forums: The Departments of Interior and Education shall convene a series of regional forums of tribal, State and federal government education representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships and coordinated intergovernmental strategies supportive of accomplishing the goals of this order.

Section 3. School Pilot Sites: The Department of Education and the Department of ~~the~~ Interior shall establish an American Indian School support team to provide comprehensive technical assistance to no more than eight Bureau of Indian Affairs — funded schools and ~~State~~ Public schools with significant concentrations of American Indian learners so that the goals of this order can be accomplished. The team will model the development of effective comprehensive support to local education agencies and disseminate effective and promising practices of schools educating American Indian students

Can't tell at all what this is supposed to mean.

(township)

obj
Pth

Section 4. Reporting: The Interagency Task Force shall report accomplishments of this order to the Office of Management and Budget.

The terms "American Indians", ~~and~~ "American Indians and Alaska Natives", and "American Indian/Alaska Native" seems to be used interchangeably in the Order. Is there a need to define them as such?

To: Mike Cohen, Domestic Policy Council
Mary Smith, Domestic Policy Council
Mike Anderson, Deputy Asst. Secy - Indian Affairs
Jim Kohlmoos, U.S. Dept. of Educ.
David Baulieu, U.S. Dept. of Educ.

From: Jann Sebastian Morris (Somewhere in Philad. airport)
enroute to Nashville

Date: June 1, 1998

Re: Draft Executive Order

Regretably I only received the latest draft just as I was leaving for the airport, so have not had time to review fully or to get comments back sooner to David. Hope this helps with our discussion at 1 PM.

Thanks all.

DRAFT MAY 29, 1998 4:00 PM

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 five goals; a) improving mathematics and reading, the two gateway subjects for academic success, b) improving high school retention, c) increasing Post secondary attendance, ~~d) reducing the influence of long-standing factors, which mitigate educational performance, such as poverty and substance abuse, and e) expanding the use of educational technology and related resources.~~

(Best to keep the academic-related items together)

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 agencies at the federal level, collaboration with Tribal, State and local governments at the regional level, and the identification and modeling 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 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:

ies (?)
Section 1. Federal Strategy: The fragmentation of government services to American Indians appropriate to meeting the goals of this executive order and the complexity of ~~intergovernmental relationships in the education of American Indians~~ requires a comprehensive federal response. The goal of the federal activities in this order is to build toward the development of a long-term comprehensive federal Indian education

(It's the response that must be appropriate.)

Strategy

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institutionalize
policy, which will accomplish the goals of this order.

(Consultation isn't actually mentioned.)
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.

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.

and FY2001
Interagency Action Plan. The Interagency Task Force shall within *90 days* develop a federal interagency action plan with recommendations for consideration in the year 2000 ~~NSM~~ budget request, and ideas for future coordinated interagency action, including the identification of new initiatives and strategies for the appropriate participation of American Indians within Departmental initiatives supportive of the goals of this order.

Mike, Do you still want this moved up? #2, #3, #4. be could be Pacific.
Interagency Resource Guide: The Interagency Task Force shall within *120 days?* six months identify all education-related programs within all relevant federal agencies that could be utilized to accomplish the goals of this order. A resource guide of federal education-related resources shall be developed, published and widely distributed.

Interagency Task Force
Research: The Secretary of Education, in consultation with the *Office of Educational Research & Improvement*, National Advisory Council on American Indian Education, representatives of 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 track progress made in implementing this executive order.

Comprehensive Federal Indian Education Policy: The Interagency Task Force, in consultation with the National Advisory Council on Indian Education (NACIE), shall within two years develop a comprehensive federal Indian education strategy to support the accomplishment of the goals of this order, 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. As appropriate, member agencies of the Interagency Task force shall develop memoranda of Agreements to enable and enhance the ability of tribes and

schools to provide and 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 2. Regional Partnership forums: The Departments of Interior and Education shall convene a series of regional forums of tribal, State and federal government education representatives to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships and coordinated intergovernmental strategies supportive of accomplishing the goals of this order.

and enhance access to resources

Section 3. School Pilot Sites: ~~The Department of Education and the Department of Interior~~ ^{*Interagency Task Force*} shall establish an American Indian School support team to provide comprehensive technical assistance to no more than eight Bureau of Indian Affairs funded schools and State Public schools with significant concentrations of American Indian ~~learners~~ ^{*students*} so that the goals of this order can be accomplished. The team will model the development of effective comprehensive support to local education agencies and disseminate effective and promising practices of schools educating American Indian students

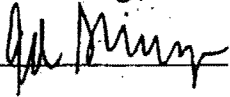
(This must be kept very broad & include all agencies to be holistic.)

Section 4. Reporting: The Interagency Task Force shall ^{*annually*} report accomplishments of this order to the Office of Management and Budget.

DATE: 06-11-98

NOTE TO THE EDUCATION SUBGROUP OF THE WHITE HOUSE DOMESTIC POLICY COUNCIL'S WORKING GROUP ON AMERICAN INDIAN AND ALASKA NATIVES

RE: Follow-Up to Meeting, Wednesday, June 10, 1998

FROM: Ed Simermeyer 

The Education Subgroup of the White House Domestic Policy Council's Working Group on American Indians and Alaska Natives met to discuss and review the proposed Executive order for a comprehensive federal approach to Indian education. This is a very brief summary for your information. Joann Sebastian Morris chaired the meeting for Michael Anderson. David Beaulieu distributed a new draft dated June 9, 1998 and outlined the rationale for revisions which had been made by the Department of Education (to the June 2, 1998 version). Representatives from the National Indian Education Association and the National Congress of American Indians were present. The comments from the representatives of the subgroup were generally favorable and I tried to capture some of the recommended revisions on the attached mark-up. Joann Sebastian Morris did record separately for immediate follow-up with David Beaulieu specific language that was recommended by those in attendance. Some of the general observations are provided very briefly as follows: 1) Increasing high school graduation rates should be stressed; 2) Science should be included with technology assuring wider agency participation; 3) A focus on NACIE is logical and acceptable but consultation of the Interagency Task Force with tribes and Indian organizations should not be excluded; 4) The Interagency Task Force should be broadly stated in more traditional E.O. language rather than naming individual agencies thus assuring more inclusive federal participation; 5) A timeline is needed for Sections 1, 3, and 6; 6) The participation of other Federal agencies with research capabilities and applicable findings appropriate for Indians should be specified along with involvement of tribes, Indian researchers, and tribal colleges; 7) The proposal from Indian country of March 1997 needs to be named; 8) More direct guidance that specific budgets should be developed would meet the goal of increased resources and equity for Indian students; 9) The March, 1997 proposal's ideas on the government-to-government relationship and tribal departments of education should be enhanced in the document; and, 10) Some standard language for funding and administering the order should be considered and for stating that the order does not supersede but supports previous efforts, such as the tribal college order and the linkage of Pre-k-12 with higher education, etc. Overall, the subgroup felt the document was ready to go forward with some revision; and, the tribal representatives were agreeable at this first reading but wanted to have some final discussions with their advisory group members from NACIE, NCAI, NARF, and NACIE. David Beaulieu and Joann Sebastian Morris will make the changes and return the document to the DPC staff by June 15, 1998 to begin the OMB clearance.

DRAFT JUNE 9, 1998 5:00 PM

EXECUTIVE ORDER: AMERICAN INDIAN EDUCATION

Preamble:

igh school and
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 four goals: (1) *completion rates* improving reading and mathematics, the two gateway subjects for academic success; (2) increasing post-secondary ~~attendance~~ *attendance*; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; and (4) expanding the use of educational technology *and sciences.*

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. Over half of American Indian and Alaska Native students in the fourth grade scored below the basic level in reading and math (WHEN? NAEP ON WHAT?). According to National Center for Education Statistics, American Indians and Alaska Natives have among the lowest high school completion and college attendance rates of any group. Schools that serve Indian 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 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; and 3) 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.

with tribal consultation;
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 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.

THIS DOES
NOT SAY
THAT THE
INTERAGENCY
TASK FORCE
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ED. SUBGRP.

TIMELINE
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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 consult with the National Advisory Council on Indian Education (NACIE) in carrying out its activities.

Subsection B. Composition, Interagency Task Force: The membership of the Task Force shall consist of representatives of ^{each executive department, cabinet agency and independent agency} ~~the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Labor, as well as the Environmental Protection Agency and the National Science Foundation.~~ 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 agency representative 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. Agency Participation: To the extent consistent with law, each participating agency of the Task Force shall adopt and implement strategies to ensure the greatest participation possible of American Indian and Alaska Native students in the agency's education-related programs, activities, resources, information, and technical assistance. In keeping with the spirit of my 1994 Executive Memorandum on federal agency consultation with tribal governments, each participating agency of the Task Force shall consult with tribal governments on their education-related needs and how the agency can better accomplish the goals of this order. ^{and government-to-government relations}

Subsection D. 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 E. Interagency Plan: The Task Force shall, within 90 days, develop a federal interagency plan with ^{specific} recommendations for immediate consideration in the fiscal year 2000 budget request, including the identification of initiatives, strategies, ^{by agency} and ideas for future coordinated interagency action supportive of the

^{and spending goals}

goals of this order. *and the March, 1997 tribal document, "Comprehensive Federal Indian Education: Policy Statement - A Proposal From Indian Country"*

*tribes,
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capabilities.*

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 with NACIE, shall develop and implement a comprehensive research agenda to 1) establish baseline data to monitor improvements on reading, mathematics, and retention by American Indian and Alaska Native students; 2) identify promising practices used with these students; and 3) assess the role of native language and culture in the development of educational strategies, all of which should support the goals of this order.

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 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 agreements 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.

*and in
consultation
with ?*

Section 2. Regional Partnership Forums: The Department of Education and the Department of Interior shall, within twelve months, convene a series of regional forums of federal, tribal, and state government education 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

*and in consult-
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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. The Task Force shall report accomplishments of this order to the President.

ANNUALLY

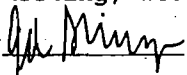
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DATE: 06-11-98

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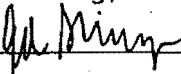
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RE: Follow-Up to Meeting, Wednesday, June 10, 1998

FROM: Ed Simermeyer 

The Education Subgroup of the White House Domestic Policy Council's Working Group on American Indians and Alaska Natives met to discuss and review the proposed Executive order for a comprehensive federal approach to Indian education. This is a very brief summary for your information. Joann Sebastian Morris chaired the meeting for Michael Anderson. David Beaulieu distributed a new draft dated June 9, 1998 and outlined the rationale for revisions which had been made by the Department of Education (to the June 2, 1998 version). Representatives from the National Indian Education Association and the National Congress of American Indians were present. The comments from the representatives of the subgroup were generally favorable and I tried to capture some of the recommended revisions on the attached mark-up. Joann Sebastian Morris did record separately for immediate follow-up with David Beaulieu specific language that was recommended by those in attendance. Some of the general observations are provided very briefly as follows: 1) Increasing high school graduation rates should be stressed; 2) Science should be included with technology assuring wider agency participation; 3) A focus on NACIE is logical and acceptable but consultation of the Interagency Task Force with tribes and Indian organizations should not be excluded; 4) The Interagency Task Force should be broadly stated in more traditional E.O. language rather than naming individual agencies thus assuring more inclusive federal participation; 5) A timeline is needed for Sections 1, 3, and 6; 6) The participation of other Federal agencies with research capabilities and applicable findings appropriate for Indians should be specified along with involvement of tribes, Indian researchers, and tribal colleges; 7) The proposal from Indian country of March 1997 needs to be named; 8) More direct guidance that specific budgets should be developed would meet the goal of increased resources and equity for Indian students; 9) The March, 1997 proposal's ideas on the government-to-government relationship and tribal departments of education should be enhanced in the document; and, 10) Some standard language for funding and administering the order should be considered and for stating that the order does not supersede but supports previous efforts, such as the tribal college order and the linkage of Pre-k-12 with higher education, etc. Overall, the subgroup felt the document was ready to go forward with some revision; and, the tribal representatives were agreeable at this first reading but wanted to have some final discussions with their advisory group members from NACIE, NCAI, NARF, and NACIE. David Beaulieu and Joann Sebastian Morris will make the changes and return the document to the DPC staff by June 15, 1998 to begin the OMB clearance.

DRAFT JUNE 9, 1998 5:00 PM

EXECUTIVE ORDER: AMERICAN INDIAN EDUCATION

Preamble:

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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 four goals: (1) *completion rates* improving reading and mathematics, the two gateway subjects for academic success; (2) increasing post-secondary ~~attendance~~; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; and (4) expanding the use of educational technology *and sciences*.

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. Over half of American Indian and Alaska Native students in the fourth grade scored below the basic level in reading and math (WHEN? NAEP ON WHAT?). According to National Center for Education Statistics, American Indians and Alaska Natives have among the lowest high school completion and college attendance rates of any group. Schools that serve Indian 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 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; and 3) 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.

with tribal consultation;
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 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.

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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 consult with the National Advisory Council on Indian Education (NACIE) in carrying out its activities.

Subsection B. Composition, Interagency Task Force: The membership of the Task Force shall consist of representatives of ^{each executive department, cabinet agency and independent agency} the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Labor, as well as the Environmental Protection Agency and the National Science Foundation. 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 agency representative 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. Agency Participation: To the extent consistent with law, each participating agency of the Task Force shall adopt and implement strategies to ensure the greatest participation possible of American Indian and Alaska Native students in the agency's education-related programs, activities, resources, information, and technical assistance. In keeping with the spirit of my 1994 Executive Memorandum on federal agency consultation with tribal governments, each participating agency of the Task Force shall consult with tribal governments on their education-related needs and how the agency can better accomplish the goals of this order. ^{and govern-ment-to-government relations}

Subsection D. 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. ^{by agency}

Subsection E. Interagency Plan: ^{specific} 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, and ideas for future coordinated interagency action supportive of the ^{and spending goals}

goals of this order. *and the March, 1997 tribal document, "Comprehensive Federal Indian Education: Policy Statement - A Proposal from Indian Country"*

*tribes,
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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 with NACIEP shall develop and implement a comprehensive research agenda to 1) establish baseline data to monitor improvements on reading, mathematics, and retention by American Indian and Alaska Native students; 2) identify promising practices used with these students; and 3) assess the role of native language and culture in the development of educational strategies, all of which should support the goals of this order.

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 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 agreements 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.

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Section 2. Regional Partnership Forums: The Department of Education and the Department of Interior shall, within twelve months, convene a series of regional forums of federal, tribal, and state government education 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

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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. The Task Force shall report accomplishments of this order to the President.

ANNUALLY

Ref: E.O. of 05-14-98 etc.

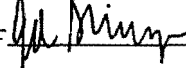
? Administrative provisions for costs, etc.

DATE: 06-11-98

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