



THE SECRETARY OF THE INTERIOR
WASHINGTON

MEMORANDUM

To: Members of the Domestic Policy Council Working Group
on American Indians and Alaska Natives

From: The Secretary

SEP 30 1997

Subject: Review and Comment on Proposed Executive orders

Please review and comment on the attached documents which the Domestic Policy Council Working Group has discussed as potential Executive orders.

In April, we charged the Council's Education Subgroup with recommending action on the March 1997, "Comprehensive Federal Indian Education Policy Statement: A Proposal From Indian Country To The White House." At our July meeting, this Subgroup, chaired by Michael Anderson, Deputy Assistant Secretary - Indian Affairs, presented a draft Executive order which I directed them to revise based on our review and discussion. The revised draft, Comprehensive Federal Indian Education, is attached for your review and comment.

At our July meeting, we also reviewed information on crime, socio-economic status, and health conditions which the Subgroup on Initiatives, chaired by Michael Trujillo, M.D., M.P.H., Director, Indian Health Service, and Assistant Surgeon General, presented on Indian youth. After our discussion on these issues, an Executive order was prepared to initiate action. That draft Executive order, Initiative for American Indian and Alaska Native Children and Youth, is attached for your review and comment.

Your responses are required by **October 10, 1997**, in anticipation of a scheduled briefing in mid-October that my staff is preparing for the Domestic Policy Council. You may have your staff direct specific questions to Joann Sebastian Morris, Office of Indian Education Programs, at (202) 208-6123, or Leo Nolan, Indian Health Service, at (301) 443-4245. Should you need additional information, please call Michael Anderson at (202) 208-7163, or Ed Simermeyer at 202-208-7956.

Attachments

ATTACHMENT 1

PROPOSED DRAFT EXECUTIVE ORDER:

COMPREHENSIVE FEDERAL INDIAN EDUCATION

DRAFT EXECUTIVE ORDER

Preamble. As we enter the 21st century, I want to make Indian education a national priority. I want to reaffirm the commitment to a Federal role in Indian education and the responsibility to provide quality education to all American Indians and Alaska Natives. It is unacceptable for our Native students to continue to perform academically at levels lower than all other students and have the highest dropout rates and the lowest high school completion and college attendance rates in our Nation. By issuing this Executive order, I am resolved to advance a comprehensive Federal Indian education policy that: 1) supports Indian ownership of education for all Native students and enhances tribal governance; 2) preserves and revitalizes Native languages and cultural traditions; 3) assures equity of resources for all Native students and inclusion of Indian education systems in national education reform; and, 4) initiates and improves interagency coordination. I am also honoring my historic April, 1994, consultation with tribal leaders by responding to the recommendations from Indian country which are proposed to my administration in the "Comprehensive Federal Indian Education Policy Statement: A Proposal From Indian Country To The White House."

Authority and Purpose. By the authority vested in me as President, by the Constitution and laws of the United States of America, in reaffirmation of the unique legal and political relationship with American Indian and Alaska Native tribal governments, in recognition of the special educational and culturally related academic needs of Native Americans, and for the purpose of supporting high student achievement and academic competencies by: (a) advancing a comprehensive Federal Indian education policy; (b) promoting effective local, State, Federal and tribal government relations in the education of all American Indians and Alaska Natives; (c) assisting in facilitating the transfer of control of Federally funded education to tribes and tribal organizations and in assisting in the development of the governance capacity of tribal education departments (20 USC, 25 USC, etc.); (d) developing innovative approaches to better link Federal agencies, programs, and resources to the education of all American Indian and Alaska Native students; (e) preserving and revitalizing Native languages and cultural traditions; (f) maintaining a safe educational environment and acceptable physical facilities; (g) ensuring that all American Indians and Alaska Natives can meaningfully and actively participate in my Call to Action for American Education in the 21st Century; and, (h) ensuring the accessibility of all Indian students to the high quality educational opportunities afforded other students in America by supporting the National Education Goals (20 U.S.C. 5812), it is hereby ordered as follows:

Section 1. Department and Agency Participation. Each executive department and agency shall appoint a senior official, who is a full time officer of the Federal government and who is responsible for management or program administration, to serve as a liaison for Indian education activities and advocate for the implementation of this order. The senior official shall report directly to the agency head.

Sec. 2. Federal Strategic Plan for Indian Education (a) Content. Each Agency shall develop and document a five-year strategic plan to promote educational change, systemic reform, and high student achievement and academic competencies in fulfilling this order. The strategic plan shall advance sound educational theories and principles of tribal consultation and collaboration. These Five-Year Plans shall include annual performance indicators and appropriate measurable objectives for the agency. The plans shall address among other relevant issues:

(1) specific participation in The Call To Action For American Education In the 21st Century and The National Education Goals;

Needs focus on
improving results
- each agency
standards
- compliance
- post-acc.
improvement

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(2) public, private, and tribal partnerships which support systemic reform and activities at the school, school district, and tribal level, which develop linkages with schools and other educational institutions serving American Indian and Alaska Native students, and which initiate and improve intergovernmental cooperation supporting educational activities for all American Indians and Alaska Natives;

(3) information and technical assistance that will be communicated to Native American tribal governments, communities, parents, students, tribal colleges, and educators regarding the education program activities of the agency; and,

(4) equity in and access to agency resources utilized for education activities in which American Indians and Alaska Natives are eligible to participate.

In developing the strategic plan required by this order, agencies shall give full consideration to tribal principles of education, tribal strategies for Indian education, and effective tribal practices in education. To the extent permitted by law, the plans shall give the highest consideration to the tribal recommendations made in the March, 1997, "Comprehensive Federal Indian Education Policy Statement: A Proposal From Indian Country To The White House." *review*

(b) *Submission.* Each agency shall submit its strategic plan for Indian education to the Secretary within 1 year of the effective date of this order. The plans shall be revised annually and submitted to the Secretary at the end of each fiscal year beginning in FY 1999.

Whose?
(c) *Annual Performance Reports.* Each agency shall submit an annual performance report to the Secretary at the end of each fiscal year beginning in FY 2000 that shall measure each agency's performance against the objectives set forth in its Five-Year Plan. Each agency shall also report on the resources and the comparative level of effort applied to Indian education and related programs. The annual reports shall be accessible to Native American tribal governments, Indian organizations, and representatives of Indian parents, educators, and others.

who established this?
Sec. 3. Tribal Partnerships. (a) *Establishment.* There shall be established under the auspices of the National Advisory Council On Indian Education (NACIE) a sub-council entitled the Tribal Partnership Board of Advisors ("Board"). Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App.), with respect to the Board, shall be performed by the Secretary of Education ("Secretary"), in accordance with the guidelines and procedures established by the Administrator of General Services.

(b) *Composition.* Membership on the Board shall consist of not more than 15 Members who shall be nominated by the Chairman of NACIE and appointed by the Secretary. The Board shall include three NACIE members, an equal number of Federal representatives, and one representative from each of the following organizations - the National Congress of American Indians, the National Indian Education Association, the Native American Rights Fund, and the American Indian Higher Education Consortium. The Board may also include representatives of Native American tribal governments, parent organizations, health, business, and financial institutions, independent foundations, and such other persons as deemed appropriate. Members of the Board will serve terms of 2 years and may be reappointed to additional terms. A Member may continue to serve until his or her successor is appointed. In the event a Member

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fails to serve a full term, an individual appointed to replace the Member will serve the remainder of that term. All terms will expire upon the termination of the Board.

(c) *Role of Board.* The Board shall monitor and report the progress made by Federal agencies toward fulfilling the purposes and objectives of this order and provide advice. The Board shall also provide recommendations and report at least annually on ways to:

- (1) enhance Indian ownership and tribal governance of education;
- (2) preserve and revitalize Native languages and cultural traditions;
- (3) ensure equity in and access to resources for Indian education; and
- (4) initiate and improve interagency coordination in Indian education.

The NACIE shall review the work of the Board and include the recommendations in the Annual Report to Congress.

(d) *Scheduled Meetings.* The Board shall meet at least annually to provide advice and consultation and to transmit reports and make recommendations.

Sec. 4. Termination. The Board shall terminate 2 years after the date of this Executive order unless the Board is renewed prior to the end of that 2 year period.

Sec. 5. Administration. The Department of Education shall provide appropriate administrative services and staff support for the NACIE and the Board as may be required. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel, to meet the objectives of this order.

ADDITIONAL ATTACHMENTS
PROVIDED FOR YOUR INFORMATION
COMMENTS ARE NOT REQUESTED

SUPPLEMENTAL INFORMATION

QUESTIONS AND ANSWERS

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- I *Content*
- I *Relationship to Other Federal Initiatives*
- I *Role of Congress*
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MAJOR FEDERAL INDIAN EDUCATION LAWS

- I *Listing of Laws*

SELECTED FEDERAL REGULATIONS FOR MAJOR FEDERAL INDIAN EDUCATION LAWS

- I *Listing of Regulations*

NOTE: The Education Subgroup has worked very closely with representatives from the National Congress of American Indians, Native American Rights Fund, National Indian Education Association, and National Advisory Council On Indian Education. The supplemental information was developed to provide additional background materials for use in reviewing the proposed Executive order and to bring a perspective to the tribal efforts on this issue over the last few years. There has been an extremely strong inter-agency collaboration within the Subgroup and open consultation with the tribal representatives. The proposed Executive order reflects a Federal commitment to make Indian education a priority by improving the disparity in the achievement of Native students, addressing tribal concerns, and continuing successful models. The proposed Executive order brings a high level of Federal-tribal collaboration to Indian education and will initiate and enhance inter-agency coordination.



QUESTIONS AND ANSWERS
REGARDING THE
PROPOSED EXECUTIVE ORDER
ON INDIAN EDUCATION

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Questions and Answers Regarding the Executive Order on Indian Education

BACKGROUND AND DEVELOPMENT

1. What is the condition generally of Indian education today?

There are many good things about Indian education today. There are over 600,000 American Indian and Alaska Native students in elementary, secondary, and post-secondary schools. For the first time ever, of the 187 Bureau of Indian Affairs (BIA)-funded elementary and secondary schools, more are operated by tribes through contracts and grants than by the BIA. There are 24 tribally controlled community colleges. There are over 80 tribal education departments. There are many exemplary schools and programs throughout Indian country. Much of the progress is due to good research and studies that have clearly identified what needs to be done to improve the quality of education for American Indian and Alaska Native students. See *"Reference Guide to Reports on Indian Education Statistics and Data,"* prepared as a separate document in support of this Executive order.

There are also many areas of concern in Indian education today. Reports and research show that a majority of Indian children perform at below average levels academically. For example, in 1994, over 50% of American Indian fourth graders scored below the basic level in reading proficiency, compared with 42% of all students. Indian students suffer from disproportionately low attendance and high drop out rates. For example, in 1989, the nationwide high school drop out rate for American Indian and Alaska Natives was 36%, compared to 28% for Hispanics, 22% for African-Americans, and 15% for whites. As of 1990, only 66% of American Indians aged 25 years or older were high school graduates, compared to 78% of the general population. A disproportionate number of American Indians and Alaska Natives do not graduate from post-secondary institutions. From 1969 to 1996, almost 100 Native languages ceased to be spoken. Many Native languages are at a serious risk of being lost forever. See also *"Reference Guide to Reports on Indian Education Statistics and Data."*

Although the number of American Indian and Alaska Native students has increased, overall federal funding for Indian education has declined and is projected to decline even further. In Fiscal Year 1996, funding for reservation-based education programs in the Department of the Interior's Bureau of Indian Affairs' budget was reduced by over \$100 million. There is a backlog of \$680 million in funding needed for facilities construction and maintenance of federally-funded Indian schools and for public schools located in or near Indian country. In Fiscal Year 1996, Congress eliminated funding for several programs in the Department of Education's Office of Indian Education including adult education and higher education scholarships.

Within tribes and Indian communities, a lack of ownership and relevancy regarding formal education is pervasive. And the reality is that the curricula, staffing, and funding in schools that serve Indian students are often not controlled by tribes and Indian communities. Unless and until ownership of and relevancy in education is restored to tribes and Indian communities, the educational success of American Indian and Alaska Native students will continue to be hampered.

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2. What is the history of the March 1997 proposal from Indian country to the White House for a Comprehensive Federal Indian Education Policy Statement (CFIEPS), also known as the "Red Book"?

The genesis of the CFIEPS arose after President Clinton's White House meeting with tribal leaders on April 29, 1994. At the tribal leaders' meeting, Indian education was given very little time, but great concerns were expressed by tribal leaders about problems in Indian education and the federal responsibility in Indian education. Afterward, a series of meetings on Indian education was held at the White House. At these meetings it was agreed by federal officials, tribal leaders, and Indian educators that a comprehensive federal Indian education policy would assist the federal agencies and tribes in working together to improve Indian education.

Tribal leaders and Indian educators developed the CFIEPS after extensive research of federal Indian education laws and Indian education reports, and based on comments gathered in Indian country. Collaborative leadership was provided by a CFIEPS Advisory Group, comprised of members 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). The Advisory Group spent over two years consulting with Indian country on the CFIEPS. At their 1996 annual conventions, NCAI and NIEA endorsed by resolution the CFIEPS Red Book version and authorized presentation to the White House. Numerous tribes and Indian organizations have also endorsed the Red Book.

In March 1997, the Red Book was presented by NCAI and NIEA to the White House through Department of the Interior Secretary Bruce Babbitt, who chairs the Domestic Policy Council's Working Group on American Indians and Alaska Natives; Gerald Tirozzi, the Assistant Secretary for Elementary and Secondary Education; and, Mike Cohen, the President's Special Assistant for Education.

3. What has happened since the presentation of the Red Book to the White House?

The Domestic Policy Council has referred the Red Book to the Education Sub-Group of the Working Group on American Indians and Alaska Natives. The Education Sub-Group has hosted a series of meetings with the CFIEPS Advisory Group to discuss and understand the Red Book. In addition, the Advisory Group has met with Mike Cohen to discuss the Red Book. Through these meetings, it was agreed to propose an Executive order which would direct the federal agencies to implement the Red Book. The Education Sub-Group and the Advisory Group have drafted such a proposed Executive order.

In July 1997, the Education Sub-Group recommended the proposed Executive order to the Working Group. The Working Group and White House personnel were generally receptive to the concept of a comprehensive Executive order on Indian education. However, the Working Group referred the proposed Executive order back to the Education Sub-Group for further drafting and refinement. The Education Sub-Group continues to work with the CFIEPS

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Advisory Group to improve the proposed Executive order. In addition, the Advisory Group has met with Lynn Cutler, the President's Deputy Assistant for Intergovernmental Affairs, to discuss the proposed Executive order.

4. **Why is an Executive order on Indian Education now being sought? Will the Executive order replace the Red Book?**

The CFIEPS Advisory Group and the Education Sub-Group have had many discussions on strategies for getting the federal agencies to adopt and implement the Red Book. It was agreed that since the intent is to have a comprehensive federal Indian education policy statement, and that since Indian education involves so many federal agencies and so many varied programs, an Executive order would facilitate adoption, implementation, and coordination by the agencies. Two other approaches were considered: 1) a policy statement signed by the President without an Executive order, which would have less force than a policy statement backed up by an Executive order; and, 2) an agency-by-agency negotiation for policy statements, which would be very time consuming and might not achieve the desired uniform results.

An Executive order on Indian education will not replace the Red Book. Rather, the Executive order recognizes that the Red Book is the proposal from Indian country regarding a comprehensive federal Indian education policy. The Executive order on Indian education directs the agencies to adopt and implement strategic plans for Indian education that are consistent with the Red Book. Thus, the Executive order is a means of effectuating the Red Book developed by Indian country.

5. **What is an Executive order and what good could it do? Will it be enforceable?**

In legal terms, Executive orders are directives from the President to federal agencies on how to administer their functions, or to take action and how to take action regarding a specific matter. Executive orders are generally valid if they are issued pursuant to constitutional or statutory authority and have been published in the federal register. The President will issue the Executive order on Indian education pursuant to his Constitutionally vested powers as President and pursuant to the laws of the United States, including the many Indian education statutes.

Executive orders generally require the agencies to report to the President on compliance by the agencies with Executive orders. Executive orders, however, are not generally enforceable by private individuals unless Congress expressly provides for such private rights. It is very rare for Congress to do this.

6. **Why do we need an Executive order when Congress has already declared the federal government's Indian education policy in several statutes?**

Congress has recognized in a number of statutory policy declarations that Indian education is an inherent component of tribal sovereignty and Indian self-determination. However,

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congressional Indian education policies are fragmented among various treaties, statutes, agencies, and programs. Federal agencies have rarely initiated coordinated implementation of their Indian education policies and programs.

A major impetus for and intent of the Executive order on Indian education is to help the federal agencies implement specific statutory Indian education policies and mandates, as well as general congressional and executive policies such as Indian self-determination, in a comprehensive and coordinated manner.

CONTENT

7. Does the Executive order mention tribal sovereignty and Indian self-determination?

No. Presidential Indian Policy Statements and Memoranda use the terms "tribal sovereignty" and "Indian self-determination." So do the several Indian policy statements issued by various federal agencies. However, the two Executive orders issued to date by President Clinton, the Sacred Sites Executive Order of May 24, 1996, and the Tribal Colleges Executive Order of October 19, 1996, do not use these terms. They use the terms "government-to-government relationship" and "special relationship."

Similarly, the Executive order on Indian education uses the terms "unique legal and political relationship" and "special educational and culturally related needs." However, these terms are clearly based on tribal sovereignty and Indian self-determination as recognized by Congress in many statutes, including Indian education statutes. Thus, even though the terms are not expressly stated in the Executive order, they are impliedly encompassed in the Executive order.

8. What does the Executive order say about the importance of Native language and culture to Indian education?

The Executive order recognizes that Native languages and cultures are essential to Indian student achievement. It also recognizes that a comprehensive federal Indian education policy should preserve and revitalize Native languages and cultures. The Executive order directs the federal agencies to help tribes and Indian communities preserve, revitalize, and use Native languages and cultures, just as Congress has done in several statutes. Based on its monitoring and reporting sections, the Executive order can help tribes and Indian communities keep the federal agencies accountable for incorporating and providing for, in their program planning and administration, opportunities to preserve, revitalize, and use Native languages and cultures.

9. Can the Executive order make Indian education an "entitlement," especially in terms of funding?

"Entitlement," meaning "reserved or guaranteed funding for Indian education" is a laudable goal. The Executive order recognizes that a comprehensive federal Indian education policy

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assures equity of resources for all Native students and inclusion of Indian education systems in national education reform efforts. It also directs federal agencies with responsibility in Indian education to include tribes and Indian communities in agency planning, including the budget development processes. Tribes and Indian communities can thus use the Executive order as the cornerstone in a long term effort to influence the budget process and gain supporting legislation to ensure parity funding levels for Indian education.

An Executive order, however, cannot itself establish Indian education funding as an entitlement. In order to accomplish this, legislation must be passed by Congress and signed by the President. Parity funding for Indian education could also be established through litigation on a case-by-case basis depending on the current statutes that authorize a particular Indian education program.

10. Can the Executive order make the federal government acknowledgment a trust responsibility to Indians in education?

The Executive order emphasizes the legal and political government-to-government relationship that the federal government has with Indian tribes. The government-to-government relationship gives Congress the power to pass laws that may generate a trust responsibility. Congress must pass the laws and the courts must determine on a case-by-case basis whether and to what extent there is a trust responsibility in each instance. The Executive order also emphasizes the special relationship with and the moral obligations to Indian people that have caused Congress to pass laws such as the Indian Education Act "Title IX" program.

Congress provides authority to federal agencies through legislation. An Executive order can only direct federal agencies within that authority. Thus, the Executive order on Indian education maximizes each agency's statutory and regulatory responsibilities to Indians within an agency's given legislative authority.

11. About 90% of Indian children attend state public schools, even in "Indian country," as that term is defined by federal law. What does the Executive order say about the interest of some tribal governments in having authority over the state public schools that are in "Indian country"?

The legal authority of tribes over the state public schools in Indian country (as Indian country is defined by federal law) is an unsettled question in federal law. An Executive order cannot resolve this legal question. However, the Executive order directs the federal agencies to support tribal education departments. It also directs the agencies to actively promote cooperative, intergovernmental agreements between tribes and states, and between tribes and public school districts, to improve Indian education. Through tribal regulation and cooperative intergovernmental agreements, tribes can gain control vis-a-vis the public schools that serve tribal children in Indian country.

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12. Can the Executive order confirm the roles of school boards, teachers, and parents in Indian education?

The Executive order directs the federal agencies to consult with and recognize the important roles of these entities and people in Indian education, just as Congress has recognized the same in many statutes. The Executive order thus preserves the roles of these entities and people to the extent that Congress has addressed this issue. Based on its monitoring and reporting sections, the Executive order can also help tribes and Indian communities keep the federal agencies accountable to these entities and people.

13. Can the Executive order confirm the federal obligations to urban Indians and non-federally recognized Indians?

The Executive order directs the Department of Education to recognize the federal government's moral obligations to urban, terminated, and non-federally recognized Indians on the same basis that Congress recognizes these obligations in the Indian Education Act "Title IX" program. In establishing the Title IX program, Congress recognized the past injustices inflicted upon urban, terminated, and non-federally recognized Indians, and, based upon a moral obligation, assumed special responsibilities to these Indians. Thus, the Executive order directs the federal agencies to take the same position regarding these Indians that Congress has taken.

RELATIONSHIP TO OTHER FEDERAL INITIATIVES

14. What does the Executive order say about the role of the National Advisory Council on Indian Education?

The National Advisory Council on Indian Education (NACIE) was established by Congress as part of the Indian Education Act of 1972, Public Law 92-318. NACIE still exists, however, in Fiscal Year 1996, Congress eliminated funding for NACIE as part of sweeping cuts in the Department of Education's Indian education budget.

Rather than create a entirely new, national Indian education board, the Executive order builds upon and strengthens NACIE. It does so by establishing, under the auspices of NACIE, a fifteen-member Advisory Board. The Advisory Board is comprised of federal officials as well as members from NACIE, NCAI, NIEA, NARF, and the American Indian Higher Education Consortium. The Board monitors compliance by the federal agencies with the Executive order. The Board focuses on providing advice and consultation on 1) Indian ownership and tribal governance of education; 2) Native language and culture in education; 3) equity in and access to federal education resources for Indian students; and, 4) inter-agency coordination in Indian education. NACIE will review the work of the Board and include the Board's recommendations in its annual report to Congress.

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15. How does the Executive order on Indian education relate to the Executive order regarding Tribal Colleges that was signed by the President in October, 1996?

Executive Order No. 13021, Tribal Colleges and Universities, focuses on higher education at the tribal colleges and helps elevate their status to that of the Historically Black Colleges and Hispanic Serving Institutions. These other minority higher education institutions already had Executive orders.

The Executive order on Indian education encompasses all levels of Indian education, all types of schools that serve American Indian and Alaska Native students, and all Indian education programs. There are some shared priorities with the Tribal Colleges Executive order, primarily in the subject matter of Native languages and cultures. Both orders also call for strengthening linkages between pre-school, elementary, and secondary education and tribal college programs.

There are, however, no jurisdictional or funding overlaps or conflicts. The American Indian Higher Education Consortium has endorsed the Red Book, and thus the tribal colleges support the proposal for an Executive order on Indian education. Indian country generally and the federal government see the two Executive orders as complementing each other, in that both promote tribal control of education and the infusion of Native language and culture into Indian education.

16. How does the Executive order on Indian education relate to the Executive order being developed by the Indian Health Service on Indian Youth?

The Indian Health Service (IHS) is developing an Executive order entitled, "Initiative for American Indian and Alaska Native Children and Youth." This Executive order addresses the health and welfare of American Indian and Alaska Native children and youth, both within tribes and Indian communities, and as individuals. It focuses on bridging the gap between the health and welfare of American Indian and Alaska Native youth and youth in general throughout the United States.

The Department of Health and Human Services' Working Group on the IHS Executive order has studied the Executive order on Indian education. The Education Sub-Group has made a concerted effort to monitor and coordinate the development of both Executive orders. There are no jurisdictional or funding overlaps or conflicts. The two Executive orders are complementary of each other in that both promote the improvement of the quality of life and education for American Indian and Alaska Native children and youth.

17. How does the Executive order on Indian education relate to other education efforts of this Administration, such as Goals 2000 and the President's 10-Point Call to Action?

In January 1997, President Clinton issued a Ten Point Call to Action for American Education in the 21st Century. The Call to Action is to 1) set rigorous national standards in reading and math; 2) have talented and dedicated teachers in every classroom; 3) held every student to read

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independently and well by the end of the 3rd grade; 4) expand head start and challenge parents to get involved early in their children's learning; 5) expand school choice and accountability in public education; 6) make sure schools are safe, disciplined, and drug free; 7) modernize school buildings and support school construction; 8) open the doors of college; 9) help adults improve their education; and, 10) connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

The Executive order directs that American Indians and Alaska Natives participate meaningfully and actively in the Call to Action. The Executive order also directs that American Indians and Alaska Natives are ensured accessibility to the high quality educational opportunities afforded other children by Goals 2000. The Executive order directs the agencies to report how American Indian and Alaska Native students are participating in the various programs that support the Call to Action and Goals 2000. Thus, the Executive order complements the Call to Action and Goals 2000, in that it helps improve the quality of education for American Indian and Alaska Native students by making Indian education a national priority, by calling for equity for Indian students in education, by including Indian students in national education reform efforts, and by helping tribes and Indian communities to hold federal agencies accountable for equity in Indian education and for inclusion of Indian education in national education efforts.

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18. What is the role of Congress regarding the Executive order on Indian education?

The intent is that the President sign the Executive order with the support of Congress. In the case of the Executive Order on Tribal Colleges and Universities, resolutions were passed by the Senate and the House encouraging the signing of the Executive Order. Many members of Congress wrote letters of support for the Tribal Colleges Executive order. These letters were helpful in getting the Tribal Colleges Executive Order signed by the President.

For the Executive order on Indian education, Senator Domenici has already introduced a resolution, S.Res. No. 100, by which the Senate recognizes the need for the development and implementation of a comprehensive federal Indian education policy that "meets the needs of American Indian and Alaska Native people."

NCAI and NIEA are working to gain introduction of a House resolution supporting the Executive order on Indian education. They are also working to gain letters of support from congressional committees, caucuses, and members.

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IMPACT ON AND ROLE OF AGENCIES**19. How will the Executive order on Indian education affect each agency?**

In general, the Executive order will help the agencies be more efficient in administering their programs and functions. The Executive order will improve coordination among the various agencies that deal with Indian education. The Executive order will also help the agencies establish better working relations with tribes and Indian communities on Indian education matters, and will allow improved participation of tribes and Indian communities in the variety of education programs for which Indian students are eligible and from which Indian students benefit.

Specifically, the Executive order requires agencies to develop five-year strategic plans on Indian education. The plans must be developed in consultation with tribes and Indian communities, and in coordination with other federal agencies. The agencies must submit the plans to the Department of Education. The agencies must also appoint a senior official, who is a full time employee, to serve as a liaison for Indian education activities and to advocate for the implementation of the Executive order. The agencies must also report annually on their compliance with the Executive order.

20. What does the Executive order say about inter-agency coordination in Indian education?

The Red Book makes clear that a major concern of Indian country is the fragmentation and lack of inter-agency coordination in Indian education. A major priority of Indian country in seeking the Executive order is for the federal government to develop a more comprehensive approach to Indian education by improving inter-agency coordination in all aspects of Indian education.

The Executive order recognizes that a comprehensive federal Indian education policy must initiate and improve inter-agency coordination in Indian education. The Executive order charges the Advisory Board under NACIE with recommending specific ways to initiate and improve inter-agency coordination.

21. What background information or material should the agencies be familiar with before implementing the Executive order?

NCAI and NIEA have prepared a number of important materials for background and information on the Executive order. These materials include the Red Book, this Questions and Answers document, the Reference Guide to Reports on Indian Education Statistics and Data, compilation lists of major federal Indian education laws and regulations, the resolutions passed by NCAI and NIEA endorsing the Red Book, and the many resolutions endorsing and letters of support for the Red Book by tribes and Indian organizations.

September 15, 1997

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September 15, 1997

IMPACT ON AND ROLE OF AGENCIES**19. How will the Executive order on Indian education affect each agency?**

In general, the Executive order will help the agencies be more efficient in administering their programs and functions. The Executive order will improve coordination among the various agencies that deal with Indian education. The Executive order will also help the agencies establish better working relations with tribes and Indian communities on Indian education matters, and will allow improved participation of tribes and Indian communities in the variety of education programs for which Indian students are eligible and from which Indian students benefit.

Specifically, the Executive order requires agencies to develop five-year strategic plans on Indian education. The plans must be developed in consultation with tribes and Indian communities, and in coordination with other federal agencies. The agencies must submit the plans to the Department of Education. The agencies must also appoint a senior official, who is a full time employee, to serve as a liaison for Indian education activities and to advocate for the implementation of the Executive order. The agencies must also report annually on their compliance with the Executive order.

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MAJOR FEDERAL INDIAN EDUCATION LAWS

1. The Johnson O'Malley Act of 1934, as amended. Provides federal funding for formula-based supplemental education programs to tribes and state public schools for the special educational needs of Indian students. Requires local Indian education committees to review applications and be involved in operations. Tribes receive preference when applying for JOM funding through the Bureau of Indian Affairs.
2. The Impact Aid Laws of 1950, Public Laws 81-874 and 81-815, as amended. Provide federal subsidies to state public school districts to construct facilities ('815) and educate children residing on federal lands including Indian country ('874). Amendments were passed in 1978 based on the government-to-government relationship between the United States and Indian tribes. These amendments require school districts to have policies and procedures which ensure that Indian parents and tribes have an opportunity to comment on the funding application process and are consulted in the development of school programs. Indian tribes may also file complaints with the Secretary of Education against school districts for violation of Impact Aid policies and procedures.
3. The Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended. Provides supplemental federal funding for a variety of education programs including those that are known today as Chapter 1 and Bilingual Education. Both Chapter 1 and Bilingual Education funding may be provided to state public schools, Bureau of Indian Affairs schools, and to tribal contract or grant schools.

Chapter 1 formula-based funding provides supplemental educational services and programs, usually to develop basic academic skills, for disadvantaged youth including Native Americans. Bilingual Education competitive, discretionary funding provides supplemental bilingual education services and programs for limited English proficient youth including Native Americans. Both programs have a parent advisory committee requirement to provide schools with advice in the planning, implementation, and evaluation of their programs and services. This requirement may be waived and the elected school board may serve as a PAC in tribal contract and grant schools.
4. The Head Start Program Act of 1965, as amended. Provides formula-based federal funding for comprehensive health, educational, nutritional, social, and other services to economically disadvantaged preschool children including children on federally recognized Indian reservations. Federally recognized Indian tribes may directly receive Head Start funding and operate Head Start programs for Indian children on their reservations.

5. The Indian Elementary and Secondary School Assistance Act of 1972, Public Law 92-318, as amended. Provides formula-based federal funding for supplemental programs known as Title IX. These programs are designed to meet the special educational or culturally related academic needs of Indian students. Title IX formula funds may be provided to state public schools, Bureau of Indian Affairs schools, and tribal contract and grant schools. Indian parent advisory committees must approve Title IX programs and be involved in program administration in the state public schools.

This Act also establishes a National Advisory Council on Indian Education to advise the Secretary of Education and to submit an annual report on Indian education to Congress. The Act also makes tribes eligible for certain competitive, discretionary grants for elementary and secondary school demonstration and pilot projects, special teacher training programs, Indian controlled schools projects, and adult education programs.

6. The Indian Self-Determination and Education Assistance Act of 1975, Public Law 93-638, as amended. Allows Indian tribes to contract for the operation of schools that were formerly operated by the Bureau of Indian Affairs or that were funded by the BIA and privately operated. Authorizes direct funding to tribal schools for programs and operations that are regulated under the Education Amendments of 1978, Public Law 95-561.
7. The Education Amendments of 1978, Public Law 95-561, as amended. Provides broad statutory guidance to schools that are operated or funded by the Bureau of Indian Affairs. Provides for Indian school boards in BIA operated schools. Requires the BIA to actively consult with tribes in all matters that relate to Bureau schools. Allows the Secretary of the Interior to implement cooperative agreements between tribes, school boards of Bureau schools, and state public school districts. Establishes formula-based funding for all BIA operated schools and BIA funded tribal schools. Requires that such schools be accredited or meet standards that are equal to or exceed those accreditation requirements. Allows tribes to set academic standards for BIA operated or funded schools that take into account the specific needs of Indian children.
8. The Tribally Controlled Community College Assistance Act of 1978, Public Law 98-192, as amended. Provides federal funding for post-secondary institutions controlled by Indian tribes. Tribal governments now operate 24 tribally controlled colleges. Two of these colleges are four-year institutions.
9. The Indian Education Act of 1988, Public Law 100-297, as amended. Allows tribes to operate BIA funded schools as grant schools rather than as contract schools. Grant school funding allows tribal schools to receive funding on a more timely basis, to invest those funds under certain restrictions, and to use the interest gained for further educational costs in their schools.

This Act also authorizes federal funding for tribal early childhood programs and tribal departments of education. To date no money has been appropriated for tribal departments of education.

10. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392. Provides funding for competitive, discretionary project grants that will provide vocational education opportunities for Indians. Allows tribes and tribal organizations to plan, conduct, and administer vocational education programs that will provide Indian students with skills related to jobs or further post-secondary training. Also allows tribal post-secondary institutions to compete for post-secondary vocational education grants.
11. The Native American Languages Act of 1990, Public Law 101-477. Recognizes the right of Indian tribes to use their native languages to conduct tribal business and as a medium of instruction in all Bureau of Indian Affairs funded schools. Directs federal agencies to consult with tribes in evaluating the agencies' policies and procedures and bringing these in compliance with the Act.
12. The Goals 2000: Educate America Act, Public Law 103-227. Provides funds and a framework for schools to meet the National Education Goals. Includes American Indian and Alaska Native students in public schools and allots set-aside funds for schools operated or funded by the Bureau of Indian Affairs. Authorizes the Secretary of the Interior to establish a plan to develop a reform and improvement plan for BIA education and to conduct a cost analysis of BIA academic and home living / residential standards. Specifically mentions Indian education in the activities of the Office of Educational Research and Improvement (OERI), including placing the Director of BIA Education on the National Educational Research Policy and Priorities Board and the inclusion of American Indian and Alaska Native students in OERI research institutes / activities.
13. The Improving America's School Act of 1994, Public Law 103-382. Amends the Elementary and Secondary Education Act of 1965, including Title I (formerly Chapter I), Bilingual Education, Impact Act, and Title IX. This Act also amends the Education Amendments of 1978, which pertain to Bureau of Indian Affairs schools and programs. This Act also provides land-grant status to tribal colleges in accordance with the provisions of the Act of July 2, 1962.

**List of Selected Federal Regulations
for Major Federal Indian Education Laws**

1. 25 CFR 21 Arrangement With States, Territories, or Other Agencies For Relief of Distress and Social Welfare of Indians
2. 25 CFR 27 Vocational Training for Adult Indians
3. 25 CFR 31-36 Part 31--Federal Schools for Indians
Part 32--Indian Education Policies
Part 33--Transfer of Indian Education Functions
Part 36--Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations
4. 25 CFR 38-40 Part 38--Education Personnel
Part 39--The Indian School Equalization Program
Part 40--Administration of Educational Loans, Grants and Other Assistance for Higher Education
5. 25 CFR 41 Grants to Tribally Controlled Community Colleges and Navajo Community College
6. 25 CFR 42-46 Part 42--Student Rights and Due Process Procedures
Part 43--Maintenance and Control of Student Records in Bureau Schools
Part 46--Adult Education Programs
7. 25 CFR 273-276 Part 273--Education Contracts Under Johnson-O'Malley Act
Part 275--Staffing
Part 276--Uniform Administrative Requirements for Grants
8. 25 CFR 900 Contracts Under the Indian Self-Determination and Education Assistance Act
9. 34 CFR 200 Title 1 - Helping Disadvantaged Children Meet High Standards
10. 34 CFR 222 Subpart G--Special (Impact Aid) Provisions for Local Educational Agencies that Claim Children Residing on Indian Lands
11. 34 CFR 263 Indian Fellowship and Professional Development Programs
12. 34 CFR 300-303 Assistance to States for the Education of Children With Disabilities
13. 34 CFR 401 Indian Vocational Education Program
14. 34 CFR 410 Tribally Controlled Postsecondary Vocational Institutions Program
15. 45 CFR 1357.50 Head Start Grants to Indian Tribal Organizations

A T T A C H M E N T 2

PROPOSED DRAFT EXECUTIVE ORDER:

***INITIATIVE ON AMERICAN INDIAN AND ALASKA NATIVE
CHILDREN AND YOUTH***

A T T A C H M E N T 2

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CHILDREN AND YOUTH***

INITIATIVE FOR AMERICAN INDIAN AND ALASKA NATIVE CHILDREN AND YOUTH

Preamble. I am proud of my Administration's accomplishments in enhancing the partnership between the Federal government and American Indian and Alaska Native tribal governments. Since my meeting with tribal leadership in 1994, many steps have been taken to strengthen the sovereignty and effectiveness of the tribal governments, while discharging the trust responsibilities of the United States Government. However, there is a significant and critical challenge that we must meet together if we are to improve the quality of life and assure cultural integrity for the First Americans into the future. We must improve the health and well being of all Native American children and youth, and the overall wellness of their communities.

Significant strides have been made in reducing the disproportionate burden of illness and social distress borne by Native American communities. This has been demonstrated by many health and social statistics including a great reduction in infant mortality, increasing life expectancy, and recent levels of improvement in some socio-economic conditions. However, there are worrisome indicators of insufficient progress among American Indian and Alaska Native communities. We must affirm together a commitment to strong physical, mental, spiritual, cultural, and economic health for these children and youth and the communities that they inhabit. We must ensure a safe and healthy home and community and ensure that there is effective personal development for each individual within the context of developing communities.

Policy Statement. Therefore, consistent with the Federal trust responsibility, the Federal government will move forward in strengthening Federal-Tribal governmental relations resulting in executive departments and agencies implementing comprehensive administrative changes necessary to improve the health, safety, and wellness of all American Indian and Alaska Native (AI/AN) Children and Youth. Tribal community capacity building and tribal empowerment are cornerstones of the needed changes. A renewed partnership of cooperation and collaboration amongst executive departments and agencies will transform these Federal entities into organizations capable of working in partnership with tribes on a government-to-government basis to deliver quality services to all American Indian and Alaska Native communities.

Authority and Purpose. By the authority vested in me as President by the Constitution and the laws of the United States, in reaffirmation of the special relationship of the Federal government to American Indians and Alaska Natives, and in order to further strengthen Federal-Tribal governmental relations throughout the executive branch for the purpose of promoting healthy and safe American Indian and Alaska Native communities; developing their children and youth; and, supporting individual achievement, economic development, cultural integrity and community empowerment, it is hereby ordered as follows:

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Section 1. Federal/Tribal Partnership Council. (a) *Establishment.* There shall be established in the Department of Health and Human Services ("DHHS") a Presidential advisory committee entitled the President's Federal/Tribal Partnership Council ("Council"). Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App.), with respect to the Council, shall be performed by the Secretary of the Department of Health and Human Services ("Secretary"), in accordance with the guidelines and procedures established by the Administrator of General Services.

(b) *Composition.* Membership on the Council shall consist of not more than 12 Members. The Council shall be comprised of members appointed by the President, including representation of tribal leadership and other such persons as may be deemed appropriate. For example:

- (1) selected individual elected/appointed tribal officials;
 - (2) the National Congress of American Indians (NCAI);
 - (3) a National Urban Indian Healthcare Organization;
 - (4) the National Indian Health Board (NIHB);
 - (5) the Native American Rights Fund (NARF);
 - (6) the United National Indian and Tribal Youth (UNITY);
 - (7) private business leader(s);
 - (8) the Attorney General, Department of Justice, or other Cabinet level official; and,
 - (9) other national Indian organizations representing labor, education, law and order.
- Members will serve terms of 2 years and may be reappointed to additional terms on the Council by the President.

(b) *Responsibilities and Functions of the Council.* The Council shall advise the President on matters involving Federal-Tribal relations in the executive branch, necessary to improve the health and quality of life for AI/AN children and youth and the overall wellness of Indian communities. Its activities shall include:

- (1) consulting with Native American tribal governments and their members as to the needs and appropriate interventions;
- (2) recommending changes necessary to achieve the objectives of this order, including legislation, merging of funds from various agencies consistent with principles of Self-Determination and Self-Governance, for the creation of a flexible and responsive Federal system of program grants, contracts, and other direct Federal service delivery systems benefiting AI/AN.
- (3) developing tribal institutional capacity through the use of appropriate Federal resources;

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(4) utilizing the expertise of individuals from both the Federal and tribal governments to foster local partnership arrangements that reduce Federal and tribal administrative barriers to healthy and safe AI/AN communities; and,

(5) utilizing the expertise and resources of private and non-profit entities to augment tribal capacity.

Sec. 2. Department and Agency Participation. Within 60 days from the date of this order, the head of each Federal agency shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to serve as a liaison to the Council. The official shall report directly to the head of their respective agency. Federal agencies shall implement all relevant Council recommendations approved by the President.

Sec. 3. Schedule/Timelines. (a) *Implementation.* Upon issuance of the order, the components of this order shall be implemented immediately and in compliance with the timelines specified in the order.

(b) *Consultation.* The Council shall meet within 90 days of the signing of the order and conduct tribal consultation within 120 days of its initial meeting.

(c) *Reporting.* The Council shall provide a report and recommendations for Federal action and outcomes to the President within 180 days of its initial meeting. Thereafter, reports on measurable progress in meeting the goals of this order and recommendations for further efforts to be undertaken by the Federal government shall be provided to the President annually in a format established by the Secretary.

Sec. 4. Administration. (a) *Compensation.* Members of the Council shall serve without compensation, but shall be allowed travel expenses including per-diem in lieu of subsistence, as authorized by law for persons serving intermittently in government service (5 U.S.C. 5701-5707).

(b) *Funding.* The Council shall be funded by the Department of Health and Human Services.

(c) *Administrative Support.* The Secretary of DHHS shall provide basic administrative support to the Council. With the consent of the Department of Health and Human Services, other agencies participating in the initiative shall provide administrative support consistent with statutory authority and shall detail agency employees to the extent permitted by law. The Council shall have a core staff and it shall be supported at appropriate levels.

ADDITIONAL ATTACHMENTS
PROVIDED FOR YOUR INFORMATION
COMMENTS ARE NOT REQUESTED

APPENDICES

APPENDIX I

Indicators of the Scope of the Problem and Performance Measures

APPENDIX II

Suggestions as to Specific Activities in Five Major Activity Groups

NOTE: *The Subgroup on the Initiative for American Indian and Alaska Native Youth has developed appendices which present: 1) data about certain health and socio-economic conditions among Indian country's children and youth; and, 2) information about some of the activities that would evolve out of the Executive order. The data was put together by an inter-agency workgroup which reported to the subgroup; and, the information on potential activities is the result of collaborative efforts of the members of the subgroup. The critical themes are ensuring a safe and healthy home and community and ensuring personal development within the context of developing communities. The appendices are provided to support the need for a Presidential initiative that will focus Federal resources and collaborate with tribal efforts to improve the status of American Indian and Alaska Native children and youth and support tribal communities.*

APPENDIX I

INDICATORS OF THE SCOPE OF THE PROBLEM AND PERFORMANCE MEASURES

BACKGROUND

Although there are many measures of the success of Federal and tribal efforts, an alarming disparity exists in a number of objective indicators of the health and general well being of American Indian and Alaska Native (AI/AN) children and youth in comparison to youth in general throughout the United States. Indicators of this disparity include:

- The average age of the AI/AN population is 7-8 years younger than the general population.
- The proportion of AI/AN people who die under 25 years of age is 3.2 times greater than for the nation as a whole.
- The alcoholism death rate for AI/AN youth age 15 to 24 years is 17 times greater than national rates.
- The accident death rate for AI/AN children age 5 to 14 years is 2 times greater than national rates.
- The Sudden Infant Death Syndrome (SIDS) rate for AI/AN infants is 1.8 times greater than national rates.
- The suicide rate for 15-24 year old AI/AN is more than twice that of the same group in the general population.
- Homicide is the second leading cause of death among AI/AN from 1-14 years of age and third for 15-24 year olds.
- Unemployment rates are 2-3 times higher for AI/AN people when compared to the nation as a whole.
- Over twice as many AI/AN people live in poverty as compared to the general population.

Concern about this disparity is now heightened because it appears to be growing in spite of individual Tribal, State, and Federal efforts to reduce it. Indicators of growth of problems in this population include the following:

- In some AI/AN communities, fully 10 percent of the children are in court-ordered foster care;
- Substance abuse in the AI/AN population is progressing from alcohol to hard drugs like crack and crack; and
- Reported crimes in AI/AN communities are twice as likely to be violent than in other communities across the United States.
- An estimated 375 gangs have been identified in AI/AN communities, with a wide range of activities, including showing colors, graffiti, vandalism, theft, possession of firearms, sale of narcotics, and violent offenses.
- Well child care and other preventive health services for children have declined 25% in the last 5 years.
- The homicide rates in some tribal communities have risen as much as 80 percent since 1992, while nationwide, the homicide rate has declined 22 percent.
- The homicide rate in Indian country is 1.5 times greater than the rate for the general population.

Improvement is possible. These and other indicators can be used to measure the success of Federal and tribal efforts under this order. The decrease in certain communicable diseases, which resulted from the provision of sanitation and safe drinking water to homes on reservations, demonstrates the impact an individual federal program can have. Increased seat belt usage on certain reservations is the result of combining state, federal, and tribal resources to target a specific risk factor.

Significant reduction or elimination of the disparity between the overall quality of life of AI/AN children and youth will require comprehensive multi-agency strategic planning. This collaboration is critical to improving the quality of life of AI/AN children and youth.

DEFINITION AND RATIONALE

The concept of quality of life has physical, mental, spiritual, social, environmental, cultural, and economic components. Each makes its special contribution to the overall well-being of the individual and the community in which he/she lives. The enormous gap between AI/AN youth and the general population youth in this area mandates a broad based and multidimensional initiative.

Two themes are critical to this initiative's success. With their essential underlying components, they are as follows:

1. Ensuring a Safe and Healthy Home and Community
 - a. Public health activities that are community based including health promotion, injury prevention, communicable disease control
 - b. Clinical services of the highest quality and accessibility including well child care, adolescent health care, mental health services, and chemical abuse treatment services
 - c. Environmental health, including environmental protection, effective justice programs, safe and nutritious food, and safe housing, school, and work environments.
 - d. Family and child services
 - e. Community security issues/law and justice
2. Ensuring Personal Development within the Context of Developing Communities
 - a. Education, including the provision of the highest quality education in early childhood, elementary and secondary schools, and, post secondary educational opportunities to maximize preparedness to be successful in adult life.
 - b. Economic development in AI/AN communities to assure the availability of employment opportunities for all AI/AN youth.
 - c. Community empowerment to assure the exercise of meaningful local control and the highest possible quality of life.

APPENDIX II
SUGGESTIONS AS TO SPECIFIC ACTIVITIES
IN
FIVE MAJOR ACTIVITY GROUPS

ACTIVITY GROUP	ACTIVITY
Crosses all groups	Integration of Indian youth into planning and evaluation of initiative efforts Identify and implement policy, regulatory, and legislative changes as needed to make services readily available to AI/AN children and youth
Problem identification	Identification of unmet health needs in the Indian children and youth population in terms of both services and resources Identification of major risks facing Indian children and youth including social, economic, educational, cultural, and environmental factors Identification of impediments to availability and utilization of services and resources to Indian communities including cultural concerns and logistical problems
System development	Development and ongoing maintenance of baselines and health, safety, environmental, social and educational profiles of AI/AN children and youth Development of data systems to collect information specific to urban Indian youth

Development of expanded data information systems specific to Indian children and youth and accessible by all Federal agencies, Tribes, Indian groups, States, and private organizations with emphasis on making data accurate and comparable

Development of user-friendly information systems identifying and explaining services and resources available to Tribes, Indian groups, and Indian children and youth

Program development

Development and implementation of a multi-dimensional, multi-agency strategic plan to improve the quality of life of AI/AN children and youth based both on health and social profile information and summary of available services and resources

Provision of technical assistance to facilitate access to underutilized services and resources for Indian children and youth

Development of a catalogue of all services and resources currently administered by federal agencies that are available to Tribes, tribal organizations, and urban Indian groups for Indian children and youth

Identification and replication of programs proven to be effective for Indian children and youth

Coordination and communication between Federal agencies to eliminate program duplication

Program implementation

Development of linkages between Federal agencies, Tribes, Indian groups, States and private organizations to address unmet health and social needs of Indian children and youth and to enhance delivery of broad based services and multidimensional interventions which include both basic health and safety needs and broader social and economic functioning

Expansion of community empowerment and capacity building efforts for Tribes and Indian communities

Expansion of training, demonstration grants, and direct services focused on Indian children and youth

Evaluation

Implementation of ongoing educational efforts about Tribal sovereignty for Federal agencies, States, and private organizations

Incorporation of Indian children and youth outcome criteria into the Government Performance and Results Act performance plans for all relevant agencies

Report on progress and outcomes of AI/AN children and youth initiative to the Domestic Policy Council annually

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INDIAN EDUCATION LEGAL SUPPORT PROJECT

"Tribalizing Indian Education"

Compilation of State Indian Education Laws



October 1997