

FEB 19 98 03:48PM OFFICE INDIAN EDUCATION
February 19, 1998

TO: Mike Cohen
Mary Smith
Tanya Martin
Domestic Policy Council

FROM: David Beaulieu
Director
Office of Indian Education
Department of Education

Joanne Sebastian Morris
Director
Office of Indian Education Programs
Department of Interior

At our last meeting you asked for consideration to be given to ideas which would strengthen the current proposed executive order. Specifically, you asked for a clear statement of need for the order, a statement of vision for the education of American Indian learners and ideas for activities which could be included into the order which adds to the current strategic planning process of the current draft. This memorandum outlines ideas that can be developed into executive order language if you concur with the approach.

THE NEED:

The educational situation and status of American Indians and Alaska Natives reflect a population of great need. They have among the lowest achievement rates and highest dropout rate of any population in the country.

Recognizing the primary need to significantly increase academic achievement and progress rates for American Indian learners, the need for the executive order on American Indian education is closely tied to the special role of the Federal government in the education of American Indians.

There is a desire on the part of American Indian Tribes to have the president reaffirm the government to government relationship with Indian tribes in the area of education by strengthening and focusing the special federal role regarding American Indian Education.

American Indians have a right to receive equitable educational services. Historically and currently American Indian students have not received services equal to those received.

American Indians have long-standing mitigating factors which impact education performance. These include geographic isolation, social and cultural isolation, multi generation poverty, tribal/family dissolution and substance abuse etc.

The federal response to Indian education has been varied and chaotic. The education of American Indian students in 1998 continues to be complicated by a confusing and sometime contradictory array of federal, state, local and tribal laws, regulations and policies.

If American Indians are to be affected by the current national focus on education reform then the federal government must intercede and build upon its unique and special role with American Indian and Alaska Native peoples

THE THEME:

The principal theme of the executive order should be as follows. The American Indian and Alaska Native population is a population in great need for equitable, effective and meaningful education services. In order for American Indian learners to be included and to benefit from the current National effort at education reform there is a *need for a new federal/tribal government partnership in education; the government to government relationship needs to focus and prioritize education.* The partnership should seek to alleviate confusion, guarantee equity and improve academic achievement for American Indians and Alaska Natives.

THE VISION:

The vision for American Indian education that will serve as the basis for planning and development activities supported by the order should be the President's 'Call to Action' restated in a way which recognizes the special cultural and educational related academic needs of American Indians. The vision would recognize that content standards for education programs for American Indians might include standards for native language, history and culture and other items important to meeting Tribal and community education goals.

The vision could be stated as: Every American Indian/Alaska Native learner will have an intellectually challenging education program, which is linguistically, culturally and developmentally appropriate with dedicated, well-prepared and effective teachers. I am further committed to assuring that American Indian/Alaska Native learners, communities and Tribes have equitable access to resources to respond to their educational needs and to be involved in the development and reform of schools and education systems which serve them.

THE GOALS:

The continuing dramatic educational needs of American Indian students, requires a comprehensive Federal Indian Education policy response which 1) *improves federal interagency cooperation and assures equity and access to all available federal resources* 2) *enhances the ability of Tribal governments and American Indian and Alaska Native communities to better represent and respond to the education needs of their members* 3) *improves federal, tribal and state inter-government collaboration, and* 4) *responds to the strong desire on the part of American Indian Alaska Native Tribes and communities to preserve and revitalize native languages and cultural traditions.*

Executive Order Activities:

1. **Strategic Plans:** The current executive order includes a strategic planning process around a number of goals and purposes of the order. The process would require agencies to develop plans and through the involvement of NACIE, produce inter-agency plans and ideas. The current order is patterned after the Tribal College order with some modifications. In a sense it requires what we are already required to do given the statute creating NACIE and that which describes the policy development and coordination role of the Office of Indian Education in the Department of Education. The order would focus these roles within the context of the government to government relationship of all federal agencies with Indian tribes as it concerns education. The hope of the current draft language is that the process will produce innovative and creative ideas and approaches, which would accomplish the vision for the education of American Indians Alaska Natives.

2. **Regional Summits on Intergovernmental Relations in Indian education:** The White House could sponsor regional meetings to explore intergovernmental relationships in American Indian education. The meetings would bring key Tribal government, Federal and State leadership together to explore ways in which to collaborate and create partnerships. Each summit would create sample federal-state-tribal partnership terms and agreements that would be finalized within six months of the summit.

3. **Inter-governmental Education Partnership Zones:** Pilot sites could be established for each region to model shared decision making and identifying resources among partners that would be initiated within one year of the summits. The Partnership Zones would focus on reinventing government relationships in the interests of American Indian learners attending all Tribal, State and Federally operated schools serving American Indian people in a region or of a particular Tribe including Tribal Colleges. Tribal education department development of the tribal government partner would be a focus of the initiative. Partnership zone planning would include ways of creating equitable funding, sharing educational innovations, assisting in standards based reform efforts, the development of congruent standards affecting the education of American Indian learners, the development of contractual relationships of mutual interest and benefit and ways in which to institutionalize relationships.

4. Joint State and Tribal school projects:

To the extent possible federal agencies should allow for possibility of joint projects within the scope of federal education programs between Tribally operated and State public schools where such efforts are deemed of mutual benefit and interest.

5. White House conference on American Indian languages/Cultures

The White House should sponsor a conference focusing on the preservation and maintenance of Native languages and cultures and the relationship of language development to American Indian Alaska native academic achievement.

6. Agency review of education related grants

All federal agencies should be ordered to review their education related grants and other

programs and ensure language is inserted which specifically includes tribes, BIA schools and American Indian students in all federal grants, programs, opportunities and internships. Where it is necessary to amend legislation regulation or policy to institutionalize the inclusions of tribes, BIA schools and Indian students such changes should be sought.

6. Interagency work group

The executive order would formalize an Interagency Indian Education Work Group which would build on, extend and institutionalize the work of the current DPC Sub group on Indian Education. It could also be patterned in part after the Federal Intergovernmental and Interagency Affairs Office (OIIA) in the Department of Education. Two initial activities are envisioned for the work group. The first would be to compile a cross agency compendium of all education-related programs and resources currently or would benefit Indian Children and Adults. The second would be to evaluate each agency Goals 2000 plan and incorporate new activities and events especially for American Indian Students.

The interagency work group on Indian Education in order to respond to requests and share information with all of the governments and agencies interested and involved with Indian Education.

7. Federal agency involvement in science and math education

All federal agencies would be ordered to determine how they could contribute to the math and science education of American Indian students. Agencies that develop science and math documents, materials and curriculum would ensure they were disseminated to tribes, BIA schools and public schools with Indian students. Federal agencies could be asked to develop interdisciplinary curriculum in the areas of natural resources, economic development, etc. Where feasible, agency personnel could work with Indian schools and students on a number of projects from tutoring to career awareness development and staff development.

8. Interagency data collection:

All federal agencies could be ordered to gather and share what data they currently have on American Indian Tribes, communities and students. Where Indians are not included in sampling populations, policy changes could occur to ensure data collection on Indian populations. The National Center for Education Statistics could be ordered to call a multi agency and intertribal meeting at which agreements would be reached to improve the dire state of data gathering on Indian students and populations.

APPENDIX:**The Need for an American Indian Education Executive Order:****Background:**

There are a number of specific areas that define the need for the executive order.

1. The American Indian population is a population that has great need for education reform.
2. The federal government has a government to government relationship with Indian Tribal governments and a special role in the education of American Indian, which includes assisting tribal governments, and their members improve the education of American Indians.
3. The intergovernmental arena involved in the education of American Indians is extremely complex with minimal collaboration and partnerships to comprehensively approach the needs of Indian learners.
4. Though the departments of education and the interior have primary involvement in American Indian Education many federal agencies have education programs which benefit Indian children or adults or which could benefit Indian Children or adults. Because the Indian population is small and their needs great the need for interagency collaboration is very high.
5. Lastly, the federal government has recognized in its Indian education legislation the unique education and culturally related academic needs of Indian learners. It has also developed legislation to uniquely protect the cultural and historic heritage of American Indian, to protect American Indian traditional religions and to recognize the treasure of indigenous American Indian languages, which are threatened. A national focus on education can not avoid the role of education in the survival of indigenous languages.

The Indian Population has Great Need.

Improving the education of American Indians and Alaska Natives is vital to the national goals to prepare every student for responsible citizenship, continued learning and productive employment.

The poverty rate for American Indians and Alaska Natives is nearly twice the national average. Thirty one percent of Indians live below the poverty level as compared to thirteen percent of the total population. In 1990 nearly thirty eight percent of Indian Children above the age of five were living below the poverty level.

American Indian Alaska Natives have the lowest high school completion and college attendance rates. American Indian Alaska Natives learners have significant gaps in achievement in reading and math and are more likely to attend schools which do not offer college preparatory programs.

The educational situation and status of the American Indian population reflects great need requiring focused national attention so that the national education goals can be accomplished by American Indians.

The Special Federal Role in Education:

There exists a unique legal and political relationship between the United States and tribal governments and a unique federal responsibility to American Indians and Alaska Natives. The Federal Government's commitment to Indian education has been recognized and carried out through treaties with Indian tribes, congressional legislation, court decisions and presidential executive orders.

The federal responsibility includes working with Indian tribal governments and their members to improve the education of their members. Many tribal governments operate their own schools and an increasing number operate their own post-secondary institutions. Their communities need to improve local economic conditions and must comprehensively plan their development to include the development of an educated labor force.

Intergovernmental Complexity in Indian Education:

The complexity of the intergovernmental arena in which American Indian learners are provided schooling, requires a focused federal response which recognizes the authority of Tribal governments, the Federal/Tribal relationship and the heritage of the special federal role in the education of American Indians.

There are approximately 600,000 American Indian Alaska Native children attending schools in this country. An estimated eighty-seven percent attend State operated public schools located on or near reservations or in urban areas. Approximately ten percent attend schools funded by the Bureau of Indian Affairs (BIA)

These include schools operated by tribal governments and schools operated by the BIA.

Federal programs provide funding for the education of American Indian learners in all systems, State, Federal and tribal. All federal Indian education legislation recognizes the 'unique educational and culturally related needs of Indian learners'. The federal financial role in all these governmental systems particularly in reservation areas is significant yet there is very little collaboration and partnerships among these systems in the interest of American Indian learners. The federal government because of its central financial role and because of its relationship with Indian Tribal governments could play a major role in facilitating collaborative relationships among all government school systems for Indians.

The need for interagency cooperation:

Though the Department of Education and Interior have a major role in the education of American Indians, many other federal agencies have education-related programs which benefit Indian children or adults or which could benefit Indian children or adults. Because the Indian population is small and there is a high need to tie education related programs with economic development, health and human services and other related areas there is a very high need for interagency cooperation in American Indian education. There is also a need to streamline and consolidate federal interaction with tribal governments in these areas so as to maximize the federal tribal relationship.

American Indian Languages:

American Indian languages are indigenous to the United States and are spoken nowhere else in the world. These languages are threatened and endangered. Since 1969 when it was reported that there were 300 separate American Indian languages still being spoken, nearly 100 of these languages are no longer being spoken. American Indian Tribes have a strong desire to maintain and preserve their languages as the central feature of preserving a living vibrant cultural heritage. There is a need to create a national focus on native language, to discuss strategies that can be effectively utilized to enhance the use of native languages and to understand the role of native language use and education achievement among American Indian learners.

From: Melissa N. Benton on 06/02/98 02:49:04 PM

Record Type: Record

To: paul_riddle @ ed.gov @ inet

cc: Robert M. Shireman/OPD/EOP, Michael Cohen/OPD/EOP

Subject: Comments on Ed-Flex

----- Forwarded by Melissa N. Benton/OMB/EOP on 06/02/98 02:46 PM -----



Mary I. Cassell

06/02/98 02:36:27 PM

Record Type: Record

To: Constance J. Bowers/OMB/EOP@EOP, Melissa N. Benton/OMB/EOP@EOP

cc: Leslie S. Mustain/OMB/EOP@EOP

Subject: Comments on Ed-Flex

Sorry this is a bit late. Here are the Human Resources Division's comments on the Ed-Flex legislation and speaker letter:

HRD has one fundamental problem with the legislation.

The legislation provides tremendous flexibility to States without making any attempt to ensure that the foundation for that flexibility is of high quality. States need only put three mechanisms in place: they must have standards, a waiver process (including monitoring how the waivers are used), and a school improvement system as defined under Title I (which is the clearest of the three requirements). There is nothing in the legislation that addresses whether standards are actually "challenging", whether State assessments of the impact of waivers is based on sound evaluations, and whether the school improvement systems are effective. In addition, the legislation makes no mention of State education reform plans, which were the basis of the original Ed-Flex.

Our understanding is that it's ED's view that the quality of the State reform plans is mixed, it is the view of a variety of sources that the quality of standards is mixed, and no one has done a thorough analysis of State waiver processes and State school improvement systems. Given that ESEA and Goals 2000 established a new approach to Federal education policy, all of these things are to be expected. But, any advances in flexibility coupled with accountability -- either through an expansion of Ed-Flex or through the ESEA reauthorization -- should seek to improve this situation, not amplify its weaknesses. This issue is particularly important given that the Ed-Flex legislation would be out of sync with the ESEA reauthorization. If the Ed-Flex expansion were to pass this year and several States received Ed-Flex status for the coming three to five years, then improvements made in the ESEA reauthorization irrelevant. (Please see the question on this below)

And finally, if no attention is paid to the whether States actually have challenging standards, we are undermining our commitment to national testing. It's hard to maintain the position that national tests are needed to help ensure that all kids are taught to high standards, while also signalling that States can do whatever they want with Federal money, regardless of the rigor of their standards.

For all of the above reasons, we reiterate our position that this bill should only be used if absolutely necessary. If it is transmitted, either as an alternative to block grants for any other reason, there should be further ED/OMB/WH discussions to ensure agreement on strategy by all those involved.

We offer some suggestions for addressing the above issues, all of which keep the Secretary's role to a minimum, given the potential for criticisms about Federal intrusion.

Eligibility Requirements

- In the eligibility requirements, States should be required to review and upgrade their standards periodically.
- Eligibility should also be linked to goals in the State reform plan. In sec. 3, requirement (3), it says that States must have in place "procedures for holding LEAs and schools accountable for meeting academic performance goals..." Which performance goals are these? Those in the State's reform plan? Title I goals? new goals? Logically, they should be the goals in the State reform plan, or ones that are at least as rigorous as those goals. Otherwise, there is no coherent strategy for improving student achievement serving as the foundation for the waivers. There are similar requirements in the LEA application section, but none in the State section. This issue becomes particularly important if States grant State-wide waivers, rather than only ones for individual school districts. Ideally, States should also commit to reviewing and upgrading periodically the goals established in these plans.

Applications

- In sec.(b)(5), in addition to describing how it will disseminate information on existing flexibility, the availability of waivers, and the waivers that have been approved and disapproved, the State should also describe how it will disseminate information on the impact of those waivers.

Annual State Reports

- The annual report, which should be made available to the Secretary and widely available to the public, should include a comparison between scores on State tests and NAEP, and any other meaningful comparisons that are available (for example, if some comparison of State test scores is developed in lieu of national testing). ED could play a role in financing this analysis so it doesn't create a financial burden on States, so long as it is done by an external source.

Other options

- In general, there may be other options for improving quality such as the development of some kind of partnership among States that have Ed-Flex status so they could play a role in helping to upgrade each others standards, assessments, and reform and waiver plans. Or, perhaps ACHIEVE could play such a role.

Alignment with ESEA

- If this were to pass and a number of States became Ed-Flex states for the next three to five years, how would ESEA 2000 be applied to those States? If it, in essence, would not apply since States could waive its requirements, wouldn't that undermine the reauthorization quite dramatically?

Speaker Letter

- I agree with Bob Shireman's comment to delete everything in paragraph 3 after the first

sentence. Not only could the third paragraph be used to support things we oppose, but it implies that there is little or no role for Federal leadership in education policy. There are a few findings that mirror these statements that should be reconsidered as well.

- On page 2, the letter states the bill reflects the experience of the first 12 Ed-Flex States "where well-developed accountability systems, to which waivers are tied, have given States a greater opportunity to use waivers to achieve real improvements in student achievement." Could ED please provide the evidence that it is referring to in this statement? How does ED define "well-development accountability systems"? At least one State many consider to have a strong accountability system (Texas) didn't receive Ed-Flex status without extensive dialogue with ED. Since the legislation provides Ed-Flex potentially to all States, it doesn't appear to be designed to allow ED to play that kind of active role in improving the quality of applications. If there is evidence of improved student achievement in States with stronger accountability mechanisms, is it tied to Ed-Flex or to ED's other waiver process?

DRAFT June 22, 1998 4:30 PM

EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Preamble:

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

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

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

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

Order:

The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic

dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

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

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

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

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

Force.

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

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

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

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

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

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

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

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

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

Section 4. Administrative Support. The Department of Education shall provide appropriate

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

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

June 23, 1998

MEMORANDUM FOR JACK LEW

THROUGH: MAC REED

FROM: BRUCE REED
ELENA KAGAN

SUBJECT: EXECUTIVE ORDER ON NATIVE AMERICAN EDUCATION

This is a formal request that you process the attached executive order pursuant to Executive Order No. 11030, as amended. Please process this order by **Friday, July 17, 1998**.

This executive order is designed to improve the academic performance of American Indian and Alaska Native students in grades K-12. The order focuses special attention on the following five goals: (1) improving reading and mathematics; (2) increasing high school completion and post-secondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments conducive to learning; and (5) expanding the use of science and educational technology. This executive order was developed at the initiative of the National Congress of American Indians (NCAI), the National Indian Education Association (NIEA), the National Advisory Council on Indian Education (NACIE), and the Native American Rights Fund (NARF).

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

DRAFT June 22, 1998 4:30 PM

EXECUTIVE ORDER: AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

Preamble:

student achievement in achievement

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

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

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The United States has a unique legal relationship with Indian tribal governments as set forth in the Constitution of the United States, treaties, statutes, executive orders, and court decisions. Since the formation of the Union, the United States has recognized Indian tribes as domestic

dependent nations under its protection. In treaties, our Nation has guaranteed the right of Indian tribes to self-government. As domestic dependent nations, Indian tribes exercise inherent sovereign powers over their members and territory. The United States continues to work with Indian tribes on a government-to-government basis to address issues concerning Indian tribal self-government, trust resources, and Indian tribal treaty and other rights.

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

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

Student achievement

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

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

Force.

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

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

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

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

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

for the implementation of plans. Within twelve months, the Secretary of Education shall report to the Interagency Task Force the development of a comprehensive research agenda including implementation time lines and strategies adopted.

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

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

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

Section 4. Administrative Support. The Department of Education shall provide appropriate administrative services and staff support for the Task Force. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the Task Force consistent with statutory authority and shall make use of section 112 of title 3,

United States Code, to detail agency employees to the extent permitted by law. The Task Force shall report annually the accomplishments of this order to the Director of the Office of Management and Budget (OMB).

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

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

August 6, 1998

EXECUTIVE ORDER

AMERICAN INDIAN AND ALASKA NATIVE EDUCATION

By the authority vested in me as President by the Constitution and the 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. Goals. The Federal Government has a special, historic responsibility for the education of American Indian and Alaska Native students. Improving educational achievement and academic progress for American Indian and Alaska Native students is vital to the national goal of preparing every student for responsible citizenship, continued learning, and productive employment. 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 in a manner consistent with tribal traditions and cultures, Federal agencies need to focus special attention on six goals: (1) improving reading and mathematics; (2) increasing high school completion and postsecondary attendance rates; (3) reducing the influence of long-standing factors that impede educational performance, such as poverty and substance abuse; (4) creating strong, safe, and drug-free school environments; (5) improving science education; and (6) expanding the use of educational technology.

Sec. 2. Strategy. In order to meet the six 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 inter-governmental relationships affecting the education of those students. The purpose of the Federal activities described in this order is to develop a long-term, comprehensive Federal Indian education policy that will accomplish those goals.

(a) Interagency Task Force. There is established an Interagency Task Force on American Indian and Alaska Native Education (Task Force) to oversee the planning and implementation of this order. The Task Force shall confer with the National Advisory Council on Indian Education (NACIE) in carrying out activities under this order. The Task Force shall consult with representatives of American Indian and Alaska Native tribes and organizations, including the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI), to gather advice on implementation of the activities called for in this order.

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(b) Composition of the Task Force. (1) The membership of the Task Force shall include representatives of the Departments of the Treasury, Defense, Justice, the Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, and Education, as well as the Environmental Protection Agency, the Corporation for National and Community Service, and the National Science Foundation. With the agreement of the Secretaries of Education and the Interior, other agencies may participate in the activities of the Task Force.

(2) Within 30 days of the date of this order, the head of each participating agency shall designate a senior official 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 on the agency's activities under this order.

(3) The Assistant Secretary for Elementary and Secondary Education of the Department of Education and the Assistant Secretary for Indian Affairs of the Department of the Interior shall co-chair the Task Force.

(c) Interagency plan. The Task Force shall, within 90 days of the date of this order, develop a Federal interagency plan with recommendations identifying initiatives, strategies, and ideas for future interagency action supportive of the goals of this order.

(d) Agency participation. To the extent consistent with law and agency priorities, each participating agency shall adopt and implement strategies to maximize the availability of the agency's education-related programs, activities, resources, information, and technical assistance to American Indian and Alaska Native students. In keeping with the spirit of the Executive Memorandum of April 29, 1994, on Government-to-Government Relations with Native American Tribal Governments and Executive Order 13084 of May 14, 1998, each participating agency shall consult with tribal governments on their education-related needs and priorities, and on how the agency can better accomplish the goals of this order. Within 6 months, each participating agency shall report to the Task Force regarding the strategies it has developed to ensure such consultation.

(e) Interagency resource guide. The Task Force shall identify, within participating Federal agencies, all education-related programs and resources that support the goals of this order. Within 12 months, the Task Force, in conjunction with the Department of Education, shall develop, publish, and widely distribute a guide that describes those programs and resources and how American Indians and Alaska Natives can benefit from them.

(f) Research. The Secretary of Education, through the Office of Educational Research and Improvement and the Office of Indian Education, and in consultation with NACIE and participating agencies, shall develop and implement a comprehensive Federal research agenda to:

(1) establish baseline data on academic achievement and retention of American Indian and Alaska Native students in order to monitor improvements;

(2) evaluate promising practices used with those students;
and

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(3) evaluate the role of native language and culture in the development of educational strategies. Within 1 year, the Secretary of Education shall submit the research agenda, including proposed timelines, to the Task Force.

(g) Comprehensive Federal Indian education policy.

(1) The Task Force shall, within 2 years of the date of this order, develop a comprehensive Federal Indian education policy to support the accomplishment of the goals of this order. The policy shall be designed to:

- (A) improve Federal interagency cooperation;
- (B) promote intergovernmental collaboration; and
- (C) 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.

(2) In developing the policy, the Task Force shall consider ideas in the Comprehensive Federal Indian Education Policy Statement proposal developed by the NIEA and the NCAI.

(3) The Task Force shall develop recommendations to implement the policy, including ideas for future interagency action.

(4) As appropriate, participating agencies may develop memoranda of agreement with one another to enable and enhance the ability of tribes and schools to provide, and to coordinate the delivery of, Federal, tribal, State, and local resources and services, including social and health-related services, to meet the educational needs of American Indian and Alaska Native students.

(h) Reports. The Task Force co-chairs shall submit the comprehensive Federal Indian education policy, and report annually on the agencies' activities, accomplishments, and progress toward meeting the goals of this order, to the Director of the Office of Management and Budget.

Sec. 3. Regional partnership forums. The Departments of Education and the Interior, in collaboration with the Task Force and Federal, tribal, State, and local government representatives, shall jointly convene, within 18 months, a series of regional forums 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. The Departments of Education and the Interior shall submit a report on the forums to the Task Force, which may include recommendations relating to intergovernmental relations.

Sec. 4. School pilot sites. The Departments of Education and the Interior shall identify a reasonable number of schools funded by the Bureau of Indian Affairs (BIA) and public schools that can serve as a model for schools with American Indian and Alaska Native students, and provide them with comprehensive technical assistance in support of the goals of this order. A special team of technical assistance providers, including Federal staff, shall provide assistance to these schools. Special attention shall be given, where appropriate, to assistance in implementing comprehensive school reform demonstration programs that meet the criteria for those programs established by the Departments of Labor, Health and Human

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Services, and Education, and Related Agencies Appropriations Act, 1998 (Public Law 105-78), and to providing comprehensive service delivery that connects and uses diverse Federal agency resources. The team shall disseminate effective and promising practices of the school pilot sites to other local educational agencies. The team shall report to the Task Force on its accomplishments and its recommendations for improving technical support to local educational agencies and schools funded by the BIA.

Sec. 5. Administration. The Department of Education shall provide appropriate administrative services and staff support to the Task Force. With the consent of the Department of Education, other participating agencies may provide administrative support to the Task Force, consistent with their statutory authority, and may detail agency employees to the Department of Education, to the extent permitted by law.

Sec. 6. Termination. The Task Force established under section 2 of this order shall terminate not later than 5 years from the date of this order.

Sec. 7. General provisions. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person. This order is not intended to preclude, supersede, replace, or otherwise dilute any other Executive order relating to American Indian and Alaska Native education.

WILLIAM J. CLINTON

THE WHITE HOUSE,
August 6, 1998.

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NATIVE AMERICAN ECONOMIC DEVELOPMENT CONFERENCE

AUGUST 7, 1998

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THE WHITE HOUSE

WASHINGTON

August 5, 1998

**NATIVE AMERICAN ECONOMIC
DEVELOPMENT CONFERENCE**

DATE: August 6, 1998
LOCATION: Grand Hyatt Hotel, Washington, D.C.
BRIEFING TIME: 12:45 pm - 1:15 pm
EVENT TIME: 1:35 pm - 2:50 pm
FROM: Bruce Reed
Mickey Ibarra
Lynn Cutler

I. PURPOSE

To reaffirm your commitment to protecting tribal sovereignty and the government-to-government relationship between the United States and Tribes, and to promote and encourage economic self-determination in Indian country.

II. BACKGROUND

On Thursday, April 6, you will speak to approximately 800 tribal leaders, business representatives, and government personnel at a conference at the Grand Hyatt Hotel in Washington, D.C., sponsored by the White House (Domestic Policy Council and Office of Intergovernmental Affairs) and 15 federal agencies, entitled "Building Economic Self-Determination in Indian Communities." This event is the first time you have spoken in front of Native Americans since your meeting with tribal leaders in 1994.

Purpose and Structure of the Conference

This conference grew out of your meeting with tribal leaders on April 29, 1994, and the establishment of the Domestic Policy Council's (DPC) Working Group on American Indians and Alaska Natives. The conference will cover topics such as commerce in Indian country; building infrastructure and a positive climate for business; tribal self-government and economic self-determination; agriculture and economic development; rural business; community development in Indian country; electronic commerce; welfare-to-work initiatives; and tourism.

Background on American Indians and Alaska Natives

Indian America is made up of more than 550 tribes, with a total population of

approximately 2.4 million. Nearly half of the American Indian and Alaska Native population resides on 314 reservations, Indian lands, and Alaska Villages that make up Indian country.

While economic conditions in Indian country have improved in recent years, American Indian and with Alaska Native communities continue to lag behind the rest of the United States. For example, income levels of American Indians and Alaska Natives are substantially below those of all other Americans, with about 34 percent living below the poverty level. Factors such as geographical isolation, under-developed infrastructures, and demographic characteristics (nearly 40 percent of all American Indians are under the age of twenty) are responsible for these difficulties.

In your remarks, you will be make the following announcements:

- An executive order to improve the academic performance of American Indian and Alaska Native students in grades K-12. The order focuses special attention on improving student achievement in reading and mathematics.
- A directive to federal agencies to work in collaboration with tribal governments to: (1) prepare a report on the technology infrastructure needs in Indian country; (2) develop a strategic plan to coordinate economic development initiatives across agencies; and (3) initiate a project to help streamline the mortgage lending process in Indian country in order to improve access to mortgage loans on Indian reservations.
- A plan to direct \$70 million to assist seven American Indian and Alaska Native tribes establish small start-up technology companies to obtain government contracts.
- A call to Congress to pass legislation to elevate the Director of the Indian Health Service to an Assistant Secretary. This change will strengthen the government-to-government relationships; facilitate communication and consultation with the Tribes on matters of Indian health; and raise awareness of Indian health concerns throughout HHS and the entire federal government.
- A change in the state-by-state allocation of the \$24 billion in the Children's Health Insurance Program (CHIP) to count Native American children appropriately. States receive a share of CHIP funds based on their proportion of uninsured children below 200 percent of poverty. When the Census Bureau produced these counts last September, it did not include Native American children with access to the Indian Health Service as "uninsured." Thus, even though such children are eligible for CHIP coverage, states with a large number of Native American children did not receive the appropriate share of funds. Revised allotments will be published in October.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Mickey Ibarra
Lynn Cutler
Julie Fernandes
Mary Smith

Event Participants:

Dominic Ortiz, Lawrence, KS, is college student who owns and operates a wholesale Native American jewelry business

Standing on stage, but not speaking:

- Marge Anderson, CEO, Mille Lacs Band of Ojibwe (MN)
- Walter Dasheno, Governor, Santa Clara Pueblo
- Frank Ettewagechik, Chairman, Little Traverse Bay Bands of Odawa Indians (MI)
- Roland Harris, Chairman, Mohegan Tribe (CT)
- Kathryn Harrison, Chair, Confederated Tribes of Grand Ronde (OR)
- Henry Kostzuta, Chairman, Apache Tribe of Oklahoma (OK)
- Ivan Makil, President, Salt River Pima-Maricopa Indian Community (AZ)
- Mary Thomas, Governor, Gila River Indian Community (AZ)
- A. Brian Wallace, Chairman, Washoe Tribe of Nevada (NV)
- John Yellow Bird Steele, President, Oglala Lakota Nation (SD)

Persons Standing on Stage for Signing of Executive Order

- Michael Anderson, Deputy Assistant Secretary for Indian Affairs, Dept. of Interior
- Dr. David Beaulieu, Director, Office of Indian Education, Dept. of Education
- Michael Cohen, Domestic Policy Council
- Lorraine Edmo, Executive Director, National Indian Education Association
- James Kohlmoos, Deputy Assistant Secretary, Office of Elementary and Secondary Education, Dept. of Education
- Melodee McCoy, Native American Rights Fund
- Joann Sebastian Morris, Director, Office of Indian Education, Dept. of Interior
- Yvonne Novack, President, National Indian Education Association
- Sherry Dawn Red Owl, Rosebud Sioux
- Ernie Stevens, Jr., National Congress of American Indians
- Mary Smith, Domestic Policy Council

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Dominic Ortiz will make remarks and introduce **YOU**.
- **YOU** will make remarks.
- **YOU** then proceed to the desk on stage and sign the Native American education executive order.
- **YOU** then work a ropeline and depart.

*Before you enter the stage, **YOU** will take a photo with approximately 30 persons who worked on the Native American education executive order.

VI. REMARKS

Remarks Provided by Speechwriting.

VII. ATTACHMENTS

- Conference Agenda
- Participants List
- Background on American Indians and Alaska Natives

Building Economic Self-Determination in Indian Communities

August 6, 1998
Grand Hyatt Hotel
Washington, DC

- 8:30-8:45 a.m. **Opening**
- Honorable Ernie Stevens, Jr., Vice President, National Congress of American Indians
- 8:45-9:00 a.m. **Alaska Native Economic Development**
- Debra Call, Cook Inlet Region Inc.
- 9:00-9:30 a.m. **Banking in Indian Communities**
- Honorable Julie Williams, Acting Comptroller of the Currency, Dept. of Treasury
 - Introduced by Rebecca Adamson, President, First Nations Development Institute
- 9:30-10:30 a.m. **Community Development in Indian Country**
- Dom Nessi, Director, BIA Economic Development, Dept. of Interior (Moderator)
 - Honorable Bruce Morrison, Chairman, Federal Housing Finance Board
 - Ellen Lazar, Director, Community Development Financial Institutions Fund
 - Daniel Lewis, Senior Vice President, Bank of America NT & SA
 - Elouise Cobell, Board of Directors, Blackfeet National Bank
- 10:30-11:30 a.m. **Federal Contracting Opportunities**
- Robert Neal, OSDBU, Department of Defense
 - Sharron Harris, OSDBU, USDA
 - Will Terry Moore, Associate Director, OSDBU, Department of Transportation
 - Ken Robbins, President, Nat'l Center for American Indian Enterprise Development
- 12:15-1:30 p.m. **Luncheon**
- Honorable Ron Montoya, Governor, Santa Ana Pueblo
 - Doug Geogo, President Hyatt Hotels, Inc.
- 1:30-2:30 p.m. **Afternoon Address**
- President William J. Clinton
- 3:00-4:15 p.m. **Breakout Session I**
- **Session A: Franchising** **McPherson-Franklin -5B Level**
 - Susan P. Kezios, President, Women in Franchising, Incorporated
 - Ron Matzner, Acting Associate General Counsel for Financial Law, SBA
 - Anita Cook Wells, Minority Business Development Agency, DOC
 - Richard Mike, Franchisee, Burger King, Navajo Nation
 - Jay Patel, President/CEO, Ashbury Suites & Inns, Pensacola, Florida
 - Bruce Major, Vice President, Sandella's Pita Wraps
 - **Session B: The Internet & Electronic Commerce** **General Session**
 - Richard L. Stevens, Chief, Research Division
Minority Business Development Agency, Department of Commerce
 - Michael Garcia, Chief, Information Technology Division
Minority Business Development Agency, Department of Commerce
 - **Session C: Welfare to Work Initiatives** **Constitution E,D,C -3B Level**
 - Thomas Dowd, Department of Labor (Moderator)
 - Betsy Myers, Deputy Administrator, Small Business Administration
 - Ray Apodaca, Division of Tribal Services, ACF, HHS
 - Leroy Bingham, President, Tribal Planning Services
 - Beth Meyers, Tribal Welfare-to-Work Consultant

• Session D: Tourism

Lafayette Park & Farragut Square -5B Level

- Dennis Moquino, Executive Director, NM Indian Tourism Assoc. (Moderator)
- Michael J. Anderson, Deputy Assistant Secretary for Indian Affairs, DOI
- Andrea Alexander, President, Chinook Wind Enterprises
- Raymond Enfield, Jr. Director of Tourism, White Mt. Apache Tribe
- B. Lynne Harlan, Dir., Cultural Resources, Eastern Band of Cherokee
- Charles Jackson, Secretary-Treasurer, Warm Springs

4:30-5:45 p.m.

Breakout Session II

• Session E: Exporting

General Session

- Honorable Awilda Marquez, Director General, U.S. and Foreign Commercial Service, Department of Commerce (Moderator)
- Frank Spector, International Trade Specialist, U.S. and Foreign Commercial Service, Department of Commerce
- Honorable August Schumbacher, Jr., Under Secretary for Farm and Foreign Agricultural Services, USDA
- John Robben, Dir., Economic Development, Jamestown S'Klallam Tribe
- Henry Duro, Chairman, San Manuel Band of Mission Indians
- Sandra Necessary, Manager, Santa Fe Export Assistance Center

• Session F: Communications & Technology

McPherson & Franklin

- Roanne Robinson, Special Asst. to the Asst. Secretary for Communications and Information, Department of Commerce
- Eric Jensen, Deputy Director, Office of Communications, FCC
- Darrell Gerlaugh, Chairman of the Board, Gila River Telecom., Inc.
- Christopher McClean, Deputy Administrator, Rural Utility Service, USDA
- Norman G. Wear, Ph.D., Program Expert, Office of the Comm'r, Federal Technology Service, GSA
- Representative, Cook Inlet Region, Inc.

• Session G: Diversifying Tribal Economies

Lafayette Park & Farragut Square

- Laura Harris, Executive Vice President, Americans for Indian Opportunity & Senior Consultant, President's Initiative on Race (Moderator)
- Honorable Pearl Capoeman-Baller, Chair, Quinault Indian Nation
- Honorable Roger Vicenti, Acting President, Jicarilla Apache Tribe
- Roger Little, CEO, SPIRE, Inc.
- Dave Archambault, Chairman, American Indian Business Leaders

• Session H: Manufacturing

McPherson & Franklin Constitution 3B Level

- Leonard Smith, Executive Director, Native American Manufacturers Network
- Harold Buck Elk, Controller, West Electronics, Inc.
- David Steffen, Marketing Director, Sioux Manufacturing Corp.
- F. Jane Spriggs, Small Business Liaison, Lockheed Martin Corp.
- Larry Halbig, Manager, BMP Field Support Office
- Nick Sena, Director, Company Supplier Diversity Programs
- Jean L. Gray, Small Business Liaison Analyst, Unisys Corp.

***** Individual Tribal & Business Consultations with Agency Personnel will occur in the Cabin John & Arlington Rooms on Level 3B. Scheduling of these sessions will be available through a sign-in sheet at the conference.**

This event is sponsored by the White House (Office of Intergovernmental Affairs and Domestic Policy Council), the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, the Treasury, and the Comptroller of the Currency, the Indian Health Service, and the Small Business Administration.

Building Economic Self-Determination in Indian Communities

August 5, 1998
Grand Hyatt Hotel
Washington, DC

- 7:30-8:15 a.m. **Registration**
- 8:15-8:30 a.m. **Opening**
 • Honorable John Steele, President, Oglala Sioux Tribe
- 8:30-9:00 a.m. **Welcome and Conference Overview**
 • Honorable Bruce Babbitt, Secretary of the Interior
 • Introduced by Lynn Cutler, Deputy Assistant to the President
 for Intergovernmental Affairs
- 9:00-10:00 a.m. **Indian Country Success Stories**
 • Honorable Kevin Gover, Assistant Secretary for Indian Affairs
 • Honorable Ivan Makil, Chairman, Salt River Pima Tribe
 • Honorable Phillip Martin, Chief, Mississippi Band of Choctaw
 • Connie Thomas, Raytheon Corporation
- 10:00-10:15 a.m. **Break**
- 10:15-10:45 a.m. **Commerce in Indian Country**
 • Honorable William Daley, Secretary of Commerce
 • Introduced by Honorable George Bennett, Chairman, Grand Traverse Band
- 10:45-11:45 a.m. **Building Infrastructure & A Positive Climate for Business**
 • Manley Begay, Harvard Kennedy School of Government
 • Honorable Roland Johnson, Governor, Laguna Pueblo Tribe
 • Honorable Gary Kimble, Commissioner, ANA, HHS
 • Jacqueline L. Johnson, Deputy Assistant Secretary, Native American Programs, HUD
 • Phillip Singerman, Director, Economic Development Administration,
 Department of Commerce
- 12:15-1:30 p.m. **Luncheon Keynote**
 • Senator Daniel K. Inouye, Vice Chairman, Senate Committee on Indian Affairs
 • Introduced by Honorable Marge Anderson, CEO, Mille Lacs Band of Ojibwe
- 1:45-2:15 p.m. **Tribal Self-Government & Economic Self-Determination**
 • Honorable Janet Reno, Attorney General
 • Introduced by Dr. Michael H. Trujillo, Director, Indian Health Service, HHS
- 2:15-3:15 p.m. **Expanding Business Opportunities**
 • John T. Spotila, General Counsel, Small Business Administration
 • Courtland Cox, Director, MBDA, Department of Commerce
 • Peter Homer, Director, National Indian Business Association
 • Ron Sykes, Washington Director, General Motors Corp.
- 3:15-3:30 p.m. **Break**
- 3:30-4:00 p.m. **Small Business Administration**
 • Honorable Aida Alvarez, Administrator
 • Introduced by Honorable Kathryn Harris, Chair, Confederated Tribes of Grand Ronde
- 4:00-4:30 p.m. **Agriculture and Economic Development**
 • Honorable Dan Glickman, Secretary of Agriculture
 • Introduced by Robert Miller, President, Intertribal Agriculture Council

4:30-5:30 p.m.

Rural Business

- Jill Long Thompson, Under Secretary for Rural Development, USDA
- William F. Hagy, Deputy Administrator for Business Programs, Rural Business Cooperative Service, USDA
- Antone Minthorn, Chairman, Board of Trustees, Confederated Tribes of Umatilla Indian Reservation
- Fred DuBray, InterTribal Bison Cooperative

5:30 p.m.

Department of Labor

- Honorable Alexis Herman, Secretary of Labor
- Introduced by Judith Winston, Executive Director, President's Initiative on Race

7:00-9:00 p.m.

Reception

- Master of Ceremonies, Mickey Ibarra, Assistant to the President & Director of Intergovernmental Affairs
- Speaker: Honorable Dale Kildee, Co-Chair, Native American Caucus, U.S. House of Representatives
- Entertainment: "Indigenous" (Native American Band)

***** Individual Tribal & Business Consultations with Agency Personnel will occur in the Cabin John & Arlington Rooms on Level 3B. Scheduling of these sessions will be available through a sign-in sheet at the conference.**

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President Clinton

A Record of Partnership With American Indians and Alaska Natives

"My administration has worked in partnership with tribal leaders ... to protect American Indian religious freedom, promote tribal self-determination, preserve tribal natural resources and provide economic opportunities for Native Americans. I look forward to continuing this government-to-government relationship in order to build on the progress we have made in Indian Country."

President Bill Clinton

On April 29, 1994, President Clinton became the first President to invite the leaders of all federally recognized Tribes to the White House. On this historic occasion, the President pledged that his Administration would work with Tribal leaders to establish a true government-to-government partnership. The Clinton Administration has delivered on this commitment by:

Strengthening the Relationship Between the Federal Government and Tribal Nations

- In 1994, executed a Memorandum for the Heads of Executive Departments and Agencies directing agencies to consult, to the greatest extent practicable and to the extent permitted by law, with tribal governments prior to taking actions that affect federally recognized tribal governments.
- On May 14, 1998, issued an executive order that strengthens and makes effective across Administrations the 1994 Government-to-Government memorandum. This executive order serves to establish regular and meaningful consultation and collaboration with Indian tribal governments in the development of regulatory practices on Federal matters that significantly or uniquely affect their communities, to reduce the imposition of unfunded mandates upon Indian tribal governments, and to streamline the application process for and increase the availability of waivers to Indian tribal governments.

Expanding the role of American Indians and Alaska Natives throughout his Administration

- Appointed 59 Native Americans to all levels of his Administration, including 10 to top positions requiring Senate confirmation and 30 to Presidential appointment positions.
- Created the Office of Tribal Justice to promote government-to-government relations with Indian Tribes and ensure aggressive representation of tribal sovereignty in the courts.

- Established the American Indian Environmental Office to work with Tribes to protect water quality and the environment in Indian Country.
- Created a permanent White House working group composed of all Executive Branch Departments to advance Tribal sovereignty across the administration.

Protecting Religious Freedom

- Signed an executive order that requires federal agencies to accommodate access to and ceremonial use of Indian sacred sites by Indian religious practitioners and to avoid adversely affecting the physical integrity of such sacred sites.
- Successfully fought for passage of the American Indian Religious Freedom Act Amendments and the Religious Freedom Restoration Act in order to protect the right of free exercise of Tribal religions.
- Directed federal agencies to ensure efficient collection and distribution of available eagle feathers and eagle parts to American Indians and Alaska Natives for traditional religious purposes.

Promoting Tribal Self-Determination

- Supported passage and implementation of the Indian Self-Determination Act and the Tribal Self-Governance Act, which give Tribal governments control of most federal resources spent within Indian Country.
- Successfully fought attempts to penalize tribes for exercising their powers of self-governance and allowing states to tax Tribal governments on new trust lands.

Increasing Educational Opportunities

- Proposed a 59% increase in funding for construction and facilities improvement and repair for Native American Schools in his FY 1999 budget.
- Provided an 10 percent increase (from \$60 million to \$66 million) for the Indian Education Act in his FY 1999 budget. Serving nearly half a million Native American students, the Act's programs include grants to Local Education Agencies (LEAs), Indian tribes and organizations, Indian-controlled schools, and individuals to address special educational and cultural academic needs of Native Americans.
- Signed an executive order that aims to ensure that tribal colleges and universities are more fully recognized as accredited institutions, have access to the opportunities afforded other institutions, and have Federal resources committed to them on a continuing basis.

Providing Economic Development Opportunities in Indian Country

- Established an Office of Native American Programs within the Minority Business Development Association at the Department of Commerce, with eight Native American Business Development Centers and a business consultant, that provides management and technical assistance to Native American businesses.
- Signed the Community Development Banking and Regulatory Improvement Act, which promotes more lending in Indian Country;

Protecting Tribal Natural Resources

- Established for the first time the right of Alaska Natives to fish for subsistence purposes.
- Requested more than \$160 million (a 15 percent increase) in his FY 1999 budget for EPA support of tribal environmental protection programs on reservations. As a part of this program, EPA will continue to build an support tribal capacity to implement, operate, and enforce Federal environmental laws.
- Supported the exercise of Northwest Tribes' treaty fishing rights.

Improving Health and Safety for American Indian and Alaska Native Families

- Supported funding for continued implementation of the Indian Child Welfare Act and tribal consensus amendments to protect Indian families and culture.
- Signed into law the Indian Tribal Justice Support Act to improve criminal law enforcement in Indian Country.
- Directed the Attorney General and the Secretary of the Interior to work with tribal leaders and propose improvements for public safety and criminal justice in Indian Country. As a result of this process, the President's FY 1999 budget contains a \$182 million initiative within the Justice and Interior Departments to raise the level of law enforcement in Indian country to national standards.
- Devoted \$54 million in his FY 1999 budget to hiring police officers through the COPS program exclusively in Indian country.

U.S. Census Bureau *The Official Statistics*

The American Indian, Eskimo, and Aleut Population

EDNA L. PAISANO

The American Indian, Eskimo, and Aleut population has grown rapidly since 1970.

In the last two decades, the American Indian, Eskimo, and Aleut population grew rapidly. In 1970, this population numbered 827,000; it reached 1.4 million in 1980 and nearly 2 million in 1990. The 1990 census counted 1,878,285 American Indians, 57,152 Eskimos, and 23,797 Aleuts. Census Bureau estimates and projections suggest that on July 1, 1994, the American Indian, Eskimo, and Aleut population numbered 2.2 million, and that it will reach 4.3 million and just over 1 percent of the population by 2050.

The 72 percent increase between the 1970 and 1980 censuses and the 38 percent increase between the 1980 and 1990 censuses cannot be attributed only to natural increase. Other factors that may have contributed to the higher count of American Indians/ include improvements in the question on race; improvements in the way the Census Bureau counted people on reservations, on trust lands, and in Alaska Native villages; continued use of self-identification to obtain information on race; a greater propensity in 1990 than in earlier censuses for individuals (especially those of mixed Indian and non-Indian parentage) to report themselves as American Indian; and improved outreach programs and promotion campaigns.

Nearly one-half of the American Indian population lives west of the Mississippi River.

Nearly one-half of the American Indian population lived in the West in 1990, 29 percent in the South, 17 percent in the Midwest, and 6 percent in the Northeast. Between 1980 and 1990, the proportion of American Indians increased noticeably only in the South, from 26 to 29 percent. In 1990, four States had an American Indian population over 100,000 - Oklahoma, California, Arizona, and New Mexico. The population in these four States comprised 42 percent of the total U.S. American Indian population. Oklahoma was the State with the largest American Indian population in 1990, climbing from second in 1980. Between 1980 and 1990, California dropped from first to second place, and Arizona and New Mexico stayed at third and fourth place, respectively.

The American Indian population is young.

Thirty-nine percent of the American Indian population was under 20 years old in 1990, compared with 29 percent of the Nation's total population. The median age in 1990 of the American Indian population was 26 years, considerably younger than the U.S. median age of 33 years. The comparable median ages in 1980 were 23 years and 30 years, respectively. The American Indian population is younger in part because of higher fertility rates than the total population.

Nearly two-thirds of American Indian families are married-coupled families.

About 6 in 10 of the Nation's 442,000 American Indian families were married-couple families in 1990, compared with about 8 in 10 of the Nation's 64.5 million families. The proportion of American Indian husband and wife families was 71 percent in 1980, compared

proportion of American Indian husband and wife families was 71 percent in 1980, compared with 82 percent of all husband and wife families. Consistent with the national trend, the proportion of American Indian families maintained by a female householder with no husband present increased during the last decade and reached 27 percent in 1990. This proportion was considerably larger than the national figure of 17 percent.

The educational attainment levels of American Indians has improved significantly.

In 1990, 66 percent of the 1,080,000 American Indians 25 years old and over were high school graduates or higher, compared with only 56 percent in 1980. Despite the advances, the 1990 proportion was still below that for the total population (75 percent). American Indians were also less likely than the entire U.S. population to have completed a bachelor's degree or higher. About 9 percent of American Indians completed a bachelor's degree or higher in 1990, compared with 8 percent in 1980 - still lower than the 20 percent for the total population in 1990.

American Indian family incomes were low.

The median family income in 1989 of all American Indian families declined from its 1979 level (1989 dollars) by 5 percent. In 1990, the median family income of American Indians was \$21,750, about 62 percent of the \$35,225 median for all families. The median income of American Indian married-couple families was \$28,287 or 71 percent of the \$39,584 median for all married-couple families. The median income for American Indian families maintained by a female householder with no husband present was \$10,742, about 62 percent of the \$17,414 median for all families maintained by women with no husband present.

More American Indian families and persons were in poverty, compared with all families and persons.

Between 1979 and 1989, the poverty rate increased for both American Indian families and persons.² Twenty-seven percent of American Indian families were poor in 1989, compared with 24 percent in 1979. This compared with a poverty rate of 10 percent for all families in both 1989 and 1979. In 1989, 50 percent of American Indian families maintained by females with no husband present were poor, compared with 31 percent of all families maintained by women with no husband present.

The 1980 and 1990 censuses show that the poverty rate for American Indians has remained considerably higher than that of the total population. In 1989, 31 percent of American Indian persons lived below the poverty level, up from 27 percent in 1979. The national poverty rate was about 13 percent in 1989 and 12 percent in 1979.

The number of American Indians living on reservations and trust lands varied considerably.

Of the 314 reservations and trust lands identified for the 1990 census, only the Navajo Reservation and Trust Lands located in Arizona, New Mexico, and Utah had more than 100,000 American Indians - 143,405 lived there.

An additional nine reservations had more than 7,000 American Indians in 1990: Pine Ridge, NE-SD (11,182); Fort Apache, AZ (9,825); Gila River, AZ (9,116); Papago, AZ (8,480); Rosebud, SD (8,043); San Carlos, AZ (7,110); Zuni Pueblo, AZ-NM (7,073); Hopi, AZ (7,061); and Blackfeet, MT (7,025). The 218,320 American Indians living on these 10 reservations and trust lands accounted for about half of all American Indians living on reservations and trust lands.

Educational levels of American Indians differ among the reservations and trust lands.

Fifty-four percent of American Indians 25 years old and over living on all reservations and trust lands were high school graduates or more. Among the 10 largest reservations and trust

trust lands were high school graduates or more. Among the 10 largest reservations and trust lands, this proportion ranged considerably. Blackfeet (66 percent) and Hopi (63 percent) had similar proportions of high school graduates. Gila River, at about 37 percent, had the lowest proportion who had at least graduated from high school, followed by Navajo with 41 percent.

American Indians on reservations and trust lands had low per capita incomes.

The per capita income in 1989 was about \$4,478 for American Indians residing on all reservations and trust lands, compared with \$8,328 for all American Indians. The per capita income of American Indians on the 10 largest reservations ranged from about \$3,100 on the Papago and Pine Ridge Reservations to over \$4,500 on the Blackfeet (\$4,718) and Hopi (\$4,566) Reservations.

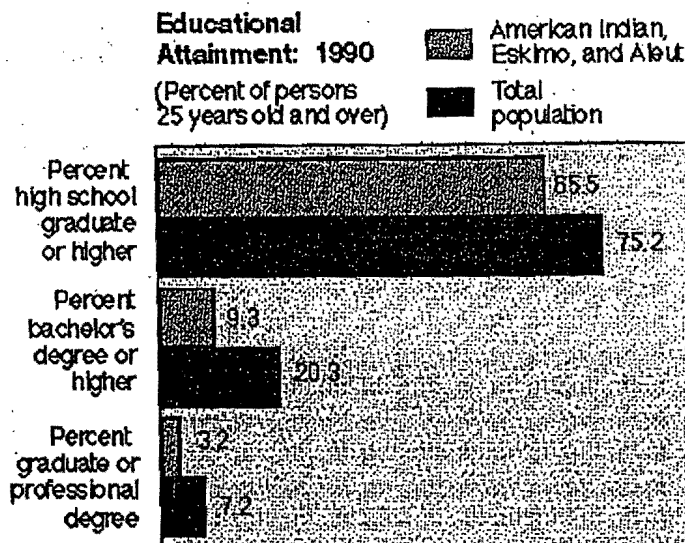
NOTE: The most recent data for the American Indian population are from the 1990 census. The Current Population Survey is not sufficiently large to provide reliable estimates for this population.

1 In the text, American Indian represents American Indians, Eskimos, and Aleuts.

2 In 1989, the poverty threshold for a family of four was \$12,674; unchanged from 1979 (in 1989 dollars).

**Ten States With the Largest Number of
American Indians, Eskimos, and Aleuts: 1990**
(In thousands)





For Further Information:

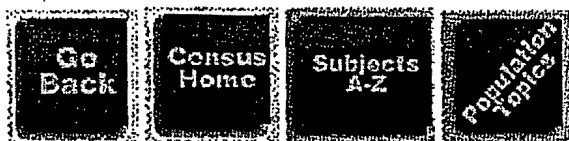
See: 1990 CP-2-1, 1990 Census of Population, *Social and Economic Characteristics, United States Summary*. 1990 CP-2-1A, 1990 Census of Population, *Social and Economic Characteristics, American Indian and Alaska Native Areas*.

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Source: U.S. Census Bureau

Last Revised: Thursday, 03-Oct-96 13:55:11

Please email comments (Please include your telephone number) to: pop@census.gov



Why this Initiative is Important

Key Facts About American Indian and Alaska Native Children and Youth

- Of the 1.43 million Indians living on or near reservations, *nearly 500,000 (29 percent) are under the age of 15.*
- Indian infants die from sudden infant death syndrome (SIDS) at a rate 1.8 times the rate for U.S. All Races infants, *2.1 compared to 1.2.*
- Indian deaths under age 25 are *13 percent compared to 4 percent* for U.S. All Races.
- *45 percent* of Indian mothers have their first child under age 20, *compared to 24 percent* for U.S. All Races mothers.
- The Indian population younger than 15 years is *33 percent in contrast to 22 percent* for the U.S. All Races population.
- Indians 25 years of age and older who are high school graduates or higher is *65 percent as compared to 75.2 percent* for the U.S. All Races population.
- *38 percent* of Indians aged 6 to 11 years live below the poverty level, *more than twice* the number for the U.S. All Races age group (*18 percent*).
- Indian males age 16 and older are *unemployed at a rate 2.5 times* that for the U.S. All Races male population. For females, the ratio is 2.2 to 1.
- *61 percent of juvenile delinquents* confined by the Federal Bureau of Prisons in 1994 *were Indians.*
- The alcoholism death rate for Indians 15 to 24 years of age is *over 17 times the comparable rate for U.S. All Races, i.e., 5.2 versus 0.3.*
- The accident death rate for Indians aged 5 to 14 years is *nearly double* the corresponding U.S. All Races rate, *17.1 to 9.3.*
- The suicide death rate for 15 to 24 year old Indians is *2.4 times* the corresponding rate for U.S. All Races, *31.7 to 13.0.*
- The *second leading cause of death for Indians* 1-14 year-olds is homicide, ranging from *1.4 to 2.2 times* the corresponding rate for U.S. All Races. It is *the third leading cause of death* for 15 to 24 year-olds.
- More than 180 gangs have been identified in Indian country.

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

October 19, 1998

EXECUTIVE ORDER
- - - - -

AMENDMENT TO EXECUTIVE ORDER 13021,
TRIBAL COLLEGES AND UNIVERSITIES

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in accordance with the provisions of the Federal Advisory Committee Act, as amended (5 U.S.C. App.), and in order to provide for the continuation of the President's Board of Advisors on Tribal Colleges and Universities, it is hereby ordered that section 7 of Executive Order 13021 is amended to read "The Board shall terminate on September 30, 1999, unless the Board is renewed by the President prior to that date."

WILLIAM J. CLINTON

THE WHITE HOUSE,
October 19, 1998.

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